



**AGENDA**  
**Open Board Meeting**

**Tuesday, June 6, 2023**

**4:30 p.m.**

**Yuxwule' Eagle Room (Boardroom)**

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**Pages**

1. CALL TO ORDER  
'Uy' skweyul, sii'em' nu siiye'yu. 'Uy nu shqwaluwun kwunus 'i lumnal.  
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
  - 2.1 Motion to Adopt Agenda  
*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the Agenda of the June 6, 2023 Open Board Meeting."*
3. MINUTES
  - 3.1 Minutes of the May 2, 2023 Open Board Meeting 6 - 15  
*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the Minutes of the May 2, 2023 Open Board Meeting."*
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  - 4.1 Skills Canada Provincial Competitors
5. REPORT OF CLOSED MEETING
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	7.2.1.2 School District Retirement Dinner - June 12, 2023	
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7.2.3	District Scholarship Update	
7.2.4	Annual Review of Quamichan School	19 - 26
7.3	For Board Action	
7.3.1	National Indigenous Peoples Day <i>"That the Board of Education of School District No. 79 (Cowichan Valley) recognizes National Indigenous Peoples Day, June 21, 2023."</i>	
7.3.2	Cowichan Secondary School International Student Exchange to Lyon France <i>"That the Board of Education of School District No. 79 (Cowichan Valley) grants approval in principle to the 2023/2024 Grade 11 French Immersion Student Exchange with Académie de Lyon."</i>	27 - 28
7.3.3	Cowichan Secondary School Student Travel to Spain and France, Spring Break 2024 <i>"That the Board of Education of School District No. 79 (Cowichan Valley) grants approval in principle to the Cowichan Secondary School Educational trip to Spain and France during Spring Break 2024."</i>	
7.3.4	Equity Action Plan <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Equity Action Plan as presented."</i>	29 - 32
7.3.5	Strategic Plan Regeneration 2025-2030 <i>"That the Board of Education of School District No. 79 (Cowichan Valley) approves the Strategic Plan Regeneration 2025-2030 as presented."</i>	33 - 42
7.3.6	Revised Community of Care Pledge <i>"That the Board of Education of School District No. 79 (Cowichan Valley) signs the revised 'Community of Care Pledge' and directs that signed copies of the revised Pledge be provided to schools to replace the previous framed versions."</i>	43

7.3.7 Board/Authority Authorized Course Approval

44 - 81

*“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 Culture Through Visual Arts 10** to the Ministry of Education and Child Care to qualify for credit towards the Indigenous Focused Graduation Requirement.”*

*“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.”*

*“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 12** to the Ministry of Education and Child Care to qualify for credit towards the Indigenous Focused Graduation Requirement.”*

8. SECRETARY-TREASURER

8.1 For Board Information

8.1.1 School Board Office Summer Hours of Operation

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8.2 Cowichan Secondary School Closure and Disposal Consultation

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*“That the Board of Education of School District No. 79 (Cowichan Valley) gives notice of intent to close Cowichan Secondary School following the opening of Quw'utsun Secondary School and immediately commences the consultation process required under Policy 14 Consolidation and Closure of Schools.”*

*“That the Board of Education of School District No. 79 (Cowichan Valley), concurrently with the Consolidation and Closure of Schools process, consults on future uses of Cowichan Secondary School following the process required under Administrative Procedure 519 Disposal of Land and Improvements.”*

*“That the Board of Education of School District No. 79 (Cowichan Valley) will consult with the public before making decisions about:*

1. *The advisability of keeping Cowichan Secondary School in reserve for future educational purposes;*
2. *Alternate public use of Cowichan Secondary School by a local government or a community organization;*

3. *Use of Cowichan Secondary School by an Independent School;*
4. *Use of Cowichan Secondary School by Conseil Scolaire Francophone;*
5. *The advisability of entering into a long-term lease of the property to a private interest; and*

*The advisability of selling the property for fair market value to any other person."*

*"That the Board of Education of School District No. 79 (Cowichan Valley) determines that the consultation process in relation to Cowichan Secondary School will be as follows:*

1. *Advertising in local papers and the Cowichan Valley School District social media accounts that the Board is considering the closure of and possible disposal or long-term lease of Cowichan Secondary School, inviting feedback from community organizations and individuals;*
2. *Send letters to each local government within the School District's boundaries advising that the Board is considering closure and possible disposal or long-term lease of Cowichan Secondary School and offering to meet with representatives of those local governments if they so choose; and*

*Hold one public meeting, date, time and location to be determined and advertised."*

## 9. COMMITTEES AND OUTSIDE ORGANIZATIONS

### 9.1 Motions arising from the Board Education and Business Committee

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*"That the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Cowichan Secondary School Rugby Academy Fees be set at \$5,500 for local district students and out of province, and \$15,000 for International students."*

*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the revised Policy 1 - Foundational Statements as amended."*

*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the revised Policy 7 - Board Operations as presented."*

*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the revised Policy 8 - Board Committees as amended."*

9.2	Motion arising from the Climate Change Committee <i>"That the Board of Education of School District No. 79 (Cowichan Valley) approves the Climate Change Committee Terms of Reference that were update at the May 26, 2023 Meeting for inclusion in Policy 8 – Board Committees."</i>	120 - 121
9.3	Minutes of the April 14, 2023 Climate Change Committee <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the April 14, 2023 Climate Change Committee Meeting."</i>	122 - 123
9.4	Minutes of the April 25, 2023 BEBC Meeting <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the April 25, 2023 BEBC Meeting."</i>	124 - 129
9.5	Highlights of the May 11, 2023 DSAC Meeting <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Highlights of the May 11, 2023 DSAC Meeting."</i>	130
9.6	Highlights of the May 16, 2023 Advisory Committee Meeting <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Highlights of the May 16, 2023 Advisory Committee Meeting."</i>	131 - 134
9.7	Minutes of the May 18, 2023 DPAC Meeting <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the May 18, 2023 DPAC Meeting."</i>	135 - 137
9.8	Minutes of the May 18, 2023 DPAC Annual General Meeting <i>"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the May 18, 2023 DPAC Annual General Meeting."</i>	138
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12.	NEW BUSINESS	
12.1	21st Century Furniture Fundraising	
13.	QUESTION PERIOD	
14.	ADJOURNMENT	
14.1	Motion to Adjourn <i>"That there being no further business, the meeting be adjourned."</i>	

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

**Tuesday, May 2, 2023, 4:30 p.m.  
Boardroom - Public Participation via Zoom**

**PRESENT**

Trustee Cathy Schmidt, Chair  
Trustee Elizabeth Croft  
Trustee Randy Doman  
Trustee Cindy Lise  
Trustee Eduardo Sousa  
Trustee Jennifer Strachan  
Trustee Joe Thorne  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Mike Russell, Director of Communications  
Richard Dyble, Director of Operations  
Claudia McMahon, Associate Secretary-Treasurer  
Claire Spencer, Recording Secretary

**APOLOGIES**

Sheryl Koers, Associate Superintendent  
Margaret Olsen, Director of Human Resources  
Jeff Rowan, Director of Inclusive Learning  
Darlene Reynolds, Director of Inclusive Learning

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**1. CALL TO ORDER**

Trustee Schmidt called the meeting to order at 4:30 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

**2. ADOPTION OF AGENDA**

2.1 Motion to Adopt Agenda

Moved by Trustee Lise  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the agenda of the May 2, 2023 Open Board Meeting."*

CARRIED

**3. MINUTES**

3.1 Minutes of the April 4, 2023 Open Board Meeting

Moved by Trustee Thorne  
Seconded by Trustee Croft

*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the minutes of the April 4, 2023 Open Board Meeting."*

CARRIED

**4. RECOGNITION AND DELEGATIONS**

4.1 Identity, Belonging and Connection Policy Development Working Group

Trustee Sousa joined the meeting at 4:31 p.m.

The Board offered sincere thanks to the members of this working group for their incredible contributions, connections and reflective practice that led to the creation of Policy 25: Identity, Belonging and Connection. On behalf of the community and the Board, this working group developed a policy that lays out a roadmap for the Board and District to follow to ensure our schools and worksites are safe, welcoming, and caring places, and provide equitable, inclusive, and diverse educational opportunities free of racism, marginalization and discrimination for all students and staff. The Board recognized members of the working group with the presentation of a certificate and a token of their thanks.

**5. REPORT OF CLOSED MEETING**

5.1 Report of Closed Meeting

Prior to the Open meeting the Board met in closed session and business was concluded. The Board reviewed staffing information, provided tender awards and reviewed property items.

**6. SUPERINTENDENT OF SCHOOLS**

6.1 Personnel

6.1.1 Principal and Vice-Principal Assignments 2023-2024

The changes to Principal/Vice-Principal assignments effective August 1, 2023 were reviewed. District assignment changes effective May 1, 2023 include Associate Superintendent Margaret Olsen and Manager of Human Resources (Teaching) Jen Christenson. Changes were communicated to schools and District staff on April 27, 2023.

6.2 For Board Information

6.2.1 National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People (MMIWG2S), also known as Red Dress Day, May 5, 2023

This day is also known as Red Dress Day, where red is worn or red clothing is displayed to honour and remember missing and murdered Indigenous women, girls and two-spirit people. CUPE was recognized for distributing pins to members to acknowledge the day.

6.2.2 Moose Hide Campaign Day, May 11, 2023

The Moose Hide Campaign is a grassroots movement of Indigenous and non-Indigenous men and boys working together to end gender-based violence. Grounded in ceremony and Indigenous values, the Moose Hide invites all Canadians, to stand up against violence towards women, children, and all those along the gender continuum. Wearing a moose hide pin is an outward sign of your commitment to honour, respect, and protect the people in your life and to stand up against violence.

6.2.3 District Scholarships Update

This year the District received 78 District Scholarships, each worth \$1,250, to be shared between its four high schools, CVOLC and The Grove. Trustees are invited to join staff from schools during the next few weeks to judge students on their achievement in an area of non-academic study, commitment to the non-academic area, general proficiency

in other subject areas, involvement in community/extra-curricular and citizenship, and their overall ability to prepare and perform a presentation.

6.2.4 2023 Graduation and District Year-End Events

The revised list of graduation and year-end events was reviewed.

6.2.5 School Fees and Deposits Schedule

There are no changes to standard District fees for 2023-2024. The specialty value added PE Soccer course at Frances Kelsey has been removed as it has been replaced by a Soccer Academy.

6.2.6 Superintendent's Update

Acknowledgments/Appreciation:

- Human Resources staff was acknowledged for all of their work around the Easy Connect Electronic Dispatch System which is now dispatching TTOCs;
- Thank you to everyone involved in organizing and providing leadership for the April 17th Non-Instructional Day;
- Appreciation was expressed to all school, Operations and Transportation staff as they work together to provide exceptional year-end activities for our students, including celebrations, field trips and other large scale community events.

New Administrative Procedures: These five new Administrative Procedures are available on the District's website:

- **AP 158 – Corporate Identity** updates our corporate identity after our rebranding in 2019, and sets out procedures for using the logo and wordmark and provides a link to the District Brand Standards;
- **AP 168 – Cedar Cleansing/Brushing Ceremonies** provides the process and communicates local cultural protocol for Cedar Brushing in the District;
- **AP 204 – Learning Resources** sets up a process for reviewing school-based learning resources when there is a concern regarding the appropriateness of a particular resource;
- **AP 514 – Management of School Based Grant Generated Funds** sets out a process for both the school and the District to track funds generated through grants;
- **AP 551 – Memorials in Schools** sets out guidelines for use when a student or staff member passes away.

Surveys and Assessments: The Student Learning Survey (previously known as the Satisfaction Survey), an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools, has been extended to May 12.

Parent-Child Mother Goose Spring 2023: These playful experiences for children from birth to five years and their adults include activities to enrich parent-child relationships based on rhymes, songs and storytelling. Sessions will continue until the end of June at the Cowichan Library, Discovery Elementary and Maple Bay Elementary. Contact Learning Links for more information or to register. .

Catalyst Update: The Young Authors Conference, which is held every two years, will take place May 3 at VIU's Cowichan Campus. Almost 100 students from Grades 5-12 will have the opportunity to attend writing sessions with local published authors as well as hear authors read from their works.



#### Careers Department Update:

- Seventeen students from the District competed in the 2023 Skills Canada BC Provincial Competition which was held at the Abbotsford Trade and Exhibition Centre on April 19th. Our students did an amazing job, and achieved the following results: Levi Gary placed 3rd in Refrigeration Air Conditioning Mechanic; the Kelsey Gear Bot Team placed 2nd in Gear Bots; Tayden Ross placed 2nd in Carpentry, Cynthia Barry placed 2nd in Culinary, Haruki Ikemura placed 3rd in Cabinet Making, and the Kelsey Robotics Team placed 4th in Robotics.
- April 20th was the annual Women in Trades and Technology Day at Camosun. A bus load of District students who identify as female travelled to Camosun to explore a variety of trades and technology areas through hands-on activities.
- This month the Careers Department was very proud to hand out \$1000 cheques to 56 recipients of the Youth Work in Trades Award. To be eligible for the award the students must have graduated, worked 900 hours as an apprentice in a trade, and completed four Work in Trades courses. The award is given on behalf of the Ministry of Education and Child Care and the Industry Training Authority to students working in the trades.

George Bonner: On the April 26th Professional Learning Community (PLC) Day, staff had a great session with Hannah Beach, author of 'Reclaiming our Students - Why Children are more Anxious, Aggressive and Shut Down Than Ever - And What We Can Do About It' and celebrated educator and specialist in the field of emotional health. The staff learned about the growing crisis in children's emotional functioning, and the need for children to move from mad to sad feelings and to have space and a place to feel their feelings. They are looking forward to Hannah's return at the May PLC to continue their learning. George Bonner students in Grades 4-7 put on an amazing performance of Peter Pan on April 27.

Bench Elementary: The school has had a big birthday and is now 150 years old! This year students and staff have been learning about how the school has grown and changed over the past 150 years, and how the experiences of the people (students and staff) learning and working at the school are different through the decades. They have invited the community to share photos and hear stories about their time at Bench. Bench students have also had opportunities to look at artifacts from the school and community in partnership with the local Museum and Archive Society. The school will be celebrating its birthday the week of June 12th - 16th and they will welcome the community into the school for a celebration on June 15th where they will share some of the learning the students have done and give a chance for alumni and old friends to reconnect and come and see what the school looks like today. A new sign that celebrates the history of the school and a new refurbished logo designed by Stuart Pagaduan that incorporates Coast Salish elements will also be unveiled.

Ecole Mt. Prevost Reading Link Challenge: A team from Ecole Mount Prevost competed against other Cowichan Valley school teams in the Reading Link Challenge, which is a voluntary program promoted by the Vancouver Island Regional Library Association. Students worked very hard, with many reading the assigned novels multiple times. The Ecole Mount Prevost team will be representing the District at the Regional Island Challenge later this month.

Drinkwater Elementary: Teacher Tamara Hansen recently received the REACH Award and \$3,000 to help her continue with her action research project titled "*Hearing Our Students' Voices: An Exploration of Young Adolescent Students' Perspectives on Inclusive*

*Teaching Practices.*" The REACH award celebrates excellence in academics, and supports creativity and research for an individual to complete an independent research project. Drinkwater Elementary staff and school community are proud of her and wanted to share her success.

5th Annual Cowichan Valley Junior Rugby Jamboree: After a hiatus due to COVID 19, the 5th flag rugby, non-contact Jamboree will be held at the Cowichan Rugby Football Club (CRFC) fields on Thursday, May 25th, from 3:00 to 4:30 p.m. Families are encouraged to come out to enjoy the action and cheer on their youngsters. Twelve schools from both public and private schools in the Cowichan Valley have already signed up to compete, and over 200 young athletes in Grades 5-7 are expected to participate in the co-ed games. area and we expect upwards of 200 young athletes from both public and private schools. Games are co-ed and for students in grades 5, 6, and 7. We are grateful to Robin MacDowell of MacDowell Rugby for supporting this event again this year. Many of the young players from our High School Rugby Academy will be volunteering their time at the event by refereeing, and there will be some professional rugby players coming out to promote this fantastic sport as well. As always a huge thank you to all the coaches who have stepped up to provide this opportunity for young people to enjoy one of the world's most popular team sports.

Non-Instructional Day (NID) on April 17, 2023: The morning focus was on Literacy and the Mental Health Framework. During the afternoon, school teams worked on their Framework for Enhancing Student Learning (FESL).

Ministry of Education and Child Care Peer Review: Representatives from the Ministry of Education and Child Care, along with representatives from a variety of Districts across the province spent a day and a half at the District April 25-26 performing a peer review of the District's FESL. The team provided feedback on the District's strengths, and considerations for moving student learning forward in relation to strategic planning, alignment, and the use of evidence.

Presentation at BC School Trustees Association (BCSTA) Annual General Meeting: On April 28 the District Team of Superintendent Robyn Gray, Secretary-Treasurer Jason Sandquist and Director of Communications Mike Russell presented on Policy 25 - Identity, Belonging and Connection at a concurrent session.

Transportation Registration: May is Transportation Registration month. Information is being sent to parents and is available on the School District website under "Transportation." Registration for the 2023/2024 school year can be completed online between May 1-31, 2023. Parents can also print and email in registrations.

Mental Health Week: May 1-7, 2023 is the Canadian Mental Health Association (CMHA) Mental Health Week, and this year's focus is *#MyStory – Within our stories is the mental health care we all need*. Last week the Health and Wellness Manager sent out this year's CMHA Mental Health Week poster and key messages to District staff. Additional information from the CMHA will be sent out each day this week.

Reporting and Assessment Ed Camp: The Cowichan Valley School District and Vancouver Island University co-hosted a Reporting and Assessment Ed Camp on May 1<sup>st</sup> at the VIU Cowichan Campus.

Deeper Learning Dozen (DLD) Convening in Revere, Massachusetts May 3-5, 2023: The DLD, which focuses on equity principles, is holding its final convening of the school year. The District Team in attendance was Sheryl Koers, Jeff Rowan, Darcy Hoff, Nicole Boucher and Jennifer Calverley.

Jointly Convened Annual Meeting Spring 2023: The Cowichan Valley Team, consisting of Robyn Gray, Jeff Rowan from the District and Chris Thompson from Lyackson First Nation will be attending the fourth Jointly Convened Annual Meeting, hosted by the Ministry of Education and Child Care, and First Nations Education Steering Committee (FNESC) in Vancouver on May 25, 2023. The central purpose of meeting is to support the success of First Nations students in BC public schools. Key agenda topics will include the new Indigenous-focused grad requirements as well as outcomes and attendance for First Nations learners attending public schools.

All Superintendents Meeting: Robyn Gray will be attending the all Superintendents Meeting in Vancouver on May 17, followed by a Superintendents Year 3 Framework Calibration Meeting on May 18.

BC Child and Youth in Care (CYIC) Week - May 29 to June 4, 2023: Proclaimed by the province in 2011, BC Child and Youth in Care Week is a time to support and celebrate our province's incredible, diverse young people in government care. The week was created after youth envisioned a week that acknowledges and celebrates the unique strength of young people in care.

6.3 For Board Action

6.3.1 Pride Flag

For the past four years the Pride flag has been flown at the School Board Office during month of June.

Moved by Trustee Sousa  
Seconded by Trustee Croft

*"That the Board of Education of School District No. 79 (Cowichan Valley) requests that the Pride flag be flown at the School Board Office from May 31, 2023 to the end of June 2023 to symbolize its support of diversity and inclusion."*

CARRIED

7. SECRETARY-TREASURER

7.1 For Board Action

7.1.1 2023-2024 Annual Budget

The Secretary-Treasurer presented a balanced budget for consideration.

Moved by Trustee Sousa  
Seconded by Trustee Lise

*"That the Board of Education of School District No. 79 (Cowichan Valley) gives first reading to the 2023-2024 Annual Budget in the amount of \$126,431,654."*

CARRIED

*"That the Board of Education of School District No. 79 (Cowichan Valley) gives second reading to the 2023-2024 Annual Budget in the amount of \$126,431,654."*

CARRIED

Moved by Trustee Lise  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) considers three readings of the 2023-2024 Annual Budget at this meeting."*

CARRIED

Moved by Trustee Sousa  
Seconded by Trustee Croft

*"That the Board of Education of School District No. 79 (Cowichan Valley) gives third and final reading to the 2023-2024 Annual Budget in the amount of \$126,431,654."*

CARRIED

7.1.2 2023-2024 Annual Facilities Grant

Associate Superintendent Koers and Director of Operations Richard Dyble held extensive consultation with schools to hear their needs for minor capital repairs and prioritize projects. The plan becomes dynamic and changes based on pressures and needs that come up through the year. The Ministry requires Board approval prior to releasing funding.

Moved by Trustee Thorne  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) approves the 2023-2024 Annual Facilities Grant Plan as presented."*

CARRIED

**8. COMMITTEES AND OUTSIDE ORGANIZATIONS**

8.1 Recommendations from the April 25, 2023 BEBC Meeting

Moved by Trustee Lise  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) directs staff to add the Early Learning and Child Care Committee Terms of Reference as presented to Policy 8 - Board Committees."*

CARRIED

Moved by Trustee Croft  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Frances Kelsey Secondary School Soccer Academy Fees be set at \$300 per year."*

CARRIED

Moved by Trustee Doman  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 fees for the Performing Arts Academy at Cowichan Open School be set at \$425 per month or \$4,250 per year."*

CARRIED

Moved by Trustee Strachan  
Seconded by Trustee Doman

*"That the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Frances Kelsey Secondary School Ice Hockey Academy fees be set at \$450 per year."*

CARRIED

Moved by Trustee Lise  
Seconded by Trustee Doman

*"That the Board of Education of School District No. 79 (Cowichan Valley) approves establishing an Outdoor Adventure Academy at Frances Kelsey Secondary School and authorizes the fees be set at \$1,100 per year for 2023-24."*

CARRIED

Moved by Trustee Thorne  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) approves establishing an Equestrian Academy at Frances Kelsey Secondary School and authorizes the fees be set at \$3,000 per year for 2023-24."*

CARRIED

8.2 Minutes of the January 20, 2023 Climate Change Committee Meeting

Moved by Trustee Sousa  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the January 20, 2023 Climate Change Committee Meeting."*

CARRIED

8.3 Minutes of the March 28, 2023 BEBC Meeting

Moved by Trustee Doman  
Seconded by Trustee Croft

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the March 28, 2023 BEBC Meeting."*

CARRIED

8.4 Minutes of the April 13, 2023 Special BEBC Meeting

Moved by Trustee Thorne  
Seconded by Trustee Sousa

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the April 13, 2023 Special BEBC Meeting."*

CARRIED

8.5 Minutes of the April 20, 2023 Special BEBC Meeting

Moved by Trustee Doman  
Seconded by Trustee Lise

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the April 20, 2023 Special BEBC Meeting."*

CARRIED

8.6 Highlights of the April 18, 2023 Advisory Committee Meeting

Moved by Trustee Croft  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Highlights of the April 18, 2023 Advisory Committee Meeting."*

CARRIED

8.7 Highlights of the April 13, 2023 DSAC Meeting

Moved by Trustee Sousa  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Highlights of the April 13, 2023 DSAC Meeting."*

CARRIED

8.8 Minutes of the April 20, 2023 DPAC Meeting

Moved by Trustee Croft  
Seconded by Trustee Doman

*"That the Board of Education of School District No. 79 (Cowichan Valley) receives the Minutes of the April 20, 2023 DPAC Meeting."*

CARRIED

8.9 Highlights of the April 24, 2023 BCPSEA Regional Meeting

Trustee Strachan advised that BCPSEA's Strategic Plan was reviewed. The main focus was on two of its strategic priorities: inclusion and diversity; and reconciliation.

8.10 Highlights of the April 29, 2023 Provincial Council Meeting

Trustee Croft advised that at the meeting the budget was passed, as were housekeeping documents which went forward to the AGM.

8.11 Consent Agendas

Using a consent agenda would allow groups of minutes to be received in a block, with only one motion. In order to use consent agendas, Policy 7 - Board Operations needs to be revised. Discussion ensued.

Moved by Trustee Croft  
Seconded by Trustee Thorne

*"That the Board of Education of School District No. 79 (Cowichan Valley) directs staff to revise Policy 7 - Board Operations to include the option to use consent agendas and bring the revised Policy to an upcoming BEBC Meeting."*

CARRIED

9. **UPCOMING MEETINGS AND EVENTS**

9.1 Schedule of Upcoming Meetings and Events

10. **QUESTION PERIOD**

The Board was asked when meetings will be held in person again. The Chair advised that the Board will be discussing this matter and will make the decision public.

Clarification was requested on the 2023-2024 budget amount for special needs, and assistance for parents who can't afford the fees for hockey academy. The Secretary-Treasurer responded that the total budget for inclusive education is \$18,537,835. The Chair commented that schools have hardship funds to assist with hockey academy fees, and that parents also have avenues for funding outside of the District, such as KidSport.

11. **ADJOURNMENT**

11.1 Motion to Adjourn

The meeting adjourned at 5:29 p.m.

Moved by Trustee Sousa  
Seconded by Trustee Thorne

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

CARRIED

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Cathy Schmidt, Chair

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Jason Sandquist, Secretary-Treasurer

**ACTION LIST FOR OPEN MEETINGS**

Description	Assigned To	Action	Disposition / Completion
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<b>May 2, 2023</b>			
Pride Flag	Robyn Gray	Fly the Pride Flag from May 31, 2023 to the end of June to symbolize the Board's support of diversity and inclusion	In progress
Early Learning and Child Care Committee Terms of Reference	Jason Sandquist	Add the Early Learning and Child Care Committee Terms of Reference as presented to Policy 8 – Board Committees	Completed
Consent Agendas	Jason Sandquist	Revise Policy 7 – Board Operations to include the option to use consent agendas and bring the revised Policy to an upcoming BEBC Meeting.	In progress





**Principal/Vice-Principal Assignments 2023-2024  
Effective August 1, 2023**

<b>Principal/Vice-Principal</b>	<b>Assigned/Reassigned to</b>
TBA	Principal, Mill Bay Nature School
Jennie Hittinger	Principal, Lake Cowichan School
Penny Butler	Temporary Vice-Principal, Cowichan Secondary
Lindy Thompson	Temporary Vice-Principal, Chemainus Secondary

### School Calendar 2023 - 24

JULY						
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


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	School Opening	Sept. 5
	Statutory Holiday / Vacation	
	Day for Truth & Reconciliation	Oct. 2
	Thanksgiving	Oct. 9
	Remembrance Day	Nov. 13
	Winter Vacation	Dec. 25 – Jan. 5
	Schools reopen	Jan. 8
	Family Day	Feb. 19
	Spring Vacation	Mar. 11 - 22
	Good Friday	Mar. 29
	Easter Monday	Apr. 1
	Victoria Day	May 20
	School Closure	
	Non-Instructional Days	
	2 hr. Early Dismissal	
	1 hr. Early Dismissal	
	Last day of school	June 27
	Administrative Day	June 28
	Days in session	186
	Days of instruction	180
	Pro-D days	6
	Administrative days	1
	Instructional Hours	
	Elementary:	878
	Secondary:	952

**Date of Report:** Tuesday, June 6, 2023

**Prepared for:** The Board of Education for the Cowichan Valley School District for Information for the Open Board Meeting, June 6, 2023

**Subject:** Annual Review of Quamichan School

**Background:**

In response to concerns of student safety due to ongoing issues in the York Road corridor, the Board of Education made a motion regarding Quamichan School in the February 1, 2021 Open Board Meeting that read:

*"Given the research related to the issue has now been collected, the Board of Education for School District No. 79 (Cowichan Valley) determines that Quamichan School will be an OPEN campus, subject to:*

- 1. The District and school administration to continue with their connection to York Road agencies and their supervision supports;*
- 2. The Board of Education and District staff to have representation on the North Cowichan Safety Response Model Gap Analysis, formed to address community safety issues in the York Road area;*
- 3. The current additional supervision support from the School District to continue, i.e. Noon Hour Supervision, increased Blackbird security at lunch, presence of Quamichan administration at lunch in the corridor;*
- 4. Quamichan School to continue the proactive student education work at the school;*
- 5. A contractual form for parent signature to allow their student to leave the campus during school hours, understanding the limited supervision and releasing the School District from risk of liability will be instituted;*
- 6. An annual review of the status of the school to be conducted by the Board of Education to ensure the safety of students is being well-monitored."*

**Discussion:**

Since that motion was made, both the District and the School have made substantial community connections and changes to processes. The District is now a key partner in community-based solutions with membership on the Wellness and Recovery Centre (WRC) working group, the Situation Table, Community Action Team (Lead), and an Ad-Hoc Youth Action Team.

Quamichan school has also undertaken a number of initiatives including a focus on compassion in our community, an in-depth consultation and exploration of having a closed campus next year, and a review of the current state of student safety in the area.

This year, Quamichan administration has found that there have been more negative interactions between students at unsupervised locations (restaurants), and this is causing concern among students and staff. These negative interactions are not involving any of the unhoused community, but are either internal conflicts between Quamichan students, or are inter-school conflicts. Over the course of the school year, Quamichan administration has noted approximately 15 incidents that would fit this definition. Staff have also noted inconsistent attendance

of Bylaw services in the York Road corridor. When this has been addressed through the District at the WRC meetings, they are informed it due to staffing issues in the Bylaw department.

The Board has also made substantial progress in working with community leaders to ensure that proper consultation is being done with the Board on issues that affect student or staff at our school locations. This was specifically evident in the Board's response to 'A Place to Be' warming and cooling shelter which was originally proposed to be across the street from Cowichan Secondary School. The Board is also active in connecting with other levels of government to ensure that decisions that are being made about future services are being looked at holistically.

In summary, the February 1, 2021 Board Motion regarding Quamichan School has served a purpose for ensuring that student safety remains a priority. As the District continues the holistic approach to addressing concerns related to the York Road corridor and has well established processes and practices, the Quamichan Motion may not be as relevant in the coming school year.

Prepared by:



Mike Russell  
Director of Communications

Reviewed by:



Robyn Gray, Superintendent  
Date Signed: June 1, 2023

## 2022 York Road Area Report to the Board

### Background

In early April, 2020, [Island Health announced](#) that the Overdose Prevention Site that was formerly located on Trunk Road was to be moved and incorporated in the Wellness Recovery Centre that is now open at 5878 York Road.

The relocation of these services to this area puts the site in the middle of an area frequented by Cowichan Valley School District students and staff. The new site on York Road is 400 metres from both Quamichan Middle School and Cowichan Secondary School and 550 metres from Alexander Elementary School.

This location was viewed by many as inappropriate, and some community members decried the lack of community engagement on this decision. The Board of Education, and many community partners, echoed these sentiments and wrote directly to Island Health about the decision.

On top of the information of the relocation of the overdose prevention site services, students and staff alike were exposed to an increased number of incidents involving individuals from the street community. The start of the 2020/21 school year brought higher than usual reports of increased public drug and alcohol use, lude comments, public urination and defecation, and witnessing of sexual acts. There was also reports of increased abandoned drug paraphernalia, including used needles. Two district staff members were stuck with uncapped needles on Board Office property in the summer of 2020.

### Public Response

There was swift public response to the mounting concerns and news of the overdose prevention site moving to York Road. A group of concerned parents, students, citizens, and staff formed to raise awareness of their concerns and to attempt to have the site moved.

The first public note of this was in a [May 26<sup>th</sup> letter to the editor in the Cowichan Valley Citizen \(2020\)](#). As students were out of class for the summer months, public conversation around the site seemed to lull. However, as the new school year (2020/21) approached, and conditions on York Road seemed to worsen, Government agencies took a leadership role on this issue. [As reported in the Cowichan Valley Citizen on August 31, 2020](#), the Mayor and Council of the Municipality of North Cowichan formally asked Island Health to pause the process until a fulsome community engagement could take place. After a parent and staff delegation at the September 1<sup>st</sup> Open Board meeting, [Board of Education for the Cowichan Valley School District wrote to Island Health](#) adding their voices to the opposition of the location of these services on York Road.

As September continued, and increased reports from students and staff painted a worsening picture of the York Road area, public opposition was mounting. By mid-September a large

group of parents and community members gathered to protest the increased illicit activity as well as the proposed location of the overdose prevention site at a [walking protest on September 19](#).

[On September 22, 2020](#), Island Health responded publicly to community concerns but stated that no other location was suitable.

### **Board Response:**

In response to concerns of student safety and the concerns of parents and community members, the Board initiated a multi-faceted approach to dealing with these issues. This response included:

- The consideration of making Quamichan Campus a Closed Campus;
- Conducting a Parent Survey;
- Conducting a Student Survey;
- Leading a community response including RCMP, Security, Bylaw, Warmlands, VIHA, and North Cowichan; and
- Requesting proactive student education.

Following this engagement and the results of surveys and increased community partnerships, at the Open Board Meeting on February 1, 2021 the Board made a motion regarding Quamichan School:

*"Given the research related to the issue has now been collected, the Board of Education for School District No. 79 (Cowichan Valley) determines that Quamichan School will be an OPEN campus, subject to:*

- 1. The District and school administration to continue with their connection to York Road agencies and their supervision supports;*
- 2. The Board of Education and District staff to have representation on the North Cowichan Safety Response Model Gap Analysis, formed to address community safety issues in the York Road area;*
- 3. The current additional supervision support from the School District to continue, i.e. Noon Hour Supervision, increased Blackbird security at lunch, presence of Quamichan administration at lunch in the corridor;*
- 4. Quamichan School to continue the proactive student education work at the school;*
- 5. A contractual form for parent signature to allow their student to leave the campus during school hours, understanding the limited supervision and releasing the School District from risk of liability will be instituted;*
- 6. An annual review of the status of the school to be conducted by the Board of Education to ensure the safety of students is being well-monitored."*

## 2021/22 School Year

Since that report, school and district staff have been working to ensure the safety of students and staff alike. This has been done through a variety of methods, all with the same goal in mind.

### Quamichan School:

Schools staff, working with District staff have implemented the following:

**Additional Supervision - Noon-Hour Supervisors:** Having two supervisors on York Rd has been invaluable. The two who happen to be in the positions are excellent. They have come to know the students and others in the community (black bird, bylaw, warm land staff) and work as a team.

**Additional Supervision - Other Services:** We saw a decline in other services (blackbird, bylaw, RCMP, and Warmland staff) before the Winter break. After asking the senior admin team to reach out to these partners, we saw an increase in supervision right away. Having the larger team in place is incredibly helpful.

**Additional Supervision - School Administration:** Administration is present when they can be (most students remain on campus at lunch, so they are often supervising on-site). They make frequent trips to York Rd and are available on call at all times.

**Proactive student education work at the school:** Lunch time expectations are reviewed with students at our biweekly school assemblies on a regular basis. We also do a whole school lesson around homelessness and empathy once a year.

**Parent permission:** Parents signed a contractual form at the start of the year (or upon registering in the case of new enrolments) to allow their child to leave the campus during school hours, understanding the limited supervision. Students whose parents have not signed the form are instructed to remain on campus.

### **Students engagement:**

**Beginning of Year:** At the beginning of every year, we devote a lot of time to talking about being off grounds at lunch. Expectations are laid out and made clear, and there are lots of opportunities to talk about safety. This is revisited throughout the year in our twice monthly assemblies.

**Throughout the year:** We have school assemblies every two weeks. At these assemblies, we discuss what is going well, and what our school community needs to work on. Off grounds privileges / lunchtime is often addressed (sometimes it is to tell students how please we are with them, and other times it is as simple as reminding them not to litter). Having lunch time

and off-grounds privileges addressed this way on a regular agenda gives space for conversation and reminders. Students are always encouraged to speak up if they have any concerns.

### **Parent Engagement:**

**Beginning of the year:** We send messaging to parents about what being off grounds at lunchtime looks like (where students can and cannot go, supervision details, and expectations of students). Parents sign a consent form allowing them to go off grounds.

### **Throughout the Year:**

- If there is a highlight from an assembly of note, we will include it in our parent bulletin for parents to read.
- If there is an incident that takes place, we send out a safety bulletin, if the incident is such that an announcement is warranted (we have not had to do this in several years, and to be honest the last two times that we have done this have turned out to be fabrications by students).
- If there is an individual concern (such as a student losing lunch privileges due to unsafe or poor behaviour in community) we contact parents directly and work with them.
- On our regular parent bulletin, parents are always reminded to reach out to us if they have any questions or concerns about anything.

### **School District:**

Over and above the partnerships with Quamichan School, the District has done the following to address safety concerns in the area:

**Expanded Supervision:** We have added Supervision time at CSS expanding lunch hour supervision by 1 hour for each of the two Noon Hour Supervisors there.

**Operations Staff Assisting:** Operations has grounds staff assist with early morning garbage, sharps, and drug paraphernalia, pick-up, power washing etc. at Quamichan, Alexander, the school Board office, and Cowichan Secondary.

**Partnerships in Community:** Associate Superintendent Thomas Longridge attends weekly Cowichan Valley Wellness and Recovery Centre (WRC) Community Partners working group meetings with agencies directly connected to the WRC and the York Street corridor, and attends monthly WRC Community Advisory Committee meeting.

**Knowledge Sharing:** Associate Superintendent also acts as a liaison between the schools in the area, the School Board Office and the WRC to address any challenges, that arise.



## **Liaison with Island Health Wellness and Recovery Centre:**

**On the Ground Supports:** Substance Use Integration Team (SUIT) has been increased and focus on the York Street corridor as well as Trunk Road inclining Festubert Street. They are supported by an Assertive Community Treatment (ACT) team and an Intensive Case Management (ICM) outreach team.

**Safety Sweeps:** Needle Recovery (Sharps Teams) funded by Island Health have added teams to do needle pick-up at Alexander, Quamichan, and Cowichan Secondary School

**Police and Security:** Blackbird Security, supported by Bylaw officers from Duncan and North Cowichan patrol the area and have increased presence in the morning before school at lunch and after school. The RCMP are also available if needed and continue to monitor activity in the corridor.

**Increased RCMP Calls for Service:** Since the Wellness and Recovery Centre has opened in the York Road area, RCMP report increased calls for service ([Article](#)), however, these calls for service do not always correlate to increased criminal or anti-social behavior. Over this time period there has been an increase of outreach services from the RCMP, Bylaw, Security, Public Health, and VIHA etc. that also report any incidents to the RCMP. Additionally, the RCMP Bicycle patrols who work with local Bylaw officers also log any contact and interaction with unhoused persons as reports. Finally, the data does not distinguish between the type of the type of report, increase in reports does not necessarily correspond to an increase in the risk to safety. The increase may be more a result of more services and greater attention being paid to the unhoused population in this area.

**Clean Up Crew:** Corridor Clean-up crew. Each morning there is a crew of municipal workers, supported by Bylaw and Security that cleans up the garbage, and helps the unhoused transition out of the area prior to the school children arriving in the area on their way to school.

**Wellness Centre:** The Phoenix Wellness Center on Beverly and York, provide a security person on their parking lot area that helps with security in the area. The school District has a voice on the Community Advisory Team (Tom Longridge) that meets monthly to discuss the progress of the WRC and address any concerns that are evident in York Street Corridor or WRC.

**Partnerships:** The Associate Superintendent also participates in a working group that initially meet weekly and now meets bi-weekly to discuss and problem solve issues arising in the York Street area. Participants include the WRC, RCMP, Blackbird Security, Duncan Bylaw, North Cowichan Bylaw, SD79, Warmland, BC Housing, and Lookout Housing, and Island Health. The groups are set up in a manner to respond quickly to emergent concerns, and work together to seek solutions. These check-in's will provide update and network opportunities focusing on what wellness, safety, security resources and community development initiatives are already occurring in the neighbourhood and what may be needed/ added/enhanced or tweaked as the

CV WRC joins with you to support the health & safety needs of all the citizens sharing the neighbourhood.

**Communication:** Since the opening of the WRC there has been a creation of communication and intervention structures to work through any concerns that arise in the corridor with the unhoused population. i.e. The Community Advisory Council and the WRC community Partners Working Group.

The District has also been working directly with the RCMP, North Cowichan Bylaw, and the Security Company, to ameliorate challenges that emerge in the area.

#### **Participation in the District of North Cowichan's Gap Analysis**

Director of Operations, Richard Dyble, attended the inaugural meeting for the District of North Cowichan's Gap Analysis. This group focuses on longer-term solutions to problems in the York Road corridor and others. The district asked to be a part of further discussions through the community partner survey distributed afterwards.

#### **Ongoing monitoring of York Road Corridor**

Reported issues in the York Road Corridor have significantly diminished in the last year. While there are still visible reminders of those that suffer from homelessness around the corridor, there have been no reported interactions between those community members and students. Over the last year there has been only one reported incident and that occurred at Alexander Elementary school after school hours. The RCMP are investigating a serious assault at the location. This investigation is still ongoing.

#### **Conclusion**

Under the Board's direction, a robust, student-centred approach has taken form. This community-focused response has led to greater partnerships within our community and increased safety for students, staff, and community members alike.

**Date of Report:** May 29, 2023

**Prepared for:** The Board of Education for **Action** for the June 6, 2023 Open Board Meeting

**Subject:** For Action: Approval in Principle of 2023/2024 Grade 11 French Immersion Student Exchange with Académie de Lyon

**Background:**

In 2018, we became aware of an enriching student foreign exchange program that another Vancouver Island School District was piloting the Mobility Path Program. The District launched a similar program during the 2022/2023 school year for Grade 11 French Immersion students in the Cowichan Valley School District.

The Mobility Path Program is a 4-week reciprocal educational exchange where similarly-aged participating students from Lyon, France was paired with Grade 11 French Immersion students from the Cowichan Valley School District. Students from Lyon came to the Cowichan Valley for a period of four weeks in October of 2023, stayed with their Grade 11 host families and attended school with their student partners. In March of 2024, our Grade 11 students from the Cowichan Valley would fly to France to stay with their exchange host families and attend a Lycée (high school) in Lyon for a period of four weeks.

The primary objectives of this exchange program are for students:

- to develop independence and self-confidence;
- to gain intercultural capacity by living the day to day life of a French teenager in France; and
- to develop greater competency in the use of the French language in a variety of contexts.

During the school year of 2022-23, the 20 students from the Cowichan Valley began their exchange by receiving students from Lyon in the October of 2022 and then travelling to Lyon in March of 2023. This was a very successful launch of the exchange program and students very much enjoyed the experience. Feedback from the students included:

- *I learned a lot about French culture, especially the language, and how to live in a big city. I feel my French really improved.*
- *I learned many things, most of all, it broadened my view and allowed me to see another country. My French improved and I learned to use French a lot.*
- *I learned to appreciate our school system in BC. I learned to truly appreciate school life here because of this trip. It is an experience of a lifetime, of which life-long memories are created.*

**Considerations:**

Grade 11 students who choose to participate in this exchange will continue with their normal schedule of instruction at Cowichan Secondary School. Their exchange to Lyon will occur in the spring of 2024. The receiving school will support the student’s learning while they are abroad.

In consultation with the administrative team at Cowichan Secondary School and the Mobility Path Program representative from Académie de Lyon (Emmanuelle Larmaraud) the following dates have been suggested for this exchange:

	Arrive	Depart
Lyon Students in Cowichan	Saturday, October 7 <sup>th</sup> , 2023	Saturday, November 4 <sup>th</sup> , 2023
Cowichan Secondary Students in Lyon	Saturday, March 9 <sup>th</sup> , 2024	Saturday, April 6 <sup>th</sup> , 2024

These dates have been selected for several reasons. Both schools have instructional breaks during their respective times abroad. As a result, each will miss only two weeks of in-person instructional time at their respective schools during their 4-week exchange. In other words, by departing on Saturday, March 9<sup>th</sup>, our Grade 11 Cowichan Secondary students will begin their exchange at the start of Spring Break, thereby missing just two consecutive weeks of instructional classroom time upon their return. Additionally, going to France after they have already been hosts will also give our Grade 11 students time to acquaint themselves with their assigned exchange partner in their home country before travelling abroad. These timelines for our students will also provide a longer period of time for the families to connect virtually throughout the course of the school year, before our students leave our District.

The only cost to participants, other than their own spending money, is their return airfare, which was approx. \$1800 in 2022, and insurance coverage required as per Administrative Procedure 261. Because this is a reciprocal student exchange, there will be no additional fees charged to participate.

The receiving host family will include their exchange student into their day-to-day familial activities. The host family will feed, house and provide transportation to and from activities for the exchange student, and the exchange student will help with chores and other tasks around the host family's house during their stay. House rules will be established by the host parents, with expectations as deemed appropriate for the exchange students' age and maturity level.

The host family will be required to provide a separate bedroom for their exchange student. Host families can create flexible arrangements in their home, such as having siblings share a room for the duration of the exchange student's stay in order to create this space for their student. This program aims to be as accessible as possible to all who wish to participate.

Students will be escorted either to and/or from Lyon by the Exchange Coordinator, Grant Mellemstrand, Acting Principal of École Cobble Hill. There is a grant available to cover costs for school foreign exchange coordinators to travel abroad with students. Should we not be successful in accessing this grant, the cost of travel for the coordinator will be borne by the students.

**Recommendation:**

Grant Mellemstrand has reached out to families of French Immersion current Grade 10 French Immersion families via a survey to determine if there is student and parent interest in participating in an exchange program like this one. Over ten families responded with interest. The team in Lyon stated they would be able to accommodate this number as there are many willing participants wishing to come to the Cowichan Valley from Lyon, as our area is an extremely sought after exchange destination. The Cowichan Valley School District would be an amazing place to showcase to our foreign counterparts.

Given this is an enriching educational opportunity and that there is interest from both the Cowichan Valley and Lyon for this exchange, it is recommended that the Board approve in principle the student exchange with Lyon.

**For Action:**

Motion: *"That the Board of Education of School District No. 79 (Cowichan Valley) grants Approval in Principle to the 2023/2024 Grade 11 French Immersion Student Exchange with Académie de Lyon."*

**Prepared by:**



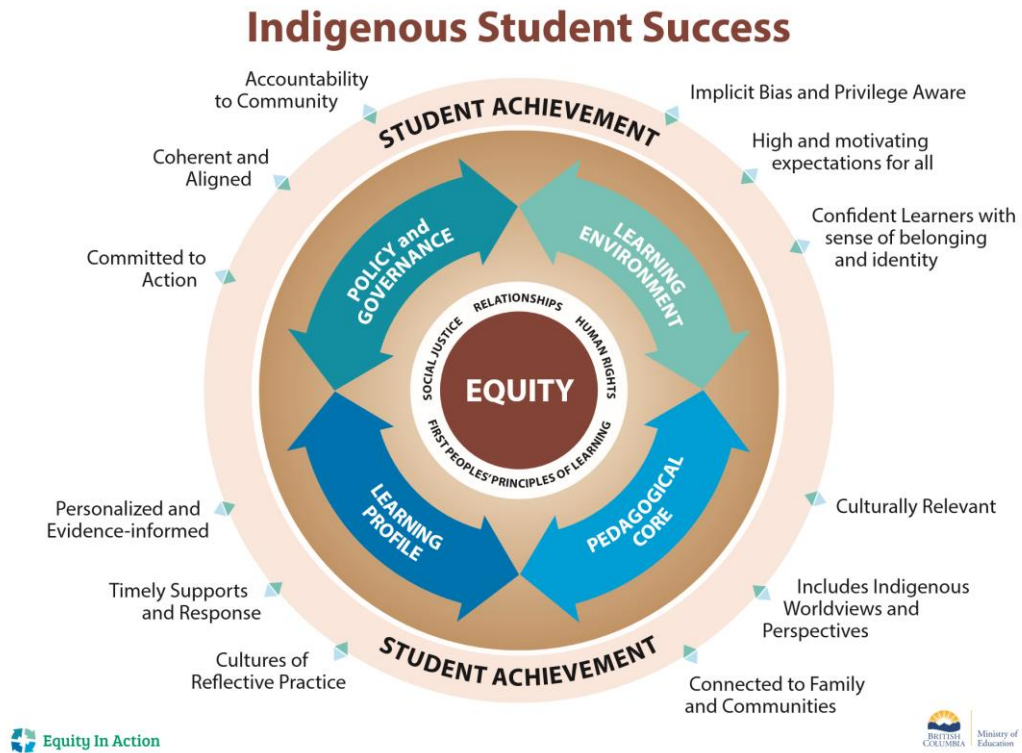
Sheryl Koers  
Associate Superintendent

**Reviewed by:**



Robyn Gray, Superintendent  
Date Signed: May 29, 2023

# Equity Action Plan Template



## PREAMBLE

This is a summary report of the District Equity Scan. It is not an Indigenous Education Equity Scan. Collectively, we all share the responsibility of ensuring that each and every student has access and opportunity in our schools so that they can be successful learners who graduate with “dignity, purpose and options” (Halbert & Kaser).

**Policy & Governance Recommendations | Current Rating: 3**

Priority	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. Ensure that policy and admin procedures define and enshrine equity in explicit and implicit ways.	<ul style="list-style-type: none"> <li>• <i>Create a district wide environmental stewardship and climate action plan incorporating Indigenous Ways of Knowing.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Complete the AP associated with the Identity, Belonging and Connections policy.</li> <li>• Continue to action the policy by informing all staff at regular opportunities.</li> </ul>	All staff understand equity as a condition of employment.
2. Intentionally align financial and human resources with DRIPA recommendations and	<ul style="list-style-type: none"> <li>• <i>Increase Indigenous Personnel/positions across all departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Enshrine in yearly budget guiding principles.</li> <li>• Ensure that budget commitments are transparent and shared with All Nations Indigenous Education Council at each meeting.</li> </ul>	Indigenous roles in schools are filled by staff of Indigenous ancestry.
3. Continue to make HR structures meaningful and impactful for employees of Indigenous ancestry, so that staff are seen, valued, and recruited.		<ul style="list-style-type: none"> <li>• Develop a baseline for the number of employees who self-identify as having Indigenous ancestry.</li> <li>• Progress baseline of self-identifying staff to recruitment, in all employee representative of Indigenous student population.</li> </ul>	Staff of Indigenous ancestry see their culture meaningfully represented in school district structures.

**Learning Environment Recommendations | Current Rating: 2**

Priority	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. Ensure that professional learning for all staff provides opportunities to critically examine biases, attitudes, beliefs, values and practices.	<ul style="list-style-type: none"> <li>• <i>Raise awareness and understanding of Standard 9 of the BCTC professional standards.</i></li> <li>• <i>Regular practice among staff of examining biases, attitudes, beliefs and values.</i></li> <li>• <i>Continue to address an challenge colonial worldviews within our adult learning community through professional development opportunities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share Standard 9 video with all staff at September staff meeting.</li> <li>• Determine structures for all other employee groups to view Standard 9 video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they believe their teachers think they can be successful.</li> <li>• Families indicate the schools in the district are respectful of Indigenous culture and communities.</li> <li>• Staff are familiar with Standard 9 and the video.</li> </ul>

2. Provide a systems approach for all staff around protocol to connect meaningfully with local communities.	<ul style="list-style-type: none"> <li>• <i>Create safe and welcoming environments for Indigenous learners through regular language, history, and culture lessons.</i></li> </ul>	<ul style="list-style-type: none"> <li>• School staffs continue to explore ways to reach out to Indigenous students, families, and community in genuinely meaningful ways.</li> <li>• Share promising practices district wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly check ins with Nations indicates feedback that connections are growing.</li> </ul>
3. Ensure all district learning initiatives always intentionally include district anti-racism values and equity action alignment.	<ul style="list-style-type: none"> <li>• <i>Using an equity lens, review District and school-based assessments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure collaborations with communities/InEd department staff and Indigenous students to consult on perspectives and worldviews when designing new initiatives or frameworks.</li> </ul>	

**Pedagogical Core Recommendations | Current Rating: 2**

Priority	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. Create a culture of expectation that instructional planning includes Indigenous content and worldviews so that learners see themselves in all curriculum, places and spaces.	<ul style="list-style-type: none"> <li>• <i>Create a framework for enhancing Indigenous Ways of Knowing through K-12.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create a framework for enhancing Indigenous ways of knowing K-12.</li> <li>• Ensure that appropriate representation of Indigenous learners exists so they see themselves reflected in school community.</li> <li>• Indigenous learners need to see themselves in the curriculum, on the walls and in the halls of the whole school community.</li> <li>• Collaborate with local nations to structure for district staff/students to connect with families and communities outside of the school site</li> </ul>	<ul style="list-style-type: none"> <li>• There is visible indigenous representation in every school on the walls, in the halls of the school community.</li> </ul>
2. Dedicate time, space and staff to collecting and collating recommended resources and promising practices.	<ul style="list-style-type: none"> <li>• <i>Identify, acknowledge, and value the learning that is happening outside the school in a meaningful way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• teachers should be supported to collect and coordinate real-life, hands-on, and land-based examples of embedding Indigenous content that can be used in classrooms K-12.</li> <li>• A team of educators from across the district, in collaboration with INED staff and community should create a progression of key learnings for each grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures are in place to collect, collate and share promising practice.</li> </ul>
3. Maintain high and motivating expectations for all Indigenous learners.	<ul style="list-style-type: none"> <li>• <i>Using an equity lens, review District and School based assessments.</i></li> <li>• <i>Initiate a review of the literacy gaps within grades 5-9 Indigenous students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Train all staff in foundations of literacy &amp; numeracy strategies (including non-enrolling &amp; INED support staff)</li> <li>• Increase the number of Indigenous learners who are engaged and successful readers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Inventory data indicated improvement</li> </ul>

**Student Learning Profile Recommendations | Current Rating: 2**

Priority	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. A structure in place to continue to collect, monitor and respond to Indigenous learners' achievement data.	<ul style="list-style-type: none"> <li>• <i>Initiate a review of literacy gaps within 5-9 Indigenous students.</i></li> <li>• <i>Increase focus on student success of grade 10 – 12 Indigenous Students with new Indigenous Student Success Coordinator.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor existing data (Dashboard Data, Student Snapshot/Red-Yellow-Green, How Are We Doing? Report, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• We see continuous improvement in assessment data.</li> </ul>
2. Focus targeted resources and supports based on district data, such as learning inventories, Student Learning Surveys, Indigenous snapshot data.	<ul style="list-style-type: none"> <li>• <i>Using an equity lens, review District and school-based assessments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the school-based Achievement Coordinators.</li> <li>• Conduct needs assessments based on data and allocate resources accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• We see results based on responding to resource requirements.</li> </ul>
3. Learners served by LEA's will have a strength-based student life plan that provides progression of goals from K-12, with the goal for all Indigenous learners having this plan.		<ul style="list-style-type: none"> <li>• Engage families in planning and understanding of all curricular programs and options.</li> </ul>	<ul style="list-style-type: none"> <li>• Every Indigenous learner has a student life plan by June 2024.</li> </ul>





**COWICHAN VALLEY**  
School District

# Beyond Education **Strategy Regeneration**

A Roadmap to Strategic Plan 2025 - 2030

# OVERVIEW



'Beyond Education' – Strategic Plan 2020 – 2024 has been widely hailed as a success. The plan, and extensive engagement that saw its creation, has enjoyed widespread use and acceptance. Now, in its 4th year it is time to start the planning on the next iteration of the Cowichan Valley School District's Strategic Plan.

'Beyond Education' is still showing incredible results, and continued work has been extremely positive. The visionary plan still holds true and provides solid direction as our organization continues to navigate the ever-changing world. For these reasons, and many more, the next iteration of strategic planning will be a 'Strategy Regeneration.'

Using 'Beyond Education' as our base we will critically examine the plan, ensuring that elements that continue to serve, and reflect, the district, students, staff, and community are maintained, while any aspects that need adjusting can be changed to adapt to current contexts.

# REGEN TIMELINE

The Board and District will start the Strategy Regeneration process in May 2023. This process is forecast to last until January 2025 when the regenerated plan will be RE-ENERGIZED and launched. The following timeline outlines the process.

## **Spring 2023 – Summer 2023**

- Design Process
- Develop Guiding Principles
- Establish groups for engagement

## **Developing Board Strategy Regeneration Process**

- May Planning
- May Advisory
- May BEBC
- June Board Meeting for Approval (of engagement design)

## **REFLECT - Fall 2023**

*Exploring our future through reflection on 'Beyond Education', research into our current state, and analysis of Cowichan Valley School District's data*

- Board of Education
- District Leadership Team
- Principals / Vice-Principals

## **RE-ENGAGE - Spring 2024 (Jan / June)**

*Engaging with our partners and communities, co-creating our vision and roadmap*

- Engage with all groups
- Community Survey

## **RE-ENERGIZE - Fall 2024**

*Formalize, celebrate, and action Regenerated Strategic Plan and align foundational plans*

- Build draft plan
- Report back to groups
- Draft plan through Board Process (Planning, BEBC)
- Draft plan to Open Board Meeting for adoption

## **January 2025**

- Celebrate new Strategic Plan 2025 - 2030

# STRATEGY REGEN



## GUIDING PRINCIPLES

We know that the world has changed over the last four years. COVID, misinformation and divisiveness within communities, and even ongoing global affairs like the Russian invasion of Ukraine, all affect our planning and our future.

As we set out on this journey we can look to these guiding principles to provide context and boundaries to our conversations.

### **The Strategy Regeneration Guiding Principles are:**

- 'Beyond Education' has and continues to, create meaningful change
- 'Beyond Education' still enjoys significant staff and community buy-in.
- 'Beyond Education' was done as the largest Strategic Plan consultation the Board has ever done
- Our practice of community engagement as a restorative practice is solid
- We have new considerations since 2020
  - District Equity scan
  - K-12 Anti-Racism Action Plan
  - Identity, Belonging, and Connection Policy & Community of Care Pledge
  - Post-COVID mis-information environment
  - Childcare component of Ministry
  - Climate Change

### **We continue to rely on data:**

- Student Learning Survey
- Literacy and Numeracy Assessments
- FESL (school based and District based)
- 5/6 year graduation rates (broken down into sub groups)
- Yearly Strategic Plan survey data
- Mental Health Plans
- Food program statistics
- McReary Data
- Early Development Instrument
- Ministry of Education and Child Care Data

# STRATEGY REGEN



## GUIDING PRINCIPLES CONTINUED

**We continue to rely on our foundational documents:**

- First People's Principles of Learning
- OECD 2030
- Framework for Enhancing Student Learning (FESL)
- 'Beyond Education' Strategic Plan 2020-2024
- Declaration on the Rights of Indigenous Peoples Act and subsequent Action Plan
- Truth and Reconciliation Calls to Action

# REGENERATION STRUCTURE

The Strategy Regeneration will be guided by the Superintendent and the Director of Communications, who will organize the formal structure and facilitate the meetings.

The formal Strategy Regeneration will be a reflective process and engage our communities and stakeholders through the following format:

**REFLECT:** Exploring our future through reflection on 'Beyond Education', research into our current state, and analysis of Cowichan Valley School District's Educational journey

**RE-ENGAGE:** Engaging with our partners and communities, co-creating our vision and roadmap

**RE-ENERGIZE:** Formalize, celebrate, and action Regenerated Strategic Plan and align foundational plans

# REFLECT

To begin the Strategy Regeneration journey we will do a deep reflection on 'Beyond Education', research into our current state, and analysis of Cowichan Valley School District's data.

Since 'Beyond Education' was released in 2020 the District has initiated a cyclical data analysis process that combines regular review of district data points with the Ministry of Education and Child Care through the Framework for Enhancing Student Learning. Reviewing and analyzing these data sets has helped drive 'Beyond Education' and the work contained within.

## **Reflection Process:**

- District Leadership Team will compare current data with Strategic Plan goals and refine.
- DLT will present our journey through story to the Board of Education to provide context for the regeneration.
  - (Modeled after FESL Peer-Review)
- Board with DLT assistance will present analysis at Advisory meeting
- DLT to present analysis to Principals and Vice-Principals who will provide school-based context and reflection

Through this process the Board will develop an in-depth understanding of the journey over the last four years to frame the re-engagement process. This re-engagement process will follow the process of the original engagement.

# RE-ENGAGE

Once the deep reflection is done, we will re-engage our partners and stakeholders who helped craft 'Beyond Education'. This engagement will be broken down into several groups with the Board, Senior Staff, and PVP leading engagements in some capacity. The following groups have been identified as potential partners for engagement.



## GOVERNMENT

### Board Run

*(All local governments)*

Indigenous Education Council  
Duncan  
North Cowichan  
Lake Cowichan  
MLA  
MP  
Cowichan Leadership group



## EDUCATIONAL PARTNERS

### Engagement run by District Leadership and supported by Board

*(Educational Partners are identified as being internal, and directly involved in delivering learning or shaping learning experiences)*

DPAC - Supporting Staff: Robyn  
PVP – Supporting Staff: Robyn  
International Ed - Supporting Staff: Robyn  
CVTF Exec- Supporting Staff: Margaret  
CUPE Exec - Supporting Staff: Margaret  
USW Exec - Supporting Staff: Margaret  
INED - Supporting Staff: Jeff  
Inclusive Ed - Supporting Staff: Darlene  
Managers – Supporting Staff: Jason / Margaret / Richard

# RE-ENGAGE



## PARTNERS

### Engagement run by Staff

*(Partners are identified as those who contribute to district or school communities or support learners in community)*

*Cowichan Valley Youth Services  
Intercultural Association  
Cowichan Valley Recreation Centre – Youth Workers  
Earth Guardians  
Nourish Cowichan / Starfish  
Cowichan Green Community  
House of Friendship  
Kw'umut Lelum Child and Family Services  
Childcare operators  
Clements Centre  
VIU  
Island Health & First Nations Health Authority  
Duncan Cowichan Chamber of Commerce*



## SCHOOL COMMUNITIES

### PVP Run

*(Students, Staff, Families)*

Supported by Strategy Regeneration Council's work



# RE-ENGAGE



## LARGER COMMUNITY

### Staff Run

*(all community not part of above categories)*

Survey

# RE-ENERGIZE

## CELEBRATING OUR JOURNEY

Through this process the feedback from all of the engagement process is compiled and a formal draft plan is created with the Board. This draft plan will then be reported out back to all groups who were part of our engagement process to ensure that their voices are represented. The draft plan will then proceed through the Board's regular process to an Open Board Meeting for adoption.

**January 2025**

Celebrate the new Strategic Plan

# CONCLUSION

The engagement strategy for the Strategy Regeneration is based in the solid engagement theory which saw 'Beyond Education' become a powerful and galvanizing Strategic Plan. The process that guides this regeneration is robust and will ensure transparency and build trust within the community. Intention is given to a process that will be restorative in nature and serve the Board, District, and community well.



## **COMMUNITY OF CARE PLEDGE**

The Cowichan Valley School District is an inclusive and respectful organization.

We value all races, cultures, faiths, abilities, socio-economic diversities, sexual orientations, and gender identities, and the incredible contributions that these differences bring to our collective well-being.

The Cowichan Valley School District fosters healthy, safe, and resilient school communities while supporting everyone in making a positive difference in their lives, and the lives of others.

**I pledge to uphold and promote these values.  
I commit to speak up to oppose hate in all its forms and  
I promise to create a culture of caring.**

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Cathy Schmidt - Board Chair

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Elizabeth Croft - Vice Chair

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Randy Doman - Trustee

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Cindy Lise - Trustee

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Eduardo Sousa - Trustee

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Jennifer Strachan - Trustee

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Joe Thorne - Trustee



# Briefing Note



**Date of Report:** May 31, 2023

**Prepared for:** The Board of Education for **Action** for the June 6, 2023 Open Board Meeting

**Subject:** For Action: Board/Authority Authorized Course Approval

**Issue:** Proposal to reestablish the existing Board/Authority Authorized (BAA) courses that have an Indigenous focus, in consultation with Cowichan Tribes and the Ministry of Education and Child Care, to fulfill the Indigenous Graduation course requirement at Cowichan Secondary School starting in the 2023-24 school year.

The three courses are:

- Indigenous Culture Through Visual Arts 10
- Indigenous Technology 11
- Indigenous Technology 12

## **Background:**

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

[BAA Course Criteria and Process - Indigenous grad req section - NEW \(gov.bc.ca\)](#)

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 feels that there would be increased levels of participation and interest in these courses if they met the graduation requirement.

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/kindergarten-to-grade-12/support/baa\\_form.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf)

- ✓ If an existing course is determined to meet the new graduation requirement criteria, and a student has taken it prior to the 2023/24 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 these BAA courses to meet the Indigenous graduation requirement, the hope from Cowichan Secondary is that students will have more options to pursue interests and be motivated to learn more about our local First Nations and culture.

**Recommended Action:**

As the proposal for the Cowichan Secondary BAA courses meets the criteria for re-establishing BAA courses to fulfill the Indigenous graduation requirement, the Board is asked to approve reestablishing **Indigenous Culture Through Visual Arts 10, Indigenous Technology 11 and Indigenous Technology 12** as BAA courses intended to fulfill the graduation requirement as Indigenous focused courses.

**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 Culture Through Visual Arts 10** to the Ministry of Education and Child Care to qualify for credit towards the Indigenous Focused Graduation Requirement.”*

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.”*

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 12** 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: June 1, 2023



## Quw'utsun Syuw'entst Lelum of Cowichan Tribes

5744 Allenby Road Duncan, BC V9L 5J1  
Telephone (250) 715-1022 Fax: (250) 715-1023

May 18, 2023

Email Delivered:  
[mpeter@sd79.bc.ca](mailto:mpeter@sd79.bc.ca)

Mary Peter  
District Principal of Indigenous Education  
Cowichan Valley School District  
2557 Beverly Street  
Duncan, B.C. V9L 2X3

Dear Mary,

At the recent Culture and Education Committee of Chief and Council support was provided for the use of three board authority approved courses: Indigenous Culture Through Visual Arts 10, Indigenous Technology 11, and Indigenous Technology 12 to be offered beginning in the 2023-2024 school year.

The committee wishes to thank the curriculum writers for addressing the ethics of cultural appropriation with students enrolled in these courses and stresses the need for authentic place-based learning which not only honours, but relies upon, the expertise of Quw'utsun knowledge holders in the delivery of instruction.

I thank you Mary for your continuing collaboration with Quw'utsun Syuw'entst Lelum. We appreciate opportunities to collaborate on the development of courses of instruction benefiting our students and community.

Kind regards,

Don Rempel  
a/Director of Education  
[don.rempel@cowichantribes.com](mailto:don.rempel@cowichantribes.com)



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 Culture Through Visual Arts Grade: 10 TRAX Code: VYPA-0A (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 – Letter(s) from the local First Nation(s) confirming support for/co-development of this course is/are attached to this 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**

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A signed copy of this document must be submitted to Graduation Programs and Policy. 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:**

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**PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit**

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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:**

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Send completed form to Graduation Programs and Policy  
Email [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)





## Board/Authority Authorized Course: **Indigenous Culture Through Visual Arts 10**

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD79 Cowichan Valley #
<b>Developed by:</b> Shona Moore	<b>Date Developed:</b> June 18, 2019
<b>School Name:</b> Cowichan Secondary	<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 Culture Through Visual Arts	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Category:</b> Visual and Performing Arts	<b>Course Code:</b> YVPA-0A

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

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

Training:

- Art specialist strongly recommended.
- Art history background is an asset.
- Experience in two- and three-dimensional art forms, from a range of areas (visual arts, fabric arts, and arts and crafts appropriate to a variety of cultures, etc.).

#### Equipment:

- Variety of two-dimensional supplies: paper, pencils, felts, acrylic and watercolour paint, brushes, etc.
- Variety of three-dimensional supplies; this could be an extremely wide variety of needs, depending on the culture students choose:
- 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.
- Fabric Arts: Beading, looms, weaving supplies, and fabric art supplies (needle, thread, fabric, knitting needles, beading supplies, leather, wool, possibly a sewing machine, etc.).
- Resource materials: access to internet, books, resource centre materials

#### Course Synopsis:

Visual Arts offers a unique way of exploring one's identity and sense of belong. Historical traditions, perspectives, and worldviews can be shared through the visual arts. In this Indigenous Culture, Visual Arts, course, students will explore Indigenous perspectives and knowledge, other ways of knowing, and local cultural knowledge, as a way to understanding personal history and the traditions of Indigenous cultures, through looking at and creating works of art. With Northwest Coast Indigenous art practices being a large focus of the class, students will also be given an opportunity, and encouraged, to explore and create a number of art pieces reflecting the different art styles of many other, possibly personally significant, Indigenous cultures, such as Inuit, Eastern Canadian, Southern Coastal Cultures, Mesoamerican, Asian, and Pacific cultures (Australia, New Zealand and Hawaii), to name a few. Students will put in the time and patience needed to reflect, recognize, and create pieces of artwork that reflect both traditional and contemporary art forms.

#### Rationale:

The course will allow students to reflect on the integrate view of the world as held be traditional indigenous cultures around the world, with the focus being the Northwest Coast Indigenous Culture. The balance of physical, emotional, mental and spiritual values exist in the world of oral traditions and the art forms that represent these traditions, to remind us of them and to share them with others. With the Northwest Coast Indigenous communities, for example, these take the form of crests, house posts, photographs, weaving, knitting, beading, blankets, ceremonial objects, painting, etc.; the entire list cannot be listed because of the variety of physical forms of representation can be limitless with the respect of the variety of indigenous cultures that have and still do exist around the world. Students will be guided and encourage to develop their skills, using a variety of tools and technologies, working toward mastery of various mediums, of which could be developed further in Indigenous Cultures 11 and 12 or in another art class.

**Goals:**

- Students will gain a connection between art making and their cultural heritage, finding inspiration to delve further into traditional means of art making, or expanding to include contemporary mediums, or blending traditional and contemporary images, ideas, and philosophy.
- Develop skills in using classroom, library, and internet resources to develop ideas for images, project ideas, and project development, with the understanding on how to gain inspiration without plagiarism.
- Students will be given opportunities to complete inquiry based projects through discussion with their teacher.
- Students will learn to use various mediums, tools, and processes associated with art productions in a safe manner. Students will work to self-calming, to work through the frustration of learning new skills, with success.
- Experiential learning requires practicing on scrap materials prior to working on actual projects, to build confidence and clarity on how to use the mediums, tools and processes associated with art production.
- How student projects are refined and finished will be determined through discussion with the teacher. Students will consider the merits of various ways to develop their art projects and finishing techniques.

**Indigenous Worldviews and Perspectives:**

- Bringing community members with skills in areas being developed into the classroom to support (ex. carver, weaver, knitter, etc.). Students will learn the protocol for inviting and respecting elders that come to share their knowledge with them.
- Asking students to choose images used in their image development that are culturally meaningful to them, to consider the significance of the images and motifs chosen to self, family, their community, the land, the spirits, and the ancestors.
- Adults and students in the classroom are encouraged to support each other in both the development of art skills and in create a classroom environment that encourages risk taking in a safe environment.
- The engagement of body and mind is essential for developing skills and for completing art projects, recognizing when and why these things are not happening as desired and working to overcome difficulties. To feel successful, students need to make the time needed and be patient with themselves as they are developing new skills.

**BIG IDEAS**

The artist’s intention is to transform **materials** into art to reflect traditional **cultural expression**.

Indigenous traditions, perspectives, worldviews, and stories can be shared through **aesthetic experiences**.

Growth as an artist and as a **story teller** requires time, patience and reflection.

The creation of **personal and culturally significant** visual arts relies on the interplay of the body and mind.

Visual arts offers a unique way of exploring one’s identity and sense of belonging.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Create artistic works that reflect <b>traditional histories</b>, imagination and inquiry</li> <li>• Explore artistic possibilities and take <b>creative risks</b></li> <li>• Create artistic works with an audience in mind</li> <li>• Express meaning, intent, morals, values, beliefs and traditions through visual arts</li> <li>• Develop and refine artistic skills, reflecting <b>historical cultural traditions</b></li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, and work space</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze how artists use materials, technologies, processes, and <b>environments</b> in art making, both in historical and in contemporary times</li> <li>• Recognize and evaluate design choices in artistic creations, as a reflection of historical perspective and a contemporary perspective</li> <li>• Develop personal answers to <b>aesthetic questions</b>, historically and contemporary</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Identify the <b>shapes and motifs</b> specific to the cultural context of indigenous culture being explored</li> <li>• Identify the <b>materials, techniques, and technologies traditionally used</b> to make indigenous art forms</li> <li>• How the materials, techniques, and technologies traditionally were used to make indigenous art forms</li> <li>• Understand the <b>creative process as a reflection of the morals, values, beliefs, and traditions</b> within culture</li> <li>• <b>Symbols and metaphors</b> are used to represent the moral, values, beliefs, and traditions within Indigenous cultures</li> <li>• Role of the artist as <b>story teller of traditional histories</b></li> <li>• Role of the <b>audience</b> as receiver of traditional histories</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> </ul>

<ul style="list-style-type: none"> <li>• Reflect on the influences of a <b>variety of contexts</b> on artistic works</li> </ul> <p><b>Communicate and document</b></p> <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 artistic works that demonstrate personal, cultural, and historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand visual arts supports relearning <b>lost traditions</b></li> <li>• Identify traditional, innovative, and inter-cultural artists</li> <li>• Indigenous art making develops modern cultural meaning</li> <li>• Ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• Traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts</li> </ul>
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## Big Ideas – Elaborations

- **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
- **cultural expression:** is vast, in that it may be different for each student, depending on cultural heritage and on culture for which a student may identify with
- **aesthetic experiences:** emotional and cognitive responses to creating and viewing traditional and culturally significant works of art
- **story teller:** within cultures with old and/or oral traditions, visual arts can take the place of the written word to tell stories
- **traditional histories:** reflection of morals, values, beliefs and traditions within an indigenous culture
- **personally and culturally significant:** a culture for which a student has a personal or historical connections with

## Curricular Competencies – Elaborations

- **traditional histories:** emotional connection through identifying with traditional shapes and motifs, to inform others of the morals, values, beliefs, and traditions of an indigenous culture
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **historical cultural traditions:** works of art that share common visual characteristics can be described as belonging to the same indigenous culture
- **responsible use of materials:** using materials in an environmentally responsible way, considering their level of biodegradability and potential for reuse and recycling
- **environments:** place-based influences on the creation of artistic work; art related to or created for a specific place
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **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

- **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 formline, ovoid, trigon, crescent, and circle
- **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
- **creative process as a reflection of the moral, values, beliefs, and traditions:** artwork created to reflect the stories, histories, and religion of the indigenous culture being explored. In this course the focus is on the visual arts, but students may, through their want to include dance, drama, and/or music as part of their projects, including multiple processes in their exploration, selection, combination, refinement, reflection, and connection with the culture chosen.
- **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
- **story teller:** within cultures with old and/or oral traditions, visual arts can take the place of the written word to tell stories
- **traditional histories:** identifying traditional shapes and motifs, to inform others of the morals, values, beliefs, and traditions of an indigenous culture
- **audience:** within cultures with old and/or oral traditions, audience learn or are reminded of the stories that give meaning

## Content – Elaborations

- **lost traditions:** old and/or traditions lost through colonization and the development of a narrow understanding of art as a Western Eurocentric perspective
- **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:

- Direct Instruction: by teacher and by community members, in a group setting and one-one-one, as needed and as available
- Modelling habits and skills needed for successful skill development: teacher working on pieces alongside students, if possible
- Skill development: working from two- to three-dimensional pieces, from more forgiving to more challenging materials to work with
- Peer teaching: encourage students to support each other, learning from peers and building confidence for supporter
- Experiential learning: give opportunities and materials to practice on to gain confidence with materials, processes, and technologies, as summative and development exploration and for assessing risk taking in assessment.
- Inquiry learning: offer opportunities and support to students to research a variety of cultures, try different mediums and develop different skills, if tools are available.
- Videos: access to seasoned artists working on their medium is inspirational, even if they cannot be brought into the classroom.

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality 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
- 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?

Specific to this course:

- Exemplars: made by student, teacher, and community members skilled in medium (if available) for students to self-assess and discuss with teacher as to the level of skill for which they are developing.
- Ongoing feedback: daily feedback to student, to discuss areas of their concern and ways they can increase their skill development in the process they are using.
- Peer-assessment: teacher to model positive ongoing feedback for students to see and gain skills on how to best support their peers in a safe, kind and nurturing way.
- Oral and written (if appropriate) self-assessment: Rubrics help students assess whether they meet expected criteria. Many indigenous cultures are based on oral tradition and allowing for oral self-assessment and reflection acknowledges and honors those traditions. The teacher can take notes later, if necessary, for final reflection and reporting.

### **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

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

### **Additional Information:**

Access to artwork outside the classroom would enhance student engagement and interest in creating artwork:

Artist Circle with Cowichan community artists

Cowichan Band's Heritage Centre

Provincial Museum

Access to internet for student inquiry



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: YAES-1C (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 – Letter(s) from the local First Nation(s) confirming support for/co-development of this course is/are attached to this 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**

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A signed copy of this document must be submitted to Graduation Programs and Policy. 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:**

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**PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit**

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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:**

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Send completed form to Graduation Programs and Policy  
Email [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)



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

<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> April 30, 2018
<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 11	<b>Grade Level of Course:</b> 11
<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> YAES-1C

**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
- 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.

## **Indigenous 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.

**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 **design process.**

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</b> to <b>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>
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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:** 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

### 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
- 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 11.

### **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

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



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: 12

TRAX Code: YAES-2C (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 – Letter(s) from the local First Nation(s) confirming support for/co-development of this course is/are attached to this 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 Graduation Programs and Policy. 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**

---

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**Name of Inspector of Independent Schools or Designate:**

**Signature:**

**Date:**

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Send completed form to Graduation Programs and Policy  
Email [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)



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> YAES-2C

**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
- 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.

## **Indigenous 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.

**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 **design process**.

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</b> to <b>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>
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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:** 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

#### 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
- 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

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



## **SUMMER BOARD OFFICE HOURS**

**The School Board Office  
will be closed to the public:**

**Monday, July 3 to Friday, August 25, 2023**  
Re-opening Monday, August 28, 2023

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**Central Receiving Summer Hours**  
8:00 am – 3:00 pm  
July 4 to August 25, 2023  
Closed 12:00 noon to 12:30 pm

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**Operations Department Summer Hours**  
7:30 am – 3:30 pm  
July 4 to August 25, 2023  
Closed 11:30 am to 12:30 pm

**Date of Report:** June 1, 2023

**Prepared for:** The Board of Education for Decision for the June 6, 2023 Open Board Meeting

**Subject:** Cowichan Secondary School Closure and Disposal Consultation

**Background:**

Historical records indicate that Cowichan Secondary School was constructed in 1950. In the decades to follow the school received multiple additions to the original structure. Cowichan Secondary School has served the students and families of the Cowichan Valley well for the last 73 years and has been approved for replacement. Construction of the new Quw'utsun Secondary School is underway and progressing well. The new modern facility has been designed to align with 21<sup>st</sup> Century Learning Principles and current seismic safety standards.

Cowichan Secondary School will continue to operate with students until the new Quw'utsun Secondary School opens in September of 2024. At that time the School District plans to vacate the building which will result in an unoccupied facility.

*Board Policy 14 Consolidation and Closure of Schools* outlines the process that must be followed by the Board when considering the closure of a school facility. The recommendation for closure may be initiated by the Board or by the Superintendent. In either situation, once the Board makes the decision to consider possible closure, a consultation period of no less than 90 days will begin following a set of criteria for public engagement.

*Administrative Procedure 519 Disposal of Land or Improvements* outlines the process that must be followed when the Board considers whether to dispose of or enter into a lease of greater than 10 years with a private party.

**Discussion:**

The new Quw'utsun Secondary School (QSS) is being constructed as a replacement school for Cowichan Secondary School and will be able to fully accommodate the current student enrolment. Funding for the new QSS build has been provided from the Seismic Replacement Program of the Ministry of Education and Child Care.

*Board Policy 14 Consolidation and Closure of Schools* does not require that a facility be vacated prior to considering its future closure.

Should the Board, following consultation, determine that Cowichan Secondary School will not be required for future use, by motion the school may be closed. The Board will then be in a position to decide the future of the property.

That process is guided by *Administrative Procedure 519 – Disposal of Land or Improvements* and follows the Ministry of Education and Child Care guidelines that includes a process that the Board must follow when consulting with the public to determine:

- a) Advisability of keeping property for future education purposes;
- b) Alternative uses of the property by a local government, community organization, independent school, or Conseil Scolaire Francophone;
- c) Advisability of entering into a long-term lease to a private interest;
- d) Advisability of selling the property for the fair market value to any other person.

*Administrative Procedure 519 – Disposal of Land or Improvements* does not require that a facility be vacated prior to considering its future use.

**Recommendations:**

There are currently no future plans for the existing Cowichan Secondary School facility. Through feedback received during the consolidation and closure and disposal/long-term lease consultation, the Board will have collected the information to move forward with these decisions. It is recommended that these two processes run concurrently.

Motions for Board Action:

Motion 1:

*"That the Board of Education of School District No. 79 (Cowichan Valley) gives notice of intent to close Cowichan Secondary School following the opening of Quw'utsun Secondary School and immediately commences the consultation process required under Policy 14 Consolidation and Closure of Schools."*

Motion 2:

*"That the Board of Education of School District No. 79 (Cowichan Valley), concurrently with the Consolidation and Closure of Schools process, consults on future uses of Cowichan Secondary School following the process required under Administrative Procedure 519 Disposal of Land and Improvements."*

Motion 3:

*"That the Board of Education of School District No. 79 (Cowichan Valley) will consult with the public before making decisions about:*

- a) The advisability of keeping Cowichan Secondary School in reserve for future educational purposes;*
- b) Alternate public use of Cowichan Secondary School by a local government or a community organization;*
- c) Use of Cowichan Secondary School by an Independent School;*
- d) Use of Cowichan Secondary School by Conseil Scolaire Francophone;*
- e) The advisability of entering into a long-term lease of the property to a private interest; and*
- f) The advisability of selling the property for fair market value to any other person."*

Motion 4:

*"That the Board of Education of School District No. 79 (Cowichan Valley) determines that the consultation process in relation to Cowichan Secondary School will be as follows:*

- a) Advertising in local papers and the Cowichan Valley School District social media accounts that the Board is considering the closure of and possible disposal or long-term lease of Cowichan Secondary School, inviting feedback from community organizations and individuals;*

- b) *Send letters to each local government within the School District's boundaries advising that the Board is considering closure and possible disposal or long-term lease of Cowichan Secondary School and offering to meet with representatives of those local governments if they so choose; and*
- c) *Hold one public meeting, date, time and location to be determined and advertised."*

**Prepared by:**



Jason Sandquist, Secretary-Treasurer

**Reviewed by:**



Robyn Gray, Superintendent

Date signed: June 1, 2023

## Policy 14

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### CONSOLIDATION AND CLOSURE OF SCHOOLS

The Board of Education recognizes that, from time to time, declining and shifting student populations may necessitate the closure of schools. Before any decision is made, the Board will make its proposed plans regarding closure clear to all concerned, provide ample lead time and support a process that provides an opportunity for consultation with those who will be affected.

Specifically,

The Board recognizes that the number and location of schools must be balanced with education program needs and operational efficiency and must be considered within available resources. If at any time on its own initiative or upon the recommendation of the Superintendent, the Board intends to consider a motion which proposes the closure of any school, the Board shall give notice of its intent to do so at a regular open meeting of the Board, undertake a full and comprehensive consultation process of no less than ninety days and discuss and make a decision on the closure at a subsequent open meeting of the Board.

#### Consolidation Closure Process

1. The Board, by resolution at an open meeting of the Board, may give notice that it intends to close a school.
2. As early as possible in the calendar year, the Superintendent shall present to the Board at a regular open meeting, an analysis of schools, using the criteria set out below, and make any recommendations for the closure of schools.
  - 2.1 Student achievement and education programs
  - 2.2 Capacity and usage of the school
  - 2.3 Present and three to five-year enrolment projections
  - 2.4 Effect on the catchment area of schools, if more than one school was proposed to be closed and the general effect on surrounding schools
  - 2.5 Number of children in the catchment area that do not attend school
  - 2.6 Number of students attending the school from outside the catchment area
  - 2.7 Impact on transportation
  - 2.8 Condition of the facility and the need for capital expenditures to keep the building operational
  - 2.9 Other financial considerations
  - 2.10 Alternative configuration options
  - 2.11 Impact on the community

- 2.12 Any additional information considered pertinent
- 2.13 The Board will consider the information provided by the Superintendent and either,
  - 2.13.1 Conclude that no action or further study is required, or
  - 2.13.2 Begin the consultation process.

### 3. Public Consultation Process

- 3.1 Whether the decision to consider the possible closure of a school is on the Board's initiative or upon the recommendation of the Superintendent, the consultation period shall be no less than 90 days and shall consist of the procedures set out below.
- 3.2 One of the purposes of the public consultation process is to afford the Board, at a public information meeting, an opportunity to:
  - 3.2.1 Present its reasons for proposing the closure of a school, or
  - 3.2.2 Hear the Superintendent's reasons for recommending the closure of a school and at a separate public forum to be conducted at a later date,
  - 3.2.3 Receive the responses of those concerned.
- 3.3 All trustees are expected to adopt a position of neutrality throughout the consultation process and to attend the public information meeting, the individual meetings with invited community leaders and the public forum, a description of each of which follows.
  - 3.3.1 The Board Chair shall notify in writing the parents and where appropriate, the First Nations' Chiefs and Council, that the school has been identified for possible closure and indicate the purposes, dates and venues of the public information meeting and the public forum and the date of the Board Meeting at which a decision on school closure will be made.
  - 3.3.2 The Superintendent will notify in writing the school Principal and the Parents' Advisory Council Executive that the school has been identified for possible closure and indicate the purposes, dates and venues of the public information meeting and the public forum and the date of the Board Meeting at which a decision on school closure will be made.
  - 3.3.3 The Board Chair will advise in writing the following groups and individuals that the school has been identified for possible closure and of the purposes, dates and venues of the public information meeting and the public forum, as well as, issue an individual invitation to meet with the Board.
    - 3.3.3.1 The Cowichan Valley Teachers' Federation
    - 3.3.3.2 The Cowichan Valley Principals' and Vice Principals' Association
    - 3.3.3.3 The Canadian Union of Public Employees Local 5101
    - 3.3.3.4 The United Steelworkers of America Local 1-80
    - 3.3.3.5 The District Parents' Advisory Council
    - 3.3.3.6 The Member of the Legislative Assembly in whose constituency the school is located
    - 3.3.3.7 Municipal Government Leaders

3.3.3.8 First Nations' Chiefs and Council

3.3.3.9 Métis Association

3.3.4 The Board shall use the local media and the school District's web site to advertise the purposes, dates and venues of the public information meeting and the public forum, in sufficient time to enable individuals or community groups to respond.

#### 4. Public Information Meeting

4.1 The Superintendent shall make available at a public information meeting facts and information with respect to the proposed school closure, including:

4.1.1 Educational effectiveness, including educational program or course implications for affected students

4.1.2 Capacity or usage of the school

4.1.3 Present and three to five year enrolment projections

4.1.4 Number of students affected at the school and surrounding schools

4.1.5 Effect on the current catchment area of affected and surrounding schools

4.1.6 Number of children in the catchment area that do not attend school

4.1.7 Number of students attending the school from outside the catchment area

4.1.8 Assessment of the projected student population growth in the catchment area

4.1.9 Impact on District provided student transportation

4.1.10 Condition of the facility and the need for capital expenditures to keep the building operational

4.1.11 Other financial considerations

4.1.12 Options considered as alternatives to the proposed closure

4.1.13 Impact on the community

4.1.14 Implementation plans including the proposed effective date of the closure

4.1.15 Date of the meeting at which the Board will make a decision on closure of the school

4.2 An opportunity shall be provided for a question period at the public information meeting.

#### 5. Written Responses

5.1 The Board shall provide an adequate opportunity for individuals and representatives of community groups to submit written responses to the school closure information presented at the public information meeting, with directions as to how to submit written responses and the closure date for receipt of written responses including petitions, seven clear days before the meeting at which the Board will make a decision on the closure of the school.

#### 6. Individual Meetings with Community Leaders



- 6.1 The Board shall conduct individual meetings with the community leaders and representatives of the groups identified in the aforementioned item 3(c), at which the Board will hear responses and answer questions regarding the proposed closure of the school. The meetings shall be open to the public with the exception of closed meetings that may be requested by partner groups or community leaders. The Board will keep a public record of closed meetings.

## 7. Public Forum

- 7.1 The Board shall host a public forum at which individuals and representatives of community groups may address the Board on the proposed school closure.

## 8. Public Record

- 8.1 The Board shall keep a public record of the school closure consultation process, including copies of all correspondence from the Board Chair and the Superintendent; dates, advertising, names of attendees, agendas and minutes of the public information meeting, the individual meetings with community leaders and the public forum; and all written correspondence received by individual trustees and the Board.

## 9. Board Decision

- 9.1 At the end of the ninety day consultation period, the Board, at an open meeting, shall consider the information provided during the consultation process and by adopting a bylaw, make a final decision as to whether the school will be closed.

## 10. Notification of the Minister

- 10.1 If the Board decides to permanently close a school under Section 73 of the *School Act*, the Board shall, without delay, notify the Minister in writing of the decision and the following information:
- 10.1.1 The school's name, facility number and address,
  - 10.1.2 The date on which the school will close.

Legal Reference: *School Act*, section 73 and 168, Ministerial Order 320/02

## **DISPOSAL OF LAND OR IMPROVEMENTS**

### **Background**

The District recognizes the merits of retaining or disposing of land or improvements (property), in the best interests of the District.

Where the Board determines that real property and improvements owned by the District are to be disposed of, the Secretary-Treasurer shall table with the Board procedures to be followed that are consistent with good business practices and the provisions of the School Act and Ministerial Order M193/08.

Any real property and improvements approved for disposal must be surplus to the current and future educational needs of the District and, subject to specific exceptions as specified in the Ministerial Order, shall generally be disposed of through a public process and at fair market value.

### **Definitions**

Disposal means ownership transfer, entering into a lease with a term ten years or longer including all renewals or options to renew.

Property means land, other than land subject to a Crown grant trust, and any improvements that may be on that land but excludes portable classrooms.

### **Procedures**

1. The Board may grant a charge on land such as an easement, a right-of-way or a covenant only after first advertising its intent to do so in local newspapers and giving the public thirty days to make comments to the Board about the proposed charge on land.
2. When the Board determines that a specific piece of property is not required for educational purposes but will likely be required for educational purposes within ten years, the Board will only consider short term rentals and leases with a term of less than ten years for that property.
  - 2.1 Public consultation is not required before making such a determination or before entering into short term rentals or leases of the property.
3. When the Board, in a Board meeting open to the public, determines that a specific piece of property is not required for educational purposes and will not be required for educational purposes for ten years or more, the Board will consult with the public about:
  - 3.1 The advisability of keeping that property in reserve for future educational purposes,
  - 3.2 Alternate public uses of that property by a local government or a community organization,
  - 3.3 Use of the property for educational purposes by an independent school,

- 3.4 Use of the property by Conseil scolaire francophone,
  - 3.5 The advisability of entering into a long-term lease of the property to a private interest, and
  - 3.6 The advisability of selling of the property for fair market value to any other person.
- 4. The Board must not make a decision on any matter described in section 3 until it has consulted with the public in a public process.
  - 5. The public consultation process shall be determined by the Board in a Board meeting open to the public and shall, as a minimum:
    - 5.1 Include consulting with local governments and community organizations within the District boundaries;
    - 5.2 Include one public meeting to which the public has been invited to attend and make presentations to the Board; and
    - 5.3 The Board will determine the length of public consultation prior to beginning the consultation process.
  - 6. After making the determination described in section 3, the Board will, for the duration of the public consultation process, maintain the property to an extent that minimizes deterioration.
  - 7. After making the determination described in section 3 and after consulting with the public as described in sections 4 and 5, the Board may, without further public consultation, demolish buildings and other improvements on the property, or may dispose of the property in any way it sees fit, giving first consideration to alternate community use of those lands or improvements.
  - 8. The Board does not have the authority to dispose of land that is subject to a Crown grant trust.
    - 8.1 Once the Board has determined that any such lands are not required for educational purposes and will not be required for educational purposes in the future, the Board will relinquish all rights to use that land.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act  
Ministerial Order M193/08

Adopted: December 6, 2006  
Amended: April 21, 2010; September 1, 2018

### POLICY 1 - FOUNDATIONAL STATEMENTS

#### Acknowledgement of Territory

The Cowichan Valley School District recognizes, and gives thanks, that we work, live, and play on the traditional lands of the Hul'q'umi'num' and Nuu-chah-nulh speaking peoples, specifically the lands of the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples. We dedicate this work to First Nations, Inuit and Métis, and children of all origins in the Cowichan Valley School District.

#### Our Story

Beyond Education: Preparing our learners for a world they will create.

#### Our Mission

To enable learners to be agile and prepared to transition to a future of their choosing.

#### Our Learners

- Are compassionate
- Collaborate
- Contribute
- Think critically
- Create and innovate
- Are literate across domains

#### We Value

- Equity
- Relationships
- Environment
- Harmony
- Inclusiveness
- Curiosity
- Caring communities

#### The Logo Design



The Cowichan Valley School District logo shall only be used by external organizations with prior approval of the Superintendent or designate as assigned by Superintendent.

**Common Name**

Cowichan Valley School District

**Legal Name**

The Board of Education of School District No. 79 (Cowichan Valley)

## Policy 7

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### POLICY 7 - BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "Closed" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go into Closed session for issues dealing with individual students, individual employees, land, labor, litigation or negotiation.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as inaugural, regular, special, or closed. The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

The Board has adopted specific policy governing the conduct of its formal meetings.

#### 1. Board Composition and Elections

1.1 Seven trustees are elected at large to the Board of Education for a four-year term.

#### 2. Inaugural Meeting and Subsequent Annual Meeting

##### 2.1 Inaugural Meeting

2.1.1 After the general local election of trustees, the Secretary-Treasurer for the District shall convene a first meeting of the Board as soon as possible and, in any event, within thirty (30) days from the date that the new Board begins its term of office.

2.1.2 At the first meeting of the Board, the Secretary-Treasurer shall announce the results of trustee elections and confirm that all trustees have taken the Oath of Office as required by the *School Act*, or shall administer, or cause to be administered, the Oath of Office to all trustees present who have not taken it.

- 2.1.3 At the first meeting of the Board, the Secretary-Treasurer shall call for nominations for Board Chair, and, if there is more than one nominee, conduct a vote by secret ballot. If more than two nominations are made and if from the first ballot no nominee receives a clear majority, the nominee receiving the fewest votes shall be eliminated from the ballot. This procedure shall be continued until one candidate receives a clear majority, and that person shall preside for the ensuing year or until a new Chair is elected.
- 2.1.4 The Chair so elected shall assume the chair for the remainder of the meeting.
- 2.1.5 The Board shall proceed to elect a Vice-Chair in the same manner as the election of the Chair.
- 2.1.6 Following the elections of the Chair and Vice-Chair the order of business shall include:
  - 2.1.6.1 Passage of banking resolutions and appointment of signing officers;
  - 2.1.6.2 Setting of Regular Board Meeting dates; and,
  - 2.1.6.3 Preliminary discussion of appointments of trustees to committees and as representatives to outside organizations.

## 2.2 Annual Meeting

- 2.2.1 Each year thereafter during the term of office the Board of Education shall hold an annual meeting in November. The order of business shall include:
  - 2.2.1.1 Election of Chairperson and Vice Chairperson;
  - 2.2.1.2 Passage of banking resolutions and appointment of signing officers; and
  - 2.2.1.3 Preliminary discussion of appointments of trustees to committees and as representatives to outside organizations.

## 3. Regular Meetings

- 3.1 The purpose of the regular Board meeting is for the Board to conduct its business. Meetings will be open to the public and representatives of the press.
- 3.2 Board meetings generally shall be held on the first Tuesday of each month except for July and August. Meetings shall be held not less than once in every three months. All trustees, staff, and members of the public are required to conduct the business of the Board with proper decorum and in a respectful manner.
- 3.3 No business shall be conducted by the Board unless upon a motion of a trustee, seconded by another trustee.
- 3.4 One or more trustees may participate in or attend a meeting by telephone or other means of communications provided that all trustees and other persons participating in or attending the meeting are able to communicate with each other. A trustee participating in or attending a meeting as provided above will be counted for the purposes of establishing a quorum.
- 3.5 Public meetings will begin at 4:30 p.m. if a quorum is present. If a quorum has not been reached by 5:00 p.m. the meeting shall be postponed until a date and time determined by the Chair.

- 3.6 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting until a date and time determined by the Chair.
- 3.7 The agenda and notice of meetings shall be prepared by the Secretary-Treasurer under the direction of the Chair who shall consult with the Superintendent. Written notice of each meeting, together with the proposed agenda, must be given at least forty-eight (48) hours in advance to each trustee by delivery to the place designated by him or her. Notice of meetings may be provided by email to an email address designated by a trustee. Non-receipt of notice of a meeting by a trustee shall not void proceedings taken at such meeting.
- 3.8 The order of business at all regular meetings shall generally be:
- 3.8.1 Call to Order
  - 3.8.2 Territorial acknowledgement
  - 3.8.3 Adoption of Agenda
  - 3.8.4 Approval of the Consent Agenda
  - 3.8.5 Minutes
  - 3.8.6 Petitions and Delegations
  - 3.8.7 Report of Closed Meetings
  - 3.8.8 Old Business
  - 3.8.9 Superintendent of Schools
  - 3.8.10 Personnel
  - 3.8.11 For Board Information
  - 3.8.12 For Board Action
  - 3.8.13 Secretary-Treasurer
  - 3.8.14 Personnel
  - 3.8.15 For Board Information
  - 3.8.16 For Board Action
  - 3.8.17 Committees and Outside Organizations
  - 3.8.18 Upcoming Meetings and Events
  - 3.8.19 Correspondence
  - 3.8.20 New Business
  - 3.8.21 Question Period
  - 3.8.22 Adjournment
- 3.9 A change to the order of business after the agenda has been adopted may be proposed by any trustee and shall require two-thirds (2/3) consent of trustees present.
- 3.10 Except for minutes of a meeting or portion of a meeting from which persons other than trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment each time of a fee not exceeding twenty-five cents per page.
- 3.11 All public meetings shall end by 6:00 p.m. except by resolution of the Board approved by a two-thirds vote.
- 3.12 Except as provided herein, meetings of the Board shall be open to the public.
- 3.13 All meetings of the Board will normally be held in the School Board Office, 2557 Beverly Street, Duncan, B.C.
- 3.14 The Board may change the time, date or location of a Board meeting by resolution.
- 3.15 The Chair of the Board, when in his or her opinion it is a case of necessity or urgency, may



change the time, date or location of a Board meeting.

- 3.16 The Secretary-Treasurer, or another employee designated by the Board if the Secretary-Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary-Treasurer, must be present at the time a decision of the Board is rendered and must record any decision.
- 3.17 Regular meetings of the Board will not be held without the Superintendent in attendance unless the Superintendent has agreed.
- 3.18 The Chair or any other trustee presiding at a meeting may expel from the meeting a person, other than a trustee, that the chair or other trustee presiding at the meeting considers guilty of improper conduct. A person deemed guilty of improper conduct at a meeting will be prevented from asking questions or appearing as a delegation for the balance of the school year.
- 3.19 A majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct.

#### 4. Special Meetings

- 4.1 Meetings other than regular meetings will be termed "special" meetings, including special Closed meetings.
- 4.2 A special meeting of the Board may be called by the Chair or, upon written request by a majority of trustees, shall be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at that meeting.
- 4.3 Written notice of a special meeting and the business to be conducted at that meeting shall be given to each trustee at least forty-eight (48) hours in advance of the meeting. The trustees may, by majority vote, waive the forty-eight (48) hour notice requirement, provided all reasonable steps have been taken to notify trustees of the meeting.

#### 5. Closed Meetings

- 5.1 A closed meeting will be held on a date and time determined by the Board, may be called by the Chair or, upon written request by a majority of trustees, shall be called by the Secretary-Treasurer.
- 5.2 If, in the opinion of the Board, the public interest so requires, persons other than trustees may be excluded from a meeting, or a part of a meeting. The Secretary-Treasurer, or other employee designated by the Board, must be present at the time that a decision of the Board is rendered and must record any decision.
- 5.3 Closed meetings of the Board will not be held without the Superintendent in attendance, unless the Superintendent's contract is being discussed, or unless the Superintendent agrees.
- 5.4 No trustee shall disclose to the public the proceedings of a closed meeting, except as may be required by law, unless a resolution has been passed by the Board to allow such disclosure.
- 5.5 The Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the Board or both were excluded, and the record shall be presented at the next meeting of the Board open to the public and shall be open for inspection at all reasonable times by any person, who may make copies and

extracts on payment of any applicable fee.

- 5.6 All matters coming before the Board shall be considered in public unless, in the opinion of the Board, the public interest requires otherwise. The following matters shall be considered in a closed meeting unless the Board determines otherwise:
- 5.6.1 Personnel matters including contracts and collective agreement negotiations; matters pertaining to individual employees including medical matters, appointment, promotion, demotion, transfer, conduct, competence, discipline, suspension, termination or retirement; grievances and requests of employees, Board officers or their bargaining agents or representatives; plans that relate to the management of personnel or the administration of the Board and that have not yet been implemented or made public;
  - 5.6.2 Legal matters, accident claims and other matters where Board liability may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered in a closed meeting; information or action regarding legal actions brought by or against the Board;
  - 5.6.3 Matters pertaining to individual students including medical matters and the conduct, discipline, suspension or expulsion of students;
  - 5.6.4 Acquisition and disposition of real property prior to finalization including: future site planning and designation; negotiations regarding purchase, lease, sale or exchange of real property; purchase lease, sale or exchange of real property; consideration of appraisal reports and claims by owners; determination of Board offers; expropriation procedures;
  - 5.6.5 Matters pertaining to the safety, security or protection of Board property; and,
  - 5.6.6 Other matters where the Board decides that the public interest so requires.
- 5.7 Notwithstanding any rule limiting reconsideration of the agenda, a trustee may make a motion to move a matter from the agenda of a closed meeting to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable, and requires a simple majority to pass.

## 6. Minutes

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

### 6.1 The minutes shall record:

- 6.1.1 Date, time and place of meeting;
- 6.1.2 Type of meeting (inaugural, regular or special);
- 6.1.3 Name of presiding officer;
- 6.1.4 Names of those trustees and administration in attendance;
- 6.1.5 Approval of preceding minutes;
- 6.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution;
- 6.1.7 Points of order;

- 6.1.8 Appointments;
- 6.1.9 Recommended motions proposed by Committees; and,
- 6.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the School Act.
- 6.2 The minutes shall:
  - 6.2.1 Be prepared as directed by the Superintendent;
  - 6.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 6.2.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 6.3 The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.
- 6.4 The Superintendent shall establish a codification system for resolutions which will:
  - 6.4.1 Provide for ready identification as to the meeting at which it was considered;
  - 6.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
  - 6.4.3 Establish and maintain a file of all Board minutes.
- 6.5 All Committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.
- 6.6 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 6.7 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
- 6.8 Upon adoption by the Board, the minutes of meetings other than Closed meetings shall be open to public scrutiny.

## 7. Motions & Debate

- 7.1 No decision shall be made by the Board unless upon a motion of a trustee, seconded by another trustee and approved by majority vote.
- 7.2 A motion is to be worded in a concise, unambiguous and complete form and, if lengthy or complex, shall be submitted in writing.
- 7.3 The presiding officer may divide a motion containing more than one subject, and it shall be voted on in the form in which it is divided.
- 7.4 An amendment is a motion to modify the wording of a pending motion. An amendment must be closely related to or have a bearing on the subject of the pending motion. A motion may be amended more than once; however, there can be only one amendment on the floor at a time. An amendment to an amendment must be germane to the first amendment and cannot be amended.

- 7.5 A motion to reconsider a decision can be made the day on which the original motion was voted upon by a trustee who voted on the prevailing side. This motion may be seconded by any trustee. If the original motion was debatable, the motion to reconsider is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.
- 7.6 Motions to rescind or to amend something adopted at a previous meeting will be considered only if notice has been given at the previous meeting or in the call for the present meeting, and if no action has been taken which it is too late to undo.
- 7.7 Motions to rescind or to amend something previously adopted require the same majority, simple or two-thirds, that the original motion required.
- 7.8 A motion defeated at a previous meeting can be moved again at a subsequent meeting only if notice is given in the call of the meeting.
- 7.9 Where the number of votes on a motion is equal, the motion is defeated and the Chair shall so indicate.
- 7.10 The Chairperson or other presiding officer shall determine all points of procedure except that any ruling may be challenged by any trustee and decided by a majority vote of the trustees present. Where a ruling of the chair is challenged, a motion to sustain the chair shall be made and a vote shall be taken forthwith without debate.
- 7.11 In regard to decorum, trustees must keep their comments germane to the issues at hand. Trustees must remain civil and courteous, avoid offensive language or personal attacks, and abide by the Presiding Officer's instructions.
- 7.12 Remarks or questions to other trustees, staff members or a public delegation shall be directed through the Chair.
- 7.13 The Chair may enter debate or propose or second a motion and may vote as any other trustee.
- 7.14 The Chair may temporarily vacate the chair for any reason in which case the Vice-Chair, if present, or another trustee appointed by the Chair shall preside.
- 7.15 If the Chair is absent or unable to act, the Vice-Chair shall preside at meetings of the Board. If the Vice-Chair is absent or unable to act the trustees present shall elect one of their number to preside.
- 7.16 Each trustee has the right to speak twice on the same question but cannot make a second speech so long as any trustee who has not spoken on that question desires to speak. No trustee shall speak for more than five minutes at one time. The mover of a motion shall have the right to close debate.
- 7.17 Debate shall be strictly relevant to the question before the meeting. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.
- 7.18 A matter of privilege may be raised at any time and shall be dealt with forthwith before resumption of business.
- 7.19 No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege, or to disclose a conflict of interest.

## 8. Voting

- 8.1 All trustees present at a meeting and entitled to vote will vote on each resolution or bylaw. A trustee not voting on any question will be deemed to have voted in the negative unless the trustee has a conflict of interest, in which case the trustee must not vote and his or her abstention will not be counted.
- 8.2 Voting shall be by show of hands. The Secretary-Treasurer shall record in the minutes the mover and seconder of a motion and, upon the request of a trustee, shall record the names of the trustees voting against the motion.
- 8.3 All questions shall be decided by a majority of the votes of the trustees present unless otherwise provided by in this bylaw or the *School Act*.

## 9. Public Participation

The Board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations by a delegation, through formal question/comment periods in regular Board meetings or in the form of written communications. Such opportunities shall not be used to address matters which must be dealt with in Closed meetings as noted elsewhere in this policy. For example, individual student matters must not be dealt with in a public setting. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities noted below are not to be used to deal with such matters. The Board respects and honors employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.

### Delegations

- 9.1 Parties wishing to appear as a delegation must notify the Secretary-Treasurer before Tuesday noon of the week prior to the Board Meeting for their presentation to be considered for inclusion in the agenda.
- 9.2 All delegations appearing before the Board shall present a written brief for inclusion in the agenda.
- 9.3 The Chair shall rule on the propriety of all presentations and questions and may decline to have a matter heard from a delegation or terminate any presentation or question or refer it to an "in camera" meeting of the Board if that is deemed to be appropriate by the Chair.
- 9.4 The Board will recognize an official spokesperson from each delegation.
- 9.5 Trustees may ask questions for clarification but no recommendations or motions concerning the presentation will normally be made at the same meeting.
- 9.6 Presentations by delegations must be limited to ten minutes unless this time limit is waived by the Board.
- 9.7 The Chair of the Board may determine the number of delegations that will be heard at any one Board meeting and shall inform all trustees regarding delegation requests that have been made, considered, and either included on the Board agenda or denied.
- 9.8 The Chair may deny a request to appear as a delegation to the Board for any of the following reasons:
  - 9.8.1 If a request to appear as a delegation is relevant to a particular committee, that

request is referred to the committee. For example, if an individual wants to address a new education program idea, he or she is referred to the Board Education and Business committee.

- 9.8.2 If the individual or group has already presented to the Board on the same topic, the request is denied.
- 9.8.3 If it is a full agenda, the number of delegations may be limited and the person denied is advised that they will be considered for the next meeting.
- 9.8.4 A request to appear as a delegation may be denied if the topic is unclear. The person requesting to appear is asked for more information. Once more information is received, the request is considered again.

#### Comment and Question Periods

- 9.9 The Question Period is intended to enable the public to obtain clarifying information from the Chair regarding a current Regular Open Meeting agenda item.
- 9.10 Persons wishing to ask a question of the Board at a Regular Open Meeting shall do so in writing on the form provided. Those persons asking questions shall identify themselves by giving their name and address. Each individual shall be limited to one question and one follow up question on the response to that question. The Secretary-Treasurer will collect and review each question to confirm that it is related to a current agenda item prior to handing to the Chair for response.
- 9.11 In the event that the Regular Open Meeting is held electronically persons wishing to ask questions of the chair will type their question in the Q & A Compose box. In typing their question individuals shall identify themselves by giving their name and address. Each individual shall be limited to one question and one follow up question on the response to that question. The Secretary-Treasurer will review each question to confirm that it is related to a current agenda item prior to reading to the Chair for response.

#### Correspondence

- 9.12 Correspondence is at times sent to the Board and at other times to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate Board. Where correspondence is addressed to the Board or its contents are more appropriately addressed by the corporate Board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure Board correspondence is acknowledged in a timely fashion, the corporate Board is aware of the public input provided and where required, a corporate response is provided in a timely manner.
- 9.13 Where non-routine correspondence is received that appears to require a formal Board response, that correspondence shall be placed on the agenda of the next regular Board meeting.
- 9.14 Where non-routine correspondence is received that does not appear to require a formal Board response, that correspondence, together with any response issued by the Superintendent, shall be circulated to the trustees.
- 9.15 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate Board matter, the correspondence will be directed to the Chair who will acknowledge the correspondence, and act in accordance with 9.11 or 9.12 above.

## 10. Consent Agenda

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial.

- 10.1 The full agenda, including the consent items should be disseminated prior to the Board Meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
- 10.2 As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.
- 10.3 The Board Chair then asks for a motion to accept the consent agenda.
- 10.4 Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
- 10.5 If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

## 11. Audio/Video Recording Devices

The Board requires that anyone wanting to use recording devices at a public Board meeting shall obtain prior approval of the Board Chair. This shall be communicated by the Board Chair at the beginning of the Regular Meeting.

## 12. Trustee Remuneration and Expenses

### 12.1 Annual Remuneration

- 12.1.1 Under Section 71 of the School Act, a Board may authorize the payment of remuneration to be paid to trustees by annual resolution of the Board of Education. The Income Tax Act allows part of this remuneration to be declared as a tax-free expense allowance.
- 12.1.2 Trustee remuneration shall be reviewed annually.

### 12.2 Expenses

- 12.2.1 Trustees are expected to exercise discretion in incurring expenses within the limit of the annual budget appropriation.

#### Conference and Travel Expenses

- 12.2.2 Effective execution of Board responsibilities requires that trustees represent the Board at various meetings and conferences, and that they remain informed through attendance at periodic seminars, conventions and workshops related to their responsibilities. The Board encourages such attendance, and shall include funds in the annual budget to cover expenses.
- 12.2.3 The Board of Education of School District No. 79 (Cowichan Valley) supports trustees attending conferences, conventions, seminars and courses of an education nature, within the budget limitations established by the Board.

- 12.2.4 The Board does not expect that such attendance to be at the personal expense of the trustee. Trustees will submit expense claims in accordance with per diem rates. In exceptional circumstances, charges beyond the per diem rates shall be submitted for board approval or rejection.
  - 12.2.5 Trustees will inform the Board, in advance, of their intention to attend a conference/seminar or travel on Board business and shall obtain prior approval of the Board for such attendance. Trustees shall not book registrations, travel and accommodations without consultation with the Superintendent's office.
  - 12.2.6 For travel by private automobile, trustees may claim the District rate in effect at the time. The maximum amount claimable is limited to the cost of economy airfare between points travelled, when air transportation is available and practical.
  - 12.2.7 Cost of airfare is limited to the cost of economy airfare.
  - 12.2.8 There shall be no reimbursement for alcoholic beverages.
- 12.3 Payment of Expenses
- 12.3.1 Expenses must be submitted on a timely basis to the Secretary-Treasurer at least once a month.
  - 12.3.2 The Secretary-Treasurer shall review trustee expenses. Any concerns shall be referred to the trustee designated to authorize payment. The Chair will authorize expense claims for all trustees except the Vice-Chair. The Vice-Chair will authorize expense claims of the Chair and the Chair of the Audit Committee will authorize expense claims for the Vice-Chair.

#### 12.4 Accommodation

Hotel accommodation at provincial government rate or negotiated convention rate, less personal charges (receipts required). If staying with friend(s) or relative(s), \$25.00 per night may be claimed without a receipt. When a trustee or an employee can receive a preferred flight rate due to Saturday layover, the District will cover the cost of accommodation for one additional night upon approval.

#### 12.5 Meals and Incidental Expenses

The per diem expense ceiling for meals and incidentals shall be \$57.00 per day, allowing \$10.00 per breakfast, \$15.00 for lunch, \$25.00 for dinner and \$7.00 for incidentals. A claim for incidental expenses will be paid for each night that a trustee claims overnight accommodation. Incidentals include the cost for personal calls home, tips to porters and valets, local telephone calls, etc. Where a meal is provided, deduct value of each meal limit from the total per diem meal allowance.

- 12.5.1 Meals may be claimed as follows:
  - 12.5.1.1 On day of departure:
    - 12.5.1.1.1 To claim breakfast - depart from home/work before 7:00 a.m.
    - 12.5.1.1.2 To claim lunch - depart from home/work before 12:00 noon
    - 12.5.1.1.3 To claim dinner - depart from home/work before 6:00 p.m.
  - 12.5.1.2 On day of return:
    - 12.5.1.2.1 To claim breakfast - arrive at home/work after 7:00 a.m.



12.5.1.2.2 To claim lunch - arrive at home/work after 12:00 noon

12.5.1.2.3 To claim dinner - arrive at home/work after 7:00 p.m.

## 12.6 Vehicle Expenses

Kilometrage shall be at the rate of 55 cents per kilometer traveled when using personal automobile and the rate shall be adjusted annually to match the BCSTA mileage allowance. When private vehicles are used, compensation will be based on map distance and the currently approved rate and cannot exceed an amount equal to the economy airfare for the trip. When private vehicles are used in lieu of air transportation, meals and accommodation en route will be paid for one 24-hour period.

## 12.7 Hospitality Expenses

It may be necessary or beneficial to the School District if a trustee(s) were to host a meal or non-alcoholic refreshments for one or more persons.

In this case the meal allowance does not apply, and the Board will cover the cost of reasonable expenses incurred and a gratuity of not more than 20%. Claims for expenses incurred for hosting purposes shall be supported by receipts and clearly state the purpose of the expense, and the names of those hosted.

## 12.8 Other Expenses

Other expenses, such as taxi, parking, ferries, etc. will be reimbursed on submission of receipts.

## 12.9 Advances

Upon application an advance against the anticipated travel expenses shall be issued, but in no circumstances shall the advance exceed 75% of the budgeted cost of the trip.

## 12.10 Claims

A detailed claim for expenses shall be filed within ten (10) days of the return from the program/event.

## 13. Bylaws

13.1 Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by resolution

13.2 The following matters shall be dealt with only by bylaw:

13.2.1 Adoption of the budget

13.2.2 The acquisition or disposal of property

13.2.3 Amendments to bylaws

13.2.4 Where the Minister approves a capital plan or a capital plan with modifications, the Board shall prepare a capital bylaw as required by the *School Act*

13.2.5 Where required by the *School Act*

13.3 Every bylaw shall be dealt with in the following stages

13.3.1 First reading: no debate or amendment

13.3.2 Second reading: discussion of the principle of the bylaw

13.3.3 Third reading: consideration of amendments and final decision

- 13.4 At each of the three readings of a bylaw the bylaw must be read in full, however, a reading of a bylaw may, if a written or printed copy of the bylaw is in the possession of each trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by its title and a summary of its contents
- 13.5 The Board shall not give a bylaw more than two readings at any one meeting unless the trustees who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting.
- 13.6 The Secretary-Treasurer shall certify the accuracy of each bylaw and show the date of each of its readings and adoption.
- 13.7 Permission to withdraw a proposed bylaw may be given at any stage by majority vote of the Board. A motion to grant permission to withdraw a proposed bylaw requires a seconder.
- 13.8 A bylaw, once passed, may only be amended by the passage of an amending bylaw, and this passage must employ the procedures given above in this section.

14. Conflict of Interest

- 14.1 "Pecuniary interest" means, with respect to a trustee, an interest in a matter that could monetarily affect the trustee and includes an indirect pecuniary interest referred to in section 56 of the *School Act*.
- 14.2 If a trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the trustee:
- 14.2.1 Shall at the meeting disclose his or her pecuniary interest and the general nature of the pecuniary interest;
  - 14.2.2 Shall not take part in the discussion of or vote on any question in respect of the matter; and
  - 14.2.3 Shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter. [SA s. 58(1)]
- 14.3 If the meeting is not open to the public, in addition to complying with these requirements (see 12.02) the trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration. [SA s. 58(2)]
- 14.4 If the pecuniary interest of a trustee is not disclosed as required above by reason of the trustee's absence from the meeting, the trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the first meeting of the Board attended by the trustee after the meeting referred to above. [SA s. 58(3)]
- 14.5 The requirements of paragraphs 12.01 - 12.03 do not apply to any pecuniary interest referred to by the *School Act* as exempt from the disclosure requirements of the *School Act*. [SA s. 59]
- 14.6 The pecuniary interest of spouse or of a parent or child of the trustee shall, if known to the trustee, be deemed to be also a pecuniary interest of the trustee. [SA s. 57]
- 14.7 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If the meeting is not open to

the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to, and recorded in the minutes of, the next meeting that is open to the public.

Legal Reference: Sections 50, 56, 57, 58, 59, 66, 67, 68, 69, 70, 71, 71(1), 72 School Act  
Financial Disclosure Act  
Income Tax Act

Amended: February 21, 2023

## Policy 8

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### BOARD COMMITTEES

As much as possible, the Board's business of governance will be conducted by the full Board of Trustees. The Board may establish committees of the Board when necessary to assist it with governance functions. Committees of the Board shall never interfere with delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized for individual issues. The Chair of the committee shall place all recommendations before the Board at a regular business meeting of the Board in the form of a proper motion.

Trustees not appointed to a committee may attend meetings of any committee of the Board and may be allowed to take part in any discussion or debate by permission of a majority of the committee, but may not vote. The Chair of a committee may make motions and speak to any question during committee meetings without leaving the chair. The rules applying to regular or special meetings of the Board shall be observed in Board Education and Business Committee, ad-hoc and in standing committees so far as they are applicable and not altered by the provisions of this bylaw.

#### General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their purpose, powers and duties and meetings.
2. The Chair shall be an ex-officio non-voting member of all Board committees to which the Chair has not been appointed.
3. The Chair shall appoint the Chair and members of any standing or ad hoc committee.

#### Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Trustees shall be appointed to Standing Committees at the annual Inaugural Meeting and subsequent Annual Meeting to serve at the pleasure of the Board, and thereafter, at any time determined by the Board.

Standing committees are usually established or confirmed annually at the Inaugural Meeting or subsequent Annual Meeting. The appointed member shall serve on the committee until s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

The number of trustees appointed to a committee other than the Board Education and Business Committee shall not constitute a quorum of the Board.

## 1. Advisory Committee

### 1.1 Purpose

To provide perspective and advice to trustees on matters referred to it by the Board or by a partner group. These matters may be related to any area of the District's operation.

### 1.2 Powers and Duties

To receive the perspective and advice of the partner group representatives in attendance and to ask for clarification.

### 1.3 Membership

All trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee.

### 1.4 Meetings

1.4.1 Meetings of this committee will be open to the public.

1.4.2 Meetings to be held on the 3rd Tuesday of the month from 4:30 – 6:00 pm

1.4.3 The Superintendent and Secretary-Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.

1.4.4 Each of the following partner groups will be invited to send two representatives to attend the advisory committee: District Student Advisory Committee, District Parent Advisory Committee, Cowichan Valley Teachers' Federation, United Steel Workers Local 1-1937, Canadian Union of Public Employees Local 5101, Cowichan Valley Principals and Vice Principals Association.

1.4.5 Partner group representatives are encouraged to provide perspective and advice from the vantage point of the group they represent.

1.4.6 Partner groups referring a matter to the committee are asked to provide sufficient detail for trustees and other partner groups to understand the scope of the matter being referred. Such items will be considered in the creation of the agenda.

1.4.7 The agendas and notice of meetings will be prepared by the Secretary-Treasurer, under direction of the Chair of the Advisory Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members and partner group representatives in advance of the meeting.

1.4.8 The Secretary-Treasurer will produce a written summary of the perspectives and advice received by the committee and will circulate it to all partner groups and will present it to the Board.

## 2. Board Education and Business Committee

### 2.1 Purpose

- 2.1.1 The purpose of the Board Education and Business Committee is to provide a forum for in-depth discussion of issues referred to it by the Board, the Chair or the Superintendent and to make recommendations to the Board as the Board Education and Business Committee deems appropriate. The Board Education and Business Committee is also a forum to receive presentations and reports and for trustees to hear perspectives of senior staff, partner groups and other community representatives on matters being considered by the Board Education and Business Committee.

### 2.2 Powers and Duties

- 2.2.1 The agenda for a Board Education and Business Committee meeting shall be prepared by the Superintendent, in consultation with the Chair of the Board and the Chair of the Board Education and Business Committee. The agenda will be circulated to the committee members and partner group representatives in advance of the meeting.
- 2.2.2 The Chair of the Board is the Chair of the Board Education and Business Committee unless he or she delegates this responsibility to another trustee.
- 2.2.3 Motions in Board Education and Business Committee must be seconded and trustees are not limited as to the times of speaking.

### 2.3 Membership

- 2.3.1 Membership of the Board Education and Business Committee is all trustees and a quorum is the majority of trustees in office.

### 2.4 Meetings

- 2.4.1 Board Education and Business Committee meetings generally shall be held at 4:00 p.m. on the third Tuesday of each month except for July and August.

## 3. Human Resources Committee

### 3.1 Purpose

- 3.1.1 To review the Human Resources report and any Human Resources issues referred to the committee by the Board.

### 3.2 Powers and Duties

- 3.2.1 Make recommendations to the Board where deemed appropriate.
- 3.2.2 Duties as prescribed in collective agreements relative to the Human Resources committee and the grievance procedure.

### 3.3 Membership

- 3.3.1 Three trustees as appointed by the Board Chair. The Chair of the Committee is determined by the Board Chair.

### 3.4 Meetings

3.4.1 Once per year or at the call of the Chair.

## 4. Audit Committee

### 4.1 Purpose

4.1.1 To monitor, evaluate, advise or make recommendations on matters affecting the financial and operational control policies and practices relating to the District.

### 4.2 Powers and Duties

#### 4.2.1 Powers:

4.2.1.1 To review and recommend the terms of engagement for the external auditor

4.2.1.2 To review progress relative to the remediation of any deficiencies identified in the external audit report or management letter.

#### 4.2.2 Primary Duties:

The primary duties of the Committee include, but are not limited to the following:

4.2.2.1 Assessing the processes related to identification of the District's risks and effectiveness of its control environment;

4.2.2.2 Overseeing financial reporting;

4.2.2.3 Evaluating the District's internal control systems for financial reporting;

4.2.2.4 Evaluating the internal and external, and any special audit processes;

4.2.2.5 Providing an avenue of communication amongst the external auditor, management, and the Board, and

4.2.2.6 Making recommendations to the Board as to potential policy or procedural changes arising out of audit recommendations.

4.2.2.7 The Committee has the authority to retain, at the expense of the District, outside advisors and consultants within the District's reasonable availability of financial resources.

#### 4.2.3 Specific Duties:

##### 4.2.3.1 Audit committee responsibilities

4.2.3.1.1 Review and assess the adequacy of these terms of reference annually in May and submit any recommended changes to the terms of reference to the Board of Trustees for approval.

4.2.3.1.2 Review the District's annual audited financial statements before such statements are submitted to the Board of Education for approval.

4.2.3.1.3 Review shall include discussion with management and the external auditors of significant issues regarding accounting principles, practices and judgements.

- 4.2.3.1.4 Consideration shall also be given as to whether they are complete and consistent with information known to Committee members.
- 4.2.3.1.5 In consultation with management and the external auditors consider the integrity of the District's financial reporting processes and controls including information technology security and control.
- 4.2.3.1.6 Discuss significant financial risk exposures and the steps management has taken to identify, monitor, control and report such exposures. Review significant findings prepared by the external auditors together with management responses.
- 4.2.3.1.7 Review the financial consent and completeness of information of the District's public disclosure documents of a financial nature which require approval by the Board, before release.
- 4.2.3.1.8 Review with management, the external auditors, and, if necessary, legal counsel any material litigation claim or other contingency that could have a material effect upon the financial situation or operation results of the District and the manner in which these will be disclosed in the financial statements.
- 4.2.3.1.9 Monitor the appropriateness of accounting policies especially critical accounting policies and financial reporting used by the District to review any actual and perspective changes in financial reporting and accounting policies and practices to be adopted by the District and to review and assess any new or proposed developments in accounting and reporting standards that may affect or impact on the District.
- 4.2.3.1.10 Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school District.

#### 4.2.3.2 Risk Management Oversight

Risk Management Oversight means identifying and analyzing and managing risks that may prevent the District from achieving its objectives. The Committee's oversight responsibilities for risk management is primarily concerned with financial risks that may affect financial reporting.

- 4.2.3.2.1 Assess whether management has implemented policies ensuring that the District's financial risks are identified and that controls are adequate, in place and functioning properly.
- 4.2.3.2.2 Assess whether management has implemented polices and controls to prevent, detect, and deter fraud.



- 4.2.3.2.3 Review all reports concerning any significant fraud or non-compliance that occurs in the District. This review shall include consideration of the internal controls that are to be strengthened to reduce the risk of a similar event in the future.
- 4.2.3.2.4 Assess compliance with specific regulations pertaining to the District.
- 4.2.3.2.5 After Committee assessment, appropriate recommendations will be made to the Board if required.
- 4.2.3.3 Legal Compliance – The auditors do this as part of the audit. Review the responses to the auditors on legal matters.
  - 4.2.3.3.1 On at least an annual basis, review with the District’s appointed legal counsel any legal matters that could have a significant impact on the District’s financial statements, the Districts compliance with applicable laws and regulations, and inquiries received from the regulators or government agencies.
- 4.2.3.4 External Audit Responsibilities
  - 4.2.3.4.1 Role of the Audit Committee with the External Auditor
    - 4.2.3.4.1.1 Review the appointment of the external auditor, for recommendation to the Board for approval giving consideration to matters such as:
      - 4.2.3.4.1.1.1 Independence and whether to retain such auditor after consultation with appropriate management.
      - 4.2.3.4.1.1.2 The fees paid to the external auditor on an annual basis and any non-auditing services performed by the external auditor.
    - 4.2.3.4.1.2 On an annual basis, review and discuss with the external auditor all significant relationships with the District that could impair such auditor’s independence.
    - 4.2.3.4.1.3 Review the planning and results of the external audit, including:
      - 4.2.3.4.1.3.1 The auditor’s engagement letter.
      - 4.2.3.4.1.3.2 The reasonableness of the estimated audit fees.
      - 4.2.3.4.1.3.3 The scope of the audit, including materiality, audit

reports required, areas of audit risk, deadlines and coordination with internal audit staff.

4.2.3.4.1.3.4 The post audit management letter together with management's responses.

4.2.3.4.1.3.5 Any other matters the external auditor brings to the attention of the Committee.

4.2.3.4.1.4 Meet with the external auditor at least annually, or as requested by the auditor without management representatives present.

4.2.3.4.1.5 Receive and review all follow up action or status reports relating to the recommendations of the external auditor.

#### 4.2.3.4.2 Financial Reporting

4.2.3.4.2.1 Review the Board's annual financial statements, and all other financial monitoring reports required by the Board, Ministry of Education, or other agencies.

4.2.3.4.2.2 Recommend to the Board, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements and any other financial monitoring report.

#### 4.2.3.4.3 External Audit Process

4.2.3.4.3.1 Recommend to the Board the appointment of the external auditor for a term not exceeding four years. The selection process must also be in accordance with Board procurement procedures.

4.2.3.4.3.2 Review the external auditor's audit plan and audit findings, including:

4.2.3.4.3.2.1 The external auditor's engagement letter and independence letter.

4.2.3.4.3.2.2 Any management representations made to the external auditor and those representations not obtained from management, if any.

4.2.3.4.3.3 Meet on a regular basis with the external auditor to discuss any matters that the audit

committee or the external auditor believes are important to be discussed.

4.2.3.4.3.4 Review, at least once in every fiscal year, the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor, and on the fee and fee adjustment for the external auditor.

4.2.3.4.3.5 Work to resolve any disagreements between management and the external auditor about financial reporting.

4.2.3.4.3.6 Recommend to the Board the pre-approval of all audit and non-audit services to be performed by the external auditor.

4.2.3.4.3.7 Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school District.

#### 4.2.3.4.4 Compliance Matters

4.2.3.4.4.1 Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by management to address the non-compliance.

4.2.3.4.4.2 Review any significant findings of regulatory entities, and any observations of the external auditor related to those findings.

4.2.3.4.4.3 Obtain regular updates from management and legal counsel regarding compliance matters.

4.2.3.4.4.4 Obtain confirmation by management that all statutory requirements have been met.

#### 4.2.3.4.5 Reporting and Communication

4.2.3.4.5.1 The Audit Committee is accountable to the Board of Education representing the interests of all stakeholders.

4.2.3.4.5.2 Maintain an effective communications policy, including disclosure of the Audit Committee's Terms of Reference.

#### 4.2.3.5 Other

4.2.3.5.1 Periodically perform a self-assessment of committee performance.

- 4.2.3.5.2 Review financial and accounting succession planning within the District.
- 4.2.3.5.3 Perform any other activities consistent with these terms of reference, the District's bylaws and governing policies as committee or the Board of Education deems necessary or appropriate.
- 4.2.3.5.4 Establish procedures for receiving, retaining and responding to complaints relating to accounting or auditing matters, on a basis that protects the confidentiality of the complainer.

#### 4.3 Membership

- 4.3.1 The Chair of the Board shall appoint three trustees and designate the Chair of the Committee. (Note: resource personnel shall be assigned by the Superintendent as required and shall normally include the Secretary-Treasurer and a recording secretary).

#### 4.4 Meetings

- 4.4.1 The Audit Committee will meet at least three times per year. Additional meetings may be scheduled at the call of the Chairperson if deemed necessary to carry out its responsibilities effectively and efficiently. The Committee chair shall prepare an agenda in consultation with the Secretary-Treasurer, Superintendent and Chair of the Board.
- 4.4.2 Minutes will be taken at each meeting and will be presented to the Board of Trustees as part of the closed agenda.
- 4.4.3 Audit committee meetings shall not be held unless there are two trustee representatives present in addition to any staff support. At least one staff member shall be present for each meeting.
- 4.4.4 The Committee shall meet at least three times per year and may call special meetings as required.
- 4.4.5 The minutes of the Committee meetings shall be confidential. The most senior staff member assigned by the Superintendent shall keep minutes of the proceedings of all meetings of the Committee. The minutes shall be included in the next Closed Board Agenda and forwarded to the external auditor after approval by the Board.
- 4.4.6 Deliberations and information received from the attendance at an audit committee meeting will be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the Board, the Superintendent, or, as determined by the Committee, or in pursuance of specified duties under the *School Act*, the District's Organizational Bylaw or the *Freedom of Information and Protection of Privacy Act*.

## 5. Early Learning and Child Care Committee

### 5.1 Purpose

5.1.1 To provide advice to senior staff on federal and provincial policies, services and initiatives provided by the District in relation to early learning and child care that are inclusive of all children. The committee shall be a vehicle for discussion of early learning and child care and shall report to the Board at its public meetings.

### 5.2 Powers and Duties

- To promote, and advocate for early learning and child care;
- To raise public awareness about the importance of early learning and child care;
- To advocate the importance of early learning and child care to local levels of government;
- To promote and maintain community connections and partnerships;
- To assist in identifying new programs and initiatives for early learning and child care;
- To participate in program review and assist in identifying future directions and potential areas for growth; and
- To support existing and future childcare spaces within School District Facilities.

### 5.3 Membership

The committee shall consist of three trustees as appointed by Board Chair. The Chair of the committee is determined by the Board Chair.

In addition, the Committee shall include three senior staff as non-voting members:

- The Superintendent of Schools
- Two district staff as assigned by the Superintendent of Schools

Resource personnel may be invited as needed

### 5.4 Meetings

The Committee meetings are closed camera meetings and will be held bi-monthly or at the call of the Chair. Recommendations will be made to the BEBC or Board. Minutes of each meeting are recorded by the Executive Assistant or designate. Minutes are circulated to Committee members and members of the Board.

## 6. Climate Change Committee

### 6.1 Purpose

- 6.1.1 Recognizing that climate change is a World issue affecting current and future generations, the Climate Change Committee will develop recommendations to mitigate the environmental impact of the School District's operations.

### 6.2 Powers and Duties

#### 6.2.1 Powers

Make recommendations to the Board where deemed appropriate.

#### 6.2.2 Duties:

To ensure that the School District takes actions to mitigate its environmental impact by:

1. Focusing on energy efficiency and renewable energy;
2. Exploring options for water conservation;
3. Minimizing waste at School District facilities through the implementation of recycling and composting programs;
4. Promoting clean transportation options;
5. Examining opportunities to plant trees at School District facilities;
6. Developing opportunities for learning and student engagement on climate issues.

### 6.3 Membership

- 6.3.1 The Committee size will not exceed ten members. The Chair of the Committee is determined by the Board Chair. Membership of the Committee will be assigned by the Board Chair and will include three Trustees and three senior staff members. The following groups may receive an invitation to participate in the Committee:

- Students
- DPAC
- CVTF
- CVPVPA
- CUPE
- USW
- Local Governments
- Local First Nations and Metis Nation
- Community Experts

### 6.4 Meetings

- 6.4.1 Two times a year or at the call of the Chair.

## **Ad Hoc Committees**

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint membership and the Chair of the ad hoc committee.

## **Resource Personnel**

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: School Act *Sections* 50, 56, 57, 58, 59, 65, 66, 67, 68, 69, 70, 71, 72, 85 School Act  
Financial Disclosure Act  
Income Tax Act

Amended: November 2, 2021  
December 7, 2021

## 6. Climate Action Advisory Committee

### 6.1 Purpose

Recognizing that the climate crisis is a globally complex issue affecting current and future generations globally, regionally and locally, the Climate Action Advisory Committee (CAAC) will develop recommendations to advise the Board on mitigation and adaptation measures that are informed in principal by:

- ways to empower learners to develop local solutions to mitigate and adapt to the increasing local impacts of the climate crisis;
- collective learning and educational opportunities; and
- the environmental impacts of the School District's operations.

### 6.2 Process and Duties

#### 6.2.1 Process Outcomes

Recommendations by the Climate Action Advisory Committee will be brought forward to the Board Education and Business Committee who can then make recommendations to the Board.

#### 6.2.2 Duties:

To encourage the School District to take a big picture policy approach with subsequent actions to mitigate its environmental impact and prepare for /adapt to a future of increasing local climate impacts, the CAAC will provide guidance and input on the development of an Climate Action Plan for SD79.

Elements of the Action Plan may include, but are not limited to:

- energy efficiency and renewable energy strategies;
- options for water conservation;
- addressing waste at School District facilities through the implementation of recycling and composting programs;
- identifying opportunities for collective learning and education;
- identifying opportunities to plant native tree and plant species at School District facilities;
- developing opportunities for learning and student engagement and empowerment on solutions to climate issues, such as school-based climate action 'passion' projects.

The CAAC will also be outward facing as it seeks to:

- work / consult with climate action-focused committees of other school districts and local governments across Vancouver Island for climate preparedness; and



- gather input on the Climate Action Plan from, and collaborate with, First Nations and the Metis Nation on these and other measures.

### 6.3 Membership

The Committee size will aim to have no more than thirteen members (not counting students). The Chair of the Committee will be a School Trustee (unless delegated otherwise). Membership of the Committee will be assigned by the Board Chair to include three other Trustees, and three senior staff members.

The following groups will receive an invitation to participate in the Committee:

- Students
- DPAC
- CVTF
- CVPVPA
- CUPE
- USW
- First Nations and Metis Nation

Local governments and community experts will be invited to attend for information sharing and collaboration, as needed.

### 6.4 Meetings

Five times during the school year – one meeting during each of the following months: October, November, January, February, May. Meeting dates and times will be established by the Committee annually at the October meeting.

### 6.5 Reporting

The Committee will monitor and report its accomplishments at the end of each school year to the Board, and to the broader community through internal communication channels and social media posts.

**MINUTES OF THE CLIMATE CHANGE COMMITTEE OF  
SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)**

**Friday, April 14, 2023, 12:00 p.m.  
Yuxwule' Eagle Room (Boardroom)**

**PRESENT**

**Trustee Eduardo Sousa, Chair  
Trustee Elizabeth Croft  
Trustee Cindy Lise  
Trustee Cathy Schmidt  
Robyn Gray, Superintendent  
Richard Dyble, Director of Operations  
Scott Mitchell, CUPE  
Marissa Anderson, USW  
Soleil Switzer, CVTF  
Sarah Simmons, CVPVPA  
Hailey Normand, Student (Cowichan Secondary)  
Hans Benedict-Castillo, Student (Cowichan Secondary)  
Claire Spencer, Recording Secretary**

**APOLOGIES**

**Ann Kissinger  
Katia Roman, Student (CVOLC)  
Caoimhe-Ann Therrien, Student (Quamichan)  
Sierra McCaffery, Student (Frances Kelsey)**

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**1. Call To Order**

Trustee Sousa called the meeting to order at 12:10 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

**2. Adoption of Agenda**

Moved by Trustee Lise  
Seconded by Trustee Croft

*"That the Climate Change Committee adopts the agenda of the April 14, 2023 Climate Change Committee Meeting."*

CARRIED

**3. Approval of Minutes**

Moved by Trustee Lise  
Seconded by Trustee Croft

*"That the Climate Change Committee adopts the minutes of the January 20, 2023 Climate Change Committee."*

CARRIED

**4. Introductions**

Attendees went around the table introducing themselves.

**5. Review and Finalize Draft Terms of Reference**

The Terms of Reference will be revised to more clearly reflect that the Committee is an advisory Committee that gathers information and can bring forward recommendations. The revised version will be sent out prior to the next meeting.

**6. Development of Climate Action Plan?**

**6.1 Budget for 2023-2024**

The draft guiding principles and ideas for a climate action plan were reviewed and feedback incorporated.

Trustee Croft left the meeting at 12:53 p.m.

Ideas included:

- paper reduction;
- more composting options in schools;
- use the Shawnigan Eco-Village as resource and/or guest speaker at a future meeting;
- presentation by Cowichan Secondary's Stewardship Committee at a future meeting;
- ask the Board to create a fund that schools can apply for to assist in climate-related passion projects;
- gather information by asking schools (when they are presenting their school plans at BEBC or Trustees can ask when visiting schools) if they have any climate initiatives;
- create an outline of what would be required in a climate action plan.

**7. Next Meeting Dates**

The next meeting will be held on Friday, May 26, 2023, from 12:00-1:30 p.m.

**8. Adjournment**

The meeting adjourned at 1:29 p.m.

Moved by Trustee Lise

Seconded by Trustee Schmidt

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

CARRIED

# MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, April 25, 2023, 4:00 p.m.

Yuxwule' Eagle (Board) Room - Public Participation via Zoom

## PRESENT

Trustee Randy Doman, Chair  
Trustee Elizabeth Croft  
Trustee Cindy Lise  
Trustee Cathy Schmidt  
Trustee Eduardo Sousa  
Trustee Jennifer Strachan  
Trustee Joe Thorne  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Sheryl Koers, Associate Superintendent  
Mike Russell, Director of Communications  
Margaret Olsen, Director of Human Resources  
Jeff Rowan, Director of Inclusive Learning  
Darlene Reynolds, Director of Inclusive Learning  
Richard Dyble, Director of Operations  
Claudia McMahon, Associate Secretary-Treasurer  
Claire Spencer, Recording Secretary

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## 1. CALL TO ORDER

Trustee Doman called the meeting to order at 4:00 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

## 2. ADOPTION OF AGENDA

### 2.1 Motion to Adopt Agenda

Moved by Trustee Lise  
Seconded by Trustee Schmidt

*"That the Board Education and Business Committee adopts the agenda of the April 25, 2023 Board Education and Business Committee meeting."*

CARRIED

## 3. MINUTES

### 3.1 Minutes of the March 28, 2023 Board Education and Business Committee Meeting

Moved by Trustee Thorne  
Seconded by Trustee Sousa

*"That the Board Education and Business Committee adopts the minutes of the March 28, 2023 Board Education and Business Committee Meeting."*

CARRIED

3.2 Minutes of the April 13, 2023 Special Board Education and Business Committee Meeting

Moved by Trustee Schmidt  
Seconded by Trustee Thorne

*"That the Board Education and Business Committee adopts the minutes of the April 13, 2023 Special Board Education and Business Committee Meeting."*

CARRIED

3.3 Minutes of the April 20, 2023 Special Board Education and Business Committee Meeting

Moved by Trustee Lise  
Seconded by Trustee Thorne

*"That the Board Education and Business Committee adopts the minutes of the April 20, 2023 Special Board Education and Business Committee Meeting."*

CARRIED

4. **ACTION LIST**

5. **PETITIONS AND DELEGATIONS**

6. **EDUCATION**

6.1 Ecole Cobble Hill School Plan

Student James Holloway opened the presentation with a land acknowledgement in English, Hul'q'umi'num' and French.

Our Story: Ecole Cobble Hill is a K-7 single-track French Immersion school in a rural setting in Cobble Hill with a strong sense of family and community. Of its 370 students 8% identify as Indigenous and 5% are English Language Learners.

Our Strengths: Students feel encouraged to show kindness and empathy to others; there are many clubs and extra-curricular activities including robotics, math club, chess club, rainbow club and a variety of sports; there is a forest near the school and lots of opportunities for outdoor learning; students report that their teachers are nice and they do fun things in class.

Our Stretches: Oral language proficiency across the grades, phonemic awareness, particularly across Grades K-3, and French writing across Grades 3-7. Due to the overarching importance of oral language, the whole school continues to focus on building oral language skills.

Our Goals: 1) Improve phonemic awareness and phonics across grades K-3; 2) Improve French writing across all grades (Grades 1-3 generating ideas; Grades 4-7 writing conventions and vocabulary). Methods used to work on these goals were shared by teachers Sarah Garcia and Erin Arrowsmith. Kindergarten student Ellie Geist showed Trustees her skills reading high-frequency sight words in French.

Next steps for the staff include incorporating student voice and goal setting into their Foundation for Enhancing Student Learning (FESL), and to provide real-world opportunities to practice and develop skills targeted in their FESL.

## 6.2 Maple Bay Elementary School Plan

For the 2022/2023 school year, Maple Bay Elementary has continued to focus on building an engaged and inclusive learning community that fosters a sense of belonging and a shared identity. Puppet club and Diversity Club are examples of how they are building a school community that fosters a sense of belonging and a shared identity. Diversity club is open to students in Grades 5 through 7. Puppet club is open to all students in Grades 6 and 7. Amity and Kaleigh are both in Grade 7 and participants in Puppet club. These two students along with their teacher, Joy Wilson, participated in a presentation which was shared with attendees (<https://youtu.be/Wlbi5c4b2Qw>).

The main school goal has been of one of social-emotional development. They wondered what difference could be made to their students' collective social-emotional development when their school community worked together to become more personally and socially aware and responsible. School wide they have provided learning opportunities on all aspects of social emotional learning to support the mental wellness of individuals and of their school community. Students have been given opportunities to practice:

1. Naming and knowing their own feelings and emotions;
2. Naming, knowing, and doing what they need to do to manage personal feelings and emotions;
3. Noticing other people's feelings, emotions, and social emotional learning needs;
4. Understanding that other people might have feelings, emotions, and needs that are the same or different from their own; and
5. Knowing what they can do to support other people's learning, feelings, emotions, and needs.

They have noticed that their efforts have made a difference! As a school community, their learners are on their way with the understanding that ***we all have mental health and social-emotional needs***. Their learners are showing more empathy and understanding, and less reactivity. The school climate feels kinder, calmer, and safer, which are three key ingredients needed to nurture their children's social-emotional and intellectual development.

## 6.3 Previously Approved Academies

Jeff Rowan, Director of Inclusive Learning, provided background on previously approved academies which will have no changes to fees for the 2023/24 school year.

Moved by Trustee Schmidt

Seconded by Trustee Thorne

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Cowichan Secondary School*

*Rugby Academy Fees be set at \$5,500 for local district students and out of province, and \$15,000 for International students.”*

CARRIED

Moved by Trustee Croft  
Seconded by Trustee Sousa

*“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Frances Kelsey Secondary School Soccer Academy Fees be set at \$300 per year.”*

CARRIED

6.4 Previously Approved Academies with Proposed Changes to Fees

Changes in fees were recommended for two previously approved Academies. A Dance Academy at CVOLC was approved in 2021, and expanded to include more performing arts in 2022. This Academy operates through a partnership between CVOLC and Adage Studio, and provides an opportunity for students from outside the District. The change in fees would see an increase from \$325 to \$425 per month. The multi-grade Ice Hockey Academy at Frances Kelsey began in 2013. The rate increase (from \$300 to \$450 per year) is to cover added expenses for ice time, equipment and travel as the Academy moves from operating during one semester to two.

Moved by Trustee Schmidt  
Seconded by Trustee Sousa

*“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 fees for the Performing Arts Academy at Cowichan Open School be set at \$425 per month or \$4,250 per year.”*

CARRIED

Moved by Trustee Lise  
Seconded by Trustee Thorne

*“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2023-24 Frances Kelsey Secondary School Ice Hockey Academy fees be set at \$450 per year.”*

CARRIED

6.5 New Academies

Two new academies were proposed for Frances Kelsey Secondary. An Outdoor Education Adventure Academy for students in Grades 11-12 would provide opportunities to gain outdoor skills, knowledge, health and wellness benefits, self-confidence and lifetime memories as students engage in a number of activities, such as paddle boarding, wilderness first aid training, Indigenous canoeing, snowshoeing, ocean kayaking, hiking, and multi-day backpacking trips. The Equestrian Academy would take place at MillShaw Meadows and provide riding lessons at four levels, from introductory to advanced. In addition to riding, students would learn stable

management, equestrian theory, sports nutrition, and participate in equestrian-specific cross-training activities such as strength conditioning, stretching, and yoga.

Moved by Trustee Sousa

Seconded by Trustee Lise

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves establishing an Outdoor Adventure Academy at Frances Kelsey Secondary School and authorizes the fees be set at \$1,100 per year for 2023-24."*

CARRIED

Moved by Trustee Schmidt

Seconded by Trustee Thorne

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves establishing an Equestrian Academy at Frances Kelsey Secondary School and authorizes the fees be set at \$3,000 per year for 2023-24."*

CARRIED

**7. BUSINESS AND OPERATIONS**

**7.1 2023-2024 Annual Budget**

The proposed 2023-2024 Annual Budget in the amount of \$126,431,654 was reviewed. Items impacting the budget include inflation, a small enrolment increase and significant salary increases. The Board has utilized approx. \$2.3M of surplus which leaves \$3.06M, or approximately 3% of the Operating Budget.

Moved by Trustee Schmidt

Seconded by Trustee Sousa

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopt the 2023/2024 Annual Budget in the amount of \$126,431,654."*

CARRIED

**8. POLICY**

**8.1 Administrative Procedure Updates**

Changes to Administrative Procedures were reviewed with the Board.

**9. COMMITTEES**

**9.1 Highlights of the April 18, 2023 Advisory Committee Meeting**

A verbal summary of the meeting was provided by Committee Chair Trustee Croft.



9.2 Early Learning and Child Care Committee - Terms of Reference

Moved by Trustee Schmidt

Seconded by Trustee Lise

*"That the Board Education and Business Committee recommends the Board of Education of School District No. 79 (Cowichan Valley) add the Early Learning and Child Care Committee Terms of Reference as presented to Policy 8 - Board Committees."*

CARRIED

**10. ADJOURNMENT**

10.1 Motion to Adjourn

The meeting adjourned at 5:48 p.m.

Moved by Trustee Schmidt

Seconded by Trustee Thorne

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

CARRIED

# HIGHLIGHTS

from the Minutes of the

May 11<sup>th</sup>, 2023

District Student Advisory Committee  
(DSAC) Meeting



DSAC met in person at Chemainus Secondary. Trustee Croft was in attendance. The meeting was opened by the Director of Inclusive Learning and District Elder.

Chemainus students led the group in a 'get to know' activity, and the report out from schools.

The guest speaker, Holly Ellison, spoke to the group about the Youth 20/20 Can Cowichan program, which allows students from grades 10-12 to earn money towards a post-secondary institution through volunteer hours. When enrolled in this program, students earn \$25 for each volunteer hour (up to \$3,000 each year) beginning in grade 10. The program also helps connect students with community organizations and volunteer programs, and can help with finances if planning a fundraiser. The hours logged through this program also count towards the volunteer hours needed to graduate.

The Director of Inclusive Learning reported that the District is working on transitions right now, District Scholarship presentations are underway, and schools are organizing grad ceremonies which the District likes to attend. There was a Metis camp in Glenora that grade 4's were touring through.

The Director of Inclusive Learning and District Elder closed the meeting.

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79  
(COWICHAN VALLEY) HELD ON TUESDAY, May 16, 2023 AT 4:30 PM**

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Trustee Elizabeth Croft, Chair  
Trustees Randy Doman, Cindy Lise, Cathy Schmidt, Eduardo Sousa, Jennifer Strachan (via Zoom), and Joe Thorne  
Robyn Gray, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Mike Russell, Director of Communications  
Richard Dyble, Director of Operations  
**PRESENT:** Darlene Reynolds, Director of Inclusive Learning  
Claudia McMahon, Associate Secretary-Treasurer  
Louise Thomson, CVTF  
Mike Greenslade, CVTF  
Brent Ranger, CVPVPA  
Vicki Miller, USW  
Sheryl Koers, Associate Superintendent  
Carmen Sundstrom, DPAC  
Claire Spencer, Recording Secretary

**APOLOGIES:** Margaret Olsen, Associate Superintendent  
Jeff Rowan, Director of Inclusive Learning  
Rhonda LaForge, CVPVPA  
Adam Clutchey, CUPE

1. **Call to Order**

Trustee Croft called the meeting to order at 4:30 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, work, learn and play.

2. **Check-In**

**Mike Greenslade:** The school year is winding down but there's a mixture of excitement and anxiousness for next year. At Palsson it's bittersweet as they will be sad to say goodbye to Temporary Principal Craig McLeod. Lake Cowichan School will be moving to a new block rotation schedule next year. Teachers are wanting to end the school year on a positive note, and are starting to focus on the upcoming year.

**Louise Thomson:** The first staffing round is open and teachers are grateful for the new process (which was bargained and implemented last year) which makes it easier for teachers to make changes and refresh their career. Classrooms are hot right now, but all is good.

**Brent Ranger:** Two stories were shared from Mill Bay Nature School. The first story was of the transformation of government space through Indigenous-themed art, paintings, and murals. The second story told of how they have been learning about culture from Sonia Charlie, who suggested they eat together. They now share culture and build community through sharing food.

**Carmen Sundstrom:** At the last DPAC meeting they went over the resolutions from the May 5-7 BCCPAC meeting and AGM. The last DPAC meeting of the year will be held this week.

**Vicki Miller:** It is very busy with busing, field trips, and being short staffed. Custodial is getting summer work organized. Everyone is busy!

**Cathy Schmidt:** Trustees attended the BC School Trustees Association AGM at the end of April. The Board just held its second (of three) governance session with Mike McKay. They have been participating in District Scholarships and are getting ready for retirement events.

**Robyn Gray:** She is very grateful for everyone around the table and the work they are doing. Thank you to Mike Russell, Jennie Hittinger and Jaime Doyle who took 16 kids from DSAC to Capernwray on Thetis Island for two days. She has had the pleasure of meeting with Mike Martin and Kevin van der Linden (Principal/Vice-Principal Association) who are busy with fun year-end events and planning for next year. The employee recognition program is being revised, and the Board and Senior Team are planning an impromptu event soon across the District.

**Jason Sandquist:** Since last meeting the 2023-2024 budget was finalized and has been adopted by the Board, and financial assumptions for benefit rates and cost of living have been finalized. We are in the process of finalizing the Long-Range Facilities Plan (LRFP) which is also on the agenda. The demolition of AB Greenwell is complete and the site is now a gravel parking lot and will be returned to Crown once the demolition has been assessed as satisfactory. Stanley Gordon is the next school in line to be demolished, but that land will stay with the Board.

**Cindy Lise:** I attended a concert at Drinkwater featuring children singing songs from the 1960s to 2000s, and at the end all the students and parents sang “Celebrate”. Every one of those kids left that school that day with a happy heart. To be part of that event with everyone singing and joyful was the best.

### **3. New Business**

#### **3.1 Review of Executive Summary of Long-Range Facilities Plan (LRFP)**

In order for the Ministry of Education and Child Care to consider future capital requests, the District needs to have an LRFP in place with supporting data on why we need that site acquisition (or addition/renovation) and to ensure we have been planning for enrolment increases/decreases. The District is growing at a modest rate which is positive as it's more manageable. The LRFP was created with assistance from former Capital Coordinator Lonnie Schermerhorn, who has a deep knowledge of our facilities. The objectives of the LRFP are to provide a framework for the Board to make sound decisions/asks of the Ministry. The Plan includes information on seismic upgrades and future portable requirements. Before the Ministry will consider requests for a new school, a District has to already be over capacity (not just projected future enrolment) and the District must have done everything it can to accommodate the students, such as grade reconfiguration, portables, etc. The Plan looks out over ten years to identify those areas where we might need property acquisition. To determine assumptions on capacity and project future enrolment, Lonnie reviewed consultant reports, met with municipal planners, looked at Statistics Canada, Ministry and Baragar (demographer) data, considered historical growth, migration and birth rates. The condition of the District's existing portables was assessed, along with the feasibility of relocating them. The Ministry's determination of our capacity isn't our true capacity as it doesn't consider our class size and composition language. Lonnie converted to our true capacities which are factored in the Plan. Areas of concern that were identified include:

- Maple Bay Elementary is already near capacity, is in an area of major growth and development, and does not have an area to easily accommodate portables. Alex Aitken Elementary has declining enrolment, so an option may be to look at modifying catchment areas for these schools.
- Palsson Elementary is over capacity and doesn't have space for any more portables. Lake Cowichan School has additional space which could be utilized for elementary.
- Areas that may have capacity issues due to development are Berkey's Corner, Bell McKinnon Road and Mill Bay (once water services are secured).
- Frances Kelsey is nearing capacity. Two portables are being installed this summer.

Attendees were invited to share any suggestions with the Secretary-Treasurer. The Plan will be taken to the next Board Education and Business Committee (BEBC) Meeting, and then to the Open Board Meeting. Options will be shared through a public process.

Trustee Croft left the meeting at 5:14 p.m. Trustee Lise assumed the role of Chair.

### **3.2 Strategic Plan Regeneration 2025-2030**

Director of Communications Mike Russell presented the proposed process for the Strategic Plan Regeneration and requested feedback.

The Board underwent a robust engagement process to develop the 2020-2024 Strategic Plan, and this work can continue on past 2024. Instead of redoing the entire Plan, the Board can use the existing plan as a solid base on which to build. The process for regenerating the Plan takes place in three stages, with the launch in January 2025:

- Reflection (fall of 2023) – explore our future through reflection on “Beyond Education,” research into our current state, and analysis of the District’s data;
- Re-engage (January – June 2024) – Engage with partners and communities, co-creating our vision and roadmap;
- Re-energize (fall 2024) – formalize, celebrate and action the regenerated Strategic Plan and align foundational plans.

Considerations that have arisen since the creation of the existing Strategic Plan include: District Equity Scan, K-12 Anti-Racism Action Plan, Identity, Belonging and Connection Policy and Community of Care Pledge, post-COVID mis-information environment, child care component of Ministry, and climate change. There have also been significant changes to the way data is collected and used in the District, and we will continue to rely on data as we reflect on the Plan. Principals/Vice-Principals will be briefed on the engagement process and will determine how best to engage with their teachers and support staff.

## **4. Old Business**

### **4.1 Truth and Reconciliation (Standing Item)**

- The LCTA has changed its structure to create space for a new Metis member, and has added a budget line item for Truth and Reconciliation which can be used for release time to liaise with the Ts'uubaa-asatx First Nation.
- The CVTF May 5 Pro-D day featured speaker Lynda Gray. Trustee Thorne's daughter provided a beautiful welcome for the day, which was attended by some members of Cowichan Tribes. The Union has launched a Books for Babes program that sees new

mothers receive a CVTU bag with two books when they are in the hospital delivering their babies.

- The BCSTA AGM featured guest speaker Jody Wilson Raybould who spoke about her time in the federal government as Attorney General, told stories, and shared thinking on “in-betweeners.”
- The BCSTA’s Indigenous Education Council is going to have another series of action-oriented Indigenous Learning.

5. **Adjournment**

The meeting adjourned at 5:43 p.m.



# COWICHAN VALLEY DISTRICT PAC

**Agenda May 18, 2023, 7pm  
via Zoom & in person**

Call to order at 7:29pm

## **1. Introductions & Acknowledgement**

### **In Attendance:**

#### **Voting Members:**

Carmen Sundstrom	DPAC Vice Chair, CSS DPAC Rep and Vice Chair
Lysanne Hebden	DPAC Chair, Chemainus Secondary Chair & DPAC Rep
Keirsten Tymko	DPAC Secretary, Chemainus El. Secretary & DPAC Rep
Lindsay Stewart	DPAC Treasurer, Ecole Cobble Hill DPAC Rep
Sam Towstego	Crofton El. Secretary & DPAC Rep
Racheal Shaw	Bench Elem. DPAC Rep
Chris Hawkins	Khowhemun DPAC Rep
HIna Charania	Mill Bay Nature School DPAC Rep
Vlad Valastiak	OLPAC DPAC Rep
Shelby Buchan	Quamichan DPAC Rep

#### **Non-Voting Members:**

Anita Carroll	Quamichan Chair, PIE Committee Chair
Natasha Wolsey	Crofton El. Treasurer
Robyn Gray	District Superintendent
Jennifer Strachan	Trustee

## **2. Motion to adopt agenda** by Crofton, seconded by ECH

## **3. Motion to approve previous minutes** from April 20, 2023 by Bench, seconded by Khowhemun

## **4. Reports**

### **4.1 Chair** - nothing to report that is not already agenda items

### **4.2 SD Admin** - Superintendent Robyn Gray

- DSAC and leadership students went to Capernwray and had a great experience.
- To support our “culture of care” the district will be working on employee care at the end of this year and continuing next year, which will include employee recognition.
- Year end activities happening all across the district and is very busy!
- The district is developing the numeracy framework and it will be launched next year

### **4.3 Board of Education** - Trustee Strachan



# COWICHAN VALLEY DISTRICT PAC

## Agenda May 18, 2023, 7pm via Zoom & in person

- Expressed her gratitude to all parents involved in PACS, DPACS and all parents for everything that they do.
- May 2nd the budget was passed. Increased money in mental health and allocated \$20,000 to climate action care and \$30,000 to inclusive education.
- Trustees took part in listening to grad interviews for District scholarships, which will be announced / presented soon!
- The strategic plan is being redrafted for 2025-2030 and the board will continue to involve the community.

### 4.4 Treasurer

Reports are the same as last meeting. Lindsay is working on going through “the bin” and working on the community gaming grant due on June 30th.

Cheque will be issued for PAC 101 snacks.

\*\*Reminder to all PACs to apply for your Community Gaming Grant & complete your annual gaming report. Deadline to apply is June 30th)

### 4.5 PIE Committee

They held their last meeting of the school year. Anita has been asked to join the BC Accessibility Plan Advisory Group. She is requesting stories and situations from families to bring to the next meeting. With more dedicated funding for inclusive education next year, the district will have:

2 behavioral interventionists added

6 EA's

2 more counselors

More replacements for EA's for when they are sick!

### 4.6 Indigenous Committee

No one was in attendance for their last meeting. They will start fresh in September.

## 5. Old Business

### 5.1 BCCPAC Conference & AGM

Lysanne, Keirsten, Anita, and Carmen shared some of their experiences.

Regarding the resolutions, there were only 3 resolutions that went the other way from how we decided to vote, but these were ones that we could have been open to go either way.

To find the full results and slides from the presenters during the conference, visit

<https://bccpac.bc.ca/index.php/events/conference-agm>

(they are not posted yet, but stay tuned)

**5.2 PAC 101 Workshop** - May 16 @ Khowhemun - we had 9 schools represented. I

hope that they gained some knowledge. DPAC may look at hosting another one of these





# COWICHAN VALLEY DISTRICT PAC

**Agenda May 18, 2023, 7pm  
via Zoom & in person**

in the fall. Chris showed appreciation to all those in attendance and would like to have another one in the fall!

## **6. New Business**

**6.1 Culture of Care** - We've been hearing of instances happening in our schools and outside in our community. Not needing to get into any of those details, how can we develop and grow our 'culture of care'? Had some discussion. There is a district policy. Talk with our students. Encourage PACs and schools to find creative ways in bringing the community together.

**6.2 Renew Zoom Licenses?** Should we renew our licenses for the next school year? We have hosted 68 meetings this year. Cost would be \$448. Consensus is yes. Motion to renew the 2 zoom licenses for the next school year by Crofton, seconded by OLPAC. Passed.

7. Motion to adjourn by MBNS, seconded by Bench.

Next meeting: September 21 , 2023 @ 7:00pm

Need to get in touch?

[cowichcanvalleydpac@gmail.com](mailto:cowichcanvalleydpac@gmail.com)



# COWICHAN VALLEY DISTRICT PAC

## AGM Minutes - May 18, 2023, 7pm via Zoom & in person

Call to order at 7:04pm

1. Introductions & Acknowledgement

In Attendance:

Voting Members:

Carmen Sundstrom	DPAC Vice Chair, CSS DPAC Rep and Vice Chair
Lysanne Hebden	DPAC Chair, Chemainus Secondary Chair & DPAC Rep
Keirsten Tymko	DPAC Secretary, Chemainus El. Secretary & DPAC Rep
Lindsay Stewart	DPAC Treasurer, Ecole Cobble Hill DPAC Rep
Sam Towstego	Crofton El. Secretary & DPAC Rep
Racheal Shaw	Bench Elem. DPAC Rep
Chris Hawkins	Khowhemun DPAC Rep
Hlna Charania	Mill Bay Nature School DPAC Rep
Vlad Valastiak	OLPAC DPAC Rep
Shelby Buchan	Quamichan DPAC Rep

Non-Voting Members:

Anita Carroll	Quamichan Chair, PIE Committee Chair
Natasha Wolsey	Crofton El. Treasurer
Robyn Gray	District Superintendent
Jennifer Strachan	Trustee

2. Motion to adopt Agenda by Crofton, seconded by MBNS

3. Motion to approve Previous Minutes from May 19, 2022 by Crofton, seconded by CSS

4. AGM Election of DPAC Executive

- 4.1 Chair: Carmen Sundstrom acclaimed
- 4.2 Vice-Chair: Lysanne Hebden acclaimed
- 4.3 Secretary: Keirsten Tymko acclaimed
- 4.4 Treasurer: Lindsay Stewart acclaimed

5. Motion to change the signing authority at the bank for the DPAC General Account and the DPAC Gaming Account to reflect the new executive for the 2023/24 school year (only change is that Carmen and Lysanne's titles are reversed)  
by Bench, seconded by MBNS

6. Adjourned at 7:29 (and move into general meeting)

**SCHEDULE OF UPCOMING COMMITTEE / OTHER MEETINGS**

<b>MEETING</b>	<b>DATE/TIME</b>	<b>LOCATION</b>
Closed/Open Board Meetings	June 6, 3:30/4:30 p.m.	Yuxwule' Eagle Room
Board Planning	June 13, 4:00 p.m.	Yuxwule' Eagle Room

**GRADUATION AND YEAR-END EVENTS**

<b>EVENT</b>	<b>DATE/TIME</b>	<b>LOCATION</b>
Frances Kelsey Awards Ceremony	June 7, 10:00 a.m.	FKSS Gym
Frances Kelsey Scholarship/Bursaries	June 7, 7:00 p.m.	FKSS Gym
Indigenous Grad Ceremony	June 8, 4:00 p.m.	Tl'upalus (Cowichan Bay Canoe Shed and Beach)
School District Retirement Reception	June 12, 4:30 p.m.	Arbutus Ridge
Lake Cowichan School Scholarship Night	June 15, 6:00 p.m.	Lake Cowichan School
International Program Year-End Celebration	June 16 10:00 a.m. - 4:30 p.m.	Camp Imadene
Open Learning Graduation	June 22: 4:00 p.m. for Satellite sites; 6:30 p.m. for CVOLC grads	CVOLC Gym
Frances Kelsey Graduation Ceremony	June 23, 6:30 p.m.	FKSS Gym
Chemainus Secondary Graduation, Scholarship/Bursaries	June 23, 7:00 p.m.	Chemainus Secondary Gym
Lake Cowichan School Graduation	June 24, 12:30 p.m. (doors open 11:30)	Lake Cowichan School Gym
Cowichan Secondary Graduation	June 29, 6:00 p.m.	Cowichan Secondary