



AGENDA
Board Education and Business Committee
Tuesday, September 22, 2020
via Zoom 4:00 PM

Page

1. CALL TO ORDER

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 Education and Business Committee adopts the agenda of the September 22, 2020 Board Education and Business Committee meeting."

3. MINUTES

3.1. Minutes of the May 26, 2020 Board Education and Business Committee Meeting

3 - 7

"That the Board Education and Business Committee adopts the minutes of the May 26, 2020 Board Education and Business Committee Meeting."

[Minutes of the May 26, 2020 Board Education and Business Committee Meeting](#)

4. ACTION LIST

4.1. Action List

8

[Action List BEBC September 22, 2020](#)

5. PETITIONS AND DELEGATIONS

6. EDUCATION

6.1. Mill Bay Nature School's Blended Learning Program
Kim Ondrik, Principal

6.2. Indigenous Outreach Program
Larry Mattin, Director of Instruction (Secondary)

7. BUSINESS AND OPERATIONS

8. POLICY

8.1. Draft Policy 23 - Physical Restraint of Students

9 - 12

"That the Board Education and Business Committee recommends Policy 23 (Physical Restraints of Students) to the Board for adoption."

[Draft Policy 23 - Physical Restraint of Students](#)

[AP 354 - Physical Restraint and Seclusion of Students](#)

9. COMMITTEES

9.1. Highlights of the June 16, 2020 Advisory Committee Meeting

13 - 22

[Highlights of the June 16, 2020 Advisory Committee Meeting](#)

[Highlights of the September 15, 2020 Advisory Committee Meeting](#)

10. ADJOURNMENT

10.1. Motion to Adjourn

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

**MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, MAY 26, 2020 AT 4:00 PM VIA ZOOM**

PRESENT: Trustee Johanne Kemmler, Acting Chair
Trustees Elizabeth Croft, Barb de Groot, Randy Doman, Candace Spilsbury,
Joe Thorne
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Tom Longridge, Associate Superintendent
Denise Augustine, Director of Aboriginal Education and Learner Engagement
Richard Dyble, Director of Operations
Karen Blow, Assistant Secretary-Treasurer
Mike Russell, Communications Specialist

Claire Spencer, Recording Secretary

APOLOGIES: Trustee Rob Hutchins, Chair

IN ATTENDANCE: Kristi Koons and Tobias Lemay, Social Justice Committee
Sian Peterson, Principal, Maple Bay Elementary School

1. **Call to Order**

Trustee Kemmler called the meeting to order at 4:02 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 de Groot seconded by Trustee Doman *"That the Board Education and Business Committee adopts the agenda of the May 26, 2020 Board Education and Business Committee meeting."*

CARRIED

3. **Minutes**

3.1. **Minutes of the April 28, 2020 Board Education and Business Committee Meeting**

Moved by Trustee Croft seconded by Trustee Spilsbury *"That the Board Education and Business Committee adopts the minutes of the April 28, 2020 Board Education and Business Committee Meeting."*

CARRIED

4. Action List

4.1. Action List

The Action List was reviewed. Work on rainbow crosswalks should be resuming soon, now that the weather is improving.

5. Petitions and Delegations

5.1. Social Justice Committee - Kristi Koons and Tobias Lemay

District teachers Kristi Koons and Tobias Lemay provided an update on the efforts of the Cowichan Valley Teachers' Union's Social Justice Committee.

The Committee, in partnership with Cowichan Valley Youth Services (CVYS), holds weekly Zoom meetings for LGBTQ2SIA+ and ally youth with teachers, counsellors, support staff and mentors from SD79 and CVYS. Students from all District high schools have participated, and recently students as young as 9 years old have joined in. Parents have expressed appreciation for this opportunity for their children.

LGBTQ2IA+ youth are 17% more likely to attempt suicide, but these numbers are reduced at schools with Gender and Sexuality Alliances (GSA) or Rainbow Clubs. It's not just the students who identify with the queer community who benefit from the inclusivity it brings into a school. Each secondary school in the District has a Rainbow Club or GSA which meets weekly with students and engages in a variety of activities including: visiting artists, Out in Schools presentations, Ivan Coyote presentation, rainbow cupcakes, presentations for International Day Against Homophobia and Transphobia, art making for community groups, etc. The Committee is working to create Rainbow Kits for site-based education that would live at each school site to help with education surrounding the rainbow crosswalks.

Some Districts have taken support further, by providing a dedicated full-time equivalent (FTE) allocation for a SOGI teacher, prioritizing funding for presentations at each school in the district, having release time for SOGI leads to meet regularly throughout the year, and funding GSA meetups and field trips.

The Committee requests that the District allocate funds in order to:

- Support GSA's by providing annual funding to support the students;
- Create cross-district connections by holding three annual gatherings for students (a fall picnic, mid-year field trip and end of year queer ball) to reduce the sense of isolation that many students have expressed feeling and to celebrate a diversity of identities;
- Hold an annual GSA field trip to a cultural event in Victoria or Nanaimo;
- Have presentations at schools to promote safety and inclusivity (Ivan Coyote, Out in Schools, etc.);
- Provide release time for SOGI school leads to meet for half a day four times per year;
- Purchase discretionary items (bathroom signs, Rainbow Kits, cupcakes for barbecues, pride flags/banners for schools)

The Committee believes this request aligns with the priorities identified in the District's Strategic Plan: 1) Learning, 2) Indigenous ways of knowing (Two Spirit Identities), 3) Culture of Care, and 4) Future-Focused System.

Trustees thanked the Committee for its work and the initiatives it has implemented in schools.

6. Education

6.1. School Plan:

- Maple Bay Elementary - Sian Peterson

Principal Sian Peterson shared with Trustees the learning journey that has been taking place at Maple Bay Elementary School.

Three years ago the staff got together to consider how each class supports an inclusive classroom community, and how they could move forward in their learning journey. Maple Bay PAC created an inclusive parent community that met prior to general PAC meetings to ensure events were inclusive for everyone, including their diverse learners. That committee has now disbanded because including the voices of their diverse learners has become a regular part of their conversations.



One of the changes the school made was to adopt a new logo with an Indigenous theme.

Maple Bay's growth plan focuses on inclusion, fostering a sense of belonging, encouraging engagement, and creating a sense of school identity. It is important that everyone's voice is heard. A tree was painted in hallway, and last year hand prints with messages were added for anti-bullying day. This year they are using foot prints as they are moving towards being a zero waste school. Their values include care for their learning spaces, and environmental stewardship.

Their next step will look at how their school plan aligns with the District's Strategic Plan, and identifying areas to focus on.

6.2. Grade 12 Commencement Report Update - Larry Mattin

Director of Instruction - Secondary, Larry Mattin, provided an update on the plans for commencement activities in the face of COVID-19. The Cowichan Valley's Medical Health Officer, Dr. Shannon Waters, has been included in conversations to ensure all events follow the Province's health and safety protocols. They are trying to be creative while adhering to the maximum of 50 attendees, which still applies to events held outdoors. Some schools talked about a drive-in event, but there could only be 50 cars which would have to be six feet apart and would require security, bathrooms, etc., making it quite complicated. Dr. Waters indicated that there may be more detailed info from BC's Provincial Health Officer, Dr. Bonnie Henry, in the next couple of weeks, although it is unlikely that the 50-person maximum gathering will be changed. Three Grade 12 students from Frances Kelsey Secondary gave a presentation to the Superintendent to advocate for graduates across the District who are looking for opportunities to celebrate with their friends. Secondary Principals and Vice-Principals are continuing to work with staff and students to find creative ways to honour their graduates.

6.3. June 1, 2020 Re-opening Update

Staff is working on the June 1 K-12 Restart Plan, which will be the third start of the school year. After the onset of the pandemic, staff and teachers worked hard to provide remote and virtual learning opportunities. Now with schools preparing for a partial return on June 1,

administrators, teachers, educational assistants, maintenance crews, custodians, and clerical have mobilized to prepare. Phase 3 allows for 50% of the normal density in Kindergarten through Grade 5 students, and 20% of the density in Grades 6-12. In addition, we will be supporting children of Essential Service Workers, children with diverse abilities, and any students that need extra support, 5 days a week. A parent/caregiver survey was conducted to try to determine the number of students who would be returning to school on June 1 and whether they would require busing, however it became apparent that parents needed a more detailed plan before they would make that decision. This week many schools will be sharing their specific plans for reopening with their communities. Schools are working very hard to ensure our students feel very welcome so we can connect with them in a positive way for the next 3 1/2 weeks.

7. **Business and Operations**

7.1. 2020-2021 Annual Budget

The Secretary-Treasurer provided a guided tour of the updated version of the 2020-2021 Annual Budget. Updates included changes resulting from the ratification of the Teachers' Collective Agreement, such as funding which was announced to support the compensation increase, and annual dues for psychologists, speech pathologists, etc.

It was an interesting budget to prepare due to COVID-19. The Board continues to receive the majority of its funding from the Provincial Government. Income from enrolment in the International Student Program is down about \$1.03M due to COVID. With lower interest rates, investment income dropped by about 50% in March and April. Expenses were reduced by cutting 17 Full Time Equivalent (FTE) teaching positions: 7 from the International Student Program and 10 from alignment of levels around the collective agreement.

Moved by Trustee Thorne seconded by Trustee Croft *"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopts the Draft 2020-2021 Annual Operating Budget in the amount of \$104,568,007."*

CARRIED

7.2. 2019-2020 Year-End Projection as at May 15, 2020

The year-end projection as at May 15 showed little change to revenue. Income from the International Student Program is well behind, as expected, with no second semester students out of China and Japan. Interest is anticipated to be \$150K over budget. On the expenditure side, Principal/Vice-Principal salaries are expected to be about \$53K over budget due to COVID-19 and succession planning for next year. Salaries for CUPE and USW are coming in under budget, and the casual replacement budget which had previous been anticipated to be \$750K over budget is now almost bang on. The budget provides about \$500K for casuals for the rest of the year. With COVID-19 affecting the ability of workers to visit health practitioners, benefits are projected to be \$517K under spent. Mileage is over budget due to staff delivering food. There were multiple insurance claims this year (two fires at Chemainus Secondary, and break-ins) with \$10K deductible per claim, which put us over budget on insurance. Supplies are over budget as a result of technology purchases for the continuity of learning plan. Utilities are coming in under budget by \$100K due to buildings not being occupied. The overall projected surplus has increased from \$1.6M to \$1.7M.

8. **Policy**

9. **Committees**

9.1. Highlights of the May 19, 2020 Advisory Committee Meeting

Trustee Croft provided highlights of the May 19, 2020 Advisory Committee Meeting.

10. **Adjournment**

10.1. Motion to Adjourn

Moved by Trustee de Groot seconded by Trustee Croft *"That there being no further business, the meeting be adjourned."*

CARRIED

The meeting adjourned at 5:13 p.m.

ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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February 25, 2020

Climate Emergency	Robyn Gray Candace Spilsbury	<p>Recommends that the Board of Education of School District No. 79 (Cowichan Valley), in declaring a climate emergency:</p> <ul style="list-style-type: none"> i. directs the Superintendent to produce a report to the Board within 120 days outlining a range of specific options for accelerating emissions reductions related to SD79 operations in line with the latest climate science; ii. directs the Superintendent to produce a report to the Board within 120 days outlining a range of specific options for enhanced climate education within SD79 for students, teachers, and parents, including leveraging the curriculum's core competencies, training, and public education in the community. 	Completed
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February 26, 2019

Rainbow crosswalks at all school sites	Jason Sandquist	Work with CDTA to create plan for Trustees to consider for installing rainbow crosswalks at all school sites	In progress
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Policy 23

PHYSICAL RESTRAINT OF STUDENTS

The Board of Education believes that all students have the basic right to access an effective educational program and that respect for human rights, maintaining student dignity and the safety of all, students and staff, is paramount. Only in exceptional circumstances, where the behaviour of the student poses imminent danger of serious physical harm to themselves or others, including school personnel, and where less restrictive interventions have been ineffective may physical restraint or seclusion be used, in accordance with the District's Administrative Procedure 354 (Physical Restraint and Seclusion of Students).

Specifically

1. Every reasonable effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary.
2. Parents and guardians and students, when appropriate, are to be involved in the school assessment, development and review of interventions such as, but not limited to, behaviour support and risk reduction plans.
3. The Board supports the use of physical restraint by staff who have been properly trained in nonviolent crisis intervention as described by Administrative Procedure 354 (Physical Restraint and Seclusion of Students)

Administrative Procedure 354

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Background

The District is committed to providing a safe, personally secure and respectful environment for all students and staff. All students and staff members are expected to contribute to and maintain this environment. Physical aggression or threats of a physical nature by students compromise safety.

Prevention is the best method of maintaining a safe, personally secure and respectful environment. The responsive provision of positive educational/ behavioural interventions and mental health supports for all students who need them in a safe and least-restrictive environment is considered best practice. It may be necessary, in some very exceptional emergent circumstances where the behavior of the student poses imminent danger of serious physical harm to self or others, including school personnel, for trained staff members to actively manage the physically aggressive behaviour of students by using reasonable physical restraint or seclusion.

The decision to use reasonable physical restraint or seclusion is guided by professional judgment of staff in exceptional emergent circumstances not as an intervention or treatment procedure. The restraint or seclusion process shall involve four (4) basic steps: physical restraint or seclusion, notification, debriefing, written documentation and follow up.

Staff will have the full support of the District in their efforts to maintain a safe environment to the extent that their actions comply with relevant legislation, *Provincial Guidelines –Physical Restraint and Seclusion in School Settings* and District administrative procedures governing the physical restraint or seclusion of students.

Definitions

Behaviour: The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and other's safety and well-being.

Physical Restraint is a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others. The provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

¹ Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life*, 16/e. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014:
<http://www.apa.org/research/action/glossary.aspx>

From: pg. 1 Provincial Guidelines—Physical Restraint and Seclusion in School Settings

Procedures

1. Staff members are expected to speak and act towards students with respect and dignity.
2. There is a continuum of interventions in the management of disruptive behaviours.
3. Effective implementation of school-wide programs that support positive behavior, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments (pg. 2 *Provincial Guidelines—Physical Restraint and Seclusion in School Settings*)
4. Behaviour interventions for all students emphasize prevention and positive behavior supports. Prevention is the first step in developing and implementing proactive strategies to minimize physical aggression or threats of a physical nature. Every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
5. For students whose pattern of behavior impedes their learning or the learning of others, a functional behavior assessment is recommended to inform the development of behavior intervention plan. These plans incorporate positive behavior interventions, and include instruction in appropriate behavior and strategies that will help students to learn to regulate

and de-escalate their behavior. Opportunities for parents and where appropriate, students to be consulted in the development of these plans must be offered.

6. Positive educational/ behavior interventions and mental health supports are provided routinely for all students who need them, and they are provided in a safe and least restrictive environment. School and District staff are aware of and engage the assistance of additional program, supports, and services that may be available in our community.
7. For each student whose behavior could potentially pose imminent danger of harm to self or others, the school-based team or the student's individual education planning team must develop positive behavior supports and interventions, behavior plans, emergency or safety plans to be attached to the student's individual education plan (IEP), reviewed regularly, and at least, annually. Opportunities for parents and, where appropriate, students to be consulted in the development of these plans must be offered.
8. Prevention may not always be successful and in given exceptional and emergent situations it may be necessary, in the opinion of staff, to apply reasonable physical restraint or seclusion.
9. Physical restraint or seclusion is used only in exceptional circumstances where the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated. (pg. 3 *Provincial Guidelines—Physical Restraint and Seclusion in School Settings*)
10. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/ learning setting.
11. Physical restraint or seclusion is to be applied in the spirit of in loco parentis; that is in a fair, judicious, and kind manner.
12. Emergency procedures and resources are required when staff determine that the use of physical restraint or seclusion is not a safe option.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Criminal Justice Act
WorkSafe BC Regulation
ERASE Level 1, 2, 3 Pullouts
Provincial Guidelines – Physical Restraint and Seclusion in School Settings
Safe, Caring, Orderly Schools
Special Education Services – A Manual of Policies, Procedures and Guidelines

Adopted: November 20, 2002
Amended: May 21, 2003; December 1, 2015; September 1, 2018

**SUMMARY OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, JUNE 16, 2020 AT 4:30 PM VIA ZOOM**

PRESENT:

Trustee Elizabeth Croft, Chair
Trustees Barb de Groot, Randy Doman, Johanne Kemmler, Candace Spilsbury,
Joe Thorne
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Tom Longridge, Associate Superintendent
Karen Blow, Assistant Secretary-Treasurer
Richard Dyble, Director of Operations
Chris Rolls, LCTA
Erica Roberts, CDTA
Charlie Coleman, CVP/VPA
Brent Ranger, CVP/VPA
Carmen Sundstrom, DPAC

Claire Spencer, Recording Secretary

APOLOGIES:

Trustee Rob Hutchins
Denise Augustine, Director of Aboriginal Education and Learner Engagement
Tara Brooks, CUPE
Teresa Forrest, USW

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, learn and play.

2. Check-In

Brent Ranger: It's great to have students back. Teachers are busy writing report cards. Teachers and kids are doing really well considering everything that's been thrown at them this year.

Charlie Coleman: Secondary teachers are also busy with report cards - actually they have been doing a start up and a wrap up at same time! This has been extra challenging with so little face-to-face contact. Secondary Schools are scrambling to do variations of graduation ceremonies.

Trustee Thorne arrived at 4:32 p.m.

Chris Rolls: During a discussion with BCTF local presidents yesterday they recognized the need for everybody to have good break this summer in order to be ready to come back to the great unknown in September. Graduation ceremonies for Lake Cowichan School will take place this Saturday.

Trustee Kemmler arrived at 4:33 p.m.

Erica Roberts: She and her members are looking forward to a much-needed break. It has been a very busy year for teachers, with three starts to the year, a lot of changes, and a heavy workload with remote pieces.

Trustee Spilsbury arrived at 4:34 p.m.

Candace Spilsbury: The Board has also been busy. Big ticket items have been finishing off the budget, planning for the Cowichan Secondary School replacement, working with community members who are involved in the three areas of the Neighbourhood Learning Centre, as well as finishing up with year-end events. Thank you to outgoing CVTU President Erica Roberts for all she's done for the District and its students - she will be missed!

Jason Sandquist: A lot of time has been spent on the Cowichan Secondary School replacement project and the budget. The budget goes to the Board for third and final reading on June 22. CUPE Human Resources is preparing for an all-electronic assignment meeting, collecting preferences ahead of time and entering the information into a program which goes through the preferences in seniority order and creates a list of assignments. This new process was a result of COVID, but may benefit us moving forward.

Robyn Gray: Phase 3 work has been focused on continuity of learning. Thank you to all the Union leaders for their time, efforts and commitment - they collaborated and worked together to make the reopening successful. Work is ongoing to operationalize the Strategic Plan. Senior Management, Principals and Vice-Principals will be putting together action plans around the priorities for presentation next fall. There is a lot of work going on around the Cowichan Secondary School replacement project.

Carmen Sundstrom: DPAC is trying to finish up items and prepare for summer. They have been informally getting feedback from parents. Huge kudos to admin teams, custodial teams, and everyone involved for making schools a nice, safe place.

3. **Old Business**

3.1. New Board Logo

This is an exciting project for the school District. We were fortunate to have Stuart Pagaduan accept the role of designer. We would like to get feedback from our educational partners on the design features.

Stuart Pagaduan raised his hands to everyone around the table for their work, and expressed the honour he felt to be asked to create designs that represent the Cowichan Valley. He has been creating art for 24 years, and has worked in the district for 21 years. He shared his five images and provided background information on each:



Image 1 features the setting sun (Cowichan is "the warm land"). An acknowledgement of the land we are on - our mountains, rivers, and the first man. The sun is important, as it gives us an opportunity each day to say thanks and have an attitude of gratitude. The Salish welcome figure is an influence of the late great Simon Charlie, an iconic local Salish artist who made the figures famous.



Image 2: Despite the injustice, racism, and inequality in Canada's history, we are walking through this together. The boat is a symbol of our journey together. There may be some challenging, bumpy times, but we can't help but speak with one another if we are in the boat together. The setting sun in the background is a reminder to give thanks each and every day. Our journey is one of many journeys - it's our turn to do something, and what are we going to do?

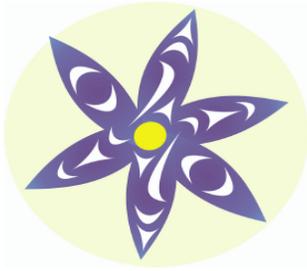


Image 3: The first thing that came to mind when he was asked to create a logo was Ye'yumnuts, the ancient local village that in the spring has fields of beautiful Camas flowers. This flower is evidence of ancient Cowichan in all its beauty, and symbolizes the children and students we work with. How are we nurturing and preparing them for the world as we know it? The flower is unique to the Salish people and our area.



Image 4: We are the coastal Salish people. Canoes were a big part of our daily life, used in rivers and oceans which were the highways of the pacific northwest people. Many stories talk about the great flood. There is no better message to deliver to our students than the thankfulness of who we are, and being thankful for everything we have. It's a blessing and opportunity to sit in that seat and have a teacher with you ten months a year, and have someone who cleans the school.



5. Why are we here? You can see the face with a Thunderbird on the forehead. We are here for the children. The face represents our children. The canoe represents coastal people and their history. The hands represent the playfulness of our children but they double as a sun.

Following the presentation, attendees shared their views/preferences and discussed factors that would need to be considered, such as the logo's ability to be resized and suitability for letterhead, use on promotional materials, etc.

Trustee Thorne left the meeting at 5:09 p.m.

4. **New Business**

4.1. 2020-2021 Calendar - District Closure Week

When the pandemic hit, Cowichan was one of four districts that had closure weeks that were out of step with the Province's 56 other districts. We were scheduled to open a week before

other districts, but many of our staff and students had traveled internationally prior to the outbreak and needed to self-isolate for fourteen days upon their return. As we look forward to next year, we have to prepare for COVID-19 to impact us for the next 12-18 months.

The public is able to provide feedback through a survey on the District's website which is open until July 5. The survey has already received over 1700 responses. Attendees discussed the proposed change and provided feedback.

4.2. Reflections on COVID-19's Educational and Financial Impacts

The Advisory Committee's educational partners were asked to provide their feedback on the District's response to COVID-19, and to look forward to consider what challenges might arise in September in order to prepare in advance. For instance, absenteeism may be a challenge. Will we have enough casuals to cover absences? Many of our casuals have not been available, so do we need more? If we have to do enhanced cleaning, do we need more custodians? Right now we're using bus drivers but they are only available because ridership is down. Do we need more bus routes? Different start/end times? Feedback included:

- If we have more students coming back in September, we may not have the ability to provide transportation to that many students. Extra spacing on the bus cuts our capacity in half.
- Will our enrolment be affected by an influx of students from private schools? Would we have space in classrooms and on buses to accommodate these students?
- Will our enrolment be reduced because more parents may choose to home school?
- If we have zero tolerance for people who are unwell, will we have enough casuals/ money to replace people? Do employees have enough time in their sick bank?
- If COVID-19 is impacting the mental wellness of employees, will there be an increase in stress-related leaves?
- Will there be pressure to provide accommodations?
- If school hours have to be adjusted, will it affect the cost of utilities?
- The increased workload will impact employee in all sectors.
- A large segment of learners are missing after the restart - where are they at and how do we support them?
- How was the technology working for students and staff in their homes?
- Some CUPE members are being asked to do different duties. Do we need different job descriptions?
- If more students return in September, do we have room in schools to follow the required spacing?
- If more students return in September, that will increase the cleaning needs/time.
- How do we provide three types of education: home-based, remote, and both? This has been challenging for teachers and custodians. Need more TTOC's.
- Do we need to change the timetables?
- A hybrid approach is necessary, but the version we had in the spring is not sustainable.
- Cleaning – how is it done if everybody is there every day?
- Plexiglass / Hand sanitizer needs.
- Do we need more custodians? Do we need to modify desks, etc.?

Trustee Kemmler left the meeting at 5:35 p.m.

5. **Adjournment**

Trustee Croft thanked everyone for the great year. The meeting adjourned at 5:40 p.m.

**SUMMARY OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, SEPTEMBER 15, 2020 AT 4:30 PM VIA ZOOM**

PRESENT:

Trustee Elizabeth Croft, Chair
Trustees Barb de Groot, Randy Doman, Johanne Kemmler,
Candace Spilsbury, Joe Thorne
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Tom Longridge, Associate Superintendent
Larry Mattin, Director of Instruction (Secondary)
Mike Russell, Director of Communications
Karen Blow, Assistant Secretary-Treasurer
Richard Dyble, Director of Operations
Chris Rolls, LCTA
Naomi Nilsson, CDTU
Charlie Coleman, CVP/VPA
Tara Brooks, CUPE
Carmen Sundstrom, DPAC
Simon Minkow, DSAC

Claire Spencer, Recording Secretary

APOLOGIES:

Trustee Rob Hutchins
Brent Ranger, CVP/VPA
Teresa Forrest, USW

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, learn and play.

2. Check-In

Trustee Croft welcomed Naomi Nilsson, newly elected President of the Cowichan District Teachers' Union, to the Advisory Committee

Chris Rolls: It is apparent how much work has gone into getting ready for this year, largely by Administrators and key teachers, which is greatly appreciated. She was able to be a part of the preparations which helped her understand what needs to be in place and what continues to be an important part of keeping things going. She is aware of how tired and stressed everyone is in the schools. Staff and students want to be back, and safety is of utmost concern. She was disappointed in the face shields provided to staff and would like to see other models available. She is concerned about the mental health of staff this year as they are starting off tired/stressed. She would like to ensure that district employees feel valued and supported by the District. The wildfire smoke hasn't helped.

Tara Brooks: It has been very overwhelming for her and for members going back to work. She's been extremely impressed with the preparation for the year by District staff, administrators, and in schools. The students have really been impressive! She hopes to visit sites soon. Everyone is embracing protocol. She's hearing a lot of fear/stress from members. COVID stress comes on top of the regular stressors at the beginning of school year (changes in positions, etc.).

Carmen Sundstrom: Parents are very busy, as is everyone else. DPAC will hold its first meeting this Thursday via Zoom. DPAC fielded a lot of parent questions/concerns, though those are slowing down now that school has started. The new Wellness and Recovery Centre is an area of focus. There is also concern on the level of supports for students; she has heard of decreases in resource/learning assistance teachers and EA's. Parents are also concerned about students' mental health. This will be discussed at Thursday's DPAC meeting.

Charlie Coleman: Regrets were sent from Brent Ranger. Elementary principals are scrambling to report the number of students in the building, doing blended learning, and doing remote learning. Most administrators were in extra early this summer making plans, thinking about timetabling, and creating divisions. It was great to get some clerical and department heads in early as well, as the extra sets of eyes helped with the implementation of safety protocols. It has been a scramble counting students, making sure they have options for their own safety, and that families feel comfortable. Things are settling down now that students are in the buildings. Parents have been commenting how happy kids are to be back with their friends. He was next door at Alexander and saw the different playground zones for different learning groups. Preparing high schools for students was more challenging as most had to completely redo timetables. There will probably be some bumps as some students weren't able to get their elective choices. Secondary schools have done an amazing job getting students into cohorts and getting school started.

Naomi Nilsson: Echoed many of the earlier comments, including mental health concerns for people who are feeling overwhelmed. On top of COVID, teachers are expressing concerns about smoke (smells inside schools, inability to do outdoor education, and hot classrooms when windows are closed) and the schedule of the electrostatic cleaners. Some teachers are worried about position changes due to remote learning options. Normally we see teacher burnout in October (after assessments), and she is worried that we might see absenteeism up this year as people try to cope. Kids going through trauma will have it exacerbated due to the pandemic. Teachers will be feeling that, because they have connections with their kids. This year will be about wellness, patience, and working together.

Robyn Gray: Thank you everyone for your comments, and for your availability to work collaboratively since July. There are so many acknowledgements that need to occur for school-based staff, operations, and itinerant staff. We have some great people within our organization who can support student mental health. September 21 is a non-instructional day with a focus on compassionate communities and Indigenous ways of knowing. That day will involve Shane Safir, author of "The Listening Leader" and a proponent of compassionate learning communities. We are excited to have her as a guest speaker for the entire organization. Student Support Services has been officially renamed Inclusive Education Support. It has been challenging around restart and moving forward, working on the health and safety protocols, and then having an accident and the smoke: we have been climbing mountains, with great intention, and working towards meeting the needs of our learners. We're so excited to receive them back into school!

Candace Spilsbury: It is so great to see everyone! One of the ways the Board has been trying support schools is by staying away from them. There's enough going on in the schools without us detracting any kind of energy, so we are trying to be supportive by listening from afar. On behalf of the Board, an amazing thank you! We always knew we had great people in our schools, but everyone has put in so much extra work, reflecting and working together. The theme of collaboration really came through. That's how we're strong: We can solve our issues, but have to work together. Thank you so much for everything you're doing for our kids, for each other, and for the community - it's wonderful to be a part of this. The Board has been involved supporting what's going on in schools with the restart plan, and renaming Student Support to Inclusive Education Support. We've tried to support the general concern around the Wellness and Recovery Centre. And, we're carrying on our usual work. The schedule of upcoming activities is mind blowing! We're back on track and I think that's a wonderful luxury because of the staff we have. I could say a lot more, but the only thing I'd like to mention is the value that we have for people. If they need to hear that, let us know how we can help with that. We know people are

worried, fearful, stressed and tired. We know there are mental health concerns. We're experiencing a bit of that ourselves, so can identify with that easily. Naomi started us off by suggesting patience: that's a key characteristic that we have to continue with in our journey. Patience, being kind, supporting each other, and working together, are all ways we can collectively help.

Jason Sandquist: This year it's an incredibly complex task to determine which funds pay for our teaching staff (operating, classroom enhancement, and now maybe federally funded restart grant teachers). Added to that is last year's student classifications of G's and J's being something different now for the purposes of staffing and remedy. This is also a busy time for the Cowichan Secondary School replacement project. Next up for us is to review the responses to the request for qualifications (builders who have expressed interest). We are trying to figure out how to schedule about 25-40 hours of evaluation work due by next week into our schedules. This is a huge task in addition to all the start-up issues - shields, masks, hand wash stations, hand sanitizers, electrostatic sprayers, training staff to use the new equipment, and scheduling who will do the cleaning. Also, work continues with the auditors on financial statements which are coming to the Board this month.

3. Old Business

3.1 Advisory Committee Terms of Reference

The Terms of Reference were sent out as a reminder, as it's the first meeting for the term. Highlights are that the Advisory Committee doesn't make motions. The purpose is to inform the Board, and ensure connection with educational partners. The Chair presents highlights at the following Board Education and Business Committee meeting. The meetings serve to inform the Board's understanding of what's topical at the moment and what is top of mind. Trustees try to remain quiet during the meeting so they can observe, listen, and get feedback, then take the input from their educational partners into their decision making.

4. New Business

4.1 Federal School Restart Funding

This item was put on the agenda in order to get input from the educational partners on how best to allocate the Federal Safe Return to Class Fund. The first grant of \$651,698 was from the Province for specific expenses (masks, hand washing stations, technology, cleaning supplies, custodian time). Then the federal government announced \$2B across Canada, with up to \$242M coming to BC. Of that, half will be allocated in September and half in January, with \$101M going to the public school system, \$8M to independent schools, and \$12M being held back as contingency. The District expects to receive between \$3M and \$3.2M. Guidelines state these funds can be used for learning resources and supports which can include remote and online learning options, hiring additional teachers, support for Indigenous students, health and safety training, mental health supports, and extra resources to ensure all students have continuity in learning. Examples of health and safety costs could be extra staff to meet guidelines, modification of work stations, adapting classrooms or school buses, outdoor learning spaces, improving air quality in schools, or the purchase of additional electrostatic sprayers, face masks or shields. Funds could also be used to cover additional transportation costs for routing, additional runs, putting in a better tracking system (upgrading interior cameras to have a more accurate recording of who sat beside who). If the District wished to open any additional before/after school child care spaces, the funding could provide custodial services between the before/after school care sessions and use by students. Feedback from the group will be used to prepare a plan which will be presented to the Board at the Special Open Board Meeting on September 17, 2020.

Tara Brooks: All of the above! The list covers a lot of areas that will need funding. A few that

stand out would be health and safety and assuring that there's enough PPE available for staff; checking in with sites to determine their needs. Maybe alternate face shield options. It would be great to address mental health somehow. Also ensuring there's sufficient cleaning.

Naomi Nilsson: I think the biggest concern right now is teacher FTE. I understood these funds could be used so cohorts didn't have to be shifted. Teachers are worried about losing positions due to enrolment numbers changing. Ensure that when students come back after remote learning that their teacher is still there. Reducing class sizes would help with health and safety. I echo what Tara was saying with regards to custodial coverage being incredibly important. It's taking them extra time with hand washing stations and the extra work with sprayers.

Carmen Sundstrom: Everything above and beyond what was outlined. Having sufficient resource/learning assistant teachers and student support is a huge focus for us. Students' care and mental well-being is key. There is concern that some students may have less support than they had prior to the pandemic. I hope we have the focus in that sector, maybe first and foremost, as we want students in those seats. We've been talking about mental health of administration and teachers, but it is also a challenge for our students, who have been told to stay away from people for 6+ months and now they are heading back to classrooms.

Chris Rolls: There's lots of things we could spend money on, and could say even that's not enough money. Something that's coming to me is ventilation systems in school buildings. Do we know what shape they're in or if any repairs need to be made? Instead of keeping doors/windows open, with the smoke they need them closed. Is it an area of buildings that could be checked on? Maybe look at the potential for changing filtration systems (MERV 13 is a filter that picks up more particulate matter). Ventilation is a hot topic right now.

Charlie Coleman: The more human contact we can get to support our kids the better. As temporary District Principal for Indigenous Education, he's been talking with partners at local Nations to try to calm their genuine inter-generational concerns around trauma and disease. Trying to provide safe landing for those families either remotely or trying to get them back in buildings as they feel ready.

Jason Sandquist: Terrific feedback! It's consistent with what we've been drafting so far. Pleased to hear the consensus. Now the push/pull to determine how much to spend in each area.

4.2 Update to K-12 Restart Plan

Around 10 days ago the Ministry announced additional funding as well as remote opportunities for learners. Prior to this, the District announced two new programs: a blended option at Mill Bay Nature School; and an Inquisitive Design and Technology blended learning option at Drinkwater and Lake Cowichan Schools. These programs are in addition to our Distributed Learning/the Grove for families who have concerns about face-to-face learning. Since the Ministry's announcement we've been reaching out to parents to determine their needs. We have put together a draft which would allow families to stay highly connected to their school during remote learning, and transition over time to face-to-face learning at the school site.

Carmen Sundstrom: I appreciate the fact that we want to see kids back in seats/schools, but transition has to flow both directions to support their mental state and reduce the possibility of contracting COVID or carrying it to someone in their family. I've spoken with some families who are trying in class learning to see if it will work for them but are leery of how it's

progressing so far, not necessarily due to cleaning/safety protocols, but more the children's mental state/comfort level after being told to stay away from people. Could the transitioning of a remote learner into school be further explained?

Robyn Gray: When we look at transitioning students back into classrooms, we may have to look at adding students into learning groups. It does flow back and forth. It has to be based on the needs of that learner. As much as we say transition program, it's more of a traditional response to individual needs as we go through that process. We're developing a remote learning opportunity with a teacher attached. There may be a natural break where a family decides they are ready for face-to-face learning. When we transition our learners we want to do it in a way that makes sense for them and their mental health. We do know it has to be very personalized. The program is scheduled to get underway early next week. Schools are still reaching out to identify interested students and their grade levels.

Charlie Coleman: Many schools are reaching out to Distributed Learning to find out how to have a connection with the Grove. Each school is looking at how to help families while keeping them connected to their home school.

5. **Adjournment**

The meeting adjourned at 5:32 p.m.