

# MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, November 23, 2021, 4:00 p.m.  
Via Zoom

PRESENT

Trustee Rob Hutchins, Chair  
Trustee Candace Spilsbury  
Trustee Barb de Groot  
Trustee Elizabeth Croft  
Trustee Johanne Kemmler  
Trustee Randy Doman  
Trustee Joe Thorne  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Larry Mattin, Director of Instruction  
Richard Dyble, Director of Operations  
Erin Egeland, Associate Secretary-Treasurer  
Mike Russell, Director of Communications  
Claire Spencer, Recording Secretary

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## 1. CALL TO ORDER

Trustee Hutchins 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 de Groot  
Seconded by Trustee Thorne

*"That the Board Education and Business Committee adopts the agenda of the November 23, 2021 Board Education and Business Committee meeting."*

CARRIED

## 3. MINUTES

### 3.1 Minutes of the October 26, 2021 Board Education and Business Committee Meeting

Moved by Trustee Kemmler  
Seconded by Trustee de Groot

*"That the Board Education and Business Committee adopts the minutes of the October 26, 2021 Board Education and Business Committee Meeting."*

CARRIED

4. **ACTION LIST**

4.1 **Action List**

The Action List was reviewed.

5. **PETITIONS AND DELEGATIONS**

6. **EDUCATION**

6.1 **School Plan: Ecole Cobble Hill**

Principal Lisa Leclerc and Vice-Principal Grant Mellemstrand

**Our Story/Learners:** Ecole Cobble Hill is a single-track French Immersion K-7 School with 378 students, of whom 30 students self-identify as Indigenous (85% Metis), 12 students are ELL, 13 students have designations, and 3 students are low incidence. There are approximately twelve languages other than English and French being spoken in the homes of the school's students. A wall is being created to say "Hello" in all of those languages, including Hul'q'umi'num', French and English, so everyone feels included in the school and that their language is celebrated. French culture is celebrated in a variety of ways. French is spoken at all times in the school, except for the 20% English instruction through English Language Arts. There are big celebrations each February/March for Carnaval. The school has great sports teams supported by teachers who coach them. Efforts are made to spend time outdoors, and to engage students in a lot of hands-on learning and in multi-age groups. The school features Big Buddy classes, a variety of clubs, and creates school spirit through different spirit days such as Crazy Hair Day. The school has a highly-engaged parent community.

**Our Goals:** As the school wrapped up its successful three-year goal to create an empathetic, caring school community, it began to see emerging needs around oral language and literacy. After analyzing the results of the District Wide Write and DART, a new goal was developed and staff spent a PLC developing strategies to target the goals. While the goal will land heavily on the Learning pillar of the Strategic Plan, they will continue to look at ways to embed the other pillars in with the learning goals. Data from spring of 2021 indicated that 26% of Grade 3 students (who are now in Grade 4) struggled with phonological awareness. Goal 1 is to improve phonological awareness for all primary students. Staff will be exploring the use of strategies from the book "Story Workshop: New Possibilities for Young Writers" by Susan Harris MacKay to support their young learners with vocabulary and in-context use of French language as they create imaginative storyboards out of various objects and "loose parts" provided in the classroom. The District Wide Write, which students write in French, is the primary source of data for intermediate students. Results from the District Wide Write indicated that intermediate students needed more support with writing conventions and oral French language. Goal 2 is to improve the use of French oral language and writing proficiency for all intermediate students. The Grade 4-7 teachers will be adapting strategies suggested in Roy Lyster's book "Vers une approche intégrée en immersion" to

support their older students with transferring proper spelling of frequently-used French words, and new vocabulary, into meaningful written projects. Students will learn to use peer and self-assessment strategies to edit their work more intentionally, and oral language development strategies will be aligned to the focus words in each unit of study. To make sure they are not just using District Wide Write, DART and Early Success Screen as the only data points, they interviewed one to two students in each class using Shane Safir's "Street Data" to get information directly from the students regarding their experiences and learning in the classroom, to hear their ideas of their needs and how they can serve them.

## 6.2 Mental Health COVID Transition Plan

Associate Superintendent Longridge presented a Mental Health COVID Transition Plan to utilize the annual \$52K Mental Health Grant, along with the additional one-time grant of \$71K. The Plan would see all secondary schools build and implement a school Mental Health Plan, and all elementary schools build and implement a Social Emotional Learning Plan. These Plans would be:

- designed to help schools create a living document to develop, plan and follow through with support initiatives year after year and be sustainable;
- easy to use, realistic, "plug and play" documents which encourage the team approach to planning, involving students, staff and parents;
- strength based, using gifts and assets, personal and material, that are within the school communities;
- be informed by and honour Indigenous ways of knowing and being.

A model has been created that can be used by all schools to gather information through surveys and interviews to inform a plan for the school. Information on the programs used at both secondary and elementary schools was shared, along with timelines for data collection and plan development. The majority of the costs involved are to cover release time for training and resources. Grants for schools will allow them to sustain their planning and cover the cost of future teacher and support staff training.

Moved by Trustee Spilsbury  
Seconded by Trustee Croft

*"That the Board Education and Business Committee recommends to the Board the implementation of the Mental Health COVID Transition Plan as presented."*

CARRIED

## 6.3 Inclusive Education Communications Plan - Diverse Learners

Charting the Journey: Navigating Inclusion Support in the Cowichan Valley.

The District helps students with disabilities and diverse abilities find success in school so they are prepared for a future of their choosing. The way in which the District has communicated about the services for diverse learners could be confusing and lead to frustration and unnecessary stress for families. This communication plan sets out to correct the communication shortfall and

endeavours to provide a streamlined and comprehensive flow of information to and from our families. The Plan is built of three consecutive parts that all involve our key audiences:

1. Check in with partners and stakeholders (parents, students, DPAC/PAC, Indigenous PAC, Parents for Inclusive Education) to find out how they access information and how we can better connect.
2. Use the information gathered in step one to help guide the revised information flow. Create a welcome video that focuses on entry into the District and how the Culture of Care informs what we do at a District level. Revise the website to break down barriers of access for parents and families, and include flow charts, contact information, and descriptions on entry points for students with disabilities and diverse abilities.
3. Reconnect with our partners to ensure what we created is able to be easily accessed and understood.

Four key audiences have been identified for the Plan:

1. Prospective families with a student with disabilities/diverse abilities looking to come to District;
2. Families with students with disabilities/diverse abilities already enrolled in the District;
3. The media, which plays a role in helping the District communicate with the public;
4. Partner agencies, who need to be kept informed of our services, processes and communications.

A key objective of the plan is to have staff help families find success for their child by guiding them to the best possible supports. We do this by alleviating the confusion and overwhelm so that families can focus on what's most important to them.

Moved by Trustee Croft

Seconded by Trustee Kemmler

*"That the Board Education and Business Committee recommends the Board adopt the Inclusive Education Communications Plan - Diverse Learners as presented."*

CARRIED

## **7. BUSINESS AND OPERATIONS**

### **7.1 Estimated Operating Grants 2021/2022**

The Board can expect to see a net increase of enrolment-based funding of \$2.7M. Changes to the number of students with special needs is expected to result in an additional \$141K of funding for inclusive education. Indigenous Education saw 103 students over estimated enrolment, which will generate an additional \$161K. In total, the Board can expect approximately \$3.2M in additional funding. The next update for the Board will include the expenses to service the additional 400+ students.

7.2 Report on the Budget 2022 Consultation: K-12 Education

The Cowichan Valley School District was one of the Boards that completed a survey by The Select Standing Committee on Finance and Government Services. The Committee's recommendations for K-12 Education were reviewed and discussed.

**8. POLICY**

8.1 Revised AP 300 - Eligibility for Admission

Changes to Administrative Procedure 300 - Eligibility for Admission were reviewed.

8.2 Policy 8: Climate Change Committee

The draft update to Policy 8 to cover the Board's new Climate Change Committee was brought to the Board through the BEBC on September 28, 2021. The revised draft policy incorporates the changes suggested at that meeting, including revised language to broaden the purpose, added duties to promote clean transportation options, and added language to the Committee's membership to state that invitations will be extended to a specific list of groups.

The draft policy was discussed.

Moved by Trustee Spilsbury

Seconded by Trustee de Groot

*"That the Board Education and Business Committee requests that the Policy 8: Climate Change Committee draft be amended to increase the flexibility in "Duties" to include initiatives such as tree planting to mitigate climate change, to include a maximum of ten Committee members, and to replace the word "will" with the word "may"."*

CARRIED

Opposed: Trustee Doman

Moved by Trustee de Groot

Seconded by Trustee Kemmler

*"That the Board Education and Business Committee recommends the Board add the Climate Change Committee as presented to Policy 8 - Board Committees."*

CARRIED

Opposed: Trustee Doman

**9. COMMITTEES**

9.1 Highlights of the November 16, 2021 Advisory Committee Meeting

Trustee Croft presented highlights of the November 16, 2021 Advisory Committee Meeting.

**10. ADJOURNMENT**

10.1 Motion to Adjourn

The meeting adjourned at 5:26 p.m.

Moved by Trustee de Groot

Seconded by Trustee Croft

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

CARRIED