



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

TUESDAY, OCTOBER 13, 2020 – 4:00 PM

By Zoom

A G E N D A

Board of Education Vancouver Island West School District 84

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of September 14, 2020
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. VISTA Fall Conference
 - c. Working Relations Committee Meeting
9. **UNFINISHED BUSINESS**
 - a. Strategic Plan: Education Plan
 - b. School Plans
 - c. Community Consultation Meeting(s) – Round One
10. **NEW BUSINESS**
 - a. Capital Plan Bylaw No. 2020/21-CPSD84-02
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
 - a. District Update
 - b. Enrollment Report
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. November 9, 2020 – 4 pm
15. **ADJOURNMENT**

*In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.*



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, SEPTEMBER 14, 2020
AT THE SCHOOL BOARD OFFICE AND BY ZOOM**

- TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)
Debbie Mann (Gold River)
Allison Stiglitz (Tahsis)
- TRUSTEES ABSENT:** Jenniffer Hanson, Vice-Chairperson (Kyuquot)
Andrew Smith (Zeballos)
- ALSO PRESENT:** Lawrence Tarasoff, Superintendent/Secretary-Treasurer
Annie McDowell, Associate Director of Human Resources
Six Staff Members

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:00 pm.

APPROVAL OF AGENDA:

2020:R-038 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2020:R-039 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of June 8, 2020."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

a. Honouring Retirees

On behalf of the Board of Education, Chairperson Fehr presented Mr. Romeo Gaiga with a gift and plaque to commemorate his 29+ years of service as District Carpenter. Mr. Gaiga's name will be added to the Plaque of Honour that is on display in the School Board Office. Mr. John Levering and Mrs. Allison Cross, who were unable to attend, will be honoured in the same way, in accordance with District Policy.

CORRESPONDENCE:

- BC School Trustees Association
- BCSTA Weekly: Trustee Update and Q+A, Provincial Council, Fall Events, Budget Consultation, BCSTA 2020-2021 Datebook Orders, Together Pledge, K-12 Restart Plan, Official Languages Questionnaire, Language Education Protocols for Agreements, FOIPPA Extension
- BCSTA Board, SD5 (SE Kootenay)
- BCSTA Chair, SD38 (Richmond)
- BCSTA Minister of Education
- BCSTA Minister of Education
- BCSTA BCSTA Headlines: Daily News for School Trustees
- Thank You from the SD5 Board of Education to the SD5 Staff and School Community re the COVID Crisis
- Copy of Letter to Minister of Education re Allowing International Students to Commence Studies on September 8, 2020
- Letter of Gratitude to Board Chairs for the Innovative, Nimble and Collaborative Leadership Demonstrated in School Communities
- Copy of Letter to BCSTA President re Provincial Protocol for School District Reserves
- BCSTA Headlines: Daily News for School Trustees

- BCSTA
- BCSTA
- BC Teachers' Council
- BCSTA
- BCSTA
- BCSTA
- Minister of Education
- Chair, SD42 (Maple Ridge & Pitt Meadows)
- President, BC School Sports
- Coalition for Music Ed in BC
- BCSTA
- BCSTA
- Chair, SD43 (Coquitlam)
- BCSTA
- BCSTA
- Chair, SD61 (Greater Victoria)
- Chair, SD69 (Qualicum)
- BCSTA
- Chair, SD69 (Qualicum)
- President, CUPE BC
- President, BCSTA
- BCSTA
- BCSTA
- BCSTA
- BCSTA
- VISTA
- BCSTA Weekly: Professional Learning Feedback; IEC Seeks Input; BCSTA Committees; Webinar – Equity and Access to Learning; Letters; Reminders; Fall Events
- BCSTA Headlines: Daily News for School Trustees
- BC TEP Post-Secondary Plans for 2020-21 Academic Year, in Light of COVID-19
- BCSTA Weekly: Trustee Update & Q&A; CSBA Cross-Canada COVID-19 Check-in; Bill 19-COVID-19 Related Measures Act; Bill 22 – Mental Health Amendment Act, 2020; Opinion – AB's School Funding Manual Has Clear Expectations; Letters; Budget Consultation; BCSTA Datebook Orders; Provincial Council Deadlines; Events
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: President's End of Year Message; Letters; Reminders; Guide to School Legislation
- Appointment of Special Advisor to School District 84 to Further the District's Interest in Significantly Improving Student Achievement
- Copy of Letter to Minister of Agriculture and Agri-Foods and Minister of Education re Universal Food Program
- Copy of Letter to Ministers of Education, Health and Tourism, Arts and Culture re Request to Investigate Options for a Safe Return to School Sport
- Several Updates about School Music Programs in BC
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: School Restart; CSBA Update/Congress; Enhancing Student Learning Reporting Order; New Vaping Legislation; Anti-Racism Resources; Copyright Reminder; Letters; Professional Learning Feedback; Provincial Council Deadlines: Fall Events
- Copy of Letter to Minister of Education re Concern with the Stage 2 Back-to-School Plan
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: 2020/21 K-12 Health and Safety Guidelines; BC Budget Consultation Report; 2019 Provincial Exam Errors Report; NSBA School Safety Virtual Summit; CSBA AGM; Robert's Rules; First Nations Education Infrastructure; Canada's 2020 Volunteer Awards; Letters; IEC Survey; Provincial Council Deadlines; Fall Events
- Copy of Letter to Minister of Education Advocating for Full Funding and Flexibility to Create an Online Learning Option for Families Through COVID-129
- Copy of Letter to Minister of Education to Request Federal Funding on a Per Capita Student Enrollment Basis and for Districts to Have Autonomy to Direct Those Funds to Greatest Needs
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Health Requesting Clarification Regarding the Government's COVID-19 Plan for Return to School
- Copy of Letter to Minister of Education re Federal Government's 'Safe Return to Class' Fund
- Copy of Letter to Minister of Education re Distribution of New Federal Funding to School Districts
- BCSTA Weekly: New Federal Funding Builds on Plans for a Safe Back to School; BCSTA Office Operations and Hours; BCSTA's New Legal Blog; BCPVPA Annual Magazine; Special Report: Now is the Time: A Report Card on Government Access to Information Timeliness; The Economics: Other Countries Show that Schools Need Not be Pandemic Hotspots; Setting Children & Youth Up for a Successful Return to School; Letters; Virtual Provincial Council; Fall Events
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: President's Welcome Back; K-12 School Return Fact Sheet; Back to School Anxiety; Letters; Reminders; Fall Events
- Ministerial Order – Board Policies re Child Care Programs
- Vancouver Island School Trustees' Association Fall Conference and Business Meeting

2020:R-040 **MOVED:** Trustee Stiglitz, **SECONDED:** Trustee Mann
AND RESOLVED:
 "TO receive and file the correspondence."

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported that the Board discussed three labour issues, one land issue and two legal issues.

TRUSTEE REPORTS:

a. **School Report**

Trustee Stiglitz welcomed Mr. and Mrs. Graves to the teaching staff of Captain Meares Elementary Secondary School, and looks forward to a very positive school year.

b. **VISTA Fall Conference**

The Board and Superintendent/Secretary-Treasurer will be attending the upcoming Vancouver Island School Trustees' Association Fall Conference and Business Meeting, to be held by Zoom on October 3rd. The guest speaker is Anthony McLean, who will speak on "Anti-Racism: What Can Boards Do?". With a background in theatre, Anthony McLean delivers lively presentations on mental health, diversity and inclusion. He has delivered hundreds of inspiring talks across Canada, the US and Australia and, as a respected voice in his field, appeared on CBC News, Global Toronto's Morning Show, and Breakfast Television. Delivering research-backed tools and actionable strategies, McLean always leaves his audiences inspired to bring their best every day. He is currently writing his first book, "Mental Health for High Performers".

UNFINISHED BUSINESS:

a. **COVID-19**

The District has a COVID-19 Safety Plan which includes Public Health, Ministry of Education and WSBC guidelines, and it is posted on the District's website. Each of the schools have safety plans, posted on the school website, and communicated to parents. Currently at Stage 2, all schools (with the exception of Ray Watkins) are acting as one learning group, following proper hand-washing protocols, wearing masks if interacting with other learning groups, and limiting physical contact. Cleaning is done twice a day and reusable masks and other PPE is available for use by staff and students. Conversations have taken place with individual parents about addressing their needs around COVID-19, and students are returning to school happy and excited.

b. **Strategic Plan**

"Our Pathway Forward" is the Board's commitment to reflect what was heard through ongoing community consultation meetings. The final version should be ready for adoption at the October Board meeting. The other two pieces for presentation in October are the Framework for Enhancing Equity and Achievement and the plan to operationalize District resources towards those goals. In the meantime, as part of the strategic planning, there will be more community consultations by Zoom, with dates to be announced in the next week or so.

c. **Concept Drawings for Ray Watkins and Captain Meares Schools**

There are four concept drawings on display in the Board Room, showing the proposed renovations to Captain Meares Elementary School and Ray Watkins Elementary School. The upgraded wing (elementary) at Captain Meares School, currently unused, is seismically stable. Because the older wing (highschool) is difficult to test for seismic purposes, the plan is to remove it and upgrade the elementary wing to a K-12 space, remove the breezeway that currently connects the shop to the rest of the school, and then lease the shop space to the Village for a new firehall. There will still be plenty of space for services such as a daycare, senior centre, etc. This proposal will result in a larger, more efficient space at less overall cost to the District and Ministry.

The Board is consulting around the reconfiguration of the Gold River Schools into one school on the Ray Watkins site, to include a new full-size gym and a fairly large addition. The current gym would be made into a shop/home ec wing and connected with a corridor, and the addition could house secondary classrooms, a science lab and a computer lab. Also included would be a new driveway and parking lot for the secondary wing. The Gold River Secondary School building is wearing out and is costly to maintain. The chance of the District getting a suitable replacement is slim and this proposal would be a chance to get an upgraded building at substantially less cost for the Ministry and a savings for the District in terms of maintenance and utility costs. These concept drawings are important for the required community consultations that will be part of the upcoming town hall meetings. This is a consultation process only at this time, with no final decisions made.

d. **Policy and Administrative Procedure Update**

The Board is undertaking a project to re-do the current policy manual to reduce the 100+ policies and create administrative procedures to conduct the business of the District. For example, there is currently a policy regarding no dogs on school property that should be an administrative procedure so that the Board does not need to meet corporately to update the procedure if a dog-catcher is employed by the Village of Gold River. It is anticipated that the end result will be approximately 20% policies/80% administrative procedures. The project is currently on hold as recommended by the special advisor, so that the District's focus can be on strategic planning.

e. **District Scholarship Recipients for 2019-2020**

The Trustees were pleased to be a part of the zoom ceremonies in June to congratulate recipients:

- **Citizenship and Service (\$1000):**
Shania Thompson, Tsawalk Learning Centre
- **Future Education Workers (\$1000):**
Connor Creelman, Gold River Secondary
- **Raj Jaswal (\$1000):**
Soojin Lee, Gold River Secondary
- **Vocational and Technical (\$1000):**
Samuel Lawrence, Gold River Secondary
- **Judith Anderson Memorial Scholarship (\$200):**
Hyojung Sung, Gold River Secondary School
- **District/Authority Scholarship (Ministry) (\$1250):**
Alicia Karmazynski, Gold River Secondary School
Connor Creelman, Gold River Secondary School
Eva Sommerfeld, Gold River Secondary School
Farakina Chidley, Kyuquot Elementary Secondary School
Hana Kim, Gold River Secondary School
Hyojung Sung, Gold River Secondary School
Jacob Howie, Gold River Secondary School
Samuel Lawrence, Gold River Secondary School
Shania Thompson, Tsawalk Learning Centre
Soojin Lee, Gold River Secondary School

NEW BUSINESS:

a. **Audited Financial Statements for 2019-2020**

2020:R-041 **MOVED:** Trustee Stiglitz, **SECONDED:** Trustee Mann
AND RESOLVED:
"TO accept the audited financial statements for 2019-2020 as presented."

b. **Special Advisor Appointment**

Chairperson Fehr noted that School District 84 is a special district in many ways and now has a special advisor, Mr. Mike McKay, to further the District's interest in significantly improving student achievement. Mr. McKay has been working with the Superintendent/Secretary-Treasurer, District staff and Principals/Vice-Principals this summer, and will be meeting with various others towards the end of September.

Mike McKay is a retired Superintendent in Surrey and Saanich as well as holding principalships in his past. An experienced educator, Mr. McKay is giving the District many things to think about, consider and work on, all focusing on student learning. This is a great time for the District's strategic planning work, and making sure all students are having success as they move through their schooling.

c. **Community Consultation Meeting(s) – Round One**

This year's meetings will be held by Zoom, with the tentative plan to hold two larger consultations with the topics to include health and safety around the COVID-19 return to school, strategic planning, and a District facilities update including the proposed renovations to Captain Meares and Ray Watkins. It is important that each community will feel comfortable participating in a larger-scale Zoom meeting, and having the option of two dates will hopefully encourage people to attend. The meetings are tentatively scheduled for October 5th and 6th from 7-8:30 pm, and everyone in the District is welcome to attend. Information will be posted.

d. **Board/Authority Authorized (BAA) Courses**

The Superintendent/Secretary-Treasurer explained that the Nootka Sound Outdoor Program BAA courses have received Board approval in the past. They have now been revised to ensure that they align with current needs. He requested approval of the BAA courses in this new format, to be used by the Nootka Sound Outdoor Program.

2020:R-042 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:

"TO approve the following Board/Authority Authorized courses as presented: Nootka Sound Outdoor Program 10A, Nootka Sound Outdoor Program 10B, Nootka Sound Outdoor Program 11B, and Nootka Sound Outdoor Program 12B."

e. **Disposition of Property Bylaw No. 0920-1**

A bylaw is required in order to sell property in the District and this bylaw deals with three properties in Zeballos and one property in Tahsis, all of which are no longer required for educational purposes.

2020:R-043 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:

"TO give Disposition of Property Bylaw No. 0920-1 three readings in one."

2020:R-044 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:

"TO adopt Disposition of Property Bylaw No. 0920-1, as presented."

f. **Thank You to Summer Custodial and Maintenance Staff**

Chairperson Fehr expressed appreciation to all of the summer custodial and maintenance staff for their extra work and attention this summer to ensure that schools were healthy and safe for staff and students' return. The elevated level of cleaning and attention will continue, including the required supplies and PPE, all of which has been supported by additional funds received from the provincial and federal governments.

SUPERINENTENT/SECRETARY-TREASURER REPORT:

a. District Update

Last week was a trial run and it was good to see most of the staff returning. The first two days were for staff only, so that they could be trained in Stage 2 safety protocols and prepare for school. The majority of students returned on Thursday and Friday, at some schools more than others. A number of families are still concerned about sending their children to school, and concerned about not sending them. The biggest concern is for students who are not at school with no educational plan in place. Principals are following up with parents to ensure that their children register with the school, in a Distance Learning Program or in a homeschool program as soon as possible, to re-connect students and to have them in a comfortable space. When dealing with a communicable disease, there is no way for anyone to assure that anywhere is 100% safe. The schools will be as careful and vigilant as possible, with learning bubbles, PPE, handwashing, cleaning, and all of the other protocols that are in place. School is a safe place relative to the supermarket, or play dates with unexpected drop-ins, or local health care centre, etc. The Superintendent/Secretary-Treasurer stated that he appreciates the worry and concern people have and appreciates the trust people are putting in the schools. He knows that staff will commit to the safety protocols to the best of their ability and will take care of the students. Any parents with issues can either talk to the School Principal or to the teacher if there is a direct classroom concern.

b. Enrollment Report

Approximately 80% of the students were in attendance at some point last week, District-wide.

TRUSTEE INQUIRIES:

Nil.

PRESS AND PUBLIC INQUIRIES:

Inquiries addressed the following:

- enrollment, which has ranged anywhere from 94% down to 15% (in one school on Friday where it had been at 70% the day before);
- appreciation to the District for ensuring that all necessary PPE is in place;
- interest in the new plans for a combined school in Gold River and looking forward to the townhall meetings for more information;
- excitement and energy around school starting up, with students and staff very happy.

NOTICE OF MEETINGS:

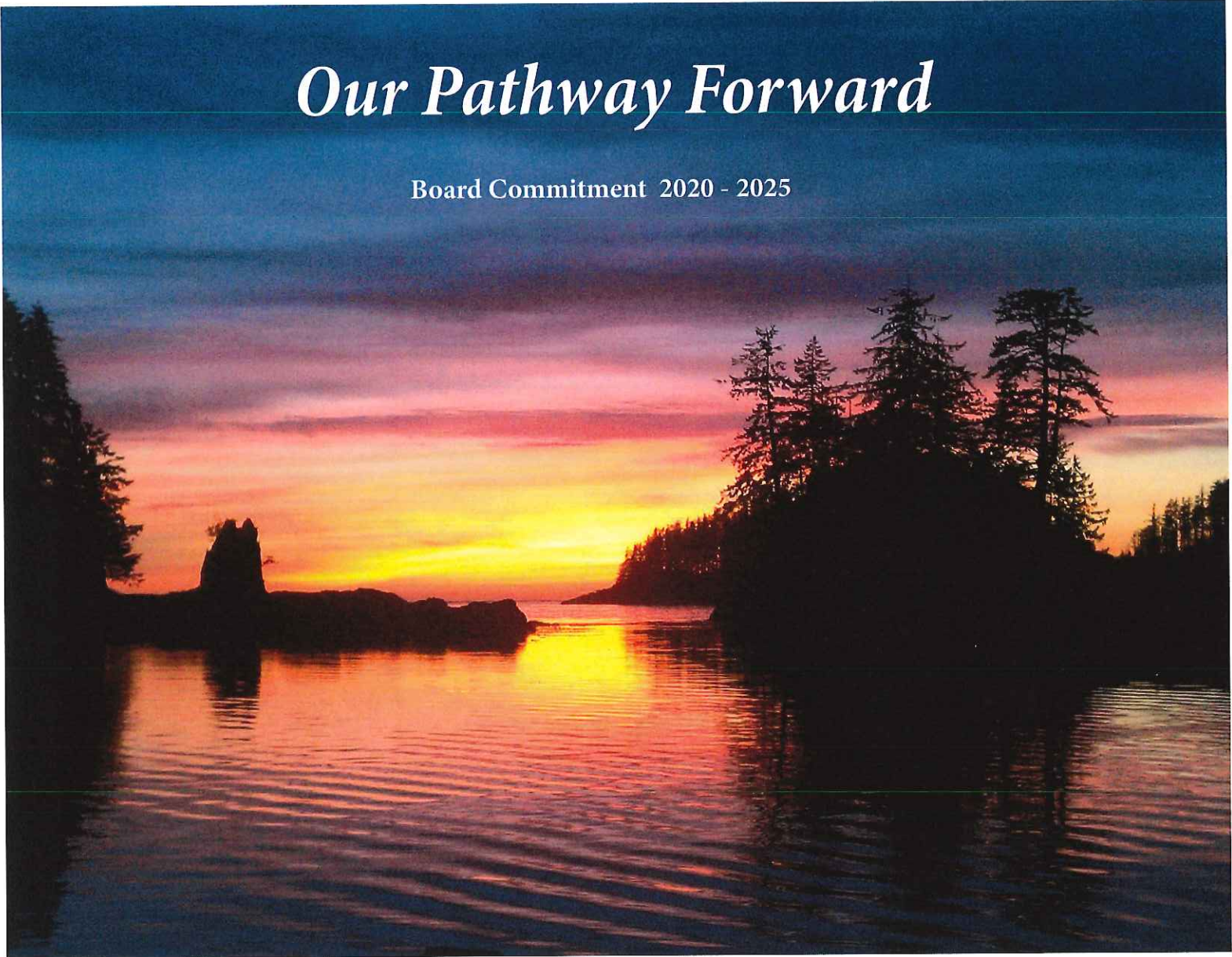
The next public meeting of the Board of Education is scheduled for Monday, October 13, 2020, at 4:00 pm, with the location to be announced. The public is invited to attend. Any requests for additions to the agenda should be forwarded to amcdowell@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at <http://www.sd84.bc.ca/board-meetings-school-district-84>.

ADJOURNMENT:

Chairperson Fehr declared the meeting adjourned at 4:47 pm.

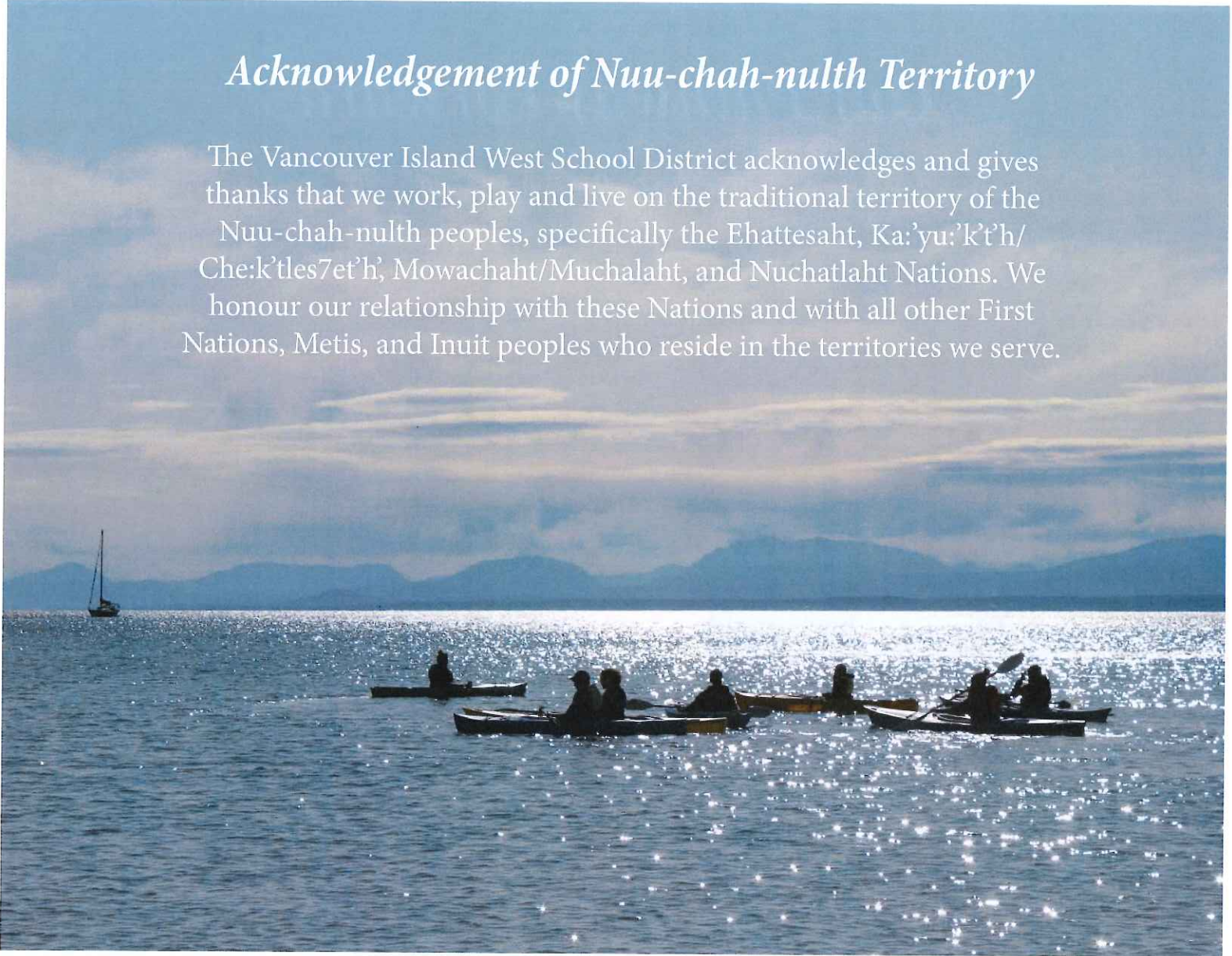
Our Pathway Forward

Board Commitment 2020 - 2025



Acknowledgement of Nuu-chah-nulth Territory

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional territory of the Nuu-chah-nulth peoples, specifically the Ehattesaht, Ka:'yu:'k't'h/Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht Nations. We honour our relationship with these Nations and with all other First Nations, Metis, and Inuit peoples who reside in the territories we serve.



Message from the Board of Education

The Board of Education is proud of our public education system in Vancouver Island West and we are committed to making it even better. We get our inspiration from our students and their innate curiosity, creativity and desire to learn.

The development of this five-year strategic plan has been an ongoing process undertaken in partnership with our communities, students and families through a series of community consultations. As a Board we thank all those who participated in this process to create a plan that will benefit all our children.

The focus of the strategic plan is directly linked to our District's Aboriginal Education Enhancement Agreement and the work done in partnership with the Nuu-chah-nulth Tribal Council and our local communities to create pathways forward for all our learners. This plan is about creating a school district where equity is the norm and where we embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards creating a learning community which supports all students' wellbeing and success for all learners.

Thank you for all your support.

Sincerely,

Arlaine Fehr, Chair Jenniffer Hanson, Vice-Chair
Andrew Smith, Trustee Allison Stiglitz, Trustee
Debbie Mann, Trustee



A person is standing on a beach, looking out at the ocean. The sun is setting, creating a bright reflection on the water. The sky is a mix of blue and orange. The person is in the foreground, looking towards the horizon.

Our Pathway Forward

Mission:

In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.

Vision:

All students graduate having developed their unique potential as caring adaptable citizens and future leaders both locally and globally in an evolving world.

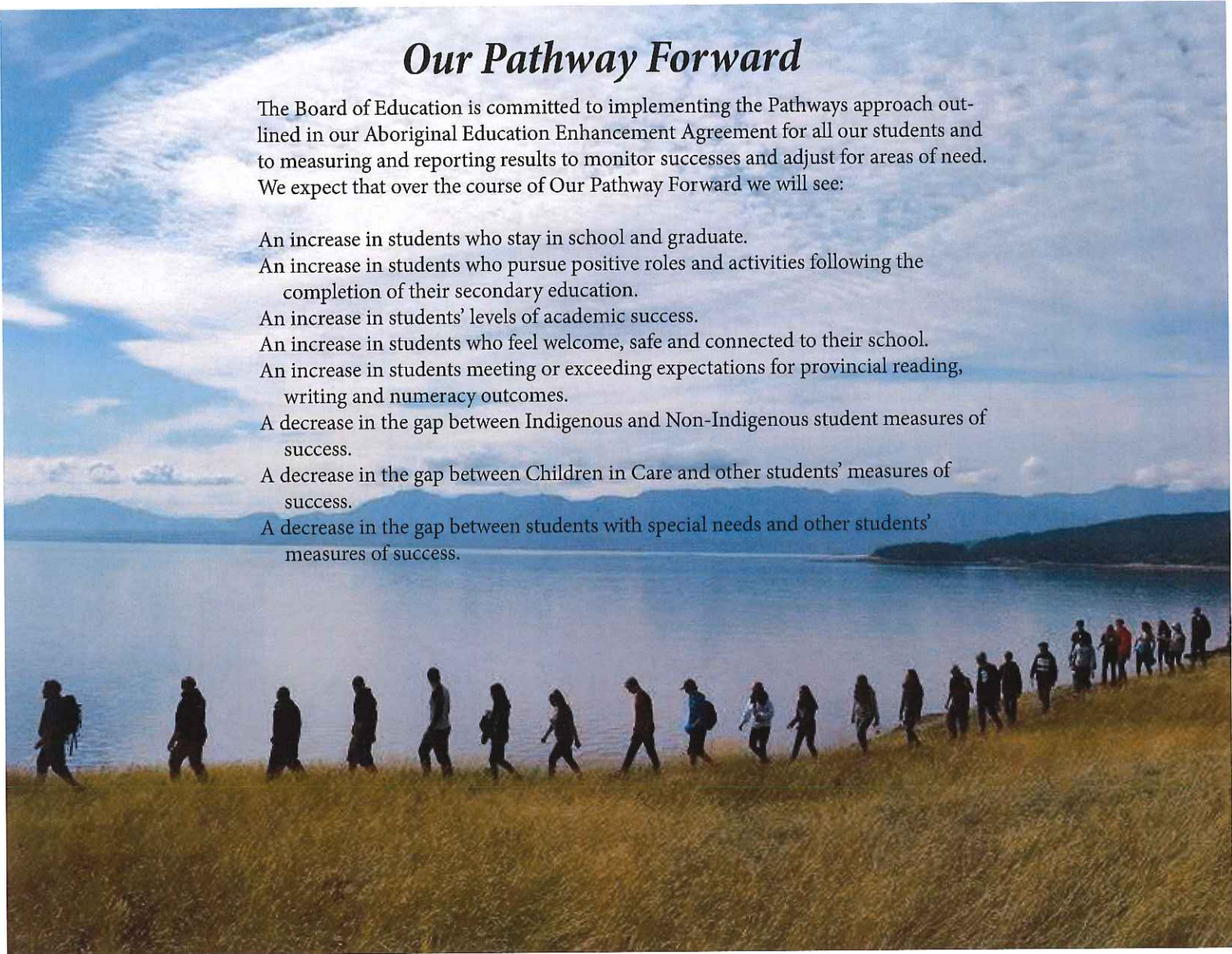
Values:

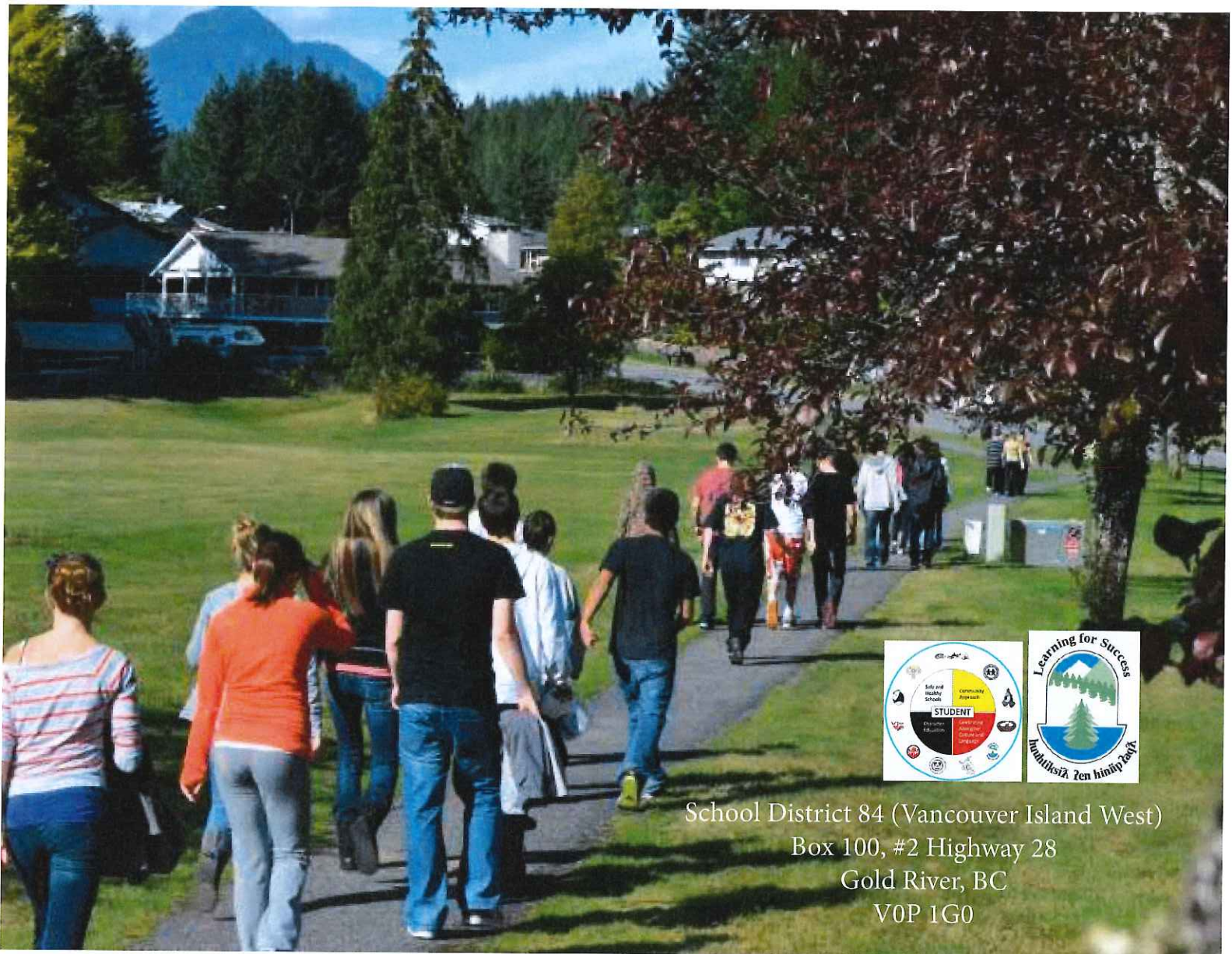
Safety	Equity
Well-being	Inclusion
Trust	Success
Respect	Empathy
	Communication

Our Pathway Forward

The Board of Education is committed to implementing the Pathways approach outlined in our Aboriginal Education Enhancement Agreement for all our students and to measuring and reporting results to monitor successes and adjust for areas of need. We expect that over the course of Our Pathway Forward we will see:

- An increase in students who stay in school and graduate.
- An increase in students who pursue positive roles and activities following the completion of their secondary education.
- An increase in students' levels of academic success.
- An increase in students who feel welcome, safe and connected to their school.
- An increase in students meeting or exceeding expectations for provincial reading, writing and numeracy outcomes.
- A decrease in the gap between Indigenous and Non-Indigenous student measures of success.
- A decrease in the gap between Children in Care and other students' measures of success.
- A decrease in the gap between students with special needs and other students' measures of success.





School District 84 (Vancouver Island West)
Box 100, #2 Highway 28
Gold River, BC
V0P 1G0

School District 84 Vancouver Island West Framework for Enhancing Equity and Achievement

Introduction:

School District 84 strives to improve the life chances of all of our students through education, and we are pleased to present this comprehensive revision of our Education Plan to our communities and families. We are committed to ongoing improvements in our practice to fully meet the needs of our students and this new three-year plan provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing learning for our students.

District Context:

Vancouver Island West School District 84 is composed of five small schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, a district Continuing Education program, as well as two learning programs in Nanaimo that are transitioning to SD68 in June of 2021. We are a rural, remote district with a student population of approximately 400 students, 60% of whom identify as Indigenous.

What the Evidence Tells Us:

While there are many success stories across our district, there is a critical and persistent disparity in achievement between Indigenous and non-Indigenous students. This disparity is evident in early achievement indicators and persists throughout the school years, leading to low graduation rates for Indigenous learners. Because we are committed to improving the life chances of all students, SD84's foci as presented in this Education Plan address overcoming the equity gaps evident in our system:

- Improving Early Literacy to ensure that students have the foundational skills to support their learning
- Increasing School Engagement leading to Graduation to ensure that students graduate with dignity, purpose, and options
- Equipping learners for success by developing the attributes necessary to be successful educated citizens

Our Goal:

Students will develop into confident, independent learners who can effectively communicate their goals for learning and their future.

Theory of Action:

By creating systemic structures that develop our district and schools into collaborative professional learning communities that are focused on learning, results, and community based partnerships, we will create learning environments that are:

- equitable,
- trauma-informed,
- culturally responsive,
- inclusive

where all students receive the supports they need to develop into independent learners and effective communicators.

Focus: Building a strong foundation of literacy

Learners require a solid foundation of literacy to achieve success in school and beyond. While non-Indigenous students in SD84 have achieved at or above provincial average on provincial measures of early literacy for the past three years, Indigenous students in SD84 have not achieved parity with their non-Indigenous peers in our district nor with Indigenous students across the province. In reviewing our Early Development Instrument (EDI) data it is clear that many of our students enter school vulnerable. It is imperative that we intervene early to improve these student's educational trajectories and life chances.

Objective 1.1: Indigenous students will achieve at or above provincial average in reading comprehension by the end of Grade 3.

Target: Within three years, 75% of Indigenous students in SD84 will be on-track or extending (meeting or exceeding expectations) for reading comprehension by the end of Grade 3.

Strategies:

- Train teachers in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- Training for school teams to develop and implement evidence-based culturally responsive early intervention strategies
- Teacher collaborative inquiry group focused on improving literacy for Indigenous learners
- Build parent, guardian, and community capacity to support early (ages 0-5) literacy through collaboration with community agencies through the VIW Children's Health Hub

Objective 1.2: Students will develop as independent learners by developing proficiency in communication.

Target: Within three years, 75% of Indigenous students who were not meeting reading expectations in Grade 4 will be meeting expectations by Grade 10.

Strategies:

- Individual Student Learning Plans for all students (aligned to Pathways program) which include students' strengths, community assets to support learning, goals for the future, barriers to success, and strategies to overcome the barriers
- Regular monitoring and adjustment of strategies to support Pathways plans
- Integrate Pathways planning into existing individualized support plans (e.g. IEP's, Student Learning Plans)

Measures:

FSA Grade 4 reading comprehension (% Indigenous students on track or better):

Trend to Sept. 2020	Trend to Sept 2021	Trend to Sept 2022	Trend to Sept 2023	Target
				75%

FSA Grade 7 reading comprehension (% Indigenous students on track or better):

Trend to Sept. 2020	Trend to Sept 2021	Trend to Sept 2022	Trend to Sept 2023	Target
				75%

FSA Grade 7 writing (% Indigenous students on track or better):

Trend to Sept. 2020	Trend to Sept 2021	Trend to Sept 2022	Trend to Sept 2023	Target
				75%

Students who were not meeting expectations on FSA 4 Reading Comprehension who are now meeting expectation in Grade 7 (FSA 7):

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
Gr. 7	30.7% (4/13)	12.5% (1/8)				75%

Students proficient on Grade 10 Literacy Graduation assessment:

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
All Students						90%

District Reading Assessments (K-3):

Grade	June 2021	June 2022	June 2023	Target
Kindergarten				75%
One				75%
Two				75%
Three				75%

Indigenous students who believe they are getting better at reading (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
Grade 3/4	73%	69%				90%
Grade 7	50%	57%				90%

Our learning targets have been set to achieve parity for Indigenous learners in SD84 with all students across the province of British Columbia within three years. Because our evidence clearly demonstrates a disparity in the achievement of Indigenous learners when compared to their non-Indigenous peers we will be focusing our efforts on ensuring that Indigenous learners receive the support and interventions required to meet expectations in reading. This requires training for primary educators to ensure that we are providing high quality and culturally responsive reading instruction, early identification of students requiring additional supports, and targeted interventions to support those learners.

Focus Area 2: Student engagement and connection to school

Evidence shows us that Indigenous learners in SD84 do not graduate at the same rate as their peers within the district or across the province. Three critical factors which influence graduation are attending school, being engaged while at school and feeling connected to school. It is critical that all learners feel that they belong in their school and that the educators in the school care for them, believe in them, and provide them with the support they need in order to learn. School absenteeism can be both a symptom of a learner's lack of engagement and a cause of further learning challenges, and many learners in SD84 have very high rates of absenteeism. Increasing school engagement and connectedness will result in more students graduating with dignity, purpose, and options.

Objective 2.1: Improve engagement of Indigenous learners leading to successful completion of Dogwood graduation.

Target: Within three years, graduation rates for Indigenous students in SD84 will meet or exceed the provincial average for all students.

Strategies:

- Training for educators in culturally relevant Indigenous pedagogy
- Implementation of a Pathways plan for each Indigenous student in Grades 6-12 to identify student strengths, community assets, barriers to success, and strategies to overcome those barriers
- Equity Scan to identify and address systemic barriers to graduation

Objective 2.2 Increase attendance of Indigenous learners to maximize opportunities to learn and prevent them from falling behind

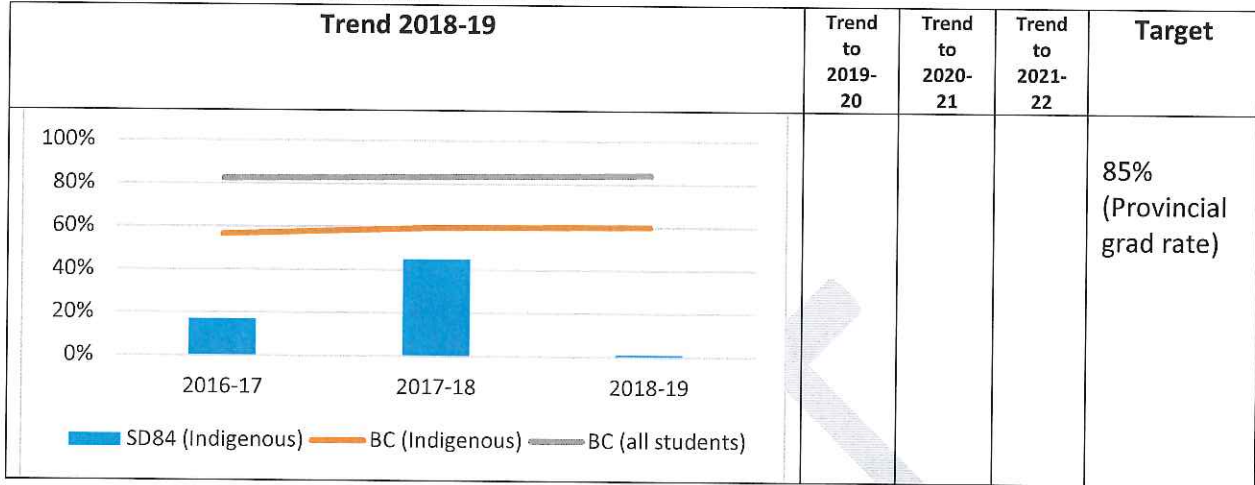
Target: Within three years, decrease by half the number of Indigenous students with high absenteeism.

Strategies:

- Daily monitoring of student attendance and follow-up on all absences
- Tiered attendance intervention plan developed in each school
- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance

Measures:

5 year Indigenous student Dogwood graduation rate:



Dogwood graduation rate for Indigenous students after 6, 7, and 8 years:

	June 2018 Cohort	June 2019 Cohort	June 2020 Cohort	June 2021 Cohort	June 2022 Cohort	Target
6 Year	10%					75%
7 Year						85%
8 Year						90%

Grade to Grade Transitions of Indigenous students:

	2017-18	2018-19	2019-20	2020-21	2021-22	Target
Grade 8	100%	100%				100%
Grade 9	100%	92%				100%
Grade 10	82%	81%				100%
Grade 11	87%	83%				100%

Indigenous students who can name 2 adults who care for them at school (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	6	50%	4	57%							90%
10	10	71%	7	70%							90%
12	6	75%	7	88%							90%

Indigenous students who feel they belong at school (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	2	17%	2	29%							90%
10	3	21%	3	30%							90%
12	0	0%	4	50%							90%

Indigenous students who feel they get the help they need at school in order to learn (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	3	25%	3	43%							90%
10	8	57%	5	50%							90%
12	1	13%	4	50%							90%

Students with high absenteeism (students missing more than 20% of school days)

	2017-2020	2020-21	2021-22	2022-23	Target
All Students	32%				19%
Indigenous Students	38%				19%

We need to ensure that all students are engaged with their learning and connected to their school in order for them to graduate. Our results show that we have not met that mark with Indigenous learners. Our targets for graduation are to bring our district up to provincial averages for 5 year Dogwood graduation. However, while not lowering our expectations, we must also ensure that students who require extra time receive the support they need in order to graduate so we also include measures for 6-8 year graduation.

Focus Area 3: Equipping learners for success

Recent community consultations reveal that there is a need for our students to build resilience and learn to care for their mental health. Further, our secondary students report feeling unprepared for their future. While our graduates enter post-secondary at the same rate or above provincial and regional averages, this number is influenced by our overall low graduation rates; as our graduation rate rises we must ensure that we continue to ensure that students are prepared for the next stage of their lives. Guided by BC's vision for the Educated Citizen, we are committed to ensuring our students develop in the core competencies: think critically and creatively, communicate effectively, and thrive personally and socially. We will focus on developing students into resilient, goal-directed learners who are equipped for future success as Educated Citizens regardless of their plans after graduation.

Objective 3.1: Learners will graduate prepared for success in post-secondary education and careers.

Target: Within three years, 70% of learners will attend post-secondary within three years of graduation.

Strategies:

- Training for upper intermediate and secondary teachers in ILRP program through VIU to support transition of Indigenous students to post-secondary programs
- Increase opportunities for secondary students to visit post-secondary institutions

- Facilitate visits from postsecondary representatives to remote K-12 schools to improve student awareness of postsecondary opportunities at an early stage of their secondary years
- Formalize learning opportunities partnership agreement between VIU, NTC and SD84
- Haahuupa camp to build student familiarity and relationships for transition to VIU

Objective 3.2: Learners will develop the core competencies of communication, thinking, and personal and social responsibility

Target: Within three years, 90% of students will identify that they are developing in the core competencies (communication, thinking, personal & social responsibility)

Strategies:

- Professional learning series for intermediate and secondary teachers focused on effectively instructing, supporting student self-assessment, and reporting using core competencies.
- Implementation of Pathways planning for Indigenous students in Grades 6-12 to identify student strengths, community assets to support learning, barriers to student success, and strategies to overcome barriers

Objective 3.3: Students will develop resiliency

Target: Within three years, 90% of students will identify that they are learning to care for their mental health

Strategies:

- Implementation of Mental Health in Schools curriculum in secondary classrooms
- Collaborative teacher inquiry in intermediate & middle years on self regulation

Measures:

Post-secondary Transition – Percentage of students who attend post-secondary within 3 years of graduation

	Graduation Rate (5y)	PSI Entry after 1 year (grads)	Target (based on BC Average)	PSI Entry after 3 years (grads)	Target (based on BC Average estimate)
2015-16	48%	50%	55%	71%	70%
2016-17	52%	50%	55%		70%
2017-18	31%	60%	55%		70%
2018-19			55%		70%
2019-20			55%		70%
2020-21			55%		70%

Students who feel prepared for post-secondary (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	11	41%	8	35%							75%
12	4	25%	3	18%							75%

Students who feel prepared for careers (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	8	30%	8	35%							75%
12	3	19%	4	24%							75%

Students who identify that they are learning to communicate effectively (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	7	33%	8	57%							90%
10	14	52%	13	57%							90%
12	10	63%	9	53%							90%

Students who identify that they are learning to think creatively (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	5	24%	3	21%							90%
10	6	22%	7	30%							90%
12	1	6%	2	12%							90%

Students who identify that they are learning to be critical thinkers (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	3	14%	5	36%							90%
10	6	22%	7	32%							90%
12	6	38%	5	29%							90%

Students identify that they are learning social skills (inter-personal, teamwork) (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	17	63%	13	57%							90%
12	9	56%	11	61%							90%

Students who identify that they are learning to care for their mental health (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	9	45%	2	14%							75%
10	13	48%	10	43%							75%
12	4	25%	5	28%							75%

While our post-secondary entrance rates currently present as close to provincial average or above, we must ensure that our efforts to increase graduation rates (Goal 2) do not just end with more students just “crossing the stage” – all of our graduates need to leave school equipped for future success.

DRAFT

School Planning 2020-2023



Captain Meares Elementary Secondary School

<p>School Context</p>	<p>Captain Meares Elementary Secondary School is a small K-12 school in School District 84. Captain Meares has a student population of 19 students – six of whom identify as Indigenous. Our purpose is to provide a positive environment enabling learners to acquire the knowledge, skills and attitudes for their personal fulfillment and to empower them to become healthy and contributing citizens.</p>
<p>Scanning “What’s going on for our learners?”</p>	<p>Presently eight of our students are on an IEP with some challenges in literacy, and emotional self-regulation. Presently, all of our Indigenous students are on track for meeting expectations in literacy.</p>
<p>Focus “What does our focus need to be?”</p>	<p>Goal 1 To improve mental health literacy and self-regulation for all students from Grades K-12.</p> <p>Objective 1: All students from Grades K-12 will demonstrate the use of problem-solving strategies related to mental health and self-regulation.</p> <p>Goal 2 To raise academic quality and engagement in students from Grades 7–12.</p> <p>Objective 1: 90% of all students will demonstrate a measurable improvement in the use of reading strategies and comprehension.</p> <p>Objective 2: 90% of all students will demonstrate a measurable improvement in quality of writing based on performance standards.</p>
<p>Developing a Hunch “How are we contributing to this situation?”</p>	<p>School academic culture can improve through a more focussed system of affirmation, recognition and intervention. Due to limited counselling and mental health support availability locally, students with mental health challenges do not have successful coping strategies in place for the school setting. We believe that training the staff to implement a mental health curriculum called The Mental Health and High School Curriculum (teenmentalhealth.org) will help to improve student self regulation and the need for frequent behavioural interventions.</p>

Professional Learning

“How and where can we learn more about how to address this situation?”

Improving Mental Health Literacy and Self Regulation

The Mental Health and High School Curriculum 7-12

1. Understanding how to foster and maintain good mental health.
2. Understanding mental disorders and their treatments.
3. Decreasing stigma.
4. Understanding how to seek help effectively.
5. Strategies for maintaining good mental health.

Zones of Regulation – Leah M. Kuypers - 6–12

Recognizing emotional states using Red, Yellow, Green, and Blue zones including self-management strategies.

Self Regulation Counselling Curriculum – Keri Powers - K-5

Game-based appropriate behaviours, cooperative activities, and understanding emotions.

Promoting more academic engagement and improving performance standards.

1. Faculty Focus: *Making student engagement visible. Using rubrics to encourage engagement.*
2. Journal of University Teaching and Learning Practice: *Linking rubrics and academic performance.*
3. Cogent Education: *Creating a culture of excellence.*

Taking Action

“What will we do differently?”

Key strategies to improve emotional health literacy:

The Implementation of:

- The Mental Health and High School Curriculum (teenmentalhealth.org).
- Zones of Regulation.
- The Self Regulation Counselling Curriculum.

Key strategies to improve academic engagement and quality:

- Use of student and teacher created rubrics for quality writing and oral presentations.
- Exemplars for standards in use of reading and writing strategies.
- Focus on relevant learning for students within the “Big Ideas.”
- Creative formative and summative evaluation addressing diversified learning and goal setting.

Checking

“Have we made enough of a difference?”

Key measures of our success towards our goals will include:

Goal 1

To improve mental health literacy and self-regulation for all students from Grades K-12.

1. Student Learning Survey Questions.
2. Record of Office Referrals.

Goal 2

To raise academic quality and engagement in students from Grades 7 – 12.

1. Standard assessment of reading comprehension (FSA 4 and 7).
2. District literacy assessment (EPRA/DART, Early Learning Profile).
3. District Wide Write with BC Performance Standards.
4. Report Card Grades and Scales (Academic Quality).
5. Student Learning Survey Question (Engagement).

Measures – How are we doing?

Student Learning Survey: Students who believe they are learning to take care of their mental health					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Student Learning Survey: Students who can name two or more adults that care about them					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Student Learning Survey: Students believe the school is teaching them to deal with their emotional problems					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Student Learning Survey: Students who believe they are learning to solve problems in peaceful ways					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Number of office referrals					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			10 or under
FSA Results Literacy – Students “On Track” or better					
	2019-20	2020-21	2021-22	2022-23	TARGET
4	N/A	N/A			90%
7	N/A	N/A			90%
Reading Comprehension EPRA/DART – Students Meeting Expectations					
	2019-20	2020-21	2021-22	2022-23	TARGET
K-6	N/A	N/A			90%
7-12	N/A	N/A			90%
District Wide Write – Students Meeting Expectations					
	2019-20	2020-21	2021-22	2022-23	TARGET
K-6	N/A	N/A			90%
7-12	N/A	N/A			90%
English Language Arts Report Card meeting expectations / C+ or better					
	2019-20	2020-21	2021-22	2022-23	TARGET
K-6	N/A	N/A			90%
7-12	N/A	N/A			90%
Student Learning Survey: Students who say they get to work on things that they are interested in at school					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Student Learning Survey: Students who believe they are getting better at writing					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%
Student Learning Survey: Students who believe they are getting better at reading					
	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	N/A	N/A			90%

School Planning 2020-2023



Gold River Secondary School

<p>School Context</p>	<p>Gold River Secondary School (GRSS) is a rural school serving the Village of Gold River as well as the Mowachaht-Muchalaht community of Tsaxana. GRSS enrolls approximately 80 students in Grades 8 to 12, of which 43 percent identify as Aboriginal and 17 percent live on reserve.</p>
<p>Scanning</p> <p>“What’s going on for our learners?”</p>	<p>Graduation rate data for GRSS (from 2018 to 2020) shows that the average graduation rate for Non-Aboriginal students was 82% while the graduation rate for Aboriginal students was 53%. This highlights a significant gap in student achievement between Aboriginal and Non-Aboriginal students.</p> <p>By the time students reach Grade 11, only 19% of Aboriginal students are meeting expectations in English Language Arts as opposed to 60% of Non-Aboriginal students.</p> <p>Attendance data from 2018-19 school year (pre-COVID) shows that:</p> <ul style="list-style-type: none"> • 69% of students had high absenteeism (10% or more missed days) • 47% of students had very high absenteeism (20% or more missed days)
<p>Focus</p> <p>“What does our focus need to be?”</p>	<p>GOAL: The Aboriginal grad rates will increase to match or exceed the provincial average for all students.</p> <p>Objective 1: Aboriginal five-year grad rates (averaged over three years) will be at least 85%.</p> <p>Objective 2: At least 80% of students will have very low levels (<10%) of absenteeism.</p> <p>Objective 3: At least 85% of all students will meet or exceed grade level expectations in English Language Arts (or the goals set in their IEPs) by the time they reach Grade 12.</p>
<p>Developing a Hunch</p> <p>“What factors are leading to this situation?”</p>	<p>Many of our students have lower than average literacy skills, particularly our Aboriginal students. Poor attendance often impedes improvements in these skills. The discrepancy between our Aboriginal and Non-Aboriginal students indicates that more work needs to be done at the school level to improve results.</p>

<p>Professional Learning</p> <p>“How and where can we learn more about how to address this situation?”</p>	<p>Educators on staff will participate in professional learning on:</p> <ul style="list-style-type: none"> • A focused collaborative study of Indigenous pedagogy (September 2020 – CI Day). • Monthly meetings to discuss with teachers what resources and methods they are using to ensure Indigenous content and pedagogy across the curriculum. • Monthly meetings to collaborate on adaptations, modifications and literacy support <p>Professional learning resources will or may include:</p> <ul style="list-style-type: none"> • Curriculum Implementation (CI) Day. • Collaborative AFL projects based on supporting student literacy. Research question is still in development. • Support teachers with self-directed professional development in Indigenous pedagogy and literacy interventions through scheduled team meetings throughout the year.
<p>Taking Action</p> <p>“What will we do differently?”</p>	<p>Key strategies to improve graduation rates for Aboriginal students:</p> <ul style="list-style-type: none"> • Improve the support network for students by engaging in meaningful and regular consultation with the Nu-u-chah-nulth Education Worker (NEW) the Mowachat-Muchalaht First Nation Education Coordinator and our partners at the Nu-u-chah-nulth Tribal Council. • Consultation will focus on the graduation program and will provide regular updates with families about the progress of their student(s) towards graduation. • Implement improved and timely attendance procedures with a focus on follow-ups, interventions and communication with families. • Provide intervention plans for students who need additional literacy support (e.g. use of schedule support blocks). • Provide support to teachers to enable consistent and effective instruction with an emphasis on literacy development (School-Based Team Collaborative Meetings).
<p>Checking</p> <p>“Have we made enough of a difference?”</p>	<p>We will know we are making a positive difference when:</p> <ul style="list-style-type: none"> • At least 85% of our Aboriginal students are graduating within five years of entering high school. • The number of students with frequent (>10%) and high (>20%) absenteeism is greatly reduced. • At least 85% of students are meeting or exceeding expectations in English Language Arts.

Measures – How are we doing?

Aboriginal Students Graduation Rates

	2019-20	2020-21	2021-22	2022-23	TARGET
Five-Year Grad Rate (averaged over three years)	53%				85%

Percentage of Students with High Absenteeism

	2019-20	2020-21	2021-22	2022-23	TARGET
>10% Missed	46%				20%
>20% Missed	17%				0%

Percentage of Aboriginal Students Meeting or Exceeding Expectations in English Language Arts by Grade 12

	2019-20	2020-21	2021-22	2022-23	TARGET
Meeting or Exceeding in English Language Arts	19%				85%

Kyuquot Elementary Secondary School (KESS)

2020-2023 School Plan

School Context

KESS is a small public school situated in the isolated community of Kyuquot, BC, on the north west coast of Vancouver Island. It typically enrolls 45 – 60 students in Grades 1-12, all of whom are of First Nations ancestry. The isolation and demographics of the community present many unique challenges:

- The vulnerability index for students is high
- Student turn-over rate is high
- Teaching and learning occur in three or four grade split classes
- Operational costs are much higher than in non-isolated and urban communities

School Vision:

Students at KESS are engaged in project-based and interdisciplinary educational experiences that are useful, experiential, relevant, and personalized. Progress is assessed on a continuum. Notwithstanding Ministry requirements for discrete end-of-year “did the student pass” judgements, there is no failing. There is only different pacing. Students feel secure knowing that their educational trajectories are personalized honoured. They are also secure knowing that their mental and physical health needs are recognized, and validated. Teaching staff are invested in and seek growth opportunities that correlate with the school plan. Students and staff are often seen interacting with a sense of respect, warmth and pride. Community members and parents are visibly present and involved. Laughter is often heard.

Scanning

“What’s going on for our learners?”

- Most students are not meeting expectations in numeracy, as measured by standard assessments such as FSA
- Most students are not meeting expectations in literacy, as measured by standard assessments such as FSA
- Students are fond of and feel connected to school
- Student written output is low
- Many students don’t have the confidence to take academic risks and are reluctant to answer questions in class and make presentations in front of peers
- Most students have strong deficits and gaps in math knowledge and skill which make it difficult for them to succeed in grade appropriate math courses
- Graduation rates are slightly below the provincial average
- No students have enrolled in the university bound Math courses (Foundations of Mathematics and Pre-Calculus 10 and Foundations of Mathematics 11)
- No students have taken or completed a university faculty of science entrance approved Grade 12 science course
- Attendance has been chronically poor and well below provincial benchmarks

Focus

“What does our focus need to be?”

School Goal: Students will become independent reflective learners who take academic risks, pursue interests and push themselves to excel.

This goal is connected to and draws upon Core Competencies of Critical and Reflective Thinking and Personal Awareness and Responsibility.

	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Four out of five students will be able to give coherent answers to five BIG QUESTIONS: What are you learning? How is your learning going? What are the next steps? Why are you learning? and, What else would you like to learn about? 2. Seventy-five percent of students will meet or exceed expectations in numeracy and literacy 3. Four out of five students (80%) will have an absentee rate below ten percent 4. Half of graduates will have also met post-secondary requirements and will not require upgrading prior to pursuing PSI programs
<p>Developing a Hunch “How are we contributing to this situation?”</p>	<ul style="list-style-type: none"> • Difficulty attracting and retaining teaching and support staff • Limited access to school specialists • Lack of student access to special programs like Work Experience and early intervention programs • Overall enrolling teaching staffing levels dictate that students are instructed in three and four grade splits • Teaching and assessment often occurring as if the groups were homogeneous and of a single grade (teaching to the middle) • Teachers have not been provided with clear expectations or training for teaching and assessing learning in three and four grade split class environments • The quantity and complexity of learning needs requires more collaboration and interagency and community involvement • Not all students get thoroughly screened and/or assessed for learning challenges and early intervention • Classroom practices and pedagogy have not consistently ensured that all students are receiving effective, evidence-supported individualized instruction appropriate to Indigenous learners
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>In collaboration with teaching staff, school administration will facilitate new and ongoing professional learning, experimentation, and growth in the following areas:</p> <ul style="list-style-type: none"> • Training and consultation on developing interdisciplinary units • Designing curriculum based on Big Ideas and Core Competencies • Observing skills for diagnostic evidence, responding to education needs (FASD, ADHD, written output deficits) • Indigenous education principles and best practices (e.g. VIU ILRP course, Potlatch as Pedagogy, and Pathways)
<p>Taking Action “What will we do differently?”</p>	<ul style="list-style-type: none"> • Teachers and administrators will create a risk-free atmosphere, reward all attempts to answer questions, celebrate those who risk being wrong, and challenge “I don’t know” responses • Teachers and administrators will incorporate student interests into teaching and learning • Administration will schedule daily time in secondary timetable for Personal and Social Development, and Reading

	<ul style="list-style-type: none"> • Administration will provide a timetable structure that facilitates the development of interdisciplinary units • Teachers will provide effective support for students to catch up on missed work (e.g. posting all curriculum for all lessons online) • Administration will involve parents in developing an attendance intervention strategy which recognizes shared school/home responsibility, acknowledges local culture practices which impact attendance, and includes an element of student self-monitoring and reflection on the relationship between attendance and learning • Professional staff will adopt and implement a comprehensive literacy framework for students in Grades 1-7 • Professional staff will use Reggie Routman's Optimal Learning Model and Cycle of Responsive Teaching for literacy and numeracy instruction in Grades 1-6
<p>Checking</p> <p>“Have we made enough of a difference?”</p>	<ul style="list-style-type: none"> • Clear evidence that results in annual provincial assessments of literacy and numeracy are improving • Clear evidence that results in annual district literacy assessments (EPRA/DART, Early Learning Profile) are improving • Students will graduate ready for post-secondary without upgrading • A clear trend showing that the number of students who are successful in Foundations of Mathematics 11 is increasing • Improved attendance rates

Measures – How are we doing?

Students “On Track” or “Extending” on FSA 4

	2019-20	2020-21	2021-22	2022-23	TARGET
Reading 4	Masked				75%
Writing 4	Masked				75%
Numeracy 4	Masked				75%

Students “On Track” or “Extending” on FSA 7

	2019-20	2020-21	2021-22	2022-23	TARGET
Reading 7	Masked				75%
Writing 7	Masked				75%
Numeracy 7	Masked				75%

Students meeting expectations in District literacy Assessments (DART / EPRA)

	2019-20	2020-21	2021-22	2022-23	TARGET
All students	n/a				75%

Students graduating with Dogwood Diploma (5-year rate)

	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	67% (4/6)				75%

Graduates with University Entrance Math

	2019-20	2020-21	2021-22	2022-23	TARGET
All Graduates	0% (0/6)				50%

Students who can answer the FIVE BIG QUESTIONS

	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	n/a				80%

Students missing more than 10% of school days

	2019-20	2020-21	2021-22	2022-23	TARGET
All Students	82%				20%

2020-23 School Plan



Nisaika Kum'tuks Elementary Centre

School Context	<p><u>Vision</u>: Children will feel connected to land, community and family. Children will see themselves as learners. They will have pride in the path they are walking.</p> <p><u>Mission</u>: At Nisaika Kum'tuks, we will guide the children on their learning journey with compassion, love and patience.</p> <p>Nisaika Kum'tuks is a school of 35 students ranging from Kindergarten to Grade 7, in multi-age groupings. 80% of the students are Indigenous. We have one administrator, three teachers, one Education Assistant and two Indigenous Support Workers. One-third of the students meet the criteria for a Special Education Ministry category. 46% of the students have started at NK in Kindergarten.</p>
Scanning “What’s going on for our learners?”	<p>Social/Emotional learning is an area where many students struggle. We notice it is an area where much time and attention is required to help students regulate, so their brain is ready to learn.</p> <p>Only 20% of the students are fully meeting expectations in reading as measured by the PM benchmarks and DART.</p>
Focus “What does our focus need to be?”	<p>Goals: Students will think creatively showing curiosity and open mindedness, and have a sense of wonder and joy in learning.</p> <ol style="list-style-type: none">1) Objective 1: 100% of students can articulate and demonstrate self-regulations skills (Zones of Regulation).2) Objective 2: 100 % of students will improve their reading skills with at least 75% of all students improving by one grade level or more.

<p>Developing a Hunch</p> <p>“How are we contributing to this situation?”</p>	<p>All students are learners. However, emotional barriers effect how students are able to learn. Contributing factors may be past trauma, health issues, unstable home situations, or lack of self-efficacy. If a child is in a state of stress and anxiety, they will not be able to learn effectively.</p>
<p>Professional Learning</p> <p>“How and where can we learn more about how to address this situation?”</p>	<ul style="list-style-type: none"> • Actions for Learning Project, “How can incorporating inclusion teaching practices to support the student to move forward with their learning?”, supported by in-service and team meetings. • Continue to develop a co-teaching model with weekly staff check-ins. • Running Records in-service: September 2020 • Book Club “Onward” meeting monthly.
<p>Taking Action</p> <p>“What will we do differently?”</p>	<p>We need to create an environment where students and families feel safe and supported. We need to address the individual needs of each student in a way that is flexible.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Implement Assessment Tracking Chart with Individualized Learning Plans for each student. • Weekly staff meetings to revise plans for individual learners (SBT). • Provide flexible learning structures for students. • Continue to embed the First Peoples Principles of Learning into our daily practice by listening and learning from each other, our community and our Elders. • Implement the “Zones of Regulation Framework”. • Use competency-based IEPs to better align with the curriculum. • Literacy Mentorship to develop skilled Literacy Teachers. • Invite parents to contribute to sharing their thoughts about success for their children (October parent meetings). • Use the book “Six Cedars” by Margot Landahl and Celestin Aleck as a framework for teaching-based learning.
<p>Checking</p> <p>“Have we made enough of a difference?”</p>	<p>Key measures of our success towards out goal will include:</p> <ul style="list-style-type: none"> • Assessment Tracking Chart (PM bench marks and DART) • Track student’s self-reporting on Self-Regulation. <p>Results will be reported annually to the school community, School District and PAC.</p>

Measures – How are we doing?

% Students who can articulate and demonstrate the Principals of Self-Regulation

	Spring 21	Spring 22	Spring 23	Spring 24	TARGET
All (K-3)					100%
All (4-7)					100%

% Students who have improved their reading skills (pm benchmarks and DART)

	Spring 21	Spring 22	Spring 23	Spring 24	TARGET
All (K-3)					100%
All (4-7)					100%

% Students who have increased at least one grade level in reading (pm benchmarks and DART)

	Spring 21	Spring 22	Spring 23	Spring 24	TARGET
All (K-3)					75%
All (4-7)					75%

2020-22 School Plan

Ray Watkins Elementary School	
<p>School Context (100 words Maximum)</p>	<p>Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes and acquire the knowledge, skills and habits necessary to succeed. Pop. – 103 (K-7) Two communities served – Tsaxana (26%) – Gold River (74%) – Total Indigenous pop. (44%), Families generally lower/middle class - large “at risk” population (Local Health Area Profile).</p> <p>At RWES we strive to make sure every child feels connected to caring adults and is engaged in their learning.</p>
<p>Scanning “What’s going on for our learners?”</p> <p><i>Present some information on key areas of learning (literacy, connectedness, and competencies). Give attention to achievement of vulnerable student populations (Indigenous, special needs, CYIC)</i></p> <p>(100 word maximum)</p>	<p>Most students at Ray Watkins have positive connections to caring adults at school, at home or in the community (100% of students rate their adult relationships as med-high quality, MDI 2019/20).</p> <p>There is a significant achievement gap between Indigenous and Non-Indigenous students in reading comprehension & generally in Language Arts. 69% of Indigenous students and 33% of Non-Indigenous students are either minimally or not meeting expectations for reading comprehension.</p> <p>66% of Indigenous students and 35% of Non-Indigenous students in 2018/2019 (pre-covid) had high levels of absenteeism. (Over 10%)</p>
<p>Focus “What does our focus need to be?”</p> <p><i>Present 1-2 goal statements as your school’s focus for improving student learning. Include SMART objective(s) – Specific, Measurable, Achievable, Relevant, Time-Bound</i></p>	<p>Goal: Students will gain an understanding of themselves and their world through reading.</p> <p>Objective 1: At least 75% of Indigenous and Non-Indigenous students will meet expectations for reading comprehension.</p> <p>Objective 2: All students will have less than 10% absenteeism. (Excluding students with extenuating circumstances- i.e., chronic health)</p>
<p>Developing a Hunch “How are we contributing to this situation?” (100 words maximum)</p>	<p>Many students enter Kindergarten vulnerable and to date we have not successfully intervened for many students, though particularly with Indigenous students. We must also examine classroom practices and pedagogy to ensure that all students are receiving effective, evidence-supported reading instruction every day. The discrepancy between Indigenous and non-Indigenous learners suggests that our practices also may not be culturally responsive for Indigenous learners.</p> <p>High levels of absenteeism exacerbate the discrepancy in achievement.</p>
<p>Professional Learning</p>	<p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Primary Teachers will receive coaching from District Literacy Support Teacher - Collaborative teacher inquiry projects (AFL) focused on at-risk primary Indigenous readers (i.e. CR4YR)

<p>“How and where can we learn more about how to address this situation?” (100 word maximum)</p>	<ul style="list-style-type: none"> - Intermediate staff book study (potentially Potlatch as Pedagogy extension? – TBD) - Monthly staff meetings where the Sk’ad’a principles are discussed - Participation in POPEY workshop on Oct 7 and extensions
<p>Taking Action “What will we do differently?” (100 word maximum)</p>	<p>Key strategies to improve the reading achievement of our learners include:</p> <ul style="list-style-type: none"> • Ensuring regularly scheduled evidence-informed, culturally responsive literacy time for every student every day • Weekly coaching with District Literacy Support Teacher for primary teachers • Intervention plans for identified at-risk readers • Design and implement evidence-informed interventions in collaboration with the school based team • Improved school procedures for monitoring and supporting better attendance
<p>Checking “Have we made enough of a difference?”</p> <p><i>What evidence will the school use to determine if the actions are having the intended effect?</i> (100 word maximum)</p>	<p>Key measures of our success towards our goal will include:</p> <ul style="list-style-type: none"> • Annual district literacy assessment (EPRA/DART) • Classroom assessments • Students who identify that they are getting better at reading (Student Learning Survey) • Attendance Records <p>Results will be reported annually to the school community, School District, and PAC.</p>

Measures – How are we doing?

Students Meeting expectations for Reading Comprehension (Using vulnerability spreadsheet)					
	2018-19	2019-20	2020-21	2021-22	TARGET
Indigenous	29%	32%			75%
Non-Indigenous	66%	66%			75%
Students who believe they are improving at Reading (Student Learning Survey)					
	2018-19	2019-20	2020-21	2021-22	TARGET
All students (4)	91%	100%			100%
(7)	77%	75%			100%
Indigenous (4)	N/A	100%			100%
(7)	N/A	80%			100%
Students “Meeting Expectations” or better on district reading assessment (spring)					
	2018-19	2019-20	2020-21	2021-22	TARGET
All (K-3)	TBA% (EPRA)	Not done/Covid			75%
Indigenous (K-3)	TBA% (EPRA)	Not done/Covid			75%
All (4-7)	87%	Not done/Covid			75%
Indigenous (4-7)	48%	Not done/Covid			75%

2020-22 School Plan

Tsawalk Learning Centre

<p>School Context</p>	<p>Tsawalk is an Alternative Education Centre that serves Grades 8-12 in School District 84. It has 60 students enrolled, of which over 85% identify as Indigenous.</p> <p>Tsawalk strives to provide a safe, trusting, and community supported environment that works with youth to reconnect with their learning in a way that supports self-growth and helps them on their life journey.</p> <p>We are a trauma-informed school that supports our learners through an Indigenous lens, bringing light to their spirits so that they may find balance in their spirit, academic, emotional, and physical lives.</p>
<p>Scanning “What’s going on for our learners?”</p>	<p>Most students enter Tsawalk having missed a significant amount of school in the previous year. In fact, 73% of learners have missed 20% or more days of instruction in the year prior to joining Tsawalk.</p> <p>Furthermore, 88% of learners failed to complete a single course the year prior to joining Tsawalk.</p> <p>Most students feel a strong connection to Tsawalk with 72% indicating that at no time had they considered going to a different school and 88% of learners feel welcome at school most or all of the time. Furthermore, 68% can identify two or more adults at the school that care about them. Only 43% agree that their learning is based on their goals.</p>
<p>Focus “What does our focus need to be?”</p>	<p>Goal: Students will make a successful transition to what comes next for them i.e. back to traditional school, graduation, career training and post-secondary.</p> <p>Objective 1: 100% of our learners to increase their attendance from last year to this year.</p> <p>Objective 2: At least 80% of students will complete at least one course this year.</p> <p>Objective 3: 100% of students will agree that their learning is based on their goals.</p>
<p>Developing a Hunch “How are we contributing to this situation?”</p>	<p>We have to do a better job of helping our learners find their friction point for growth both academically and social/emotionally. Our systems for tracking and engaging learners were too broad and needed greater focus.</p> <p>We were mistakenly accepting that attendance equaled engagement.</p>

<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Educators on staff meet on Fridays to work on:</p> <ul style="list-style-type: none"> · Culturally responsive curriculum design. · How to complete and support student learning plans. · Trauma informed practice with specific focus on self-regulation using the IOM 2 devices and the Unyte platform. · Develop skills in using ALSUP, Narrative Assessment and a Wellness Survey to monitor both academic readiness and social emotional growth.
<p>Taking Action “What will we do differently?”</p>	<ul style="list-style-type: none"> · Teachers will have a caseload of students they are responsible for, and will do bi-weekly outreach to home so parents can be informed and engaged in their child’s progress, including monthly attendance updates. · Focus on assessing skills for our learners in relationship to numeracy and literacy so we can appropriately remediate them. · Giving greater voice to learners as we complete the student learning plan process with a stronger focus on their goals and preferred ways of engaging their learning.
<p>Checking “Have we made enough of a difference?”</p>	<ul style="list-style-type: none"> · See what percentage of students had increased attendance from the previous year. · Higher levels of course completion. · Review of student goals on learning plan at mid-year to see what is being achieved and what might need to be revisited. · Improved student feedback on Student Success Surveys.

Measures – How are we doing?

Percent of students with increased attendance from year to year

	2018-19	2019-20	2020-21	2021-22	TARGET
	Baseline	73%			100%

Course Completion

	2018-19	2019-20	2020-21	2021-22	TARGET
Courses completed per student	0.53	0.62			4 courses
Students who have completed at least 50% of a course	N/A	33% 31/94			100%

Students who feel their goals are being considered in their learning plan

	2018-19	2019-20	2020-21	2021-22	TARGET
% of students	N/A	43%			90%

2020-23 School Plan

Zeballos Elementary Secondary School

Zeballos Elementary Secondary School	
School Context	ZESS is a small K-12 school in School District 84. ZESS has a student population of 44 learners; 77% of the learners identify as Indigenous.
Scanning “What’s going on for our learners?”	<p>Most students at ZESS have positive connections to caring adults at school (77% of students can name two adults who care about them).</p> <p>Many Indigenous students at ZESS are not on-track for reading expectations. Very few students in recent years have met expectations on standardized measurements.</p> <p>51% of ZESS students miss more than 10%</p> <p>38% of ZESS students miss more than 20% of school</p> <p>In the past eight years, 28% of ZESS students graduated in five years of high school.</p>
Focus “What does our focus need to be?”	<p><u>Goal 1:</u> Students will be reading at grade level by Grade 3</p> <p><u>Objective 1:</u> 75% of Indigenous students will meet expectations for reading comprehension by the end of Grade 3.</p> <p><u>Goal 2:</u> Students at ZESS will graduate high school with meaningful purpose as a Five Year graduate at a rate at or above Provincial averages.</p>
Developing a Hunch “How are we contributing to this situation?”	<p>We have not been able to close the achievement gap for the students who are entering school with very high vulnerability factors.</p> <p>The assessment strategies utilized in the early years need to be examined due to the incongruent evidence revealed in the data. This gap persists from the early years to graduation.</p>

<p>Professional Learning</p> <p>“How and where can we learn more about how to address this situation?”</p> <p>(100 word maximum)</p>	<p>Educators on staff will participate in professional learning on:</p> <p>GOAL 1:</p> <ul style="list-style-type: none"> • Culturally responsive early literacy instruction (primary) • Culturally responsive intermediate literacy instruction (intermediate) <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Targeted Coaching from District Literacy Support Teacher to our elementary teachers and EAs - Collaborative teacher inquiry projects on primary Indigenous - Intermediate staff book study on Reading Essentials - Participation in POPEY workshop on October 7, 2020 <p>GOAL 2:</p> <ul style="list-style-type: none"> • Collaborative teaching at secondary • Training for staff in Inquiry based learning and teaching • Training in cross-curricular assessment.
<p>Taking Action</p> <p>“What will we do differently?”</p>	<p>GOAL 1:</p> <ul style="list-style-type: none"> • Increase and broaden literacy activities for all students K-12 every day • Scheduled frequent contact with District Literacy Support Teacher for primary teachers <p>GOAL 2:</p> <ul style="list-style-type: none"> • Develop cross-curricular competencies within an experiential context. • Focus primarily on inquiry-based learning across the secondary curriculum.
<p>Checking</p> <p>“Have we made enough of a difference?”</p>	<p>GOAL 1:</p> <ul style="list-style-type: none"> • Annual district literacy assessment (EPRA/DART, Early Learning Profile) • Students who identify that they are getting better at reading (Student Learning Survey) <p>GOAL 2:</p> <ul style="list-style-type: none"> • Increased five-year graduation rates, at or above provincial averages, of ZESS Grade 12 students. <p>Results will be reported annually to the school community, School District, and PAC.</p>

Measures – How are we doing?

Indigenous Students “On Track” or “Extending” in Reading Comprehension

	2020-21	2021-22	2022-23	2023-24	TARGET
Benchmarks					75%

Students “Meeting Expectations” or better on district reading assessment (DART / EPRA)

	2020-21	2021-22	2022-23	2023-24	TARGET
All (K-9)					75%

Students who identify that they are getting better at reading (Student Learning Survey)

					TARGET
All (K-12)					

Students graduating with a five-year Dogwood diploma

	Trend Over Previous Eight Years	2020-21	2021-22	2022-23	TARGET
5 Year Grad rate	28%				

**CAPITAL BYLAW NO. 2020/21-CPSD84-02
CAPITAL PLAN 2020/2021**

WHEREAS in accordance with Section 142 of the *School Act*, the Board of Education of School District No. 84 (Vancouver Island West) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with Section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2020/2021 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated September 23, 2020, is hereby adopted.
- 2. This Capital Bylaw may be cited as Vancouver Island West Capital Bylaw No. 2020/21-CPSD84-02.

READ A FIRST TIME THE 13th DAY OF OCTOBER, 2020;
READ A SECOND TIME THE 13th DAY OF OCTOBER, 2020;
READ A THIRD TIME, PASSED AND ADOPTED THE 13th DAY OF OCTOBER, 2020.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original Vancouver Island West Capital Bylaw No. 2020/21-CPSD84-02 adopted by the Board the 13th day of October, 2020.

Secretary-Treasurer

ANNUAL PROGRAMS FUNDING AGREEMENT

This amended Annual Programs Funding Agreement dated for reference the 16th day of September 2020, is in effect for the 2020/21 fiscal year period of April 1, 2020 to March 31, 2021.

BETWEEN: Her Majesty the Queen in Right of the Province of British Columbia,
represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: the Board of Education of School District No. 84 (Vancouver Island West)
(the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide to the Board capital funding to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
TBD	CNCP - Electric Bus/Charging Station Infrastructure	\$65,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.
Ray Watkins Elementary	CNCP - Lighting - LED lighting upgrade	\$400,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.
Captain Meares Elem-Secondary	SEP - Mechanical Upgrades - Air handler upgrades	\$75,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.
Kyuquot Elementary Secondary	SEP - Building Enclosure Upgrades - Roof replacement	\$275,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
0008	C (64-69) with 0 wheelchair spaces	\$138,830	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
0010	C (34-45) with 0 wheelchair spaces	\$130,141	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
 - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
 - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the

Financial Administration Act ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2021;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).

4.03 At the request of the Ministry, prepare additional reports relating to the Project.

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
 - c) the course of action must be agreed to by the Ministry and the Board.
 - d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
 - e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the "Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A).

7. NOTICE

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

a) if to the Board:

School District No. 84 (Vancouver Island West)
Box 100, Gold River, BC V0P 1G0
Attention: Lawrence Tarasoff, Superintendent of Schools & Secretary-Treasurer
Email: ltarasoff@viw.sd84.bc.ca

b) if to the Ministry:

Ministry of Education
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Ravnit Aujla
Email: Ravnit.Aujla@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Education)

Authorized Signatory (For the Minister of Education)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 84 (Vancouver Island West) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON CAPITAL PROJECTS BETWEEN THE
MINISTRY OF EDUCATION AND SCHOOL DISTRICTS**

PROJECT AGREEMENT STAGE

News Release

After the Minister or designate signs a funding agreement with the school district for a capital project the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

Signage

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. They are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. School districts are responsible for installing the signs. Sign design and installation steps are included in the Ministry of Education's School Construction Project Sign Protocol.

GROUNDBREAKING STAGE

Public Announcements, Official Events or Ceremonies

An official ceremony may be held to commemorate the ground-breaking for a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least four (4) weeks' notice** of any proposed public announcement or official ceremony related to the ground-breaking for a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed upon date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

News Release

On the day of a ground-breaking ceremony the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

OFFICIAL OPENING STAGE

Public Announcements, Official Events or Ceremonies

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

A ceremony may be held to commemorate the official opening of a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least six (6) weeks' notice** of any proposed public announcement or official ceremony related to the opening of a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

News Release

On the day of an official opening ceremony, the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

Plaques

The Ministry of Education may request the district provide and install, upon completion of major capital projects, a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by the Ministry of Education. Cost of the plaque is to be funded from the approved construction budget.

SCHOOL CONSTRUCTION PROJECT SIGN PROTOCOL

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Sign production must only be handled by Queens Printer.

Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable.

A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. These are the standard small sign size: 1951 mm x 1220 mm (C035_u_1951x1220). The school districts are responsible for installing the signs.

The steps from design to installation are as follows:

1. Project is announced;

2020/21 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)

2. Government Communications and Public Engagement (GCPE) will have their graphics department create a construction sign;
3. The GCPE graphics department will create and send the approved file to Queens Printer for print production;
4. Queens Printer will notify GCPE when the sign is ready;
5. GCPE will notify the district when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx> ;
6. The school district orders, pays and arranges for the sign to be installed. (signs are to be post mounted in a visible location);
7. District will notify GCPE when the sign is installed and send photo as confirmation.

Vancouver Island West School District 84
ENROLLMENT REPORT 2020-2021
 As of October 8, 2020

Grade	CMESS	GRSS	KESS	RWES	TSAWALK	ZESS	CONT ED	TOTALS
K	1		0	14		5		20
1	5		2	12		2		21
2	0		1	14		5		20
3	3		6	17		5		31
4	0		3	23		4		30
5	1		8	27		3		39
6	1		3	15		3		22
7	1		6	17		1		25
8	0	9	2		4	2		17
9	2	14	3	1	5	4		29
10	2	15	7		10	3		37
11	3	18	5		18	3		47
12	2	22	6		20	3	1	54
Totals:	21	78	52	140	57	43	1	392

CMESS - Captain Meares Elementary Secondary School

GRSS - Gold River Secondary School

KESS - Kyuquot Elementary Secondary School

RWES - Ray Watkins Elementary School

TSAWALK - Tsawalk Learning Centre

ZESS - Zeballos Elementary Secondary School

CONT ED - Continuing Education

