



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

SEPTEMBER 13, 2021 – 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 June 14, 2021
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Honouring Retiree Kathleen Keil, Special Needs Education Assistant 1, Ray Watkins Elementary School
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETINGS**
8. **TRUSTEE REPORTS**
 - a. School Reports
9. **UNFINISHED BUSINESS**
 - a. Framework for Enhancing Student Learning: Strategic Plan and Report
 - b. COVID Update
 - c. District Scholarship Recipients for 2020-2021:
 - **Citizenship and Service Award** – Seth Eldridge, CMESS
 - **Future Education Workers Award** – Aurora McLachlan, GRSS
 - **Raj Jaswal Award** – Daniel Kornylo, GRSS
 - **Vocational and Technical Award** – Cameron Spies (GRSS), Allison Robinson (Tsawalk)
 - **District/Authority Scholarship** – Jaxon Dakin (GRSS), Daniel Kornylo (GRSS), Kim Leduc (GRSS), William Woodruff (GRSS), Fiona Nobles (GRSS), Ashton Wiebe (Tsawalk), Keanu Johnson (Tsawalk), Seth Eldridge (CMESS), Aurora McLachlan (GRSS), Cameron Spies (GRSS)
10. **NEW BUSINESS**
 - a. Audited Financial Statements for 2020-2021
 - b. Truth and Reconciliation Day – September 30th
 - c. Capital Bylaw No. 2021/22-CPSD84-01
 - d. Capital Bylaw No. SD84-MCS22/23
 - e. Thank You to Summer Custodial and Maintenance Staff
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. October 12, 2021 – 4 pm – Captain Meares Elementary Secondary School, Tahsis
15. **ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, JUNE 14, 2021
VIA ZOOM**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Jenniffer Hanson, Vice-Chairperson (Kyuquot)
Debbie Mann (Gold River)
Allison Stiglitz (Tahsis)
Andrew Smith (Zeballos)

ALSO PRESENT: Lawrence Tarasoff, Superintendent/Secretary-Treasurer
Annie McDowell, Associate Director of Human Resources
Two Staff Members

CALL TO ORDER:

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

APPROVAL OF AGENDA:

2021:R-031 MOVED: Trustee Mann SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2021:R-032 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of May 10, 2021."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

a. **Mr. Rob Wilson, Principal, Ray Watkins Elementary School**

Mr. Wilson reported on the year of ups and downs for Ray Watkins Elementary School. COVID safety (and changes throughout) dominated the school year and within those restrictions, RWES has not been able to meet as a school in ways that everyone is used to. Despite that, ways were found to make learning meaningful and engaging. Most students and families have adjusted well and many have found a new appreciation for things that might have been taken for granted in the past, such as extra-curricular activities and even something as simple as shared recess. Outside of this, the staff spent a lot of time this year reflecting on literacy practices and finding ways to improve. The staff looked at the assessment practices and have moved in step with the District on a larger framework to help support this transition. A drive to increase attendance was also taken on, and some small effects were felt though these were largely overshadowed by the many absences due to family COVID worries. It will be interesting heading into the next school year to see if Ray Watkins recoups the families that chose to home school or do distance learning during this time.

On a personal note, Mr. Wilson expressed appreciation to the Board and District staff for the support and opportunities that he has been given over the years.

Mr. Wilson, you will be missed!

CORRESPONDENCE:

- BC School Trustees' Association
- Chair, SD5 (Southeast Kootenay)
- Chair, SD5 (Southeast Kootenay)
- BCSTA

- Chair, SD74 (Gold Trail)
- BCSTA
- BCSTA
- Chair, SD8 (Kootenay Lake)
- Chair, SD62 (Sooke)

- BCSTA

- BCSTA
- Chair, SD52 (Prince Rupert)
- BC Government News

- Minister of Public Safety and Solicitor General
- BCSTA
- BCSTA

- Chair, SD84 (Vancouver Island West)
- Chair, SD84 (Vancouver Island West)
- BCSTA

- Zeballos School
- BCSTA
- BC School Superintendent Association
- Ray Watkins Elementary School
- Vancouver Island School Trustees' Association
- BCSTA

- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to BCSTA President, re Public Sector Executive Compensation Freeze Policy
- Copy of Letter to Minister of Finance and Minister of Education re Funding in Special Education in Southeast Kootenay School District
- BCSTA Weekly: Gets to Know Minister Whiteside, Maternity Leave, Foundry App, BCCPAC News, CASSA-CSBA National Gathering, Dismantling Anti-Black Racism in Schools, Beyond "Back to Normal", Media Literacy Resources, Youth Anti-Vaping Campaign, COVID-19 Resources for Youth, Go By Bike Week, Boards at Work – Social Justice Art; Opinion – Language Matters
- Copy of Letter to BCSTA re Annual General Meeting
- BCSTA Headlines: Daily News for School Trustees
- Copy of Response to SD5 (Southeast Kootenay) Letters
- Copy of Letter of Thanks to Mike Roberts, BCSTA, in Honour of his Retirement

- Copy of Letter to Minister of Education and Minister of Finance re Funding Pressures
- BCSTA Weekly: Legal Update – FIPPA Exemption; Anxiety Strategies for Educators; Graduation Ceremonies, School Sports News; CASSA-CSBA National Gathering; French Language Teacher Shortage; Edible Education Community in Practice; Webinar – Supporting Remote Learning; Boards at Work – Students Take Action Against Climate Change; Job Posting – Director of Instruction Indigenous Education
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter of Support to Chair, SD40 (New Westminster)

- News Release from Office of the Premier, Minister of Health and Ministry of Jobs, Economic Recovery and Innovation re BC's Restart Plan
- Copy of Letter to President, BCSTA, re Funding of Educational Services in Provincial Correctional Centres
- BCSTA Update: FIPPA Request on Bullying and Harassment
- BCSTA Weekly: COVID-19 Vaccines for 12-17 Year-Olds; Restarting BC; Feelings First; Legacy Schools Ambassador Program; Anti-Racism Awareness Week; French Language Teacher Shortage; CASSA-CSBA National Gathering; Board at Work – Students Appreciate Health Workers; Letters
- School Leadership Appointment – Mr. Tim Huttemann, New Principal for Zeballos Elementary Secondary School
- School Leadership Appointment – Ms. Natasha Toth, New Principal for Ray Watkins Elementary School
- Update: BCSTA Honours the 215 Children Lost at the Kamloops Residential School
- Newsletter
- BCSTA Headlines: Daily News for School Trustees
- Condolences to the Tk'emlups te Secwepemc First Nation re Children Lost at the Kamloops Residential School

- Newsletter

- SD70 – Indigenous Education Team Newsletter

- BCSTA Weekly: BCSTA Honours 215 Children Buried at Residential School; School Sports; BCCPAC Board Announcement & News; CASSA-CSBA National Gathering; Complaining 101; Youth Mental Health; Commissioner of Official Languages Report; Skills Canada Virtual Competition; Summer Solstice Indigenous Festival; Opinion- Do Schools Keep Us on the Same Page?

- BCSTA
- BCSTA
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: BC Got it Right on School; Youth Substance Use Survey; Webinar – Improving K-12 Well-being; BCPVPA News; Webinar – Support for LGBTQ+ Youth; CASSA-CSBA National Gathering; Opinion – Learning Through Example

2021:R-033 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETINGS:

Chairperson Fehr reported on the discussion of one land and four labour issues.

TRUSTEE REPORTS:

a. School Reports

Trustee Stiglitz reported on two upcoming field trips, plus a beach clean-up next week and several NSOP trips over the last little while, so a fair bit of excitement at Captain Meares! Although there will be no grad ceremony this year, there may be something planned for September.

Trustee Hanson reported on the very nice honouring ceremony held at Kyuquot School a couple of weeks ago for the 215 children from Kamloops. There were many good reports on last week's 'Spirit Week'.

Chairperson Fehr reported that she enjoyed the Gold River Secondary School grad via Zoom, which was well done. She read aloud a letter just received from Principal Heather Goodall of Nisaika Kum'tuks Learning Centre in Nanaimo:

To the Gold River School Board: As our time with Nisaika Kum'tuks comes to a close, I wanted to express my gratitude and the gratitude of our NK Families. Thank you for taking a chance on our school; it was a brave and caring step. Together we created a safe and inclusive learning space where all children had the opportunity to learn. My hope is one day all students will have an opportunity to learn in a space like NK. We made learning joyful, relevant and rigorous. Culture, Community and Family have been central to our work. For me, it has been a privilege to lead NK. I will be forever grateful for the faith you put in me. I will hold this experience close to my heart as I continue to educate our youth.

Trustee Smith reported that the Zeballos School grad has been moved to Thursday, with the hopes that more people will be able to attend if the restrictions are lifted to 50 people. There will be four ZESS grads this year.

b. Local Education Agreement/Enhancement Agreement Meeting

The meeting of May 26 focussed on the Teacher's Guide for Pathways. Victoria White has consolidated and revamped the guide which now has 20 lessons instead of 10, so the LEA/EA table will need to gather in groups of two or three to review them and to discuss options to bring in more language, culture and history. It is now time to get organized for the third Enhancement Agreement, and a meeting is tentatively scheduled for June 22 and 23 (subject to COVID) to do the final work around Pathways, prepare for the new Enhancement Agreement and plan for the Curriculum Implementation Day on Indigenous Education in September. This year's monthly meetings have resulted in much work being accomplished, and it will be important to keep this momentum going next year to ensure that the District is enhancing the education for all students and First Nations students in particular.

c. Working Relations Committee Meeting

The discussion on May 31 focussed on staffing for next year, summer hours for the School Board Office, common collaboration time for next year, recess duty at Captain Meares School, Level B testing for students, and reporting professional development leaves to the VIWTU. The next meeting will be held in September.

d. **Vancouver Island School Trustees' Association Board Chairs' Meeting**

President Janice Caton opened the Zoom meeting on May 20 by welcoming all to the territory from which she was coming from, and to all attending from the Branch. Ms. Janet Fraser reported that the Indigenous Education Committee has not met since the AGM. The IEC Knowledge Series released its first poster on April 22nd (published on the BCSTA HUB), with four more to come. The BCSTA Board of Directors Report was presented, highlighting the meeting with Minister Whiteside, and the development of the Strategic Plan around the motions passed at the BCSTA AGM, vaccinations for 12–17 year olds will likely not be done through schools, Suzanne Hoffman (formerly Superintendent, Vancouver School Board) is the new CEO of BCSTA, the new Graduation Events guidelines were published by the Ministry/PHO and next year's Restart Guidelines are expected soon.

Ms. Shelley Lawson presented the Professional Learning Committee report, noting that the Committee will use the Moving Forward Report to build the Fall Academy ProD program and surveyed participants on what they would like to see included: Mental Health and Wellness, Anti Racism, Governance, Strategic Planning, Connectivity and Equity of Access (internet) Supports for Vulnerable Learners.

Ms. Eve Flynn (Vancouver Island/Coastal Rep to the Board) provided a report from BCPSEA, and welcomed new CEO Bruce Anderson.

The Fall Branch Meeting will be held by Zoom on October 2, from 9 am to Noon, and will likely feature an introduction and Q&A for each of the new CEOs of BCSTA and BCPSEA, followed by a business meeting.

Each district provided an update on Budget 2021/22 and other items.

- SD 69– Qualicum - budget was passed and submitted to government. An amount of \$800,000 was used from surplus to supplement custodial time for COVID protocols, training for staff to provide social and emotional support for students, and additional EA hours.
- SD 70 – Pacific Rim – budget is close to approval but remote learning costs have to be considered going into next year. Recently sold property to the City of Port Alberni which will feature a new childcare facility.
- SD 63 – Saanich – \$102M approved with future consideration on post-COVID enrollment, IT, Contingency Reserve, mental health supports for secondary students, and concern about the unfunded labour settlement of \$274,000.
- SD 62 – Victoria - budget approval May 25 with challenges around future COVID-related expenses, and International Students revenues needed to support the budget; staffing remains at status quo and surplus will be needed to increase mental health supports.
- SD 68 – Nanaimo-Ladysmith - staffing allocation challenges to create upstream and/or downstream supports for students in classrooms, and using \$500,000 of surplus for technology, building improvements and COVID protocols.
- SD 72 – Campbell River - \$1M deficit covered off through benefits holiday, utility savings and \$676,000 from surplus. Concerns include the need for more mental health staffing and support, ongoing inflationary operating costs, increases for exempt staff, under-funding of the labour settlement, COVID costs, and loss of rental income.
- SD 71 – Comox Valley - budget approval expected May 25, with concerns around increases to mental health staffing, funding needed for COVID guideline changes, and increased cost of lumber for two new Child Care facilities at Hornby Island and Cumberland as well as rebuilds at Lake Trail and Hornby Island. The long-range facilities plan has been completed and an environmental sustainability study of school properties to identify sensitive lands, species and cultural impact.
- SD 64 – Gulf Islands - anti-racism committee work has been very powerful with great involvement from students and the parent community. Reconfiguration has led to the need for a communications plan. Transportation costs between Island schools is still an issue.
- SD 79 – Cowichan - huge deficit going into next year as enrollment will be down 200 students and \$2M of surplus has been used this year. Concerns include unfunded labour settlement cost in the amount of \$600,000 and additional COVID expenses.
- SD 84 – Vancouver Island West - spending next year will include teacher housing (teacherages) and budget has been passed.

UNFINISHED BUSINESS:

a. **Framework for Enhancing Student Learning**

Common collaborative time will be scheduled next school year to allow teachers to regularly work together to learn how to use ongoing and interactive assessment tools that will inform and promote learning specifically in the areas of literacy – reading and writing – focusing mostly on Kindergarten to Grade 9. Students will be assessed by specific standards and benchmarks, and all administrators and teachers will learn how to do these benchmarks, what it measures, and what is acceptable or not acceptable. Numeracy assessments will be conducted using SNAP, with teachers all using the same language which will be very helpful. With the combined work of the Enhancement Agreement and the Framework, the hope is to focus and harness the strength of the District which is the staff, and to move forward and do that collaboration, discussion and work together, rather than in isolated communities.

b. **COVID Update**

The Ministry of Health will be making an announcement on June 15, 2021 to inform of any changes for the public. Regardless of the announcement, the Ministry of Education has stated that the current COVID rules will be maintained for schools and grads until the end of June.

Chairperson Fehr will attend a meeting of the Board Chairs tomorrow, to hear what the plans will be for next school year. Schools will be informed as soon as possible.

NEW BUSINESS:

a. **Action for Learning Reports**

The Superintendent/Secretary-Treasurer stated that the investigations, findings and reports were all very well done, and he is proud of the work that staff accomplished this year through their Actions for Learning projects. Chairperson Fehr requested that some groups present their reports to the Board, starting in October 2021.

b. **School Fees 2021-2022**

2021:R-034 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the school fees for 2021-2022, as presented."

c. **Student Codes of Conduct 2021-2022**

The Superintendent/Secretary-Treasurer has reviewed the Codes and confirmed that they meet the requirements of the *School Act*.

2021:R-035 MOVED: Trustee Smith, SECONDED: Trustee Hanson
AND RESOLVED:
"TO accept the Student Codes of Conduct for 2021-2022, as presented."

d. **Summer Closure of School Board Office**

2021:R-036 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the closure of the School Board Office to the public, effective July 12, 2021 to August 20, 2021, inclusive."

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

Although the Minister of Education will announce what she thinks will happen in September, all school boards will need to stand by for more definite information. Staffing for the 2021-2022 school year is progressing well, and Round Three of teacher postings and Round Two of support staff postings will be

published shortly. It has been great that the staff, despite COVID and on their own accord and as soon as possible, got students outdoors providing a variety of hands-on learning activities.

There are major facilities projects underway with new teacherages being built for Zeballos and portables being replaced in Kyuquot. The Superintendent/Secretary-Treasurer recognized the 'unsung heroes' who have got the District through another year - Mr. Deane Johnson and his crew for working really hard to get the work done so that those substantial projects can happen, and all custodians and maintenance employees who work during the summer to ensure the facilities are in good repair and clean for the students' return.

b. **Enrollment Report**

The enrollment is currently at 407 students and anticipated to drop below 300 in September due to the transitioning of Nanaimo students to SD68 (Nanaimo-Ladysmith).

c. **Finance Warrants**

The District continues to be on track with its budget and is in good financial shape. When looking at staffing for next year, it will be recognized that the Board has made good decisions to keep staffing in place a little earlier than in the past.

TRUSTEE INQUIRIES:

Nil.

PUBLIC AND PRESS INQUIRIES:

Nil.

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Monday, September 13, 2021, at 4 pm. Any requests for agenda additions should go 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:

At 4:50 pm:

2021:R-037 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adjourn."

School District 84 Vancouver Island West
Strategic Plan, 2020-2025: Our Framework for Enhancing Equity and Achievement
(Approved by a motion of the Board of Education for SD84, [insert date])

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 five-year plan, developed in collaboration with those we serve, provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing success for every student.

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. We are a rural, remote district with a student population of approximately 300 students, two-thirds 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 focus as presented in this Education Plan address overcoming the equity gaps evident in our system by:

- 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, and
- Equipping learners for success by developing the attributes of the Educated Citizen

Our Goal:

Students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future.

Theory of Action:

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

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

where all students receive the supports they need to develop as independent learners and effective communicators with positive personal and cultural identities.

Engagement with Community and Indigenous Rights holders

The Board of Education for School District 84 has made a public commitment to its communities and Indigenous rights holders to continue to grow and improve public education in the district. This commitment describes our strategic plan as “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.” A key component of the Board’s commitment is a focus on implementation of the district’s Enhancement Agreement, and there is alignment of objectives and strategies between the strategic plan, the Enhancement Agreement, and the Local Education Agreement.

Strategic consultation takes place through both community consultations, undertaken twice per year in each community within the district, and through monthly meetings of the First Nations Education Liaison Committee (FNELC), a committee composed of Indigenous right holders, community members, and school district leaders, who guide the implementation of the Enhancement Agreement and Local Education Agreement. Although the district does not have a DPAC, these venues allow for regular, ongoing, and meaningful consultation with both Indigenous rights holders and local communities.

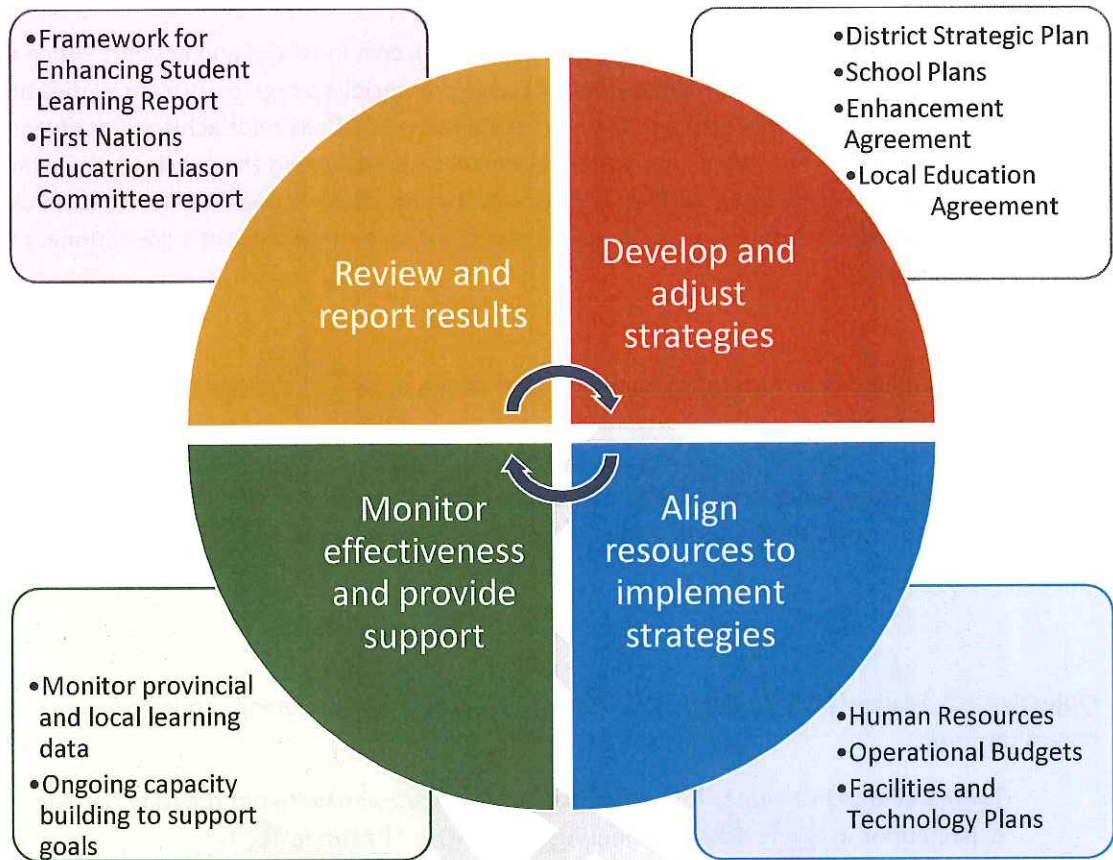
Strategic Planning Process

S.D.84’s strategic plan has evolved from our previous Education Plan to ensure that the district’s strategic plan is in alignment with the Ministry of Education’s Service Plan and the requirements of the Framework for Enhancing Student Learning policy. Goals for the strategic plan were determined in consultation with education partners and Indigenous rights holders through an examination of district and school achievement data. Existing school plans underwent review and revision to ensure they were focused on student learning data and alignment between school plans, the district strategic plan, and the Ministry of Education’s Service Plan.

Our processes for strategic planning reflects the Board’s commitments to work in partnership with stakeholders, communities, and Indigenous rights holders in a process of continuous improvement and increased student success.

School District 84’s Cycle for Continuous Improvement:

School District 84’s strategic plan sets ambitious targets for student learning, with a focus on closing the equity gap between Indigenous learners and their non-Indigenous peers. The plan aligns closely with the district’s Enhancement and Local Education Agreements, with many goals and strategies overlapping between documents. Goals are set through ongoing consultation with Indigenous rightsholders and district stakeholders around evidence of student learning.



School Plans are developed and revised each year – these plans both inform, and are informed by, the district’s strategic plan. School plans are submitted to the Board of Education each spring for approval.

Operational budgets, Human Resources, and facilities plans are developed in alignment with the strategic plan, providing both the human resources and other resources necessary to carry out the strategies outlined in the strategic plan to improve equity.

Throughout the school year, the district provides support to build the capacity within each of our schools to support both district and school goals. Ongoing monitoring of the effectiveness of the district and school plans, through both regular informal and quarterly formal check-ins, ensure that progress is being made and allows for strategies to be adjusted as necessary.

At the end of each school year, the district engages in a review of results and a formal reporting-out process. Results of provincial and local assessment and learning data are examined and strategies are adjusted as needed in light of new evidence. The Framework for Enhancing Student Learning report to the Minister is submitted, and a meeting to report results is held with Indigenous rightsholders through the First Nations Education Liason Committee.

Focus 1: 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 and intensively 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 five 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.

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

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

Our learning targets have been set to achieve parity for Indigenous learners in SD84 with all students across the province of British Columbia within five 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 both before they enter the school system and during the primary grades.

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: regular school attendance, 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 five years, graduation rates for Indigenous students in SD84 will meet or exceed the provincial average for all students.

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

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

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, 7, and 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 students are prepared for the next stage of their lives. Guided by BC's vision for the Educated Citizen, informed by specific local Indigenous context, 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 of their communities and the world, regardless of their plans after graduation.

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

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

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

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

Objective 3.3: Students will develop resilience

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

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.

SD84 Strategic Plan, Appendix A

Strategies: Year One (2020-21)

Focus 1: Building a strong foundation of literacy

Strategies 1.1:

- Increase professional learning in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- Develop and implement evidence-based culturally responsive early intervention strategies
- Establish 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
- Provide schools and classrooms with authentic Indigenous texts

Strategies 1.2:

- Development of 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, all with a focus on increasing students' communication skills.
- 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)

Focus Area 2: Student engagement and connection to school

Strategies 2.1:

- Professional learning 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 barriers
- Engage local knowledge keepers in development of calendar of local culturally relevant learning opportunities
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with local First Nations

Strategies 2.2:

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

DEFE

Focus Area 3: Equipping learners for success

Strategies 3.1:

- Training for upper intermediate and secondary teachers in Indigenous Learning and Reflection Portfolio program (ILRP 100) 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 and staff 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

Strategies 3.2:

- 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
- Partner with community to explore development of Nuu-chah-nulth language immersion programs

Strategies 3.3:

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

SD84 Strategic Plan, Appendix B

Measures

Focus 1: Building a strong foundation of literacy

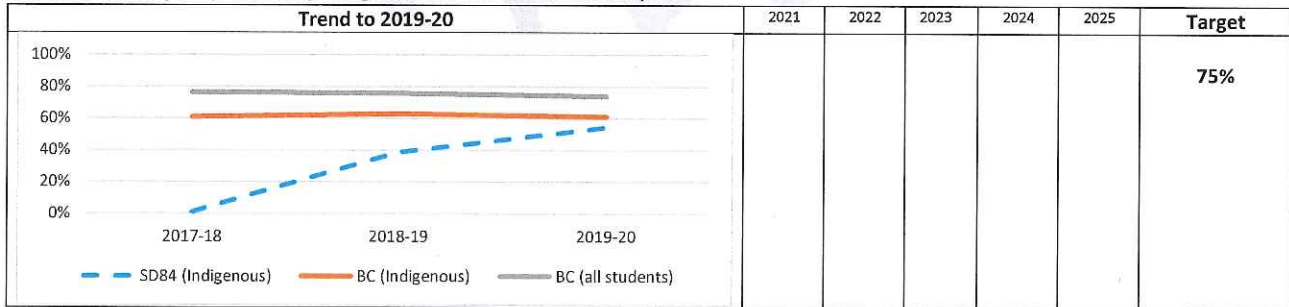
Objective 1.1: Indigenous students will achieve at or above provincial average in reading comprehension by the end of Grade 3.

Target: Within five 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.

District Reading Assessments: Indigenous students achieving Proficiency on Benchmarks / EPRA

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	Target
One	<i>Assessment Framework under development</i>					75%
Two						75%
Three						75%

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



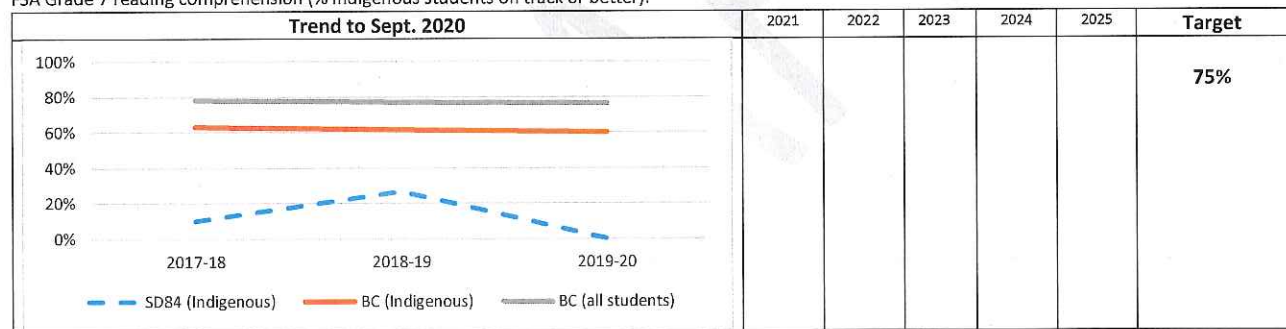
Objective 1.2: Students will develop as independent learners by developing proficiency in communication.

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

District Reading Assessments DART (Grades 4 - 9): Indigenous students achieving proficiency

Grades	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Four / Five	Assessment					75%
Six / Seven	Framework under					75%
Eight / Nine	development					75%

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



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	2023-24	2024-25	Target
Gr. 7	31% (4/13)	MSK						75%

Students who were not meeting expectations on FSA 4 Reading who are now meeting expectation on Literacy graduation assessment:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Gr. 10								75%

Overall Students proficient on Grade 10 Literacy Graduation assessment:

	2019-20	2020-21	2021-22	2022-23	2023-24	Target
All Students	48%					90%

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

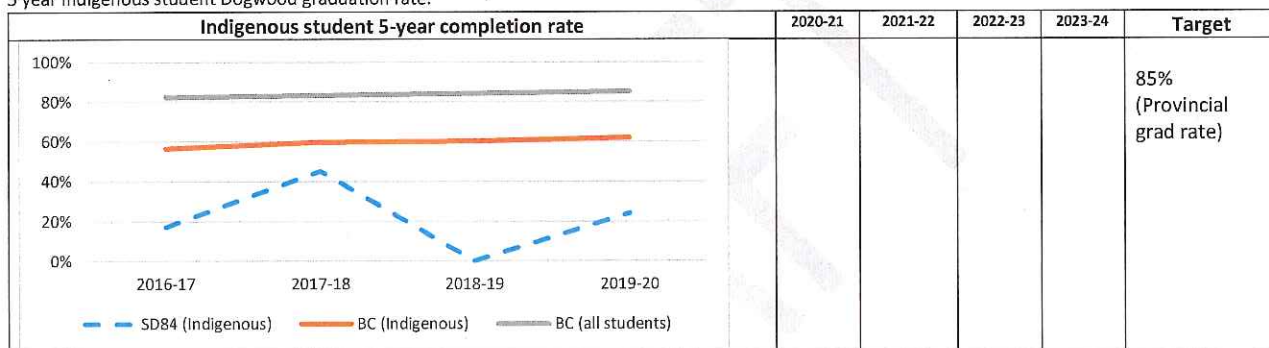
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 3/4	73%	69%	54%					90%
Grade 7	50%	MSK	55%					90%

Focus Area 2: Student engagement and connection to school

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

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

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	June 2023 Cohort	June 2024 Cohort	Target
6 Year	10%	31%						85%
7 Year	21%							88%
8 Year								90%

Grade to Grade Transitions of Indigenous students:

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 9	100%	92%	77%						100%
Grade 10	82%	81%	59%						100%
Grade 11	87%	83%	52%						100%

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

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

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

	2017-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
All Students	32%	28%					19%
Indigenous Students	38%	38%					19%

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

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7, 10, and 12	66%	72%	63%					90%

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

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7, 10, and 12	29%	26%	20%					90%

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

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7, 10, and 12	37%	44%	40%					90%

Focus Area 3: Equipping learners for success

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

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

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%	50%	70%
2017-18	31%	60%	55%	73%	70%
2018-19	36%	54%	55%	54%	70%
2019-20			55%		70%
2020-21			55%		70%

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 10	41%	33%	Masked					75%
Grade 12	25%	17%	48%					75%

Students who feel prepared for careers (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 10	30%	33%	Masked					75%
Grade 12	19%	22%	52%					75%

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

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7	33%	57%	56%					90%
Grade 10	52%	54%	36%					90%
Grade 12	63%	50%	48%					90%

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7	24%	21%	31%					90%
Grade 10	22%	29%	7%					90%
Grade 12	6%	11%	10%					90%

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7	14%	36%	31%					90%
Grade 10	22%	29%	29%					90%
Grade 12	38%	28%	10%					90%

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 10	63%	54%	21%					90%
Grade 12	56%	61%	57%					90%

Objective 3.3: Students will develop resilience

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 7	43%	14%	56%					90%
Grade 10	48%	42%	21%					90%
Grade 12	25%	28%	38%					90%

SD84 Strategic Plan, Appendix C

Strategies: Year Two (2021-22)

The strategic plan sets the focus and direction of the work of the district over the span of five years. As we continue to learn and grow as a district, our strategies to achieve our goal and objectives will evolve to fit changing circumstances and new evidence. While this list is not exhaustive, the strategies below outline the most significant adaptations to our district strategies for the 2021-22 school year:

a) **Engaging in an Equity Scan**

What is an Equity Scan? The Equity in Action Project is an effort to address systemic barriers to Indigenous student achievement. It involves a review of practices and policies that may be creating obstacles for Indigenous learners in our school district.

Why does it matter? Our achievement results show that there is a critical disparity in outcomes for Indigenous learners in our district. With our belief that all students can learn, and our commitments to equity and success for all learners, as a district we must engage in a process of identifying and addressing any systemic barriers that exist for Indigenous learners. We also know that effective practices and strategies for Indigenous students will have positive impacts for all learners.

b) **Renewing the district's Enhancement Agreement with Indigenous rights holders.**

What is the Enhancement Agreement? An Indigenous Education Enhancement Agreement (EA) is a working agreement between the school district and local Indigenous rights holders to enhance the learning and achievement of Indigenous students.

Why does it matter? The EA confirms a collaborative partnership and shared decision-making to meet the needs of Indigenous learners. The EA is designed to continuously improve outcomes for Indigenous learners, including an emphasis on the importance of Indigenous language and culture for student success. The collaborative relationship of the EA provides Indigenous rights holders and the school district greater autonomy to find solutions that work in our local context.

c) **Implementation of a district-wide Common Assessment Framework**

What is the Common Assessment Framework? The common assessment framework is a set of formative assessment tools that will be implemented across the district in the areas of reading, writing, and numeracy.

Why does it matter? Implementation of the common assessment framework will give teachers quality formative assessment tools that can be used to monitor student learning and to guide instruction and target interventions for those that need additional support. The common assessment framework will provide a common language across the district for student learning, which will support the work of the district's collaborative learning teams.

d) **Providing common time and support for district-wide collaborative learning teams.**

What are collaborative learning teams? Collaborative learning teams are groups of educators who meet regularly to examine evidence of student learning and plan instruction based on that evidence. The district has created common collaborative time and staffed first-call TTOC positions in each school to allow educators to meet with colleagues across the district, as well as providing facilitators for collaborative learning teams to help guide the work.

Why does it matter? Meeting the diverse needs of all students is a complex challenge and complex challenges require collaboration among professionals. By focusing on key questions of what we want students to learn, how we know if they've learned it, and how we respond to those who have or haven't learned it, collaborative learning teams work together to tackle complex challenges of ensuring that all students are learning.

e) **Creating additional district learning support positions to support teachers in better meeting the needs of their students.**

What are the new district learning support positions? The district has created an Indigenous Learning Support Teacher and a district principal responsible for literacy development.

Why do they matter? Building on the successes we have seen through the creation of the district's Literacy Support Teacher, these new positions will expand the amount of support available to teachers and school teams to support students needs. In literacy, our previous focus on primary literacy development will be expanded to provide additional support in the intermediate and secondary years. The Indigenous Learning Support Teacher will provide support to teachers and schools in making classrooms and curriculum more culturally responsive to better meet the needs of Indigenous learners.

f) **Engaging schools in quarterly student learning reviews.**

What is a student learning review? School leadership will meet with district support teams four times per year to review evidence of student learning and adjust interventions as warranted.

Why do they matter? Evidence of student learning is a powerful tool to inform practice and ensure that supports and interventions are targeted where they are needed most. Regular reviews of student learning allow schools to monitor the effectiveness of our interventions and make adjustments as necessary in order to better support learners needs; these reviews also allow the district to be responsive to school needs and adjust supports provided to schools in a timely fashion.

Review of Strategies from 2020-21 School Year

Focus 1: Building a strong foundation of literacy

Objective 1.1:

- Professional learning in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- 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
- Provide schools and classrooms with authentic Indigenous texts

Strategies 1.2:

- Development of 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 all with a focus on building communication skills.
- 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)

Review of 2020-21 Focus 1 Strategies:

The ongoing coaching and capacity building amongst primary teachers has been positive and appears to be contributing to increased achievement (based on steady increases in the rate of students achieving proficiency on FSA Reading 4). The adoption and implementation of the Early Reading Profile and the design of the Common Assessment Framework provide a solid foundation of formative assessments necessary to move student learning forward. A design for individual student learning plans was co-constructed with Nuu-chah-nulth Tribal Council and the FNELC; implementation of the plans to take place in the upcoming school year.

New and Adapted Focus 1 Strategies for 2021-22:

The addition of the district-based principal to support literacy allows us to significantly increase the amount of support for elementary teachers, increasing support in the intermediate and secondary years. The implementation of the common assessment framework, along with the focused work of our collaborative learning teams, will be guided by our district literacy specialist team. Collaborative cross-school learning teams will be supported in using evidence of student learning to guide instruction and target interventions. The district Indigenous Learning Support Teacher will assist teachers and school teams in creating more culturally responsive classrooms, curriculum, and pedagogy. School based teams will receive support to build capacity to design, select, implement, and monitor targeted interventions for students requiring additional support.

Focus Area 2: Student engagement and connection to school

Strategies 2.1:

- Professional learning 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 barriers
- Engage local knowledge keepers in development of calendar of local culturally relevant learning opportunities
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with local First Nations

Strategies 2.2:

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

Review of 2020-21 Focus 2 Strategies:

The design of Individual Pathways plans was undertaken in collaboration with Nuu-chah-nulth Tribal Council and the FNELC. Examples of co-construction of curriculum with Indigenous rights holders were found in different areas of the district. Schools reviewed and revitalized their attendance protocols, with increased monitoring and communication regarding student absenteeism; however, the impact of the Covid-19 pandemic certainly affected attendance, and curtailed the plans for parent-community education sessions.

New and Adapted Focus 2 Strategies for 2021-22:

The addition of the Indigenous Learning Support Teacher position will be a significant asset to drive the Pathways work forward, including the implementation of individual student learning plans, and more widespread engagement with Indigenous knowledge-keepers. Previously planned parent and community education sessions regarding the importance of regular attendance will proceed and will be integrated with both the Equity Scan and the development of the district's third Enhancement Agreement. The appointment of staff champions for children and youth in care will help increase their sense of belonging in school.

Focus Area 3: Equipping learners for success

Strategies 3.1:

- 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

Strategies 3.2:

- 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
- Partner with community to explore development of Nuu-chah-nulth language immersion programs

Strategies 3.3:

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

Review of 2020-21 Focus 3 Strategies:

Teacher, principal, and support staff participation in the ILRP program was impressive, as staff learned more about themselves and the local Indigenous communities in which we work. Unfortunately, many of the student visits and in-person connections to post-secondary institutions had to be postponed due to the Covid-19 pandemic. The professional learning series for intermediate and secondary teachers, focused on building a love of reading was launched; this work will continue with a greater focus on assessment in the new school year. The formal partnership agreement between NTC, VIU and SD84 is now signed. Training for the Mental Health in Schools curriculum has taken place, and the curriculum is in use in some classrooms.

New and Adapted Focus 3 Strategies for 2021-22:

The addition of an administrator responsible for work experience, post-secondary transitions, and capstone projects will provide dedicated time to support secondary students' post-secondary and career readiness. The partnership with VIU and NTC to provide the ILRP 100 and EDUC 450 courses for teachers will continue, and is being expanded to include joint planning to use the lessons learned in these initial course offerings to further decolonize both the public and post-secondary education systems.

**Vancouver Island West School District #84
Framework for Enhancing Student Learning Report**

Approved by a motion of the Board of Education for S.D. #84 on **<insert date>**.

Link to SD84 Strategic Plan: <http://www.sd84.bc.ca/about-sd84/strategic-plan>

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.

District Context

Vancouver Island West School District 84 is composed of five small schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, and a district Continuing Education program. We are a rural, remote district with a student population of approximately 300 students, two-thirds of whom identify as Indigenous.

The district has seen a significant decline in student population at the end of the 2020-21 school year, as our Nisaika Kumtuks elementary program and Tsawalk alternate program have transitioned to School District 68. As a result of this transition, SD84 no longer has any students enrolled in alternate programs (which previously accounted for about 15% of our student population overall, and more than 30% of our student population in the graduation program years). This shift in demographics is expected to have a noticeable impact on district learning data and graduation rates in coming years.

Strategic Planning Process

School District 84 Vancouver Island West has just completed year one of a five-year cycle in our [strategic plan](#). Our process for strategic planning reflects the Board's commitments to work in partnership with stakeholders, communities, and Indigenous rights holders in a process of continuous improvement. Our focus in year one has been the development of the [strategic plan](#) and implementation of initial strategies to address our identified needs.

[S.D.84's strategic plan](#) has evolved from our previous Education Plan to ensure that the district's strategic plan is in alignment with the [Ministry of Education's Service Plan](#) and the requirements of the [Framework for Enhancing Student Learning](#) policy. Goals for the strategic plan were determined in consultation with education partners and Indigenous rights holders through an examination of district and school achievement data. Existing school plans underwent review and revision to ensure they were focused on student learning data and that there is alignment between school plans and the district strategic plan.

School District 84's Cycle for Continuous Improvement:

School District 84's strategic plan sets ambitious targets for student learning, with a focus on closing the equity gap between Indigenous learners and their non-Indigenous peers. The plan aligns closely with the district's Enhancement Agreement and Local Education Agreement, with many goals and strategies overlapping between documents. Goals are set through ongoing consultation with Indigenous rightsholders and district stakeholders around evidence of student learning.

School Plans are developed and revised each year – these plans both inform, and are informed by, the district's strategic plan. School plans are submitted to the Board of Education each spring for approval. Operational budgets, Human Resources, and facilities plans are developed in alignment with the strategic plan, providing both the human resources and operational budgets necessary to carry out the strategies outlined in the strategic plan to improve equity. Throughout the school year, the district provides support to build the capacity within each of our schools to support both district and school goals. Ongoing monitoring of the effectiveness of the district and school plans, through both regular informal and quarterly school learning reviews, ensure that progress is being made and allows for strategies to be adjusted as necessary. At the end of each school year, the district engages in a review of results and a formal reporting-out process. The Framework for Enhancing Student Learning report to the Minister (this report) is submitted and made available to the public, and a meeting to report results is held with Indigenous rightsholders through the First Nations Education Liason Committee. Results of provincial and local assessment and learning data are analyzed, existing strategies are adjusted, and new strategies are implemented in light of new evidence.

Results Reporting

As we examine student learning and achievement results from both provincial and local assessments, it is important to keep in mind the very small population of each cohort. With fewer than 25 students at any grade level, results from year to year can show significant swings (as each individual student can affect the aggregated results significantly). Given our small cohort sizes, multi-year trends in the data are often more significant than individual yearly numbers.

Our analysis of student learning results references both publicly available unmasked data (see Appendix 1), as well as masked results made available by the Ministry of Education to the district. The masked results are not able to be published publicly in order to protect student privacy due to the small number of students involved in the data sets. The analysis will examine the data for equity gaps, looking for areas where there is a difference in results for identified populations (Indigenous students, Indigenous students living off reserve, Indigenous students living on reserve, students with disabilities or diverse abilities, and children and youth in care). Student population numbers for identified populations are often very small, and as a result should be interpreted with caution.

This section of the report presents an analysis of our results with brief commentary. More detailed analysis of the trends in the data, as well as our strategies for improvement, follow this section.

Reading Results:

The primary goal identified in SD84's strategic plan is building a strong foundation of literacy for all students. Learners require a solid foundation of literacy to achieve success in school and beyond.

Overall, students in SD84 are not achieving at provincial average on provincial measures of reading (see pages 2-4 of Appendix 1). While SD84 is still striving to reach provincial averages, our reading results do show a steady increase in the percentage of Indigenous and non-Indigenous students

achieving proficiency on the FSA 4 Reading assessment (year over year increases from 2016-17 to 2019-20). The district has invested in primary literacy supports in that time period, including the addition of a literacy support teacher position and ongoing collaborative professional learning groups for primary teachers, and that investment appears to have had an overall positive impact on student literacy in the primary grades.

Provincial FSA 4 Reading results show that in 2019-20 there was an equity gap in on-track/extending rates between Indigenous and non-Indigenous students (-21%). An analysis of masked data shows that there is a significant equity gap between Indigenous students living on reserve and non-Indigenous students (-60%), while Indigenous students living off reserve achieved at a higher rate than non-Indigenous peers (+25%). Students with disabilities and diverse abilities achieved at a higher rate than non-disabled peers (+9%). There were no results for children and youth in care in 2019-20.

At the grade 7 level there is a more significant discrepancy in Reading achievement between students in SD84 and their provincial peers. There is no trend of improving results in grade 7, and the gap between students in SD84 and their peers across the province is very significant; the significant achievement discrepancy is also visible on the grade 10 literacy assessment. For older students, an analysis of the masked data for FSA Reading 7 and the Literacy 10 graduation assessment identifies significant equity gaps in the on-track/extending rates between Indigenous and non-Indigenous students (-38% in grade 7, -41% in grade 10), Indigenous students living on-reserve and non-Indigenous students (-38% in grade 7, -13% in grade 10), and Indigenous student living off reserve and non-Indigenous students (-38% in grade 7, -49% in grade 10). There are also significant equity gaps on FSA Reading 7 between students with disabilities and diverse abilities and non-disabled students (-27% in grade 7, -57% in grade 10) and between children and youth in care (CYIC) and non-CYIC students (-20% in grade 7, -50% in grade 10).

The evidence shows us that we have much work to do to meet our target of building a strong foundation of literacy for all learners. It is evident in the data that while equity gaps for identified populations are small and shrinking in the early elementary years, the gaps become significant by middle years and secondary. While we have made progress in the early grades, increased support must be targeted to ensure that students in intermediate and middle years, particularly students from identified populations, are provided the necessary supports to be successful readers and independent learners.

Numeracy Results:

Provincial numeracy assessment data (see pages 5-7 in Appendix 1) shows that student in School District 84 are not achieving at the same level as students across the province. The discrepancy in achievement grows larger between grades four and seven, as only about a quarter of students are “on track” or better on the FSA Numeracy 7 compared to approximately 50% of students “on track” or better on FSA Numeracy 4.

Provincial FSA 4 Numeracy results show that in 2019-20 there was little equity gap in on-track/extending rates for most identified student populations. Indigenous students on-track/extending rates were somewhat higher than non-Indigenous students (+14%); Indigenous students living off reserve had on-track/extending rates significantly higher than non-Indigenous students (+44%). There was a slight equity gap between Indigenous students living on reserve and non-Indigenous students (-13%). Students with disabilities or diverse abilities had higher on-track/extending rates than non-disabled students (+21%). There were no results for children and youth in care in 2019-20.

On FSA Numeracy 7, an analysis of the 2019-20 masked data identifies an equity gap in the on-track/extending rates between Indigenous and non-Indigenous students (-11%), and between Indigenous student living on reserve and non-Indigenous students (-25%). Indigenous students living off reserve had higher on-track/extending rates than non-Indigenous students (+25%). There are also significant equity gaps on FSA Numeracy 7 between students with disabilities and diverse abilities and non-disabled students (-27%) and between children and youth in care (CYIC) and non-CYIC students (-21%).

Grade to Grade Transition:

Grade to grade transition results (see pages 8-9 of Appendix 1) show a rapid decline in the percentage of students successfully transitioning from grade 10 to grade 11, and from grade 11 to grade 12 between the 2018-19 and 2019-20 school years. SD84's strategic plan addresses grade to grade transition through its objectives targeting school engagement, connectedness, and preparation for the future.

An analysis of the masked grade 10 transition rates for 2019-20 reveals equity gaps for all identified populations. In comparison to non-Indigenous students, Indigenous students had lower transition rates (29%), as did Indigenous students living on reserve (17%) and Indigenous students living off reserve (41%). Students with disabilities and diverse abilities had lower transition rates than non-disabled peers (14%) and children and youth in care had lower transition rates than non-CYIC (20%). Similarly, an analysis of the masked grade 11 transition rates for 2019-20 reveals equity gaps for most identified populations. Students with disabilities and diverse abilities had higher rates of successful transition (+27%). Indigenous students had lower transition rates (28%), as did Indigenous students living on reserve (19%) and Indigenous students living off reserve (44%). Children and youth in care had significantly lower transition rates than non-CYIC (66%).

It is expected that almost all students would successfully transition from grade to grade; such a marked difference from expectations indicates that further investigation is required. In examining internal grade to grade transition results, it is clear that the sharp decline is a result of students enrolled in alternate programs not successfully transitioning in the 2019-20 school year, the vast majority of students who did not successfully transition from grade to grade were registered as alternate students.

Students feeling safe, welcome, sense of belonging, and presence of caring adults:

In most measures of student's feelings of safety and belonging in school (see pages 10-13 in Appendix 1), students in School District 84 are slightly less likely to report feeling safe, feeling welcome, feeling like they belong, and feeling that adults care about them than the average for students across the province. We have seen a gradual decline in the percentage of students who feel welcome and who feel they belong in school.

An analysis of masked Student Learning Survey data from 2019-20 reveals a significant equity gap for children and youth in care. The rates of positive responses from children and youth in care were lower than positive response rates for non-CYIC when asked if they feel welcome at school (-17%); children and youth in care were significantly less likely to report feeling that they belong at school (-40%) and identify two or more adults who care about them at school (-64%) than non-CYIC students. There is no apparent equity gap on the masked Student Learning Survey data for Indigenous students, including both Indigenous students living on reserve and Indigenous students living off reserve. Rates of positive response to the question of schools feeling welcome show that Indigenous students (+5%),

Indigenous students living off reserve (0%), and Indigenous students living on reserve (+10%) had higher positive response rates than non-Indigenous students. Similarly, on the question of school belonging, Indigenous students had a higher positive response rate (+5%) than non-Indigenous students (note: no data is available for Indigenous students living off reserve or Indigenous students living on reserve). Finally, Indigenous students (+9%), Indigenous students living off reserve (+9%), and Indigenous students living on reserve (+9%) all had more positive response rates to the question asking if adults care about them at school than non-Indigenous students.

There is also no apparent equity gap in positive response rates on the Student Learning Survey for students with disabilities or diverse abilities. Students with disabilities or diverse abilities had higher positive response rates than students without disabilities on the questions of school feeling welcome (+5%), feeling that they belong at school (+1%), and feeling that adults at school care about them (+8%).

One of the key strategies in the district's strategic plan to address student's feelings of safety, belonging, and connection to caring adults has been building the capacity of our staff as trauma-informed practitioners. Moving forward, the assignment of a staff champion and advocate for every child and youth in care will help close the equity gap apparent in our results (see Trends and Strategies sections below).

Graduation

Five-year completion rates (see page 14 in Appendix 1) in School District 84 are an area of significant concern, and School District 84 has identified increasing Indigenous graduation rates as an important objective in our strategic plan. An analysis of the five-year completion rate for 2019-20 reveals a significant equity gap for all identified populations. Five-year completion rates for Indigenous students (-33%), Indigenous students living off reserve (-57%), and Indigenous students living on reserve (-17%) were all lower than completion rates for non-Indigenous students. Similarly, students with disabilities or diverse abilities were significantly less likely (-31%) than their peers to graduate after five years, and children and youth in care were significantly less likely (-29%) to graduate than non-CYIC students.

While five-year graduation rates have been very low, a number of students in School District 84 are able to graduate successfully with additional time. Six-year and seven-year graduation rates demonstrate that a number of students in SD84 are able to successfully complete a Dogwood diploma with additional time – for example, the seven-year graduation rate for the 2018-19 cohort increases from 30% to 52% between year five and year seven. While there is still much work to do to increase graduation rates in SD84, the longer-term graduation measures demonstrate that continued support and encouragement to graduate after five years can pay dividends.

The district strategic plan targets increased graduation rates for Indigenous students as an important objective. A significant strategy to be introduced in the 2021-22 school year includes district participation in an Equity Scan, a process designed to identify systemic barriers to equitable student success, as well as the renewal of the Aboriginal Enhancement Agreement. Our target is to increase graduation rates so that Indigenous students in SD84 successfully graduate within five years at the same rate as all students in the province.

Transition to Post-Secondary Institutions:

While the number of students who immediately transition from graduation to post-secondary institutions in BC is masked, the number of students who transition to BC post-secondary institutions

within three years of graduation is on par with provincial averages (see pages 15-16 in Appendix 1). Though post-secondary transition rates for SD84 graduates are at provincial average, the district has identified post-secondary and career readiness as a key objective in the strategic plan. Local data in this area points to a need for improvement, as less than half of students in grades 10-12 report feeling prepared for post-secondary education and careers.

An analysis of masked data for immediate post-secondary transition for the 2018-19 graduation cohort reveals an equity gap for students with disabilities or diverse abilities. Students with disabilities or diverse abilities had a lower immediate transition rate to BC post-secondary institutions than non-disabled students (-27%). Other identified populations did not have an equity gap in immediate post-secondary transitions. Indigenous students (+7%) and Indigenous students living on reserve (+7%) had higher immediate post-secondary transition rates than non-Indigenous students (note: data is unavailable for Indigenous students living off reserve). Children and youth in care also had a higher immediate post-secondary transition rate (+50%) than non-CYIC students.

An analysis of masked data for three-year post-secondary transition rates for the 2016-17 graduation cohort reveals some equity gaps. Students with disabilities or diverse abilities had a significantly lower transition rate (-63%) than students without disabilities. Indigenous students living on reserve had a lower transition rate (-17%) than non-Indigenous students. Indigenous students living off reserve had a higher transition rate (+50%) than non-Indigenous students, while Indigenous students overall had an even transition rate (0%) compared to non-Indigenous peers.

Strategies from the strategic plan that address post-secondary and career readiness include tripartite partnerships between School District 84, Nuu-chah-nulth Tribal Council, and Vancouver Island University, as well as planned opportunities to connect secondary students to local post-secondary institutions, such as the Haahuupa camp. Moving forward, our updated strategies include the appointment of an administrator to oversee capstone projects, work experience, and post-secondary transitions, as well as the resumption of previously planned opportunities.

Trends and Analysis of Provincial and Local Data

This section of the report will outline larger trends uncovered through an examination of unmasked provincial results, masked provincial results, and local data. Significant trends are described, along with current strategies in place for improvement and new and adapted strategies for 2021-22.

Trend #1: There are equity gaps in achievement for Indigenous learners (those living both on and off reserve), students with disabilities and diverse abilities, and children and youth in care in School District 84. The equity gaps are less apparent in grade 4, but become readily apparent by grade 7, grade 10, and graduation and transitions.

Evidence to support the trend: While reading and numeracy results at the grade 4 level show little disparity in achievement for identified populations, a significant equity gap exists for all identified populations on learning measures in grade 7, grade 10, grade to grade transition, school completion and post-secondary transitions.

Local Context: The district's strategic plan has been designed with a focus on equity, with a strong focus on Indigenous student success and closing the equity gaps that are evident in our district. School District 84 has been working with Indigenous rights holders to increase success rates for Indigenous students and decolonize our education system through the Enhancement Agreement.

Current strategies from the strategic plan that address this trend:

- Implementation of Pathways program and personalized learning plans
- Partnering with Nuu-chah-nulth Tribal Council and Vancouver Island University to provide co-constructed and co-instructed Nuu-chah-nulth cultural history courses for teachers and support staff
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with First Nations communities

Updated strategies for 2021-22 based on our results:

- Participation in Equity Scan project beginning in 2021-22
- Creation of District Indigenous Learning Support Teacher position
- Curriculum Implementation Day focused on decolonizing education
- Building the capacity of school-based teams to design, select, implement, and monitor targeted interventions for learners requiring extra support

Trend #2: School District 84 is making progress towards the goal of ensuring that all students built a solid foundation of literacy by the end of grade three; much more work is needed to support literacy development in intermediate and secondary grades.

Evidence to support the trend: Provincial assessments (FSA Grade 4 Reading) show a steadily increasing percentage of students achieving proficiency in reading over multiple years, with both Indigenous and non-Indigenous students nearing provincial averages. Success on FSA 4 Reading indicates that more students are leaving the primary grades equipped as proficient readers. However, success rates on FSA Reading 7 and the graduation literacy assessment are poor.

Local Context: The steady increase in students achieving proficiency in reading on the grade 4 FSA appears to coincide with the district's creation of a District Literacy Support Teacher position. The District Literacy Support Teacher works with primary classroom teachers across the district to promote evidence-based practices in primary reading including the adoption of the district's Early Reading Profile, a district-wide assessment tool used to screen for reading difficulties. Given the increasing equity gap in later years (see Trend #1), the district will provide increased support for intermediate and secondary years, built upon our successful model for primary support.

Current strategies from the strategic plan that address this trend:

- Creation of District Literacy Support Teacher position
- Ongoing collaborative professional inquiry group for primary teachers
- Adoption of district-wide Early Reading Profile assessment tool
- Investment in classroom libraries

Updated strategies for 2021-22 based on our results:

- Creation of District Principal position to support building teacher capacity in intermediate and secondary grades
- Coordinated district learning support team (district principal, literacy support teacher, Indigenous learning support teacher) to assist teachers in creating culturally responsive literacy instruction
- Adoption and implementation of common assessment framework
- Creation of common collaborative time to allow regular, ongoing collaborative learning communities district-wide

Trend #3: *A significant number of students have very high rates of absenteeism, negatively impacting students learning and achievement.*

Evidence to support the trend: Local attendance data indicates that significant numbers of students have very high rates of absenteeism (defined as missing more than 20% of school days in a year). Absentee rates are somewhat higher for Indigenous students than non-Indigenous students. Data provided by the Ministry indicates that students with very high absentee rates in SD84 are twice as likely to not achieve proficiency on FSA 4 and 7, indicating that absence of school has a negative effect on learning.

Local Context: The remote rural geography of our district creates some barriers for attendance, as families have to travel to other communities, often hours at a time, for basic services and amenities. The increased rate of high absenteeism amongst Indigenous students compared to non-Indigenous peers indicates that cultural incongruity may be a factor in school absenteeism.

Current strategies from the strategic plan that address this trend:

- Daily monitoring of student attendance and follow-up on all absences
- Attendance intervention plans developed at each school
- Continued adoption of 9-day fortnight schedule to allow opportunities to travel without missing school

Updated strategies for 2021-22 based on our results:

- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance
- Creation of District Indigenous Learning Support Teacher position to assist teachers in supporting Indigenous student engagement by making classrooms and curriculum more culturally responsive
- Equity Scan to examine current and proposed practices for cultural bias

Trend #4: *Five-year graduation rates for all students, and particularly Indigenous students, are low. Some students who do not graduate within five years can successfully graduate with additional time.*

Evidence to support this trend: Five-year graduation rates for all students in SD84 and especially Indigenous students, are below provincial averages. While six, seven, and eight-year graduation rates remain below provincial averages, results in SD84 get closer to parity with the province for longer-term graduation rates.

Local Context: Graduation rates can be seen as the culmination of many of the challenges previously identified in this report. Students with lower literacy levels, and who miss significant amounts of school (nearly a third of students in SD84 will have missed two full year's worth of school days by the time they reach grade 10) are significantly more likely to be at-risk for non-graduation. The inequity in graduation rates between Indigenous and non-Indigenous students in SD84 also highlights the need for more culturally responsive instruction.

Current strategies from the strategic plan that address this trend:

- Providing longer-term graduation options for students who require extra time
- Regular outreach and follow-up by school principals with students who have disengaged from school
- Increased focus on attendance policies and procedures
- Haahuupa camp to encourage graduation and post-secondary transitions

Updated strategies for 2021-22 based on our results:

- VIU mentorship partnerships
- Creation of district position responsible for capstone projects, graduation and transitions
- Creation of district Indigenous Learning Support Teacher position to assist teachers in making classrooms and curriculum more culturally responsive
- Equity Scan to examine current and proposed practices for cultural bias

Trend #5: *Most students report feeling safe and welcome in our schools, and that two or more adults care for them at school; however, this is not the case for children and youth in care.*

Evidence to Support the Trend: Provincial satisfaction survey results show that most students feel safe, feel welcome, and can identify two or more adults at school who care about them. Masked data indicates that Indigenous students are somewhat less likely to respond positively to these questions, and children and youth in care have significantly lower positive responses.

Local Context: The district has invested time and resources into creating more safe, welcoming, and caring schools in recent years. Our ongoing professional learning series focusing on trauma-informed practice has been one critical component of this work. While our results are similar to provincial averages, we want to see all of our students reporting that they feel safe, they feel welcome, that they belong at school, and can name two or more adults who care about them at school. Believing that positive, caring relationships create the feelings of student safety and belonging that are critical to learning, our strategic plan sets a target of 90% of students responding positively to these questions.

Current strategies from the strategic plan that address this trend:

- Ongoing professional capacity building in trauma informed practice
- Implementation of Mental Health in Schools curriculum
- Supporting work of district SOGI committee

Updated strategies for 2021-22 based on our results:

- Assigning staff champion for each child or youth in care
- Equity Scan to examine current and proposed practices for cultural bias

Adaptation of the strategic plan for 2021-22:

The strategic plan sets the focus and direction of the work of the district over the span of five years. As we continue to learn and grow as a district, our strategies to achieve our goal and objectives will evolve to fit changing circumstances and new evidence. While this list is not exhaustive, the strategies below outline the most significant adaptations to our district strategies for the 2021-22 school year; these strategies connect to multiple trends outlined above and are intended to address multiple areas for improvement.

a) Engaging in an Equity Scan

What is an Equity Scan? The Equity in Action Project is an effort to address systemic barriers to Indigenous student achievement. It involves a review of practices and policies that may be creating obstacles for Indigenous learners in our school district.

Why does it matter? Our achievement results show that there is a critical disparity in outcomes for Indigenous learners in our district. With our belief that all students can learn, and our commitments to equity and success for all learners, as a district we must engage in a process of identifying and addressing any systemic barriers that exist for Indigenous learners.

b) Renewing the district's Enhancement Agreement with Indigenous rights holders.

What is the Enhancement Agreement? An Indigenous Education Enhancement Agreement (EA) is a working agreement between the school district and local Indigenous rights holders to enhance the learning and achievement of Indigenous students.

Why does it matter? The EA confirms a collaborative partnership and shared decision-making to meet the needs of Indigenous learners. The EA is designed to continuously improve outcomes for Indigenous learners, including an emphasis on the importance of Indigenous language and culture for student success. The collaborative relationship of the EA provides Indigenous rights holders and the school district greater autonomy to find solutions that work in our local context.

c) Implementation of a district-wide Common Assessment Framework

What is the Common Assessment Framework? The common assessment framework is a set of formative assessment tools that will be implemented across the district in the areas of reading, writing, and numeracy.

Why does it matter? Implementation of the common assessment framework will give teachers quality formative assessment tools that can be used to monitor student learning and to guide instruction and target interventions for those that need additional support. The common assessment framework will provide a common language across the district for student learning, which will support the work of the district's collaborative learning teams.

d) Providing common time and support for district-wide collaborative learning teams.

What are collaborative learning teams? Collaborative learning teams are groups of educators who meet regularly to examine evidence of student learning and plan instruction based on that evidence. The district has created common collaborative time and staffed first-call TLOC positions in each school to allow educators to meet with colleagues across the district, as well as providing facilitators for collaborative learning teams to help guide the work.

Why does it matter? Meeting the diverse needs of all students is a complex challenge and complex challenges require collaboration between professionals. By focusing on key questions of what we want students to learn, how we know if they've learned it, and how we respond to those who have or haven't learned it, collaborative learning teams work together to tackle complex challenges of ensuring that all students are learning.

e) Creating additional district learning support positions to support teachers in better meeting the needs of their students.

What are the new district learning support positions? The district has created an Indigenous Learning Support Teacher and a district principal responsible for literacy development.

Why do they matter? Building on the successes we have seen through the creation of the district's Literacy Support Teacher, these new positions will expand the amount of support available to teachers and school teams to support students needs. In literacy, our previous focus on primary literacy development will be expanded to provide additional support in the intermediate and secondary years. The Indigenous Learning Support Teacher will provide support to teachers and schools in making classrooms and curriculum more culturally responsive to better meet the needs of Indigenous learners.

**CAPITAL BYLAW NO. 2021/22-CPSD84-01
CAPITAL PLAN 2021/22**

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 2021/22 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 May 11, 2021, is hereby adopted.
- 2. This Capital Bylaw may be cited as Vancouver Island West Capital Bylaw No. 2021/22-CPSD84-01.

READ A FIRST TIME THE 13th DAY OF September 2021;

READ A SECOND TIME THE 13th DAY OF September 2021;

READ A THIRD TIME AND PASSED THE 13th DAY OF September 2021.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original Vancouver Island West Capital Bylaw No. 2021/22-CPSD84-01 adopted by the Board the 13th day of September 2021.

Secretary-Treasurer



May 11, 2021

Ref: 246842

To: Secretary-Treasurer and Superintendent
School District No. 84 (Vancouver Island West)

Capital Plan Bylaw No. 2021/22-CPSD84-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This letter is in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope

Ministry of
Education

Capital Management Branch
Resource Management Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kyuquot Elementary Secondary	SEP - Exterior Wall Systems	\$605,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Kyuquot Elementary Secondary	CNCP - Electrical Upgrades	\$150,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Zeballos Elem-Secondary	CNCP – Electrical Upgrades	\$100,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Captain Meares Elem-Secondary	CNCP - Energy Systems Upgrade	\$450,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Ray Watkins Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:

- **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
- **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**

Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director
Capital Management Branch

pc: Capital Management Branch
Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Damien Crowell, Regional Director, Capital Management Branch
Alexander Angus, Planning Officer, Capital Management Branch
Geoff Croshaw, Planning Officer, Capital Management Branch

**CAPITAL BYLAW NO. SD84-MCS22/23
CAPITAL PLAN 2022/2023 – Major Capital Submission**

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 2022/23 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 July 30,2023, is hereby adopted.
- 2. This Capital Bylaw may be cited as Vancouver Island West Capital Bylaw No. MCS22/23.

READ A FIRST TIME THE 13th DAY OF September 2021;
READ A SECOND TIME THE 13th DAY OF September 2021;
READ A THIRD TIME, PASSED THE 13th DAY OF September 2021.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original Vancouver Island West Capital Bylaw No. MCS22/23 adopted by the Board the 13th day of September 2021.

Secretary-Treasurer

