



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

OCTOBER 12, 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 September 13, 2021
 - b. Special Meeting of September 22, 2021
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Actions for Learning Report– Monique Comeau and Daisy Hanson
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETINGS**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. Vancouver Island School Trustees' Association Conference and Business Meeting
 - c. Working Relations Committee Meeting
 - d. Enhancement Agreement/Local Education Agreement Meeting
9. **UNFINISHED BUSINESS**
 - a. COVID Update
 - b. Community Consultations – October 18 and 26
10. **NEW BUSINESS**
 - a. Local Teacher Education Program
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
 - a. District Update – Curriculum Implementation Day
 - b. Enrollment Report
 - c. Finance Warrants
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. November 8, 2021, 4 pm - Zoom
15. **ADJOURNMENT**

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



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, SEPTEMBER 13, 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
Natalie Lowe, Accountant
Three Staff Members

CALL TO ORDER:

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

APPROVAL OF AGENDA:

2021:R-038 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2021:R-039 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of June 14, 2021."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

- a. **Honouring Retiree Kathleen Keil, Special Needs Education Assistant 1, Ray Watkins Elementary School**
Postponed.

CORRESPONDENCE:

- Chair, SD28 (Quesnel)
- SD46 (Sunshine Coast)
- Deputy Minister of Education
- Chair, SD5 (Southeast Kootenay)
- SD33 (Chilliwack)
- Chair, SD5 (Southeast Kootenay)
- BCSTA
- BCSTA
- BCSTA
- Copy of Letter to BC School Trustees Association CEO, Expressing Congratulations on Retirement and Appreciation for Work as BCSTA CEO
- News Release: SD46 Board of Education Appoints Kate Kerr as Superintendent of Schools
- Copy of Letter to BCSTA President re Framework for Enhancing Student Learning
- Copy of Letter to Interior Health Authority, Alpine Childcare Solutions, Elkford Child Care Centre, and Elkford Child Development Society re Support for Child Care Needs in Elkford
- Media Release: Chilliwack SD33 Appoints New Superintendent
- Copy of Letter to Minister of Education re Taxpayer Funding of Private/Independent Schools in BC
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: Volunteer - FESL Review Process; PC Motion Deadline; Legal Bulletin – Ministry Policy Changes; NSBA Equity Symposiums; Boards at Work – Speaking up for Salmon
- BCSTA Headlines: Daily News for School Trustees

- Canadian School Boards Association (CSBA)
- BCSTA
- Zeballos School
- Chair, SD43 (Coquitlam)
- Minister of Education
- CSBA
- Alberta School Boards Association (ASBA)
- BCSTA
- BC Principals' & Vice-Principals' Association
- BCSTA
- Daniel Kornylo
- BC Ombudsperson
- BCSTA
- BCSTA
- Vancouver Island School Trustees' Association
- BCSTA President
- Minister of Children and Family Development (MCFD)
- BCSTA
- BCSTA
- BCSTA
- Minister of Education
- BCSTA
- CSBA
- BCSTA
- Board, SD84
- BCSTA
- BCSTA
- BCSTA
- Copy of Letter to New Brunswick's Premier and Minister of Department of Education and Early Childhood Development, to Engage with Educational Leaders and Experts and Examine Evidence Before Decisions re Structure of Public Education in New Brunswick
- BCSTA Weekly: COVID-19 Unlikely to Spread More in Schools; Indigenous Land-Based STEM Education; Indigenous Youth Mental Health; Census Resources; Letters
- End-of-the-Year Newsletter
- Trustee Blatherwick Appointed as Trustee Representative on BCSTA's Provincial Council
- Expressing Gratitude to Boards of Education in Extraordinary and Challenging Year
- Copy of Letter to Minister of Crown-Indigenous Relations and Northern Affairs Canada Calling on Increased Support and Attention to Recovering the Bodies of Indigenous Children Forced to Attend Residential Schools
- Copy of Letter to BCSTA President Sharing the ASBA 2019-2020 Annual Report: *Reflecting on Resilience*
- BCSTA Headlines: Daily News for School Trustees
- Media Release: BCPVPA Introduces 2021-2022 Board of Directors
- BCSTA Weekly: Strategic Plan Update; Trustee Knowledge Series – History; Accumulated Reserves in Public Education; CSBA Bulletin; BCPVPA Professional Learning; French Teacher Data Projects; Boards at Work – Clean Up Challenge in SD44; BC Motion Deadline; Letters & News
- Thank You to Board for Scholarships
- News from the BC Ombudsperson
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: President's Message; In Memory of Penny Tees; Trustee Knowledge Series – Language; K-12 Recovery Plan Legal Update; BCCPAC News; PC Motion Deadline; Publication Hiatus; Letters & News
- Notification of VIWTA Fall Conference and Business Meeting – October 2nd via Zoom
- Copy of Letter to BCEd Access Society re BCEdAccess Society AdvoCon Sponsorship
- Copy of Letter to BCSTA President re MCFD's Work on Several Initiatives that Address BCSTA AGM Motions
- BCSTA Update: Registration Open: Education Partner & Joint Partner Liaison Meetings
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: Registration Deadlines; BCSTA Legal Services; Canadian Healthy Schools Standards; BCCPAC Newsletter; Legacy Schools News; Copyright and Fair Dealing; TD Ready Challenge; BC Motion Deadline; Letters & News
- Copy of Letter to BCSTA President re Work Underway that Addresses BCSTA AGM Motions
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Chef du Bloc Quebecois and House of Commons re Calling Candidates to Address Issues Identified in CSBA Key Message Documents
- BCSTA Weekly: Seeking Trustee Input; BCCDC Resources; CSBA Federal Election Key Messages; Inclusive Education Film Series; Letters & News; Events; Reminders
- Letter to All School District 84 Employees
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: President's Message; Call for Quotes – Research on the Loss of Local Voice; Vaping Education Toolkit; Report on Indigenous Women and Girls; Mindfulness for Young People; Drug Education Resources; Quantum Computing Course Scholarships; Letters and News; Events; Reminders
- Request for Partner Liaison Meeting Registration

2021:R-040 MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETINGS:

Chairperson Fehr reported on the discussion of one land, one legal and one labour issue.

TRUSTEE REPORTS:

a. **School Reports**

Chairperson Fehr reported that she attended a very nice lunch at Gold River Secondary School on the first day of school, and everyone is 'getting into the swing of things' for the new school year.

UNFINISHED BUSINESS:

a. **Framework for Enhancing Student Learning: Strategic Plan and Report**

Mr. Stephen Larre, Director of Instruction, attended the meeting to present two documents to the Board for approval. The first document, "Strategic Plan 2020-2025: Framework for Enhancing Equity and Achievement" is a report required by the Ministry of Education from every BC district to report their multi-year plan for improving student achievement. School District 84's plan has been a work in process for over a year, to lay out the plans for the next five years. The work included consultations with each community and the Enhancement Agreement/Local Education Agreement (EA/LEA) Committee, as well as each school which provided information from data and assessments on how students are learning.

Comments and questions from the Board.

2021:R-041 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the Strategic Plan, 2020-2025: Framework for Enhancing Equity and Achievement, as presented."

The second document, "Framework for Enhancing Student Learning Report" requires Board approval, then will be posted on the District's website and submitted to the Ministry by September 29th. The Ministry lays out the criteria of what must be included in the report, and provides provincial data on reading results, FSA Grade 4 and 7, literacy and numeracy grade exams, etc., and whether or not students feel safe and welcome, if they have a sense of belonging, and if they can name two adults who care about them. The report includes information on five-year grad rates and students going on to post-secondary institutions in BC. For each of these measures, districts are required to report on trends over time, and what is happening for identified populations, how does it break down for Indigenous learners both on and off reserve, and for students with disabilities and students and youth in care. The introduction mirrors some of the Strategic Plan – and in the results reporting is a break-down of District results in reading and how various sub-populations did. It is important to note that, when looking at the breakdown of individual populations of students in School District 84, it is often based on very, very small number of students, yet it is important to find a way to report it without violating privacy. Also required is a section that outlines 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 2021-2022:

- Trend #1: There are equity gaps in achievement for Indigenous learners, both on and off reserve, students with disabilities and diverse abilities, and children and youth in care in School District 84.
- Trend #2: The District is making progress towards the goal of ensuring that all students built a solid foundation of literacy by the end of Grade 3.
- Trend #3: A significant number of students have very high rates of absenteeism, negatively impacting students' learning and achievement.
- 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.

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

The final section of the report includes adaptations taken from the Strategic Plan.

Comments and questions from the Board.

2021:R-042 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO accept the Framework for Enhancing Student Learning Report as presented."

b. COVID Update

The District continues to follow all of the COVID rules as directed by the Provincial Ministry of Health.

c. District Scholarship Recipients for 2020-2021

Congratulations to the following recipients:

- **Citizenship and Service Award** – Seth Eldridge, CMESS
- **Future Education Workers Award** – Aurora McLachlan, GRSS
- **Raj Jaswal Award** – Daniel Kornlyo, GRSS
- **Vocational and Technical Award** – Cameron Spies (GRSS), Allison Robinson (Tsawalk)
- **District/Authority Scholarship** – Jaxon Dakin (GRSS), Daniel Kornlyo (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)

NEW BUSINESS:

a. Audited Financial Statements for 2020-2021

The District's accountant, Ms. Natalie Lowe, reported that the auditors were not able to come to the District until last week when they completed the bulk of the work on site over three days. The auditors are now back at their offices and reviewing the statements that have been given on behalf of the Board, and the notes of the statements. A special Board meeting has been set for September 22, 2021, to approve the Audited Financial Statements for 2020-2021. The draft financial information was included in a Management Analysis, provided to the Board and, in summary, the District has done very well with about \$2.1 million dollars in surplus and approximately the same in capital as last year. Approximately half of the surplus has been put into restricted reserve to be drawn down in accordance to the budget plan submitted last Spring. The District is in a good financial position which will allow the Board to make solid decisions around implementing tools to enhance student learning, to bring equity into the District and to provide additional resources. The auditor will answer all questions at the special meeting on September 22nd.

Ms. Lowe stated that the District has great leadership who are very thoughtful of how they spend money. There is a good system in place and she is excited to see some of the funding spent to address the equity gap – a very exciting time for the District!

b. Truth and Reconciliation Day – September 30th

This is a new statutory holiday for one year in British Columbia, which will make September 29th the last school day of the month and the snapshot date for reporting numbers to the Ministry of Education for funding purposes. 'Orange Shirt Day' has now been set for September 29th and the schools have a number of activities planned for that day. The District's School Calendar needs to be changed in order to reflect the new statutory holiday and, normally, a change would require circulation before adoption but in this case, it is not necessary.

2021:R-043 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the School Calendar for 2021-2022, which includes the Truth and Reconciliation Day on September 30th, as presented."

c. **Capital Bylaw No. 2021/22-CPSD84-01**

- 2021:R-044** MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO give Vancouver Island West Capital Bylaw No. 2021/22-CPSD84-01 three readings in one."
- 2021:R-045** MOVED: Trustee Smith, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO adopt Vancouver Island West Capital Bylaw No, 2021/22-CPSD84-01 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."
- 2021:R-046** MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO give Vancouver Island West Capital Bylaw No. SD84-MCS22/23 three readings in one."
- 2021:R-047** MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO adopt Vancouver Island West Capital Bylaw No, SD84-MCS2/23 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."

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

The Superintendent/Secretary-Treasurer acknowledged the commitment and hard work of the summer custodial and maintenance staff who ensured that the facilities were clean and in good repair for the students' return. A special thank you to Deane Johnson, Director of Instruction and Operations Supervisor, for his leadership and for working all summer – which is hard when colleagues are relaxing by the lake. There were some projects still underway in terms of modulars at Kyuquot and teacherages in Zeballos, but moving along very well. The environment for students is as important as the curriculum, and it is good to acknowledge the people who work so hard so that everyone comes back to a facility that is clean and ready - which is very important for student learning.

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

It was good to see staff returning to school and excited about the new school year. A full week was spent with the Principals and Vice-Principals in August to focus on the important work around the framework, assessment and collaboration time at the schools. Principal Heather Goodall and Director of Instruction Stephen Larre did a great job of presenting and, out of the 30 hours spent on educational material, 25 of them were learning-focussed.

The District has a few projects still on the go – modulars out of Kyuquot and the new teacherages – and the biggest changes are around declining enrollment.

b. **Enrollment Report**

With the loss of the two Nanaimo Learning Centres, the District's enrollment is currently at approximately 280 students: about 80 students at Gold River Secondary, 100 at Ray Watkins, 20 at Captain Meares, and 40 at each of Kyuquot and Zeballos. There are eight international students registered at Gold River Secondary School, who pay tuition. The District is in funding protection, and may benefit again this year from the Classroom Enhancement Fund. Despite any distractions this year including COVID, the major focus must be on student learning.

TRUSTEE INQUIRIES:

Trustee Mann inquired about the status of the proposed Ray Watkins/Gold River Secondary capital project. The Director of Instruction and Operations Supervisor reported that, based on conversations with the District's capital planner, the Ministry has approved the Phase 1 project for Captain Meares which makes it highly likely that Phase 2 will be approved – Phase 1 being the improved lighting in the elementary wing and Phase 2 being the renovations to the science lab and millwork. Phase 3 is to remove the secondary wing and, given that the total cost for the three phases is about \$1.5 million, it is an inexpensive project for the Ministry.

The RWES/GRSS project is about \$10 million and the Ministry is seeing more and more that it really makes sense to combine the schools. A facilities team visited Gold River Secondary this summer and saw all of the existing problems with the building, as well as the letter stating that the electrical vault is beyond its useful life and if it fails, the school will be up to 40 weeks without power. Although it looks promising, there are no guarantees and what complicates it is the required \$8 million seismic upgrades that will either compliment the projects or increase the cost so much that it will delay the project.

Chairperson Fehr noted that she was happy to see that the District's assessments are not going to rely only on Ministry tools. Some students freeze on those types of tests or do not take them seriously, so if the schools can back up the results with local assessments, it provides a much better result and the teachers will feel encouraged when they see success happening for students.

PUBLIC AND PRESS INQUIRIES:

Nil

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Tuesday, October 12, 2021, at 4 pm by Zoom. 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 5:10 pm:

2021:R-048 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO adjourn."



**SPECIAL MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON WEDNESDAY, SEPTEMBER 22, 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
Natalie Lowe, Accountant
Kyle Matthews, Moeller Matthews Chartered Professional Accountants

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 5:00 pm.

APPROVAL OF AGENDA:

2021:SP-001 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the agenda."

NEW BUSINESS:

a. **Audited Financial Statements for 2020-2021**

Mr. Kyle Matthews presented the Audited Financial Statements and responded to questions, and Ms. Natalie Lowe presented her recommendations regarding the Audited Financial Statements.

2021:SP-002 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the transfer of \$200,000 of operating funds to local capital for the purposes as presented - photocopier upgrades, vehicles, District technology, and support for teacher housing."

2021:SP-003 MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve \$1,023,319 of the \$2,131,542 surplus for use in the 2021-2022 financial year as presented in Note 16 of the Audited Financial Statements."

2021:SP-004 MOVED: Trustee Smith, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the 2020-2021 Audited Financial Statements as presented."

Ms. Lowe expressed appreciation to the District Administrative Assistant Lynne Unger, and the Payroll and Human Resources Administrative Assistant Bonnie Loranger, for their hard work to prepare for the audit – and to Superintendent and Secretary-Treasurer Lawrence Tarasoff for his money managing and being on top of the finances for School District 84.

ADJOURNMENT:

At 5:45 pm:

2021:SP-005 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO adjourn."

Actions for Learning: Daisy Hanson, Celina Charleson, Monique Comeau

Inquiry Question: How does culturally relevant and place-based curriculum impact student engagement and connection to school?

What Actions did your team take to pursue your inquiry?

- Several in-person meetings/discussions
- Daisy and Monique developed curricular skeleton based on seasonal calendar in Kyuquot. Monique has been further developing it with community input.
- Various activities connected to seasonal calendar in both Zeballos and Kyuquot, including herring spawn search

What was learned as a result of your inquiry?

- We noticed that students engage well in the outdoors in general. We have had great response to our activities whether they were culturally inspired or not. One thing we would have liked to do with more time is gather deeper student responses. This could include mini conferences to get more input from them on their learning preferences and what role they see for culture in the outdoor program or school at large. We noticed that some kids were drawn to certain cultural activities more than others, so engagement wasn't just black or white when it came to cultural inclusion. It depended on the activity, student interest and experience, and sometimes the design of the activity.
- We learned that when the outdoor program connects to local seasonal calendar that community members and parents seem more engaged. Observations of the school's FB page commentary in both Kyuquot and Zeballos, proved that excitement. We saw parents requesting to be part of trips and activities because they were familiar with what was being offered – such as seafood harvesting. We know that parent support of school ultimately helps with student success, and see this as a big opportunity in the future when COVID restrictions ease and parents can be included more often on trips.
- We learned this was a great project to connect with some of the Indigenous partners in our district. Many folks from our EA/LEA meetings were excited about this project and wanted to be a part of it. We had a meeting with a subgroup to gather input, which will be an ongoing collaborative, cultural advisory group. Members of this group liked the 'circular' or 'interdisciplinary' nature of some of the ideas as it better honours First People's Principles of learning as opposed to teaching content in separate subjects.
- This curriculum fit well with the Language and Culture class in both schools and could be used by NEWs, who could collaborate with other teachers to promote interdisciplinary projects and units. Language and Culture teachers were engaged and excited about these opportunities and had no qualms about connecting it to outdoor program or to other teachers' lessons.
- There were unintended and plenty of teachable moments and learning opportunities that came from accessing students' cultural background knowledge. For example, using some of the seasonal content as a hook worked

very well in Zeballos, where it spurred a stop-motion video making project that began with herring and took on many different forms. The herring event became the springboard for the learning journey.

- This curriculum lends well to language revitalization. Daisy and Monique co-taught lessons on herring in Kyuquot and noticed that students used their language in the field afterward.
- We learned that building on background knowledge helps to tap into student confidence and scaffold their learning. One of our students in Zeballos who typically struggles with sharing ideas and thoughts out loud, was the star of the show when it came to helping others with information on herring and fishing in general. This content and curriculum can certainly tap into student strengths and experiences.

Does your AFL team have any comments or feedback about the Actions for Learning project?

We are still working on the curricular document and hope that we can answer more of our inquiry next year after it is developed and hopefully used by more educators in our district. We hope to have this document reviewed in depth before it is distributed.



Figure 1 Students in Aktis Hakuum (Kyuquot's traditional canoe). These two students were very engaged with this activity having had experience with Canoe Journeys in the past. We noticed that big canoeing as an activity was not universally loved – given that each learner has different interests and aptitudes.



Figure 2 Kalob John catches fish out of big canoe in Esperanza. Kalob helped his classmates remove hooks throughout the day.



Figure 3 Students marvel at rock formations of the coast as our group searched for signs of herring spawn



Figure 4 Amber Vincent displaying her harvested seafood from tidal pools on Spring Island



Figure 5 Student examines Hyushtup to see if it's the edible variety, during seafood harvest at Spring Island.



Figure 6 Kyuquot students during our herring exploration.



Figure 7 NEW Daisy Hanson showing students old totem in Checleset territory.



Figure 8 Zeballos students during waterfall hike. We learned about traditional plants during our walk.

Hinkoosimtl
September: Dog Salmon Moon

Themes: Salmon, staple foods, fishing, rivers, spawn

Subject	Connections	Inquiries
Science	<ul style="list-style-type: none"> • Salmon life cycle • Energy transfer in an ecosystem during spawn • Salmon migration in British Columbia • Ecosystems and habitats • Adaptations of species • Gestation and birth 	<ul style="list-style-type: none"> • How do animals ensure survival of their young? • How do animals adapt to survive? • What are the human impacts on salmon habitat? • How can we protect salmon? • What role do salmon play in their local environment and communities?
English	<ul style="list-style-type: none"> • Stories of salmon in Indigenous culture • Interview community on the importance of salmon • Read and analyze different opinions on fisheries management 	<ul style="list-style-type: none"> • How do stories convey cultural values? • What is the significance of salmon in my community today?
Math	<ul style="list-style-type: none"> • Population and growth of species • Understand and calculate appropriate distribution to community • Determine appropriate fishing rates over time • Investigate upstream travel and slope with salmon spawn and salmon ladders (rise over run) 	<ul style="list-style-type: none"> • How can I use math to calculate and distribute food to my community? • How can math tell a story about spawning salmon? What type of exertion does a salmon experience when spawning? (Students may calculate slopes of rivers travelled, number of eggs versus survival rates, distance and speed over time and even compare these calculations to other species).
Social Studies	<ul style="list-style-type: none"> • Salmon fishing and preservation techniques of salmon over time • History of salmon and fishing industry in BC • Mock salmon farm debate 	<ul style="list-style-type: none"> • How has fishing technology and fisheries management changed and stayed the same? • What are the positive and negative impacts of fish farms in BC? • What types of fishing technologies or regulations could help the sustainability of salmon in BC?

	<ul style="list-style-type: none">• Salmon as a keystone or significant species in culture	
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**Sample Interdisciplinary Project: English/Social Studies/Art
Photojournalism: Tell the Story of the Salmon in Your Community**

Brief: Using their own words and photos, students will answer the question – *what is the significance of salmon in my community?* Students will use references including a historic, and present-day piece of evidence. They must use a primary source by conducting an interview with a community member to support their story. They will be given the chance to visit a spawning river and smokehouse to take photos for their project.

This can be a choice project, where students decide how to produce the story. This could be in the form of a podcast, poster, power-point presentation, photo-essay, creative writing piece etc.

DRAFT

Vancouver Island West School District 84 invites you to attend!

Community Consultation

October 18 and 26, 2021

7:00 – 8:30 pm on Zoom

- District Update
- Board Commitment, Strategic Plan and Framework for Enhancing Equity and Achievement
- Reading in SD84
- Questions and Feedback

Please RSVP by October 13, 2021
to amcdowell@viw.sd84.bc.ca.

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

Vancouver Island West School District 84
ENROLLMENT REPORT 2021-2022
 As of October 5, 2021

Grade	CMESS	GRSS	KESS	RWES	ZESS	CONT ED	TOTALS
K	0			15	4		19
1	2		2	12	3		19
2	5		2	9	3		19
3	1		2	8	3		14
4	4		4	9	6		23
5	1		4	22	4		31
6	2		6	18	3		29
7	1		2	12	4		19
8	0	16	5		1		22
9	1	12	2		2		17
10	2	19	4		4		29
11	1	17	4		2		24
12	0	16	6		3	5	30
Totals:	20	80	43	105	42	5	295

CMESS - Captain Meares Elementary Secondary School

GRSS - Gold River Secondary School

KESS - Kyuquot Elementary Secondary School

RWES - Ray Watkins Elementary School

ZESS - Zeballos Elementary Secondary School

CONT ED - Continuing Education

School District No. 84 (Vancouver Island West)
 Sept. 30/2021 Snapshot of Spending comparison to prior year
 NOTE: No budget figures as update will be completed in October

OBJECT	DESCRIPTION	Expenditures		% difference
		2021	2020	
-105	PRINCIPAL & VP SALARIES	349,891	344,624	1.51%
-110	TEACHERS SALARIES	247,975	251,192	-1.30%
-120	SUPPORT STAFF SALARIES	147,371	164,455	-11.59%
-123	EDUCATIONAL ASST SALARIES	27,561	34,618	-25.61%
-130	OTHER PROFESSIONAL SALARIES	108,557	113,784	-4.81%
-140	SUBSTITUTE SALARIES	21,830	42,432	-94.37%
-200	EMPLOYEE BENEFITS	219,015	200,020	8.67%
-310	SERVICES	60,795	91,384	-50.31%
-330	STUDENT TRANSPORTATION	0	4,161	0.00%
-340	TRAVEL	37,633	63,325	-68.27%
-360	RENTAL & LEASES	0	400,000	0.00%
-370	DUES & FEES	20,931	19,570	6.50%
-390	INSURANCE	2,963	2,351	20.65%
-510	SUPPLIES	160,705	82,633	48.58%
-540	UTILITES	25,604	49,793	-94.47%
GRAND	TOTAL	1,430,831	1,864,342	-30.30%
			- 400,000	
		<u>1,430,831</u>	<u>1,464,342</u>	-2.34%

Note: Rental no longer required as part of Nanaimo program

