



**REGULAR MEETING OF THE BOARD OF EDUCATION  
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,  
HELD ON MONDAY, DECEMBER 12, 2022,  
AT THE SCHOOL BOARD OFFICE, GOLD RIVER, BC**

**TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)  
Jenniffer Hanson, Vice-Chairperson (Kyuquot) (via Zoom)  
Katie Unger (Gold River)  
Cyndy Rodgers (Zeballos)

**TRUSTEE ABSENT:** Allison Stiglitz (Tahsis)

**ALSO PRESENT:** Lawrence Tarasoff, Superintendent/Secretary-Treasurer  
Annie McDowell, Associate Director of Human Resources  
One Member of the General Public

**CALL TO ORDER:**

Chairperson Fehr called the meeting to order at 4:01 pm.

**APPROVAL OF AGENDA:**

**2022:R-072** MOVED: Trustee Unger, SECONDED: Trustee Rodgers  
AND RESOLVED:  
"TO approve the agenda."

**ADOPTION OF MINUTES:**

**2022:R-073** MOVED: Trustee Hanson, SECONDED: Trustee Rodgers  
AND RESOLVED:  
"TO adopt the minutes of the Inaugural Meeting of November 18, 2022."

**2022:R-074** MOVED: Trustee Unger, SECONDED: Trustee Rodgers  
AND RESOLVED:  
"TO adopt the minutes of the Regular Board meeting of November 18, 2022."

**BUSINESS ARISING FROM THE MINUTES:**

Nil.

**PUBLIC INQUIRIES AND PRESENTATIONS:**

a. **Introduction to Actions for Learning** – Mr. Steve Larre, Director of Instruction

Mr. Larre's presentation is attached and forms part of these minutes.

b. **Report on Actions for Learning Project** – Mr. Chris Cooper, Teacher, Ray Watkins Elementary School

Mr. Cooper and three of his colleagues focussed their project on this inquiry question: "*What experiences can we provide to students that are valid and motivating to them?*" – with attention to gardening and other activities related to outdoor education and observing and interpreting the local natural environment, outdoor education skills, and outdoor excursions. The team directed their funding and efforts towards further set-up and use of the school garden: building of planters, preparing soil, planting, tending, and harvesting various plant species, greenhouse maintenance, and tree planting (dogwood, Japanese maple, Mountain ash). The students from K-7 had direct involvement in varying degrees in gardening and other classes were taken on outdoor excursions which is an area of greater potential for the future.

Mr. Cooper reported that this project motivated students. It developed a sense of self-confidence, a need for effective teamwork, a sense of responsibility and ownership, and concepts/perceptions that were transferable to other learning experiences. Students learned the link between food and sources and, through discussions, learned techniques from each other and brainstormed ideas for linking garden and other outdoor experiences to learning. Students' literacy skills improved while writing, discussing and

listening. Student engagement and connection to school was clearly evident. It equipped learners for success and students experienced success. Teacher-facilitated debriefings brought these concepts to student consciousness.

Mr. Cooper expressed appreciation to the Board for its support of Actions for Learning Projects, and noted how impactful and exciting the project was for both the team members and the students.

### **CORRESPONDENCE:**

- BC School Trustees Association
- BCSTA
- BCSTA
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- BCSTA
- BCSTA
- BCSTA
- BCSTA
- BCSTA
- Ray Watkins Elementary
- BCSTA
- BCSTA
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: One Week Until Academy, Indigenous Education Learning Guide, Road Safety Grant, Education Government in NB, Leadership & Practices, Provincial Council Motions & Guide, Trustee Orientation Guide, Orientation Webinars, BCSTA Scholarships, Motion Deadlines
- Provincial Council Agenda Package – December 2
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Update: Your Guide to Academy & Orientation
- BCSTA Weekly: Welcome to Academy and Orientation Webinar Update
- December Newsletter
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: PC Motion and Financial Disclosure Deadlines

**2022:R-075**      MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
"TO receive and file the correspondence."

### **REPORT OF THE CLOSED MEETING:**

Chairperson Fehr reported that the Board discussed three labour issues, renewed the employment contracts for three administrators, approved the exempt compensation as adopted by the Province, approved an increase to the Non-Certified Person on Call rate of pay, and approved the closure of the School Board Office from December 29-December 30 inclusive, to allow for staff vacations.

### **TRUSTEE REPORTS:**

#### **a. School Reports**

Trustee Rodgers provided the following report from Zeballos Elementary Secondary School:

Staffing – ZESS has approximately 50 students. Mr. Adam Barber is Principal, Mr. Timothy Romyn teaches the primary K-2 class, Mr. Lee Vanden Ham the Intermediate 3-6 class, and Mr. Christopher Rolle teaches high school math, science, electives and Physical and Health Education. Vice-Principal Jesse Kennedy-Burgoyne teaches high school humanities and electives, Mr. David Gledhill continues on as Learning Assistance Resource Teacher and Ms. Carole Toofill is the First Call Teacher Teaching on Call. Ms. Lourdes Manalad is the School's very hard-working Administrative Assistant, Mr. Randy Hlgy continues as Bus Driver/Custodian, Ms. Stacy Miller and Ms. Liz Hansen are the Special Needs Education Assistants, and Ms. Sara Keim is the Youth and Child Care Worker. Ms. Florence John is back running the StrongStart Program, Ms. Annie John is Custodian 3, Mr. Jeffrey John is the Noon Hour Supervisor, Ms. Sheila John is the Nu-u-chah-nuith Education Worker, and Mr. Vince Smith is the Elder in Residence.

On-Going Programs - Every morning there is a breakfast program with many students accessing the morning offerings including cereals, fruit, pancakes, homemade toast, French toast, waffles and eggs. Wednesdays are hot lunch days, prepared by community members. Ms. Julie Smith often comes with Tim Sutherland to teach Singing and Drumming to students. This has been a success with all classes participating. Ms. Julie Colburn was working weekly with Kindergarten students on the 'Moe the Mouse Program' to enhance language development.

November was a busy month with many special programs. Through the ArtStarts program, Uzume Tayko drummers rumbled in the gym and fascinated students and adults alike with vibrant costumes and many locally made Japanese style percussion interments. Graham Muncaster, a former student teacher, came back to the school for a week to volunteer and help coordinate an Exchange Trip that will be happening with his school in Nelson later this year. There was a major lighting upgrade to the exterior and gym lights. Old incandescent bulbs were exchanged for very bright, energy efficient LED bulbs and the District can save money and see the school from space at night!

The main ZESS school bus was out of service for repairs to the steering system and the school was able to maintain a fairly regular bus service by using the transport van.

The Relationship Matters team visited the school on November 15<sup>th</sup> and observed classes and met with teachers after school. The topic and conversation was so important that everyone all talked right to the point where the community was invited to meet at the school to talk about Trauma Sensitive Practice at 5:30 pm. Everyone had an excellent hosted dinner with more than a dozen community members at the evening event.

On the November 18<sup>th</sup> Pro-D Day, the school held a learning event organized by Darlene Smith. Anna and Deb from USMA's Care and Support Team came to do a day-long presentation about Trauma Sensitive Practice. Topics included Adverse Childhood Experiences, Childhood Trauma Impacts on the Brain, Trauma Sensitive Interventions, and Roles of Resiliency. It was a very full day with a lot of learning for the staff and community members that attended.

Unfortunately, an untimely power outage on November 24/25 cancelled a friendly basketball game between our students and students from Port Hardy Secondary School who were planning on travelling in on the Friday. As school reopened at about 10:30, we were still able to BBQ the hot dogs and smokies and everyone in attendance ate very well!

Many teachers and Administrations are working on a group project this year through the Actions for Learning initiative of the School District.

#### Upcoming Events at Zeballos School:

- December 7<sup>th</sup>, 1:00 pm - VIU application process presentation via ZOOM for high school classes.
- December 8-10 - Girls High School Basket Ball Tournament in Duncan - Cancelled because of illness (and likely weather)
- December 13<sup>th</sup> Photo Day – Individual, Grad, Class, Team, and School Pictures
- December 14<sup>th</sup> – Report Cards out at Parent Teacher Evening – Parents can sign up for a time to talk to their child's teacher about the report card.

Trustee Unger reported that the Breakfast Club at Ray Watkins Elementary School provides breakfast for students on every day that school is in session, from 8:15-8:45 am. If anyone would like to volunteer, please contact Principal Toth. Report cards were published on December 8 with parent-teacher interviews held the same day from 5-7 pm in the Tsaxana House of Unity and on December 9 from 1-4 pm at Ray Watkins (early dismissal for all students at noon that day). There will be a Christmas Lunch for staff and students on December 12 in the gym, and the Christmas Concert is scheduled for December 13 at 6:30 pm (doors open at 6 pm).

Chairperson Fehr reported that, although she was hoping to hold consultation meetings with the GRSS students, many were away on field trip activities so she looks forward to meeting with them in January.

#### b. **Enhancement Agreement/Local Education Agreement Meeting**

The Superintendent/Secretary-Treasurer reported that the EA/LEA Committee met December 12 on Zoom to discuss: Equity in Action, staff and community post-secondary courses, the local student teacher program, support staff training, and the student hosted cultural event. The next meeting is January 23, also on Zoom.

c. **BC School Trustees Association Trustee Academy 2022**

Trustees Fehr, Rodgers and Unger and Rodgers provided the following report:

Thursday, December 1:

The pre-Academy opened with a World Café, and presentations on Trustee Roles and Responsibilities, Guidance and Relationships Board Protocol 101 and a Network and Team Activity.

*Education and Background for the Job of Trustee:* Mr. David Lee

- learning plan over four years of the term
- first role is governance than other learning goals
- a trustee is accountable for the learning outcomes of the students in the schools they represent
- improving student outcomes is foundational to what we do
- the importance of always being transparent and open
- the board only has one voice to request/ask the superintendent
- in any meeting, only focus on the action - not the reason behind it
- role of trustee is setting the direction, providing oversight and monitoring student outcomes of which we are jointly accountable

How do we create safe and healthy school districts?

- K-12 mental health plan is on the provincial website with many recommended strategies
- But what are our priorities?
- What is our strategic plan?
- Any change needs to be framed within families - start with conversations on how to help their child (all children) succeed.

*What We Inherited and the Role We Shall Play to Assure Truth and Reconciliation is the Driver to a Stronger Relationship* – Keynote Speaker Chief Cadmus Delorme

- We inherited Residential School and the Indian Act
- We need to deal with the past to achieve reconciliation
- Greatest warrior is the one who brings peace
- Western world view blended with Indigenous world view
- Show people your heart before you ask for their hand
- Ask the right questions before making a decision
- Indigenous peoples are “rights holders”
- Our education system is our driver of hope
- Our kids are the teachers about reconciliation and we are the students
- Adjust mindsets
- What is end goal for reconciliation? Indigenous people want parody and to keep “rights” in Treaties
- How do we know when we get there? Indigenous people do not need to try harder (make sure all have parody within one generation)

Friday, December 2:

*Leadership for System Transformation:* Michaelfullen.ca

How to be effective at governance:

1. Change the Agenda: 70% of students feel alienated by the time they get to Grade 10. This change will improve the effectiveness of the school and the community.
2. Education needs to be more individualistic. Learning more holistically with self-development goals, small group development and societal development.
3. What drivers cause change: Humanity Paradigm, well-being, social intelligence with equality investments and a systemness - an awareness of the systems with which we interact,
4. The education system is outdated.
5. Overall goal is to work in unison (Trustees and Superintendent).

The importance of “getting good at life” by helping to develop character and citizenship by engaging the world, social development and deep learning.

*Equity and Inclusion - Suzanne Craig and Charles Ungerleider*

- Using the Frayer model for the presentation
- 4 Goals: equity, inclusion, diversity, and anti-racism
- Ask questions to find out if goals are being met
- Equity policies and bylaws to level the playing field
- Equity is not treating everyone the same but giving the required assistance to achieve a similar goal
- Value human differences (visible and invisible)
- Diversity is looking at the uniqueness (differences) e.g. gender, culture, multi-lingualism
- Inclusion is to make people a part of what we are doing (by actions)
- Insuring people feel valued and welcomed (not having an assumption about a person/feel like they belong)
- Inclusion is not a disability classroom
- Anti-racism is judging others based on physical characteristics (based on differences)
- Unconscious bias in all of us

*Leading Reconciliation: Trustees and Practical Approaches to Understanding and Embodying Reconciliation - Dr. Dustin Louie (NITEP – UBC)*

- Land Acknowledgement - why making these claims are essential. It shifts how we are because it shifts how we think about it, which will also change the words we use in the future.
- Many Indigenous students feel rejected; - teachers won't go into the community or spend time with them, etc. All the adults need to spend time developing the relationship before anything else. It is also essential to understand the patriarchal system of education.
- The differences between western culture and practices and colonial practice, i.e. anything that speaks to indigenous is anti-white, have to be on time is not a colonial practice it is a western practice. When you impose it on someone, it becomes colonial.
- What is reconciliation? It is not just apologizing. It is a rebalancing of the power between the peoples. It is to stop the dehumanizing and devaluing of the people that continue to happen. It is developing a relationship based on mutual respect.
- Who is reconciliation for? Whoever is involved in the relationship, both or all of us?
- What is my role in this?
- What can I do about this?
- What acts of reconciliation has the school done? What acts can we do?
- Western meetings are emotionless. Indigenous meeting emotions are acknowledged, and all senses are included.
- Witnessing – honouring their identity and listen with hearts and minds
- Avoiding “shame and blame” – teach from a basis of love and sharing
- Undo unbalanced “power”
- Work on underlying relationships for future generations
- How are we moving past colonization”
- Who is reconciliation for?
- All of us/understand our role
- Am I pushing Indigenous peoples too much
- Take some time to recognize the changes that have happened
- Young students know more about Residential schools
- Participating in PowWow
- Discussions with Indigenous and non-Indigenous is respectful of each other

Past historical experiences are still impacting people today. It is crucial to talk about the stories by witnessing and acknowledging the truth. It means what happened, happened - which is why giving a gift is also essential.

*DRIPA 101 - John Chenoweth*

- It has a lot to do with policy
- If it is in Policy it will get done

- Treaties must be followed in a fair and just manner using British Common Law
- BC dropped “unseated”
- Four general areas: bring Provincial laws in alignment, develop and implement Action Plan in consultation with Indigenous people, review Action Plan, Indigenous people become involved with Corporate companies (entities)
- Four themes: self-determination and inherent Right of Self-government, title and rights of Indigenous peoples (e.g. own, use, and develop within their territories), ending Indigenous specific racism and discrimination, social, cultural, and economic well-being (SOGI, participate in sports & arts, language programs)
- Ask Bands how we can help them with their lost language and culture

Saturday, December 3:

VISTA Meeting:

- There are three or four online governance learning professional development classes starting on January 19<sup>th</sup>.
- Possibly changing BCSTA Trustee to Board.
- Indigenous ways of Knowing Goal? Learning greetings in each other's language, an elder in school for work of the day.
- The BCSTA AGM is in April.

*Strength from a Partnership* - Alan Campbell, CSBA

1. Advocate by building presents in your community
2. Individual education
3. Equity/diversity and Inclusion
4. Comprehensive School health - teach to the whole child. We must reflect the community we serve, and we need to lead the conversation.

*Inclusion as Identity* - Shelley Moore - [www.blogsomemoore.com](http://www.blogsomemoore.com)

- What does inclusion look like? Where people choose to be a part of the whole.
- But people in the community are not part of the community.
- Most people don't feel a disability is an identity - instead as a problem or weakness.
- Stop trying to make all the different become the same as all the rest. “A shift in thinking” slide.
- The person is placed in a model of need.
- If the individual is unsuccessful, determine the barriers to their success first. Also helps determine the needs of the community. Anticipate support and strategies based on needs. Universally apply supports and strategies for all.
- Go to a needs-based perspective instead of a problem (medical deficiency).

The goal of education today is to prepare children for anything, not just tomorrow.

d. **BCSTA Provincial Council Meeting**

This business meeting was held during the BCSTA Academy with regular reports:

- Action and Discussion Items
- BCSTA audited financial statements for the year ended June 30, 2022
- Grand status update
- 2023/2024 BCSTA budget planning is in process and will be discussed more in February, 2023
- Fraser Valley Branch housekeeping changes to their constitution and bylaws
- Motion regarding Inflation and Cost Escalation to the Ministry was passed
- No late motions

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**UNFINISHED BUSINESS:**

a. **Community Consultation Meetings**

The Superintendent/Secretary-Treasurer reported that the first round of community meetings have taken place with the Nations. A meeting in Tahsis will be scheduled for January – and another series of meetings will take place in the Spring, to focus on further de-colonizing input as well as seeking budget and program input.

**NEW BUSINESS:**

a. **Employment Recognition and Service Awards**

Congratulations and appreciation to the following employees who have reached a significant employment milestone with School District 84:

**10 Years:**

- Ellena Gjesdal, District Administrative Assistant, District Office
- Deane Johnson, Director of Instruction and Operations Supervisor, District Office
- Keyla Koroll, StrongStart Facilitator, Ray Watkins Elementary School
- Lynne Unger, Payroll and Human Resources Executive Assistant, District Office

**15 years:**

- Liz Hanson, Special Needs Education Assistant 2, Zeballos Elementary Secondary School

**25 Years:**

- Delores Whyte, Teacher, Gold River Secondary School

**SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:**

a. **District Update**

The District continues to recruit for teachers for Kyuquot and Ray Watkins Schools, as well as for some support staff positions. A warm welcome to Evan Pitt, who has been hired as the Bus Driver for Gold River. There are many student activities and field trips underway and the schools are all very busy places as they prepare for their pre-Winter Break celebrations.

b. **Enrollment Report**

Enrollment continues to remain steady with 343 students registered including homeschoolers, continuing education and international students.

c. **Finance Warrants**

The District remains in funding protection and continues to be on track with its spending, with 70% of its funding unspent.

**TRUSTEE INQUIRIES:**

Nil.

**PRESS AND PUBLIC INQUIRIES:**

Public inquiries addressed:

- Actions for Learning Projects, which are reported out to the public after the projects have been concluded;
- Breakfast Program grant applications, which are supported and signed off by the Superintendent/Secretary-Treasurer;
- Non-certified persons on call, who are hired when Teachers Teaching on Call are not available.

**NOTICE OF MEETINGS:**

The next Regular Board meeting will be held on Monday, January 9, 2023 at 4 pm in the School Board Office. The public is invited to attend. Any requests for agenda additions should go to [amcdowell@viw.sd84.bc.ca](mailto: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 5:34 pm:

**2022:R-076**      MOVED: Trustee Rodgers, SECONDED: Trustee Hanson  
AND RESOLVED:  
    "*TO adjourn.*"



# Actions for Learning

Collaborative Inquiry in SD84

# What is Actions for Learning?

- Collaborative inquiry projects:
  - Focus on student learning
  - Teams of educators working together
  - Innovation
- Supported by SD84 in amount of \$500 per participating educator

## Why is Collaborative Inquiry important?

In order to be able to solve adaptive challenges (i.e. complex challenges for which there is not yet a known solution), school and districts

*“must provide opportunities for teams of learners to engage in inquiry, develop and apply theories of action, collect and analyze relevant data, reflect on practice, determine next steps and actions, and evaluate the process. Collaborative inquiry provides the structure for teams to collaboratively generate knowledge while investigating problems of practice.”* (Donahoo, 2013)

## What do AFL teams do?

- Identify an area of focus
- Craft an inquiry question (i.e. If we \_\_\_\_\_ will we see \_\_\_\_\_ from our students)
- Work together to implement strategies to support their project
- Funding supports release time and resources

## What are some examples of AFL projects?

- “How will increasing our [staff] knowledge of executive functioning in turn help students develop skills to self-regulate, to improve working memory and to increase flexible thinking?”
- “How can the garden facility provide authentic, hands-on learning experiences for students?”
- “How do we create place-based, experiential learning opportunities that support our students to deepen their understanding of the core competencies in order to take ownership of their learning?”
- “How does culturally relevant and place-based curriculum impact student engagement and connection to school?”

