



SCHOOL DISTRICT NO. 47 (POWELL RIVER) BOARD OF EDUCATION
Regular Board Meeting
3:00 pm, Wednesday, January 18, 2023
SCHOOL BOARD OFFICE

A G E N D A

PRESENTATION: Environment Science Students – Brooks Waste Audit
Strategic & School Growth Plan Interim Report

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of January 18, 2023, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of December 21, 2022, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) December 21, 2022 – The Board met in-camera to discuss items concerning, personnel and legal.

4. INCOMING CORRESPONDENCE

4.a) SD5 to Hon. R. Singh, Minister of Education and Child Care

4.b) Vancouver Coastal Health Memo, re: Medical Health Officer Team Update

MOTION: "THAT the correspondence listed in item 4.A) to 4.B) be received."

5. OUTGOING CORRESPONDENCE

5.a) SD47 to PR Festival of Performing Arts

5.b) SD47 to M. Riddle

5.c) SD47 to hegus J. Hackett with attachment: 4a7amin Education Agreement

5.d) SD47 to hegus J. Hackett, re: Name Change

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Mental Health Literacy Research - Pilot Project at JT and WV

6.b) Informational updates to Administrative Procedures:

i) AP 132 – Emergency School Closure

ii) AP 165 – Emergency Preparedness Appendix Critical Incident Guide

iii) AP 222 – Independent Directed Studies

6.c) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to December 31, 2022

MOTION: "THAT the Superintendent of Schools' Report be received as presented."

7. SECRETARY-TREASURER'S REPORT

- 7.a) Learning Improvement Fund (LIF) Information
- 7.b) Month End Financial Report as at December 31, 2022

MOTION: "THAT the Secretary Treasurer's report be received as presented."

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for January 11, 2023

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT



Brooks Secondary School Waste Audit 2023

Provided by: Grade 11/12 environmental class
Kaili Mitchell, Myles Peterson, Georgia Malamas,
Graden Fraser and Scarlet Harrop - Gruber

Our Background and Rational

As 11th and 12th grade students studying Environmental Science, we decided to conduct a waste audit at Brooks Secondary School to see how our school's waste compares to the rest of our community. Our goal was to understand the extent of poor waste management at our school and how it could potentially impact our future if we don't change our habits.

On a global scale, humans generate a staggering 2.12 billion tons of waste each year. In Canada alone, we contribute 18 million tons to this total. The results of the Let's Talk Trash Audit showed that 42% of all waste generated in the Qathet Region was organic waste, while 16% was household hygiene products, 12% was plastic, and 6% was paper.

Rational

It's clear that waste management is a pressing issue, both at our school and globally. By understanding the composition of our waste, we can work towards finding solutions and improving our waste management practices. At Brooks we have a new administrative staff and head maintenance so we believed it would be the perfect time to look and see how our school was doing and what changes could be made.

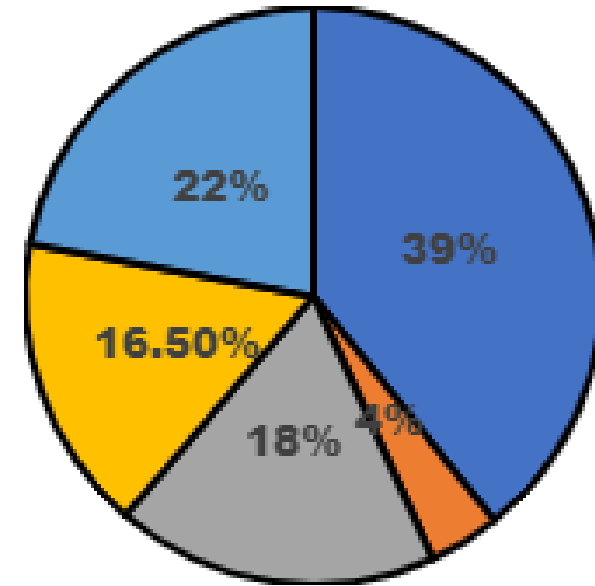
Sampling Process

- + We began with dividing all the rooms in the school and putting them into categories (i.e., classrooms, staff room, hallways, etc.)
- + We split into groups and marked on a map of the school where all the garbage cans were in the locations we picked.
- + Then we numbered all the bins from each location and picked random bins to sample. We picked 40% from each location.
- + Each group took on an area of garbage to sort
- + We then decided on the categories will be organizing the trash into compost, household recycling, soft and hard plastic , garbage and paper.
- + We made different stations in our classroom dedicated for each of the locations garbage to be sorted. We sorted everything into bins according to their category.
- + Afterwards to find the total weight of each category we took a bathroom scale (we didn't have accesses to a scientific one, so we had to make do) and then we weighed one person from our group to get their body mass.
- + Then the same person held each category while standing on the scale. Another person from our group was recording the data on paper without calculations.
- + Same processes was followed with our zero waste stations and recycling, however this time we had an actual scale.

What we found/Data collected

- + We found that 9.3% - 52.2% of waste in our schools zero waste bins were contaminated.

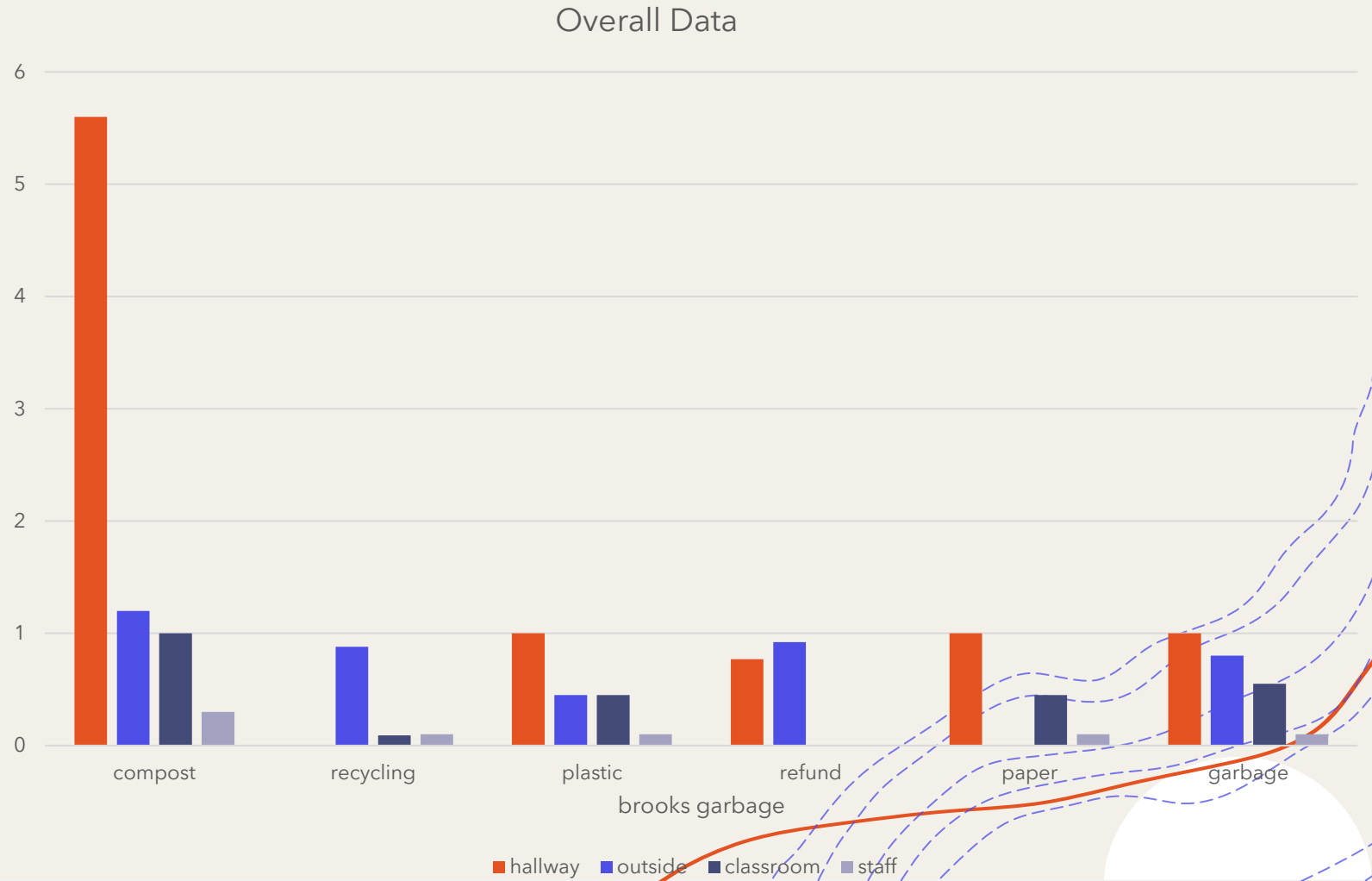
Incorrect Usage



■ compost ■ household recycling ■ soft plastics ■ paper ■ garbage

Usage of areas around brooks

This graph shows the amount of usage for each category around the school.



Correctly and Contaminated amounts

+ Contaminated bags from the zero waste stations cannot be recycled so we were able to see the amount of contamination that really happens



Our ideas for resolution

Zero Waste Stations

-As we were inspecting the zero-waste station in our hallways we noticed that the labels for what is supposed to go in each bin were small and hard to read as your walking by needing to throw away the waste in your hand.

-Our idea is to make those icons/images bigger and more visual to our peers as they use the zero waste stations. We would put these images on the back board of each station.

-Adding more visuals will be easier to understand so then it's quicker to find the right bin.



Our ideas for resolution

+ Education

During lunchtime and breaks we suggest that the hall monitors/teachers that are already stationed in the hallways for supervision stand by our waste stations and direct the students to where their waste goes. Those teachers or students will be previously informed of the whole situation and how the stations work. As well as all the students will be informed that teachers/student will be at the stations helping and guiding just to get a habit going. This could only take place for two weeks or so at the start of a semester, year, etc. Just do get a habit going and as well as a friendly reminder to our peers.



Our ideas for resolution

Containers

The container section in the zero waste bins are almost always contaminated and must be disposed of meaning not sorted properly. We took it upon ourselves to try to come up with a solution to our problem. We ended up talking to Connor Knickerbocker and have discovered a possible solution including our environmental club and culinary students sorting and rinsing out the bottles so they can be disposed of properly at the end of the day.





Zero Waste Is All
Waste

The bigger picture is this: if we don't find a convenient solution and work together to better our waste management, we are just going to be another part of the problem.

INTERIM REPORT

JANUARY 2023

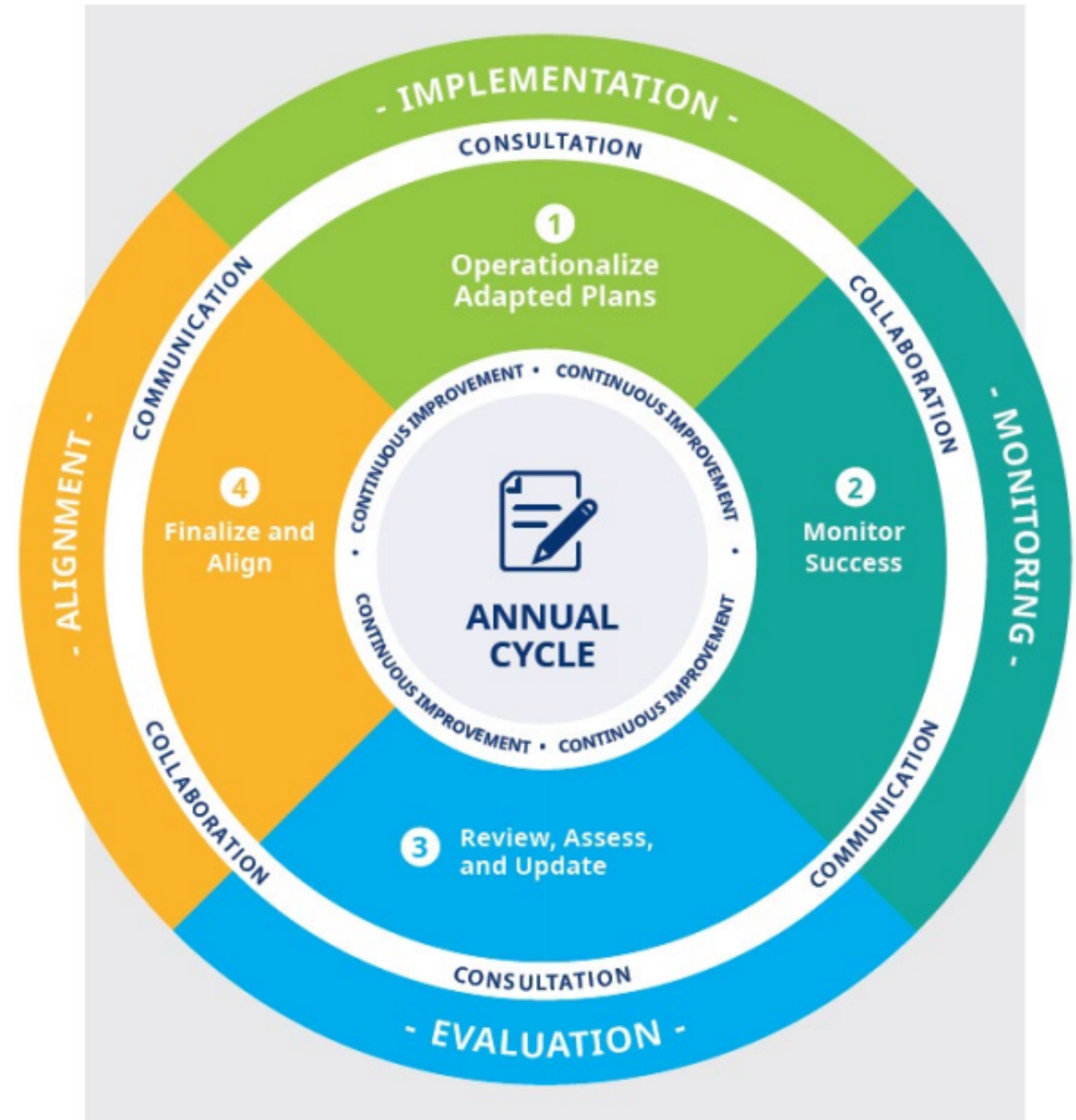


Strategic Plan 2019- 2023

ANNUAL CYCLE

Administrative Procedure 100

SD47 Strategic Planning



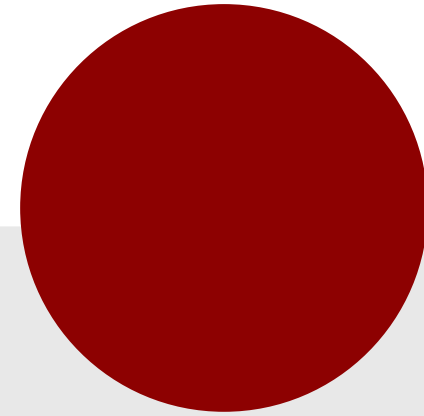
MISSION

To prepare students, within a safe, inclusive, and dynamic environment to face a changing world as lifelong learners and informed, responsible citizens.

VISION

To enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes to contribute to a healthy, democratic, and pluralistic society.

VALUES



Respect

Social
Responsibility

Inclusion

Relationships

Collaboration

Engagement

Empathy

Integrity

Teamwork

Accountability

Innovation

Openness &
Transparency

Dignity

Equity

Responsiveness

Diversity

THEMES

The District has chosen three key themes that will be given special focus over the next four years.



Learner Success



Engagement and
Connections



Organizational Sustainability



1

Learner Success

Goal 1: Improve achievement results for ALL students

- 1.1.a Increase the readiness of students entering kindergarten
- 1.1.b Increase student literacy
- 1.1.c Increase student numeracy
- 1.1.d Increase secondary graduation and transition rates
- 1.1.e Improve the readiness of students for life after high school

Goal 2: Support mental health needs and well-being of students and employees

- 1.2.a Increase mental health literacy for students, parents and staff
- 1.2.b Improve our culture of acceptance, tolerance, mindfulness and respect
- 1.2.c Promote student engagement in their learning and their community
- 1.2.d Promote the appropriate and ethical use of social media

2

Engagement and Connections

Goal 1: Improve communication and engagement strategies to adapt to the varying needs of our community

- 2.1.a Implement strategies that meet the preferred communication and engagement needs of our students and stakeholders
- 2.1.b Promote employee engagement in their school and organizational culture
- 2.1.c Increase collaboration with the Tla'amin Nation, the qathet Regional District and the City of Powell River

3

Organizational Sustainability

Goal 1: Improve Organizational Effectiveness

- 3.1.a Establish a framework for strategic planning and continuous reporting
- 3.1.b Increase school district generated revenue
- 3.1.c Ensure efficiency of business functions

Goal 2: Promote and facilitate sustainable practices within the organization

- 3.2.a Create and implement a district wide energy management plan
- 3.2.b Create and implement a district wide environmental sustainability plan

Actions/Initiatives

- 1.1a Increase the readiness of students entering kindergarten**
- Host kindergarten orientations at each school.
 - Host Ready Set Learn at each school.
 - Host pre-kindergarten transition meetings with community partners for students to determine who needs extra support.
 - Assess incoming kindergarten students to determine who needs extra support.
 - Create an Enhanced Kindergarten Orientation
 - Collaborate with kindergarten teachers and principals to determine how to support incoming kindergarten students
 - Create a Seamless Day Kindergarten program at Edgehill Elementary.
 - Create a pre-school for 4 year old's at Westview Elementary and Henderson Elementary.
 - Continue to work with the Early Learning Round Table to find ways to support kindergarten students and their families with the transition to kindergarten.
 - Create a SEY2KT (Strengthening Early Years to Kindergarten Transition) to support the transition of kindergarten students and their families to kindergarten.

Current Status

- Created a District Vice Principal of Early Learning position.
- Assess incoming kindergarten students by classroom teachers.
- Assessed whole classes of kindergarten by SLP's
- Held Pre-school transition meetings were held in the spring with community partners to look at the needs of incoming kindergarten students to connect students to appropriate services and supports
- Held a meeting in the spring with kindergarten teachers and elementary principals to begin planning the transition for incoming kindergarten students
- Collaborated with Strong Start, kindergarten teachers, and school administrators in the spring to support incoming kindergarten students
- Continued the Strong Start Outreach.
- Created a Seamless Day Kindergarten Program at Edgehill.
- Created two preschool programs at Westview and Henderson Elementary.
- Assigned additional EA support (for 4-6 weeks) to classes that did not already have EA time allocated

Next Steps

- Spring assessment of next year's (2023-2024) kindergarten students
- Explore the type of assessments needed for the spring of 2023
- Determine needs of incoming students to plan for supports
- Planning with schools for kindergarten orientations to transition incoming kindergarten students
- Enhanced Kindergarten Orientation in May and June
- Create the SEY2KT committee with community partners
- Ready, set, learn events at each school

Improve achievement results for ALL students

Actions/Initiatives

1.1.b Increase student literacy

- Create learning opportunities for educators connected to improving student literacy
- Continue with District Elementary Intervention Team
- Continue Elementary literacy intervention support
- Meet regularly with the Intervention team and elementary principals (3 times per year) to look at assessments and determine next steps
- Create a literacy coordinator position to work with elementary classroom teachers
- Continue to explore adolescent literacy intervention programs/strategies.
- Continue to create opportunities for secondary educators to collaborate on the use of common learning target targets and formative assessments to inform literacy instruction and intervention.
- Continue to support Grade 10 and Grade 12 Literacy Assessment activities.
- Continue to provide a Grade 8/9 Summer Learning Program in literacy and numeracy to support increased student success.

Current Status

- Implemented District reading assessment (DIBEL's) in K-7.
- Collaborated with District Intervention Team twice per month.
- Drafted a Literacy Framework for K-3.
- Held ongoing collaboration meetings held with Intervention Team and Student Support Team to determine who needs additional support in literacy.
- Held meetings with elementary school teams and principals in September and January.
- Conducted elementary literacy workshops throughout the year.
- Completed Wilson Reading Professional Development sessions with staff and purchased resources for 3 schools (Tier 3 intervention).
- Continue to explore adolescent literacy intervention programs/strategies..
- Implementing and supporting EFP 10 and other EFP courses.
- Participating in Regional EFP 10-12 learning sessions.
- Ongoing monitoring of Student Success Lists, grade wide writes data, and interim and report card data to measure progress and inform decision making.
- Provided two Grade 10 Literacy Assessment/Grade 12 Literacy Assessment sessions.

Next Steps

- Provide ongoing professional learning with Intervention Teachers
- Create additional collaborative meetings with Student Support Services and the Intervention Team are planned.
- Hold meetings with elementary school teams in the spring will focus on plans for supporting literacy next year.
- Conduct an elementary grade group meetings focused on literacy and/or numeracy
- Provide an elementary summer literacy/numeracy program for vulnerable students
- Ongoing monitoring of Student Success Lists, grade wide writes data, and interim and report card data to measure progress and inform decision making.
- Review and interpret results from this year's Grade 10 Literacy Assessment and Grade 12 Literacy Assessment
- Establish in-service for cross-curricular approach to literacy in the graduation program
- Participate in the pilot NEST Literacy Scan to collaboratively identify adolescent literacy needs, and clarify, capitalize on, and connect existing strengths, supports and structures within current secondary schools and programs.
- Design a K-12 District Literacy Framework.

Improve achievement results for ALL students

Actions/Initiatives

1.1.c Increase student numeracy

- Create learning opportunities for educators connected to improving student numeracy
- Select an elementary numeracy assessment
- Create a numeracy coordinator position to work with elementary teachers in classrooms
- Create an ADST/Careers Support position to work collaboratively with educators to build capacity in ADST/Careers curriculum.
- Provide ADST resources and lessons to elementary teachers
- Continue to create opportunities for secondary educators to collaborate on the use of common learning targets and formative assessments to inform instruction and intervention
- Continue to support Grade 10 Numeracy Assessment activities.
- Continue to provide a Grade 8/9 Summer Learning Program in literacy and numeracy to support increased student success.

Current Status

- Numeracy coordinator co-teaches with teachers in their classrooms
- Students who are vulnerable in numeracy are identified and targeted at each school
- Island Numeracy Network
- Added ADST scope and sequence projects to targeted elementary grades (Grade 3 Planter Boxes; Grade 5 Circuit Design; Grade 7 Gravity Cars).
- Offering K-7 ADST and Career Education lessons/workshops for teachers to bring to their classes.
- Ongoing monitoring of Student Success Lists, grade wide numeracy assessment data, and interim and report card data to measure progress and inform decision making.
- Provided two Grade 10 Numeracy Assessment sessions.

Next Steps

- Determine an elementary numeracy assessment with the Assessment Committee
- Target improvements and potential interventions in numeracy next year
- Continue to provide co teaching opportunities in numeracy next year
- Elementary grade group meetings focused on literacy and/or numeracy
- Providing an elementary summer literacy/numeracy program for vulnerable students
- Establish in-service for cross-curricular approach to numeracy in the graduation program
- Ongoing monitoring of Student Success Lists, grade wide numeracy assessment data, and interim and report card data to measure progress and inform decision making.
- Review and interpret results from Grade 10 Numeracy Assessment.

Improve achievement results for ALL students

Actions/Initiatives

1.1.c Increase secondary graduation rates

- Continue to use a MTSS approach for support and intervention.
- Continue to support wrap-around career and transition support for secondary students (School Counsellors, Academic Advisor, Indigenous Success Teachers, Student Support Services Teachers, Career Education Teachers, etc.).
- Continue to collaborate with Ahms Tah Ow to support students in the secondary graduation program (academic and cultural support, Traditional Skills Builder).
- Continue to collaborate with Vancouver Island University and Ahms Tah Ow to support adult learners and non-graduates (CE, ABE, Pathways, Dual Credit, etc.).
- Continue program reviews with programs and departments.
- Continue to develop recovery and summer learning programs to align with the curriculum.

Current Status

- Participating in on-going Student Support and Learning Support meetings
- Ongoing monitoring of Student Success Lists (graduation tracking and support)
- Ongoing conversations between PIE, Brooks, and Indigenous Education PVP for engagement and graduation tracking.
- Reviewed and updated the MTSS Student Support Services Handbook.
- Increased Student Support Services FTE (.5 FTE Academic Advisor, increased .25 FTE School Counsellor, increased FTE of Indigenous Success Teachers (K-12), 1.0 FTE K-12 ADST/Careers Support, 20 hours/week CUPE office support position)
- Moved Continuing Education to VIU campus: to provide access and support for SD47 CE courses and liaising and supporting VIU with ABE/Pathways/PSI courses
- Continued support of CE educator to liaise with VIU and other SD47 graduation programs and support, including Ahms Tah Ow.
- BOP to offer more personalized and differentiated options (blended learning, online learning, project based and inquiry learning opportunities, access to elective opportunities)
- Began Brightspace onboarding and access to WCLN online courses for online programs and BOP

Next Steps

- Continue to monitor and update Student Success Lists (graduation tracking and support) and implement interventions.
- Continue to update the Student Support Services Program Handbook and implement RTI/UDL approaches.
- Year end program reviews with programs and departments.
- On-going and summer programming for students not completing required courses .

Improve achievement results for ALL students

Actions/Initiatives

1.1.c Improve the readiness of students for life after high school

- Continue to provide purposeful career-life development opportunities for high school students (BAA courses, dual credit courses, ITA and trade programs, etc.)
- Continue to create learning opportunities for educators connected to career-life development.
- Create common procedures for CLC and the Capstone Project.
- Develop assessment tools for core competencies self-assessments and goal setting.
- Support the use of Spaces for CLE/CLC and core competencies development.
- Create an ADST Support position to work collaboratively with educators to build capacity in ADST/Careers curriculum.

Current Status

- Continue to provide program options for students in the graduation program, including the following:
 - BAA courses
 - dual credit courses and programs (VIU and NIC individual academic courses; health care assistant; early childhood education and care; education assistant and community support; auto service technician Level 1; carpentry Level 1; culinary arts Level 1 and 2; welding Level C; hairdressing apprenticeship)
 - Powell River Digital Film School program
 - Coast Mountain Academy program
 - Youth Work in Trades
 - Trade Sampler
 - Skills Exploration
 - Traditional Skill Builder
 - Work Experience
 - Continue to offer CLE and CLC inside student's schedules
 - Implement common Capstone processes
 - Provide sample goal setting tools
 - Provide career totes to each elementary school to support Careers conversations and activities in K-7 classrooms
 - Trades Fair at Brooks for Grades 8-12 students
 - Beyond Brooks for interested Grade 11/12/12+ students and parents

Next Steps

- Program and course selection for 2023/2024
- Review Student Learning Survey data
- Focus groups/processes
- Update sample core competencies self-assessment and goal setting tools

Improve achievement results for ALL students

Actions/Initiatives

1.2.a Increase mental health literacy for students, parents and staff

- School counselling services at each school
- Continue to support the Family Support Liaison Worker position
- Provide awareness of EFAP provider (Homewood Health) services
- Continue to support District Health and Wellness Committee initiatives
- Continued Promotion of *Everyday Anxiety Strategies for Educators* (EASE) resources
- Ongoing promotion of the provincial *Mental Health in Schools Strategy*

Current Status

- Continued regular meetings with the District Health and Wellness Committee who supported 3 district initiatives so far this year.
- Promoted the LifeSpeak mental health learning campaign in October available for all staff.
- Expanded the Family School Liaison Worker Position
- PHE department release time for Mental Health Curriculum planning
- Created an elementary Active Living and Mental Health Coordinator position
- Piloted Mental Health Literacy in 2 intermediate classes at 2 elementary schools
- Participation in Mental Health Literacy Community of Practice
- Complete Listening Circles with various Brooks groups to provide people an opportunity to speak about mental health in schools and give staff information for goal setting and action plans.
- Mental Health Advocacy group at Brooks
- Wellness Lounge established at Brooks
- Student participation in District Health Committee
- Health Benefits website/portal
- Participation in the Provincial Mental Health Leads Network
- Ongoing participation in BC Workplace Wellbeing Community of Practice

Next Steps

- Continue to provide updates to the Health Benefits website/portal.
- Ongoing promotion of *Mental Health in Schools Strategy*
- Support ongoing District Health and Wellness Committee in initiatives
- Planning for Grade 7 Well Being Conference
- Explore social emotional learning supports/resources for elementary
- Expand the promotion of elementary mental health literacy
- Ongoing opportunities to engage student voice
- Participation in the provincial Mental Health in Schools Conference

Support mental health needs and wellbeing of students and employees

Actions/Initiatives

1.2.b Improve our culture of acceptance, tolerance, mindfulness and respect

- Roots of Empathy
- Mind Up/Zones of Regulation, etc.
- Enhanced Kindergarten Orientation
- Changing Possibilities for Young Children
- ERASE strategy
- Mental Health in Schools strategy
- SOGI Educator Network
- Continue to promote diversity and inclusivity dates for district and school observances, events, and activities.
- Expand and promote opportunities for all students and staff to learn about Indigenous perspectives, knowledge and worldviews.
- Provide opportunities to address and participate in reconciliation.
- Implement and support the new Indigenous-focused graduation requirement.

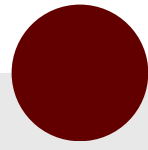
Current Status

- Held Compassionate System's Leadership dinner sessions for all administrators
- Offered Roots of Empathy Program at Edgehill Elementary
- Participated in Changing Possibilities for Young Children Sessions (with Kindergarten teachers, Strong Start Facilitators and community daycare/ service providers)
- Continued promotion and awareness of resources available on the E.R.A.S.E website
- Provided Professional Development workshop for educational assistants on Trauma Informed Practice
- Continuation of sexual health educator position
- Provincial, Regional, and District SOGI Educator Network
- SOGI School Leads at each school
- Resources for SOGI District Lead (release time/budget)
- Monthly SOGI learning sessions open to all staff.
- Offered an Introduction to the First Peoples Principles of Learning and EFP Courses workshop to Brooks staff
- Implemented EFP 10 as the sole ELA 10 options where possible.
- Created a Decolonizing Teaching and Learning Learning Circle for any interested secondary staff to participate
- Promote and share Truth and Reconciliation Week and National Day for Truth and Reconciliation information, resources, and activities
- Brought Out in Schools presentations to all Grade 5 students (
- Participated in the 2nd annual Black Excellence Day Virtual Event and other activities

Next Steps

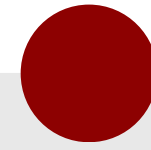
- Continue Compassionate System's Leadership sessions for administrators
- Continue to solicit Roots of Empathy Instructors in an effort to expand R.O.E to more schools
- Ongoing promotion of Mental Health in School Strategy
- Offer sexual health parent session
- Promotion of the Ministry of Education and Childcare Anti-Racism Action Plan
- Continue to offer professional development and in-service opportunities for staff to increase knowledge and skills needed to provide education related to SOGI and LGBTQ2S+ issues
- SOGI Educator Network survey
- Island SOGI Teen Summit
- Equity in Action Project continuation

Support mental health needs and wellbeing of students and employees



Actions/Initiatives

- 1.2c Promote the appropriate and ethical use of social media**
- Create learning opportunities for staff connected to social media use



Current Status

- BC Curriculum
- Provincial review of school district social media policies
- On-demand professional learning shared with staff
- Continue professional learning and in-service opportunities related to social media use and BC curriculum



Next Steps

- Promote Administrative Procedures related to social media and social networking.
- Continue professional learning and in-service opportunities related to social media use and BC curriculum

Support mental health needs and wellbeing of students and employees

Actions/Initiatives

- **1.2d Promote engagement in their learning and their community**
- Create learning opportunities connected to differentiated learning
- Create learning opportunities connected to student engagement

Current Status

- Engaged with grade 6/7 and 7 classes to determine ways to support belonging, feeling welcome, feeling safe, and adults showing they care
- Provide professional learning opportunities for teachers connected to differentiated instruction and student voice and choice
- Ongoing student participation in the District Health Committee
- Provide a number of learning opportunities throughout the district including Indigenous learning, outdoor learning, land based learning, and food literacy.
- Participation in MDI, YDI, McCreary, and the Student Learning Survey
- Ongoing work of Coordinators working with classroom teachers to engage students
- Implementation of Competency Based IEP's

Next Steps

- District Elementary Student Committee
- Explore more opportunities to allow for student voice
- Involve students in planning for grade 7 Mental Well Being Conference
- Elementary grade group meetings in literacy and numeracy with an emphasis on Universal Design for Learning
- Analyze results from MDI, YDI, McCreary, and the Student Learning Survey to inform next steps/future actions

Support mental health needs and wellbeing of students and employees

Actions/Initiatives

2.1b Promote employee engagement in their school and organizational culture

- Welcome and provide orientation and support to new TTOC's and new teachers in our district.
- Support the activities and distribution of the Teacher Mentorship Fund.
- Review orientation checklist with stakeholders (HR, District, PRDTA, schools)
- Continue to offer a professional learning series for new teachers.

Current Status

- New Teacher/TTOC orientation
- New Teacher Learning Series
- Implement orientation checklists
- Implement processes for distributing the Teacher Mentorship fund
- Professional Learning Opportunities for teachers
- District Wellness Committee Initiatives

Next Steps

- New Teacher/TTOC orientation
- Updated orientation checklists
- Created processes for distributing the Teacher Mentorship fund
- New Teacher Learning Series
- Ongoing professional learning opportunities for teachers
- Ongoing District Wellness Committee Initiatives

Improve connection and engagement strategies to adapt to the varying needs of our community

Actions/Initiatives

3.1 a Establish a framework for strategic planning and continuous reporting

- Continue to build on the work done to date with a focus on continuous improvement and annual reporting
- Framework for Enhancing Student Learning (FESL)

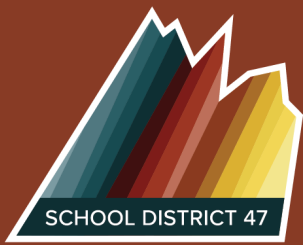
Current Status

- implement Administrative Procedure 100
- FESL Report 2022 presented and approved by the Board
- Professional Growth Plans submitted to Directors
- School and Department Growth Plans shared on the website
- Ministry FESL learning sessions
- Weekly meetings with district leadership team
- In-service and dialogue at monthly meetings for PVP
- Regular meetings between directors and school based administration regarding school growth plans
- continue to work on the FESL Report 2023
- Mid year report to Board
- Participate in ongoing school improvement progress and reporting conversations
- Street Data learning session held for PVP

Next Steps

- Year-end Report to Board
- Annual FESL Report to the Ministry
- Enhancing Student Learning Report (2023)
- Continue to implement continuous improvement strategies

Improve Organizational Effectiveness



Indigenous Education



Data Story

Small cohort sizes contribute to high volatility in completion rates for Indigenous students.

2020/21 was the year SD47 embarked on its Equity in Action journey

Historically, there have been significant success gaps between Indigenous students and non-Indigenous students

As the recommendations from EIA are implemented, hopefully it will translate into increased holistic success for Indigenous learners.

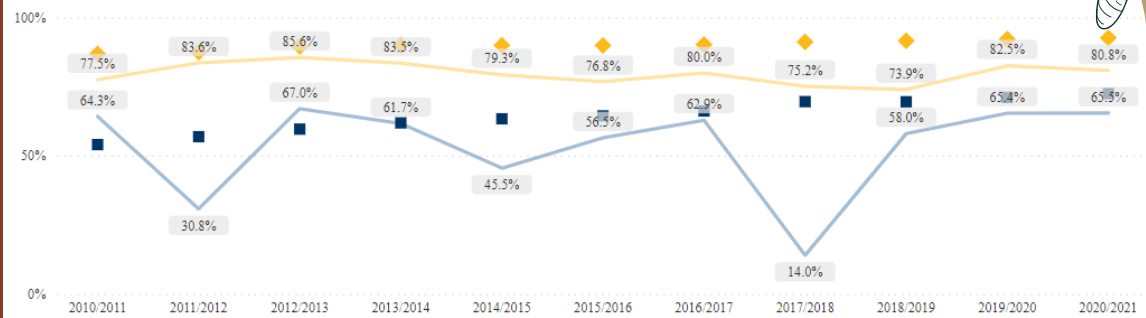
Contact

Jessica Johnson
District Principal of
Indigenous Education,
School District 47

604-414-2639 (office)
778-986-5431 (cell)
jessica.johnson@sd47.bc.ca



Indigenous & Non-Indigenous Completion Rates



Contributing Factors

Factor 1

Social indicators & achievement gaps

- poorer health outcomes
 - mental health & addiction, reduced life expectancy, more chronic disease
- higher rates of poverty
- lower levels of education

Factor 2

Colonialism (historic & ongoing)

Settler Colonialism

- Land Theft - making space for settlers
 - Removal of Indigenous peoples from their lands/beliefs/systems

Exploitative Colonialism

- Land Theft - for settlers to profit off land and its natural resources

Genocide

- Indian Residential School System
 - Trauma (direct & intergenerational), Indoctrination, sterilization, medical experimentation, starvation, etc

Factor 3

Bias, Prejudice, Discrimination, Racism (historic & ongoing)

- Lack of exposure to Indigenous peoples and culture lead to:
 - Bias, stereotypes, hatred, misunderstanding, fear, etc
- Students have a lack of cultural safety at school
- People have limited cultural humility
- Racism of low expectations (AG Report, 2015)

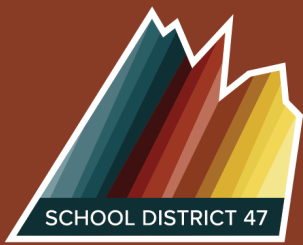
Factor 4

Systemic Barriers (historic & ongoing)

Lack of Relevant, Culturally Responsive, & Identity Affirming Education

- Students don't feel safe at school
 - Tracking success of INED students (supported with bi-monthly meetings)
- Students feel othered & more 'put on the spot' by shift to increased inclusion





SCHOOL DISTRICT 47

Department

SD47 Indigenous Education:

Teaching staff: 3.9 FTE
Karina Peters
Tyler Peters
Angela Young
Alyssa Stapleton 0.2FTE
James Hanson
Corey Gordon (Co-funded)

CUPE: 27.5 hours/week
Heather Doherty

Tla'amin Staff Supporting SD47 Education:
čɛpθ: 4.0 FTE
Alisha Point
Mike Luaifo
Brad Adams
Melvin Mitchell

Student Success & Wellness Caseworker:
Cindy Mitchell
Education & Employment Counsellor:
Tarra Tipton
Language & Culture Coordinator:
Sosan Blaney

Management

Jessica Johnson
District Principal of Indigenous Education,
School District 47

Sophie Call
Director of Education,
Tla'amin Nation

Indigenous Education Impact Statement



Jess Johnson
SD47



Sophie Call
TN

Impact 1

Building a strong and action oriented relationship between SD47 and Tla'amin Nation's Education Department with a spirit of collaboration and reciprocity

- Signing of a new TEA

Impact 2

Culturally Responsive and Identity Affirming Programming

- XC, Gr.7 Retreat, S2S, TSB
- Ministry approved ʔayʔajuθəm (Gr.5-12)
- Evaluating systemic issues impacting cultural safety

Impact 3

Increase knowledge base of all students in the qathet region

- Elementary Indigenous Success Teacher
 - Guest instruction/co-taught in 169 classes to date (this year)
 - Inclusion of Indigenous themes and perspectives in curriculum

Impact 4

Increase knowledge base of all staff in the qathet region

- Professional Development
 - PD - Blanket Exercise, ʔayʔajuθəm, Cultural Safety, Anti-Racism
 - Professional Learning Community - Decolonizing Education

Impact 5

Student Success and Holistic Well-Being

- čɛpθ support at every school (SEL focus)
 - Tracking success of INED students (supported with bi-monthly meetings)
- Cultural support at every school

Impact 6

Increase knowledge base of INED staff in the qathet region

- Professional Development
 - FNESEC Conference
 - tiwšɛm Tuesdays
 - building the cultural knowledge and offerings of all INED staff

Impact 7

Transitioning from scanning to the action phase of our districts Equity in Action project. Operationalizing equity from a district leadership level, recognizing the importance of the collective effort and meaningful involvement of all staff





SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION - REGULAR MEETING
4:00 PM., Wednesday, December 21, 2022
SCHOOL BOARD OFFICE

MINUTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Presentation

N/A

Question Period

Ms. I. Loveluck thanked J. Yule for calling a snow day and acknowledged J. Dooher for processing teacher salary increases and retro pay in the month of December.

CHAIRPERSON'S REMARKS

"December is always a busy month throughout SD47. This year our students were able to welcome their friends and family to join in some of the festivities like the annual winter wonderland skate sessions and community meals. Students and staff spend countless hours planning, practicing and performing their winter concerts for our enjoyment and theirs, and their efforts are evident.

Some students took the opportunity to showcase their incredible creative talents on stage for the 2022 Fine Arts Reach for the Top (FART) performances, where students offered a variety of entertainment including breakdance, choreography and instruments played solo as well as group acts.

I'm always inspired by the amount of diversity in talent we are so fortunate to experience in our schools and in our community. We know how much hard work and dedication goes into planning, decorating, participating, coordinating and performing. We are grateful for the hard work of many to bring such a variety of opportunities to support and nurture success for our students, in all of its forms.

This December also brings exciting news for SD47. On today's agenda you'll see a renewed commitment to strengthening relationships between the Tla amin Nation, the board, and our schools to better support the success of indigenous learners and build knowledge and understanding of indigenous ways of knowing and being for all of our students.

The signing of the Tla amin Education Agreement (TEA) and the partnership defined therein is a demonstration of our collective commitment to ensuring quality education that is respectful and reflective of local indigenous culture and history. We are excited to move forward together in our renewed commitment to promote Tla amin language and culture and to improve educational outcomes for all of our students.

This December we have much to celebrate as we welcome 2023 together. On behalf of your board of education, I'd like to wish everyone in our schools and community a safe and peaceful holiday season filled with joy, love and happiness."

1. **APPROVAL OF AGENDA**

Moved: J. Miller

Seconded: R. Hill

THAT the Regular meeting agenda of December 21, 2022, be adopted as circulated.

Status: Carried

2. **ADOPTION OF MINUTES**

Moved: J. Miller

Seconded: K. Van't Schip

THAT the Regular meeting minutes of November 16, 2022, be adopted as circulated.

Status: Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) November 16, 2022 – The Board met in-camera to discuss items concerning student welfare, personnel and legal matters.

4. **CORRESPONDENCE**

INCOMING

4.a) **Powell River Festival of Performing Arts to School District 47**

J. Yule reviewed the School District's historical support for the Festival of Performing Arts. D. Lawson asked if we need to support further than their request. J. Yule responded that we do support further however, teachers take this work on within their class. We will do everything we can to help with more participation.

- 4.b) BCSTA to BCSSA
For information.
- 4.c) BCTF to First Nations Leadership Council
Discussion ensued with respect 4.c) and 4.d) with respect to FSAs, administration, and use of data.
- 4.d) First Nations Leadership Council to BCTF
For information.
- 4.e) BCSTA to J. Smith-Windsor, Saskatchewan School Boards Association
For information.
- 4.f) BCSTA to Hon. D. Eby
For information.
- 4.g) C. Zacharuk, Deputy Minister to BCSTA
For information.
- 4.h) BCSTA to Hon. R. Singh (three letters)
Noted - letter with respect to Truth and Reconciliation Calls to Action.
- 4.i) BCSTA to Human Rights Commissioner
Question asked with respect to the school liaison officer role. J. Yule responded with how our local detachment decides on who is attached to specific schools and further stated that they participate in Violence Prevention Protocol. Other places have offices in schools – our District does not.
- 4.j) BCSTA to Hon. G. Lore
For information.
- 4.k) BCSTA to Hon. J. Whiteside
For information.
- 4.l) BCSTA to K. Chen
For information.
- 4.m) BCSTA to C. Broady
For information.
- 4.n) Tla'amin Nation to School District 47
For information.

Moved: J. Miller

Seconded: R. Hill

THAT the correspondence listed in items 4.a) to 4.n) be received.

Status: Carried

5. **OUTGOING CORRESPONDENCE**

5.a) SD47 to Henderson Students

Question asked as to how \$750.00 provided to Henderson Elementary was determined. S. Hopkins responded that in speaking to the Principal, M. Hull it was decided the total amount of the initiative would be shared equally by the District/School.

5.b) SD47 to Tla'amin Nation

For information.

6. **SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Tla'amin Education Agreement

J. Yule was pleased to announce that an agreement with the Tla'amin Nation was attained. Thanks went to S. Call and J. Johnson who worked together diligently to reach this agreement. This agreement is similar to those we have had in place in the past, with the Nation taking the lead in the education of their students. J. Yule was pleased with the collaborative process that took place.

Correspondence has been sent to hegus Hackett asking to meet with respect to having a member of the Nation be part of the Board. This was originally part of the TEA but because it is outside the Board's capability, a meeting will take place to see how we can help.

Brief discussion ensued and Trustees shared positive sentiments with respect to having this in place.

Question asked regarding who operationalizes the agreement. J. Yule responded that once it is signed, groups get together to work on the terms of reference. Important to remember that this agreement is for Nation students. There is another committee which the Nation is committed to participating in which is broader and includes Indigenous Education for all students.

Trustees thanked J. Johnson and S. Call.

Noted by J. Miller that the Children in Care section was not amended.

6.b) Brooks' Field Trip Permission Form – Ontario Quebec

First time for this age group; District supportive of this field trip.

Discussion ensued on whether the affordability fund could be used to help with cost. It was stated that students start fundraising as soon as they receive approval and with the sale of food cards from local grocery stores, one could fundraise the entire amount of their trip.

6.c) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to November 30, 2022

For information.

Moved: R. Hill
Seconded: M. Mason

THAT the Superintendent of Schools' Report be received as presented.

Status: Carried

7. SECRETARY-TREASURER'S REPORT

7.a) Statement of Financial Information (SOFI) Report

For information. Legislated requirement.

Question asked with respect to staff expense amounts. S. Hopkins responded indicating that expenses include mileage, travel expenses etc. and that they could be higher if one was required to visit a number of various locations.

S. Hopkins answered several questions with respect to the SOFI report and the various vendor amounts.

7.b) Month End Financial Report as at November 30, 2022

S. Hopkins reviewed the report included with the agenda.

Moved: R. Hill
Seconded: K. Van't Schip

THAT the Secretary-Treasurer's Report be received as presented.

Status: Carried

8. COMMITTEE REPORTS

Moved: J. Miller
Seconded: K. Van't Schip

THAT the Tla'amin Education Agreement, as presented, be signed and put into effect as of January first of the coming year.

Status: Carried

Moved: K. Van't Schip
Seconded: M. Mason

THAT the Powell River Board of Education changes its name to better reflect the cultural diversity and geographic area of our District.

Trustee Hill read the following to those present:

“In April of this year we were asked by the Nation, via hegus Hackett, to change the name of our district. At the time, we committed to the discussion but pushed it down the road mainly because of the upcoming summer break and a local election in October. With a new board, we have a renewed opportunity to make changes that reflect a strengthened relationship with the Nation

Change can be uncomfortable. But these feelings don't mean we shouldn't engage in discussion, and ergo, change.

Districts around the province have been engaging in renaming of schools (or districts) to better reflect Indigenous names (or culturally relevant names). We have SD50 Haida Gwaii (changed in 2009) and SD92 Nisga'a. We see it across Vancouver island (Pacific Rim school district for example), in Vancouver, and in other towns and cities across the province. We also see this movement Canada wide - Ontario is a great example where districts are renaming schools.

Prince George recently noted they would engage in a district renaming. It's unfortunate that a very close vote decided to put it on the back burner. Kootenay Lake is engaging with policy that would prohibit any new facilities to be named after people, living or dead.

A change in the district name is reconciliation and diversity in action. It's a transformative act. This is a long time coming. I believe that deep community consultation with teachers, students, families and other stakeholders can happen at the school level. We have administrators letting us know that their school wants a rebrand. Change needs to start at the top, with us, and I believe that all stakeholders would be in favour of rebranding.

BC journalist Tracy Sherlock noted that we never know what the outcomes of our actions will be. She notes that maybe planting the seed of a name change will lead to even bigger change and opportunities for reconciliation down the road. Change can be uncomfortable.... But it can also make us proud.

Let's see a district name change as the seed. How we choose to water it matters. I say we get to work. What happens next is up to us.”

J. Miller clarified that with respect to the motion duly moved and seconded, that all stakeholders will be involved in the process and that the name will be chosen that best reflects our cultural diversity and geographical area.

Status: Carried

Moved: J. Miller
Seconded: K. Van't Schip

THAT the remuneration for Trustees be increased by 4% for the 2023 calendar year.

Questions/comments with respect to the calculation of the percent recommended. S. Hopkins referred to the Board Policy which outlines the process to be followed each year.

Status: Carried

9. **OTHER BUSINESS**
N/A

QUESTION PERIOD

Ms. I. Loveluck, PRDTA President asked for the date of the last raise for Trustees. S. Hopkins responded that he believed it was 2019 but that he would need to check.

Ms. Loveluck asked if Trustees were aware that teachers received a 3.75% increase? S. Hopkins responded that other provisions also need to be factored in, in addition to the base wage increase.

MEDIA QUESTION PERIOD

P. Galinski, PR Peak Reporter asked whether the Tla'amin Education Agreement was a District Initiative or a Tla'amin Initiative. J. Yule responded that it was a collaborative process. Took a little longer because of Treaty and change in government, however the Nation has been wonderful putting people in administrative positions to work together. The process started three years ago.

P. Galinski noted it is an extensive document and wondered if there was a template? J. Yule responded that FNEsc provided a template which was available to any District or Nation.

P. Galinski asked if the SOFI report will be available on our website? S. Hopkins responded that it will be publicly available.

P. Galinski asked about the District change of name and confirmed that the District will initiate discussions and have consultation with the Nation.

ADJOURNMENT

Moved: J. Miller

THAT the Regular Board Meeting be adjourned at 4:57 p.m.

Status: Carried

D. Lawson
Chairperson

S. Hopkins
Secretary-Treasurer

SH/ac



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

December 14, 2022

Hon. Rachna Singh, Minister of Education and Child Care
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Singh,

RE: Request Aboriginal Meeting Places be Included in Area Standards Document

At the School District 5 (SD5), Southeast Kootenay In-Camera Board Meeting of November 9th, the Board carried the following motion:

THAT the Board send a strongly-worded letter to the Ministry of Education and Child Care asking them to amend the Area Standards document to include a space designated for an Indigenous Meeting place in new school builds and renovations.

For over a decade, our Board has advocated for dedicated spaces for Aboriginal students to learn and gather—a safe, inclusive space for *all* students to utilize, which embraces the area's local Indigenous histories, values and practices.

In his July 8, 2019 response to the Board's letter of March 13, 2019, then-Minister of Education, Rob Fleming remarked "The Ministry is supportive of opportunities to provide designated space for Aboriginal students to be comfortable, heard and respected and will take your feedback into consideration during our upcoming review of the *Area Standards*."

At present, we have not seen any changes to this Document, which currently acknowledges and reflects the additional space requirements of both special and supplementary special education, yet still does not recognize the need for a "Gathering Place" for Indigenous students. Our Board believes most strongly that such a space is essential to providing a culturally appropriate place where our Indigenous—and all students—will feel safe, comfortable, listened to and respected.

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

While we acknowledge that a designated Aboriginal meeting space would be utilized very differently from, and would be much more inclusive than, the space used for special and supplementary special education, the need for—and value of—providing additional space for Indigenous students is equal to the need—and value of—providing additional space for special and supplementary special education.

Given Government's strengthened focus on Truth and Reconciliation, our Board fails to understand why government has not yet formalized a commitment to providing dedicated Indigenous meeting spaces within the Ministry of Education *Area Standards* document. As well as being the right thing to do, an indigenous Gathering Space would help fulfill #63 of the Truth and Reconciliation 94 Calls to Action:

"...to maintain an annual commitment to Aboriginal education issues, including:

...

iii. Building student capacity for intercultural understanding, empathy, and mutual respect."

We would sincerely appreciate your review of this need for Indigenous students and for furthering reconciliation within our schools.

Please also review the attached several correspondences between the Aboriginal Education Department at Mount Baker Secondary School, School District 5 and the Ministry of Education, going back to May, 2012.

Sincerely,



Doug McPhee, Board Chair

Cc*: Hon. David Eby, Premier, BC New Democratic Party
Kevin Falcon, Leader, BC Liberal Party
Sonia Furstenau, Leader, BC Green Party
Tom Shypitka, MLA Kootenay East BC
Hon. Murray Rankin, Minister of Indigenous Relations and Reconciliation
Elenor Sturko, Critic for Education, BC Liberal Party
Karin Kirkpatrick, Critic for Child and Family Development & Childcare, BC Liberal Party
Carolyn Broady, President, BCSTA
BCSTA for distribution to member Boards of Education
Clint Johnston, President BC Teachers' Federation
Chris Schultz-Lorentzen, President, BCCPAC
Shelley Balfour & Chris Kielpinski, CFTA Co-Chairs
Patti Pocha, SD5 CUPE President

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

Lies Salvador, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
Denise Augustine, Director of Education and Learner Engagement, SD79
107.5 Today FM Radio
Drive 102.9/B104 Radio
Cranbrook Daily Townsman
Elk Valley Herald
e-know Online News
Fernie Free Press

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

November 17th, 2021

Jennifer Whiteside, Minister of Education
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Whiteside,

RE: Request Aboriginal Meeting Places be Included in Area Standards Document

At the School District 5 (SD5), Southeast Kootenay In-Camera Board Meeting of November 9th, the Board carried the following motion:

THAT the Board write a letter to the Ministry of Education asking them to amend the Area Standards document to include a space designated for an Aboriginal Meeting place in new schools.

For almost a decade, our Board has advocated for dedicated spaces for Aboriginal students to learn and gather. Given Government's strengthened focus on Truth and Reconciliation, our Board believes that now would be an ideal time to formalize a commitment to providing dedicated Aboriginal meeting spaces within the Ministry of Education Area Standards document.

Currently, this Document acknowledges and reflects the additional space requirements of both special and supplementary special education.

Our Board believes strongly that a "Gathering Place" is essential to providing a culturally appropriate space for Aboriginal students; a space where students will feel comfortable, listened to and respected.

While we acknowledge that a designated Aboriginal meeting space would be utilized very differently from the space used for special and supplementary special education, the need for—and value of—providing additional space for Aboriginal students is equal to the need—and value of—providing additional space for special and supplementary special education.

We would sincerely appreciate your review of this need for all Aboriginal students. Please also see the attached correspondence between the Aboriginal Education at Mount Baker Secondary School and the Ministry of Education, going back to April 2011.

Sincerely,

Frank Lento, Board Chair

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom
• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

March 13, 2019

Hon. Rob Fleming
Minister of Education
1020 Hillside Ave
Victoria, BC V8T 2A3

Dear Hon. Minister Fleming,

Re: Amend Area Standard Document to Include Aboriginal Space at Mount Baker Secondary School

The Board of Education of School District 5 (Southeast Kootenay) at its regular public meeting on March 12, 2019 passed the following motion:

M/S that the Board write a letter of support to the Ministry of Education asking them to amend the Area Standards to include a space at Mount Baker Secondary School designated for an Aboriginal Meeting place. Letter to be sent in a package with the past letters of correspondence.

Currently, the Area Standards document acknowledges and reflects the additional space requirements of both special and supplementary special education. The use of additional space may be different for Aboriginal education than that of special and supplementary special education, its value to our students is the same.

Mount Baker Secondary School (MBSS) Aboriginal Education has been advocating for an amendment to the Ministry's Area Standard to include the addition of a designated space (allocated square footage) for a "Gathering Place" for the past 8 years. We believe that a "Gathering Place" provides space and a place for Aboriginal students to be comfortable, to be heard and respected.

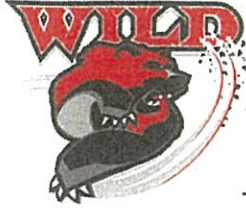
We would sincerely appreciate your review of this need for our students. Please also see the attached correspondence between the Aboriginal Education at Mount Baker Secondary School and the Ministry of Education.

Sincerely,

Frank Lento
Board Chair

cc: Trustees
Lynn Hauptman
Rob Norum
Debbie McPhee

Encl.



ʔakinmi ya·kiʔ ʔituqʔiʔqakʔamnamki Mount Baker Secondary School

1410 Baker Street Cranbrook BC V1C 1B2
Phone: 250-426-5241 Fax: 250-426-6673 mbss.sd5.bc.ca

February 12, 2019

Board of Education
School District 5 Southeast Kootenay
940 Industrial Road #1
Cranbrook, BC
Ktunaxa 'amak'is
V1C 4C6

Dear School District 5 Southeast Kootenay Board of Education Members:

Re: BC Ministry of Education Area Standards

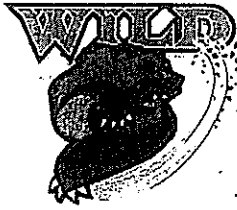
As we move forward in our endeavor to replace Mount Baker School, we are writing to request that School District 5 Southeast Kootenay Board of Education submit a letter of support for our continuing efforts to have the BC Ministry of Education amend the Area Standard. Without an amendment there will be no physical space for Aboriginal Education in a new school. Formally, beginning in 2011, we, MBSS Aboriginal Education, have been advocating for an amendment to the Ministry's Area Standard to include the addition of a designated space (allocated square footage) for a Gathering Place without avail. To date, the Government response has been unsupportive of change and have on one occasion suggested Aboriginal Education can utilize space designated for Special Education.

While we appreciate the recent changes in Aboriginal Education, notably the inclusion of Indigenous content into the new curriculum, a Gathering Place is essential for Indigenous students to escape the hegemony they experience daily within the current school system. We believe that a Gathering Place provides space and place for Aboriginal students to be comfortable, to be heard and respected. Without a designated space for Aboriginal Education, the current Area Standard positions us to utilize, barter and fight for space designated for other purposes within the policy standard.

Thank you for your consideration of this request. The BC Ministry of Education can be viewed at <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf>. We have enclosed copies of previous correspondence regarding this matter. We look forward to your reply. If you have any questions please contact Debbie McPhee at debbie.mcphee@sd5.bc.ca or if in agreement, please mail your letter of support to Debbie McPhee at the address as it appears in this letter head.

Respectfully submitted,

Debbie McPhee
for
MBSS Aboriginal Education Council



ᑭᐱᑎᑎᑦ ᙱᐱᑦ ᑭᑦᑎᑦᑎᑦᑎᑦ
Mount Baker Secondary School

1410 Baker Street Cranbrook BC V1C 1B2
Phone: 250-426-5241 Fax: 250-426-6673 mbss.sd5.bc.ca

April 15, 2016

Honourable Mike Bernier
Minister of Education
Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Minister Bernier:

Formally, beginning in 2011, we have been advocating for an amendment to the Area Standard to include the addition of a designated space for Aboriginal Education increasing the Gross Area as it is currently designated by the Ministry of Education. We have been well supported locally in our endeavors.

June 6, 2014, we received a letter from then Minister of Education Peter Fassbender in response to his visit to Mt. Baker Secondary School. In his letter he notes that in the current Area Standard for new schools, Aboriginal Education can utilize designated Special Education space, a portion of the Neighbourhood Learning Centre, or in existing schools, convert excess spaces such as classroom space. Nowhere in his letter did he acknowledge that Aboriginal Education was worthy of designated space and worse asked us to consider utilizing existing space in our school after having been in our space which is a converted classroom.

While we are sincerely pleased with the recent changes in education especially the Aboriginal Worldviews and Perspectives in the Classroom Moving Forward and the First Peoples Principles of Learning. However, these changes cannot come at the expense of Aboriginal students; they must provide space and spaces for Aboriginal students to be comfortable, to be heard and to be respected. What then are the reasons the Government and their representatives continue to create conflict for Aboriginal Education by positioning us to utilize, barter and fight for space designated for other purposes through this policy standard. As indicated by previous responses and actions, what are the reasons the Government continues to believe that Aboriginal Education does not merit additional designated space in the Area Standard.

Thank you for your consideration of this matter. We look forward to your reply.

Respectfully submitted,

Debbie McPhee on behalf of
Aboriginal Education
Mount Baker Secondary School
250-426-521 ext. 748
debbie.mcphee@sd5.bc.ca



June 6, 2014

Ref: 174058

Debbie McPhee
c/o Aboriginal Education
Mount Baker Secondary School
1410 Baker St
Cranbrook BC V1C 1B2

Dear Ms. McPhee:

Thank you for your letter of April 17, 2014, regarding the inclusion of designated space for Aboriginal Education in the Ministry of Education's *Area Standards*.

In a recent review of the *Area Standards* document, it was determined that there was sufficient opportunity within the existing standards to include designated space for Aboriginal Education. A number of the exceptions in Section 2.2.5 (such as for Special Education and Supplementary Special Education) could be utilized for Aboriginal Education if programmed as such. During the early stages of building design, educators and architects are encouraged to use the collaborative Integrated Design Process to articulate desired space needs within existing space parameters.

For new schools, you may be aware of the opportunity to incorporate up to 15 percent additional space to include a Neighbourhood Learning Centre (NLC) within the school. The NLC area is programmed via a community consultation process, which has seen some districts include First Nations' space.

For examples of related NLC's, you might be interested in contacting staff in School District No. 70 (Alberni) where they incorporated meeting space for First Nations' elders, parents and students into their Alberni District Secondary School replacement project. Also, School District No. 43 (Coquitlam), which included an Aboriginal Learning Centre in their recently-opened Pitt River Middle School.

There are also a number of school districts with declining student enrolment that have converted excess space in existing schools into program-specific areas. I encourage you to consider this approach to create space for Mount Baker's Aboriginal Education requirements.

Thank you for your dedication to the students of the Southeast Kootenay School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Fassbender".

Peter Fassbender
Minister



ʔakinmi yakiʔ ʔituq'itqakəamnamki
Mount Baker Secondary School

1410 Baker Street Cranbrook BC VIC 1B2
Phone: 250-426-5241 Fax: 250-426-6673 mbss.sd5.bc.ca

April 17, 2014

Honourable Peter Fassbender
Minister of Education
P.O. Box 9045, Stn. Prov. Gov't.
Victoria, B.C.

Dear Minister Fassbender:

Formally, beginning in 2011, we have been advocating for an amendment to the Areas Standard to include the addition of a designated space for Aboriginal Education increasing the Gross Area as it is currently designated by the Ministry of Education. We have been well supported in our endeavours.

April 15, 2013, we received a letter from the then Minister of Education, Don McRae in response to his visit to Mt. Baker Secondary School. He confirmed in the letter that our request "has been noted by staff at the Ministry and will be included in discussion at a future time." Would you please provide us with an update of the noted discussion regarding our request?

Thank you for your consideration of this matter. We look forward to your reply.

Respectfully submitted,

Debbie McPhee on behalf of
Aboriginal Education
Mount Baker Secondary School
250-426-5241 ext. 748
debbie.mcphee@sd5.c.ca



April 15, 2013

Ref: 166930

Debbie McPhee
Sharon Trefry
Aboriginal Education
Mount Baker Secondary School
Email: debbie.mcphee@sd5.bc.ca

Dear Ms. McPhee and Ms. Trefry:

Thank you for your letter of April 11, 2013.

With regard to the Ministry of Education's area standards for new school construction, my colleague, George Abbott advised you that your request for increased area to enhance the provision of aboriginal programs would be fully considered as the standards are updated. I am pleased to confirm that your request has been noted by staff at the Ministry, and will be included in discussion at a future time.

I note your comments regarding the enrolment audit program and I am pleased to advise that analysis of Aboriginal Education programs and services are reviewed with the Ministry's Aboriginal Education program group to ensure consistent interpretation and intent of the current Ministry directives throughout the entire audit process.

For many years the Ministry has utilized an Audit Program Advisory Committee, comprised of school district officials and Ministry staff to aid in the development of an audit program that clarifies Ministry directives and enrolment reporting procedures as well as to provide advice and direction on the audit program. There are two individuals who act in an Aboriginal Education advisory role on this committee: Nella Nelson, Coordinator, Aboriginal Nations Education Division at the Greater Victoria School District and Ted Cadwallader, Field Director, Aboriginal Education at the Ministry of Education. I would encourage you to contact either of these individuals if you have recommendations for the evaluation of programs and services delivered to support Aboriginal students.

Thank you for your service to the students in your school district, and in particular to students of Mount Baker Secondary School.

Sincerely,

Don McRae
Minister



April 11, 2013

Honourable Don McRae
Minister of Education
P.O. Box 9045, Stn. Prov. Gov't
Victoria, B.C.

Dear Minister McRae:

A year ago, Minister George Abbott asked, what could the Ministry of Education do to support Aboriginal Education at our school.

At Mt. Baker Secondary School two areas were identified:

Area Standards

1. Area Standards: The Ministry of Education amend the Area Standards to include the addition of a designated space for Aboriginal Education. This would then increase the Gross Area that is supported by the Ministry.
2. Audit Process: The Ministry of Education continue to review the Aboriginal Education Audit to evaluate the quality of programs and services delivered to support Aboriginal students.

Thank you for your consideration to these matters.

Submitted with respect,

Debbie McPhee
Sharon Trefry
Aboriginal Education
Mount Baker Secondary School
250-426-5241 ext 748
debbie.mcphee@sd5.bc.ca

Mount Baker Secondary School

1410 Baker Street Cranbrook BC V1C 1B2
Phone: 250-426-5241 Fax: 250-426-6673 mbss.sd5.bc.ca



May 24, 2012

Honourable George Abbott
Minister of Education
PO Box 9045 Stn Prov Gov't
Victoria, B.C. V8W 9E2

Dear Sir:

Two questions were raised regarding Aboriginal Education at your visit to Mt Baker Secondary School, Cranbrook, BC earlier this year:

1. To amend the B.C. Ministry of Education Area Standards to include a designated space for Aboriginal Education
2. To revise the Audit process to more appropriately examine Aboriginal Education Services and Programs implemented to support Aboriginal students

Today we met with MLA Bill Bennett regarding these matters. We have asked Mr. Bennett's assistance in soliciting a response from you, Minister Abbott, to the questions presented that day.

Attached are a number of documents we believe are relevant to the questions

Submitted with thanks and respect,

Debbie McPhee
Sharon Trefry
Aboriginal Education
Mount Baker Secondary School
250-426-5242 ext 748
debbie.mcphee@sd5.bc.ca



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

sent
April 15/11
C.M.

April 11, 2011

Honorable Margaret MacDiarmid
Minister of Education
P.O. Box 9045, Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister MacDiarmid:

The Board of Education of School District 5, at its Regular Public Meeting on March 8, 2011, passed the following motion:

"MOTION R-10-208

M/S that the Board write a letter to the Ministry of Education to strongly consider the addition of designated Aboriginal space under section 2.25 Exceptions of the Ministry of Education's Area Standards document."

Currently, the Area Standards document acknowledges and reflects the additional space requirements of both special and supplementary special education. While the use of additional space may be different for Aboriginal education than that of special and supplementary special education its value to our students is the same.

A sense of place, land and territory is personally, historically and culturally significant to Aboriginal Peoples and is important to promoting involvement rather than isolation or segregation in schools.

In order for Districts to truly meet the needs of Aboriginal students and increase Aboriginal completion rates, additional space for special projects, elders programs and gathering in general is invaluable.

We encourage you to strongly consider the addition of designated Aboriginal space in the Ministry's Area Standards Document.

Yours truly,

Frank Lento
Chairperson of the Board of Education

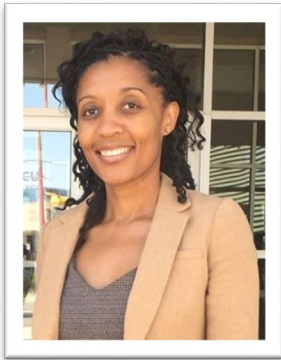
Cc: MLA
BCTF
BCCPAC

Memorandum

Date: November 17, 2022
To: Office of the Chief Medical Health Officer, SET
From: Dr. Patricia Daly, Vice-President Public Health & Chief Medical Health Officer
Cc: Dr. Mark Lysyshyn, Deputy Chief Medical Health Officer

Re: Medical Health Officer Team Update

I am very pleased to announce that effective Tuesday, January 3, 2022, Dr. Moliehi Khaketla will join the VCH Medical Health Officer (MHO) team, serving as MHO for the Coastal Rural communities and working primarily from the Gibsons public health office. In addition to her responsibilities serving Coastal Rural communities, Dr. Khaketla will take on regional public health responsibilities to support our team.



Dr. Khaketla is a Fellow of the Royal College of Physicians of Canada (FRCPC), certified in Public Health and Preventive Medicine. She also has board certification in Public Health and General Preventive Medicine from the American Board of Preventive Medicine (ABPM), and is a certificant of the College of Family Physicians of Canada (CCFP). She completed her residency in Public Health and Preventive Medicine at the University of British Columbia in 2017. She obtained her Bachelor of Medicine & Bachelor of Surgery (MBChB) degree from the University of Natal Medical School in South Africa, and a Master of Public Health (MPH) degree from the University of Saskatchewan.

Dr. Khaketla will be joining Vancouver Coastal Health from her most recent position with the Saskatchewan Health Authority and Athabasca Health Authority, where she is currently in practice as a Medical Health Officer, based at the Northern Saskatchewan Population Health Unit. Prior to that Dr. Khaketla held the position of Deputy Medical Health Officer (Communicable Disease/Immunization program lead) within the same jurisdiction. Her clinical background and experience includes practice in family medicine and emergency room settings in South Africa, New Zealand and Canada.

Many of us had the pleasure of working with Dr. Khaketla during her time as a Public Health and Preventive Medicine resident in BC, and we are thrilled to welcome her back to the province. She looks forward to meeting staff across the region over the months ahead. Please join me in welcoming to Dr. Khaketla to our team.

Please note Dr. Khaketla's contact information as of January 3 below:

Dr. Moliehi Khaketla

821 Gibsons Way
Gibsons, BC V0N 1V8
Phone: 604-983-6701

E-mail: moliehi.khaketla@vch.ca

Assistant: Alysa Faraci **E-mail:** alysa.faraci@vch.ca



January 9, 2023

Powell River Festival of the Performing Arts
Attention: Ms. J. Carlson, Chairperson

Dear Ms. Carlson,

Please find attached, a cheque for \$500.00 in support of the Festival of the Performing Arts. This Festival is very important to the students of School District 47 and we thank your organization for their work and dedication in organizing this.

This letter confirms that the rental cost of Max Cameron Theatre will be waived for the Festival. Any other costs are to be borne by the PR Festival of Performing Arts. Please liaise with Jacquie Dawson, Theatre Manager for planning.

This will also confirm that the Speech Arts entry costs for students of School District 47 schools will be again paid for by School District 47 (independent schools not covered by SD47).

Yours truly,

A handwritten signature in dark ink, appearing to read "J Yule", is written over a light blue circular background.

Dr. Jay Yule
Superintendent
Board of Education
School District 47 (Powell River)

JY/ac

cc: Ms. Jasmin Marshman, Principal of Brooks Secondary
Ms. Jacquie Dawson, Manager, Max Cameron Theatre



January 9, 2023

Ms. Michelle Riddle

Via email: michelle@resilienthealth.ca

Dear Ms. Riddle,

I am writing to thank you for the thoughtful and informative presentation on MRNA Vaccines.

Our Board of Education appreciates you taking the time to speak to us and present us with this information. The well-being and safety of students is paramount. We will continue to make decisions based on the advice of the Ministry of Health.

Yours truly,

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

January 13, 2023

Dear hegus Hackett,

Re: Signing of the 2023-2027 ƒa?amu Education Agreement

It is with great pride that I attach a signed 2023-2027 ƒa?amu Education Agreement.

Our joint effort to bring this to fruition is just the beginning of all the important work we will do to ensure successful educational outcomes for all ƒa?amu students.

We are grateful for your partnership and are deeply committed to ensuring that we foster our relationship to accomplish all that we have set out to do.

Yours truly,

A handwritten signature in blue ink that reads "Dale Lawson".

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

cc: Jessica Johnson, Principal of Indigenous Education, School District 47 – jessica.johnson@sd47.bc.ca
Sophie Call, Director of Education - sophie.call@tn-bc.ca
Dillon Johnson, Community Services House Post - dillon.johnson@tn-bc.ca
Tana Harry, Government Secretary - tana.harry@tn-bc.ca
Richard Gage, CAO - richard.gage@tn-bc.ca
Emily White, Intergovernmental and Policy Analyst - emily.white@tn-bc.ca
Stefan Virtue, Intergovernmental and Policy Director - stefan.virtue@tn-bc.ca

ᄃᄆᄆᄆᄆ Education Agreement

ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆ – ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆ – ᄆᄆᄆᄆ ᄆᄆᄆᄆ ᄆᄆᄆᄆ ᄆᄆᄆᄆ
(our people – our learning – our vision)

INTRODUCTION

The adoption of a ᄃᄆᄆᄆᄆ Education Agreement (TEA) provides a significant opportunity for ᄃᄆᄆᄆᄆ Nation and SD47 to focus attention on improving educational outcomes for ᄃᄆᄆᄆᄆ students and on developing the relationship necessary to accomplish that mutual goal.

THIS AGREEMENT made and entered into December 2022 shall be effective from the 1st day of January, 2023.

BETWEEN:

ƛaʔamun Nation

(hereinafter called the "Nation")¹¹

AND:

THE BOARD OF EDUCATION

SCHOOL DISTRICT NO. 47

(hereinafter called the "Board")

(collectively called the "Parties")

WHEREAS

- A. ƛaʔamun Nation is a Self-Governing Modern Treaty Nation with rights established and protected under Section 35 of the Constitution Act, 1982.
- B. The ƛaʔamun People have thrived and lived in harmony with these land since time immemorial. The ƛaʔamun people are speakers of the ʔayʔaʔuθəm language, the northern most language of the Coast Salish language family. ƛaʔamun culture and language are rooted in ʔəms giʔe (our territory) and have provided for us for over 10,000 years. School District 47 (SD47) resides on the traditional territory of the ƛaʔamun Nation.
- C. The Nation has the authority and responsibility for the education of its students and the right to establish curriculum, examination standards, certification, and accreditation, and may make laws in relation to kindergarten to Grade 12 education for ƛaʔamun People.
- D. The Parties recognize the ƛaʔamun Education Agreement ("TEA") is an integral part of the delivery of education services to ƛaʔamun students attending SD47 schools and programs.
- E. The Parties recognize the disproportionate and distinct impacts of racism and discrimination on Indigenous people in BC's public and independent schools.
- F. Through the TEA, the Parties wish to work together to make systemic shifts to support successful educational outcomes for all ƛaʔamun students through the provision of high-quality and culturally relevant elementary and secondary educational programs and services, supported by funding that is responsive to the unique needs of ƛaʔamun students and the ƛaʔamun Community.

- G. The Parties recognize the TEA as an important mechanism for building relationships between the Nation and the Board and its schools, to support ƛaʔamun student success specifically, and by extension, to support the success of other Indigenous learners and all students broadly.
- H. The Parties recognize that the signing of this TEA is a step consistent with the Province of British Columbia's adoption and implementation of the *Declaration on the Rights of Indigenous Peoples Act* which affirms the application of the *United Nations Declaration on the Rights of Indigenous People* (UN Declaration) to the laws of British Columbia and requires the provincial government to take all measures necessary to ensure the laws of British Columbia are consistent with the UN Declaration and to develop an action plan to meet the objectives of the UN Declaration.
- I. The Parties acknowledge article 14 the UN Declaration, which affirms the right of ƛaʔamun Citizens to all levels and forms of education provided by SD47 without discrimination, and that the Board shall, in conjunction with ƛaʔamun people, take effective measures, in order for ƛaʔamun citizens, particularly children and youth, to have access, when possible, to an education in ƛaʔamun culture provided in the ɀayʔajuθəm language.
- J. The Parties recognize that the signing of this TEA is a step consistent with the Government of British Columbia's adoption and implementation of the Truth and Reconciliation Commission (TRC) *Calls to Action* for reconciliation and the Board's formal expression of support on September 22, 2015, for the recommendations in the Truth and Reconciliation Report. The Parties specifically acknowledge the following TRC Calls to Action as being critical to the success of delivering high-quality, relevant education for ƛaʔamun students, and that implementing the Calls to Action requires more than the Federal Government, with the Board being a key partner for advocacy and change:

Call to Action 7: *"We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians."*

Call to Action 8: *"We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves."*

Call to Action 9: *"We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people."*

Call to Action 10: *"We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:*

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.*
- ii. Improving education attainment levels and success rates.*

- iii. *Developing culturally appropriate curricula.*
- iv. *Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.*
- v. *Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*
- vi. *Enabling parents to fully participate in the education of their children.*
- vii. *Respecting and honouring Treaty relationships."*

Call to Action 11: *"We call upon the federal government to provide adequate funding to end the backlog of Nations students seeking a post-secondary education."*

Call to Action 12: *"We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families."*

Call to Action 13: *"We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights."*

Call to Action 57: *"We call upon the federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."*

- K. The Parties acknowledge that the signing of this TEA is also a step consistent with the Government of British Columbia's *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* which informs the relationship between the Parties in matters such as free, prior, and informed consent of the Nation when the Board proposes actions which may impact ʔamun students; the promotion of a mutually supportive climate for economic partnership and resource development; and the need for a distinctions-based approach to ensure that the unique treaty rights, interests, and circumstances of ʔamun Citizens are acknowledged, affirmed and supported in the Board's policies, procedures, programs, and services.
- L. The Board has the authority, under section 86 (3.3) of the *School Act*, to enter into agreements with a treaty Nation, with respect to the education of Nation students.
- M. The Nation, pursuant to its inherent jurisdiction and treaty rights over educational matters, has the authority and responsibility for the education of ʔamun students and desires to ensure they all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.

- N. The Parties agree that the principals, titiwšemstənəq (teachers), and other staff in SD47 schools have a central and important role to play in the provision of quality education programs and services and in the implementation and effectiveness of this TEA.
- O. The Parties wish to enter into this agreement to set out the terms and conditions regarding the provision of educational services by the Board to ƭaʔamun students.
- P. In furtherance of this, Guiding Principles for this TEA are provided to guide the operationalization of the TEA and the functioning of the relationship between the Parties.
- Q. The Parties recognize that in an emergency, such as the COVID-19 health pandemic, Indigenous Peoples have and are likely to experience disproportionate and distinct impacts due to their remoteness and vulnerabilities which result from their systemic removal from their land, as well as the removal of their resources, culture, language, and governance systems

THEREFORE the Parties agree as follows:

1.0 PURPOSE

1.1 The Parties agree that the purposes of this Agreement are to:

- a. Confirm the mutual commitment of the Parties, and acknowledge the important role of SD47 schools, staff, and programs, to build a positive, effective, collaborative, and constructive relationship that supports and promotes ƭaʔamun language and culture and improves the educational outcomes of ƭaʔamun students and achieve high levels of ƭaʔamun student success such as evidenced by cultural grounding, language development, graduation, and transition to post-secondary education and training, or employment.
- b. Set out the roles and responsibilities of the Parties and schools to meet the purposes and objectives of this Agreement.
- c. Serve as a core shared accountability mechanism for both the Nation and the Board regarding the education of ƭaʔamun students in SD47.

2.0 GUIDING PRINCIPLES

2.1 The Parties will be guided by the ƭaʔamun Nation Treaty, the UN Declaration, the TRC Calls to Action, and the Government of British Columbia's *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*.

A fundamental value of the ƭaʔamun Community is to respect, protect, and promote the taʔaw (teachings), ƭaʔamun ways of knowing and being. ƭaʔamun taʔaw are the traditional teachings and unwritten laws that ƭaʔamun ancestors lived by, passed down from generation to generation. Through this TEA, we reinforce the principles of these taʔaw and ƭaʔamun core values, which are the foundation of these guiding principles:

yiqatet (yeeq ah thlet) - Accountability

The Parties will learn from every experience and criticism. They will expect more of themselves than from agencies outside this TEA. The Parties will take responsibility for, and fix, their mistakes to become better and best serve ʔaʔamun children and families.

qʷeqʷaystowʔ (qwe qway stowthl) - Communication

The Parties will be careful of words and language used, understanding they are both medicine and weapons. Collaboration will be meaningful, significant, and inclusive. The Parties will respect the teachings of others, even when they do not align with their own principles.

ʔasəm qʷayigən (klassum qwaygun) - Discipline

The Parties will strive to be an asset to ʔaʔamun families and to ʔaʔamun People broadly. They will act in the understanding that every day brings a new lesson and an opportunity to make things better. The Parties will make their minds and bodies strong to overcome obstacles to this TEA and its processes.

θaθxʷin (thath xwin) - Fairness

The Parties will ensure that all students, staff, and related others are treated equally and will be transparent in their deeds so that the community and other professionals can witness how things work related to this TEA.

gənaxʷuθ (gun axw ooth) - Honesty

The Parties will be true to themselves and to others. They will know where information is coming from, ensure it is truthful, and only focus on what is helpful. The Parties understand that misinformation can hinder their process.

pit qʷayegəns (peet qway-eh guns) - Humility

The Parties will let others talk highly of the work they have done, rather than speaking of it themselves. The Parties will have compassion for each other and for others, honouring that each has not lived the experience of others.

tiyhəgən mətəm (tee hegun metum) - Integrity

The Parties will strive to be a living example of the changes they want to see in the education system. They will continually work to ensure they are worthy of the trust of the community and of other professionals.

tiystəm (tee s-tum) - Respect

The work done through this TEA will reflect ʔaʔamun taʔaw. The Parties honour ʔaʔamun ancestors and connection to the land and strive for a sustainable future for ʔaʔamun children by keeping them at the forefront of all TEA related processes.

ʔaʔaθəm (ah ah thum) - Sharing

Interdependence and cooperation are what give the Parties the strength to achieve great things together. Nothing is lost by sharing with one another.

χaxgiyanən (xax gee ah nun) - Spirituality

The Parties will remember where they have come from and that all things in ʔaʔamun giʔe (traditional territory) have a soul and a purpose for being here. The Parties will strive for balance with their surroundings.

The Parties will also be guided by the following principles:

ła?amun Nation Role in Education (right to self-determination)

- a) The ła?amun Community and its families have the right to retain shared responsibility for the upbringing, training, education, and well-being of their children, consistent with the rights of the čuy (child) and have the right to establish and control their educational systems and institutions providing education in their own language, in a manner appropriate to their cultural methods of teaching and learning.
- b) The Nation has control of, and decision-making responsibility for education of ła?amun students.
- c) The Nation has a central role in the education of its students, regardless of where they attend school.

ła?amun Students Access to Quality Culturally Appropriate and ła?amun Centered Education

- d) ła?amun students, at all levels of education, must have access to educational opportunities that:
 - a. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages, and cultures;
 - b. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
 - c. prepare them to access any opportunities they choose for higher learning, employment, and life choices.

Reconciliation & Collaboration in ła?amun Education

- e) Indigenous education in British Columbia is highly complex, engaging federal, provincial and Nation authorities, roles, and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all ła?amun students are supported to achieve successful education outcomes.
- f) The gap in educational outcomes between Indigenous students and non-Indigenous students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education.
- g) The Parties have a shared interest and priority in supporting excellence in Indigenous education, including supporting ła?amun students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.
- h) Strong, effective, and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and Nations, as expressed in the TRC's Calls to Action and the UN Declaration.

- i) Quality Indigenous education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful ʔaʔamun student outcomes and achievements, while addressing their unique needs.
- j) Curriculum, materials, and resources will meaningfully reflect ʔaʔamun culture, values, traditions, and the ʔayʔajuθəm language as approved and determined by the Nation or its designate.
- k) The TEA is an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- l) The standards set by the *United Nations Declaration on the Rights of Indigenous Peoples* apply to the education of ʔaʔamun students.
- m) The Truth and Reconciliation Commission’s Calls to Action set out a framework for reconciliation, including with regard to Indigenous education, that must inform the relationships and collaboration between the Nation, the Board, and the Province of British Columbia.

Parental Choice

- n) Parents/guardians have the right to decide where their children will be enrolled to receive the benefit of an education program.

ʔaʔamun Student Safety

- o) ʔaʔamun students, and all students, have a right to feel safe at school, including safety from racism (students and ʔaʔamun Citizens who are SD47 staff), indifference, bias, marginalization, bullying and stereotyping.

Shared Accountability and Data-Sharing

- p) This TEA is more than a mere financial transaction and serves as a core shared accountability mechanism for both the Nation and the Board regarding ʔaʔamun education in SD47 schools.
- q) Timely and relevant data is required to inform decision-making to support ʔaʔamun students. This includes information on enrolment, but also on learning outcomes, psycho-educational needs, and early warning signs.
- r) The Nation will annually receive fulsome reporting from the Board about ʔaʔamun student outcomes. This data will be disaggregated and presented in the format of the “How Are We Doing” report. The Nation will have direct, unrestricted access to this data about ʔaʔamun students at all times.

3.0 RESPONSIBILITIES & COMMITMENTS

3.1 The Board agrees to:

- (a) Ensure that ƭaʔamun students have equitable access to educational programs that promotes *substantive* equality, including ʔayʔaʔuθəm language instruction to the extent possible from K-12 in SD47 schools and programs, and strive towards high levels of ƭaʔamun student success in educational programs.
- (b) Approve educational resource materials that promote an understanding of and appreciation for the history, language, and culture of ƭaʔamun people in British Columbia, including required curriculum on the residential school experience.
- (c) Promote the offering of and enrollment in Indigenous-focused courses such as BC First Peoples 12, Contemporary Indigenous Studies 12, and English First Peoples 10 through 12, or any successor courses for all SD47 students; and implement English First Peoples 10 as the Grade 10 English curriculum course offered in all SD47 high school programming.
- (d) Promote the offering of and enrollment in ʔayʔaʔuθəm language courses in line with the Minister's mandate to develop new Indigenous history curriculum, develop full-course offerings in Indigenous languages, and to work collaboratively towards implementing the educational Calls to Action from the Truth and Reconciliation Commission, which includes taking the necessary steps for program development, teacher training, professional development, and appropriate consultation with Indigenous communities and Indigenous language learning educators and experts.
- (e) Support its principals and titiwšəmstənəq (teachers) in effectively delivering educational programs referred to in sections 3.1 (b), (c) and (d).
- (f) Ensure school programs and staff support ƭaʔamun students to participate in extracurricular and sports activities and ensure that SD47 staff and contacts engage with Nation staff around after-school programming, spring break and winter programming, to provide joint-offerings of benefit to all students in the qat^θet regional district and avoid redundancies in programming.
- (g) Ensure titiwšəmstənəq (teachers) and district staff provide information to ƭaʔamun parents/guardians regarding the educational program of their čuy (child) (i.e. course selection process, reporting periods, report cards, as required by the *School Act*).
- (h) Communicate details of this Agreement, including its purpose, objectives, and principles, with school personnel, in particular principals and titiwšəmstənəq (teachers).
- (i) Give direction to principals regarding the implementation of this Agreement, as appropriate.
- (j) Spend targeted Indigenous Education Funds on Indigenous Education Programs and Services identified in collaboration with Indigenous communities working with the Board, including the Nation, to support the success of Indigenous students.
- (k) Throughout the entire school year, provide the teaching staff needed to support Ahms Tah Ow school in tišosəm based on collaborative planning with the Nation.

- (l) Throughout the entire school year, provide after-school as well as summertime academic (literacy & numeracy) support to ʔamun students in ʔisosəm based on a schedule agreed upon by the Nation.
- (m) Provide daily school bussing services to students with pick-up/drop-off spots determined by the Nation.
- (n) Recognizing that the Outdoor Learning Centre is on ʔamun giʔe (traditional territory) and in a spirit of partnership and reconciliation, provide the Nation unlimited access to the Outdoor Learning Centre for school aged children activities, waiving all rental fees at no cost to the board
- (o) Effectively fund, manage, and implement a Cultural Support Program consisting of ʔepθ -- Cultural Support Workers -- and programming, jointly supported by the Nation, to provide support to Indigenous students in SD47 schools, and to design and deliver activities for school staff and students which promote Indigenous culture, knowledge, and language, Indigenization, and decolonizing principles and practices.
- (p) Through its Indigenous Education Department, develop and manage the ga tʔep Indigenous Education Council comprised of school, district, and Nation staff and elected officials, representatives of other Indigenous Nations served by SD47, Indigenous community members, a representative from Vancouver Island University, and any other representative relevant to the development and implementation of a working Enhancement Agreement aimed at improving the educational achievement of Indigenous students. This committee is to meet a minimum of three times per year.
- (q) Ensure all SD47 Board policies and procedures align with the purposes, principles, and objectives of this Agreement.
- (r) Invite the Nation's Director of Education or designate to directly participate in its Strategic Planning, as well as in any other planning process that will impact or potentially impact ʔamun children and families.

3.2 The Nation agrees to:

- a) Promote the active participation and involvement of ʔamun parents/guardians and other community members of the Nation in the education of their children, including ʔamun community specific SD47 processes, forums (such as a parent advisory committee and other committees), and activities.
- b) Encourage and support ʔamun students to attend and engage in school, as well as participate in extracurricular and sports activities.
- c) Subject to receiving Tuition Funding from Indigenous Services Canada, and to receiving student outcomes data by the Board as outlined in this Agreement, pay the Board the Tuition Fees as agreed to and set out in this Agreement.

- d) Provide direction to SD47 in the spending of targeted Indigenous Education Funds for Indigenous Education Programs and Services to support the success of Indigenous students.
- e) Effectively fund, manage, and implement a Cultural Support Program consisting of čepθ -- Cultural Support Workers -- and programming, jointly supported by SD47, to provide support to Indigenous students in SD47 schools, and to design and deliver activities for school staff and students which promote Indigenous culture, knowledge, and language, Indigenization and decolonizing principles and practices.
- f) Actively participate in the work of the district ga t^θəp Indigenous Education Council.
- g) Directly participate in Board Strategic Planning and in any other planning process that will impact or potentially impact ʔaʔamun children and families.

3.3 Consistent with the purposes, principles and objectives of this Agreement, the Board, in making an educational program for Nation students will:

- a) Work with the Nation to develop and implement strategies to keep ʔaʔamun students in school and maintain and implement the Attendance Protocol.
- b) In the case of an early school leaver, work with the Nation to collaborate on an Early Leaver Prevention Plan that best meets the educational needs of that Nation students.
- c) Ensure that the parent/guardian of any ʔaʔamun student invited to meet with school or district staff about their child is reminded each time that they can have the support of an Indigenous Education Department staff member or Nation Department of Education staff member in the meeting.
- d) List courses, including English First Peoples and locally developed Board/Authority Authorized courses, in the course selection handbook.
- e) Promote and support ʔaʔamun cultural activities through its Cultural Support Program, as well as days of significance to reconciliation such as Orange Shirt Day and National Indigenous Peoples Day, in all SD47 schools within the district.
- f) Promote and support effective professional development focused on ʔaʔamun history, language, and culture, including a non-instructional Professional Development Day in the annual SD47 district calendar entirely focused on reconciliation, Indigenization, and decolonizing principles and practices.
- g) Work with the Nation, and the ga t^θəp Indigenous Education Council where applicable, on how to effectively use targeted Indigenous Education Funding, including any surpluses, to support ʔaʔamun student needs and improve Indigenous student outcomes.
- h) Communicate details of this Agreement, including its purpose, objectives, and principles, with school personnel, and in particular principals and titiwšemstənəq (teachers).

- 3.4 Wherever this Agreement provides that an SD47 school will perform any obligation under this Agreement, the Board will provide direction to the superintendent, principals, titiwšəmstənəq, (teachers) and other school staff as needed to fulfil that commitment.
- 3.5 Consistent with the purposes, principles and objectives of this Agreement, the Nation in support of the educational program delivered by SD47 to ʔaʔamun students will:
- a) Promote and support effective professional development focused on ʔaʔamun history, language, and culture, including a non-instructional Professional Development Day in the annual SD47 district calendar focused on reconciliation, Indigenization, and decolonizing principles and practices.
 - b) Communicate details of this Agreement, including its purpose, objectives, and principles, with Executive Council and all relevant staff.

4.0 EDUCATIONAL RESOURCES

- 4.1 The Parties agree to, individually, together, and with SD47 schools, make best efforts to:
- a) Introduce more culturally relevant educational resources and activities in all subject areas for all students, such as through Board/Authority Authorized courses, and for events and ceremonies that take place at a school; and
 - b) Offer English First Peoples 10, 11 and 12, BC First Peoples 12 and Contemporary Indigenous Studies 12 with Residential School, Sixties Scoop, and Millennium Scoop content.
- 4.2 The Parties will, with the Nation providing leadership and direction, work together to address the history of the Indian Residential School system, the Sixties Scoop, the Millennium Scoop through the development and implementation of curriculum, materials, and resources, and through professional development opportunities, in a sensitive and appropriate manner.
- 4.2 The Parties will work in partnership to develop and implement ʔayʔaʔuθəm language programs.
- 4.3 The Parties will work in partnership to develop and offer increased relational land-based programs grounded in Indigenous values, culture, community, and language for Indigenous students (i.e. the Traditional Skill Builder, etc.) and work toward establishing them as Board/Authority Authorized courses.
- 4.4 With regard to intellectual property rights, the Parties acknowledge article 31 of UN Declaration:
- Article 31 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge, and traditional cultural expressions, as well as the manifestations of their sciences, technologies, and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports, and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions. 2. In conjunction with

Indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

4.5 Consistent with article 31 of UN Declaration, the Parties agree that:

- a) the Nation retains any intellectual property and copyrights of any curriculum content developed in collaboration or cooperation with them regarding the Nation's language, cultural heritage, traditional knowledge, and traditional cultural expressions. Such curriculum, and any use of it for informational, promotional, instructional purposes, must state that the content is the property of the ʔaʔamun Nation.
- b) the use of such information is intended to be for instructional purposes only at a local level and for SD47's staff professional development purposes, as well as for districts working with ʔayʔajuθəm speaking Nations.
- c) any other proposed or intended use requires written consent from the Nation.

5.0 DOGWOOD GRADUATION

5.1 Given the historic overrepresentation of Indigenous students in alternate programs, and to counter the racism of low expectations reported by the Auditor General in 2015, the Board will first and foremost encourage and support each and every ʔaʔamun student to achieve an 80 credit Dogwood graduation certificate and will ensure that the intentional or unintentional streaming or marginalization of Indigenous students is not tolerated.

5.2 The Board will ensure that each and every capable ʔaʔamun student is placed in an educational program that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education, and employment.

5.3 The Board and the Nation will ensure ʔaʔamun students and their parents/guardians are provided with information about the immediate and long-term implications of a Dogwood Diploma, as compared with the Adult Dogwood Diploma and other school leaving certificates, to support informed decision-making by those ʔaʔamun students and their parents/guardians.

5.4 The Board will ensure there is appropriate and timely (i.e. early) counselling support for career and post-secondary education planning available to ʔaʔamun students and other Indigenous students.

6.0 IDENTIFICATION OF ʔaʔamun STUDENTS REQUIRING SPECIAL EDUCATION ASSESSMENT

6.1 In order to ensure that ʔaʔamun students are appropriately identified as requiring special education supports, the Board will ensure SD47 schools work with the Nation and

parents/guardians to ensure appropriate and transparent ongoing informal assessments of Ła?amun students to identify those who may require more formal special education assessment. Parents/guardians of Ła?amun students identified as requiring special education supports will be supported in alignment with section 3.3 c of this Agreement.

- 6.2 In particular, SD47 staff and the Nation will jointly review and determine the criteria and processes used for the identification of kindergarten Ła?amun students who may require assessment and additional supports or services, recognizing that early identification is necessary to promote student success. For a Ła?amun student who is identified as having a special need before entering a school, any existing assessment and programming information will be requested immediately upon enrollment to permit appropriate and effective planning and implementation of relevant interventions.
- 6.3 In cases where a Ła?amun student is identified as likely having diverse abilities or a disability upon enrolment in kindergarten, or when transferring into an SD47 school at a later grade level, or when a Ła?amun student has an obvious disability that has not been previously assessed, the Board will ensure there is a timely determination of the need for assessment and/or intervention plan.

7.0 SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

7.1 The Parties agree that special education assessment and placement of, or timetable changes or new timetables for, Ła?amun students will follow the School District referral process, and the Ministry of Education, *Special Education Services: A Manual of Policies, Procedures, and Guidelines*, as amended from time to time.

7.2 For greater clarity:

- a) prior to the placement of a Ła?amun student in a special education program, a psychoeducational assessment must be completed, with the parent's/guardian's informed consent, that identifies the Ła?amun student as requiring supports and services.
- b) prior to diversion of a Ła?amun student to an Evergreen Certificate path, a psychoeducational assessment must be completed, with the parent's/guardian's informed consent, and must identify the Ła?amun student as having an intellectual disability.
- c) the results of the psychoeducational assessment must be provided to and discussed with the parent/guardian of that Ła?amun student, the school-based team, SD47 Indigenous Education staff, and Nation staff as designated by the Ła?amun student's parent/guardian.
- d) prior to diversion of a Ła?amun student to an Adult Dogwood path, the informed consent of the student, the parent/guardian, the Nation's Director of Education, and SD47's District Principal of Indigenous Education must be provided.

8.0 SPECIAL EDUCATION PROGRAMMING

8.1 As soon as practical after a Ła?amun student has been identified as having diverse abilities or a disability:

- a) appropriate supports and services will be identified in order to ensure that the Łaʔamun student obtains an education that is most appropriate for their needs, and in regular classroom environments as much as possible;
 - b) the assessment results and educational services to be provided to the Łaʔamun student will be outlined in an Individual Education Plan (IEP), which must be completed with the parent's/guardian's informed consent and involvement, for the purpose of assisting school staff and appropriate Indigenous Education staff in providing supports and services for the student;
 - c) a Łaʔamun student with diverse abilities or disabilities will take an active role in the design of their IEP to the maximum extent that their developmental level and ability permit, noting that factors affecting the student's participation in the development of an IEP will include age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences;
 - d) a written report stating the reason for placement of the Łaʔamun student, and the educational opportunities gained and lost by such placement, must be provided to the parent/guardian, and to SD47 Indigenous Education staff and Nation staff as designated by the student's parent/guardian;
 - e) in cases where the parent/guardian appoints a delegate, the parent/guardian and the delegate will receive a copy of the IEP; and
 - f) in the event that the parent/guardian declines to be involved in the IEP process and does not choose to appoint a delegate, the Board will inform the Nation's Department of Education staff who will pursue other avenues to engage the family, and the Board will ensure that the school will make every effort to ensure that the Łaʔamun student's needs are fully met.
- 8.2 In developing an IEP, standards for students with diverse abilities or disabilities will be developed with high and appropriate expectations for achievement, and Łaʔamun students with IEPs will be supported, where possible, to achieve all of the regular curricular competencies and/or outcomes, with supports.
- 8.3 The Board will ensure that SD47 schools work with parents/guardians and, with their consent, the Nation to:
- a) collaboratively identify any adaptations made to a Łaʔamun student's educational program;
 - b) ensure that any modifications are made to a Łaʔamun student's educational program only when necessary and only when adaptations have been tried and have proven insufficient to meet Łaʔamun student's needs, and only with the informed consent in writing of the student's parent/guardian, or their designate; and
 - c) if a Łaʔamun student has been put on a non-diploma Evergreen Certificate path, ensure that the student's program: is documented in an IEP; wherever possible, aligns as closely as possible with a graduation diploma program; and supports learning outcomes that match, as closely as possible, the learning outcomes of the applicable course, even when modified.

- 8.4 When requested, the parent/guardian or delegate and, where appropriate and feasible, the Łaʔamun student, will have every opportunity to meet with school staff about the IEP and the student's educational program within a reasonable timeframe, and no later than two weeks after the request has been made to school personnel.
- 8.5 The Board will ensure SD47 schools offer each Łaʔamun student who has diverse abilities or disabilities relevant learning activities, in accordance with the student's IEP.
- 8.6 The Board will ensure that Łaʔamun student progress reports on their educational achievement in a special education program or on an Evergreen Certificate path are provided to the parent/guardian, SD47 Indigenous Education staff, and Nation staff as designated by the student's parent/guardian, according to the same student progress reporting schedule as followed by the school and, in any event, not less than at the end of each term during the placement.
- 8.7 The Board will ensure that parents/guardians are advised:
- a) of their right to request a change to the placement of a Łaʔamun student in a special education program or on an Evergreen Certificate path.
 - b) that if they wish to request a change in a placement decision, the parent/guardian may file such a request in accordance with applicable Board bylaws, policies and/or procedures.
 - c) that where the parent/guardian files a request, they may also receive the support from Nation staff and/or SD47 Indigenous Education staff with the process, if they so desire.
- 8.8 The Parties agree that IEPs are not intended to be static and will be reviewed and revisited at least bi-annually in collaboration with the Łaʔamun student's parent/guardian and the student themselves if appropriate, and the IEP will be either:
- a) Updated;
 - b) Revised; or
 - c) Concluded, where it is determined that the student no longer requires an IEP.
- 8.9 For greater certainty, the Parties agree that an IEP will only be put in place under sections 8.1 and 8.2 and it will only be updated, revised, or concluded under section 8.8 where the prior informed consent of the parent/guardian has been obtained.
- 8.10 The Parties agree that, in the case of all special education categories that are consistent, individual education plans for Łaʔamun students with special needs will be recognized and used as part of the planning process when those students transition between schools.

9.0 VULNERABLE STUDENT PLACEMENT

- 9.1 The Board will ensure that SD47 schools work with Łaʔamun parents/guardians and the Nation to identify Vulnerable Students and, where identification of a Łaʔamun student as vulnerable is

supported by evidence and demonstrated need, that an Individual Learning Plan (ILP) will be created for that student with the informed consent and involvement of the student's parent/guardian and be regularly reviewed.

- 9.2 In temporary or sudden cases of vulnerability, the parent/guardian or the Nation will communicate with SD47 Indigenous Education staff to advise school-based supports of a "Handle with Care" situation. This will signal to the school, titiwšemstənəq (teachers), and any relevant staff that the student may require additional empathy and understanding for their learning at that time.

10.0 CHILDREN IN CARE

- 10.1 The Board will ensure supports that the relevant Nation and Board staff agree are appropriate are identified and Learning Plans developed and implemented for all Children in Care; copies of every such Learning Plan will be provided to appropriate Nation staff.
- 10.2 The Board will ensure appropriate staff are designated to be responsible for maintaining communications with the Nation's Department of Education regarding Children in Care who are ƭaʔamun students.
- 10.3 The Parties will make efforts that satisfy both SD47 and the Nation to work with relevant agencies and staff to ensure appropriate supports are implemented to assist ƭaʔamun students who are Children in Care.

11.0 STUDENT CONDUCT & SAFETY

- 11.1 The Parties will confirm policies, practices, and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying, and stereotyping for all students attending the SD47 schools.
- 11.2 With written informed consent of a ƭaʔamun student's parent/guardian, the Board will notify within 10 days the Nation of disciplinary action and potential escalation of disciplinary action in relation to that student and provide to the Nation a copy of all correspondence related to the discipline of a ƭaʔamun student by the school principal.
- 11.3 The Board will direct SD47 schools to take a team approach with Indigenous Education staff and relevant Nation staff when dealing with general disciplinary issues involving ƭaʔamun students.
- 11.4 The Board will lead the development of a safety communications plan with the Nation and for SD47 ƭaʔamun families, engaging in immediate actions in the event of a crisis, or school closures, such as in the COVID-19 pandemic. All official communication from the Board will be sent to the Nation's Department of Education, with opportunities to engage in joint planning and communication to SD47 ƭaʔamun families. This includes engagement with school principals, to ensure maximum streamlining of efforts for support.

12.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

- 12.1 The Board, in cooperation with the Nation, agrees to promote a greater awareness and inclusion of and respect by all SD47 staff and contracted staff for the Nation's unique language, culture and history through its policies, practices, plans, curriculum and instruction.
- 12.2 As per the BC Tripartite Education Agreement, at least one non-instructional day per year will be focused on enhancing Indigenous student outcomes through professional development aimed at reconciliation, Indigenization, and decolonizing principles and practices.
- 12.3 The Board will ensure that the Nation has an opportunity to be meaningfully involved in SD47's recruitment and hiring process of staff, and in particular those positions that have a significant impact on Indigenous students, including district and school leadership positions.

13.0 TRANSPORTATION

- 13.1 The Board agrees that transportation will be provided to Ła?amun students living in Łišosəm just as it is made available to all students across the district and following the recommendations of the Nation as to the location of pick-up and drop-off points.
- 13.2 The Board agrees that, once transportation services are implemented and approved by the Nation, the Board will not make changes to those services without prior consultation with the Nation.

14.0 REPORTING

- 14.1 Periodic reports: The Board will provide to the Nation, three times a year:
 - a) Attendance rates for all Ła?amun students in all grades;
 - b) the number Ła?amun students enrolled in alternate programs, secondary courses, and ungraded programs;
 - c) a summary of the number and nature of with IEPs placed in Modified or Adapted programs; with ILPs, services received, observations (challenges present, progress made), and recommendations related to Ła?amun students;
 - d) the number of Early School Leavers and information on supports implemented to prevent early leaving;
 - e) the number of suspensions and expulsions of First Nation Students and information on supports implemented to prevent suspension and expulsion
- 14.2 Annual Report:

- a) By September 30th of each year, the Board will produce and provide to the Nation an annual report outlining the provision of educational programs to Ła?amun students under this Agreement including the content of the Periodic Reports, as well as:
 - i. financial reports related to this Agreement, which are prepared by the Board in the regular course of its operations, and which include a copy of the audited financial statements;
 - ii. a complete financial report on the Targeted Indigenous Education Funding, Additional Funding and Special Education Funding, including ELL, which includes:
 - a. the number of staff employed using Targeted Indigenous Education Funding, Additional Funding and Special Education Funding and designated to work with Ła?amun students;
 - b. the proportion of the staff's time spent working directly with Ła?amun students; and
 - c. the staff's duties and responsibilities.
 - iii. measures of success of Ła?amun students through aggregate results for achievement including, but not limited to the following:
 - 1. attendance rates,
 - 2. percentage of students who are on track or extending for reading, writing and numeracy in Grades 4 and 7 in the Foundations Skills Assessment,
 - 3. participation rates for the Foundations Skills Assessments,
 - 4. kindergarten transition/readiness rates,
 - 5. grade to grade transition rates,
 - 6. student retention rates,
 - 7. graduation and six-year graduation rates,
 - 8. the proportion of students awarded a BC School Completion Certificate,
 - 9. six-year completion (graduation) rate for students in SD47 Alternate programs,
 - 10. Grades 10 to 12 math course participation and successful completion rates,
 - 11. data related to assessments required for graduation purposes and other supports for successful transition to post-secondary education (ex. Grade 10/12 Literacy Assessments, and Grade 10 Numeracy Assessment results),
 - 12. the number of Ła?amun students eligible to move on to post-secondary education.
 - iv. Any other disaggregated Ła?amun student data included in the "How Are We Doing Report".
 - v. Annual Ła?amun community Parent Satisfaction and Cultural Safety Survey results, with resulting recommended actions.
- 14.3 The Board will share two Nation-verified Nominal Roll student counts (September 30 & February 28) with the Ministry each School Year.

14.3 Subject to the *Freedom of Information and Protection of Privacy Act*, the Board will provide ʔamun community-specific student data to the Nation to help inform them about the progress, of their students and to inform discussions between the Nation and the Board on supporting those students. This will facilitate the provision and use of available Nation student-specific data.

15.0 COMMUNICATION

15.1 The Parties recognize the need for excellent communication and will establish agreed upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regularized meetings and contact through newsletters and other correspondence, as appropriate.

15.2 The Parties recognize the need for effective and ongoing communication with parents/guardians in the support of the successful educational experience of their čoy (child), and the Parties will advise parents/guardians of opportunities for input and involvement in the education of their čoy, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for post-secondary education, etc.

15.3 The Parties agree to have functions and meetings, such as parent-teacher interviews and school-based team meetings to which ʔamun parents/guardians are invited, to be held in ʔišosəm if the parent prefers. The Parties agree that this option is to be communicated to parents/guardians when each meeting or function is planned. The Board agrees to communicate this imperative with its schools.

15.4 The Parties agree that the Board, when applying for funding related to Indigenous Education, proposing programming targeting the Indigenous community of the qat⁰et region, or representing the Indigenous peoples of the qat⁰et region in any way, will only do so with the awareness and written consent of the Nation.

15.5 The Board will make available ʔamun orthography on all its computers, as a keyboard language. The Board will ensure that all communications, invoicing and reporting accurately use ʔamun orthography on common use words such as in this Agreement.

16.0 TUITION PAYMENT

16.1 For eligible ʔamun students on the Nominal Roll attending schools and programs operated by the Board on September 30th, and for whom the Nation has received Tuition Funding from Indigenous Services Canada, the Nation will pay to the Board the Tuition Fees amount in accordance with section 16.0 of this Agreement.

16.2 The Board will not charge the Nation a greater amount for the ʔamun students attending a school within the district than the First Nations Student Rate from the province for the academic year in question.

- 16.3 For greater certainty, the Parties agree that the Nation is responsible only for Tuition Funding received from Indigenous Services for the Tuition Fees of the Nation's students according to the approved First Nations Student Rate and approved Nominal Roll. Unless otherwise agreed, the Nation will not be responsible for paying any amounts for which it does not receive funding from Indigenous Services, or which exceeds the Nation Student Rate.
- 16.4 The Parties agree the September 30th Nominal Roll enrolment will be verified by:
- a. the Nation's Director of Education; and
 - b. the District Principal of Indigenous Education.
- 16.5 The Parties agree that Tuition Fees payable for each school year shall be paid by the Nation to the Board according to the following schedule and based upon the September 30th Nominal Roll figures:
- a) 50% based on the current year's eligible Tuition Fees and Nominal Roll on or before October 31;
 - b) 50% based on the current year's eligible Tuition Fees and Nominal Roll on or before March 31;
- 16.6 In the event of a school closure due to a labor dispute, the Tuition Fees will be equitably adjusted by the agreement of the Parties and returned to the Nation for the benefit of Łaʔamun students in the same manner as occurs with the Ministry of Education.
- 16.7 The Parties agree that Tuition Fees under this Agreement will be paid in instalments as set out in section 16.5 herein, except where:
- a) a Łaʔamun student has withdrawn from school during the month ending one month before the payment due date; or
 - b) a Łaʔamun student has transferred to a school outside of SD47 during the month ending one month before the payment due date,
- in which case, any further Tuition Fees for that Łaʔamun student will be held by the Nation to be used for Tuition Fees to the school that the student in question has transferred to, or to support the continued education of the student in support of their potential re-entry into the public system or a BC independent school in the future.
- In the event of unexpected and exceptional circumstances that impact the provision of in-class learning, such as the COVID-19 health pandemic, the Board will work collaboratively with the Nation to accommodate the continued learning of Łaʔamun students, and their transportation needs, through jointly signed-off learning plans for each Nation student.
- 16.8 The Parties agree that additional services or programs not contemplated by this Agreement may be provided by the Board through agreement by the Parties on the terms and costs for such service(s) and/or program(s).
- 16.9 Where Indigenous Services Canada is late in providing Tuition Funding to the Nation,

- a) the Nation will notify the Board of the delay in receiving the funding; and
- b) the Board will not charge interest to the Nation on any amount that is outstanding due to Indigenous Services' late provision of funding.

17.0 IMPLEMENTATION, MONITORING, REVIEW: TEA OVERSIGHT TEAM

- 17.1 The Parties hereby establish a joint TEA Oversight Team responsible for overseeing the implementation of this Agreement, with representation from the Nation, the Board, and each SD47 school at which a Łaʔamın student attends.
- 17.2 The Parties agree to jointly develop terms of reference for the TEA Oversight Team within 30 days of the signing of this Agreement, which will become a Schedule to this Agreement, and which will include:
 - a) the membership of the TEA Oversight Team;
 - b) the roles and responsibilities of the TEA Oversight Team (i.e. managing the implementation of this Agreement, including delegating tasks as appropriate);
 - c) a requirement that the TEA Oversight Team develop and finalize a TEA implementation plan for approval by the Parties within a specified timeframe and which, upon approval, will be appended to this Agreement;
 - d) the relationship of the TEA Oversight Team with the ga t^oəp Indigenous Education Council; and

18.0 DISPUTE RESOLUTION

- 18.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.
- 18.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.
- 18.3 The Parties agree to endeavor to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the Nation.

19.0 TERM & AMENDMENT

- 19.1 The term of this Agreement will be 4 years, beginning January 1, 2023, and ending January 1, 2027, unless the Parties agree, in writing, to:
 - a) terminate the Agreement; or

b) renew the Agreement, with or without amendments.

19.2 Each party may suggest improvements and amendments to this Agreement and both Parties agree to discuss such suggestions in good faith with a view to better achieving the purposes of this Agreement.

19.3 Parties acknowledge that the Nation, based on its Treaty rights, may at any time begin to draft laws regarding education which at that point may void this Agreement.

20.0 NOTICES

20.1 Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the Nation:

Director of Education
Tla'amin Nation
4779 Klahanie Road
Powell River, B.C.
V8A 0C4

If to the Board:

The Secretary-Treasurer
Powell River Board of Education - School District #47
4351 Ontario Avenue
Powell River, BC
V8A 1V3

21.0 GENERAL

21.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia and of the Tla'amin Nation.

21.2 This Agreement will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns.

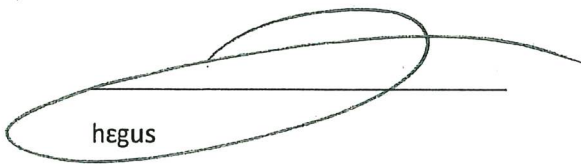
21.3 This Agreement supersedes any and all previous Local Education Agreements between the Parties.

21.4 The Parties acknowledge that:

- a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limits Aboriginal or treaty rights of the Nation; and
- b) this Agreement is without prejudice to the rights of the Parties and the Nation with respect to such matters.

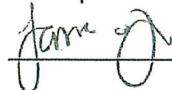
IN WITNESS WHEREOF the Parties have executed this Agreement as of the date first above written.

SIGNED on behalf of the Ła?amun Nation by its duly authorized Officers



hegus

in the presence of:



Witness

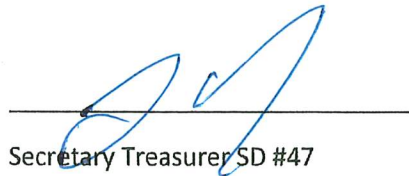
SIGNED on behalf of the BOARD OF EDUCATION



Chairperson – Board of Trustees



Witness



Secretary Treasurer SD #47

APPENDIX A: DEFINITIONS

1. DEFINITIONS

The following definitions apply to the Agreement:

“Indigenous Education Council” means a council established by a board of education or school district, comprised primarily of representatives from Nations within the school district, to provide advice to improve outcomes for Indigenous students.

“Adaptations” are teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on Learning outcomes of any grade or course level may be supported through use of adaptations.

“Adult Dogwood” means an adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD) for adult Learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

“Attendance Protocol” means an attendance procedure carried out at the schools in the District, which outlines the recording of attendance of students and the approach to excused and unexcused absences with the overall purpose of encouraging strong attendance necessary for success in schools.

“BC Public School” or “BC Public School(s)” means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or Nation Schools.

“Board/Authority Authorized Courses” are courses offered by BC Public Schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students, according to requirements set by the Ministry of Education.

“Child in Care” means a Nation child for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child's estate.

“Dogwood Certificate or Diploma” means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program and, for greater clarity, does not include an Adult Dogwood.

“Early Leaver Prevention Plan” means a plan of student supports, services or accommodations developed and implemented, where parental consent has been provided, in a manner consistent with the Attendance Protocol and with the purpose of re-engaging the Nation Student and re-establishing strong attendance. The Plan applies where a Nation Student misses more than 10% of scheduled classes in a month and will address academic, behavioural, attendance and any other relevant issues and will include interventions to be undertaken by the school, Nation and parents.

"Early School Leavers" means:

- any Nation Student leaving school prior to the completion of Grade 12, including students who are expelled; or
- a student who has 15 unexcused absences in a month, has missed 75% in any school month, or has missed 40% of a term or semester;

where the Early Leaver Prevention Plan has been unsuccessful, and the Nation Student has no Individual Education Plan.

"Evergreen (School Completion) Certificate" is a school leaving certificate intended to celebrate success in Learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (and not all students with special needs should be in an Evergreen Certificate Program.) The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal Learning goals but does not represent graduation.

"Nation Student Rate" means the education costs for a Nation Student attending a BC Public School in a school district, as calculated annually by the Ministry in consultation with FNEC and Canada (formerly the "Nations Billing Rate").

"Nation Student" means a student who is ordinarily resident on a reserve of the Nation in British Columbia and is eligible to be on the Nominal Roll.

"Nation Transportation Fund" means the Nation Student Transportation Fund established by Canada, British Columbia and FNEC to fund the transportation of Nation Students to BC Public Schools, commencing in the 2019/20 School Year.

"Indigenous Services, IS, ISC or DISC" means the federal department of Indigenous Services.

"Individual Education Plan (IEP)" means a documented plan developed for a student that describes individualized goals, Adaptations, Modifications, and the services to be provided, and includes measures for tracking achievement, as required by the provincial Individual Education Plan Order M638/95 and addressed in the Ministry of Education *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as may be amended from time to time.

"Individual Learning Plan (ILP)" is an education plan developed by the School-Based Team for a student who does *not* meet the criteria for an IEP but is considered to be a Vulnerable Student.

"Informed Consent" refers to the provision of approval or assent, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, Informed Consent requires that the Parent be informed of:

- the assessment procedures to be carried out;
- the information to be collected;
- the intervention that may take place;

- the likely benefits and risks; and
- the option to refuse or withdraw at any time,

and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision.

“Minister” means the Minister of Education (BC).

“Ministry” means the Ministry of Education (BC).

“Modifications” means instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized Learning goals and outcomes which are different than Learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.)

“Nominal Roll” means the annual census of eligible students living on-reserve and attending elementary/secondary school as of September 30.

“Operating Grants Manual” means the provincial manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district allocations.

“Ordinarily resident on-reserve” means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident.

“Parent” means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

“School” or School(s)” means and includes any school operated by the Board.

“School Act” means the British Columbia *School Act*, RSBC 1996, Chapter 412.

“School District” or “District” means the area constituted under the *School Act* as School District #47.

“School Year” means the period beginning on July 1 and ending on June 30 the following year.

“Targeted Aboriginal (Indigenous) Education Funding” means the funding provided to the School District by the Ministry of Education targeted for school age students of Aboriginal ancestry participating

in Aboriginal Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

“Tuition Fees” means the Tuition Funding per student received from Indigenous Services by the Nation, which the Nation pays to the Board for the purchase of education services, including any mandatory School Fees, for students in the School District at the rate set out by the Ministry of Education in its fiscal framework for a given School Year.

“Tuition Funding” means the Tuition Funding received by the Nation from Indigenous Services Canada for the education of Nation Students in the School District who are on the Nominal Roll, which is invoiced for by the Board as per the Nation Student Rates established by the Ministry annually and as determined by the snapshot date of September 30th.

“Vulnerable Student” means a student who has been identified as finding Learning more challenging based on the following factors: not meeting Learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behaviour issues, under suspension, not at grade level and/or is a child in care.

January 13, 2023

Dear hegus John Hackett,

Re: Name Change

As follow up to our previous correspondence regarding the name change for the Powell River Board of Education, I would like to provide you with an update on where we are at in our name change process.

As you know, in our letter to you in April 2022, we confirmed our support for changing the name of the School District and acknowledged the importance of the issue. Today, I am writing to both confirm that our process to undertake this important work is now beginning and to also seek your engagement in the effort. While we have not yet confirmed the scale or scope of broader stakeholder engagement, we know for sure that we would like to work with Tla'amin as a first and crucial step in this process to help determine some naming option(s).

Our objective is to rename the Board of Education in a way that is reflective of both the cultural diversity and geographic area of our district. The change will also be another way for the District to reaffirm its commitment to advancing the implementation of the UN Declaration on the Rights of Indigenous Peoples and, specifically, our relationship with Tla'amin Nation.

We propose using our newly signed łaʔamin Education Agreement (TEA) to start the process by having Jessica and Sophie arrange the inaugural meeting of the TEA Oversight Team to initiate the dialogue.

We look forward to hearing from you,

Yours truly,



Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

cc: Jessica Johnson, Principal of Indigenous Education, School District 47 – jessica.johnson@sd47.bc.ca
Sophie Call, Director of Education - sophie.call@tn-bc.ca
Dillon Johnson, Community Services House Post - dillon.johnson@tn-bc.ca
Tana Harry, Government Secretary - tana.harry@tn-bc.ca
Richard Gage, CAO - richard.gage@tn-bc.ca
Emily White, Intergovernmental and Policy Analyst - emily.white@tn-bc.ca
Stefan Virtue, Intergovernmental and Policy Director - stefan.virtue@tn-bc.ca

ELEMENTARY MENTAL HEALTH LITERACY RESOURCE



Alberta-wide Research in Schools

Principal Investigator: Andrew Baxter, MSW RSW

What is the EMHLR Project?

EMHLR is a 4 year project funded by the Alberta Children's Hospital Foundation in 2019. The EMHLR aims to create an evidence-based Mental Health Literacy resource for elementary school students (Grades 4-6), delivered by teachers in Alberta & beyond. This resource emphasizes the science of mental health, knowledge about mental disorders that appear in children/youth, stigma reduction, promotion of help-seeking behaviours & the development of healthy lifestyles.

Who are we?

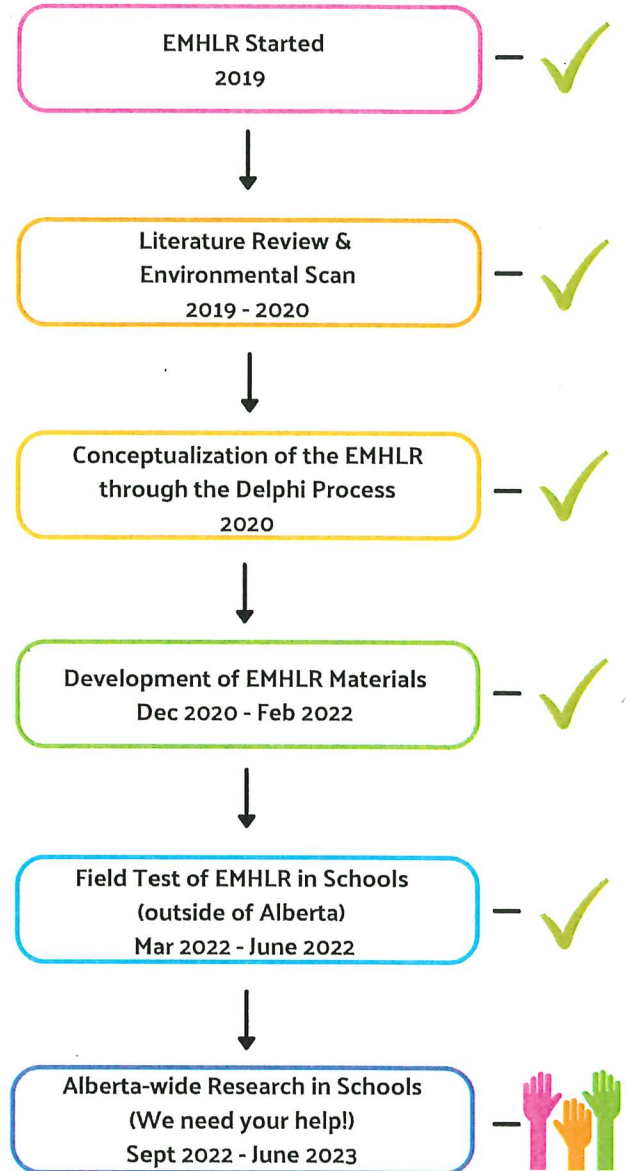
EMHLR is led by mentalhealthliteracy.org of Alberta Health Services, an internationally-leading knowledge translation team, composed of school mental health professionals, researchers & a youth advisory council. We strive to take the best available scientific evidence in mental health & make it easy to understand & accessible. Our team is committed to creating & delivering the highest quality Mental Health Literacy information, research, education & resources.

Where are we in the project?

In collaboration with educators, youth & mental health experts, we completed the revised draft of the EMHLR. The EMHLR was field tested in schools outside of Alberta during the Spring of 2022. We are now at the stage of recruiting Alberta elementary schools to participate in the first research study on the effectiveness of the EMHLR to improve student mental health knowledge, attitudes towards mental health, help-seeking efficacy & student wellbeing.

How can you help?

We are investigating the effectiveness of the EMHLR! We ask schools to **participate by implementing the resource** in a Grade 4, 5 or 6 (or Grades 4/5 or 5/6) classroom. We will have pre and post-test survey questions for teachers & students before and after the EMHLR is taught. This valuable information will ensure the EMHLR meets student & educator mental health needs, and it will provide solid evidence for its larger dissemination and implementation.



UNIVERSITY OF CALGARY



mental health literacy

Interested? Contact us at:
andrew.baxter1@ucalgary.ca

Survey Instructions for Teachers/Designated Research Staff

- Please first read/explain student assent information attached to this instruction (see the Appendix).
- Please consider having students complete this survey at the same time. This will allow you to read question-items aloud and clarify any misunderstandings for the whole class. Please be willing to define key terms and interpret question-items for students who request assistance. You may also want to offer students a short body-break (approx 5 minutes) between sections D and E.
- Demographics:
Please make sure that students fill in all 4 sub questions for in question 1. The purpose of this question is to match student responses between pre-test and post-test. Please make sure that students fill in the same responses for both pre-test and post-test.
- Section A: Knowledge
This section tests student basic knowledge about mental health. Please have students check only one box for each statement and tell students it is OK to check "Don't know" if they don't know the answer.
- Section B: Attitudes
This section understands student attitudes towards people with mental disorders. Please guide students through all six statements and encourage them to agree or disagree on each statement at different levels. They are asked to put a x in one box that matches their attitudes.
- Section C: Help seeking
This section deals with student attitudes towards help-seeking for mental health. Students are encouraged to check one box that matches their attitudes.
- Section D: Well-being
This section uses WHO well-being index to explore student general well-being status. Students are encouraged to check one box that matches their self-report of their well-being.
- Section E: Stress
This section helps us understand student stress level. Question 1 is used to tell us how students understand the test language.



Appendix:

UNIVERSITY OF CALGARY GENERAL ASSENT TO PARTICIPATE IN RESEARCH

TITLE: Using a mental health literacy approach to shift elementary students' knowledge, attitudes, help seeking and general well-being

Ethics ID: REB22-0468

SPONSOR: The University of Calgary

FUNDER: Alberta Health Services - Alberta Children's Hospital

INVESTIGATORS: Andrew Baxter MSW RSW Alberta Health Services/ University of Calgary, Dr. Yifeng Wei PhD, and Kyla Vieweger, MSW RSW CPT Alberta Health Services

Contact (403)703-0680

Email: andrew.baxter1@ucalgary.ca

INTRODUCTION

A research study is a way to find out new information about something. People don't need to participate in a research study if they don't want to participate.

You can talk this over with your parents/guardians/other before you decide whether or not to participate. We will also ask your parents/guardians/other to give their permission for you to take part in this study. But even if your parents/guardians/other say "yes" you can still decide not to do this.

WHY IS THIS STUDY BEING DONE?

You are being asked to take part in this research study because we are trying to learn more about if an elementary mental health literacy resource works in the Grades 4-6 classroom. We are asking you to be in the study because you are in Grades 4-6. About 30,000 people will be in this study.

WHAT WILL HAPPEN IF I TAKE PART IN THIS STUDY?

If you decide to take part in this study, here are some things that will happen:

- The study will happen between October 2022 and May 2023.

- First you will fill in a survey in the classroom during school hours. It will take you about 20 minutes to finish the survey.
- Then your classroom teacher will teach the elementary mental health literacy resource in the classroom. And it will take about 10 classes to complete.
- After you learn all lessons in the resource, you will fill in the same survey again in the classroom during school hours. It will take you about 20 minutes to finish the survey
- The survey includes questions on your mental health knowledge, attitudes about mental health, willingness to seek help, stress and wellbeing. You will choose one response for each question by checking one box beside the question.
- You will be in the study a total of about 8 hours.

ARE THERE ANY POTENTIAL RISKS OR DISCOMFORTS THAT I CAN EXPECT FROM THIS STUDY?

- There are very small risks from the study participation.
- All questions are about everyday life activities.
- You can choose not to answer questions you don't want to answer.
- If you are upset about some questions or you think they need help about your emotions, please contact the school staff for help.
- There may be risks to being in this study that are not known. If we learn anything during the study that may change your mind to stay in the study, we will tell you.
- You will not miss schoolwork or activities that are important to you for being in this study.

WILL THE STUDY HELP ME?

You may improve mental health knowledge, reduce stigma, improve help-seeking behaviors and wellbeing, and reduce stress after the study.

WILL THE STUDY HELP OTHERS?

The study may help schools develop good strategies to support child and youth mental health.

WHO WILL SEE THE INFORMATION COLLECTED ABOUT ME?

The information collected about you during this study will be kept safely locked up. Nobody will read it except the people doing the research. The study information about you will not be given to your parents/guardians/other. The researchers won't tell your friends or anyone else that you are in this study or share any information about you.

DO I HAVE TO BE IN THE STUDY?



You don't have to be in the study. It is up to you. No one will be upset if you don't want to do this study. You can say yes, or you can say no. You can also take more time to think about being in the study.

If you want to stop, then all you have to do is tell us you want to stop. No one will be mad at you if you don't want to be in the study, or if you say yes now then want to stop later.

WHAT DO I GET FOR BEING IN THE STUDY?

You will not be paid for being in the study.

WHO CAN I CONTACT IF I HAVE QUESTIONS ABOUT THIS STUDY?

The Research Team:

You can ask any questions that you may have about the study. If you have a question later that you didn't think of now, either you can call or have your parents call Andrew Baxter at (403)703-0680. You can also take more time to think about being in the study and also talk some more with your parents about being in the study.

WOULD YOU LIKE TO BE IN THIS RESEARCH STUDY?

If you decide to be in the study, then please move forward to do the survey. You can change your mind and stop being part of the study at any time. All you have to do is tell us. It's okay. The researchers and your parents won't be upset with you.



PARENT INFORMATION LETTER AND PASSIVE CONSENT FORM

Study Title: Using a Mental Health Literacy Approach to Shift Elementary Students' Knowledge, Attitudes, Help Seeking and General Well-being

Researcher:

Andrew Baxter MSW RSW
Alberta Health Services / University of Calgary
Contact (403)703-0680
Email: andrew.baxter1@ucalgary.ca

Background

Your child is being asked to be in this study because the school district is working with researchers at the University of Calgary and Alberta Health Services to evaluate the impact of the Elementary Mental Health Literacy Resource (EMHLR) taught in the Grades 4-6 classroom by trained teachers. The results of this study will be used in support of the school district to develop appropriate and effective strategies to respond to student mental health needs, especially during the ever-evolving pandemic. You are encouraged to ask questions about the study if you feel anything needs to be made clearer.

Purpose

The purpose of this study is to evaluate the impact of EMHLR on related outcomes: knowledge, stigma, help-seeking, wellbeing and stress among Grades 4-6 students. The study findings will help to inform education and health promotion and intervention supports.

EMHLR

EMHLR is a classroom ready modular resource, containing six distinct modules as follows: 1. Understanding Mental Health, 2. Stigma of Mental Illness, 3. Mental Health and The Brain, 4. Common Mental Disorders, 5. Helping Self and Helping Others, and 6. Getting Mentally Healthy. Similarly, each module within the intervention also includes a number of features: comprehensive teacher background knowledge to enhance educators' understanding of the materials, complete lesson plans, experiential classroom activities, corresponding student activity sheets, video resources for classroom delivery, core resources and supplementary resources. Grades 4-6 teachers will receive instructions and training on the application of EMHLR, through the website provided above. It will take approximately 8-10 classroom hours to complete the 6 modules of the intervention.

Study Procedures

This study will be conducted between November 2022 and June 2023. This includes one survey that students will complete twice, one before EMHLR is taught in the classroom, in October-November 2022 and the other after EMHLR is taught in the classroom, in April-May 2023. Each survey will take approximately 20 minutes to complete.

Benefits

Your child may benefit from being in this study through improved mental health knowledge, reduced stigma, enhanced help-seeking behaviors, improved wellbeing and reduced stress. Data collected from this study will help schools develop appropriate strategies to respond to your child mental health and wellbeing needs. Results from this study may inform education and health system to develop policies and promotion and prevention activities to effectively support student mental health.

Risk

We assume that there are minimal risks associated with study participation. All questions asked are related to participants' everyday life activities and we don't expect any harm out of this project. Participants have the freedom to skip questions they don't want to answer. If your child is emotionally upset about some questions or they think they need help for mental health, please contact the school staff for help. There may be risks to being in this study that are not known. If we learn anything during the research that may affect your child willingness to continue being in the study, we will inform you.

Cost of Participation (if applicable)

There are no direct personal costs to participation.

Reimbursement or Remuneration (if applicable)

Participants will not receive any reimbursements for participating in the study.

Voluntary Participation

Your child is under no obligation to participate in this study. The participation is completely voluntary. Your child is not obliged to answer any specific questions they don't want to answer. Even if you agree that your child participate in the study you can change your mind and withdraw at any time by informing the school key contact person/teacher and no data will be collected. However, after survey responses are collected, it is impossible to distinguish a specific survey from others. Participants who are opted out of the evaluation will not have any consequences.

Confidentiality & Anonymity

Researchers will share the study results back to the school district/division to help develop appropriate strategies to promote student mental health and wellbeing. Results will be published with peer-reviewed journals and presented at academic conferences. The survey is anonymous, and participants will not be personally identified in any reports, peer-reviewed journal papers or presentations. Data will be kept at the principal investigator's (PI's) (Alberta Health Services) office or the co-PI's office (University of Alberta) where electronic files are stored with encrypted computers. The paper copies of the data will be locked in a file cabinet of the PI's office or the co-PI's office. Only PI, co-PI and their research assistants have access to the data. Participants will conduct an anonymous survey without identifying themselves. For the electronic copy of the data, each participant will be assigned a computer-generated number to match their survey responses. Participants will not be personally identified in any of the research dissemination. We will destroy all data 5 years after completing/reporting the results; all data will be permanently deleted from the PI's and co-PI's computer and One Drive; hard copies of the data will be shredded in the PI's office and the co-PI's office. The school division/district will receive a copy of a report of the research findings and share the report with participants. We will publish the research findings at our website <https://mentalhealthliteracy.org/> and participants can access to review the research results. The only exception to our promise of confidentiality is that we are legally required to report concerns or disclosures of child abuse and neglect.

Contact Information

If you have any further questions regarding this study, please do not hesitate to contact Mr. Andrew Baxter by email at: Andrew.baxter@albertahealthservices.ca or by phone: (403)703-0680. The plan for this study has been reviewed by a Research Ethics Board at the University of Calgary. If you have questions about your rights or how research should be conducted, you can call: (403) 220-2297. This office is independent of the researchers.



Statement

If you want to withdraw your child, please sign and return this section to your child's teacher. **No action is required for your child to participate.**

Please return this form to your child's teacher by _____, if you do NOT want your child to participate.

I do NOT consent for my child [NAME] _____ to participate in the Using a Mental Health Literacy Approach to Shift Elementary Students' Knowledge, Attitudes, Help Seeking and General Well-being taking place in November 2022 – June 2023.

Participant's Parent/Guardian Name (printed) and Signature

Date

School

Teacher

Elementary Mental Health Literacy Resource (EMHLR) Research Checklist

Activities	Time	Check (✓)
<ul style="list-style-type: none"> Each school district/division identifies a key project contact person. 		
<ul style="list-style-type: none"> Each school district/division identifies participating schools. 		
<ul style="list-style-type: none"> Schools achieve parent/caregiver consent (passive or active). 		
<ul style="list-style-type: none"> Schools identify students whose parents/caregivers don't consent their children to participate and exclude them from the study. <p>Note: Students are still eligible for receiving EMHLR without participating in the research.</p>		
<ul style="list-style-type: none"> Classroom teachers/key contact person/other designated staff by schools deliver the pre-test survey to students and collect them back, using the labelled envelopes.* <p>Note: labelling format is attached below.</p>		
<ul style="list-style-type: none"> Classroom teachers/key contact person send envelopes of pre-test data to the school district contact person. 		
<ul style="list-style-type: none"> Classroom teachers/other designated staff teach the EMHLR in the classroom. <p>Note: EMHLR has 6 modules designed to be taught sequentially; each module takes about 2-3 classroom hours to complete except for Module 4 that will take about 6 classroom hours to complete.</p>		
<ul style="list-style-type: none"> Classroom teachers/key contact person/other designated staff by schools deliver the post-test survey to students and collect them back, using labelled envelopes.* <p>Note: labelling format is attached below.</p>		
<ul style="list-style-type: none"> Classroom teachers/other designated staff by schools send envelopes of post-test data to the school district/division contact person. 		
<ul style="list-style-type: none"> The school district/division contact person send all envelopes of data to the principal investigator. <p>Note: the mailing address is attached below.</p>		

* We encourage schools to print the paper copies and prepare the envelopes for data collection and we will cover the cost incurred including the postage.

Labelling format for each envelop:

From:

School name

Name of the data collection person

Collection date

To:

The school district/division contact person name

Mailing address for returning data:

Attention: Mental Health Literacy Project/Andrew Baxter/Divinea Miller

Third floor, Cubicle 3604C

1820 Richmond Road SW

Calgary, AB T2T 5C7

(Note: please inform us by email before mailing the data)

Contact information of the Principal Investigator:

Contact (403)703-0680

Email: Andrew.Baxter@albertahealthservices.ca



Elementary Mental Health Literacy Resource (EMHLR)

Student Pre-Test

Demographics

1. To help us match your responses between surveys please tell us:
 - a) The month you were born: _____
 - b) The first two letters of your first name: _____
 - c) The first letter of your last name: _____
 - d) The first three letters of your birth town/city: _____
2. Today's date: _____
3. Gender (please check 1 box):
 - a. Male
 - b. Female
 - c. Other
4. How old are you: _____
5. What Grade are you in: _____

Section A: For each of the following statements select True, False, or Do Not Know by marking an **X** in the appropriate box. Please select only one answer for each statement.

Questions	True	False	Don't know
1. People can have a mental illness, a mental health problem and mental distress at the same time.			
2. The brain changes as we grow up.			
3. Stress sometimes can help us learn new skills.			
4. Depression is just feeling sad once in a while.			
5. Anxiety disorder can make us worry and have stomach aches and headaches all the time.			
6. Sometimes feeling afraid of things (e.g., heights, the dark or animals) is different from a phobia.			
7. People with Autism are only good at repetitive tasks.			
8. Children with attention deficit hyperactivity disorder (ADHD) are all hyperactive.			
9. Obsessive compulsive disorder (OCD) is all about being obsessively tidy and clean.			

Section B: For each of the following statements please mark an **X** in the box that you feel best describes your attitude toward the statement. Please select only one answer for each statement.

Questions	Disagree	Disagree a little	Not sure	Agree a little	Agree
1. People with a mental disorder are too disabled to go to school.					
2. People with mental disorders don't try hard enough to get better.					
3. I would be upset if someone with a mental disorder always sat next to me in class.					
4. I am okay being close friends with someone I know who has a mental disorder.					

5. I would be okay with having a teacher with a mental disorder.					
6. I would help a classmate who got behind in their studies because of a mental disorder.					

Section C: For each of the following statements, please mark an **X** in the box that you feel best describes your response toward the statement. Please select only one answer for each statement.

Statements	Disagree	Disagree a little	Not sure	Agree a little	Agree
1. Seeking help for a mental health problem or a disorder is useful.					
2. I am comfortable seeking help for my mental health.					
3. I would encourage my friends to seek help if they are experiencing a mental health problem or a disorder.					
4. I would encourage my family to seek help for a mental health problem or a disorder.					

Section D: For each of the following statements, please mark an **X** in the box that you feel best describes your response toward the statement. Please select only one answer for each statement.

Statements	At no time	Some of the time	Most of the time	All of the time
1. I have felt cheerful and in good spirits.				
2. I have felt calm and relaxed.				
3. I have felt active and vigorous.				
4. I have woken up feeling fresh and rested.				

5. My daily life has been filled with things that interest me.				
--	--	--	--	--

Section E: The following questions ask about your feelings and thoughts during the last week. For each question please circle a choice that best fits your answer.

1. Which one has a lot?



Never



A little



Sometimes



A lot

2. In the last week, I felt rushed;

Never

A little

Sometimes

A lot

3. In the last week, I had enough time to do what I wanted;

Never

A little

Sometimes

A lot

4. In the last week, I felt too busy;

Never

A little

Sometimes

A lot

5. In the last week, I worried about school or grades;

Never

A little

Sometimes

A lot

6. In the last week, my mom(s), dad(s) and/or caregiver(s) made me feel better;

Never

A little

Sometimes

A lot

7. In the last week, I felt loved by my mom(s), dad(s), and/or caregiver(s);

Never

A little

Sometimes

A lot

8. In the last week, I felt scared or nervous;



Never A little Sometimes A lot

9. In the last week, I felt angry;

Never A little Sometimes A lot

10. In the last week, I felt happy;

Never A little Sometimes A lot

11. In the last week, I slept well;

Never A little Sometimes A lot

12. In the last week, I fought with friends;

Never A little Sometimes A lot

13. In the last week, I played with my friends;

Never A little Sometimes A lot

14. In the last week, I felt like I had enough friends;

Never A little Sometimes A lot



EMERGENCY SCHOOL CLOSURES

Background

Schools will remain open on prescribed school days and during approved school hours. Closure of any school(s) will only take place in extreme circumstances (e.g., mechanical, or electrical failures, or unusually severe weather conditions.) The decision to close schools shall be made only by the Superintendent or in his absence, by the Secretary-Treasurer, and after consultation with any appropriate employees or officials.

Procedures

1. School Closures will be of two types:

1.1. Closed for Students Only

The employee is expected to make reasonable efforts to get to work as close to the normal starting hours as possible. If the employee is unable to get to work the circumstances must be reported to the employee's supervisor who will submit a report to the Superintendent.

1.2. Closed for Students and all Employees

If schools are closed for students and employees, all employees not on leave shall be granted an automatic leave of absence with pay.

1.3. School Bus Operations

If the school bus operation is curtailed, the Director of Operations shall, in consultation with the appropriate authorities, immediately advise the public of any schedule changes.

Reference: Section 20, 22, 65, 73, 85, 90 School Act
School Regulation 265/89
Collective Agreements

Adopted: January 1987
Reviewed: June 21, 2016
Revised: January 18, 2023



Critical Incident Quick Reference Guide

Approved by 2017 District Safety Committee
in consultation with Powell River RCMP Liaison Officer,
Powell River Fire Rescue, Powell River Emergency Program Coordinator

Revised **February 2018**

Emergency & Resource Telephone Numbers

Police / Fire / Ambulance • 9-1-1

SCHOOL DISTRICT NUMBERS

Administration Office	604.485.6271
Operations Dept.	604.414.2612
Superintendent's Office	604.414.2600
District Emergency	604.414.5264

OTHER EMERGENCY NUMBERS

PR Hospital	604.485.3211
RCMP Non-Emerg	604.485.6255
Poison Control	1.800.567.8911
BC Hydro	1.800.224.9376
Fortis BC	1.800.663.9911
PR Emergency Coordinator	604.414.4553

The responses in this guide are provided as guidelines only.
Common sense should prevail in all circumstances.

INTRODUCTION

The purpose of this reference guide is to promote Powell River School District as a safe place for students and staff and is intended to complement existing school policies. Although it is not possible to anticipate every type of school disturbance that could threaten the safety of staff and students, this guide has been developed to assist school personnel in responding to major emergencies.

It is extremely important that staff consider their **personal safety first** and should not approach any situation that would endanger their safety or the safety of a student. School personnel should become familiar with the personal safety considerations that are included in this document.

If a crisis occurs, school personnel need to take immediate action to prevent and/or reduce the possibility of further accidents and tragedies. The school is not immune from any type of serious incident, whether natural or intentional, but the school can take preventative steps to minimize the consequences of the incident and to prevent confusion. A staff that is well-trained in crisis management can help a school return to a normal routine as soon as possible in the event of a crisis.

Students with Special Needs

Please note that there is no reference to students with special needs in this package. Many students with special needs will be able to follow the procedures outlined in this package with the assistance of their care provider but in special circumstances the student and the care provider may be required to go to a refuge area to wait for assistance. This area must be pre-determined by the Emergency Responders (e.g. fire/ambulance etc.) and the site facility in advance and all staff should be made aware of the specific procedures for each individual.

FIRE / FIRE DRILL

If the Fire Alarm has NOT sounded and it is a confirmed fire, pull a fire station immediately.

Students must follow the teacher in single file — single file becomes very critical if there is a blockage and a change of direction is needed. **Be prepared** to find an alternate path if the nearest exit is blocked.

When the alarm rings the teacher should:

- Direct the class to line up — with the teacher at the head of the line
- Shut down all equipment if possible
- Take a spare class list, attendance records and highlighter and, if available, a first aid kit
- Lead the class into the hall and out of the school by the nearest safe exit
- If another class is passing in front of you, please halt until the class has passed
- Move away from the building, cross the road circling the building but do not leave school property
- Assemble the class in an open space away from cars
- Check your attendance, highlight any students who are absent (i.e. the student was in attendance but did not arrive at the assembly area) on the spare class list and send a runner to the Command Area with the list. **Send a runner even if all your students are accounted for. At very least we need either a list of names or an “all accounted for” note.**
- Keep emergency vehicle access routes clear.
- Wait for the re-entry signal.

Students Not in a Class: Follow any class or teacher to the assembly area and have a teacher add you as present on their attendance list. These students are to wait with the class they have adopted and follow the teacher’s instructions.

Teachers on Preps or Who Do Not Enroll Classes: Assist any classes needing help and prevent re-entry into the school until the signal has been given.

Office Staff & Administration: Please take records (PSR cards, class lists, staff list) and money to the Command Center Area along with pencils/paper/pens.

EARTHQUAKE

It is unlikely that you will have any warning. If possible provide instruction as follows:

PA ANNOUNCEMENT:

>>> **WE ARE EXPERIENCING AN EARTHQUAKE** <<<



UNTIL THE TREMORS STOP:

- Stay inside
- Stay away from windows and exterior walls
- Drop, Cover, and Hold On
- Protect your head and shoulders
- After the shaking stops Count to 60 out loud before exiting the facility

WHEN THE TREMORS STOP:

PA ANNOUNCEMENT:

>>> **LEAVE THE BUILDING IN AN ORDERLY MANNER** <<<

- Watch for falling debris and possible aftershock
- Walk. Do not run. Avoid stairs, do not use elevators.
- Go to a pre-determined open area. **(Site specific)**
- Stay away from buildings or any structure.
- Stay away from power lines and downed electrical wires.
- Staff are to gather students and take attendance.

- Call **911** to report and request ambulances as needed. Be prepared for delays.
- Call 604.414.2612 District Administrative Office to report and request help, if needed.
- Follow **EVACUATION** Procedure in this Flip Chart.
- A full assessment of the building **MUST** be done before re-entry.

SHELTER IN PLACE

PA ANNOUNCEMENT: >>> **SHELTER IN PLACE** <<< *Repeat 3 times!*

Shelter in Place is initiated when a threat is proximate to, but not in, the school building or portables. The threat poses no immediate danger to students or staff unless they leave the building or portable.

Examples may include: Police activity on school grounds, a crime in progress, or police searching for an offender, gas leak, severe weather, etc.

Hold and Secure / Shelter in Place

1. “Shelter in Place” will be announced 3 times over the PA system.
2. All outside doors will be locked and a response team will notify staff of concerns.
3. The hallways and common areas will be supervised to limit movement.
4. The District Office will be contacted to notify parents of the status of a school.

Please be prepared to go into a LOCK DOWN if conditions change or escalate

SHELTER IN PLACE

LOCK DOWN

PA ANNOUNCEMENT: >>> LOCKDOWN <<< *Repeat 3 times!*

In your announcement, give specific instructions on what needs to happen.

- ❑ Call 604.414.2612 District Administrative Office to report and request help, if needed.
- ❑ Call 911, explain nature of lock down
- ❑ On hearing this signal, staff members have been trained to secure or lock classroom/room doors and keep students inside and away from windows.
- ❑ Students in hallways should be ushered into the nearest classrooms.
- ❑ Students in washrooms should get in a stall, lock it, and keep head and feet from being visible.
- ❑ If lockdown occurs during non-structured time, all staff and students will marshal into classrooms and follow the above procedure.
- ❑ Students that are outside shall:
 - If the disturbance is outside, try to move into the school safely.
 - If the disturbance is inside, stay outside, and go to a place where it seems safe.

(Note: Administration should pre-determine possible gathering locations to facilitate attendance checks.)

- ❑ Students that are “unsupervised” shall remain where they are and secure or lock doors, unless they are in an open area (e.g. multi-purpose, corridor) in which case they should go into the closest room.
- ❑ If emergency responders need to evacuate any area they will announce **ALL CLEAR** 3 times. Follow the emergency responder’s instructions.
- ❑ No circumstance is predictable. Common sense should prevail in all circumstances.
- ❑ Debrief all staff ASAP following the incident.

When lockdown is over and situation is safe:

PA ANNOUNCEMENT: >>> ALL CLEAR <<< *Repeat 3 times!*

LOCK DOWN

BUILDING EVACUATION

Note: Special evacuation procedures (e.g. noxious fumes) will include announcement of danger zone. (e.g. DO NOT use front exits. Use alternate exits to the rear of the building only.)

General evacuation procedures will be initiated by the alarm system, and/or other available means, example:

PA ANNOUNCEMENT: >>> **EVACUATE THE BUILDING NOW** <<< *Repeat 3 times!*

- Call 911 to advise Police/Fire/Ambulance as appropriate.
- Call 604-414-2612 District Administrative Office.
- Designate staff to supervise evacuation and to lead students quickly but calmly to the Designated Exit door/s.
- Take student lists, field trip lists, staff lists, volunteer lists, and/or other pertinent records of attendance.
- IF POSSIBLE shut down all equipment (e.g. gas valves, science lab equipment).
- When clear of building, proceed to the pre-designated marshalling area.
- Take attendance; contain students; give attendance info to emergency services/District Administration as necessary.
- Attend to any injured as best as possible until emergency services arrive.
- Assume duties as required by the school plan (e.g. transportation of students, school closure).
- Discuss re-entry; follow up with emergency services and District Administrative Office.
- Assess data, discuss with District Administration, and assess building if necessary, before authorizing re-entry.

STRANGER INTRUDER

A stranger/intruder is an individual (or group) on school property without permission. There are times when the presence of such a person or his/her demeanor constitutes a threat. Whenever notified of this, the principal or designate should:

- Arrange for assistance from another staff member and approach as a pair.
 - Person #1 makes contact and gives direction.
 - Person #2 monitors situation and avoids becoming involved in dialogue.
- Proceed to stranger/intruder's location. Tell your office staff where you are going, and who is going with you. Take a cell phone with you, which person #2 should hold.
- Assess the situation as you go, quickly gathering readily available information.
- Walk quickly to the intruder's location. Don't run.
- Approach overtly, assessing the situation as you approach, **if a weapon is evident, issue a LOCK DOWN, call 911.**
- Maintain a safe distance; avoid physical contact.
- Avoid standing side-by-side with the other staff member facing the intruder (this can escalate hostility.)
- Identify exits for yourself and the intruder.
- Provide your name and/or position and ask why the person is there.
- Ask for the person's name, who they know at the school, etc. Make mental notes for later identification.
- If you decide to ask the stranger/intruder to leave, and the person (or group) refuses, say:
Under the authority of Section 177 of the School Act, when intruders are instructed to leave, they must do so immediately, and are not to return without prior approval. If you do not leave the property the police will be called and you may be subject to charges.
- If the stranger/intruder still refuses to leave, CALL 911 – RCMP (preferably from a cell phone). Call your office to advise you have called police and tell office staff to advise District Administrative Office immediately.
- Keep students and staff away from the area. **SHELTER IN PLACE**
- Withdraw immediately if you sense the potential for **violence or if a weapon is evident.**
- Assess risk to students and staff. Consider issuing LOCKDOWN instructions. (In this Flip Chart)
- Monitor the situation until members of the RCMP arrive.

WEAPON

IMMEDIATELY CALL 911 RCMP!

Preferably delegate a senior staff member to DIAL 911 and advise RCMP. If you have a cell phone use it for the call as this will allow you mobility. Stay calm. Assess the risk to yourself and others. Keep the line open with 911.

- Shut down all equipment if possible.
- Do not attempt to disarm or take control of the weapon or suspect.
- Do not let anyone enter the building; RCMP will take charge on arrival. LOCK DOWN.
- Do not put yourself between the suspect and others.
- Do not attempt at any time to apprehend the suspect.
- Do not move staff/students unless advised by the RCMP.
- **NEVER APPROACH THE SUSPECT.** If safe, keep those in sight, but always stay out of the line of fire. If the person is carrying a weapon, assume the weapon is intended for use.

Monitor from a safe area, and keep the suspect in sight. Report to the 911 operator of the suspect or suspects' description, type of weapon(s), vehicle license number, method of travel, direction of travel, and vehicle description. Are they agitated, nervous, etc. Update as situation changes and stay on the line if safe to do so.

If the students/staff are inside the building, issue a **LOCK DOWN. SEE LOCK DOWN IN THIS CHART.**

Inform staff/students of suspect location and that the school is in a lockdown and has been reported to 911.

If students/staff are outside the building and suspect is inside the building:

Inform all staff/students to go to the marshalling station avoiding the area of suspect (alternate marshalling area may be needed).

Inform 911 of location of staff/students and suspect if known.

If suspect is outside the building and staff/students are also:

Remove everyone from the area. If safe to do so, have everyone return to their classroom and initiate **LOCK DOWN — SEE LOCK DOWN IN THIS CHART.**

If suspect leaves report immediately a description of suspect's direction of travel, license plate number, means of transportation, and description.

Ensure care for any injured persons if safe to do so until emergency services arrive.

Plan to debrief all staff and students ASAP following the incident. Call the District Administrative Office and update status and request for debrief instructions.

WHEN DIALING 911 RCMP: Be aware that as you speak to the RCMP Dispatcher, the information you provide is being disseminated to RCMP members, BC Ambulance, Fire Department.

Questions will likely include:

- What is the name of the School? What is the address?
- Are classes in session?
- Do you know what type of weapon (s) is involved?
- Is the incident occurring inside of the school, or outside of the school?
- If inside what room or area is involved? If outside, which area on the grounds?
- Is there, or has there been actual shooting?
- Has anyone been injured? If so, how many are injured? What is their location?
- Is there more than one suspect?
- Has the shooting stopped? If so, do you know if the suspect(s) has left the school?
- Do you know where the suspect was last seen and the direction of travel?
- If the suspect is still at the scene, what area of the school is involved?

BOMB THREAT

- Inform Emergency Services: Have another person call 911.
- Check to see if receiver of threat has any pertinent information.
- Record Time of Incoming Call: Time: _____ AM PM
Phone line # _____ Extension # _____
- Record the number if displayed on the phone.** Caller's # _____
- Inform District Administrative Office: 604.414.2612.
Contact's name _____
- Consult regarding evacuation with Director or Superintendent, Assistant Superintendent, or Secretary-Treasurer.
- If decision is to evacuate, decide on evacuation site: on grounds or off site.
- Keep District Administrative Office advised of your decisions.
- Follow EVACUATION response in this Guide.**

MEDIA IN EMERGENCIES

When an emergency occurs at school, it is likely that the local and regional media will either call or arrive on the scene shortly after, or at the same time as the emergency response teams. Parents will also be either phoning or arriving at the school. It is essential that timely, accurate information be dispersed AND that sensitive information or information restricted under the Freedom of Information and Privacy Act not be dispersed.

Remember, radio and television reports are often the most effective means of informing parents in an emergency.

- Walk quickly to the intruder's location. Don't run.
- Ask reporters to wait for a few minutes while you attend to the immediate situation for students/staff. Assure reporters that you will return to them very shortly with information.
- Call the District Administrative Office 604.414.2600. **Discuss with District Administration before any correspondence with the media.** Do not hesitate to ask for communications assistance.
- Discuss the designation of a spokesperson/crisis communications manager.
- If the principal is not to be the spokesperson, the spokesperson must have access to the principal, must be available to the media, and should have a cell phone.
- The principal and the spokesperson, should immediately prepare a factual statement about what has happened.
- Confirm the obvious. Be brief. Stick to the facts. Do not interpret facts or offer opinions.
- Be ready to answer questions, examples:

Who is in charge?	Who is the spokesperson?
Is the crisis under control?	Where is the reception centre?
Are all staff and students safe & accounted for?	How many are injured? Where are the injured?
- Plan to debrief staff ASAP, including instructions for dealing with the media.
- Do not allow reporters to interview students on the school grounds.**
- Students must not be identified without parental consent — under the FOIPOP Act.
- Do not permit reporters to interview students en route to or at a reception centre.
- You cannot prevent reporters from interviewing students who have left the school grounds or reception centre.

OFF-SITE EVACUATION

On-site evacuation procedures should be executed prior to initiating an off-site evacuation.

Administrative or appointed staff assigned radios and/or cell phones should wear ID Tags and/or Visi-Vest.

First Aid kits shall be moved outside the building with the evacuees.

If possible schools will remain open indefinitely until every child has been released to a parent/guardian or other authorized person. Principals in consultation with School District officials and emergency responders will decide whether the school will resume or will be closed. In the event of a closure students will be dismissed at the discretion of the school and District Administration. Students with disabilities will stay with their care provider until they are released to their parent/guardian or other authorized personnel.

If it is determined that the school is unsafe then all remaining students would proceed to the * Designated Reception Area. The above student release rule would apply to an off-site * Designated Reception Area. Students will only be released to a parent/guardian or authorized personnel.

Determine if circumstances require students and staff to be evacuated to a * Designated Reception Area.

Prior to initiation of an off-site evacuation, the principal or designee, shall consult with and obtain authorization from the School District Superintendent or their designee.

Call 911 if applicable to the situation if fire, ambulance or police is required. Be prepared for delays.

Coordinate all First Aid Attendants to deal with any medical issues within their scope.

Notify teachers and staff of the plan to evacuate to an off-site location.

Notify the * Designated Reception Area of the off-site movement.

Notify the School Board Office and Transportation Department. (If buses are required, be prepared for delays.)

Announce evacuation.

Specify any changes in off-site evacuation routes and location and types of emergency. Bussing may not be available or possible, and alternate routes may be required due to conditions such as power lines down, blocked roads, weather conditions, collapsed buildings, etc.

Implement student release procedures at the off-site * Designated Reception Area.

Document the release of all students to an authorized family member or legal guardian.

Administration/Teachers/Staff

Implement EVACUATION procedure for the on-site evacuation location outside of the building at the designated marshalling area.

Follow direction of Administration concerning movement to the * Designated Reception Area

Remain with your class while en-route to the * Designated Reception Area.

Take attendance prior to leaving marshalling area and upon arriving at the off-site location.

Check for injuries.

Immediately report any missing, extra, or injured students to Site Administrator.

Continue to maintain control of students.

Wait for additional instructions from administration, local authorities or emergency coordinator.



INDEPENDENT DIRECTED STUDIES (IDS)

Background

Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally taught in the classroom, and for use as partial credit for students who did not or could not meet the learning outcomes of an entire course.

IDS is governed by the Educational Program Guide Order (Ministerial Order 333/99) and is defined as an area of study in an educational program undertaken by a student that is:

- Related to or an extension of one or more of the learning outcomes established in an educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, or in a Board Authorized Course,
- Undertaken pursuant to a plan developed by a teacher and a student and approved by a Principal, Vice-Principal or Director of Instruction, and
- Carried out by the student under the general supervision of a teacher as outlined in the Graduation Program Order (M302/04).

Procedures

1. In accordance with Ministry of Education policies, principals may award credits to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11, or 12 Ministry developed courses or Board Authorized courses.
2. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.
3. Students must apply for IDS through their school principal or counsellor.
4. Documentation must be kept in the student file that includes the Student Plan approved by the Principal, the hours of successful study completed by the student, and the credits awarded.
5. The number of credits a student earns for IDS will be set out in the student plan.
6. IDS credits may only be used to satisfy elective requirements.
7. The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. Grade 12 IDS credits may count toward the minimum of 16 grade 12 credits required for graduation.



8. For reporting and transcript purposes, Principals must assign a letter grade and percentage.
9. IDS must be reported on report cards with the IDS code identifying the related Ministry or BAA course.

Reference: Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act
Educational Program Guide Order (M333/99)
Graduation Program Order (M302/04)
BC Ministry of Education IDS Policy:
http://www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm
[Handbook of Procedures for the Graduation Program](#) pages 59-60 for IDS
Collective Agreements

Adopted: May 18, 2022
Revised: January 18, 2022

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2022-2023

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3	2	1							8
10 days or less (violent)		1									1
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)			1								1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	1	4		9							14
Less than 20 days (second + drug/alcohol offence)		1		1							2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension			4	4							8
TOTAL SUSPENSIONS	3	9	7	11	0	0	0	0	0	0	34
EXCLUSIONS											
Exclusions - Elementary	0	0	0	0							0
Exclusions - Secondary	0	0	0	0							0
SECLUSIONS											
Seclusions - Elementary	0	0	0	0							0
Seclusions - Secondary	0	0	0	0							0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*

SECTION E: SPECIAL PURPOSE REVENUE AND EXPENSE

- *Continued*

2. Learning Improvement Fund (LIF)

The Learning Improvement Fund (LIF) was established for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts had the discretion to allocate these funds to improve the learning conditions for all students and support teachers in meeting student needs.

The 2022/23 LIF will remain at \$20 million. This funding is provided to address classrooms with the highest need and must be used for the provision of additional teacher assistants and other para professionals. The Ministry will continue to maintain the *Learning Improvement Fund Regulation* which requires school districts to submit a spending plan to the Ministry specifying how school districts spend their LIF allocation. This directly enables the provision of additional hours, up to 35 hours per week, and/or positions to enhance direct services to students.

Districts will be expected to consult with local unions in determining deployment of their LIF allocation.

District allocations can be found in Table A of the “Summary of Grants to Date, 2022/23” found on the Ministry website at:

<https://www2.gov.bc.ca/gov/content?id=4DC72944660948018CF713CCA18E99F2>

Unspent LIF amounts from 2021/22 (if any) must continue to be reported on Schedule 3A and should be **fully expended by June 30, 2023**. Staffing plan reporting for LIF was due to the Ministry from districts October 14, 2022.

Upon receipt of the district’s financial statements, ministry staff will review LIF spending as detailed on Schedule 3A. Specifically, ministry staff will verify that LIF grants were only spent on Educational Assistants’ and support staff salaries and benefits. Spending less than the annual allocation may impact the following year’s allocation.

Spending of the LIF grant must not reduce the expenditures the district would have made to address learning improvement issues if the board did not receive the grant.

TABLE C
LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2022/23
 Updated March 2022

School District	2022/23 Estimated Operating Grant Block	% of Total Operating Grants	2022/23 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	69,504,540	1.2%	236,576
6 Rocky Mountain	41,653,009	0.7%	141,776
8 Kootenay Lake	55,381,880	0.9%	188,506
10 Arrow Lakes	9,540,549	0.2%	32,474
19 Revelstoke	12,725,426	0.2%	43,314
20 Kootenay-Columbia	44,122,054	0.8%	150,180
22 Vernon	92,762,376	1.6%	315,740
23 Central Okanagan	240,216,078	4.1%	817,636
27 Cariboo-Chilcotin	54,673,278	0.9%	186,094
28 Quesnel	35,713,305	0.6%	121,559
33 Chilliwack	152,192,848	2.6%	518,027
34 Abbotsford	193,353,791	3.3%	658,128
35 Langley	217,090,262	3.7%	738,921
36 Surrey	742,733,930	12.6%	2,528,082
37 Delta	151,779,706	2.6%	516,620
38 Richmond	197,438,134	3.4%	672,030
39 Vancouver	474,364,156	8.1%	1,614,618
40 New Westminster	70,219,618	1.2%	239,010
41 Burnaby	239,956,488	4.1%	816,752
42 Maple Ridge-Pitt Meadows	159,377,294	2.7%	542,481
43 Coquitlam	303,605,979	5.2%	1,033,399
44 North Vancouver	147,492,430	2.5%	502,028
45 West Vancouver	65,771,790	1.1%	223,871
46 Sunshine Coast	42,163,357	0.7%	143,514
47 Powell River	34,671,021	0.6%	118,012
48 Sea to Sky	55,343,319	0.9%	188,375
49 Central Coast	6,796,040	0.1%	23,132
50 Haida Gwaii	10,471,629	0.2%	35,643
51 Boundary	18,382,750	0.3%	62,570
52 Prince Rupert	24,598,028	0.4%	83,726
53 Okanagan Similkameen	30,313,000	0.5%	103,178
54 Bulkley Valley	23,444,127	0.4%	79,798
57 Prince George	143,533,836	2.4%	488,553
58 Nicola-Similkameen	24,830,439	0.4%	84,517
59 Peace River South	46,050,799	0.8%	156,745
60 Peace River North	69,524,990	1.2%	236,646
61 Greater Victoria	194,583,765	3.3%	662,315
62 Sooke	126,001,327	2.1%	428,877
63 Saanich	75,482,943	1.3%	256,925
64 Gulf Islands	21,080,957	0.4%	71,754
67 Okanagan Skaha	60,496,486	1.0%	205,915
68 Nanaimo-Ladysmith	146,548,774	2.5%	498,816
69 Qualicum	45,577,501	0.8%	155,134
70 Pacific Rim	42,946,787	0.7%	146,180
71 Comox Valley	101,331,334	1.7%	344,907
72 Campbell River	60,647,353	1.0%	206,429
73 Kamloops-Thompson	166,361,877	2.8%	566,254
74 Gold Trail	19,825,597	0.3%	67,481
75 Mission	69,202,320	1.2%	235,547
78 Fraser-Cascade	23,180,300	0.4%	78,900
79 Cowichan Valley	88,167,807	1.5%	300,101
81 Fort Nelson	9,944,734	0.2%	33,849
82 Coast Mountains	50,804,029	0.9%	172,924
83 North Okanagan-Shuswap	77,182,629	1.3%	262,710
84 Vancouver Island West	9,657,222	0.2%	32,871
85 Vancouver Island North	19,136,195	0.3%	65,135
87 Stikine	5,773,485	0.1%	19,652
91 Nechako Lakes	52,850,064	0.9%	179,888
92 Nisga'a	8,233,111	0.1%	28,023
93 Conseil scolaire francophone	99,061,124	1.7%	337,179
Provincial Total	5,875,869,977	100.0%	20,000,000



34,671,021
 5,875,869,977 =
 0.0059

* Each district receives a share of the \$20 million LIF Fund equal to their share of the total operating grant which for us is 0.6%.

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: December 31 2022

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	9,808,011	0	9,808,011	21,855,135	12,047,124	55
200 Employee Benefits And Allowances	2,040,873	0	2,040,873	4,931,195	2,890,322	59
300 Services Purchased	1,773,331	0	1,773,331	4,151,774	2,378,443	57
500 Supplies And Materials	964,423	0	964,423	2,395,408	1,430,985	60
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	14,586,638	0	14,586,638	33,333,512	18,746,874	56
DISTRICT ADMINISTRATION						
100 Salaries	617,722	0	617,722	1,161,234	543,512	47
200 Employee Benefits And Allowances	104,222	0	104,222	246,723	142,501	58
300 Services Purchased	181,572	0	181,572	285,205	103,633	36
500 Supplies And Materials	25,213	0	25,213	26,152	939	4
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	928,729	0	928,729	1,719,314	790,585	46
OPERATIONS AND MAINTENANCE						
100 Salaries	676,941	0	676,941	1,475,498	798,557	54
200 Employee Benefits And Allowances	132,377	0	132,377	316,090	183,713	58
300 Services Purchased	499,201	0	499,201	744,400	245,199	33
500 Supplies And Materials	779,139	0	779,139	1,326,000	546,861	41
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Total For OPERATIONS AND MAINTENANCE	2,087,658	0	2,087,658	3,861,988	1,774,330	46
TRANSPORTATION & HOUSING						
100 Salaries	255,489	0	255,489	531,184	275,695	52
200 Employee Benefits And Allowances	55,154	0	55,154	114,087	58,933	52
300 Services Purchased	28,006	0	28,006	74,729	46,723	63
500 Supplies And Materials	137,286	0	137,286	230,000	92,714	40
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Total For TRANSPORTATION & HOUSING	475,935	0	475,935	950,000	474,065	50
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Grand Total	18,078,960	0	18,078,960	39,864,814	21,785,854	55



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
12:00 PM., Wednesday, January 11, 2023
SCHOOL BOARD OFFICE

MEETING NOTES

Present: Dale Lawson, Jaclyn Miller, Kirsten, Van't Schip, Maureen Mason

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Rob Hill

Presentations

1. **APPROVAL OF AGENDA**

Moved: J. Miller

Seconded: K. Van't Schip

THAT the Committee of the Whole Meeting Agenda for January 11, 2023, be adopted as presented.

Status: Carried

2. **STANDING COMMITTEES**

2.a) **Education Committee**

i) **Review Process for 2023-2027 Strategic Plan**

J. Yule reviewed the various methods to move forward with respect to preparing a District Strategic Plan for 2023-2027. It was recommended that a facilitator be engaged. Several facilitators would be solicited looking at experience and availability/cost. Also open to the District preparing the Plan on its own if the Board prefers.

At next meeting, a Strategic Plan interim report will be presented which measures/indicates where we are presently. Facilitator would need to have this information in order to know how to proceed.

D. Lawson reviewed past process and asked what a new process could look like. J. Yule indicated a facilitator would provide a template. Engagement piece would take place. We have in place, an engagement process involving staff and parents. This is much broader as it is four-year plan. Question asked about past processes in place for parents/staff and if they are still effective and how could the Board access these processes.

Trustees spoke to their past experience with strategic planning.

Questions:

- How will the District's new policy be referenced when working on the new strategic plan?
- Will the Board have an opportunity to review where the Board is at so that information could be provided to the facilitator rather than a template provided for the Board to work from. J. Yule responded this could take place as an extra meeting or at next meeting.
- Do we have facilitators in mind? Not presently, but BCSSA or BCSTA would be asked for recommendations.
- Because Indigenous Ed intercepts with all parts of Education, how could we ensure we have individuals from the Nation be part of this. J. Yule responded they would be involved as it is part of the TEA, however they will want their own input via J. Johnson.

BCSSA, BCSTA would be asked for facilitator recommendations, however anyone having suggestions can forward names to J. Yule.

Trustees directed that staff solicit names to hire a facilitator so a District Strategic Plan for 2023-2027 can be prepared.

ii) Prospective Strategies for Public Engagement

K. Payne reviewed prospective strategies for public engagement.

Main questions

- Who are we engaging?
- What are we asking them to do?
- How are we engaging them?

Met with the Intergovernmental and Policy Lead from Tla'amin Nation in an exploratory conversation regarding the District's potential approach to changing our name.

Recommendations

- To respond to Tla'amin's original request to change our name with an official letter declaring our decision to change our name.
- Involve Tla'amin early on in any process as they are keen to participate.

- They would be open to receiving name suggestions from the Board for them to consider and open to putting forward names for us to consider.
- Are supportive of the leadership and encourage us to work through a change process that is timely and efficient.

Options

- Board propose new name/and or asks for recommendations from Tla'amin Nation with the Board making the final decision on name.
- Board work with Tla'amin to come up with up to three name ideas, then a key group of stakeholders (excluding the broad public) be asked for feedback. The Board makes final decision on name.
- Stakeholders (excluding broad public) asked to make recommendations for new name. Board makes final decision on name.

Discussions/Questions

- Write letter asap and ask Nation for suggestions of names vs working with the Nation and suggesting names, asking if they have others they would like us to consider.
- Reminder - The Board stated to change its name to better reflect the cultural diversity and geographic area of our District.
- Consider the three options above and decide which one the Board will embark on.
- What we don't want is why we are changing the name; should be about the name itself.
- PRDTA President I. Loveluck mentioned that teachers are looking forward to this process and agree that it is best not to open to broad public, but rather coming up with a couple of suggested names and meeting with the Nation would be best.
- Comment that because Nation asked the Board to change their name, that the process should be led by the Nation. J. Yule responded that the Nation would always be involved, however, the name change was solicited prior to their letter, providing historical information, and stating that the District was embarking on this already as we realized our name was not reflective of our District, and not as an act of reconciliation.
- Reminder that we are a separate government, and this is our process, not the Nation's process, however, our first piece of engagement will be with the Nation.
- Nation has established processes – makes sense to work through them with their process with our shared content.
- Do we want to suggest the name qathet in letter? Decision was not to include that but rather work with the Nation.

Direction was for staff to move forward and meet with the Nation with respect to our name change.

iii) Plans for Recognition of Literacy Week

- Family Literacy Week runs from January 22 – 29.

- In school plans being finalized next Tuesday with principals but may include Trustee reading visits and/or other local guests.

Communications

- Ad in Peak
- Website feature article.
- Calico Clark our Literacy Coordinator will be speaking to the Peak discussing literacy at SD47.
- Profile school activities through social media.
- Encourage social sharing by families of reading/writing, storytelling, etc.
- Share literacy related community events through our social media channels

2.b) Operations Committee

i) 2022/2023 Amended Operating Grant Information

S. Hopkins reported on documents included in the agenda and reviewed the budget planning cycle which was discussed at a prior meeting.

Question asked with respect to the Learning Improvement Fund and why the support staff amount is lower compared to other districts. S. Hopkins responded how the funding has evolved but is not apprised of the historical information. Will report back at next meeting.

2.c) Policy Committee

2.c.i) How to Help DPAC and PACs ie: Hot Lunches and Inclusivity

Item came forward from last COTW meeting.

- Hot lunches are a program set up by PACs, not a District program.
- Question asked why, PACs are still charging monies for hot lunches if we have affordability fund.

Discussion

- What would the workload be if PACs were asked to provide free hot lunches to all students? Can we ask this of PACs if it isn't our program?
- Could we invite PACs to our Strategic Planning Meeting so to become familiar with goal setting for their individual PACs?

Suggested that staff explore how many schools are running a hot lunch program. Should a monthly community meal replace a hot lunch program accessing affordability funds?

Suggest that a list be provided - unless specific fundraising is required, what are they are fundraising for? Those lists can then be reviewed and possibly ask that they not fundraise further as we will use the affordability funds. PRDTA President I. Loveluck mentioned that PACs involve SD

employees (teachers and support staff) which can be problematic at times. Would be good to have broader range of parents on PACs.

2.c.ii) Board Committees – Terms of Reference

Education and Curriculum Change Committee

This Committee has not met this school year. The committee did meet in the past to discuss collaboration and reporting but there are no big items to discuss at this time. J. Yule indicated that this committee doesn't need to meet monthly; it was intended to meet to discuss larger items. It is important to have clarity with respect to purpose and function of committee.

Is it mandatory that it be a board committee? A. Burt spoke to its history and J. Yule spoke to its importance when an important issue arises and are asked to solicit information and relay a recommendation.

Health Committee

Question asked if this is required to be a board committee as information doesn't necessarily make its way back to the Board. What would the Board like from Health Committee? If Trustee on Committee, should be more purposeful.

Discussion ensued on how the committee could be more purposeful, possibly provide a framework to be clear of its purpose and function.

Joint Management Committee

No changes required. Contractual that this committee be formed. It was noted that the terms of reference do not mention Strategic Plan. J. Yule indicated that the JMC works with school goals and works within the goals of the Strategic Plan.

French Immersion

Question asked if this is required to be a board committee or even in place as there are no decisions that are needed presently.

OLC

Question asked if this is required to be a board committee as well.

Would it be purposeful to have alignment of each committee in their TOR so that each member of the committee would be aware of their link to the Strategic Plan. J. Yule responded that because our Strategic Plan is broad, it would be difficult to find items that wouldn't fit within it. He suggested looking at policy which speaks to committees and review the policy and if Trustees felt changes are needed to bring those forward.

J. Yule suggested that possibly the OLC and French Immersion committees could be changed from Board Committee to Regular Committee, however, how would the Board be informed of what each committee is working on? Important to understand so informed decisions are made.

It was decided that each Trustee meet with their respective committees, review their terms of reference, and report back to the Board as to whether they recommend it be a board or regular committee.

3. OTHER INFORMATION

3.a) Financial Disclosure Forms Reminder

Trustees were reminded of the January 13, 2023 deadline.

3.b) Board Work Plan

For information.

ADJOURNMENT

Moved: J. Miller

THAT the Committee of the Whole Board Meeting be adjourned at 2:32 p.m.

Status: Carried

SH/ac