



# COWICHAN VALLEY DISTRICT PAC

**Minutes: October 17, 2019 Regular Meeting  
SD79 School Board Office Boardroom, Duncan**

**Call to Order** 7 p.m.

Welcome and Introductions.

## **Voting Attendees**

Aurelia MacInnis – DPAC Secretary, George Bonner Elementary Secretary/DPAC Rep  
Caroline Kirman – DPAC Chair, Cowichan Secondary Chair/DPAC Rep  
Carmen Sundstrom – DPAC Vice Chair, Drinkwater DPAC Rep, Quamichan Chair  
Heidi Hunton – DPAC Treasurer, Bench DPAC Rep  
Sylvia Cox - DPAC Rep, Ecole Cobble Hill  
Matthew MacAlister - DPAC Rep, Alexander Elementary  
April Foster - DPAC Rep, Crofton Elementary  
Meredith McAdam - DPAC Rep, Maple Bay Elementary  
Bevis Green - DPAC Rep, Quamichan School  
Anna Huston - DPAC Rep, Khowhemun Elementary  
Beverley McCarron - DPAC Rep, Alex Aitken Elementary  
Katie Robertson - DPAC Rep, Vice Chair, Chemainus Secondary  
Amber Marsh - DPAC Rep, Treasurer, Ecole Mt. Prevost  
Hina Charania - DPAC Rep, Mill Bay Nature School

## **Non-Voting Attendees**

Johanne Kemmler - Trustee  
Tom Longridge - Associate Superintendent

## **Regrets**

Anne-Marie Braithwaite - DPAC Rep, Discovery Elementary

**2. MOTION to adopt agenda** as moved by Drinkwater, seconded by Quamichan. Carried.

**3. MOTION to approve minutes** from September 19, 2019 meeting as amended to show correct date of September 19, 2019; moved by Drinkwater seconded by Quamichan. Carried.

## **4. Reports**

**4.1 Chair** - Chair has been unable to attend Board Meetings but has had conversations with District staff. Items will be updated under their respective reports. Hope everyone has heard from their schools with respect to the questions on strategic planning.

### **4.2 SD79 Administration - Associate Superintendent Tom Longridge**

Strategic Planning Process - Nov 7 there is a community meeting in the multipurpose room at Quamichan. DPAC are invited.

BC Shake Out was practiced across the District, with lots of participation at the school level.

Professional Development Day - ways to build capacity over time with main themes for adult learning: curriculum, inclusion, Indigenous understandings and mental health. There will be speakers, then the principals will follow up with staff to reflect on what they have learned. The last one was how to have school culture, the next one will be Indigenous learning.

Monique Gray Smith is booked as keynote speaker for Nov 29 Pro D day. "Weaving Love and Joy into the Truth and Reconciliation Journey".

It's open to anyone that wants to come as far as teachers, staff, TTOC, ECE, Strong Start facilitators and support staff, etc. Last week there were 120 participants. They come, register, attend sessions, dinner is provided and learning.

Vaping Committee has been struck. Right now they are looking at where they are going and how they can be of benefit - hoping for some presentations?

Board Trustees honoured teachers during teacher week and went to every site to ensure they celebrated the work that teachers do on a daily basis. It was very well received.

#### **4.3 Board of Education - Trustee Kemmler**

Teacher Day was successful & fun. Trustee Kemmler spent time with the District Communications Manager, Mike Russell. He is keen to visit schools, take pictures and promote school stories.

The announcement was made that the old Crofton School is to be demolished and removed by March 2020, with financial support from the Ministry of Education. It will be a highlight for the community

Attended the Vaping Committee meeting. Island Health representatives were present and are willing to present to DPAC and DSAC. District students were represented and in particular Grade 10 students gave some valuable information, and there is a lot of myth busting to do.

Excited about the SPP, really hoping schools and families will participate.

#### **4.4 Treasurer Report**

Report attached

#### **4.5 IEP Parent Support Committee**

The committee has been working on developing a parent education evening. November 26 has been set for: What is an IEP, a Panel Discussion. The committee is aiming to offer 3 presentations this year.

### **5. Old Business**

#### **5.1 Sexual Health Curriculum Delivery (Tom Longridge)**

A briefing note was given to the Board on their request - see attached. The bottom line is that it is a curriculum piece to be taught within the school. Teachers may swap/team teach, they do have flexibility. If there is a need for support and help, as with any curriculum area, the District will provide support and resources, but not through a professional educator.

*Q. Who decides age and development appropriateness?* The teachers need to know their students. There are guidelines, and there has to be some trust that education professionals know how to assess their students and deliver the curriculum which is grade specific.

*Q. Is an outside educator ok?* As long as it is enhancing, but not replacing the classroom teacher delivering curriculum content. Work cannot be contracted out.

The current curriculum can be found on the District website (or here <https://curriculum.gov.bc.ca/>).

## **5.2 School Supervision Procedures/Protocol (Tom Longridge)**

There is a guideline of 1 supervisor for 100 kids, plus there are administrators on site. The District tries to look at situations, in particular if the playground itself is challenging in some way, (ie location, connected to what, places that you can't visually track a student) and in those cases there will be added supervisors.

*Q: Is there access to more adults around?* The idea of leadership feeling, older kids watching younger ones, they can't be too responsible, do others job, happens on some sites, there are peer support groups, student leadership.

*Q. Are there specific procedures in place for noon hour supervisors for incidents (emergencies) that might happen?* There are safety plans around the students that need them. There is training in place, Associate Superintendent Longridge will check for specifics. The principal is responsible to ensure the Noon Hour Supervisors know their responsibilities and procedures for those schools.

*Q: What can we do to keep kids supervised re safety and health, for kids going to Food Outlets close to Secondary schools?* Schools are regulated on what they can provide. They cannot prevent students from leaving the grounds unless they are prohibited. The District does provide extra supervision for the York Rd, Beverley St area in question.

*Q: Regarding health, are we allowed to restrict cell phones?* There are areas that have had no tech days or no cell phone zones and those are met with mixed reviews. Varying opinions tend to be extreme.

## **6. New Business**

### **6.1 Truth and Reconciliation Commission of Canada**

[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

There are two documents that drive what is happening both federally and provincially and in local Districts. Calls to action have driven a lot of what is happening. First Nations are still directly connected as federal/provincial responsibility under the *Indian Act*.

The work is heavily focused on education, what got us into it, and how it will get us out. There are going to be some decisions and people affected by those decisions need to be included. Each District is expected to have an agreement with each Nation within the geographic Nation (i.e. there are 9 Nations within Cowichan Tribes).

### **United Nations Declaration on the Rights of Indigenous Peoples**

[https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/U\\_NDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/U_NDRIP_E_web.pdf)

It is recommend that parents review the calls to action and be aware that there is a process underway. There are hopes to bring similar enhanced learning opportunities for parents as is provided to teachers. The District looks forward to any questions and will bring what resources they can.

A reminder: there is a QR code app to learn Hul'q'umi'num' language, or see the website here:

<http://abed.sd79.bc.ca/hulqumimum-resourses/hulquminum-greetings/>

## **6.2 Parent Education**

**6.2.1** What is an IEP Panel Q&A and Discussion coming up

**6.2.2** Kerri Isham How to Talk to Your Kids about Pornography, at Ecole Cobble Hill on October 23 at 6:30pm.

**MOTION:** That DPAC supports the Kerri Isham parent presentation at Ecole Cobble Hill with a subsidy of \$300; moved by Ecole Cobble Hill, seconded by Drinkwater. Carried.

Kerri Isham has expressed interest if DPAC wished to host a workshop/presentation. DPAC would like to see how the attendance goes and then see if one can be held in the north end.

**Screenagers** - DPAC would like to consider bringing the follow up movie back. Bench motions to allocate up to \$1,000 to bring Screenagers presentation to the District. Seconded by Ecole Mt. Prevost. Carried.

**Request for PAC 101.** Agreed it is needed. Please put in topics that you would like to have at PAC 101 i.e. constitution and bylaws.

**8. Motion for Adjournment** at 8:37 pm by Quamichan.

Submitted by Aurelia MacInnis, DPAC Secretary

## Treasurer's Financial Reporting Sheet: Oct. 2019

Presented Oct. 17, 2019

Date	Transaction	Details	Credit	Debit	Balance
Regular Account Balance as of Oct. 17, 2019					\$ 4,192.48
2019-09-19	chq 114	Caroline Kirman - BCCPAC Membership	\$ 150.00		
2019-09-19	chq 133	Caroline Kirman - Snacks	\$ 21.89		
2019-09-19	chq 134	Aureliea MacInnis - Coffee	\$ 17.80		
	interest		\$ 0.33		
Regular Account Balance as of Oct. 17, 2019					\$ 4,020.92

Gaming Account Balance as of Oct. 17, 2019					\$ 912.05
2019-05-16	chq 110	Prevost Elementary PAC	\$ 2,500.00		
	interest		\$ 0.08		
Gaming Account Balance as of September 19th, 2019					\$ 3,412.13

## DPAC Financial Summary for the Period Sept. 19, 2019 - Oct. 17, 2019

Net Income	\$ 2,500.41		
Net Expenses		\$ 189.69	
Regular Account Balance			\$ 4,020.92
Gaming Account Balance			\$ 3,412.13
Term Deposit Balance: Matures 10 April 2020			\$ 8,610.44
Total Accounts			\$ 16,043.49

## September 1, 2018-August 31, 2019

<b>Opening Gaming Account Balance</b>		\$ 543.42		
<b>Opening Regular Account Balance</b>		\$ 3,789.48		
<b>Opening Term Deposit Balance</b>		\$ 8,424.11		
	<b>Budget</b>		<b>Actual</b>	
	<b>Revenue</b>	<b>Expenses</b>	<b>Revenue</b>	<b>Expenses</b>
<b>Revenues</b>				
Gaming Grants	\$ 2,500.00		\$ 2,500.00	
SD 79 Grant	\$ 4,500.00		\$ 3,100.00	
Account Interest	\$ 5.00		\$ 5.21	
Term Deposit Interest	\$ 70.00		\$ 80.30	
<b>Parent Education</b>				
Parent Education (DPAC lead/hosted)		\$ 2,000.00		
Parent Education Refreshments		\$ 300.00		
DPAC Workshops/PAC 101		\$ 500.00		
Parent Education Tech Services		\$ 250.00		
Parent Education PR/Printing		\$ 300.00		
Library Resources		\$ 400.00		
SD79 PAC Program Subsidy (PAC hosted parent ed)		\$ 2,000.00		\$ 1,200.00
<b>Conference Expenses</b>				
BCCPAC DPAC Chair Summit		\$ 600.00	\$ 288.10	\$ 379.10
BCCPAC Spring Conference Expenses		\$ 2,500.00	\$ 189.90	\$ 1,539.27
VI Parent Conference Subsidies		\$ 2,000.00		\$ 1,275.00
VI DPAC Membership & Expenses		\$ 300.00		
VI Parent Conference Host Contribution		\$ 500.00		\$ 500.00
<b>Administration &amp; Other</b>				
BCCPAC Membership		\$ 75.00		\$ 75.00
Meeting Expenses		\$ 300.00		\$ 196.88
IT Software and Hardware		\$ 100.00		
Printing and Postage		\$ 300.00		\$ 19.24
Advertising/PR		\$ 300.00		
Website		\$ 100.00		
Travel		\$ 500.00		
Parent Advocacy		\$ 1,000.00		
<b>Totals</b>	<b>\$ 7,075.00</b>	<b>\$ 14,325.00</b>	<b>\$ 6,163.51</b>	<b>\$ 5,184.49</b>
<b>Budget Goal Differences</b>			<b>\$ 911.49</b>	<b>\$ 9,140.51</b>





Cowichan Valley School District

## BRIEFING NOTE

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**Date of Report:** May 7, 2019

**Prepared for:** The Board of Education for Information

**Subject:** Sexual Health Report

### Background

Concern was being raised around the sexual health component of the Physical and Health Education Curriculum (PHE), in that PAC's were funding outside presenters to 'teach' sexual health. In some cases PACs were initiating the hiring and in other cases teachers were asking PACs to fund the hiring of outside presenters. There was confusion as to whether the hiring of outside speakers was supplemental in nature and complimenting what was being taught or were the presenters in fact teaching the sexual health curriculum.

This became a topic of discussion at two DPAC meetings. On January 22, 2019 DPAC brought it up at the Advisory Committee Meeting. When the Advisory Chair (Elizabeth Croft) presented a verbal summary of the January Advisory meeting at the February 5, 2019 Open Board Meeting, the following motion was approved:

Moved by Trustee Croft seconded by Trustee Kemmler *"That the Board of Education of School District No. 79 (Cowichan Valley) request that staff provide a detailed report on the status of the delivery of Sex Health Education in our schools."*

### Discussion

Like the previous curriculum, the new Physical and Health Education curriculum, (PHE) has primary students learning how to correctly identify body parts, including genitalia and sexual organs. Primary and intermediate students also learn about recognizing and preventing abuse.

Grade 4 - 6 students continue to learn about the bodily changes associated with puberty, and about human reproduction. AIDS and other sexually transmitted infections are also dealt with in later intermediate grades, along with a direct reference to sexual orientation. Students in the secondary grades are taught about sexual decision-making and consent.

Classroom teachers are responsible for delivering the new PHE curriculum. No provisions for opting-out of any provincial curriculum exist, including the sexual health education content found in PHE. Alternative delivery remains available as an option that parents can choose, but schools still have the responsibility of assessing the learning of each student for all aspects of the curriculum. *(Adapted from The Past, Present, and Future of Sexual Health in BC., Glen Hansman, Teacher Magazine, Vol.1, number 2, Nov/Dec 2015)*

In Cowichan, all teachers are teaching the sexual health component of the PHE curriculum. In elementary, it is being taught by either the classroom teacher or another teacher in the school. In secondary, it is being taught by teachers within various courses, such as Health and Career, PE, CLE (Healthy Relationships), and Science 12.

The sexual health component is also being supported through a variety of sources, such as school counsellors, small group informal conversations, core competencies, and programs such as 'Kids in the Know' (K-4), French 'Enfants Avertis' (4-5) and the Care Kit (K-3). Many of our elementary schools also supplement with an outside presenter such as Kerrie Isham or Pam Richard. In secondary, they also supplement with support groups such as Cowichan Valley Youth Services, Cowichan Violence Against Women, Community School Nurses, VIU Student Nurses and at times with presenters.

Schools also use a wide variety of resources such as books and online information. The Nanaimo Ladysmith School District has created a sexual health website, 'Grade by Grade: What to teach', that is frequently accessed by many of our teachers. It can be viewed here: <https://www.sd68.bc.ca/wp-content/uploads/Appendix-C-K-10-personal-and-sexual-health-social-justice-curriculum.pdf> and <https://sexual-education.sd68.bc.ca>. There are also other websites such as Healthy Schools BC that have teaching resources for teaching sexual health - <https://teachingsexualhealth.ca>. The Public Health Nurses from Margaret Moss have also created kits that teachers are welcome and encouraged to borrow from them. In addition, the teacher's union is also working with our Coordinator of Learning Commons to review and enhance the resources that are available to teachers in our District Learning Commons, formerly known as the District Resource Centre.

The teacher's Professional Development Committee typically hosts a sexual health workshop each year as part of their May Professional Development Day. Some of our schools are also working with Kerrie Isham to host train the trainer learning sessions that support teachers in building their confidence and expertise in teaching this curriculum.

#### **Summary:**

The District and the CVTF are working together to support and build professional capacity with all of our educators. The BCTF have made it very clear that it is the responsibility of teachers across BC to teach the Sexual Health component of the Physical Health Education Curriculum. I have attached a copy as well as a link to the 'Guidelines for Implementation of Sexual Health Education' that the BCTF put out in 2018-19 for your information. In talking with schools and the Union these guidelines are being followed.

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/SexualHealthEd-Guidelines.pdf>

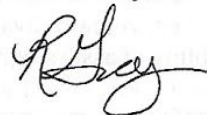
#### **Prepared by:**



Sheryl Koers, Associate Superintendent

Date signed: May 3, 2019

#### **Reviewed by:**



Robyn Gray, Superintendent

Date signed: May 3, 2019



## 9.J.09—Guidelines for Implementation of Sexual Health Education

From the *BCTF Members' Guide*, 2018–19

1. That students have access to sexual health education that:
  - a. is appropriate to their age and level of development.
  - b. considers and respects the diversity of individuals and their families, (including students who are LGBTQ-identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
  - c. is available in a variety of settings within a safe and supportive school environment.
  - d. recognizes the needs and abilities of individual students.

(Jan 16 Ex, p. 11)

  - e. takes a positive approach to the body and its changes.
  - f. takes a positive approach to sexuality, and is not limited to only discussion of reproduction.
2. That the content of the sexual health education curriculum:
  - a. be age and developmentally appropriate.
  - b. respect the diversity of individuals and their families (including students who are LGBTQ- identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
  - c. include appropriate content for students with differing physical, mental, and cognitive abilities.
  - d. reflect current and accurate knowledge.
  - e. include relevant topics such as (but not limited to):
    - i. basic anatomy and physiology, health, hygiene, and safety.
    - ii. developmental changes of puberty.
    - iii. reproduction and conception, effective contraception, prevention of STI/HIV
    - iv. healthy relationships, setting personal boundaries and limits, sexual orientation, gender identity, communication, media influences.
    - v. accessing information, and family and community resources.
    - vi. prevention of abuse and exploitation.
    - f. encourage safe decision-making, healthy behaviour, and critical thinking.
    - g. provide opportunities to develop personal insight, values, motivation, and skills.
3. That members create a respectful and safe environment conducive to sexual health education by:
  - a. encouraging interaction.
  - b. establishing ground rules for discussion that:
    - i. are considerate of students' feelings and perceptions
    - ii. respect personal privacy.
  - c. setting a tone that encourages a positive and inclusive learning experience for all students.
  - d. keeping the classroom discussion age and developmentally appropriate (physically, cognitively, emotionally, and experientially) for the majority of students in the classroom.

- e. using inclusive language.
  - f. being present when a guest speaker is in the class.
  - g. being prepared to refer students for follow-up and/or healthcare.
  - h. responding to student questions by:
    - i. focusing on sexual health, body science, and factual information.
    - ii. taking time to consider how or whether to answer immediately or publicly.
    - iii. acknowledging that the member may not be able to personally answer all questions.
    - iv. providing resource information to students for having their questions answered outside of the classroom setting.
    - v. providing an opportunity for students to ask questions anonymously (using, for example, a question-box format).
    - vi. previewing, sorting, and grouping questions.
    - vii. adding questions that students may be reluctant to ask.
    - viii. using frequently asked questions to adapt future lessons.
    - ix. depersonalizing questions to maintain students' anonymity.
4. That members and locals ensure that classroom presentations by community health professionals and sexual health educators:
- a. reflect these guidelines.
  - b. enhance but do not replace implementation of the sexual health education curriculum.
  - c. respect the contracting-out language contained in the collective agreement.
5. That school districts ensure that:
- a. in-service is available and supported.
  - b. in-service is up-to-date and factual, covers topics, strategies, and resources that support the needs of learners and the sexual health curriculum at all grade levels.
  - c. relevant, up-to-date, and comprehensive resources that reflect these guidelines and the curriculum that are available and supported. (Nov 15 Ex, p. 6)
  - d. relevant, up-to-date in-service and resources be provided to teachers to support students with differing physical, mental, and cognitive abilities.
  - e. administrators support the delivery of sexual health education.
  - f. community health professionals, including sexual health presenters, enhance but do not replace the school's sexual health education curriculum.
  - g. the use of guest presenters does not violate the contracting-out language of the collective agreement.
  - h. resource people, including guest presenters, provide detailed information on the content and their instructional approach prior to their presentation. (June 10 Ex, pp. 19–20)