



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2018 12 05 at 1:00 p.m

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2018 11 07 (attachment)
 - (b) Minutes of the Special Public Meeting held 2018 11 21 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of the Regular In-Camera meeting held 2018 11 07 (attachment)
 - (b) Summary of the Special In-Camera meeting held 2018 11 21 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
 - (a) BC Gazette (attachment)
6. **DELEGATIONS**
 - (a) Phoenix Elementary Learning Celebration
7. **CHAIRPERSON REPORT**
 - (a) BCSTA Academy
 - (b) Salt Spring Youth Soccer Association (attachment)
 - (c) Community Child Care Space Report (attachment)
8. **SUPERINTENDENT OF SCHOOLS REPORT**
 - (a) Secretary Treasure announcement
 - (b) Learning in School District No. 64
 - (c) Ministry of Education – ERASE site
 - (d) School Plans / Framework for Enhancing Student Learning
 - (e) Field trips – GISS and SIMS (attachment)
9. **SECRETARY TREASURER REPORT**
 - (a) Monthly expenditure report
10. **COMMITTEE REPORTS**
 - (a) Committee of the Whole (attachment)
 - (b) Education Committee (attachment)

11. TRUSTEE SCHOOL REPORTS

How the recently updated school plans align with aspects of the Board's Strategic Plan.

- *Fernwood Elementary School*
- *Fulford Community Elementary School*
- *Galiano Community School*
- *Gulf Islands Secondary School*
- *Mayne Island Elementary/Jr. Secondary School*
- *Pender Islands Elementary Secondary School*
- *Phoenix Elementary School*
- *Saltspring Island Middle School*
- *Salt Spring Elementary School*
- *Saturna Elementary School/SEEC*
- *Windsor House School*

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – January 16, 2019 at Fulford Community Elementary School
- (b) Committee Day – January 30, 2019 at the School Board Office

15. ADJOURNMENT

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2019/2020



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2018 11 07

Present:	Rob Pingle	Trustee
	Shelley Lawson	Trustee
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Chaya Katrensky	Trustee
	Janelle Lawson	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Doug Livingston	Director of Instruction, Learning Services
	Linda Underwood	Director of Instruction, Human Resources
	Lori Deacon	Executive Assistant
	Deb Nostdal	GITA President
Mark Ketteringham	Driftwood Representative	
Keiko Taylor	Principal, SIMS	
Regrets:	Gregory Lucas	Trustee
	Larry Melious	CUPE President

The meeting was called to order at 9:00 a.m. for the swearing in of trustees and election of officers. Superintendent Lisa Halstead took the chair and turned it over to Secretary Treasurer Rod Scotvold who read the Proclamation from the Chief Election Officer, Mr. Thomas F. Moore. Trustees were sworn in by Mr. Scotvold.

Mr. Scotvold called for nominations, by ballot, for the position of Board Chair. Rob Pingle and Shelley Lawson were nominated. Shelley Lawson declined the nomination. Rob Pingle accepted the nomination and was acclaimed as Chairperson of the Board.

Chairperson Pingle called for nominations for Vice Chairperson. Shelley Lawson and Tisha Boulter were nominated. Both accepted the nomination. Shelley Lawson was elected Vice-Chairperson by ballot.

BCSTA Provincial Council Representative

Tisha Boulter accepted as the BCSTA Provincial Council Representative.

BCSTA Provincial Council Alternate

Chaya Katrensky accepted as the BCSTA Provincial Council Alternate.

BCPSEA/VILRA Representative

Shelley Lawson accepted as the BCPSEA/VILRA Representative.

BCPSEA/VILRA Alternate

Janelle Lawson accepted as the BCPSEA/VILRA Alternate.

It was moved and seconded that the ballots be destroyed.

CARRIED 101/18

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It was moved and seconded that the meeting be recessed at 9:30 a.m.

CARRIED 102/18

The meeting was called back to order at 1:02 p.m. by Board Chair Rob Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2018 11 07, be adopted as amended with the following additions:

- 7(e) Salt Spring Wastewater Feasibility Study
- 5(a) Outdoor Learning & Indigenous Knowledge – UVIC Research Request

CARRIED 103/18

2. APPROVAL OF MINUTES

The minutes of the Regular Board Meeting, Public Session held 2018 10 10, were approved as presented.

CARRIED 104/18

3. IN-CAMERA SUMMARIES

The In-Camera Summary of 2018 10 10 was adopted as presented.

CARRIED 105/18

The In-Camera Summary of 2018 10 24 was adopted as presented.

CARRIED 106/18

4. BUSINESS ARISING

5. CORRESPONDENCE

(a) Outdoor Learning & Indigenous Knowledge – UVIC Research Request

Ms. Halstead shared a publication from UVIC documenting SD64's participation in an outdoor learning and indigenous knowledge research project.

6. DELEGATIONS

(a) Saltspring Island Middle School Learning Celebration (Keiko Taylor, Principal)

Keiko Taylor shared an overview of programming at Saltspring Island Middle School. She spoke about the unique and diverse needs of middle school aged students, and the importance of honesty and collaboration in building trust and supporting positive change. School goals: encourage community partnerships, provide innovative and engaging learning environments, incorporate innovative practices, and inspire learning.

7. CHAIRPERSON'S REPORT

(a) Board Elections

Board Chair Pingle shared the results of the elections of officers undertaken earlier in the day.

(b) Draft 2019-2020 School Calendar

Board Chair Pingle shared a draft 2019-2020 school calendar that complies with collective agreement language and Ministry Regulations. The calendar will be posted on the district website for public consultation and feedback.

(c) Naloxone Training

The Naloxone training program is already in place at GISS. Bus drivers have also received Naloxone

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training and been provided overdose kits. Staff will ask Gulf Islands Water Taxi to consider training for crew.

(d) SSI PARC proposal for Fernwood Playing Field Improvements

A proposal from Salt Spring Islands Parks and Recreation Commission for improvements to the Fernwood playing field was brought before the Board in 2011-2012 and received an agreement in principle at that time. A revised proposal has been submitted to the Board for consideration.

It was moved and seconded that the Board agree in principle to support the Salt Spring Island Parks and Recreation Commission proposal for Fernwood playing field improvements.

CARRIED 107/18

(e) Salt Spring Wastewater Feasibility Study

Board Chair Pingle shared a letter from the CRD supporting the district's request to undertake a feasibility study on reclaiming wastewater in an effort to maintain school playing fields.

8. CHIEF EXECUTIVE OFFICER'S REPORT

(a) Learning in School District No. 64 (Gulf Islands)

Ms. Halstead presented on governance and operations in SD64. She outlined the Board's authority as prescribed under the *School Act*. She expressed pride in being a part of the public education system and providing service to learners and families, while reminding trustees of their responsibility to work as a collective Board to govern the district as a whole, and not day-to-day operations. She emphasised that we all have a shared responsibility to serve our communities.

(b) Administrative staffing

Ms. Halstead reported on recent changes to administrative assignments. Richard Bennett will be working part time as Assistant Principal of SIMS in order to cover Vice Principal Jude Shugar's leave of absence.

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Financial Update

Manager of Finance, Cindy Rodgers shared a district operations forecast report, based on September enrolment of 1733 FTE funded students. She explained that 2018-2019 is a year of fiscal restraint, expressing her hope for understanding and support across the district. She explained that financial forecasting is difficult as it is early in the school year to identify trends.

10. COMMITTEE REPORTS

(a) Committee of the Whole

Board Chair Pingle informed trustees that it is the responsibility of committee chairs to provide summaries and report on action items brought forward from committee day.

Moved by consensus to receive the Committee of the Whole summary for 2018 10 24.

CARRIED 108/18

(b) Human Resources Committee

Secretary Treasurer interviews will be held November 20th.

Moved by consensus to receive the Human Resources Committee summary for 2018 10 24.

CARRIED 109/18

(c) Education Committee

Maggie Alison presented at the last education committee meeting. French Programs will be presented at the

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November meeting and Early Years will be presented in January.

Moved by consensus to receive the Education Committee summary for 2018 10 24.

CARRIED 110/18

(d) Policy Committee

There has been much work in the past months on revising and editing Board policies.

Moved by consensus to receive the Policy Committee summary for 2018 10 24.

CARRIED 111/18

11. TRUSTEES' SCHOOL REPORTS

Ms. Halstead acknowledged that all school reports were shared at yesterday's Aboriginal Education Committee meeting.

Trustees were asked to consider how best to present and share the on-going work of schools, and to make those reports authentic and visible.

It was moved by consensus to receive Trustee School Reports as submitted.

CARRIED 112/18

Aboriginal Education (Strategic Plan Objective 1.2 - Actions #4) *Review, implement and monitor school and district educational improvement plans including the Aboriginal Education Enhancement Agreement*

Fernwood Elementary School

Fernwood School prides itself on its commitment to Aboriginal Education in the integration of Indigenous ways in all our classes, our school culture, our staff meetings and our physical setting. Our "Fernwood Aboriginal Education School Plan is a strategic working document that holds us to concrete methods and plans, and aligns with our intentions and values. This document serves all Fernwood students, as well as specifically our self-declared individuals. The First Peoples Principles of Learning is pedagogy that guides our collective practice and professional conversations. We align our practices and work intentionally with our SD64 Aboriginal Education Enhancement Agreement (EA). We create opportunities to honour the 'Individual'~ to 'foster and nurture' the dignity of each student. We work closely with land based learning opportunities and community members to foster the 'Community' goal set forth in our district EA. And we use an equity lens when shaping 'Learning' goals for each of our self declared students, creating a culture of deep wrap-around care and trust where learning risks are celebrated. The 'Individual' 'Community' and 'Learning' goals set forth in our SD64 EA are beliefs and values that are beneficial for all our learners, self-declared and otherwise.

Fulford Community Elementary School

Fulford School community identified "embracing the first people's principles of learning and culture" as one of our value guidelines during our revisioning process three years ago. As a value guideline, we strive to incorporate Aboriginal ways of learning and culture into many school routines, activities, events and projects. A recent example of this value is our new West Coast Wildlife Mural that demonstrates our commitment to learning about our natural place represented in an Aboriginal art style. The mural was facilitated by three local artists, including Quinten Harris, and included all of the students in the school. Other examples of the First People's principles of learning that are embedded in our school culture are regular nature-based and experiential learning opportunities for the students, a focus on oral language and storytelling as a way of sharing knowledge, involving several generations in the learning community and the regular acknowledgement of aboriginal territories upon which we have the good fortune to be able to live, learn and play.

Galiano Community School

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At Galiano Community School, Aboriginal Education is intentionally planned for all learners with key supports for Aboriginal students. In alignment with enhancement agreement goals, our school based Aboriginal Education Plan includes regularly scheduled learning experiences for all and the ongoing development of individual student learning plans. Scheduled monthly visits with our district cultural advisor compliment regular and ongoing programming rooted in the First People Principles of Learning. Individual student learning plans help to establish the identity of each learner through strong connections to community and family while providing a framework for targeted learning supports. It is our goal that every learner experiences meaningful connections to Indigenous cultures as viewed through the lens of Aboriginal Ways of Knowing and Learning.

Gulf Islands Secondary School

Back in June, our school began to plan a school-wide Aboriginal Awareness Day that would also support Orange Shirt Day - involving students, staff and the community. Teachers shared and requested lesson materials and ideas for the day, however, several teachers actually devoted the week leading up to Sept. 27th by teaching a unit involving Aboriginal content or perspectives. In one example, P.E. classes played Lacrosse, our national sport, and taught students about how it was created by First Nations. As a major focus of the day, GISS partnered with The Salt Spring Forum in sponsoring a talk by Hereditary Chief, Reuben George. This was held in the gymnasium and was attended by the entire school in the latter part of the morning. The additional benefit was we were able to share Orange Shirt Day with the community who also attended the event in significant numbers. An Aboriginal lunch menu was held in the cafeteria and featured salmon-seafood chowder and bannock. It was a day of activities that helped us all focus on understanding, remembering and reconciling with our Indigenous history. This day served to begin the process of implementing the Ministry of Education mandate to infuse and teach Aboriginal content in all courses from K-12 and supports our School District's Strategic Plan.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, Aboriginal Education is visible in the language and practice of all staff and students. Daily practices rooted in the First People's Principles of Learning include the use of gratitude circles, direct instruction in relational understandings and a strong connection to place. Students regularly participate in scheduled activities with district cultural staff and are also given opportunity to connect with elders from the community enhancing and extending learning beyond the classroom. Extensive outdoor education programs help to grow land literacy skills and stewardship of the environment. Of key importance at Mayne Island School is the mindset that all learners benefit from strong Aboriginal Education programs.

Pender Islands Elem./Sec. School

In September, our staff reviewed the Annual Instructional Plans from the previous school year, to re-familiarize ourselves with our Aboriginal learners, their unique needs and the services that were put in place to support their learning. We conducted conversations with each family (and where applicable with the learner) to review the previous year's plan and ensured that each parent/learner was given the opportunity to help direct their own learning. Based on these conversations, new plans were constructed and services, strategies and review cycles were put in place by the end of September, to help achieve the goals of the plan and the intent of the Aboriginal Education Enhancement Agreement

Phoenix Elementary School

Phoenix Elementary School is dedicated to supporting the success of all Aboriginal learners, individually and as a community, supporting academics as well as promoting a deep awareness of Aboriginal culture and history among all students.

Aligned with the goals of the district, Phoenix Elementary will support the Aboriginal learner in the following goals:

- Individual - Every Aboriginal learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.
- Community - Every Aboriginal learner will have opportunities to connect with members to enhance and

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- extend the learning beyond the classroom.
- Learning - From the time Aboriginal learners enter a school community, they will experience a culture that encompasses equity, awareness and engagement in learning, allowing for feedback, evidence of knowledge and self assessment to gain greater competency in foundational skills.

Specific Supports

- Direct support provided by EA and/or Quentin Harris, our AbEd cultural support worker... bi-weekly
- Ab Ed Bins...First Nations resources for students... monthly rotation. First Nations “Just Right” books, centres, and reading activities... daily
- Acknowledgement of traditional territory /Huy ch qa at school meetings... weekly
- Gratitude circles/talking circles ... daily
- Identifying and talking about traditional First Nations uses of plants and current uses. For example, the primary class is studying cedar and explaining how bark is harvested for weaving, which will culminate in a hands on activity of basket making.
- Reading and discussing First Nations literature, such as ‘Coyote’ in the intermediate class
- Honouring significant events such as Orange Shirt Day as a whole school.
- Integrating Aboriginal content and ways of learning into our whole school Explorations with support from Quentin Harris.

Saltspring Island Middle School

We have continued to upgrade our tracking system and update our Aboriginal Education Plan. Over the past few years, our focus has been to embed Aboriginal ways of being and learning into our curriculum in an authentic way. Our long-term goal has been to move Aboriginal Education and themes from being event-based to having them infused in our curriculum. Teachers have been using Aboriginal themed novels as integral parts of their Literature Circle collections, social justice units include resources about residential schools, and our weekly assemblies regularly include presentations and videos on this topic.

More importantly, our hope is that we can guide the mind-sets, perceptions and fixed notions of our students to understand the concept of privilege in our society, and how that impacts our actions and thoughts toward, and about the Aboriginal members of our society.

In the words of Justice Murray Sinclair:

“It is precisely because education was the primary tool of oppression of Aboriginal people, and the mis-education of Canadians, that we have concluded that education holds the key to reconciliation”.

Salt Spring Elementary School

In September the PAC and school co-sponsored master hoop dancer, Teddy Anderson, to lead the students through two days of hoop dance workshops including a student performance. This not only celebrated an important cultural practice, it also reinforced the virtues of acceptance, inclusivity, persistence and unity. It was a powerful way to start the year and helped set a positive tone in the school. This was followed by learning about residential schools in preparation for Orange shirt day. This day Quentin worked with classes on the concept of empowerment. A beautiful message for us all.

Saturna Elementary School/SEEC

Aboriginal Education (Strategic Plan Objective 1.2 - Actions #4) Review, implement and monitor school and district educational improvement plans including the Aboriginal Education Enhancement Agreement

Since the beginning of September SEEC has had its first students with status living on reserve in attendance. From the beginning of the year we have made an effort to book Quentin Harris twice in September to create a welcoming and inclusive space that accommodates First People’s Principals of Learning and worldviews.

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In October, SEEC participated in a community lunch to honor the efforts of cultural revitalization through the recently published SENCÓFEN Language Dictionary. Elders from the Tsawout First Nation, family members of students, education stakeholders from both SD63 and SD64 were all present. Speeches were given regarding the significance of this historic moment as a small step towards an ongoing reconciliation that exemplifies the vision of connecting individuals to the community through authentic learning opportunities.

Windsor House School

Windsor House is piloting a new tracking system in 0365. A staff member built a feedback form where any teacher or EA can login at the end of the day and share notes on supports offered, during each day, at each site, for our designated Aboriginal education students.

This allows for a comprehensive shared story that all staff can contribute to that tracks targeted support for our Aboriginal education students. We are able to review this at our school based team meetings, and staff meetings, to inform our ongoing support for these students.

It has been a real break through for us to be able to share and review feedback gathered for students who move within multiple sites and staff each week.

12. OTHER BUSINESS

13. QUESTION PERIOD

Trustees discussed Committee Day, how committees will be formed, and the responsibilities of each Board committee. Information will be provided in greater detail at the November committee day.

14. NEXT MEETING DATES

- (a) Committee Day – November 21, 2018 at the School Board Office
- (b) Regular Board Meeting – December 5, 2018 at the School Board Office

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:00 p.m.

CARRIED 113/18

Date: _____

Chairperson

Certified Correct: _____

Secretary Treasurer



MINUTES OF SPECIAL BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2018 11 21

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Chaya Katrensky	Trustee
	Greg Lucas	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources
	Lori Deacon	Executive Assistant
	Doug Livingston	Director of Instruction, Learning Services
Regrets:	Larry Melious	CUPE President
	Deb Nostdal	GITA President

The meeting was called to order at 9:00 a.m. by Chairperson Rob Pingle.

1. **ADOPTION OF AGENDA**

It was moved and seconded that the agenda for the Special Board Meeting, Public Session held 2018 11 21, be adopted as presented.

CARRIED 114/18

2. **BUSINESS ARISING**

(a) **Swearing in of Trustee**

Secretary Treasurer Rod Scotvold read the Proclamation from the Chief Election Officer, Mr. Thomas F. Moore. Pender Islands Trustee Gregory Lucas was sworn in by Mr. Scotvold.

3. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 9:05 a.m.

CARRIED 115/18

Date: _____

Chairperson

Certified Correct: _____

Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Regular In-Camera meeting held at
the School Board Office on
2018 11 07**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Chaya Katrensky	Trustee
	Janelle Lawson	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Doug Livingston	Director of Instruction, Learning Services
	Linda Underwood	Director of Instruction, Human Resources
Lori Deacon	Executive Assistant	
Regrets:	Gregory Lucas	Trustee

The meeting was called to order at 9:37 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2018 11 07 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2018 10 10 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2018 10 24 were approved as presented.

Items:

1. Enrolment and Staffing
2. Education Update
3. Financial update
4. New Trustee Orientation
5. Board Committee Structures

The meeting adjourned at 12:11 p.m.

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Regular In-Camera meeting held at
the School Board Office on
2018 11 21**

Present:

Rob Pingle
Shelley Lawson
Tisha Boulter
Stefanie Denz
Janelle Lawson
Chaya Katrensky
Greg Lucas

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Lisa Halstead
Rod Scotvold
Cindy Rodgers
Linda Underwood
Lori Deacon
Doug Livingston

Superintendent of Schools
Secretary Treasurer
Manager of Finance
Director of Instruction, Human Resources
Executive Assistant
Director of Instruction, Learning Services Scott

The meeting was called to order at 9:05 a.m.

The agenda for the Special Board meeting, In-Camera session held 2018 11 21 was adopted as presented.

Items:

1. Staffing recommendation

The meeting adjourned at 9:20 am

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as school trustees for **School District No. 46 (Sunshine Coast)**.

School Trustees:

Upper Electoral Area (by acclamation): Samantha Haines.

Central Electoral Area (by acclamation): Amanda Amaral, Maria Hampvent, Tonya Ste.Marie.

Lower Electoral Area: Sue Girard, Stacia Leech, Pammila Ruth.

Dated at Gibsons, BC, this 22nd day of October 2018. — Nicholas Weswick, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as school trustees for **School District No. 64 (Gulf Islands)**.

School Trustees:

Salt Spring Island (all by acclamation): Tisha Boulter, Stefanie Denz, Rob Pingle.

Galiano Island: Shelley Lawson.

Mayne Island: Janelle Lawson (by acclamation).

Pender Islands: Gregory Lucas (by acclamation).

Saturna Island: Chaya Katrensky (by acclamation).

Dated at Victoria, BC, this 13th day of November 2018. — Thomas F. Moore, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as school trustees for **School District No. 69 (Qualicum)**.

School Trustees:

Area E - Nanoose Bay (portion of District of Lantzville): Eve Flynn - Board Chair (re-elected by acclamation).

Area F - Coombs, Hilliers, Errington: Julie Austin - Board Vice-Chair (re-elected by acclamation).

Area G - City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo Area G (French Creek, Dashwood, Englishman River), Regional District of Powell River Area E (Lasqueti Island): Laura Godfrey (elected by acclamation), R. Elaine Young (re-elected by acclamation).

Area H - Shaw Hill, Qualicum Bay, Deep Bay, Bowser: Barry Kurland (re-elected by acclamation).

Dated at Ladysmith, BC, this 24th day of September 2018. — Dennis J. A. Brown, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as school trustees for **School District No. 74 (Gold Trail)**.

School Trustees:

Rural Area A : Larry Casper (by acclamation) - Trustee.

Rural Area B: Valerie Adrian (by acclamation) - Chair.

Rural Area C: Nancy Rempel (by acclamation) - Vice-Chair.

Rural Area D: Carmen Ranta (by acclamation) - Trustee.

Rural Area E: Donna Aljam (by acclamation) - Trustee.

District of Lillooet: Orra Storkan - Trustee.

Village of Ashcroft: Vicky Trill (by acclamation) - Trustee.

Dated at Ashcroft, BC, this 6th day of November 2018. — Lynda Minnabarriet, *Chief Electoral Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor and councillors for the **District of Sechelt**.

Mayor: Darnelda Siegers.

Councillors: Janice Kuester, Brenda Rowe, Eric Scott, Alton Toth, Matt McLean, Thomas Lamb.

Dated at Sechelt, BC, this 7th day of October 2018. — Jo-Anne Frank, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor and councillors for the **Township of Spallumcheen**.

Mayor: Christine Fraser.

Councillors: John Bakker, Andrew Casson, Gerry Popoff, Christine LeMaire, Joe Van Tienhoven, Todd York.

Dated at Spallumcheen, BC, this 23rd day of October 2018. — Cindy Graves, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor, councillors and school trustees for the **City of Trail and School District No. 20, Electoral Area 4 (Trail)**.

Mayor: Lisa Pasin.

Councillors (by acclamation): Paul Butler, Robert Cacchioni, Carol Dobie, Eleanor Gattafoni Robinson, Colleen Jones, Sandy Santori.

School Trustees: Terry Hanik, Mark Wilson.

Dated at Trail, BC, this 6th day of November 2018. — Michelle McIsaac, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor and councillors for the **District of Tumbler Ridge**.

Mayor: Keith Bertrand.

Councillors: Chris Norbury, Bernie Lehmann, Darryl Krakowka, Curtis Miedzinski, Will Howe, Joanne Kirby.

Dated at Tumbler Ridge, BC, this 24th day of October 2018. — Aleen Torrance, *Chief Election Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor and councillors for the **Town of View Royal**.

Mayor: David Screech.

Councillors: Damian Kowalewich, Gery Lemon, Ron Mattson, John Rogers.

Dated at View Royal, BC, this 6th day of November 2018. — Elena Bolster, *Deputy Corporate Officer*. [no15]

ELECTION RESULTS

Notice is hereby given that the following persons have been duly elected as mayor, councillors and school trustees for the **Resort Municipality of Whistler**.

Mayor: Jack Crompton.

Councillors: Arthur De Jong, Jen Ford, Ralph Forsyth, John Grills, Duane Jackson, Cathy Jewett.

School Trustees: Cynthia Higgins, Rachael Lythe.

Dated at Whistler, BC, this 24th day of October 2018. — Brooke Browning, *Chief Election Officer*. [no15]

MINISTRY OF PUBLIC SAFETY AND SOLICITOR GENERAL

CIVIL FORFEITURE

In the Matter of Part 3.1 (Administrative Forfeiture) of the *Civil Forfeiture Act* [SBC 2005, C. 29] - the CFA

NOTICE IS HEREBY GIVEN THAT:

The property described below is subject to forfeiture under Part 3.1 of the CFA and will be forfeited to the Government for disposal by the Director of Civil Forfeiture unless a notice of dispute is filed with the Director within the time period set out in this notice.

A notice of dispute may be filed by a person who claims to have an interest in all or part of the subject property. The notice of dispute must be filed within 60 days of the date upon which this notice is first published. You may obtain a notice of dispute that meets the requirements of Section 14.07 of the CFA, from: www.gov.bc.ca/civilforfeiture.

On August 3, 2018, at the 100 block of Hilchey Road, Campbell River, B.C., Peace Officer(s) of the Campbell River RCMP seized, at the time indicated, the subject property, described as: \$735 CAD and \$41.05 CAD, on or about 14:24 Hours. CFO file Number: **2018-6221**.

The subject property was seized because there was evidence that the subject property had been obtained by the commission of an offence (or offences) under section 5(2) (Possession for purpose of trafficking) of the *Controlled Drugs and Substances Act* of Canada.

November 19, 2018

Mr. Rob Pingle
Chair, SD64 School Board
112 Rainbow Rd.
Salt Spring Island BC,
V8K 2K3

cc: Ms. Lisa Halstead, Superintendent; Mr. Rod Scotvold, Secretary-Treasurer

Dear Mr. Pingle,

Please find attached a document entitled "*Partnership Proposal: SIMS Athletic Field Improvements*".

As partners with the District to provide healthy activities to the children and adults of the Salt Spring Island community, the Salt Spring Youth Soccer Association would like to pursue the idea of installing an all-weather pitch at SIMS. The first step toward such a project will be a thorough study of the options and costs involved – a feasibility study.

We propose that a committee from our society, in cooperation with District personnel, would begin this Feasibility Study this spring, for presentation to the Board before the end of the school year. Our Society would be responsible for any costs involved with this Study.

We hope that this *Partnership Proposal: SIMS Athletic Field Improvements* can come before the Board on December 5 for approval to proceed, and we would be happy to provide a short presentation to the Board at that meeting if requested.

Sincerely,

Malcolm Legg



President
Salt Spring Youth Soccer Association

The Situation:

Salt Spring United is lucky to be home to some of the best grass soccer fields in the Lower Vancouver Island area. However, from about mid-October to late February, the wet weather often forces us to take our soccer training programs inside. We are very thankful to School District 64 for allowing us the use of the gym facilities through these winter months. Unfortunately, practicing in the gym is a poor substitute for training outside on a field, and our overall soccer program suffers inevitably over the winter months. All the opposing teams we play against have access to outdoor facilities and often run two practices from ages U12 upwards. As well, rained-out games due to muddy fields are frequent during these months causing many more lost opportunities to get the kids outside running around. With winter sporting activities for youth on Salt Spring already relatively limited compared to other communities, the whole situation is really a lost opportunity.

The Solution:

The ideal solution to this situation is to build an all-weather (synthetic turf) soccer field, as has been done in nearly all our neighboring communities: Victoria, Nanaimo, Cowichan, Ladysmith, and most recently Sooke. For the last few years SSYSA has considered many places to build a turf field, but we believe none offers as much potential benefit to the whole community, especially our youth, as the current location of the SIMS field, especially as this field is in need of an upgrade at this time.

The field is centrally located amongst all the Ganges schools, but due to poor drainage issues it quickly becomes muddy and largely unusable from late October to April. This is a loss for students of the Middle School. It is also a loss for the soccer community because the SIMS field is the only field on Salt Spring that has lights and when these lights are most needed during the darkest months of October to February the field is unusable.

As a club of volunteers that are very involved with the community, we are always striving to do the best we can to help our kids and are working hard to make our Island a better place for everyone. We strongly believe the construction of an all-weather playing surface could also have a major positive impact on the whole community, and especially the students of School District 64.

Imagine a fully lit, all season, all weather outdoor athletic field in the heart of our school district and community. What better way to make the most of our existing infrastructure and create something of significant value to the whole community.

Project Goal:

Our goal is to help SD64 improve the SIMS Athletic Field to include an all-weather playing field. We propose to start with a Feasibility Study undertaken by SSYSA to be reviewed by the District and our Association before the end of the school year. This study would form the basis of a fundraising and commissioning project. We would take a lead role in the fundraising effort and partner with the district wherever suitable to help complete the project once the funding goal has been met.

Our Request Now From SD64:

- **Agreement in principle for the improvements to the SIMS athletic field to include an all-weather (synthetic-turf) surface that would be available for use by the Salt Spring Youth Soccer Association outside of school district hours. The project would begin with a feasibility Study undertaken by the Salt Spring Youth Soccer Association, and funded by our society.**

Benefits to SD 64, SSYSA, and the community:

The many benefits of installing an all-weather field at SIMS funded by Salt Spring Youth Soccer Association include the following:

- **Benefits to School District Students:** SIMS (and other schools of School District 64) would gain year-round access to an all-weather outdoor field that can be used for PE and other purposes. Students therefore have more opportunities to be healthy, stay fit, and to engage in sporting activities that build self-esteem and team work.
- **Benefit to School District Staff and Trustees:** By partnering with the SSYSA, the School District harnesses the expertise, enthusiasm, and energy of SSYSA, the larger on-island soccer community, and the community as a whole in changing a field that is poor to an all-weather field that can be used year round.
- **Financial Benefits to the School District:** The School District gains an all-weather field with purchase and installation costs covered by SSYSA and its fundraising efforts.
- **Benefits to Island Youth:** Our Island sports facilities are aging. A new all-weather field sends a signal to our youth that their continued activity in sports is valued. Good sports facilities allow the youth of Salt Spring and School District 64 to strive to achieve their potential on island. This

will help attract and maintain more players playing sports, thus boosting youth involvement in sport

- **Benefits to the SSYSA:** The SSYA would utilize an all-weather field for soccer practices and games throughout the winter months, on weeknight evenings and weekends. Winter soccer training activities (for all ages) could be doubled from what is now available with current indoor gym times. Frequent game cancellations and due to rain related field closures would be eliminated.
- **Benefits to the Community:** An all-weather multi-purpose playing surface could be potentially utilized for many other community sporting and fitness activities and events as well, outside the primary usage of both SSYSA and the School District
- **Benefit to Community and School District:** Indoor Gym Use Winter Months: School District after hours indoor gym use is over-subscribed during the winter months, especially in the Ganges area school gyms. The SSYSA is the largest community user of the indoor gym space during this time. An all-weather outdoor field would free up many after school and evening gym times for other community activities. This could also become another source of income for the school district, if it can offer consistent gym times to user groups able to pay for the space.

Feasibility Study Details (To start in Jan 2019)

- Examine the appropriateness of an all-weather (synthetic-turf) surface at SIMS.
- Review all Provincial, District, Trust and other regulations that might impact an-all weather playing surface at SIMS.
- Analyze all synthetic-pitch options including the size of field possible.
- Analyze the maintenance costs of an all-weather playing surface.
- Research financial options such as government incentives, grants, community funding, etc.
- Develop an economic analysis for acquiring, installing and maintaining an all-weather surface at the SIMS field.
- Any other relevant issues that come up
- June 2019 – *Feasibility Study Final Report* submitted to SD64 Board/Admin for review.



Making a difference...together

**REPORT TO PARKS AND RECREATION COMMISSION
MEETING OF MONDAY, NOVEMBER 19, 2018**

SUBJECT COMMUNITY CHILD CARE SPACE

ISSUE

Lack of licensed child care and indoor recreation spaces on Salt Spring Island.

BACKGROUND

The demand for licensed child care spaces in BC exceeds the existing supply resulting in shortages across the province. This shortage is most critical in terms of spaces for children aged 0-5 years.

The completion of a Community Child Care Planning Inventory identified a total of 220 children between the ages of 3-5 on Salt Spring Island. With only 71 group child care spaces and 16 preschool spaces available for children ages 3-5 there is evidence of need for additional childcare spaces. (Attachment A)

An opportunity exists to provide a licensed care facility for preschool programs ages 3-5 at the Rainbow Road Aquatic Centre (Attachment B). The rainbow road site has available land and the property is zoned for indoor recreation. The Aquatic centre is close to the elementary and middle school and would provide additional benefits to the preschool program including water safety education and learn to swim programs.

Community Child Care Space Creation Program

The Community Child Care Space Creation Program will award up to \$1 million to local governments creating new licensed child care spaces within their own facilities for children aged 0-5, with a focus on spaces for infants and toddlers. It is estimated that 1,370 spaces will to be created under the program.

As part of the approval agreement, all approved applicants (and their child care operator(s)) are required to adhere to the following requirements:

1. Commit to continuing licensed child care operations for the following periods:
 - A minimum of five years for projects under \$50,000
 - A minimum of 10 years for projects between \$50,000 and \$500,000
 - A minimum period of 15 years for all projects over \$500,000.
2. Under the Community Child Care Space Creation program, projects must be located within a facility owned by a local government and must result in the creation of new child care spaces.
3. Eligible activities must be cost-effective and may include:
 - Construction of a new child care facility and related infrastructure costs (e.g. water, sewer, road and sidewalk)
 - Purchase of building and/or assembling a modular building
 - Site development costs

- Renovations to an existing building or space
- Capital purchases that are essential to project implementation

ALTERNATIVES

Alternative 1

That the Salt Spring Parks and Recreation Commission recommend that the Capital Regional District Board direct staff to submit an application for grant funding for the PARC Licensed Preschool Care Space through the Child Care Space Creation Program; and that the Board supports the project and commits to its share \$81,860 of the project and the minimum 10 years of operations.

Alternative 2

That the Salt Spring Parks and Recreation Commission recommend that the report be referred back to staff

IMPLICATIONS

SOCIAL IMPLICATIONS

- Having available child care spaces in the community is essential in supporting lower-income families, young parents and single-parent families.
- Participating in preschool programs provides children to learn through play, explore nature, physical literacy, early literacy, STEAM skills, peer socialization through cooperative play and independence through daily life skills.

ECONOMIC IMPLICATIONS

Capital Reserves

PARC has \$300,000 allocated to an indoor multipurpose space in 2019. If successful in a grant application to the Community Child Care Space Creation Program \$81,860 would be required to cover ineligible costs such as administration and project contingency.

Operating Budget

If PARC receives funding through the Community Child Care Space Creation Program we will be required to offer licensed preschool care. Assuming the proposed child care space will allow for the creation of 24 new full time licensed preschool spaces over the next 3 years and has three registration options to chose from the operating budget will need to be increased by approximately \$20,000 for each of the next three years (Attachment C). It is anticipated that the increased operating expenses will be offset by program registration fees.

3-4 Year Old Program - M/W/F 9-11:30am (year 1)

3 Year Old Program - T/Th 9-11:30am (year 2)

4 Year Old Program - M/W/F 9-11:30am (year 3)

Cost Explanation	Amount (\$)
ELIGIBLE COSTS	
- Modular Building & Transport (24'x40')	\$153,600
- Site Preparation & Utilities	\$20,000
- Outdoor play structures	\$8,000
- Fencing and Gates	\$12,500
- Accessibility Ramp	\$10,500
- Office Equipment	\$10,000
Total Eligible Costs	\$214,600
INELIGIBLE COSTS	
- Toys and Art Supplies	\$5,000
- Contingency (15%)	\$32,940
- Administration (20%)	\$43,920
Total Ineligible Costs	\$81,860
GRANT CONTRIBUTION AMOUNT	\$214,600
CRD CONTRIBUTION AMOUNT	\$81,860
TOTAL	\$296,460

CONCLUSION

PARC has \$300,000 allocated to an indoor multipurpose space in 2019 and an opportunity exists to apply for 72% of the total costs for setting up a new indoor recreation space by including a PARC Licensed Preschool Care Space. With only 71 group child care spaces and 16 preschool spaces available for children ages 3-5 there is evidence of need for additional childcare spaces including a licensed preschool.

Integrating the community needs for childcare and additional multi-purpose space provides an economical benefit to the community and is a prudent use of the limited indoor recreation zoned property. The use of a modular building allows PARC flexibility, time and the ability to repurpose the building once designs and funding for further development of the aquatic centre are in place.

RECOMMENDATION

That the Salt Spring Parks and Recreation Commission recommends that the Capital Regional District Board direct staff to submit an application for grant funding for the PARC Licensed Preschool Care Space through the Child Care Space Creation Program; and that the Board supports the project and commits to its share \$81,860 of the project and the minimum 10 years of operations.

Submitted by:	Dan Ovington, Manager, Parks and Recreation
Concurrence:	Karla Campbell, Senior Manager, Salt Spring Electoral Area

DO:ts

Attachments:

APPENDIX A – Grant Proposal Review Form – Child Care Space Creation Program

APPENDIX B - Community Child Care Planning Inventory

APPENDIX C – Draft Site Plan Conceptual Drawing

APPENDIX D – SEAPARC Licensed Preschool Program Advertisement

APPENDIX E – SEAPARC Preschool 2018 Operating Budget

SEAPARC LICENSED PRESCHOOL

Well-Being and Belonging
 Exploration and Creativity
 Languages and Literacies
 Social Responsibility
 and Diversity

Our emphasis of the program is learning through play by:

- Allowing children to follow their interests and discover new talents
- Exploring nature daily (rain or shine), field trips, swimming & skating
- Incorporating an introduction to Physical Literacy and FUNDamental Movement Skills (hopping, skipping, kicking, running, jumping, throwing & catching) to encourage kids to be active for life
- Early literacy and STEAM skills (Science, Technology, Engineering, Arts and Math)
- Peer socialization through cooperative play
- Monthly themes that guide our various daily activities
- Conflict resolution (ex. turn-taking)
- Independence through daily life skills
- Empathy and respect through adult and peer modeling
- Creativity through open-ended art
- Providing an ideal environment in which to explore, create, discover, learn and grow
- Environmental awareness through composting, recycling and gardening
- Classroom presentations by yoga, art and dance instructors, Sportball, conservation officers & community heroes

Location: SEAPARC Leisure Complex - Ongoing Registration
All classes are currently full, contact reception to check availability and to be added to waitlist.

3 Year Old Program (Birth Year 2015)				
Tu, Th	9:00-11:30am	Sep 11-Jun 20	\$133.20/month	3964
4 Year Old Program (Birth Year 2014)				
M, W, F	9:00-12:00am	Sep 10-Jun 21	\$231.00/month	3965
3-4 Year Old Program (Birth Year 2014-2015)				
M, W, F	12:45-3:15pm	Sep 10-Jun 21	\$189.00/month	3975

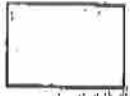
"A child loves his play, not because it's easy, but because it's hard." –Benjamin Spock, Pediatrician



FIELD TRIP APPROVAL FORM

SCHOOL DISTRICT #64 (Gulf Islands)

Approval #



The Leader must read School District Field Trip Policy and Procedure #565 before completing this form. Also review the "Informed Consent Forms" at: <http://sd64.bc.ca/employee-forms/>.

The Leader must take this completed form to the Principal for approval (and, when it is an out of province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).

As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

Name of School: Gulf Islands Secondary

Type of Trip: Curricular: Extra-curricular: Athletic:

Purpose of Trip: Socio cultural & historical travel and study in France

Planned Activities & Instruction: attached. Students will be using French during travel

Destination: Bordeaux, Carcassonne, Marseille, Nice, Paris

If a school bus is required - PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: bus, train, plane & ferry

Leaving Date: March 4 2019 Time: 8:00 am Substitute Required: No: Yes:

Returning Date: March 16 2019 Time: 8:20

Accommodation: youth hostels

Number of Pupils Involved: 22 Estimated Pupil Cost: 2200⁵

Grades: 11 Estimated School Cost: 0

Names of Leaders/Adult Supervisors:

Louise Doucet

Leader's Signature (Planned by) Halim Ouhannou Date: Nov 19/18

Principal's Signature (Approved/recommended by) [Signature] Date: Nov 19/18

Superintendent's Approval (overnight, 4 days or more, out of province) [Signature] Date: November 19, 2018

Board Approval (4 days or more and out of province) _____ Date: _____



**SCHOOL DISTRICT #64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY**
<http://sd64.bc.ca/employee-forms/>

Date: November 20th, 2018

Dear parents or guardians :

In consideration of School District No. 64 (Gulf Islands) offering my child _____, _____
 an opportunity to participate in a field trip for Grade ¹¹ _____ students on March 4th to March 16th 2019 _____ Initial
 (mm/dd/yyyy), I waive any and all claims I may have against, and release from all liability and agree not to sue the
 Board of Education of School District #64 (Gulf Islands) and its officers, employees, agents, volunteers and
 representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained
 as a result of my child's participation in the field trip, arising out of any cause whatsoever, including negligence.
 I hereby give my consent, and acknowledge by my signature that:

1. Students will be going to various locations in south west France and Paris (location) and will be away from the school _____
 from March 4th 2019 to March 16th 2019 (times). They will be travelling by Bus, Ferry, Train and Plane _____ Initial
 (i.e. school bus, public transport, foot).

2. On this field trip, up to 23 (number) student will be: _____
 (describe all activities – i.e., skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, _____ Initial
 tenting.)

3. The students will be supervised by Louise Doucet and Halim Ouhammou (a typical _____
 response might be " school employees and hopefully 2 – 4 parent volunteers". It is important to indicate supervisory _____ Initial
 arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there
 are no parent volunteers, or if a specific teacher is sick, but a substitute is available.
 ***With older grades, you should add a sentence saying, "Your child will not necessarily be supervised by an adult at
 all times."

4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____
 _____ Initial

5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.) _____ Initial

- Unorthodox or high risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: _____ Initial

7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____ Initial

8. My child and I understand that the school's *Code of Conduct* applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the *Code of Conduct*, including any costs to send my child home. _____ Initial

9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. _____ Initial

10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form. _____ Initial

11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators. _____ Initial

Date: _____

Signature of Witness _____

Printed Name of Witness _____

Address _____

Signature of Parent/Guardian _____

Printed Name of Parent/Guardian _____

Address _____

Date: _____

Signature of Witness _____

Printed Name of Witness _____

Address _____

Signature of Parent/Guardian _____

Printed Name of Parent/Guardian _____

Address _____



As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

CANADA
PROVINCE OF BRITISH COLUMBIA

) IN THE MATTER OF:

)

)

) _____
) (Student's Name)

We/I, _____, (Parent(s) Name), of
_____, (Address), in the Province
of British Columbia, Postal Code, do solemnly declare:

1. We/I are/am the legal guardians/mother/father of _____, (student's name) (the
"Child"), born in the province of _____ (student's birth province), on
_____, (student's birth date).

2. Louise Doucet and Halim Ouhammou in the Province of British Columbia, (the "Adult") is the Child's
teacher/chaperon.

3. We/I consent to the Child taking a trip to France on KLM Royal Dutch Airlines Flight KL682 AND KL1317
departing Vancouver International Airport at 15:45 to France on Monday March 4th 2019, and returning on
KLM Royal Dutch Airlines Flight KL1230 and KL681 departing at 10:20 am on Saturday March 16th and
arriving at 2:55 pm on the same day, and authorize the Adult to have care and control of the Child, and, further,
specifically empower the Adult to authorize any necessary emergency medical treatments for the Child during
the time they are away, namely: March 4th to March 16th 2019.

4. We/I make this declaration for the purposes of providing evidence of the identity of my Child and consent if
required by the Customs and Immigration Authorities of Canada and the United States of America.

5. We/I can be reached at phone number _____.

AND WE/I MAKE this solemn declaration, conscientiously believing it to be true and knowing that it is of the
same force and effect as if made under oath.

DECLARED before me at Salt Spring
Island in the Province of British Columbia,
this the 3rd day of April, 2018

)

)

)

)

)

)

Parent Name

James Pasuta - A BARRISTER & SOLICITOR)
IN AND FOR THE PROVINCE OF)
BRITISH COLUMBIA)
MY COMMISSION DOES NOT EXPIRE BUT)
CONTINUES AT THE PLEASURE OF THE)
LIEUTENANT-GOVERNOR)

)

)

)

)

)

Parent Name

Travel to France - March 4th to 16th 2019

Here is the itinerary

Flight details

AIR - Monday March 4 2019			
KLM Royal Dutch Airlines Flight KL685 Economy Class			
Depart:	16:45, Monday, March 4 Vancouver Intl Airport-Terminal Main Vancouver, British Columbia, Canada	Arrive:	10:26, Tuesday, March 5 Schiphol Airport Amsterdam, Netherlands
Status:	Confirmed	Stops:	Non-stop
Booking Code:	N (Economy)	Seat:	Assigned at Check in
Equipment:	Airbus Industrie A330-300	Meal:	Meal
Duration:	9 hours 40 minutes		
Phone:	1-800-225-2526		
Warning: Flight Status can be found at: Flight Status			

AIR - Tuesday March 5 2019			
KLM Royal Dutch Airlines Flight KL1817 Economy Class Operated by KLM Cityhopper Check in With KLM CITYHOPPER			
Depart:	18:55, Tuesday, March 5 Schiphol Airport Amsterdam, Netherlands	Arrive:	17:35, Tuesday, March 6 Mérignac Airport-Terminal Hall B Bordeaux, France
Status:	Confirmed	Stops:	Non-stop
Booking Code:	L (Economy)	Seat:	Assigned at Check in
Equipment:	Embraer 175		
Duration:	1 hours 40 minutes		
Meal:	Snack or Brunch		
Warning: Flight Status can be found at: Flight Status			

AIR - Saturday March 16 2019			
KLM Royal Dutch Airlines Flight KL1521 Economy Class			
Depart:	10:20, Saturday, March 16 Charles De Gaulle Arpt. Terminal Aéroports 2 F Paris, France	Arrive:	11:48, Saturday, March 16 Schiphol Airport Amsterdam, Netherlands
Status:	Confirmed	Stops:	Non-stop
Booking Code:	L (Economy)	Seat:	Assigned at Check in
Equipment:	Boeing 737-800 (winglets)		
Duration:	1 hours 28 minutes		
Meal:	Snack or Brunch		
Warning: Flight Status can be found at: Flight Status			

AIR - Saturday March 16 2019			
KLM Royal Dutch Airlines Flight KL685 Economy Class			
Depart:	13:00, Saturday, March 16 Schiphol Airport Amsterdam, Netherlands	Arrive:	14:56, Saturday, March 16 Vancouver Intl Airport-Terminal Main Vancouver, British Columbia, Canada
Status:	Confirmed	Stops:	Non-stop
Booking Code:	V (Economy)	Seat:	Assigned at Check in
Equipment:	Airbus Industrie A330-300		
Duration:	9 hours 55 minutes		
Meal:	Meal		
Warning: Flight Status can be found at: Flight Status			

Travel, hostel and activity details

March 4th : Fly to Bordeaux

March 5th and 6th : Stay at Auberge de Jeunesse Bordeaux

Visit le Périmètre Unesco, Saint Pierre, Qual Rive Gauche,
Tour Pey Berland, Cathédrale Saint-André, le musée du Vin et le musée d'art
contemporain.

<http://www.auberge-jeunesse-bordeaux.com/?lang=en>

March 7th and 8th : High Speed Train to Carcassonne - 3 hour trip

Stay at Auberge de Jeunesse Carcassonne

Visit le Chateau, Bastide Saint Louis, Canal du Midi, les marchés

<http://www.hifrance.org/auberge-de-jeunesse/carcassonne.html>

March 9th - 10th : High Speed train to Marseilles - 3 1/2 hour trip

Stay at Auberge de Jeunesse Marseille Bois Luzy

Visit Old Port, Chateau d'If, les Calanques

<https://www.hihostels.com/hostels/auberge-de-jeunesse-hi-marseille-chateau-du-bois-luzy>

March 11th - 12th : High Speed train to Nice - 3 hour trip

Stay at Auberge de Jeunesse Nice Camélias

Visit le Vieux Nice, Parc du Chateau, Promenade des Anglais, Musée d'Art
Moderne and Plage Publique des Ponchettes

<https://www.hihostels.com/hostels/auberge-de-jeunesse-hi-nice-cam-lia>

March 13th : High Speed Train to Paris : 5 1/2 hours

March 13th -15th: Stay at Auberge de Jeunesse Hi Paris Yves Robert

Visit Montmartre, Champs Élysée, Louvres, Versailles, Notre-Dame

<https://www.hihostels.com/hostels/auberge-de-jeunesse-hi-paris-yves-robert>

March 16th : Fly home



FIELD TRIP APPROVAL FORM
SCHOOL DISTRICT #64 (Gulf Islands)

Approval #

The Leader must read School District Field Trip Policy and Procedure #585 before completing this form. Also review the "Informed Consent Forms" at: <http://sd64.bc.ca/employee-forms/>.

The Leader must take this completed form to the Principal for approval (and, when it is an out of province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).

As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

Name of School: SIMS

Type of Trip: Curricular: Extra-curricular: Athletic:

Purpose of Trip: Real language acquisition, cultural field trip

Planned Activities & Instruction: Dog sledging, touring Québec City, cultural activities

Destination: Beauport, Québec

If a school bus is required – PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: Plane, bus

Leaving Date: February 10 Time: 7am

Substitute Required: No: Yes:

Returning Date: February 17 Time: 9pm

Accommodation: Home stays

Number of Pupils Involved: 30

Estimated Pupil Cost: \$700

Grades: 7

Estimated School Cost: \$1000

Names of Leaders/Adult Supervisors:

Ann Valikowski

Christianne Wigg

(+) 2 other teachers

[Signature]
Leader's Signature (Planned by)

Date: Oct. 17, 2017 2018

[Signature]
Principal's Signature (Approved/recommended by)

Date: Oct. 17/18

Superintendent's Approval (overnight, 4 days or more, out of province)

Date: November 26, 2018

Board Approval (4 days or more and out of province)

Date: _____

Québec exchange 2019 - SIMS

There will be 34 students participating - 31 Grade 7 students and 3 Grade 8 students and 4 chaperones - Myself, Christianne Wiigs, Valeskca San Martin, Ann Valikoski and one more chaperone to be determined (likely Claudette Sawyer - just hired November 20th).

Saturday, Feb 9

3:50 pm - Ferry to Swartz Bay
5 pm - Check into Best Western hotel in Sidney

Sunday, Feb 10

4:30 am - Depart for Victoria Airport
6 am - Flights - Victoria - Calgary - Montreal - Quebec City
5 pm - Arrive in Quebec City - bus to Beauceville

Monday, Feb 11

Welcome at school
Tour of Beauceville

Tuesday, Feb 12

Traditional Sugar Shack meal and dance

Wednesday, Feb 13

Tubing

Thursday, Feb 14

Tour of Vieux Quebec

Friday, Feb 15

Snowshoeing

Saturday, Feb 16

Family day

Sunday, Feb 17

9 am - Saltspring Island Middle School students take the bus to the airport.
12 - Flights - Quebec - Toronto - Calgary - Victoria
9 pm - Ferry home
10 pm - Pick up at SIMS



SCHOOL DISTRICT #64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY
<http://sd64.bc.ca/employee-forms/>

Date: December 3rd, 2018

Dear parents of students going on the Quebec Exchange trip:

In consideration of School District No. 64 (Gulf Islands) offering my child _____, _____
an opportunity to participate in a Quebec Exchange trip for Grade 7/8 students leaving Salt Spring Island on _____
Saturday, February 9th, 2019 and returning on Sunday, February 17th, 2019. I waive any and all claims I may _____
have against, and release from all liability and agree not to sue the Board of Education of School District #64 (Gulf _____
Islands) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any _____
personal injury, death, property damage or loss sustained as a result of my child's participation in the exchange _____
trip, arising out of any cause whatsoever, including negligence.

I hereby give my consent, and acknowledge by my signature that:

-
1. Students will be going to Beauceville, Québec and will be away on school days from February 9th to February 17th. _____
They will be travelling by school bus, ferry, aeroplane and private cars. They will be flying to Québec and staying in _____
Beauceville, a small town south of Québec City. Initial
-
2. On this field trip, up to 33 students will be: _____
Tubing, visiting museums and parliament buildings, going to a sugar shack, snowshoeing, as well as other cultural _____
activities. We will be "twinning" with Québec students, touring Québec City, Village Valcartier and billeting with _____
students from Beauceville. Initial
-
3. The students will be supervised by four chaperones - Mme Wiigs, Mme San Martin, Mme Valikoski, and Mme Sawyer _____
(teachers at Saltspring Island Middle School) – and teachers from École Polyvalente St-François.. Initial
-
4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____
Initial
-
5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of _____
the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks _____
may include, but are not limited to: Initial
- Travel in big cities by bus or private cars.
 - Program locations.
 - Rugged terrain.
 - Air travel.
-
6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field _____
trip, including: **please refer to Packing List – Ideas for information on what to bring on this trip.** Initial
-

- | | |
|--|------------------|
| 7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. | _____
Initial |
| 8. My child and I understand that the school's <i>Code of Conduct</i> applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the <i>Code of Conduct</i> , including any costs to send my child home. | _____
Initial |
| 9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. | _____
Initial |
| 10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form. | _____
Initial |
| 11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators. | _____
Initial |

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent Form must be signed by a custodial parent or legal guardian of a child who is under the age of 19 years.



Draft Summary
Committee of the Whole – SD 64 (Gulf Islands)

In attendance

Committee: Rob Pingle (board chair), Shelley Lawson (vice chair), Tisha Boulter (trustee), Stefanie Boulter (trustee), Janelle Lawson (trustee), Greg Lucas (trustee), Chaya Katrensky (trustee)

Staff: Lisa Halstead (superintendent), Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Rod Scotvold (secretary treasurer), Linda Underwood (director of instruction, human resources), Lori Deacon (executive assistant)

Called to order 9:25 a.m.

1. Adoption of Agenda

Additions to the agenda:

2(d) Aboriginal Education Enhancement Agreement

The agenda was adopted by consensus

2. New Business

a. Select Committee Members

Rob Pingle informed new trustees of the roles and responsibilities associated with each Board Committee. Lisa Halstead suggested that Programs be added to the Education Committee portfolio. Rod Scotvold informed trustees that policy updates will be required regarding joint use of facilities.

Committees were assigned as follows:

Finance, Audit:
& Facilities Tisha Boulter, Chair
 Chaya Katrensky
 Shelley Lawson

Education Chaya Katrensky, Chair
 Janelle Lawson
 Stefanie Denz

Human Resources: Shelley Lawson, Chair
 Greg Lucas
 Tisha Boulter

Policy Janelle Lawson, Chair
 Greg Lucas
 Stefanie Denz



Recess at 10:28 a.m. The meeting reconvened at 1:00 p.m.

Trustees were assigned to represent school PACs as follows:

Fulford Community School	Rob Pingle
Galiano Community School	Shelley Lawson
Mayne Elem./Jr. Sec. School	Janelle Lawson
Phoenix Elementary School	Stefanie Denz
Pender Islands Elem./Sec. School	Gregory Lucas
Salt Spring Island Middle School	Tisha Boulter
Salt Spring Elementary School	Rob Pingle
Saturna Elementary School	Chaya Katrensky
Windsor House School	Shelley Lawson
District PAC	Rob Pingle

Action: Trustees need to connect with school principals about meeting participation and involvement at the school level.

Trustees were appointed to committees, task forces and community groups as follows:

Professional Growth Committee (G.I.T.A.)	Chaya Katrensky & Janelle Lawson
District Health and Safety Committee	Tisha Boulter
Labour Management Committee (C.U.P.E.)	Shelley Lawson
Joint Job Evaluation Committee (C.U.P.E.)	Gregory Lucas
Bargaining Team (C.U.P.E.)	Stefanie Denz
Capital Regional District Committee	Rob Pingle
Bargaining Team (G.I.T.A.)	Janelle Lawson
Secondary School Apprenticeship Steering Committee	Tisha Boulter
Drake Road Steering Committee	Rob Pingle
Galiano Activity Centre Society	Shelley Lawson
Salt Spring Joint Use Committee/PARC	Rob Pingle
Saturna Ecological Education Society	Chaya Katrensky

Tisha Boulter and Greg Lucas expressed interest in sitting on the B.C. Ferries Advisory Committees for Salt Spring and the outer Gulf Islands.

Action: Rob will request that the District have trustee representation on the B.C. Ferries Advisory Committee.

Action: The position of C.U.P.E. Liaison will be tabled for the Policy committee to discuss.

b. Prepare for Adam Olsen meeting at December Board Meeting



MLA Adam Olsen will be attending the December 5 Board meeting and meet with DPAC on December 11. He has asked staff to identify needs, concerns, and requests from his representation. Trustees discussed recent history with the Ministry of Education and how MLA Olsen was helpful. Finance, consultation process, and curriculum and assessment are topics to be discussed at the meeting with MLA Olsen.

c. Trustee Training

Discussion around process and procedures related to duties and responsibilities of trustees. Trustees were reminded of upcoming BCPSEA and BCSTA meeting dates.

d. Aboriginal Education Enhancement Agreement

Shelley Lawson expressed concern that Aboriginal Education Enhancement Agreements are no longer mandated by the Ministry and that the current SD64 agreement has expired. Lisa assured trustees of the district's ongoing commitment to reviving the existing agreement so that it is both current and relevant.

Aboriginal Education Advisory Council Reps.

Shelley Lawson &
Stefanie Denz

3. **Next Meeting:** January 30, 2018 (time to be determined)

4. **Adjournment:** 3:30 p.m.



Draft Summary
Education Committee – SD 64 (Gulf Islands)

In attendance

Committee: Chaya Katrensky (committee chair), Tisha Boulter, Janelle Lawson, Rob Pingle (board chair, ex-officio), Lisa Halstead (superintendent ex-officio)

Trustees: Shelley Lawson (vice chair), Stefanie Boulter, Greg Lucas

Staff: Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Rod Scotvold (secretary treasurer), Linda Underwood (director of instruction, human resources), Lori Deacon (executive assistant)

Guests: Louise Doucet (French Programs), Judy Smith (GIPVPA), Deblekha Guin (DPAC, via ZOOM)

Called to order 10:40 a.m. Rob Pingle chaired the meeting.

1. Adoption of Agenda

Agenda adopted by consensus

2. New Business

a. Louise Doucet – French Programs Presentation

Ms. Doucet presented on district French programs at SIMS and GISS. She shared research on the positive benefits of learning a second language, including overall brain health, and how learning a language in childhood allows for a more holistic grasp of that language. She explained how French Immersion students are learning BC curriculum in a second language and are assessed using the Common European Framework of Reference of proficiency. Students benefit from education and employment opportunities as they transition out of high school.

Challenges to the program include working within a dual track school, limited access to resources and opportunities to practice speaking French, as well as staff and student retention. She summarized how Federal funding is allocated within the program.

b. Strategic Planning Discussion

There is a desire to ensure the Strategic Plan is a living document so attempts should be made to link committee agenda items to it. This will hopefully create more understanding of what has been accomplished through the Strategic Plan and where the district is going as the district begins the renewal process with the plan expiring in 2019. Discussion around planning and reporting out of committee meetings.

Action: Lori will send a committee agenda template to committee chairs.



- c. *School Board Governance and Financial Management – Feb 27th*
George Farkas will be meeting with Trustees for governance and financial reporting training on February 27th.
3. **Next Meeting:** January 30, 2019 - time to be determined
4. **Adjournment:** 12:05 p.m.