



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 12 11 at 1:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ELECTIONS**
2. **ADOPTION OF AGENDA**
3. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2019 12 11 (attachment)
4. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2019 11 13 (attachment)
5. **BUSINESS ARISING**
6. **CORRESPONDENCE**
 - (a) Letter to Minister Dix re: Vaping (attachment)
 - (b) Letter to Minister Trevena re: Active Transportation (attachment)
7. **DELEGATIONS**
 - (a) Fulford 2019-20 School Plan Presentation
 - (b) Phoenix Elem. 2019-20 School Plan Presentation
8. **CHAIRPERSON'S REPORT**
 - (a) BCSTA Academy
9. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - (a) Learning in School District No. 64
 - (b) Configuration Review Report (attachment)
<https://my.thoughtexchange.com/report/0d1c48fed1419dc5b08d8dc72053bd4b>
10. **CORPORATE FINANCIAL OFFICER'S REPORT**
 - (a) Financial Report
 - (b) Signing Authority Update (attachment)
 - (c) SSIYSA ALC Application Request (attachments)
 - (d) Recording of Minutes (attachment)
11. **COMMITTEE REPORTS**
 - (a) Committee of the Whole Report (attachment)

i. Climate Action Plan

Motion: That the Board acknowledges a global climate crisis and commits to minimizing the negative impacts District operations have on the climate by creating a climate action working committee to review the work already being done in district, share that information with community, and identify opportunities for improved practice.

(b) Education Committee Report (attachment)

i. Configuration Review – public meeting summaries (attachments)

(c) Finance, Audit, and Facilities Committee Report (attachment)

(d) Policy Committee

i. Amendments: Procedure 120 - Board Committees (attachment)

12. **TRUSTEE’S SCHOOL REPORTS**

Topic: What is your school doing to promote and support student wellness? (Health and Wellness, Objective 2.2)

- *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*

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – January 29, 2020, 2019 at the School Board Office
- (b) Regular Board Meeting – January 15, 2020 at Salt Spring Elementary School

15. **ADJOURNMENT**



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
MAYNE ISLAND SCHOOL
2019 11 13

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	D'Arcy Deacon	Principal, Mayne School
	Amy Dearden	Vice Principal, Mayne School
	Clare Nuyens	CUPE Representative
	Megan Cameron	GITA Representative
Mark Kitteringham	Driftwood Representative	
Regrets:	Linda Underwood	Assistant Superintendent
	Larry Melious	CUPE Local President
	Deborah Nostdal	GITA President

Trustee Lawson welcomed everyone and acknowledged the traditional territories of the Coast Salish Peoples as the original environmentalists and stewards of the land and these waters.

The meeting was called to order at 1:02 p.m. by Secretary Treasurer Jesse Guy.

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

Chair Pingle called for nominations, by ballot, for Vice Chair. Shelley Lawson and Chaya Katrensky were nominated. Chaya Katrensky declined the nomination. Shelley Lawson accepted the nomination and was acclaimed as Vice-Chairperson.

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 Representative

Shelley Lawson accepted as the BCPSEA Representative.

BCPSEA Alternate

Janelle Lawson accepted as the BCPSEA Alternate.



It was moved and seconded that the ballots be destroyed.

CARRIED 123/18

Chair Pingle resumed the regular meeting

1. **ADOPTION OF AGENDA**

Additions:

Approval for Mayne Island Lions Club Request (7c)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 11 13 be adopted as amended.

CARRIED 124/19

2. **APPROVAL OF MINUTES**

Corrected spelling in the trustee report question.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 10 09 be approved as amended.

CARRIED 125/19

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 10 09 as presented.

CARRIED 126/19

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2019 10 23 as presented.

CARRIED 127/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Letters of Support for Soccer Field**

Letters of support were shared for the proposed soccer field at GISS.

(b) **Letter from MLA Todd Stone – Vaping**

Letter from MLA Stone was shared regarding vaping. Trustee Boulter reported that vaping is a topic at the BCSTA table and that a motion was defeated at Provincial Council that would have seen vaping detectors installed in all school bathrooms. Doug Livingston informed trustees that the concern is being discussed at Safe Schools as well.

That the Board write a letter of support to Minister Dix urging him to take action on the issue of vaping.

CARRIED 128/19

Suggestions for the letter included reference to the selling of flavoured products and greater enforcement against selling to underage consumers.



6. **DELEGATIONS**

(a) **Climate Change – Julie Johnson**

Julie Johnson, climate activist and former Gulf Islands teacher, presented on the climate emergency movement and declared climate disruption an unequivocal emergency. She stated that acknowledgment is the first step to action although there appears to be little political will to intervene. Johnson argued that we can talk about student success as being the most important target for school boards, but what is the good if there is no planet for their future. Students are speaking out.

Ms. Johnson requested that the Board declare a climate emergency and develop a plan of bold climate action commensurate with the call to limit warming to 1.5 degrees Celsius and the imperative to reach virtually zero carbon emissions by 2050. She pointed to Board policy and the Strategic Plan that already align with climate action and asked the Board to consider adding statements to Objective 2.1 to help students develop the knowledge skills and habits needed in light of the climate change emergency.

Trustees discussed bringing the topic to the November Committee of the Whole, and the possibility of establishing an adhoc or standing committee focused on climate care that would include student voice. Consensus that the Board would intend to take mindful action moving forward.

(b) **Mayne Island School Plan Presentation**

Principal D'Arcy Deacon, Vice Principal Amy Dearden, and teachers Megan Cameron and Kadek Okuda shared a visual representation of Mayne Island School built on a foundation of a respectful, safe and caring culture. The vision emphasises a focus on visibility and transparency and the overarching goal of student achievement. Collective efficacy and responsive teaching are at the heart of practice with a team that embraces a strength-based approach to teaching.

The school plan articulates goals for all students performing at grade level, through targeted interventions for those not yet meeting or approaching expectations in literacy and numeracy. Staff collaboration and collective documentation increase visibility of student learning and goal setting.

Student voice and leadership are a priority, as is ensuring all learning is meaningful, relevant, and engaging. Instruction incorporates the environment as a third teacher – creating inspiring workspaces that honour student voice and set the stage as warm and inviting places for students to engage in their learning.

The school recently launched its new website: www.mayneislandschool.ca helping to further share and connect with families and the community.

7. **CHAIRPERSON'S REPORT**

(a) **Coastal Ferry Vision Forum**

Chair Pingle has been invited to attend the Coastal Ferry Vision Forum on November 15th. He asked for input. Trustees suggested the following:

- improved inter-island ferry schedules, specifically for the benefits of student travel
- improved service between islands to allow equitable access to programs
- reduced fares for residents / free travel for students
- implementation of electric ferries or combustion-free alternatives
- vehicle-free ferries for foot passengers



(b) CRD – SSI Climate Action Plan Update

Deferred to Committee of the Whole for discussion

(c) Mayne Island Lions Request to Serve Alcohol

The Mayne Island Lions Club submitted a late request to serve alcohol at their annual Charter night.

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Mayne Island Lions Club request to serve alcohol at its Annual Charter Meeting on November 16, 2019 at Mayne Island Elementary Jr. Secondary School.

CARRIED 129/19

The letter of approval will include a reminder of the deadline for applications.

8. CHIEF EXECUTIVE OFFICER'S REPORT

(a) Learning in School District No. 64

Scott Benwell presented on the work of the Framework for Enhancing Student Learning, both Provincially and locally. He explained that SD64 is part of a small pilot group of districts involved in redesigning the Framework. The District's strategic plan captures the intent of the Framework well.

In education, we must find a balance between the social/emotional and the intellectual, with goals and core competencies that support both student wellbeing and academic success. To be successful, we must engage a strategic use of resource (inputs) to achieve goals, be transparent in our progress reporting, and use good information derived from multiple sources founded in curriculum. As a district, we are responsible for an annual public report that articulates a clear focus on student outcomes, high expectations of student success with decisions and resourcing based on evidence of need. Further, the system must be reliable, responsive and flexible.

Board Chairs and Superintendents from each pilot district have been invited to a meeting in December. Dr. Benwell is planning to bring a draft Education Service Plan to that meeting. Staff continue to work on development and use of the SD64 Student Assessment Hub. There is ongoing collaboration with the other pilot districts to improve practice and response – we all have a shared interest in ensuring success for students in B.C.

(b) Staffing Update

Dr. Benwell reported that the staffing process is ongoing and that some adjustments will need to be made at Mayne, Galiano, and GISS due to upcoming administrative changes. Staff continue to work with GITA on non-enrolling ratios and remedy.

(c) 2019-2020 School Plan Approvals

Dr. Benwell share the 2019-20 School Plans. These plans represent the ongoing work of schools and are fluid by design. Commonality across school plans support district coherence while allowing schools to identify their own processes, focus and specific goals based on student need.

Moved and seconded that the Board receives the 2019-2020 School Plans.

CARRIED 130/19



(d) SIMS Field Trip – Quebec Exchange

Scott Benwell recommended that the Board approved the SIMS exchange trip to Quebec, stating that the trip is well-planned and represents a wonderful learning experience.

Moved and seconded that the Board approves the Saltspring Island Middle School cultural exchange field trip to Quebec, with 33 grade seven students, planned for January 15 to 22, 2020.

CARRIED 131/19

(e) Student Reporting Policy

Doug Livingston explained that a policy is needed to support the student progress reporting project underway at SIM. Clear policy on process and consultation must be provided to the Ministry in order to comply with the Provincial Reporting Order. Principal Judy Smith worked on this new reporting model as part of her secondment to the Ministry. Mr. Livingston shared his report and offered options and recommendations to the Board on how to proceed.

Moved and seconded that item 8(e) Student Reporting Policy be tabled until after the CFO's Financial Report.

CARRIED 132/19

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Financial Report

Secretary Treasurer Guy shared the financial forecast. The district is currently operating at 1% over budget. Ms. Guy explained that there will be a need for a slightly higher amended budget than the annual budget that was approved due to intentional spending.

Ms. Guy left the meeting at 3:27 p.m.

8 (c) Student Reporting Policy - Lifted from the Table.

Questions regarding timing of implementation, changes to the Reporting Order, and consideration of adequate consultation.

Staff have met with Principal Smith to review guiding documentation provided by the Ministry.

That the Board approves the alternative student progress reporting policy for SIMS and directs SIMS leadership to articulate and share with the Board its communication plan that focuses on the parent voice.

CARRIED 133/19

9. (b) SSIYSA ALC Application Request

Chair Pingle summarized Jesse Guy's report and recommendations regarding the Salt Spring Island Youth Soccer Association's request for the Board to submit the ALC non-farm use land application.

Discussion regarding the community consultation undertaken by SSIYA and the lack of parameters set by the Board in its original request for a fulsome consultation. Chair Pingle clarified that the Board is still working "in principle" to support this project.

Dr. Benwell stated that it is unfair to the soccer association for the Board to continue with the process if it does not at least intend to give final approval.



Trustee Shelley Lawson expressed her comfort in relying on the ALC as the impartial body tasked with evaluating the viability and environmental impact in either approving or denying the application.

Moved and seconded that the meeting be extended beyond three hours.

CARRIED 134/19

Trustee Boulter expressed her support for the project and her desire to see a summation of all of the consultation feedback received as well as confirmation that the field installation will not negatively impact the geothermal field underneath.

Chair Pingle suggested that the Board consider undertaking its own community consultation.

Dr. Benwell reminded trustees of their obligation as a Board and the impact of decisions made by the Board as a whole. He asked trustees to consider the request received earlier to make changes in line with climate action, and to consider their comfort around the consultation process.

Moved and seconded that the item be tabled to the next Board meeting.

CARRIED 135/19

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The draft Committee of the Whole Summary 2019 10 23 was received.

(b) **Education Committee Report**

The draft Education Committee Summary 2019 10 23 was received.

(c) **HR Committee Report**

The draft HR Committee Summary 2019 10 23 was received.

(d) **Policy Committee Report**

The draft Policy Committee Summary 2019 10 23 was received.

Amended to reflect multi-use menstrual products and correct the spelling of Jesse Guy's name.

i. *Draft Policy: Menstrual Products in Schools*

The Ministry requires school district to adopt policy around the provision of menstrual products for students. The policy was circulated and feedback was received.

Moved and seconded that the Board of Education adopt POLICY 4270 Provision of Menstrual Products to Students.

CARRIED 136/19

ii. *Amendments – Procedure 407 Student Supervision*

Recommendation for change were received from the P/VP group. Draft amendments were made in consultation with the ELT group and include the additional language of “approved adult supervisor”, provision for one teacher supervisor for grades 4-12 low risk walking field trips, and reference to the standards of practice of YouthSafe Outdoors.

Moved and seconded that the Board approve the amendments to Procedure 407 Student Supervision.

CARRIED 137/19



11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Topic: How is your school partnering with other schools, Islands, and local agencies? (Engagement with Community Partners, Objective 3.1)

Fernwood Elementary School

Fernwood Elementary School's connections with the district and larger community; Parents and grandparents participate in reading programs, field trips and mentor ships. The school website and Facebook page are kept updated, with 200 people on the email list which gets sent out once a week. Volunteers from the Saltspring Literacy Centre, RCMP, fire dept. and public library, do educational activities with students 4-7 times a year. Fernwood School, in collaboration with other schools offers parent education, such as a reading workshop, and upcoming is one on Sexual health. Pro-d days also provide opportunities to connect with other schools: Parenting with heart will be happening in the new year. Among bigger school events that include the community are the seasonal concerts, fun fair, raffle, and book sales. These can bring up to 600 people into gym. Being outside of the center makes connecting a challenge, i.e.: students cannot walk to Greenwood's, rather busses need to be utilized. However, schools get together for sports-Pender School comes over for track and field. Most recently Fernwood and SSE just jointly participated in a CBC choir concerts contest!

Fulford Community Elementary School

At every whole school meeting Fulford students collect change to raise money for local community groups. Each year the students suggest a number of groups and then vote to decide which group to support. This year the school is supporting the Copper Kettle and the Food Bank. A representative from the group is invited to the school to accept the cheque at the end of the term and to tell the students what their group does.

The school also engages with the local community through the environment. Alchemy Farms connected with the school for the "bulbs for schools" program where 600 flower bulbs were donated, and the students planted them during nature studies. The classes will also be involved in the Children's climate action initiative which will involve growing trees to provide to people to offset carbon emissions.

The school also looks to build community through education programing. Salt Spring Island Literacy visits to provide 1-1 Reading where students read with volunteer reading tutors three times per week for half an hour. Fulford is also organizing a math pro-d form their staff and will connect and invite other schools to share the knowledge and support district math goals.

Galiano Community School

Galiano COMMUNITY School – it's in the name, and the community is regularly in the school. Here are some partnerships we are particularly proud of:

Galiano Community Food Program – the Food Program has been a stalwart partner of GCS for many years. We work together on initiatives like the School Garden, our annual Elders Lunch, and a regular hot soup lunch delivered to the school on the days there is a community Soup & Bread lunch at the South Hall.

Galiano Activity Centre Society – This partnership began in 1981, when GACS was formed with the intention of building a gym, kitchen and meeting room wing to the school. Since then, GACS has supported and organized after school activities, Spring Break and Summer programs, as well as providing the kitchen for regular use to students (especially in conjuncture with the Galiano Food Program – see above!)

In addition to these formal partnerships, we have many artists, professionals and enthusiastic hobbyist's who come in regularly to share their passions.

Gulf Islands Secondary School



Every June, GISS visits the outer Islands and Phoenix Elementary to help transition students to the move to Grade 9. Those Grade 8's also travel to GISS for a day for orientation.

GISS hosts many events that welcome community members along with the student body. Examples are: The Remembrance Day ceremony in which SIMS and Fulford attended, and The Salt Spring Forum speakers series. Often when a special presenter is brought in to speak to the students, the larger community is invited to participate e.g. Ivan Coyote. There is a planned Vaping information presentation kiosk at GISS that has invited Grade 8's from SIMS as well.

Connecting generations has been a successful partnership linking students with elders.

SWOVA has been a long-standing partnership that currently offers two PASS-It-On mentorship programs for all identified genders Grade 10-12's that buddy up with Grade 8's from SIMS and Phoenix Elementary. This year the high school has increased their capacity with Community services offering full time counselling available for students at risk. There is also more regular counselling support for students in the GISS Alternate (Phoenix Place).

GISS is connected with the South Island Partnership in Careers and Trades building a network of connection between apprenticeship students and their career in Trades.

The high school is seen as a hub for events like the Election candidates debates and Roller Derby.

Mayne Elementary/Jr. Secondary School

Deep and long-standing community connections exist with many local organisations such as the Mayne Island Lions Club who host the annual Bike Rodeo, Mayne Island Library and the school host National Indigenous Peoples Day celebrations and reading challenge, the MI Conservancy and their on staff biologist take students out into the field at least monthly as well as coordinating the yearly Beach Clean Up for students. Most recently, the students planted over 100 trees into a habitat restoration area for the Conservancy. The MI Recycling Society is a donor to the PAC and will this year partner with the school on an art project for Earth Day. The MI Food Bank operates out of the school and is a partner in the school garden, maintaining and harvesting during the summer months. The Outer Islands Middle Years Program is a strong partnership with Pender, Mayne, Galiano and Saturna students. Monthly these students all get together to build friendship and connections. This year, six out of nine OIMY sessions will be hosted at Mayne Island School.

Pender Islands Elementary Secondary School

- Ptarmigan - music program funding for new instruments
- 3 on the tree - circus training pe classes - hoops, silks, stretching warmups, cardio specific
- CBC music contest -
- Tim Frick (volunteer) - wheel chair basketball program, after school badminton, volleyball, basketball
- Steve Wright - roller hockey outside rink (mostly adult at present)
- Minks - Yoga after school currently for seniors - looking into possibility of yoga for kids sessions for trade for current free school room use
- Red Seal - Trades introduction classes for kids - in progress
- VFD - fire safety presentation - date pending -community safety / emergency program renewal planning in progress with chief Boyt and lieutenant Ian -community emergency safety shelter / full size generator grant application in process
- Leslie McBain - drug prevention, safety awareness presentation pending
- School student pick up permission contact list - sent to parents this week



- School Parks Canada partnership w local representatives - museum, presentations, parks tours - in talks w Madeline and
- Saanich Indigenous School Partnership / pen pal, buddy program Pit cook Salmon bake
- Dragon Fly Pre School ECE - strong start
- Graham Garlick - weekly volunteer math studies group
- Yearly Times Colonist 10 k run - lead by Cheryl Boland grade 6-8
- PAC lunch program ongoing supplemental food supplies & hot soup & break fast days
- Winter Fest Carnival fundraiser
- Garden program - Julie Johnson, Mr. Kennedy
- Outdoor ed program, Saturna's Seek program
- Cooperation with other island's for science fair
- Police, fire bike rodeo
- Musical theatre performance inviting other islands - currently My SEEC and Saturna attending
- Visits from Saturna to Pender to music
- Visits from Pender to Saturna for outdoor ed etc

Phoenix Elementary School

Besides parent volunteering in school activities, Phoenix is part of the Saltspring conservancy network, and enjoys volunteers from Saltspring Island Literacy, and for safety awareness events, the RCMP and fire department. Phoenix students use the SSE gym and participate in special events at SSE. The school also regularly uses Mouat's Park. The satellite campus of the yurt school is an active part of the Stowell Lake Farm Community and regularly uses the gym and computer facilities at Fulford Elementary. The Gulf Islands Garden Learning Circle headed by Robyn Jenkins is also helping out with Phoenix' well established gardens. Teacher Amy Cousins is working on a community student led environmental project.

Upcoming is the Phoenix Winters celebration open to public.

Salt Spring Elementary School

SSE envisions themselves as an open-door community school that seeks partnerships with anyone from newborns to seniors. The ELF room is a big part of the school. It's a place where newborns and their parents are introduced to the school. Students from SIMS and SSE classes help and participate in the ELF room to make it a vibrant place for all. There are also SSE/SIMS buddy groups and GISS peer tutors visit the school while some SSE classes visit GISS for student exhibits. Classes also visit the seniors homes in the area to sing and engage in other activities.

Many groups such as Big Brothers/Big Sisters, Saltspring Literacy, the Arts Council, Saltspring Conservancy, the Fire Department, Search & Rescue and the SPCA visit the school to provide educational programs in many ways. The school is also very grateful for the financial support they have received including the Lions Club for a portable AED and the food program, Country Grocer for the food program and the Saunders Foundation for the music program.

The school is also frequently used by the community for programs in the multipurpose room and the gymnasium. It's a lively school that is grateful for its placement in the heart of Ganges.

Saltspring Island Middle School

One classroom at SIMS has linked with and making connections with the Yurt School. The school is connected to community services for counselling services.

The SIMS art department has linked with Mahon Hall and Artspring art exhibits for curriculum enhancement.



SIMS and SSE share resources around AB ED through the nature-based programs with “learning buddies”. They also share an emergency plan and emergency supply storage.

The school counsellor/circus teacher works closely with Public Health around Sex Ed resources. The French Coordinator brings in volunteers (GISS students and community members) to speak French with the SIMS Immersion students.

SEEC + PEEC! The MYSEEC program and the Pender SEEC kids meet up on Saturna several times a year for mentor ship. MYSEEC has partnered with the Salt Spring Island Conservancy to do service work with wetland restoration and Blue bird monitoring. They have also partnered with the Ditidaht Truth and reconciliation project with their ‘paddle days’. MYSEEC works on projects with David Denning through the SS sustainable energy group.

SIMS has partnered with SWOVA with the respect project and PASS-IT-ON. Some of the SIMS teachers were involved in the redesigned respect curriculum.

Circus, MYSEEC, and the French classes volunteer at Greenwoods.

SIMS benefits from donations from Country Grocer and discounts at Dragon Fly Arts supply. Some classrooms are collecting Data for the Canada Space Agency. Students, Teachers and Admin participate in the annual community pride parade.

Saturna Elementary School/SEEC

Saturna Island school is very excited to be identifying and vitalizing how we engage with Community partners. There are several different initiatives taking place that are enriching our students’ experience with Community, other Islands and local agencies.

In the Community, students and educators are Making Learning Visible. The October addition of the Saturna Scribbler featured SEEC and elementary students’ publications. Published at least nine times a year, the Scribbler started in 1993 as a school-based paper. There is a renewed grassroots connection to this returning tradition. On Tuesdays, the elementary students welcome Community Readers into the classroom. Volunteers offer one-on-one reading prior to lunch fostering stronger cross-generational connections. In addition, local residents are enthusiastic to offer their support through tutoring and mentorship. SEEC is looking into creating a “Get to Know You” platform where guests such as our Parks Canada warden Dave Pemberton give an interactive presentation. There are also great relationships being strengthened with local organizations such as SIMRES (Saturna Island Marine Research & Education Society).

SEEC continues to have meaningful, enriching experiences working with local agencies. This year, thus far, SEEC students have participated in Eelgrass enhancement, bat science and most recently doing a Paddle Canada Level 1 Skills Sea Kayaking Course through Ocean River Sports.

This year gives us great hope to what we can achieve by utilizing our other Islands possibilities. Currently, our Saturna students are having the opportunity to have educational support come in from other Islands. Through music, Indigenous learning, literacy support and more we are enhancing the opportunities and equity to our students. We are very excited to expand on this by incorporating regular visits to other Islands to close this loop utilizing our unique geography. Use of larger schools with more facilities, increased interaction with like age groups, and creating cohorts and connections throughout the district is an incredible advantage to being a SD64 students. The OIMY program has tremendous potential that can be a truly utilized to make the gulf islands a destination school experience.



12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – November 27, 2019 at the School Board Office
- (b) Regular Board Meeting – December 11, 2019 at the School Board Office

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 4:32 p.m.

CARRIED 138/19

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
Mayne Island School
2019 11 13**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Doug Livingston	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant	
Regrets:	Linda Underwood	Acting Assistant Superintendent

The meeting was called to order at 9:00 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 11 13 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2019 10 09 were approved as amended.

The minutes of the Special Board meeting, In-Camera session held 2019 10 23 were approved as presented.

Items:

1. Staffing Update
2. Farming Operation Update
3. Access to Right of Way Update
4. Exempt Staff Compensation
5. Board Committee Structures

The meeting adjourned at 11:46 a.m.



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3
T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

November 20, 2019

The Honourable Adrian Dix, M.L.A.,
Minister of Health
PO BOX 9050, STN PROV GOVT
Victoria BC, V8W 9E2

Dear Minister Dix:

RE: Vaping restrictions to protect youth

At the November 13, 2019 Regular Public Board Meeting for School District No. 64 (Gulf Islands), the following motion was passed:

“That the Board write a letter of support to Minister Dix urging him to take action on the issue of vaping.”

We are pleased to see that the Ministry of Health announced its plans to address this issue the next day. We applaud the aim to enact greater restrictions around access to vaping products. We agree that increased education is also a key to addressing this issue. We also understand that communities will have to work together to reduce the use of vaping products by our youth.

As you work towards the implementation of the Vaping Action Plan, we would appreciate learning how the Ministry of Health will invest to support the education needs of students and parents of the Gulf Islands School District. We would be pleased to host the Minister along with our local MLA on one of our upcoming board meeting days to learn more about the plan and how we can be a constructive part of implementing it. Please consider visiting us on January 15, 2020 or March 11, 2020.

Sincerely,

Rob Pingle
Board Chair

cc: Rob Fleming, Minister of Education
Adam Olsen, MLA



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

October 30, 2019

The Honourable Claire Trevena, M.L.A.,
Minister of Transportation and Infrastructure
Room 306, Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Trevena:

RE: Active Transportation in the Gulf Islands

We are pleased to see the Ministry of Transportation and Infrastructure's "Active Transportation Strategy - Move Commute Connect" and applaud the aim to create safe active transportation networks. We agree that active transportation needs to become a preferred choice for students and families by making it easy, efficient, safe and affordable. We understand that communities will have to work together to make active transportation a success and would like your help with this initiative.

Specifically, we'd like to see lower speed limits on routes connecting local Gulf Islands schools with residential areas, and safer bicycle infrastructure along those routes for several reasons:

Health and Well-Being. It is clear that active transportation is better for everyone but particularly children. In January 2019, Provincial Health Officer Bonnie Henry released the report *Taking the Pulse of the Population: An Update on the Health of British Columbians*, which "showed that the province is not currently on track to meet established goals for physical activity." We believe that active transportation is an excellent response to this problem.

Increased Concentration and Focus. According to the results of one Danish study, for example, kids who bike or walk to school have better concentration throughout the school day than their peers who drove or used public transportation. The study was part of "Mass Experiment 2012," a project that evaluated the connection between concentration, diet and exercise. Researchers looked at nearly 20,000 Danish kids between the ages of 5 and 19 and found that those who cycled or walked to school performed significantly better on school tasks demanding concentration, like solving puzzles, than their peers who were driven to school. What's more, the effects of the enhanced concentration lasted for up to four hours after they took a seat at their desks.

Parental Chauffeuring Burdens. In 2017, each Salt Spring household averaged over 5 car trips per day. In total, 690 of those trips were parents delivering their children to school (CRD Origin-Destination 2017 Household Travel Survey, p. 80).

We know there are community groups working towards creating more active transportation corridors in our school district and we look forward to the Ministry working with them to help them achieve our common goals. We would appreciate learning how the Ministry of Transportation and Infrastructure will invest to support the active transportation needs of students and parents of School District #64. We would be pleased to host the Minister along with our local MLA on one of our upcoming board meeting days. Please consider visiting us on January 15, 2020 or March 11, 2020.

Sincerely,

Rob Pingle
Board Chair



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

Staff Report to the Board of Education School District 64 Gulf Islands

Title: Configuration Review

Date: December 11, 2019

From: Superintendent of Schools

Subject: Configuration Review Feedback Analysis

Issue: The Board of Education has concluded its initial consultation phase of the review. When the process was initiated in October 2018, the Provincial Funding Review process was anticipated to deliver details prior to the end of the year 2018. This announcement has been delayed substantially and is now expected in March 2020.

Background: In October 2018, the Board of Education for School District 64 (Gulf Islands) passed a motion to initiate a review of the way education is configured across the district. In the motion, the board identified two goals: 1. To ensure that the district was best configured to serve learning, and; 2. To do so in a cost-effective way.

During Fall 2019, the Board met face-to-face with all school communities, conducted a Thoughtexchange online engagement strategy, and made available, through the district website, an email submission form.

With the consultation phase concluded, the Board requires a review strategy that sets the stage for any motions for change in the configuration of learning in the district.

The timelines for review are complicated by delays in the provincial Finding Review process.

References:

1. Board Motion October 2018,
That the district initiates a community-based consultation process to review configurations that support the best educational outcomes for students in addition to maximizing cost-effective education delivery.
2. Policy/[Procedure 635: Permanent School Closure](#)



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Alternatives:

1. Board directs staff to review feedback and to prepare a report to the Board.
2. Board creates an ad-hoc feedback review committee to report to the Board.
3. Board hires an outside consultant to review feedback and to provide an objective review and list of recommendations.

Implications: The Configuration Review has generated a substantial amount of feedback: information through the face-to-face public meetings, the Thoughtexchange engagement, and the email response form. The Board of Education is accountable to the public for making a sound rationale for change within a timeframe that is seen as reasonable by the majority of people that will be impacted.

Conclusion: The Board of Education is not able to make configuration decisions until the provincial funding formula is published and the Board has an ability to run potential changes through a modelling process to ensure actual savings. The Board of Education is under no external pressure to conclude the Configuration Review by a particular date and it is always the work of the district to improve student achievement through its Strategic Plan.

The Board is well positioned to take the time necessary to consider feedback carefully and make recommendations for change without timeline pressure and urgency.

Recommendations:

Moved: That the Board of Education select Option ___ as presented by the Superintendent of Schools to review feedback from the Configuration Review consultations.

Moved: That the Board of Education extend the decision-making timeline to Spring 2020 to accommodate the delay in the provincial Funding Formula Review details and give notice that any resulting school closures for the 2020/2021 school year will be governed by district policy and the School Act.

Moved: That the Board of Education direct staff to find the necessary budgetary savings to balance finances and manage the District out of funding protection program for the 2020/2021 school year from regular operations, programs, and staffing.

December 12, 2019

Bank of Montreal
116 Fulford Ganges Road
Salt Spring Island, B.C.
V8K 2S4

To Whom It May Concern:

Re: Signing Authority for the Educational Trust Fund Account (#1015 455), and Operating Bank Account (#1003 104)

For your information, the Board of Education approved the following motions at the December 11, 2019 Board meeting:

BE IT RESOLVED:

That the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A'

BE IT RESOLVED:

That the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.

Appendixes 'A', and 'B' are attached.

Yours truly,

Jesse Guy
Secretary Treasurer

Geoffrey Mahady
Accounting

/ldd

Attach (2)

p.c. R. Pingle

APPENDIX 'A'

Signing authority for the Educational Trust Fund Account #1015 455:

1. For amounts up to and including \$10,000:

Scott Benwell, Chief Executive Officer; or
D'Arcy Deacon, Director of Instruction

with

Jesse Guy, Secretary Treasurer

2. For amounts over \$10,000:

Jesse Guy, Secretary Treasurer, or
Scott Benwell, Chief Executive Officer

with either

Rob Pingle, Board Chair, or
Tisha Boulter, Trustee

APPENDIX 'B'

Signing authority for the Operating Bank Account #1003 104:

1. For amounts up to and including \$10,000:

Scott Benwell, Chief Executive Officer, or
D'Arcy Deacon, Director of Instruction

with

Jesse Guy, Secretary Treasurer,

*Except for Receiver General, Payroll Deductions, Utilities and yearly contracts
signed or approved by the Board on behalf of the Board.
(When signing authorities for amounts over \$10,000 apply).*

2. For amounts over \$10,000:

Jesse Guy, Secretary Treasurer, or
Scott Benwell, Chief Executive Officer

with either

Rob Pingle, Board Chair, or
Tisha Boulter, Trustee



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

Staff Report to the Board of Education School District 64 Gulf Islands

Title: Financial impact of SSIYSA proposed artificial turf field to the District

Date: December 11, 2019

From: Secretary Treasurer

Subject: Financial impact of the proposed artificial turf field to the district.

Issue: The proposal from SSIYSA outlines the replacement expectations of the artificial turf field for the district and SSIYSA. The proposal requires an annual sinking fund (reserve for a specific purpose) from both parties towards replacement and shared fundraising for the remaining estimated third of the cost. This results in an annual transfer of operating funds to a reserve and an unfunded liability for the district.

Background:

At the June 12, 2019 Public Board Meeting, the SSIYSA presented a feasibility study, commissioned on the possible improvements that could be made to SD64's soccer fields. The report concluded that the lower soccer field at GISS, using synthetic tuft, is the recommended approach. The Board agreed in principle to proceed with the concept of a partnership with SSIYSA.

On November 13, 2019, at the Regular Board Meeting, the staff report titled "SSIYSA request to SD64 to proceed with a Non-Farm Use Application for the GISS soccer field" was presented. Discussion regarding the proposed artificial turf field for GISS occurred. The item be tabled to the next Board meeting.

The SSIYSA proposal for the artificial turf field was added to the November 27th FAF Committee meeting agenda. The impact of the project on students, community, the environment and the district were discussed in the short and long-term. One of the issues discussed was the short- and long-term financial impact on the district.

The key financial impacts outlines in SSIYSA proposal for the artificial field are as follows:

1. Per year \$30K from operating budget – estimated \$14,000 for repair and maintenance and \$16,000 towards the districts 1/3 portion of the replacement costs. The SSIYSA has agreed to provide \$16,000 annually towards their 1/3 of the replacement sinking fund.



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2. The remaining estimated \$150,000 (1/3 of replacement cost) to be obtained through fundraising in conjunction with SSIYSA.
3. The proposal's estimate for the replacement field in today's dollars and at the studies original proposed field type is \$456,000.

District financial analysis of impact of proposal:

1. Grass field costs to district:
 - a. The SSIYSA proposal (working with district facilities staff in 18/19) estimates that the operating cost for the GISS lower field is \$28,000. \$18,000 of that amount is estimated for water.
 - b. SSIYSA also mentions that grass fields for optimum playing need to be replaced every 12 years. This would be a cost born by the district and SSIYSA proposal estimates the cost of \$180,000.

The cost estimated above, are for best practices, and are paid for through operating funds and exclusively at the discretion of the district. The district can change their maintenance and use practices at anytime based on new information and the financial health of the district.

2. Artificial turf field commitments:
 - a. The district is committed to a cost of \$30,000 per year for maintenance and a sinking fund.
 - b. The district is committed to participating in the fundraising for the remaining 1/3 replacement cost that is not covered by the sinking fund.
 - c. The district estimates that the future cost of the field will be approximately \$630,000. This is based on the following assumed factors: a 2.5% annual inflation rate, and that the cost of replacement and disposal of the old field remains comparable to the current SSIYSA estimate of \$456,000.
 - d. If the district and the SSIYSA, due to unforeseen circumstance, are unable to put money away annually into the sinking fund, and the soccer association becomes unable to participate in final replacement fundraising, the district would have an unfunded liability for replacement of \$630,000.
 - e. The cost for "C" is based on replacement. It would be assumed that the cost to return the artificial turf field back to its original grass state would be less expensive. The cost to remove, recycle and refinish and replant would be less than replacement. However, the current agreement is silent on whether the district would have any right to the sinking funds from SSIYSA if the end of life choice for the field would be to return to its original grass playing surface.



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Once the district enters into an agreement with SSIYSA, and the change of surface has occurred, the district is committed to the cost of annual maintenance, and the district's portion of the replacement cost or all of the cost (depending on long-term outcomes), or cost of returning it to its original state.

Staff notes that the district welcomes many community and local government partnerships that enrich the lives of students and the communities we reside in. Partnerships with local government provide long-term stable agreements and their organization structures and ability to raise taxes ensure contractual commitments can be met.

This staff report only focuses on the financial impacts to the district and is not a statement on the benefits to district students and community members from the additional playing time that could be available through the installation of an artificial turf field.

References:

1. Board Motion Carried 80/19: *Moved and seconded that the Board agrees in principle to partner with the SSIYSA on the improvements to the GISS lower field to a synthetic turf field with lights, on the condition that funding for the project is coordinated and sourced by SSIYSA and a shared use agreement is approved by the District and SSIYSA.* (June 12, 2019).
2. SSIYSA Proposal, *All Weather Field Feasibility Study of GISS and SIMS Fields*, As Presented at the June 12, 2019 Public Board meeting.
3. Board Motion Carried 135/19: *Moved and seconded that the item be tabled to the next Board meeting.* (November 13, 2019).

Alternatives:

1. The board proceeds with the current motion from June 12, 2019 and proceeds with the agreement with SSIYSA in principal. This returns the board to the decision regarding the staff report on the ALC farm use application, as presented at the November 13, 2019 public board meeting.
 - A. *The Board of Education directs staff to proceed with the non-farm use application to the ALC, for the lower GISS field for a change in use, as requested by the SSIYSA in their letter dated October 13th, 2019.*
2. If the board wishes to proceed with a new approach to the SSIYSA application, then the June 12, 2019 80/19 motion must be rescinded.



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B. The Board of Education rescinds motion 80/19 carried by the Board of Education June 12, 2019.

3. The board determines that the risk to the district, from a financial position, is not tenable, per the current proposal from SSIYS, but wishes to explore additional options for an artificial turf field on school district property. The board may wish to seek an additional party to the SSIYSA agreement or new party to partner with, that would cover all cost related to the installation, maintenance and removal/replacement of the field. A local government would be the only body that could raise tax revenue and could guarantee these short and long-term cost commitments.

C. The Board of Education approves the installation of an artificial turn field on school district property on Salt Spring Island, contingent upon a satisfactory partnership with a local government that guarantees the payment for the installation, operating and removal or replacement costs of the artificial turf field, with no current or future cost to the district. The board requests that SSIYSA facilitate a new proposal that includes the additional financial commitments from a local government.

Implications:

Impacts of available actions above:

1. The board directs staff to proceed with the ALC non-farm use application and the SSIYSA agreement in principle proceeds and the financial implications discussed above apply.
2. The board determines that it is in the districts best interest to no longer peruse the partnership in principle for the artificial turn field.
3. The board approves the possibility of an artificial turf field on district land; however, it requires that a partnership occur that removes all financial responsibility from the district.

Conclusion: There are ongoing operating cost associated with the artificial turf field for the entirety of its estimated 12-year life span. There is a requirement that \$16,000 per year of operating funds are put aside by the district into a sinking fund for replacement of the field. The district is required to spend an estimated \$14,000 a year on maintenance to ensure the field surface is usable for students and community members. The district cannot guarantee from the outset that there will not be an unfunded liability in 12 years.



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Recommendations: Staff recommend that the district not proceed with this project. This is a significant long-term financial commitment for the district. Staff recognize that youth soccer is important to our school community and would be open to community or local government initiatives that improved watering options and the quality of the current soccer fields.



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Staff Report to the Board of Education School District 64 Gulf Islands

Title: Board Meeting minutes
Date: December 11, 2019
From: Secretary/Treasurer and Superintendent

Subject: Digital Recording of Board Meetings

Issue: The Board of Education relies upon accurate minutes of all meetings. It is challenging to write and type proceedings in real time during conversations at Board meetings (In camera, regular, and standing committees).

A digital recording would assist in ensuring accuracy and proper wording.

Background: The Board of Education makes public the minutes of meetings.

References:

Alternatives: Maintain status quo of real time written recording or real time written recording enhanced by digital recording for reference.

Implications: Without the ability to consult a digital recording for accuracy, it is difficult to resolve discrepancies in recollections.

Conclusion: The Board of Educations governance commitment to accurate minutes of meetings may be enhanced by the digital recording.



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Recommendations: Moved: That the Board of Education digitally record all meetings to ensure accurate minutes are produced and that the digital recording be destroyed upon approval of the minutes.



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

In attendance

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

Staff: Scott Benwell (superintendent), Doug Livingston (director of instruction, learning services), Linda Underwood (assistant superintendent), Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA); Marc Ketteringham (Driftwood)

Regrets:

Called to order 9:00 a.m.

Acknowledgment of Traditional Territories

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

Amended Minutes of October 23, 2019 adopted by consensus.

3. Business Arising

4. New Business

a. Trustee School Reps and Committee Membership

Committee positions will take effect January 2020.

- Finance Audit Facilities: Tisha, Shelley, Chaya. No changes requested. Update to reflect Richard Frost as a resource.
- Education: Chaya, Janelle, Stefanie. No changes requested.
- Human Resources: Shelley, Greg, Tisha. No changes requested. Resources will change to include D'Arcy Deacon as Director of Instruction, HR. The committee will meet in January to discuss how best to meet its mandate(s).
- Policy: Janelle, Greg, Stefanie. No changes requested. Noted that the workload can be shared among policy committee members.
- PAC reps: Galiano, Mayne, Pender and Saturna Island schools will remain the same. Rob offered to change if any Salt Spring Island trustees wished. No changes requested at this time.
- GITA Pro G: Chaya and Janelle
- District Health and Safety: Tisha. Recently took her 8 hr required training for committee members.
- Labour Management, CUPE: Shelley
- Joint Job Evaluation: Greg
- Bargaining Team CUPE: Stefanie
- Bargaining Team GITA: Janelle



- CRD Regional Committee: Remove from our list of committees
- Aboriginal Education: Shelley, Stefanie. Change committee name to Indigenous Education
- Secondary School Apprenticeship: Tisha
- Drake Road Steering Committee: Rob
- Galiano Activity Society: Shelley
- Salt Spring Joint Use Committee, PARC: Remove from our list of committees
- Saturna Ecological Education Society: Chaya
- Ferry Advisory Committee, SS: Tisha. Add to the list of committees
- Ferry Advisory Committee, Southern Gulf Islands: Greg. Add to the list of committees
- DPAC: Rob stepped down. Tisha, Shelley as alternate

Action: Lori Update the committee list and Procedure 120 – Board Committees

b. Climate Action Planning

i. Salt Spring Climate Action Plan Update

Trustee discussed possible recommendations to bring to the public meeting. Greg asked the Board to develop a climate action plan. Tisha suggested creating an adhoc committee to do the work and that Richard Frost be included. Greg asked that Julie Johnson also be included.

Greg shared the Victoria School Board motion declaring a climate emergency and steps for action. Scott reminded trustees of economy of scale when comparing Victoria School District to Gulf Islands.

Trustees discussed the work already being done in District around climate action, being more visible in our practice, and the need to develop terms of reference. Trustees recognized the opportunity to be leaders in this important work and the need to include student voice.

Trustees were reminded that, if the Board is considering undertaking an additional committee, there needs to be consideration of current workloads and commitment, specifically as the Board is in the process of a configuration review. Shelley suggested that the Board declare its intentions in December but wait to meet until the new year.

Action: Motion to be brought to the December Public Board Meeting: That the Board acknowledges a global climate crisis and commits to minimizing the negative impacts District operations have on the climate by creating a climate action working committee to review the work already being done in district, share that information with community, and identify opportunities for improved practice.

5. Other Business

6. Next Meeting: January 29, 2020. Time to be determined.



7. **Adjournment:** 10:58 a.m.

DRAFT



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), Scott Benwell (superintendent, ex-officio)

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

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent), Doug Livingston (director of instruction, learning services), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Marc Ketteringham (Driftwood)

Regrets:

Called to order 11:08 a.m.

1. Adoption of Agenda

Additions: Postings

Amended agenda adopted by consensus.

2. Adoption of Minutes

Minutes of October 30, 2019 meeting adopted by consensus.

3. Postings

Chaya requested that postings be shared when circulated so that trustees can be better informed of vacancies and their schools.

Action: Lori will include trustees when she emails vacancy postings to schools.

4. Framework for Enhancing student Learning and Education Service Plan Alignment

a. Superintendent Presentation

Scott explained that the Ministry is updating the Framework for Enhancing Student Learning, and SD64 has been invited to participate in the process. Board Chairs and Superintendents will be meeting in Vancouver in December. Policy is anticipated to come out in the Spring.

Ministry policies align well with the Board's Strategic Plan (Educated Citizen, Policy for Student Learning) in finding a balance between social/emotional and intellectual.

Scott shared a Sway presentation of the district's draft Education Service Plan that articulates the goals, inputs and evidence of a responsive system.



b. *Q&A Period*

Discussion regarding graduation completion rates. It is anticipated that they will be available publicly soon.

5. Configuration Review

a. *Review of Public Meetings*

The committee thanked Board Chair Rob and staff for attending and facilitating the public consultation meetings. Trustees summarized each of the meetings:

Galiano: Shelley reported on an energetic evening with lots of ideas generated through discussion. There was support for environmental considerations around transportation as well as ideas for connecting with students from other Gulf Islands. She noted that many young families engaged in the conversations.

Saturna: Chaya reported a small but diverse cross-sectional representation of community members who attended the meeting. Conversation centered on best use of resources from all of the islands.

GISS: Tisha reported that conversations focused primarily on GISS and SIMS with few elementary parents/staff in attendance. She noted contradictory thoughts and ideas. Many of the ideas discussed were not central to configuration but were insightful.

Fernwood: Stefanie reported a generalized desire from those in attendance to hear about how district money was being spent. Rob stated that the Board has work to do to identify the meaning of consultation, and to report out on what was received as feedback. The Board must endeavor to guide the conversation without being seen as obstructive to the process.

Mayne: Janelle reported that there were more people in attendance than there are students at the school. It was a positive atmosphere with a genuine sense of trying to accomplish something as a group. She noted that the community of Mayne Island is very involved in the school.

Fulford: Rob reported that transportation was a topic of interest, including water taxis. Maximizing technology to improve delivery of education, cost savings, and reducing environmental impact were also central to the conversation. How to phase out the middle school model was discussed and the possibility of a balanced (year-long) school calendar. There was an overall appreciation for district programs.

Scott acknowledged that the Board executed a fulsome engagement through many different platforms, but there is still lots of work to be done. The district has not forfeited decision-making to the public, but rather will use feedback to inform the process and any decisions to be made.



Individual meeting feedback summaries have been captured in the Education Committee meeting package that were circulated to partner groups and will be posted publicly in the public board meeting package.

Action: Trustees will give original feedback forms to Lori to file keep at the Board Office.

b. ThoughtExchange Update

The exchange closes in 3 days.

c. Next Steps

Staff will begin sorting and theming feedback once the exchange closes.

Action: Staff to bring report and recommendations to the December Board meeting.

6. **Next Meeting:** January 29, 2020 – Time to be determined.

7. **Adjournment:** 12:15 p.m.

DRAFT

Subject: Fernwood configuration Meeting

Configuration public discussion at Fernwood Elementary School, November 7, 2019

Present-

11 parents

Three trustees, Rob, Stef, Greg

Four Admin. Kelda, Scott, Jesse, Doug

We gathered in the library with beautifully set up chairs and tables. Plenty of coffee and cookies were available. A number of the parents present were teachers. The question of money was raised by several parents, asking for necessary context in order to prioritize and make better suggestions as to what was working and what was not. There was generally good investment by all into the conversations. Parents left keen to share with others, especially about the thought exchange.

1. GRADE SCHOOL CONFIGURATION

Keep:

- Four day school week

-SIMS, as it provides a bigger body of students to socialize with.

Let go of:

-streaming at SIMS

(something needs to shift at SIMS, reconsider 5 day week?)

Add to:

-encourage flexibility for individual geographic circumstances.

Create:

-k-7 grades in the elementary school, 8&9 at SIMS

-SIMS as k-8 French Immersion school

-find savings in administration not from the learning environment.

2. PROGRAMS

Keep:

-Literacy support

-French immersion

-MySEEC

-Circus

-Exploratories

-Elementary Nature Program

Let go of:

-LA rooms at GISS

Add to:

-EA support in the classroom; better assessment and prioritization methods to support groups that affect everyone

-math support at GISS

-better second language program for non French immersion students.

-more music

-add to GISSPA

Create:

-Generations mentorship k-12

3. FACILITIES

Keep:

-facilities in the district; not to sell off any properties.

-baseball field at Fernwood

Let go of:

-lights that are on all the time, night and day, at GISS and other schools- put in motion detection lights in instead.

-Stowel Lake Fram Yurt School

-strange layout at SIMS which encourages isolation and bullying.

Add to:

-More programs at Fernwood, should it go to higher grades, ie; food courses, circus, etc.

Create:

-glass roof over SIMS courtyard.

-softball field at Hydro field-CRD takes what it pays (20k) to rent a Fulford field, and puts it towards making the new softball field, in exchange sd 63 maintains it.

-Gr. 8 goes to GISS, SIMS becomes k-7 and SSE gets rented out for various activities, or vice versa SSE is k-7 and SIMS is rented out.

4. TRANSPORTATION:

Keep:

-field trip travel

Let Go of:

-Nature Program Field trip travel off island.

Add to:

Create:

-outer island ports for Taxis.

-better support for outer island kids wanting to come to SIMS

Missing heading for administration?

Stefanie Denz

250-653-2018

Configuration Conversation – Fulford Community School

There was a good turn out to this meeting. Although a specific head count was not taken with five tabletop discussions it would suggest over 25 people were in attendance. The group was very a diverse with GITA and CUPE staff present as well as current K-12 parents, SD64 Alumni, grandparents and general community members.

FACILITIES

Keep:

Outer island schools

Let Go Of:

Phoenix Elementary

Middle School

SIMS

Plastic Grass

Burning fossil fuels

Throwing compost and recyclables in the garbage – it's banned from landfill

Add to:

Technology to reduce need to commute from outer islands

Gardens

Community engagement – we have a wealth of knowledge and expertise in our community

Create:

Solar roof at Fulford

Drop-in community centre and specialty programs in closed middle school building

Community services like daycare, housing, art studies, SSE usage

Rent space for income

Build turf field to greatly improve facilities for students

Climate lens – SD64 “history of stewardship, social responsibility, community sponsorship” ie:

Ind. Ed., should now consider a lens of climate emergency – create a task force

Composting facilities on district properties

Energy and Sustainability Manager

Work with Community Energy Group

Repurpose SIMS to be SSE – use SSE for daycare or other long term rental for revenue with a focus on community education and/or health

TRANSPORTATION

Keep:

Buses

Water taxi trips as short as possible

Water taxis

Let Go Of:

Bus route – so only one route serves all of Fulford

Fossil Fuels

Add to:

Water taxi home ports on outer islands – environmental concerns, better outer islands jobs for staff

Create:

Encourage more students on school buses

Charge for water taxi

Safer Bus stops

Video conferencing

Zero emission transportation – off diesel

Seek out external funding opportunities

Breakfast served on bus

Grade/School configuration

Keep:

Enrichment

4 day school week

ELF

Sense of school community

SIMS

Phoenix Elementary – provides a safe space for students needing a small school setting (although the large age range in classrooms is challenging for instruction, the kids enjoy it)

Fulford School

Let Go Of:

Middle school model

SIMS x 5

Phase out middle school so students are not sent back

Add to:

Emphasize different learning opportunities in each k-7 school ie: French, STEM, Sport, MySEEC

Keep kids in elementary school longer

Make SIMS space available for SSE and community use

Change grades at middle school 7-9 junior high

Middle years options for students to gather

Support for multi grade teachers

As much as possible keep the K experience as K only or K/1

Create:

K-7 & 8-12 x 3

Balanced calendar x 2

Early year program based on Orton Gillingham Method

Daycare

Distributed Learning

Sense of community at middle school – seems to be a separation between French and English

Some people would like to keep their kids at elementary for longer, others are very ready for grade 6 to go to middle school

Ways to fill empty classrooms

Decrease transport emission by reducing cross boundary enrollment

K-6,7-8,9-12

Programs

Keep:

French Immersion x 2

SEEC

Home Schoolers Support

International student program

Nature based learning programs x 2

Garden

ELF x 2

Reading Programs

Music/drama/dance/arts

Circus Program

Food/cafeteria program at high school

Variety of programs at middle school

Level of education

TASK

Indigenous programs and perspective

In school recycling

Stewards in training with conservancy

The programs that we have at our schools are what make our district special

Circus program – body image, health, confidence, mental & physical health enhanced through circus involvement with staff/counsellor

Let Go of:

GISPA

Nature based specialty classes

Teachers taking the recycling home with them in order to divert it from the landfill

Add to:

Home Schoolers Support

Emphasis on academics & STEM

University Prep

Graduating

Keep kids in elementary longer

Better support for sports programs – don't rely so much on volunteer teachers

High school improv

Home learning options for students – more money to increase programs – serve broader scope of population

Garden + Compost Programs

Work with Chef Mark to support his composting initiatives

Conservancy programs

Indigenous placed based restoration projects at Xwaaqu'um

Arts/music

Literacy – kids go to grade 5 and can't read
Funding for science/tech/engineering/math

Create:

Earlier enrichment

Outer Islands French Immersion

One elementary school offers immersion for everyone

Emphasis on STEM

Early French Immersion x 2

Strong sports programs k-7

Financial Literacy

Daycare

French Immersion

Invite Wolf Kids, Centre School, home schoolers, heartwood and kahoots to a community conversation about joining district

Charge more for international programs

Consider "intensive French" vs French Immersion

Home learning would reduce transport emissions

Consider a DL program

Seek out external funding opportunities

District wide environmental plan

Create infrastructure to support student environmental initiatives (recycling and compost specifically)

Sustainability and Energy Manager – garden and community programs

Include community experts

French immersion available at 1 only elementary school for 6&7

Earlier assessment of numeracy and literacy

Configuration Conversation – Galiano Community School

Attendance: Rob Pingle, Shelley Lawson, Greg Lucas (Trustees); Scott Benwell, D’Arcy Deacon, Jesse Guy (staff).

Over the course of the meeting, 24 members of the public came and went, including current K-12 parents, SD64 Alumni, and several families with multiple generations (current parents of students, who were SD64 students, and their parents/now grandparents), as well as members of the general community who don't have children in the system (yet) and/or are connected through community collaborations (transportation, housing, etc).

Meeting opened with an overview of the consultation process presented by Board Chair Rob Pingle, including current enrollment and budget situations. Members of the community expressed concern about why this was happening (concerned there is a Board agenda not being shared), the vague scope of the Thought Exchange question, what the expectations are for the outcomes, and how the Board will process and proceed with the data collected. Staff spoke about the finite consultation process and what situations would mandate further public consultation and which would be put to future Education Committee Meetings, with reps from DPAC, GITA and CUPE present and open to the public.

Summary of table top discussions (***) indicate how many times a specific idea was written down)

FACILITIES

Keep:

Daycare/Strong Start in the building ***

Garden **

Extra classroom for break out groups

Community connections to Conservancy, Food Program, Activity Centre

Playgrounds

Access to forest

Let Go Of:

Locking the side doors during the day

Add to:

Dedicated music room

Basic art supplies*

Sports equipment

Comfy space in 6-8 class

Consultation with parents/students about upgrades from facilities grants

Bike storage

School zone should include the school exit
Crosswalks @intersections and school entrance
Pave school exit

Create:

More outdoor/covered/eco learning spaces ****

Solar power

Wind power

Outhouse

Create spaces for students to learn in, well designed and student centered**

Monetize space we don't use while still being community minded

Genderless washroom

Smartboards

Speakers/PA

Ipads and other tech

Generator

Dimmable lights

Sensory equipment (rocker chairs etc)

TRANSPORTATION

Keep:

The bus, but could it be smaller? **

The school zone, but enforce it

Water taxi**

Let Go Of:

Designated School Bus (see 'add to')****

Fossil fuel boats and busses

Old way of looking at the transportation from Island to Island

Change the way the contract goes out

Add to:

Combine school bus with community bus service to support community transportation and reduce carbon footprints

Bus to/from school boat – reduce carbon footprint**

Make spots on water taxi more accessible to public

Electric boat

Water taxi should be based on outer islands to reduce carbon footprint***

Water taxi spots for kids who have approved x-boundary transfers

Water taxi: change the route/schedule to accommodate after school activities on SSI

Supervision on the school bus

Seat belts on the school bus

Planned transportation on the water taxi

Review water taxi route – could it go from Montague or Retreat Cove?

Create:

Wifi on water taxi

Staff on bus

Community members on bus

Strong start / daycare families on bus**

Library users on bus

Partnership with community bus*

Electric transportation options for bus/water taxi

Safe bike and walking routes to school

Walking school bus

Protocol transparent policy for criteria

Partnerships with water taxis and crd/viha (mental health services)****

Grade/School configuration

Keep:

Grade 8 as an option on Galiano

Flexibility to put kids in older/younger classrooms for academics

Let Go Of:

Middle school***

The middle school, since don't know for sure if kids will be accepted; don't know for sure if there will be room on the water taxi; the water taxi schedule is abysmal for the ages and schedule

Move the 3 grade in one class

Of the idea that outer island kids would enter high school later than SSI kids

K-8 / 9-12

Ambiguity about whether students will get a spot on the boat*

2-5 grade split, esp. with multiple high needs kids

Add to:

Make 1 transition that is predictable AND flexible

Clarity about when kids on outer islands will transition to SSI – not up to kids

Firm, predictable clear plan

Review of class size and composition

Flexibility to attend other schools that are not your home school

Put some of the specialized programming on outer islands to balance configuration

Create:

Cost analysis of reconfiguring grades

K-7 / 8-12 or something similar *

Possible Mayne Middle School
More facility for extra curricular
Speech therapy on outer islands
Occupational therapy on outer islands
More clear communications with parents about what the options are" MYSeeC, FI, cross
boundary requests
Change to a K-8 / 8-12 model

Programs

Keep:

Griffins-style student leadership, but open to all grades and allow for formalized relationships
with community agencies like GACS
Exploratories
Excellent focus on social/emotional needs of kids
Counselling supports
OIMY
All of the Arts
Community programs and involvement
No cuts to Art
Ab Ed as embedded programming
EA's with designated child
Enviro @ elementary
French Immersion

Let Go of:

The changing of EA each year, when the EA is working for a class/child
MYSeeC; integrate MYSeeC philosophies into all of our schools
Specialized segregated programs, in favour of integration of the education for everyone
There are so many programs, but not fully served for outer island kids. Kids unsupervised, boat
doesn't have space, boat sched doesn't match programs, space isn't guaranteed in program or
boat – outer island kids are excluded

Add to:

More efficient use of existing resources to support kids with IEPs AND undiagnosed learning
and developmental delays/issues; more staff to support these students as well
More books
Guided reading
Languages – more depth and more languages
More staff to support students who are needing additional help from qualified instructor
MORE EA's!! **

EA in grade 9 to help with school transitions
More academic accountability
Equitable access to all programs that are offered in our District
Physical teaching resources for our school
Prioritize these programs when hiring locally: music, French – and integrate into class hours so other islands can join/partake
Rotate specialized teachers around the islands (music, French) **
SSI and outer island activities Grade 5-8
Camps with all islands, including SSI
Sports! Especially with all islands
Music and art classes at the high school
Tutor/supervision for outer island kids waiting for boat on SSI
French Immersion orientation for outer island kids BEFORE applications are due

Create:

Move some programs to outer islands, to boost attendance for more efficient water taxi travel
Duo-school model where MY students travel one day/week to SSI instead of 4
IB @ GISS
More visual arts in the curriculum
Comprehensive music programming in all schools, including music theory, instrument, bands, composition, choir
Inquiry based, self-paced learning in all classrooms
Bring SSI into OIMY to broaden usage to create earlier connections to ease Grade 8 transition
Drama
Grade 8 need more class time, so join Mayne/Pender/Saturna for home ec or tech or extra curricular
HI-SEEC
Rotating teachers for French, instead of immersion
Core enviro/embedded programs
Access awareness of EA time – designated child in this school not get F/T EA

WRAP UP

Tables shared out their ideas. Members of the community were given opportunity to ask questions and share with the group. Lots of time was spent discussing transparency of budget; parents have been requesting per school accounting (how much FTE funding is allocated to each school) and are frustrated that this is not how the District creates, maintains or reports out on budgets. Staff spoke to the necessity of funding the district as a whole, the types of services that are offered out of the SBO and are distributed to all schools, and the importance of maintaining services regardless of whether schools are operating at capacity or not. Further support was voiced for moving all District students to all islands, at all grades. Request for follow-up on data collected and options that have been considered.

As was mentioned at the meeting, there are some people who have input but no access to computer/internet. I have met with these folks, and include their comments here:

- I think it would be good to start grade 8 at the highschool and get the kids from all the islands together a little sooner. It would allow the kids to get to know each other and form more bonds between students from different islands. I realize everything is on table and the worst idea I can think of is the opposite of this... extending the time for outer islands students on their own islands (please don't even consider it). If that were to happen I am sure we would just lose more students to other places sooner.
- When I went through school there was a lot more earlier integration of students from all the islands. We went to camp (strancona, thunderbird, etc.) at the same time. We all participated in a track meets on Saltspring. The other schools including Saltspring came to our school for different events once in awhile. It meant that when I showed up at GISS I didn't just know students from other outer islands, but Saltpsring kids as well. I know we now have OIMY which is great, but having events where all the kids have the chance to interact is beneficial and something that should have some focus. I realize this isn't really part of reconfiguration, but still something to consider.
- I went to grade 8 on Mayne and it was a good experience for me and many other students. If grade 8 is not going to be on Saltspring then I think combining islands in grade 6,7,or 8 is not a bad idea either. The water taxi already runs between Galiano and Mayne so it is feasible without more costs.

Configuration Face-to-face at GISS Wed. Nov. 6th, 2019 6:30pm-9:00pm

Board and staff in attendance: Rob, Chaya, Tisha, Jesse, Scott, and Doug. 40 people in attendance total

Rob starting with a welcome, Territorial Acknowledgements, Intros, Backgrounder, timeline and intentions.
Round tables:

Grade/School Configuration:

Keep

4 day week, multiage classrooms, class size/composition reasonable, Middle chocolate model.

Let go of

6-8 middle school model, rotational schedule @ GISS, Grade levels(focus on ability level and maturity), 4 days a week, SIMS

Add to

Middle years 7-9, 5 days a week, more communication between schools and parents, examine student safety and influence of SIMS.

Create

K-7 + 8-12, K-7 5 days a week + 8-12 4 days a week, more current data around 4 day VS 5 day per week model for student success, K-6 + 7-9 + 10-12 grade configuration, community learning portal centre(lessons for Fridays), Promote the district-focus on housing, 5-7 or 7-9 middle years config., Middle/high school on Pender option for any Island to join.

Programs

Keep

Arts programs available to all students, Dance @ GISS, "school is here for academics", exciting programs that break even, GISPA, Cafeteria, Collaborations between schools, Teach math at the same time in all classes at SIMS(students can move around by ability not grade level), French Immersion, MYSEEC, Circus, Exploratories, Honour roll/Principals list, Career programs

Let Go of

GISPA (school within a school), Circus(or hire qualified professionals from community), Unbalanced programs," As little as possible", 3 Tiered programming at SIMS.

Add to

Real full-time music program for all learners, Increase involvement of community experts in the classroom, Access to learning Hub through H.E.U. For H.S. Credits, Increase International program, Open salad Truck on weekends, AP English, Band/Choir programs, more EA's, Circus as Phys. Ed, making French Immersion equitable.

Create

More creative delivery of programs, child care for after school and Fridays, Academics on Fridays, International ECO programs that also local students attend, AP English, English Lit., AP programs for middle years learners, More choice for teachers to teach their passions, Full GISS music program, Full SIMS music program, Adult Ed, Community Ed, University study, More mental health support, develop Feeder programs in earlier years to support GISPA/Circus, Middle schools on outer Islands.

Facilities

Keep

The facilities funded thru Unique geography + GISS first =then consider efficiency of others , the late start time of GISS, composting systems, Electronic Infrastructure, kiln @ SSE.

Let go of

Phoenix building, older infrastructure ex: SIMS, SSE.

Add to

More community utilization of school spaces eg. Gyms/Multi-purpose rooms, Solar @ all schools, Make/sell Compost, Examine maintenance costs of each building.

Create

Integrating seniors/students/day care spaces, Accommodations for outer Island students, rental of school facilities.

Transportation

Keep

Water Taxi, Bus routes

Let go of

Leaving kids behind

Add to

Electric school buses, more water Taxi space for middle years, water taxi use on counter flow.

Create

Transportation for students for accessibility of after hour programs, Ganges Hawk for teachers, Water Taxi based on Outer Islands, Matching bus schedules for all schools, Safe transportation for students not on bus bus routes, collaborate with community groups to provide additional transportation, Build bridges.

Additional Comments/questions

What are the costs of reconfiguration compared to status Quo?

Add another salad truck to fund a child care program.

Increase transparency re: funding, no Nepotism, More help for marginalized kids.

4 day a week has contributed to a loss of a community feel at GISS.

Creation of GISPA hurts community programs/lessons eg. Stagecoach, and private music/dance lessons.

Please balance any changes with student success and financial responsibilities, and provide a solid rationale for changes.

Each table shared out ideas to the full room. Rob offending other methods of feedback, Gratitudes and closing statements

Configuration Review Public Consultation Meeting Summary

Mayne Island School Nov 13 2019

26 people in attendance (including Rob, Stefanie, Janelle, Doug and Scott)

There was a really great range of parents. A couple parents whose children are in Pre-K as well as a couple parents whose kids are just about to graduate, one family who has a child in French Immersion at SIMS, and the rest with kids throughout the grade ranges.

The mood at first seemed unsure but quickly turned to a feeling of wanting to collaborate and explore realistic solutions and possibilities.

Programs

Keep: OIMY, music and arts programs in class, community engagement collaboration, First Nations focused learning, My SEEC, apprenticeship program, connection to SSI community service, find science kits,

Let go of: makeup for poor assessment inline part, French Immersion.

Add to: tertiary education prep (post secondary) prep, career advice, scholarship awareness, make better use of workshop as an art studio better equipped for all ages, garden space use/curriculum, community leadership by the students with seniors/community at large, OIMY-increase opportunities for outer islands students to connect, specialist (eg woodshop) to utilize workshop with students part of OIMY?, have more learning support teachers or EAs, math programs in middle school years, food sustainability a true grow your own food (to make pizza from scratch), developing integrated programs for IEP between teachers and EAs, change name from Outer Islands to something else, more hands on science activities, bring people to the island.

Create: more second language in general even if it is not immersion, more time for our kindies to eat enough lunch in the time provided, regular access to occupational therapist and speech pathologist, more trips off island, publicly funded programs, other islands to host students from other outer islands school-off island trips for bonding (eg science world), double the amount of OIMY sessions, starting OIMY younger eg grade 4/5?, theatre program, after school music/arts, before and after school care, option to subscribe for updates from the district.

Grade/School Configuration:

Let Go Of: Four day week, make shorter days with five day week, grade 7 and 8 on Mayne (they are ready for more)

Keep: French Immersion, four day week, keep teachers for longer contracts on the islands sometimes 3-4 per year turnover, k-8 on island but consider how this impacts gr 8 instructional time, multi-age learning in classroom.

Add to: consider what a five day week could look like and what could be added, better/more time for lunch breaks, make it possible to do high school on the island with some formal classes as well as learning off island.

Create: French Immersion on all the islands k-7, more language, climate emergency lens for all future programming, SIDES, publicly funded programs, Fridays, k-2/3-5/6-8 grades (influx in next couple years), options/considerations for an intermediate years school (grade 6-8) with options to opt out, highschool grades 8-12, opportunities for kids to stay on Salt Spring for high school extra curriculars, possible high school distance learning to stay on Mayne.

Transportation

Let go of: gas guzzling boats, water taxi, middle school water taxi.

Keep: water taxi, no current/ immediate need for a bus

Add to: community and island improved inter- connectivity, on students schedule open to public could take bikes and tourists in summer, water taxi services, later return for high school students to allow participation in after school/extra curricular programs.

Create: bus service especially for younger grades that can't walk or bike, reach out to parents re: water taxi transportation for travel for parent/teacher interviews and/or school functions -fee?, better ways for Mayne Island kids to get home if they want to stay for extra curricular activities, community bus more formal relationship for bussing students, BC ferry make electric boat for passenger only, electric boats, pedal, partner with BC Ferries to transport students.

Facilities

Keep: Our school!, it all!, GISS attendance email notifications.

Let go of: school land (for housing) or greater community good, clutter/outdated materials.

Add to: emergency preparedness supplies, garden-rainwater collection, parking lot lighting, workshop running -specialist teacher.

Create: opportunities for the community to create affordable housing, make it a true community school with better insurance, make facilities climate change resilient/friendly, gender neutral washroom, better outdoor classroom space in garden and forest, solar power, baby change table, wheelchair accessible.

Subject: Pender Configuration Meeting Feedback

Good Evening Team,

As per Rob's request I will try my Pender Best to capture the magic which was our first configuration community invite. Blessed be our pac team for rounding out attendance to approximately 20 members including our board group which was present. I'd be lying if I said I wasn't disappointed. I have heard since on more than one occasion that our numbers may have been affected by our relatively short lead time, but I personally do not give this too much credence as school news letters and posters had been handed out directly with ample time to plan. Second it was suggested perhaps we needed more shock and awe / click bait advertising as per our last recollected full house during the announcement of possible "4day school week". More over, during last nights pac meeting a mutually held feeling was shared that those in attendance needed to learn more about potential scenarios, possible ramifications and opinions on direction, especially on those held by the "larger majority" given by Saltspring members. This felt slightly frustrating to be honest because we have repeatedly advertised and explained the nature of our especially designed and ongoing survey tool to allow exactly just that, being a place for collective voices to be expressed and understood. In short themes of apathy and desire for more specifics have been expressed, which I feel compelled to address. Perhaps "cold calling" and some degree of hand holding is our next step. On a more positive note, coffee and cookies we're very well received. Kidding # not kidding. Those present conveyed that they very much appreciated the board taking time to meet and greet with what I think was perceived as honest conviction to explain our districts fiscal situation and ultimate goal to best serve our students while inviting more feedback for democratic process. I am hoping this message has gained traction. More specific points which were raised during the open house include;

Topic;
Grade School Configurations

"Keep"
K-12 Four day school week. Keep K-8 and 9-12 options, discard 6-8 configuration
"Add"
"High school on Pender that invites other islands"
Creating "a bigger peer group of secondary age students on Pender Island"
"Create"
How do we respond to our home school students to bring them back into schools

Topic ;
Programs

"Keep"
Band & Community Math Supports

"Add"
More arts including dance as well as more sports after school as well as during school hours, add shop classes for middle school options and for Pender Island, counselling, speech and language assistance
"Create"
Partnering with local community organizations, eg trades programs, team sports
"Discard"
Specialty Outdoor classifications. (just make it the way it is), loose specialty programs in place of balanced curriculum with priorities being in focus

Topic;
Facilities

“Discard”

Decentralize control of heat

“Add”

Shop tools to go with working shop, shop facilities, home Ec facilities, heating systems, develop a clear emergency procedure plan for students and families, invest in the science lab, reclaim our shop facility

“Create”

Community school designation = funding benefits, examine community use of the school facilities

Warm spaces and feedback for heating, create second phase battery storage for our solar systems, more

parking that is designated safely for drop off and pick up of students

space for older students to congregate, student boarding program/facility

Topic;

Transportation

“Keep”

Water taxi, bus, ability to send students to GISS at grade 9, late start at high school

“Add to”

Connect with “Moving around Pender” for biking / walking routes, more capacity for water taxi if needed

“Create”

Walking, biking routes to school, create hub on Mayne?

Thank you Team,

Greg Lucas
SD64 School Trustee
Pender Island

November 25, 2019

Saturna Configuration Public Meeting
Tuesday November 5th, 2019

16 Attendees including parents, community members & SEEC students.

Grades/School Configuration

Keep

- Flexibility to attend other outer islands (Pender) when they feel ready.
- K-8 program
- The elementary school
- SEEC program
- Strong Start – needs own space

Let Go Of

- Nil

Add To

- K-7 on Mayne, Galiano, Saturna
- Teaching of all subjects not limited to “grade” level. Students can excel at their level, not limited to grade constraints

Create

- Possibly formalize the process of sending students to Pender or not
- Recreate Middle school on Mayne Island once more
- Collaboration with other students on other Islands. Connections focusing on K-5 age
- Travelling to other islands for some programs

Programs

Keep

- OIMY
- SEEC
- Strong Start (it’s the only toddler activity/facility)
- Flexibility of programming for unique interests (independent study)

Let Go Of

- Possibly back to 5 day week for elementary students

Add To

- More Strong Start
- Build Community Day care
- SEEC flexibility for years of attendance

Create

- More tech knowledge/programming – tools, programming & apps to support
- Robotics/clubs after school?
- Sports, music, arts (extra-curriculars)
- Field trips to other schools

Facilities

Add To

- Community Centre Strong Start addition to the school building. (daycare funding from Ministry)

Create

- Virtual Connections (and teach people how it works!)
- Dedicated facility for Strong Start

Transportation

Add To

- Counterflow travel
- Water taxi for parents to attend Pender or other events (Parent/teacher meetings)

Create

- Create a network of boarding Saturna (or other gulf island students) on other islands
- Connecting with DPAC Blog or FB page?
- How could BC ferries augment moving around?
- Water taxi stationed on Saturna

OPEN FLOOR DISCUSSION

- Parent speaks to lack of extra-curricular activities, wanting more programming. Suggestions of computer programming, robotics, sports, arts, band, choir.
- Traveling to other islands to reach critical mass for these activities
- Suggestion of dual school attendance from parent who had a very successful experience doing this last year
- Taking Saturna students to Pender twice a month
- Community member speaks to things we have on Saturna ~ mentorship opportunities
- Confirmation on the importance of SEEC and Strong Start in our school
- Access to other island resources
- Inquiry as to public seeing the summaries from each public meeting



Draft Summary
Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Tisha Boulter (committee chair), Chaya Katrensky, Shelley Lawson, Rob Pingle (board chair, ex-officio), Scott Benwell (Superintendent, ex-officio)

Trustees: Janelle Lawson, Greg Lucas, Stefanie Denz

Staff: Jesse Guy (secretary treasurer), Doug Livingston (director of instruction, learning services) Linda Underwood (assistant superintendent) Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Marc Ketteringham (Driftwood)

Regrets:

Called to order 1:17 p.m.

1. **Adoption of Agenda**

Agenda adopted by consensus

2. **Adoption of Minutes**

Minutes of May 22, 2019 adopted by consensus

3. **New Business**

a. *Current Year Official Student FTE and Upcoming Amended Budget Planning*

Jesse explained that funding protection reduces the impact of projections that may not have aligned with actualized enrolment on the September 1701. She further explained that additional operational cost items and changes (intentional spending) mean that the Amended Annual Budget will reflect approximately \$90,000 less of the \$1,000,000 surplus originally reported.

b. *Soccer Field*

Trustees have been receiving emails from community regarding the proposed turf field. Trustees reviewed the draft minutes from the November 13 Board Meeting. Rob has compiled all of the documents he has received to date.

Chaya reached out to her community online for feedback. She noted strong opinions on both sides. Discussion regarding the current state of the field and possible alternatives for SSIYSA.

Scott reminded trustees that they have approved the project in principle and did not set parameters as to what constitutes a fulsome consultation. Discussion regarding the option to undertake a community consultation. Trustees reviewed the motion that was passed at the September 11 in-camera meeting informing SSIYA that the Board is unable to be the receiver of charitable donations, and



requesting that the SSIYA provide evidence that there will be no adverse impacts to the geothermal field as well as commit to a fulsome community consultation.

Jesse confirmed that the district will be able to put savings aside each year for its commitment to future replacement costs if the Board chooses to proceed with the project. She consulted with the Victoria School District secretary treasurer who confirmed that the Oak Bay field situation is an anomaly and the supplier is covering the reinstallation under warranty. Victoria is still comfortable installing an artificial turf field.

Scott stated that school districts are a stabilizing entity in community and should act in an ethical way, making reasonable decisions by being well-informed. He recognized the challenge of an ethical dilemma as trustees work to support community and how best to provide opportunities that contribute to the success for our youth. The Board will be creating a legacy that goes far beyond the tenure of its current trustees.

Shelly Johnson raised question about limited access and potential conflict with the SSIYA. Discussion regarding options for moving forward and who might be best suited to weigh-in on possible impacts.

Scott stated that it will cost approximately \$20,000 to \$25,000 per year, or the equivalent of an Educational Assistant, to put aside sufficient savings. He stated that his intent is not to sway the Board in its decision, but to add to thoughtful considerations. Linda acknowledge that this is right vs. right dilemma.

Action: Staff to gather information from PE teachers/athletic directors at GISS and SIMS as to what their expectation for use of the field would be. Staff will also consult Richard Frost about the benefits and possible impacts of the field.

Tisha noted that the current situation serves as a reminder that trustees need to fully consider requests that are brought forward for their consideration at the time they are presented.

Discussion about possible impacts of carrying or defeating a motion to support the project.

4. **Other Business**
5. **Next Meeting:** January 29, 2020 – Time to be determined.
6. **Adjournment:** 2:58 p.m.



*"Inspire learners, Integrate sustainability,
Involve community"*

SCHOOL DISTRICT NO. 64

PROCEDURE 120 Board Committees

Section: Governance

Dates of Revisions: March 11, 1998, June 13, 2018

Date of Adoption and

Resolution Number: May 8, 2019 - 66/19

Types of Committees: How They Are Formed:

1. All Board of Education committees are standing, liaison and representative or working committees of the board, following these descriptions:
 - a. **Standing** is a permanent committee of the board, meeting on a regular or irregular basis that reviews, advises or recommends to the board as a whole. Membership may include stakeholder representatives, along with trustees.
 - b. **Liaison and Representative** is a committee that provides liaison with the board and deals with advancing information and processes, which may facilitate different organizations working more effectively together. It may be formed internally (by the board) or externally (outside organization). Trustees will be representatives of the board on this type of committee and will report to a standing committee or directly to the board.
 - c. **Working** is a temporary committee, sometimes referred to as an ad hoc committee, established by the board or a Standing Committee to accomplish a particular task or to oversee an ongoing area in need of control or oversight. Membership may include stakeholder representatives, along with trustees.
2. The board chairperson will appoint members to the standing, liaison and working committees as per the board's Procedural Bylaw. Some liaison committee members may be elected by the board or appointed externally.
3. The board chairperson will name the committee chair to the standing committees and the committee chairperson will establish the agenda. Future agenda items may be identified in committee. Should the committee chair be unable to attend the meeting, the board chairperson will chair the meeting in their place.
4. District working committees are formed at any time at the request of the board or one of the standing committees.

5. Recommendations will normally be based on a consensus model. If consensus is not achievable, the issue will be decided by a majority vote. In the event of a tied vote, the audit committee chairperson will cast the tie-breaking vote.
6. No action of any committee of board shall be binding on the board until the action is formally approved by the Board of Education.
7. The chairperson of the board shall appoint trustees to the following standing committees at the first regular meeting of each year or as soon thereafter as possible.
 - a. Committee of the Whole
 - b. Education Committee
 - c. Human Resources Committee
 - d. Finance, Audit and Facilities Committee
 - e. Policy Committee
8. All trustees including the chairperson of the board and the Superintendent of Schools are ex-officio members of each of the Standing Committees.
9. Each Standing Committee shall have a chairperson appointed by the chairperson of the board and hold public meetings at least four times per year in accordance to a schedule established annually by the board. Should the committee chair be unable to attend the meeting, the board chairperson will chair the meeting in their place.
10. The board chairperson may fill vacancies as they occur on any standing committee.
11. The board shall review annually all trustee representational assignments. Subject to approval of the board, the chairperson of the board may, for a calendar year, appoint trustees to represent the perspective of the board to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to board effectiveness or where representation is required by legislation or contract.
12. The presence of a majority of the sitting members will constitute a quorum.
13. Standing Committees shall circulate an agenda to committee members not less than forty eight hours prior to the meeting of the committee, together with all supporting material then available.
14. The business of Standing Committees shall be recorded, including recommended motions for consideration by the board, and reported to the next regularly scheduled meeting of the board in general session, or in-camera, as may be appropriate.

15. A Standing Committee may resolve to consider, in the absence of persons other than trustees and senior staff, matters of a confidential nature.

16. Terms of reference are established for each committee as follows:

- a. Committee of the Whole
 - i. comprises all members of the board
 - ii. is chaired by the board chairperson
 - iii. meets to carry out duties assigned to it by the board, without exercising the powers of the board
 - iv. invites input from partner group representatives
 - v. advises the board with respect to
 - strategic planning
 - community relations
 - annual school calendars and the board's annual calendars
 - agenda setting
 - other such items as determined by the chairperson, vice-chairperson, superintendent and/or secretary treasurer
- b. The Education Committee
 - i. comprises three trustees
 - ii. invites input from partner group representatives
 - iii. advises the board with respect to
 - design, delivery and review of educational offerings
 - educational policy as it relates to service delivery
 - other educational matters
- c. The Human Resources Committee
 - i. comprises three trustees
 - ii. invites input from partner group representatives
 - iii. advises the board with respect to personnel matters including:
 - employees
 - negotiations
 - working conditions
 - collective agreements and employee contracts
 - recruitment and review of superintendent
 - employee recognition
 - other such items as deemed personnel-related by the committee
- d. The Finance, Audit and Facilities Committee
 - i. comprises three trustees
 - ii. allows for the inclusion of non-voting members who are not trustees, and whose financial expertise will assist the committee in its deliberations.

- iii. provides the board with governance and accountability for the business aspects of district operations including, but not limited to, finance, facilities, bargaining, and personnel.
 - iv. assists the board in their financial oversight by monitoring and reviewing the risk, control, and governance processes that have been established in board policies.
 - v. provides oversight of audit and financial reporting including review and approval of quarterly and annual financial statements, transfer of monies between funds, risk management and internal controls; and specifically,
 - vi. makes policy recommendations with respect to:
 - budget development and management;
 - financial management and reporting
 - labour relations
 - capital planning for facilities & transportation
- e. The Policy Committee
- i. comprises three trustees
 - ii. invites input from partner group representatives
 - iii. supports board governance through
 - ongoing review of its bylaws and policies;
 - development of new bylaws and policies,
 - revision of existing bylaws and policies and the deletion of redundant bylaws and policies. ensures that
 - all bylaws and policies are written in a consistent format and style;
 - there is no duplication or redundancy with other bylaws and policies or legislation;
 - provides research assistance on bylaws and policy issues, as needed.

Liaison and Representative Committees:

17. The ~~Aboriginal-Indigenous~~ Education Advisory Committee:

- a. comprises two trustees, representatives of employee groups, members of the community and students; and it
- b. meets with and advises the board, The Superintendent of Schools, and District staff regarding ways to
 - i. improve school success for all district aboriginal students;
 - ii. help all district students learn about aboriginal peoples and their historical and contemporary cultures;
 - iii. promote awareness and understanding of First Nations culture and heritage amongst district students;
 - iv. align programs with district strategic planning;

- v. develop, delivery and conduct ongoing assessment and evaluation of aboriginal education programs.
- vi. ensure fiscal responsibility with respect to targeted provincial funding.

18. Other Liaison And Representative Committees may require trustee representation, including, but not limited to:

- ~~✓~~ ~~Aboriginal Education Advisory Council*~~
- ✓ Bargaining Team (C.U.P.E)
- ✓ Bargaining Team (G.I.T.A)
- ✓ B.C. School Trustees Association Provincial Council (Representative and Alternate*)
- ✓ B.C. Public School Employers' Association Dual Bargaining Council (Representative and Alternate*)
- ~~✓~~ ~~Capital Regional District Committee~~
- ✓ District Health and Safety Committee
- ✓ District Parent Advisory Council (D.P.A.C)
- ✓ Drake Road Steering Committee
- ✓ Ferry Advisory Committees (Salt Spring and Southern Gulf Islands**)
- ✓ Galiano Activity Centre Society (GACS)
- ✓ ~~Indigenous~~ ~~Aboriginal Education Advisory Council*~~
- ✓ Joint Job Evaluation Committee (C.U.P.E)
- ✓ Labour Management Committee (C.U.P.E)
- ✓ Professional Growth Committee (G.I.T.A.)
- ~~✓~~ ~~Salt Spring Joint Use Committee/PARC~~
- ✓ Saturna Ecological Education Society (SEES)
- ✓ Secondary School Apprenticeship Steering Committee

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* elected by the board

** appointed by the Ferry Advisory Committee chairperson all others appointed by board chairperson

References:

- School District No. 64 (Gulf Islands) Bylaw No. 2, the Procedural Bylaw, s. 12 (1, 6, 7)
- School Act, s. 65 (2) a
- Policies 530 Aboriginal Education and 608, Audit Committee