



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 02 27 at 9:00 am

A G E N D A

1. **ADOPTION OF AGENDA**

2. **APPROVAL OF MINUTES**

- (a) Minutes of the Regular Meeting, Public Session held 2019 01 16 (attachment)
- (b) Minutes of the Special Meeting, Public Session held 2019 02 13 (attachment)

3. **IN-CAMERA SUMMARY**

- (a) Summary of the Regular In-Camera meeting held 2019 01 16 (attachment)
- (c) Summary of the Special In-Camera meeting held 2019 01 30 (attachment)

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

- (a) Letter from GIVPA re: BCPVPA representation (attachment)

6. **DELEGATIONS**

7. **CHAIRPERSON REPORT**

8. **SUPERINTENDENT OF SCHOOLS REPORT**

- (a) Learning in School District No. 64
- (b) Enrollment 2019/2020
- (c) District Ministry meeting – March 5

9. **SECRETARY TREASURER REPORT**

- (a) Amended Annual Budget 2018/2019
- (b) Signing Authority (attachment)

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

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

10. **COMMITTEE REPORTS**

11. TRUSTEE SCHOOL REPORTS

As we begin the second half of this school year, what concerns have been identified regarding student learning in your building, and what actions/interventions are being undertaken to address these concerns?

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

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – March 13, 2019 at Pender Islands Elementary Secondary School
- (b) Committee Day – February 27, 2019 at the School Board Office

15. ADJOURNMENT

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2019/2020



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
FULFORD COMMUNITY ELEMENTARY SCHOOL
2019 01 16

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Scott Benwell	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Incoming Secretary Treasurer
	Lori Deacon	Executive Assistant
	Deb Nostdal	GITA President
	Mark Kitteringham	Driftwood Representative
	Marie Mullen	Principal, Fulford Community Elementary
	Janine Fernandes-Hayden	SWOVA, Acting Executive Director (Guest)
	Sarah Belknap	SWOVA, Board Chair (Guest)
	Dan Ovington	CRD PARC, Manager (Guest)
	Zach Lundrie	CRD PARC, Recreation Coordinator (Guest)
Regrets:	Larry Melious	CUPE President
	Chaya Katrensky	Trustee
	Sarah Rae	DPAC Chair

The meeting was called to order at 1:05 p.m. by Chair Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 01 16 be adopted as presented.

CARRIED 01/19

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 12 05, be approved as presented.

CARRIED 02/19

3. IN-CAMERA SUMMARIES

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2018 12 05 as presented.

CARRIED 03/19

4. BUSINESS ARISING

5. CORRESPONDENCE

(a) Auditor General

Letter from the Auditor General regarding the appointment of auditors for government organizations and trust funds.



(b) **Aboriginal Education – Equity Scan**

Letter from the Ministry regarding the \$5,000 grant to support the Equity Scan Project.

(c) **Premier’s Award for Excellence in Education**

Notice to submit nominations for excellence in education.

6. **DELEGATIONS**

- (a) **SWOVA – Janine Fernandes-Hayden, Acting Executive Director and Sarah Belknap, Board Chair**
Sarah Belknap shared the SWOVA mission statement, vision, and recent restructuring of the organization. SWOVA is undergoing a transformation process that will include a new name for the organization.

Janine Fernandes-Hayden explained how SWOVA is moving forward with a student-focused growth mindset to help students grow socially and emotionally. Toolkit sessions offered through SWOVA to Gulf Islands students include Peace Kids (grades 3-5) and Pass It On (afternoon mentorship program). Ms. Fernandez-Hayden expressed that SWOVA is always pleased to receive feedback on how to better improve service to students and community.

- (a) **PARC – Dan Ovington, Manager of PARC and Zach Lundrie, Recreation Coordinator**
Dan Ovington presented the CRD’s proposal for additional child care spaces. The proposal, if approved, will provide part-time child-care spaces for pre-school aged students with a recreational focus and will not compete with full-time community child-care providers. The Parks and Recreation Commission is requesting support for the proposal to strengthen a grant application.
- (a) **Fulford Community Elementary School Learning Celebration (Marie Mullen, Principal)**
Marie Mullen described Fulford Community Elementary as a school with multi-age classrooms that embraces nature and place-based learning, and supports positive behaviour with three simple rules “Care for Self, Care for Others, and Care for the Environment.” The inquiry model of learning is used to cultivate student creativity and curiosity, with program delivery consistently focused on social emotional learning, integrated Indigenous education, and fostering healthy bodies and spirit. Fulford School is a place where family and community involvement is welcomed and encouraged.

Ms. Mullen stated that reading and math are goals identified in the School Plan. Staff are using Learning Sprints and 6 Plus 1 Writing Traits to improve student achievements. Ms. Mullen shared samples of student work to demonstrate levels of achievement and areas of assessment. She identified lack of collaboration time, loss of pro-growth funding, and inconsistent use of assessments, as on-going challenges.

7. **CHAIRPERSON’S REPORT**

- (a) **PARC – Community Child Care Space**

Discussion regarding the CRD PARC request for support.

Moved and seconded that the Board write a letter of support for the CRD PARC proposal for the creation of additional childcare spaces.

CARRIED 04/19

- (b) **BCSTA – Student Initiatives Working Group**

The BCSTA has requested feedback regarding the student initiatives working group and inclusion of the student voice. Discussion around student representatives at Board meeting, school learning presentations that showcase student work and activities, school visits, monthly meetings with school principals (school reports), student involvement in policy development, and student engagement in Enhancement Agreement.



The cost of ferry transportation was identified as a primary challenge to student participation in BC School Sports as well as the cancellation of off-island teams to locally scheduled events.

(c) **Funding Formula Review**

The Ministry of Education has announced that the funding model review will not take effect for the 2019/20 school year. The Ministry is continuing the feedback and consultation process.

The previous Board had committed, at its October meeting, to studying the district configuration as it related to anticipated changes to the funding formula review. No changes to the district configuration are planned for the 2019/20 school year, but the Board will engage in a community consultation process to consider possible changes for the future.

(d) **Weather Event**

The district is thankful for everyone's support and contribution during the recent severe windstorm that hit the Gulf Islands before Christmas, and that no one was seriously injured during the course of the storm. The event helped identify areas for improved emergency response. Staff have already begun the process of connecting with schools and community partners on preparedness planning and protocols.

8. **CHIEF EXECUTIVE OFFICER'S REPORT**

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

Dr. Benwell shared his journey to the position of Superintendent of Gulf Islands School District and expressed his pleasure and gratitude for the appointment. He shared his professional belief on the imperative of serving and knowing our learners (student trajectories), focused leadership, and impact and professional capacity. Dr. Benwell summed his presentation by stating that there is no reason Gulf Islands shouldn't be a premier destination for education in B.C.

(b) **Pender Elementary School Field Trip – International Youth Summit**

Dr. Benwell recommended that the Pender Elementary Field trip to the International Youth Summit be approved and acknowledged the organization and planning undertaken.

Moved and seconded that the Board approves the Pender Islands Elementary Secondary School field trip to Dana Point, California (USA), with four students, grades seven to eleven, to attend the International Youth Summit on February 19 to 27, 2019.

CARRIED 05/19

Staff will confirm with the Principal that all documentation for travel to the US is in place.

9. **CORPORATE FINANCIAL OFFICER'S REPORT**

(a) **Quarterly Financial Forecast**

Cindy Rodgers shared the quarterly financial report that will be submitted to the Ministry as required. If spending trends remain constant, the district is on track to pay off last year's deficit and realize a surplus of approximately \$73,605 at the end of the school year. It will be a challenge to meet increased expenses and maintain a balanced budget for the 2019/20.

(b) **2018/19 Classroom Enhancement Fund**

Ms. Rodgers explained that the Classroom Enhancement Fund is separate from the operating fund. The district was granted the anticipated \$300,000 in addition funds.

10. **COMMITTEE REPORTS**

No Committee reports for December 2018.



11. **TRUSTEES' SCHOOL REPORTS**

Moved by consensus to receive Trustee School Reports.

CARRIED 06/19

Fernwood Elementary School

The core competency Fernwood El. Is focussed on is growing communication skills. This is an ongoing thing aligned with the school code of conduct, with self-regulation being key. In the spirit of a school community twice a month at Whole School Meetings, two staff will present two skits. The first skit being a scenario that is going sideways. The second, with students' advice, being a revision of how things could have gone with self-regulation. Fernwood is using the green (best learning state), orange (getting anxious, angry, unfocussed) red (out of control/unable to be in class) colour code for students to use to identify their state. To be noted red is not judged or shamed- students are encouraged to be honest about how they feel. Though I can imagine that is a challenge in the student body. Among other communication activities students are self-assessing for report cards; demonstrating/sharing what they have learned at parent teacher meetings several times a year.

Fulford Community Elementary School

During the first term of this year, Fulford Elementary staff focussed on the Communication Core Competency through professional discussions at staff meetings. Their approach to this competency addresses Strategic Goal 1 – Inspire Learning Objective 1.2 as they champion innovative practices, personalized learning, inquiry-based approaches and aboriginal ways of knowing. The staff have been working to introduce routines to increase the students' understanding of the interrelated facets of Communication – connect and engage with others, acquire, interpret, and present information, collaborate to plan, carry out, and review constructions and activities and explain/recount and reflect on experiences and accomplishments. Staff are especially excited to be using new Pender Islands teacher Margot Landahl's book, *The Six Cedar Trees*, with their students to build on these facets. The book uses aboriginal spirit animals to explore all the competencies which the staff see as a good way to move on to other areas as they move forward. The staff is now focussing on the Creative Thinking competency for the next term. The hopes of all this explicit work is that the students are better equipped to provide more wholesome year end reflections this year and moving forward.

Galiano Community School

Galiano Community School is taking a focused approach on developing a component of “Personal Awareness and Responsibility”, self-regulation; specifically self-regulation for learning. “The Zones of Regulation” is a book written by Leah Kuypers, and uses a colour coded system that allows students to easily identify and develop emotional control. Teachers and support staff are working with students and parents, developing a common language and easily accessed toolkit for each learner. Strategies allow students to identify when they are not in an optimal learning situation and they are then able to access tools such as breathing activities that will help them focus on the task at hand. Each student is developing their personal toolkit, as posters, art projects, duotangs or special routines, that will allow them to create the situation they need for optimal learning.

Gulf Islands Secondary School

Principal Lyall Ruehlen chose to highlight a particular strategy being used with Grade 9 students that helps them to connect with their own achievements with the Core Competencies. At the end of Real 9, students will pick 2 of the core competencies that they can articulate how they have learned these so far and pick 1 other that they would like to improve/focus on. This practice encourages the student to be engaged with their own learning and offers the potential for them taking responsibility for their motivation to succeed in these areas.

Mayne Elementary/Jr. Secondary School

Speaking to objective 1.1 of the strategic plan -To facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning.



At Mayne Island School, learning and growth continue to evolve around student's self-regulation and determination.

Research is being used to develop and create conditions in a structured atmosphere to enable students to experience situations that may challenge them in an academic capacity but also socially.

For example, the education team is creating specific projects that may challenge certain students who struggle to work well with others. Predetermined groups and activities produce opportunities for students to engage in scenarios that allow for encounters of learning and personal growth. Personal goal setting and the acknowledgment of those goals and their successes is helping to give the students not only the tools to engage in more productive learning on a daily basis but also to create an atmosphere of confidence where higher goals can be set and achieved. It is the hope and intention that students will be capable of expanding on these skills themselves as they progress through the school system and into adulthood.

Pender Islands Elem./Sec. School

School-Community Connections. Alignment to the SD 64 Strategic Plan:

The Pender School-Community Connections goal aligns with SD 64 strategic plan, Objective 3.1, to cultivate connections that enhance intellectual, human & social, and career development for our students.

We will achieve this alignment by fostering opportunities in the greater (ie whole school) community for students to deepen their learning experiences and engage in real world inquiry

Essential Question: Learners actively engage in designing and implementing opportunities to develop "community"

Goal: To increase school-wide student interaction, leadership, and teamwork

Our intent is to harness the power of school "House Team" activities

Grade Levels: K-12

Curricular Area(s): Physical Education, Fine Arts, Career Life Education, and the Personal and Social Responsibility Competencies.

We will be using the Inquiry cycle to help guide us on our journey:

Scanning: What's going on for our learners?

Many of our learners currently work and learn in multi-age classrooms, while some older classes, buddy with younger classes. This has allowed us to establish a basic comfort level when it comes to personal connections and positive relationships between some age groups and individuals.

Focusing: What does our focus need to be?

All learners are included on one of four school-wide "House Teams" to work, play and learn together through a series of engaging, active, and academically diverse group challenges.

Our secondary learners will serve as mentors, team leaders and respected caregivers, while modeling and strengthening important social responsibility skills for the younger students.



Hunch: By engaging all learners in creative and engaging school-wide leadership and team spirit opportunities, we will not only develop their leadership skills, but also bring multi-aged students together in a way that nurtures belonging and develops community.

Professional Learning: We initiated our professional learning in September 2018, at the District Planning day, where the development of House Teams began. As a school, we determined that building school community and developing leadership at all levels would be the primary emphasis. Working together to create activities to achieve these goals was determined as an area of professional learning and staff collaboration. In addition, we intend to draw upon the social responsibility competencies and help develop intentional activities that support learner growth in social responsibility.

Taking Action: What will we do?

- In September 2018, we established multi-age teams;
- In September-October 2018 we facilitated group engagement activities to allow for bonding and the development of team spirit and identity;
- In September 2018, we have shared our House Teams concept with the PAC and parents;
- Continue to hold monthly activities and where possible bi-monthly activities;
- Allow each house team to develop and take on a school community initiative.

Checking: Student monitoring to teacher/instructional monitoring – class monitoring, school monitoring and system monitoring.

Phoenix Elementary School

Principal Sue Starkey and I went over the Board Strategic Plan and Core competency of social responsibility, and how Phoenix School is meeting that. Looking at a print out of the Learning Celebration that Sue had presented at the last board meeting, I noted the school is meeting social emotional responsibilities through 1. whole school meetings, 2. following the school's code of conduct; be respectful, be responsible, be safe., 3. the school morning breakfast plan (got to learn more on that for next report) 4. Yoga and mindfulness, and brain/body breaks throughout the day, and 5. Parent & student volunteer garden. I visited the Yurt School, Stowel Lake Farm to get a feel for the place. It's a gr. 4-7 mainly boys class. Sue also showed me the New Yurt Times (now second edition) and the wonderful journalistic efforts students have made, reaching out into the greater political world (interview with Elizabeth May), as well as locally (interview with a new classmate), comics, fiction, poetry, and review of a court case. Much of my discussion with Sue, was about how the board and the school operate together, what expectations were and how the processes for meeting them. I imagine it will continue to be that way for a while as I learn.

a. Objective 2.1: Encourage connection to and individual responsibility for the natural environment.

Actions:

- Develop a sense of place through ecological literacy
- Utilize resources in a sustainable and environmentally-friendly manner

b. Core Competency: Social Responsibility

- Contributing to the community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity
- Building relationships.

Saltspring Island Middle School

Principal Keiko Taylor spoke specifically about Strategic Plan 1.1 (Inspire Learning). At a time in Middle school where the brain and body and going through immense change, Keiko has put a priority on building a sense of community where trust is at the foundation. Whole school actions include Assemblies, Twin day, Winter wrap up,



Community week, and Intramural sports at lunch. Keiko puts an importance on the transition from Grade 5 to 6 by visiting Grade 5 Classrooms in the spring and calling all Grade 6's at the start of the year, and hosting a bridging night.

Salt Spring Elementary School

As presented last month Salt Spring Elementary pays close attention to Social and Emotional Learning so this month we are going deeper by focusing on the Social Responsibility core competency. The school expectations are Be Caring, Be Respectful and Be Safe. It promotes these expectations by using the W.I.T.S. program which encourages dealing with stressful issues by Walking Away, Ignoring, Talking It Out and Seeking Help. The school also has a Grade 5 Leadership program called Spirits who help monitor the playground, providing assistance and guidance. The school weekly whole school meetings allow students and staff to acknowledge each other for their friendly deeds. There are also a number of service projects at the school, such as class visits to Greenwoods, fundraising for causes, public carolling and cleaning up Mouats Park. The school's focus on Social Responsibility aligns with Strategic Goal 3 – Involve Community as students are active in Objectives 3.1 and 3.2 by fostering opportunities in the greater community to deepen their learning and publicly celebrating their achievements.

Saturna Elementary School/SEEC

No report received.

Windsor House School

Windsor House embraces the core competencies as the lens by which we talk about learning with parents and students. Through the play-based learning and project-based learning we see the development and extension of multiple competencies as students pursue their passions and interests. In our school plan we introduce the language from the ministry website as part of our portfolio-based conferences with students and parents.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – January 30, 2019 at the School Board Office
- (b) Regular Board Meeting – February 13, 2019 at Gulf Islands Secondary School

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:31 p.m.

CARRIED 07/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer



Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson (via teleconference)
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee (via teleconference)
	Greg Lucas	Trustee (via teleconference)
	Chaya Katrensky	Trustee (via teleconference)
	Scott Benwell	Superintendent of Schools
	Rod Scotvold	Outgoing Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services (via teleconference)
	Jesse Guy	Incoming Secretary Treasurer
	Lori Deacon	Executive Assistant

The meeting was called to order at 1:00 p.m. by Chair Pingle. He explained that the regular scheduled meeting was cancelled due to inclement weather, and this special meeting was required to consider time-sensitive items.

It was moved and seconded that the Board of Education agrees to hold a Special Public meeting, waiving the required 48-hour notice.

CARRIED 08/19

1. **ADOPTION OF AGENDA**

Abbreviated agenda:

- Request to serve alcohol
- GISS International Programs field trip

Additions:

- Saturna Recreation and Cultural Centre – tennis court improvements

Moved and seconded that the agenda for the Special Board Meeting, Public Session held 2019 02 13 be adopted as amended.

CARRIED 09/19

2. **CHAIRPERSON'S REPORT**

(a) **Request to Serve Alcohol – Salt Spring Film Festival**

Discussion regarding the procedural requirement to submit requests 60 days prior to the event.

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Salt Spring Film Festival request to serve alcohol at its opening gala fundraiser March 1, 2019 at Gulf Islands Secondary School.

CARRIED 10/19

(b) **Saturna Recreation and Culture Society – Tennis Court Improvements**

Chair Pingle shared a request for support from the Saturna Recreation and Culture Society asking for support for their grant application to refinish the district-owned tennis courts on Saturna. There is no request for financial aid, other than the expectation of continued maintenance by the school district.

That the Board support, in principal, the Saturna Recreation and Culture Centre proposal for Saturna Island School tennis court improvements.

CARRIED 11/19



4. **GISS International Programs Field Trip - Seattle**

Superintendent Benwell shared field trip request for GISS students to travel to Seattle as part of the district's International Student Programs . He stated that the trip is well-organized, and recommended that it be approved by the Board.

Moved and seconded that the board approves the International Student Programs field trip to Seattle, Washington with twenty Gulf Islands Secondary School students, grades ten to twelve, on March 19 to 21, 2019.

CARRIED 12/19

9. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 1:13 p.m.

CARRIED 13/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT

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

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

**Record of Proceedings of the Regular In-Camera meeting held at
the School Board Office on
2019 01 16**

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

The meeting was called to order at 9:01 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 01 16 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2018 12 05 were approved as presented.

Items:

1. Staffing and Annual Process
2. Windsor House
3. BCPSEA Update
4. Configuration Survey
5. Quarterly Financial Forecast
6. Trustee Orientation
7. Territory Acknowledgments

The meeting adjourned at 12:12 p.m.

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

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

**Record of Proceedings of the Regular In-Camera meeting held at
the School Board Office on
2019 01 30**

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	Incoming Secretary Treasurer	
	Doug Livingston	Director of Instruction, Learning Services	
	Cindy Rodgers	Manager of Finance	
	Linda Underwood	Acting Assistant Superintendent	
	Lori Deacon	Executive Assistant	
Regrets:	Rod Scotvold	Secretary Treasurer	

The meeting was called to order at 9:04 a.m.

The agenda for the Special Board meeting, In-Camera session held 2019 01 30 was adopted as presented.

Items:

1. Staffing recommendation

The meeting adjourned at 9:44 a.m.



GULF ISLANDS PRINCIPALS & VICE PRINCIPALS ASSOCIATION

January 21, 2019

Dear Rob,

As members of the Gulf Islands Principals/Vice Principals Association (GIPVPA), we greatly value the supportive relationship that we have with our Board of Education to co-create positive learning environments for all of our students.

As members of the GIPVPA, we are also members of the BC Principals' and Vice-Principals' Association. The BCPVPA is our professional organization that supports the professional and employment interests of 2,535 principals and vice-principals in the province.

The BCPVPA, with the support of its members, is seeking to be voluntarily recognized as the provincial negotiating representative for all principals and vice-principals in the province on a limited number of terms of employment. A survey last spring of all 60 school districts found that 97% of all BCPVPA members voted in favour of having the BCPVPA recognized as the negotiating representative for principals and vice-principals.

At the upcoming BCPSEA Annual General Meeting January 23 – 24, 2019 a resolution has been proposed that would grant voluntary recognition to the BCPVPA as the negotiating representative to enter non-binding terms of employment discussions with BCPSEA. As members of GIPVPA, we hope that you as our Board of Education and employer will vote to support this important resolution.

The goal of negotiation representation is guided by five core objectives that we believe are shared by government and Boards of Education around the province:

- A primary focus on student achievement;
- Positive and collaborative relationships at both the provincial and district levels;
- Recruitment and retention of outstanding educators in the roles of principal and vice-principal;
- Efficient and cost-effective contract administration; and
- Appropriate and equitable terms of employment for school leaders

The GIPVPA strongly believes that an effective provincial negotiation framework will allow BC's principals and vice-principals to be better supported as key instructional leaders responsible for cultivating and sustaining a high-performing public education system.

The members of the GIPVP Association believe that establishing common provincial language and processes which will be negotiated between the BCPVPA as the provincial association and BCPSEA as the employer's representative will ensure fairness and equity; we also recognize that local context is important, and that maintaining autonomy for local Boards of Education to negotiate on locally-relevant items is critical.

Please let us know if we can provide any additional information and thank you very much for your consideration.

On behalf of the GIPVPA, thank you.



Boe Beardsmore
GIPVPA President

February 28, 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 February 27, 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
Linda Underwood, Acting Assistant Superintendent

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
Linda Underwood, Acting Assistant Superintendent

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