



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
FULFORD ELEMENTARY SECHOOL
2019 01 16 at 1:00 p.m

AGENDA

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2018 12 05 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of the Regular In-Camera meeting held 2018 12 05 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
 - (a) Auditor General (attachment)
 - (b) Aboriginal Education - Equity Scan (attachment)
 - (c) Premier's Award for Excellence in Education (attachment)
6. **DELEGATIONS**
 - (a) SWOVA – Janine Fernandes-Hayden (attachment)
 - (b) PARC – Dan Ovington (attachment)
 - (c) Fulford Elementary Learning Celebration
7. **CHAIRPERSON REPORT**
 - (a) PARC - Community Child Care Space (attachment)
 - (b) BCSTA – Student Initiatives Working Group
 - (c) Funding Model Review (<https://news.gov.bc.ca/releases/2018EDUC0075-002457>)
 - (d) Weather Event
8. **SUPERINTENDENT OF SCHOOLS REPORT**
 - (a) Learning in School District No. 64
 - (b) Pender Elem. Field Trip –International Youth Summit (attachment)
9. **SECRETARY TREASURER REPORT**
 - (a) Quarterly Financial Forecast
 - (b) 2018/19 Classroom Enhancement Fund (attachment)
10. **COMMITTEE REPORTS**

No Committee reports for December 2018

11. TRUSTEE SCHOOL REPORTS

The PVP will select one Core Competency and will share an approach being used at the school with the trustee as the basis of this month's report. (Strategic Plan Objectives 1.1, 1.2, 2.1, 3.1)

- *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 – February 13 at Gulf Islands Secondary School
- (b) Committee Day – January 30, 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)
SCHOOL BOARD OFFICE
2018 12 05

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Chaya Katrensky	Trustee
	Greg Lucas	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources
	Lori Deacon	Executive Assistant
	Scott Benwell	Incoming Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Scott Benwell	Incoming Superintendent
	Deb Nostdal	GITA President
	Mark Ketteringham	Driftwood Representative
	Boe Beardsmore	GIPVPA President
	Sue Starkey	Principal, Phoenix Elementary
	Fraser Byers	Student Representative
Regrets:	Larry Melious	CUPE President
	Sarah Rae	DPAC Chair

The meeting was called to order at 1:05 p.m. by Chair Pingle. Vice Chair Lawson 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 2018 12 05 be adopted as amended with the following additions:

9(d) Employee Recognition

CARRIED 116/18

2. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 11 07, be approved as presented.

CARRIED 117/18

3. **APPROVAL OF MINUTES**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2018 11 07 as presented.

CARRIED 118/18

4. **IN-CAMERA SUMMARIES**

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2018 11 21, be approved as presented.

CARRIED 119/18

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2018 11 21 as



presented.

CARRIED 120/18

5. **BUSINESS ARISING**

6. **CORRESPONDENCE**

(a) **BC Gazette**

Shared the Queen's printer announcement of trustee elections.

7. **DELEGATIONS**

(a) **Phoenix Elementary School Learning Celebration (Sue Starkey, Principal)**

Sue Starkey presented on the Phoenix Elementary School community, including the Stowel Lake yurt class and other learning partners. She shared student voices on what is important to them about their school and how individual needs of students are met as some transition to full-time enrolment. Ms. Starkey spoke about the diverse learning environments and programs that are the core of Phoenix Elementary School (Indigenous education, place-based learning, and integrated studies). She concluded her presentation with an inspirational quote from Virgil: "*They can because they think they can.*"

8. **CHAIRPERSON'S REPORT**

(a) **BCSTA Academy**

The BCSTA Academy was well-attended and served as an opportunity for trustees and senior staff to connect as a group.

(b) **Salt Spring Youth Soccer Association**

Salt Spring Youth Soccer Association is requesting an approval in principal for the Board to accept a proposal to undertake a study on the feasibility of installing an all-weather playing field at Saltspring Island Middle School.

Moved and seconded that the Board approve, in principal, the Salt Spring Youth Soccer Association proposal to undertake a feasibility study for the installation of an all-weather playing field at Saltspring Island Middle School.

CARRIED 121/18

(c) **Community Child Care Space Report**

CRD Parks and Recreation has requested that the School District support in principal, the CRD's intent to expand child care space at the Rainbow Pool.

Superintendent Halstead asked for more information regarding current waitlists and how additional child care space might impact local daycare providers.

Moved and seconded that the board support in principal the creation of additional child care space, but requests further information before submitting a formal letter of support.

CARRIED 122/18

Trustees requested that someone from CRD Parks and Recreation come to a future meeting of the Board to present the proposal and answer questions.

(d) **Employee Recognition**

Trustees acknowledged the contribution of long-term employees who have worked for the district for five, ten, fifteen, twenty, twenty-five, and thirty years. Trustees will present cards, certificates and gift certificates to those employees. Doug Livingston, Linda Underwood, and Lisa Halstead were all recognized for their long-term service.



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

(a) **Secretary Treasurer Announcement**

Ms. Halstead announced that Jesse Guy has been appointed Secretary Treasurer, effective February 2019.

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

Ms. Halstead shared a collaborative presentation on the school district in context: the mission, the vision, and alignment with the strategic plan.

Director of Instruction Doug Livingston spoke about equity and fairness, the tools used to support student learning, and how the learning services team is working to integrate Indigenous education.

Director of Instruction Linda Underwood spoke about human resources, the importance of understanding the landscape of the future, and the challenges of hiring new employees.

Finance Manager Cindy Rodgers explained budget and staffing timelines, and shared Ministry resources that are available online.

Secretary Treasurer Rod Scotvold spoke to the multiple buildings and district facilities that support the learning of more than 1700 students in Gulf Islands. He explained the district's requirement to submit a yearly Capital Plan, and the district's long-range facilities planning.

(c) **Ministry of Education – ERASE Site**

The Ministry has rebranded the ERASE program and website. Ms. Halstead encouraged staff and trustees to share the ERASE site and resources with staff, students, and families.

(d) **School Plans / Framework for Enhancing Student Learning**

Ms. Halstead requested a motion from the Board of Education to accept the 2018-2019 School Plans and that the information be updated on the SD64 website. Some plans contained data that should be masked before publishing publicly.

Moved and seconded that the Board receive the 2018-2019 School Plans.

CARRIED 123/18

(e) **Field trips**

i. Gulf Islands Secondary School:

A cultural travel study to France, led by Louise is planned for March 2019. The trip is similar to a previous trip taken by GISS students.

Moved and seconded that the Board approves the Gulf Islands Secondary School cultural and historical study trip to France, with twenty-four grade eleven students, planned for March 4 to 19, 2019.

CARRIED 124/18

ii. Saltspring Island Middle School

A one-week trip to Quebec is planned for February 2019.

Moved and seconded that the Board approves the Saltspring Island Middle School cultural field trip to Quebec, with thirty grade seven students, planned for February 10 to 17, 2019.

CARRIED 125/18



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

(a) **Monthly Expenditure Report**

Rod Scotvold presented the monthly expenditure report, showing a savings variance of 5.3%. Dr. Benwell acknowledged the extraordinary efforts staff have undertaken to realize saving in this time of fiscal restraint.

11. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

Moved and seconded that the Committee of the Whole summary for 2018 11 21 be received.

CARRIED 126/18

(b) **Education Committee**

Moved and seconded that the Education Committee summary for 2018 11 21 be received.

CARRIED 127/18

12. **TRUSTEES' SCHOOL REPORTS**

Fernwood Elementary School

The school has been steadily growing and now has 204 students! A lot of kids are coming from outside of catchment for the nature program. It is a challenge to keep the small school feel; Shannon and I discussed at length the positive growth mindset and how Fernwood El. wants to reframe that.

The PAC is very active, and have built an outdoor classroom near their paved hockey area. PAC's next goal is to provide benches, and they are looking at various options. I will be meeting them for the first time next Tuesday, 5:30 at Penny's Pantry.

Because of school size, a new thing for the staff is doing is 'Power hour'; a time to share and collaborate with each other within their grade groupings. Shannon takes groups of 80 kids for an hour to this end.

Early Literacy and foundational skills continue to be a focus. Fast Forward and Orton Gillingham methods are used. Each child has a file tracking their progress from K on. I will get more on assessment tools and structure. The concern for a child's social/emotional welfare continues to run parallel with their academic success. Shannon cited various regulatory skills being taught.

Fulford Community Elementary School

Fulford Elementary continues to focus on improving student achievement in writing and mathematics in their growth plan which connects with the Strategic Goal 1 – Inspire Learning.

Referencing Professor John Hattie's Visible Learning Effect Sizes the staff are working on collective teacher efficacy to reach these goals. Having a consensus on the goals and a cohesive staff are big first steps. Collective teacher efficacy is also increased by seeking opportunities for teachers to participate in important school-wide decisions and through teachers building a greater knowledge of each other's practice. The staff also strive for collective professional learning opportunities to enhance teaching and assessment practices.

To further their collective efficacy the staff are adding two effective systems of intervention which will help in ensuring that all students are successful. The first is "Learning Sprints" by Dr Simon Breakspear that has staff work on small, specific issues in a short time span of approximately a month to seek improvements. This creates multiple micro-projects that advance the learning throughout the year. The staff are also using the 6+1 Traits of Writing to provide clear, consistent and evidence-based feedback on student writing.



Finally, to ensure the highest level of collective teacher efficacy, Principal Mullen shows concern and respect for the staff and works to remove issues that detract from their teaching time and focus.

Galiano Community School

Inspire Learning - Objective 1.1: Enhance and expand methods of instruction and assessment practices that promote success for all learners

Teachers in all three classrooms at GCS report a successful round of Student Led Conferences in November. Feedback from parents and students indicate that everyone is growing more comfortable with this method of assessment and one 4th grader even admitted “You know, it’s kinda fun ...”. These assessments, and recent FSA results, will be included in another new practice being implemented by staff, involving a more robust accounting of current learning achievements for students. Teachers have collected data on each student’s current standing in numeracy, reading and writing, graphing each class along the current reporting rubric (NYM, AE, ME, EE) and are working closely together to implement strategies for growth where necessary. Sharing this information as a staff ensures that every child has the support s/he needs from all teachers, EA’s and support staff, further creating a safe, nurturing learning environment for all learners.

Gulf Islands Secondary School

GISS has identified two areas of focus that correlate with Objectives 1.1 and 3.2 of the District’s Strategic Goals.

Their big question is, “What can we do as a school community to ensure success for all our students on their learning journey towards graduation?”

The first area of focus is School Connectedness. One of the strategies is the implementation of ‘whole school learning activities. The hope is these weekly activities will be a catalyst for continued learning conversations beyond our classrooms and in to the community and family circle.

The second area of focus is Early Intervention. Some strategy ideas for this area are utilizing the family portal and the Simon Breakspear ‘Learning Sprints Toolkit Model’. The hope is that these actions will stimulate productive conversations between student, parents and staff and lead to improved attendance and thus a positive academic experience.

Mayne Elementary/Jr. Secondary School

At Mayne Island School we are building on student’s previously learned skills in regard to socio-emotional learning and self-regulation. These strategies will enable students to take these tools a step further to now enhance their academic learning. Linking these skills to the core competencies it is our goal to help students improve in these areas while developing a positive outlook and growth mindset. Skills development will be accomplished through a range of strategies including direct instruction, modelling and self-reflection. Quality assessment practices, including the collection of data around self-regulated learning will make learning intentions visible and allow staff to provide informed interventions.

Pender Islands Elem./Sec. School

Pender Island School and their approximate 140 students have two inquiry questions in their latest growth plan beginning with,

#1 Growth goal that focus’ on writing objective 1.1

Essential Question -

How can we support our writers and develop a common language that allows students to understand the traits of effective writing and reflect on their learning, using “ability based” language. ? (tailored per grade level ability)



Goal -

To increase student understanding on how to effectively express themselves through core writing skills and their ability to reflect on their personal growth as writers.

Reference “inquiry cycle”

Intent / Action -

Nurture “ideas” as starting point = the beginning journey for expression

To align our students responses with the “core competencies” and use the “way abilities based arrow” being introduced by ministry of education

Reference- beginning - developing - accomplishing, extending..

#2 growth plan / objective 3.1

To foster more widely based school and community connections engaging in real world inquiring/ as in our board plan wherein we expressed cultivating connections that enhance intellectual, human, social and career development for our students

Essential Question -

If learners actively engage in designing and implementing opportunities to develop “community” in the school then they will help nurture an “inclusive and safe place for all learners” while honing their own leadership skills.?

Goal -

To increase school wide student interaction, leadership and team work as a means of fostering personal and collective responsibility

Our Intent /Action -

To harness the power of school “house team” activities to max multi-age learner connections and the development of essential personal responsibility competencies through team school / community initiatives

Ref “inquiry cycle” model of focusing, scanning, developing a hunch, checking, taking action and new professional learning. ie to work, play, learn together through engaging active, and academically diverse group challenges, employing mentor ship and team leaders who can model and help strengthen-important social responsibility skills for younger students

Examples: multi age classrooms, student garden, Xmas concert, winter carnival, sports day

Phoenix Elementary School

Strategic Goal 1.1 Inspire Learning: Providing healthy, welcoming and safe learning environments where all students flourish.

Historically Phoenix has been considered a school of choice by families because of its safe and inviting atmosphere and its supportive multi-age classes.

The multi-age configurations provide opportunities for students to benefit from collaborative interaction and to contribute positively to others’ learning experiences. As a family community-oriented school, strong parent support and participation enhances and enriches the learning experience of all students.

Our teachers, education assistants, administrative staff and PAC work together to maintain strong connections and volunteer opportunities that enhance the learning experiences for our students. This connection enables our school to run a daily breakfast program throughout the year and Explorations each term. Learning is place-based as



students access the natural world in their everyday learning experiences.

Students feel safe because everyone in our community is treated with respect and dignity, based on the school's expected guidelines for Self, Others, and Environment. This learning "ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" (First Peoples Principles of Learning).

To ensure meaningful and effective planning for continuous improvement through the Framework for Enhancing Student Learning, we have reorganized our Primary class and Intermediate class and created 3 smaller groups for the essential learning times. These are fluid groupings based on abilities with social emotional considerations. It is a move away from grade assignments towards developmental stages and provides opportunities to develop a deeper understanding of each student's needs, strengths, interests, passions, and in turn, personalizes each student's learning and provides the most effective supports.

Salt Spring Island Middle School

Salt Spring Island Middle School's focus this year correlates with Objectives 1.1 and 3.1 of the District's Strategic Goals.

The action plan is to:

- build on and utilize their collaborative teaching culture to better support students.
- adopt Simon Breakspear's Learning Sprints Process to improve students learning in writing, reading and numeracy.
- making connections as to the 'why' numeracy and literacy assessment data is collected to use these results more effectively in influencing specific targeted strategies with their students. (DMA, DART, SWW, + FSA)
- working on receiving significant relevant student input into the process of goal-setting so as to truly personalize student their Learning.

The summary question is "Will our focus on utilizing our collaborative teaching culture to effect change by basing our practice on Simon Breakspear's Learning Sprints Process make a significant change in our teachers' effectiveness on improving student learning in writing, reading and numeracy?"

Salt Spring Elementary School

Salt Spring Elementary has two inquiry questions in their growth plan that focus on Strategic Goal 1 – Inspire Learning.

Question 1 – If we focus on student and staff wellbeing, will student achievement and school happiness improve? With the use of a connection survey staff learn which students are lacking connection and then they "adopt-a-child". They have seen a year over year improvement and this year they will conduct an end of year survey as well. The school is also conducting a play lab pilot project that uses the ELF room in the afternoon for students who need play time to regulate and connect. It focuses on emotional wellbeing through play therapy.

Question 2 – If we focus on computational fluency one day a week, will students improve their skills and confidence in mathematics? The goal is to make problem-solving less onerous, freeing students to use their energy for higher order thinking. Tuesdays will be a whole school math focus using math games and integration into other subject areas.

These questions seek to inspire learning by providing healthy, welcoming and safe learning environments where all students flourish.

Saturna Elementary School/SEEC



Saturna's 2018/19 school plan focuses on student literacy and social emotional learning as the fundamental building blocks of the successful student. These focus areas are in alignment with the district strategic plan's first goal. Instruction and assessment practices to develop and enhance writing and reading skills will facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and life-long love of learning. Fostering a growth mindset in the students in regard to personal awareness, social and emotional well-being will support a healthy, welcoming and safe learning environment where all students flourish.

Windsor House School

Objective 1.2 - Champion innovative practices, personalized learning, inquiry-based approaches and aboriginal ways of knowing.

Windsor House has "championed innovative practices" since its inception in 1971. Staff and administration continue to expand their practices in this year's school growth plan, by "Learning about and using pedagogical narration at staff meetings, Pro-D days etc. to develop our current practice of portfolio based assessment" and "Explore different e-portfolio platforms such as, Wordpress blogs, Fresh Grade, and See Saw." (1) Using new technologies enables staff to monitor and assess students in real-time, making "visible the often invisible learning that happens within a democratic school." (1) For example, student blogs can "... provide a flexible way to capture rich learning artifacts such as video and stop-motion animation, audio clips, photos, scanned drawings and hand-written documents, and web links. Learning artifacts can include, among many other things, a short video clip of a student reading, or a scanned image of a writing or math sample. When deciding what to include in a student's eportfolio, look for examples that demonstrate core competencies in BC's revised curriculum:

- Communication
- Creative thinking
- Critical thinking
- Positive personal & cultural identity
- Personal awareness & responsibility
- Social responsibility" (2)

(1) From school growth plan; (2) from school website. Staff will be having their first "pedagogical narration" meeting on December 12.

13. **OTHER BUSINESS**

14. **QUESTION PERIOD**

15. **NEXT MEETING DATES**

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

16. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:53 p.m.

CARRIED 128/18



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2018 12 05

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
2018 12 05**

Present:

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

Board Chair
Vice-chair
Trustee
Trustee
Trustee
Trustee
Trustee

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

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

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

The agenda for the Regular Board meeting, In-Camera session held 2018 12 05 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2018 11 07 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2018 11 21 were approved as presented.

Items:

1. Delegation
2. School Trustee Reports
3. Staffing Update
4. Windsor House
5. BCPSEA Survey
6. Exempt Compensation
7. Audit Contract
8. Water Taxi
9. Trustee Academy
10. New Trustee Orientation Checklist Review
11. Employee Recognition

The meeting adjourned at 12:20 p.m.



OFFICE OF THE
Auditor General
of British Columbia

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December 12, 2018

VIA E-MAIL

Robert Pingle
Chair, Board of Education
School District 64 (Gulf Islands)
112 Rainbow Road
Salt Spring Island, B.C. V8K 2K3

Dear Mr. Pingle:

Re: Appointment of auditors for government organizations and trust funds

The *Auditor General Act* requires that, each year, the Auditor General prepare a Financial Statement Audit Coverage Plan for the appointment of auditors for government organizations and trust funds for the following three fiscal years. The Legislative Assembly's Select Standing Committee on Public Accounts has approved our plan for financial statement fiscal years ending in 2020, 2021 and 2022. The financial statements of School District 64 will continue to be audited by an auditor appointed by the Board of Education up to and including June 30, 2022. The plan may be viewed on our website at www.bcauditor.com when it is published in late January 2019.

The Auditor General will be relying on the work of the auditor of School District 64 as in prior years. However, our involvement with the audit of your financial statements will increase to an oversight level of involvement beginning with the School District's June 30, 2019 fiscal year-end. We anticipate performing oversight procedures for two years.

As auditor of the Government of the Province of British Columbia's summary financial statements, the Auditor General must have sufficient knowledge about the organizations comprising the government reporting entity in order to meet professional standards. We acquire this knowledge by a combination of directly carrying out audit work in some of these organizations and seeking reliance on the work of auditors of other government organizations. The balance between financial statement audit work done directly by the Auditor General and that done by other auditors is determined by the Financial Statement Audit Coverage Plan.

Beginning with the audit of the school district's June 30, 2019 financial statements, our plan is to meet with the school district's auditor to review the audit plan, to review audit progress and to discuss key issues as they arise. We will also meet with the audit firm prior to its finalizing the audit report, to review its working papers and to discuss its audit findings and the audit report contents. We will ask the audit firm to advise us of the dates, times and locations of all significant meetings with management, or the Board, so that we have the opportunity to attend those meetings. Since our work with the school district is designed to provide us with

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December 12, 2018
Robert Pingle

knowledge of the education sector as a whole, we will not bill the district for our involvement in connection with the audit of its financial statements.

On behalf of the Auditor General, I want to say that we are looking forward to working closely with the Board's Audit/Finance Committee to support you in discharging your oversight responsibilities with respect to School District 64.

If you have any questions, please do not hesitate to contact me at 250-419-6141 or pbourne@bcauditor.com

Yours truly,

A handwritten signature in black ink, appearing to read 'Peter Bourne', with a long horizontal flourish extending to the right.

Peter Bourne, CPA, CA, CIA
Executive Director, Financial Audit

AC/he

cc: Rod Scotvold, Secretary Treasurer
Lisa Halstead, Superintendent



OFFICE OF THE
Auditor General
of British Columbia



January 8, 2019

Ref: 207018

Scott Benwell, PhD
Superintendent of Schools
School District No. 64 (Gulf Islands)
112 Rainbow Rd
Salt Spring Island BC V8K 2K3
Email: sbenwell@sd64.org

Dear Dr. Scott Benwell:

Thank you for your School District's participation in the British Columbia Ministry of Education's Equity in Action Project during the 2018-2019 school year. We are pleased to inform your District that you have been awarded a grant in the amount of \$5000 to support the Equity in Action Project. EFT will follow this letter shortly. The purpose of these funds is to support districts with Equity Scan meetings and consultation in a variety of ways, including facilities, refreshments and meals, staff release time, travel for staff and participation at regional or provincial meetings.

A grant of this nature requires that the Ministry outline its standard expectations in terms of accountability and acknowledgement.

In accordance with conditions placed on all government grants, School District No. 64 (Gulf Islands) must:

- use all grant funds only for the purpose outlined above;
- by **June 14, 2019**, provide the Ministry with an Equity Action Plan report that includes a reference on actual use of the grant money, broken down by purpose, plus reporting on project outcomes; and
- be aware that the Ministry will reclaim any portion of the grant should your organization not use the funds received for the purposes outlined.

.../2

Ministry of Education

**Aboriginal
Education**

Mailing Address:
PO Box 9887 STN PROV GOVT
Victoria BC V8W 9T6

Location:
4th Floor, 620 Superior Street
Victoria BC

Learning Division

Logo Artist:
Chris Paul

Telephone: 250-356-1891

Email: EDUC.AboriginalEducation@gov.bc.ca
Website: <http://www.bced.gov.bc.ca/abed/>

Further, we ask that you acknowledge the Province of British Columbia's assistance on written materials related to this grant. The following acknowledgement may be used:

“We acknowledge the financial support of the Province of British Columbia through the Ministry of Education.”

Sincerely,



Cloë Nicholls
Executive Director
Learning Division

cc: Rod Scotvold, Secretary-Treasurer, School District No. 64 (Gulf Islands),
email: rscotvold@sd64.org
Rob Pingle, Board of Education Chair, School District No. 64 (Gulf Islands),
email: rpingle@sd64.org
Shannon Johnston, District Aboriginal Coordinator, School District No. 64 (Gulf
Islands), email: sjohnston@sd64.bc.ca



January 8, 2019

Ref: 207071

Dear, Board Chairs

I am pleased to announce the launch of the 2019 Premier's Awards for Excellence in Education effective today. Following a successful inaugural year for the Awards program last year, Government is once again proud to recognize the enormous contributions of British Columbia's exceptional teachers, administrators, and support staff who are vital to the cultural, economic, and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, students and their communities.

The Awards are open to all education professionals within the BC K-12 public, independent or First Nations school systems. This year, Awards will be given in the following categories:

- Community Engagement
- District Leadership
- Extracurricular Leadership
- Indigenous Education
- Outstanding New Teacher
- Outstanding Support (School Community)
- Outstanding Support (Teaching Assistant)
- School Leadership
- Social Equity and Diversity
- Technology and Innovation

Nominations are now open and are welcomed from all BC citizens, including students, parents, teachers, administrators, trustees and community organizations. The deadline for nominations is March 31, 2019.

Additional information on the Awards, including a downloadable poster and brochure, can be found on the Premier's Awards for Excellence in Education website at www.gov.bc.ca/excellenceineducation.

.../2

Thank you in advance for your participation in promoting the Premier's Awards for Excellence in Education and assisting to ensure that British Columbia's very best receive the recognition they deserve.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rob Fleming".

Rob Fleming
Minister

WHO WE ARE

Our Mission:

- To promote healthy relationships and prevent discrimination, bullying, assault and abuse
 - To develop and deliver innovative, evidence-based social-emotional education programs for children, youth and adults.
 - To inspire and train others to deliver our program models
 - To foster violence-free communities through education, research, awareness-building and collaborative action.
-

WHAT WE DO

Healthy Relationships Programming

Peace Kids. Peace Kids is a 12-session (4 sessions per grade) program intended to be delivered over three years to children in grades 3, 4 and 5. The program focusses on supporting students to further their development in the areas of empathy, self-expression, accepting differences, conflict resolution and cooperation.

The Respect Project. SWOVA's newly redesigned Respect Project involves a minimum of 12 hours of instruction time with students in grades 6, 7 and 8. With the new redesign, SWOVA joins parents and educators in focusing on equipping young people with the life skills they need to thrive. The redesign was developed with the help of a community Advisory Board, including parents, students, teachers, and school district leaders, among others. It is fully aligned with the BC Ministry of Education's newly redesigned curriculum. The new Respect Project adopts a 'toolkit' approach. Rather than focusing on a set lesson plan for all the classrooms, the toolkit offers facilitators a choice of themes and activities they can use to tailor sessions for a diversity of classrooms.

Pass-It-On Program for Boys and Girls. The Pass-It-On program is an after school offering that provides structured and individual mentorship between high school youth and grade 8 students throughout the school year. Community connections are also folded into the program through the involvement adults who additionally serve as important mentors and role models for all the youth. There is a Pass-It-On Girls and a Pass-It-On Boys program. Through this program, boys and girls aged 13-17 form relationships that will be of benefit to them in their immediate lives as well as help them make the transition to high school (for grade 8 students) and beyond school. It is a program that focusses on prevention through the development of social-emotional competencies and leadership skills, with the aim of increasing the overall well-being and long-term positive outcomes of both our youth and our communities.

S•W•O•V•A

Community Development and Research Society

Training

SWOVA offers a train-the-trainer learning model in both an in-person or online training format for the Respectful Relationships Program. Each year up to 190 individuals from communities outside of our own receive training and outreach support from us.

Resource Library, Referral Service and Community Outreach

Resource Library. For the past 24 years, SWOVA has maintained a store-front office that is open to the public and which houses an extensive print, video and DVD resource library, available for loan and free of charge to people in the Southern Gulf Islands.

Referral Service. SWOVA offers a referral service for inquiries about support or services for persons experiencing violence and abuse. Our staff frequently engage in fielding emails and phone calls that require them to work with other community agencies to ensure that the needs of those in crisis and need are being met quickly and efficiently.

Community Outreach. Each year SWOVA facilitates a community candlelight vigil to remember the 14 women killed in Montreal on December 6th as part of the broader acknowledgment of the National Day of Remembrance and Action on Violence against Women. This annual event engages our youth, our partners and the broader community and is well attended. Every March, SWOVA celebrates International Women's Day with a community event aimed at recognizing the importance of this day. SWOVA also organizes educational events for the community with films, speakers and entertainment, as well as presenting educational display booths at community events.

Consent and Sexual Assault Project. SWOVA's Consent and Sexual Assault project wrapped up this fall, after making impact on a variety of fronts in the past two and a half years. The project gathered input from hundreds of Gulf Island residents to produce a needs assessment, host several education-focused events, and create new online and print resources to help combat sexual assault and educate people about consent. As a result of SWOVA's Consent and Sexual Assault project, a number of professionals working with victims of sexual assault in the Gulf Islands have received training in third party reporting for survivors of sexual assault.

For more information, please contact:

Janine Fernandes-Hayden, Acting Executive Director, at executivedirector@swova.org or call 250-537-1336.

Saltspring Island: Facility Information

Facility Information							Number of Child Care Spaces by Program						
Facility Name	Facility Street Address	Location Type	Is Facility a Publically-owned Asset?	Type of Organization Operating the Child Care	Name of Any Co-located Organization (s)	If Co-located Facility is a Public School, What Type of	Group Child Care (Birth to 36 Months) Spaces	Group Child Care (30 Months to School Age) Spaces	Preschool (30 Months to School Age) Spaces	Group Child Care (School Age) Spaces	Multi-Age Child Care Spaces	Family Child Care Spaces	In-Home Multi Age Child Care Spaces
TREE FROG DAYCARE	215 SOUTHRIDGE ROAD	Privately Owned Bu	No	Not-for-Profit			4	16	0	0	0	0	0
SALTSRING ISLAND COOP PRESCHOOL	110 ALDOUS RD	Other	No	Not-for-Profit			0	16	16	0	0	0	0
THE LITTLE RED SCHOOL HOUSE	1365 BEAVER POINT RD	Privately Owned Bu	No	Not-for-Profit			0	15	0	0	0	0	0
SHERRY'S FAMILY DAYCARE	215 MALVIEW DR	Family Facility	No	Private/For-Profit			0	0	0	0	0	7	0
LITTLE BLUE EARLY LEARNING CENTRE	324 FULFORD GANGES RD	Privately Owned Bu	No	Not-for-Profit			8	0	0	0	8	0	0
TOPHAM FAMILY DAYCARE	165 LONG HARBOUR RD	Family Facility			This facility has closed.		0	0	0	0	0	7	0
TARA BROWN'S FAMILY DAYCARE	200 MALVIEW DR	Family Facility	No	Private/For-Profit			0	0	0	0	0	7	0
SALT SPRING EARLY LEARNING CENTRE	115 DRAKE RD	Privately Owned Bu	No	Private/For-Profit			0	24	0	0	0	0	0
THRIVE OUT OF SCHOOL CARE	147 VESUVIUS BAY RD	Other	No	Private/For-Profit	Community Gospel Church,		0	0	0	44	0	0	0

Facility Name	Child Care Programs Offered							Times When Care is Provided					
	Group Child Care (Birth to 36 Months) Program	Group Child Care (30 Months to School Age) Program	Preschool (30 Months to School Age) Program	Group Child Care (School Age) Program	Multi-Age Child Care Program	Family Child Care Program	In-Home Multi Age Child Care Program	Weekdays (between 6AM and 7PM)	Weekends	Statutory Holidays	Overnight	Extended Weekdays (Before 6 AM)	Extended Weekdays (After 7 PM)
TREE FROG DAYCARE	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No
SALTSRING ISLAND COOP PRESCHOOL	No	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No
THE LITTLE RED SCHOOL HOUSE	No	Yes	No	No	No	No	No	Yes	No	No	No	No	No
SHERRY'S FAMILY DAYCARE	No	No	No	No	No	Yes	No	No	No	No	No	No	No
LITTLE BLUE EARLY LEARNING CENTRE	Yes	No	No	No	Yes	No	No	Yes	Yes	No	No	No	No
TOPHAM FAMILY DAYCARE	No	No	No	No	No	Yes	No	No	No	No	No	No	No
TARA BROWN'S FAMILY DAYCARE	No	No	No	No	No	Yes	No	No	No	No	No	No	No
SALT SPRING EARLY LEARNING CENTRE	No	Yes	No	No	No	No	No	Yes	No	No	No	No	No
THRIVE OUT OF SCHOOL CARE	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No

Summary of Spaces and Programs

Geographic Area	Summary of Child Care Spaces by Municipality or Unincorporated Area						
Municipality or Unincorporated Area	Group Child Care (Birth to 36 Months) Spaces	Group Child Care (30 Months to School Age) Spaces	Preschool (30 Months to School Age) Spaces	Group Child Care (School Age) Spaces	Multi-Age Child Care Spaces	Family Child Care Spaces	In-Home Multi Age Child Care Spaces
SALT SPRING ISLAND	12	71	16	44	8	21	-

Summary of Child Care Programs by Municipality or Unincorporated Area						
Group Child Care (Birth to 36 Months) Programs	Group Child Care (30 Months to School Age) Programs	Preschool (30 Months to School Age) Programs	Group Child Care (School Age) Programs	Multi-Age Child Care Programs	Family Child Care Programs	In-Home Multi Age Child Care Programs
2	4	1	1	1	3	-

Times Facilities Offer Child Care					
On Weekdays	On weekends	On statutory holidays	Overnight	On weekdays before 6 am	On weekdays after 7 pm
6	1	0	0	0	0

Child Population

Geographic Area	Child Population				Households	
	0 to 2 Years	3 to 5 Years	6 to 12 Years	0 to 12 Years	Number of Households	Number of Households w/ Children
SALT SPRING ISLAND	170	220	660	1,050	5,871	1,235

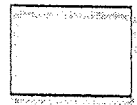
Space Creation Targets

Year	Number of New Licensed Spaces	Total Number of Licensed Spaces in Community	Project Lead(s) for Creation of New Licensed Spaces	Location(s) of New Licensed Spaces	Age Group(s) and License Type(s) of New Licensed Spaces (e.g. Group Under 36 Months)
Current Status					
Current		0			
Short Term Targets					
Year 1	8	24	Capital Regional District (CRD)	262 Rainbow Road SSI Aquatic Centre	Preschool (30 months to School Age)
Year 2	16	32	Capital Regional District (CRD)	262 Rainbow Road SSI Aquatic Centre	Preschool (30 months to School Age)
Medium Term Targets					
Years 3-5	24	40	Capital Regional District (CRD)	262 Rainbow Road SSI Aquatic Centre	Preschool (30 months to School Age)
Long Term Targets					
Years 6-10		40			



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

Approval #



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

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

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

Name of School: PENDER ISLAND CLEM / SEC

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

Purpose of Trip: TO ATTEND THE "GLOBAL YOUTH SUMMIT ON OCEAN PLASTIC POLLUTION"

Planned Activities & Instruction: LEADERSHIP TRAINING, SCIENCE PRESENTATION, NETWORKING, NATURAL HISTORY, TRAVEL.

Destination: DANA POINT, CALIFORNIA, USA

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

Other Transportation: BC FERRIER / AMTRAK / LOCAL TRANSIT

Leaving Date: TUE FEB. 19 Time: 3:45 PM. Substitute Required: No: Yes:

Returning Date: WED FEB. 27 Time: 12:30 PM

Accommodation: PRIVATE RESIDENCE / AMTRAK / DANA POINT MARINA INN

Number of Pupils Involved: 4 Estimated Pupil Cost: \$100

Grades: 7-11 Estimated School Cost: 0

Names of Leaders/Adult Supervisors:

Steve Dunjmuir

Laura Dunjmuir
Leader's Signature (Planned by)

[Signature]
Date: Dec. 10 / 2018

Date: 10 Dec 18

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

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

Date: _____

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

Date: _____

GLOBAL YOUTH SUMMIT ON OCEAN PLASTIC POLLUTION

FOR IMMEDIATE RELEASE FEBRUARY 2018

CONTACT: Anika Ballent (anika@algalita.org) ph. 562.598.4889

Global Youth Summit on Ocean Plastic Pollution

Dana Point, CA, February 6, 2018 – Our world has become plasticized. Products, packaging, transportation, medicine, clothing – we are surrounded by this material. As our demand grows our discarded material grows too, much of it ending up in the environment. We need to start changing our relationship with plastics, from the way we design, use, reuse, and recycle, to the way we build communities and economies around it. With previous generations failing to foresee the impending plastic pollution crisis, a new generation of global youth are taking matters into their own hands.

On February 9-11, 115 students from 10 countries will meet in Dana Point, California for Algalita's International Youth Summit to debut and refine their action-oriented solutions to reduce plastic pollution in their communities. Coming from all over the U.S, and as far afield as the Caribbean, South East Asia, the Middle East, Africa, and New Zealand, these committed students already grasp the severity of the ocean plastic crisis. Each team earned a spot in the Summit by submitting their original ideas to reduce plastic pollution. Throughout the weekend, these teams, made up of students ranging from 10 to 18 years old, will have the opportunity to share ideas with peers, learn from inspiring speakers, work one-on-one with mentors and attend workshops covering topics such as strategic planning, public speaking, and how to work with policymakers, community leaders, and businesses.

“As millions of tons of plastics continue to accumulate in our ocean each year, global youth are demanding that we address the issue head-on,” said Katie Allen, Executive Director of Algalita. “Our Youth Summit is a platform for youth to organize and amplify their voices and efforts. These students have a strong desire to contribute to meaningful social change, and we're here to make sure they have the opportunity and resources to do so.”

At the event, students will have a chance to work directly with Captain Charles Moore, the man credited for sparking the “Great Plastics Awakening” in 1997 after sailing through a dense plastic accumulation area in the North Pacific Gyre – commonly known as the “Great Pacific Garbage Patch.” Other Summit mentors include international leaders from Bahamas Plastic Movement, Bow Seat Ocean Awareness Programs, Green Art Labs, Green Contributor, Heirs to Our Oceans, Plastic

Pollution Coalition, Scripps Institution of Oceanography, Space 2 Create, The Last Plastic Straw, and The Lost Art of Love Letters.

Since its inception in 2011, the POPS International Youth Summit has provided a platform for over 500 students from 23 different countries to participate in 145 plastic pollution awareness, prevention and reduction campaigns. The continuation of these innovative projects not only empowers these future environmental leaders to make forward progress in their own communities, but also inspire the others in their lives to do the same.

Algalita is inviting the media to participate in this event being held at the Ocean Institute in Dana Point, CA February 9th-11th, 2018. For more information about attending the Summit, please contact: Anika Ballent, 562.598.4889, anika@algalita.org

LIST OF STUDENT TEAMS

- ALCHS Marine Bio Club | Animo Leadership Charter High School | **Inglewood, CA**
- APES AGAINST MICROPLASTICS | Redondo Union High School | **Redondo Beach, CA**
- BPM Plastic Warriors | Preston Albury High & Tarpum Bay Primary | **Eleuthera, Bahamas**
- Conservation Club | Christian Brothers College | **Bulawayo, Zimbabwe**
- CREECS Creek Sweepers | Cape Romain Environmental Education Charter School | **McClellanville, SC**
- DCMS Eco Club | Deep Creek Middle School | **Deep Creek, Eleuthera, The Bahamas**
- Free Our Sands | Beachside Montessori Village | **Hollywood, FL**
- Green Kids Conservation Club | Delta Waters Int'l School | **Maun, Botswana**
- H2OO Palau | Palau Mission Academy | **Palau**
- Hinemoana Para Kore | Indigenous Zero Waste Organisation Para Kore | **New Zealand**
- Maui Huliau | Maui Huliau Foundation | **Maui, HI**
- PAC-kers (Plastic Awareness Campaign) | Brookhouse Int'l School | **Nairobi, Kenya**
- Pandemonium | Burbank and John Burroughs High School | **Burbank, CA**
- Pescadero Heirs | Pescadero Middle/High School | **Pescadero, CA**
- Planet Heroes 2 | LWIS CIS Beirut | **Beirut, Lebanon**
- Plastic Busters | The Pegasus School | **Huntington Beach, CA**
- Plastic Pack | GlenOak High School | **Canton, OH**
- Plastic Pollution Preventers | King Middle School | **Portland, ME**
- Pollution Terminators | Forest Heights STEM Academy | **Little Rock, AR**
- SUPPS | Cooper Academy | **Fresno, CA**
- The Rescuers | Lycee Pilote d'Ariana | **Ariana, Tunisia**
- WAPS Cambodia | Zaman Int'l School | **Phnom Penh, Cambodia**
- Writing to Make a Difference | Rogers Middle School | **Long Beach, CA**

ABOUT ALGALITA

Algalita is a global leader in the movement to end plastic pollution. Our organization was the first to expose the severity of the issue after our Founder, Captain Charles Moore, discovered the swirling

soup of plastic pollution in the North Pacific – now known by many as the Great Pacific Garbage Patch. With over 20 years of experience working to understand and solve the problem, Algalita is a living example of a catalyst for real change. We're committed to long-term, systemic solutions and just as we were the spark in the beginning, we're committed to being the spark that leads to the end.

Our programs are built upon four major pillars, which uphold our work to:

- 1) Monitor and bring attention to plastic accumulation in the open ocean through global expeditions;
- 2) Empower youth to become change-makers of today while preparing them to take on the challenges of the future;
- 3) Inspire individuals and communities to adopt plastic-smart habits; and
- 4) Design and evaluate solutions with industry, policy makers, businesses, and entrepreneurs worldwide while holding each group accountable for their responsibilities, actions, and impacts.

ACCOMPLISHMENTS

Since our inception, Algalita has:

- Developed the world's first set of research protocols for sampling ocean plastic pollution;
- Sustained an ongoing Pacific Garbage Patch monitoring program with expeditions launched every 4-5 years;
- Helped develop a comprehensive statewide action plan to reduce sources of plastic pollution in California;
- Authored over two dozen scientific publications;
- Co-founded the world's first NGO alliance and the first industry alliance addressing ocean plastic pollution;
- Reached over 2,150 teachers and 275,800 students through our ongoing POPS Program that includes in-class science workshops, teacher training, field research opportunities, peer mentoring, and the world's first annual Plastic Pollution Youth Summit which has been the catalyst in launching over 146 waste reduction campaigns with schools, worldwide; and
- Become the first group to monitor the impact of cleanup systems in the North Pacific Gyre.

“Students for the Salish Sea”: Project Overview

As you will see by the goals listed below, our team is already involved in and committed to an important journey of awareness and community action for our local environment. Being able to attend the “Global Youth Summit on Ocean Plastic Pollution” could provide us with the valuable leadership training, additional background knowledge, diverse networking and supportive inspiration that can only add to our overall success and determination. Here’s what we are all about:

Long-term Goal: The Elimination of all Single-Use Plastic on Pender Island and beyond. (By 2020)

* We have already begun this journey on Pender and hope that our efforts will inspire other communities to do the same. Based on progress to date, we truly believe that this is a realistic goal.

Mid-Term Goal: The creation and facilitation of the first annual “Students for the Salish Sea” summit to be held on Pender Island in the late spring of 2019.

* This event will include top-notch keynote speakers, sharing our project work & findings, immersive field studies, hands-on/minds-on “how-to” workshops, leadership training, and the establishment of a student action network for our Salish Sea.

* Students from all Salish Sea communities will be invited to attend this two-day gathering to learn about how they can make a difference in their home areas, much like we hope to experience at the “Global Youth Summit on Ocean Plastic Pollution”.

Short-Term Goals:

1) Individual research and design of plastic-related science fair projects to be presented and evaluated in early April 2019 at the University of Victoria.

Lauren: Design of laundry wastewater filters to capture microplastics.

Taeven: Analyzing local fresh & ocean water samples to measure microplastic levels.

Meredith: Effectiveness of so-called “Bio-degradable” packaging in the compost.

Quynn: Discovering “Natural” packaging that can replace plastic use.

2) Continued encouragement of local businesses to transition from single-use plastics to more sustainable materials.

* Our local pub has switched from plastic to paper straws.

* Our grocery store no longer supplies plastic bags.

* Our class is raising funds for future activities by sewing and selling unique shopping and gift bags made from repurposed fabrics.

3) Spreading awareness at community events on Pender and beyond.

* Our team will present their projects and goals at the upcoming “Rights of Nature” gathering, featuring Dr. David Boyd, Nov 16 on Pender Island. We have already shared some of their work at the Shoreline Clean-up event in September and will seize any opportunity they can to present at local events in the months to come.

Obstacles: We have found that “time” is our biggest challenge. We have so many ideas and goals, but only so many hours in the day as we each lead very busy lives. Spreading awareness and getting others to join us is one key to accomplishing more in a shorter time frame. Another key consideration is that almost all of our work fits the curriculum of our ecological high school, so everything we do will go towards our graduation and we can use class time and school resources to get things done.

Cost/Budget: We have tried our best to limit costs, as we know that financial concerns often prevent people from changing their ways. All of our goals are achievable without major funding, though we will be applying to the Commission for Environmental Cooperation (CEC) for travel assistance if we are selected for the Global Youth Summit.

Our own “Students for the Salish Sea” gathering is financially possible due to the amazing human and community resources we have on Pender and how willing the locals are to support what we are doing. We have excellent guest speakers, a wealth of world-class field study sites, and spacious venues. We will try our best to keep overall costs down and apply for grants so that participant registration fees will be easily affordable.

Success! : We will know that we are successful if:

- * our island becomes more plastic-free.
- * our science fair projects are well-received at the regional and national level.
- * our “Students for the Salish Sea” summit is well attended with excellent feedback from participants.
- * more of our fellow students and community members join our efforts and exhibit greater awareness of the issues.
- * we are able to attend the “Global Youth Summit” to become even stronger advocates and activists for our environment.

Our Team: The Salish Sea Stars

Lauren Ohnona (14 years old) shared her work and learning at the G7 Summit for Climate Change, Oceans and Clean Energy in Halifax, Nova Scotia this past September on the invitation of the Federal Environment Minister, Catherine McKenna, after sharing her science fair project “Microplastics in Our Local Shellfish” at the Canada Wide Science Fair in Ottawa last May. Her project involved the study of local clams at three different beaches to determine their level of micro-plastic contamination. The year before, her winning regional science fair project at the University of Victoria explored the level of microplastics in laundry outflow produced by various fabrics. Her current project centers on the design of effective filters that can be used to screen microplastics out of laundry outflow before they can get into the wastewater systems.

Taeven Lopatecki (16) is a child of the ocean, being an avid surfer, kayak guide and snorkeler. She attended the Saturna Ecological Education Centre (SEEC) for her Grade Ten year, where she studied the degree of plastic accumulation on local beaches. Her

project was featured in the local media and has helped to guide subsequent beach clean-ups. Her current project involves the testing of both fresh and salt water samples from all around our island to determine the comparative levels of micro-plastics.

Meredith Boyd (12) was one of the inspirations for her dad's first book "The Optimistic Environmentalist" which shares good news stories from around the world. Dr. David Boyd has since published "The Rights of Nature" and we hope to feature him as a keynote speaker at our "Students for the Salish Sea" summit next spring, along with Meredith's mom, Margot Venton, who is an environmental lawyer for EcoJustice and currently fighting for the health of our Southern Resident orcas. Meredith played the lead role in an environmental play our class performed for over 400 elementary students last spring. Her current project involves the study of various "biodegradable" plastics to see how well they actually break down in compost.

Quynn Stafford (16) also attended SEEC, and while there, became horrified by the destruction climate change was causing. She wrote numerous essays on this issue, and found it especially hard to believe that there were people who didn't believe in it, when the proof seemed right before her eyes. Both of Quynn's parents are archaeologists, and her father specializes in studying the Salish Sea peoples. While this has made her interested in the past, it has also helped her look to the future. Quynn's current project explores the possibilities of "natural" packaging that could replace our use of plastics.

Steve Dunsmuir (advisor) is grateful for the opportunity to teach and learn with these four dynamic young ladies who are just a few of the 26 wonderful young people who make up the Pender Ecological Education Community (PEEC). He earned a Master's degree in Environmental Education and Communication at Royal Roads University and was named "Outstanding K-12 Classroom Teacher" by the Canadian Network for Environmental Education and Communication.

ALGALITA

Marine Research and Education

December 4, 2018

**Sub: Invitation letter to attend the International Youth Summit at Dana Point, California
February 22-24, 2019**

To whom it may concern:

Lauren Ohnona, Taeven Lopatecki, Meredith Boyd and Quinn Stafford advised by Steve Dunsmuir been selected to attend the 2019 Plastic Ocean Pollution Solutions International Youth Summit (POPS Youth Summit). This event is hosted by Algalita Marine Research and Education, a U.S. not for profit organization. The 8th annual POPS Youth Summit will take place in Dana Point, California, USA, February 22-24, 2019 and will bring together about 100 students and their advisors from around the world for a weekend of seminars, workshops, and opportunities to connect with other selected students about the global environmental issue of plastic pollution.

We have had the pleasure of reviewing the work of 65 national and international teams and were wholeheartedly impressed by the outstanding research, planning, and creativity displayed by all. This team was one of the finalists, as chosen by a panel of judges based on the complexity, feasibility, and potential impact of their project on addressing plastic pollution in their local community.

Extensive preparations are being made to ensure that we have the best program possible for this year's Summit. We hope these students will bring their curiosity and enthusiasm to learn, try new things, and share their ideas. We thank this team for participating in this competition and we wish them the best in all their academic endeavors. We look forward to welcoming this team and their advisor to Algalita's 8th Annual POPS International Youth Summit in Dana Point, California in February 2019.

Sincerely,



Anika Ballent, Program Director
Algalita Marine Research and Education



Katie Allen, Executive Director
Algalita Marine Research and Education



Charles Moore, Founder
Algalita Marine Research and Education

ALGALITA

Marine Research and Education

2019 POPS Youth Summit Overview:

When: Friday, February 22, 2019 - Sunday, February 24, 2019
Times: February 22: 4pm-8pm, February 23: 8am-5pm, February 24: 8am-3pm
Where: The Ocean Institute: 24200 Dana Point Harbor Dr., Dana Point, CA, USA 92629
Who: Youth Leaders from all around the World
Why: To Be the Solution to Plastic Pollution

Hotel: Dana Point Marina Inn: 24800 Dana Point Harbor Dr., Dana Point, CA, USA
92629, Phone: (949) 496-1203

Costs Summary:

Lodging at Dana Point Marina Inn is sponsored by Algalita for Feb 22, 2019 beginning at 3:00pm until Feb 24, 2019 ending at 11:00am. Additional time at the hotel must be paid for.

Food and drink is supplied by Algalita for Feb 22, 2019 at 3:00pm until Feb 24, 2019 at 3:00pm free of charge for participants.

More Information about the POPS Youth Summit can be found here:
<http://algalitayouthsummit.org/>

For questions please contact the Program Director: Anika Ballent - anika@algalita.org

Catherine Hallmich <challmich@cec.org>

Fri 12/7, 1:45 PM

Dear Salish Sea Stars,

We are pleased to inform you that your team has been selected by the CEC for travel support to and from the 2019 Algalita POPS Youth Summit!

Here is important information you need to know before making your travel arrangements:

- The reimbursement will be made in Canadian dollars up to C\$5,000.
- The payment will be made by check and mailed to the **team advisor**, up to four weeks after receiving your travel receipts.
- Depending on your team's ability to cover your travel costs in advance, you have two options:
 1. Your team purchases the plane tickets and ground transportation, and sends all receipts to the CEC no later than 1 March 2019.
 2. For plane tickets, your **team advisor** contacts CEC's travel agent (the tickets will be paid for directly by the CEC) and sends the receipts for ground transportation to the CEC no later than 1 March 2019.

Let us know how you wish to proceed, and please send us the advisor's phone number and address where they wish to receive the check.

One important note: the CEC would like to be the first to share the news publicly. We plan on posting messages on social media (Twitter and Facebook) next week, so **we ask that you please wait until after our posts to share the news with your network**. Let us know if you have a Twitter or Facebook account and wish to be included in our social media posts.

Finally, we plan on following up with you in March to ask you a few questions about how the Summit has helped your team be more impactful in your efforts to reduce ocean pollution, and what you would recommend to your government to promote and enhance youth engagement on the issue.

Again, congratulations, and don't hesitate to contact me if you have any questions.

Warm regards,
Catherine

Catherine Hallmich
+1-514-350-4376
challmich@cec.org

Project Lead – Ecosystems and Green Growth
Líder de proyectos – *Ecosistemas y Crecimiento verde*
Chargée de projets – Écosystèmes et Croissance verte

**Commission for
Environmental
Cooperation**

Three countries. One
environment.

Website: www.cec.org

Facebook: [CECConnect](https://www.facebook.com/CECConnect)

Twitter: [@CECWeb](https://twitter.com/CECWeb)

**Comisión para la
Cooperación Ambiental**

Tres
países. Un medio ambiente.

Sitio web: www.cec.org

Facebook: [CCAconecta](https://www.facebook.com/CCAconecta)

Twitter: [@CECWeb](https://twitter.com/CECWeb)

**Commission de
coopération
environnementale**

Trois pays. Un
environnement unique.

Site web : www.cec.org

Facebook: [CCEconnexion](https://www.facebook.com/CCEconnexion)

Twitter: [@CECWeb](https://twitter.com/CECWeb)

Salish Sea Stars & The Global Summit: Trip Plan

Tuesday, Feb. 19, 2019

4:25 pm: Catch ferry from Otter Bay to Tsawwassen. Walk on. Steve and Laura with Taeven, Lauren, Meredith and Quynn. G

* Supper on ferry. Brought from home or purchased on board.

6:40: Arrive at Tsawwassen. Drive to Cloverdale for the night. All stay at Steve's Mom's place. (Sally Schnee: 604 574 8607)

* Early to bed. Girls sleep in basement room together.

Wednesday, Feb. 20

4:30 am: Wake up and have quick breakfast.

5:00: Drive to Pacific Inn in south Surrey to meet bus.

(* Have passports and letters ready from the parents to cross border!)

6:20 am: Bus to Seattle. Arrive 9 am.

9: 30: Board Amtrak Coast Starlight train. Depart station at 9:45.

** CO2 emissions of air travel are 20.5 times higher than train, per kilometer*, per passenger, according to the European Environmental Agency.) Passenger planes emit 285 grams of CO2 per passenger per kilometer – trains 14.

12:00: Arrive in Portland, Oregon. Lunch provided on train.

6:10 pm: Arrive in Eugene Oregon. Supper provided on train.

10:00 pm: Klamath Falls, Oregon. All should have been in bed a long time ago!

* We will have three roomettes; each featuring double seats that will be converted into bunk beds for the night by the porter.

Thursday, Feb.21

7:35 am: Martinez, California. May be a good time to get up for breakfast in the dining car.

11:48: Salinas, California: good time for lunch. Train heads to the coast to make spectacular drop to San Luis Obispo on the ocean.

6:02 pm: Santa Barbara, California. Good time for supper in dining car.

9:00 pm. Arrive at Union Station in Los Angeles. Leave Coast Starlight.

10:13 pm.: Board the Surf Liner train headed south. Coach seats.

11:25: San Juan Capistrano: Get off train and find way to Dana Point Marina hotel. via shuttle or other ground transportation.

12:00: Arrive at hotel and settle in to rooms for the night. All four girls will share their own room, with Steve and Laura nearby in their room.

Friday, Feb. 22

8:00: Wake up and get ready for the day.

8:30: Meet for breakfast and explore the area to find a good place to eat.

9:30-3:00: Time to explore the area as a group.

3:30: Summit begins! Head to the registration desk.

* Evening activities to be announced by the organizers soon.

Saturday, Feb.23: Day Two of Summit

* Day's activities to be announced by the organizers soon.

Sunday, Feb 24: Day Three of Summit

* Day's activities to be announced by the organizers soon.

3:30: Summit Closes: Group is free to explore the area together for the rest of the day.

Monday, Feb 25

6:00: Wake up, pack and check out of hotel.

7:00: Leave Dana Point Marina Inn for train station

7:30 am. Surfliner Train leaves San Juan Capistrano station.

10:00: Coast Starlight Train leaves Union Station in LA, headed north.

12:40: Santa Barbara: lunch on train provided.

6:20: Salinas: supper on train provided.

9:24: Oakland: may be time for bed!

Tuesday, Feb 26

8:17: Klamath Falls, Oregon: Good time to wake up: excellent wetland birding area.
Breakfast provided on train.

12:36: Eugene, Oregon: Lunch provided on train.

6:01: Olympia, Washington: Supper provided on train.

7:56: Arrive in Seattle. Depart Coast Starlight train.

9:00: Board bus headed north.

10:45ish: Cross border back into Canada

11:15: Depart bus at Pacific Inn in south Surrey. Get ride to place for the night.
Go to sleep!

Wednesday, Feb 27

7:30: Get up and have breakfast.

8:30: Get ride to ferry.

9:55: Ferry leaves Tsawwassen for Pender, via Galiano and Mayne

12:00: Arrive back on Pender!

PROPOSED BUDGET

1. Ferry Costs:

From Pender to Tsawwassen: (2 adults x \$7.80 + 4 students x \$3.90)= \$31.20

From Tsawwassen to Pender (2 adults x \$17.80 + 4 students x \$8.85)= \$71.20
\$102.40

2. Train:

* To LA return for 6 people \$4000 cdn

* LA to San Juan Capistrano return \$400 cdn

3. Accommodations

Two extra nights in Dana Pt. Marina Inn (2 rooms) \$600 cdn

4. Shuttle: to Dana Pt. and back to station: \$50

!! \$6000 should cover all costs

FUNDING SOURCES

1. **Commission for Environmental Cooperation (CEC)**

On December 7, we received word from Catherine Hallmich, Project Lead-Ecosystems and Green Growth, that we had been awarded a **\$5000** grant to support our travel to the summit. (See attached email hard copy)

2. **The Pender Island Conservation Association (PICA)** is submitting a grant application to the **CRD** in the amount of **\$3000** to help cover our travel costs and the costs of our local Pender Island summit. This grant has already received the support of David Howe, a CRD director and should be approved in January of 2019.

3. The team has made a few public appearances on **Pender Island** and word is out about their projects. They have managed to raise close to **\$1000** in donations so far. These efforts will continue right up to our trip and beyond to our Students for the Salish Sea Summit during the last weekend of May, 2019.

* we may have upwards of
\$9000⁰⁰ total budget
and we can take a portion
of that to put forward for
TTDC costs.

2019 INTERNATIONAL YOUTH SUMMIT INFORMATION

What: 2019 POPS International Youth Summit
When: Friday, February 22, 2019, 4pm – Sunday, February 24, 2019, 3pm
Time: Feb 22: 4pm-8pm, Feb 23: 8am-5pm, Feb 24: 8am-3pm
Where: The Ocean Institute, 24200 Dana Point Harbor Dr., Dana Point, CA, 92629, USA
Who: Youth Leaders from all around the World
Why: To Be the Solution to Plastic Pollution

**Check in at the hotel starts at 3:00pm. Hotel clerk will have room designation.
Registration at the Ocean Institute starts at 3:30pm.**

HOTEL STAY

- Hotel accommodations: Dana Point Marina Inn, 24800 Dana Point Harbor Dr., Dana Point, CA, 92629, USA. Hotel phone #: (949) 496-1203.
- Hotel accommodations will be provided for each member of the finalist teams from 3pm on Friday, February 22 through 11am on Sunday, February 24 (including 1 advisor per team; second advisor must cover costs for accommodations and meals through Algalita - see Google registration form).
- Rooms will be assigned for both youth and advisors. You may be assigned to a room with non-team members. Students will stay with students and advisors with advisors, so everyone will be able to make new friends. Each room has two queen beds and will house 4 students of the same gender. Please notify us of any special requests on the Google registration form.
- Your team will be emailed their room assignments in advance. The hotel will have all rooming information.
- You will be responsible for any damage you cause to your room – as well as any extra cleaning charges that may be assessed.
- We will be having a party at the hotel pool Saturday night from 6pm-9:30pm.
- CHECKOUT – you will have to check out at the front desk on Sunday morning **before** the program to avoid late charges. All personal items must be out of your room, but you may leave your things in the *Dana Point Room* at the hotel.
- EXTENDED RESERVATIONS: If you plan to extend your trip on either side of the Summit, you can make reservations at a group rate of \$110 per room per night. These rates apply from February 21 through February 25. You'll need to call ahead to make these reservations separately from Algalita's group booking for the nights of Friday, February 24 and Saturday, February 25.

MEALS

- All meals (beginning with dinner on Friday through lunch on Sunday) are provided. Indicate your dietary specifications on the Google registration form.

TRANSPORTATION

- The Dana Point Marina Inn AND the Ocean Institute have FREE parking.
- Please note that all transport is at your own risk and Algalita assumes no responsibility for accidents, thefts, etc.
- We encourage you to work as a team to raise funds for the travel-related costs of getting here. Here are some ideas: Ask your Parent/Teacher Association for a scholarship, have them help you host a fundraising event during lunch/activities, reach out to local businesses for sponsorships and promise them you'll give a presentation to

them after the Summit.

CLOTHING

- We appreciate your good judgment in making certain your clothing will adhere to a moderate dress code.
- Casual attire (t-shirt & jeans) will be appropriate during the weekend.
- Shoes or sandals **MUST** be worn at all times.
- Please note that all of our indoor facilities are air-conditioned. You may wish to bring a sweatshirt or light jacket.

SPECIAL ITEMS

- Your reusable water bottle!
- Camera! You will definitely want to capture memories from the weekend
- We recommend you bring an umbrella or raincoat...just in case
- The Dana Point Marina Inn has a pool so you may want to bring a swimsuit. Please understand that you swim at your own risk and any minors must be accompanied by an adult. Algalita assumes no responsibility for recreational activities.

SAFETY & SECURITY CONCERNS

- The safety of all Summit participants is of prime importance to us.
- Throughout the day, all participants are required to be with his/her team at all times.
- Staff members and/or Summit directors must be notified if there is a reason for an exception to this.
- At no time should any participant be alone at the Summit.
- Each participant is responsible for all of his/her personal belongings. Algalita is not liable for lost, stolen, or damaged items.

CANCELLATIONS

- If a conflict arises and you cannot attend the Summit, please let the Program Director know immediately and no later than **January 11, 2019**. The best way to do this is via e-mail: anika@algalita.org.
- We appreciate your courtesy in notifying us of your need to cancel, arrive late, etc.

Questions? Email: anika@algalita.org

Catherine Hallmich <challmich@cec.org>

Fri 12/7, 1:45 PM

Dear Salish Sea Stars,

We are pleased to inform you that your team has been selected by the CEC for travel support to and from the 2019 Algalita POPS Youth Summit!

Here is important information you need to know before making your travel arrangements:

- The reimbursement will be made in Canadian dollars up to C\$5,000.
- The payment will be made by check and mailed to the **team advisor**, up to four weeks after receiving your travel receipts.
- Depending on your team's ability to cover your travel costs in advance, you have two options:
 1. Your team purchases the plane tickets and ground transportation, and sends all receipts to the CEC no later than 1 March 2019.
 2. For plane tickets, your **team advisor** contacts CEC's travel agent (the tickets will be paid for directly by the CEC) and sends the receipts for ground transportation to the CEC no later than 1 March 2019.

Let us know how you wish to proceed, and please send us the advisor's phone number and address where they wish to receive the check.

One important note: the CEC would like to be the first to share the news publicly. We plan on posting messages on social media (Twitter and Facebook) next week, so **we ask that you please wait until after our posts to share the news with your network**. Let us know if you have a Twitter or Facebook account and wish to be included in our social media posts.

Finally, we plan on following up with you in March to ask you a few questions about how the Summit has helped your team be more impactful in your efforts to reduce ocean pollution, and what you would recommend to your government to promote and enhance youth engagement on the issue.

Again, congratulations, and don't hesitate to contact me if you have any questions.

Warm regards,
Catherine

Catherine Hallmich
+1-514-350-4376
challmich@cec.org

Project Lead – Ecosystems and Green Growth
Líder de proyectos –*Ecosistemas y Crecimiento verde*
Chargée de projets –Écosystèmes et Croissance verte

**Commission for
Environmental
Cooperation**

Three countries. One
environment.

Website: www.cec.org

Facebook: [CECConnect](#)

Twitter: [@CECWeb](#)

**Comisión para la
Cooperación Ambiental**

Tres
países. Un medio ambiente.

Sitio web: www.cec.org

Facebook: [CCAconecta](#)

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coopération
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Trois pays. Un
environnement unique.

Site web : www.cec.org

Facebook: [CCEconnexion](#)

Twitter: [@CECWeb](#)

Salish Sea Stars: Video Application

The Salish Sea Stars, also known as Taeven Lopatecki (gr.11), Lauren Ohnona (gr.9), Quynn Stafford (Gr.11) and Meredith Boyd (Gr.7), are four intrepid students from Pender Island's place-based high school class. Along with their teacher/advisor for this project, Steve Dunsmuir, they created the following a video as part of their successful application to take part in the 2019 Global Youth Summit on Ocean Plastics. Please take a look at the following link:

<https://www.youtube.com/watch?v=seVJdqqusto>

“Students for the Salish Sea”: Project Overview

As you will see by the goals listed below, our team is already involved in and committed to an important journey of awareness and community action for our local environment. Being able to attend the “Global Youth Summit on Ocean Plastic Pollution” could provide us with the valuable leadership training, additional background knowledge, diverse networking and supportive inspiration that can only add to our overall success and determination. Here’s what we are all about:

Long-term Goal: The Elimination of all Single-Use Plastic on Pender Island and beyond. (By 2020)

* We have already begun this journey on Pender and hope that our efforts will inspire other communities to do the same. Based on progress to date, we truly believe that this is a realistic goal.

Mid-Term Goal: The creation and facilitation of the first annual “Students for the Salish Sea” summit to be held on Pender Island in the late spring of 2019.

* This event will include top-notch keynote speakers, sharing our project work & findings, immersive field studies, hands-on/minds-on “how-to” workshops, leadership training, and the establishment of a student action network for our Salish Sea.

* Students from all Salish Sea communities will be invited to attend this two-day gathering to learn about how they can make a difference in their home areas, much like we hope to experience at the “Global Youth Summit on Ocean Plastic Pollution”.

Short-Term Goals:

1) Individual research and design of plastic-related science fair projects to be presented and evaluated in early April 2019 at the University of Victoria.

Lauren: Design of laundry wastewater filters to capture microplastics.

Taeven: Analyzing local fresh & ocean water samples to measure microplastic levels.

Meredith: Effectiveness of so-called “Bio-degradable” packaging in the compost.

Quynn: Discovering “Natural” packaging that can replace plastic use.

2) Continued encouragement of local businesses to transition from single-use plastics to more sustainable materials.

* Our local pub has switched from plastic to paper straws.

* Our grocery store no longer supplies plastic bags.

* Our class is raising funds for future activities by sewing and selling unique shopping and gift bags made from repurposed fabrics.

3) Spreading awareness at community events on Pender and beyond.

* Our team will present their projects and goals at the upcoming “Rights of Nature” gathering, featuring Dr. David Boyd, Nov 16 on Pender Island. We have already shared some of their work at the Shoreline Clean-up event in September and will seize any opportunity they can to present at local events in the months to come.

Obstacles: We have found that “time” is our biggest challenge. We have so many ideas and goals, but only so many hours in the day as we each lead very busy lives. Spreading awareness and getting others to join us is one key to accomplishing more in a shorter time frame. Another key consideration is that almost all of our work fits the curriculum of our ecological high school, so everything we do will go towards our graduation and we can use class time and school resources to get things done.

Cost/Budget: We have tried our best to limit costs, as we know that financial concerns often prevent people from changing their ways. All of our goals are achievable without major funding, though we will be applying to the Commission for Environmental Cooperation (CEC) for travel assistance if we are selected for the Global Youth Summit.

Our own “Students for the Salish Sea” gathering is financially possible due to the amazing human and community resources we have on Pender and how willing the locals are to support what we are doing. We have excellent guest speakers, a wealth of world-class field study sites, and spacious venues. We will try our best to keep overall costs down and apply for grants so that participant registration fees will be easily affordable.

Success! : We will know that we are successful if:

- * our island becomes more plastic-free.
- * our science fair projects are well-received at the regional and national level.
- * our “Students for the Salish Sea” summit is well attended with excellent feedback from participants.
- * more of our fellow students and community members join our efforts and exhibit greater awareness of the issues.
- * we are able to attend the “Global Youth Summit” to become even stronger advocates and activists for our environment.

Our Team: The Salish Sea Stars

Lauren Ohnona (14 years old) shared her work and learning at the G7 Summit for Climate Change, Oceans and Clean Energy in Halifax, Nova Scotia this past September on the invitation of the Federal Environment Minister, Catherine McKenna, after sharing her science fair project “Microplastics in Our Local Shellfish” at the Canada Wide Science Fair in Ottawa last May. Her project involved the study of local clams at three different beaches to determine their level of micro-plastic contamination. The year before, her winning regional science fair project at the University of Victoria explored the level of microplastics in laundry outflow produced by various fabrics. Her current project centers on the design of effective filters that can be used to screen microplastics out of laundry outflow before they can get into the wastewater systems.

Taeven Lopatecki (16) is a child of the ocean, being an avid surfer, kayak guide and snorkeler. She attended the Saturna Ecological Education Centre (SEEC) for her Grade Ten year, where she studied the degree of plastic accumulation on local beaches. Her

project was featured in the local media and has helped to guide subsequent beach clean-ups. Her current project involves the testing of both fresh and salt water samples from all around our island to determine the comparative levels of micro-plastics.

Meredith Boyd (12) was one of the inspirations for her dad's first book "The Optimistic Environmentalist" which shares good news stories from around the world. Dr. David Boyd has since published "The Rights of Nature" and we hope to feature him as a keynote speaker at our "Students for the Salish Sea" summit next spring, along with Meredith's mom, Margot Venton, who is an environmental lawyer for EcoJustice and currently fighting for the health of our Southern Resident orcas. Meredith played the lead role in an environmental play our class performed for over 400 elementary students last spring. Her current project involves the study of various "biodegradable" plastics to see how well they actually break down in compost.

Quynn Stafford (16) also attended SEEC, and while there, became horrified by the destruction climate change was causing. She wrote numerous essays on this issue, and found it especially hard to believe that there were people who didn't believe in it, when the proof seemed right before her eyes. Both of Quynn's parents are archaeologists, and her father specializes in studying the Salish Sea peoples. While this has made her interested in the past, it has also helped her look to the future. Quynn's current project explores the possibilities of "natural" packaging that could replace our use of plastics.

Steve Dunsmuir (advisor) is grateful for the opportunity to teach and learn with these four dynamic young ladies who are just a few of the 26 wonderful young people who make up the Pender Ecological Education Community (PEEC). He earned a Master's degree in Environmental Education and Communication at Royal Roads University and was named "Outstanding K-12 Classroom Teacher" by the Canadian Network for Environmental Education and Communication.



December 17, 2018

VIA EMAIL

Ref: 206916

To: Lisa Halstead, Superintendent of Schools
Rod Scotvold, Secretary-Treasurer
School District No. 64 (Gulf Islands)
Email: lhalstead@sd64.org, rscotvold@sd64.org

RE: 2018/19 Classroom Enhancement Fund – Final Allocations

Dear Lisa and Rod:

Your 2018/19 Classroom Enhancement Fund (CEF) fall submissions have been reviewed and you have been approved funding for 18.0 FTEs, with costs expected to be \$1,637,977. You have also been approved for \$364,002 in overhead and \$185,985 to fund reported remedies, for a total CEF allocation of \$2,187,964. Please note that you are not permitted to overspend your CEF allocation or transfer funds between staffing, overhead and remedies without prior authorization from the Ministry.

CEF grant adjustments will be disbursed to school districts on the following basis:

January 2019	40 percent
February and March 2019	15 percent each month
April, May and June 2019	10 percent each month

You will be required to report back to the Ministry on your CEF spending in April 2019 on the following information (recoveries may be made before the end of the year if significant underspend is reported):

- Actual hiring of teacher FTEs compared to your funded hiring;
- Actual compensation costs for the teacher FTEs that are hired;
- Actual overhead costs; and
- Actual remedy utilization and costs.

A final year-end report on spending will also be required in July 2019, noting that any underspend in CEF from 2018/19 will be applied as a reduction to your 2019/20 CEF grant amount.

... / 2

If you have any questions about your allocation or would like further information, please contact either myself at Kim.Horn@gov.bc.ca, Jonathan Foweraker at Jonathan.Foweraker@gov.bc.ca, or Ian Aaron at Ian.Aaron@gov.bc.ca.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kim Horn', with a long, sweeping flourish extending upwards and to the right.

Kim Horn
Executive Director
Resource Management Division

cc: Rob Pingle, Board Chair
School District No. 64 (Gulf Islands)
rpingle@sd64.org