



AGENDA

1. **CALL TO ORDER**
2. **ADOPTION OF AGENDA**
3. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2019 12 11 (attachment)
4. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2019 12 11 (attachment)
5. **BUSINESS ARISING**
6. **CORRESPONDENCE**
 - (a) Response from Minister Trevena, Re: Active Transportation Strategy (attachment)
 - (b) Letter from Minister Fleming (attachment)
7. **DELEGATIONS**
 - (a) Saltspring Island Middle School 2019-20 School Plan Presentation
 - (b) Salt Spring Elementary School 2019-20 School Plan Presentation
8. **CHAIRPERSON'S REPORT**
 - (a) 2020 Board Committees (attachment)
 - (b) BCSTA Leadership Series (FESL)
9. **SUPERINTENDENT'S REPORT**
 - (a) Learning in School District No. 64
 - (b) Island Leadership Coalition (ILC)
 - (c) Hakai Institute – Pender
 - (d) iPass Grant Opportunity
10. **SECRETARY TREASURER'S REPORT**
 - (a) Financial Report
 - (b) Amended Annual Budget Bylaw 2019/2020 (1st Reading)
 - (c) Executive Compensation Disclosure (<https://www.publicsectorcompensation.gov.bc.ca/executive-compensation-disclosures/2018-2019>)
11. **COMMITTEE REPORTS**
 - (a) Committee of the Whole Report
 - (b) Education Committee Report
 - (c) Indigenous Education Committee Report
 - i. Draft Indigenous Education Enhancement Agreement (attachments)
Motion: That the Board of Education approves, in principle, the 2020-2025 Indigenous Education Enhancement Agreement.

12. **TRUSTEE'S SCHOOL REPORTS**

Topic: How is your school engaging students in relevant and inspiring experiences that promote curiosity and a love of learning? (Inspire Learning, Goal 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*

13. **OTHER BUSINESS**

14. **QUESTION PERIOD**

15. **NEXT MEETING DATES**

- (a) Committee Day – February 26, 2020 at the School Board Office
- (b) Regular Board Meeting – February 12, 2020 at Fernwood Elementary School

16. **ADJOURNMENT**

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2020/21



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 12 11

Present:

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

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Linda Underwood
D'Arcy Deacon
Doug Livingston
Jesse Guy
Lori Deacon
Richard Frost

Superintendent of Schools
Assistant Superintendent
Incoming Director of Instruction, HR
Director of Instruction, Learning Services
Secretary Treasurer
Executive Assistant
Director of Facilities and Transportation

Dan Sparanese
Marie Mullen
Larry Melious
Deborah Nostdal
Mark Kitteringham

Principal, Phoenix Elem. School
Principal, Fulford Elem. School
CUPE Local President
GITA President
Driftwood Representative

Regrets:

The meeting was called to order at 1:00 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.

He acknowledged the significance of the work of the Board and recognized Linda Underwood, wishing her all the best in her retirement.

1. ADOPTION OF AGENDA

Amend item 1 to remove reference to elections
Amend 3(a) date of 2019 11 13

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 12 11 be adopted as amended.

CARRIED 139/19

2. APPROVAL OF MINUTES

Amend 8(a) - draft
Amend 6(a) - Julie Johnston
Amend 10(d)ii - recommendation(s)
Amend 11 - mentorship

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 11 13 be approved as amended.

CARRIED 140/19



3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 11 13 as presented.

CARRIED 141/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Letters of Minister Dix, re: Issue of Vaping**

Shared letter sent on behalf of the Board.

(b) **Letter to Minister Trevena, re: Active Transportation**

Shared letter sent on behalf of the Board.

6. **DELEGATIONS**

(a) **Fulford Community Elementary School Plan Presentation**

Principal Marie Mullen presented the Fulford school plan that articulates academic goals of literacy and numeracy. She shared improvements in School-Wide Write assessments from October 2018 to May 2019. She shared iPASS (integrated Performance Assessment for Success) data and student writing traits identified by staff. Fulford staff used the November Pro-D Day to focus on writing.

Ms. Mullen explained that assessments are strength-based allowing students to identify where they are on the continuum and set goals for themselves. She also explained that staff use extra prep time to work on Math and will use the January school-based Pro-D to focus on Math. Ms. Mullen ended the presentation by declaring that students have fun at Fulford!

(b) **Phoenix Elementary School Plan Presentation**

Principal Dan Sparanese shared the Phoenix School goals and approach to learning needs, characterised by staff who are strong, nimble and flexible in their teaching.

Mr. Sparanese explained that Phoenix is a diverse school, in both demographics and philosophy. The school represents a partnership with staff and parents in the delivery of programming and described the Stowell Lake School as a school within a community.

Mr. Sparanese stated that knowing learners is the best way to develop individual learning targets and is central to staff's approach to teaching. The ability to be nimble and flexible allows for more responsiveness. He noted that FSA participation for Phoenix students is much higher than previous years and that the information acquired from the FSA aligns 100% with classroom assessments. Since September, staff have been able to implement interventions that have seen real gains.

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA Academy**

Trustees and senior staff recently attended the annual BCSTA Academy.

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

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

Scott Benwell presented the student data recently published by the Ministry of Education. SD64 has seen an increase of 8.5% in "residents only" six-year completion and is the fourth most improved district in the Province at 82.7%. He expressed concern that our Indigenous students did not benefit from the same improvement, with graduation rates remaining relatively unchanged. FSA participation for SD64 is the



most improved in the Province, almost doubled this year from last at 94%. Dr. Benwell concluded by stating his pride in being a part of a district committed to student success.

(b) Configuration Review Report

Dr. Benwell stated that the Board must decide how it plans to examine the thoughts and ideas gathered during the public consultation process of configuration review. He identified three possible options for next steps:

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

Discussion regarding the configuration of an ad-hoc committee to potentially include staff, trustees and partner groups.

Moved and seconded that the Board of Education select Option 2 as presented by the Superintendent of Schools to review feedback from the Configuration Review consultations.

Continued discussion regarding responsibility and timing

Moved and seconded that the motion be amended as the Board of Education creates an ad-hoc feedback review committee through the education committee to review feedback from the configuration review.

Moved and seconded that the motion be tabled.

CARRIED 142/19

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

Moved and seconded that the motion be amended to replace “Spring 2020” with “September 2020 Board Meeting” and strike “details and give notice that any resulting school closures for the 2020/2021 school year will be governed by district policy and the School Act”.

CARRIED 143/19

Moved and seconded that the Board of Education extend the decision-making timeline to the September 2020 Board meeting to accommodate the delay in the Provincial Funding Formula Review.

CARRIED 144/19

Moved and seconded that the motion on the table be lifted.

CARRIED 145/19

Moved and seconded that the Board of Education creates an ad-hoc feedback review committee through the education committee to review feedback from the configuration review.

CARRIED 146/19



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

CARRIED 147/19

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

(a) **Financial Report**

Secretary Treasurer Guy shared the monthly expenditure report. She reported that the Quarterly Revenue and Expenditure Report was approved by the Ministry and that district spending remains consistent.

(b) **Signing Authority Update**

Ms. Guy reported the need to update signing authorities on school district accounts due to Linda Underwood's upcoming retirement as presented in Appendix A and B:

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

1. For amounts up to and including \$10,000:
Scott Benwell, Chief Executive Officer; or
D'Arcy Deacon, Director of Instruction
with
Jesse Guy, Secretary Treasurer

2. For amounts over \$10,000:
Jesse Guy, Secretary Treasurer, or
Scott Benwell, Chief Executive Officer
with either

Rob Pingle, Board Chair, or
Tisha Boulter, Trustee

Appendix B: Signing authority for the Operating Bank Account #1003 104:

1. For amounts up to and including \$10,000:
Scott Benwell, Chief Executive Officer, or
D'Arcy Deacon, Director of Instruction
with
Jesse Guy, Secretary Treasurer,

Except for Receiver General, Payroll Deductions, Utilities and yearly contracts signed or approved by the Board on behalf of the Board.

(When signing authorities for amounts over \$10,000 apply).

2. For amounts over \$10,000:
Jesse Guy, Secretary Treasurer, or
Scott Benwell, Chief Executive Officer
with either
Rob Pingle, Board Chair, or
Tisha Boulter, Trustee



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 12 11

Moved and seconded that the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A'.

CARRIED 148/19

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

CARRIED 149/19

(c) SSIYSA ALC Application Request

Ms. Guy shared her financial analysis of the SSIYSA original proposal and explained that, from a financial perspective, it is not in the district's best interest to continue with the SSIYSA original proposal for an artificial turf field. She noted that the original proposal creates an unfunded liability for the district as well as a commitment to annual maintenance costs.

Moved and seconded that the Board of Education rescinds motion 80/19 carried by the Board of Education at its June 12, 2019 meeting.

CARRIED 150/19

Discussion regarding options to partner and/or undertake improvements to district natural surface playing fields.

Moved and seconded that the Board of Education has determined that it wishes to retain the natural playing surfaces. The Board is open to exploring a partnership with a local government and/or community organizations to improve the playing surface for students and community. These improvements would be contingent upon a satisfactory partnership with a local government and/or community organization that guarantees the payment for the installation and operation of the improvements.

CARRIED 151/19

(d) Recording of Minutes

Ms. Guy shared a staff report regarding the digital recording of minutes. It is proposed that recordings be destroyed once minutes are approved.

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

CARRIED 152/19

10. COMMITTEE REPORTS

(a) Committee of the Whole

The draft Committee of the Whole Summary 2019 11 27 was received.

CARRIED 153/19

i. Climate Action Plan

Discussion regarding the use of the word emergency or change in lieu of crisis.

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

CARRIED 154/19



(b) Education Committee Report

The draft Education Committee Summary 2019 11 27 was received.

CARRIED 155/19

- i. Configuration Review – public meeting summaries*
Shared summaries of the public consultation meetings.

(c) Finance, Audit, and Facilities Committee Report

The draft HR Committee Summary 2019 11 27 was received.

CARRIED 156/19

(d) Policy Committee Report

The draft Policy Committee Summary 2019 11 27 was received.

CARRIED 157/19

- i. Amendments: Procedure 120 - Board Committees*
Amendments were made to reflect changes to Board Committees and Liaise Committee representatives.

Moved and seconded that the Board approve the amendments to Procedure 120 Board Committees.

CARRIED 158/19

11. TRUSTEES' SCHOOL REPORTS

Trustee School Reports were received as presented.

CARRIED 159/19

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

Fernwood Elementary School

Fernwood school keeps physical wellness a priority, with every class getting 35 minutes of daily gym time. The school has three recesses, with a total of 1.5 hours of free unstructured play time which greatly boosts children's academic and social abilities. There are three outdoor nature classes, and they get a little extra physical activity, through long hikes and beach time. Every year 8 to 12 new kiddies go into the program. Some classes are doing yoga every day. Fernwood had a walk and wheel to school at the end of October. The school's annual water walk is in May - going to St Mary's lake and back.

Mental wellness is interwoven into the daily schedule with mindfulness practice, breathing exercises, and meditation. Principal Logan leads a breathing mediation at whole school meetings. The school has a clear problem-solving procedure whenever there is conflict, establishing a secure and predictable process. There is a simple print out to follow. The Three r's (respect, responsibility and reaching out) are integrated into this process, and kids learn to identify each of the zones (blue, green, yellow, or red) that they may be feeling at school whether in conflict or not. They then learn strategies to help them depending on the zone.

Fernwood school also prides itself for their focus on early literacy, knowing how it directly effects students' confidence. Growth mindset (Carol Dweck) methods are being used in three older classes, supporting determination, self-evaluation, and focus. Ms. Logan found, when surveying each kid to see how well they are integrated in school, that as they got older, they tended to be negative about math. Growth mindset helps change this attitude, and now the chorus is 'not yet' rather than 'can't'.



Fernwood school values a caring environment understanding how much that contributes to overall wellbeing. One project exemplifying this are Christmas Hampers being put together for three families.

Fulford Community Elementary School

As Fulford School is surrounded by beautiful forests there is a big focus on nature as a way to be grounded. Students connect with nature by going into the woods to find “sit spots” where they can quietly contemplate. There is also an active garden program which included recently planting bulbs around the school as well as growing food. Healthy eating is also a focus through the garden program as well as having special days like potato day or smoothy day.

In many classrooms students begin the day with a check in to raise awareness of others which creates patience and understanding. During the day classes practice mindful breathing and take movement breaks to ensure they are feeling their best to focus on more learning. At the end of the day there are also gratitude circles where students share specific points about what they appreciate about each other.

With connections to nature and each other as a focus of the school there are celebrations of this at the whole school meetings. With friendly deeds acknowledged each meeting and an encouragement for respectful communication between all. Each meeting ends with everyone saying “be kind to one another.”

Galiano Community School

Staff were very keen to discuss this topic. Everyone agreed that Galiano Community School takes a team approach to supporting wellness; teachers, EA’s, support staff and administration are excellent at supporting one another in times of need. At Galiano, we are big believers in sitting down together to enjoy a daily snack and a laugh. When times are tough, laughter is the best medicine.

There was also a sense that things are particularly stressful this year, citing admin transitions, needs in the classrooms and a lack of clarity around EA times as some of the things tipping the balance of wellness. Everyone is looking forward to a healthier new year, as roles and responsibilities become clearer and especially as the current stomach flu is healed and stabilizes attendance of students and staff alike!

Gulf Islands Secondary School

Wellness Wednesdays is an open forum in a classroom offered to students to share feelings and concerns weekly. Phoenix place has the resource of a community-based counsellor on a need basis.

GISS has a full-time community counsellor dedicated to mental and emotional needs of the students. Also, they have two full-time staff counsellors available for timetable and mental/emotional wellness. The staff utilize a referral system to identify students at risk with emotional challenges that goes to the school-based team to customize supports. Lunch supplements are available to kids who are hungry at the counsellors office and the cafeteria. The Phoenix Place facility has a meal program and there is always food in the fridge. The grade 9s participate, during their Real 9 program a mental, in a sexual health wellness component for 12 days. Overall there is a commitment of a supportive, accepting cultural environment for the diverse group of students that makes up GISS.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, there are many routines and exercises to promote and support student happiness, positivity and overall well-being. In the primary room, daily morning yoga, mindfulness and breathing practices help ground the students at the beginning of the day and prepare them for learning. Recently, in the 4-8 room, students have had dedicated health time and have been tracking their sleep, nutrition and exercise and are currently in training to run a 5k in the spring. The 4-8s are also part of newly created positions of sport and class ambassadors to help foster their confidence as leaders as well as create a sense of belonging as part of a team.



Daily gratitude circles in both classes help the students gain the skills to be able to pull the positive out of their day and maintain an optimistic perspective. Focus throughout the school on an “I Can” mindset has helped all students cultivate confidence as learners.

Pender Islands Elementary Secondary School

- Music across the grades promotes wellness and self-regulation; everyone plays an instrument
- Gotcha Program (Connect to kindness, respectfulness, and safe actions)
- Buddy Programs (Seniors with 2/3s and 7s with K-1)
- Providing tailored activities during scheduled breaks which in turn creates opportunities for healthy play
- Introduction of WITS at the school level
- Multi-aged games and activities on the playground (promoting inclusivity of all students)
- Fruit and Veggie Program. Friday Breakfasts.
- Food available in office as needed.

In Classrooms:

- Building strong relationships between staff and students
- Zones of Regulation
- Yoga/Mind breaks within classrooms
- Breaks/safe spots for certain students.
- Unique and identified.
- Minds Up- understanding ourselves through neuroscience

Phoenix Elementary School

Emotional Health:

Teachers at all levels engage with students when they are experiencing personal challenges. An ongoing area of concern has been setting personal boundaries. Being a small school, phoenix is well equipped to guide students through conflict with peers and to model healthy and productive interactions. WITS; Walk away, Ignore, Talk it out, Seek help. is used as a guide in situations of conflict.

Sexual Health:

Phoenix has a sexual health program that is facilitated to the intermediate class in a one-week intensive workshop.

Nutritional Literacy:

Phoenix has a breakfast program, in which the culinary studies, and gardening program are actively part of. Besides the food grown and made at Phoenix Elementary, students are supported with information about healthy food choices and sustainable food options.

Relational Skills and School Connectedness:

Phoenix hosts regular opportunities and events for parental involvement allowing students to share their time and showcase their accomplishments.

School community and individuals are celebrated at weekly school meetings.

Salt Spring Elementary School

Salt Spring Elementary sees huge benefits in using food to support student wellness. The food program ensures there is fruit and boiled eggs in the morning for all students to ensure they get off to a good start. There is also fruit, crackers and cheese available at lunch to keep everyone going until the end of the day. This is also extended out into the garden where because the students grown the food they are more willing to eat it. Recently students have been seen stuffing kale with herbs and calling them “mini bites” as they eat them up.



This year there is a new group coming to the school in January to work with the Grade 4-5 students. The Stigma-Free Society is committed to combating stigma of all kinds. The Society's goal is to create awareness of the various stigmas that exist in the world, develop an understanding of the challenges that numerous people face and encourage all people to foster acceptance of themselves and others.

Saltspring Island Middle School

All the students participate in daily physical education and each classroom teacher provides nutritional and brain breaks at appropriate times during the day. The school provides a breakfast program that the secretaries prepare and set out with donations from Country Grocer. There are also burritos available for students who need more nutrition at lunch, "Feed Hungry Kids" motto. The gym is open with supervision at lunch time for extra phys ed fun. This teacher time is made possible by the admin team covering some teaching time to free up staff. The library is open for lunch with board games and crafts. Classroom teachers take time to discuss trending social issues at the school allowing kids to share and debrief and learn. SIMS has partnered with SWOVA to deliver the 'RESPECT' program. The teachers helped redesign the curriculum and now co-facilitate the material with the facilitators. Full-time counselling is offered divided between two staff. One counsellor is also a trained Sex Ed. Facilitator and has been a great resource for the school. The community meetings provide fun experiences like the 'winter wrap-up' that include performances, games and food bank drive, building fun social connections with the place the student learn.

Saturna Elementary School/SEEC

Saturna School is promoting student wellness in a variety of ways. A major focus for all staff is helping students have positive interactions with one another to help increase their sense of belonging at school. Programs such as Gotcha, where staff are recognizing and documenting safe, kind and responsible behaviour, as well as the Kindness Box, where the students recognize these same attributes in each other.

The buddy system, which was implemented at the beginning of the school year, is creating and promoting connections between SEEC and elementary students. The reciprocal benefit is to help provide positive role models for the younger students and give the SEEC students more island connections while they are away from home.

Along with the emotional support and wellness, the school is promoting physical wellness. Efforts are supported through regular body breaks, exercise and providing fruits and vegetables for healthy snacks.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

(a) Committee Day – January 29, 2020 at the School Board Office

(b) Regular Board Meeting – January 15, 2020 at the Salt Spring Elementary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 4:01 p.m.

CARRIED 160/19



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 12 11

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
2019 12 11**

Present:

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

Board Chair
Vice-chair
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Jesse Guy
Linda Underwood
D'Arcy Deacon
Doug Livingston
Lori Deacon

Superintendent of Schools
Secretary Treasurer
Acting Assistant Superintendent
Incoming Director of Instruction, HR
Director of Instruction, Learning Services
Executive Assistant

Regrets:

The meeting was called to order at 9:02 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 12 11 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2019 11 13 were approved as presented.

Items:

1. Exempt Compensation
2. Land Use Planning
3. Innovative Practice Review
4. January Winter Dinner

The meeting adjourned at 11:22 a.m.



December 31, 2019

Rob Pingle, Board Chair
School District No. 64
112 Rainbow Road
Salt Spring Island BC V8K 2K3

Reference: 290152

Dear Mr. Pingle,

Re: Active Transportation Strategy

Thank you for your correspondence regarding active transportation in School District 64. It was great to have your feedback at the Coastal Ferry Vision Forum.

I was glad to read about the school district's goal to make it safer and more convenient for children to get to school using active forms of transportation. As you may know, one of the actions in the provincial active transportation strategy is to provide funding to promote safe and active routes to school planning. Ministry staff are currently working with colleagues across government to implement this initiative.

The safety of our transportation network is a priority for our government, and we recognize speed limits play an important role in keeping our roads safe for everyone. When setting speed limits, ministry engineers consider many factors, such as traffic patterns and road features. Ministry engineers have verified the current speed limits on the Gulf Islands are safe and appropriate. That said, I have asked them to continue to monitor the roads and make any necessary changes to improve safety.

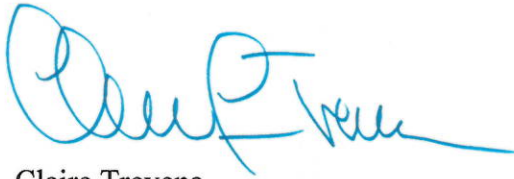
As you mentioned, expanding active transportation infrastructure is another option to promote walking or cycling to school. The ministry is committed to working with communities across the Gulf Islands in this regard. Staff regularly work with local governments to build trails and pathways, and the ministry accommodates active transportation infrastructure in major projects whenever possible. Outside of planned projects, we also provide cost-sharing grants to local governments under our Active Transportation Infrastructure Program. You can learn more about this program online at: <https://www2.gov.bc.ca/gov/content/transportation/funding-engagement-permits/funding-grants/active-transportation-infrastructure-funding>.

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I have asked the ministry's local district manager, Michael Pearson, to attend a board meeting on my behalf. He would be pleased to join you at the meeting on January 15, 2019. In the meantime, you may contact him at any time at 250 751-3287 or at Michael.Pearson@gov.bc.ca.

Thank you again for taking the time to write.

Yours sincerely,



Claire Trevena
Minister

Copy to: Honourable Rob Fleming
Minister of Education
MLA, Victoria-Swan Lake

Adam Olsen
MLA, Saanich North and the Islands

Michael Pearson, District Manager Transportation
Vancouver Island District



January 20, 2020

Ref: 217543

Dear Board Chairs,

As we begin a new year and a new decade, I would like to thank you as our public education co-governance partners for a productive 2019. Through effective collaboration, we are making substantial investments in students, building a better future for our children and ensuring the prosperity of our province.

With your leadership, British Columbia (BC) students entering their final years of secondary school are enjoying a modernized graduation program and an innovative new curriculum. With an increased focus on creative and critical thinking, communication, and personal and social responsibility, the new curriculum will produce educated citizens who are able to contribute to a rapidly changing world and shape a better future for us all. With your engagement and support, we are also on the way towards a comprehensive career strategy that will improve transition rates from high school to post-secondary education and training.

Heading into the new decade, we know a gap remains in student outcomes for those who struggle with mental health issues. Last fall we made additional investments in mental health supports in schools, bringing new funding to nearly \$12 million since 2018. This year, we are also looking forward to our third education-focussed mental health conference. In 2018, for the first time, representatives of BC's public, independent and First Nations schools, police, health authorities, and child and youth mental-health workers met together to develop tangible strategies to make life better for students struggling with mental-health issues. I am also very pleased our government has responded, in partnership with you, to the scourge of vaping in schools with a comprehensive regulatory action plan that is leading other provinces and territories.

Government has also been expanding our provincial ERASE (Expect Respect and a Safe Education) strategy to include a focus on guns and gangs in our school communities. ERASE is a comprehensive prevention and intervention strategy designed to foster school connectedness; address bullying; prevent violence; and provide support to school districts during critical incidents. Last month I joined my colleagues in Surrey to announce an additional \$4.93 million to scale-up this important initiative to four additional communities: Campbell River, Chilliwack, Courtenay and Hope.

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We have expanded our focus to now include gang prevention, mental health and wellness, substance abuse, cyberbullying and supporting students of all sexual orientations and gender identities.

Indigenous students in BC are now completing secondary school at the highest rate in history, with 69.4 percent completing in 2018/19 – an 8 percent increase since 2013/14. In addition, there are now 17 First Nations languages approved to be taught in BC schools, with more in development. In total, we have increased funding for Indigenous education by 29 percent since 2016/17, bringing the total to \$89.6 million this school year. On the path to meaningful reconciliation, more work needs to be done to ensure Indigenous knowledges flourish in BC classrooms for the betterment of all students. Our focus has also expanded to better help students in the care of government to be more successful and engaged in their school communities.

Outcomes for students with special needs in BC are also showing steady improvements. Completion rates were 75.5 percent last school year, up from 63.5 percent 10 years ago. An additional 1,000 education assistants have been hired in the past two years, which has increased the number of classes supported by an education assistant by 37 percent. In total, Government is supporting students with special needs with an estimated \$571 million in supplemental funding in 2019/20 – an increase of \$106 million (23 percent) since the 2016/17 school year.

The Ministry of Education is continuing to speed up the pace of investments in seismic upgrades, school expansions and new schools. With over \$1.7 billion invested since I became the Minister of Education, kids have more safe and modern places to learn. As part of our work to ensure quality child care services are available to families, Government has created over 2,600 new child care spaces in schools by funding Neighbourhood Learning Centres at 23 new or replacement schools since September 2017. With Budget 2020 coming up, school districts will continue to see Government's commitment to invest in public education. Further information will be coming from the Ministry of Education in March.

A key part of supporting student success is ensuring we continue to maintain a highly qualified educator workforce. We have invested \$3.5 million to create about 250 new seats in teacher education programs in B.C. These seats will help fill demand by training 70 special education, 20 secondary math and physics, 74 French and about 85 Indigenous educators. This is in addition to more than 1,500 potential new teachers graduating each year from B.C. universities.

Following the 2019 federal election, I am seizing the opportunity to address the problem of student hunger in schools. Through open discussions with my counterparts in Ottawa, my goal is to leverage funding for school meals. Government has achieved a lot for students in BC, but there are still too many kids in our communities going to school hungry each day. This must change. With your help, I believe we can ensure that no student is held back from learning by the pain of an empty stomach.

After thorough consultation with many of you, and with the final reports from the working groups, my colleagues and I are currently working on a plan to reform and improve the current funding model. The goal is to improve reliability, transparency and ensure that no student falls between the cracks. I know you are eagerly awaiting an update, and I will have more information to share with you in the coming weeks.

I want to thank you again for your incredible work on behalf of students, parents, teachers and support staff and for empowering our government to make foundational changes and long overdue improvements to our education system. Last year your support allowed us to ensure BC became the first jurisdiction in North America to make menstrual products available and free for all students.

I am more confident than ever before that with strong partnerships in education, we can keep moving forward to provide the best educational opportunities possible for all BC students.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming
Minister

SCHOOL DISTRICT No. 64 (Gulf Islands)
ORGANIZATION and COMMITTEES
January 1, 2020

BOARD MEMBERS

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

DISTRICT ADMINISTRATION

Scott Benwell	Superintendent of Schools & Chief Executive Officer
Jesse Guy	Secretary Treasurer
D'Arcy Deacon	Director of Instruction, Human Resources
Doug Livingston	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant
Clare Nuyens	Executive Assistant
Glynis Finer	Payroll Manager
Richard Frost	Director of Facilities and Transportation
Duane Little	Building Services Supervisor and OH & S Department

ASSOCIATION REPRESENTATIVES

Gulf Islands Principals' & Vice Principals' Association (GIPVPA)	Shelly Johnson / Marie Mullen
Gulf Islands Teachers' Association (GITA)	Deborah Nostdal
Canadian Union of Public Employees, Local 788 (CUPE)	Larry Melious
District Parent Advisory Council (DPAC)	Sarah Rae

**Regular Board meetings are held monthly on the 2nd Wednesday of each month (Exception: January is the 3rd Wednesday).
Special meetings are called as required.**

BOARD STANDING COMMITTEES (held the 4th Wednesday of each month)

FINANCE, AUDIT & FACILITIES

Membership:
Tisha Boulter (Chair)
Shelley Lawson
Chaya Katrensky

Functions:
- budget development and management
- financial management and reporting
- labour relations
- capital planning for facilities and transportation

Resource: Secretary Treasurer / Director of Facilities and Transportation

EDUCATION

Membership:
Chaya Katrensky (Chair)
Janelle Lawson
Stefanie Denz

Functions:
- design, delivery and review of educational offerings
- educational policy as it relates to service delivery
- other educational matters

Resource: Superintendent

HUMAN RESOURCES

Membership:
Shelley Lawson (Chair)
Greg Lucas
Tisha Boulter

Functions:
- employees
- negotiations
- working conditions
- collective agreements and employee contracts
- recruitment and review of superintendent
- employee recognition
- other such items as deemed personnel-related by the committee

Resources: Superintendent / Director of Instruction, HR

POLICY

Membership:
Janelle Lawson (Chair)
Greg Lucas
Stefanie Denz

Functions:
- ongoing review of its bylaws and policies
- development of new bylaws and policies
- revision of existing bylaws and policies and the deletion of redundant bylaws and policies
- ensures that all bylaws and policies are written in a consistent format and style
- ensures that there is no duplication or redundancy with other bylaws and policies or legislation
- provides research assistance on bylaws and policy issues, as needed

Resource: Superintendent

**COMMITTEE
OF THE WHOLE**

Membership:
All trustees

Functions:

- strategic planning
- community relations
- annual school calendars and the Board's annual calendars
- agenda setting
- other such items as determined by the chairperson, vice chairperson, superintendent and/or secretary treasurer

Board Chair and Superintendent of Schools are ex-officio members of all Standing Committees

TRUSTEE REPRESENTATIVES TO PARENT ADVISORY COUNCILS

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

**TRUSTEE APPOINTMENTS TO COMMITTEES, TASK FORCES
AND COMMUNITY GROUPS**

Bargaining Team (C.U.P.E.)	Stefanie Denz
Bargaining Team (G.I.T.A.)	Janelle Lawson
B.C. School Trustees Association	Tisha Boulter (Alternate: Chaya Katrensky)
B.C. Public Schools Employers' Association	Shelly Lawson (Alternate: Janelle Lawson)
District Health and Safety Committee	Tisha Boulter
Drake Road Steering Committee	Rob Pingle
Ferry Advisory Committee, Salt Spring Island	Tisha Boulter
Ferry Advisory Committee, Southern Gulf Islands	Gregory Lucas
Galiano Activity Centre Society	Shelley Lawson
Indigenous Education Advisory Council	Shelley Lawson & Stefanie Denz
Joint Job Evaluation Committee (C.U.P.E.)	Gregory Lucas
Labour Management Committee (C.U.P.E.)	Shelley Lawson
Professional Growth Committee (G.I.T.A.)	Chaya Katrensky and Janelle Lawson
Saturna Ecological Education Society	Chaya Katrensky
Secondary School Apprenticeship Steering Committee	Tisha Boulter

sxwut's'uli = Hummingbird



Belonging

Self-Identity - Self-Esteem - Social-Emotional
Wellness - Holistic - Joy - Peace - Harmony

squ'ew = Beaver



Culture

Culture - Dignity - Equity - Respect
Industrious - Determination - Social Responsibility

stseelhtun = Salmon



Success

Achievements - Opportunities
Intergenerational - Connection to Home - Inquisitive

spaal' = Raven



Culture

Culture - Dignity - Equity - Respect
Transformer - Tenacity - Imagination - Innovation

q'ul-Ihanumtsun = Killer Whale



Community

Family - Relationships
Familial and Territorial Connections - Navigator

spe'uth = Bear



Belonging

Self-Identity - Self-Esteem - Social-Emotional Wellness -
Holistic - Strength - Protector - Teacher

stqeeye' = Wolf



Community

Family - Relationships
Communicator - Cooperation

yukwule' = Bald Eagle



Success

Achievements - Opportunities
Forward-thinking - Honour - Peace - Friendship

SD64 Enhancement Agreement 2020-2025

DEDICATION

School District 64 (Gulf Islands) and the SD64 Indigenous Education Advisory Council respectfully acknowledge that we are privileged to live, learn and play on the unceded territories of the Hul'q'umi'num' and SENĆOŦEN speaking people. We thank these groups for their cultural legacy, transmitted from generation to generation through teaching and learning. We honour the significant role these historical and contemporary groups hold locally and globally. We dedicate this agreement to our Elders, our ancestors, our Indigenous youth and families and all educators, learners and community members who continue this journey forward, together.

We acknowledge that past educational institutions were part of the colonization process. We recognize the need for healing, empowerment and reconciliation. We commit to our continuing role towards reconciliation.

The partners of this agreement acknowledge that many people, Indigenous and allies, have brought us to where we are now, and we thank them for their efforts, and for lending their hearts and voices to this document.

INDIGENOUS EDUCATION ADVISORY COUNCIL

The Indigenous Education Advisory Council provides the voice for learners of Indigenous ancestry and their families, including First Nations, Inuit and Metis, in School District 64. Members include local Indigenous Elders, community members, families, and Indigenous students. The Council also has representation from CUPE, GITA, BCTF, GIPVPA, SD64 School Board and Senior Administration, and the Connecting Generations program. The Indigenous Education Advisory Council works in partnership with SD64 to support and guide Indigenous Education programming and services.

OUR HISTORY AND CONTEXT

School District 64 is a unique collection of ten school communities, located on five Southern Gulf Islands: Saturna, Pender, Mayne, Galiano and Salt Spring. Our school district serves learners from diverse Indigenous communities within the traditional lands of several Coast Salish groups, as well First Nations, Metis and Inuit learners from elsewhere in the province and country. This agreement is intended to meet the needs of all Indigenous Learners, whilst respecting and honouring their diversity. Moreover, it reaches beyond these students, to all

staff, students and in the greater school community, promoting-awareness and respect for Indigenous peoples, languages, cultures, history, showcasing the vital role Indigenous communities hold in the world.

This agreement builds on work and intentions presented in 2 previous agreements, dated 2006-2011 and 2013-2018. Although no longer mandated by the BC Ministry of Education, the SD64 Indigenous Education Council, supported by the School District 64 School Board and Senior Administration, are committed to continue articulating this important work. The goals of the agreement align with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and the *Truth and Reconciliation Commission of Canada: Calls to Action* (TRC:CtA).

OUR PURPOSE

This third Enhancement Agreement demonstrates our ongoing commitment to the improved success of all Indigenous learners, whilst promoting knowledge of and respect for Indigenous cultures, values, languages and histories within our school communities. This is understood by all parties to be a shared responsibility.

To demonstrate its commitment to this purpose the district, with the ongoing collaboration of all parties, will:

- Ensure Indigenous students experience their highest levels of academic, cultural, social and individual success while in the care and service of SD64
- Create caring and respectful learning environments, where Indigenous learners and their families are welcomed and experience a sense belonging
- Promote integration of contemporary as well as traditional Indigenous teachings in learning environments to ensure relevant and meaningful historical and current day content and context
- Provide opportunities for *all* SD64 learners to experience Indigenous pedagogy and First Peoples Principles of Learning from kindergarten through graduation

We intend this to be a 'living document'- one reflecting our shared commitment, our willingness to question our assumptions, to consider new ideas and information, and make adjustments as we journey together- and one that will serve as both a starting point and a touchstone within School District 64.

OUR ENHANCEMENT AGREEMENT GOALS

We support and commit to the following four Enhancement Agreement goals and call on our teaching animals to help bring our goals to life in Educational settings. Identification and articulation of these goals and indicators was achieved through a two-year collaborative process involving representatives of partner groups past and present.

GOAL 1: Belonging

School District 64 (Gulf Islands) commits to a culture of care and respect, where all Indigenous learners feel a sense of belonging through a reflection of their self-identity and pride.

Indigenous Education Support team will:

- Connect with, support, and build relationships with all Indigenous learners
- Visit all schools and island communities on an ongoing basis
- Be present and available regularly for learners, families and staff
- Monitor global tracking of supports, services and attendance
- Provide and/or monitor supplementary social-emotional supports
- Create opportunities to engage and record student voice
- Create and support leadership and cultural opportunities
- Partner with schools in building Indigenous Education School Service Plans

Each school community will:

- Reflect SD64 Enhancement Agreement *Belonging* goal in School Growth Plan
- Create an *Indigenous Education School Service Plan* for Indigenous Learners
- Create leadership opportunities for Indigenous learners

School District Board and Senior Staff will:

- Support the implementation, and follow-up, of the Equity Scan
- Ensure protocol, acknowledgments and inclusion at School Board events are authentic and meaningful
- Encourage Indigenous student voices at Board gatherings
- Recognize the importance of the Letter of Understanding 4 between British Columbia Public School Employers' Association (BCPSEA) and British Columbia Teachers' Federation (BCTF), supporting equitable hiring of staff with indigenous heritage

Assessment tools for Goal #1

- Student Learning Survey
- Attendance tracking
- Ministry "How are we doing?" report
- Student voice: district and school survey/interviews
- Attendance at Cultural Club gatherings
- Participation levels in Student Leadership Roles
- Indigenous Education Accountability Survey Tracking Tool: *Belonging Goal*

GOAL 2: Culture

All School District 64 (Gulf Islands) learners will have opportunities to engage in and learn about Indigenous content, culture, history, and values across all grade levels and curriculum

Indigenous Education Support team will:

- Bring cultural teachings to individuals, classes, schools and district
- Promote and infuse awareness of Enhancement Agreement at school sites
- Create and facilitate school-based, and district level cultural events
- Connect local Indigenous groups with schools
- Create Cultural Club & Leadership opportunities per school site
- Provide Indigenous voice and presence on school websites and newsletters
- Share Pro D opportunities with educators to expand capacity
- Inform and invite Indigenous learners to cultural events in/out of school
- Enhance resource sharing: distribution of content, books, materials, lessons, art
- Promote awareness of Truth and Reconciliation (TRC) Calls to Action
- Draw attention to 'United Nations Declaration on the Rights of Indigenous People'
- Teach Territory Acknowledgement, local protocols and language
- Support on-site school Indigenous Ed Teacher Champion
- Partner with schools in building Indigenous Education School Service Plans
- Showcase Hul'q'umi'num' Language at each site

Each School Will:

- Reflect the Enhancement Agreement *Culture* goal in School Growth Plan
- Create an *Indigenous Education School Service Plan* for Indigenous Learners
- Make visible the evidence of culture
- Embed indigenous perspectives, content and curriculum in all classes/grades
- Acknowledge Territory, follow protocols and insert local language at gatherings
- Infuse Indigenous Education on websites and in newsletters
- Include Indigenous Education at staff meetings
- Create and support Land Place-Based learning opportunities

School District Board and Senior Staff will:

- Ensure the SD64 Strategic Plan and Policy Manual reflect the values and practices of UNDRIP and the Truth and Reconciliation Commission.
- Ensure the SD64 Indigenous Education Enhancement Agreement remains current and relevant
- Provide opportunities for Indigenous curriculum credit courses, including **support of mandatory Indigenous course in middle years curriculum** and opportunities to take Indigenous focus courses for credit at high school

Assessment tools

- Student Learning Survey
- Visibility of Indigenous culture in schools

- Indigenous content and perspective evidenced in all classes/schools
- Record of land-based learning opportunities
- Record of Indigenous Community members involvement and/or partnerships
- Indigenous Student survey/interviews
- Indigenous Education Accountability Survey Tracking Tool: *Culture* Goal

GOAL 3: Community

In the spirit of Reconciliation, School District 64 commits to further strengthening relationships and partnerships with parents, families, caregivers, and local Indigenous communities to support *all* aspects of Indigenous student success

Indigenous Education Support Team will:

- Encourage awareness of Enhancement Agreement with families and community
- Promote awareness of Indigenous Education Support Team services with families
- Be regularly present and available on sites for families and learners
- Continue to build relationships with Hul'q'umi'num' and SENĆOŦEN language keepers
- Create, promote and communicate cultural events with families and learners
- Continue to grow partnership with local Community Services and other support services
- Sit in Support Circles (School Based Team, Counselors, LIST, Outside Services)
- Connect learners with Indigenous mentorship opportunities
- Create and support Outreach opportunities for learners and families
- Be an advocate for Indigenous learners and families
- Partner with schools in building Indigenous Education School Service Plans

Each School Will:

- Reflect SD64 Enhancement Agreement *Community* goal in School Growth Plan
- Create an *Indigenous Education School Service Plan* for Indigenous Learners
- Build relationships with local Elders and Indigenous community mentors
- Build intentional relationships and connections with Indigenous families

School District Board and Senior Staff will:

- Encourage opportunities and initiatives for Community and family involvement
- Embrace community reconciliACTION initiatives like Welcome Poles across the District
- Participate in Support Circles (SBT, School Counsellors, LIST, P/VP, Outside Services), when invited and where appropriate

Assessment tools

- School/district survey of Indigenous learners and families
- Student Learning Survey
- Attendance tracking of families at school events
- Indigenous community presence at school and/or on the land
- Indigenous Education Accountability Survey Tracking Tool: *Community* Goal

GOAL 4: Success

Supporting all aspects of Indigenous student success, School District 64 will ensure the academic achievement of all Indigenous learners.

Indigenous Education Support Team will:

- Monitor jointly with school the academic trajectory of learners
- Expand relationships with Post-Secondary Institutions Indigenous departments
- Bridge and support learners during 'transitions', within SD64 K-12, and beyond
- Communicate Post-Secondary opportunities (bursaries, scholarships, funding)
- Provide support in navigating systems, such as Status Applications
- Sit in Support Circles (SBT, School Counsellors, LIST, P/VP, Outside Services)
- Advocate for Indigenous learners
- Partner with schools in building Indigenous Education School Service Plans

Each School Will:

- Have the Enhancement Agreement *Success* goal reflected in School Growth Plan
- Create an *Indigenous Education School Service Plan* for Indigenous Learners
- Monitor and celebrate successes
- Create transition plans for Indigenous learners' school to school, island to island
- Regular review of formative and summative assessments of Indigenous learners
- Track Indigenous learners' trajectories

School District Board and Senior Staff will:

- Provide support to close the 'opportunity' graduation gap between Indigenous and non-Indigenous students
- Ensure the indigenization of the curriculum across all grades and schools
- Encourage BAA course with an Indigenous focus, across disciplines and age groups

Assessment tools

- School Based Literacy / Numeracy assessment tools
- District RYG data
- FSA results
- Report card data
- Graduation rates
- Transition rates to further education (post-secondary/college or trades)
- Indigenous Education Accountability Survey Tracking Tool: *Success* Goal

ANIMAL SYMBOLISM AND TEACHINGS TRAITS

Indigenous communities live and learn through a deep connection to the land they are on. This respectful relationship with the land and all living things inspires and informs the intention and practices outlined in this document.

The animals represented are northwest coast animals who were, and remain, important and vital in these Gulf Islands. The following descriptors are generalized and not specific to one culture and represent values, characteristics and traits. May the following *teaching animals* be a gift to the learning process and lend themselves to the understanding and application of our four Enhancement Agreement goals. We believe they will bring our Enhancement Agreement to life in all schools, tht at all grade levels.

BEAR

BEAR IS THE THINKER, A SYMBOL OF INNER STRENGTH AND QUIET CONFIDENCE

THROUGH BEAR, WE LEARN TO NURTURE OUR PERSONAL WELL-BEING BY RECOGNIZING OUR STRENGTHS AND OUR NEEDS. BEAR TEACHES US TO BE INTROSPECTIVE, TO KNOW OURSELVES, TO HONOUR OUR FEELINGS AND TO RESPECT OURSELVES. BEAR MODELS SELF-AWARENESS.

HUMMINGBIRD

HUMMINGBIRD IS THE HEALER, A SYMBOL OF JOY AND PEACE

THROUGH HUMMINGBIRD, WE LEARN TO APPRECIATE AND CELEBRATE LIFE. ENERGETIC, COLOURFUL AND PLAYFUL, HUMMINGBIRD TEACHES US TO OFFER JOY AND POSITIVITY TOWARDS OTHERS WITH AN OPEN AND LOVING HEART. HUMMINGBIRD MODELS BEAUTY AND GRACE.

BEAVER

BEAVER IS THE INDUSTRIOUS WORKER, A SYMBOL OF DETERMINATION

THROUGH BEAVER, WE LEARN TO BE DILIGENT COLLABORATORS AND COMMUNITY BUILDERS. BEAVER TEACHES US TO CARE FOR OUR COMMUNITY AND ENVIRONMENT BY VALUING DIVERSITY, ADVOCATING FOR OTHERS AND WORKING TOGETHER FOR THE GREATER GOOD. BEAVER MODELS COLLECTIVE HARD WORK.

RAVEN

RAVEN IS THE TRANSFORMER, A SYMBOL OF CREATIVITY

THROUGH RAVEN, WE LEARN TO BE INNOVATIVE AND USE OUR IMAGINATIONS. RAVEN TEACHES US TO BE CREATIVE AND PLAYFUL IN OUR DAILY WORK. RAVEN, 'THE TRICKSTER', OFTEN DISGUISES LIFE LESSONS IN CHALLENGES. RAVEN REMINDS US TO LAUGH AT OURSELVES AND TO LEARN FROM OUR MISTAKES. RAVEN MODELS INGENUITY.

ORCA

ORCA IS THE NAVIGATOR OF THE SEA, A SYMBOL OF FAMILY AND TERRITORIAL CONNECTIONS

THROUGH ORCA, WE LEARN THE IMPORTANCE OF COMMUNITY, RELATIONSHIPS AND IDENTITY. ORCA TEACHES US TO KNOW WHO WE ARE, WHERE WE COME FROM, AND THE INTERCONNECTEDNESS OF ALL. ORCA MODELS STRENGTH AND POWER WITHIN THE INDIVIDUAL, AND THE COLLECTIVE.

WOLF

WOLF IS THE GREAT COMMUNICATOR, A SYMBOL OF COOPERATION

THROUGH WOLF, WE LEARN TO CONNECT AND ENGAGE WITH OTHERS; TO GATHER AND SHARE INFORMATION; AND TO COOPERATE AND COLLABORATE WITH OTHERS AND OUR ENVIRONMENT. THROUGH LISTENING AND RESPECT, WOLF TEACHES US LESSONS OF THE 'PACK': THE IMPORTANCE OF WORKING TOGETHER WITH CARE AND RESPECT. WOLF MODELS TEAMWORK.

EAGLE

EAGLE IS THE VISIONARY, A SYMBOL OF NOBILITY AND SUCCESS

THROUGH EAGLE, WE LEARN TO REACH FOR THE STARS AND TO SOAR AT GREAT HEIGHTS. EAGLE TEACHES US ABOUT LEADERSHIP, STRENGTH AND VISION. EAGLE MODELS FREEDOM AND ACHIEVEMENT.

SALMON

SALMON IS THE HARDY, A SYMBOL OF RESILIENCE

THROUGH SALMON, WE LEARN DETERMINATION, INNER STRENGTH AND CONNECTIONS TO 'HOME'. SALMON TEACHES US PERSEVERANCE, FOCUS, AND THE IMPORTANCE OF OUR ROOTS. SALMON MODELS GRIT AND TENACITY

DRAFT

PERFORMANCE INDICATORS AND TARGETS

Performance indicators are selected from a variety sources of data available and are used to measure improvement from reliable information that can be:

- Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data)
- Tracked over time to identify trends
- Effectively used to implement interventions, strategies and best practices
- Quantitative and qualitative to support target and goal areas

Indicators are designed to increase or improve academic achievement or other goal areas for all Indigenous learners. Targets will be established each year and monitored over the duration of this Enhancement Agreement. Targets can shift over time and will be re-assessed annually.

APPENDIX A SCHOOL DISTRICT 64 BASELINE DATA

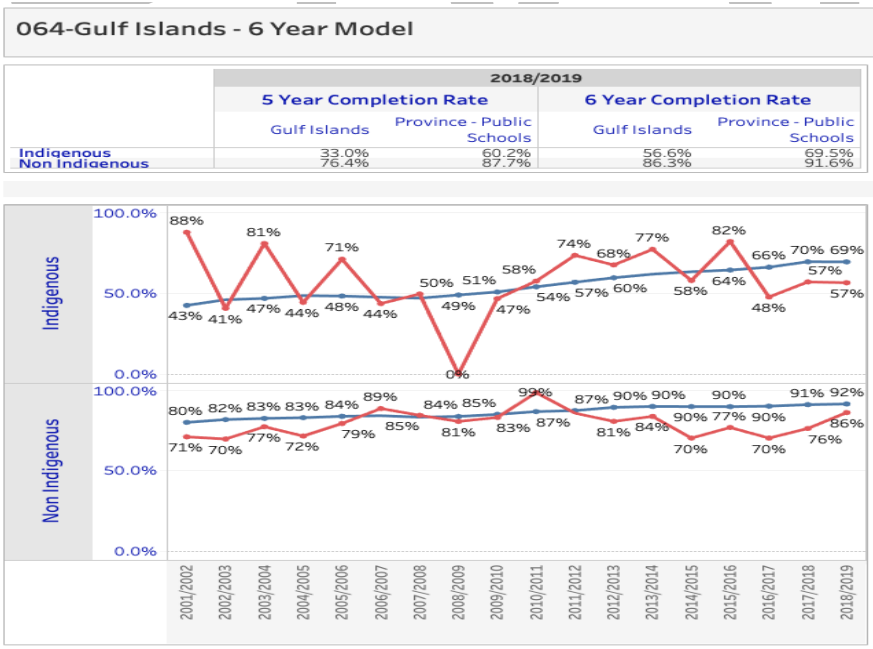
Number of Students Across All Grades 2018/19

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	107	121	107	150	127	138	155	145	120	119	129	140	175	65	1,798
Indigenous	9	9	6	14	16	9	20	11	15	10	18	17	21		175
Students with Special Needs	2	5	3	15	12	19	17	21	21	20	26	20	25	5	211

*Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system

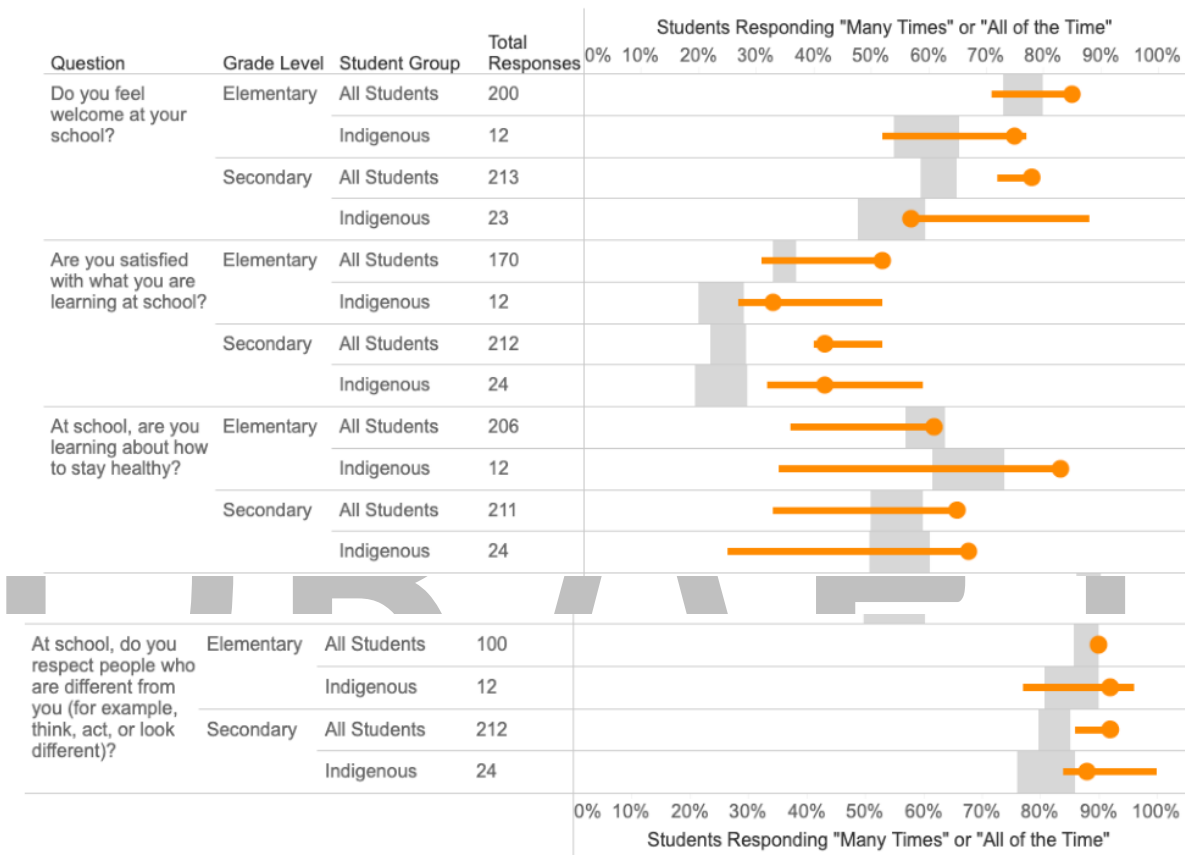
Completion Rates

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2018/19)
- Range of school district's results over time (2014/15 - 2018/19)



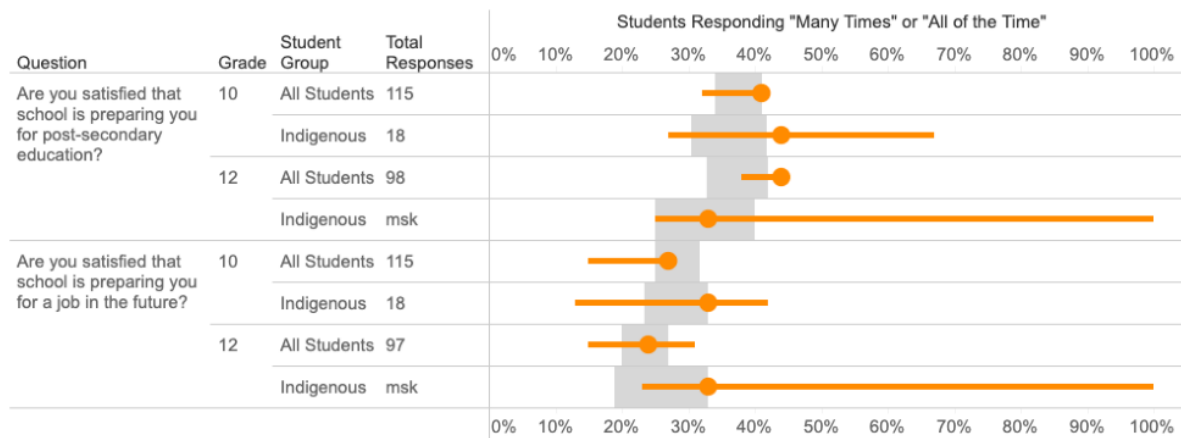
Student Satisfaction

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2017/18)
- Range of school district's results over time (2013/14 - 2017/18)



Post-Secondary and Career Preparation

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2017/18)
- Range of school district's results over time (2013/14 - 2017/18)



DRAFT

APPENDIX B

IMPLEMENTATION PLAN ROAD MAP

Our implementation plan is a road map and will be revisited and developed over time. Though the following offers some direction, while on our journey we believe implementation of the Enhancement Agreement needs to remain responsive, relevant, inclusive and organic to allow for growth and change over time.

Year One

- Develop baseline assessment tools at district level to gather data
- Develop District data systems to track trajectories (RYG Student Success Binders, IPASS Dashboard, Attendance Monitoring)
- Gather Provincial and District data from Ministry of Education (Student Learning Survey, Mental Health Dashboard, Completion Rates, FSA, Operation Equity)
- Establish an Indigenous learner database
- Build Indigenous Education School Service Plans per site
- Analyze current trends and set appropriate targets
- Engage and educate the wider community on the Enhancement Agreement
- Celebrate successes

Year Two- Four

- Assess all programs, initiatives, strategies; compare current data to baseline data

- Maintain programs and initiatives that are effectively impacting Indigenous learner success
- Participate in Equity Scan
- Offer and promote Professional Development opportunities to enhance and develop SD64 staff capacity regarding Indigenous education and curriculum
- Inservice schools, educators and learners on the Enhancement Agreement
- Celebrate successes

Year Five

- Evaluation
- Identify and make recommendations to continue successful programs and initiatives
- Identify growth areas
- Identify need areas and barriers, alter as needed
- Development of new Enhancement Agreement
- Celebrate successes

APPENDIX C

ACKNOWLEDGEMENT

Many people collaborated on the development of this Enhancement Agreement. Huy ch q'u to the 2018-2020 Indigenous Education Advisory Council members including students that contributed to this process.

VISUAL/List names- see old EA

APPENDIX D

MEMORANDUM OF AGREEMENT

We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Indigenous learners in the Gulf Islands School District

Signatories:

Elder
 Student
 Parent
 Superintendent
 Indig Ed Principal and Indig Ed Chairperson
 Trustee rep
 GITA rep
 CUPE rep