



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Virtual Meeting (ZOOM) / Teleconference**  
**2021 01 13 at 1:00 p.m.**

**A G E N D A**

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
  - (a) Minutes of the Regular Meeting, Public Session held 2020 11 18 (attachment)
  - (b) Minutes of the Special Meeting, Public Session held 2020 12 09 (attachment)
  - (c) Minutes of the Special Meeting, Public Session held 2021 01 06 (attachment)
3. **IN-CAMERA SUMMARY**
  - (a) Summary of In-Camera Meeting held 2020 11 18 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
  - (a) Response to Mayne Island Early Childhood Society (attachment)
  - (b) Letter to Ministries re: BC Ferries and Student Water Transportation (attachment)
  - (c) Seamless Daycare Requests (attachments)
  - (d) Federation of Canadian Secondary Schools – Canadian Charter of Learners’ Rights (attachments)
6. **DELEGATIONS**
  - (a) Mayne Island School Ipass Grant (attachment)
7. **CHAIRPERSON’S REPORT**
  - (a) Draft 2021/2022 School Calendar – Feedback (attachments)
  - (b) 2021 Board Committees (attachment)
  - (c) Pender Islands Housing Society Request for Support (attachments)
  - (d) SIMS Closure Vote Date (attachment)
  - (e) Timing of Board Meetings (November Notice of Motion)  
Motion: *that the February and May Public Board Meetings be held at 6:30 p.m.*
8. **CHIEF EXECUTIVE OFFICER’S REPORT**
  - (a) EPIC Achievement Grants (attachment)
  - (b) Consultation Process – SIMS Closure (attachment)
  - (c) COVID-19 Response
9. **CORPORATE FINANCIAL OFFICER’S REPORT**
  - (a) Monthly Financial Report
  - (b) 2019-2020 Executive Compensation Disclosure  
(<https://www.publicsectorcompensation.gov.bc.ca/executive-compensation-disclosures/2019-2020>)

**Board of Education, School District No. 64 (Gulf Islands)**

**Virtual Meeting (ZOOM) / Teleconference**

**2021 01 13**

- (c) COVID-19 Funds Update
- (d) Cayenta Upgrade (Staff Report – attachments)
- (e) CRD Request for Support – Drake Road Trail Upgrade (attachment)

**10. COMMITTEE REPORTS**

- (a) Human Resources Committee
- (b) Finance, Audit, and Facilities Committee
- (c) Anti-Racism Advocacy Working Group (attachment)

**11. TRUSTEE’S SCHOOL REPORTS**

Topic: What are you celebrating at your school this month? How are you making it visible? (Publicly celebrate and promote contributions and achievements of our students, staff, schools and community partners, Objective 3.2)

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

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Special Public Board Meeting - January 18, 2021
- (b) Regular Board Meeting - February 10, 2021
- (c) Committee Day - February 24, 2021

**15. ADJOURNMENT**

**LOCAL SCHOOL CALENDAR CONSULTATION FOR 2021/22**



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2020 11 18**

**Present:**

Rob Pingle	Chairperson
Shelley Lawson	Vice Chairperson
Tisha Boulter	Trustee
Janelle Lawson	Trustee
Greg Lucas	Trustee
Chaya Katrensky	Trustee
Stefanie Denz	Trustee
Scott Benwell	Superintendent of Schools
D'Arcy Deacon	Director of Instruction, Human Resources
Boe Beardsmore	Director of Instruction, Learning Services
Jesse Guy	Secretary Treasurer
Lori Deacon	Executive Assistant
Ian Mitchell	GITA President
Angela Thomas	CUPE President
Shelly Johnson	GIPVPA Representative
Marie Mullen	GIPVPA Representative
Caitlin Hertzman	DPAC Representative
Elizabeth Nolan	Driftwood Representative

The meeting was called to order at 1:00 p.m. by Chair Pingle. He acknowledged the honour and privilege of working together on these traditional territory of the Coast Salish peoples - huy ch q'u.

**1. ADOPTION OF AGENDA**

Additions:  
Timing of Board Meetings 12(a)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2020 11 18 be adopted as amended.

CARRIED 80/20

**2. APPROVAL OF MINUTES**

Amend 7(a) to add to DPAC statement "including a request for the Board to pause decision-making to be able to consult on the new information provided after the consultation period ended."

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2020 10 14 be approved as amended.

CARRIED 81 /20

**3. IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2020 10 14 as presented.

CARRIED 82 /20

**4. BUSINESS ARISING**



5. **CORRESPONDENCE**

(a) **Mayne Island Early Childhood Society**

A letter was shared from the Mayne Island Early Childhood Society. Jesse Guy explained that the *School Act* has been amended to support Districts in offering childcare services. She confirmed that it is not the district's intent to enter into competition with local licensed daycare providers.

Moved and seconded that the Board of Education directs staff to respond with a letter stating the district's current position and Ministry of Education policies.

CARRIED 83/20

6. **DELEGATIONS**

(a) **DPAC**

DPAC representative Caitlin Hertzman read the DPAC letter sent to the Board of Education regarding district configuration and the review process. She requested the Board pause the decision-making process to allow time to further consider feedback, consult with partners, and identify options. Ms. Hertzman thanked trustees for their consideration and expressed her hope to move forward in a collaborative, constructive manner.

Discussion regarding the quarter system at GISS and possible negative impact on student achievement.

7. **CHAIRPERSON'S REPORT**

(a) **Fernwood Elementary Nature Program – Sense of Place**

The Board received a request from Fernwood Elementary Nature Program to support its grant application for the Sense of Place project.

Moved and seconded that the Board provides a letter, supporting Fernwood Elementary's Sense of Place Project, to be included in the school's Foundations of Youth grant application through the Salt Spring Island Foundation.

CARRIED 84/20

(b) **Configuration**

Superintendent Scott Benwell summarized the consultation process of the last 25 months. He acknowledged that the process has been long and difficult and has been delayed twice to support decision making. Staff have responded to requests for more information and provided modeling to further support the process and inform decisions moving forward. He emphasized a right versus right dilemma and the challenges of balancing a financial plan that maintains access and opportunities. Dr. Benwell recommended the Board support configuration scenario 4b.

Moved and seconded that the Board of Education approves the operationalization of Configuration Scenario 4b, effective September 2021, with the following implementation considerations:

1. GISS becomes the catchment school for grade 8 to 12 students on Salt Spring Island. Salt Spring Island elementary schools will be configured as Kindergarten to grade 7.
2. For the 2021/2022 school year only, Salt Spring Island students entering grade 7, currently registered in grade 6 at SIMS, will remain in attendance at the SIMS location for a transitional year.
3. Students from Galiano, Mayne, Pender and Saturna, in grades 8 and 9, will attend Pender Islands School as their catchment school. Students in grades 10 to 12 will have the option to attend GISS for their graduation program.



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2020 11 18**

4. Access to French Immersion will be granted through to graduation without interruption, for students currently registered in French Immersion.
5. Courtesy ridership on the student water taxi to Salt Spring Island Schools will be provided to all students successfully registered in French Immersion and/or GISPA, and to those students who require Inclusive Education services as indicated in the student's Individual Education Plan.
6. Students from Salt Spring Island, in grades 8 to 12, will have the option to attend Pender Islands School.

Trustee Shelley Lawson stated her opposition to the motion. She stated her support for an enhanced Pender program that it should be optional for all students. Trustee Janelle Lawson also stated her opposition to making Pender a mandatory catchment for Galiano, Mayne, and Saturna students.

Trustees Tisha Boulter and Greg Lucas both stated their support for one year of transition.

Moved and seconded that the motion be amended to include two transition years for Pender enrolment.

DEFEATED

Greg Lucas asked that access to sports programs on Salt Spring Island be considered.

Moved and seconded that the motion be amended to include a transition year and to remove the term 'courtesy' from water taxi ridership for special programs.

CARRIED 85/20

Moved and seconded that the Board of Education approves the operationalization of Configuration Scenario 4b, effective September 2021, with a transition year and the following implementation considerations:

1. GISS becomes the catchment school for grade 8 to 12 students on Salt Spring Island. Salt Spring Island elementary schools will be configured as Kindergarten to grade 7.
2. For the 2021/2022 school year only, Salt Spring Island students entering grade 7, currently registered in grade 6 at SIMS, will remain in attendance at the SIMS location for a transitional year.
3. For the 2021/2022 school years only, Galiano, Mayne, Pender and Saturna students in grade 8 may attend either their home island school or Pender Islands School. Students in grades 9 to 12 will have the option to attend either Pender Islands School or GISS.
4. For subsequent years, commencing September 2022, students from Galiano, Mayne, Pender and Saturna, in grades 8 and 9, will attend Pender Islands School as their catchment school. Students in grades 10 to 12 will have the option to attend GISS for their graduation program.
5. Access to French Immersion will be granted through to graduation without interruption, for students currently registered in French Immersion.
6. Ridership on the student water taxi to Salt Spring Island Schools will be provided to all students successfully registered in French Immersion and/or GISPA, and to those students who require Inclusive Education services as indicated in the student's Individual Education Plan.
7. Students from Salt Spring Island, in grades 8 to 12, will have the option to attend Pender Islands School.

CARRIED 86/20

Scott Benwell explained that the motion carried by the Board initiates the need for further action. He presented the following Notice of Motion:

Pursuant to Board Procedure 635 - Permanent School Closure, the Board of Education gives notice of its intent to close Saltspring Island Middle School at the end of the 2020/2021 school year.



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION  
Board of Education, School District No. 64 (Gulf Islands)  
ZOOM Virtual Meeting  
2020 11 18

The motion will be considered at the February 10, 2021 Public Board Meeting. The motion will be added to the website along with an online comment forum to allow stakeholders and school community members to share their input regarding the Board's intent to close Saltspring Island Middle School.

Chair Pingle stated that the decisions made by the Board impact current policies and procedures specific to student transportation and catchment.

Moved and seconded that the Board directs staff to draft amendments to Procedure 410 Student Transportation and Policy/Procedure 525 Attendance Areas, for the Policy Committee's consideration, that align with and support Configuration Scenario 4b.

CARRIED 87/20

Chair Pingle thanked Trustees and staff for all of their hard work. Dr. Benwell stated that staff are committed to supporting our learning communities as we work through the changes ahead.

8. **SUPERINTENDENT'S REPORT**

(a) **COVID-19 Response**

Superintendent Benwell reported that air filters in our buildings are currently being upgraded. Busing routes are now all operational and additional causal bus drivers are being trained to ensure continuity of service.

Boe Beardsmore stated that COVID-19 processes and guidelines are in place and roles and responsibilities have been established in the event of an exposure in any of our schools. Jesse Guy clarified that there have not been any exposures to staff or students in our district to date.

(b) **Recovered Expenditure Plan**

Jesse Guy shared a list of planned expenditures of Federal and Provincial funding and accumulated surplus funds related to COVID-19 savings. Items include increased maintenance and cleaning, as well as instructional and program supports for schools.

(c) **Reporting Student Achievement**

D'Arcy Deacon explained that student achievement will be reported across the district in compliance with Ministry regulations. Parents will receive formal written reports a minimum three times per year that include comments on all subject areas. Letter grades will be provided for students in grades 6 to 9 and upon request for grades 4 and 5.

9. **SECRETARY TREASURER'S REPORT**

(a) **Financial Report**

Jesse Guy shared the monthly expenditure report for October. Spending remains consistent and on budget.

10. **COMMITTEE REPORTS**

(a) **HR Committee Report**

The Human Resource Committee Report for October 14, 2020 was received. The November meeting has been postponed until January.

(b) **Committee of the Whole Report**

The Committee of the Whole Report for October 28, 2020 was received.

(c) **Education Committee Report**



The Education Committee Report for October 28, 2020 was received.

**(d) Finance, Audit, and Facilities Committee Report**

The Finance, Audit, and Facilities Committee Report for October 28, 2020 was received.

**(e) Policy Committee Report**

The Policy Committee Report for October 28, 2020 was received.

*i. Policy/Procedure 5700 Flexible Learning Programs*

Staff identified that this policy is non-compliant and outdated.

Moved and seconded that the Board repeals Policy/Procedure 5700 Flexible Learning Programs.

CARRIED 88/20

*ii. Policy 520 Learning Services*

Staff recommended that the policy should reference the BC Special Education Services Manual, specifically as it relates to Hospital Homebound program delivery.

Moved and seconded that Policy 520 Learning Services be amended to reference the BC Special Education Services Manual regarding Hospital Homebound policy and procedures and that the draft amendments be circulated for feedback.

CARRIED 89/20

*iii. DRAFT Policy/Procedure 6300 Retention and Destruction of Records.*

No current policy regarding the retention or destruction of records which has led to inconsistent practice across the district.

Notice of Motion: that the Board adopt Policy and Procedure 6300 Retention and Destruction of Records.

The motion will be tabled at the Regular Public Board Meeting on April 14, 2021. The draft policy and procedure will be circulated for feedback and brought to the February Policy Committee meeting for consideration.

**11. TRUSTEES' SCHOOL REPORTS**

Trustee School Reports will resume January 2021.

**12. OTHER BUSINESS**

Moved and seconded to extend the meeting to 4:30 p.m. if necessary.

CARRIED 90/20

**(a) Timings of Meetings**

Shelly Lawson stated that, due to our current situation with COVID-19 and holding meetings via ZOOM, there is an opportunity to hold public board meetings in the evening.

Tisha Boulter asked that all partner groups be canvassed regarding support for evening meetings.

Notice of Motion: that the February and May Public Board Meetings be held at 6:30 p.m. This motion will



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2020 11 18**

be considered at the January 13, 2021 public meeting.

**13. QUESTION PERIOD**

Chair Pingle accepted questions from the public. Caitlin Hertzman asked that her comments be recorded in the minutes. Chair Pingle requested Ms. Hertzman to submit her statement prior to draft minutes being published.

(Note: Comments submitted by DPAC have been appended to these 2020 11 18 Regular Public Minutes.)

Moved and seconded that the meeting be extended for an additional 10 minutes.

CARRIED 91/20

Moved that the meeting be adjourned at 4:32 p.m.

DEFEATED

**14. NEXT MEETING DATES**

- (a) Regular Board Meeting – January 13, 2021
- (b) Committee Day – February 24, 2021

**15. ADJOURNMENT**

Moved that the meeting be adjourned at 4:38 p.m.

CARRIED 92/20

Date: \_\_\_\_\_  
Chairperson

Certified Correct: \_\_\_\_\_  
Secretary Treasurer



## For Inclusion in the November 18, 2020 Board of Education Meeting Minutes DPAC Partner Group Comments

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*A prepared statement was provided during Delegation portion of Agenda. The following comments were made in response to the passing of the configuration motion at the meeting and therefore were provided ad hoc and without preparation during question period.*

As DPAC Co-Chair, to be told that this option presents a reasonable compromise is galling. That attendance at the junior high is mandatory and not optional and thereby doesn't allow for student choice is completely out of keeping with the spirit of equity. Even Greg, who voted against adding choice to the earlier amendment wanted that choice for Pender kids interested in sports (not just French immersion and GISPA and inclusive ed.). Can the trustees not see that they've triaged water taxi capacity based on elitist values?

Obviously choice is **needed** for kids that benefit from **any** aspect of secondary school whether its academic, extracurricular or psychosocial.

Calling Shelley's comment on choice a "letting off of steam" completely undermined the opportunity of introducing an appropriate amendment to support Greg's request. I don't agree that choice focus only on sport, but at least the conversation was happening. Until the chair shut it down in a dismissive manner and threw the process into disarray.

With this motion, outer island kids lose all the opportunities available from SIMS **and** don't get the GISS grade 8 opportunities that Salt Spring Island kids get, and then after one short year, they don't even have access to the grade 9 opportunities either. Rob acknowledged that SIMS offered something kids and parents wanted over their outer island schools at upper grade levels when he said parents look for workarounds to get their kids to that school, in that case French immersion. The same goes for GISS. Greg is also admitting that the physical education program and equipment is not up to snuff for at the very least grade 9 if he sees a need to send kids off island for that program. Doesn't that mean it's not good enough for all kids at that age level and above? Finally, the definition of what results in an IEP is very narrow, so it will not include the desires of a student to participate in sports or physical education programs, although this was a creative workaround that the Trustee suggested.

Yet again you are making your cuts based on using the outer island kids as a funding farm. We could be speaking with the Ministry about changing the definition or terms for unique geographic funding or petitioning for more transportation funding and instead you're throwing every outer island kid under the age of 13 under the bus.

Jesse said that current surplus dollars are better spent on items in the class room rather than getting outer island kids to the same school Salt Spring Island kids get to attend. What is this based on? What is this extra money if this plan is just to get rid of the deficit? Chaya mentioned we should spend this money now to give the district time to invest in the Penders school,

putting **all our eggs in one basket**. What if the junior high school doesn't measure up? Janelle was right to say this doesn't take student success into consideration. In actuality it's inequitable and it's the wrong focus.

The District using this transition time as a chance to prove themselves on Pender just admits that this means our students are guinea pigs. You say you're doing right by your parents but we see the letter from two of your parents just this week that this is not a good choice for all Pender kids, let alone the kids that have to commute to get there.

Greg you see a lack of optimism? This is our kids. It might be a few years of your time with specific students but this is their entire educational lives.

Tisha sees parents paying their own transportation and boarding as an option, how inequitable is that? She sees leaving the district as a "choice", which is such a negative for absolutely everyone involved that I can't believe it wouldn't be in opposition to her decision to speak against the amendment.

The idea that a one year transition is a concession rather than an administrative necessity is appalling - this is just what is a basic need in order to operationalize the new programming. It's not a concession to parents.

Where and how have our concerns been met?

- staffing
- transportation
- academics
- sports
- electives
- social groups
- individual psychological development

The confusion, disarray, misunderstandings and repetitious interactions between Trustees during discussion of configuration only goes to show how unprepared the board was to make this decision. This motion passing is telling us that parent collaboration and input was not respected or wanted. As our representatives it was your responsibility to bring the concerns of your constituents to the forefront and that did not happen. You don't have anywhere near consensus on this motion. You have made the junior high mandatory because we reminded you that students would never choose Pender islands over GISS. This is a failure of democracy, and a failure of the district to meet its mandate to place students at the heart of our work and aspire to the values of trust, responsibility, opportunity, sustainability, collaboration, and diversity.



**MINUTES OF THE SPECIAL BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2020 12 09**

<b>Present:</b>	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice-Chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Greg Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Ian Mitchell	GITA President
	Shelly Johnson	GIPVPA Representative

Adria Kray	DPAC Representative
Elizabeth Nolan	Driftwood Representative

The meeting was called to order at 1:01 p.m. by Secretary Treasurer Jesse Guy. She acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

Ms. Guy called for nominations, by private chat, for the position of Board Chair. Rob Pingle, Tisha Boulter, and Shelley Lawson were nominated. Shelley Lawson declined the nomination. Tisha Boulter was elected, by anonymous poll, as Chairperson of the Board.

Tisha Boulter thanked Rob Pingle for his four years of service to the Board as Chairperson

Ms. Guy called for nominations, by private chat, for the position of Vice-Chair. Chaya Katrensky, Janelle Lawson, Rob Pingle, and Shelley Lawson were nominated. Janelle Lawson declined the nomination. The vote resulted in a tie between Chaya Katrensky and Shelley Lawson. A second vote was taken. Chaya Katrensky was elected, by anonymous poll, as Vice-Chairperson of the Board.

Tisha Boulter resumed elections as Board Chair.

**BCSTA Provincial Council Representative**

Chair Boulter called for nominations for BCSTA Provincial Council Representative. Rob Pingle, Chaya Katrensky, Tisha Boulter, and Shelley Lawson were nominated. Tisha Boulter declined the nomination. The vote resulted in a tie between Chaya Katrensky and Shelley Lawson. Shelley Lawson withdrew her nomination. Chaya Katrensky was elected BCSTA Provincial Council Representative.

**BCSTA Provincial Council Alternate**

Shelley Lawson, Rob Pingle, and Janelle Lawson were nominated for the position of BCSTA Provincial Council Alternate. Rob Pingle and Janelle Lawson declined the nomination. Shelley Lawson was acclaimed as the BCSTA Provincial Council Alternate Representative.

**BCPSEA Representative**

Rob Pingle, Janelle Lawson, Shelley Lawson, and Tisha Boulter were nominated for the position of BCPSEA Representative. Rob Pingle, Shelley Lawson, and Tisha Boulter declined the nomination. Janelle Lawson was acclaimed as the BCPSEA Representative.



**MINUTES OF THE SPECIAL BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2020 12 09**

**BCPSEA Alternate**

Shelley Lawson, Greg Lucas, and Rob Pingle were nominated for the position of BCPSEA Alternate. Rob Pingle declined the nomination. Shelley Lawson was elected, by anonymous poll, as the BCPSEA Alternate Representative.

It was moved and seconded that the ballots be destroyed.

CARRIED 93/20

**ADJOURNMENT**

Moved that the meeting be adjourned at 1:44 p.m.

CARRIED 94/20

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Secretary Treasurer

DRAFT



**MINUTES OF THE SPECIAL BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2021 01 06**

<b>Present:</b>	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice-Chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Ian Mitchell	GITA President
	Elizabeth Nolan	Driftwood Representative

**Regrets:** Greg Lucas Trustee

The meeting was called to order at 1:01 p.m. by Chair Boulter. She acknowledged that this meeting is taking place on the traditional, ancestral and occupied territories of the Hul'q'umi'num and SenĆoten speaking peoples – huy ch q'u.

**1. ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Special Board Meeting, Public Session held 2021 01 06 be adopted as presented.

CARRIED 01/21

**2. CHAIRPERSONS REPORT**

**(a) Date Change – Motion to Close SIMS School**

Scott Benwell stated staff's support for the Board to advance the date to vote on SIMS closure. GITA and GIPVA have both requested the date be advanced. CUPE is neutral on the matter, and DPAC has not confirmed a preference either way.

Moved and seconded that the Notice of Motion, given at the November 18, 2020 Regular Public Meeting, be amended to recognize completion of a 60-day consultation period and advance the vote date for the closure of Saltspring Island Middle School to January 18, 2021.

CARRIED 02/21

**3. ADJOURNMENT**

Moved that the meeting be adjourned at 1:07 p.m.

CARRIED 03/21

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct: \_\_\_\_\_

\_\_\_\_\_  
Secretary Treasurer

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**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 via  
ZOOM Virtual Conference  
2020 11 18**

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<b>Present:</b>	Rob Pingle	Board Chair
	Tisha Boulter	Trustee
	Shelley Lawson	Vice-chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Boe Beardsmore	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant

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

The agenda for the Regular Board meeting, In-Camera session held 2020 11 18 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2020 10 14 were approved as presented.

**Items:**

1. HR Update
2. Daycare Directions – Ministry of Education
3. Minutes
4. Configuration
5. Governance

The meeting adjourned at 12:13 p.m.



**SCHOOL DISTRICT NO. 64 (GULF ISLANDS)**

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

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

November 30, 2020

Meaghan Feduck  
Co-Chair, Mayne Island Early Childhood Society  
535 Fernhill Road  
Mayne Island, BC V0N 2J2  
Email: meaghanfeduck@yahoo.com

Dear Meaghan,

I am in receipt of the letter you sent to Rob Pingle, Chair of the Board of Education for SD64 dated October 27, 2020 and I thank you for sharing your concerns.

As you may know, the Ministry of Education is working to amend the *School Act* to support the provision of childcare services in School District across the province. Please let me assure you that it is not this district's intent at this time to enter into competition with local licensed childcare providers. SD64 would be in support of providing service only where there is a perceived need in community. Currently on Mayne Island, that need is being adequately filled by the Mayne Island Early Childhood Society.

On behalf of the district and our Board of Education, I wish to thank you for your ongoing work with families on Mayne Island in providing quality daycare services for some of our youngest and most vulnerable. I look forward to continuing a respectful and collaborative relationship with Mayne Island Early Childhood Society and working together to meet the needs of the community we both serve.

Respectfully,



Jesse Guy  
Secretary Treasurer

/ldd

cc: Board of Education, SD64



**SCHOOL DISTRICT NO. 64 (GULF ISLANDS)**

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

T: (250) 537-5548 F: (250) 537-4200 W: [sd64.bc.ca](http://sd64.bc.ca)

December 9, 2020

Mark Collins  
President/CEO, BC Ferries  
Suite 500 – 1321 Blanshard St.  
Victoria, BC V8W 0B7

Honourable Rob Fleming  
Minister of Transportation  
Email: [Minister.Transportation@gov.bc.ca](mailto:Minister.Transportation@gov.bc.ca)

Honourable Jennifer Whiteside  
Minister of Education  
Email: [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

Dear Mr. Collins, Minister Fleming, and Minister Whiteside,

At the October 14, 2020 public meeting of School District No. 64 (Gulf Islands) the Board of Education passed the following motion:

Moved and seconded that the Board write a letter to BC Ferries CEO and BC Government Ministers for Transportation and Education requesting a meeting to discuss schedules of current ferry routes that might align with the schools and/or interisland foot travel options between schools in the Gulf Islands School District.

Our School Board is making decisions around configuration that are upsetting to some members of our school community. One of the main reasons for these decisions revolves around the continued underfunded liability we have with transportation of students on water taxis. These decisions have not removed this liability but have relieved the pressure for the time being. We have reduced cost in other areas of the district to maintain the current transportation expense.

Some members of the school community believe that the students on Galiano, Saturna, Mayne and the Pender Islands benefit from having the choice to attend their high school years in the larger community of Salt Spring Island. To provide some semblance of that, our district operates a water taxi service that costs over \$1 million and raises annually based on inflation.

We are grateful that the recent changes to the Ministry of Education funding formula assisted our rural district, but we still feel the unique geographic nature of our region requires further support. Additionally, we are encouraged by the work of the Ministry of Transportation's vision for coastal ferry services. Our district feels it has a very good understanding of a large segment of the gulf islands inter-island commuting population.



We are hopeful that by having a meeting with all parties a greater understanding of the needs of the Gulf Island School District community can be created. We don't foresee our transportation issues subsiding and we know that building as much equity in our communities is something all areas of government are working towards. Please let us know when a reasonable time to connect via video conference is manageable.

Yours truly,

A handwritten signature in blue ink, appearing to read 'T. Boulter', written in a cursive style.

Tisha Boulter

Board Chair, School District No. 64 (Gulf Islands)

**From:** Ardice McCrea <[Ardiccio1@gmail.com](mailto:Ardiccio1@gmail.com)>  
**Subject:** Build Seamless Child Care  
**Date:** December 9, 2020 at 2:19:13 PM PST  
**To:** [rpingle@sd64.org](mailto:rpingle@sd64.org)

Dear Robert Pingle:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

This “seamless day” model extends the regular school day to integrate before- and after-school care with classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery by school boards ensures high-quality care and oversight within an existing governance structure, and resolves major stressors for parents. Benefits include:

- Improved accessibility and fewer transitions for kids;
- Enhanced, education-focused care;
- Coordinated care and learning before, during and after school;
- More secure and reliable child care in every community;
- New opportunities to recruit and retain high-quality education assistants and early childhood educators;
- Cost-effective delivery of high-quality child care spaces; and
- Increased investment in public schools.

Recent decisions by the B.C. government have given school districts the means and mandate to implement before- and after-school programs. With these changes, school districts can implement the seamless day from kindergarten through to grade two, after which the model can be expanded to learners in senior grades.

Given the benefits to families, kids and our schools, I am asking you to implement the seamless day model of before- and after-school early learning and care directly operated by our local school district.

Sincerely,  
Ardice McCrea  
[Ardiccio1@gmail.com](mailto:Ardiccio1@gmail.com) V8K 2C2

**From:** Lindsay Huberdeau <[sunysideup101@gmail.com](mailto:sunysideup101@gmail.com)>  
**Subject:** Build Seamless Child Care  
**Date:** December 8, 2020 at 4:29:30 PM PST  
**To:** [rpingle@sd64.org](mailto:rpingle@sd64.org)

Dear Robert Pingle:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

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Sincerely,  
Lindsay Huberdeau  
[sunysideup101@gmail.com](mailto:sunysideup101@gmail.com) VON 2M2

**From:** Nicole Vishkin <[nicole.vishkin@fcss-fesc.ca](mailto:nicole.vishkin@fcss-fesc.ca)>

**Subject:** In Acknowledgment of Student Rights

**Date:** December 7, 2020 at 5:00:00 AM PST

**To:** [rpingle@sd64.org](mailto:rpingle@sd64.org)

Dear Mr. Pingle,

I hope you are doing well and staying safe in these unprecedented times.

My name is Nicole and I am an executive member of the Federation of Canadian Secondary Students / Fédération des élèves du secondaire au Canada (FCSS-FESC), an entirely non-partisan youth-led charity that strives to advocate and provide development opportunities for students in secondary schools and CÉGEPs across Canada. Over the last four years, we have developed the Canadian Charter of Learner's Rights (CCLR), formerly the Student Bill of Rights (SBOR), as a way to enhance student rights. The CCLR is a transformative policy document and outlines important rights that serve the distinct needs of students all across Canada.

The current version of the Charter has been developed in consultation with representatives of the *Ontario Ministry of Education* and diverse groups of stakeholders, including the *Congress of Aboriginal Peoples*, the *Saskatchewan Advocate for Children and Youth*, and the *Ontario Student Trustees' Association*. We believe that, with your help, we can amplify the importance of the Charter and its adoption by educational stakeholders, ultimately ensuring that it can be used to satisfy the diverse rights and needs of Canadian students.

The FCSS-FESC strives to secure guaranteed access for students to the rights outlined in the Charter. This can be made possible once it is recognized as an authoritative and referential document in schools and communities across the country. Your support would help us bring the CCLR to the next level by mandating advocacy for the five essential rights that we believe all Canadian students should have: fundamental rights, accessibility rights, equality rights, fair standards, and utility rights.

We know that School District #064 aims to effectively support their students' needs, particularly amidst the changing social landscape of the past year. By adopting the Charter within your school board, students would have easy access to a document that informs them of their rights and encourages them to ask for accommodation. We want to reinforce an environment where they can be empowered and supported to become the leaders and changemakers of tomorrow.

We have attached a copy of the Canadian Charter of Learners' Rights, and we hope that you will take the time to read the document over. We believe it has incredible potential to provide substantial benefits to students in your board and across Canada, and we would love to have the opportunity to present the document to your Board of Trustees and further discuss a path forward to make its adoption a reality.

Sincerely,

**NICOLE VISHKIN** (she/her/elle)  
**CCLR Program Coordinator / Coordinatrice de la CCDA**

FCSS-FESC  
[nicole.vishkin@fcss-fesc.ca](mailto:nicole.vishkin@fcss-fesc.ca) / +1 (289) 408-8600

I speak / Je parle: English

# CANADIAN CHARTER OF LEARNERS' RIGHTS

## FOR PUBLIC CONSULTATION

FEDERATION OF CANADIAN SECONDARY STUDENTS / FÉDÉRATION DES ÉLÈVES DU  
SECONDAIRE AU CANADA



FCSS  
FESC



CANADIAN CHARTER OF  
LEARNERS' RIGHTS

## FOREWORD

The Federation of Canadian Secondary Students / La Fédération des élèves du secondaire au Canada recognizes and supports students' universal right to equal, satisfactory, and relevant education. Moreover, it is our belief that students are intelligent and autonomous individuals who have a right to transparency and active participation in determining the course of their education.

The education that students receive is only valued insofar as it brings value to their personal development, aids their transition to becoming a productive member of society, and provides them with the necessary skills to be successful in life. In this document, we seek to identify specific criteria to bring utility to the education that students receive. As modern society becomes increasingly complex, it is crucial that education provides relevant skills for students.

Given that education is delivered through different systems and a multitude of educators in different regions, this charter has been written to establish common ground for all students across Canada. With regards to academic evaluations, teaching standards, treatment of students, and students' rights to look for resolution when faced with conflict, this charter creates a standard set of criteria without which education will remain fundamentally unequal without common standards.

Finally, a student's ability to reap the benefits of education involves the removal of arbitrary barriers and the creation of a positive learning environment. We therefore believe the right to such an environment to be as essential as the right to education itself and seek for this charter to codify that right to be consistent across the country.

## ACKNOWLEDGEMENTS

The Federation of Canadian Secondary Students / La Fédération des élèves du secondaire au Canada (FCSS-FESC) extends its appreciation to the members of the Standing Committee on Student Rights for their dedication to authoring and revising this charter. They are:

### **REVISIONS MADE IN 2018-2019 UNDER THE GUIDANCE OF:**

MATTHEW LING

DYLEX SUAN

### **REVISIONS MADE IN 2019-2020 UNDER THE GUIDANCE OF:**

#### **COMMITTEE CO-CHAIRS**

BAHIR ALI LATIF

SAIKA PACOULOUTE

#### **MEMBERS**

NABEEHA ANWAR

SOPHIE DENG

YOUSIF MOHAMED

BRIANA PACOULOUTE

BRUCE YU

VIVIAN ZHI

The FCSS-FESC also recognizes the contributions of Matthew Ling, who served as Chief Operations Officer in the 2019-2020 year, in supervising the Charter's production. Sincere thanks are also extended to Eleanor Park, who served as Executive Director for the FCSS-FESC.

**AUTHORIZED FOR PUBLICATION: 2020/06/13**

## TABLE OF CONTENTS

ARTICLE I: FUNDAMENTAL RIGHTS.....	4
ARTICLE II: ACCESSIBILITY RIGHTS.....	5-6
ARTICLE III: EQUALITY RIGHTS.....	7
ARTICLE IV: FAIR STANDARDS.....	8-9
ARTICLE V: UTILITY RIGHTS.....	10-11



# ARTICLE I

## FUNDAMENTAL RIGHTS

- I. Acknowledging that the core purpose of education is:
  - A. to provide students with the necessary abilities, skills, knowledge, and resources in order to advance their personal goals and development;
  - B. to prepare students to meet and overcome the challenges of the diverse, ever-changing, and interconnected world in which they live;
  - C. to give students the ability to pursue their desires, ambitions, and goals, during and after graduating from formal education.
  
- II. Therefore, the education system can be expected to provide students with:
  - A. a safe and comfortable environment which fosters their capacity to learn;
  - B. the ability and freedom to pursue their passions;
  - C. the opportunity to be engaged at an appropriate level of challenge;
  - D. the necessary skills to be a contributing member in society.
  
- III. Students are encouraged to uphold their responsibility in determining their education:
  - A. by choosing their own courses and extracurricular activities;
  - B. by means of involvement with the institutions that govern education.

# ARTICLE II

## ACCESSIBILITY RIGHTS

- I. Recognizing that all students have the right to a quality education, an obligation exists that school administrators make education attainable and possible for everyone, regardless of geographic, physical, intellectual, and/or financial barriers.
- II. Every student has the right to a curriculum that is accessible and in accordance with their personal abilities.
- III. Educational institutions can be expected to:
  - A. provide a variety of methods using which a student can understand the concepts and information being taught;
  - B. provide resources necessary for the students to do so.
- IV. Students should be able to pursue courses corresponding to their personal interests and access specialty programs that better address their individual academic needs.
  - A. This clause above does not apply to compulsory courses for the secondary school diploma.
- V. Consistent with their ability to learn, students shall have the right to access and use technology to assist with their education when necessary, provided that students are not distracted and are using it in an appropriate manner.
- VI. Every student has the right to request an assessment for an Individual Education Plan (IEP). This will allow students to receive the necessary accommodations needed to facilitate their method of learning, which is essential for their success in education.
- VII. The ability for students to access the standard of education as determined by Ministry expectations shall not be limited by:
  - A. financial considerations;
  - B. limited access to transportation;
  - C. physical, emotional, or mental health;
  - D. language, cultural, religious or social barriers;
  - E. matters beyond their personal control.
- VIII. Every student has the right to establish, run, or apply for student organizations, clubs, and teams and be provided with the necessary logistical support and resources to enable them to do so.

- IX. Every student has the right to take a day of absence from a single period or all classes due to stress or other issues related to their psychological and/or emotional well being.
  - A. For the first three occurrences students request a mental health day in a school year, a parent/guardian should provide the school with a note or phone call indicating the reason of absence; however, if the time period is greater than three days, an official doctor's note should be required, authorizing their absence due to a mental-health related issue that a medical professional is aware of.
    - i. The school office should be notified at least 2 days in advance before a student can take a mental health day. Special exceptions can be made for students demonstrating an insurmountable need for time off, at the discretion of the school office.
  - B. If a student requests a mental health day on the day of an evaluation or an assessment, an official doctor's note is required. If this is not met, the teacher's discretion and decision can be used for the consequence of the absence of a note.
  
- X. Every student has the right to seek and receive additional support including:
  - A. regular access to licensed and trained guidance counselors, special education resource staff, and administrative staff;
  - B. additional support in school-related issues from teachers when necessary;
  - C. special accommodations based on the student's individual needs as defined by their Individual Education Plan (IEP).

# ARTICLE III

## EQUALITY RIGHTS

- I. Every student has the right to learn in a diverse and inclusive environment that is respectful and welcoming of all individuals and does not discriminate against any student(s) because of their personal identity.
- II. The gender identity of every student is to be respected; thus students have the right:
  - A. to be identified by their preferred pronouns;
  - B. to enrol in courses as the gender they identify as.
- III. The religion and/or culture of every student is respected; thus, students have the right:
  - A. to receive accommodations for religious/cultural practices;
  - B. to freely express their religion and bear its sacred artifacts in compliance with legal and school policies that provide for this;
  - C. to be absent from school for religious holy days without academic penalty;
  - D. to be given access, if requested, to rooms for prayer and privacy while given adequate supervision.
- IV. Every student has the right to fair and equal treatment from teachers, staff, and advisors in their educational institution; any perceived or existing bias should be strictly prohibited and can be challenged by students, who shall be given due process.
- V. Every student has the right to be free from any abuse, harassment, or mistreatment from students and staff, which is essential to the maintenance of a safe and comfortable learning environment for education.
- VI. Students who feel that they have been mistreated within the school environment has the right:
  - A. to file complaints against staff or students in confidence;
  - B. to have these complaints investigated to a reasonable extent;
  - C. to seek a solution for their mistreatment;
  - D. to request further action should mistreatment continue.
- VII. Students have the right to express their identity through:
  - A. their individual choice of clothing and attire, provided that they do not explicitly or implicitly offend people of different cultures or religions, regardless if there was an intention to do so or not;
  - B. matters of thought, speech, and action, while upholding their responsibility to not infringe upon the rights and freedoms of other students.

# ARTICLE IV

## FAIR STANDARDS

- I. Every student has the right to be held to clear and concrete standards that should be applied to determine a student's grade.
  - A. These standards are to apply to all students equally, while recognizing accommodations for special circumstances;
  - B. Students are expected to be made reasonably aware of these standards.
- II. Students should be marked fairly and reasonably on such evaluations, including, but not limited to, tests, in-class assignments and exams. Students taking the same course should be evaluated using the same criteria, and any errors or mistakes made while assessing the above should be corrected.
- III. Students should be assessed on a number of different occasions throughout a semester or school year, and students' grades and learning skills levels should reflect their cumulative effort over the entirety of the course.
  - A. For the purposes of specialty programs, final coursework may be seen to reflect the student's cumulative effort.
- IV. Grading of assignments should be consistent between teachers, departments, schools, school boards, and regions within a province.
  - A. Where current standards consistently fail to obtain consistent results, provincial legislation is to require the use of new standards;
  - B. Students in private schools and public, French public, Catholic, and French Catholic school boards working towards the same secondary school diploma should be held to the same standards of grading.
- V. Assessments should reflect the material taught in class, and students are to be given ample opportunity to prepare the prerequisite knowledge and skills relevant to the assessment.
  - A. When an assessment reflects content not taught in class, parts or all of that assignment are to be unweighted.
- VI. Teachers can be expected to give students the opportunity to practice for assignments including quizzes, homework, and smaller assignments for students to be considered adequately prepared for larger assessments.
- VII. Every student has the right to know their current mark in a course, and may request to do so at any point during the course within a reasonable time period.

- VIII. Every student has the right to appeal the results of assessments to officials, including to teachers, department heads, and administration, on the following grounds to be considered:
- A. the terms of the assessment itself were sufficiently unclear to prevent the student from understanding the expectations;
  - B. the grading of the assessment was not consistent with the fair standards provided, and adhered to by other teachers;
  - C. the assessment required the student to engage with course material which was inadequately discussed or practiced in the course;
  - D. the student filed a reasonable request for an accommodation which was not considered;
  - E. an adequate amount of time was not given to properly prepare for or complete the assessment;
  - F. the student was the subject of bias or discrimination.
- IX. When assessed, all students have the right to:
- A. the necessary accommodations to allow them to complete the assigned task to the best of their ability;
  - B. the opportunity to be re-evaluated if there were extenuating circumstances surrounding the assignment;
  - C. reasonable time to complete the assignment to the best of their ability.

# ARTICLE V

## UTILITY RIGHTS

- I. Recognizing that education should provide students with useful, applicable, and essential skills to enable them to participate actively in their society and to pursue their desired goals and career paths, the curriculum offered is of vital importance.
- II. Students have the right to all necessary skills and prerequisites:
  - A. proficiency in English, French, or the primary language offered in the school, to the highest degree possible;
  - B. ease in the techniques of fundamental mathematics;
  - C. knowledge of the major events of national and international human history, as well as contemporary issues, especially in regards to First Nations, Métis and Inuit issues;
  - D. understanding of the three major natural sciences;
  - E. experience with the visual arts, drama, dance, and music;
  - F. involvement in physical activity and health education;
  - G. and not to be deprived thereof for any outstanding reasons.
- III. Students should be educated on knowledge in all subjects based on the most accurate and recent curricula where such curricula is consistently revised.
- IV. Students have the right to an understanding of both official languages of Canada, as this is a requirement for economic opportunities and engagement with the citizens of the nation. This includes:
  - A. familiarity with the grammatical conventions of both English and French;
  - B. sufficient education to enable students to converse in both English and French;
  - C. sufficient proficiency to read and write in both English and French, where at least one language is to be measured by the ability to pass a standardized provincial literacy evaluation or an equivalent assessment or course.
- V. Students have the right to a basic knowledge of finances, which have a profound impact in their current life. Basic knowledge is defined as:
  - A. understanding of major financial instruments, including lines of credit, mortgages, RRSPs, TFSAs, credit cards, bank accounts, and investments;
  - B. basic understanding of individual tax policy, including tax deductions and rebates, special tax rates, legal types of business entities etc;
  - C. recognition of the various roles of business, governments, credit lenders, politicians, and shareholders;
  - D. awareness of government benefit programs including but not limited to healthcare, education, pension, and welfare.

- VI. Students have the right to knowledge pertinent to their personal field of study and to a diverse curriculum which enables them to choose from a broad range of academic disciplines which are of interest to them.
  
- VII. Students have the right to a thorough understanding of political and civil society, including the major social institutions:
  - A. knowledge of government and bureaucratic institutions and their functions and powers;
  - B. understanding of civic responsibility, elections, the major political parties of the country, and the powers of politicians;
  - C. recognition of the importance of charitable foundations and non-governmental organizations;
  - D. comprehension of the role of major businesses and their effects on society.
  
- VIII. Schools should provide courses relating to the major fields of the modern age:
  - A. Arts and Languages;
  - B. Business;
  - C. Civics and Careers;
  - D. Computer Sciences and Communications Technology;
  - E. Health and Physical Education;
  - F. History and Law;
  - G. Native Studies;
  - H. Sciences and Mathematics;
  - I. Social Sciences and Humanities;
  - J. Technological Studies.
  
- IX. Every publicly-funded school board should provide students with the opportunity to access and receive education at the workplace, college, university to enable full student engagement in their education.
  
- X. Students have the right to petition their school board and provincial ministry to demand changes to their curriculum, learning expectations, or the availability of programs.
  
- XI. Encouraging students to pursue appropriate personal ambitions should be the primary objective of education. Therefore, all students, upon entering secondary school, have the right to the following:
  - A. information concerning their post-secondary options, including formal and informal education and work opportunities;
  - B. knowledge of university and college acceptance requirements;
  - C. familiarity with scholarships, government student loans, non-government student loans, bursaries, and the criteria to be eligible;
  - D. exposure to out-of-province educational opportunities.





# Mayne Island Elementary Junior Secondary School

535 Fernhill Road, Mayne Island, B.C. V0N 2J2  
Telephone: (250) 539-2371 Fax: (250) 539-2325

## iPass Grant Expression of Interest

Inputting data into the iPass system is the first step in the evidence gathering phase. A key influence on student learning stems from the systematic interpretation and application of evidence to inform instruction and interventions. Student data provides meaningful information that can be applied to the timing of interventions, monitoring of their impact, and understanding the effectiveness of supports to benefit student learning.

“The greatest effects on student learning occur when the teachers become learners of their own teaching, and when students become their own teachers” (Hattie, 2009, p. 22). iPass enables us to collect the information we receive from student assessments and begin to analyze our instruction and adjust our implementation as we become learners of our teaching. By analyzing our impact as professional, we can further empower and inspire our students to reflect upon their own learning and set their own learning goals.

## Potential of iPass to benefit student learning

### **Supports targeted and timely interventions**

- Student data informs practice
- Teachers/EA/LIST and Admin working together to identify and support targeted interventions
- Assists in defining whole school strengths and stretches informing School Growth Plan development

### **Enables coherent approaches**

- Fosters shared language and consistent learning targets/assessment of student progress and each student's strengths and stretches
- Promotes collective efficacy within the school team
- Enables school-based adaptive responses

### **Tracks learning journey and informs practice using evidence**

- Students' data that travels with them
- Efficient and meaningful way to inform and support student learning journey's. Supports instruction for current and future teachers

### **Enhances communication with families**

- Families receive specific and detailed knowledge of their child's goals. These can be used to meaningfully support learning at home (ie. Alphabet and Phonological screenings)
- Supports depth of sharing at Learning Conferences and ongoing engagement with families



# Mayne Island Elementary Junior Secondary School

535 Fernhill Road, Mayne Island, B.C. V0N 2J2  
Telephone: (250) 539-2371 Fax: (250) 539-2325

## **Use of Funds and Staff Commitment:**

Our school is committed to developing deep understandings of the strengths and stretches of each learner. Our instructional staff use **evidence-based strategies** to provide **targeted, specific, and timely interventions** to help learners **meet clearly defined learning targets**. Our teaching team, including our educational assistant, recently met to discuss the iPass grant opportunity and 100% of staff members agreed to submit an application to participate in the project should we be successful candidates.

Funds from the grant would be used to cover a half day of release time at the start of the learning sprint. This initial meeting will be for all staff to participate in a facilitated and in-depth examination of our current iPass use and to explore and identify possible outcomes of the system to support student learning. We will then develop a highly specific and intentional learning sprint focus, using the framework of "If we use iPass to... We will see..." to guide our learning. Through the course of the learning sprint, we would aim to meet weekly for a dynamic 30-minute session to share our experiences and provide peer guidance and support. At the end of the learning sprint staff would receive an additional half day of release time to review, reflect, and analyse the evidence of impact and develop recommendations for iPass. We would also use a portion of the funds to cover the cost of publishing a brochure to inform and communicate our initiative with families and community.

Thank you for reviewing our application. We are committed to ensuring the highest quality of educational programming at Mayne Island School and are enthusiastic about the potential of the iPass system to support student learning and success.

With thanks,

Mayne Island School Staff Team

## Reference:

Hattie, J., (2009). *Visible Learning*. London: Routledge

# School District No. 64 (Gulf Islands)

## 2021/2022 Four-Day Instructional Week Calendar

<p><b>September 2021</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td style="background-color: yellow;">1</td><td style="background-color: yellow;">2</td><td>3</td><td>4</td><td></td> </tr> <tr> <td>5</td><td style="background-color: yellow;">6</td><td>7</td><td>8</td><td>9</td><td style="background-color: purple;">10</td><td>11</td> </tr> <tr> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> </tr> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td style="background-color: purple;">24</td><td>25</td> </tr> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td> </tr> </tbody> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<p><b>October 2021</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td> </tr> <tr> <td>3</td><td style="background-color: yellow;">4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>10</td><td style="background-color: yellow;">11</td><td>12</td><td>13</td><td>14</td><td style="background-color: purple;">15</td><td>16</td> </tr> <tr> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> <tr> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td style="background-color: red;">29</td><td>30</td> </tr> <tr> <td>31</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p><b>November 2021</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>7</td><td>8</td><td>9</td><td>10</td><td style="background-color: yellow;">11</td><td style="background-color: purple;">12</td><td>13</td> </tr> <tr> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td style="background-color: red;">26</td><td>27</td> </tr> <tr> <td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
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- Required **156** instructional days (students in attendance)
- Stat holidays
- September 24, 2021 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
  - ▶ October 29 Provincial Day
  - ▶ November 26 School Based
  - ▶ January 14 School Based
  - ▶ February 11 District Pro D Day (GITA sponsored)
  - ▶ April 8 School Based
- Winter and Spring Breaks/ Vacation
- Indicates instructional Friday added to meet required number of instructional days (Ministry prescribed minimum hours of instruction)
- Semester One Graduation Assessments/School Exams: January 24 to 27. Semester Two begins January 31
- Semester Two Graduation Assessments/School Exams: June 20 to 23
- Administrative Day - June 24, 2022

Board Approved:

## Public Feedback, 2021/2022 draft calendar

Date	Group	Comment
8-Jan-21	parent	Our family find the 5-day weeks tough. There are a lot in this proposed schedule. We'd prefer to move some of those days to the last week of June, similar to how it is this year. Thanks for the consideration.

**SCHOOL DISTRICT No. 64 (Gulf Islands)**  
**ORGANIZATION and COMMITTEES**  
**January 1, 2021**

**BOARD MEMBERS**

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

**DISTRICT ADMINISTRATION**

Scott Benwell	Superintendent of Schools & Chief Executive Officer
Jesse Guy	Secretary Treasurer
D'Arcy Deacon	Director of Instruction, Human Resources
Boe Beardsmore	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant
Clare Nuyens	Executive Assistant
Glynis Finer	Payroll Manager
Jodie Miller	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)	Ian Mitchell
Canadian Union of Public Employees, Local 788 (CUPE)	Angela Thomas
District Parent Advisory Council (DPAC)	Caitlin Hertzman / Adria Kray

**Regular Board Meetings are typically held on the 2<sup>nd</sup> Wednesday of each month (exceptions are posted on the district website).  
Special meetings are called as required.**

**BOARD STANDING COMMITTEES**

**FINANCE, AUDIT & FACILITIES**

**Membership:**

Shelley Lawson (Chair)  
Stefanie Denz  
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)  
Shelley 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:**

Greg Lucas (Chair)  
Rob Pingle  
Janelle Lawson

**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  
Rob Pingle

**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 / Secretary Treasurer*

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

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

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

**From:** Plumtree Court <[plumtreecourt@gmail.com](mailto:plumtreecourt@gmail.com)>  
**Date:** November 22, 2020 at 12:11:43 PM PST  
**To:** [glucas@rocketmail.com](mailto:glucas@rocketmail.com)  
**Subject:** Affordable Housing Letter of Support

Dear Greg

The Pender Islands Housing Society, formerly the Pender Islands Seniors Housing Society, is applying for funds to expand our operation at Plum Tree Court to include an additional 8 units of housing, including two family-sized units.

In 2018, the Trustee at that time provided letters of support for our application for a similar project. Although we were not successful in obtaining building funds at that time, the value of our project was acknowledged and we were provided with the means to improve our water quality and quantity. With that work completed, we are very optimistic about our chances for success in the upcoming funding competition.

We are hoping that you will be able to provide a letter of support that we can include in this current application and that you will be able to provide us with this by **December 15th**.

I have attached a copy of the letter for reference.

Please do not hesitate to reach out if you have any questions.

--

Shannon Brayford  
Executive Director  
Pender Islands Housing Society  
personal cell: 250-885-2688  
[email:plumtreecourt@gmail.com](mailto:plumtreecourt@gmail.com)  
address: 5719 Canal Road, Pender Island BC, V0N2M2



## SCHOOL DISTRICT 64 (GULF ISLANDS)

112 RAINBOW ROAD, SALT SPRING ISLAND, B.C. V8K 2K3  
(250) 537-5548 FAX (250) 537-4200

August 9, 2018

The Pender Islands Seniors Housing Society  
#7-5719 Canal Road  
Pender Island, BC. V0N 2M1

Attn: Wendy MacDonald

Re: Letter of Support

As outlined in the Southern Gulf Islands Housing Needs Assessment, completed in February of this year, there is a serious shortage of appropriate, secure and affordable housing for low to moderate income earners on Pender Island.

The Pender Islands Seniors Housing Society has been currently operating a six-unit affordable housing facility on Pender Island since the mid 1980's. With the increased need for more affordable housing units on Pender, the Society wishes to expand the existing development to 14 units.

As a community member, School District No. 64 (Gulf Islands) is acutely aware of the affordable housing dilemma on Pender Island and we strongly support the Pender Islands Seniors Housing Society's initiative to expand its existing facility and help meet the needs for affordable housing in this community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rob Pingle', written over a light blue horizontal line.

Rob Pingle  
Chairperson,  
Board of Education of School District No. 64 (Gulf Islands)

p.c. Anna Herlitz

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# DATE CHANGE

The Board of Education for SD64 (Gulf Islands) has decided to advance the date to consider school closure of Saltspring Island Middle School. This will conclude a 60-day public consultation process, in accordance with Board Policy and Ministerial School Opening and Closure Order.

For more information, please visit the district website at: [sd64.bc.ca](http://sd64.bc.ca)



SPECIAL  
PUBLIC  
MEETING  
JANUARY 18

**Notice of Motion:** That, as part of the district configuration process, the Board of Education for School District 64 will close Saltspring Island Middle School at the end of the 2020/2021 school year.

# EPIC ACHIEVEMENT GRANTS

elevation . pride . insight . connection

## CONSIDERATIONS - MAXIMIZE

- Dedicated FTE to instruction, guided by the principles of RTI (response to intervention)
- Sustainability - How will this leave a legacy on learning and the school?
- Cross-pollination - three connections to what other schools are doing
- Focus on foundational learning
- Connection to school plan
- "Need to haves" for learning

## CONSIDERATIONS - LIMITATIONS

- Release time to be minimized
- Technology purchase
- "Nice to haves" for learning

## CONSIDERATIONS - FINANCIAL

\$173 per student  
 Maximum 80% spent on staffing  
 Minimum 20% spent on resources



## OVERVIEW

EPIC achievement grants have been created to resource student learning during an era of challenge and instability. COVID-19 has disrupted the learning journey for many students and has the potential to disproportionately impact student growth. Through a lens of declared relevance as professional educators, EPIC achievement grants provide a structure to intentionally design learning experiences in structural practices that ensure students are on track to be successful. A deepening of insight into our learners and an elevation of our impact creates learning experiences that rise above the everyday. A culture of collaboration focused on capacity building and shared common goals captures us at our best as we plan and deliver on a series of milestone moments in student achievement.

The following document provides a framework for school teams to carefully consider evidence of learner need, a pathway to intervention, a robust approach for gauging our impact and making "what's next?" adjustments.

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## SCHOOL MISSION STATEMENT

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## VISION & VALUES

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## SCHOOL CONTEXT

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## SUMMARY OF STUDENT BODY

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### CONSIDERATIONS

- Evidence Enhanced Goals That Impact Learning
- Clarity of Strategy - Purpose Driven Scope and Sequence
- Clearly Defined Roles - Principal, Teacher, EA
- What collective knowledge do we require to focus direction?

*“Focus in not just a matter of having uplifting goals. It is a process involving intial and continuous enagement”*

### EPIC REFLECTIONS

## FOCUSING DIRECTION

- What evidence have you gathered to clearly identify goals for learning impact?
- What research based strategies and formative cycles will guide the process to impact learning?

Do something which rises so far above the everyday that people are stunned. Be extraordinary

ELEVATE

### CONSIDERATIONS

- Culture of Growth - Educator Capacity Building
- Learning Leadership
- Structures leading to Collaboration

*"Collaborating is not just about creating a place where people feel good, rather about cultivating the expertise of everyone to be focused on a collective process"*

### EPIC REFLECTIONS

## COLLABORATIVE CULTURES

- How will the school structure an approach that collaboratively builds educator capacity?
- How will the school foster a sense of partnership to achieve a common goal of increased student achievement?
- How will the school engage parents and make the work visible in community?

Capture a defining moment when someone acts with courage or completes an audacious goal. Harness the ripples that flow outward.

**PRIDE**

### CONSIDERATIONS

- Learning Intentions made Visible
- Precision in Pedagogy - High Quality Learning and Teaching
- Shift Practices Through Capacity Building

*"We must shift to a deeper understanding of the process of learning and how we can influence it"*

### EPIC REFLECTIONS

## DEEPENING LEARNING

- How will you make visible learning targets and what does success look like?
- How will assessment and evaluating educator impact play a key role in student success?
- What process will you use to reflect and shift practices?

Create an intense experience of added insight which rewires the way people understand themselves and the world.

**INSIGHT**

### CONSIDERATIONS

- Internal Accountability
  - Achievement evidence
  - Esprit de Corps
- External Accountability
  - Financials
  - Family Feedback
- What language do we use to describe our journey?

*"The best approach is to develop conditions that maximize internal accountability while reinforcing with external accountability"*

### EPIC REFLECTIONS

## SECURING ACCOUNTABILITY

- How will staff (individually and collectively) transparently hold themselves responsible for their performance?

### CONNECTION

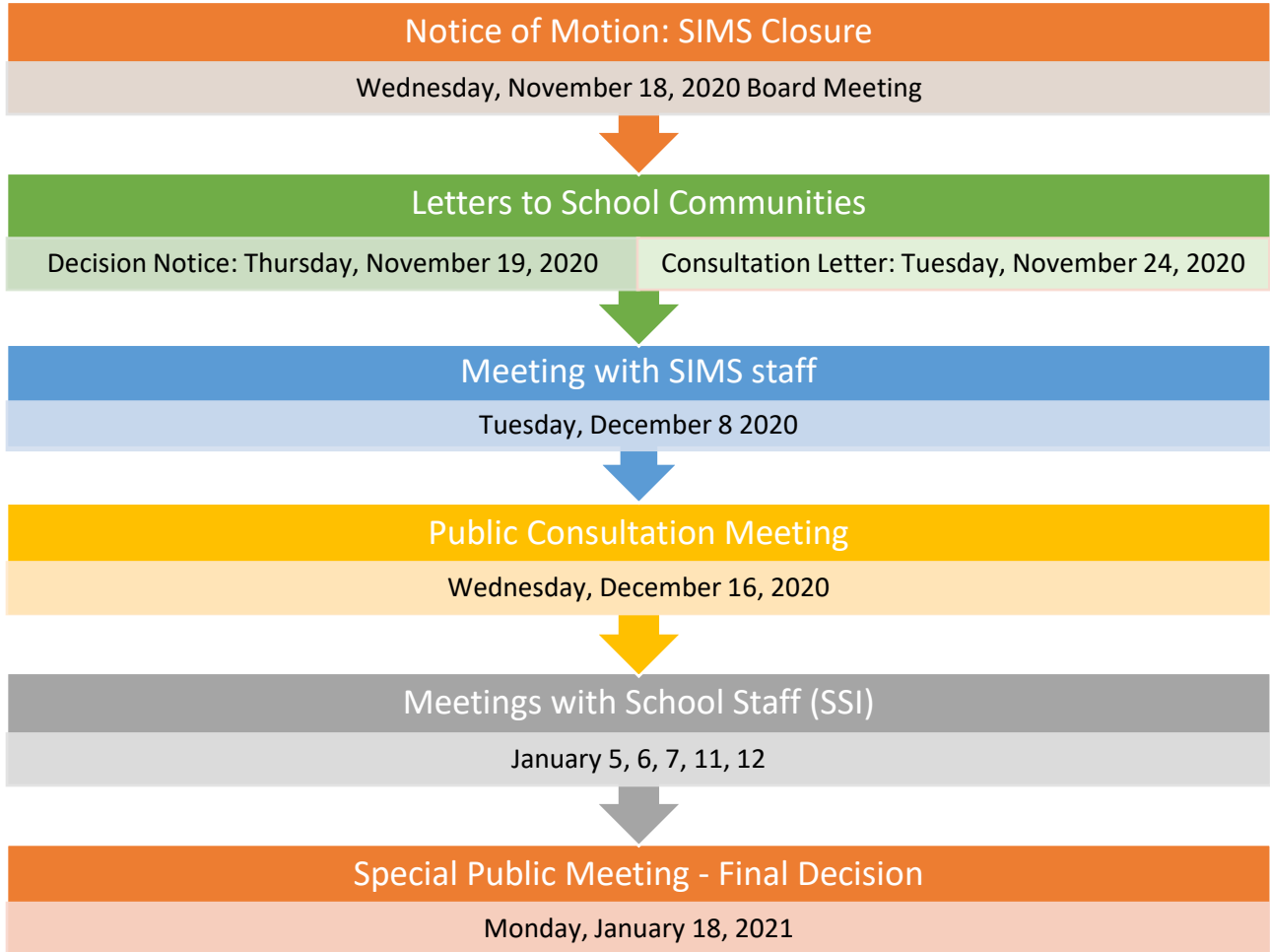
Defining moments are social. These moments are strengthened because we share them with others.

# COST ANALYSIS

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60-Day Board Consultation Process  
Permanent School Closure  
Saltspring Island Middle School (SIMS)



Board Policy Reference: 635 Permanent School Closure



## SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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

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

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

**Subject:** Accounting Software Upgrade

**Date:** January 13, 2021

**From:** Secretary Treasurer

**Audience:** Public

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#### **Issue:**

The district uses SDS as its accounting software. The original software was written using an early computer language and cannot be updated to perform modern tasks. The owners of the software are proposing to create a new version in a modern language and have contacted SDS school district clients to determine interest in this upgrade. The current software and language are approaching obsolescence.

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#### **Background:**

The district has known that its accounting software will become obsolete. There are two main providers of accounting software to BC school districts: Cayenta and PowerSchool. Both systems are based on old languages. Many districts have put aside accumulated surplus in capital replacement funds for this upcoming outlay of funds. Our district was not able to do this because of running a deficit and using all accumulated surplus. Currently we have sufficient accumulated surplus and an annual operating surplus due to Funding Protection.

We pay approximately \$55,000 annually in licensing for the following modules: accounting, human resources, absence management, and payroll. We do not have licenses for the purchasing, eServe and eFunds, or digital leave forms/employee expense reimbursements models.

SDS is owned by Cayenta, a division of N. Harris Computer Corporation. In 2018, Cayenta embarked on a project to upgrade the existing SDS software to the most current available version of Cayenta software. Two school districts piloted the new software, and phased implementation for other districts was planned to begin in 2020/21. The project was terminated in Spring 2019.

Cayenta has subsequently proposed an SDS Modernization Project, which would provide a modernized, web-browser-based version of the SDS Product Suite. We have been asked to sign a Letter of Intent (“LOI”) to indicate our support of the project before January 31, 2021. The total cost to the district would be \$275,000, with a 50% deposit required upon signing of the LOI. The purchase would be funded through local capital and operations. Accounting software is a capital asset and would be expensed over the life of the asset. The original deposit of \$135,000 would be return to the district if the project does not proceed. This price is based on an early entry development and upfront capital rate. Later adoption would result in licensing at a higher market rate.



## SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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

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

The updated software would be implemented, in phases, over 4 years and would include all modules we currently license.

The project objectives are as follows:

- Provide a modernized SDS that sustains the existing business functionality
- Eliminate the Pro-IV development platform (older language)
- Protect departmental operations by preserving the existing business logic
- Protect Ad Hoc operations by preserving the MS SQL Server database schema
- Replace the traditional canned application reports with a business intelligence (BI) solution
- Deliver a minimum-effort implementation experience

OPTIONS – See attachment

The Board has three options to consider in regard to our accounting software system:

1. Do not sign the LOI and continue with SDS as is
2. Sign the LOI and commit to the SDS modernization project
3. Use a Request for Proposal (RFP) process to consider implementation of a new software system

---

### Alternatives (Available Actions / Possible Motions)

Option 1: The district continues with the status quo of the current software

*Motion A: No motion required.*

Option 2: The district proceeds with signing on to the Modernization of Cayenta accounting software.

*Motion B: The board approves the signing of the Letter of Intent with Cayenta.*

Option 3: The district explores options for new accounting software

*Motion C: The board request staff to further investigate possibilities of other software options.*

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### Implications:

Option 1: allows the status quo to continue until the software is no longer supported. The software is cumbersome and does not currently meet all our accounting and reporting needs.

Option 2: allows the possibility of improved accounting software without the added expense and learning of transition our data from one system to another and allows the district to obtain the software at the cost of early investor rate.

Option 3: allows status quo until another option is identified and then will require a capital investment in the new software and the additional expense and risk of transitioning our data at market rate.



## **SCHOOL DISTRICT NO. 64 (GULF ISLANDS)**

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

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

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### **Conclusion:**

The district has known for many years that it will need to acquire new accounting software. This is an opportunity to address the need and come in with other school districts at a below market rate. If the project does not proceed, our deposit would be returned, and other options could be explored.

---

### **Recommendation:**

My recommendation to the Board is to proceed with Option 2 – Signing the LOI and committing to the modernization of SDS. Although \$275,000 is a significant investment, we have the funds due to Funding Protection. The inevitable replacement or upgrade of SDS was a known expenditure. A phased implementation (one module in each of the next 4 years) is manageable with our current staffing levels. As well, the project has been designed to protect the existing business structure, replacing workflow for workflow. Any additional enhancements would be added later, resulting in very little disruption to the business cycle during implementation. Finally, Cayenta provides solid customer service; we are already familiar with the system and can continue to collaborate with other SDS districts in BC.

---

**Attachments:**       No     Yes

If yes, list here.

Summary of Options (Pros/Cons)

Cayenta Schools Letter of Intent

Cayenta SDS Modernization Technical Note Support

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## SDS Modernizing Summary: Pros and Cons

	<b>OPTION1 Status Quo</b>	<b>OPTION 2 SDS Modernization</b>	<b>OPTION 3 Other Accounting Software</b>
<b>PROS</b>	No financial cost now	Financial cost is known	Opportunity to overhaul current system/processes
	No disruption to business cycle	Little disruption to business cycle	
	SDS currently supports service	Opportunity for input in future enhancements	
		Many BC school districts already committed - strength in numbers	
		Low risk - if project cancelled, deposit is fully refundable	
		Cayenta provides solid customer service	
<b>CONS</b>	If the district wishes to upgrade to the Modernization of SDS in the future, the cost for the license will be at market rates and not a reduced early entry development phase rate	Risk that software development and future enhancements will not meet our needs	Significant cost (\$1M+) and possibility of errors in continuity of data to transition historical and current general ledger / HR information to new system
	End of life is inevitable (simply deferring)	Upfront capital outlay	Financial cost is unknown
	Any potential enhancements limited to what is achievable under Pro-IV language		Non-financial costs are unknown, i.e. labour hours for training on new software, fidelity of transitioned data, additional audit time
	Current software not meeting our needs		Unknown disruption to business cycle/workflow
	Difficult to train new staff on archaic accounting/ HR platforms		Implementation puts significant pressure on resources/staff



Cayenta Schools  
Letter of Intent  
SDS Products Technical Upgrade

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Cayenta Schools 4200 North Fraser Way, Suite 201 Burnaby, BC V5J 5K7 Canada Tel 604 570 4300 [www.cayenta.com](http://www.cayenta.com)



This Letter of Intent (the “LOI”) is entered into by and between **Cayenta, a Division of N. Harris Computer Corporation**, with principal offices in Ottawa, Ontario (hereinafter “HARRIS”), and **The Board of Education of School District No.64 (Gulf Islands)** (hereinafter the “CLIENT”). When mutually executed, HARRIS will invoice CLIENT for a deposit for SDS Products Technical Upgrade.

### **Background Statements**

- A) Harris is embarking on technical services to upgrade the SDS Product Suite. The upgrade entails a modernization of the existing SDS core modules (Accounting, Purchasing, Human Resources, Absence Management and Payroll) including replacing the underlying ProIV technology with a mainstream Web platform.

This upgrade will accomplish the following objectives:

1. Provide a modernized SDS that sustains the existing business functionality.
  2. Eliminate the ProIV development platform.
  3. Protect departmental operations by preserving the existing business logic.
  4. Protect Ad Hoc operations by preserving the MS SQL Server database schema.
  5. Replace the traditional canned application reports with a business intelligence (BI) solution.
  6. Deliver a minimum-effort implementation experience.
- B) Product development will facilitate co-existence of the old and new technology allowing for a phased delivery as modules are completed. This roll out by module will enable targeted departmental upgrades to the newer technology while other departments continue operations using the older technology until the project is completed.

The planned delivery order is as follows:

<b>Module</b>	<b>Estimate</b>
Purchasing	Year 1
Accounting	Year 2
Human Resources	Year 3
Absence Management	Year 3
Payroll	Year 4

- C) Assumptions and prerequisites for this upgrade are as follows:
1. CLIENT remains up-to-date on all maintenance renewals for their SDS products.
  2. SDS Software Annual Maintenance Service Level Agreement for MS SQL Server remains in effect.
  3. CLIENT is running production operations on a Windows 2016 Server and MS SQL Server 2016.
  4. CLIENT is responsible for providing all third party licenses.
  5. CLIENT is responsible for providing all hardware.

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## Technology

The technologies in the table below have been selected for this upgrade, but are subject to change, and not limited to the following:

Technology	Purpose
.NET Core MVC	Backend Framework
Vue.js	UI Framework
Vuetify	UI Components
Typescript	UI Components
Power BI or Cognos	Reporting
TBD	Via & eServe backend

## Cost and Payment Schedule

The total deposit payable under this LOI is outlined in the first table below. It will be invoiced upon executing the LOI, and will be used to fund the project. The deposit is in CDN currency and is not inclusive of any applicable taxes. CLIENT will have thirty (30) days after the date of the invoice to pay HARRIS for the deposit. HARRIS will notify CLIENT if a critical mass of customers is achieved by **December 31, 2020**. If HARRIS does not obtain signed LOI's from a critical mass of customers by **December 31, 2020**, the deposit will be refunded following this date. A Professional Services Agreement will be entered into by HARRIS and the CLIENT before implementation of the first module.

### Project Deposit:

Item	Description	Amount
<b>Project Cost</b>	Accounting, Human Resources, Absence Management, Payroll	\$ 275,000
<b>MP1 - Deposit</b>	Deposit Due Upon Signing	\$ 137,500
<b>Remaining Fees</b>	See Table Below	\$ 137,500

### Remaining Fees:

Milestone Payment	Description	Amount	Deposit	Net Payment
n/a	Substantial Completion of Purchasing	n/a	n/a	n/a
<b>MP2</b>	Substantial Completion of Accounting	\$ 93,500	\$ (46,750)	\$ 46,750
<b>MP3</b>	Substantial Completion of Human Resources	57,750	(28,875)	28,875
<b>MP4</b>	Substantial Completion of Absence Management	30,250	(15,125)	15,125
<b>MP5</b>	Substantial Completion of Payroll	93,500	(46,750)	46,750
	<b>Total Project Cost</b>	<b>\$ 275,000</b>	<b>\$ (137,500)</b>	<b>\$ 137,500</b>

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IN WITNESS WHEREOF a duly authorized representative of each party has executed this LOI effective as of

\_\_\_\_\_, 2020.  
Month            Day            Year

<b>The Board of Education of School District No.64 (Gulf Islands)</b>	Cayenta, A Division of N Harris Computer Corporation (Harris)
<i>District Name</i>	<i>Corporation Name</i>
<i>Signature</i>	<i>Signature</i>
<i>Print Name and Title</i>	Scott MacKendrick Executive Vice President
<i>Date</i>	<i>Date</i>

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## SDS Modernization Project Technical Upgrade Support Notes

### Talking Points In support of Committing to the Project

1. This is what our School District Boards have been asking for.
2. Provides completely modernized Web-Browser-Based SDS that both maintains the existing functionality that districts currently enjoy, and facilitates the development of newer functionality that districts expect.
3. Repositions SDS as a leader in the K-12 ERP Education sector.
4. Great look and feel, **very intuitive** (point and click) and easy to learn for both New and Current Users.
5. **Minimal implementation footprint.**
  - a. **No change to current business processes – (Jobs remain the same)**
  - b. **No data to migrate. Continues to use the existing MS SQL Server database which is already mainstream technology.**
  - c. **Provides access to historical archives.**
6. This is the **easiest implementation** to a new mainstream ERP that a school district could possibly have in terms of:
  - a. **Administration Staff workload & stress (minimal)**
  - b. **No data to migrate (stays on SQL Server) – Easiest possible implementation for IT staff**
  - c. **Keeping all your historical archives**
  - d. **Adapting to the intuitive Point & Click operation of modern software**
7. The current development language used by the SDS applications is Pro-IV. While the SDS applications have undergone some technology upgrades (operating system and database), the development language itself is a 4GL language and SDS's implementation is Client-Server which is no longer considered modern or mainstream.

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SDS has been using this development language since the 1980s and it's overdue for a change.

Currently a Modern and Mainstream implementation would be considered a Browser-based technology such as Microsoft.Net.

8. Eliminates the "Pro-IV" development language to unburden customers from the increasing costs of this third-party layer of software; the pricing model for mainstream technologies vs this proprietary Pro-IV technology is substantially different.
9. Incorporate a new reporting tool (Power BI or Cognos) to replace the existing traditional reporting method of canned system reports. These reporting tools allow for greater end-user flexibility.
10. The price to move to this modernized platform is extremely reasonable considering the following:
  - a. Compared to the Hard Cost to move to a completely new ERP Vendor (Licenses & Services)
  - b. The Soft Cost to convert to a completely new ERP Vendor in terms of:
    - i. Employee workload off the side of their desk
    - ii. Stress management
    - iii. Management time and oversight of implementing a new vendor's ERP system
11. Maintain the highly rated Support Services from this proven vendor who understands the specific needs of each district in this client base.

### **Commitments required to proceed with the new development.**

A critical mass of signed Letters of Intent, including deposits **before December 31<sup>st</sup>, 2020 must be achieved for the project to proceed.**

### **What happens if the Critical Mass is not reached?**

- The development on the modernization will not continue after December 2020.
- Districts who have already committed and paid their deposits will receive a refund.

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- Cayenta will continue to support the existing SDS Client-Server applications.
- Enhancements to the SDS application will be limited to what is achievable under the Pro-IV GL language.
- The ongoing and increasing 3<sup>rd</sup> party costs of Pro-IV will be passed on to districts with no perceivable benefit.

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January 7, 2021

Subject: Drake Road Trail Upgrade

School District 64 Gulf Islands would like to indicate our support of the Drake Road Trail Upgrade.

The existing Drake Road Trail was built without proper materials, drainage or grading causing the trail to flood and become impassable during wetter months. The entrance to the trail off Cypress View Road is heavily sloped causing a barrier for users with mobility issues. The trail is heavily used by pedestrians, including families and students, travelling from Salt Spring Island Community Services, residents of Mount Belcher Heights and new 24 unit affordable housing units. An upgraded trail will allow more families and students to use the trail as a safe route to town and schools, and an enjoyable link to recreation amenities such as Mouat Park and the Rainbow Road Aquatic Centre. During wetter months when the trail is impassable, users are forced to walk along a narrow shoulder on the main road leading into Ganges Village.

The proposed project is aligned with the needs of residents of our community and we expect a positive impact on the following;

- ✓ Improving safe active transportation networks for a wide variety of community users, including families and students
- ✓ Improving the infrastructure of the community's trail network and supporting climate friendly transportation.
- ✓ Boosting quality of life within the community.
- ✓ Provide social and environmental benefits, such as physical fitness and social interaction.

Please accept this letter as formal recognition of the value of this project in helping the residents of our community have access to safe, climate friendly and healthy means of transportation.

Sincerely,

Jesse Guy  
Secretary Treasurer  
School District 64 Gulf Islands

## Anti-Racism Advocacy Working Group Summary for January Board Meeting

This group is comprised of representation from SD64 (Trustees and staff), students, DPAC ,the Circle and members of the Salt Spring BIPOC Collective (parents and community members of Black, Indigenous People of Colour)

We first met on September 28, 2020 with a group of 16 people, via zoom, with facilitation from Dr. Lisa Gunderson. Since then, we have met monthly and have focused on introductions, intentions and some shared resources including a glossary of terms and definitions, and a document titled “Expectations of Achievement in Dismantling Racism in SD64” provided by the BIPOC Collective. Another important resource is the “Continuum on Becoming an Anti-Racist, Multicultural Institution”, included here:

### Continuum on Becoming an Anti-Racist, Multicultural Institution

MONOCULTURAL		MULTICULTURAL		ANTI-RACIST		ANTI-RACIST MULTICULTURAL	
Racial and Cultural Differences Seen as Defects		Tolerant of Racial and Cultural Differences		Racial and Cultural Differences Seen as Assets			
<b>1. Exclusive</b> A Segregated Institution	<b>2. Passive</b> A “Club” Institution	<b>3. Symbolic Change</b> A Multicultural Institution	<b>4. Identity Change</b> An Anti-Racist Institution	<b>5. Structural Change</b> A Transforming Institution	<b>6. Fully Inclusive</b> A Transformed Institution in a Transformed Society		
<ul style="list-style-type: none"> <li>Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans</li> <li>Intentionally and publicly enforces the racist status quo throughout institution</li> <li>Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels</li> <li>Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerant of a limited number of People of Color with “proper” perspective and credentials</li> <li>May still secretly limit or exclude People of Color in contradiction to public policies</li> <li>Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life</li> <li>Often declares, “We don’t have a problem.”</li> </ul>	<ul style="list-style-type: none"> <li>Makes official policy pronouncements regarding multicultural diversity</li> <li>Sees itself as “non-racist” institution with open doors to People of Color</li> <li>Carries out intentional inclusiveness efforts, recruiting “someone of color” on committees or office staff</li> <li>Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.</li> </ul> But . . . <ul style="list-style-type: none"> <li>“Not those who make waves”</li> <li>Little or no contextual change in culture, policies and decision-making</li> <li>Is still relatively unaware of continuing patterns of privilege, paternalism and control</li> </ul>	<ul style="list-style-type: none"> <li>Growing understanding of racism as barrier to effective diversity</li> <li>Develops analysis of systemic racism</li> <li>Sponsors programs of anti-racism training</li> <li>New consciousness of institutionalized white power and privilege</li> <li>Develops intentional identity as an “anti-racist” institution</li> <li>Begins to develop accountability to racially oppressed communities</li> <li>Increasing commitment to dismantle racism and eliminate inherent white advantage</li> </ul> But . . . <ul style="list-style-type: none"> <li>Institutional structures and culture that maintain white power and privilege still intact and relatively untouched</li> </ul>	<ul style="list-style-type: none"> <li>Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity</li> <li>Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles</li> <li>Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution’s life and work</li> <li>Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities</li> <li>Anti-racist multicultural diversity becomes an institutionalized asset</li> <li>Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments</li> </ul>	<ul style="list-style-type: none"> <li>Future vision of an institution and wider community that has overcome systemic racism</li> <li>Institution’s life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices</li> <li>Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests</li> <li>A sense of restored community and mutual caring</li> <li>Allies with others in combating all forms of social oppression</li> </ul>	© By Crossroads Ministry: Adapted from original concept by Bailly Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding.	

This document was the basis of discussion for break-out groups at the third meeting on December 14<sup>th</sup>, where many personal stories and lived experiences were shared.

The group is committed to utilizing an anti-racism lens as we review and create Board policies and procedures. We operate cooperatively, with different people participating in agenda setting and facilitating the meeting. This is an on-going evolution and is much appreciated by the group. We will continue to meet monthly.