



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SCHOOL/SEEC
2019 05 08

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Linda Underwood	Acting Assistant Superintendent
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
Larry Melious	CUPE President	
Deb Nostdal	GITA President	
Jude Shugar	Acting Pender/Saturna/SEEC School Principal	
Martin Anevich	Saturna/SEEC School Vice Principal	
Mark Kitteringham	Driftwood Representative	
Bettianne Hayward	Public	
Shoshona Freedman	Windsor House parent (via ZOOM)	
Regrets:	Doug Livingston	Director of Instruction, Learning Services
	Stefanie Denz	Trustee

The meeting was called to order at 1:00 p.m. by Chair Pingle. Trustee Katrensky acknowledged that this meeting is taking place on the traditional territory of the Tsawout and Tseycum First Peoples – huy ch q'u.

1. **ADOPTION OF AGENDA**

Amendment to next committee date.

Addition to the agenda:

6(a) Windsor House presentation, Shoshona Freedman

Table item 8(d) BAA courses

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 05 08 be adopted as amended.

CARRIED 55/19

2. **APPROVAL OF MINUTES**

Amend minutes to include specific traditional territory acknowledgment.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 04 10 be approved as amended.

CARRIED 56/19

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 04 10 as presented.

CARRIED 57/19



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Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2019 04 24 as presented.

CARRIED 58/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Island Health 2018 Annual Report**

Shared weblink to the 2018 Island Health annual report.

6. **DELEGATIONS**

(a) **Shoshona Freedman, Windsor House Parent (via ZOOM)**

Ms. Freedman thanked the Board for the opportunity to present and for taking on Windsor House years ago. She shared a heart-felt presentation of her family's experience as members of the Windsor House community. Windsor House provides an inclusive, supportive and caring environment. Ms. Freedman stated her believe that there is not another school that can provide the same for her children. She shared a brief video of primary students performing a song about their school (*This is the Best School Ever*). She asked the Board to provide more time so that she and other families can find alternate solutions for their children's education.

Trustees were informed that the media is taking an audio recording of the public proceedings.

(b) **Saturna/SEEC School Learning Celebration**

Acting Principal Jude Shugar and Vice Principal Martin Anevich introduced themselves to the Board and described the context of Saturna School. The vision for the school is founded in placed-based learning, shared responsibility, and professional practice grounded in high expectations. They emphasized the importance of focusing on foundational skills, and the use of numeracy and literacy assessment data to ensure efficacy and targeted interventions. Assessment is ongoing and daily, helping determine where a child is at and what is needed for supports to ensure success.

SEEC is an outdoor education and integrated credit program (grade 10/11) designed to foster creativity, critical thinking, social responsibility, and personal growth. Work continues in the areas of program reinvigoration and forging stronger connections with the community at large.

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA AGM Update**

Report on the BCSTA AGM that was attended by five trustees and two senior staff.

(b) **GISS Grad**

GISS grad will take place June 15. Trustees are welcome to attend and present island-based and district scholarships. Trustees are to let Trustee Pingle know if they plan to attend.

(c) **Board Meeting Schedule 2019-2020**

Schedule presented for the 2019-2020 school year. Committee meetings have also been scheduled for the year and will be circulated to partner groups.



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

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

Superintendent Benwell presented on the Board's commitment to consider district reconfiguration. He outlined strategies for consultation designed to ensure all partner groups and stakeholders are engaged in the conversation. He asked the question: "How do we organize learning in our District to best serve students?"

(b) **Staffing**

Senior staff are currently in the process of determining surplus to need in advance of the May 15 deadline for layoff. EA selection takes place in June followed by bus driver selection.

(c) **Windsor House Update**

The Board will be holding a Special Public Meeting at 9:00 a.m. on May 13. The Board has received 63 feedback email responses. There is currently a petition being circulated with nearly 2,000 signatures. Ms. Underwood explained that support and supervision for Windsor House will continue, regardless of the Board's decision.

(d) **BAA Course Approvals**

Tabled to the June 12 meeting.

(e) **International Program Fees**

Request for Board approval to increase Gulf Islands International Program fee schedule for the 2020-21 school year.

Tuition: \$13,200 per year \$6,750 per semester

Application fee: \$400

Homestay Placement and Monitoring fee: \$500.

Homestay: \$950 per month.

Medical: \$100 per month.

School Fee: \$300 (Full Year) \$150 (Semester)

Total for Full Year: \$25000 CAD

Total for One Semester: \$13100 CAD

Validation Fee (if required): Additional charge of \$200

Move and seconded that the Board approved the increase in Gulf Islands International Program fees for the 2020/2021 school year as proposed.

CARRIED 59/19

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

(a) **Monthly Expenditure Report**

Ms. Guy shared the monthly expenditure report for April. The district currently sits at approximately 2% under budget.

Ms. Nostdal asked for clarification regarding replacement staff. Ms. Guy stated that it is the intension of the District to return to previous practice regarding replacement staff, if the budget allows.



(b) **MCFD Childcare BC New Spaces Fund**

MCFD is offering a provincial capital budget initiative to build new childcare spaces and is looking to partner with school districts as landowners. There is an opportunity for the District to apply for up to \$1M in funding per location.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

Moved by consensus that the Committee of the Whole summary 2019 04 24 be received.

CARRIED 60/19

(b) **Education Committee**

Moved by consensus that the Education Committee summary 2019 04 24 be received.

CARRIED 61/19

(c) **Finance, Audit and Facilities Committee**

Moved by consensus that the Finance, Audit and Facilities Committee summary 2019 04 24 be received.

CARRIED 62/19

(d) **Policy Committee (attachment)**

- i. Draft amendments to Policy and Procedure 212 Violence and Harassment-free District were circulated for feedback. Further amendments were proposed to address feedback received by including acknowledgment of SOGI as per the Human Rights Code and as required by the Ministry.

Moved and seconded that Policy and Procedure 212 be amended to include gender neutral language, to remove redundant references to legislation, and to acknowledge SOGI as per the Human Rights Code.

CARRIED 63/19

- ii. Draft amendments to Policy 215 Diversity were circulated for feedback. Further amendments were made to include acknowledgment of SOGI as per the Human Rights Code and required by the Ministry.

Moved and seconded that Policy 215 Diversity be amended to include gender neutral language and acknowledgment of SOGI as per the Human Rights Code and required by the Ministry.

CARRIED 64/19

- iii. Draft amendments to Policy and Procedure 410 Student Transportation were circulated for feedback. No feedback was received.

Moved and seconded that Policy and Procedure 410 Student Transportation be amended to include inclement weather procedures in the event of student water taxi cancellations and to include the word student in referencing the water taxi.

CARRIED 65/19

- iv. Draft amendments to Procedure 120 Board Committees were circulated for feedback. No feedback was received.



Moved and seconded that Procedure 120 Board Committees be amended to reflect three trustees per committee and to update the Other Liaison and Representative Committees list.

CARRIED 66/19

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Topic: In what ways is equity bring brought to the forefront in your school?

Fernwood Elementary School

We view equity as equalizing the playing field of opportunity for all. This year at Fernwood School intentional structures have been built to create equity, the boost needed to allow all to have access to optimal learning whether it be; access to food for those needing it (Hungry Kids program); an intentional connection/care by an adult ("Reach Out" program); additional boosts for our self identified Indigenous students (using "Indigenous Learning Profile", reach out to families, lunch Gatherings, scheduled interviews and surveys to determine needs); classroom/school based accommodations for our complex kids; additional support structures for struggling readers (Community "One to One Readers", School Based "Peer Readers" program, LIST groupings). Using data and student/parent voice we determined areas of need and built structures to address those needs.

Fulford Community Elementary School

Fulford School attempts to embed equity into everything they do. Their goal is to educate everyone that the purpose of education is not to provide the same thing to everyone but to help everyone reach the same level of achievement by the time they leave the school. Staff work together on common goals in learning so they can provide extra support to whoever needs it whenever it is needed. Examples of how the school provides equity for all students includes field trip support, additional food at lunch, and a non-gendered bathroom. The school works hard to create an equitable learning space to help students achieve their greatest success in a safe and welcoming environment.

Galiano Community School

We have made special efforts to connect with families of Aboriginal students to ensure strong working relationships and a programming that is reflective of the aspirations each family has for their child. We have also worked on ensuring our educational approaches make visible the inclusion of Aboriginal Worldviews/Perspectives and Indigenous Pedagogies in what we do.

Staff has been exploring the concept of implicit bias to help identify areas where our language and practice may reflect situations where expectations are contextually lowered or adjusted. Recognizing our own bias helps prevent scenarios where we artificially create barriers or roadblocks to student success.

Ensuring that students can identify multiple adults who believe they will be successful is key to our approach.

Gulf Islands Secondary School

Equity is part of the culture and make up of the school. The staff are individualizing students needs as much as possible, not just averaging out. School based Team are in place to capture students at risk of falling behind. The school operates a strong Aboriginal Education and ELL programs. The school culture is supportive the LGBTQ+ population and has a staff representative on the "Youth Creating Inclusion" club.

Mayne Elementary/Jr. Secondary School

Mayne School is always working hard to ensure all students are treated fairly with equal opportunity. Detailed learning profiles, which include students' academic as well as socio emotional progress have been created and are frequently updated to ensure all students have access to what they need to be successful. Pedagogy representing Indigenous students and incorporating the First Peoples way of learning is an integral part of the new curriculum as well as woven through daily classroom activities such as Gratitude Circle. Ongoing professional development



has been taking place around implicit bias to prevent predetermined or lowered expectations. Teachers and staff are continually working to incorporate a sense of belonging to everyone at all times.

Pender Islands Elementary Secondary School

Equity is being brought to the forefront in our school to enable all students to experience rich learning opportunities. We have identified the obstacles that students might face:

Indigenous Education: We have focused on enhancing awareness by providing opportunities for indigenous perspectives in order to enable all of our students to access the curriculum. Quentin Harris is our district aboriginal artist and cultural advisor who works alongside teachers to support our self declared students as well as the rest of our school population with rich and meaningful learning experiences based on First Nation education and ways of knowing.

English Language Learning: We focus on supporting students with language barriers as early as primary grades through programs such as “strong start”, so they develop the social and curricular language skills necessary for learning without incurring additional challenges.

Special Education: We strive to identify and provide the necessary supports our students and parents need to have equal access to curriculum regardless of learning, physical or social/emotional needs.

BC Fruit and Veggie Program: We have traditionally accessed this program throughout the year to support all of our students, while additionally providing without stigma, for those who would not otherwise have access to adequate dietary needs

Salt Spring Elementary School

Salt Spring Elementary is working hard to level the playing field so all students receive education with no stigma. There is food available at both the start and middle of the day that is open to everyone. The school community supports financial equity by providing additional funds so all students can participate in field trips, organizing a Christmas gift event so all students can give a gift to anyone they want and holding social events that are by donation only. Staff work to present resources that are inclusive of all sexual, ethnic and family types. This includes supplying the library with diverse reading choices and being mindful of language the staff use. There is always room for growth and staff are always accepting of challenges to equity from students. A recent challenge is the idea of team sports often being segregated by the binary genders. This is a complex topic, but students, staff and parents are willing to work together to find solutions that promote growth and inclusivity.

Saltspring Island Middle School

SIMS focus on equity is weaved into every fabric of school activities. Creating a safe community of inclusivity and diversity is paramount. Actions of this are seen at assemblies with the leadership teams themes of social justice through videos and dialog. These opportunities offer a Segway for staff to illustrate SIMS values and what’s important. SIMS proudly display the Rainbow and Indigenous-Canadian Flags at the entrance to the school. They have been trailblazers in making Gender Neutral Bathrooms and Change room accessible. They utilize the Aboriginal Education tracking and Class reviews to ensure equity for all learners and bring in supports as needed. Education at SIMS bases its practices around the individual student. The school counsellor leads a Social Justice group. Creating and maintaining a safe inclusive feel is so important, especially during this particular age groups life.

Saturna Elementary School/SEEC

At Saturna School equity is being brought to the forefront by providing every student with what they need to be successful. All of our students are unique and finding the key for each individual to ignite a passion for their own learning is at the core of our focus. The student’s voice is the roadmap to finding meaning in their educational process. Passion-based interests lead to engaging projects that in turn allow for self-assessment and growth.



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Our SEEC program is a wonderful example of equity in our district. There is equal opportunity for students from all over our province to attend this dynamic, unique learning experience and environment. This year we have two aboriginal students from reserves on Vancouver Island attending the program. They are growing in their own educational journey as well as enriching the experiences of their peers in the program. We hope to build on this milestone year and continue to engage students from all different regional areas, backgrounds and walks of life.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Special Board Meeting – May 13, 2019
- (b) Regular Board Meeting – June 12, 2019 at the School Board Office
- (c) Committee Day – May 22, 2019 at the School Board Office

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:00 p.m.

CARRIED 67/19

Date: June 12, 2019

Rob Pingle
Chairperson

Certified Correct:

Jesse Guy
Secretary Treasurer