



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Mayne Island School**  
**2023 05 10**

<b>Present:</b>	Tisha Boulter	Chairperson	
	Chaya Katrensky	Vice Chair	
	Deborah Luporini	Trustee	
	Nancy Macdonald	Trustee	
	Rob Pingle	Trustee	
	Greg Lucas	Trustee	
	Scott Benwell	Superintendent of Schools/Acting Secretary	
		Treasurer	
	Lori Deacon	Acting Director of Corporate Services	
	D'Arcy Deacon	Deputy Superintendent	
	Boe Beardsmore	Associate Superintendent	
	Kaz Lundgren	GIPVPA Representative	
	Shannon Johnston	Indigenous Education	
	<b>Regrets:</b>	Jeannine Georgeson	Trustee
		Katherine Hazen	DPAC Representative
	Ian Mitchell	GITA President	
	Angela Thomas	CUPE President	

The meeting was called to order at 1:08 p.m. by Chair Boulter. Trustee Luporini acknowledged that the meeting is taking place on the traditional territories of the of the Coast Salish speaking peoples - huy tseep q'u.

**1. ADOPTION OF AGENDA**

Additions: Anti-Racism Advocacy Group (7e)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2023 05 10 be adopted as amended.

CARRIED 37/23

**2. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2023 04 12 be approved as presented

CARRIED 38/23

**3. IN-CAMERA SUMMARY**

The summary of the In-Camera Meeting of 2023 04 12 be adopted by consensus.

**4. BUSINESS ARISING**

**5. CORRESPONDENCE**

**6. DELEGATIONS**

**(a) Mayne Island School Presentation – Kaz Lundgren**

Kaz Lundgren, Principal of Mayne Island School expressed her gratitude for working with staff and students at Mayne Island School and being a part of the Island community. She shared the Indigenous



mural project that students are creating together to bring the Indigenous Education Enhancement Agreement to life.

7. **CHAIRPERSON'S REPORT**

(a) **Rise and Report**

Nothing to report. This item might not remain as a standing item.

(b) **BCSTA AGM**

Chair Boulter shared highlights of the BCSTA AGM, including student performances, the keynote address delivered by Jody Wilson-Raybould, and substantive motions brought forward.

(c) **2023/24 Board Meeting Schedule**

A draft schedule of meetings for next year was shared for consideration. Discussion to remove asterisks and associated statement, and to change meeting locations so that the June meeting takes place on Salt Spring Island. Staff will circulate a revised draft for trustees' consideration in advance of the June meeting for approval at that time.

All-Day Committee Meetings will continue to be held via ZOOM.

(d) **Climate Action Working Group**

The Terms of Reference for the working group has come to its end of term. With review from Committee of the Whole, it was identified that much of the work is better placed at the school level.

Moved and seconded that the Board not renew the Climate Action Working Group Terms of Reference, that the Climate Action Working Group be concluded at this time, and that the Board thank the members for their service.

CARRIED 39/23

(e) **Anti-Racism Advocacy Working Group**

The Anti-Racism Advocacy working group report was reviewed by the last Committee of the Whole. The scope and purpose of the group as defined in the Terms of Reference have been met. The Provincial Action plan released by the Ministry provides guidance to districts in this important area. The work of addressing racism continues to be led across SD64, in a variety of ways, including the implementation of policy, procedure and initiatives created through the Anti-Racism Advocacy Working Group.

Moved and seconded that the board conclude the Anti-Racism Advocacy Working Group at this time and thank the members for their service.

CARRIED 40/23

8. **SUPERINTENDENT'S REPORT**

(a) **Shared Understanding**

Shannon Johnston shared an overview of Indigenous Education programming and supports in schools, highlighting assessment data for SD64 Indigenous students as reported in the *Aboriginal: How are We Doing Report*. The district continues to see improvements in achievement and completion rates, and there remains much work to ensure and maintain equity across all areas of student success and wellness. Although some of the public data is masked, district and school staff are equipped with the



information to know each learner – strengths and challenges – to inform targeted supports and interventions.

Moved and seconded that the Board of Education affirms its support of the Shared Understandings agreement with Cowichan Nation and Elders and recognizes the partnership in serving students.

CARRIED 41/23

**(b) GISS Field Trip Request – Rowing National Championships**

The GISS rowing team is set to qualify for the National Rowing Championships again this year.

Moved and seconded that the Board approves the Gulf Islands Secondary School sports trip request for 9 students in grades 9 to 12 to attend the Canadian Secondary School Rowing Association National Regatta (May 30 to June 4/5, 2023) in St. Catharines, Ontario.

CARRIED 42/23

**(c) GISS Field Trip Request – Italian Renaissance Tour 2024**

Trustees discussed the trip request package and concerns regarding supervision, equity as it relates to expense and access/participation, and the relationship with OneLife Tours.

Moved and seconded that the Board approves the Gulf Islands Secondary School cultural trip request for 18 students in grades 10 to 12 to tour Italy (March 15 to March 31, 2024).

DEFEATED

A recess was called at 3:34 pm. The meeting reconvened at 3:46 pm.

Moved and seconded that the Board suspend approval of international extra-curricular trips until further notice to allow time to review policy and practice.

CARRIED 43/23

Moved and seconded that the meeting be extended beyond three hours.

CARRIED 44/23

**(d) Deputy Superintendent's Report**

**i. Staffing and Enrolment**

The district has undertaken the process of identifying teachers who are surplus to need. Impacted teachers have been notified and the recall process will begin soon.

**ii. Automated Dispatch**

Easy Connect automated dispatch went live May 1<sup>st</sup>. The system is effective and adjustments to current practice are expected. Staff across the district are pivoting, including our payroll and dispatch staff who are working hard to troubleshoot and ensure successful implementation.

**iii. FESL/School Plans**

Schools are working on their School Plans for next year, beginning with stakeholder engagement. School Plans will inform responsive adjustments to the district's Enhancing Student Learning Report.



9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

The monthly operating expense report summary for April indicates that expenses are currently 1.3% under budget. Labour, maintenance and operating costs continue to be increasingly high.

(b) **2023/24 Annual Budget Spending Plan**

The one-time investment plan for next year was shared with the board. District staff met yesterday with Cowichan Elders to further discuss plans for a learning structure at Burgoyne Bay. Other investment priorities include numeracy supports that align with FESL, EPIC school planning funds, and administrative professional development. Capital investments include technology renewal, library renovations at SSE, Fulford, and Fernwood, white fleet replacement, and Learning Hub project completion.

A draft budget will be circulated in advance of the June board meeting for approval at the June meeting.

(c) **Communications Planning**

In an effort to modernize the district logo, the district undertook a refresh of its brand. A branding guide will inform the design of new district and school websites.

(d) **Ransomware Attack**

Staff debriefed the cyber security breach that was discovered by the IT department on April 27<sup>th</sup>. Training and education practices are embedded in the district's privacy management plan. No further breaches were found and the attack was contained to one district server.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The Committee of the Whole summaries 2023 04 26 was received.

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

The FAF Committee summary 2023 04 26 was received.

(c) **Policy Committee**

The Policy Committee summary 2023 04 26 and 2023 04 12 were received.

i. **Policy 2.50 Public Interest Disclosure /Whistleblower Protection**

This policy was amended to comply with requirements legislated through the *Public Interest Disclosure Act*.

Notice of Motion was presented for adoption of Policy 2.50 Public Interest Disclosure/ Whistleblower Protection and to repeal current policy and procedure 132 Public Interest Disclosure/Whistleblower Protection.

The policy will be circulated for feedback and considered by the Policy Committee on June 14, 2023. The Board will consider adoption of the motion at the June 14, 2023 public meeting.



- ii. **Bylaw No. 3 School Act – Section 11 Appeals Procedures**  
The policy was amended to reflect current catchment areas.

Moved and seconded that the amended Bylaw No. 3 School Act – Section 11 Appeals Procedures receive first reading and be circulated for feedback.

CARRIED 45/23

The bylaw will be presented at the June 14<sup>th</sup> public meeting for readings and possible adoption.

## 11. **TRUSTEES REPORTS**

Trustee school reports were received. Trustee Luporini shared her school report for Mayne Island School.

Topic: Celebrating bringing our SD64 Indigenous Education Enhancement Agreement and 4 Goals (Belonging, Culture, Community, Success) to life in your school and island context.

### *Fernwood Elementary School*

#### *Fulford Community Elementary School*

Belonging and Community - the sense of belonging comes from our culture of caring for self, others and the environment (our three rules). All of our teachers work hard to create a sense of community and belonging in their classrooms (creating expectations with the students, class meetings, check ins, etc.). We have whole school meetings weekly to come together and share what we have been doing, celebrating birthdays, etc. Special events such as the Spring Showcase last week (talent show)

Culture - Indigenous culture is infused into classroom activities and routines. Logan teaches hul'qumi'num in the classroom and sometimes at Whole School Meetings. Sarah's class says good morning in hul'qumi'num during their morning circle. We are beginning a pole carving project with Quentin soon (log just delivered yesterday). We use reading materials that include indigenous books (strong nations, library books - we have added to our collection considerably this year with the diversity grant). We participate in important Indigenous days such as Orange Shirt Day, Moosehide Campaign, National Day for Truth and Reconciliation, National Indigenous Peoples Day, etc.

Success - We check in on how our Indigenous learners are doing once per month at our SBT meeting. Many of our Indigenous learners receive additional support in literacy and some in numeracy in small groups to close the gaps in their learning. Some teachers use their remedy to provide additional support in classrooms, some of which is to support our Indigenous learners. Our EPIC grant this year provided a writing support teacher who worked with each classroom teacher for 6 week periods. The writing support teacher continued to support vulnerable writers throughout the year outside of the sprints with each class.

### *Galiano Community School*

#### *Gulf Islands Secondary School*

Gulf Island secondary's 2022/23 EPIC plan was created in consultation with staff around the 4 Goals, and the team is working towards embedding them further next year. GISS is fortunate to have Cheryl as the indigenous youth care worker supporting students that are leading events and ceremonies around orange shirt day, MMIW2s and National Indigenous Day. These events have grown from a small gathering to a whole



school participation. Last year a cedar pole was blessed in the outdoor courtyard and students from all over Salt spring have been carving every Monday to complete a welcoming pole for the entrance of GISS that will be raised in the fall.

Land acknowledgements are read over the PA every morning and have been evolving into more meaningful reflections throughout this year with advocacy from students and Heather in the front office. Currently GISS is planning for the first full Grade 12 cohort to complete the required Indigenous Grad courses. 7 full classes will run next year and planning has begun to design local First Nations content courses. Areas to grow are around ensuring every class represents indigenous knowledge in its course content.

### ***Mayne Elementary/Jr. Secondary School***

Mayne School is settled within the traditional lands of several Coast Salish groups. The Mural project, which the students and staff at Mayne School have taken on, exemplify this district strategic goal. This project highlights the goal of **belonging**, and a school culture of appreciation and understanding, that our students feel as members who are privileged to be a part of the W̱SÁNEĆ Peoples culture and understanding.

A collaborative support system between Island partners and district staff are bringing this mural project to life. The school is fortunate to have Quentin Harris taking the lead on this project. The eight animals referenced in the Enhancement Agreement: orca, eagle, wolf, salmon, bear, beaver and hummingbird are depicted on each of the eight exhibit boards. Our students are inspired by the intent of this project and everyone in our school community is involved.

Students were encouraged to paint the animals which 'spoke to them'. These pieces of artwork have been talked about in the school community, and their connection to the land and its people are very important to the families here at Mayne School. These portraits will be mounted outside the school for everyone in the school community and beyond to enjoy. This connection is very important to our wider **community** and forms a distinct action towards the reconciliation process.

Connections with the Mayne Island Conservancy and the Elders from the W̱SÁNEĆ community are regularly happening. This provides the Indigenous voice and presence which support the development and enrichment of the school communities sense of belonging and cultural enhancement.

Students embrace this sense of **belonging** when they share in the *Gratitude Circle* daily! This practice fulfils a sense of belonging through a reflection of their self-identity and pride. At that time, they give thanks for family, friends, safety and **culture**. The teachers further this sense of culture and belonging through the merging of Indigenous knowledge and presence through language and curricular perspectives. These activities emphasize cultural teachings throughout the curriculum.

The school community continually strives for high expectations: academically, socially and emotionally. **Success** for every student is central. Each student's learning profile is reviewed, and their needs, whether they be enrichment or refinement of key learning concepts, are identified, targeted and supported.

At Mayne school this goal is inclusive of the school community and beyond. These broad practices by everyone are responsive, relevant, inclusive and organic.



### ***Pender Islands Elementary Secondary School***

As per our October newsletter 2022 and school district strategic goals, “one day of professional learning is set aside to explore and engage in deepening understanding of indigenous ways of knowing and understanding as well as curricular content. This year (Oct 2022) Pender Staff joined other SD64 schools to engage in dialogue around social inequities and racism, with a specific focus on Indigenous Peoples in Canada.”

Beginning September 2021 a tradition to honor “Canada’s first National Day for Truth and Reconciliation, students gathered outdoors to take a moment to reflect on Canada’s shared colonial history and the lasting impact of Residential Schools on the Indigenous Peoples of Canada. Poems were shared; songs were sung; and each class brought forth an “orange shirt” to represent the learning and reflection that took place within individual classrooms”.

In the beginning of 2023, our school announced a decision to focus on the four Indigenous Enhancement goals. Our Pender Island Newsletter is specifically formatted to acknowledge “belonging, culture, community and success”.

The second page of every newsletter is dedicated to reflect indigenous culture and Pender Island School Connection. For example, from February 2023, our newsletter writes; “for the past several months Miss Emily’s K/1 class have been exploring the teachings of the Medicine Wheel. Through storybased learning, Quinton has been sharing legends of how animals use the medicine wheel inside of them to sort the information that they know and make the right decisions to solve problems..” They have also been “exploring the idea that much of our world around us can be separated into 4. Things like the seasons, stages of life, time of day, even the plants that grow can all be looked at through the medicine wheel..”

From our shop class, students are engaged in a school wide carving mural with the indigenous theme, which asks “what are things which define our Mayne, Galiano, Saturna and Pender Islands? Led by Indigenous Artist and Educator Quentin Harris and sketched on local yellow cedar to create the theme which will be collectively created in the coming months.

Meantime our library has very recently benefited from Federally based grants specifically aimed in order to provide additional text from Indigenous authors and unique perspective, while all of our classes are working towards including more culturally diverse teachings such as creating art around the medicine wheel, learning about our local ecology through island field trips, harvesting and eating native plants, inspiring physical activity with purpose such as our hockey and lacross games and painting and carving with traditional themes such as those taught by Miss Emily K and those shown in Quentin Harris’ “2023 wrapup” sd64 video on You Tube.

For more information on Pender Schools activities visit our Pender Island School, SD64 website or read our soon to be release monthly May newsletter.

### ***Phoenix Elementary School***

In consultation with Principal Sparanese provided a response to Objective 1.2:

This year in the intermediate class we implemented a system with grade 5-6-7 students to make strides towards creating a student-centered experience. With our three-teacher classroom we found it difficult to divide up the 5 to 7 programs. Instead, we explored different methods to deliver the program that would increase:



1. Personalized and differentiated content
2. Individualized pacing
3. student responsibility
4. Meaningful teacher-student interactions and feedback opportunities
5. time on task and focus on learning

Without going into the system, itself, which on the surface looks very simple, it is supported by the use of a learning management tool (Google Classroom) and high quality, teacher developed resources that are chosen/created to be accessible to all students, thereby freeing up staff to help support their work with the content rather than trying to help navigate through the content. This has allowed the staff to sit more firmly in the role of guide as opposed to organizer, lecturer, scribe, reader etc.

We have noted considerable growth with student's ability to:

6. Access content independently
7. Utilize accessibility tools to read and generate written products
8. Manage a schedule and meet timelines
9. Share work with teachers and other students and share their iterative process
10. Incorporate feedback and have more interest in knowing how they are performing and are very honest in their personal assessment of their progress.

Kids at Phoenix want to "do", they are action oriented and are very much oriented towards growth.

*Salt Spring Elementary School*

*Saturna Elementary School/SEEC*

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

Trustees discussed whether or not to include committee days a part of the published agenda.

- (a) Regular Board Meeting: June 14, 2023 at Galiano School
- (b) Committee Day: Tentative November 22, 2023

**15. ADJOURNMENT**

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

CARRIED 46/23





**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Mayne Island School**  
**2023 05 10**

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Date: June 14, 2023 \_\_\_\_\_

Tisha Boulter \_\_\_\_\_  
Chairperson

Certified Correct:

Scott Benwell \_\_\_\_\_  
Acting Secretary Treasurer