



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Virtual Meeting (ZOOM) / Teleconference
2020 11 18 at 1:00 p.m.

A G E N D A

1. **CALL TO ORDER**
2. **ADOPTION OF AGENDA**
3. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2020 10 14 (attachment)
4. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2020 10 14 (attachment)
5. **BUSINESS ARISING**
6. **CORRESPONDENCE**
 - (a) Mayne Island Early Childhood Society (attachment)
7. **DELEGATIONS**
 - (a) DPAC (attachment)
8. **CHAIRPERSON'S REPORT**
 - (a) Fernwood Elementary Nature Program – Sense of Place (attachment)
Motion: *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.*
 - (b) Configuration
9. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - (a) COVID-19 Response
 - (b) Recovered Expenditures Plan (attachment)
 - (c) Reporting Student Achievement
10. **CORPORATE FINANCIAL OFFICER'S REPORT**
 - (a) Financial Report
11. **COMMITTEE REPORTS**
 - (a) Human Resources Committee (attachment)
 - (b) Committee of the Whole (attachment)
 - (c) Education Committee (attachment)
 - (d) Finance, Audit, and Facilities Committee (attachment)
 - (e) Policy Committee (attachment)
 - i. Policy/Procedure 5700 Flexible Learning Programs
Motion: *that the Board repeal Policy/Procedure 5700 Flexible Learning Programs.*

ii. Policy 520 Learning Services

Motion: 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.

iii. Draft Policy and Procedure 6300 Retention and Destruction of Records

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.

12. **TRUSTEE'S SCHOOL REPORTS**

Will resume January 2021

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting – January 13, 2021
- (b) 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 10 14

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
Doug Livingston	Director of Instruction, Learning Services
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
Deblekha Guin	DPAC Representative
Caitlin Hertzman	DPAC Representative
Sarah Rae	DPAC Representative
Elizabeth Nolan	Driftwood Representative

Regrets:

The meeting was called to order at 1:01 p.m. by Chair Pingle. Trustee Katrensky acknowledged the privilege of living, playing and doing meaningful work on these traditional territory of the Coast Salish peoples. Positive change is possible when we pause and reflect on reconciliation – huy ch q'u.

1. ADOPTION OF AGENDA

Additions:
Letter to BC Ferries 7(c)
HR Committee Report 10(b)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2020 10 14 be adopted as amended.

CARRIED 72/20

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2020 09 16 be approved as presented.

CARRIED 73 /20

3. IN-CAMERA SUMMARY

The Regular In-Camera Summary of 2020 09 16 and the Special In-Camera Summary of 2020 09 14 were received as presented.

4. BUSINESS ARISING



5. **CORRESPONDENCE**

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Configuration Review**

Feedback and Q&As were included in the Board package for review. Any new questions from feedback received will be addressed at the next Committee of the Whole. An FAQ has been posted on the district website to provide more information.

Trustees discussed the information that has been shared for consideration, options and opportunities for configuration, timelines for decision making, and the impact of student water transportation.

Jesse Guy will prepare a five-year water taxi ridership and associated revenue projection for presentation at the October Committee of the Whole. Items identified for further discuss at Committee of the Whole include: student water transportation, access to specialty programs, addressing unique needs of students, Pender Program possibilities, and historical graduation completion rates for Mayne, Galiano, Pender, and Saturna students. Scott Benwell suggested Pender Islands School Principal Adrian Pendergast be invited to participate in the discussion on the 28th.

Rob Pingle opened the floor to partner representatives. DPAC representative Caitlin Hertzman requested that trustees turn the ZOOM chat feature on for their meetings. She presented questions and comments on behalf of parents. GIPVPA representative Shelly Johnson requested the Board not delay the decision making process.

(b) **2021/2022 Draft Calendar and Consultation Schedule**

A draft 2021/2022 calendar and consultation schedule were shared. The Board presented the following Notice of Motion:

The Board of Education adopt a Local School Calendar for the 2021/2022 school year that reduces the number of instructional days by approximately 25 to 30 resulting in a four-day school week. The instructional time from these days will be added to the remaining days of instruction.

The resulting saving will allow the district to preserve programs and options for our students. The motion will be tabled at the regular Public Board meeting on February 10, 2021.

The notice of motion will be added to the website along with an online comment form to allow people to share their input regarding the 4-day instructional week.

(c) **Letter to BC Ferries**

Trustees discussed how to engage BC Ferries to support student water transportation.

Moved and seconded that the Board write a letter to BC Ferries requesting a meeting to discuss ferry route options between schools in the Gulf Islands School District.

Moved and seconded that the motion be amended to read "...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 ...".



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CARRIED 74/20

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.

CARRIED 75/20

8. SUPERINTENDENT'S REPORT

(a) COVID-19 Response

Superintendent Benwell reported that all schools are operational, and work continues in partnership with employee groups to ensure safe learning environments for staff, students, and families. The district has met or surpassed all health and safety recommendations laid out by BCCDC, WorkSafe BC, and the Ministries of Education and Health. There are currently 58 students enrolled in Flex Return. Some of the students enrolled in Flex Return have transitioned back to in-class instruction.

District staff and local CUPE executive are working closely with bus drivers to restore all bus routes.

(b) Enrolment Update

Jesse Guy reported that the district had projected the enrolment of 1440 students for this year. Actual enrolment as of September 30th was 1420. She stated that COVID-19 had little impact on enrolment and, with considerations for Flexible return, the district reported 1430.8125 FTE students on its September 1701 funding report to the Ministry.

(c) FSA Update

Scott Benwell stated that, due to COVID-19 and the current pressures on schools, the Ministry recently announced administration of the FSA has been postponed until the new year.

9. SECRETARY TREASURER'S REPORT

(a) Financial Report

Jesse Guy shared the monthly expenditure report for September. Expenditures to date are on track within budget.

(b) Flu Clinic

Ms. Guy reported that there will be a flu clinic held at GISS on of November 6, 7, and 8 from 8:30 to 4:30.

(c) BC Election Polling Stations

Ms. Guy reported that BC Elections has requested the use of district facilities as polling stations and for training purposes. This is a common request that benefits our local communities.

10. COMMITTEE REPORTS

(a) Committee of the Whole Report

The next committee of the whole meeting will be held October 28 and will focus on further discussion of configuration ideas.

(b) HR Committee Report

Shelley Lawson reported that today was the first HR Committee meeting since February. The committee welcomed Ian Mitchel (GITA) and Angela Thomas (CUPE) as the new union presidents. Trustees also discussed professional development opportunities.



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Moved and seconded that the Board approve up to \$200 per trustee to select their own professional development opportunities.

Moved and seconded that the motion be amended to include “until June 2021”.

CARRIED 76/20

Moved and seconded that the Board approve up to \$200 per trustee to select their own professional development opportunities until June 2021.

CARRIED 77/20

11. **TRUSTEES’ SCHOOL REPORTS**

Trustee School Reports will be discussed at the October 28 Education Committee Meeting.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

Chair Pingle accepted questions from the public.

Moved and seconded that the meeting be extended beyond 4:04 p.m. for an additional 15 minutes.

CARRIED 78/20

Chair Pingle continued to accept questions and comments from the public. He acknowledged that this is most likely the last meeting that Doug Livingston will attend in his capacity as Director of Instruction and wished him all the best in his retirement.

14. **NEXT MEETING DATES**

- (a) Committee Day – October 28, 2020
- (b) Regular Board Meeting – November 18, 2020

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 4:19 p.m.

CARRIED 79/20

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

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 10 14**

Present:	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 10 14 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2020 09 16 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2020 09 14 were approved as amended.

Items:

1. Busing
2. Windsor House
3. COVID-19 Learning Plan
4. Wage Freeze
5. Salt Spring Cooperative Preschool Lease Request
6. Mahon Hall Grant Applications Support
7. Water Taxi Tendering and Contract
8. Configuration
9. Trustee Professional Growth Spending

The meeting adjourned at 12:37 p.m.

Mayne Island Early Childhood Society
535 Fernhill Road
Mayne Island, BC V0N 2J2

October 27, 2020

Robert Pingle
Chair, SD64 School Board
112 Rainbow Road
Salt Spring Island, BC V8K 2K3

Dear Mr. Pingle,

After corresponding with our school trustee, Janelle Lawson, I am writing with some concern over the school district's consideration of offering licensed childcare in Gulf Islands communities. As the sole non-profit licensed daycare operator on Mayne Island, as well as a member of the Gulf Islands Early Years Table, my concern centres around the ongoing sustainability of the current childcare organizations, should the district decide to pursue these plans.

Our society currently operates the Mayne Island Daycare at the Mayne Island School. In July, we announced the successful acquisition of a BC Childcare New Spaces grant to build a multi-purpose childcare facility on the Community Centre grounds. Under our funding agreement, the Mayne Island Early Childhood Society has contracted to build and operate a licensed out-of-school care program for up to 20 school-aged children, along with 20 additional spaces for younger children, for a period of 15 years. A second licensed out-of-school program operated by the district would greatly compromise our ability to meet our contractual obligations, since our school-aged population is finite and two competing programs would simply be excessive. Furthermore, our non-profit business plan is premised on offsetting the cost of higher ratio programs for infants and toddlers, with the revenue earned for lower ratio programs for older children. Therefore, a threat to the success of our out-of-school programming is a threat to the success of all of our childcare programming. I suspect this would be the case in other childcare organizations operating on thin margins in the Gulf Islands.

As a non-profit society with a goal of increasing community capacity, we believe in collaboration. Our new building is scheduled to be operational in 2021, and our planned out-of-school programming would begin at that time. I understand, however, that there is an acute need for school-aged care and our society is open to a partnership with the school, should space be available to offer such programming prior to our start date.

I would like to request that the school board consider the health and sustainability of the non-profit childcare providers in each of its stakeholder communities prior to engaging in an initiative that would compromise their capacities.

Sincerely,



Meaghan Feduck
Co-Chair, Mayne Island Early Childhood Society

cc: Janelle Lawson
Greg Lucas
Stefanie Denz

November 10, 2020

Board of Education - School District 64
112 Rainbow Road
Saltspring Island, BC
V8K 2K3

Dear Board of Education - SD 64,

Thank you for entering this letter into the public record, as part of our delegate submission to the Board at your November 18, 2020 meeting. We make this submission in the hopes that we can continue to provide useful consultation, support and advice from the parent perspective as the Board grapples with this serious financial issue.

The DPAC has worked directly with PACs and individual parents regarding configuration to help garner parent opinion from the moment that the issue was brought to the public in the fall of 2018¹. The early configuration consultation process was broad and, to some, confusing, and so DPAC worked with the District to learn more about the goals, aims and process in order to facilitate parent communications. After over a year of this work we were provided with some scope to the cuts that we then took back out to our parent communities. This document, the "Scope of Opportunity", (June 2020)² included ideas that weren't heavily reflected in the feedback the District had received, and so DPAC collaborated with both parents and Trustees to provide the parent's perspective on these new ideas.

Once we received the actual recommendations (scenarios) from staff in September 2020³, we began to consult anew, although we were told the consultation period was now over. DPAC recognized the importance of getting parents' opinions of the actual plans given their clear impacts on both the budget and the students. Members of our executive held special/extraordinary PAC meetings at their schools, fielded parent questions, comments and concerns, encouraged parents and students to make submissions via the SD64 website and meet with their Trustees. We attended all Board of Education and Committee of the Whole meetings to pass on what we learned and what parents asked us to bring forward on their behalf. We also met one on one with our Trustees, multiple times, to try and learn more about the process and communicate our concerns.

¹ <https://sd64.bc.ca/district-configuration-review/>

² <https://sd64.bc.ca/configuration-review-phase-ii/>

³ <https://sd64.bc.ca/wp-content/uploads/2020/09/report3-feasibility-study-200917.pdf>

All of this work has culminated into one request: **we again ask the Board and Trustees to consider a brief pause of 2 months to allow Trustees to get answers to their latest questions, to field concerns and gather input from their partner groups, students and constituents on the actual, specific staff recommendations and to learn more about the NEW scenarios introduced at the October 28 Committee of the Whole meeting.**

The DPAC understands that the District is under great pressure and is required to have a balanced budget within 5 years. Whether declining enrollment continues, in spite of the influx of new families due to the pandemic, or even worsens because of the withdrawal of many students over configuration, COVID, or other issues, it's obvious that cuts need to be made. It may be that some cuts within the scenarios are unavoidable. Regardless, we ask that the Board recognize that certain cuts - specifically the Outer Island Hub and French Immersion- have a huge impact on current and future generations of SD64 students. **Perhaps a compromise is to make a motion today to make decisions where there IS consensus - such as the school based and district cuts - and give yourselves more time to consult on the larger, more complicated, inequitable, and impactful cuts.** This doesn't have to be an all-or-nothing process.

These two months would allow the Board to work with its partner groups more directly on proposed solutions. For example, DPAC has offered and is offering again its ideas for, and a commitment to work with, the District on the following:

- A multi-stakeholder meeting that would allow all stakeholders (partner groups, students, community members, parents etc.) from all five islands to be at the same table at the same time and thus learn more about how specific cuts will have an impact on each other, as well as brainstorm new or revised solutions;
- A survey that would get parent, partner, and student opinion on the specific scenarios; and
- Working with the Ministry, the CRD and BC Ferries to find alternative solutions and funding to help with transportation costs.

This time would also allow the District to learn more about, and communicate on, some of the impacts of these cuts - which could reduce parent anxiety. We could see what the new water taxi schedule would look like, what staffing at both GISS and Pender's new Junior High program would mean for CUPE and teachers (and how they'd get to Pender instead of Salt Spring), whether students would choose Pender over GISS where a choice was offered, what the educational impacts would be in terms of class sizes and distribution at both schools, and what the transition would look like (when would SIMS close, when would students be expected to start at Pender rather than GISS etc.) and finally, how we would evaluate the impacts of these

changes once they're implemented. We have not heard anything about plans to assess student experience and success once a scenario is in place, and whether the board could consider a period of time in which decisions could be reversed if the outcome was adverse.

DPAC is committed to its role as a parent advocate, and recognizes that to be successful in that role we must continue to represent parents in these difficult discussions the best we can. It isn't always easy to challenge folks in a position of power, and it's not always easy to be challenged when you're under immense pressure and constrained by an underfunded system. That is why DPAC is offering again to work with the Board, and requesting the time to do so. We've outlined a plan for collaboration in good faith. We've also attached a DRAFT version of the survey⁴ as a demonstration of the work we've already put into such a collaboration. We hope that the many meetings we've conducted with individual trustees to share our ideas about a multi-stakeholder meeting would also be seen as such.

Please consider our request for a brief pause in the light in which it is offered - a promise of collaboration and a realistic compromise in a challenging situation.

Thank you for the time to speak today,

Deblekha Guin (Co-chair - GISS Rep), Caitlin Pencarrick Hertzman (Co-chair - GICS Rep), Sarah Rae (Past Chair - PICS Rep), Adria Kray (Secretary - SIMS Rep)

SD64 DPAC Executive⁵

CC: Robert Pingle, Chair, Trustee - Salt Spring
Shelley Lawson, Vice-Chair, Trustee - Galiano
Chaya Katrensky, Trustee - Saturna
Greg Lucas, Trustee - Penders
Janelle Lawson, Trustee - Mayne
Tisha Boulter, Trustee - Salt Spring
Stefanie Denz, Trustee - Salt Spring

Enclosures: Draft Survey on SD 64 Configuration

⁴ The survey requires updates now that there are new scenarios to include

⁵ Current as of November 10, 2020 when written delegation submissions were due

School District 64-Configuration Survey- DRAFT

1. SD64 Configuration Survey

Thank you for participating in our survey. Your feedback is important.

The Board of School District 64 has embarked on a review of its programs, facilities, transportation, and services.

The SD64 DPAC (Gulf Islands District Parent Advisory Council) has developed this survey to give ALL members of the school community the opportunity to share their views about the Configuration process, options and impacts before recommendations for change are made at the November 18th Board Meeting.

Your opinions matter, and it is our sincere hope that they will be considered as the Board of Education undertakes the challenging budget-cutting decisions before them.

THIS SURVEY WILL REMAIN OPEN UNTIL MIDNIGHT ON NOVEMBER 15.

Background information on the proposed changes can be found here:

<https://sd64.bc.ca/welcome-post/> (May 23, 2019)

<https://sd64.bc.ca/district-configuration-review/>

<https://sd64.bc.ca/wp-content/uploads/2019/09/config-terms-reference190917.pdf> (September 2019)

<https://sd64.bc.ca/scope-of-opportunity-questions-answers/> (July 1, 2020)

<https://sd64.bc.ca/wp-content/uploads/2020/09/report3-feasibility-study-200917.pdf> (September 2020)

https://sd64.bc.ca/wp-content/uploads/2020/10/COW-presentation_201029.pdf (October 2020)

The SD64 DPAC takes your privacy seriously. This survey is anonymous, and individual-level results will be accessible only to the DPAC executive. Results will be used to help guide the DPAC in advocating with the SD64 School Board and for no other purpose. De-identified, aggregated, district-level results will be shared publicly and with the SD64 Board. Choosing not to complete this survey will not have any effect on your child's learning experience. Anyone who would rather speak with a member of DPAC than complete this survey can email us at SD64DPA

School District 64-Configuration Survey- DRAFT

2. About you:

* 1. Do you primarily identify as a:

parent

student

school-based staff member

district staff member

community member

* 2. Which island do you live on?

- Saturna
- Mayne
- Galiano
- Pender
- Salt Spring

3. If your children are school age, which school(s) do they attend? (pick all that apply)

- Salt Spring Elementary
- Mayne Island
- Galiano Community School
- Pender Islands
- Fulford Community Elementary
- Fernwood Elementary
- Other (please specify)
- Saturna Island
- Phoenix Elementary
- Salt Spring Island Middle School
- Gulf Islands Secondary School
- Salt Spring Centre School

4. Do you have any children who haven't yet started school?

- Yes
- No

5. If yes to Q4, how many?

- 1
- 2
- 3
- 4+

6. If you are a student, which school do you currently attend?

- Salt Spring Elementary
- Mayne Island
- Galiano Community School
- Pender Islands
- Fulford Community Elementary
- Fernwood Elementary
- Saturna Island
- Phoenix Elementary
- Salt Spring Island Middle School
- Gulf Islands Secondary School
- Salt Spring Centre School

Other (please specify)

3. Public Consultation and Decision Making Process

7. How satisfied are you with the consultation process that the School Board has engaged the public in?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

8. How satisfied are you with amount of specific information you've received about the 5 scenarios presented by the SD64 Board?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

9. Have you been in contact with your Trustee about configuration?

- Yes
- No

10. Has your PAC held any meetings specifically about configuration?

- Yes
- No

11. Have you been involved in any of the following consultation processes: (please check all that apply)

- Community meeting Fall 2019
- ThoughtExchange online consultation process Fall 2019
- Board of Education Meetings
- Online submissions at sd64.bc.ca
- Conversations with your Trustee

Other (please specify)

12. How comfortable are you that the SD64 Board's "Opportunities" and "Scenarios", the only detailed plans to cut or change programming, were presented after public consultation had finished?

- Very comfortable
- Comfortable
- Neutral
- Uncomfortable
- Very uncomfortable

13. How confident are you that the Board of Education has adequate information and has had sufficient time to deliberate and consult with stakeholders to make a decision in November?

- Very confident
- Somewhat Confident
- Neutral
- Not so confident
- Not at all confident

14. If you are not confident in the quality or transparency of the consultation process or associated outcomes, what would you suggest instead?

15.

	Scenario Highlights - presented in Sept 2020
Scenario 1	-no change to current configuration of schools in SD64 -add additional water taxi to transport Outer Island (OI) kids to GISS -remove boarding allowance given to OI families -remove school bus service on all islands
Scenario 2	-SIMS closed -all district elementary schools become K-7 -all students attend GISS 8-12 -remove boarding allowance -add additional water taxi -remove school bus service on all islands
Scenario 3	-SIMS closed -OI schools become K-9 -OI students attend GISS 10-12 -SSI elementary become K-7 -maintain school bus service, it becomes user-pay
Scenario 4	-SIMS closed -all elementary schools become K-7 -OI students attend Pender hub for 8-9, Pender hub OR GISS 10-12 -SSI students attend GISS 8-12

Scenario 5	-all OI schools become K-12 -remove OI boarding allowance -remove OI water taxi service -no change on SSI
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Considering the information provided in the above chart, please rank the following Reconfiguration Scenarios in your order of preference, where 1 is your most preferred option, and 5 is your least preferred option.

Scenario 1

Scenario 2

Scenario 3

Scenario 4

Scenario 5

None of these scenarios are acceptable

Survey not created by School District 64

16. Is there another scenario that you would prefer?

17. How do you feel about these potential options the Board has put forward in their various scenarios and discussions?

	Strongly approve	Approve	Neither approve nor disapprove	Disapprove	Strongly disapprove
Cutting the water taxi for OI students in grades 8 & 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making it mandatory for OI students to attend the Pender hub for grades 8 & 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closing SIMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cutting all bus transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making bus transportation user-pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limiting options for OI students in order to save the district money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cutting French Immersion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please note: In response to public feedback, 3 additional scenarios were presented at the Committee of the Whole meeting, held on Oct 28. Considering these NEW options, please rank the following Reconfiguration Scenarios in your order of preference, with 1 being your most preferred option.

Highlights	
Scenario 1	<ul style="list-style-type: none"> -no changes to current configuration of schools in SD64 -add additional water taxi to transport Outer Island (OI) students to SSI to attend GISS -remove boarding allowance given to OI families -remove school bus service on all islands -water taxi access to French Immersion (FI), GISPA and Learning services for OI students NOT GUARANTEED
Scenario 2	<ul style="list-style-type: none"> -SIMS closed -all district elementary schools become K-7 -all students attend GISS 8-12 -remove boarding allowance -add additional water taxi -remove school bus service on all islands -NO water taxi access to FI, GISPA and Learning services for OI students

Scenario 3	<ul style="list-style-type: none"> -SIMS closed -OI schools become K-9 -OI students attend GISS 10-12 -SSI elementary become K-7 -maintain school bus service, it becomes user-pay -Water taxi access provided for FI, GISPA and Learning services for OI students
Scenario 4a	<ul style="list-style-type: none"> -SIMS closed -all elementary schools become K-7 -OI students attend Pender hub for 8-9, Pender hub OR GISS 10-12 -SSI students attend GISS 8-12
Scenario 4b **NEW	<ul style="list-style-type: none"> -SIMS closed -all elementary schools become K-7 -OI students attend Pender hub for 8-9, Pender hub OR GISS 10-12 -SSI students attend GISS 8-12 **special exceptions to water taxi available for OI kids to attend FI, GISPA and Learning Services for grades 6-9
Scenario 5	<ul style="list-style-type: none"> -all OI schools become K-12 -remove OI boarding allowance -remove OI water taxi service -no change on SSI
Scenario 6 **NEW	<ul style="list-style-type: none"> -SIMS closed -OI schools become K-8, OI students attend GISS grades 9-12 -SSI schools become K-8, SSI students attend GISS 8-12 -remove OI boarding allowance -water taxi access to French Immersion (FI), GISPA and Learning services for OI students NOT GUARANTEED
Scenario 7 **NEW	<ul style="list-style-type: none"> -all schools K-7, OI students choose Pender or GISS for 8-12 -SIMS closed -remove OI boarding allowance -water taxi access to French Immersion (FI), GISPA and Learning services for OI students NOT GUARANTEED

Scenario 1

Scenario 2

Scenario 3

Scenario 4a

Scenario 4b (NEW)

Scenario 5

Scenario 6 (NEW)

Scenario 7 (NEW)

None of these scenarios are acceptable

19. How supportive are you for the Configuration decision-making being paused?

Very supportive

Somewhat supportive

Neutral

Somewhat unsupportive

Very unsupportive

20. If you support the Configuration decision-making being paused, please indicate the reasons that apply to you.

Note: Please skip this section if you DO NOT want the SD64 Board to pause the process.

- Given that the scenarios were presented after consultation ended, I want the Board to hear more from the public about their concerns and carefully consider what they hear.
- Given that the scenarios were presented so recently, I would like the Board to explore more options with stakeholders for transportation (CRD, BC Ferries) before final decisions are made.
- Given that there are no scenarios that involve requesting an increase in funding, I would like the Board to explore more options with the Ministry of Education for funding before final decisions are made.
- Given that the District has only considered the financial impacts of the scenarios and not the effects these cuts would have on educational outcomes, I would like the Board to have more time to research how school closures and delaying GISS attendance could affect graduation rates, academic outcomes, school success and learning experiences.
- I would like the Board to share specifics about programming and full alternate budgets for every scenario before final decisions are made
- I would like the Board to gather and share research about how the various scenarios will impact social/emotional experiences
- We need parents, educators and administration to be able to concentrate on COVID right now
- As the recent election has dissolved the provincial legislature, we can not work effectively with the Provincial Government at this time.

Other (please specify)

School District 64-Configuration Survey- DRAFT

4. Questions for SD64 Parents

If you are not a SD64 parent, please skip to the next section.

21. Outer Island families: (Pender, Galiano, Saturna, or Mayne Island)

Thinking about how the Outer Island Hub might affect your life, which of the following statements are true for your family? (please select all that apply)

- My child wants the option to attend GISS starting in Grade 8
- My child would be happy to attend a smaller high school on Pender
- My child wants to access specific programs at GISS, like GISPA and French Immersion
- We want more options than the hub will provide for our child, for social and/or emotional reasons.
- Our older children went to GISS and we want the same experience for the younger siblings.

Other (please specify)

22. Outer Island families:

How likely are you to move off your Island if your child cannot attend GISS until grade 10?

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely

23. Outer Island families:

What programs would you like to see at the Pender Hub if it were to go forward?

24. Salt Spring Island families:

What programs at the Pender Hub would prompt you to enrol your child there?

25. If you are a student living on Galiano, Mayne, Pender, or Saturna, where do you want to attend school?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I want to attend Pender Island High School for Grades 8 and 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to attend Gulf Islands Secondary for Grades 8 and 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to attend Pender Island High School for Grades 10-12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to attend Gulf Islands Secondary for Grades 10-12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know yet- but I want to be able to choose for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If you are a student living on one of the Outer Islands and you indicated you want to attend GISS for Grades 8-9, please tell us why.

27. If you are a student living on SSI, what is your preference for where the OI students attend school?

- I would rather have only SSI students at GISS for grades 8-9, and have OI kids join us for grades 10-12
- I would rather have only SSI students at GISS for grades 8-12
- I would rather have all Gulf Island students for grades 8-12
- I don't have a preference- I want the OI kids to have a choice in where they attend school for grades 8-12

Other (please specify/explain)

28. For all students, what programs could be offered at the proposed Pender Hub that would make you want to attend there?

6. Questions for SD64 Staff

If you are not a SD64 staff member, please skip to the next section.

Please note: Anyone who would rather speak with a member of DPAC than complete this survey, or who has questions about the survey, can email us at SD64DPAC@gmail.com.

29. Do you have any concerns about SIMS closing?

30. Do you see any benefits to SIMS closing?

31. What are your thoughts on the proposed Outer Island Hub?

32. What impact might being required to attend the Outer Island Hub until Grade 10 have on Outer Island students?

33. Do you feel heard and consulted about the proposed changes to SD64?

- Not at all heard nor consulted
- Somewhat heard and consulted
- Very heard and consulted

Please elaborate:

7. In Conclusion

34. Are you in support of the Configuration decision-making being paused?

- Very supportive
- Somewhat supportive
- Neutral
- Somewhat unsupportive
- Very unsupportive

35. Please explain why or why not:

36. Is there anything you'd like us to know?

Survey not created by School District 64

DRAFT

Project Name

A Sense of Place

CRA Registered Charity Number

119216505RR0001

Grant Dollar Amount Requested

\$7,000.00

Date Funds Required

01/01/2021

Organization Name

Fernwood Elementary School Nature Program

Contact Person 1

Klare Yakabuski

Email Address Contact Person 1

kyakabuski@sd64.org

Contact Person 2

Bridget Lee

Email Address Contact Person 2

blee@sd64.org

Organization Mailing Address

150 Fernwood Rd
Salt Spring Island, British Columbia V8K 1C5
Canada

Website

<http://fernwood.sd64.bc.ca>

FOY Grant Request \$ Amount

\$7000

Please check the boxes that apply.

- 1. We have read and understood the content of the Salt Spring Island Foundation How to Apply web page ([click here for link](#)).
- 2. We have read the FOY Grant FAQs ([click here for link](#)).
- 3. We have completed all projects previously funded by the Foundation and submitted completion reports.

- 4. We have the approval of our Board of Directors to make this FOY grant application.
- 6. This application meets the requirement that FOY grant projects should benefit youth ages 12 to 24 years.

1. Project Description

'A Sense of Place' is a place-based learning project focused on learning about the cultural, historical and ecological aspects of Salt Spring Island and its surrounding area. Our project will empower youth by fostering a sense of awareness, connection and stewardship for this place we call home, as well as create multi-generational connections between students, youth groups, community leaders and elders.

The Fernwood Nature program (K-5) is collaborating with local mentors who wish to promote stewardship by sharing historical, ecological, cultural and Indigenous knowledge. Our project will inform and guide youth through the process of truth and reconciliation, as well as introduce them to the practice of local sustainability, environmental protection and restoration. Approaching place-based learning through the lens of Reconciliation and Stewardship supports our efforts to educate and empower youth through connection and consciousness. Our project will commence in January 2021 and continue into the spring. We intend to hold a year-end exhibition at Mahon Hall, consisting of a choreographed selection of educational and artistic displays, to share our learning with the greater community.

Our project includes a variety of place-based studies, which will represent and reflect the dynamic dimensions of this place and its people through past, present and future. Studies include: learning the practise of territorial acknowledgement, retelling the indigenous creation story of Mt. Maxwell, exploring the relics of Japanese charcoal kilns, and creating an ecology map of the old growth Douglas Fir forests, etc.

By providing a series of experiential place-based learning opportunities about the history, culture and ecology of Salt Spring Island, we hope to instill a sense of belonging, awareness, responsibility and stewardship among our youth for this place and its people. Focusing all of our studies through the lenses of reconciliation and stewardship will enable us to form a deeper cohesion and meaning to our place-based theme.

We are collaborating with many community members and organizations to provide learning exchanges for our students. Most of our learning exchanges will take place outdoors in the field. Thus, further enabling us to follow the necessary Covid protocols and stay safe. All learning exchanges, such as presentations and workshops hosted at the school, will take place in our outdoor classroom and/or follow current physical distancing, mask-wearing and hand-washing requirements. In order for us to have a public exhibition at Mahon Hall, we must also prepare a 'Covid Plan' to ensure current health and safety protocols are met and maintained.

In summary, our project will address two core community issues:

- Environmental sustainability, ecological protection and restoration
- Truth and Reconciliation with Indigenous peoples and minority groups

Our objective is to foster conscious stewards of Salt Spring Island and its surrounding area by teaching youth about:

- ecological diversity, sustainability and interconnectedness
- the impact of systemic racism and colonialism
- human rights and cultural diversity
- values of wisdom, honour, understanding, reverence and responsibility

Our project will enhance the quality of life in our community by:

- fostering cross-cultural and multi-generational relationships
- creating opportunity for elders and youth to share their voices
- embracing and honouring Indigenous Ways of Knowing
- forming a deeper sense of connection and belonging to place
- collaborating with local community groups to support and promote their efforts

- increasing awareness within the community and educating the public about relevant issues

2. Project Timeline

End of December

- receive results of grant application
- follow up with community outreach to coordinate "learning exchanges"

January 30

- secure commitment from partners and collaborators
- coordinate areas of focus/study within the scope of overall project exhibit.
- create a schedule for learning exchanges; presentations, field studies, workshops, mentorships, etc.
- invite local schools to participate in project and contribute a place-based display to final exhibition

January - April

- commence place-based learning studies
- ongoing collaboration with community partners and educators to coordinate studies to ensure cohesiveness of greater project
- purchase materials necessary for display
- provide and distribute display materials, supplies and templates

May 1

- compile all place-based learning studies
- select and coordinate all place-based learning studies to include in final exhibit

May 1-25

- choreograph exhibit at Mahon Hall
- promote showing and invite school groups to tour exhibit
- secure and train parent volunteers to "sit the show" for public viewing with Covid protocol

May 25-30

- showing at Mahon Hall
- schedule parent volunteers to "sit the show" for public viewing

Note: exact exhibition set up and take down times tbd depending on Mahon Hall schedule/availability

3. Project Budget

Honorariums: \$3,000 (\$300 per mentor)

- used to compensate community mentors; elders, historians, naturalists, and non-profit societies, who are (volunteering) to provide learning exchanges for our youth

Mahon Hall Rental: \$1,500 (\$250 per day)

- used to cover the cost of renting the Hall for 5 days; May 25-30

Supplies: \$1,500 (\$500 per class)

- used to purchase media supplies and materials to create project displays by our 3 nature classes

Exhibition Costs; Promotion, Supplies & Materials: \$1000

- used to purchase supplies and materials for display; board mounts; frames; hooks; audio/visual equipment rental, etc; to cover printing & publication cost for promotion; posters; invitations; cards.

Total: \$7,000

4. Project Measurement

January 30

- confirmed Mahon Hall booking and sponsorship from the Salt Spring Arts Council
- confirmed "learning exchanges" with at least 5 community members/organizations
- confirmed schedule for learning exchanges, presentations, field trips, workshops, mentorships, etc.

February 15

- confirmed at least 5 separate areas of study as project displays for the exhibit
- confirmed contribution of at least 3 additional place-based learning displays from local schools

February - April

- successful ongoing collaboration with community partners and educators to coordinate studies and ensure cohesiveness of greater project

May 1

- compile all place-based learning studies to include in final exhibit
- select and coordinate all place-based learning studies to include in final exhibit
- local wide-spread promotion of exhibit; print and distribute invitations, posters; online newsletters

May 15

- confirm dates to work with program director to choreograph exhibit at Mahon Hall
- confirm set-up teams for display areas
- confirm schedule for local school groups to tour exhibit

May 25-30

- open showing at Mahon Hall
- secure 25 parent volunteers to "sit the show" for public viewing

May 31

- document show
- celebration in class!
- take down show
- redistribute work to students

June 4

- submit report to SSIF

5. Organizational Plan

Our Nature Program objective is to nurture connection and belonging to a sense of place in order to foster responsible, informed and aware stewards of Salt Spring Island and its surrounding area. Furthermore, as part of the BC Curriculum, we are seeking to implement Indigenous Ways of Knowing through meaningful experiences, exchanges and discussions about Indigenous culture, resilience and rights. As this project is focused through the lenses of reconciliation and stewardship, our job as Educators is to teach our students truthfully and thoughtfully about the systemic racism and colonialism of where we live, in the past and in the present, in order to change the future. Likewise, we follow the C.A.R.E principles of BC's Environmental Learning and Experience Curriculum; which considers 'the complexity and interrelatedness of natural and human created systems, and how humans interact with and affect those systems,' and encourages 'opportunities for students to take responsible action and explore the environmental impact of their decisions and actions.' ELE Curriculum

Maps (K-12)

An essential part of our Nature Program at Fernwood involves weekly field trips to various outdoor locations, beaches, parks and trails around the island. Our students learn about the many natural ecosystems while playing in the forest and exploring the coastline. The idea for this project started when local historian and archaeologist Chris Arnett began joining us on location (at Xwaaqw'um, Tsawout, etc.) to tell us stories about each particular place and its history. Our students were riveted by tales of people with supernatural powers, and fascinated to explore the archaeological evidence of clam gardens and middens. We saw how these stories led to deeper learning, inquiry and discussion about Indigenous Ways of Knowing, Reconciliation, Sustainability and Ecological Stewardship.

Once we realized how these stories nurture a deeper connection, awareness and appreciation for each place within our students, it became our priority to create the continuity of such learning opportunities through this project. Since Salt Spring is rich in multi-cultural as well as ecological diversity, we decided to expand our project beyond indigenous knowledge, to include learning about other aspects of place. In response to community outreach so far, we've had immediate support from many community members, groups and organizations who are excited to be involved. If we receive this grant, we also intend to invite other schools and youth groups to contribute a place-based learning study to the final exhibition.

9. Board of Directors

SD64 Board Members:

Robert Pingle, Chair - Salt Spring (250) 537-6292

Tisha Boulter, Member - Salt Spring (250) 537-1476

Stefanie Denz, Member - Salt Spring (250) 653-2018

10. Funding

Many of our community partners are willing to provide support and service in-kind. We hope this grant will provide funds (for honorariums) to compensate community organizations, mentors and experts who will volunteer their time and energy in support of our project.

Potential Partners:

Salt Spring Arts Council: potential sponsorship; providing in-kind support for exhibit set-up, choreography, and promotion.

Salt Spring Island Historical Society & Archives: providing in-kind support by sharing resources and offering learning exchanges.

Japanese Garden Society: providing in-kind support by offering learning exchanges.

Salt Spring Island Freshwater Preservation Society: providing in-kind support by offering learning exchanges and leading an educational project.

Chris Arnett, local Historian and Archaeologist: providing in-kind support through on-site story-telling and learning exchanges.

Briony Penn, local Naturalist: providing in-kind support by facilitating the creation of an ecology map of the old growth Douglas Fir forests.

Shannon Johnston & Joe Akerman: school district collaboration with Indigenous youth involved in the 'Youth on the Land Project' to mentor our younger students and/or contribute display to exhibition.

Date

11/11/2020

**SD64 COVID Readiness and Recovery Expenditure Plan Draft
Fall 2020/21**

Funding Source	Revenue	Expenditure
Federal COVID Funds - Special Purpose Funds	575,000	
2 Flex Return teachers		200,000
Outdoor Classroom Pavilion elementary schools		200,000
Plant/ Facilities bus and COVID support		50,000
MERV filters and additional hydro		125,000
	Total	<u>575,000</u>
Provincial COVID Funds - Special Purpose Funds	150,000	
Additional BSW hours		84,500
Hand sanitizers / sinks		33,500
Additional cleaning supplies		18,600
Face masks		6,400
Tech learning support		7,000
	Total	<u>150,000</u>
SD64 Accumulated Surplus Q4 COVID Savings - Operations	560,000	
EPIC Achievements grants		250,000
Family of Schools Grants		100,000
Classroom school resources		100,000
Numeracy high school		50,000
Before and afterschool EA support		30,000
Outdoor classroom furniture		30,000
		<u>560,000</u>



Summary Human Resources Committee – SD 64 (Gulf Islands)

In attendance

Committee: Shelley Lawson (chair), Greg Lucas (trustee), Tisha Boulter (trustee); Rob Pingle (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

Trustees: Janelle Lawson, Chaya Katrensky

Staff: Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore, (director of instruction), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Ian Mitchell (GITA), Angela Thomas (CUPE)

Regrets: Stefanie Denz (trustee)

Recognition of Traditional Territories: We gather on the traditional territories of the Coast Salish and Hulquminum-speaking peoples. As we meet to discuss the people and the processes by which they work in our district, let us remember the first point from the First People's Principals of Learning, as articulated by FNEC:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Huy c'hi qua.

Called to order 8:33 p.m.

1. Adoption of Agenda

Introductions moved to item 4(a). Agenda adopted by consensus.

2. Adoption of Minutes

Minutes of February 26, 2020 adopted by consensus.

3. Business Arising

4. New Business

Involve Community

a. Introduction of new CUPE and GITA Presidents

Shelley Lawson introduced Ian Mitchell (GITA) and Angela Thomas (CUPE) as the new local union presidents.

Inspire Learning

b. BCPSEA ONCORE Learning Webinars

Shelley Lawson shared a number of learning webinars put out by BCPSEA. Trustees discussed use of funds for professional growth.

Action: item to be brought to the Board for further discussion and possible motion of approval.



c. *Remedy in SD64*

D'Arcy Deacon explained the basics of remedy as prescribed by GITA Letter of Understanding 12 (formerly 17). Remedy is implemented for each instance of non-compliance with class size and composition language and is typically calculated monthly at 180 minutes per student. Remedy is then be applied depending on classroom teacher preference. A modified formula is now being used to calculate remedy at GISS due to the quarter system timetable.

Integrate Sustainability

d. *Superintendent Pro-Growth Update*

This item was initially intended for the March agenda, but that meeting was cancelled due to COVID-19. The Board had previously decided to postpone the Superintendent's review until the fall. Shelley Lawson suggested that it could be further postponed until the new year.

Scott Benwell thanked trustees for their consideration.

Action: Superintendent Review will be placed on the January 2021 in-camera agenda.

e. *Executive Disclosure*

Shelley Lawson explained that Districts are required to report yearly on top executive salaries. The report is submitted to the Ministry and becomes publicly posted on the Ministry website. The SD64 report for 2019-2020 was submitted on time prior to the October 9 deadline.

Action: Jesse Guy will inform trustee when the information is released publicly.

5. **Other Business**

6. **Next Meeting:** November 18, 2020. Time to be determined.

7. **Adjournment:** 9:03 a.m.



Draft Summary Committee of the Whole – SD 64 (Gulf Islands)

In attendance

Committee: Rob Pingle (board chair), Shelley Lawson (vice chair), Tisha Boulter (trustee), Janelle Lawson (trustee), Stefanie Denz (trustee), Greg Lucas (trustee), Chaya Katrensky (trustee)

Staff: Scott Benwell (superintendent), Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

Guests: Adrian Pendergast (Pender/Saturna Principal), Angela Thomas (CUPE), Ian Mitchell (GITA), Adria Kray (DPAC), Caitlin Hertzman (DPAC), Marie Mullen (GIPVPA); Shelly Johnson (GIPVPA), Elizabeth Nolan (Driftwood)

Called to order 2:00 p.m.

Chair Pingle acknowledged that this meeting is taking place on the traditional territories of the Coast Salish people – huy ch q'u.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Approval of Summary

Minutes of September 17, 2020 adopted by consensus.

3. New Business

a. Configuration

The meeting package included feedback received after the publication of the October 14 public Board Meeting package. The Q&A 2 was included to answer additional questions not yet covered in the FAQs or previous Q&A.

Jesse Guy presented on modelling and scenarios. She looked at a number of different scenarios and the financial considerations associated with each. She shared enrolment and ridership projections and relevant financial impact. She noted that scenarios that offer the most choice may be viable but would also require reductions to programs and services across the district in order to balance the budget.

Pender Islands School Principal, Adrian Pendergast presented on the possibilities of a Pender Hub. He shared his excitement in the opportunity of growing a program and recognized the importance of providing an engaging environment and experience for junior secondary learners. He shared a virtual tour of the facilities, showing the spaces available to support specialized instruction including music, science, foods, and health. He explained the potential for aligning programs with GISS, such as REAL 8/9, to foster greater connection with students and between schools. He described opportunities to build and expand programs for students to participate in extracurricular activities.



Scott Benwell and D'Arcy shared research pertaining to configuration and how best to support educational outcomes. They explained the impact of quality instruction, school culture, professional learning, and enriched learning environments as the significant determinants of student success. In contrast, research confirms that access to extracurricular activities, technology, homework, and how students are grouped by grade, have less of an influence on student success. In sum, high-quality educational experiences have a greater impact on student success than configuration design.

Dr. Benwell shared a comparison of current configuration graduation outcomes for SD64 that fall below the provincial average.

Action: Scenario slides and data booklet will be updated on the website.

Trustees discussed the potential of offering French Intensive and Indigenous language programs, and the notion of changing for transportation as one option to generate revenue.

Caitlin Hertzman requested a formal motion from the Board to delay the decision-making process. She requested her statements be minuted and that DPAC questions be answered during meetings just as trustees' questions are answered. She also requested that DPAC be put on the November Board meeting agenda. Ms. Hertzman asked trustees to canvas the ministry for increased funding and offered DPAC's leadership and assistance in support.

Rob Pingle confirmed that DPAC's will be invited to present as a delegate at the November meeting. He clarified that further discussion regarding configuration would take place at the November Board meeting. The Board will have the opportunity at that time to decide how to proceed given the information they have received.

4. **Other Business**
5. **Next Meeting:** February 24, 2021
6. **Adjournment:** 5:00 p.m.



Draft Summary Education Committee – SD 64 (Gulf Islands)

In attendance

Committee: Chaya Katrensky (committee chair), Tisha Boulter, Janelle Lawson, Rob Pingle (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

Trustees: Shelley Lawson (vice chair), Stefanie Denz, Greg Lucas

Staff: Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Ian Mitchell (GITA)

Regrets: Angela Thomas (CUPE)

Called to order 9:00 a.m.

Chaya Katrensky acknowledged that this meeting is taking place on the traditional territories of the Coast Salish people – huy ch q'u.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

Minutes of January 29, 2020 meeting adopted by consensus.

3. Trustee School Reports

Trustees discussed how best to proceed with school trustee reports in an era of COVID-19. There was agreement that focused conversations with school administration and reporting out for families and community are extremely valuable. Shelley Lawson appreciated topics linked directly to the Strategic Plan. She suggested that all trustees share their reports with their school PACs. Rob Pingle suggested that questions be devised in consultation with GIPVPA and senior staff, with the intent to begin reporting in January.

Action: Chaya Katrensky and Scott Benwell, in consultation with the GIPVPA, will devise questions with the intent that School Trustee Reports will resume in January.

Trustees discussed school plan and learning group presentations. Scott welcomed the idea of presentations being invitational rather than mandatory.

Action: Scott Benwell will share the invitation at the next ELT meeting.

4. **Next Meeting:** February 10, 2021.

5. **Adjournment:** 9:18 a.m.



Draft Summary
Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Tisha Boulter (committee chair), Chaya Katrensky, Shelley Lawson, Rob Pingle (board chair, ex-officio), Scott Benwell (Superintendent, ex-officio)

Trustees: Janelle Lawson, Greg Lucas, Stefanie Denz

Staff: Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

Guests: Emma Davis (Galiano - CRD), Justine Starke (Southern Gulf Islands Service Delivery CRD), Shelly Johnson (GIPVPA), Adria Kray (DPAC),

Regrets: Ian Mitchell (GITA), Angela Thomas (CUPE)

Called to order 1:00 p.m.

Tisha Boulter acknowledged that this meeting is taking place on the traditional territories of the Coast Salish people – huy ch q'u.

1. **Adoption of Agenda**

Agenda adopted by consensus

2. **Adoption of Minutes**

Minutes of February 12, 2020 adopted by consensus

3. **New Business**

a. *SGI Transportation Service*

Emma Davis (Galiano liaison for CRD) and Justine Starke (Manager, Southern Gulf Islands Service Delivery) presented on the CRD transportation service review for the Southern Gulf Islands Electoral Area and the work to explore possibilities to facilitate better service and access. The Economic Sustainability Commission is looking at ways to optimize efficiencies of inter-island transportation through local partnerships and shared service models to support viable service that meets the needs of community. The CRD has issued a request for proposals to undertake a study to assess need and determine the budget necessary to achieve priorities identified by taxpayers.

The project is in the beginning stages and encompasses water transportation as well as on-island transit including busing and active transportation. Ms. Davis stated that there has been much interest and support from community groups, and that this could be an exciting opportunity to partner with the school district for increased service to support student and staff water transportation needs.



Ms. Starke clarified that the intent of the CRD's plan is geared towards community movement, and not intended to replace the district's current system of student water transportation. Any opportunities identified in the study would require a referendum process coinciding with the next municipal elections.

Scott welcomed the possibility of a mutually beneficial partnership that could see increased service and access for our learning community. Trustees discussed the realities of living in a COVID-19 era and possible government budgetary constraints moving forward.

4. **Other Business**
5. **Next Meeting:** February 24, 2021
6. **Adjournment:** 1:42 p.m.

DRAFT



Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

Committee: Janelle Lawson (committee chair), Greg Lucas, Stefanie Denz, Rob Pingle (board chair, ex-officio), Scott Benwell (superintendent ex-officio)

Trustees: Tisha Boulter, Chaya Katrensky, Shelley Lawson,

Staff: Jesse Guy (secretary-treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Ian Mitchell (GITA), Adria Kray (DPAC)

Regrets: Angela Thomas (CUPE)

Called to order 10:00 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

Minutes of February 12, 2020 adopted by consensus.

3. Business Arising

a. Policy and Procedure 5700 Flexible Learning Programs

This policy is outdated and references programs that are no longer operating in our district including Spring Leaves and Learning Partners. Recommended that the policy be repealed as it is non-compliant.

Action: Policy and Procedure 5700 will be brought to the November Board meeting with the recommendation to repeal.

b. Policy 520 Learning Services

Staff recommended that the Policy be amended to include reference to the BC Special Education Manual of Policies, Procedures, and Guidelines regarding the delivery of the Hospital Homebound program.

Action: Policy 520 will be amended to include to reference Ministry Hospital Homebound policies and procedures contained in the BC Special Education Manual and that amendments be brought to the November Board meeting for consideration.

c. Procedure 105 Governance and Administration

Amendments to Procedure 105 were discussed at the November 2019 Board meeting, specifically regarding Board elections and language around duties of the Vice-Chair. Jesse Guy recommended that the date of elections be changed to the first meeting of the Board following Municipal elections in an inaugural year, and the last calendar meeting of the year in subsequent years.



Trustees discussed how to address the duties of the Vice-Chair. Shelley suggested that most vice-chair duties fall into those already listed in the procedure and it may not be necessary to be more prescriptive.

Action: Rob, Janelle, and Shelley will work on language regarding duties of the vice-chair for the Policy Committee's consideration.

Trustees discussed having elections at the end of the meetings in which elections are held. It was decided that there is no need to specify placement of elections on the agenda. The ZOOM polling feature could be used to facilitate trustee elections during a virtual meeting.

Action: A special Board meeting will be held in December for the purpose of elections.

- d. *Procedure 6850 and Form 6850 –1 Public Use of School Facilities*
Trustees received feedback regarding Procedure 6850 and accompanying Form 6850-1. Jesse explained that this procedure was marked for update last year. This work has not yet been done due, in part, to COVID-19 and the temporary suspension of committee meetings in the spring.

Action: Jesse will work on amendments to bring back to the next Policy Committee meeting.

4. **New Business**

- a. *DRAFT Policy and Procedure Retention of Records*
Jesse explained that we have no guiding policy or procedures around retention and destruction of records. This has led to inconsistent practice across the district.

Action: The draft policy and procedure for retention of records will be brought to the November Board meeting for consideration (Notice of Motion).

- b. *Child Care Programs Policy-Ministerial Order*
In accordance with the School Act, districts are required to establish policy for standards of practice for assessing community childcare needs, promotion of use of facilities, and contractual relationships with licensed childcare providers. BCSTA plans to share a template to assist districts with policy development.

- c. *Procedure 412 Student Educational Travel*
The policy references student forms that do not exist. Discussion regarding the need to ensure procedures follow responsible practice.

Action: Staff will suggest amendments to remove or replace incorrect references, ensuring that amendments align with YouthSafe recommendations. Amendments will be brought to the next Policy Committee for consideration.



d. *Procedure 212 Violence and Harassment-Free District*

This procedure has been forwarded to the Anti-Racism Committee for input and consideration. Trustees discussed dress codes, the review process, and the strength in working in partnership with the Anti-Racism Committee to ensure the policy is strong and the procedure is effective.

e. *Policy 525 Attendance Areas*

This policy references Windsor House as a catchment area for Greater Vancouver. A housekeeping amendment is needed to remove that reference. Further amendments may be required to address configuration change and shifting demographics and student population.

Action: A housekeeping amendment to Policy 525 will be made to remove reference to Windsor House catchment.

5. **Other Business**

6. **Next Meeting:** February 24, 2021

7. **Adjournment:** 11: 27 a.m.



SCHOOL DISTRICT NO. 64

**POLICY 5700
Flexible Learning Programs**

*“Inspire learners, Integrate sustainability,
Involve community”*

Section: Learning

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018 -76/18

Rationale:

The School District No. 64 Board of Education recognizes the desire of some parents to have more flexible learning options for their children, while maintaining a strong connection with the district and its programs and resources.

Policy:

The board will support district schools in partnering with parents desiring flexible learning programs that meet Ministry of Education criteria for delivering an educational program.



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SCHOOL DISTRICT NO. 64

PROCEDURE 5700 Flexible Learning Programs

Section: Learning

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

1. Eligible students:
 - a. will be enrolled in grades K-12 at a district school; and
 - b. may be enrolled either at Phoenix Elementary if the family lives on Salt Spring; or
 - c. may enrolled either Gulf Islands Secondary School if the family lives on either
 - d. Salt Spring Island or one of the South Gulf Islands; and
 - e. may be enrolled as a secondary student, at a local Southern Gulf Islands school
2. Parents applying for flexible learning programs will have met with the principal or delegate to discuss and agree to program requirements.
3. The board will:
 - a. ensure that the program provided is an educational program approved by the Board.
 - b. provide a coordinator/teacher who is a member of the BC College of Teachers to be responsible for the design, instruction and supervision of each student's educational program.
 - c. will follow the usual practice within School District #64 for the awarding of external credit and for the challenge process.
 - d. provide educational resources up to an annually determined value for students registered in Grades 1-12 and 50% of that amount for students registered in Kindergarten.
 - e. provide a list of available resource materials approved by the Ministry of Education and in compliance with district policies.

- f. process requests for approved educational resource materials.
- 4.** The coordinator/teacher will:
- a. meet with each family in September and October to:
 - i. review and authorize the education program(s) to ensure they meet the learning outcomes set in the integrated resource packages for Kindergarten to Grade 10.
 - ii. review and authorize the planned education program(s) to ensure they meet graduation requirements for students in Grades 11 and 12.
 - iii. establish a baseline of student achievement.
 - iv. develop, in consultation with the parent and student, a student learning plan.
 - v. collaborate with the parent on student assessment expectations and guidelines.
 - vi. Establish support for achievement and develop a model to meet educational needs.
 - b. initiate additional programs incorporating library, gymnasium and other services.
 - c. explain, discuss and (except where exemptions apply?) administer Foundation Skills Assessments for students in Grades 4, 7, and 10.
 - d. assess student progress and write three student progress reports during the school year.
 - e. record student progress information on the Permanent Student Record.
 - f. approve expenditures for educational resources and manage the disbursement of funds.
 - g. provide the Board with periodic updates, and annual report and recommendations.
- 5.** The parent will:
- a. provide evidence of student learning, including portfolio work.
 - b. communicate regularly with the coordinator/teacher.
- 6.** Together, the coordinator/teacher and the parent will:
- a. at the beginning of each year, develop a personal education plan for each student.

- b. plan for delivery of a program that meets the provincial learning outcomes.
- c. cooperate in delivery of the program
- d. engage in on-going assessment and evaluation of student progress
- e. collaborate three times per year to
 - i. evaluate each student's achievement in a manner consistent with provincial student reporting guidelines.
 - ii. write formative and summative student progress reports



SCHOOL DISTRICT NO. 64

POLICY 520 Learning Services

*“Inspire learners, Integrate sustainability,
Involve community”*

Section: Learning
Dates of Revisions:
Date of Adoption and
Resolution Number: June 13, 2018 – 76/18

Rationale

School District No. 64 Board of Education strives to engage students in ways that inspire healthy, welcoming and safe learning experiences where all students flourish. Engaged students are inspired to be creative and collaborative, to develop goals and passions, and to take responsibility for their own learning.

Policy

School and district educators plan and coordinate a number of initiatives designed to assist schools in implementing their learning goals. Learning Services staff works directly with schools to provide support, problem-solve when issues arise, and collaboratively develop strategies and frameworks to enhance student learning.

Diverse Learning Experiences support all students

The board is committed to learning for all students in Gulf Islands School District 64. The board recognizes that, for all students to flourish, varied settings, time requirements, and approaches are necessary to achieve success. The board is committed to this in a manner that is sustainable.

Students with Special and Individual Needs

1. The board supports an instructional framework that maximizes success and independence for all learners by:
 - a. encouraging all students to reach their full potential
 - b. engaging all students in challenging programs
 - c. providing opportunities for access to all areas of the curriculum
 - d. recognizing and acknowledging personal achievements of all learners

2. The delivery of special education services reflects:
 - a. strengths of individual students
 - b. expertise of the multidisciplinary team members and classroom teachers as they collaborate and make decisions that support high quality learning experiences for each student
 - c. supports that build upon the individual students’ strengths

- d. the classroom as the primary site of educational programs
- e. clear tangible supports for the classroom teacher
- f. recognition and celebration of the teaching-learning process
- g. home, school and community partnerships

Curriculum, Instruction & Assessment

The board is committed to the vision of a redesigned curriculum and assessment models that incorporate the development of core competencies across the curricula, promotes mastery of core skills in the primary years, and increasingly personalizes learning for students.

Wherever practicable, the board supports educators collaborating to build frameworks and tools that enhance student learning as reflected by redesigned curriculum instruction and assessment practices.

Health and Wellness

The board is committed to support the health and wellness of each student. School and district counsellors and other staff collaborate with community partners to support student wellness and nurture student resiliency.

Hospital Homebound

The board is committed to maintaining continuity of appropriate educational programs for students who are anticipated to be absent from school for extended periods of time due to hospitalization or for medical reasons. Delivery of hospital homebound service will align with recommendations outlined within the BC Ministry of Education's *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

Transitions

Smooth transitions into the school district, between schools, and from school to community life contribute to student success. The board is committed to ensuring schools and the district plan and implement effective transition plans for each student.

Learning Enhanced by Technology

The board recognizes that learning can be enhanced by technology. The district endeavours to build, maintain, and enhance technology infrastructure to support learning.

References:

- Policy 100
- Policy 500 - Planning for Learning
- BC Ministry of Education. *Special Education Services: A Manual of Policies, Procedures and Guidelines*
- BC's Curriculum (online) - <https://curriculum.gov.bc.ca/>



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SCHOOL DISTRICT NO. 64

POLICY 6300

Retention and Destruction of Records

Section: Finance and Facilities

Dates of Revisions:

Date of Adoption and

Resolution Number:

Policy:

Records held by Gulf Island School District will be retained while they are of use in the operation of the district and in compliance with pertinent federal and provincial legislation. A retention procedure outlines the minimum period of time which specific records must be retained.

Once records are past the applicable retention period, the department responsible for the records is authorized to destroy them if they are satisfied that the records are of no further use and that they have no historical or archival value. Records that contain personal or confidential information should be destroyed in a manner that retains the confidentiality of the records.

References:

- Freedom of Information and Protection of Privacy Act
- School Act, British Columbia
- Ministerial Order (MO082/09)
- Policy 131, Personal Information and Privacy
- WorkSafeBC
- Canada Labour Standards Regulations
- Criminal Records Review Act, British Columbia



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SCHOOL DISTRICT NO. 64

**PROCEDURE 6300
Retention and Destruction of Records**

Section: Finance and Facilities
 Dates of Revisions:
 Date of Adoption and
 Resolution Number:

The following retention schedule outlines the minimum amount of time that records of Gulf Islands Schools must be retained and who is responsible for their retention and destruction.

Board Records	
<i>Responsibility: Secretary-Treasurer</i>	
Board Bylaw, Policy, and Procedure	Permanent
Board Meetings (Special, Regular, Committee) - Agendas	Permanent
Board Meetings (Special, Regular, Committee) - Minutes	Permanent
Notice of Meetings	1 year
Trustees – Electoral Packages	6 years
Trustees – Financial Disclosure Statements	Term of office (minimum 1 year)
Trustees – Lists	While current
Trustees – Oaths and Declarations	Term of office (minimum 1 year)

Communications/Information and Privacy	
<i>Responsibility: Secretary-Treasurer</i>	
Freedom of Information – Requests	2 years after calendar year of creation
Freedom of Information – Requests to correct	2 years after personal information has been updated, annotated, or request has been transferred to another public body
Freedom of Information - Requests to review decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued

Financial Records	
<i>Responsibility: Secretary-Treasurer</i>	
Annual Budget and summary supporting documents	Permanent

Auditor's Reports	Permanent
Bank Statements, debit and credit notes	6 years after year of creation
Cheques – Cancelled / Duplicates	6 years after year of creation
Deposit Books	6 years after year of creation
Financial Information Reports (Ministry of Education)	Permanent
General Ledger	Permanent
Invoices (received and billed)	6 years after year of creation
Purchasing Contracts	6 years or term of loan if longer
Quotations	6 years after year of creation
Receipts Issued	6 years after year of issue
Requisitions and Purchase Orders	6 years after year of creation
Stop Payment Orders	1 year after year of creation
Travel Claims	6 years after year of creation

Facilities Records	
<i>Responsibility: Director of Facilities and Transportation</i>	
Appraisals and Inventories	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year of capital plan completion
Building Plans and Specification Changes (guarantees, bonds, liens, and valuable correspondence)	6 years after asset disposal
Land Titles, Deeds, and Plans	6 years after year of asset disposal
Mortgages and Leases	6 years after expiration of term
Rental Agreements	1 year after year of rental

Human Resources Records	
<i>Responsibility: Director of Instruction / Payroll Manager</i>	
Applications and Job Competition	1 year after position filled
Employee Personnel File	
- Banking	6 years after employment ceases
- Contracts	6 years after employment ceases
- CRA documents	6 years after employment ceases
- First Aid Certificates	6 years after employment ceases
- Leave records	6 years after employment ceases
- Medical Benefits Forms	6 years after employment ceases
- Resumes	6 years after employment ceases
- WCB Forms	6 years after employment ceases
- Benefits conversion documents	Permanent
- Certificates	Permanent
- Criminal Record Checks	Permanent
- Employment History	Permanent
- Life Insurance Forms and Waivers	Permanent
- Pension Enrolment and Contributions	Permanent

- Resignation letters	Permanent
- Severance	Permanent
- Termination documents	Permanent
Grievances – individual files	Permanent
Interview Questionnaires	1 year
Reference Checks	1 year after position filled
Resumes, Unsolicited	1 year
Unions - Collective Agreements	Permanent
Unions - Seniority Lists	Permanent
Violent Incident Reports	6 years after employment ceases

Information Systems Records	
<i>Responsibility: Director of Instruction, Learning Services</i>	
User IDs	When user is removed from system
System Problem Tracking	When user is removed from system

Insurance Records	
<i>Responsibility: Secretary Treasurer</i>	
Claims	Adults: 6 years after claim settled Under 19: 2 years after age of majority is reached (minimum 6 years)
Incident Reports	1 year after employment ceases
Insurance Policies	Permanent

Payroll Records	
<i>Responsibility: Director of Instruction, HR and/or Payroll Manager</i>	
Dispatch – Absence Tracking	6 years after employment ceases
Dispatch – Leave of Absence forms and Logs	1 year
Payroll Deductions	6 years after employment ceases
Payroll Records - Employees	6 years after employment ceases
Payroll Records - SDS	6 years after employment ceases

School Records (Student Personal Records)	
<i>Responsibility: School Administration</i>	
Attendance Reports and Registers	Permanent

Permanent Record Cards	Permanent
Student Cumulative Files	2 years from date student left school
Student Services Files	7 years after student leaves school or student's 26 th birthday (whichever comes last)
Transcripts (Official Transcript of Grades)	Permanent
Responsibility: Superintendent	
Out-of-Catchment Requests	1 year from decision regarding request

Transportation Records	
<i>Responsibility: Director of Facilities and Transportation</i>	
Student Bus Registration Forms	1 year after year of creation
Transportation Assistance Forms	1 year after year of creation
School Bus Behaviour Reports	1 year after year of creation
School Bus Video Recording	1 year after year of creation

Volunteer Records	
<i>Responsibility: Superintendent or Designate</i>	
Criminal Record Check, Consent Forms	5 years
Criminal Record Check, Clearance Letters	5 years

Reference:

- Freedom of Information and Protection of Privacy Act
- School Act, British Columbia
- Ministerial Order (MO082/09)
- Policy 131, Personal Information and Privacy
- WorkSafeBC
- Canada Labour Standards Regulations
- Criminal Records Review Act, British Columbia