



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS SCHOOL
2019 10 09 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2019 09 11 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2019 09 11 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
 - (a) Island Pathways (Bob MacKie) (attachment)
 - (b) Pender Islands School Plan Presentation
7. **CHAIRPERSON'S REPORT**
 - (a) DRAFT Instructional Calendar 2020-21 (attachments)
 - (b) Bargaining Update (attachment)
8. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - (a) Learning in School District No. 64
 - (b) Staffing and Enrolment Update
 - (c) Delegation of Transportation Responsibilities
 - (d) Emergency Preparedness (attachment)
9. **CORPORATE FINANCIAL OFFICER'S REPORT**
 - (a) Financial Report
10. **COMMITTEE REPORTS**
 - (a) Committee of the Whole Report (attachment)
 - (b) Education Committee Report (attachment)
 - i. Configuration (attachments)
 - (c) HR Committee Report (attachment)

- (d) Policy Committee Report (attachment)
 - i. Draft Policy: Menstrual Products in Schools (attachment)
Notice of Motion: The Board of Education adopt POLICY 4270 Provision of Menstrual Products to Students. The motion will be tabled at the regular Public Board meeting on November 13, 2019.

Responses to the Notice of Motion may be submitted using the Policy/Procedure Impact Worksheet: <https://sd64.bc.ca/wp-content/uploads/2018/08/procedure-135-2-form-180801.pdf>. To be considered responses must be received by November 3, 2019.

- (e) Aboriginal Education Advisory Committee Report

11. TRUSTEE'S SCHOOL REPORTS

What is the school doing to incorporate Indigenous education into the school year?

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

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – October 23, 2019 at the School Board Office
- (b) Regular Board Meeting – November 13, 2019 at Mayne Island School

15. ADJOURNMENT



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 09 11

Present:

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

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

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

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

Larry Melious
Deb Nostdal
Lyll Ruhlen
Elizabeth Nolan

CUPE President
GITA President
GIPVPA Rep
Driftwood Rep

Regrets:

The meeting was called to order at 1:05 p.m. by Chair Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. **ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 09 11 be adopted as presented.

CARRIED 107/19

2. **APPROVAL OF MINUTES**

Correct spelling error in 9b. - Capital Plan bylaw.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 06 12 be approved as amended.

CARRIED 108/19

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2019 07 05 be approved as presented.

CARRIED 109/19

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 06 12 as presented.

CARRIED 110/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **CHAIRPERSON'S REPORT**



(a) **Welcome Back**

Chair Pingle welcomed everyone back to the start of the school year.

(b) **2020/2021 School Calendar Consultation**

A school calendar consultation schedule was shared and the following notice of motion was presented:

The Board of Education adopt a Local School Calendar for the 2020/2021 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 March 13, 2020.

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.

Scott Benwell explained that the 2020-2021 school year sees the bookends of the school year being such that a two-week Spring Break does not allow for sufficient instructional days to meet minimum instructional hours. If a two-week Spring Break is desired, the District would have to enter into a Letter of Understanding with GITA. The same issue will occur in the 2021-2022 school year.

Staff will prepare a draft calendar in consultation with GITA.

(c) **Configuration Review**

The District is looking to launch a District-wide community consultation. Information and resources are available on the District website. Public consultation meetings will be scheduled for the coming months with a full review in December. Timelines are flexible but are intended to meet the release of a revised funding formula for implementation to start the 2020-2021 school year.

A backgrounder/terms of reference document will be posted on the website in the next few days.

(d) **Strategic Plan**

There is a need to determine if the Board wishes to review the current Strategic Plan before the end of 2019.

Moved and seconded that the Board extends the use of the current Strategic Plan to 2021.

CARRIED 111/19

(e) **Silver Maynes Request to Serve Alcohol**

A request from the Silver Maynes on Mayne Island was received, asking for permission to serve alcohol at their annual Christmas party to be held at Mayne Island School.

In accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Silver Maynes request to serve alcohol at its Christmas Dinner on December 7, 2019 at Mayne Island Elementary Jr. Secondary School.

CARRIED 112/19

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

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



Superintendent Benwell welcomed everyone back from their summer break. He shared his learning in SD64 presentation and summarized the work done during the summer in preparation for the new school year. He celebrated the improvement in graduation rates, anticipated to be 15% higher than last. He also highlighted funding protection, school planning, the Framework for Enhancing Student Learning, and the hope for a new collective agreement with teachers.

Dr. Benwell connected the District Strategic Plan to the Ministry's policy on Student Success, and the concept of the Educated Citizen. He emphasized the work of taking what we know about students to improve their success.

Doug Livingston elaborated on the collaborative work in district aimed at the impact of student wellness on achievement. Inservice was used to create literacy tools and a dashboard, developed by teachers, for use in the classroom to further support students. These tools are designed to serve learning and improve opportunities for students.

(b) Staffing and Enrolment Update

Assistant Superintendent Underwood reported that enrolment is down from last year but close to what was projected for September. Most specialist positions have been filled and interviewing to fill the Speech and Language Pathologist position is in process. New TTOCs have been hired and further postings are on the website.

(c) Coaching

Ms. Underwood thanked the Board for supporting the coaching initiative and recommended that the Board:

- continue to offer individual and team coaching while structuring group (triad), peer training opportunities for educational leaders;
- continue to provide flexibility of choice regards coaching models, timing and duration;
- provide coaching opportunities for newly hired exempt staff in non-educational leadership positions; and
- continue to monitor and evaluate the success of the coaching initiative

Moved and seconded that the Board approves the recommendations of the Assistant Superintendent to continue to support the coaching initiative for the administrative team and to expand the opportunity to include other exempt leadership staff.

CARRIED 113/19

(d) GISS Cultural Field Trip – CUPE 2020

Dr. Benwell shared an application for a cultural field trip for GISS music students.

Moved and seconded that the board approves the GISS cultural field trip to Havana, Cuba with approximately 10 to 15 Gulf Island Secondary School music students, grades nine to twelve, on March 14 to 21, 2020.

CARRIED 114/19

(e) Bargaining

Ms. Underwood stated that the CUPE Collective Agreement has been ratified. The District and CUPE executive are working to get the Agreement out to members.



The GITA Collective Agreement has not yet been ratified, although local language has been approved by BCPSEA.

(f) Framework Day

Dr. Benwell shared the draft agenda for Framework Day. Changes have been made to include consultation time for school groupings. A ThoughtExchange will be run to familiarize staff with the process.

(g) Tuition Free Courses

A motion is required for the district to offer specific courses, approved by the Ministry, to graduated adults.

Moved and seconded that the Board approves tuition-free courses, from the list of Ministry approved courses, for graduated adults.

CARRIED 115/19

(g) Vaccination Status Reporting Regulation

The Ministry website was shared for information regarding the status of reporting on vaccinations. No action is required by schools to track vaccinations.

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Facilities – Summer Work

Secretary Treasurer Guy reporting on projects that were completed over the summer, including:

- paving and sidewalk upgrade at SIMS and SSE
- exterior painting and paving at Mayne
- phone system upgrade at Pender
- HVAC upgrade at Pender and SSE
- exterior painting at the board office
- heating upgrade at Fernwood (ongoing until October)
- upgrade to SEEC water system
- emergency light upgrade to Fulford

(b) Water Taxi Contract

A three-year agreement has been signed effective September 2019. Routes remain unchanged from last year.

(c) Mayne Island Daycare Facilities Agreement

Mayne Island School shares facilities with the local day-care provider. The daycare wishes to extend their usage to five days per week. A renewed agreement will be signed this week, ensuring priority is given to Strong Start for use of the space.

(d) 2019-2020 Operating Budget

Ms. Guy thanked all staff, and particularly Rod Scotvold and Cindy Rodgers, for their work that allowed the District to overcome last year's deficit. Ms. Guy explained that, due to the Windsor House closure, the district will receive funding protection. She explained that funding protection is a measure to help districts to recover from large decreases in operations funding due primarily to decreased enrolment.

10. COMMITTEE REPORTS



(a) **Finance Audit and Facilities Committee**

i. **Audit Summary**

The auditors reported a clean audit, attributed largely to the work of Secretary Treasurer Guy.

ii. **2018-2019 Financial Statements**

The draft 2018-2019 Audited Financial Statements were shared for the Board's approval.

Moved and seconded that the Board approves the 2018-2019 School District 64 Audited Financial Statements for the year ending June 30, 2019.

CARRIED 116/19

11. **TRUSTEES' SCHOOL REPORTS**

Trustees discussed the value of reading trustee reports during the public meeting.

Trustee School Reports were received. Topic: What are the school's plans to maximize student engagement for the upcoming school year?

Fernwood Elementary School

Principal Logan, returning principal at Fernwood, was happy with how smoothly the first week of school was. Children were configured into their classes by the second day, getting to know their teacher, the most instrumental person in their learning journey. Staff welcomed the children back at a whole school meeting and Fernwood's three guiding R's, respect, responsibility and reaching out, were outlined. This establishes a respectful learning environment as essential for motivating the children and must be present if they are to improve literacy and numeracy, the other key goal in the school. The school uses a reporting system for children struggling with social skills that uses the zones of regulation, connecting with adults, and has well defined achievable goals.

Staff is assessing student's competencies and will be setting up programs to engage students at their level of needs. The grade five leadership group has been formed and will be active in guiding the younger classes forward. There is clarity and simplicity of the overall goal in the district to improve graduating numbers and appreciates how all the schools are key parts of a system that works for the success of the students.

Fulford Community Elementary School

Fulford School starts maximizing student engagement with the class configuration process, by creating opportunities for student groupings that are productive and provide the teacher that will best suit their needs. From there, teachers build classroom community and develop relationships with each student. Having a positive relationship with your teacher goes a long way to increasing engagement for students. Teachers are making connections with each student in order to plan for learning opportunities that will engage them. Teachers are also doing activities that require students to work with each other to build positive classroom interactions and culture.

The time invested in September is so important to make the rest of the year productive and engaging for students. From there the school has all classes participating in focused outdoor nature learning as well as music at least once a week. There are also monthly whole school activities like the Terry Fox run and garden harvest. These events provide a through line for the students to be passionate and excited about their learning environment year-round.

Galiano Community School

At Galiano Community School, staff agree that the fastest way to improve student engagement is to teach to the interests and passions of each student, especially within the context of the new curriculum. This applies from



kindergarten to the senior class. The K/1 classroom is alive with self-regulation language and colourful visuals guiding the self-regulation learning of our youngest students. Grades 2-5 will be participating in Student Vote, a civil engagement learning opportunity that will bring in local elected officials and explore the importance of participating in local and federal elections. Our senior class will bring a social justice lens to The Griffins, our leadership group. Everyone is invited to morning tea, an opportunity to connect and create a culture of kindness as students and staff being the day together.

Gulf Islands Secondary School

At GISS, Principal Ruehlen and his team will continue to utilize their 'growth plan' to engage students and connect them with their academic achievements. They will be consistent in the messaging around new graduation requirements and how the absence of a Provincial English 12 exam will make room for numeracy and literacy assessments focus and help students understand the benefits of these tools. The intention is to connect students with the purpose of their learning and create a feeling of ownership to their own future opportunity's. They will also be focusing on 'Spirit plans', engaging the students in community building with Clubs Day, a BBQ, Staff vs Grad baseball game and whole school assemblies. The leadership group helped open the first assembly during the first week of school connecting students to fun events that will be happening throughout the year.

Mayne Elementary/Jr. Secondary School

This year, there are many new initiatives for student engagement at Mayne Island School. In the K-3 class, students will be participating in Wonder Wednesdays each week. The direction for these projects will be student driven and will correspond directly to curriculum objectives. These activities will be mostly outdoors rain or shine and will be dedicated to inquiry and project- based learning.

In the 4-8 class, the development of a student leadership team is underway. Students representing all grades in the class will be engaged with the planning of student-led field trips and activities.

As well, a new display board outside of the school will be used to make learning more visible. The intention is that by displaying projects and areas students have been working on and exploring, this will help to foster conversations at home and outside of the classroom amongst students, their families and the community.

Pender Islands Elementary Secondary School

We are excited to continue to deepen our connection to nature and place surrounding Pender School(Examples of these include the school garden, local farm) and we our excited to expand our partnerships with local residents and increase our understanding of the academic needs of each learner.

Closer tracking of student growth and progress through a unified assessment approach across grade levels. Our first area of focus is closer tracking of reading assessments. Using this information to more directly target instruction and to ensure students are engaged through skill level appropriate strategies at the very start of each year.

Building on our success through embracing the arts by expanding partnerships beyond music. Meeting with community supports (such as Ptarmigan & three on the tree) to find new ways to help teachers engage students through enriched art programs in classes. Using local talent on the island to provide artists in residence/visitation where possible.

Further developing a culture of pride and identity around what it means to be a Pender Islands School student. Increase school community feel through regular school-wide assemblies to celebrate student achievement as well as having whole school involvement and working together for meaningful events throughout the year, for example: Orange Shirt day on Sept. 30, school-wide student musical performances.



Phoenix Elementary School

The first step for Principal Sparanese is shaping a sense of purpose with staff and setting the groundwork for team effort. Supporting each other is key, with a focus on the teacher's job: 'We know what it is but need to reiterate the higher purpose to keep inspired.' For Phoenix staff, this means keeping the challenges of individual needs presented in the classroom at the forefront. With the multi grade classes' varying levels of competency keeping students excited and engaged about learning is essential.

To address this challenge, teachers will be taking stock of students needs, making baseline assessments for numeracy, literacy, and social emotional levels of each child.

Building community is a also big part of September and whole school hour of games and problem solving is planned for each day to welcome students back. Students will get to know teachers, staff, and students' expectations in this process. Staff will remain responsive and supportive to the emerging needs as students are assessed.

Learning groups and activities have been designed around abilities and teachers will give continuous and immediate feedback to students over short intervals as they progress. Staff is finding the right kind of collaborative activities for the students and grouping children for their best learning to help flatten hierarchies. Students will be matched, they will receive well defined tasks, have check in points and roles kept flexible. Assessment, getting to know each other and building a positive learning environment is what September is set for.

Salt Spring Elementary School

A smooth start up always helps to maximize student engagement. With staffing consistency there is the ability to create a well configured school. Classes are arranged through parent feedback, teacher input and general observation during the first week of school. During this time the students are working in multi-age groups exploring different themes which helps to re-establish the sense of community for the students who are returning and express the values held with those new to the environment. The week ends with a whole school Green Games focus that includes Indigenous programming and nature based learning. As of the start of the second week the classes are already gelling and the grade 5 leadership program has begun earlier this year than normal. The school will still focus on asking students about who they feel connected to at the school this year as it is felt being attached to a place is a key to maximizing student engagement. Students are welcomed into the school every morning and have access to food to ensure they feel engaged and ready for the day from the moment they enter the building.

Saltspring Island Middle School

At SIMS, the continuation of community week has helped the students make connections to the place where they learn. New and returning students have had the opportunity to meet all the teachers in fun interactive stations with multigrade teams that utilized the B.C. curriculum core competencies. Collaborating, thinking critically and creatively + using their personal and social skills to make connections in the very first week has set the stage for learning and social engagement. Continued engagement with the students and staff will be with a focus on the importance of individual academic success. Utilizing the awareness that self-esteem is connected with competencies of skills as well as peer connectedness, the school will endeavour to support each student in their literacy and numeracy goals through learning sprints by design. The admin team will be supporting staff to be engaged in team collaboration to better support each other and therefore support students.

Saturna Elementary School/SEEC

Saturna School is starting this year off with some big changes. We have welcomed four new staff including our new Principal, Adrian Pendergast; new Elementary teacher, Halii Raines; new Strong Start coordinator, Chantelle Middleton; and new Educational Assistant, Charlotte Weber. Along with our returning staff, we are excited to embark on this new school year.



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Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 09 11

Plans to maximize student engagement include cultivating meaningful connections. With a one to one ratio between our SEEC and elementary students this is a great year to create a buddy system. These plans will allow for caring connections to be made between older and younger students. Opportunities to share place-based learning in science and beyond will offer the chance for our SEEC students to be teachers and share ideas, concepts and their own learning to our elementary group.

We have identified that community connection is a core value of our SEEC program. Plans to strengthen engagement between SEEC students and Saturna community started in the second week of school where Saturna community hosted a potluck to welcome this year's SEEC students. This welcoming dinner was a wonderful success with introductions made, fun name games played, plenty of nutritious food devoured and lots of smiles and laughs had. A great way to start the year!

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

(a) Regular Board Meeting – October 9, 2019 at Pender Islands School

(b) Committee Day – September 25, 2019 at the School Board Office

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:02 p.m.

CARRIED 117/19

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 at
the School Board Office**

2019 09 11

Present:

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

Board Chair
Vice-chair
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Jesse Guy
Linda Underwood
Doug Livingston
Lori Deacon

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

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

The agenda for the Regular Board meeting, In-Camera session held 2019 09 11 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2019 06 12 were approved as presented.

Items:

1. Human resources
 - a. Windsor House
 - b. FOIPPA Request
 - c. Retirement Announcement
2. Audit Findings Report
3. Notice of Sale – Rainbow Road Property
4. Student Water Taxi Contract
5. Soccer Field
6. Configuration Review
7. Trustee Hospitality and Professional Development

The meeting adjourned at 12:42 p.m.

School District #64

Island Pathways is seeking School District 64's support and partnership in advocating for safe routes to schools on Salt Spring Island. In BC's "*Active Transportation Guide, Move, Commute, Connect*", it is noted that while the Province will lead and support many of the active transportation initiatives including safe routes to school, "communities will have to work together to make active transportation a success in British Columbia." Therefore we ask the School Board to initiate a request for funding and support from MOTI to work with our community to create safe bicycle and walking routes to schools. A draft of a suggested email follows:

To:

The Honourable Claire Trevena, M.L.A,
Minister of Transportation and Infrastructure
Room 306, Parliament Buildings
Victoria, BC V8V 1X4

CC:

Driftwood?, Adam Olsen?, Gary Holman?, Elizabeth May?, Ministry of Education?

Subject: Salt Spring Island School Children Safety

Body:

We are pleased to see the MOTI Minister's "[Active Transportation Strategy - Move Commute Connect](#)" and applaud the aim to create safe active transportation networks and connections, make it a primary way of getting to school, ensure it is accessible for people of all ages, and provide funding to support it. We agree that active transportation has to become a preferred choice for students and families and one that is easy, efficient, safe and affordable. We understand that communities will have to work together to make active transportation a success and would like your help with this initiative.

Specifically, we'd like to see lower speed limits on routes connecting local schools with residential areas and in the neighbourhoods surrounding schools, and safer bicycle infrastructure along those routes for several reasons:

Health and Well-Being

It is clear that active transportation is better for everyone but particularly children. As the Active Transportation Strategy notes in Key Pathways - Short (Less than 1 Year) "Provide funding to promote Learn to Ride programs and safe and active routes to school planning".

“In a 2019 study from the U.K., for example, researchers found that children who regularly walk or bike to school are less likely to be overweight or obese than those who travel by car or public transit. Published in the journal BMC Public Health, the study looked at more than 2,000 primary-age schoolchildren across London, revealing that walking or biking to school is a strong predictor of obesity levels, a result that was consistent across neighbourhoods, ethnicities and socioeconomic backgrounds.” [ScienceDaily](#), [BMC Public Health](#)

In January 2019, Provincial Health Officer Bonnie Henry released the report Taking the Pulse of the Population: An Update on the Health of British Columbians, which “showed that the province is not currently on track to meet established goals for physical activity.” We agree that active transportation is an excellent response to this problem.

Increased Concentration and Focus

According to the results of one Danish study, for example, kids who bike or walk to school have better concentration throughout the school day than their peers who drove or used public transportation. The study was part of "Mass Experiment 2012," a project that evaluated the connection between concentration, diet and exercise. Researchers looked at nearly 20,000 Danish kids between the ages of 5 and 19 and found that those who cycled or walked to school performed significantly better on school tasks demanding concentration (like solving puzzles) than their peers who were driven to school. What's more, the effects of the enhanced concentration lasted for up to four hours after they took a seat at their desks.

Niels Egelund of Aarhus University in Denmark, who conducted the research, told MNN in 2013 he was surprised by how beneficial this exercise was for students — even more so than diet. "The results showed that having breakfast and lunch has an impact, but not very much compared to having exercised," Egelund said. "As a third-grade pupil, if you exercise and bike to school, your ability to concentrate increases to the equivalent of someone half a year further in their studies.”

[Mother Nature Network](#)

Increased Safety by Reducing Cars Dropping School Children

Quotes from [“Stop driving children to school: It could be a lifesaver” Toronto Star 2018](#)

- “A 2016 study from York University and Sick Kids’ Hospital catalogued observations of rampant dangerous driving at more than 88 per cent of the 118 Toronto schools they studied — and noted 411 children struck by vehicles within 200 metres of their schools over a 12 year period in the study area.”
- “According to a 2016 SmartCommutereport based on 2011 data, the most recent I could find, 29.1 percent of 11- to 13-year-old kids in Toronto arrive at school in a car...just about three times as many as did so in 1986.”

Widen Fulford-Ganges Road

Per [D.6 Rural Cycling Design Considerations](#) page D82 we should have “A width between 1.2 metres and 1.5 metres should only be considered for short distances (less than 100 metres) in constrained areas. Shoulder widths of 1.2 metres or less should not be signed or marked as a bicycle accessible facility. The absolute minimum shoulder width is 1.2 metres based on the horizontal operating envelope of a person cycling.”

Safer Speed Limits

We applaud the MOTI support of Vision Zero and attention to 'survivable speeds' and seek a shift to “Residential Rural roadways with neighbourhood bikeways, still to be determined, currently signed at 50 km/h should be reduced to 30 km/h.” as recommended in the [Pedestrian and Cycling Master Plan: Salt Spring Island Edition, 2013](#) p. 33 and as being implemented in a [Vancouver pilot project](#) currently.

Slower Speeds Reduce Emissions

We would like to see the 30km School Zone expanded to encompass Ganges Village, to promote both safety and ecological health.

- [Energy use varies as the square of speed](#), so reducing speed limits with compliance, will reduce emissions by a huge amount.
- “Given that in most urban setting there is repeated slowing down and often stopping for hazards, obstacles, congestion, lights, it is the repeated depletion (braking) and then acceleration to peak speed that uses most fuel. That is why a 20mph (32 km) limit cycle will require less than half the energy than a 30mph (48km) limit cycle for acceleration.” Smoother driving to a lower limit will always require less energy, less fuel and produce fewer emissions than repeatedly accelerating to a higher limit.” [Do Emissions and Fuel Used Increase With 20mph \(32 km\) Limits?](#)

Parental Chauffeuring Burdens

In 2017, each Salt Spring household averaged over 5 car trips per day. In total, 690 of those trips were parents delivering their children to school.

[CRD Origin-Destination 2017 Household Travel Survey, p. 80](#)

“In 1971, 80% of British seven- and eight-year-old children went to school on their own; today it's virtually unthinkable that a seven-year-old would walk to school without an adult. As (Mayer) Hillman has pointed out, we've removed children from danger rather than removing danger from children – and filled roads with polluting cars on school runs. He calculated that escorting children took 900m adult hours in 1990, costing the economy £20bn each year. It will be even more expensive today.”

[The Guardian](#)

We would appreciate a response that outlines how the Ministry of Transportation and Infrastructure will invest to support the active transportation needs of students and parents of School District #64.

Draft 2020/2021 Instructional Calendar

Rationale/Background

The 2020/2021 school year requires GITA to agree to an adjustment to the School Calendar Regulation Letter of Understanding (4-day Instructional Week), to accommodate a two-week Spring Break. Extending the instructional day beyond present minutes is not preferable. The proposed calendar includes one 5-day instructional week per semester and the extension of the school year to June 30.

Notice of Motion (presented September 11, 2019)

The Board of Education adopt a Local School Calendar for the 2020/2021 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 March 13, 2020.

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.

School District No. 64 (Gulf Islands)

2020/2021 Four-Day Instructional Week Calendar

<p style="text-align: center;">September 2020</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">15 days</p>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p style="text-align: center;">October 2020</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p style="text-align: center; color: red;">17 days</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p style="text-align: center;">November 2020</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">17 days</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
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- This draft calendar has **156** instructional days. Require **156** instructional days (students in attendance)
- Stat holidays
- September 25, 2020 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
 - ▶ October 23 Provincial Day
 - ▶ November 27 School Based
 - ▶ January 15 School Based
 - ▶ February 26 District Pro D Day (GITA sponsored)
 - ▶ April 23 School Based
- Winter and Spring Breaks/ Vacation
 - S1 exam week TBD. Could be January 25 to 28 (Ministry exam/assessment schedule not yet posted)
 - S2 exam week TBD. Could be June 21 to 24 (Ministry exam/assessment schedule not yet posted).
- Administrative Day - June 30, 2021
- Instructional day added to meet required instructional hours



Statement from BCPSEA Board Chair Alan Chell

October 1, 2019

School Districts' Employers' Association Requests Report from Mediator

The BC Public School Employers' Association (BCPSEA) has today asked mediator David Schaub to file a report under Section 74(5) of the *Labour Relations Code* in relation to the negotiations between BCPSEA and the BC Teachers' Federation (BCTF) for a renewed Provincial Collective Agreement.

"We asked the Labour Relations Board in June to appoint a mediator in the hope that it would help both parties engage in more productive discussions," said BCPSEA Board Chair Alan Chell. "From the time we commenced bargaining discussions in late January, and including the meetings with the mediator that started in July, we have now met 68 times in total and, despite the efforts of Mr. Schaub, have made no further progress toward a settlement."

"We are concerned that students, parents, and all employee groups in our public school system need stability and need to know there will be no disruption to their schools or workplaces," said Chell. "Given that concern, last week we tabled to the BCTF an offer to renew the current Provincial Collective Agreement, along with the two percent annual wage increases available under the government public sector bargaining mandate, for a three-year term from July 1, 2019 to June 30, 2022."

"Although this is not our preferred approach, we believe that this would provide the public school system with the necessary stability while we attempt to work with the BCTF over the term of the agreement to address the structural barriers that appear to be preventing productive negotiations."

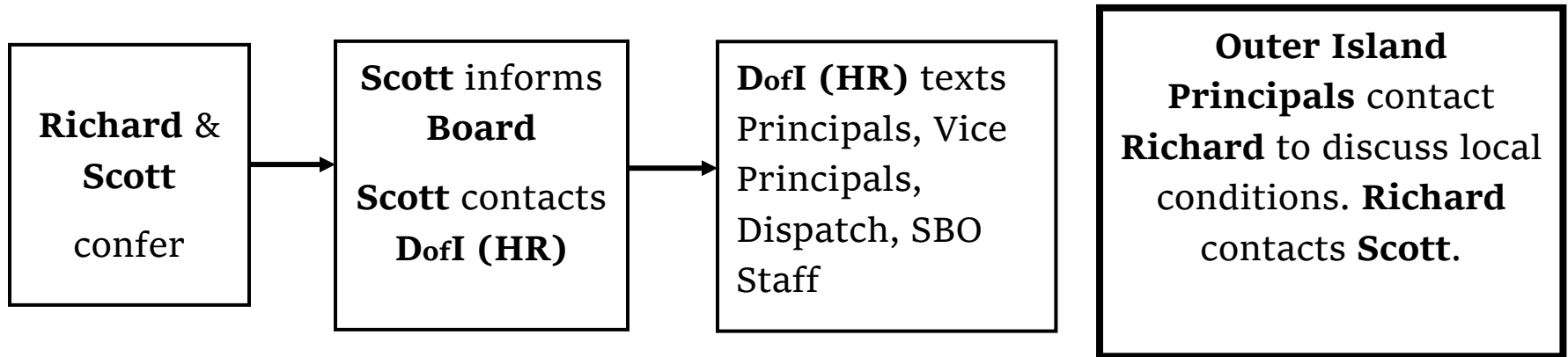
"Unfortunately, the BCTF declined our offer to renew the collective agreement and provide their members with a wage increase," said Chell.

"I also want to be clear that the issues BCPSEA has on the table, which represent the priorities of the province's 60 public school districts, remain a significant concern and need to be fully discussed and addressed by the parties as we work toward the next round of bargaining," said Chell. "We now look forward to receiving the mediator's report and will reserve any further comment until the report is issued."

"The success of any round of bargaining, as well as mediation, depends on the commitment of the parties to make it work," Chell continued. "BCPSEA believes that an agreement reached voluntarily by the parties is always the best resolution and we will continue to work to conclude a negotiated collective agreement so that school districts can provide the best possible public school experience for our students."

Beyond this statement, BCPSEA will respect the mediator's request to not discuss details of the process and to respect a continued media blackout until his report is complete. He has stated that he will endeavor to complete his report by November 1, 2019.

Process for Snow – Transportation and School Closures



Follow Up:

Principals: Activate phone trees/communication

Linda: Sends email follow up if no response from principal
Contacts John Cameron to submit information for website

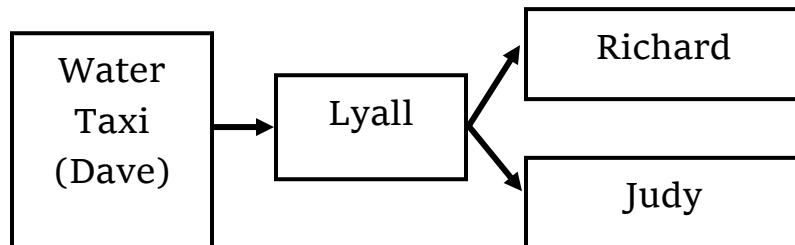
Dispatch: Contacts booked sub casual employees and TTOCs

Doug: Contacts District teachers as required

- *If Scott is away Richard contacts Jesse*
- *If DofI (Hr) is away _____ contacts principals*

If Richard is replaced by John
If Scott is replaced by Jesse

Process for Water Taxi – Inclement Weather



Richard sends text messages to:

- Dispatch
- Adrian (Martin)
- D’Arcy – (Amy – Brenda)
- Scott
- Doug
- Jesse

Follow Up:

Lyall: Activates phone trees/communication to staff and families

Judy: Activates phone trees/communication to staff and families

Richard: Sends email follow up if no response from principal
Contacts John Cameron to submit information for website

Dispatch: Contacts sub casual employees and TTOCs if riding student water taxi & plant (Sonia)

Doug: Contacts District teachers & IT team.

- *If Richard is away Lyall contacts Scott*
- *If Lyall is away GISS VPs are contact*



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), Chaya Katrensky (trustee), Greg Lucas (trustee)

Staff: Scott Benwell (superintendent), Doug Livingston (director of instruction, learning services), Linda Underwood (assistant superintendent), Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)

Guests: Christine Culham (CRD), Shelly Johnson (GIPVPA)

Regrets:

Called to order 9:00 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of May 22, 2019 adopted by consensus.

3. **Business Arising**

4. **New Business**

a. *Drake Road Housing*

Christine Culham, from CRD Housing, spoke to trustees about the Drake Road project. She explained that the district signed a Memorandum of Agreement with the CRD in 2011 for the purpose of developing affordable housing. The area was rezoned in 2013; however, there was a water moratorium in place that did not allow for new water connections. The CRD made four attempts to drill for water, and recently found water on school district property that could support approximately 30 housing units.

Ms. Culham explained that Salt Spring Island has the highest ratio of homelessness in British Columbia. BC Housing is no longer building new shelters and has begun a new housing initiative that provides funding, in partnership with municipalities, to build modular homes as long term, supportive housing. The CRD Advisory Committee is scheduled to meet on October 4th.

Trustees discussed the location and access to water, and concerns with placing supportive housing next to a school. Ms. Culham explained that if the project is approved, the land would be leased from the CRD to BC Housing, and BC Housing would be responsible for the rezoning and public consultation. The CRD would support the process.



The intent of the project is to provide long-term affordable housing for families and individuals who are already living on Salt Spring Island, some of whom are already living on the property under consideration.

b. Trustee Code of Conduct

Trustees discussed code of conduct for all members of the organization. Where does work stop, socialization begin and what is appropriate?

Staff consulted BCASBO, BCSTA, and BCSSA for opinions on propriety and Rob Scotvold was also consulted as a long-time professional in the education system. The common opinion was that staff and trustees should always be cautious of conduct, subject matter discussed, and relationships cultivated. It is not acceptable to exclude; equity of access is important to the integrity of the organization. Work conversation should be set aside when not at work. Trustees are always trustees, regardless of other group associations or conversations they choose to participate in. Best practice is to remain mindful of intention/unintentional exclusion and the perception of others.

Concerns should be addressed with senior management or the Board for discussion. Cross-over relationships with Board and senior management (governance and operations) become problematic due to imbalance of power and influence. Lateral relationships among staff or trustees are less of a concern.

5. **Other Business**

6. **Next Meeting:** October 23, 2019. Time to be determined.

7. **Adjournment:** 11:00 a.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), Greg Lucas, Stefanie Denz

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent), Doug Livingston (director of instruction, learning services), Lori Deacon (executive assistant)

Guests: Deborah Nostdal (GITA); Shelly Johnson (GIPVPA)

Regrets:

Called to order 1:00 p.m.

Recognition of traditional territories.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of May 22, 2019 meeting adopted by consensus.

3. **Configuration Review**

a. *Scheduling Public Meetings and Attendees*

Shared draft letter regarding the public consultation process and objectives. The letter was drafted by DPAC in consultation with the Superintendent and provides concrete examples of ideas for consideration.

Proposed draft meeting schedule was discussed and amendments made to account for changes in ferry schedules.

b. *Plan Agenda for Meetings*

Discussion regarding meeting format and agenda items. Proposed agenda:

1. Welcome
2. Background
3. Norms
4. Table Talk – the question – report out to group
5. Open Floor
6. Thoughtexchange
7. Closure / What's next – Adjournment time



Trustee representatives for each region will be responsible for summarizing feedback from each meeting (reporting out from meetings). Set up and refreshments will need to be arranged.

c. *Finalize Thought Exchange Question*

Shared draft questions developed in consultation with DPAC and GIPVPA. Discussion regarding wording. A final question was decided: *“What are the ways we could organize learning and District resources to best serve our students?”*

Discussion around when and how best to launch the Thoughtexchange.

Actions: Lori to post the revised question, the DPAC letter and the consultation schedule to the website once locations have been confirmed. Lori will create posters for trustees to circulate.

4. **Next Meeting:** October 23, 2019 – Time to be determined.

5. **Adjournment:** 3:20 p.m.

DRAFT



Dear Parents and Caregivers;

As caregivers of the students who attend SD64 schools, YOU are the experts about their experiences and we want your input!

Setting the Stage:

Being a multi-island district means we face unique challenges. Our geography also makes it complicated to ensure that all students have equal opportunities. On top of that, over the next few years, the school district is facing a reduced budget due to enrollment decline. As such, the goal of the current configuration conversation is to have a real look at our schools and programs. Although configuration isn't the answer to everything, ensuring that we are meeting student needs as economically as possible will mean that as we move into the future, we won't compromise student learning.

All Ideas Count:

What is configuration, and why review it? In essence, it's a catchall way to describe the grades and programs that different schools in the district offer. It's important to regularly review district configuration to make sure that we are best meeting student's needs. Below are some examples of the kinds of things that are on the table when thinking about Configuration:

Schools: Currently, we have elementary, middle, and secondary schools, and we know that transitions are often hard on kids (especially given the transportation realities we face in SD64). Something that might be worth thinking about is having schools go from K-7 and 8-12 to reduce the number of transitions.

School Programs - School programs include everything from MYSeek and French Immersion to GISPA. These are all big parts of our identity as a district, and they require a lot of resources to offer them each year. Feasibility and equitable access need to be considered for each program.

Buses and Water Taxis - What would it look like to have the buses and water taxis move people around to different places at different times. Obviously, we have to stay within our budget means, but perhaps Salt Spring students want to attend programs on Pender.

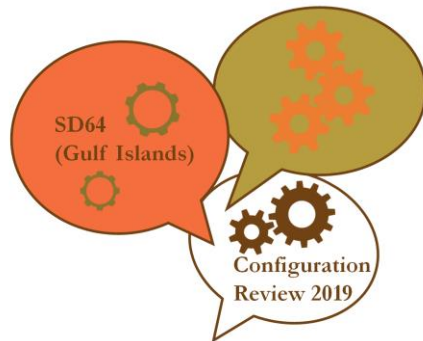
As you can see, the topics for conversation are wide open and in this early phase of gathering ideas and perspectives, we invite your creativity, insights, and perspectives.

What input looks like:

We are interested in hearing everything from what works and doesn't work for your child in the classroom, to your thoughts on the schools and programs, to big ideas you may have about the structure of the school district. Again, you are the experts about your kids, and your voice matters. Don't miss this opportunity.

District Configuration

PUBLIC NOTICE



The Board of Education for SD64 (Gulf Islands) invites stakeholders and the general public to attend an open forum to review current school district configuration and discuss possibilities for organizing learning and resources to best serve students. Please join us on:

Consultation Meetings Schedule:

Pender Island School	October 9, 5:00 pm
Galiano Public Library	October 30, 4:30 pm
Saturna, Location to be determined	November 5, 9:30 am
Mayne Island School	November 13, 5:00 pm
Gulf Islands Secondary School	November 6, 6:30 pm
Fernwood Elementary School	November 7, 6:30 pm
Fulford Elementary School	November 19, 6:30 pm





Draft Summary Human Resources Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Chaya Katrensky, Janelle Lawson, Stefanie Denz

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent), Doug Livingston (director of instruction, learning services), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA)

Regrets:

Called to order 11:47 a.m.

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 FNEESC:

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

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

Minutes of May 22, 2019 adopted by consensus.

3. New Business

a. Director of Instruction (HR)

Discussion around the Director of Instruction (DI) position that has recently been posted. Previous Board elected to configure senior management with an Assistant Superintendent and a DI during the transition of the incoming Superintendent. Now, with a full-time Superintendent, and being mindful of budgetary responsibilities, it is reasonable to revert to two DI positions. Consistent with other district, it would be reasonable to add the concept of "families of schools", specifically one DI for outer islands schools and one for Salt Spring Island schools. Each would oversee and be responsibility to their respective communities. Shared draft division of portfolios and major areas of responsibility that would be attributed to each DI position.

Ms. Underwood stated her appreciation for the direct connection that the concept "families of schools" gives to students and staff. The division allows for mentorship of administrative staff and a line of communication to Senior Staff and the Board. She pointed to the notion that senior management work as a team to help balance workloads.



Timelines for post and fill allow for crossover and training where possible.

4. **Other Business**
5. **Next Meeting:** October 23, 2019. Time to be determined.
6. **Adjournment:** 12:04 p.m.

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Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Tisha Boulter, Chaya Katrensky, Shelley Lawson,

Staff: Doug Livingston (director of instruction, learning services), Jesse Guy (secretary-treasurer), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA)

Regrets:

Called to order 11:15 a.m.

1. Adoption of Agenda

Agenda adopted by consensus

2. Adoption of Minutes

Minutes of January 30, 2019 adopted by consensus

3. Business Arising

a. Menstrual Products

The Ministry requires that School Board have policy regarding the distribution of menstrual products for students. BCSTA has circulated a template that can be adapted.

ACTION: The committee will bring a draft policy to the public meeting for consideration. Jesse will source storage containers for use in schools.

b. Student Field Trip Accommodations (Procedure 412 Student Travel, Education Field Trips)

The use of Air BnB was brought up during a previous field trip approval. Air BnB is not regulated by the Innkeepers act. The use of Uber was also brought up as an unregulated service, with concerns specific to student safety.

Action: Staff will research policy and best practice.

c. Approval Qualifications for Special Use Permit – Consumption of Alcohol (Procedure 3100 Intoxicating and Controlled Substances)

There needs to be more clarity around facilities bookings and service of alcohol. Requests should be handled through Plant Services with clear instructions regarding the Board approval process and the requirement for the requesting party to obtain a special events liquor license from the liquor distribution branch.



4. **Other Business**
5. **Next Meeting:** October 23, 2019
6. **Adjournment:** 11:46 a.m.

DRAFT



SCHOOL DISTRICT NO. 64

POLICY 4270

Provision of Menstrual Products to Students

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

Section: Students
Dates of Revisions:
Date of Adoption and
Resolution Number:

Rationale:

The School District No. 64 Board of Education is committed to providing menstrual products to students who may require them.

Policy:

1. The Board will:
 - a. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
 - b. provide for barrier free, easily accessible menstrual products at no cost to students;
 - c. provide menstrual products in school washrooms; and,
 - d. consider student feedback with respect to the provision of menstrual products.
2. School district staff will develop procedures regarding the provision of menstrual products to students.

References:

- Support Services for Schools Order M149/89 Section 7
- School Act, Sections 88(1) and 168 (2)(t)