



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Virtual Meeting (ZOOM) / Teleconference
2020 10 14 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2020 09 16 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2020 09 16 (attachment)
 - (b) Summary of Special In-Camera meeting held 2020 09 14 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
7. **CHAIRPERSON'S REPORT**
 - (a) Configuration (attachments)
 - (b) 2021/2022 Draft Calendar and Consultation Schedule (attachments)
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.
8. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - (a) COVID-19 Response
 - (b) Enrolment Update
 - (c) FSA Update
9. **CORPORATE FINANCIAL OFFICER'S REPORT**
 - (a) Financial Report
 - (b) Flu Clinic
 - (c) BC Election Polling Stations
10. **COMMITTEE REPORTS**
 - (a) Committee of the Whole (<https://sd64.bc.ca/configuration-review-phase-ii/>)

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

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11. **TRUSTEE'S SCHOOL REPORTS**

For Education Committee review- October 28, 2020.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

(a) Committee Day – October 28, 2020

(b) Regular Board Meeting – November 18, 2020

15. **ADJOURNMENT**

DRAFT



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2020 09 16

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
	Sarah Rae	DPAC Representative
	Elizabeth Nolan	Driftwood Representative

Regrets:

The meeting was called to order at 1:01 p.m. by Chair Pingle. He acknowledged the privilege of holding this meeting 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 2020 09 16 be adopted as presented.

CARRIED 58/20

2. APPROVAL OF MINUTES

Call to Order: correct pronoun

8(b): correct SD reference

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2020 06 10 be approved as amended.

CARRIED 59/20

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2020 06 24 be approved as presented.

CARRIED 60/20

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2020 06 10 as presented.

CARRIED 61/20



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
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Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2020 07 08 as presented.

CARRIED 62/20

4. BUSINESS ARISING

5. CORRESPONDENCE

- (a) Safe Cycling Island Pathways**
Letter received by the Board.
- (b) CUPE BC Seamless Day**
Letter received by the Board.
- (c) DPAC letter and Board Response**
Letter received by the Board.

6. DELEGATIONS

7. CHAIRPERSON'S REPORT

- (a) Welcome Back**
Chair Pingle shared his gratitude for the work of all staff and partner groups in ensuring a smooth start to the school year.
- (b) Electronic Board Meetings**
As the pandemic continues, there is an ongoing need to conduct virtual meetings in lieu of physical meetings as was published in the Board's Meetings Calendar.

Moved and seconded that School District 64 (Gulf Islands) cannot conduct public in-person meetings at this time because the meeting venues traditionally used have limited access or do not meet the legislated requirements for the protection of the community, trustees and staff; and Therefore in order to meet the principles of openness, transparency, and accessibility, all Regular, Special and Committee meetings of School District 64 (Gulf Islands) will be held electronically until further notice and the public are invited to participate in meetings by connecting to the link or the phone number provided in the meeting notice, in order to observe proceedings and speak when invited by the Chair.

CARRIED 63/20

(c) Trustees School Reports Discussion

Chair Pingle asked trustees to consider how they would like to proceed regarding Trustee monthly school reports. Trustees agreed that they value the reports but also acknowledged the demands on school administration. The item will be brought to the October committee day for further discussion

Moved and seconded that Trustee School Reports discussion be continued at the October 28 Education Committee meeting.

CARRIED 64/20



(d) **VISTA Fall Conference**

The Fall VISTA Conference will be held virtually on October 3rd. The day will focus on anti-racism, with the business meeting scheduled to follow.

8. **SUPERINTENDENT'S REPORT**

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

Scott Benwell reported that staff have worked over the summer months to prepare a financial and operational feasibility study as well as identify relevant policies and procedures that may be impacted by configuration decisions.

Report 3 will be posted today on the district website along with a companion data booklet. Dr. Benwell explained that the report focuses on four areas: the challenge of a \$1.1 M deficit; a data analysis related to enrolment, funding and expenses; possible modeling scenarios; and next steps moving forward. A full presentation of the report will be held during the Committee of the Whole meeting scheduled for Thursday, September 17. The report takes an objective view of available options to help inform the Board's decision-making process.

(b) **Staffing and Enrolment Update**

D'Arcy Deacon acknowledged all SD64 staff for the work to ensure a smooth start to the school year. Staffing has been increased to support the current COVID-19 circumstances including increased BSW hours and instruction to help service the 70+ learners who opted for Flexible Return. Staff continue to gather enrolment numbers from school. It is anticipated that enrolment will come close to the Spring projection of 1450 FTE students.

Mr. Deacon reported that a partners' working group met several times in the weeks leading up to school start to problem-solve start-up questions and concerns. The group will continue to meet as needed.

(c) **COVID-19 Response**

Boe Beardsmore reported on the District's restart plan that was submitted and approved by the Ministry. She assured trustees that health and safety protocols procedures align with recommendations laid out by the Ministry of Education, the BCCDC, and Worksafe BC. Protocols will continue to be updated as new information and recommendations are provided to by provincial health authorities.

Ms. Beardsmore clarified that cohorts are created at the school level. Scott Benwell explained that adjustments will likely be made, specifically regarding transportation, to alleviate concerns where possible.

(d) **Framework Day**

Framework Day will take place on September 25 and will focus on anti-racism and equity. Kaleb Child will present in the morning and Dr. Lisa Gunderson will present in the afternoon. Due to COVID-19, staff will gather at their own school and will ZOOM into the presentations. Partner groups are invited to attend. Invitations and agendas will be shared early next week.

(e) **Anti-Racism Terms of Reference**

At its June meeting, the Board requested staff develop a Terms of Reference for the Anti-Racism Advocacy Working Group. Senior staff, trustees, and partner groups have met several times with local BIPOC representatives as well as consulted with Dr. Gunderson to help guide the work and engage in necessary conversations to address systemic change.



Doug Livingston shared the draft Terms of Reference for the Board's consideration.

Moved and seconded that the Board

- acknowledges racism is endemic in our community and schools,
- commits to create a clear pathway to address racial prejudices and insensitivity within the school district, and
- strives to nurture and expect not only tolerance but appreciation of diversity,

and the Board hereby forms an Anti-Racism Advocacy Working Group to review the work already being done in district, share that information with community, and identify opportunities for improved practice.

CARRIED 65/20

Moved and seconded that the Draft Anti-Racism Advocacy Working Group Terms of Reference be amended to include three representatives of Salt Spring BIPOC and three student representatives from GISS.

CARRIED 66/20

Moved and seconded that the Terms of Reference be adopted as amended.

CARRIED 67/20

Shelley Lawson and Tisha Boulter will represent the Board on the Anti-Racism Advocacy Working Group. A report will be brought to the October Board Meeting.

(f) Compensation Freeze and BCPSEA Excluded Salary Grid Movement

Jesse Guy reported that BCPSEA has instituted a compensation freeze for Superintendents, Secretary-Treasurers, and Assistant Superintendents. Boards will be asked for a motion acknowledging compliance with the freeze. The District took advantage of BCPSEA's grid movement for excluded staff offered for July 1, 2020.

9. SECRETARY TREASURER'S REPORT

(a) Facilities – Summer Work

Jesse Guy presented a summary of capital projects undertaken this summer. Major projects included:

Mayne	fire suppression system upgrade
Pender	HVAC upgrade
GISS	roof replacement and HVAC upgrade
SSE	lighting and boiler upgrade, outdoor painting
SBO	parking lot and painting
Plant	painting
Fernwood	playground installation

(b) Skate Park Lease Renewal

Ms. Guy explained that the skate park lease with the CRD is reviewed every five years and updated as needed. The lease has been revised to reflect a shorter day of district oversight and was changed from 5pm to 4pm.

(c) Fernwood Field CRD Capital Upgrade

The CRD is requesting that the Board renew its support, in the form of a letter, for the CRD's grant proposal for improvements to the Fernwood field.



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Moved and seconded that the Board reconfirms its support for the CRD grant proposal to obtain funding to upgrade the Fernwood field.

CARRIED 68/20

10. **COMMITTEE REPORTS**

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

i. *Summary of Audit Results*

Trustees received the independent financial audit report. Tisha Boulter explained that the audit is mandated each year by the Ministry. She was pleased to report that the KPMG audit team found no issues of concern during the audit.

Moved and seconded that the Board receive the 2019-2020 Auditor's Report.

CARRIED 69/20

ii. *2019-2020 Financial Statements*

Jesse Guy explained how the different schedules come together within the financial statements. She highlighted the accumulated surplus of \$1,750,678, which was greater than budgeted. The increase was largely due to COVID-19 reduction in spending in quarter 4 and non-replacement of staff.

Ms. Guy further explained how funding protection is meant to help the district normalize its expenses over a period of time by slowing reducing funding instead of immediately reducing funding to match the actual declined enrolment. Funding protection allows the district to be thoughtful in its measures to adjust spending accordingly.

Moved and seconded that the Board approves the 2019-2020 School District 64 Audited Financial Statements for the year ending June 30, 2020.

CARRIED 70/20

iii. *Expense Function Summary (SD Comparisons)*

Jesse shared the independent auditors special report that compares the 2018-2019 operating expense function of SD64 with other districts of comparable size (1000 to 2000 student FTE). Expenses examined include administration, transportation and boarding, facilities and maintenance, and instruction. SD64 compares well for administrative expenses, falling in the mid to low range compared to the other district, and spends more comparatively on transportation and boarding.

(b) **September 16 Committee of the Whole**

The September Committee of the Whole has been rescheduled to September 17 at 6:00 p.m. Chair Pingle clarified policy and procedure for Committee of the Whole. The Board will be seeking input from partner representatives at the Committee of the Whole meeting and will record the meeting with the aim of posting a transcript for the public within two weeks. Trustees will consider feedback at the October Board and Committee Day meetings. The Board will look to make a decision regarding configuration at its November public meeting.

DPAC representative Deblekha Guin requested more time for public input, a Q & A during the Committee of the Whole, the chat feature be enabled for that meeting, and that the meeting be recorded and posted publicly.



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Trustee Boulter clarified that the formal community consultation process has ended and stated that she is pleased that the timeline for decision making has been extended to November.

11. TRUSTEES' SCHOOL REPORTS

No Trustee School Reports

12. OTHER BUSINESS

13. QUESTION PERIOD

Chair Pingle accepted questions from the public.

14. NEXT MEETING DATES

- (a) Committee of the Whole – September 17 at 6:00 p.m.
- (b) Regular Board Meeting – October 14, 2020
- (c) Committee Day – October 28, 2020

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:37 p.m.

CARRIED 71/20

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 09 16**

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 9:02 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2020 09 16 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2020 06 10 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2020 07 08 were approved as amended.

Items:

1. September Restart
2. Windsor House Update
3. Audit Findings Report 2019/2020
4. Auditor's special Report
5. Fernwood Field Land Use Agreement
6. Configuration
7. Agenda Setting

The meeting adjourned at 12:07 p.m.

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Special In-Camera meeting held via
ZOOM Virtual Conference
2020 09 14**

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

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

The agenda for the Special Board Meeting, In-Camera session held 2020 09 14 was adopted as amended.

Items:

1. Reconfiguration
2. Consultation

The meeting adjourned at 10:57 a.m.

District Configuration Modelling and Scenarios Q&As

Theme and Rationale	Questions	Answers
Process	<p>How is the board going to decide which configuration will be adopted?</p> <p>If we couldn't ask questions why wasn't our trustee asking some very pointed and important questions about equity and quality of education for our Galiano students?</p> <p>Are you listening to the parents? Do you care?</p> <p>Why aren't the health and safety of students, and ensuring quality of education in a dramatically shifted context, the District's first priorities?</p> <p>When does the school district anticipate having a final decision?</p>	<p>The Board will weigh scenarios based on a consideration of learning needs, balanced budgets, and optimizing access to programs to the greatest extent possible.</p> <p>Trustees are provided with detailed analysis of the financial impacts and opportunities of balancing the budget. Trustees make individual and collective decisions about the district as a whole. All Trustees are free to ask questions during meetings and to reach out to staff for clarifications between meetings.</p> <p>In October 2018, the Board of Education began the process of configuration review. In May 2019, a plan for community engagement was shared with partner groups, and by September 2019 consultation and feedback gathering was well underway. Since then, senior staff and Trustees attended seven face-to-face community meetings, initiated a two-month public Thoughtexchange interaction, and invited 2 rounds of email feedback forms. Trustees also attended many PAC meetings in addition to hearing from partner groups in specially organized meetings.</p> <p>School District 64 has met and exceeded all provincial health and educational requirements for student safety during Covid-19. The district will always put student safety first and will continue with the educational and operational functions including configuration.</p> <p>The Board of Education is anticipating passing a motion(s) regarding configuration at the Public Meeting on November 18, 2020.</p>

	<p>Is it possible to defer the decision on this item for another year until we have less impact from CoViD-19?</p> <p>Can we delay the decision on a closure until a better time when people are not consumed with issues related to COVID and have time to carefully think about this and give their feedback? What would it take to slow this process down?</p> <p>If our students matter, should we not try to keep them feeling safe and disrupt their lives less?</p>	<p>Deferring the decision and continuing to operate at a 1.1 million dollar structural deficit reduces the district’s ability to direct funds toward classroom resources and other infrastructural and growth areas. The learning community is held in stasis and that can be taxing for students, families, and staff as it takes away from the focus on learning. Covid-19 has impacted the way we deliver education but every function in the district and across the province continues to be operational and continues to cost.</p> <p>The Board is 2 years into a comprehensive process of assessing the configuration of the district. As outlined above, a delay in the timeline impacts available funds and the learning community.</p> <p>The Board has been clear that in addition to balancing finances, student well-being and achievement are foundational to this process. Achieving stability in budgets benefits the learning environment and leads to predictability in staffing and program resources.</p>
<p>Facilities</p>	<p>Using the board generated projected enrolment and the ministry projected enrolment do all the schools have the capacity to house the additional classes without the use of portables?</p> <p>Has any thought been given to how to keep the gr 6 and 7 children engaged at the elementary schools with any alternative interest based learning opportunities to replace these lost opportunities?</p>	<p>Yes. All scenarios have been assessed in relation to physical structures and capacity. In addition, and as necessary, building administration have been consulted about the practical realities of serving additional students in schools. Portables are not anticipated to be required. Some internal space conversions may be necessary to optimize space. In some cases, this may mean returning spaces to their original design.</p> <p>School District 64 has a tradition of innovative programming that appeals to student interests. Keeping students engaged and interested is an important aspect of school planning. If the Board of Education configures for K-7 on Salt Spring Island, it would be necessary for elementary schools on Salt Spring Island to expand their offerings and address this question. It would also be central to the process of closing the middle school as per</p>

	<p>Can you tell me why Phoenix Elementary (which seemed, from Jesse Guy's spreadsheets to be one that was sitting at a pretty high financial deficit) was not listed as a possibility for closure?</p>	<p>Board Policy. With the current funding protection revenue, resources can be made available to optimize learning environments.</p> <p>Phoenix Elementary address the “small school” need as an alternative to the larger elementary schools on Salt Spring Island. The schools’ mission statement “a focus on learning and growth regardless of obstacles through caring and responsive supports” addresses specific needs of students who fail to thrive in a mainstream, larger capacity elementary program. The cost of running the program is factored into the largest student population (SSI) which, financially, holds \$670 of debt per student as compared to the \$2060 of dept per student from Galiano, Mayne, Saturna and Pender. Maintaining Phoenix Elementary School now does not preclude a decision by the Board of Education to close the school in the future.</p>
<p>French Immersion</p>	<p>If the district continues to offer French Immersion, are there plans to:</p> <ul style="list-style-type: none"> • provide core French to grades 5-8? • address the streaming effect of French Immersion? • ensure that students and families outside of French Immersion are treated equally and given the same opportunities as FI students? <p>If one of the stated issues with French Immersion is a lack of accessibility, will only offering it at SSE not exacerbate this issue?</p>	<p>The Core French Program would continue as it is now across the district in grades 5-8.</p> <p>The district has experience in offering French Immersion beginning in grade 6 at Salt Spring Elementary School. With a structured entrance and eligibility approach, streaming effects can be mitigated. Some ideas in this regard include:</p> <ul style="list-style-type: none"> • priority for students from French first language families, • siblings in the program, and • a district-wide intake lottery. <p>Any configuration decisions that create room on water taxis would, in turn, also create equitable opportunity for all students to access French Immersion.</p> <p>With the exception of SD50 (Haida Gwaii), that has 5 students registered in their program, SD64 is the smallest district in the province to offer French Immersion. In order to maintain the program, it is and has been necessary to offer it on a limited basis in the most central location.</p>

	<p>Can the District promise that if SIMS is closed, French Immersion absolutely WILL be offered at Salt Spring Elementary as they have suggested?</p>	<p>If the Board of Education selects a configuration that closes SIMS and balances the budget, French Immersion would be offered beginning at Grade 6 at Salt Spring Elementary. A structured entry process would be introduced that could include entitlements for French speaking families, siblings of previous French Immersion students and a district wide lottery for entry placement. Configuration decisions will impact whether or not there is room on the water taxi for French Immersion students from Galiano, Mayne, Saturna, and Pender Islands.</p>
<p>Balance/Equity/Access</p>	<p>You say that scenario 5 represents the biggest change to the configuration. How is this being quantified given that the Salt Spring configuration - which represents the vast majority of the student population- is not affected.</p> <p>What is wrong with scenario 1? Why not just keep the status quo on configuration, make the cuts you need to balance your budget and let our parents and students breathe a little easier while we battle a Pandemic?</p>	<p>Scenario 5 provides a large operational change in that it eliminates water taxis and requires that all students from Galiano, Mayne, Saturna and Pender stay on their home island for the full K-12 learning experience. In addition, it has the largest positive financial impact to the whole district.</p> <p>The current configuration (Scenario 1) has an on-going structural deficit of 1.1 million dollars. To balance this deficit the district would have to CUT:</p> <ul style="list-style-type: none"> • all bus transportation across the district, • boarding opportunities for Galiano, Mayne, Saturna, and Pender Island high school students on Salt Spring, • \$250 000 from school timetabling and discretionary spending, • \$160 000 from district supports and resourcing. • <p>The costs of operating schools and the district during the pandemic continue.</p> <p>The funding formula values small school catchment areas which enables SD64 to maintain schools on each of the main islands.</p> <p>To be clear, the district is working hard to maintain a transportation infrastructure that enables choice of graduation program and offers opportunities for all students to access</p>

	<p>How will you build sustainable arts programs that focus on professional level performance giving students confidence and healthy self-image? (re: scenario 3,4,5)</p> <p>Will the outer islands build their own teams for arts, STEM and athletics? And, where will this funding come from? (re: scenario 3,4,5)</p> <p>What is your plan for how to attract and retain the kind of dedicated teaching staff that will allow you to build up this kind of programming? And, do you have the parent support to keep these programs healthy, vital and engaging? (re: scenario 3,4,5)</p> <p>If students from Galiano, Mayne, Pender and Saturna do not have access to these programs - which not only foster belonging but teach real life skills of empathy, communication, respect, responsibility, creative problem solving, compromise, patience, tolerance, and cooperation - until their senior GISS years, how can we say that we have achieved equity in our district?</p>	<p>special programs. The cost to the district to transport students on the water taxi is approximately \$10 000.00 per student. The average funding that a student generates by attending school on Salt Spring Island, inclusive of students from Galiano, Mayne, Saturna, and Pender, is \$7 500.00.</p> <p>A junior and secondary at Pender Island could provide unique and meaningful programming (please see section on Pender Programming). All students, regardless of catchment area in the district, would have the opportunity to access all graduation program offerings (grades 10-12) in SD64.</p> <p>A Pender Program would offer the opportunity for the school to build teams that reflect the interests of the student body and community talents (please see section on Pender Programming). The funding model supports neighbourhood schools (catchment area). There would be more funding provided to local schools which enables greater variety of programming.</p> <p>SD64 enjoys a dedicated and talented teaching staff across our district. Educators are attracted to vibrant learning environments that have purpose and stability. Already in place at Pender, is a dedicated and growing administrative and teaching team. With the support of adults, any program can be successful and create a strong learning environment in which students thrive.</p> <p>The innovative programming at GISS (such as REAL 9) could be expanded to both junior high grade levels (REAL 8/9) and be provided at both schools. Pender high school programs to date have included innovative approaches to the curriculum. There is no reason to believe that future programming would not include the essential elements included in the question.</p>
Finance	What are the \$250,000 school-based savings?	School-based savings would involve finding efficiencies in timetabling, maximizing class sizes, reducing program variety,

	<p>How can you disrupt generations of high school students for the want of a mere \$40,000.00? To reconfigure the whole district and give our Galiano students an equal education (scenario 2) all you have to do is find another \$50,000.00 (to cover deficit and have a small surplus)</p> <p>How will you build and how much will it cost to create sustainable STEM programs like Media Arts & Robotics?</p>	<p>reducing school flexible budget allocations, course scheduling over a number of years, etc.</p> <p>The structural deficit is 1.1 million dollars. In Scenario 2 it would be necessary to cut the following: \$675 000 for eliminating all bus services across the district, \$75 000 for Boarding, \$160 000 for district administration, \$450 000 for closure of middle school, \$130 000 for district-wide itinerant (support) staff, \$250 000 for school-based savings (see above). Additionally, another water taxi would need to be added and would result in the loss of unique geographic revenue totalling \$280 000. For Scenario 2 to be viable, even with all of cuts noted above, \$40,000 in savings would have to be found to balance the budget.</p> <p>The earlier the district adapts to balancing its budget, the more resources will be available to support innovative programming and classroom infrastructure. For more, please see above answers and the Pender Programming section.</p>
<p>Pender Hub</p>	<p>What is the programming at the Pender Hub and how will this "amazing" new high school be paid for?</p> <p>Jesse said there would be 3-5 teachers at the Pender Hub for high school. Really? These teachers will provide an equal education to the ones on SSI? These teachers will provide english, math, music, art, science, cafeteria, media, drama, etc.etc. are you even serious???</p>	<p>See Pender Programming addendum at end of document. The provincial funding formula has been improved to provide more resources to unique geographic factors and to value more remote neighbourhood schools. In fact, the district has been able to reduce estimate for how much needs to be cut for long term stability from 1.6 million to 1.1 million, in part due to this improvement. Increased enrolment at Pender school would generate more unique geographic funding. This additional revenue would be used to increase staffing levels and provide programming and other school-based resources. Students are funded for where they go to school rather than where they live.</p> <p>By configuring for catchment areas consistent with the funding formula to create sufficient student numbers at the junior high level, staffing can easily be provided. Already in place at Pender are high school trained educators in core and elective areas. With an increased student body, staffing levels would be increased to match. Scenario 4 projects approximately 60 students in the 8-12 program. The proposed approach could</p>

	<p>How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?</p>	<p>have teachers with speciality subject areas and 3-5 or more separate teachers is to be expected. Additional staffing and community partnerships could enhance specialty area programs, athletics, and arts similar to ways and means across the province.</p> <p>See addendum: Pender Programming Possibilities. SD64 maintains talented and dedicated teaching, administrative, and support staff. The district ranges from very small to medium sized schools and succeeds in each location. Configuring in a way that provides our educators the resources they need, will ensure that programs, regardless of location, will serve student needs and interests.</p>
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Addendum:

Pender Programming Possibilities

Possible programming at Pender could include and be focussed on:

- **A Whole School Approach-** previous renditions of a secondary program at Pender Island were rather exclusive with a small group of students in a single cohort. Any future design would include secondary student timetable schedules and participation of all students in a full secondary program. While some grade level overlap may occur in course offerings (eg. Math 8/9), graduation program students would not typically be in core academic classes with Gr 8/9 students.
- **Subject Specific Teachers** – like other secondary programs, students would have different teachers for specific subjects. For example, one qualified teacher may be responsible for math and science while another with different qualifications provides English and socials. This model allows for the most knowledgeable educators to provide instruction in their area of expertise while students learn to work within a variety of teaching styles. Specialist teachers for arts and music programs would also be included in the student learning experience.
- **Strong Core Academic/Arts Programming** – A Secondary Program at Pender would provide a suite of high-quality courses, both academic and arts focused. This program offering would be designed to allow a student to receive strong graduation program core academics (English, math, science, socials) while accessing specialty courses that are unique to Pender Island. Pender Island school currently identifies with strong music and performance arts programming that would be essential moving forward.

- **Strong Social Connections** – The expansion of a Pender Jr secondary program would establish a full time ongoing program that fulfills and extends beyond the goals of the Outer Islands Middle Years program. Students in this program would be afforded the opportunity to build strong social connections with peers from Saturna, Galiano, Pender and Mayne; leading to enhanced transition support while nurturing the individual learning supports that benefit families in a small school format. A Pender option would mean shorter commutes for parents who can remain highly engaged and involved in their child’s learning. From an access perspective, bringing together the individual identity of each community as part of a broader collective strengthens the unique and special learning opportunities that are presented on each island .A cohort who is together full time would be very well positioned to engage with these learning opportunities in the most effective way possible. These important connections would set the stage in allowing students to be successful with their peers in a graduation program whether at Pender Island or Gulf Island Secondary School.
- **Science Based Environmental Education** – A focus on environmental education through a scientific research approach. Local, place-based inquiry connected to high quality institutions including UVic, the Hakai institute and other environmental organizations. Students could participate in ongoing research projects while also doing coursework earning credits toward graduation.
- **Complementary Timetable**– Pender School (grades 10-12) would timetable in a quarter/semester-based system aligned with Gulf Islands Secondary School. This timetable structure would allow students the opportunity to access courses in the graduation program at either school. For example, students from Salt Spring Island (including international students) who are keen to explore Marine Studies may attend Pender for a quarter/semester while also studying English, Math and an elective course. Similarly, students from Galiano, Mayne, Saturna or Pender may choose to access some Graduation program courses through GISS and others through Pender. This minimizes the either/or concerns about where a student attends for their grad program and provides flexibility to access a broader range of high-quality programming.
- **Facilities** – Pender Island School is well configured to house a secondary program given the configuration of the building. There is a separate entrance to the school and an entire wing that can be configured for a secondary program. The school was also designed to have a working shop (currently being used as a multi-purpose room). This space can be modified moving forward to expand delivery of ADST/career programming.
- **Sports/Extra curricular opportunities (Before and after school options)**– A collective critical mass of students at Pender Secondary for students in Grade 8 and 9 would allow for the creation of competitive sports programming similar to other small secondary schools around the province. With the right coaches in place teams could practice and travel to Victoria to play games in the Single A category in BC school sports. Possible sports opportunities include basketball, volleyball, soccer, badminton etc.

Feedback Form - District Configuration Modelling and Scenarios

ID	Start time	Location	Group	Your comments:
1	9/20/20 12:56:24	Salt Spring Island	parent	<p>If the district continues to offer French Immersion, are there plans to:</p> <ul style="list-style-type: none"> - provide core French to grades 5-8? - address the streaming effect of French immersion? - ensure that students and families outside of French Immersion are treated equally and given the same opportunities as FI students? <p>Reconfiguration is an opportunity to address the cultural issues that have plagued the middle school. It would be a shame if discrimination against English program kids continued in the new format.</p> <p>Just to be clear, the problem lies with administration and staff and with the school structure. The children aren't the problem and not much can be done about parents.</p> <p>I really hope you take this opportunity to correct a situation that runs so counter to the egalitarian ethos of this district.</p>
2	9/20/20 16:45:31	Salt Spring Island	parent	<p>You say that scenario 5 represents the biggest change to the configuration. How is this being quantified given that the Salt Spring configuration - which represents the vast majority of the student population- is not affected.</p>
3	9/20/20 16:49:26	Salt Spring Island	parent	<p>Scenarios 2-4 require the closure of the middle school. Using the board generated projected enrolment and the ministry projected enrolment do all the schools have the capacity to house the additional classes without the use of portables.</p>
4	9/20/20 16:53:19	Salt Spring Island	parent	<p>Closing the middle school means the loss of among other things the facilities for band, circus, wood working, cooking, and the larger gym which is more appropriate for the older grades. Has any thought been given to how to keep the gr 6 and 7 children engaged at the elementary schools with any alternative interest based learning opportunities to replace these lost opportunities?</p>
5	9/20/20 17:00:47	Salt Spring Island	parent	<p>If one of the stated issues with French Immersion is a lack of accessibility, will only offering it at SSE not exacerbate this issue? It would presumably never be an option for the outer island kids, and limit the number of non-SSE children if the intention is to keep children in their neighbourhood schools.</p>
6	9/20/20 17:11:21	Salt Spring Island	parent	<p>How is the board going to decide which configuration will be adopted?</p>
7	9/22/20 16:18:11	Pender Island	parent	<p>Hello, I emailed a letter to the trustees today, September 22, 2020. Will please ensure that it enters the official feedback correspondence regarding the configuration review? Thank you, Sara</p>
8	9/22/20 21:05:27	Saturna Island	parent	<p>I'm strongly opposed to switching from the hub and spoke system in place currently to one establishing a second school in one of the other islands.</p>

9	9/23/20 20:31:30 Galiano Island	community member	<p>I was thoroughly disheartened by the Committee of the Whole meeting. The fact that there was no place for questions and answers from the 100+ people at the meeting was ridiculous. There was no real feedback and certainly no way to ask questions of a specific person. I wanted to ask questions of our local trustee. That was not possible. The whole meeting was like a Mutual Admiration Society meeting between staff and Trustees. If we couldn't ask questions why wasn't our trustee asking some very pointed and important questions about equity and quality of education for our Galiano students. The document sent out beforehand had little real information attached. What are the \$260,000 school based savings? What is the programming at the Pender Hub and how will this "amazing" new high school be paid for. Jesse said there would be 3-5 teachers at the Pender Hub for high school. Really? These teachers will provide an equal education to the ones on SSI? These teachers will provide english, math, music, art, science, cafeteria, media, drama, etc.etc. are you even serious??? How could one even begin to agree with something that is not identified? How can you disrupt generations of high school students for the want of a mere \$40,000.00? To reconfigure the whole district and give our Galiano students an equal education (scenario 2) all you have to do is find another \$50,000.00 (to cover deficit and have a small surplus). For heaven sakes senior staff could take a 5% pay cut to achieve that!!</p> <p>If you truly value education you would never, ever have included scenario 5. That was an insult! A scare tactic and a true moment of SHAME for anyone calling themselves educators.</p> <p>For heaven sake, take some political action to save our students educational future. Go to the Minister of Education. Tell him we need more funding for our unique and very costly water transportation between Islands. Don't allow this deficit to destroy the educational opportunities of all the students on Galiano, Mayne, Pender and Saturna. No one who values this district, no one who values equity in education, no one who cares for SD#64 students would allow any solution other than scenario 1 or 2. We won't let our students become less valued than SSI students. We won't let SD#64 have a two teired education system.</p>
10	9/24/20 10:20:58 Mayne Island	parent	<p>My wife and I are from Mayne Island have two two kids in grade four. We are <u>strongly</u> in favour of a Pender Island hub for middle/high school (scenario 4, I believe). While we still have a few years to consider, we are not very comfortable with our kids going to SSI for high school and would much prefer Pender. The alternative is that we'd likely opt for Parkland HS in SD63, rather than SSI. I'd go so far as to advocate for dropping the water taxi to/from SSI entirely and put the money saved into more programs on Pender and SSI. In many districts, transportation is provided only to the nearest high school and I don't see why SD64 needs to spend a huge amount of money on unnecessary transportation, when it could instead be spent to make both Pender and SSI high schools awesome.</p>
11	9/24/20 17:44:47 Galiano Island	community member	<p>Does anyone respond to these comments?</p> <p>My question is: what is wrong with scenario 1? Why not just keep the status quo on configuration, make the cuts you need to balance your budget and let our parents and students breath a little easier while we battle a Pandemic?</p> <p>This board is stressing out a whole lot of parents who are already stressed just sending their kids to school, let alone trying to fight for their children to have an equatible education within our district. Do you have a heart? Are you listening to the parents. Do you care? Press pause, let everyone take a big breath and implement scenario 1 for 2021.</p> <p>During 2020/21/22 we can pressure the Ministry of Education to increase our transportation budget to cover the real costs of our water taxis, explore partnerships with the CRD and BC ferries and build back the trust this board and staff has so sadly lost with the parents.</p> <p>I would like a reply from a real person please.</p>
12	9/25/20 8:57:47 Salt Spring Island	community member	<p>I suggest SD64 consider purchasing (or lease holding) and developing the Swanson's Pond property adjacent to the school for dormitories for students from the outer islands: https://www.realtor.ca/real-estate/21895897/193-park-dr-salt-spring-salt-spring</p> <p>Something like this concept would provide enrichment and opportunities for off island students to participate in more activities, potentially work part-time on island, save money on transportation. These dormitories could also be used for international students.</p>

13	9/25/20 22:25:37	Mayne Island	parent	I am a mayne island parent. I strongly support scenario 4. I would gladly share all the reasons this makes most sense for our communities.
14	9/27/20 8:59:31	Salt Spring Island	community member	<p>In looking for savings to eliminate the budget shortfall, I urge the board to carefully consider the fact that we are in a climate crisis. In considering each option we must weigh how it will increase or decrease our emissions.</p> <p>In particular, shuttling students around in water taxis seems particularly wasteful. Not only are these vessels fuel hungry, they also create noise pollution above and below the water, and are a hazard to marine life.</p> <p>Eliminating buses has also been mentioned, and here again, thought should be given to the increase in car traffic that this would cause. Electric busses are coming, and would be the best long term solution.</p>
15	9/27/20 11:03:13	Galiano Island	parent	<p>I Echo Emma Luna Davis's submission for this: I have serious concerns about this process, and about the proposed options. I'll outline both below. The timetable for this process seemed expedient when it was first proposed. In the context of a global pandemic, it seems negligent. Why aren't the health and safety of students, and ensuring quality of education in a dramatically shifted context, the District's first priorities? The District should slow this process down, and ensure that both students and the configuration process are receiving the attention they need.</p> <p>Regarding the 5 scenarios—I'm not sure why we're looking at these 5, since any number of permutations of the options on the table are clearly possible, and might better serve the students. Of these, scenario 2's proposed reconfiguration is the only one that provides an equitable solution for all students.</p> <p>Close the middle school after 2021-2022. Start working immediately to find a tenant for the building. I understand that there are limitations on how you can do this. Delay other decisions while you figure this out, and move forward with more clarity about the resulting financial situation.</p> <p>Move all neighbourhood schools to K-7. Ensure that all students in the District have equal access to the opportunities on SSI - but especially those students who have significantly fewer such opportunities in their home communities. Make one transition for all students in the District. Anything else is inequitable. Ask any Outer Island GISS student about their experience if you need more information.</p> <p>Sit down with transportation stakeholders and work to build solutions that serve the needs of both the District and the communities, and allow you to cut costs and reduce emissions. Move to electric vehicles. Base boats in the Outer Islands to reduce the distance travelled each day. The climate crisis means that anything else is unconscionable. This will take you some time. It's worth it—your time couldn't be better spent.</p> <p>True public consultation involves discourse. This approach the District has taken for collecting feedback doesn't allow for any kind of exchange or piggybacking of ideas—neither between parents and other parents, nor between parents and staff. The message is that the District isn't actually interested in the sharing of ideas, or changing their thinking. That's disappointing to see in an educational institution, and it's frustrating to say the least for parents who are concerned about what's being proposed. It's been clear from the beginning that the district knew what direction it wanted this process to take and was not genuinely interested in the contributions of the community. This 'Decide, Announce, Defend' approach to public consultation has resulted in a process throughout which the District has failed to listen and failed to hear. I hope the District takes this opportunity to reevaluate and return to the table with less defensiveness and a more open approach.</p>
16	9/27/20 13:01:54	Salt Spring Island	parent	Can you tell me why Phoenix Elementary (which seemed, from Jesse Guy's spreadsheets to be one that was sitting at a pretty high financial deficit) was not listed as a possibility for closure? Perhaps if this school was closed in addition to the closure of SIMS we could re-route that money to water taxis.

17	9/27/20 19:56:08 Galiano Island	parent	<p>I have serious concerns about this process, and about the proposed options. I'll outline both below.</p> <p>The timetable for this process seemed expedient when it was first proposed. In the context of a global pandemic, it seems negligent. Why aren't the health and safety of students, and ensuring quality of education in a dramatically shifted context, the District's first priorities? The District should slow this process down, and ensure that both students and the configuration process are receiving the attention they need.</p> <p>Regarding the 5 scenarios—scenario 2's proposed reconfiguration is the only one that provides an equitable solution for all students. Close the middle school after 2021-2022. Start working immediately to find a tenant for the building. I understand that there are limitations on how you can do this. Delay other decisions while you figure this out, and move forward with more clarity about the resulting financial situation.</p> <p>Move all neighbourhood schools to K-7 as of 2022. Ensure that all students in the District have equal access to the opportunities on SSI - but especially those students who have significantly fewer such opportunities in their home communities. Make one transition for all students in the District. Anything else is inequitable. Ask any Outer Island GISS student about their experience if you need more information.</p> <p>Meanwhile, sit down with transportation stakeholders and work to build solutions that serve the needs of both the District and the communities, and allow you to cut costs and reduce emissions. This will coincide with the termination of the existing water taxi contract. Move to electric vehicles. Base boats in the Outer Islands to reduce the distance travelled each day. The climate crisis means that anything else is unconscionable. This will take you some time. It's worth it—your time couldn't be better spent.</p> <p>True public consultation involves discourse. This approach the District has taken for collecting feedback doesn't allow for any kind of exchange or piggybacking of ideas—neither between parents and other parents, nor between parents and staff. The message is that the District isn't actually interested in the sharing of ideas, or changing their thinking. That's disappointing to see in an educational institution, and it's frustrating to say the least for parents who are concerned about what's being proposed. It's been clear from the beginning that the district knew what direction it wanted this process to take and was not genuinely interested in the contributions of the community. This 'Decide, Announce, Defend' approach to public consultation has resulted in a process throughout which the District has failed to listen and failed to hear. I hope the District takes this opportunity to reevaluate and return to the table with less defensiveness and a more open approach.</p>
18	9/27/20 20:55:23 Salt Spring Island	SD64 employee	<p>I feel very strongly that SIMS is an essential part of our community. SIMS provides an environment for students to gain some independence and freedom (through exploratories and multiple teachers), while being supported and nurtured by a multitude of passionate and talented staff members. Closing SIMS would be a mistake on many levels and it jeopardizes the French Immersion program, as well as opportunities for students to come together from different elementary schools to learn and grow together before heading to GISS.</p>
19	9/27/20 22:04:25 Salt Spring Island	parent	<p>It's very important to us that French Immersion remains available to all students who wish to participate from grades 6-12. (no lottery system, etc) We have a daughter in grade 7 French Immersion and a son in grade 1. We hope to provide the same opportunity to our son to join French Immersion, especially since their father is francophone and language is very important to our family.</p> <p>We would also like bus service to continue to be available. The school bus disruptions this month are a reminder of how integral bus service is to so many families.</p>

20	9/28/20 12:55:45	Galiano Island	parent	<p>Our bus system as it is right now isn't equitable:</p> <ul style="list-style-type: none"> - No service on Mayne for students attending on-island or traveling to/from water taxi - No service on Saturna for students attending on-island or traveling to/from water taxi - No service to/from water taxi for Galiano students attending GISS - SSI, which has extensive school district bus service, is also the only island with a public transit system <p>According to Sustainableislands.ca, a transportation service for the Southern Gulf Islands, including both foot passenger ferries and buses, is a strategic priority for the CRD, and will be pursued through 2020. There are as yet untapped opportunities for partnership between SD64 and both Salt Spring Transit and the CRD, and, in terms of water transportation, between SD64 and both BC Ferries and the CRD. As an example, Bowen Island (as well as other other BC districts) high school students rely on BC Ferries to get to school. These partnerships could not only address some of the needs of the district but could also support improved transportation for all residents across the region. From a climate impact perspective, it would be much better to address these problems in partnership with these other service providers, than for each entity to be working independently.</p>
21	9/28/20 19:29:21	Galiano Island	parent	<p>I'm hoping to submit a few feedback items, but wanted to begin with a question about the decision timeframe regarding the configuration scenarios. When does the school district anticipate having a final decision? In speaking to many parents, a consistent comment that I'm hearing is that parents have very little energy to engage, but they feel this to be an important topic. Is it possible to defer the decision on this item for another year until we have less impact from CoViD-19? I would advocate to put this off for a year if possible.</p>
22	9/28/20 19:24:53	Salt Spring Island	parent	<p>I oppose the closure of SIMS. Students are going through so many changes all ready right now, and I think this creates an additional huge amount of stress on families and this move does not consider the emotional health of our community.</p> <p>Can we delay the decision on a closure until a better time when people are not consumed with issues related to COVID and have time to carefully think about this and give their feedback? What would it take to slow this process down? If our students matter, should we not try to keep them feeling safe and disrupt their lives less?</p>
23	10/1/20 6:55:03	Salt Spring Island	SD64 employee	<p>Keeping a diversity of programming is important to keep kids engaged in school. Please consider reviewing catchment areas as the population has shifted significantly since they were established. Balancing the enrolment of our 3 main elementary schools on SSI would be beneficial for all 3. Thank you for your consideration and for providing a forum for feedback. I appreciate that you have tough decisions to make.</p>
24	10/2/20 12:32:14	Mayne Island	student	<p>I think the Pander option is I my opinion the best of those opinions. So number 4.</p> <p>Also I think you should charge some kind of bus pass fee to also bring down the cost.</p>

25 10/6/20 9:43:30 Galiano Island parent

Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.

The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.

Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.

Communities should still be allowed to consult on these cuts given that the specifics were only made available after the consultation period ended.

How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?

26 10/6/20 11:21:17 Salt Spring Island parent

I was thoroughly impressed by the Zoom-format Board Meeting presentation in which Jesse Guy and Scott Benwell shared Excel spreadsheets and diagrams they'd prepared to show why configuration review was needed now and multiple options and budgetary rationale for each.

As a member of the SSE PAC, I get a lot of questions about what this Configuration Review is about and why the Middle School might close down. As a PAC last year, and with support from our Principal, we felt that the K-7 model would work well for SSE and were assured that lots of research in educational outcomes shows it to be easier on children and allow for deeper connections and better learning for this age range. In particular, we felt the sixth graders should at least be kept at the primary schools.

At the presentation earlier this month (October 2020), it was a good show of faith by the District to share the inner financial workings of transportation, housing, facilities and administration with the public in order to help us all understand what the School Board and District Staff are up against.

It's understandable that many outer-islanders may feel threatened by some of the options shared, but some of the ideas would result in more options for everyone -- especially the one that would allow Salt Spring youth to attend Pender Secondary school, as well. I have great trust and admiration for the Trustees who give their time in the interest of quality education for our Island youth, and for the small District staff who manage all sorts of things we can't even conceive of, from broken toilets to revolutionary students.

Part of the reason we moved here five years ago was for the great schools, and we are so appreciative of all the great programs offered and looking forward to our children (now ages 6 and 9) being able to enjoy even more of them as they grow (e.g., French immersion, GSPA, Shop, etc.).

One more comment: With Covid here, possibly to stay for a while, I'd love to see more facilities focus on outdoor learning spaces (sheltered spaces, boulder and log-round circles, gardens, play areas) as part of the new budget.

All in all, I'm feeling good about this process that's now gone on for over a year -- especially with the extended timeline this Fall for additional comments and questions for Board and Staff. Thanks!

27	10/6/20 15:54:37 Galiano Island	parent	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <ul style="list-style-type: none"> • The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. • Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano. • Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. • We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.
28	10/6/20 16:22:14 Galiano Island	parent	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <p>Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended.</p> <p>We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.</p> <p>The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward.</p> <p>These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.</p> <p>How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]</p>
29	10/6/20 17:14:17 Pender Island	parent	<p>I like Scenario 2: All Schools configured K-7 ☒ Close Middle School ☒ All Students attend GISS 8-12 ☒ Deficit \$40,00</p>

I am a Salt Spring Island parent with two children in SD64. Thank you for your work so far. I respect that the board has an immense responsibility in reconciling a significant debt in SD64.

I support the closing of SIMS. I also support the closing of Phoenix Elementary (according to Jessie Guy's financials this school is operating at a very significant loss.) Given that this school has only 50 students, I am surprised that this was not put forward as another option to amalgamate our public schools on Salt Spring. I understand that Phoenix has a basis in personalized, inquiry-based learning that may be different from our other public schools. I believe this kind of programming could and should be transferred to our other schools.

My main concern lies in equity around opportunities for our students on Galiano, Mayne, Pender and Saturna.

Your stated mission/value/commitment/goal is to "maintain high quality that displays accessibility, relevance, equity and accountability."

It will be a challenge to maintain these important values in scenarios 3,4 & 5 where outer islands students will not have equitable access to the resources that have been built up at GISS over years by a large number of dedicated administrators and teachers.

For example: How will you build and how much will it cost to create sustainable STEM programs like Media Arts & Robotics? How will you build sustainable arts programs that focus on professional level performance giving students confidence and healthy self-image?

Will the outer islands build their own teams for arts, STEM and athletics? And, where will this funding come from?

What is your plan for how to attract and retain the kind of dedicated teaching staff that will allow you to build up this kind of programming? And, do you have the parent support to keep these programs healthy, vital and engaging?

My husband is one of several committed community mentors for the GISS Robotics team. These mentors provide a near necessary part of making this program viable and strong. Last year, we hosted students from Pender and Mayne who told us that without the ability to stay at our house, they would not be able to participate in a program that inspires them, challenges them and gives them a sense of belonging.

In scenarios 3 & 4 students will join GISS for grades 10, 11 & 12, but they will have missed out on two years of excellent academic and extracurricular programming such as media arts and robotics, music, dance, theatre, GISPA, Spanish and the culinary program.

Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]

Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.

Consultation on the changes to configuration should be extended past Oct 13 given that the specific scenarios were only made available September 16th, after the consultation period ended.

More information needs to be provided about programming offered via the various scenarios. How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?

Finally, most important is that children are at the centre of this process. Please take more time to consider the impacts of the scenarios on the experience of kids and expand the scenarios to other options that look at varying variables like buses, closing of other schools, changes to programming, etc. Other options should look at equity across the district.

32	10/6/20 20:31:17	Galiano Island	community member	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <ul style="list-style-type: none"> · The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. · Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano. · Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. · We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come. · The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. · These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. · How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming? · Can the District promise that if SIMS is closed, French Immersion absolutely WILL be offered at Salt Spring Elementary as they have suggested? · Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]
33	10/6/20 22:36:17	Mayne Island	parent	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p>
34	10/7/20 11:42:44	Galiano Island	parent	<ul style="list-style-type: none"> · We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come. · The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward.
35	10/7/20 11:42:20	Pender Island	parent	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <p>How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]</p>

36	10/7/20 11:45:52 Pender Island	parent	<ul style="list-style-type: none"> • Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. • Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?
37	10/7/20 14:53:01 Galiano Island	SD64 employee	<p>Students of the outer Gulf Islands don't deserve to have their educational opportunities limited by the current budget shortfall. Saltspring Island schools benefit from the lion's share of district resources and rich, diverse programming. The only way to ensure any equity and fair distribution of resources is to allow all high school students in the district access to Saltspring schools through the water taxi. Please treat our students fairly.</p>
38	10/7/20 12:09:18 Salt Spring Island	parent	<p>Please pause the District Configuration Process. We have been living in a Provincial State of Emergency for the past seven months and are all trying our best to survive a Global Pandemic . Many, if not all of our community members are already managing increased stress and precarity as a result of the constant threat to our health along with our financial, social, and emotional well-being. Changing the configuration of our schools and programs at this time will further exacerbate the very real stresses that district children, teachers, staff, and families are already experiencing thus placing more burden on the most vulnerable among us. Furthermore, given that we do not know how long we will be dealing with Covid-19 and how our ways of being together in groups may yet need to be altered, it seems clear that now is not the time to institute a significant and life-changing reconfiguration of our district's schools and programs. I understand very well that changes need to be made, but now is not the time. People are in survival mode and most of us do not have the capacity or bandwidth to engage and participate in this process as needed. I am therefore strongly urging that you, our elected School Board Representatives and your staff, reconsider your schedule for making final decisions in the District Configuration Process. Please return to an extended process of public consultation and engagement and move forward with reconfiguration when we are no longer living in a Provincial State of Emergency while doing our best to survive a Global Pandemic.</p>
39	10/7/20 14:49:20 Galiano Island	parent	<p>I am very concerned about equity of access to young teens in the outer gulf islands.</p> <p>This district is unique, and therefore cuts should be resisted very strongly.</p> <p>There are also viable measures that would save the district significant amounts of money. As is, fuel costs could be cut in half, if the two water taxis were based in the outer islands. Further cost savings could be made, if the boats were also being used commercially for non-district travel, then costs could be split with a municipal service. If only the right hand of government knew what the left hand was doing.</p> <p>Time needs to be made available to explore and push for solutions of this type, and others, but the basis of public education in this district must proceed from a principle of equal access.</p>

40	10/7/20 15:49:04 Pender Island	parent	<ul style="list-style-type: none"> • Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. • The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. • Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]
41	10/7/20 16:51:08 Pender Island	parent	<p>Pender Island cannot provide the same social and educational experiences as GISS. GISS is a stepping stone from the safety bubble of Pender to the bigger world they need this. Gulf Islands students do amazing things as adults. A large part of that is due to our education structure. Please don't take that away.</p>
42	10/7/20 20:00:35 Salt Spring Island	community member	<p>Can the District promise that if SIMS is close, French Immersion absolutely WILL be offered at SSE as they have suggested? We should be WORKING TOGETHER to approach the MoEd for more funding before we make such drastic cuts and impact our kids for decades to come. The district hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. Communities should still be allowed to consult these cuts given that the specific scenarios were only made available Sept 16 AFTER THE CONSULTATION PERIOD ENDED.</p>
43	10/7/20 20:16:21 Galiano Island	parent	<ul style="list-style-type: none"> • Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. • The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. • Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano. • Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. • We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come. • The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming? • Can the District promise that if SIMS is closed, French Immersion absolutely WILL be offered at Salt Spring Elementary as they have suggested? • Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]

44	10/7/20 20:16:10 Pender Island	parent	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <p>The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]</p>
45	10/7/20 20:26:00 Pender Island	parent	<ul style="list-style-type: none"> • Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. • The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. • Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano. • Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended. • We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come. • The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming? • Can the District promise that if SIMS is closed, French Immersion absolutely WILL be offered at Salt Spring Elementary as they have suggested? • Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]
46	10/7/20 20:41:49 Salt Spring Island	parent	<p>My husband and I recognize the need for a reconfiguration of our school District due to the deficit position of the Board. We believe it is important to maintain as much of the unique character of our schools as possible, but also recognize the new opportunities that change presents. We are in support of a move toward scenario 3 or 4 as reported during the committee of the whole meeting. Thank you.</p>
47	10/7/20 20:56:01 Pender Island	community member	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]</p> <p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <p>Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.</p>

48	10/7/20 20:55:15 Unknown	community member	<ul style="list-style-type: none"> • The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming? • Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems] • Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.
49	10/7/20 21:07:58 Pender Island	parent	<ul style="list-style-type: none"> • Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. • Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano. • We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come. • The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. • These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them. • How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?
50	10/7/20 21:13:48 Pender Island	community member	<p>Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.</p> <p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <p>Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.</p> <p>Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended.</p> <p>We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.</p> <p>These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.</p> <p>How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems]</p>
51	10/8/20 7:55:14 Pender Island	parent	<p>Being part of a school district should mean that our children have access to EQUITABLE quality of teaching, courses and extra curricular activities.</p> <p>If the school board needs to cut costs then the burden of it should not be placed on only one area of the community.</p>
52	10/8/20 8:03:10 Pender Island	community member	<p>Every student on a Gulf Island should have access to the same educational experience. Setting up a two-tiered system is not acceptable. All students should be equally served.</p>

53	10/8/20 8:17:30	Salt Spring Island	parent	I'm very pleased that French immersion will continue as an option for students. Thank you!
54	10/8/20 8:28:10	Galiano Island	community member	<p>- this proposal disproportionately affects kids that already have limited access to educational opportunities.</p> <p>- district has not provided enough information to properly assess the situation and create meaningful dialogue.</p> <p>-pressing the pause button will allow for more consultations and forge creative and sustainable ideas with transportation issues.</p> <p>- as a local tax payer- communities should and must have a say and provided a proper time frame to do so- and not "pushed through."</p> <p>-If the cuts affect the outer gulf islands as suggested- then there should be a significant decrease in my tax dollars for education for residents of these islands as the children are being adversely affected- and it is a detriment.</p>
55	10/8/20 8:58:25	Galiano Island	community member	<p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <p>Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.</p> <p>We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.</p> <p>These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.</p> <p>Can the District promise that if SIMS is closed, French Immersion absolutely WILL be offered at Salt Spring Elementary as they have suggested?</p>

- Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.
- The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.
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- We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.
- The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward.
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- How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?
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- Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended.
- These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.

58

10/8/20 10:31:03 Galiano Island

community member

- Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.
- The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.
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59

10/8/20 10:50:13 Pender Island

parent

- The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.
- Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.
- These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.
- How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?
- Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.

Dear Trustees and Senior Admin,

Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts. Pressing pause will allow more time to forge creative, equitable and sustainable options regarding transportation [including the potential sharing of existing transportation infrastructure like BC Ferries and public bus systems] We should be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.

Any budget cuts made should have the same impact regardless of where you live, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.

Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, after the consultation period ended.

In regards to the scenarios presented:

The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on! How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?

Thank you,

Dear Trustees and Senior Admin,

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In regards to the scenarios presented:

The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on! How can we ask parents to send their kids to a high school on Pender when there is no information about the required improvements for facilities and programming?

Thank you,

- 62 10/8/20 15:12:52 Galiano Island SD64 employee
As an educator in this district I feel very saddened by the scenarios put forth, while I understand that we are in a deficit and need to work to remedy that, I have huge concerns over the inequity of these scenarios. The cost of transportation has been on the table for years, we knew it was expensive and we knew it wasn't going away, why should some of our districts' students have to bare this burden because of poor planning and negligence of staff and trustees to plan ahead for sustainable and equitable solutions that would allow all of our districts's students to be served equitably. Please stop thinking the solution to our complaints is that we "move to Salt Spring" If you are serving the gulf islands , you must serve all of the gulf islands! Please don't sacrifice the opportunities and success of Galiano, Mayne, Saturna and Pender students to balance the budget. Please think outside the box and consider all available courses of action to rectify the situation with the least amount of impact to students. Is student success and equity not at the forefront of all our messaging to students and families, these scenarios don't reflect that. I find it difficult to believe that any educator of high caliber, which I know many of you are, could suggest that the majority of these scenarios are anywhere close to pedagogically sound.
Thank you,
Erin Anderson
- 63 10/9/20 3:31:27 Galiano Island community member
As mother of the 2018 GISS Valedictorian from Galiano Island, I know that students from our island and the other "outer" islands can overcome the limited opportunities and facilities available to them to succeed and excel in SD64. However, I see the proposed changes, especially moving grade 8&9 students to Pender, as disproportionately affecting these students and limiting their opportunities in a cynical bid to receive extra provincial funding. We no longer have children in the system, but our cousins, nieces and nephews are still attending, and our grandchildren will be attending all too soon. I hope that they are given the same opportunities to succeed that our daughter and other children had. Please reconsider these changes.
- 64 10/9/20 6:49:53 Salt Spring Island parent
Please pause the District Configuration Process. We have been living in a Provincial State of Emergency for the past seven months and are all trying our best to survive a Global Pandemic . Many, if not all of our community members are already managing increased stress and precarity as a result of the constant threat to our health along with our financial, social, and emotional well-being. Changing the configuration of our schools and programs at this time will further exacerbate the very real stresses that district children, teachers, staff, and families are already experiencing thus placing more burden on the most vulnerable among us. Furthermore, given that we do not know how long we will be dealing with Covid-19 and how our ways of being together in groups may yet need to be altered, it seems clear that now is not the time to institute a significant and life-changing reconfiguration of our district's schools and programs. I understand very well that changes need to be made, but now is not the time. People are in survival mode and most of us do not have the capacity or bandwidth to engage and participate in this process as needed. I am therefore strongly requesting that you, our elected School Board Representatives and your staff, reconsider your schedule for making final decisions in the District Configuration Process. Please return to an extended process of public consultation and engagement and move forward with reconfiguration when we are no longer living in a Provincial State of Emergency while doing our best to survive a Global Pandemic.
-

FIVE BY FIVE CAMPAIGN

Do you believe that our island communities deserve the right to an open, transparent process when it comes to deep budget cuts to their schools?

Do you want to help all students in our district have the same access to the same high quality programming regardless of where they live?

YOU CAN HELP, AND IT'S EASY!

All you have to do is:

1) choose 5 statements from below that you believe in, and copy and paste them into the comment box at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=8NfQnv9B0E6c3b44pO1S9DCsAm-7o59Cm0YBhJlbK4pUNUQ3NEc0QkZCTFBCUzk2OUJENkcyQk9URy4u>

2) choose 5 friends, send this to them, and ask them to do the same.

THAT'S IT!

If you'd prefer to write your own comments that's even better! **We are asking, wherever you are comfortable, that people include the first statement.** Our biggest goal is to slow the process down so we have time to explore our options and fight for equity on behalf of our kids.

Choose up to 5 of these statements (as there is a 500 word limit on the comment box).

- **Please press pause on the reconfiguration process. The District should be focusing on making schools safe during COVID as well as giving stakeholders a chance to consider the long term impacts of the suggested budget cuts.**
- The high-quality programming and facilities at GISS should be **available to all** students regardless of what island they live on.
- Any budget cuts made should have the same impact **regardless of where you live**, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.

- Communities should still be allowed to consult on these cuts given that the specific scenarios were only made available September 16th, **after the consultation period ended.**
- We should be **working together** to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our kids for decades to come.
- The District hasn't provided enough detailed information or **allowed for meaningful consultation** on the limited options brought forward.
- These proposed cuts **disproportionately affect kids** that already have limited educational programming and facility options available to them.
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- Can the District promise that if SIMS is closed, French Immersion absolutely **WILL be offered** at Salt Spring Elementary as they have suggested?
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Wondering how to share with 5 friends? Here are some ideas!

- Share on your Facebook wall, by copying and pasting from this document.
- Send them an email with this document attached and a personal message in the body of the email, or by copying and pasting from this document into the email
- Print this document and put it up on message boards in your community
- Ask your PAC to put it on their facebook page or send it to their parent emails
- Tell friends in person or on the phone, and email them this document.
- Fax?
- Carrier pigeon!

Whatever you do, tell 5 friends and tell them to tell 5 more!

“I wanted to say again that I appreciate the work you are doing for the school district as a trustee. I thought about why I haven't been actively spouting my support. I think it comes down to:

I would rather that all could have access to all the services and programs that they want, regardless of where they choose to live. What I appreciate is that In a public system resources are limited. You are tasked with the difficult work of influencing decisions to ensure the most good and least harm. I trust you, and your team, to do this. Even when others are unhappy with outcomes, and even if I am unhappy with outcomes, I trust that careful and due attention was given to all those with an interest, based on the goals/charter that is already in place. If this needs to be shared I can share it. Or you can feel free to share it. It is really a heartfelt statement.

-Monika Milewski, Salt Spring Parent of 2(one middle school + one Fernwood)“

Jennifer Shapka
235 Southwind Road
Galiano Island, BC
V0N1P0
250-539-9855
jennifer.shapka@ubc.ca

Board of Trustees and Superintendent
School District 64
112 Rainbow Road
Salt Spring Island, BC
V8K 2K3

September 24, 2020

Dear School Trustees and District Leaders,

The purpose of this letter is to question why School District 64 is not pausing the configuration review while we are in the midst of the COVID-19 pandemic. As I will outline below, not only is this out of step with other school districts and educational institutions, it is eroding parent and staff belief in the district, leaving us to feel that money and the bottom line is the most important thing driving this school district.

I am a professor in the Faculty of Education at UBC, and I am currently the head of the Department of Educational and Counselling Psychology, and Special Education. In this role, I sit on the senior leadership team for the faculty, as well as am privy to decisions and issues facing the President's and Provost's office. I am struck by the stark contrast with how School District 64 and UBC are dealing with COVID. At UBC, when COVID hit, the institute immediately made it clear that no staff were to lose their incomes (even if there was no longer work). They also pumped millions of dollars into student bursaries and bolstered mental health supports for students and staff. Most importantly, though, to help faculty and students adapt to remote learning modalities, they put immense energy and resources into such things as professional development, workshops, and technology support. Remarkably, all of this support was provided instantly and without hesitation, all while knowing that we will now be facing a COVID-related budget deficit of several hundred million dollars (and we are only partially government-funded, so there will be no bailout for this shortfall).

In contrast, in School District 64, I am not aware of any COVID-related professional development that has been initiated. Similarly, beyond being sent ministry documents and safety plans, neither myself as a parent, nor my children as students, have received anything to support them, or even to acknowledge the extraordinary and unprecedented times we are in. Instead, despite calls from parents, including an official request from DPAC to delay configuration decisions, SD64 appears to be singularly focused on putting time and resources

into the configuration review. This is despite the fact that the planned scenarios for configuration all include taking things away, including cutting programs, closing schools (meaning jobs will be lost), and forcing Outer Island students into sub-optimal learning environments. Continuing with this agenda during COVID goes against the grain of the compassionate, empathetic approach that both our provincial and federal governments are encouraging and modeling.

I recognize that UBC is a very different kind of institution, but it happens to be the context I am familiar with. However, if my comparison to UBC is not convincing, I implore you to look at other school districts' websites. Notably, on every single other district website that I looked at, the main page is exclusively about how the district has pivoted to focus on COVID. I've listed a few below for your perusal. It is so disheartening that on SD64's webpage, the configuration is still the top 'District Spotlight'. Ask yourself about the message that this might give to parents and staff about district priorities.

<https://www.vsb.bc.ca/>

<https://www.sd61.bc.ca>

<https://www.sd38.bc.ca>

<https://www.sd63.bc.ca>

In general, it is boggling to me that configuration remains on the agenda given how much students and teachers are currently struggling with all the changes that COVID has brought, including the abrupt shift to a quarter system for high school students, the implementation and monitoring of safety protocols, as well as, in general, the extra stress and worry that the pandemic is causing for students and staff alike. Indeed, if I think about the toll that COVID is having on the average student, I am even more worried about students who have exceptionalities. To this end, I am hearing from parent networks that students who have IEPs are being completely overlooked. I am not at all surprised by this, given the lack of additional resources available to teachers. Is the district really okay with letting our most vulnerable students become even more marginalized and invisible?

Not only is the School District failing to address current conditions for staff and students, given the inevitability of a second wave, and the concomitant potential for school closures, it is shocking that no planning is being done for this eventuality. This is contrary to all of the other districts that I happen to work with, which are exclusively focusing on the current and future impact of COVID. Putting students in compromised remote learning situations was the only option available in March. However, we have now had over 6 months to provide adequate training and preparation for teacher's to engage in effective online pedagogy. Importantly, online learning is NOT the same as face-to-face learning, and any teacher who was thrust into an online setting in March will confirm this. However, there are decades of research on how to ensure good pedagogy in a distant/online setting, focusing on everything from learning outcomes to student community and engagement. The lack of planning and focus on this will have life-long consequences for many students. As noted above, the consequences will be intensified for already vulnerable students.

As many of you will know, I have been quite vocal about the configuration process, sitting on DPAC, as well as in my role as a community member and parent. Unfortunately, given all the extra work and family demands placed on me due to COVID, I have simply not had the time to focus on configuration. However, after being unable to attend the last week's public board meeting because it was full, and then seeing the potential configuration scenarios, I have become so concerned about the long-term impact of configuration decisions that I felt compelled to write this letter. So here I am, at midnight, after a 12-hour workday, and after attending to the needs of my family, writing this letter instead of getting a much-needed good night's sleep. Shame on this district for putting a parent in this position.

It's hard to fathom what is motivating the district's steadfast adherence to the configuration review. Especially given the fact that the ministry has given us 5-7 years to deal with our structural deficit. The pessimist in me worries that the district is taking advantage of a chaotic situation to pass sweeping self-serving changes to the district. This thought keeps me awake at night, and given the parallels to the rush to replace the beloved Ruth Bader Ginsburg, it's hard not to make comparisons with our neighbours to the South. I recognize how extreme this sounds, but I hope it highlights how angry I am. How frustrated I am, and how voiceless and unheard I feel.

Please put a pause on all things configuration. If you continue to push the configuration review, the legacy of this board and leadership team will be that during a time of global crisis, instead of focusing on the needs of students and teachers, you passed sweeping changes that will lead to job losses in our communities, and create even more of a 2-tiered learning system, which will be at the expense of Outer Island students' learning outcomes and socio-emotional development. Instead, put your focus and energy into what is happening currently and to the immediate future. This means prioritizing student learning, teacher professional development, as well as mental health supports for all members of the school district 64 community.

Sincerely,
Jenna Shapka

Sara Miles
3330 Port Washington Road
Pender Island, BC V0N 2M1

September 22, 2020

Board of Education
School District #64
112 Rainbow Road
Salt Spring Island, BC V8K 2K3

Via email: rpingle@sd64.org; slawson@sd64.org;
ckatrensky@sd64.org; glucas@sd64.org; jlawson@sd64.org;
tboulter@sd64.org; sdenz@sd64.org

Re: District Reconfiguration Review

Dear Trustees:

I am writing to provide feedback on the district reconfiguration process underway. I am a GISS graduate (1998) and parent of a child who will be in high school ten short years from now.

First of all, I would like to thank the school trustees and staff for the work they do. Having access to a quality public education is a very high priority for me. I am grateful that our community members are working together to find the best solutions for delivering education on the Southern Gulf Islands. However, I do have concerns about the process, as it is, currently underway.

My son attends both daycares on Pender Island and it is with nervous excitement that I anticipate his entrance to the elementary school in fall 2021. It is disappointing that there was no outreach on this process, from the school board, to parents of children who will soon be entering the district. Although they are not yet attending SD64, they are part of the school district community and this process will affect them. The first time I heard about the reconfiguration was a couple weeks ago on a friend's social media, and then in an unexpected but welcome email from my local trustee. As far as I know, there has been no communication with families attending island daycare centres during this discussion. I asked my daycare provider today if she had heard much about it and she said no. I was on the board of the other daycare for the past three years, so if there had been a formal outreach to it from the school district, I would have heard about it.

Despite the short notice, I was able to attend part of the September 17 meeting held online by the SD64 board of education. It appears that, in the next two months, the board will vote on one of the five options presented in the document titled "Report 3 – Financial and Operational Feasibility Study" (September 2020).

Before I go into detail about my feedback, let me say that while I appreciate the commitment our teachers and school administrators make, I believe this discussion should center on what will be best for the children and lead them toward positive educational outcomes. Staff welfare and satisfaction

absolutely need to be considered, but if we are talking about children's education then let's please talk about their education.

I read the documents available on the SD64 website pertaining to this district reconfiguration process. My initial reading led me to think that Option 3 would be the least disruptive for the students. Not the best option, but the least disruptive. However, further investigation reveals that perhaps this is not the best way to provide an equitable education to all SD64 students. Furthermore, it seems possible that not all options have been considered, despite the work that has gone into this process.

Before we focus on solutions, it would be great to know how the district suddenly got into the current funding crisis, with special funding protection provided by the province. Personally, I don't think you can blame it on the water tax because the district has coped with the water tax for a long time, even since before I went to GISS in the 1990's. Boats are a fact of life on an island.

Further reading has presented to me the following facts:

The district had no plans for reconfiguration only three years ago.

Then, a year later at its October 10, 2018 meeting, the Board of Education passed the following motion: "...that the district initiates a community-based consultation process to review configurations that support the best educational outcomes for students in addition to maximizing cost-effective education delivery."

Why did the district do an abrupt 180-degree turn?

Another fact:

When the SD64 school board closed Windsor House in 2017, that school had lost at least \$570,000 in just the past two years – over half a million dollars.

Now, the district review documents set out financials whereby it will find a much-needed **\$1.1 million** by the savings proposed in a scheme such as the aforementioned Option 3.

Then, the school board's 2019-09-11 meeting minutes state:

"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."

The timing of these events and the numbers above suggest that at least half the funding shortfall is directly related to the failure of Windsor House. Why did SD64-Gulf Islands in 2011 take ownership of a school in North Vancouver, well outside its catchment area? It seems the board thought it would bring additional funding to our district. Instead, it wasted staff time and resources managing a school that did not benefit SD64 students, and eventually resulted in the funding crisis we are seeing now. And then, after all that, the board decided to simply move forward, according to the minutes.

But the district is not moving forward. It is moving backward. Families on Mayne, Galiano, Pender and Saturna Islands are being asked to give up high school opportunities for their children because the school board entered into a risky and inappropriate business venture on the Mainland.

One of the suggestions in the review is to have all these students attend high school on Pender. Pender doesn't have a high school; it has an elementary school. If Pender is going to be the high school destination for these students, the district should build a high school there. In fact, if we cannot go to GISS, a proper high school on any one of these Islands would be fine with me. Mayne, Galiano, Saturna and Pender are equally amazing.

The review documents also refer to "equity" for students. Here is an example of inequity: GISS Music students were planning a trip to Havana, Cuba in spring 2020 (at least until the pandemic hit). Diverting or delaying attendance at GISS takes opportunities like this away from youth on the Four Islands.

By the way, I find the way the school board continually emphasizes Salt Spring and then refers to the "outer islands" discriminatory. It is pejorative, and I am surprised this still has not been addressed since I attended school here. Pender, Mayne, Galiano, Saturna and Salt Spring are the Southern Gulf Islands - five islands together. Each one offers unique learning opportunities. "Outer Islands" suggest that Salt Spring is "in" and the others are "out". Smaller communities often have less of a voice because their population isn't as numerous, and in this case Salt Spring gains the advantage. Perhaps a process will be undertaken sometime to find a term that achieves consensus. Until then, I will refer to them as the Four Islands (Mayne, Galiano, Pender and Saturna).

I remember when the current Gulf Islands Secondary School opened. In 1994, my grade nine cohort was the first class to attend all four secondary school years at that school (grades 9-12). I was at Salt Spring Island Middle School the year before, in grade eight. I much preferred the new school and facilities. It was a very exciting time for us as students.

We were proud of (even if a bit perplexed by) our "Scorpions" mascot, our sports teams and bright classrooms with windows opening onto the soccer fields; the spotless bathrooms and shiny new lockers in the gym. Not to mention our grand, brand new "multi-purpose room". We studied and ate lunch all together there, performed theatre, held meetings, dance lessons, and more. We had a bright future.

During my four years at GISS, I participated in many events and activities that were not available on Pender. With the young women's soccer team, I played in the BC Provincial Championship. As a French immersion student, I spent three months in Quebec. As a curious reader in the library stacks at the age of 15, I discovered the UN's Universal Declaration of Human Rights. High school was hard at times, but I also met amazing people who are still my friends, 25 years later. Those experiences helped shape who I am - a hardworking mother, committed to equity in education for my son and all our young people. I want them to have similar experiences to what I had.

But the picture isn't looking so golden...

Am I going to have to tell my son that he can't go to high school on Salt Spring because somebody messed up and tried to run a school in North Vancouver?

Am I going to have to tell him he won't have a chance at French immersion because the water taxi won't exist?

Am I going to have to tell him that he can't play youth basketball until grade 10, even though he will probably be six feet tall in grade 8?

All of this because this board of education did not prioritize him because he lives on an "outer" island?

Or perhaps it is because the Honourable Rob Fleming, our Minister of Education - who has a perfectly good education by the way - isn't paying enough attention to his portfolio?

Am I going to have to tell my young Maxwell that he will be at an elementary school until he is 18, when there is a perfectly good high school 30 minutes away by boat, because this board of education isn't willing to find further administrative efficiencies or creative solutions or put pressure on the province to properly fund his education? That he doesn't matter to them?

How many dollars are being saved in transportation and meeting costs as board meetings are online now?

There may be parts of this scenario that I don't have the full picture on because I am getting involved at a late stage of the process. However, the fact remains that I care about my child's education in SD64 and this proposal only seems to offer reductions in equity and opportunity for the children of the Four Islands, while Salt Spring keeps everything it has now.

I am sure that each of the three elementary schools on Salt Spring is cherished by its local community: Fulford, Fernwood, and Central. However, all three schools are operating under capacity with low enrolment that is projected to continue. Galiano school is at capacity, Saturna is over, and Pender is near capacity.

What about the recent seismic mediation at SIMS? Closing that school now amounts to flushing all that money down the drain.

Also, this review does not seem to address the fact that the current funding model is/was expected to be revised by the Ministry of Education in late 2019 or early 2020 for the 2020-2021 school year. Is there any progress there? Nor does it mention how this year's SD64 \$1 million surplus will be invested, as noted in the June 2020 Board meeting minutes.

Furthermore, I was very disappointed in the lack of effort to address the public's questions at the September 17 meeting. One member was too timid to answer questions off the cuff, while the chair had not had his dinner.

I would appreciate full answers to my questions please, and a much more equitable approach from this board of education which receives more than \$1,000 annually from my family's property taxes on Pender Island.

Thank you for your time.

Yours truly,

Sara Miles

CC: Premier John Horgan, Minister of Education Rob Fleming, Deputy Minister of Education Scott MacDonald, MLA Adam Olsen, SD64 DPAC, CHEK News, Gulf Islands Driftwood.

School District No. 64 (Gulf Islands)

2021/2022 Four-Day Instructional Week Calendar

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

Board Approved:

2021/2022 School Calendar

SD 64 Consultation Schedule

(Approved: October 14, 2020)

October 14, 2020 - Board Meeting (Board Office)
Notice of Motion on Four-Day Week

October 15, 2020 – February 1, 2021 – Board Meetings and District Website
Public Feedback on Four Day Week

November 18, 2020 – Board Meeting
Draft Calendar Received by Board

November 19, 2020 – District Website, Email
Draft Calendar Circulated/Posted for Public Feedback

January 6, 2021 – Email Submissions
Final Deadline for Public Feedback on Draft Calendar

January 13, 2021 – Board Meeting
Public Feedback Considered for Changes to Draft Calendar

January 18, 2021 – District Website, Email
Final Draft of Calendar Posted

February 10 – Board Meeting
Four Day Week Motion Put on the Table
Final Draft of Calendar Approved

March 31, 2021 – Deadline for calendar submission to the Ministry

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.

Background/Rationale

The 2021/2022 school year is unique. In order to provide enough instructional days to accommodate instructional hours and keep a 2-week Spring Break, Gulf Island Teachers and the Board of Education will have to agree to a modification of the Collective Agreement and the Letter of Understanding (Re: School Calendar Regulation).

Discussions during Collective Bargaining (Spring 2019) considered options for how the calendar could be constructed to maintain the 2-week Spring Break. Those options include and may not be limited to:

- a. Additional instructional time each day;
- b. Extension of the school year beyond the last Friday in June (ending June 30, 2022);
- c. 4 5-day instructional weeks;
- d. A combination of the above.

No additional time or instructional days are required if a 1-week Spring Break is approved.