



AGENDA
Wednesday, October 28, 2020, 2:00 P.M.
Committee of the Whole

- 1. Adoption of Agenda**
- 2. Adoption of January 20, 2020 minutes**
- 3. Business Arising**
- 4. New Business**
 - a. Configuration (feedback and additional Q&As attached)*
- 5. Other Business**
- 6. Next Meeting:** February 24, 2020
- 7. Adjournment:**



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

In attendance

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

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

Guests: Angela Thomas (CUPE), Ian Mitchell (GITA), Jonathan Lane (DPAC), Marie Mullen (GIPVPA); Shelly Johnson (GIPVPA)

Called to order 7:00 p.m.

1. Adoption of Agenda

No formal agenda was circulated. The meeting was held for one item only – configuration.

2. Configuration

Senior staff presented on district configuration. The meeting will be transcribed for the public.

Action: Transcript to be posted to the district website within two weeks of the meeting. (<https://sd64.bc.ca/wp-content/uploads/2020/10/mtg-transcript-cow-201002.pdf>)

3. Other Business

4. **Next Meeting:** October 16, 2020. Time to be determined.

5. **Adjournment:** 9:29 p.m.

ID	Start time	Location	Group	Your comments:
65	10/9/20 12:04:11	Salt Spring Island	parent	<p>This process needs a big pause. I have now witnessed two zoom meetings where parents and community had many questions and concerns and there was not enough time to address all of these questions. Students are also expressing a desire to be able to discuss the variety of proposed changes and have not yet had a clear space to do so since the Scope of Opportunity has been presented.</p> <p>Please hold more meetings where people can give feedback on the Scope of Opportunity as well as modify the Scope of a Opportunity to present more than one possible option of district changes.</p> <p>I also believe there should be continued offering of French Immersion in the district through to grade 12, and that all outer island students must be given equal access to SD64 programs that Saltspring students receive. Many thanks.</p>
66	10/9/20 12:21:54	Submitted to DPAC	parent	<p>Why won't the district press pause so they can investigate the BC Ferries and CRD possibilities? If transportation represents the largest cost outside of instruction, why are we moving on to a decision without exhausting alternatives?</p>
67	10/9/20 12:24:35	Submitted to DPAC	parent	<p>Why not cut bus services or have parents pay for it on a sliding scale. As it is, our bus system right now isn't equitable: There is 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 the most extensive school district bus service is also the only island with a public transit system. This makes no sense.</p>
68	10/9/20 12:27:10	Submitted to DPAC	parent	<p>A transportation service for the Southern Gulf Islands 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. These 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>
69	10/9/20 12:28:41	Submitted to DPAC	parent	<p>Why are water taxis considered a specialty service if they are the only way to get to the only secondary school? Also, if water taxis are too costly for students, how come it's okay to use them to get SSI residents to outer islands schools for work? This cost isn't factored in anywhere.</p>
70	10/9/20 12:31:15	Submitted to DPAC	parent	<p>The board has made it seem like the only way to balance our district budget is to create an inequitable learning situation. One that provides higher-quality and better opportunities for the Gulf Island community that has the highest percentage of both white and higher-income families. This isn't okay and maybe the answer is to scrap this process and go to the Ministry. Indeed, the Board, DPAC, all the partner groups, could go to the Ministry and ask for a sustainable and equitable solution?</p>
71	10/9/20 12:33:41	Submitted to DPAC	parent	<p>What would it take to convince the district to abandon the Outer Island Hub? Why is this decision being based purely on finances/budget and not on what's good for students? Hundreds of signatures from parents and community members from Galiano have signed a letter with extremely compelling arguments. How come this is being ignored? If this can't sway you, what will?</p>
72	10/9/20 12:36:08	Submitted to DPAC	parent	<p>Why can't we pause and allow a little more time for folks to get through the school restart and COVID concerns. Just adding a month isn't enough, many of us are just getting new PAC executives, and together on top of all the COVID-related work, it is just too much. Wait until next year.</p>
73	10/9/20 12:37:43	Submitted to DPAC	parent	<p>Can you explain how the scenarios, which focus on keeping Outer Island kids out of Salt Spring comply with the 2018 BC Tripartite Education Agreement (BCTEA)?</p>
74	10/9/20 12:39:21	Submitted to DPAC	parent	<p>The median income (pre-tax) for economic families was \$75,227 on Salt Spring and \$65,408 on Galiano Island. Note that the ethnicities are not mutually exclusive, but Indigenous Peoples represent 6.3% of the population on Salt Spring and 8.3% on Galiano Island. People of Asian origins represent 4.1% on Salt Spring and 5.6% on Galiano. Based on this, I am unclear how offering better quality facilities, opportunities and programming for a community with more white and higher income families demonstrates ANY commitment to equity.</p>

75	10/9/20 12:41:43	Submitted to DPAC	parent	What is being done to ensure the allocation of resources towards special education services are going to serve the community now and in the future? I am interested to know what has been done throughout COVID, as well as the configuration process to assure parents that SD64 is working to provide learning to ALL students?
76	10/9/20 12:42:51	Submitted to DPAC	parent	Based on the graduation rate and my experience within schools, there are still many students who currently cannot access the curriculum. I believe this is because evidence-based methods for special education are not available or have been removed from our schools (ie: sensory room, Phoenix DL program, etc.). What is SD64 doing to address the impact of COVID and configuration on special education?
77	10/9/20 15:14:53	Submitted to DPAC	parent	If SIMS closes does French Immersion go with it? Why does this report not speak to this issue? What is the status of French Immersion. Also, SIMS closes, what is the plan for the building and how will it affect the Salt Spring and Gulf Islands communities? Finally, SSE already has little if any available space. How will expanding its size be possible?
78	10/9/20 15:20:04	Submitted to DPAC	parent	What changes has the district made to its forecasts and the scope of opportunity since the emergence of Covid-19 and the widespread adoption of permanent remote work?
79	10/9/20 15:24:47	Submitted to DPAC	parent	Why does SD64 have so many senior people (e.g., directors of instruction, district principal, etc.). This is more than any other district our size. It seems extremely top heavy and expensive. In fact what is the cost of this top heavy administration? How come reductions to these roles were not included in any of the scenarios? Let's get more people out of the board office and back into the classroom.
80	10/9/20 15:24:59	Submitted to DPAC	parent	On page 8 of the report, it is indicated that "maximizing class size" is "academically sound" or "increases opportunity" for students. Just to be clear having more students in one place with nothing to do does NOT by itself create opportunities. Either include examples (that are relevant to our geographic and demographics) or change this false statement.
81	10/9/20 15:27:25	Submitted to DPAC	parent	On page 7 of the report, it is indicated that opportunities for Outer Island students are increased by staying on their island? Considering that students will lose the opportunity to participate in band, clubs, sports, drama etc. for additional years along with the social engagement opportunities available in a larger school, this seems patently untrue! Students will only feel trapped and 'lesser than' if they are forced into a hub. Moreover, any student whose family can, will move to Salt Spring or elsewhere, which means that the Pender Hub will be populated by the most marginalized students with no alternatives. It will most definitely not be an 'opportunity'.
82	10/9/20 15:30:16	Submitted to DPAC	parent	On page 10 of the report, you compare SD64 to other districts. However none of these "comparable" districts are on the water and therefore their parents can DRIVE THEIR CHILDREN to the secondary schools of their choice. This is not the case for the Gulf Islands, and it is inequitable for the district to be making budget decisions around a required mode of transportation.
83	10/9/20 15:32:44	Submitted to DPAC	parent	Why is our elected (or acclaimed) board of trustees not questioning the Superintendent and his staff? Who is in charge here? I thought the Board hired the Superintendent. It is the board job to represent their constituents, including students and their families. In this district it seems like the board is calling all the shots, which is NOT okay.
85	10/9/20 15:39:28	Submitted to DPAC	parent	Why are administrative costs not being considered along with school closures and program cuts?
86	10/9/20 15:40:08	Submitted to DPAC	parent	Why are you holding your board meetings during school/work hours? Vancouver SD always holds meeting in evening so public can attend.
87	10/9/20 15:42:59	Submitted to DPAC	parent	Since eachers are responsible for their own transportation costs. The absence of a water taxi will very likely limit who applies for jobs on the Outer islands. The water taxis do more for the school district than moving around children.
88	10/9/20 15:45:37	Submitted to DPAC	parent	Regarding student enrolments, why are the projections of students that have been done by the district so different from the ministry numbers? Also, what additional reduction in enrolment as a result of reduced programs and a Pender Hub has the district forecast?

89	10/9/20 15:46:55	Submitted to DPAC	parent	Why aren't programs like circus or GISPA being considered for cutting? These are specialized, expensive programs. It seems like people with the loudest voices get to make the decisions. How is that equitable?
90	10/9/20 15:49:44	Submitted to DPAC	parent	To be an "objective, unbiased analysis" the analyses in this report, and even the data collected for this report (consultations, scenarios, etc.) should be performed by a trusted, objective third party. This is the process used in the health care and other systems. Why did the board think they could conduct this configuration review themselves? Does anybody on the board have research or data analyses skills, or understand systems and systems analyses? Why weren't expert consultants hired for this major undertaking?
91	10/9/20 15:53:33	Submitted to DPAC	parent	Your stated mission/value/commitment/goal is to "maintain high quality that displays accessibility, relevance, equity and accountability." Please explain how you will maintain these important values in scenarios 3,4 & 5 with particular emphasis on 4 & 5, where outer islands students do not have access to the resources that have been built up at GISS over years (with a large number of dedicated administrators and teacher). For example, how will you build and how much will it cost to create sustainable STEM programs like Robotics on Pender? How will you build sustainable arts programs (music, dance & theatre) that have a focus on and access to professional level performance/ presentation like GISPA? GISS has an internationally recognized, Gold winning Improv Team? Will the outer islands build their own teams for arts, STEM and athletics? To maintain your stated mission, the only answer can be yes. Where will the funding for this come from?
92	10/9/20 15:57:21	Submitted to DPAC	parent	My biggest concern is that there are no educational success outcomes associated with any of the outlined scenarios. For example, in scenario 5, How successful will a student be who wants to apply for med school or a post secondary arts school? Will they have access to dance, music, chemistry, calculus? If not, it will completely limit their future options. Especially if their family is not able to move to SSI or another district. I could go on and on but at some point you are going to have to talk about the students as humans instead of dollar signs!
93	10/9/20 15:59:08	Submitted to DPAC	parent	In the report, on Page 14, why aren't educational outcomes and student wellness # 1 in the list of considerations? Is this district about educating students or counting money?
94	10/9/20 16:00:45	Submitted to DPAC	parent	Why aren't educational outcomes and student wellness being factored into the report? Why is money the ONLY factor considered in the balancing act for the 'teeter totter'? This whole configuration review should have started with a risk analysis to rule out configuration scenarios that caused inequitable harm. Only after doing a risk analysis should you have conducted a cost/benefit analysis. You have not ONCE considered the life long RISK OF HARM by reducing opportunities for grades 8 and 9 students in Scenarios 3 & 4, and grades 8-12 students in Scenario 5.

95 10/9/20 17:47:48 Pender
Island parent

As a Pender Island parent of three kids, I am asking you to please press pause on the school 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.

As a decision made today will impact our children for many years to come, it seems reasonable that, before any decisions are made, parents should have a chance to ask questions and ensure their concerns are being heard. I attended the SD64 school board meeting by zoom, but with no opportunity to ask questions it was of limited usefulness. The district hasn't provided enough information or allowed for meaningful consultation on the limited options brought forward.

My main concerns are:

- Quality education and extra- curricular opportunities: ensuring the quality programming, facilities and extra curricular opportunities at GISS are available to all students regardless of what island they live on.
- Equality: ensuring budget cuts have the same impact on all students, and do not disproportionately impact students on the smaller islands of Mayne, Pender, Saturna and Galiano.
- Transparency and accountability: Ensuring parents have a chance to hear the options and have their questions and concerns addressed before a decision is made

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]. Our communities are filled with creative people who are able to help find out of the box solutions that are fair to all our students. Please slow down and ensure you have considered all ideas.

96 10/9/20 21:34:45 Pender
Island parent

Hello,

As a parent of a student in SD64, I ask that you 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 and changes. I don't feel that the District has provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. These proposed cuts and major changes will disproportionately affect kids that already have limited educational programming and facility options available to them. Will more programs and sporting opportunities be offered on Pender if all outer island (Mayne, Galiano, Saturna, Pender) students will be attending grades 8-9 there (as seen in scenario 4)? Will the current school have enough room to teach all these students? Just two of the many questions that the outer islands parents have on how these changes will affect the lives and education of their children that should be addressed before any decisions are made.

Thank you.

97	10/10/20 19:06:09	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.• 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?
98	10/10/20 19:07:04	Galiano Island	student	<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?

99	10/10/20 19:08:04	Galiano Island	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.• 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?
100	10/10/20 20:10:09	Galiano Island	student	<p>I was a student at Galiano Island school, as well as a student at GISS. I can say that for children to be forced to attend Galiano school for their entire schooling career would be very detrimental to their mental wellbeing. GISS was a place where I was able to find myself by encountering new opportunities, such as social opportunity, academic opportunity, or extracurricular opportunity. Galiano school cannot supply the same experiences as GISS or any other off island school. This will force parents to move away, to seek better education for their kids. It is isolation, and I cannot see how this would be fair. This option should not be considered whatsoever, and the best option for the children would be to make it work so they can attend GISS for the entire duration of highschool.</p>

101	10/10/20 20:36:25	Galiano Island	parent	<p>Dear School District 64,</p> <p>Those who have the privilege of having children, or having children in their life have experienced the boundlessness of a child’s energy and their profound capacity for learning and development.</p> <p>School life on Galiano Island has many perks. We enjoy the culture here, young students get to explore the incredible natural environment Galiano offers, and we feel confident about our children’s safety within our community.</p> <p>However, as they grow older, young minds thirst for more skills, more experience and more arenas in which they can practice their new abilities.</p> <p>Sports engage them physically, burn energy, build stamina, and provide a consistent team environment to develop their social intelligence. As a team, kids learn how to share, work together for a common purpose, and engage competitively in a safe and fun way.</p> <p>At a larger institution, a wider variety of sporting activities are available to students who have various interests and preferences.</p> <p>Likewise, creative minds demand more and more opportunities to expand, create and experiment with various media and performance. Home life doesn’t often offer much opportunity for this kind of play with other students, and without it, we find our children coming home bored and seeking their screens to keep them stimulate their imaginations. The effect is often late nights with too much energy, and a resulting lack of sleep the next day at school.</p> <p>Personally, I was fortunate enough to have many extracurricular activities in my life, and attribute many of my talents to these experiences, as well as the encouragement I received from the adults who provided them. I started horseback riding when I was 5 and continued on into high school, until I joined the Social Justice Club, Environmental Club, Student Council, and acted in my school’s plays. I remember distinctly being 16, an artist and lover of people, and feeling important within my community of friends and teachers, and not just at home.</p> <p>Being part of a larger whole is so important for children to experience their value and contribution to the world, and especially to their sense of belonging. It encourages them to continue to participate in life, bringing their talents and problem solving abilities, and finding areas of need to apply</p>
102	10/10/20 21:21:25	Galiano Island	parent	<p>My children currently attend school on Galiano. I am NOT okay with them being directed to Pender for any schooling during any period of their education. I expect them to have the same access to the GULF ISLANDS Secondary School as all the other children in the Gulf Islands. 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. 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>
103	10/11/20 9:15:54	Galiano Island	community member	<p>I support these actions to help the students on GALIANO Island.</p>

104	10/11/20 10:19:53	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. • 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?
105	10/11/20 11:18:34	Galiano Island	parent	<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>The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward</p>
106	10/11/20 11:53:25	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> <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>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>
107	10/11/20 12:29:50	Galiano Island	SD64 employee	<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.

108	10/11/20 12:33:23	Salt Spring Island	parent	<p>1 What is the cost of closing one of the three underused elementary schools on SSI</p> <p>When I asked Rob this he said that the parents did not want any neighborhood schools closed. Found this interesting as I would not consider any of the three schools neighborhood schools as this designation is for schools that students walk to. You would be hard pressed to get even 20 kids that walk to their school. Is SSI scheduled to be earthquake upgraded in the near future? Would it not then be more prudent to shut it down as opposed to the middle school.</p> <p>2. My concern with closing the middle school is that you will lose the music program, the French Immersion program and the circus program. If you ran the French Immersion program in the newly configured elementary program it would have to be run out of only one of the schools so kids would have to move out of their so called neighborhood schools anyway. These programs are so important to provide something of interest for those students that struggle with academics.</p> <p>3. Concern for the students of the outer islands going to Pender for grade 8 and 9 because unless they have a functional woodwork shop or cooking or sewing lab what electives would they have? Can't see the district supplying a music or drama teacher for Pender as the numbers would not warrant it. Has the district ever considered putting water taxi services out to tender? BC hydro has to contract out boat services for transportation to outer gulf islands and I believe that there was interest from more than one contractor.</p>
109	10/11/20 12:32:10	Galiano Island	community member	<p>During a Pandemic you are working against parents and their children on Pender, Galiano, Saturna and Mayne to make changes that will negatively affect their education. This is unconscionable. You are stressing families out at a time of huge stress for everyone. Maybe you haven't noticed the groundswell of opposition to your proposed "scenarios". At a time when we should all be working together to make it thru this unprecedented time you are working against the families in SD#64. If you have any morality and/or empathy I implore you to "press pause" on this process, let families have some breathing space to focus on their children. You are actively adding a layer of stress at this time as parents spend time and energy they don't have advocating for a fair and equitable education for their children in SD#64. The M of E gave SD#64 some breathing space to deal with their deficit, now pass that generosity and empathy forward and give parents some breathing room. It is obvious to me that you do not have the support of a majority of parents on the Islands. Why would you move forward? More consultation is necessary so that every family and student feels heard and valued. If you, as staff and board, cannot come up with a fair and equitable solution to your deficit problems then ask the parents for their input. They have lots of creative and practical solutions that you are choosing to ignore at this time.</p> <p>Press pause, consult more, be fair and leave no island, family or student feeling like they must take second place in this school district. You owe the students of our islands that much!</p>
110	10/11/20 14:47:02	Galiano Island	community member	<p>I have lived on Galiano for 35 years and have had children go through the school system. I also have grand children who will soon be in school. I am writing to share that I am very troubled by the reconfiguration recommendations and strongly urge the district to press "pause" on the current process. The quality programming and unique facilities at GISS should be available to ALL Gulf Island students. The outer island high school students should not bear the burden of district budget cuts. All of our learners deserve the same access and opportunity during their high school years as their Saltspring counterparts. Thankyou..</p>
111	10/11/20 15:07:38	Galiano Island	community member	<p>I've had kids and grandchildren graduate from GISS and I'm writing to say I am deeply troubled by the district's reconfiguration process and it's proposed plan to have outer island students attend Pender Island for grade 8 and 9. GISS has the proper facilities and programming for high school, plus extracurricular opportunities that would not be available on Pender. All students deserve to be treated with equity. Why do the outer island students have to bear the burden of your budget cuts significantly more than Saltspring students. High school is such an important time of life. We owe it to our Gulf Island outer island youth to do better for ALL of them. Please press pause on the reconfiguration process and give our island communities an opportunity to consult meaningfully with the district. We should all be working together to get more funding from the Ministry of Education before your proposed drastic cuts are implemented. Thank you</p>

112	10/11/20 17:33:44	Galiano Island	parent	<p>I'm a parent of two children at Galiano school. I'm considering leav the island if education is not out first, and I agree with the following:</p> <p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p> <ul style="list-style-type: none"> · 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. <p>Thank you</p>
113	10/11/20 18:45:27	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.
114	10/11/20 18:59:20	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> <ul style="list-style-type: none"> · 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.
115	10/11/20 20:54:29	Pender Island	parent	<p>Keeping our kids back on Pender til grade 10 poses a serious disadvantage to our Gulf Island kids. One of my kids is an athlete who has grown out of the Pender baseball field, we can't afford to commute to keep him in sports. That difference of a year being held back is absolutely a disadvantage with competitive sports. He was looking forward to having more opportunities to play more sports in grade 9. I work for the local real estate company (Dockside Realty, Pender and Saturna) and people message me frequently asking about our school system before moving here with kids. I'd have a hard time telling them it's that great if their opportunities were to take a hit like this. Create an alternative that attracts kids in the higher years to it, without holding everyone back, particularly those who are disadvantaged by being held back from bigger school opportunities missing on the smaller islands.</p>
116	10/12/20 1:40:23	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. The high quality programming and facilities at GISS should be available to all students regardless of what island they love on! Any budget cuts made should have the same impact regardless of where you live. There 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 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 B.C. Ferries and public bus systems).</p>

117	10/12/20 2:15:26	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. 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. There 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 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 B.C. Ferries and public bus systems).</p>
118	10/12/20 9:06:23	Galiano Island	community member	<p>First, I think it is important that there be time to seriously look at the options considered, which we have not been given. We did not even see them until the comment period was over. Let's focus on keeping everyone safe right now, and take more time with this issue to get it right for the long term. I think that more time should be spent on considering other transportation options that would allow all of our children to access equal educational and social opportunities. There are ferries, other private carrier options, etc. beyond the current contract that should be seriously considered in the longer term.</p> <p>Whatever option is ultimately chosen, it should be based on a principle of educational fairness - outer island children should have the same opportunities as Salt Spring students.</p>
119	10/12/20 10:09:26	Galiano Island	parent	<p>I am writing to express my concern over the reconfiguration options. My son just started high school on saltspring this year. I kept him on Galiano from k to 8 even though some of his peers jumped to the middle school with mixed results. But he is ready now! Ready for new teachers and experiences that high school can provide. I worry about a junior high school model on Pender. Will kids have one teacher for all subjects? After 9 years at Galiano Community School often with at least 3 years or more with the same teacher who has certain interests and skills he is ready for a more specialized experience. I guess my biggest concern is that Pender will take a lot of extra funds to be a worthwhile program and i didn't really understand how that was factored in to costs. I would really like this configuration discussion slowed down. Honestly the funding formula needs to be looked at if we are asking outer island communities to lose access to a state of the art high school that our taxes helped pay for. I see a dangerous pattern of high property prices (lots of tax revenue) =less kids and cuts that hurt the outer islands disproportionately and then leads to a further drop in enrolment. Also option 5 is not an option!!</p> <p>I went to GISS. I enjoyed going to Mayne Island for grade 8 and 9. But it was a pretty full program because of the energy of the teachers. We did Drama. We had a wood shop. We did home economics. I have seen nothing to show us that the Pender island option will be equally as full. I also really enjoyed stepping into high school on Saltspring(old high school). I don't think it's fair to ask our kids to miss out on any of the electives and experiences that a bigger highschool can provide.</p>
120	10/12/20 14:14:13	Galiano Island	community member	<p>As a grandmother of a student from the Outer Gulf Islands I know how important it is to be able to go GISS from grade 9. Because of this Ella was able to accelerate her learning in areas in which she was falling behind ie. Literacy and Math and this also gave her more confidence in her studies as well as increased her own self confidence.</p> <p>Therefore I ask you to 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, certainly much more than only a month. Any cuts should have the same impact regardless of where one lives, rather than placing more of that burden on students of Mayne, Pender, Saturna and Galiano.</p> <p>We should all be working together to approach the Ministry of Education for more funding before we make such drastic cuts and impacting our children for decades to come!</p> <p>Pressing pause will allow more time to forge creative, equitable and sustainable options.</p> <p>The future of our children is at stake.</p>
121	10/12/20 18:51:12	unknown	parent	<p>I think the opportunities for my son would increase with a grade 9 entry to SSI highschool.</p>

122	10/12/20 18:39:07	Salt Spring Island	parent	<p>Please press pause on the reconfiguration process! I thought this in the Spring and gave feedback to this effect in the last round of sessions. This is even MORE relevant now that COVID is still so much a part of our lives and stress levels are so high. Those of us who would want to be more involved simply cannot be. And of course the District employees and trustees cannot possibly have the appropriate focus right now on this, with all the work they must be taking on with making students and staff safe. It just needs to be paused for the remainder of the school year. The decision is too important and the concerned response from the parent community throughout the islands and district warrants the granting of this request.</p> <p>The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. I would like to see an independent analysis done on the forecast numbers. Hopefully if we have a pause, then there is time to do this. Perhaps the outcome will be the same, but also, it might come up with different numbers and models for reconfiguration, if indeed reconfiguration is deemed necessary.</p> <p>As a parent of a child in Grade 8 French, and with another in Grade 4 hoping to pursue French Immersion as well, can the District please promise that if SIMS is closed, FI absolutely WILL be offered at SSE as they have suggested?</p> <p>As the saying goes, "Measure twice, cut once." Please let's press pause to allow more time to properly consult and get this right. The district may think it has done so already, however I respectfully but strongly disagree.</p>
123	10/12/20 19:52:12	Salt Spring Island	parent	<p>Given the current Covid pandemic, I am concerned about closing down the middle school and increasing density in our Elementary schools and high school. I am also concerned re the data for decreasing enrollment based on Salt Springs birth rate. Over the past five years our birth rate has been 50-60 births with an increase 2-3yrs ago to 70+. I have witnessed a growing trend of young families with new babies moving to the islands and this larger population would not be captured in your stats of projected decreasing enrollment. I foresee many families leaving the city for safer havens during the Covid crisis and our geography, hospital and community makes Salt Spring very attractive to relocate to. I understand our district needs to be fiscally responsible and has some very challenging decisions to make.</p> <p>As the funding formula was slightly better than projected, can we put off closing the middle school until we have a better grasp on our "new normal".</p>
124	10/12/20 20:39:01	Galiano Island	parent	<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. • 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.
125	10/12/20 20:34:50	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>These proposed cuts disproportionately affect outer islands kids that already have limited educational programming and facility options available to them.</p>
126	10/12/20 21:08:50	Salt Spring Island	parent	<p>Please stop the reconfiguration wheels until 2021/22 year. Our, and your, efforts and energies should be going towards pandemic needs. This is not the time to make a major change. We have too much going on and it's too difficult on families. Be reasonable.</p>

127	10/12/20 20:24:11	Galiano Island	parent	<p>As a former SD parent of 3, now with 4 grandkids in SD 64, all from Galiano I am extremely concerned about you pushing ahead with reconfiguration during the current covid crisis. I do not think you have been able to adequately engage with the island communities you serve. Your report tells you enrollment projections are down but doesn't break it down by Island. Why? Your report puts forward proposals that have not been realistically costed out. There are so many more questions that need answering. Meaningful consultation requires accurate detailed info sharing well in advance. Press pause on this process now ...it is flawed and will never bring about a sustainable solution. High quality programing at GISS should be equally available to all students throughout the school district.</p>
128	10/12/20 21:15:08	Salt Spring Island	parent	<p>I feel strongly that the reconfiguration should wait until next year. With so much uncertainty, this is not the time to be re organizing SD64.</p>
129	10/12/20 22:33:22	Salt Spring Island	parent	<p>I haven't attended meetings and know minimal details but I grew up on SSI and think things would be better if we reverted to just an elementary school and high school like we had then. Transitions are hard and the middle school just seems to be introducing the younger kids to things like smoking. Also, I suggest middle school be phased out rather than abruptly ended and reintroducing the older kids back into an elementary school setting.</p>
130	10/12/20 23:46:35	Galiano Island	parent	<p>I understand that you may feel you've accommodated the many reasonable requests to slow down the Configuration process by postponing decisions for a month, but wide spread and ongoing confusion and outrage about most of the proposed 'scenarios' strongly suggests that a one month delay is by no means adequate.</p> <p>The timeline of this review (that didn't allow for significant public consultation FOLLOWING the public presentation of the modeled scenarios) would have been wonky at the 'best of times. But the attempt to push through sweeping and widely unsupported changes in the District in the midst of the Covid-19 and racism pandemics is to be completely tone deaf to the moment we are currently living in.</p> <p>There are SO MANY other things that need tending to at this challenging time, and yet you've opted to myopically focus on forcing through drastic changes that clearly do not have widespread support.</p> <p>In addition to being out of step with standard institutional responses at this time, the rush on this is based on misinformation. Despite the reality of having funding protection for the next 5-7 years, a narrative is circulating that The Board of Education is required to implement Configuration changes IMMEDIATELY by law (in order to present a balanced budget). Clearly there are over-spending (and/or under-funding) issues that need to be addressed in the near future, but they are not imminent enough to justify forcing final decisions at this time.</p> <p>The public presentation of these scenarios on September 16th 2020 ought to have marked the BEGINNING of the consultation process--or at least the start of the 2nd round of consultation—and not the END of it. Presenting concrete scenarios that the public can get their teeth into and try to wrap their heads around only AFTER the "official consultation process" has ended is shockingly backwards, and reveals a 'bad faith' approach to public consultation.</p> <p>It is grossly irresponsible to make such sweeping changes without taking the time to carefully consider the myriad impacts that each of these scenarios would have on the educational experiences and outcomes of ALL students in this district. Even the Trustees have only had a month to consider the details of the various scenarios that have been modeled, let alone substantially assess the impacts they might have on students/their constituents for years to come.</p> <p>In addition to giving stakeholders a chance to carefully consider the long-term impacts of the suggested budget cuts, pressing pause will allow more time</p>

131	10/12/20 23:49:41	Galiano Island	parent	<p>I shared the Configuration 'Data Booklet' with one of the MLA Candidates in our riding. Within minutes of looking it over, it was clear to him that is was "totally inappropriate and inequitable to lay out budget information in a way that puts a comparative 'per unit' cost on the heads of students from different areas in the same District".</p> <p>With all the talk about Equity in the district, I would have expected greater appreciation of how problematic a per-student break down like this is—especially when comparing students from islands with vastly different populations, and proximities to the Board office, and given the widely accepted assumption that per-student educational costs are higher the more sparse and geographically dispersed the population (an assumption that is no doubt at the heart of 'remote geographic factor' funding). Given this, I found the 'divide and conquer' attempt to blame the students of Mayne, Saturna, Pender and Galiano for the District's deficit offensive and distressingly transparent.</p> <p>The 'per unit' # crunching is a classic case of confusing the principal of equity with the concept of equality (or fairness). If this comment box allowed for graphics, I'd insert the much-circulated image of kids of different heights trying to peak over the fence using 'equally sized boxes'. You know the one. Or do you? It seems like there's 2 main ways to read your decision to frame the 'budget problems' in this district in this way:</p> <ol style="list-style-type: none"> 1. There's a lack of genuine understanding of what 'Equity' actually means (which is possible given the statement at a recent meeting that "it's an equity issue—the students of Salt Spring have been carrying the burden of the education of outer island students for years"). <p>or</p> <ol style="list-style-type: none"> 2. A decision was made to strategically and repeatedly deploy the word 'Equity' to compensate for the obvious inequities embedded in most of the scenarios presented (which are essentially 2 'big ideas' served up 4 different ways). Scenarios 2-4 would see outer island students disproportionately affected by the budget cuts, and further exacerbate SD64s 2-tiered education system by prohibiting Saturna, Pender, Mayne and Galiano Island students from benefitting from the robust programming at GISS (core subjects and electives) until grade 10 (if at all, as outlined in Scenario 5), while allowing all of the other students in the District to attend GISS in grade 8. <p>Neither bodes well for the current and future students of Galiano, Pender, Mayne and Saturna.</p>
132	10/13/20 7:40:10	Galiano Island	community member	<p>Please take more time to study the impact on the education and well-being of children in the Outer Gulf Islands. Decisions of these magnitudes should be driven by principles and what is best for learning. Many Outer Gulf Islands students struggle with the transitions they face in schooling. The pandemic has exacerbated this and now is not the time to add to the struggles.</p>
133	10/13/20 9:59:51	Galiano Island	parent	<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>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>

134	10/13/20 10:15:54	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. Proper community consultation can not possibly be conducted during a pandemic. While some community consultation may have been conducted to get to these scenarios, it is imperative that community consultation is now conducted so that all families and community members are aware of the choices that are available and have a chance to have their input heard. When the 4 day week was being discussed there were 2 years of consultation conducted which included all the trustees and senior admin traveling to each of the islands 3 times to hold in person meeting which of course is just not possible right now. On Galiano parents and community members have been shocked to read the feasibility report when I posted it on my personal facebook page. There is just no way to get information to people right now in this time of COVID which makes it impossible for the appropriate consultation to occur.</p>
135	10/13/20 10:17:09	Galiano Island	parent	<p>The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on. The scenarios that have been offered in the feasibility report are insulating to say the least. I understand that there are cuts that need to be made but doing it on the backs of children on the outer islands will have devastating repercussions on their educational success, their futures and our communities. It seems as though the senior admin has not considered the drastic impact some of these scenarios will have on our children. Developmentally, kids will not want to stay in an elementary school until grade 12. If their families can not move to salt spring or to another district they are likely to not finish high school or if they do it will be impossible to have completed university entry classes in these schools. They will also have zero to no access to electives such as the ones offered at GISS for their entire high school career. If this scenario is seriously being considered by the district I would like to see a thoughtful plan as to how logistically this will work. Will a child on the outer islands be offered calculus 12 or chemistry 12? How will their college application look with no extra curricular activities or electives listed. These are things that will directly effect their success in life and standard of living. The scenarios that offer late entry to GISS for outer island children are also limiting their access to an equitable education. Why should children on the outer islands have to do a grade 8 and a grade 10 transition when this is now known to be not beneficial to students. In the scope of opportunities this is one of reasons for closing SIMS. Why is there one set of rules for kids on Salt Spring and one for kids on the Outer Islands? It is also unfair the children on Salt Spring will have access to an amazing facility like GISS for 5 years while kids on the Outer Islands for only 3. By grade 8, developmentally most children are wanting to pursue their interests, whatever that may be. At GISS there is a full range of amazing electives to choose from; French, Spanish, music, art, dance, robotics, culinary art etc. Why would we want to limit Outer Islands children from having the same opportunity to develop their skills and passions over the full 5 years of high school. 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. The amount of times Superintendent Scott Benwell and others said the word equitable in the last meeting while talking about stripping away access to education for our children was sickening. He may need a quick refresher on what that word actually means.</p>

136	10/13/20 10:18:50	Galiano Island	parent	<p>The current Indigenous Enhancement agreement for SD64 states that the district will “Ensure Indigenous Students experience their highest levels of academic, cultural, social and individual success while in the care and service of SD64” Please show me how any of these scenarios will allow Indigenous learners who live on the outer islands to reach their full potential? By limiting access to GISS, you are limiting access to many opportunities (academic, cultural, social etc) for these kids and there for limiting their individual success.</p> <p>The Indigenous Enhancement agreement for SD64 states also states that the “School Trustee Board and senior staff will close the graduation gap between Indigenous and non-Indigenous students” These scenarios will only open this gap further for students on the outer islands.</p> <p>If your actions and decisions in the district do not support the goals set out in the Indigenous Enhancement agreement, it has no value. I have had two Indigenous children in this District who have been denied access to school programming that we know would benefit their emotional and educational success. Luckily for them in the end, they were able to attend the school they needed to attend for their needs but it was not with out a fight and some luck with water taxi ridership number. This is not how student education should be determined. Where is the student success first model of education in the district? All we hear about is the budget. The Indigenous Enhancement agreement means nothing if it does not promote the success of every Indigenous students in our district.</p> <p>My Indigenous son signed the SD64 Indigenous Enhancement agreement in good faith that the goals and promises set out in the document were intended in for all of the students in this district, not just those who happen to live on Salt Spring. If this is not the case, we will have to have his name removed from the document.</p>
137	10/13/20 10:29:27	Galiano Island	community member	<p>I just read the SD 64 Feasibility Study and I am very concerned. It's unfortunate that this decision making process is taking place during a time when meetings can't be held on the various islands. A decision of this magnitude should not be made until the pandemic situation can be resolved and there is a better process for input. This is a time of great anxiety for many young families as you know. The process as now designed is going to cause a lot of stress and worry. Just suggesting these changes is going to result in families thinking about resettling elsewhere, damaging our fragile community. By proposing a completely unacceptable plan to bar Outer Island students from attending GISS at all, SD 64 hopes to facilitate acceptance of a Pender Island 8-9 Middle School. Having a middle school for the outer islands was tried in the 80's and early 90's. My two children both attended it. It perpetuated a level of high drop out rates and caused some very unfortunate other consequences. Many of the parents on Galiano attended the Mayne Island Middle School as students at that time and I am sure this is triggering a lot of feelings of fear and concern. Since Galiano students have been able to travel to Salt Spring for the upper grades, there has been a much higher completion rate. With the current situation in which Galiano students have access to GISS by water taxi, satisfaction with the school situation is the highest I have seen in my 50 years of living on Galiano. I think SD 64 has done an excellent job in recent years integrating the diverse islands of the district into a good system and should be very proud of efforts to date. Any efforts now should be directed to supporting the core mission of the district which is supplying a safe and solid education to all even if it means a few amenities have to be cut back . The eyes of the entire Galiano community are watching this situation and we are looking for a fair deal for Outer Island kids. Canada is actually in a federally declared state of emergency at this time - now is not the time to push through unfair changes. In Hawaii, the smaller islands are called "Neighbor Islands" which is much friendlier than "Outer Islands" - it would be nice if Salt Spring would start treating the smaller islands as neighbors and stop trying to solve their budgetary problems by disadvantaging our kids. I know it is the board's job to work for the good of all, but there must be another way to balance the budget.</p>
138	10/13/20 11:01:59	Mayne Island	parent	<p>I am in agreement that 8th grade be grouped with high school, and I support the proposal for Pender Island to become the default high school location for the outer islands, a foster community of Mayne, Galliano, Saturna, and Pender. Thank you</p>

139	10/13/20 11:00:12	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. • 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. • 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? • 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. • The District hasn't provided enough detailed information or allowed for meaningful consultation on the limited options brought forward. <p>Mostly I am just deeply disappointed at the lack of honesty, integrity and transparency during the consultation process. Despite being asked the direct question, you continued to claim this was not due to the need to cut spending. This has decimated trust and I cannot understand why you would chose to interact with your parent community this way. Please be honest.</p>
140	10/13/20 10:48:05	Galiano Island	parent	<p>At the end of September we made the very difficult decision to remove our child from SD64. This was not a decision we made lightly but felt like we did not have any options left with September 30th coming up quickly and the sense of urgency that was portrayed by the district in reference to the reconfiguration during the September 17th Zoom meeting. The district did not provide a timeline for the implementation of the whatever configuration option the district decided on and we did not feel comfortable with the options we were given.</p> <p>Our child has been aware of the configuration options and the fact that going to school on Pender was the most likely option. This caused him increased anxiety when the transition from elementary causes children more than enough stress! We were not willing to allow the district, that has minimal experience with attending school from one of the outer islands, to make these serious decisions with our child's education. Our family already has a history (residential school) of being displaced from our communities and sent off to something unknown. This potential move to send our kids to school on Pender gave us a similar sense. We try not to repeat some elements of our family's history.</p> <p>Switching our schools to K-12 without an off-island option (SSI) feels like the district is ostracizing our children from the other islands when we should be more inclusive of each other. In previous generations there was a history of inclusivity amongst most of our island communities and we still try to maintain that. Some of these configuration options would put an end to that.</p> <p>I strongly urge the district to 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]. While pressing pause 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>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. The high-quality programming and facilities at GISS should be available to all students regardless of what island they live on.</p>
141	10/13/20 12:51:56	Mayne Island	parent	<p>As the outer gulf island students are already at a disadvantage in connecting with the SSI students, I do not wish my children to be sent to Pender for grades 8 and 9, knowing that they will face a much harder time in school trying to integrate into groups of friends that have already had two years of high school together. If grade 8 was to be canceled for Mayne School, there should be an easy option to allow my children to join SSI high in grade 8 to give them the best chance of a positive and friend-filled high school experience, as the friendship part of high school has a huge impact on the overall experience. Also, SSI has such wonderful amenities and I would like those offered to my children as well.</p>

142 10/13/20 13:18:21 Salt Spring Island parent

I am very disappointed with the process used to reach the one conclusion that the only solution is to close SIMS and direct outer island students to remain on outer islands until late high school entry to GISS. I feel that the utter waste of time and resources to pretend to allow for feedback on what appears to have been a pre-drawn conclusion was terribly done and alienated many (and personally insulted many) in the process. The SD64 Trustees and administration have led many to conclude that they collectively have no interest in public feedback and will just do whatever they please. The sad thing is that many parents have been insulted and marginalized by the behaviour and attitudes of SD64 throughout this. Overall, I am not certain that I am opposed to the plan to shut down SIMS, but I certainly am not in favour of how it has come about. There are no details that would allow anyone to have enough facts to form a reasonable conclusion as to whether it is even a feasible plan. Where are you going to put all the SIMS students? In the already quite crowded elementary schools? What will happen to SIMS programming? What will happen to the current students at SIMS? As someone who has years of experience and legal research into public consultations, this is among the worst I can think of. The consultation was a farce, and the term "scope of opportunity" is atrocious. Presenting a solitary plan (with minimal details about how the plan can be implemented) is not a "scope" of anything. The lack of information and the lack of options being presented for consideration is just adding to the unhappiness and distrust that most parents are feeling. Added to this is the fact that SD64 is effectively slamming this through in the midst of a pandemic - holding meetings where people are not allowed to ask questions or talk - it's all very unsettling and certainly disappointing as both a parent and a taxpayer.

143 10/13/20 12:58:13 Pender parent

Re. Scenario 5- Turning Pender Island into a K-12 high school 'hub' for students from Pender, Galiano, Mayne and Saturna Islands.

I currently have 3 children (Grades 10 and 9 x2) who make the journey over to GISS everyday from Pender Island.
I believe I would have a major mutiny on my hands if the above scenario were to be adopted... and rightly so.

There are many reasons for why I feel Scenario 5 is a terrible one... and especially unkind to those who are already at GISS.

1. The variety of programmes/out-of-school activities/amenities on offer at GISS... eg. GISPA, drama, team sports, languages, choir, dance, band, lunchtime/after-school clubs, computer labs, 3-D printers, workshops, the library etc.
2. The variety of teaching staff (with a wider range of teaching styles) to teach all of the above.
3. Single grade not multi-grade classes for academic subjects at GISS.
4. The social implications- there is a much bigger pool of children with whom to connect at GISS... very important for children whose choices are more limited due to living on a smaller island.
5. Extra learning support/resources and alternative programmes available for those that need them... eg. Phoenix

It is my opinion that a high school on Pender Island cannot possibly compete with all that GISS has to offer. I see GISS as an important 'stepping stone' between small island life and the bigger world out there... a right of passage once a child reaches Grade 9.

At the very least, I ask that those children who live on the Outer Islands are given the choice as to where they would like to go to school.
I know without a shadow of a doubt where my 3 would choose.

Thank you for your consideration.

144	10/13/20 15:19:25	Galiano Island	parent	<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.
145	10/13/20 15:20:31	Galiano Island	student	<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.
146	10/13/20 15:21:26	Galiano Island	student	<ul style="list-style-type: none"> • 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]
147	10/13/20 15:10:04	Salt Spring Island	parent	<p>I am a former SD64 parent, now grandparent, long term community member and ratepayer.</p> <p>I am VERY CONCERNED and deeply dismayed at the way you have managed this Review. I am opposed to the board making a decision without much fuller notification and more informed discussion with all affected island communities about options and consideration of all ramifications.</p> <p>If Highschool is to start at Grade 8 then all the grade 8s in district should be attending GISS and receiving the benefit of a fuller program. Equal access to all.</p> <p>If the Ministry's funding formula doesnt allow for that then the Board with help from communities needs to get the formula changed!</p>
148	10/13/20 16:03:59	Pender	student	<p>I think keeping 14-18 year old kids on such a small island is a really bad idea. I'm currently coming to GISS from Pender and I can confirm that Pender leaves little room for expression. There aren't any extra-curricular activities, and it's such a small island. Keeping growing children cooped on such a tiny island, mixed with kids much younger than them seems like such an awful idea.</p>

149	10/13/20 17:06:30	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> <p>When I was a SD64 student on Galiano we went to Mayne for grades 8 and 9. Saturna students went to Pender for 8 & 9, then everyone from the outer islands went to Saltspring for high school One of the primary benefits of having the middle schools on Mayne and Pender was that gr 8 & 9 students had a shorter boat ride which allowed gr 8 & 9 students to have a shorter day than going to Saltspring.</p> <p>Having Galiano students travel to Pender would negate that benefit, and if Galiano students are going to boat that far then they should just go to Saltspring where there are better facilities.</p>
150	10/13/20 15:32:13	Pender	parent	<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. The proposed cuts disproportionately affect the Outer Island kids that already have already had limited educational programming and facility options available to them. • We are especially concerned regarding athletic opportunities for the kids Outer Gulf Islands who need to learn high performance athletic skills, as opposed to exercise for participation only. Pender does not have teachers with the expertise required, only has an already-fully-used elementary level gym and limited resources, and has no opportunity for intramural or inter school competition. For athletic children, access to supporting facilities, resources and coaching is essential to their growth and development, well-being and mental health. My son in Grade 8 plays high performance baseball in Victoria. But I have noticed that the lack of competitive athletic programming at the Pender school, and the lack of knowledgeable teaching of skills, is already hindering his athletic development. And this is in a community that can not make up this lack through community athletic opportunity. Keeping these children on Pender for Grade 9 will only greatly compound these issues. Grade 9 is a pivotal year for Outer Island kids athletic development, given their previous lack of support in this area. • If SD#64 wants to have a high school program on Pender to help balance its budget. It should make a kick-ass program, specialized in some area(s)/ways not available at GISS. So that students will want to stay on/come to Pender to participate. With a little thought and effort this is entirely doable, and presents a wonderful opportunity. But do not have a second-rate program, that pales in comparison to what GISS offers, and keep the Outer Island kids as captive participants. • Please press pause on the configuration process. In this stressful time of navigating Covid-19, stakeholders must be given a chance to be consider the long-term impacts of the suggested budget cuts. The District hasn't yet provided enough detailed information or allowed for meaningful consultation on the limited options brought forward.

151	10/13/20 18:28:05	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> <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>
152	10/13/20 18:23:11	Saturna	parent	<p>I have one child in Grade 10 attending GISS and another child attending Grade 6 (her first year there), on Pender. Both my children attended Saturna Elementary from K-5. My child who is at GISS attended 6-8 on Pender. Of the scenarios presented my husband & I are most in favor of Scenario 3, though we are not 100% in favor of any of them. We wish to see GISS remain the high school for the Outer Island kids, not Pender, without any extra hoops to jump through, like cross boundary requests or such.</p>
153	10/13/20 18:47:05	Galiano Island	parent	<p>Hello,</p> <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. 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.</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. 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?</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>
154	10/13/20 18:48:22	Galiano Island	student	<p>I am an outer island student and would like the school set up to stay as it is now because I don't want to leave earlier than we do now to an island that isn't Salt Spring. I also really want to play soccer and am worried there won't be enough kids on Pender. I also don't think its fair to change things without talking to the kids. Kids should be the focus and what they say should matter.</p>

155	10/13/20 19:00:37	Galiano Island	parent	<p>I live on Galiano Island and have a child currently in grade 5. I am concerned that my child will not have the same opportunities attending middle school on Pender as Salt Spring Island children will have attending on SSI. I am also concerned about needing to make connections and relationships in two different communities, Pender for middle years and SSI for high school, in order to support my child in extra curricular activities. I accept that parents need to go above and beyond to support their children from Galiano, but this proposal is just piling on.</p> <p>I am sorry to say that I sat through the Committee of the Whole presentations on September 17th and came away utterly disappointed with the Board and the staff. It is absolutely clear that the outer Island students of SD64 will be disproportionately affected by the changes being proposed. The most disappointing aspect is that staff and Board are not acknowledging this, and are choosing instead to steam-roller ahead trying to convince everyone that the proposed changes are equitable. When I say proposed changes, I am talking about the outer islands middle years students attending on Pender rather than SSI. It was clear from the presentation that this is the option that is preferred by staff and Board.</p> <p>The problem with this approach is that by denying the inequity, there can be no conversation as to how to make up for it. If this truly is a financial decision and there are no other reasonable options, the conversation and effort should be focused on how to make the Pender experience exceptional and equivalent to that of the SSI experience.</p> <p>In the funding models it seemed clear that having children attend schools on the outer islands brings more revenue into the district. I would like to see that all additional funds received through the unique geographic location stream be invested directly into the outer island communities. Likewise for any funds saved from water transportation.</p> <p>On the topic of unique geographic allocations, should you (the Board) and community members be lobbying the provincial government to change their model so that this funding stream is based on the child's residence rather than where they attend school?</p> <p>Finally, I have been involved in many public processes in my life and this one has been a failure so far. You still have a chance to save this - even though we need to contend with very difficult decisions. I suggest that you re-think your approach and make good to the communities that you serve.</p>
156	10/13/20 19:49:00	Galiano Island	community member	<ul style="list-style-type: none"> • 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?

157	10/13/20 19:50:15	Galiano Island	community member	<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. • 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]
158	10/13/20 15:42:59	Salt Spring Island	parent	<p>I am glad that equity between students has been identified as a priority during the reconfiguration. Having come from a remote community I feel great empathy for the students who have to travel. Going to a highschool in grade 11 makes it very hard to integrate and it is improving that those students are not isolated. I can see the reasons behind wanting to move grades 6-10 to the Outer islands but how will those students keep up - to peers, in academics or in arts/sports? Can you provide great teachers and curriculum resources to those students? Or is it just a shell game and these outer island kids may or may not get a good education?</p> <p>I was given a \$350 monthly boarding allowance in 1996/97 and it is the same amount today for kids who need to board. Is it not possible to increase that allowance to save on transportation costs thru the week?</p> <p>It seems so out of touch with 2020 needs.</p> <p>I support the closure of SIMS as it is not serving the students well.</p> <p>I don't see anywhere in this documents anything about improving services to IEP students and that was a big touchpoint in the thought exchange.</p> <p>Thank-you!</p>

To all whom reads: This is an outrageous and ill thought out process that requires a serious and proper reconsideration. We lived on Galiano island for 12 years. When our son reached grade 6, he was ready for and wanted to go to middle school on Saltspring to benefit from expanded social and extra curricular activities. There were only three other kids in his grade on Galiano at the time. The following year we navigated the horrors of uncertain space on the water taxi, right up until the very start of term. Can you imagine standing on a dock with your child, on what should be a most exciting first day of school, wondering if your kid is able to even get on the boat? In grade 7, he began commuting under the auspices of being part of a program (that is now under the axe). By the end of the year, and in response to his experience, we rethought our entire family positioning and upended our lives to move to Salt Spring, renting a second accommodation. We were amongst the very few, very fortunate to have had the economic resources to be able to do so. We now remain displaced Galiano islanders who were forced to find alternate solutions in order to provide our son with the same opportunities afforded to those with geographic advantage. The regional funding is not clearly not equitably distributed and in fact appears to serve a disproportionate sector of the district. This is unfair and a clear misuse of educational funding. ALL island families should benefit from this system, not be harnessed as a 'cash cow' that serves others while neglecting the families who are at the very source of funding. Atrocious process and lack of consultation abounds. Feel free to contact me.

Press PAUSE on the PROCESS, so a better solution can be sought.

- 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.
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- These proposed cuts disproportionately affect kids that already have limited educational programming and facility options available to them.

161 10/13/20 23:51:20 Salt Spring parent
Island

Dear Trustees

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.

Thank you for your commitment to your community,

162 10/13/20 23:54:10 Salt Spring parent
Island

Dear Trustees,

As some of you know, I have three children are currently, or have been, SD64 students. All three of them are/have been in French Immersion (FI). After making the difficult decision to leave Haida Gwaii 15 years ago, we scoured the BC coast to find a place to live, work, and call home. We committed to our eldest daughter that we would only consider communities that included French Immersion, and we decided on SSI.

Our daughter greatly benefited from the programming in SD64, but I believe, and research shows, that all of society benefits when there is a strong education system. She started in Grade 6 at SIMS, and was part of the first class to complete the Grade 11 Intensive French year. Her French language skills helped her earn entrance and partial scholarship to United World College where she attended Atlantic College in Wales, UK for two years. After university, she went on to work with the Elizabeth May's constituency office and caucus in Ottawa, and currently works for the provincial third party caucus in research and communications (BC Greens before they dissolved since the election was called). SD64 played a significant role in her achievements, and cutting high quality programming risks limiting future generations of students and their achievements. The SD64 FI program should not be ended lightly, and I continue to be greatly concerned about the discussion and language used around this programming. Intensive French does not replace FI, and it should not be presented as such. Please preserve the SD64 FI program.

Thank you for your consideration,

163 10/13/20 23:57:58 Salt Spring parent
Island

Dear Trustees,

Please pause the configuration review process. 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].

Thank you,

I implore the Trustees of the Board of Education to delay making a decision regarding configuration in our district at this time. In light of the Covid-19 Pandemic and the many unknowns the pandemic presents, this is not a time to act carelessly, nor can we afford to rush a decision that will impact families of this community for decades. As the District Secretary Treasurer has stated in recent meetings, the Board is not required to act immediately, and has 5-7 years to do so; taking immediate action on this decision, at this time, without fully understanding the consequences, both intended and unintended, would be nothing short of irresponsible and reckless.

As a member of the SIMS PAC Executive team, I have heard from many parents and other stakeholders throughout the configuration review process, and the feedback I have received from parents is nearly unanimous: The five models presented by the District lack creativity and are limited in identifying possible solutions to the upcoming fiscal challenges the District faces; Parents have come to believe that the Board has fallen far short in seeking the expertise and knowledge of the community as a whole in finding a suitable solution. Many parents believe that the communications from the District staff and the Board have been disingenuous, misleading, and appear part of an agenda to quickly make a decision without proper consultation. The Trustees, our elected officials, have an opportunity now to restore the public's trust and renew faith and goodwill by rejecting all of the five models submitted by the District staff at this time and embark on a meaningful process of consultation and collaboration over the coming years to ensure the best possible solution is sought for our children.

Some issues that I have with the models presented by the District, and with the timing of this decision:

- The models do not ensure that high quality programming will be available to all students equitably;
- Students from the outer islands will be disproportionately impacted with a poorer quality education experience than their Salt Spring counterparts;
- Closing a large space like SIMS and further condensing students into smaller spaces at the remaining schools puts children and teachers at greater risk of transmitting the Coronavirus;
- Insufficient information has been presented regarding the need to close special programs such as French Immersion;
- The Board has not done enough to engage and work with community members to secure special funding options from the provincial government and other stakeholders (ie BC Ferries)

In short, more time and effort is needed to explore creative and thoughtful solutions to the challenges the District faces. Through active leadership from this Board of Trustees, our community of engaged citizens can and will come together to problem-solve collaboratively. The Board of Trustees owe it to the children of this community (current and future) to ensure the very best way forward is sought; this decision requires more time, more consultation and more out-of-the box thinking and planning.

165 10/13/20 23:32:20 Salt Spring Island community member

I'm writing today as an alumnus of SIMS and GISS, and I would like to communicate that I absolutely believe that attending both schools have been integral to whom I have become today. I genuinely enjoyed my involvement at both schools - I was in the French Immersion program throughout middle school and high school, participated in school sports, active in the arts, engaged in after school programs and much more. Looking back, my time at each school was different, but educational in many ways. One of the things that I loved about SIMS was getting to meet all of the kids from other elementary schools on SSI and getting to know the kids from the Outer Islands! (One of the big reasons I believe the middle school should not be eradicated is because I believe it would be isolating to the Outer Islands kids, alienating them from forming friendships and bonds at an earlier age and hence making transition into high school even more difficult.)

If I didn't have the foundational experience of SIMS and GISS, I'm not sure where I would be today. Since graduating from GISS, I attended Atlantic College (a United World College, sister school to Pearson College) and for my post-secondary education I graduated from the University of Toronto with an Honours Bachelor of Arts. After UofT I went on to work for Elizabeth May in both her Parliament Hill and Constituency offices, and I now currently work for the BC Green Caucus in the Legislature. I believe having the Dual Dogwood was instrumental in getting the job with Elizabeth May, and my French speaking skills were incredibly useful for my time on Parliament Hill. My experiences at both schools have taught me a lot about the community of Salt Spring Island and that knowledge is a huge asset and very relevant to my current job, informing my work for Adam Olsen and Sonia Furstenau.

I currently have two siblings who attend SIMS and GISS, and I am very invested in their overall health and well-being. Their education and their experiences at school are vital to their development. I would hate to know that my youngest sibling would be robbed of the chance I got to have attending both middle school and high school, and be forced to begin high school too early.

5:52 PM

Hey Janelle, with the power out, so is my email. I wanted to let you know that my official feedback is that I feel okay about the Pender 8-9 option provided that funding is provided for additional programming. I don't just want the grades added on without programs normally associated with high school also being added on. Also, I would like the availability of Salt Spring for grades 8-12 to continue to some degree so that specialty programs there could still be accessed if desired by students. It makes me a bit nervous to know that programming may not be in place (or prepared to be put in place) because I am saying I am okay with this option a bit blindly. But, I have faith 😊 Thanks!

District Configuration

Modelling and Scenarios Q&A 2

October 23, 2020

Theme and Rationale	Questions	Answers
Process	<p>Why not simply ask the Ministry for more funding? Indeed, the Board, DPAC, all partner groups could go to the Ministry and ask for a sustainable and equitable solution?</p> <p>Why did the board think they could conduct this configuration review themselves? Does anybody on the board have research or data analyses skills, or understand systems and systems analyses? Why weren't expert consultants hired for this major undertaking?</p>	<p>The Ministry of Education provides resourcing to school districts across the province through a standard per student funding model. SD64 also receives additional financing related to unique geographic factors and a transportation subsidy above and beyond other districts. The revised funding formula is advantageous for our district. Years of advocacy from Boards around the province resulted in shifting benefits to support smaller and more isolated schools in communities.</p> <p>The Board and district staff have worked together to engage communities across the Gulf Islands in a robust information gathering and consultation process throughout the configuration review. Details of the collected data and processes involved can be found on the district website. All district partner groups participated in the processes used to define priorities for further research. These priorities were initially endorsed by the DPAC representative to the review committee and then support was later withdrawn.</p>
Facilities and Transportation	<p>Is SSE scheduled to be earthquake upgraded in the near future? Would it not then be more prudent to shut it down as opposed to the middle school.</p>	<p>The funding for seismic upgrading and all Capital projects is resourced through the provincial capital grant process. This is separate funding from the Operating grant for school instruction. The seismic upgrading for SSE has been added to the 5-year capital plan that the district submits to the Ministry of Education. SSE is a historical and iconic building in the community. The seismic upgrading has been considered in discussions with the Ministry of Education about optimizing timing depending on the Board's configuration decision.</p>

	Has the district ever considered putting water taxi services out to tender?	The water taxi contract is required to be tendered through the BCBID process. It last went out to tender in August of 2019. The contract is for three school years and will next go to tender in 2022.
Balance/Equity/ Access	<p>Can you explain how the scenarios, which focus on keeping Outer Island kids out of Salt Spring comply with the 2018 BC Tripartite Education Agreement (BCTEA)? Please show me how any of these scenarios will allow Indigenous learners who live on the outer islands to reach their full potential?</p> <p>Why is this decision being based purely on finances/budget and not on what's good for students? Why aren't educational outcomes and student wellness being factored into the report? Where is the student success first model of education in the district?</p> <p>Will a child on the outer islands be offered calculus 12 or chemistry 12? How will their college application look with no extra curricular actives or electives listed?</p>	<p>SD64 recognizes a provincial and local imperative to improve outcomes for indigenous learners. The BC Tripartite Education Agreement (BCTEA) identifies Indigenous Learners (First Nations Students) as “a student who is ordinarily resident on reserve in British Columbia and is eligible to be on the Nominal Roll”. Currently there are no students in SD64 fitting this description. The district engages with First Nations and signs the Nominal Role when a learner fitting the definition under BCTEA attends one of our schools.</p> <p>District configuration must create the conditions for a balanced budget while considering school effectiveness and community feedback. Research indicates that small schools provide favourable circumstances where students, educators and families have close interactions that are associated with positive outcomes. These structures also support student wellness and lead to positive outcomes for students and organizations. Research also indicates that access to extra-curricular activities has neither a positive nor negative impact on completion results.</p> <p>All students in SD64 would be offered Calculus 12 or Chemistry 12. Choice of graduation program (Gr 10-12), at either GISS or Pender Island, would be offered to all students. Students would have access to choose Salt Spring or Pender for the graduation program and to select extra-curricular activities and electives associated with SD64 schools.</p>
Finance	Why do the outer island students have to bear the burden of your budget cuts significantly more than Saltspring students.	Most of the scenarios do not have any of the expense reductions occurring on the southern islands. Saltspring is being asked to close a school, reduce busing, and find cost

	<p>Why does SD64 have so many senior people (e.g., directors of instruction, district principal, etc.)? Why are administrative costs not being considered along with school closures and program cuts?</p>	<p>savings in schools. Water taxes and associated expenses, modelled in all but scenario 5, remain consistent or increase. In fact, this means that the water tax accounts for a greater proportion of the district's operating budget than in previous years. The regional burden of the deficit has been modelled and presented by staff and is available for reference in the data booklet located on our website.</p> <p>Administrative costs in SD64 compare favourably to other districts. At the Board's request, the external auditor for the district, KPMG, prepared an analysis of SD64 expense functions to districts of similar size (between 1000-2000 student FTE). When salary and benefits within the District Administration function were compared per student FTE to the other five similar districts, SD64 was in the middle of the range. When service and supplies were included in the District Administration function, along with salary and benefits, SD64 was second lowest. The analysis was presented at the public meeting of the Board of Education in September 2020.</p> <p>One of the areas of savings in the modelling is titled "District Savings" and it addresses administration across the district. Additionally, recent and pre-existing savings of \$100,000. have been found in district administration and have been included as part of the modelling scenarios. Full details can be found in the Report 3 Feasibility Study on our website.</p>
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