



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS ELEMENTARY SECONDARY SCHOOL
April 12, 2017 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Shelley Lawson	Trustee
	Susanne Middleditch	Trustee
	Nancy Macdonald	Trustee
	Anna Herlitz	Trustee
	John Wakefield	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Dawne Fennell	Executive Assistant
	Deborah Nostdal	GITA President
	Larry Melious	CUPE President
	Dan Sparanese	GIPVPA Representative
	Sarah Rae	Guest, DPAC Representative and PAC Chair
	Doug Rae	Guest
Regrets:	-----	Driftwood Representative

The meeting was called to order at 1:07 p.m. by Chair Pingle, who acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people. Chair Pingle extended a welcome in the Sencoten language.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session, held 2017 04 12, be adopted as amended with the following addition:

6 (c) Letter of Request from Michael Dunn

CARRIED 28/17

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session, held 2017 03 08, be approved as presented.

CARRIED 29/17

3. BUSINESS ARISING

4. DELEGATIONS

5. TRUSTEES' SCHOOL REPORTS

Focusing on Strategic Plan Objective 2.1 Action 1 (*Develop a sense of place though ecological literacy*)

Fernwood Elementary School

While Fernwood Elementary supports eco-literacy on an ongoing basis with many programs including nature classes and gardening, we wanted to highlight one particular feature of our nature class program. Several times a year, Fernwood's nature classes experience an eco-immersion week, where they head out to a natural space to learn in nature every day, all day, for a whole week. This promotes a systems thinking view of the different aspects of nature that they study. For example, in class, they have studied in depth the shoreline, tree species, eelgrass, seasons, animals, etc. However, when immersed in a natural setting for a

long period of time, they see how all of these aspects connect and influence each other. It's a great way to meet many aspects of the curriculum, and is a lot fun for the students as well!

Fulford Community Elementary School

One of Fulford School's Guiding Values is for students to connect with nature to deepen their understanding of place and foster stewardship. Fulford School has a long history of nature-based learning that is integrated into all of the classes and is the basis of our two nature-focused classes that spend up to half of the day learning outdoors. All classes develop eco-literacy through projects around the water theme (Fulford Creek and Harbour), our garden and other place-based projects. As a Wild School (through Wild BC) our teachers have engaged in 4 years of professional development in hands-on environmental learning and experiences that engage students in active, inquiry-based learning in and about nature. In addition, our classes participate regularly in Go Grant projects with local Eco-Mentors and artists. Eco-literacy is woven into the very fabric of Fulford School.

Galiano Community School

Learning in and from our natural surroundings is an integral part of our whole school focus at GCS. We begin 3/4 mornings outside together hiking, climbing, running during our morning fitness. MY GEEC's (Middle Years Galiano Ecological Education Class) Gr. 6-8 class is based in Eco Literacy principles. The GEEC's are proud of the disc golf course ("Hide and go GEEC" trail) that they designed and built, as well as the 'community campfire' zone we created at school. Disc golf and campfires are two fun ways that the GEEC's eco passion and influence have trickled in to the whole school culture.

Gulf Islands Secondary School

Eco-Literacy: Live at GISS!—a performance by Baba Brinkmann

On Thursday, April 13th, GISS students, teachers and staff are being paid a visit and given a special performance by the world's only peer-reviewed climate change hip hop artist **Baba Brinkmann**. Baba's unique performance style combines science with artistry, social responsibility with poetry, a critical message delivered through truly engaging and often humorous showmanship. For cross-curricular interests, Baba's show combines aspects of science, language arts, social studies and the performing arts. His performances make controversial subjects come alive—they bring out the best information on the topics for a critical, yet fun and engaging look. His *RAP Guide* series has looked at religion, evolution, Chaucer, and now climate change. His program for GISS this year, the *RAP Guide To Climate Chaos* was reviewed by Dr. John Holdren, science advisor to former US president, Barack Obama.

Mayne Elementary/Jr. Secondary School

The Mayne Island Conservancy has the pleasure of working closely with School District 64 staff at the Mayne Island School to create educational nature experiences for their students. This project has been evolving over a period of more than 5 years, and is very successful. The key to our success is close communication and planning as a team; with each member bringing an important component to the education experience. We plan our lesson content with school staff months in advance, so that field trips complement the science curriculum and reinforce concepts taught in the classroom. We bring expert knowledge on local species, ecosystems, and ecological processes, and lead students to key locations throughout the island where they can experience firsthand the ecosystems they learn about.

Pender Islands Elem./Sec. School

School wide initiatives include a comprehensive recycling, composting and gardening program as well as the solar panel project.

K-1 students participate daily in recycling and composting their lunch waste. They also learn about energy conservation, turning out lights and conserving water.

Grade 1-2-3 students recently collected artifacts from nature and communicated their findings to their classmates. In addition the students were encouraged to identify the origin of their artifact. For example a

student with a pinecone was encouraged to find out which tree it came from. The students were given the choice to write about or draw their artifacts.

Grade 4-5 students were conducting scientific observations on the effect of contaminants (salt and sand and salt and sand combined) on the melting rate of ice.

Grade 6-7-8 students have participated in several workshops on the identification, collection and preparation of local edible plants. Students have also been learning about local plants that have health and medicinal qualities.

The Grade 4-8 classroom has an overall focus on ecological and place-based learning with regular time spent outdoors.

The Spring Leaves family/home-based learning program deeply engages students in collaborative and local ecological projects, including the school garden.

The solar panel project: as of last year our school roof is covered with numerous solar panels which generate an impressive amount of electricity to power the school. Students can use a website that tracks the energy generated to learn more about solar power. This project came to fruition thanks to the combined volunteer efforts and donations contributed by local community groups, the students, our school staff, parents, community members and our school district.

Phoenix Elementary School

The Phoenix Elementary School teachers and students have been exploring Eco-literacy throughout the year. With Moutat Park right next door there is a good opportunity to explore including playing games like a scavenger hunt for garbage items as well as nature walks with habitat studies and stream studies that experiment with water flow changes through rubber duck races. There has been a lot of work in the garden with the rainwater harvesting project as well as compost and soil studies. There have also been some wonderful creations of environmental arts and a picnic with little buddies using the wild and native plant cards. The school is also planning to create Phoenix Elementary School Wilderness ABC book.

Saltspring Island Middle School

At SIMS, we have been focussing on fostering the knowledge, skills and values essential to sustainable living in the past several years. We recognize that students learn best when teaching strategies include hands-on activities, time for reflection and thoughtful discussion, a mixture of indoor and outdoor environments, and opportunities to integrate inter-disciplinary projects. We focus on eco-literacy in a variety of ways: place-based learning, project-based learning and experiential learning being at the core of most things that we do.

We are lucky to be guided by our MYSEEC programs, which embody these ways of learning. Based on the work of Steve Dunsmuir, the first MYSEEC teacher, they deepen the idea of 'place based' learning by looking to the broadest definition of 'ecology' as "the study of our place". They explore this concept by considering five 'place-based' perspectives: learning **about** our place; learning **within** our place; learning **from** our place, learning **for** our place and learning **as** our place. All of these perspectives have, at their heart, the concept that by studying our close and natural environment, we can both broaden and deepen our learning about ourselves, our community and our world and have the knowledge and will to effect positive change in all of these areas.

Salt Spring Elementary School

Salt Spring Elementary has had a huge focus on Eco-literacy this year. The two new nature based classes have been a huge success. They have been involved in numerous place based inquiry projects including creek monitoring and soil study. These two classes created a new front garden. The students were involved in the design and construction, and the teachers wrote a grant to pay for the materials. We also have a parent

led garden initiative in the upper garden. Parents and students have held several weekend work parties and are busy terracing, clearing and planting. The dream is to create a space that can be used by both SSE and SIMS. As well, five of our classes partnered with the Salt Spring Conservancy to study species at risk. This project culminated in a Species at Risk Fair where students displayed their projects to other classes, parents and community members.

Saturna Elementary School/SEEC

SEEC has been successful in winning the Science World Green Games video entry for a second year. A longer report has been provided by the teacher on the programs success.

Further eco-literacy work happens weekly at the elementary school with our younger students most days. The class takes exploratory walks to the beach, or in the woods. Rather than travel on known trails the class often finds routes among the old growth trees, erratics and across the salmon stream. The teacher takes time to point out natural features, hidden animal trails, and evidence of human habitation. Once the class returns, these discoveries become part of each child's personalized journal entry.

Windsor House School

Windsor House abounds with eco literacy. With our Farm and Forest programs we have an immersive environment where everyday discussions revolve around natural systems, and the cycle of life. Today a student discovered 12 baby rats in the compost pile and the mother rat was already dead. There was a deep discussion about what baby rats need to survive, and the likely hood of them not making it because their mother had died, and why rats love to live in the compost. In the end a student took them to the wildlife rescue centre where they we will be informed of the welfare going forward. From permaculture, to soaring eagles, everyday is an adventure with real life outcomes and discussions. Every day students help with farm chores on the farm. With our forest, beach, and coy wolves programs students explore, hike, and create art, in a natural setting. It is the emergent discussion and discovery that forms the basis for our eco literacy.

Ms. Halstead extended a thank you to trustees and Principals and Vice Principals for wonderful school reports that align with the district's Strategic plan.

6. CORRESPONDENCE

(a) Letter of Request from the Salt Spring United Football Club

A letter received from Graham Twedde of the football club requesting use of district fields at GISS, Fernwood and SIMS for the annual Challenge Cup Tournament that will take place on May 20, 21, and 22, 2017. He is also requesting the Board grant the club a permit to allow alcohol consumption at GISS in the beer garden that is licensed under the BC Government Liquor Act. He states "funds raised from this event will go towards youth and adult soccer in the community."

It was moved and seconded that the Board of Education grant permit as per Policy 975 to the Salt Spring United Football Club for the Challenge Cup Tournament on May 20, 21, and 22, 2017.

CARRIED 30/17

(b) Letter of Request from Janet Butler

A letter received from Janet Butler of "A Simply Scottish Day of Dance" Planning Committee requesting the Board grant the Salt Spring Island Scottish Country Dance Club a permit to allow alcohol consumption at GISS on Saturday, October 21, 2017 in the multipurpose room for a Wine and Cheese Reception from 5:30 to 6:30 p.m. and wine service for dinner in the cafeteria from 6:30 to 7:30 p.m.

It was moved and seconded that the Board of Education grant permit as per Policy 975 to the Salt Spring Island Scottish Country Dance Club for events happening at GISS on October 21, 2017.

CARRIED 31/17

(c) Letter of Request from Michael Dunn

A letter received from Michael Dunn requesting the Board grant the Active Pass Nature and Arts Festival 2017 a permit to allow alcohol consumption in the Mayne School gym for a Festival Feast on Saturday, April 22, 2017.

It was moved and seconded that the Board of Education waive the 60 day period and grant permit as per Policy 975 to the Active Pass Nature and Arts Festival 2017 for a Festival Feast on April 22, 2017.

CARRIED 32/17

7. CHAIRPERSON'S REPORT

(a) Report on In-Camera Meeting

Chair Pingle reported out on the issues presented at the In-Camera meeting this morning, which were:

- Galiano PAC wants to renew playground equipment. Support required for funding application:
It was moved and seconded that the Board of Education supports in principle the proposed playground renewal project at Galiano Community School.
- Staffing
- Programming
- Finance and budget

8. CHIEF EXECUTIVE OFFICER'S REPORT

(a) Learning in School District No. 64 (Gulf Islands)

Ms. Halstead shared information about the newly launched Ministry of Education website "Information to Support Student Learning" (www.bced.gov.bc.ca/reporting/systemperformance) where key information on student learning outcomes can be found. It summarizes information collected each year by the Ministry for all provincial school districts and is a "reporting tool" that supports planning to improve student learning as identified in the Framework for Enhancing Student Learning. A specific school district can be selected and information about that district's students can be reviewed under the following topics:

- Contextual Information
- Characteristics of Students Entering School
- Completion Rates
- Foundation Skills Assessment
- Grad-to-Grade Transitions
- Post-Secondary and Career Preparation
- Provincial Examinations
- Student Satisfaction
- Transition to BC Post-Secondary Education

Ms. Halstead also demonstrated SD64's newly launched Framework for Enhancing Student Learning site that can be accessed from the SD64 home page: www.sd64.bc.ca/sd64-framework/.

(b) Field Trip #116

An extra-curricular field trip request from GISS, Phoenix Place teacher Kristi Kallip to take eight Grades 9-12 students ziplining, hiking, rock climbing, kayaking, and camping at Buttle Lake Campground in Strathcona Park May 25-28, 2017. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #116 for the GISS, Phoenix Place students to participate in extra-curricular, outdoor education activities in Strathcona Park from May 25-28, 2017.

CARRIED 33/17

(c) Letter of Understanding 17 Memorandum of Agreement and Class Room Enhancement Fund 2017/18

As a result of the Supreme Court of Canada decision and LOU #17 discussions, districts must now restore the language within their local agreements negotiated prior to 2002. The main issues that districts need to immediately address are:

1. ratios for non-enrolling teachers (including teacher librarians, counsellors, learning assistance teachers, special education resource teachers, and English as a second language teachers)
2. process and ancillary language (e.g., for school-based teams and staff committees)
3. class size and composition

On March 10, 2017 a Memorandum of Agreement was ratified by the Ministry of Education, BCPSEA, and BCTF. The district subsequently received a letter from Assistant Deputy Ministers, George Farkus and Shanna Mason detailing the allocation method, the timing of the funding and the planning and reporting processes. The funding commitment is ongoing. It consists of:

- \$80M from the former Education Fund (the teacher portion of the Learning Improvement Fund (LIF));
- \$100M from the Priority Measures funding;
- \$180M in additional new funding – \$150M for teacher compensation and \$30M towards overhead and operating expenses

In addition, the \$20M component of LIF targeted for school support staff unions will continue for the 2017/18 school year.

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Monthly Expenditure Report

The monthly expenditure report, as at April 7, 2017, indicates that with 0.75 of the year completed, 0.7163 of the budget has been expended. We are 3.4% below budget at this time and in reasonable shape to meet our financial projections for the 2016/2017 year.

(b) Budget Preparation – Annual Budget 2017/2018

Prior to the funding announcement of March 15, the district received a letter from the Ministry regarding enrollment numbers that were submitted by the district in February 2017 for the 2017/2018 school year. They recommended a revision be made to the previously submitted numbers and the district enrollment number was modified from 1701 to 1730, which is now reflected in the 2017/2018 budget.

Manger of Finance Cindy Rodgers presented and explained in detail the Annual Budget in the amount of \$25,892,224 for the fiscal year 2017/2018, year ending June 30, 2018 with particular attention paid to the Operating Revenue and Expense Statements and Schedules.

Following discussion, it was agreed to have the first reading of the bylaw today then post the budget on the district website. The second and third readings will take place at the May 10 Board meeting. Ms. Rodgers invites anyone to contact her if they have any questions or would like clarification on any points.

It was moved and seconded that the Annual Budget Bylaw for 2017/2018 in the amount of \$25,892,224 be read a first time and approved.

CARRIED 34/17

(c) Capital Funding Announcement and Capital Bylaw No. 2017/18-CPSD64-01

Mr. Scotvold presented to Board members for approval, Capital Project Bylaw No. 2017/18-CPSD64-01. A total of \$921,250 will be received from the Ministry for the following capital projects to be

completed by March 2018:

1. GISS – heating and ventilation upgrades = \$257,250
2. Fulford – mechanical upgrades = \$400,000
3. Fulford – safety enhancements = \$264,000

It was moved and seconded with unanimous approval to read Capital Project Bylaw No. 2017/18-CPSD64-01 in one sitting.

CARRIED 35/17

It was moved and seconded that Capital Project Bylaw No. 2017/18-CPSD64-01 be read a first time and approved.

CARRIED 36/17

It was moved and seconded that Capital Project Bylaw No. 2017/18-CPSD64-01 be read a second time and approved.

CARRIED 37/17

It was moved and seconded that Capital Project Bylaw No. 2017/18-CPSD64-01 be read a third time, passed and adopted.

CARRIED 38/17

10. COMMITTEE REPORTS

(a) Programs Committee

(i) Learning Celebration Presentation Pender (1:15 p.m.)

Mr. Kennedy's grade 4/5 class played their ukuleles and sang three songs, including a happy birthday song for Superintendent Halstead.

Principal Dan Sparanese shared with Board members that 22 projects from Pender Islands School were accepted into the Vancouver Island Regional Science Fair held April 9 and 10 at the University of Victoria. The school was the most well represented school there and the projects won 13 awards.

Principal Sparanese spoke to Board members about the 2 key goals that Pender School is working on: (1) to build a positive school community where people feel connected, valued, respected and empowered, and (2) utilize the opportunities afforded by curriculum and reporting re-design to communicate student learning in novel ways.

The following students presented their science fair projects:

Leif Stumpf (grade 4)

Leif presented his project called "Catapults in the Roll" based on Leonardo da Vinci's catapult model. He built the model using different catapult arm lengths to determine which length could have the longer range. He thought the longer arm would have the longest range and he was correct. He included an introduction, background information, techniques he used, his conclusion and results and the results data.

Owen Goertz (grade 7)

Owen presented his project call "The Horns of a Dilemma". Owen plays the trumpet & trombone and he created 9 different variations of tubing to see if the sound would change if he altered the length, the material, the diameter and the shape of the tubing. His results proved to him that the length of the tube and the diameter of the hole affect the pitch. He included an introduction, procedure and results data, his conclusions, and acknowledgements. He said the entire journey with the project and attending the science fair was a "life changing experience" for him.

Madeleine Muir (grade 8)

Madeleine presented her research topic called “How does the media perceive schizophrenia?” She selected five students and asked them to first watch a trailer for a horror show then a documentary about an eight year old girl who was diagnosed with schizophrenia. She wanted to know whether watching horror shows would influence how one thinks about schizophrenia. She believes mental illness is on the rise and that there is a stigma attached which makes it difficult for someone to seek help. Her presentation consisted of books on schizophrenia, cards with FAQ and answers, a history about schizophrenia, pictures and careers about people who have been diagnosed with schizophrenia, and myths about schizophrenia. She would like to continue her research and delve into creativity and mental illness.

(b) Personnel Committee

May McKenzie, Chair of the Personnel Committee stated the committee is overseeing the Superintendent’s evaluation and a questionnaire has been completed for the Board’s evaluation, which will be shared with Board members when the results are compiled.

It was moved and seconded that the Board of Education receives the minutes from the Personnel Committee as presented.

CARRIED 39/17

11. OTHER BUSINESS

12. QUESTION PERIOD

13. NEXT MEETING DATES

- (a) Committee Day – April 26, 2017 at the School Board Office
- (b) Regular Board Meeting – May 10, 2017 at Mayne Island School

14. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:31 p.m.

CARRIED 40/17

Date: May 10, 2017

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer