



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
GALIANO COMMUNITY SCHOOL
2018 04 11 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	Anna Herlitz	Trustee
	Susanne Middleditch	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	
Larry Melious	CUPE President	
Brenda Lepine	GIPVPA Representative	
Marc Kitteringham	Driftwood Representative	
Colleen Doty	Guest/Parent	
Deblekah Guin	Parent/Guest/PAC	
Caitlin Hertzman	Guest/Parent	
Kate Emmings	Guest/Parent	
Regrets:	John Wakefield	Trustee
	Deborah Nostdal	GITA President
	Fraser Byers	GISS Student Representative

The meeting was called to order at 1:00 p.m. by Chair Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2018 04 11, be adopted as amended with the following addition:

11 (b) Operations Committee

CARRIED 36/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 03 14, be approved as presented.

CARRIED 37/18

3. IN-CAMERA SUMMARIES

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 03 14 as presented.

CARRIED 38/18

4. BUSINESS ARISING



5. **DELEGATIONS**

(a) **Galiano Learning Celebration**

Acting Principal Brenda Lepine presented her report to Board members emphasizing that the school is “the heart of the community and a place of care”. Highlights in the presentation titled “Small school, big heart” included:

- Acknowledgment of parent and community volunteers, kind and endearing students, incredible staff members
- Building of playground – Galiano School won \$100,000 through a BCAA competition in the Spring of 2017 to build a playground. Over 50 volunteers participated to bring the playground to life and celebrated its grand opening
- Food program including Apple Fest with Galiano cedar bark weaving with Elders
- Grannies in the Classroom, community volunteers and organizations
- Aboriginal learning, outdoor and indoor activities, connecting with nature, yoga, puzzles, CPR course

Galiano parent Colleen Doty presented the “bee case” that is set up in the library and hooked up to the outside via a hose. It contains about 2,000 bees, the queen is active again, eggs are coming along, the colony is building up. The bee case was attained through a grant and has been active for 3 years now.

(b) **Windsor House Learning Celebration**

Principal Meghan Carrico shared her presentation “Pathways to E-Portfolios” that staff has been using at Windsor House School since 2011. Windsor House students have been engaged in student-led conferences since 1975. With the help of Paul Johnson, District Technology teacher the staff and students are working with “Snap Shot”. A storage snapshot is “a set of reference markers for data at a particular point in time. A snapshot acts like a detailed table of contents, providing the user with accessible copies of data that they can roll back to.”

Students work to their individual potential – not at the level they are assumed to be at. Core competencies are proficiencies that all students need to develop in order to engage in deep learning and life-long learning. They are:

- Communication
- Critical thinking
- Creative thinking and innovation
- Personal responsibility
- Social responsibility

Ms. Carrico shared student and staff blogs, and indicated that file maker pro is used for reading, writing and numeracy.

6. **TRUSTEES’ SCHOOL REPORTS**

Discussion was tabled due to time constraints, but the following reports were submitted.

Focusing on Strategic Plan Objective 2.1 – Action 1 – Develop a sense of place through ecological literacy

Fernwood Elementary School

Fernwood School has 3 nature classes enrolling 63 students at the present moment. These nature classes visit locations around Salt Spring on a regular basis, including a nearby farm each week, Fernwood Beach



in the Fall and Spring, and locations such as Duck Creek, Burgoyne Bay, Mt. Erskine, Blackburn Nature Reserve, and Ruckle Park. Through multiple visits over and over again, children learn to observe the changes that occur through the seasons in each place and develop a strong sense of place. Children find their favourite tree, and recall stories, such as the time they saw the eagle being chased by crows, or the place where someone in their class found a red-legged frog. They are able to learn, first hand, about some of our species at risk, what pressures our ecological systems are under, and what steps we can take to make a difference. They are also learning local First Nations stories about this land while outside. This year, we are doing a big Fernwood Beach clean up for Earth Day – this is an example of students taking action where it counts – in our own backyard.

In addition, we have our garden and greenhouse thriving right now. Students have planted lettuce, chard, kale, beans, sweet peas, and tomatoes, just to name a few and we are selling the extra plant starts in our farm stand. Learning how to grow food locally is another good way to develop a sense of place. Where does the sun shine on the ground? What garden beds are the most fertile for this plant? Where does our water come from? The research shows that children are much more likely to eat healthy vegetables if they are fresh from the garden and if they have had a hand in growing them.

Fulford Community Elementary School

At Fulford School one of our guiding principles is to take care of the environment. Our staff works intently to create extensive place-based experiential learning experiences that reflect this goal. Every class takes part in nature studies with our prep teacher, Klare Yakabuski. In addition to this Johanna Hoskins, Karen Reiss, and Quentin Harris worked with Fulford students to create a West Coast First Nations mural that demonstrates their knowledge of the animals and ecosystems that are on Salt Spring Island.

Galiano Community School

At Galiano School the exposure to the natural environment and our partnerships with the Galiano Conservancy and the Galiano Food Program allow for many organic and rich ecological activities. Much of the inquiry-based learning occurs from discoveries and observations in the forest and on the playground. For example, after finding a tree frog in a tree, students started to look up facts about this species. After noticing the Eagle aerie on our weekly Thursday hike, students wanted to learn about nests and the life cycle and survival rates of eagles. With the Galiano Conservancy, the school is involved in the Salmon Enhancement Program where we learn about care and sustainability of salmon; nature hikes with Penelukut elders to learn about natural plants; camping at and field trips to the Conservancy Learning Center. Through the Galiano Food Program, we have an amazing garden and compost and a bee hive right in our library. We participate in an annual Applefest in the fall and Nettlefest in the spring provided by the Food Program volunteers. We are so lucky to live where we do and so much of what we learn is influenced by our beautiful natural surroundings and the caring community members who call this island home!



Gulf Islands Secondary School

Students:

"Students Making a Difference" – during Flex block today, SMAD will be hosting “Unwrapping the Site C Dam: A Conversation with Luke Wallace and Briony Penn” in the multi. The presentation will consist of a mélange of musical renditions as well as information sharing.

Teacher Ray Colleran:

I provide as a part of our essay writing process a range of topics to explore related to the environment. The students must write a journal response, supported by some cursory research on that topic.

This is intended to be an exploration of topics to think about. The student may end up writing an essay related to the environment, or they may choose to write on a topic related to Politics and Society or Technology and the Future.

Earth and the Environment

It's the only home we have. In order to support our current lifestyle, our addiction to fossil fuels, our depletion of the rainforests, our mining the earth for its resources, and our overfishing of the oceans will continue unabated. Immediate and drastic change is needed. If the vast majority of scientists is to be believed, we are already seeing the new normal in terms of extreme weather events, including hurricanes, tornadoes, floods, winter storms, and record temperatures as a result of manmade climate change.

French Immersion Teacher Louise Doucet:

In our class, ecological literacy is covered through classroom dialogues focussed on global sustainability. We use the series "Vue du ciel" to travel around the world learning about our global use of natural resources, its impact on globalization, populations and the environment as well as the interconnectedness between peoples and their ecosystems. Our hope is to enhance students' understanding of the "butterfly effect" and the role we all play in determining the conditions that affect local as well as global ecological health. The literacy component is derived from digital texts and students' responses are in a more traditional oral format. We will often respond through journaling in a natural setting, outside, in the park, on the dock etc.

Mayne Island Elementary/Jr. Secondary School

Young students on Mayne Island have been developing a conceptual knowledge of ecological principles while getting to know local plants and animals. We're fortunate to live in a place with functioning, intact ecosystems, ripe with examples for us to observe and explore. So explore we do! We partner with local Biologist Rob Underhill from the Mayne Island Conservancy. This partnership sees us bringing the students to all different habitat types around Mayne Island, from inter-tidal mudflats to mature forests and wetlands. We use the local examples we find to teach the students fundamental ecological concepts such as (for this term) evolution, energy flow, and nutrient cycles.

In conjunction with our Conservancy lessons, students at Mayne Island School will observe and engage in a variety of hands-on activities, research and data collection opportunities, and role-playing. The concepts of evolution, energy flow, and nutrient cycles will be explored at a local level, along with building global awareness through conversation and investigation of biodiversity, fossil records/history, and climate change. Biodiversity and our local environment will be investigated further through role-playing. Each



student will select a career or role to play throughout our Conservancy lessons, which they will delve into at a deeper level during in-school activities. Through this lens, students will engage with the local environment and knowledgeable experts through questioning, making predictions, collecting and synthesizing data, and presenting information at a culminating Career Fair in June.

Pender Islands Elementary Secondary School

In the Grade 4-9 class, students are creating trails and making their own disc golf course at the Wein Farm property, getting to know the local forest and farm land area. Students have also explored many of the local trails.

In the Grade 6-8 class, students have been engaged in learning about local edible plants while getting outdoors and exploring the local areas and wild foods.

In the Grade 4-5 class students have been exploring Beaver habitat. They have been active in the conversation around the proposed and controversial removal of Beaver habitat on Pender Island parkland, considering conservation concepts.

Phoenix Elementary School

Both classes utilize our outdoor space daily...for all aspects of learning.

- School garden – prepared the beds, started planting seeds, getting ready to plant when the weather permits
- Mud runs through Mouat Park trails
- Weekly whole school walk/species identification through trails, develop tags for the trails (school property)
- Lisa Lipsett...Creative Nature connection (art-literacy connection)
- SSI Conservancy trip
- Fire (Ring) Pit...campfire stories, gratitude circle, check-in...with real fire :)
- Utilizing the school grounds – K-3 class, gathering seeds from the Cottonwood balsam tree...will be making Baum de Gillian, a First Nations healing sap that is used for a variety of ailments...cure all ointment...Rob will be our first trial patient
- Utilizing the Japanese Charcoal Pit (nature art, using charcoal from the pit)

Saltspring Island Middle School

When we think about learning about ecology at SIMS, our thoughts turn naturally to the MYSEEC program. This district program has been functioning at our school for several years, and has proven to be the inspiration and guide for our regular classes.

The roots of the word 'ecology' suggest that it is a study of 'home'. In the case of MYSEEC, they have broadened that definition to consider ecology as the study of 'our place'. Based on this definition, they consider five 'place-based' perspectives when planning their curriculum:

- they teach important skills and develop key attitudes using the power of 'our place' as the main focus
- the local environment outside of the classroom walls provides the basis for a variety of learning experiences
- the power of place becomes the teacher and the students learn how to access the knowledge, skills, attitudes and ideas that surround them on a daily basis



- students are urged to be responsible, community-minded and independent in regard to preserving their environment
- areas of study are integrated with their 'place' so experiences are multi-faceted, multidisciplinary and fluid

With the MYSEEC classes leading the way, our other teachers are striving to, in their own way, integrate place-based learning into their curricula.

Salt Spring Elementary School

We do this in so many ways at SSE:

- we have two thriving gardens that involve students, parents and community members
- we have 4 nature based classes
- classes bring nature inside through worm composting and raising salmon and butterflies
- classes regularly explore nature outside through walking field trips and SSI conservancy field trips

Saturna Elementary School/SEEC

Saturna Elementary School children learn and talk about the various physical places of their island; including the salmon creek bed, forest, marshes, tidal beaches, clam beds, mountain slopes and rocky cliffs because these are the places we walk and visit every week. The student's awareness of their natural environment is an organic literacy learned through direct exposure.

SEEC students come from larger communities and once they come to Saturna to live, discover the important connections to the natural environment and the consequences of human interactions to the physical geography. Learning to live lightly on the "land" and "sustainably" becomes a new literacy for these students and reinforces each individual's responsibility through awareness by "place based" experience. Saturna SEEC has been involved with the Galiano Conservancy each year for training in reforestation practices, food forest production and ecological awareness of this Gulf Island habitat.

Asking questions and looking for the direct answers in the local environment is easy on Saturna; how are the resources we use obtained, where does the water come from, what happens to our garbage. These are the topics which allow all students to increase their awareness of "our place" here at Saturna Island and protecting its specialness.

Our students know and understand they are part of "environmental protection" and demonstrate an environmentally friendly mindfulness. The elementary students can't go out for a walk without noting litter in the forest or in the ditches and without question make an effort to pick these items up for disposal. Such care and attention are strong examples of a responsible behaviour towards their "home" and the natural habitat they want to preserve.

Windsor House School

We have a focus on living systems at all of our outdoor sites at Windsor House. We are currently raising salmon to be released on May 15 into our near by stream. At the Farm the students are preparing to start the garden, caring for the chickens, and learning about the interconnectedness of plants, animals, and insects by helping with the bees. On our regular trips to Cates Park the students observe the changes of the tide, and often discover the remains of small ocean creatures. From life to death the students are able to observe and discuss the cycles. They connect to the places we live and the ecology of life that we are part of.



7. **CORRESPONDENCE**

8. **CHAIRPERSON'S REPORT**

(a) **Funding Formula Review**

The government launched a funding model review in October 2017 “to fulfill its commitment to ensure B.C.’s K-12 public education system receives stable and predictable funding”. The five phases to the funding model review are:

- PHASE 1: Establish principles, Fall 2017
- PHASE 2: Gathering foundational information, Fall/Winter 2017
- PHASE 3: Review team analysis, Winter 2017/Spring 2018
- PHASE 4: Complete a new model, Summer/Fall 2018
- PHASE 5: Implementation and evaluation, Fall 2018 to Fall 2019

SD 64’s submission prepared by Board Chair Rob Pingle can be viewed at:

<https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review/inputs-fmr?keyword=funding&keyword=review&keyword=submissions>. Current Funding and Financial

Information can also be found at the same website address. The new funding model is anticipated to be in place for the 2019/2020 school year. A panel of K-12 sector representatives and independent experts appointed by the Ministry will review all submissions.

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

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

Ms. Halstead stated that Chair of the Operations Committee Ms. McKenzie will speak to the special budget meeting that was held on April 10 and Ms. Rodgers Manager of Finance will share her Budget 2018/2019 presentation then as well.

Ms. Halstead spoke to the BC Graduation Program Implementation Guide which focuses on the “curriculum and assessment changes in Grades 10, 11 and 12 and the policies for the B.C. Graduation Program.” The primary focus is on improving student success. The Ministry is asking for responses regarding the Graduation Program from all stakeholders, including educators, Senior Administrators, parents and community members. Ms. Halstead asks the guide be shared with PAC groups and communities members and that these groups provide feedback. She indicated the guide will be shared with the PVP group and Senior Administrators and their input would be submitted. Her recommendation is that the guide be brought forward to the Programs Committee for review and discussion. The Ministry is requesting input prior to April 30, 2018. For more information, the guide can be viewed at: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-implementation-guide.pdf>).

It was moved and seconded that the BC Graduation Program Implementation Guide be presented at the Programs Committee meeting on April 25, 2018 in order to prepare feedback for submission to the Ministry.

CARRIED 39/18



10. **CORPORATE FINANCIAL OFFICER'S REPORT**

(a) **Monthly Expenditure Report**

The monthly expenditure report, as at the end of March 2018, indicates that with 0.75 of the year completed, 0.7282 of the budget has been expended. We are 2.18% below budget at this time. Mr. Scotvold stated the district will likely be in a deficit situation of approximately \$100,000 to \$200,000 at the end of the 2017/2018 school year.

(b) **Capital Bylaw No. 2018/2019 CPSD64-01**

Mr. Scotvold presented Capital Project Bylaw No. 2018/19-CPSD64-01 to Board members for approval. A total of \$475,687 will be received from the Ministry under the Building Enhancement Program for roof repairs to Gulf Islands Secondary School, Mayne Island School and Fernwood Elementary School. Construction is to be completed by March 31, 2019 and will take place during the summer months in 2018.

It was moved and seconded with unanimous approval to read Capital Project Bylaw No. 2018/19-CPSD64-01 in one sitting.

CARRIED 40/18

It was moved and seconded that Capital Project Bylaw No. 2018/19-CPSD64-01 be read a first time and approved.

CARRIED 41/18

It was moved and seconded that Capital Project Bylaw No. 2018/19-CPSD64-01 be read a second time and approved.

CARRIED 42/18

It was moved and seconded that Capital Project Bylaw No. 2018/19-CPSD64-01 be read a third time, passed and adopted.

CARRIED 43/18

(c) **Application for Playground Equipment Funding**

Starting in 2018/19, the Ministry of Education will be allocating \$5 million to school districts province-wide for the purchase and installation of new or replacement playground material. Each school district can submit up to three schools for funding consideration. A number of regulations have to be met and School District 64 has identified two schools they will put forward for funding that meet the criteria: Fernwood Elementary School for up to \$105,000 for a universally accessible playground and Saturna Elementary School for \$95,000 for a traditional playground.

11. **COMMITTEE REPORTS**

(a) **Policy Committee**

(i) **Bylaw to Repeal and Replace SD64 Bylaws**

The Bylaw to Repeal and Replace SD64 Bylaws was read a first time at the March 14 Board meeting. The third reading will take place at the June 13 Board meeting.

Superintendent Halstead explained that Procedure 700, Water Taxi Transportation, (the new draft procedure is 410), was revised before the draft bylaws, policies and procedures are approved due to the timing and preparation for the 2018/2019 school year. The new drafts and public input form can be found at: <http://sd64.bc.ca/drafts/>. Ms. Halstead and trustees fielded questions from parents, which included:

- Does someone respond to each submission? Yes
- With 3 readings is it just bylaws or everything? The 3 readings of the bylaws will allow the district to move forward to the policies and procedures



- How long will submissions received? Submissions must be received by May 9, the 3rd reading will take place at June meeting
- Where do returning SIMS students fit into the water taxi schedule? Refer to Procedure 700 that was recently revised. Also reference 410 (new one)
- Reference to “program purposes” – what do you mean by program? The procedure is to meet the needs of students for school related program purposes, not social purposes.

In Trustee Wakefield’s absence, Chair Pingle read the bylaw a second time.

It was moved and seconded that the Bylaw to Repeal and Replace SD64 Bylaws be read a second time and approved.

CARRIED 44/18

(b) Operations Committee

Chair of the Operations Committee May McKenzie spoke to the special budget meeting held on April 10, 2018 in order to share information on the 2018/2019 annual budget. Representatives from CUPE, GITA, DPAC along with three principals, trustees, Senior Administration and Dr. Benwell attended the meeting.

The highlights of Ms. Rodgers presentation included:

- Budget Preparation Guiding Principles
- Budget Issues for 2018-2019
 - Revenue for 17-18 has decreased due to lower enrolment
 - In 17-18 we were not able to reduce teacher and EA salaries despite having reduced student enrolment
 - In 17-18 the remainder of accumulated carry-forward surplus will be used up
 - Revenue for 18-19 will decrease due to lower enrolment and a reduction in Unique Geographic Factor grants
- Change in Student Population
- Keeping things in perspective
- Projected Shortfall for 18-19

Projected revenue	21,642,430	
Projected expenditure		%
Instruction	16,338,456	73.65
Administration	1,193,810	5.38
Operations and Maintenance	3,001,610	13.53
Transportation and Housing	1,649,580	7.44
	22,183,456	100.00
Problem to solve	541,026	
As a % of total expense	2.44	

- A Look to the Future



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GALIANO COMMUNITY SCHOOL
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- Reductions Needed for 18-19 – Based on reductions of 2.44%

Instruction	398,474
Administration	29,115
Operations and Maintenance	73,205
Transportation and Housing	40,231
	541,026

- Where to next?

Ms. Rodger's budget presentation will be posted on the district website.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – April 25, 2018 at the School Board Office
- (b) Regular Board Meeting – May 09, 2018 at Mayne Island School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:19 p.m.

CARRIED 45/18

Date: May 9, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer