



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
MAYNE ISLAND ELEMENTARY/JR. SECONDARY SCHOOL
2018 05 09 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	John Wakefield	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
Regrets:	Deborah Nostdal	GITA President
	Larry Melious	CUPE President
	Margo Musselwhite	GIPVPA Representative
	Fraser Byers	GISS Student Representative
	Marc Kitteringham	Driftwood Representative

The meeting was called to order at 9:47 a.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 05 09, be adopted as amended with the following addition and deletion:

- 10 (d) Add Annual Program Funding Agreement – Playground Equipment Program
- 9 (e) Delete Field Trip Request #128

CARRIED 46/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 04 11, be approved as presented.

CARRIED 47/18

3. IN-CAMERA SUMMARIES

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 04 11 as amended.

CARRIED 48/18

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 04 25 as presented.

CARRIED 49/18

4. BUSINESS ARISING



5. **DELEGATIONS**

(a) **Mayne Learning Celebration**

Principal Margo Musselwhite's presentation included the following highlights:

1. Social-Emotional Learning (SEL) – positive self image, conflict resolution, growth mindset, relationships, values, beliefs, self determination, care and nurture, gratitude and appreciation, ownership
2. Increase reading levels – improve decoding, improve fluency, improve comprehension – will maintain this goal now
3. New school goal – restitution – about looking within, internal motivation, how do I want to be seen, owning mistakes, nurturing not punitive. How do I help others? Common core and consistent belief at Mayne. A foundation
4. Reggio Emilia – another foundation piece – lots of physical changes at school last year and this year. Education philosophy that is student centered. Founded in Italy after WWII. For early education (gr. 3 to 6). Honour the child, ask questions, exploring, documentation of child's thoughts, ways of engaging. Environment – setting up of physical space, low lights (lamps) – neutralize it, remove clutter, set up specific areas, fill area with light and beauty, make it calming, welcoming. "Hundred Languages of Children" – poem by Loris Malaguzzi, founder of the Reggio Emilia Approach – the child is made of 100 ways. Opportunity for child to explore in their own way
5. Team/co teaching – based on small groups, inclusive
 - Learning teams at school and in the field
 - Indigenous integration – Indigenous signs over classrooms. Students working with Quentin Harris, also paddle project, gratitude circle every day at the end of each day, First Nation's way of knowing incorporated into all
 - Engaging authentic learning opportunities – community partners, mentorships. Why are we doing this? Need to know.
 - GICEL involvement, working with each other
 - Parents as partners, connections with students
 - Blocks and groupings – designated blocks in schedule for literacy instruction, based on student need – students are grouped according to need, not grade – incorporating literacy in many different ways – reading partners
 - Communication with all partner groups – consistent, enhancing and building relationships, authentic, meaningful, side by side teaching and learning, beautiful, calming spaces, engaging activities – success for all

It was moved and seconded that the meeting be recessed at 10:18 a.m.

CARRIED 50/18

Following Ms. Musselwhite's presentation, Board members teamed up with DPAC members and Mayne students and staff to take part in a nature tour of Mayne School grounds and a quiz about what they observed.

It was moved and seconded that the meeting reconvene at 1:02 p.m.

CARRIED 51/18

6. **TRUSTEES' SCHOOL REPORTS**

Focusing on Strategic Plan *Objective 3.2 – Engage families and community in public education*



Fernwood Elementary School

Parent Mentorships: the 3 nature classes have organized parents to come in to the school 2 x a week and to mentor children in all sorts of interesting skills. Cooking wild foods (nettles, berries, etc.), song writing, carpentry, robotics, visual arts, are just some of the mentorships on offer right now.

An Inviting School Culture: Our school in general is a very open school where parents are often coming in to give a presentation, read with students, or be on hand to play a game of hockey at recess. They attend whole school meetings each week, special presentations, and remain a constant presence each day. We feel that this is healthy for our school culture.

Community: In the past we have had community mentors in the school. This year, community members have offered clubs in the school (knitting club, ukulele club, sports clubs), and have been reading mentors on a regular basis (through One to One readers for example). Our farm stand provides an opportunity for members of the community to purchase plants grown by the children and to support our garden program.

Fulford Community Elementary School

Fulford Community School engages parent and community involvement in education in many ways. Committed community members participate in the one-to-one reading program every week throughout the school year. Community members, Karen Reiss and Johanna Hoskins, led our school in the west coast mural project, enhancing students learning in art, aboriginal culture, and community. Parents are involved with the gardening program, volunteering, PAC, and field trip supervision. In addition to this, Fulford teachers engage parents in student learning by communicating student learning through student led conferences.

Galiano Community School

Galiano School is truly a community school; the school shares the property with the Galiano Activity Center, Galiano Daycare and Galiano Public Library. The partnerships with the Galiano Conservancy and Galiano Food Group provide rich learning experiences for the school children and associations (i.e. salmon release/pond study, working in the community garden). The school is welcoming to parents and community members with its open door policy. Parents volunteer in a variety of ways to enrich the learning at our school: reading with children, supervising and driving on field trips, sharing areas of expertise, coaching a variety of sports, manning track and field stations and much, much more.

Many community members, some who don't have children in the school, are mentors for our Exploratories. Bird watchers, carpenters, computer coders, paramedics, computer animators, sewers, potters, musicians, cooks and so many more graciously share their wealth of knowledge with the school population. Bonnie MacGillivray our former trustee, came up with the idea of 'Grands in the Classroom' inviting seniors to come weekly to the primary class to read. Strong connections were made between the two groups and we are not sure who looks forward to it more: the Grands or the children. It has now expanded to the Grade 3-5 class who read and knit together. These are just a few examples of how Galiano School engages community members and parents. Galiano School is the heart of the Community.

Gulf Islands Secondary School

- Invite parents and students for evening information exchange re: new curriculum, grad program(s) and course selection for the upcoming school year
- Principal/Vice Principals and Counsellors travel to other island schools and communities to meet with families of students travelling to GISS, especially grade 8s transitioning to high school



- “An Hour in the Life” – parents are invited, at the beginning of semester, to tread briefly in their student’s daily footsteps, spending a few minutes meeting teachers and experiencing the class rotation
- “Open communication” policy – parents are made aware that GISS doors are always open to them; appointments can be made with admin. and counsellors, staff list with teachers’ email addresses is published in planner, calendar and on the GISS app

Mayne Island Elementary/Jr. Secondary School

Engaging families and community in public education facilitates reciprocal relationships with students where learning and teaching roles are practiced by all. Through these relationships, strong connections to place and community may be fostered, also providing a network of support for students that extends beyond the physical space of the school.

For example, Reading Partners are community members who are welcomed into Mayne Island School and work with students in Literacy. Another example is the collaborative school garden plan where the local food bank, local farmers, parents and community members contribute in teaching and learning from each other about the entire growing process from seed to harvest...among other things. In addition, as a school community, we engage with our larger Mayne Island community through various partnerships (Mayne Island Library visits, Mayne Island Conservancy, visiting local artists through Artist in the Classroom, etc.).

Pender Islands Elementary Secondary School

Pender School is fortunate to have a supportive community with a very active and engaged Parent Advisory Council. The PAC supports many events such as the Healthy Fruit & Veggie program, monthly hot lunches as well as the annual Planting Day with the Farmers Institute and Bike Rodeo with RCMP participation and Kids Carnival with Silent Auction.

The school welcomes volunteers from the wider community for reading group in the early years class rooms, knitting group mentorship, wheel chair basketball, the school garden and outdoor classes at the Wein Farm with parent engagement.

There is also strong family and community support for our students during school trips off-island, such as at the Times Colonist 10K Run and the Regional Science Fair at the University of Victoria. Impressively, at these two large events the Pender School teams were presented with Team Spirit Awards due to their enthusiastic, inclusive and supportive spirit.

Another event which involved engagement in the public education system was the very heartfelt presentation by the Pender and Tsawout Youth Leadership Project team at a conference of the BC School Trustees Association in Richmond in April. The YLP student team was able to educate school trustees on their experience of a successful school-based reconciliation initiative.

Phoenix Elementary School

Here are some things we are doing to engage families and community in public education...

- parent night – primary reading...our primary teachers will be sharing information about reading programs, assessment, materials and effective home reading programs
- community guest speakers at our whole school meetings (eg. Country Grocer – to eliminate plastic bags)
- student-led conferences for first and second term reports
- PAC meetings to share school info



- biweekly school newsletter to inform and connect parents/community to our school
- parent volunteers in the classroom and for field trips
- exploratory sessions each term (run by parents and community members for 5 weeks)
- one to one tutors for reading support
- hosting preschoolers for various events and activities throughout the year
- garden – PAC volunteers, community members, donations, etc.

Saltspring Island Middle School

At SIMS, we try to connect with and engage parents and community members in a variety of ways. We have parents who volunteer for many jobs from tallying Country Grocer tapes to reading with children. Although any reason to get parents into SIMS is a good one, our hope is to have parents and community members who, through their involvement with us, come to deeply understand the underpinnings that form the basis for our learning community – that they come to understand that we honour diversity and are dedicated to the full concept of inclusion.

The most significant parent and community connection that has evolved that reflect this hope as been with our circus program. Parents are invited to participate in the circus program when their child signs up. The family inevitably find themselves involved in their child's life through this program. Students need their parents' support in a variety of ways that include emotional support and encouragement. They clearly love to show their parents the progress they are making and need their support to get through the struggles that are inevitable when students are engaged in a program that often challenges them physically and mentally. Some of the ways that parents volunteer and participate include:

- joining the coaching team
- organizing parent emails and communications
- maintaining the safety protocols and participating in the team's ongoing safety focus items
- fundraising
- costumes, stage makeup, set building
- sourcing circus events/props
- field trips

Parents often talk about how they are able to make fun and meaningful connections with their child because of the pride and growth the participants experience through circus. Students invite their parents—which is often a pleasant surprise to parents of children this age—to share in circus events. It can often be a family bridging opportunity, despite the many hours of commitment their child and family gives, as the joy the program brings circus students only increases the interest parents have to help out.

Salt Spring Elementary School

On Earth Day weekend families, staff and community members worked together to beautify and naturalize our grounds. A floor to the outdoor class was constructed. Three new beautiful mosaics were created from recycled pottery and glass. A butterfly garden was planted. Seeds were planted and the sense of community was sown!

Saturna Elementary School/SEEC

The school principal and the teachers of Saturna School make many efforts to engage our community during the year. The various opportunities strengthen the school-community partnerships needed to support student learning. As a result, this supportive partnership encourages both participation at parent meetings, and having parents taking the time to complete online surveys. It can be as simple as those important small conversations at the school door about a child's education or the more lengthy discussion



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around services to a child in need. Through daily conversations with most parents and a month-at-a-glance wall calendar, parents are kept aware of important events, such as when the principal will be away and scheduled school days for Friday.

We have easy and direct electronic contact as needed via texting and email. Most of our families will text with morning questions prior to school, especially if a child will be away due to illness. Whether its email or Facebook posts, the immediate input from the parents and community members has been productive. While there have been occasions in which concerns run wild before coming to the attention of the school principal, the healthy engagement of the Saturna community shows a strong partnership exists. This year most of the conversations have focused on playground fund raising, urgent playground needs, safety concerns (swimming in the ocean, holes on the school grounds, wasp's nests, and sharp edges on equipment). There are many times too, when community people reach out to offer volunteer activities for the children or ask for the children's assistance.

Each year the District Calendar is sent to parents at the time of year when they are asked to give their feedback. Many of the Saturna parents follow-up when requested to complete surveys or send their curriculum input to the Ministry of Education.

Over the year Saturna held information sessions on the new curriculum, including how the subjects are changing, new ideas for meaningful *Assessment and Reporting*, *report cards*, what the *Competencies* are and the difference between *Core Competencies and content competencies*, and why the *Big Ideas* are how we deliver subject content. For example, due to this parent consultation most parents expressed the wish to discontinue with the student-led conferences. They expressed a strong desire for simple report card to find out about their child's learning success.

Saturna School always has an excellent turn out for PAC meetings and many of the Strong Start parents attend as well. This means that for a school of only 7 children, most PAC meetings have 10 to 12 adults present. While the SEEC parents are unable due to geography, we are lucky to have one SEEC parent who makes the effort to come to the island and represent the SEEC parents at PAC. During one PAC meeting this year, 20 adults attended and participated in a presentation on the new curriculum and reporting. It was also a welcomed chance to meet the Director of Instruction who was visiting. The community feedback from this meeting was a desire to have similar opportunities to engage with the district on important matters. It has been pointed out to the principal, that the once a year visits by the School Board do not allow the parents to attend as they are unable to give up work to attend the afternoon session.

When necessary, school district broadcast eNews is promptly sent on to the parents via email, but is not easily provided to the Saturna community members who don't have children in the school. It would be a good area to explore some communication alternatives in the future for the community, as Saturna does not rely on the *Driftwood*. It should also be pointed out that the GISS news is not forwarded to the elementary school community to pass along either. With all these strong ties, the relationship building continues and is positive at Saturna and is why there is a strong PAC involvement and strong local support for the school.

Windsor House School

Windsor House has taken a leap into community engagement in the last two years. Literally everyday our students live, work, play and learn in the community. Just last week an artist from our Maker Space building came up to me and told me how much it meant to her to have young people in the building and



sharing space. These day-to-day interactions, and cross over of lives, have built a level of engagement that is unprecedented in Windsor House's history.

With a play opening tomorrow on Granville Island, a Maker Faire at Venables Hall last weekend, collecting wood scrapes from the woodworkers collective upstairs at the Mergatroid, and releasing salmon into the neighbouring stream in North Vancouver, Windsor House students and parents are immersed in the community. Public education and community have melded to create a live, work, learn environment that is inspiring for students, heartening for community members, and responsive to parents. Everyone is working together to create a life long-learning community that doesn't end with the school day or start in September. These relationships and connections extend into everyday lives for students, parents and community members.

7. **CORRESPONDENCE**

(a) **Galiano Activity Centre Society Soccer Association Request**

An email was received from Kate Emmings regarding the Galiano Activity Centre Society Soccer Association's annual Todd Wolfe Memorial Soccer Tournament to be held at Galiano Community School's field on August 25, 2018. She is requesting the Board grant the association a permit to allow alcohol consumption on the school's field.

It was moved and seconded that the Board of Education grant permit as per Policy 975 to the Galiano Activity Centre Society Soccer Association for the annual Todd Wolfe Memorial Soccer Tournament to be held on Galiano Community School's field on August 25, 2018.

CARRIED 52/18

8. **CHAIRPERSON'S REPORT**

(a) **BCSTA AGM Update**

Chair Pingle updated Board members on the BCSTA AGM titled "Working Together for Successful Student Transition". Highlights included:

- keynote presentation by Dr. Santa Ono, UBC President on reconciliation and Aboriginal Education – inclusion as part of diversity
- presentation by Mike Downie regarding his multi-media project "Secret Path" that he developed with his brother musician Gord Downie about the "troubling legacy of residential schools" and reconciliation
- Youth Leadership Project: Reconciliation Initiative. A project of the Tsawout Learning House in Saanich and Pender Island School coming together to nurture new connections and understandings between youth
- A number of motions regarding the "student voice"
- The late motion filed by Comox School District regarding audits that was amended by Chair Pingle to read: That BCSTA advocate to the Ministry of Education to suspend all audits as part of the Compliance Program Policy until the audit process aligns with the curriculum and new funding model. This motion carried as amended.

(b) **GISS Grad**

GISS graduation ceremonies will be held Saturday, June 16. Ms. Halstead will present the address to the students and trustees are invited to assist with presenting bursaries and scholarships.



(c) **Board Meeting Schedule**

To accommodate legislative changes to trustee election dates the Board meeting dates for 2018/2019 are revised as follows:

- Move November 14 to November 7 – new trustees will attend the Board meeting and be sworn in
- Move December 12 to December 5 – allows trustees to attend school Christmas events
- Move January 9 to January 16 due to the later date of January 7 return to school

Subsequently, the November and January Committee Day dates will be changed. There will be no Committee Day meetings in December 2018 or March 2019 due to Winter and Spring breaks.

This copy will be shared with partner groups and posted on the district's website.

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

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

Ms. Halstead shared her presentation with Board members. The highlights included information regarding:

- The finalization of Grade 10 curriculum and availability at: <https://curriculum.gov.bc.ca/>
- Overview and organization of curriculum – curriculum by subject
- Core competencies – communication, thinking, personal and social
- Assessment and reporting
 - For students in Grade 10 in 2017/18, will write the graduation numeracy and literacy assessments – graduation numeracy assessment was introduced in 2018; graduation literacy assessment will be introduced in 2019/20
 - For students in Grade 11 in 2017/18, will write the graduation numeracy assessment
 - For students in Grade 12 in 2017/18, will finish all the 2004 graduation program requirements; will not write the new graduation numeracy or literacy assessments
- Examples of what numeracy is and what the graduation numeracy assessment looks like
- Transitioning from the 2004 graduation program to the new graduation program

(b) **Grad Program Implementation**

Ms. Halstead shared there were numerous positive responses to the survey which was an opportunity to provide feedback on the new curriculum (Grades 10, 11 and 12) and the associated graduation program policies, prior to implementation. The survey was requested by the Ministry and closed on April 30, 2018.

(c) **Changing Results for Young Children**

An invitation received from Maureen Dockendorf, Ministry of Education Early Learning Consultant to the Gulf Islands and Cowichan Valley School Districts to participate in the 2018/2019 "Changing Results for Young Children Project (CR4YC)". CR4YC is a joint initiative between the Ministry of Education and United Way of the Lower Mainland. It will follow a similar framework to Changing Results for Young Readers (CR4YR); however, CY4YC is focusing on social and emotional well-being of young children and participants include Early Childhood Educators, Strong Start Facilitators and Kindergarten teachers. A provincial CR4YC Network Session is being held on May 31, 2018. More information on CY4YC can be found at: <https://cr4yr.com/>.



(d) Staffing

Ms. Halstead updated Board members on the recent administrative changes:

- Pender Principal Dan Sparanese has requested a leave of absence from the end of May until the end of school year. SIMS Vice Principal Jude Shugar has agreed to be the Acting Principal at Pender School during this time
- Boe Beardsmore, Principal at Phoenix Elementary is willing to assume the temporary VP role at SIMS to replace Mr. Shugar then VP at GISS for 2018/2019
- Sue Starkey, GISS VP is willing to assume the temporary Principal role at Phoenix Elementary to replace Ms. Beardsmore and for 2018/2019
- Mayne School Principal Margo Musselwhite has recently accepted a Principal position with the Sooke School District. Ms. Halstead extended congratulations to Ms. Musselwhite.

Postings for a Principal at Mayne and Galiano Schools and a Vice Principal at either Mayne or Galiano School will be generated with a soft close of May 14. This provides an opportunity to build capacity, flexibility, and mentorship to support those who aren't ready for a principal position. It is an opportunity for individuals to gain much experience and supports retention and succession planning.

Vice Chair McKenzie extended thanks to Ms. Halstead for all the in-depth work with the recent administrative changes and making wise decisions. "They are really good solutions for a district our size."

Ms. Underwood shared that the staffing process is moving along and timelines are being met. Hopefully there will be a limited number of surplus to need. Selection for Educational Assistants will take place on Thursday, June 7.

(e) Field Trip Request #138

A curricular field trip request from Pender Islands School teacher Cheryl Boland to take 24 Grades 6-8 students camping at Surf Junction Campground in Ucluelet June 11-14, 2018 to participate in outdoor activities and to learn about the west coast ecosystem. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #138 for Pender Islands School staff and students to travel to Ucluelet June 11-14, 2018 to participate in outdoor activities and to learn about the west coast ecosystem.

CARRIED 53/18

(f) Field Trip Request #162

A curricular field trip request from Windsor House School teachers Ellen Henderson and Jason Bickle to take 30 Grades 3-12 students camping at Mamquam River Campground in Squamish, BC May 28-31, 2018 to participate in outdoor education, life skills, cooking, camping skills and group work. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #162 for Windsor House School staff and students to travel to Squamish, BC May 28-31, 2018 to participate in outdoor education, life skills, cooking, camping skills and group work.

CARRIED 54/18

10. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Monthly Expenditure Report

The monthly expenditure report as at May 7, 2018 indicates that with 0.8333 of the year completed, 0.8220 of the budget has been expended. We are 1.14% below budget at this time. Last year at this



time, we were 2.7% under budget. Mr. Scotvold stated the district will likely be in a deficit situation at the end of the 2017/2018 school year of approximately 1% or \$200,000. We will have to communicate with the Ministry for approval to run a deficit budget.

(b) Annual Budget Bylaw for 2018/2019

Manger of Finance Cindy Rodgers presented and explained in detail the Annual Budget in the amount of \$25,493,862 for the fiscal year 2018/2019, year ending June 30, 2019 with particular attention paid to the Operating Revenue and Expense Statements and Schedules. Ms. Rodgers noted also that if the remainder of the surplus is not sufficient to cover expenditures this year, there is the possibility that we could end the year in a deficit position.

It was moved and seconded that there is unanimous approval to read the Annual Budget Bylaw for 2018/2019 in one sitting.

CARRIED 55/18

It was moved and seconded that the Annual Budget Bylaw for 2018/2019 in the amount of \$25,493,862 be read a first time and approved.

CARRIED 56/18

It was moved and seconded that the Annual Budget Bylaw for 2018/2019 in the amount of \$25,493,862 be read a second time and approved.

CARRIED 57/18

It was moved and seconded that the Annual Budget Bylaw for 2018/2019 in the amount of \$25,493,862 be read a third time, passed and adopted.

CARRIED 58/18

Vice Chair McKenzie thanked everyone who attended the budget meetings and Chair Pingle thanked Ms. Rodgers and Mr. Scotvold for their work on the budget and all financial processes throughout the school year.

(c) Mayne Island Early Childhood Society Agreement

Mr. Scotvold shared the agreement with Board members with a thank you to Ms. Musslewhite, Mayne School Principal, for her help in facilitating. Mr. Scotvold recommends approval of this agreement.

It was moved and seconded that the Board of Education agrees to enter into the operation agreement with the Mayne Island Early Childhood Society as presented.

CARRIED 59/18

Ms. Musslewhite thanked the Board on behalf of the partners for moving forward on this initiative. Mr. Scotvold states plans will move forward and everything will be ready for operation at the beginning of the school year.

(d) Annual Program Funding Agreement – Playground Equipment Program

School District 64 recently identified two schools for funding that meet the criteria for playground equipment: Fernwood Elementary School for up to \$105,000 for a universally accessible playground and Saturna Elementary School for \$95,000 for a traditional playground. An announcement was recently received from the Ministry awarding the district \$90,000 to purchase standard playground equipment for Saturna Elementary School.



11. **COMMITTEE REPORTS**

(a) **Policy Committee**

Chair of the Policy Committee John Wakefield spoke to the meeting held on April 25, 2018. Topics included:

- Review of feedback received
- Discussion of changes to policies, procedures and bylaws, particularly to procedures 530 (525), 700 (400, 410) and 520

Sarah Rae (DPAC) shared feedback from Galiano parents regarding the deadline for submissions, which is today. Trustee Wakefield stated feedback can be submitted up to Wednesday, May 16. The next meeting will be held on May 23, 2018.

(b) **Programs Committee**

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held April 25, 2018.

Highlights included:

- Discussion of Strategic Plan Objective 3.1 – Action #2 (opportunities for students to engage in real world inquiry) and the operational item to "survey staff to identify needs and key opportunities" including various ways of collecting information and gathering input from staff
- Delegations:
 - David Nickoli of Prevention & Community Engagement Provider, BC Responsible & Problem Gambling Program – spoke of statistics relating to gambling and curriculum materials that can be used from K-12. Mr. Nicoli has visited district schools and spoken with GITA President, Deborah Nostdal
 - Kiran Dhingra and Holly McDonald from SWOVA – presentation on a newly constructed Respectful Relationships program for Middle School students

The next meeting will be held on May 23, 2018.

(c) **Personnel Committee**

Chair of the Personnel Committee May McKenzie spoke to the meeting held on April 25, 2018.

Discussion focused on the hiring of a new Executive Assistant. Interviews for this position will take place on May 22.

The next meeting will be held on May 23, 2018.

(d) **Operations Committee**

Chair of the Operations Committee May McKenzie spoke to the meeting held on April 25, 2018.

Highlights included:

- Update on the Ministry meeting on April 24 attended by Chair Rob Pingle
- Proposal from John Chapman, PIPRC regarding the lease/license of grounds at Pender School by the Capital Regional District
- The new PS2200 Party Disclosure form that is to be signed by trustees and Senior Administrators. The form is due at the Ministry by April 30, 2018

The next meeting will be held on May 23, 2018.



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12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

DPAC Chair Sarah Rae asked if there was any information regarding the high school plan for Pender and how many students are enrolled. Ms. Halstead stated there is no cap to the number and there are no firm enrollment numbers at present.

14. **NEXT MEETING DATES**

- (a) Committee Day – May 23, 2018 at the School Board Office
- (b) Regular Board Meeting – June 13, 2018 at the School Board Office

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:18 p.m.

CARRIED 60/18

Date: June 13, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer