



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS ELEMENTARY SECONDARY SCHOOL
2017 11 08

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	Anna Herlitz	Trustee
	John Wakefield	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	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	
Regrets:	Susanne Middleditch	Trustee
	Cindy Rodgers	Manager of Finance

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

Chair Pingle presented GITA President Deborah Nostdal with a card, certificate and gift certificate and congratulated her on 30 years of service to the district. He acknowledged her dedication and commitment in her roles as a teacher and GITA President over the years.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2017 11 08, be adopted as amended with the following addition(s):

- 5 (a) Paul Petrie – Youth Leadership Project
- 5 (b) Pender School's Learning Presentation

CARRIED 105/17

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2017 10 11, be approved as presented.

CARRIED 106/17

3. IN-CAMERA SUMMARIES

It was moved and seconded that the summary for the In-Camera Session held 2017 10 11, be received as presented.

CARRIED 107/17

4. BUSINESS ARISING

None at this time.



5. **DELEGATIONS**

(a) **Paul Petrie – South Pender Historical Society**

Paul Petrie is the President of the South Pender Historical Society and Coordinator of the Tsawout-Pender Youth Leadership and Reconciliation Project. Mr. Petrie met in early spring of 2017 with the other members of the project team which includes Robert Dill also of the Historical Society, Tsawout Trustee Mavis Underwood, Tsawout Principal Stephanie Adams, Pender Principal Dan Sparanese, and School Trustee Anna Herlitz with the intent to launch the program in the fall of 2017. A successful application was made to the Canada 150 Fund for a \$30,000 grant. The program structure consists of six youth each from Pender and Tsawout (grade 7 was the focus, gender balanced) to meet and engage in activities for eight consecutive Thursdays with a presentation on the ninth Thursday. The teachers involved in the project are Emily Raichura from Pender and Romaine Underwood from Tsawout along with Pender mentor Ben McConchie and Tsawout Elder Willard Pelkey. The Pit Cook facilitators on October 12 were Tsawout Elder Earl Claxton Jr. and Knowledge Keeper John-Bradley Williams.

The students have met on Pender as well as at Tsawout and participated in field trips, canoeing and drumming, story telling, journaling and listening to Indigenous music. They are preparing a video as well as silk-screening a design on sweatshirts for their final presentation on November 9. The program has been very successful, friendships developed. Mr. Petrie acknowledged the support and generosity of the Tsawout First Nation and the Pender School and community. He will prepare a report for the government and hopes to share it with Board members.

(b) **Pender Islands School Learning Presentation**

Principal Dan Sparanese shared with Board members his students' love of science and the school goal of developing "a robust experiential science program at Pender School". He spoke to the objectives of this goal which include:

1. Utilizing existing resources
2. Identifying areas of interest for students and teachers, selecting resources that support our existing technologies
3. Providing all students with experiential science opportunities
4. Integrating Core Science Competencies into the experience: Communication, Critical/Creative thinking and Social responsibility
5. Supporting extracurricular engagement in science and promoting scientific literacy

Students in grades 4-9 are utilizing the Full Option Science System (FOSS) kit and engaging in science study of energy and forces through active learning; conducting experiments and reporting on results/data. Teachers of students in grades K-3 have identified Life Sciences as an area of high interest and relevance to students. Mr. Sparanese states that students "are learning to conduct science through a lens of inquiry". He shared that the PAC has raised \$20,000 for legacy purchases for all students and he would like to make an investment into science resources.

6. **TRUSTEES' SCHOOL REPORTS**

Focusing on Strategic Plan Objective 3.1 – *Cultivate connections that enhance intellectual, human & social, and career development for our students.*

Fernwood Elementary School

At Fernwood Elementary, we have many community connections that enhance the learning the children are doing in all areas. Some examples are:



- **Parent mentorships** in the nature classes where a parent with a special skill comes in to work with a smaller group of students. Over the years, groups of students with parent mentors have built the school a picnic table, built a tea garden with herbs, built the farm stand, done robotics and coding, made felt stuffed animals, explored and logged edible plants, and many other skills.
- We have **ongoing clubs** that enhance skills and are run by community mentors and volunteers. Our knitting club, ukulele club and robotics clubs help students to delve deeper into these areas of interest. They are very popular, with up to 20 students in each of them!
- We have also connections to other **organizations** that provide our students with additional opportunities, including Connecting Generations (one mentor helped a student build a birdhouse, another mentor helped a group of young writers), One to one readers (helping readers to become more confident), and organizations like Artists in the Classroom that provide ongoing mentorship in the arts to all of the classes in the school.

This year, we have 24 **peer reading coaches** in grades 4 and 5, who read with a little buddy twice a week. This facilitates reading skills and confidence in both of the age groups, and also increases connections between the grades.

Fulford Community Elementary School

At Fulford School we actively support our students' human and social development through facilitated social groups. The underlying theme of the social groups is empathy because empathy is the root of healthy relationships. Students are given instruction in what empathy is and how to practice it in both large and small group sessions. Kaz Lundgren is currently leading one large and one small "boys' groups" in a series that will run until winter break, and then she will run a series of "girls' groups" in the new year. The sessions include developmentally appropriate and interest-based activities that allow students to learn and practice skills in a fun and supportive environment. Since we began these social groups four years ago, we have noticed improved social interactions and problem solving amongst our students, and noticeably more empathetic behaviour.

Galiano Community School

Galiano Club Food Program:

- Hot soup delivered to school (2xmonth)
- Tasty Tuesdays – garden experiences
- Applefest
- Nettlefest

Grands in the Classroom:

- reading to primary class
- knitting with intermediate class
- Elders Lunch, where students invite seniors to lunch, then gather, prep and cook the food, set the tables, serve the meal, eat with their guest and clean up

Galiano Health Care Society:

Doctor and Nurse Practitioner visit the school regularly to foster a sense of trust with the students; they focus on mental and physical wellbeing, and create meaningful relationships with kids and families. One morning they even took lattes to the water taxi to connect with students they hadn't seen in awhile!

CRD and Fire Department:
Bike and Skateboard Rodeos



Galiano Conservancy:

- regular field trips to the Millard Learning Centre
- salmon release program
- science days at school and at Spring and Summer Programs

Exploratories always include artists, musicians, scientists, librarians, print-makers, professionals, elders and others, who all volunteer their time

This is truly Galiano COMMUNITY School!!!!

Gulf Islands Secondary School

REAL Nine Interviews with Community Members

One teacher at GISS brings in a number of community members from the business sector to participate in real-time LIVE interviews with his classes. Between September and February each year, every student taking REAL 9 is able to interact with, practicing interview skills and receiving feedback.

REAL Nine classes visit Volunteer and Community Services Open House

Approximately 75 grade nine students visited this event last week where they could meet representatives from 26 community organizations who rely on volunteer time to provide services in our community.

Junior SAR

Senior students focused on a career in emergency services are trained as junior cadets with our local marine search and rescue program. As well as working with seasoned mariners, they earn their Pleasure Craft Operator's License

Salish Sea Marine Evacuation Exercise

Sponsored by the provincial Ministry of Emergency Management, this exercise simulated an event to foster emergency preparedness. Two students took part this year and there would have been more if not for a massive Socials 10 Field Trip the same day. Students worked alongside community volunteers and professionals to re-enact a scenario and learn how to prepare for emergencies at sea and on land.

BC Children's Hospital Mock Interviews

Three health care professionals (M.D, Dean of Medical School (Physiology) and R.N) came to GISS to perform one-one interviews with students applying for an opportunity to attend Discovery Day at B.C. Children's Hospital. Following the interviews all students were invited to a panel discussion regarding careers in the health sector.

DISCOVERY Day in Health Sciences (BC Children's Hospital)

Two students from each school in the Lower Mainland (and the Gulf Islands, who begged) are able to participate in this one-day series of workshops highlighting everything from research to surgery and everything in between.

Mini Medical School

UBC Program and BC Children's Hospital Research Centre post weekly webinars for 6 weeks under a variety of medical topics. This year's theme is "surgery". This year 25 students are registered in this program. Last year 8-12 students participated. This event is hosted by Rob James and local Health Care guest speakers.

Girls Can Fly Events (Aviation, Aerospace, Marine Industry & Defense Sector)

With the mantra "From shop floor to top floor" we employ a hands-on approach to introduce females to exciting new career possibilities that may never have occurred to them. Our objective is to get women sailing, flying, working with tools of the various trades and engaging with real-live role models in the technical fields. They need to experience before they can be inspired! Only then can we expect real



change to gender diversity in what many still perceive as “non-traditional” fields for women. The GISS students participated this year.

Robotics Mentors

The GISS Robotics Team – The Cyber/Scorpions are very lucky and proud to work with eight skilled mentors from our community. These mentors share simple concepts of team building and cooperation they have learned through job experiences as well as their knowledge and engineering expertise. We strive to create an environment with open communication, where every member of the team, regardless of role, feels empowered to ask questions and understand the process of designing and building our robot.

Work Experience 12 (4 credit course) Placements

Students can begin to connect with individuals in the community who can inform and help students mold and shape their high school experiences to align with their post-secondary aspirations. One example would be a young student in French Immersion heading towards a career in Education was able to connect with a number of experiences starting with Pass-it-On, mentoring younger children, gaining summer job in the SWOVA office, working one on one with children in private settings and devoting time to the Kindergarten class at Salt Spring Elementary for 2 years. Academic student can become well rounded with a mix of paid and unpaid work and the non-academic student to deepen their skill sets (both hard and soft skills) beyond the school walls.

Youth Work in Trades Sponsors (480 hour Apprenticeship)

There are 18 apprentices registered with the Industry Training Authority through GISS for the 2017/18 school year. Another 8 students are seeking registration. Registered students work part time under qualified Red Seal Trades people gaining on the job training in trades including: carpentry, welding, floor laying, cooking, plumbing, electrical, automotive, sheet metal fabrication and heavy equipment operator. The sponsors of these students are partners in education, their shops and equipment are an extension of the classroom, and the mentorship they provide transforms the young apprentices from students to valued employees. This past summer, in one day, on one local residential construction site, there were 5 GISS apprentices working together under the construction, electrical, plumbing and sheet metal companies.

Work Safe Speaker

Instead of simply watching videos about Work Safety on job sites (WorkSafeBC), the WEX Teacher brings in a real live person who was injured as a teenager to speak with our students from a first-hand perspective. For many youth, this is their first time interacting and speaking with someone who technically could have died through no fault of their own.

Lady Minto Hospital Volunteers at Extended Care

Nine students are volunteering regularly at our local hospital in the extended care ward, learning about care and feeding of adults with dementia and a number of other physical and mental challenges.

Other events include:

- Pass it On Girls/Boys – mentoring a younger child at middle or elementary school
- Women in Trades – event at Camosun College
- Skills Canada Regional Event – Camosun College

And more that come in on the wind.....

Mayne Elementary/Jr. Secondary School

As discussed in previous reports, MIS has cultivated and nurtured many connections involving the larger community and the school. Though the connections reach many areas of learning through partnerships, we will highlight just a couple of events/initiatives. Each of these examples represents the rich, authentic teachings through multiple disciplines, competencies, subjects, social interactions, and walks/works of life.

At Mayne Island School, we hosted a Harvest Lunch in October. The garden at MIS has been a partnership with the MI Food Bank for a couple years now with the assistance of local farms, the Garden



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Club, and some parents and educators. Students, with adults side by side, worked together learning about and valuing food origins, planting and harvesting methods, meal preparation, land stewardship, resource sustainability, giving thanks, and hosting an event. Always incorporating the First Peoples Principles of Learning, we celebrated and honoured the food, the land, and the people with a shared meal (mostly) from the MIS garden. We hosted those that taught and learned along side us, parents, special helpers, and as an extra treat, the Galiano middle years students and staff as they were on island for OIMY.

For many years, Mayne Island School has hosted a Christmas/Winter Concert, and participated in the Gifting Back Project. Both events or initiatives, occur in December and embrace the human spirit of joy, care, and giving. They both provide opportunities for learning, sharing, giving, performing, and celebrating. MIS works with the MI Assisted Living group, headed by Ms. McKenzie, to identify folks on island in need of some extra care during the winter-holiday season. Students work along with staff and parents to bake cookies, split kindling, and make door swags to be delivered, with personalized card, a song or kind word, to those individuals. An endeavour as fulfilling for the volunteers and students as it is for those receiving. With the many talented folks on island, our annual concert, and the preparations for it, enjoy the assistance and contribution of a variety of musicians teaching rhythm drums, guitar and ukulele. We also benefit from groups on the island that join our performance including the local choir, the ukulele group, and this year, we hope to join, the parents! This joyous event concludes with a visit from Santa, and hot drinks and treats to accompany a visit time.

Pender Islands Elem./Sec. School

With an intent to cultivate connections and understanding across cultures, the Youth Leadership Project at Pender School has been engaging a group of middle years students in day-long activities together with a group of Tsawout middle years students from Saanich every Thursday over the past few months. Some goals of the YLP include learning about and appreciating our differences, developing friendships and understanding across cultures and to enjoy time together learning traditional songs and stories while going hiking, canoeing and doing hands-on activities. The students are learning through fun interactions, guided by two teachers, an Elder and a mentor, as part of a reconciliation initiative. The YLP youth are taking on leadership roles, including at the successful traditional salmon pit cook for the whole school on October 12, and they will be able to act as mentors to younger students in years to come, to pass on some of their learning and experiences.



Phoenix Elementary School

- Police visit/presentation
- Fire visit/presentation
- Breakfast program (daily)
- Random acts of kindness at the public library (by our intermediate class)
- Caretaker of goats (we have 2 residing at our school...students feed and take care of the goats and my job is to corral them back into their pens when they escape during instructional time ...daily...every single day)
- Guest speakers – scientist/physicist presenting to our HLP students
- Early Learning Centre – pre-schoolers' visit and participate in Halloween activities with the intermediate class
- Art Gallery visit – HLP students
- Explorations – cooking, fine arts, nature explorations, sports

Saltspring Island Middle School

At SIMS, we appreciate and are thankful for the connections that we have with our community. These provide our students with opportunities to learn in diverse and alternate ways.

Sarah Hook Nilsson, through Connecting Generations has given our students many of these opportunities – from connecting a retired scientist to a budding one, to finding French speakers for our French Immersion classes. North End Farms is able to take one of our students for a half day each week so that he is able to have alternate learning opportunities. One of the coaches at North End Fitness facilitates a program for our students who are not enthusiastic about traditional PE classes. These students have a chance to try out programs on the gym equipment so that they are getting their required daily exercise in an individualized way.

For the writers at our school, we have a community member who comes in weekly to facilitate a writer's group who has produced an anthology every year for the past three years.

Parents are the foundation of our Tsunami basketball program. Volunteer coaches conduct weekly practices to get their teams ready for the weekly games. Our RCMP liaison officer also dropped in to help with coaching. In these myriad ways, our students are benefitting from our connections with our diverse community.

Salt Spring Elementary School

At SSE we strive to connect students to their community in a variety of ways. Here are some examples:

- Class visits to Greenwoods Care facility
- Guest speakers from the community (authors, elders, experts)
- Field trips to local galleries, museums, parks, beaches, farms and businesses
- Students involvement in mentorship programs including Big Brothers/Sisters
- Community members invited in to the school to help with reading (Reading one to one program)
- Students visited Canada C3 when it was in Ganges Harbour

Saturna Elementary School/SEEC

At Saturna School, cultivating connections for students in a multiage classroom to a worldview and their place in future work possibilities is important. It takes the creative use of books, videos and the opportunity provided by special visitors to increase each child's awareness. The staff is working hard to point out these connections.



Achieving educated citizens is a primary focus of the *Framework for Enhancing Student Learning* at Saturna. It is more than improving academic learning; it is about an education for all future possibilities. However we still pay attention to basic skills and over the school year we periodically monitor math skills using the benchmarks such as DMA, and literacy levels using the PM+ Benchmarks. We are also now monitoring these skill levels for our SEEC students as well.

A focus on intellectual development and academic learning is based on a modified curriculum delivery in the multiage setting. Encouraging each child to follow some of their personal interest topics teaches them empowerment and strengthens character. The redesigned curriculum furthers the student's self-awareness and ownership of learning and students are taught the descriptive language to talk about personal learning and ways to describe what "they can do" and "what they need to improve". This new focus encourages students to make wise learning choices rather than be just passive learners.

Teaching human & social development at the primary levels is an obvious fit for the classroom. Every week the elementary staff coach and draw attention to ways we express our feelings and that it's ok to have all types of "feelings". That everyone experiences these emotions changes from time to time. But treating others well, staying self-regulated and doing quality work remains an essential purpose for success at school. Increasingly the staff find the SEEC student have need for support as well. Fifteen teenagers living in close proximity to each other permits their behaviours to be observed and when needed, individually coached on how they can interact with others more successfully.

Career & personal planning and gender issues are important too. Recently seeing how others work and have meaningful experiences such as visiting crew members of the Polar Prince (C3 Expedition ship) provided a positive opportunity for all out students to think about "possibilities" for work.

Windsor House School

As Windsor House moves into our second year of the multi campus we have continued to collaborate with many community organizations and arts groups as we share spaces and share projects. We have our first show at the Revue theatre on November 22nd. We return to the Farm on November 9th, and we held our Halloween Party at the Ukrainian Hall yesterday.

The immersive experience of students as they share in the work of Farm chores, as they rehearse, and go to other theatre shows, on Granville Island, and plan activities in there community for parents, younger siblings and the community, has embedded in it a deepening connection and inquiry with how to live and learn in community beyond school. They are developing relationships with their community that will transition well beyond their school years. They can see themselves as artists who have studio space at the Mergatroid, or volunteering at Southlands Farm, or planning a cultural event in their community.

7. CORRESPONDENCE

8. CHAIRPERSON'S REPORT

(a) 2018/2019 School Calendar Template

Chair Pingle presented the 2018/2019 school calendar template. It is unknown when we will receive information on the 2018/2019 provincial exam schedules, therefore there will likely be changes to this template. For the 2018/2019 school year 156 days of instruction are required. Letters to the Driftwood, employees, and parents will be sent out on November 15. The calendar template, letter and consultation schedule will also be posted on the district website.

(b) Updates from Provincial Meetings

(i) Ministry of Education-BCSTA Partner Liaison Meeting



This liaison meeting was held October 25, 2017 with Board Chairs, Superintendents and Secretary Treasurers. Chair Pingle, Ms. Halstead and Mr. Scotvold attended. Ms. Halstead shared that there will be a funding formula review, and the Ministry's focus is on student success and improving student outcomes.

(ii) BCSTA Board Chair Meeting

Chair Pingle attended this meeting on October 26, 2017 along with other Board Chairs and Ministry staff. The agenda included topics such as: urban/rural education; media relations and interview training; natural disaster response planning; and budgets 2017/2018 and review of the funding formula.

(iii) Provincial Council

Trustee Herlitz attended the BCSTA Provincial Council on October 27 and 28 and provided a synopsis of the meetings.

(iv) BCPSEA Symposium

Ms. Macdonald and Ms. Underwood attended the BCPSEA Symposium on November 2 and 3. The focus of the two-day event was workplace culture with guest speakers providing information on a number of topics related to creating, building and maintaining a healthy workplace.

9. CHIEF EXECUTIVE OFFICER'S REPORT

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

Superintendent Halstead's presentation to the Board is titled, "An Inquiring District" that speaks to the learning journey of how the district is aligning efforts to support our learners. Highlights include information on:

- Class, school and district review
- What supports student success?
- What are the "enabling structures", i.e., What's going on for our learners? How do we know? Why does it matter?
- Enabling strategies and accelerants
- What matters most in raising student achievement?
- Collective efficacy: What do strong inquiry oriented districts do? Inspire, Integrate, Involve.

(b) Staffing Update

Postings for the 2017/2018 school year are now at 144 and continuing, the majority of which have been posted since the beginning of September.

(c) Curriculum Update

The redesigned Grade 10 curriculum is currently scheduled to be implemented in January 2018. There is an additional year of transition for grade 11 and 12 students. The new numeracy assessment will be introduced in January 2018 with a "managed implementation of the numeracy assessment starting with a subset of students writing in January 2018". One hundred and seventy-five GISS students in grades 10-12 are to be part of the January cohort. GISS teacher and Grade 9-12 Coordinator, Susan Robinson has taken on the role of numeracy coordinator for the district.



Curriculum Day will be held Friday, December 8 at SIMS for teachers, EAs, CEAs, and Senior Administration. The event is titled, “Teacher as Researcher” – looking at curriculum through a research lens.

On Provincial Pro D day, October 20, 2017 a number of staff were busy attending and presenting workshops within the district and beyond.

(d) BAA Update

A letter dated October 5, 2017 was received a letter from Suzanne Hoffman, Superintendent of Learning Transformation regarding information and updates to Board/Authority Authorized (BAA) course policy and procedures that will “take effect July 1, 2018 and require action during the 2017/2018 school year.”

(e) Research Request

Jodi Streelasky, an Assistant Professor of Language & Literacy/Early Childhood Education in the Department of Curriculum and Instruction at the University of Victoria has submitted a research study proposal titled, “*Examining the inclusion of outdoor learning and Indigenous knowledge in a primary classroom*”. She will “specifically examine the ways that a primary learning program is initiating experiences for young students that focus on outdoor engagement and the potential connection to local Indigenous knowledge.” Her intent is to visit a primary classroom 7-8 times during the 2017/2018 school year to observe student’s everyday learning experiences. Ms. Halstead recommends Board approval for this partnership with Ms. Streelasky to move forward. The research study will be conducted during the 2017/2018 school year.

It was moved and seconded that the Board of Education approves Ms. Streelasky’s research request titled “Examining the inclusion of outdoor learning and Indigenous knowledge in a primary classroom” as presented.

CARRIED 108/17

10. CORPORATE FINANCIAL OFFICER’S REPORT

(a) Monthly Expenditure Report

The monthly expenditure report, as at November 8, 2017, indicates that with 0.3333 of the year completed, 0.2758 of the budget has been expended. We are 5.75% below budget at this time.

11. COMMITTEE REPORTS

(a) Policies Committee

Chair of the Policies Committee John Wakefield spoke to the meeting held on October 25, 2017.

Topics included:

- Review bylaw policy status and drafts – 95% of the bylaws, policies and procedures are in draft form and being reviewed by trustees and senior administration
- Consultation and approval process – timeline will be reviewed at the next meeting
- Sub/casual support for revising formatting discussed

The next meeting will be held on November 22.

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

CARRIED 109/17

(b) Programs Committee

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held October 25, 2017.

Highlights included:



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- A presentation on the Outer Islands Middle Years program (OIMY) by Jess Willows via Skype
- A discussion regarding Integration Support and Collective Agreement Language in 2017, with a focus on modern interpretations and changes in the Human Rights Code

The next meeting will be held on November 22.

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

CARRIED 110/17

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – November 22, 2017 at the School Board Office
- (b) Regular Board Meeting – December 06, 2017 at the School Board Office

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:29 p.m.

CARRIED 111/17

Date: _____

Chairperson

Certified Correct: _____

Secretary Treasurer

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2018/2019

No community members present for discussion.