



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
FERNWOOD ELEMENTARY SCHOOL
2018 01 17 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	John Wakefield	Trustee
	Lisa Halstead	Superintendent of Schools
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources (arrived at 2:00 p.m.)
	Doug Livingston	Director of Instruction, Learning Services
	Dawne Fennell	Executive Assistant
	Fraser Byers	GISS Student Representative
	Larry Melious	CUPE President
	Kelda Logan	GIPVPA Representative
	Marc Kitteringham	Driftwood Representative
Regrets:	Anna Herlitz	Trustee
	Susanne Middleditch	Trustee
	Rod Scotvold	Secretary Treasurer
	Deborah Nostdal	GITA President

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.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2018 01 17, be adopted as amended with the following addition:

9 (e) K-12 Enrollment Update

CARRIED 01/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2017 12 06, be approved as presented.

CARRIED 02/18

3. IN-CAMERA SUMMARIES

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2017 12 06 as presented.

CARRIED 03/18

4. BUSINESS ARISING

None at this time.

5. DELEGATIONS

(a) Fernwood Learning Celebration

Principal Kelda Logan and Fernwood teachers Liis Graham and Amy Jones presented the following highlights of Fernwood School:

- Positive, supportive, and team minded staff



- Large and capable group of grade 5 students who are *Firebird* leaders
- Strong parent group and PAC (parent participation is encouraged)
- A Safe and Caring School – common language for expected behaviour (3 Rs), Whole School Instruction on Zones of Regulation, Common problem solving strategies – 5 finger breathing (or other breath work), mindful practice, walking away, talking to an adult, use of a figit or other calming device, size of the problem, etc.)
- School garden and greenhouse
- 3 nature classes enrolling 65 students from K - 5; spend time outdoors each day and make many trips to natural spaces on the island

Teachers are focusing on 2 goals at present:

1. To improve reading ability for 43 vulnerable readers in the school (fluency and comprehension).
2. To help our students connect and engage with others when they are speaking and listening (eye contact, problem solve, understand different points of view).

They shared examples of the current methods they are using at the school to improve reading and communication skills, how they will measure improvement, relevant data collected, and their next steps for both goals.

Grade 5 students Micha Blondall, Kate Dunbar, Callah Ruehlen, Phoenix Smeth, Ferris Shoolbraid, Caleb Grange, Daniela Marshall, and Ryleh Campsall demonstrated the robots they built and explained how the robots can be coded to perform different functions. The robotic demonstrations included a moveable crane, a dog that moves forward and stops before hitting the wall and a lawnmower that won 2 out of 3 drag racing challenges.

6. TRUSTEES' SCHOOL REPORTS

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

Focusing on Strategic Plan Objective 1.2 – Action 4 – Review, implement and monitor school and district educational improvement plans including the Aboriginal Education Enhancement Agreement.

Fernwood Elementary School

This year at Fernwood, we have met to revise our school improvement plan on Framework Day, at two staff meetings, and a small group of us have met once so far to put the finishing touches on it. Fernwood School also has an Aboriginal Education plan that is developed at the beginning of the year and revised as needed through the year. Both plans can be found on the school's website.

Fulford Community Elementary School

Two years ago the staff and parents of Fulford identified “*Embracing First Peoples Principles of Learning and Culture*” as one of our value guidelines during our re-visioning day. Since that time we have actively worked to infuse aboriginal culture and principles of learning into our daily and weekly routines and activities. We have incorporated territory acknowledgements into our whole school meetings and special events (including Orange Shirt Day), and blended more indigenous knowledge into our nature and place-based learning experiences. We have also integrated First Nations literature and resources into our lessons and have expanded our collection of First Nations books in our library. Soon the importance we place on First Nations culture and art will be even more prominent when our *West Coast Wildlife* mural project is completed and replaces the dilapidated sun mural on the front of the school.



This mural is being completed by all of the students in the school working with local artists Johanna Hoskins and Karen Reiss, and Aboriginal cultural advisor and artist, Quentin Harris. Through this project the students will depict local wildlife in a First Nations art style with the help and guidance of Quentin.

Galiano Community School

At GCS Ab Ed is embedded in daily practise as well as is honoured in bigger broader events and focus areas. From our two year 'Welcome Pole' carving project to daily Talking Circles in each class. From our whole school professional growth commitment to 'Circle of Courage' Philosophy and 'Project of Heart', to daily indigenous novel studies, art & culture projects, drumming, and the visible presence of culture. From our yearly 6 week 'Ab Ed Exploratories' to our weekly Territory Acknowledgements and Honour Feather Gifting at our whole school meeting. As a staff we collectively built a Galiano Community School Ab Ed plan 2017-18 and hold it close. Ab Ed is an area of pride, focus and ongoing growth school wide.

Gulf Islands Secondary School

Gulf Islands Secondary has been engaged in creating a supportive environment for it's aboriginal students while also offering opportunities to all to incorporate aboriginal ways of knowing and learning through:

- One on one academic and cultural support
- Creating connections with families and caretakers of Ab students
- Surveying Ab students needs and expectations in effort to provide greater support and activities
- Connecting with elders from Tsawout, Tseycum, and Cowichan communities to explore possibilities of coming to GISS
- Connecting with Michele Cook to provide the Thunderbird Flight YouLEAD course for teachers here at GISS
- Organising an indigenous component in the GISS science day

Mayne Elementary/Jr. Secondary School

At Mayne Island School, resources and activities are integrated throughout the curriculum and the school year. Students engage with many aspects of Aboriginal history, culture and understandings. Two ongoing, multi-discipline projects are outlined below:

Space Naming Sign project

Last year, the grade 4-8 group began the process of naming the rooms at Mayne Island School, which encouraged our students to reflect on the purpose and atmosphere of each room. This process has also supported our students in learning and acknowledging traditional First Peoples teachings and representations of our local animals, as well as engaging them in taking ownership of our shared spaces.

This year, we have continued with this process of re-naming our spaces at Mayne Island School. The grade 4-7 students were invited to examine the purpose of 2 different spaces at our school and decided as a group, which Coast Salish animal best represented this space. The students decided to name our activities room, the Goose room because the goose represents working together as a team and feels like a family (and being silly and funny). Additionally, the students named our gym the Hummingbird space because the hummingbird represents moving very fast with agility. We have worked closely with Quentin Harris, who has designed the wooden pieces for the signs, and our students have begun the process of painting and mounting the pieces onto a cedar backing.



K-3 “We Are All Connected” and Cedar Paddles

As part of our Social Studies unit this year, the K-3 students have been investigating and exploring their self-identity and family. One of the resources we have been using is Adrienne Gear’s “We Are All Connected” literature suggestions that highlight and celebrate self-identify and family similarities and differences amongst different cultures. Several of the books share First Nations perspectives, which we have explored and discussed in relation to our own personal experiences.

In conjunction with this unit, the K-3 students have been working on cedar paddles with Quentin Harris. Quentin shared stories with us about how paddles were used to represent First Nations families, and students were asked to paint one side of their paddle in a way that would represent their own family.

Pender Islands Elem./Sec. School

At Pender School this year we are engaged in learning about First Nations History and its enduring legacy on Pender Island.

We were fortunate enough to team up with local Elders who were able to guide our students on a path to greater awareness, understanding and respect for the First Nations culture.

Our students have learned about and experienced the Aboriginal history and cultural traditions that were (and remain) unique to the Gulf Islands.

The students have learned through stories and song and have shared their learnings with the wider community.

Our commitment to Aboriginal learning must continue and being able to experience it directly is what made the Pender Island experience so real.

Phoenix Elementary School

Phoenix Elementary engages in a number of activities that involve the Aboriginal Education Enhancement Agreement. Each week during the whole school meeting there is a gratitude circle and thanks is given in Hul’q’umi;num’ (huy ch q’u). Project of heart is a literacy-based/story/art project creating tile art in conjunction with the District AB Ed based on the book “When we were alone”. The Owls project is connecting a field trip to the Raptors centre with the scientific exploration of owl pellets and literacy through the traditional story “Rules of the Forest; Why Raccoon Wears a Mask” in which owls are featured. Quentin Harris has also taught the school first nations games and sports (eg. Dokskoi and Lacrosse). And aboriginal ways of knowing has been included in the moon studies unit.

Saltspring Island Middle School

At SIMS we have been working on establishing the Aboriginal Ways of knowing into our culture and mind-sets. At this time, we are focusing on the three goals to guide us in our journey:



Goal One: The Individual

Every Indigenous learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.

Goal Two: Community

Every Indigenous learner will have opportunities to connect with community members to enhance and extend the learning beyond the classroom.

Goal Three: Learning

From the time Indigenous learners enter a school community they will experience a culture that encompasses equality, awareness and engagement in learning, allowing for formative feedback, evidence of knowledge and self-assessment.

At this time, we have been working on creating a long-term and foundational plan through which we can fully realize these goals. Although our teachers have been very creative and successful on focusing on embedding Aboriginal Ways of Knowing into their curricula, this work is being done primarily in individual classrooms. Our vision is that, as a staff, we can formulate a comprehensive plan whereby we can begin to work together on having a culture that reflects ‘equality, awareness and engagement in learning’ for our Indigenous students, as well as for our larger community. We are planning to organize a day on the April Pro-D day whereby we can do this.

In going forward, we have been working on creating events for our learning community that focus on Indigenous issues. For instance, we organized a 2-week focus on residential schools that culminated in an assembly that featured community speakers and videos to acknowledge Orange Shirt Day. Teachers used the activities and information presented as springboards for deeper conversations and projects in their classrooms. We have Quentin Harris with us for at least four days a month so that classes can explore themes around Aboriginal Ways of Knowing. By focusing on these, we can enhance in our existing culture, the ideas of the importance of community, the land, the spirits and ancestors and taking care of the self.

Salt Spring Elementary School

The SSE staff is working on the goal of belonging and school connectedness. This goal was structured around Martin Brokenleg's circle of courage. We accessed a pro-growth grant to help us collaborate around this topic. We integrate aboriginal ways of knowing into our regular curriculum. The school also recently broke our whole school into reading groups based upon student needs. We meet as teaching teams at the beginning of each term to evaluate progress and refine our program.

Saturna Elementary School/SEEC

The four member staff at Saturna School focus their attentions in asking “What’s going on for our Learners” and “Where do we focus our current efforts to gain further improvements”.

As a result of district professional development and Curriculum Days, the staff is comfortable talking about meaningful evidence of student learning. We talk about available data or how to collect it, have curriculum discussions concerning relevance, attended Framework day together and provide input through the Spiral of Enquiry in generating this year’s school plan.



These actions help us champion innovative practices, while working together to understand personalized learning and inquiry-based projects. Additionally Saturna School aligns to the district initiatives for Safe and Caring schools and Aboriginal education. This year we have had much success in building a positive relationship with the Tsawout First Nations to encourage First Nations awareness in our students, and the Saturna Community including an awareness of the traditional territory of the Tsawout First Nations.

Windsor House School

Windsor House has been focusing on the development and review of the multi campus model of education. From our school wide surveys last year we targeted a need for a project-based intermediate aged (8-12) site that supported their need for physical movement and experiential learning. We secured a second "maker space" 5 days before school started and transformed it over the fall into a thriving educational hub. With a woodworking shop, a design lab, Visuals Arts spaces, and simulation "city" that students have built with cardboard box houses, roads, scooters, and a whole bureaucratic structure including traffic police, tickets, and electoral campaigns for Mayor.

Our outdoor education program specifically incorporates aboriginal pedagogy and ways of understanding the world. An example of this is at Whey-ah-wichen park, is we start the day with a sharing circle, and our focus is place based learning. We have brought in an indigenous Mentor to work with the students in Coast Salish singing, dancing and story telling. We focus on native flora and fauna, and traditional indigenous food, such as seaweed and kelp. We are currently raising salmon for release in a neighbouring stream in April.

7. CORRESPONDENCE

(a) Request from Mike Bullis

A letter was received from Mike Bullis requesting the Board grant the Mayne Island Lion's Club a permit to allow alcohol consumption in the Mayne School gym for a fundraiser dinner on Friday, February 16, 2018.

It was moved and seconded that the Board of Education grants permit as per Policy 975 to the Mayne Island Lion's Club for a fundraiser dinner in the Mayne School gym on February 16, 2018 and waives the 60-day notice.

CARRIED 04/18

8. CHAIRPERSON'S REPORT

(a) Board Committee Structure

There are no changes to the current Board Committee Structure. The trustees continue to review Bylaws, Policies and Procedures and will be focusing on moving into another direction with the Operations Committee.

(b) Salt Spring Family Bike Skills Park

Members of the Salt Spring Bike Club presented information on Committee Day in November regarding their vision of a youth and family bike park that will be fun and safe. They are "seeking support from PARC, community members, agencies and businesses to envision, plan and build a family bike park on Salt Spring Island". Trustee Wakefield abstained as he is part of this community group.

It was moved and seconded that the Board of Education supports, in principle, the formation of the Salt Spring Family Bike Skills Park.

CARRIED 05/18



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

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

Ms. Halstead shared her presentation on Strategic Plan Goal 2 – *Integrate Sustainability, Promoting and facilitating sustainable practices throughout the district*, speaking to the following objectives and the actions contained within each objective that supports it:

- Encourage connection to and individual responsibility for the natural environment
- Build and sustain a vibrant employee community
- Ensure the continuation of a healthy and stable financial environment
- Promote best practices in governance and leadership

An action item is to determine where to put the Long Range Facilities Plan and the Enterprise Risk Management Plan on the district website.

(b) **BAA Course (GISS)**

GISS teachers Ciarán Ayton and Naveed Niazi have submitted a course outline for the locally developed course Senior Soccer, Grades 10-12 for Board/Authority Authorized approval. The course has been reviewed and is fully compliant with the requirements of all regulatory bodies. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves the locally developed GISS course Senior Soccer, Grades 10-12 as presented.

CARRIED 06/18

All BAA grade 10 courses will be updated this year; grade 11 and 12 BAA courses will be updated next year.

(c) **Curriculum Day**

Curriculum Day was held Friday, December 8 at SIMS for staff members with the focus of “Teacher as Researcher”. Teachers, EAs, ECE facilitators, P & VPs, and senior administrators attended. Ms. Halstead expressed a sincere thank you to curriculum coordinators Kathryn Akehurst, Janet Hoag, Susan Robinson and Jessica Willows for organizing the day and gathering colleagues to assist facilitating the sessions.

(d) **FIELD TRIP REQUEST #79**

A curricular/extra-curricular field trip request from GISS teachers Louise Doucet and Halim Ouhammou to take 17 students to Paris, Normandy Bretagne, and Loire from April 15 to 25, 2018 for linguistic and cultural immersion in France with a focus on Social 11 study of World Wars. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #79 for GISS students to travel to Paris, Normandy Bretagne, and Loire from April 15 to 25, 2018 for linguistic and cultural immersion in France with a focus on Social 11 study of World Wars.

CARRIED 07/18

The cost per student is \$1500; however, there will be funding available for those students who can't afford it. Ms. Doucet obtained a grant from the BC Student and Teacher Exchange Mobility Awards administered for the Ministry of Education by the BC Council for International Education to help defray the cost of this trip. Ms. Halstead extended a thank you to Ms. Doucet for organizing the trip and securing grant funding.



(e) **K-12 Enrollment Update**

A K-12 Enrollment Audit team visited the district in January 2017. SD64 received a report on the results from the Ministry of Education on August 16, 2017. The district submitted an appeal on October 6, 2017 and received a reply on December 22, 2017. Approximately \$686,000 of revenue was the initial audit result, the district appealed to reclaim approximately \$545,000, and our appeal resulted in the recovery of approximately \$14,000. We received notification of a return audit visit on January 9, 2018 that is scheduled to take place the week of February 19, 2018. Ms. Halstead sent communication to Deputy Minister Scott MacDonald on December 22 and has secured a meeting in person on February 27, 2018. She communicated that we have been provided with limited time to act on the recommendations that we received in the report of December 22, 2017 given that students are already enrolled and participating in programs. Cindy Rodgers, Finance Manager, will be providing a financial forecast – Item 10(a) on today’s Public Meeting Agenda.

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

(a) **Financial Forecast**

Manager of Finance Cindy Rodgers spoke to the district’s Financial Forecast of July 1 to December 31, 2017 detailing Operating Revenues and Operating Expenditures. Restricted and unrestricted operating surplus was \$273,131. Over the years a healthy surplus had been built up to take care of unexpected pressures or changes in funding. The enrollment audit depleted most of this surplus. Ms. Rodgers stated this is not a structurally balanced budget and the district will have to make significant changes to produce one. In future years if no changes are made a \$500,000 deficit could develop quickly. If the forecast is less favourable than predicted then the district may have to submit a request to the Ministry for approval of a deficit in 2017/2018.

(b) **Enterprise Risk Management**

Ms. Rodgers spoke to the Summary Report of the ERM Assessment for School District No. 64 (Gulf Islands) prepared by KPMG on risk management and the risks to achieving our goals. There was a Risk Management process that identified the likelihood, impact and severity of key risks occurring. It was also noted that some high-risk areas are interrelated and would perhaps be considered extreme if they were combined. Ms. Rodgers spoke specifically to the top residual risks identified in the report:

1. Competition with other educational suppliers
2. Organizational capacity
3. Funding continuity/stability
4. Succession planning for key roles
5. Staff capacity and training
6. Enrollment levels
7. Key employee retention
8. IT infrastructure
9. Privacy & cyber security

It was moved and seconded that the Board of Education adopts the Enterprise Risk Management Assessment for School District No. 64 (Gulf Islands) Summary Report prepared by KPMG as presented.

CARRIED 08/18

(c) **Financial Accountability**

Manager of Finance Cindy Rodgers spoke to a draft of *Financial Governance & Accountability Checklist* that she prepared. The document contained information relating to:



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- Budget Monitoring and Reporting
- Surplus Policy
- Capacity Building for Trustees and Superintendent
- Taxpayer Accountability Principles
- Audit Committee
- Internal Audit Process
- Financial Statement Discussion and Analysis
- Strategic Planning
- Risk Assessment and Management

She stated this document is a summary of the district's progress in implementing the Ministry of Education's recommendations on Financial Governance and Accountability and identifies areas where work needs to be done. The document will be reviewed in more detail on Committee Day as part of the Operations Committee.

It was moved and seconded that the Board of Education agrees to a further review of the *Financial Governance & Accountability* document on Committee Day as part of the Operations Committee.

CARRIED 09/18

It was moved and seconded that a financial summary be presented at the next Public Board meeting outlining the annual savings from the four-day week and the resulting programs and options preserved for students.

CARRIED 10/18

11. COMMITTEE REPORTS

(a) Personnel Committee

Chair of the Personnel Committee May McKenzie spoke to the meeting held on December 6, 2017 with partner groups, which focused on the hiring of a new Superintendent as a result of Ms. Halstead's resignation at the end of July 2018. Topics included discussion on attributes, qualifications and skills required. Discussion will be ongoing.

The next meeting will be held on January 31, 2018.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – January 31, 2018 at the School Board Office
- (b) Regular Board Meeting – February 14, 2018 at Salt Spring Elementary School



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15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:04 p.m.

CARRIED 11/18

Date: February 14, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2018/2019

No community members present for discussion.

Ms. Halstead informed Board members that the Provincial exam schedule for 2018/2019 is now on the Ministry website. No changes are required to the district's 2018/2019 instructional calendar template to accommodate the exam schedules.