



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
GULF ISLANDS SECONDARY SCHOOL
2018 03 14 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson (departed at 2:45 p.m.)
	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 (departed at 2:45 p.m.)
	Linda Underwood	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Dawne Fennell	Executive Assistant
	Fraser Byers	GISS Student Representative
	Kahlila Ball	GISS Student Representative
	Junan Adam Gordon	GISS Student Representative
	Seth Everest	GISS Student Representative
	Grace Pohl	GISS Student Representative
	Deborah Nostdal	GITA President
	Larry Melious	CUPE President (departed at 2:30 p.m.)
Lyall Ruehlen	GIPVPA Representative	
Susan Robinson	GISS Teacher and Grade 9-12 Coordinator	
Kathryn Lundgren	Acting Principal, Fulford School	
Marc Kitteringham	Driftwood Representative	
David Paine	Guest	

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 03 14, be adopted as amended with the following addition:

9 (e) Field Trip #123

CARRIED 22/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 02 14, be approved as presented.

CARRIED 23/18

3. IN-CAMERA SUMMARIES

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 02 14 as presented.

CARRIED 24/18

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 03 01 as presented.

CARRIED 25/18



It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 03 05 as presented.

CARRIED 26/18

4. **BUSINESS ARISING**

(a) **Local School Calendar for 2018/2019**

Vice Chair May McKenzie read the following Notice of Motion that was introduced at the September 13, 2017 Board meeting:

It was moved that the Board of Education adopts a Local School Calendar for the 2018/2019 school year that reduces the number of instructional days by approximately 25 to 30 resulting in a four-day school week. The instructional time from these days will be added to the remaining days of instruction. The resulting savings will allow the district to preserve programs and options for our students. The motion will be tabled at the regular Public Board meeting on March 14, 2018.

It was moved and seconded that the Board of Education adopts a change to the local school calendar resulting in 155 days of instruction for the 2018/2019 school year.

Rationale: The implementation of an altered school calendar enables the Board to retain educational programs and options for our students.

CARRIED 27/18

5. **DELEGATIONS**

(a) **Driftwood Initiative**

Marc Kitteringham, Driftwood Representative spoke to the Board about a Driftwood newspaper initiative to promote “an adopt-a-street campaign during the first three Wednesdays in April and will be inviting all the local schools, organizations, businesses and individuals to get involved to pick up and dispose of garbage and recycling litter.” They will publish who's taken on which streets during the month and announce who collected the most in each category and the total amount collected at the Earth Day celebrations on April 22. The invitation to participate is also extended to the Outer Islands' schools and communities.

(b) **GISS Learning Celebration**

Principal Lyall Ruehlen presented his report to Board members with the following highlights:

- Focusing on assessment and the new curriculum
- Framework for Enhancing Student Learning using an inquiry approach through the lens of assessment
- Using the Spirals of Inquiry based approach for the School Growth Plan
- Communicating student learning initiative – class presentations, promotional meetings, meetings with teachers to talk about student outcomes
- First week of school Admin. met with teachers regarding two focus areas: 1) Where are we at with assessment; 2) Share your thoughts on student engagement
- What do students and parents have to say?
- Created top notch program = REAL 9 program (Respectful, Engaged, Adaptable Learners)
- Students want to recreate student council and become more involved

GISS teacher and Grade 9-12 coordinator Susan Robinson spoke to quality assessment and engagement – How do we make sure students are engaged? How are they learning? To prepare for Framework Day discussion, staff decided on essential questions tied to assessment and engagement. Teachers chose a couple of areas they wanted to focus on for the year which were core competencies



and self-reflection. They use flex blocks and staff meetings to collaborate and share with one another; staff is engaged.

GISS students Fraser Byers and Kahlila Ball spoke about the student council, which is a pilot year for this council. At present there are 8 students on the council. The goal is to represent students and create a voice and to encourage more students to become involved in the council. The students created a survey connecting their goals to the School Growth Plan that was sent out to all students via email. The focus areas of the survey were:

- What are students' concerns?
- What do students appreciate?
- Do students feel engaged?
- Do students feel supported?
- Thoughts on assessment.

Responses were received from 110 students. Results gleaned from the survey showed that:

- Students feel listened to
- Students are open to alternative forms of assessment
- Most students feel very engaged in their learning
- Students feel that a mix of self-assessment and teacher input is best

GISS student Grace Pohl spoke briefly to Board members about mental health and wellness and the recurrence of peer counselling at the school. The students involved have worked with GISS Learning Integration Support teacher Christa Campsall to develop a video message of support for the students in Parkland, Florida with regard to the shooting tragedy at Marjory Stoneman Douglas High School on February 14, 2018 where 17 people were killed and several injured. The video can be viewed at: <https://vimeo.com/258924172>.

(c) Fulford Learning Celebration

Acting Principal Kathryn (Kaz) Lundgren shared her presentation with Board members. Highlights included the following information:

- Enrollment – 93 students in 5 multiage classes
- No longer offer nature-based classes due to low enrollment
- Focus on positive behavior support: care for self, others and the environment
- School plan is based on the “Spirals of Inquiry” model
- Changes in school goals: removed reading and nature-based learning goals and are now focusing on improving student achievement in writing and math.
 - Positive growth in students' writing and reading skills has occurred with the implementation of the Orton-Gillingham approach and Words Their Way
 - Focussing on math through: Math Inquiry Pro D; “Power of Ten” workshop; Math Playground; Math Night and presentations for parents; FUEL Math night; and Math assessments which have identified areas for instruction
- Whole school mural project – west coast wildlife mural to replace the sun mural; First Nations art style; collaborating with local artists, Johanna Hoskins and Karen Reiss and Quentin Harris who is the district Aboriginal Artist and Cultural Advisor

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 3 – Enhance learning through accessible and appropriate technology

Fernwood Elementary School

At Fernwood, technology is often integrated into all aspects of student learning. Students use technology to upload content into their online portfolios, which they then use for their student led conferences. Students also use our iPads for extra practice with speech/language, reading, math and other subject skills. Students take pictures of their work for reflection, and videos of themselves performing a skill. The pride they feel when improving skills and looking through their portfolios with their parents is wonderful to see.

At our school, we have opportunities for students to use enhanced technology, including many robots, which students learn to code. The robots are programmed by students to complete a variety of tasks, including the ability to pick up objects, complete an obstacle course, and perform movements such as spin, stop, and change colour.

Fulford Community Elementary School

Students at Fulford School engage in learning opportunities using technology in many different ways. Students use iPads to develop reading fluency and comprehension, research information, photograph, and present learning stories. The K/1 class made their own books by photographing scenes created with loose parts, dictating their story and using them in the App Book Creator. There are many different apps that are used to enhance students' presentations, such as Adobe Spark, Book Creator, and Keynote. The use of these apps enhances students' enthusiasm about their work. The students in grade four and five have been learning coding online and robotics. In music, technology is used to enrich the exposure of students to different genres and music history.

Galiano Community School

GCS 2017-2018 T4U planning led to the purchase of 10 iPads, headsets and a portable projector. The infusion of technology 1-1, small groups and whole class has since become a new norm. Research projects, reading programs that generate enthusiasm (and data), specific learning programs purchased for several children with complex needs, class math YouTube tutorials, Google Read and Write, Scratch Coding, filming paper airplane launches, speech to text on iPhones, computer animated shorts are only a sample of daily use of technology that has enhanced learning opportunities for all. Most recently, our Middle Years class was involved in a special eco ed. project that had GCS students using sophisticated technology to capture the stories of Penelakut Elders and students as they learned on and from the land. Building a documentary via drone, interviews, candid photo's etc. will lead to a Spring 2018 teaching video released by AMES. The portability of technology adds to our land based learning programs.

Gulf Islands Secondary School

Maurice Last will be team-teaching with our Grade 9 English teachers using the following technology tool: Twine (<http://twinery.org/>).

This is supporting the new curriculum and mandated coding for students. We will be focusing on the core competences of Creative Thinking and Problem Solving as well as Communication.



Example of Twine:

Twine is an open-source tool for telling interactive, nonlinear stories. You don't need to write any code to create a simple story with Twine, but you can extend your stories with variables, conditional logic, images, CSS, and JavaScript when you're ready.

Mayne Elementary/Jr. Secondary School

With the addition of a few items of technology last year through our school growth and technology plan, and assistance from our PAC, students have begun to explore and utilize some programs, tools, apps, and features to assist in supporting their learning, and to aid in representing their learning. Below are a few examples.

With the older students, we have been working on exploring accessibility tools for more flexible, personalized and adapted learning. For example, students have explored and demonstrated knowledge with both PC and iPads on how to change settings to account for the following:

Perception adaptations: Readability and Reader view to remove distractions and enhance font, size etc.
Language Support: Speak Selection and Speak Screen for clarifying vocabulary or support in learning to read more complex text

Physical Layout: On Screen keyboard and word prediction for those that have difficulty keeping focus when moving from screen to keyboard

Writing Alternatives: Talktyper.com and Talk to Text options for communicating through talk into text.

These students have also been working on how to write a formal email communication and have corresponded with members of the community through formal email messaging. They begin some blocks with keyboard work using an interactive website that allows them to learn how to properly and efficiently use the keyboard.

The students have acquired a diverse toolkit of accessibility tools that they are now able to understand, quickly navigate to, and choose from when needed. In particular, a few students were so excited to learn about the Reader View tool as it removes all the ads and flashing buttons that appeared on their favourite websites – best of all it was so easy to find and use, and then navigate away from when finished.

In other aspects of learning other examples include: iPads are used for taking photos of learning, for reading e-books, and for listening to audiobooks. Students use computers for writing and creating projects and for researching various learning topics. They use adaptive technologies such as keyboard-on-screens and speech-to-text programs enabling them to access and create content that they would not be able to otherwise. In the fall students used Skype to connect with another class of students reading the same reader aloud. Using these technologies allow students to have different experiences, access a wider variety of current resources, and to communicate in different ways.

Pender Islands Elem./Sec. School

Pender School uses iPads in the K-3 classrooms, allowing students to access levelled readers. This provides students with reading material at individual levels with great variety and interesting topics.

In our middle years classrooms the students use Chromebook laptops. Chromebooks provide access to open source content and facilitate research through the internet for the Grades 4-8 students.



Phoenix Elementary School

Here are some examples of how we use technology to enhance student/staff learning...

1. Face-time to connect with students who are off-island (instruction/sharing learning)
2. Assistive technology features on iPad
3. Reading, writing, numeracy apps for skills reinforcement
4. Coding activities
5. Creation apps – books, time lapse videos, instruction
6. Researching
7. French videos
8. Online math manipulatives, e.g., geoboards, base tens, etc.
9. Online books/library
10. Google apps

Saltspring Island Middle School

With technology, it has traditionally been easy to raise the roof to provide opportunities for a few gifted students to produce work that is photogenic, mediapathic, and exciting. The biggest challenge that SIMS faces is to raise the floor. Providing opportunities that are rich and forward thinking to all students is our priority.

At SIMS we have three main strategies for using technology to enhance student learning.

1. Providing Choice and Voice Through Technology

- a. Digital options for students to organize and represent learning
 - i. G-Suite for Education tools include documents, slide decks, video integration
- b. Digital collaboration tools for students
 - i. G-Suite allows students to work together even across different classes, or from home
- c. Flexible options for portfolio assessment
 - i. Slides and websites give students many options in documenting learning in a format that is very accessible to both students and parents

2. Using Technology to Facilitate Universal Design for Learning

- a. Adaptive tech like Google Read and Write makes content available at all literacy levels
- b. Leveraging students' personal devices as learning aids

3. Meaningfully Addressing the new ADST Curriculum and Design Thinking

- a. Robotics exploratory choice
 - i. Robot construction, coding, and problem solving
- b. Microbit Initiative
 - i. Coding for beginners with a physical aspect
- c. Coding costumes for Circus
 - i. Using microcontrollers and LEDs to integrate technology into performing arts
 - ii. Making tech and design thinking appeal to a wider demographic
- d. 3D design and printing
 - i. Allows students at all levels to engage in a meaningful design cycle



Salt Spring Elementary School

SSE was pleased to acquire a class set of iPads this year. These iPads have been used primarily by our intermediate classes for inquiry projects for our school based science fair. All the students used this technology for research and some made iMovies to accompany their projects.

We also have several students who use technology to support their literacy needs utilizing read/write functions. Some students are using technology for independent and advanced mathematical explorations, as well.

Saturna Elementary School/SEEC

To enhance learning at Saturna School the teachers provide training and access to various digital equipment and devices almost daily. Without direct monitoring, all students easily divert their attention to entertainment and social media purposes rather than to pursue individual learning. Cellphone use is regulated but an ongoing concern for the teachers. A goal for appropriate learning technologies involves having students understand computer basics, coding, managing their data properly, and the social ethics of use. Allowing free time use of these technologies without the diversion of entertainment use, social media connections or gaming sites can be a slippery slope of misdirected attention.

At the secondary course level in SEEC, learning technologies play a supportive role in learning skills as well as content from online sources. The uses of various technologies provide opportunities to complement the face-to-face teaching and the ecological field studies SEEC undertakes. High school topics covered can include blogging, social bookmarking, wikis, Skype and Google Hangouts, personal learning networks, digital literacy, and digital citizenship ethics. The secondary students often use the iPads for camera documentation while in the field.

The primary students are taught directly how to use applications and software appropriate for their level of understanding. Depending on the grade and purpose for using an application, students prefer using a device for many of the tasks they are asked to perform such as writing a story. The primary children are very interested in using MinecraftEDU and the digital classroom because of the positive social interaction it affords. Saturna is also running one pilot use of the Fast ForWord language software.

With the teacher's direct instruction, the elementary students benefit from online access to video resources. YouTube is especially useful for watching 3,2,1 Classroom Contact and Bill Nye Science Guy programs. During quiet reading time, all the elementary children regularly use the Raz-kids online reading program. With our iPads students have access to a large number of eBooks. Many of the students access these Raz-kids resources at home for reading access to over 200 titles from this online library.

With the PAC support and SD64 funds, several device purchases have been made and in the past 3 years these include a large screen Smart TV for display, 5 iPad minis, a full set of 10 laptops, 4 Microsoft Surface Pro with touch screens and various digital science equipment such as pH meters, salinity testers, digital microscopes, and a camera mounted microscope lens.

Windsor House School

Windsor House has made good use of the "computers for schools" program. Since moving to a multi campus we have used older laptops as suites of computers for students to work online and for word processing. They are portable and able to move with the students to the sites they are needed rather than using a computer lab and moving students to the lab. We also have an iPad with each teacher for use at each site by students or staff. We use these for everything from learning apps, a video camera, photos,



access to student blogs, research, to "Snap Shot" during student conferences. Technology has allowed us to follow our students out into the community with their learning at any place, at any pace, and at any time.

7. **CORRESPONDENCE**

(a) **The Visioneers International Network – Web of Good Work**

The Visioneers International Network – Web of Good Work was launched with a new initiative on October 1, 2017. The purpose of the network is “to discover and showcase for the world, projects aimed at improving conditions on the planet in a multitude of fields, and to recognize them and the individuals behind them with Visioneers Awards.” Membership entitles you to nominate others to become members and also nominate others as candidates for an award. The Visioneers website can be viewed at: <https://thevisioneers.ca/> for more information.

(b) **Salt Spring United Football Club Request**

A letter received from Graham Tweddle of the football club requesting use of district fields at GISS, Fernwood and SIMS for the annual Challenge Cup Tournament that will take place on May 19, 20, and 21, 2018. He is also requesting the Board grant the club a permit to allow alcohol consumption at GISS in the beer garden that is licensed under the BC Government Liquor Act. He states “funds raised from this event will go towards youth and adult soccer in the community.”

It was moved and seconded that the Board of Education grant permit as per Policy 975 to the Salt Spring United Football Club for the Challenge Cup Tournament on May 19, 20, and 21, 2018.

CARRIED 28/18

8. **CHAIRPERSON’S REPORT**

(a) **Superintendent Announcement**

Chair Pingle shared that the Board of Education is pleased to announce the appointment of Dr. Scott Benwell as Superintendent/CEO of School District No. 64 (Gulf Islands) effective January 1, 2019. Dr. Benwell is currently seconded to the Ministry of Education in the role of Field Liaison for Aboriginal Education. Ms. Halstead has agreed to remain in the role of Superintendent until December 31, 2018.

Chair Pingle extended a thank you to staff and partner groups involved in the short-listing and interview process. Thank you to Ms. Halstead for continuing her work as Superintendent until December 31, 2018. Dr. Benwell will visit the district as often as his present schedule allows. Vice Chair McKenzie extended a thank you to Ms. Halstead and Ms. Underwood for providing assistance to Dr. Benwell during the transition period.

(b) **BCSTA Provincial Council**

The BCSTA Provincial Council took place on February 16 and 17 and was attended by Trustee Middleditch. The Board was asked to provide input regarding the Ministry of Education’s funding allocation formula review process. Provincial Council Assistant Deputy Minister of Education Reg Bawa and Sector Resourcing and Service Delivery Executive Director Kim Horn spoke to the funding formula review that the Ministry is undertaking and presented the timeline, their findings, so far, and the steps following that will involve close consultations with education partners. School District 63 (Saanich) and School District 39 (Vancouver) have re-joined BCSTA. Six motions were carried and can be viewed at: <http://www.bcsta.org/>.



(c) **VISTA Spring Conference**

VISTA was held March 2 and 3 in Victoria. Trustees and Superintendent Halstead attended. The agenda included a presentation by Rob Fleming, Minister of Education, and presentations on Inclusion Through SOGI and Equity Through Technology for Learning. Joan Axford, Executive Director of BCASBO, discussed the latest budget and funding formula and implications to districts.

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

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

Ms. Halstead shared her presentation on Strategic Plan, Goal 3 – *Involve Community – Enhancing learning and community engagement by building relationships throughout our local and global communities*, speaking to the following objectives and the actions contained within each objective that supports it:

- Cultivate connections that enhance intellectual, human & social, and career development for our students
 - Encourage strong collaborations between schools, islands and agencies
 - Foster opportunities in the greater community for students to deepen their learning experiences and engage in real world inquiry
- Engage families and community in public education
 - Develop a plan for consistent communication of district learning opportunities
 - Strengthen public consultation and nurture partnerships that support student learning
 - Publicly celebrate and promote contributions and achievements of our students, staff, schools and community partners

(b) **Staffing**

The groundwork for the staffing process for the 2018/2019 school year began in February; the greater part of the process will take place in April and May. Educational Assistants' Selection will be held Thursday, June 7, 2018

(c) **Field Trip #117**

An extracurricular field trip request from GISS, Phoenix Place teacher Kristi Kallip to take ten Grades 10-12 students ziplining, hiking, rock climbing, kayaking, and camping at Buttle Lake Campground in Strathcona Park May 24-27, 2018. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #117 for the GISS, Phoenix Place students to participate in extra-curricular, outdoor education activities in Strathcona Park from May 24-27, 2018.

CARRIED 29/18

(d) **Field Trip #118**

An extracurricular and cultural tour field trip request from GISS teacher Nikita Pardiwala to take 24 International students in Grades 9-12 on a visit and tour of Seattle, USA March 21-23, 2018 to participate in cultural tour activities. This tour has been arranged through Discover Canada Tours. Ms. Halstead recommends approval. She is confident those on trip will not be turned back at the border.

It was moved and seconded that the Board of Education approves field trip #118 for GISS staff to take 24 Grades 9-12 students on a tour of Seattle, USA March 21 to 23, 2018.

CARRIED 30/18



(e) **Field Trip #123**

An extracurricular field trip request from GISS teacher Rachel FitzZaland to take 4-14 students in Grades 9-12 to Houston, Texas, USA April 16-23, 2018 to participate in the Robot Competition. This trip is tentatively set should the GISS group win at the Nationals in Victoria March 13-16, 2018 in order to advance to this competition. The anticipated cost is \$20,000.

It was moved and seconded that the Board of Education approves field trip #123 for GISS staff to take students to Houston, Texas, USA April 16-23, 2018 subject to the robotics team funding their trip.

CARRIED 31/18

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

(a) **Monthly Expenditure Report**

The monthly expenditure report, as at March 13, 2018, indicates that with 0.6667 of the year completed, 0.6536 of the budget has been expended. We are 1.3% below budget at this time. Mr. Scotvold anticipates 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.

11. **COMMITTEE REPORTS**

(a) **Policy Committee**

(i) Chair of the Policy Committee John Wakefield spoke to the meeting held on February 28, 2018. Topics included:

- Ongoing review and revision of policies and procedures
- Consultation letter
- Public feedback and form on website

(ii) Approval of Procedures 530 and 700

Following review and discussion of feedback received regarding Procedures 530 and 700 the following motions were presented.

It was moved and seconded that the Board of Education approves the revisions to Procedure 530, *Attendance Areas* as amended.

CARRIED 32/18

It was moved and seconded that the Board of Education approves the revisions to Procedure 700, *Water Taxi Transportation* as presented.

CARRIED 33/18

(iii) Consultation Letter and Notice of Motion

Trustee Wakefield spoke to the consultation letter regarding consideration of draft bylaws, policies and procedures and an invitation for feedback on the drafts with a deadline for submission on May 9, 2018. This letter will be sent out to partner groups, placed on the district website at: <http://sd64.bc.ca/drafts/> and displayed on the SS Exchange website at: <https://saltspringexchange.com/>.

The following Notice of Motion was presented:

The SD64 Board of Education repeals all policies and procedures, and replaces them with new and revised governance and administrative policies and procedures. The motion will be tabled at the regular Public Board meeting on June 13, 2018. Submissions may be made to the Board until May 9, 2018.



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

The Bylaw to Repeal and Replace SD64 Bylaws was read a first time. The second reading will take place at the April 11 Board meeting and the third reading at the June 13 Board meeting.

It was moved and seconded that the bylaw to repeal and replace SD64 bylaws be read a first time and approved.

CARRIED 34/18

The next meeting will be held on April 25, 2018.

(b) **Programs Committee**

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held February 28, 2018.

Two delegates were invited to present:

- Teacher Gerri Charlton of Learning Partners program based at Phoenix Elementary School that offers flexible learning options for students in Kindergarten to Grade 8
- Teacher Katharine Byers and SSE parent volunteers, Toby Carson and Robin Jenkinson, spoke about the garden program at Salt Spring Elementary School that they have been working on for the last 2 years in conjunction with community organizations and businesses

The next meeting will be held on April 25, 2018.

(c) **Community Relations Committee**

Chair of the Community Relations Committee Anna Herlitz spoke to the meeting held February 28, 2018. Discussion took place on the following topics:

- Operational Plan Objective 3.2, Engage families and community in public education, Action 1: Develop a communications plan
- Review of school-specific School-to-Parent Communication Survey data
- Objective 3.2, Action 2: Strengthen public consultation and nurture partnerships that support student learning; develop and publish a Board annual calendar

The next meeting will be held on May 23 2018.

(d) **Personnel Committee**

Due to Ms. McKenzie's early departure, Board Chair Rob Pingle spoke to the meeting held In-Camera on February 28, 2018. Discussion focused on:

- Final preparation for interviews and updates from Linda Underwood on the hiring of a new Superintendent
- Saturna Principal position

(e) **Operations Committee**

Due to Ms. McKenzie's early departure, Board Chair Rob Pingle spoke to the meeting held In-Camera on February 28, 2018. Highlights included discussions regarding:

- K-12 enrollment audit update
- Funding formula submission

The next meeting will be held on April 10, 2018.



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
GULF ISLANDS SECONDARY SCHOOL
2018 03 14 at 1:00 p.m.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – No Committee Day due to Spring Break
- (b) Regular Board Meeting – April 11, 2018 at Galiano Community School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:36 p.m.

CARRIED 35/18

Date: April 11, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer