



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION  
Board of Education, School District No. 64 (Gulf Islands)  
SCHOOL BOARD OFFICE/SALTSPRING ISLAND MIDDLE SCHOOL  
2018 11 07

<b>Present:</b>	Rob Pingle	Trustee
	Shelley Lawson	Trustee
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Chaya Katrensky	Trustee
	Janelle Lawson	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Doug Livingston	Director of Instruction, Learning Services
Linda Underwood	Director of Instruction, Human Resources	
Lori Deacon	Executive Assistant	
Deb Nostdal	GITA President	
Mark Ketteringham	Driftwood Representative	
Keiko Taylor	Principal, SIMS	
<b>Regrets:</b>	Gregory Lucas	Trustee
	Larry Melious	CUPE President

The meeting was called to order at 9:00 a.m. for the swearing in of trustees and election of officers. Superintendent Lisa Halstead took the chair and turned it over to Secretary Treasurer Rod Scotvold who read the Proclamation from the Chief Election Officer, Mr. Thomas F. Moore. Trustees were sworn in by Mr. Scotvold.

Mr. Scotvold called for nominations, by ballot, for the position of Board Chair. Rob Pingle and Shelley Lawson were nominated. Shelley Lawson declined the nomination. Rob Pingle accepted the nomination and was acclaimed as Chairperson of the Board.

Chairperson Pingle called for nominations for Vice Chairperson. Shelley Lawson and Tisha Boulter were nominated. Both accepted the nomination. Shelley Lawson was elected Vice-Chairperson by ballot.

**BCSTA Provincial Council Representative**

Tisha Boulter accepted as the BCSTA Provincial Council Representative.

**BCSTA Provincial Council Alternate**

Chaya Katrensky accepted as the BCSTA Provincial Council Alternate.

**BCPSEA/VILRA Representative**

Shelley Lawson accepted as the BCPSEA/VILRA Representative.

**BCPSEA/VILRA Alternate**

Janelle Lawson accepted as the BCPSEA/VILRA Alternate.

It was moved and seconded that the ballots be destroyed.

CARRIED 101/18

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It was moved and seconded that the meeting be recessed at 9:30 a.m.

CARRIED 102/18

The meeting was called back to order at 1:02 p.m. by Board Chair Rob 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 11 07, be adopted as amended with the following additions:

- 7(e) Salt Spring Wastewater Feasibility Study
- 5(a) Outdoor Learning & Indigenous Knowledge – UVIC Research Request

CARRIED 103/18

**2. APPROVAL OF MINUTES**

The minutes of the Regular Board Meeting, Public Session held 2018 10 10, were approved as presented.

CARRIED 104/18

**3. IN-CAMERA SUMMARIES**

The In-Camera Summary of 2018 10 10 was adopted as presented.

CARRIED 105/18

The In-Camera Summary of 2018 10 24 was adopted as presented.

CARRIED 106/18

**4. BUSINESS ARISING**

**5. CORRESPONDENCE**

**(a) Outdoor Learning & Indigenous Knowledge – UVIC Research Request**

Ms. Halstead shared a publication from UVIC documenting SD64's participation in an outdoor learning and indigenous knowledge research project.

**6. DELEGATIONS**

**(a) Saltspring Island Middle School Learning Celebration (Keiko Taylor, Principal)**

Keiko Taylor shared an overview of programming at Saltspring Island Middle School. She spoke about the unique and diverse needs of middle school aged students, and the importance of honesty and collaboration in building trust and supporting positive change. School goals: encourage community partnerships, provide innovative and engaging learning environments, incorporate innovative practices, and inspire learning.

**7. CHAIRPERSON'S REPORT**

**(a) Board Elections**

Board Chair Pingle shared the results of the elections of officers undertaken earlier in the day.

**(b) Draft 2019-2020 School Calendar**

Board Chair Pingle shared a draft 2019-2020 school calendar that complies with collective agreement language and Ministry Regulations. The calendar will be posted on the district website for public consultation and feedback.

**(c) Naloxone Training**

The Naloxone training program is already in place at GISS. Bus drivers have also received Naloxone

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training and been provided overdose kits. Staff will ask Gulf Islands Water Taxi to consider training for crew.

**(d) SSI PARC proposal for Fernwood Playing Field Improvements**

A proposal from Salt Spring Islands Parks and Recreation Commission for improvements to the Fernwood playing field was brought before the Board in 2011-2012 and received an agreement in principle at that time. A revised proposal has been submitted to the Board for consideration.

It was moved and seconded that the Board agree in principle to support the Salt Spring Island Parks and Recreation Commission proposal for Fernwood playing field improvements.

CARRIED 107/18

**(e) Salt Spring Wastewater Feasibility Study**

Board Chair Pingle shared a letter from the CRD supporting the district's request to undertake a feasibility study on reclaiming wastewater in an effort to maintain school playing fields.

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

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

Ms. Halstead presented on governance and operations in SD64. She outlined the Board's authority as prescribed under the *School Act*. She expressed pride in being a part of the public education system and providing service to learners and families, while reminding trustees of their responsibility to work as a collective Board to govern the district as a whole, and not day-to-day operations. She emphasised that we all have a shared responsibility to serve our communities.

**(b) Administrative staffing**

Ms. Halstead reported on recent changes to administrative assignments. Richard Bennett will be working part time as Assistant Principal of SIMS in order to cover Vice Principal Jude Shugar's leave of absence.

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

**(a) Financial Update**

Manager of Finance, Cindy Rodgers shared a district operations forecast report, based on September enrolment of 1733 FTE funded students. She explained that 2018-2019 is a year of fiscal restraint, expressing her hope for understanding and support across the district. She explained that financial forecasting is difficult as it is early in the school year to identify trends.

**10. COMMITTEE REPORTS**

**(a) Committee of the Whole**

Board Chair Pingle informed trustees that it is the responsibility of committee chairs to provide summaries and report on action items brought forward from committee day.

Moved by consensus to receive the Committee of the Whole summary for 2018 10 24.

CARRIED 108/18

**(b) Human Resources Committee**

Secretary Treasurer interviews will be held November 20<sup>th</sup>.

Moved by consensus to receive the Human Resources Committee summary for 2018 10 24.

CARRIED 109/18

**(c) Education Committee**

Maggie Alison presented at the last education committee meeting. French Programs will be presented at the

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November meeting and Early Years will be presented in January.

Moved by consensus to receive the Education Committee summary for 2018 10 24.

CARRIED 110/18

**(d) Policy Committee**

There has been much work in the past months on revising and editing Board policies.

Moved by consensus to receive the Policy Committee summary for 2018 10 24.

CARRIED 111/18

**11. TRUSTEES' SCHOOL REPORTS**

Ms. Halstead acknowledged that all school reports were shared at yesterday's Aboriginal Education Committee meeting.

Trustees were asked to consider how best to present and share the on-going work of schools, and to make those reports authentic and visible.

It was moved by consensus to receive Trustee School Reports as submitted.

CARRIED 112/18

Aboriginal Education (Strategic Plan Objective 1.2 - Actions #4) *Review, implement and monitor school and district educational improvement plans including the Aboriginal Education Enhancement Agreement*

***Fernwood Elementary School***

Fernwood School prides itself on its commitment to Aboriginal Education in the integration of Indigenous ways in all our classes, our school culture, our staff meetings and our physical setting. Our "Fernwood Aboriginal Education School Plan is a strategic working document that holds us to concrete methods and plans, and aligns with our intentions and values. This document serves all Fernwood students, as well as specifically our self-declared individuals. The First Peoples Principles of Learning is pedagogy that guides our collective practice and professional conversations. We align our practices and work intentionally with our SD64 Aboriginal Education Enhancement Agreement (EA). We create opportunities to honour the 'Individual'~ to 'foster and nurture' the dignity of each student. We work closely with land based learning opportunities and community members to foster the 'Community' goal set forth in our district EA. And we use an equity lens when shaping 'Learning' goals for each of our self declared students, creating a culture of deep wrap-around care and trust where learning risks are celebrated. The 'Individual' 'Community' and 'Learning' goals set forth in our SD64 EA are beliefs and values that are beneficial for all our learners, self-declared and otherwise.

***Fulford Community Elementary School***

Fulford School community identified "embracing the first people's principles of learning and culture" as one of our value guidelines during our revisioning process three years ago. As a value guideline, we strive to incorporate Aboriginal ways of learning and culture into many school routines, activities, events and projects. A recent example of this value is our new West Coast Wildlife Mural that demonstrates our commitment to learning about our natural place represented in an Aboriginal art style. The mural was facilitated by three local artists, including Quinten Harris, and included all of the students in the school. Other examples of the First People's principles of learning that are embedded in our school culture are regular nature-based and experiential learning opportunities for the students, a focus on oral language and storytelling as a way of sharing knowledge, involving several generations in the learning community and the regular acknowledgement of aboriginal territories upon which we have the good fortune to be able to live, learn and play.

***Galiano Community School***

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At Galiano Community School, Aboriginal Education is intentionally planned for all learners with key supports for Aboriginal students. In alignment with enhancement agreement goals, our school based Aboriginal Education Plan includes regularly scheduled learning experiences for all and the ongoing development of individual student learning plans. Scheduled monthly visits with our district cultural advisor compliment regular and ongoing programming rooted in the First People Principles of Learning. Individual student learning plans help to establish the identity of each learner through strong connections to community and family while providing a framework for targeted learning supports. It is our goal that every learner experiences meaningful connections to Indigenous cultures as viewed through the lens of Aboriginal Ways of Knowing and Learning.

***Gulf Islands Secondary School***

Back in June, our school began to plan a school-wide Aboriginal Awareness Day that would also support Orange Shirt Day - involving students, staff and the community. Teachers shared and requested lesson materials and ideas for the day, however, several teachers actually devoted the week leading up to Sept. 27th by teaching a unit involving Aboriginal content or perspectives. In one example, P.E. classes played Lacrosse, our national sport, and taught students about how it was created by First Nations. As a major focus of the day, GISS partnered with The Salt Spring Forum in sponsoring a talk by Hereditary Chief, Reuben George. This was held in the gymnasium and was attended by the entire school in the latter part of the morning. The additional benefit was we were able to share Orange Shirt Day with the community who also attended the event in significant numbers. An Aboriginal lunch menu was held in the cafeteria and featured salmon-seafood chowder and bannock. It was a day of activities that helped us all focus on understanding, remembering and reconciling with our Indigenous history. This day served to begin the process of implementing the Ministry of Education mandate to infuse and teach Aboriginal content in all courses from K-12 and supports our School District's Strategic Plan.

***Mayne Elementary/Jr. Secondary School***

At Mayne Island School, Aboriginal Education is visible in the language and practice of all staff and students. Daily practices rooted in the First People's Principles of Learning include the use of gratitude circles, direct instruction in relational understandings and a strong connection to place. Students regularly participate in scheduled activities with district cultural staff and are also given opportunity to connect with elders from the community enhancing and extending learning beyond the classroom. Extensive outdoor education programs help to grow land literacy skills and stewardship of the environment. Of key importance at Mayne Island School is the mindset that all learners benefit from strong Aboriginal Education programs.

***Pender Islands Elem./Sec. School***

In September, our staff reviewed the Annual Instructional Plans from the previous school year, to re-familiarize ourselves with our Aboriginal learners, their unique needs and the services that were put in place to support their learning. We conducted conversations with each family (and where applicable with the learner) to review the previous year's plan and ensured that each parent/learner was given the opportunity to help direct their own learning. Based on these conversations, new plans were constructed and services, strategies and review cycles were put in place by the end of September, to help achieve the goals of the plan and the intent of the Aboriginal Education Enhancement Agreement

***Phoenix Elementary School***

Phoenix Elementary School is dedicated to supporting the success of all Aboriginal learners, individually and as a community, supporting academics as well as promoting a deep awareness of Aboriginal culture and history among all students.

Aligned with the goals of the district, Phoenix Elementary will support the Aboriginal learner in the following goals:

- Individual - Every Aboriginal learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.
- Community - Every Aboriginal learner will have opportunities to connect with members to enhance and

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- extend the learning beyond the classroom.
- Learning - From the time Aboriginal learners enter a school community, they will experience a culture that encompasses equity, awareness and engagement in learning, allowing for feedback, evidence of knowledge and self assessment to gain greater competency in foundational skills.

**Specific Supports**

- Direct support provided by EA and/or Quentin Harris, our AbEd cultural support worker... bi-weekly
- Ab Ed Bins...First Nations resources for students... monthly rotation. First Nations “Just Right” books, centres, and reading activities... daily
- Acknowledgement of traditional territory /Huy ch qa at school meetings... weekly
- Gratitude circles/talking circles ... daily
- Identifying and talking about traditional First Nations uses of plants and current uses. For example, the primary class is studying cedar and explaining how bark is harvested for weaving, which will culminate in a hands on activity of basket making.
- Reading and discussing First Nations literature, such as ‘Coyote’ in the intermediate class
- Honouring significant events such as Orange Shirt Day as a whole school.
- Integrating Aboriginal content and ways of learning into our whole school Explorations with support from Quentin Harris.

***Saltspring Island Middle School***

We have continued to upgrade our tracking system and update our Aboriginal Education Plan. Over the past few years, our focus has been to embed Aboriginal ways of being and learning into our curriculum in an authentic way. Our long-term goal has been to move Aboriginal Education and themes from being event-based to having them infused in our curriculum. Teachers have been using Aboriginal themed novels as integral parts of their Literature Circle collections, social justice units include resources about residential schools, and our weekly assemblies regularly include presentations and videos on this topic.

More importantly, our hope is that we can guide the mind-sets, perceptions and fixed notions of our students to understand the concept of privilege in our society, and how that impacts our actions and thoughts toward, and about the Aboriginal members of our society.

In the words of Justice Murray Sinclair:

“It is precisely because education was the primary tool of oppression of Aboriginal people, and the mis-education of Canadians, that we have concluded that education holds the key to reconciliation”.

***Salt Spring Elementary School***

In September the PAC and school co-sponsored master hoop dancer, Teddy Anderson, to lead the students through two days of hoop dance workshops including a student performance. This not only celebrated an important cultural practice, it also reinforced the virtues of acceptance, inclusivity, persistence and unity. It was a powerful way to start the year and helped set a positive tone in the school. This was followed by learning about residential schools in preparation for Orange shirt day. This day Quentin worked with classes on the concept of empowerment. A beautiful message for us all.

***Saturna Elementary School/SEEC***

Aboriginal Education (Strategic Plan Objective 1.2 - Actions #4) Review, implement and monitor school and district educational improvement plans including the Aboriginal Education Enhancement Agreement

Since the beginning of September SEEC has had its first students with status living on reserve in attendance. From the beginning of the year we have made an effort to book Quentin Harris twice in September to create a welcoming and inclusive space that accommodates First People’s Principals of Learning and worldviews.

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In October, SEEC participated in a community lunch to honor the efforts of cultural revitalization through the recently published SENCŌFEN Language Dictionary. Elders from the Tsawout First Nation, family members of students, education stakeholders from both SD63 and SD64 were all present. Speeches were given regarding the significance of this historic moment as a small step towards an ongoing reconciliation that exemplifies the vision of connecting individuals to the community through authentic learning opportunities.

***Windsor House School***

Windsor House is piloting a new tracking system in 0365. A staff member built a feedback form where any teacher or EA can login at the end of the day and share notes on supports offered, during each day, at each site, for our designated Aboriginal education students.

This allows for a comprehensive shared story that all staff can contribute to that tracks targeted support for our Aboriginal education students. We are able to review this at our school based team meetings, and staff meetings, to inform our ongoing support for these students.

It has been a real break through for us to be able to share and review feedback gathered for students who move within multiple sites and staff each week.

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

Trustees discussed Committee Day, how committees will be formed, and the responsibilities of each Board committee. Information will be provided in greater detail at the November committee day.

**14. NEXT MEETING DATES**

- (a) Committee Day – November 21, 2018 at the School Board Office
- (b) Regular Board Meeting – December 5, 2018 at the School Board Office

**15. ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:00 p.m.

CARRIED 113/18

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Secretary Treasurer