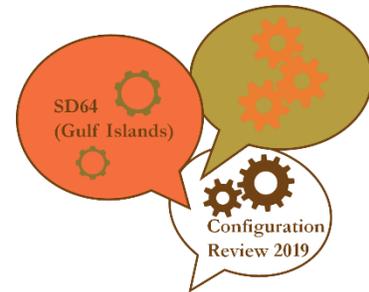


# Background / Terms of Reference



## District Configuration Review School District No. 64 (Gulf Islands)



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### Introduction

District configuration consultation will help support the school district's efforts to engage school communities in determining a configuration model that best supports student learning and is financially responsible. Funding model review, transportation, facilities, *School Calendar Regulations*, and equitable distribution of programs are factors that must be considered for optimal and sustainable configuration.

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### Background

It has been nearly 25 years since the school district undertook reconfiguration. With the opening of the current Gulf Islands Secondary School in September 1994, elementary students on Salt Spring Island transitioned from a Kindergarten to grade 7 program model, to a middle school model. Saltspring



Island Middle School (the former high school building) opened its doors as a grade 6 to 8 school in September 1995.

The district promotes the importance of continuous evaluation of the school system through “active partnerships among students, parents, teachers, staff, the board and the community”. A consultation process that engages all partner groups aligns with this priority. The Provincial Government’s funding formula review further supports a reassessment of district configuration, helping guide financially responsible decisions that best serve the needs of the students and families of School District 64.

A configuration review, that engages families and staff in all school communities, will assist the district in identifying areas to best sustain a high-quality education system that prioritizes accessibility, relevance, equity and accountability for its stakeholders (Board Policy and Procedure 100 Mission, Values, Commitments, and Goals: <https://sd64.bc.ca/policies-and-procedures/>).

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## Equity and Access

The Gulf Islands is a district made up of five distinct island communities. It is the desire of the Board of Education to provide programs and opportunities that are equitably distributed across the district. Some of the challenges associated with this ideal are the difficulties of serving vastly different school populations, geographic diversity and travel requirements. Accessibility is often impacted by fiscal considerations. As such, a core question related to configuration review is how to maximize access and equity within the constraints of budget and geography.

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## Schools

Public School District No.64 (Gulf Islands) serves the communities of the Southern Gulf Islands and is geographically situated in the Salish Sea. The District employs approximately 300 educators and support staff and operates ten schools to meet the needs of its 1500 students (approximately 650 families). Located on the traditional home and ceremonial fishing and hunting territory of Coast Salish Peoples, the District embraces a welcoming and accepting culture, one that values diversity, inclusion and a deep respect for all learners.

**Attendance Areas** SD 64 supports “neighbourhood schools” for children at the K to 8 level and encourages students/families to enroll in the school that serves their residential area in order to sustain local school populations and maintain vibrancy in our schools and communities. For more information, please read Board Policy 525 Attendance Areas: <https://sd64.bc.ca/wp-content/uploads/2018/08/policy-525-180801.pdf>



## Fernwood Elementary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 190	Admin: 0.90	Nature Classes
Grades: K to 5	Instruction: 12.139	
	Support: 5.3657	

Fernwood Elementary School opened in 1979 and serves families of the north end of Salt Spring Island. Fernwood School is governed by its underlying principles (the 3 Rs): we show care to others by being respectful, responsible, and by reaching out to others. With a growing school population, staff work to ensure that each child feels seen and connected to peers and adults at the school. The school offers many opportunities for students, including a well-established grade 5 Leadership program, a school garden and greenhouse, lunch time clubs, sports teams, a music program including a ukulele club, and beautiful school grounds.

**Nature Based Classes** Five years ago, a group of parents wanting a different kind of education for their children approached the school district with the idea to establish nature-based classes at Fernwood. Similar classes opened at Fulford and SSE in the same year. The nature classes offer a similar experience to the regular classes at the school, with a focus on literacy, numeracy, and social emotional learning. However, there are a few differences, which include being with the same teacher for several years in a row, an emphasis on family (parental involvement and siblings in the same class as siblings where possible), and more experiences in nature, with curriculum in class being thematically connected to trips out. Typically, students spend 1/4 of their learning time outside participating in activities such as scientific observation of the natural world, research, literacy and numeracy activities, as well as structured and unstructured play activities.

## Fulford Community Elementary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 95	Admin: 0.60	
Grades: K to 5	Instruction: 6.416	
	Support: 4.0632	



Fulford Elementary School was opened in 1985 to serve the south end of Salt Spring Island and the community of Fulford. The school has a beautiful building and an outdoor classroom set in acres of woods within walking distance to the ocean, lakes and streams. The school places high priority on nature learning, social responsibility, environmental stewardship and a solid foundation for academic learning. Fulford School enrolls Kindergarten to Grade 5 students in five multiage classrooms.

Fulford has a history of strong parental and community involvement and both groups work with students regularly to share their expertise and passions. Fulford has a strong learning support program which includes the implementation of the Orton-Gillingham approach to support students with language-based learning disabilities.

## Galiano Island Community School

<b>Enrolment/ Configuration</b>	<b>FTE Staff</b>	<b>Special Programs</b>
Students: 52	Admin: .55	Griffiths Leadership Program
Grades: K to 8	Instruction: 3.507	
	Support: 2.9203	

Galiano Community School was established in 1952 and serves a community of approximately 1200 year-round residents. School grounds include a well-maintained sports field, new playgrounds, outdoor basketball and tennis court, school garden and proximity to nature that supports various outdoor education programming. The main building comprises 3 large classrooms, a flexible learning space, library, gymnasium, kitchen, daycare and Strong Start programs in addition to the main office. Galiano Community School is currently configured in three divisions serving multi-age groupings K-2, Gr 3-5, & Gr 6-8 in addition to approximately 25 strong start families. The school has forged strong partnerships with a growing Strong Start, the Galiano Activity Centre (GACs), the Galiano Club Food Program as well as the Galiano Conservancy.

Place-based learning and outdoor education are part of regular programming through Galiano ecological education classes. Students in the middle years cohort regularly travel to the Galiano conservancy to learn about important ecological practices as well as the impact of invasive species.

Galiano Community school has close connections to the community garden which includes regular programming. Lessons facilitated by the community garden coordinator include cross curricular science and food-based topics with students playing a key role in the maintenance of the garden.

Galiano school provides focus for development of student leadership through the Griffins Leadership program. Students in the middle years cohort play an integral role in the development of a positive learning environment through facilitating positive peer to peer interactions, leading whole school meeting and planning events/celebrations.



## Gulf Islands Secondary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 547	Admin: 2.0	GISPA
Grades: 9 to 12	Instruction: 35.9998	Late French Immersion
	Support: 17.1752	SHIFT
		Phoenix Place
		Media Arts and Robotics
		Careers and Transitions (Culinary, TASK, SSA, ACE-IT)

Gulf Islands Secondary School is located on Salt Spring Island and serves students from all the Southern Gulf Islands: Galiano, Mayne, Pender, Saturna and Salt Spring. The school also welcome approximately 25 students from the Cowichan Valley who travel by ferry daily to attend GISS.

With a school population that includes international students from 17 different countries, GISS provides programs for students in grades 9 through 12 and for mature students working to complete courses through the Adult Graduation Program.

Opened in 1994, the school features spacious classrooms, a fully functioning wood and metal shop, science laboratories, dance and art studios, three computer labs, music and theatre spaces and award-winning cafeteria with its own garden and greenhouse. The dedicated staff at Gulf Islands Secondary School sets high standards in all areas within a supportive, student-focused educational environment.

**The Gulf Islands School of Performing Arts (GISPA)** The Gulf Islands School of Performing Arts, integrates Music, Dance and Theatre in innovative and inspired ways, within a context of advanced placement arts education. Learners qualify for this program based on an audition process and there is a participation fee. Combined, these go together to enhance the education and performance opportunities for these students.

GISPA elevates arts education, by providing students with opportunities to travel and attend professional productions. Learners also benefit from professional mentorships, workshops, clinics and master classes tailored to meet their specific goals. Learners then apply the skills and techniques to develop a professional quality, integrated arts production in their second semester.

**Late French Immersion** Late French Immersion adheres to the curricular expectation of integrating language and content in the belief that language can be used as the vehicle through which subject matter content can be learned. The program advocates the sole use of French, in class, for all



social and instructional purposes. Additionally, content-based learning provides a rich environment that allows for engagement, for the co-construction of language and for the development of deeper understanding. Students are immersed in language learning, which is both contextualized and purposeful. The goal at GISS French Immersion Program is to develop a high level of oral fluency and literacy, encompassing listening, speaking, reading, and writing skills.

**SHIFT** SHIFT is a blended learning program where students learn, in part, through online delivery of content and instruction. In SHIFT, learners often have greater control over the time, place, path, and pace of their learning. Most core academic subjects are offered through SHIFT, in addition to unique courses such as Psychology, Social Justice, Family Studies, Rosetta Stone Languages, and more. Courses are offered in a variety of ways, but an emphasis is placed on the use of technology. Collaboration is encouraged, so students should sign up for courses with others where possible.

**Phoenix Place** Phoenix Place is an Alternate Education Program that offers a high school graduation diploma and incorporates academic, career explorations, work experience and individualized support. Academic and elective courses, at grades 9 to 12, level allow learners to proceed at their own pace with enrolment open at any time during the school year. A flexible approach allows students to create course loads and learning plans to accommodate outside responsibilities.

**Media Arts and Robotics** Media Arts and Robotics students at GISS can choose to study: Beginner, Intermediate or Advanced Photography, Animation, or Film. In Robotics, students build robots and then program their robots to move, respond to stimuli, and solve problems. 3D Design and Printing students design solutions using computer software and then print these objects using a 3D printer.

**Careers and Transitions** The programs offered through GISS, provide an opportunity for students to learn the fundamental skills required for a variety of careers and often include hands-on work experience and on-the-job training with local employers.

- Culinary Program: In these times of fast foods, drive thru's and processed foods, it is important to educate the next generation about "slow food", nutrition and cooking techniques. This is something the GISS culinary program is built upon. The GISS culinary program prides itself on the importance of educating students on healthy choices, fresh food, including caring for the school greenhouse and garden. Students enrolled in this program also take an active role as part of a cooking team that provides a full service cafeteria for GISS students.
- Trades Awareness, Skills & Knowledge (TASK): TASK is a dual credit, semester long program that provides learners in grades 10-12, with entry level trades training to career areas linked to the construction trade. Offered in partnership with Camosun College, students engage in hands-on learning in an intensive semester. Students learn safety, material handling, drafting, and use of power tools while framing, insulating, wiring, plumbing, siding, and roofing a tiny home. Instruction in plumbing and pipe trades, machining, welding and sheet metal take place at Camosun College.
- Secondary School Apprenticeship Program: Secondary School Apprenticeship is a program that provides learners in Grades 10 to 12, the opportunity to begin working as an apprentice in one of BC's 140 skilled trades while still in high school. Eighty percent of knowledge is learned "on the job", and 20 percent is gained through formal instruction through a post-secondary institution.



- Accelerated Credit Enrolment in Industry Training (ACE-IT): When enrolled in the ACE-IT program, learners can work towards their first level of technical training in an apprenticeable trade. Students can take a Level 1 Apprenticeship or Foundation programs (tuition free) at one of the post-secondary institutions that SD64 partners with. ACE-IT programs are dual credit, which means that students receive both post-secondary and high school credits for their program of study. Students who pass with over 70% receive college credit, Level 1 certification, and work-based hours recognized by the Industry Training Authority.

## Mayne Island Elementary Jr. Secondary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 19	Admin: 0.35	
Grades: K to 8	Instruction: 2.158	
	Support: 2.2762	

Mayne Island Elementary/Junior Secondary School opened its doors to learners on May 23, 1883, making it the oldest school in the district still in operation. It currently serves a community of approximately 1000 full time residents. School grounds include a sports field, well used and refurbished playground, basketball court, school garden, a large on-campus natural forest, as well as proximity to nature which supports various outdoor education programs. The main building comprises three large classrooms, a library, gymnasium, home economics teaching kitchen, fully equipped wood working shop which includes a dark room for photography, courtyard, covered outdoor play space, main office as well as Strong Start and day care programs. The school population is structured in multi-grade/age groupings which fosters a culture of empathy and mentoring between older and younger students. There are two homerooms, K-3 and 4-8, although students are often placed into varying groups to support and extend learning opportunities.

Place based learning and outdoor education are part of regular programming through ecological learning classes. Students regularly travel with the Mayne Island Conservancy both on-campus and off with local biologist to learn about important ecological practices, the impact of invasive species and to promote and establish a life-long love of the natural environment.

Mayne Island School has close connections to the school garden which include regular programming. Lessons, facilitated by teachers and enhanced by local Master Gardeners, include cross curricular science, the importance of healthy eating, food production and sustainability while students and parent volunteers play a key role in the maintenance of the garden.



Family and community have always been at the heart of Mayne Island School, reflected in many partnerships such as the PAC, reading volunteers, local artists and authors, the MI Reading Centre, the Food Bank, the Conservancy and the Early Childhood Society as well as supporters such as the Lions Club, the Recycling Society, Fire Department and the Outer Gulf Islands RCMP. Mayne Island School staff and students also host the community’s acknowledgment and celebration of National Indigenous People’s Day.

## **Pender Islands Elementary Secondary School**

<b>Enrolment/ Configuration</b>	<b>FTE Staff</b>	<b>Special Programs</b>
Students: 113	Admin: 0.80	
Grades: K to 12	Instruction: 7.425	
	Support: 3.6243	

Pender Islands Elementary Secondary School was established in 1977 and serves approximately 2500 South and North Pender residents. Approximately 50 Pender students travel to Gulf Islands Secondary School each year for Grades 9-12. Pender Islands school is the “hub” of the islands and has tremendous of community involvement and parental support, offering a caring, nurturing environment for children to learn and develop into healthy, capable citizens.

Pender enjoys a strong tradition of environmental education and stewardship. Students have opportunities to participate in programs both locally and abroad. These programs provide opportunities for students to engage in action research and spread the message of ecological conservation.

Facilities include 7 classrooms, a play-based program called Strong Start, a large outdoor multi-court and a school garden. The school is nestled amongst trees; a well-utilized forest for outdoor play and place-based learning. Students have a close connection with nature as teachers take advantage and travel to the offsite classroom called the “Farm” as well as several Indigenous village sites that offer rich learning experiences. Pender Islands School is a short walk from Medicine Beach, Mortimer Spit and Mount Norman.



## Phoenix Elementary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 53	Admin: 0.50	Learning Partners
Grades: K to 8	Instruction: 5.0	YURT Class
	Support: 1.4565	

Phoenix Elementary School was established in 1991 as an alternative school based on a democratic school model with a mandate to develop the concepts of parent involvement, self-directed learning, and the integration of home and school. It has evolved into a Kindergarten to grade 8 multi-age school with a K to 3 class and a grade 4 to 8 class. Phoenix serves the entire district (there is no 'catchment' area for Phoenix) and is the only other option on Salt Spring Island, beside SIMS, for students in grades 6 through 8. Students are often involved in whole school learning opportunities through Explorations and Integrated Studies. Physical activity takes place outdoors as there is no gymnasium on site.

**Learning Partners** is a flexible learning program housed at Phoenix Elementary School. LP started as the District Learners Partners Program in the mid 2000's and continues to be a valued resource for the whole district.

Students in Kindergarten to grade 8 develop a learning plan with their parents and the teacher, which they work on off-site. There are regular meetings with the teacher to review progress and offer resources. Students can receive academic support at Phoenix with the teacher, they can participate in LP field trips and are invited to do Phoenix whole school activities and field trips. Students may evolve into a blended student having a program that involves time in the primary or intermediate class (up to two days a week) while continuing with their LP program.

**The Yurt Class** at Stowel Lake Farm originally began in 2015 as a program with Island Discovery School (New Westminster School District). In the 2019 school year the cohort joined SD64 as a satellite program of Phoenix Elementary. Students learn a multi-age class from grades 4 to 8. The program provides teacher support four days a week with parent led mentorships in the afternoons. Fulford School provides students with access to their gym and library.



## Salt Spring Elementary School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 161	Admin: 0.80	Nature-Based
Grades: K to 5	Instruction: 9.67	
	Support: 4.8161	

Salt Spring Elementary was established in 1940 and, at one time, was a grade 1 to 12 school. Many students attend SSE because of its proximity to Ganges, SIMS and GISS. In addition to 5 regular classroom programs, the school offers three nature-based classes and is home to a busy strong start program. Nature-based classes learn the BC curriculum through integrated, place-based themes often involving field explorations to local forests, oceans and streams. Parents may request the nature-based programs, but they are configured like all classes with best fit and composition in mind. The school does not offer date-based or lottery entrance for any program.

SSE is very much a community school and has a vibrant, dynamic energy. The school provides a breakfast and lunch program that is inclusive: everyone has access to food, without stigma or registration. Many district meetings are held in the building and the building is used most nights for community activities such as Karate, dance, soccer, etc. Community volunteers work in the school including Big Brothers/Sisters and Salt Spring Literacy.

## Saltspring Island Middle School

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 301	Admin: 1.2	French Immersion
Grades: 6 to 8	Instruction: 19.7512	MySEEC
	Support: 7.4781	Tsunami Circus
		Music

Saltspring Island Middle School opened approximately 24 years ago as a true middle school with the intention of supporting the growth and development of 11 to 13-year olds in their transition to secondary school. Features of the design are: flexible scheduling, teacher teaming, exploratory



programs, leadership development, community building, and active programming. SIMS promotes creativity and is proud of its evolving identity as an arts community that provides a full art program, dance, music for all, band and choir, and circus performance.

**Tsunami Circus** is a performing troupe. Students engage in all areas of circus performance, with an emphasis on wellness, creativity, self-expression, safety, and fun! SIMS is the only school in Canada that offers a circus program.

**Middle Years Shared Ecological Education Centre (MYSEEC)** is a place-based, constructivist, ecologically informed program at SIMS. Two classes of MYSEEC students are often out exploring the natural world, gaining a broad range of skills and competencies for a rapidly changing world.

**Music programs** encompass Concert Band, Jazz Band and Choir. Students compete at festivals and perform at Artspring.

**French Immersion** French is used in the classroom for communication by teachers and students in a variety of contexts and subject matters. The goal is to develop a high level of oral fluency and literacy, encompassing listening, speaking, reading, and writing skills.

**Robotics** is a multi-year, major robotics project from the SIMS Robotics Club and community partners, in cooperation with the Jet Propulsion Lab.

**Exploratories** are an opportunity for each student to explore a variety of offerings at SIMS. Last year SIMS students explored dance, circus, food, music, woodwork and robotics. Students rotate through nine four-week cycles over the year. Students from several divisions learn together in new groupings.

## Saturna Elementary School / SEEC

Enrolment/ Configuration	FTE Staff	Special Programs
Students: 23	Admin: 0.45	SEEC
Grades: K to 5 / 10 to 12	Instruction: 1.9 Support: 1.2881	

Saturna Elementary is a small school with two classes: K-6 primary and a specialized secondary program called the Saturna Ecological Education Centre – SEEC. Located in the outer islands of SD64, the primary school provides services for local families while the secondary program has provided

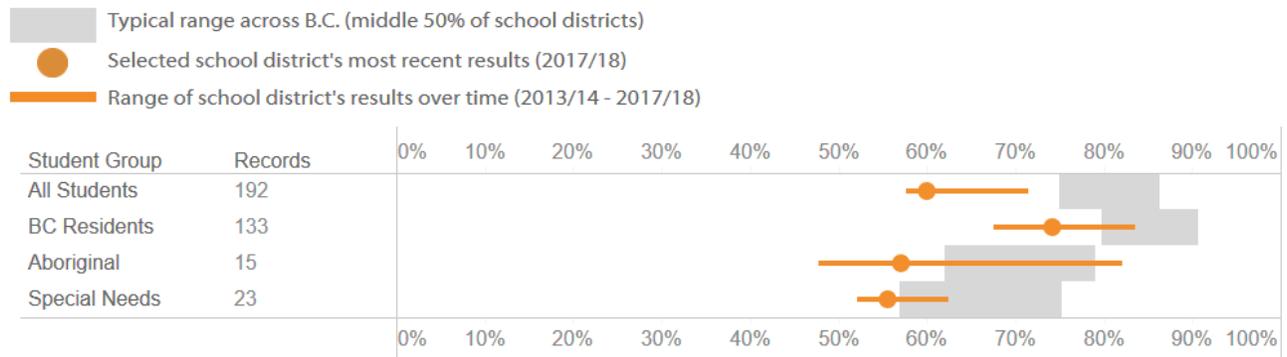


demographic stability to maintain steady enrollments. The school’s vision is to cultivate curiosity while building a strong foundation for academic and personal competencies.

**The Saturna Ecological Education Centre** SEEC is an award-winning high school program with over a decade of innovative environmental education. Students from SD64, the Lower Mainland and Vancouver Island come to Saturna to live in off grid cabins (overnight) for a full school year. Pedagogically, SEEC is an integrated credit program for grades 10 and 11 students that combines science, social studies, physical education, and language arts and career studies. Sustainability is explored by engaging in projects to conserve and monitor the rich biodiversity of the Salish Sea region. Young leaders are encouraged to build a greater understanding and respect for the student’s place in community.

## System Performance

### Graduation Completion Rates



Student performance is a priority of the School District. Any changes to configuration will be made in the best interest of student learning and considered within the constraints of financial responsibility and sustainability.

The Ministry of Education makes student performance data, at the district and provincial level, publicly available. To learn more, please visit: <https://studentsuccess.gov.bc.ca/>



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## Student Water Taxi

The district's outer island schools, on Galiano, Mayne, Pender and Saturna Islands, serve students from Kindergarten to grades 8 or 12. High school students from these islands, as well as those students who apply for cross-boundary enrolment, ride a student water taxi twice daily to access their education programs. For more information please read Board Policy and Procedure 410: Student Transportation: <https://sd64.bc.ca/policies-and-procedures/>.

Current Contractor: Gulf Islands Water Taxi

Scheduled Routes:

1. Ganges Harbour (SSI) / Sturdies Bay (Galiano) / Miners Bay (Mayne) / Ganges Harbour  
Round trip run time: approx. 1 Hour, 45 minutes
  2. Ganges Harbour (SSI) / Lyall Harbour (Saturna) / Port Washington (Pender) / Ganges Harbour  
Round trip run time: 2 hours, 10 minutes
- 

## Four-Day Week

In September 2004, the District implemented a locally modified school calendar based on a four-day instructional week. In 2012, the Board of Education commissioned an independent study to determine if the four-day instructional week was having, or could expect to have, an adverse impact on learning outcomes in each of its school communities. In summation, the researcher found "it difficult to determine whether the way time is organized in SD64 is affecting education outcomes in either a positive or negative way" (*Time and Learning Research Study*, Executive Summary, Blakesley, 2013, p. 6). Overall, student achievement had neither benefited nor suffered as a result of the four-day instructional week. For more information, Martin Blakesley's *Time and Learning Research Study* can be found at: <https://sd64.bc.ca/wp-content/uploads/2013/06/research201305c.pdf>

This approach to organization and management of school time continues to generate questions regarding impact on educational outcomes and student achievement.

In accordance with the *School Act*, the Board of Education sets a calendar each year that meets the minimum number of instructional hours as determined by the *School Calendar Regulation*. Each year, the public and partner groups are consulted regarding the drafting of the following year's school calendar. No later than March 31<sup>st</sup>, the Board of Education must approve a school calendar and submit it to the Ministry of Education for review.

SD 64 School Calendar Policy 575: <https://sd64.bc.ca/wp-content/uploads/2018/08/policy-575-180801.pdf>



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## Ministry of Education Operating Grant Funding

The majority of the School District's revenue is obtained through the Ministry of Education Operating Grant funding. This funding is based on three main categories that are available to all school districts in British Columbia: enrolment based, unique student, and unique geographic factors.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-19-20>

The majority of enrolment-based funding is the basic allocation, which is determined by the total number of students enrolled within the district and a set 'per student' amount. Unique student and geographic factors are equity-based, related to specific students and geographic expenses above the Provincial average.

Unique student funding is allocation based on identified students who require additional support services. Unique geographic factors are made of seven distinct categories related to the individual location and makeup of a school district (proximity to resources, impact of economies of scale, and associated costs of local climate factors).

A fourth category of funding is allocated to districts facing a decline of greater than 1.5% in their annual operating grant due to enrollment decline. Funding protection provides stability as district work to strategically downsize operations. Funding protection is reduced annually until the Operating Grant has equalized to the three main categories of funding. Due to local declining enrolment, SD 64 will enter into funding protection in 2019-20 (<https://sd64.bc.ca/finance/>).

The current funding model addressed above is expected to be revised by the Ministry of Education in late 2019 or early 2020 for the 2020-2021 school year. For more information please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>

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## Terms of Reference

At its October 10, 2018 regularly scheduled public meeting, the Board of Education passed the following motion:

*That the district initiates a community-based consultation process to review configurations that support the best educational outcomes for students in addition to maximizing cost effective education delivery.*

The District Configuration Review process, including community engagement strategies, represents the Board's commitment to this resolution.



**Target Audiences** A number of audiences have been identified as stakeholders in the configuration review process. Targeted communication strategies will be used to engage with groups accordingly.

- Students
- Parents and Guardians
- All SD 64 Employees
- School PACS /DPAC
- Indigenous Education Advisory Council
- Community Members/ Former Alumni
- The Board of Education

**Communication Channels** A variety of communication channels will be utilized throughout the review and consultation process. Exact means of communication will vary according to the audience(s) targeted, and may include:

- Face -to-face meetings
  - Internal – Regular Public Board, Education Committee, school staff, Education Leadership Team
  - External – PAC/DPAC, public community
- Email distribution
- School and District websites
- School notices
- Digital Consultation
  - District website Feedback Form
  - Online engagement app (Thoughtexchange)

**Feedback Form** A simple email response form is currently posted to the School District website at: <https://sd64.bc.ca/sd-configuration-review-form/> . Feedback will be collected and sorted by the Senior Management for the Board of Education’s consideration. All audiences are invited to share their thoughts and ideas.



**Online Engagement App (Thoughtexchange)** Thoughtexchange is a digital platform that supports and facilitates audience/stakeholder engagement while maintaining participant confidentiality. The platform is designed to generate conversation, gather feedback, and organize that feedback to reveal and highlight important insights and takeaways from the conversation. The analytic capabilities of the app help the organization identify what matters to specific stakeholders, and inform actions based on visible preferences and common ground.

Through Thoughtexchange, stakeholders will be asked to share their thoughts in 300 characters or less to a question, posed by the District, related to district configuration and how best to meet the needs of students. Individual 'thoughts' are sorted and categorized as themes begin to emerge. Participants are then asked to rate the 'thoughts' of others as to how much they agree with an idea or how important they feel an idea is. Once the Thoughtexchange is concluded, a list of all thoughts and their ranked scores becomes available to everyone. More information about Thoughtexchange can be found at: <https://www.thoughtexchange.com/how-it-works/>

**Community Engagement Meetings** The Board of Education will endeavor to a consultation meeting in each of its catchment areas: Salt Spring Island (three), Galiano Island (one), Mayne Island (one), Pender Island (one), and Saturna Island (one). Meetings will take place during the months of September, October and November and be scheduled to start after regular workday hours. These meetings will be open to all members of the public and school communities. Trustees and senior management staff will attend meetings to answer questions, facilitate conversation, and gather feedback.

All scheduled meetings will be posted on the District Configuration Review webpage: <https://sd64.bc.ca/district-configuration-review/>

