



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS SCHOOL
2019 10 09

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Richard Frost	Director of Facilities and Transportation
	Adrian Pendergast	Principal, Pender and Saturna Schools
	Margot Landahl	Vice Principal, Pender School

Clare Nuyens	CUPE Representative
Deb Nostdal	GITA President
Mark Kitteringham	Driftwood Representative

Regrets:

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**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 10 09 be adopted as presented.

CARRIED 118/19

2. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 09 11 be approved as presented.

CARRIED 119/19

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 09 11 as presented.

CARRIED 120/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

(a) **Island Pathways**

Bob MacKie and Elisa Rathje presented on active transportation and cycling as a popular and healthy mode of transportation. Island Pathways and Cycling Salt Spring are working to develop cycling infrastructure on the Gulf Islands aimed at improving safety for students. Studies support findings that cycling can improve academic achievement and focus. Other benefits of cycling see



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the implementation of slower speed zones, reduction in emissions, cost savings directly associated with student transportation, and increased autonomy. Island Pathways is requesting the Board write a letter of support, to the Minister of Transportation, and advocate for safe cycling routes to schools on Salt Spring.

Moved and seconded that the Board write a letter to the Minister of Transportation advocating for safer routes to schools in the Gulf Islands School District in alignment with the BC Active Transportation Guide.

CARRIED 121/19

(b) Pender Islands School Plan Presentation

Principal Adrian Pendergast and Vice Principal Margot Landahl presented their shared vision for student success based on the Ministry's Policy for Student Success and the Educated Citizen model. Learning at Pender Islands School is student-centered and supported with high-quality teaching and leadership. Assessment practice and collaborative process are central to programming and learning opportunities. Ensuring students are rooted in the place they live and learn is central to them growing in appreciation for and understanding of Indigenous ways of learning, scientific exploration, and environmental ethics.

Ensuring students at Pender receive the highest level of education is the focus of the school plan. High and measurable standard of programs delivery are key with expectations in literacy made visible to students and to families.

There is still lots of work to be done, but the team is excited to get there. Trends in FSA results show that currently, few students are extending their learning, but most are emerging or meeting expectations. Recent satisfaction surveys identify student engagement as an area for growth. Staff are using learning sprints to target specific areas of need/concern and provide a shortened time frame that can be targeted and measured to support larger learning goals and ensure efficacy.

7. CHAIRPERSON'S REPORT

(a) DRAFT Instructional Calendar 2020-2021

Chair Pingle explained that next year is a unique situation where the bookends of a typical school year do not allow for a two-week Spring Break. The draft 2020-21 calendar sees the addition of two extra instructional Fridays, one per semester, and extends to the end of June in order to meet minimum required instructional hours. The adoption of this calendar would necessitate a letter of understanding with GITA. The draft 2020-21 calendar will be circulated for feedback.

Deb Nostdal informed trustees that GITA members had been surveyed. She stated that the group did not identify a clear preference but were less inclined to favour adding minutes to the school day as a possible option.

(b) Bargaining Update

Since circulating the board package, the statement from BCPSEA Board Chair has been rescinded. The next update from BCPSEA will be released November 1st. Chair Pringle expresses his hope that bargaining will conclude as soon as possible in everyone's best interest.



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

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

Doug Livingston continued his presentation from last month regarding the link between student success and wellbeing. He correlated graduation rates and employment rates. He explained that students who participate in the FSA are more likely to graduate and those who demonstrate proficiency in grade 4 FSA reading and writing are more than twice as likely to graduate than their peers. He showcased the district dashboard designed to organize assessment information, identify gaps in learning, and inform practice for early and effective targeted interventions. The dashboard provides educators with access to current and comprehensive information about our learners to guide instruction and supports.

(b) **Staffing and Enrolment Update**

Assistant Superintendent Underwood reported that enrolment across the district is currently at 1462 FTE students and an additional 61.5 FTE international students. She reported that staffing is stable and that the Director of Instruction (HR) posting closes on Friday.

(c) **Emergency Preparedness**

Richard Frost explained that, following last year's windstorm, the district has begun to address areas of concern in emergency preparedness and planning. A district team met with emergency services and partners to problem solve and clarify expectations and responsibilities. Emergency procedure flipcharts at every school will be updated to include contact information and protocols. Generators and emergency packages, including propane tanks and flood lights, have been ordered and will be provided for each school.

A draft document was shared regarding the chain of communication for inclement weather leading to school closures or student transportation cancellations.

(d) **Delegation of Transportation Responsibilities**

With the hiring of a Director of Transportation, the administration and supervision of all student transportation services, including water taxis, is being consolidated with the transportation department and plant services. Transition of the student water taxi portfolio will take place in the coming weeks. This puts an additional layer of responsibility in place before concerns or appeals are brought to the Superintendent or the Board of Education for consideration.

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

(a) **Financial Report**

Secretary Treasurer Guy explained that the first quarterly reporting was successfully submitted to the Ministry. She shared the monthly expenditures for September and reported that District spending is on track as budgeted for.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The draft Committee of the Whole Summary 2019 09 25 was received:

- BC Housing is interested in developing units now that water has been found on the Drake Road property. The District will sit on the advisory committee if the project moves forward.
- Discussion around code of conduct for staff and trustees.

An amendment was made to the summary to reflect supportive housing.



(b) Education Committee Report

The draft Education Committee Summary 2019 09 25 was received:

- A letter from DPAC to parents regarding the configuration process was shared and is now posted on the website. The letter provides concrete examples of possible configuration options. The committee set meeting dates for public consultation as well as the agenda.

i. Configuration Review

The first public consultation meeting takes place this evening at Pender Islands School. The Thoughtexchange will be launched at the meeting.

(c) HR Committee Report

The draft HR Committee Summary 2019 09 25 was received:

- The committee discussed the Director of Instruction (HR) position. The posting closes on Friday.

(d) Policy Committee Report

The draft Policy Committee Summary 2019 09 25 was received:

- The committee met and committed to drafting a *Menstrual Products in Schools* policy as required by the School Act.
- Discussions regarding facilities use request processes and use of AirBnB for field trips.

i. Draft Policy: Menstrual Products in Schools

The Ministry requires school district to adopt policy around the provision of menstrual products for students. A notice of motion was presented:

Notice of Motion: The Board of Education adopt POLICY 4270 Provision of Menstrual Products to Students. The motion will be tabled at the regular Public Board meeting on November 13, 2019.

The draft policy will be circulated for feedback and brought to the next committee day and November Board Meeting for consideration.

(e) Aboriginal Education Advisory Committee Report

Shelley Lawson stated how privileged she feels to sit on this committee and that the committee's official name is now Indigenous Education Advisory Committee. The committee met last week. Planning has begun for a district-wide Indigenous Education Day for grade 4 and 5 students. Ms. Lawson reported that the welcome pole at Galiano is finished and that many students and staff embraced Orange Shirt Day (Every Child Matters) on September 30th. She explained that the Draft Enhancement Agreement is ready for final design and publication. This renewal sees a shift in responsibility from students to educators and will be in place from 2020 to 2025. A signing ceremony is being proposed for December or January. The committee will be seeking Board approval for the Enhancement Agreement at the November meeting.

11. TRUSTEES' SCHOOL REPORTS

Trustee School Reports were received. Topic: What is your school doing to incorporate Indigenous education into the school year?

Fernwood Elementary School



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Besides the district implemented Student and School Service Plan for indigenous Education, Fernwood school is adding activities; on Orange shirt day the three R's of the school were discussed and that little respect was shown to children at residential schools. Principal Logan read 'When we are alone' to whole school, about small resistances shown. In other areas, the 9 indigenous learners (mainly in grade 5) gather for lunch with Shannon, Quentin, Cheryl or Kelda and talk about their cultural heritage. In October Ms. Ruff is teaching hulq'uminim words. Dream catchers, making bannock and nettle pizzas are future lessons.

The Indigenous support workers are Integrating knowledge into regular classes. For instance, the grade 2/3 math lesson on 2d shapes, have indigenous music in background, and a video of artist making the 2d shapes from the First Nations of the west coast.

The staff room has a bin of indigenous resources that teachers can use in their lessons. Funding has been put into books with indigenous themes, for all students to use and build their knowledge of local First Nations culture and practices throughout the year.

Fernwood has a unique territory acknowledgement, written by kids, and recited every Monday. A drum is beaten during the recitation originally made by the firebirds with Cowichan Elder Tsouhilum 5 years ago. Every year when firebirds graduate they ceremonially pass on the drum to the grade 4's. The school entrance is graced with a First Nations print gifted from Victoria's Salish Weave, which gets changed every two months. Classes do reading and writing projects around it the content of the print, often depicting a story.

Ms, Logan will be actively tracking support of 9 indigenous learners throughout the year.

Fulford Community Elementary School

The school's value guidelines includes First Peoples Ways of Knowing. At each whole school meeting a territorial acknowledgement is made. The version of Oh Canada sung at the school is by the band Asani, an Aboriginal women's a cappella group from Edmonton who have re-imagined it to reflect the myriad peoples who call Canada their homeland.

All classes engage in nature based learning to ground them in a strong sense of place. Classes that have circle routines incorporate indigenous culture into them. While other classes are using learning resources like the Six Cedars Trees and Fatty Legs to delve further into the connections and experiences of indigenous people to this land. The school continues to seek resources that provide literacy training through an indigenous lens. It is still a stretch to find numeracy resources that do this.

The school greatly appreciates the visits made by the district's indigenous education team. Students are engaging directly with indigenous culture through this program.

Galiano Community School

With continuous efforts to embed Indigenous worldviews and perspectives in all we do the GCS School Plan is being re-considered through a lens of the Enhancement Agreement, embracing belonging, community, culture and success. There are plans to bring more local hul'qu menim language into the school and classrooms, and to build a closer relationship with our First Nation neighbours on Peneluket Island. Classroom teachers continue bringing daily circle gatherings into the classroom, spending time recognizing ancestors and engaging in deep listening. All Education Assistants also have access to the newly implemented Tracking Tool, bringing a new level of accountability to our indigenous learners.

For several years, Quinten has been working with our community, carving a Welcome Pole for the school grounds. We are very excited to be planning a ceremonial pole raising later this year and will be working with local knowledge keepers and elders to ensure this project is completed in harmony with the land and the people.



Gulf Islands Secondary School

GISS is taking a two-pronged approach: engaging with students and supporting teachers. Cheryl Ruff and Shannon Johnston are spending the beginning month building relationships with all the identified Aboriginal students. They are setting up plans for support throughout the year and informing these students of all the allocated resources they can utilize if they so choose. The hope is that there will be many opportunities through the year for these Indigenous students to participate in leadership roles with whole school events. A safe space has been created as a resource room for students to sign in for extra support.

Teachers will be supported by the creation of a new resource library. One library block has been reserved to offer Indigenous materials that can be utilized in all subjects. A consented effort is being made to help transition the new curriculum with regards to Aboriginal Education for all teachers.

Mayne Elementary/Jr. Secondary School

Indigenous Education is incorporated throughout daily life at Mayne Island School. World views and pedagogies are woven into everything that is done and are guided by the First Peoples Principles of Learning.

The talking circle is an important element of classroom routine. Each morning, the classes gather in a circle for a morning greeting and each day is finished with a gratitude circle.

The students have also named every room in the school guided by the teachings of the book, 6 Cedars, by Margot Landahl, enabling an authentic connection to the spiritual embodiment of the First People's Principles of Learning.

As well, every year the school is host to the Mayne Island community's National Indigenous People's Day celebration, where the students welcome elders and other community members for a meal of salmon and bannock prepared by the students. The whole school will also participate again this year with the community's recognition of Indigenous Veterans Day at the community Welcoming Figure.

Pender Islands Elementary Secondary School

As a school wide initiative we continue to examine new ways we can imbed indigenous perspectives and ways of knowing into the daily practice at our school. Most recently our staff met over the question on how best to approach the topics of residential schools and reconciliation in their classrooms leading up to orange shirt day and beyond.

Themes and topics discussed included:

- healing, courage, inclusivity and belonging linked to identity
- recognizing the importance of music in culture and with permission, learning First Nations songs
- storytelling with the idea of celebrating how everything is connected through first voice
- discovering how to define reconciliation, how it fits into political platforms
- exploring diversity, prejudice, stereotypes
- Tellers of the Tale; loss, family connections, symbolism
- reading books available on residential schools, focus on language as spoken thought

We also continue to seek outside expertise to bring in greater knowledge from our community. Specifically, we had John-Bradley Williams visit from the WASA'NEC' nation to discuss stories and help students to gain a better understanding of local indigenous history and how we can improve our work towards reconciliation.



We are also keen to continue to pursue our partnerships in education with BC parks, Saanich indigenous students and local island representatives. We will continue to engage in opportunities such as visiting significant archaeology sites with appropriate permission and holding more events like our salmon pit cook while continuing to expand cultural exchange opportunities through student led group projects.

Further, we are exploring ways to incorporate local language into our school. Our staff group has discussed for example how we might more appropriately recognize place upon entering our school with one idea being a Pender map showing traditional place names.

Finally, above all else, we are placing an additional focus to ensure the academic success of our self-identified indigenous students. Where needed, additional support will be provided to ensure our Indigenous learners thrive at Pender Islands School and beyond.

Phoenix Elementary School

Our approach is very intentional this year and we have divided our efforts into activities geared for the whole school population and targeted support for our Indigenous students. Based on our assessments we have identified that the indigenous learners are needing intervention in their foundational skills and social-emotional learning. Their classroom teachers have been freed up with LIST support to work directly with these learners implementing indigenous culturally grounded lessons up to 4 hours/week

Whole School Activities: Indigenous learning and exposure to Indigenous culture is present and alive at Phoenix School. Our walls are plastered with indigenous art and student's work hanging from the walls often incorporates Indigenous Principles of Learning and our recent, "Project of Heart", commemorating Orange Shirt Day is an example of this. We have just received our first bin of Indigenous resources and our teachers will be utilizing these within numeracy and literacy lessons on a regular basis in the class through the coming year.

Salt Spring Elementary School

All classes in the school use the district resources available to integrate aboriginal ways of knowing into the education of the students. Nature based learning is seen as a good way to address this by connecting students to the place. Finding patterns in nature is a first peoples way of knowing that includes numeracy learning.

Indigenous language is being explored at the whole school meetings through the district's indigenous education team. A display wall outside the gym has been created to reinforce these learnings.

Roy Henry Vickers and Robert "Lucky" Budd are visiting the school to talk about their project Voices from the Skeena. Called Xsien ("water of the clouds") by the Tsimshian and Gitksan, the Skeena has always played a vital role in the lives of Indigenous people of the region. Vickers has created forty illustrations to accompany the text selected by Budd from the pioneer interviews CBC radio producer Imbert Orchard recorded in the 1960s. All students in the school will be creating art inspired by Vickers.

Saltspring Island Middle School

The whole school assemblies at the middle school this year have adopted the big house practice of holding the meeting in a circle. All the students and staff sit together on the floor of the Gym facing each other with a relevant artifact on a blanket at the centre of the circle. This has been a change that has brought more equity and groundedness. The school learns a new Hulq'uminum word at each assembly. Lots of connecting conversations are occurring between teachers as they share ideas and resources on how to embed indigenous teachings into the classroom setting. Cheryl Ruff comes to the school twice a week to work with the school community. A cultural leadership group has started up on Wednesday's.

Quentin comes to the school all day on Thursdays to teach cultural art stories, and games.



Saturna Elementary School/SEEC

We are so fortunate as a district to work, learn and live on the sacred lands of the Coast Salish Peoples. As I reflect on my meeting with the Principle and Vice-Principle of Saturna School I feel encouraged and humbled to be part of this time of change through Truth and Reconciliation. To foster and be part of an environment that includes the First Peoples Principles of Learning. Connecting to self, family, community, land, spirit and ancestors; sharing in this process as we move forward on this healing and engaging journey.

Orange Shirt day was recognized on Saturna at a special morning gathering. Our elementary class had a hike planned to head up through the waterfall trail and join the SEEC students at Haggis Hollow. Once the groups came together our educators shared the history of Orange Shirt day and Phyllis Webstad's story. The students were also read the 2008 government's official apology letter to the Indigenous People of Canada. This group learning lead to discussions on culture and family values.

It is recognized by our educational team on Saturna that our island and program designs are inherent to place based learning in our rich natural environments. SEEC students have been orienting to the island through visiting different locations and exploring the land. This has led to some understanding of modern-day Indigenous practices and policies. When heading to Fiddlers Cove the group discussed the Douglas Treaties sign, access on reserve land and the recent clear-cutting initiatives. On Sept. 16th the SEEC students worked with SeaChange in an effort to restore Eelgrass, enriching the shallow water marine ecosystem. This opportunity connected to stewardship of land and agricultural studies. 1,045 Eelgrass were transplanted that day. These modern learning opportunities have been tied in with the focus on oral history and storytelling passed down generationally. SEEC has been studying maps of BC identifying 31 different First Nations across the province and leaning as well that there are upwards of 200 Indigenous languages used by these different nations.

Saturna Elementary students have the opportunity to learn from our district Indigenous Educator, Quentin Harris. Quentin will be visiting the classroom monthly and has tied Indigenous drawing in with storytelling. Our Elementary group size naturally allows small group and one on one learning opportunities. We are all encouraged to walk this path together learning and growing as we go.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – October 23 2019 at the School Board Office
- (b) Regular Board Meeting – November 13, 2019 at Mayne Island School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:49 p.m.

CARRIED 122/19



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Date: November 13, 2019

Rob Pingle
Chairperson

Certified Correct:

Jesse Guy
Secretary Treasurer