



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2021 06 09

Present:	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice Chairperson
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Greg Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant
	Ian Mitchell	GITA President
	Angela Thomas	CUPE President
	Shelly Johnson	GIPVPA Representative
	Elizabeth Nolan	DPAC Representative Driftwood Representative

Regrets:

The meeting was called to order at 1:00 p.m. by Chair Boulter acknowledged, with honour and respect, that this meeting is taking place on the traditional territory of the Coast Salish peoples - Huy tseep q'u.

1. ADOPTION OF AGENDA

Additions:
Galiano Soccer Tournament Request (5b)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 06 09 be adopted as amended.

CARRIED 59/21

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 05 12 be approved as presented.

CARRIED 60/21

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2021 05 12 as presented.

CARRIED 61/21

4. BUSINESS ARISING



5. **CORRESPONDENCE**

(a) **Seamless Day**

Letter received requesting the Board support Seamless Day childcare.

(b) **Galiano Soccer Tournament Request**

Request received for approval to serve alcohol at the annual Galiano Soccer tournament

Moved and seconded that, should provincial COVID-19 restrictions be lifted sufficiently to allow for large outdoor gatherings, the Board approve the Galiano Activity Center request to serve alcohol at its annual Todd Wolfe Memorial Soccer Tournament August 21, 2021, at Galiano Community School.

CARRIED 62/21

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

8. **SUPERINTENDENT'S REPORT**

(a) **COVID-19 Restart**

Scott Benwell reported that, according to the Ministry of Education, districts should plan for a normal start to the school year and prepare for the possibility of slight variations.

(b) **Staffing**

D'Arcy Deacon reported that EA selection day took place June 3rd and 21 vacancies were claimed. The teacher layoff and recall process has concluded and vacancies have been posted.

(c) **FESL**

Scott Benwell shared an overview of the feedback received through engagement with schools and PACS. Themes identified include: continued Anti-racism work, supporting diversity, self advocacy for students, fostering joy in learning and creating inspiring learning environments.

(d) **School Fees 2021/2022**

A draft school fee schedule for the 2021/2022 school year was shared for the Board's consideration. Changes from last year include an increase in SEEC fees and a decrease in GISPA fees.

Moved and seconded that the Board of Education approves the School Fees schedule for the 2021/2022 school year as presented.

CARRIED 63/21

The meeting was recessed at 1:43 p.m. and resumed at 1:50 p.m.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly expenditure report for May. Spending is consistent and on budget within an approximate 3.5% surplus over amended budget.

(b) **2021/2022 Capital Plan Bylaw Response Letter**

Jesse Guy presented the 2021/2022 Capital Plan Bylaw for the Board's approval.



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Moved and seconded that there is unanimous approval to read Capital Bylaw No. 2021/22-CPSD64-01 three times in one sitting.

CARRIED 64/21

Chair Boulter read Capital Bylaw No. 2021/22-CPSD64-01 Bylaw out loud. Jesse Guy reported that plans include HVAC upgrades at Fernwood, Saturna, and GISS, plumbing upgrades at Galiano, and a new bus route on Mayne.

Moved and seconded that the Capital Bylaw No. 2021/22-CPSD64-01 be read a first time and passed.

CARRIED 65/21

Moved and seconded that the Capital Bylaw No. 2021/22-CPSD64-01 Bylaw be read a second time and passed.

CARRIED 66/21

Moved and seconded that the Capital Bylaw No. 2021/22-CPSD64-01 Bylaw be read a third time, passed, and adopted.

CARRIED 67/21

(c) 2022/2023 Five-Year Capital Plan

Jesse Guy presented the 2022/2023 Five-Year Capital Plan. Requested projects for the first two years include seismic upgrades at SSE, gym renovations and roofing at GISS, septic system renewal at Saturna, lighting upgrades at Fulford, Saturna, and Galiano, and the replacement of two buses.

Moved and seconded that the Board of Education approves the 2022/2023 Five-Year Capital Plan.

CARRIED 68/21

(d) 2021/2022 Annual Budget Bylaw

Ms. Guy presented the draft 2021/2022 Annual Budget.

Moved and seconded that there is unanimous approval to read the 2021/2022 Annual Budget Bylaw three readings at this time.

CARRIED 69/21

Chair Boulter read the Annual Budget Bylaw for 2021/2022. The total budget bylaw amount of \$26,811,055 for the 2021/2022 fiscal year was prepared in accordance with the *School Act*.

Jesse Guy shared an overview of the draft annual budget based on a projected enrolment of 1440 FTE students.

Moved and seconded that the 2021/2022 Annual Budget Bylaw be read a first time and passed.

CARRIED 70/21

Moved and seconded that the 2021/2022 Annual Budget Bylaw be read a second time and passed.

CARRIED 71/21

Moved and seconded that the 2021/2022 Annual Budget Bylaw be read a third time, passed, and adopted.

CARRIED 72/21



(e) **Seamless Daycare Grant Proposal**

Jesse Guy shared a staff report with the recommendation that, if deemed feasible, the district participate in a Ministry-led pilot project to support a Seamless Daycare classroom.

Moved and seconded that the Board supports the district's participation in the Ministry of Education's Seamless Day pilot project.

CARRIED 73/21

(f) **Structural Savings Progress Report**

Jesse Guy shared a graphic representation of the configuration changes and associated savings implemented over the next two years designed to address the structural deficit of \$1.1M.

10. **COMMITTEE REPORTS**

(a) **HR Committee**

Trustee Lucas reported on the morning's HR committee meeting. New business included the school-year start up process and proactive employee wellness initiatives.

(b) **Policy Committee**

The Policy Committee summary 2021 05 12 was received.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Trustee Shelley Lawson shared her school report for Galiano Community School.

Topic: How do you connect with your indigenous elders, teachings? (Links to Enhancement Agreement, Indigenous Day June 21st, and Strategic Plan Objective 1.2 Champion innovative practices, personalized learning, inquiry-based approaches and Aboriginal ways of knowing.)

Fulford Community Elementary School

Fulford school has not recently had Elders at the school. This is something that Shannon organized in the past, and Tsaout elders visited the school. However lately, Maya, the new indigenous liaison from Cowichan is bringing knowledge of the elders to the students. The recent news of the children's bodies found at Kamloops was very difficult information that brought deep consternation to the school. Teachers thought hard about how to manage the news, which children heard, and were concerned about. The concern was that kids not be re-traumatized. This has not been resolved.

There was a request from Shannon, that gifts for elders from Penelakut were here on the land for last week. Principal Mullen and staff came up with idea to make 215 river rocks painted orange and then with a heart on top of them and place them around the school to acknowledge the tragedy.

On an overall note, a few years Fulford Elementary did a revisioning. The process was not finished to get final vision sentence. The Fulford School's mandate is:

- Build a strong foundation for academic learning
- Cultivate curiosity and creativity
- Focus on social and emotional development
- Connect with nature to deepen our understanding of our place and foster stewardship
- Embrace First Peoples principles of learning and culture
- Foster healthy minds and bodies



- Involve family and community

The revisioning to a large part was a process of adopting First people's principles of learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Grade 1 and 2 go down to the beach once a week and apply these principles in their learning.

Galiano Community School

Thanks to a donation from a local endowment fund, Peneluket elders Karen and Richard Charlie will be introducing Hul'qumi'num words, phrases and stories to the students and staff at Galiano Community School. Funding and early planning was in place before the pandemic, and everyone is looking forward to being together in the next school year.

Staff have done some incredible pro-d with an indigenous focus this year.

Seeing Through Watchers' Eyes, a "culturally rich Indigenous learning tool to support community learners of all ages and backgrounds to see through another's eyes." was created by tSouke member Charlene George. Everyone came away with great ideas and tools for living and teaching empathy and compassion. A copy of the original mural (painted at Spencer Middle School on Songhees and Esquimalt territory) hangs in the school library.

Excellent resource for all - <https://sierraclub.bc.ca/watcherseyes/>

Staff are also participating in the Monique Grey Smith web-series Ripple Effect of Resiliency and have plans to complete that work early in September.

In April, staff participated in a Pro-D with Jo Chrona, of the Kitsumkalum First Nation, a Ts'msyen community in BC. The focus was learning to use the First People's Principles of Learning as a framework for practice to create more responsive and equitable educational experiences.

Mayne Elementary/Jr. Secondary School

Mayne Island School understands the importance of imbedding indigenous ways of learning and being into daily activities. The First Peoples Principles of Learning are woven into everyday practice such as gratitude circles, oral storytelling, and spending time on the land and learning from it. Students always look forward to their visits with "Q" (Quentin- SD64 Cultural Teacher) who teaches and shares his love of art and lacrosse among many other things! Students learn and practice words from the Hul'qumi'num and Sencoten languages as well as foster relationships with regional and local Elders. As part of their Pro-D this year, both staff and trustees have enrolled in a course by Monique Grey-Smith, called "The Ripple Effect of Resiliency". New classroom resources that extend beyond our own local Coast Salish culture are being invested in, and next year there will be an additional focus on Inuit cultures. The updated School Plan (still in progress) will have many connections with the district's updated Indigenous Education Enhancement Agreement.

Pender Islands Elementary Secondary School



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Our focus on the enhancement agreement and connection with the teachings from elders has been further put in the spotlight after the tragic news from the Tk'emlúps te Secwépemc first nation.

We have been using age-appropriate resources at each grade level to teach and discuss the impacts of residential schools. The events from the Kamloops Residential School have highlighted and brought the current information even more to the forefront of our work. We continue to explore current resources as a staff and find ways to discuss these topics with students. We actively incorporate teachings from many elders into our classrooms through current digital and written resources.

We have focused events this year on the four pillars of the enhancement agreement: Success, Belonging, Culture, and Community. Some highlights here have involved (See sheets for examples: eg. orange shirt day, connecting with the land, visiting local indigenous sites, carving).

Within two classrooms, the teachings of the Coast Salish animals play a key role in unpacking the Core Competencies and providing students an opportunity to reflect on their personal strengths and stretches. These teachings are embedded in every day practice and many students connect with being creative thinkers like Raven, or critical thinkers like Salmon, and so on.

Many of our teachings are embedded in story, and students have continuous opportunities to connect with Indigenous understandings through these stories.

We have had a past connection (pre COVID restrictions) with the WSÁNEĆ nation through their leadership school. Moving forward we will work to reconnect to youth at this school and share experiences on the land.

We are taking important steps forward and continue to have room to grow.

Saltspring Island Middle School

Principal Smith discussed how all the SIMS teachers integrate Indigenous ways of learning in their daily teaching style. Classes regularly go to Mouat's Park, often twice a week, for place-based interaction. This past week the SIMS MYSEEC program of two classes of mixed grades spent a week on the land. Elder Jim Stewart of Saltspring and a shaman elder from Penelakut were there to tell stories and teach the children new skills and knowledge; Students were tanning hides, making baskets, and learning about local plants. They also spent time at Ford Lake and met with naturalist artist Robert Bateman. Later this month for Indigenous day, Shannon Johnson and Quentin Harris are organizing a day of events and ceremonies for the school at which Cowichan elders will be present.

Saturna Elementary School/SEEC

During this school year with Covid-19 restrictions in place it has been difficult to connect directly with indigenous elders. Saturna school has incorporated indigenous ways of knowing and teachings into the classroom throughout the year in different ways.

In the SEEC program the students have spent time learning about the Douglas Treaties past and present. They were also able to visit the reserve on island and learn about how the treaty has affected that specific land.

In the elementary class the students have learned about indigenous peoples through storytelling and nature walks. In this last month of school, the elementary students have focused on learning more about what it means to be indigenous.

This has been an extremely heart-wrenching and difficult time as we have recently learned about the unmarked graves found at residential schools. It has been difficult to know how to talk to our children about these truths and



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how we deliver this information at an age-appropriate level. Parents and teachers are learning how to navigate towards Truth and Reconciliation with our children and with ourselves.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting: September 15, 2021
- (b) Committee Day: October 27, 2021

15. ADJOURNMENT

Moved that the meeting be adjourned at 3:28 p.m.

CARRIED 74/21

Date: September 15, 2021

Tisha Boulter
Chairperson

Certified Correct:

Jesse Guy
Secretary Treasurer