



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
MAYNE ISLAND ELEMENTARY/JR. SECONDARY SCHOOL
2017 05 10

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Susanne Middleditch	Trustee
	Nancy Macdonald	Trustee
	John Wakefield	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
Dawne Fennell	Executive Assistant	
Margo Cullen	GIPVPA Representative	
Jessica Willows	Grades 6-8 Curriculum Coordinator	
Regrets:	Shelley Lawson	Trustee
	Anna Herlitz	Trustee
	Deborah Nostdal	GITA President
	Larry Melious	CUPE President

Chair Pingle, who acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people, called the meeting to order at 1:32 p.m. He extended a welcome in the Sencoten language. Congratulations to the GISS Improv team for winning the Nationals in Ottawa, Ontario in April 2017 and to new MLA, Adam Olsen, Green Party of BC. Many thanks to Principal Margo Cullen and staff for hosting the Board meetings today.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2017 05 10, be adopted as amended with the following addition(s):

- 7 (d) Math Night
- 8 (e) Field Trip Request #167
- 8 (f) Field Trip Request #168
- 8 (g) Field Trip Request #169
- 8 (h) Field Trip Request #170
- 8 (i) Field Trip Request #171

CARRIED 41/17

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2017 04 12, be approved as presented.

CARRIED 42/17

3. BUSINESS ARISING

4. DELEGATIONS



5. **TRUSTEES' SCHOOL REPORTS**

Focusing on Strategic Plan Objective 1.1 Action 3 (*Enhance and expand methods of instruction and assessment practices that promote success for all learners*)

Fernwood Elementary School

Student self-assessment is a growing area in education and this is true at Fernwood Elementary too. The benefits are that students are more aware of where they land on a continuum and are able to better articulate next steps and goals for themselves when they self-assess. In the self-assessment example given, students are assessing their understanding of a unit of study - they colour in the flowers to show where they believe they are in their understanding of the content. In the pedagogical narrations, students ask the teacher to take a picture of work they are most proud of and are able to articulate why it is a good example of something they are learning.

Fulford Community Elementary School

As part of our ongoing inquiry and school goal relating to improving student achievement in writing, all of the classes at Fulford School participated in a School-wide Write during the month of April. Teachers were encouraged to collaborate with another teacher to mark and discuss results, and to plan for instruction. The teachers all followed the agreed-upon protocol with their classes and used Personal Writing rubrics for their grade level to assess the writing. The results of our first School-Wide Write were shared at the May staff meeting. All teachers have identified specific areas to focus instruction for the remainder of the school year. Our reflection on the protocol indicates that the process was very good but the chosen topic didn't promote writing with details and elaboration. When we repeat the process in October, a personal narrative topic where the students write about something they have experienced will be chosen.

Galiano Community School

GCS is in its third year of communicating learning via Student Led Conferences. During our "Professional conversations" portion of our staff meeting this past week staff noted after 3 years a growing level of depth, breadth and dimension from all involved ~ teachers, families and students. Most notable is the pride and voice of student as well as self-awareness and growth in strategies/critical thinking skills.

Gulf Islands Secondary School

Students are introduced to the Core Competencies in each of their REAL 9 units. They become acquainted with the language and develop the ability to name and identify the competencies. Grade 9 students were asked to reflect on the competencies at the end of each semester using the template below. These reflections were sent home to parents.

Our Observations:

Students generally chose to reflect on the Communication and Thinking Competencies. After reading many of these reflections it is clear to us that students are understanding and can discuss their strengths and areas that could be further developed in relation to the competencies.

Our Recommendations:

We should carefully monitor and limit the number of required reflections that students are expected to do. There is a risk of too much repetition if students are asked to reflect in all of their courses.



Grade 9 Semester 1 Reflection

Name:

Rational: the Ministry of Education requires all grade 9 students to write a personal self-reflection on the Core Competencies as part of the end of semester assessments.

Consider the assignments "activities" and experiences you have had this semester both in and out of class Refer to the [Core Competency Summary and Elements for Reflections sheet](#).

1. Identify two or more competencies that you consider yourself good at or demonstrate often.
2. Describe/explain examples/situations from this past semester where you demonstrated your capability with the chosen competencies. (Hint – provide at least two examples)

Now think about a competency where there is room for improvement.

3. Identify a competency that you feel you need to improve or use more often. Explain why you believe that it would benefit you to work on developing this competency.

Mayne Elementary/Jr. Secondary School

Two assessment and/or communicating student learning examples to share from Mayne Island School:

1. Rubrics: sets out clear criteria and expectations, students can self assess and have specific feedback from teacher on the same rubric, students have voice in co-creating criteria and assessing self, takes the mystery out of 'what to do' or how evaluated, student can see what to aspire to in the next 'box', they can see where they are on the continuum...etc.
2. Pictures and captions sent to families: regular, specific feedback for parents, 'see' the learning, caption highlights the students voice in terms of their learning, provides self assessment and reflection opportunity, pictures lead families to further conversation at home about learning at school...etc.

Pender Islands Elem./Sec. School

Assessment is used in my classroom to drive instruction for learning, hence assessment is built into every day using a variety of strategies, techniques, and tasks that provide evidence of understanding while students are learning. Ongoing assessment guides my decisions about what is needed next to: address missing information, clarify misconceptions and provide feedback to help students learn and move forward in their learning. Assessment is central to how I differentiate instruction / approaches for students as they are each unique and at different places in their learning in a variety of contexts. Ongoing, daily, and continuous assessment helps me to personalize and individualize to meet student needs. Assessment informs me about: where the student is in their understanding, what they understand, how they learn, how and what they are thinking, what they need next, and what needs to be adapted.

Phoenix Elementary School

Phoenix School has had all students presenting their learning though student-led conferences for both term 1 and 2. Classroom teachers are also continuously communicating with students and communicating student learning to families. Through daily one-on-one check-in with students in their elements' group, as well as regular parent emails, class emails, phone calls and face to face meetings. The school is dedicated to on-going, formative assessment with an open door policy for parents. They also encourage peer support and feedback as well as using ticket out the door activities to check understanding.



Saltspring Island Middle School

At SIMS, we have conducted Student Led Conferences during Term 2. This is a form of reporting learning in a format that maximizes student involvement, engagement, and voice. SIMS teachers have been facilitating the process by, starting at the beginning of the term, asking students to reflect on their learning, set goals based on diagnostic data as well as their understanding of their own learning styles, and having the students collect evidence of their learning in all of the subject areas. Rather than being a 'show and tell' these artifacts should reflect not only the accomplishments of the students but also show parents the deeper learning story: one that shows that they have recognized both a personal strength and an area in which they are struggling. It is this story that is most significant to students, educators and parents.

Instead of having one summative 'mark' on a report card, it is more meaningful when students are guided to personalize their learning by: knowing where their strengths and areas of struggle lie; to create realistic and achievable goals; and to take the lead in becoming an independent and effective learner. The competencies inherent in this process will hold them in good stead throughout their lives.

Salt Spring Elementary School

Salt Spring Elementary teachers received a pro-growth grant to collaborate around the school growth plan. The grant allowed teachers to discuss student led conferences and brainstorm ways to increase student happiness at school. As a result of the grant teachers feel more ready to approach these topics. All but one class engaged in student led conferences this last term with positive feedback from parents. While all classes have engaged in student self assessment. From the aspect of student happiness at school the school is also surveying students with the following questions: Can you name two adults in the school who believe in you? Can you name two students who you feel connected to? With the understanding that school connectedness is essential for academic success staff hope to identify students who may need more social/emotional support.

Saturna Elementary School/SEEC

Both the Saturna Elementary and the secondary SEEC program actively using self-assessment processes with students to review learning. These reflective opportunities allow student's to consider the next steps needed for their learning.

Reflections on learning have many forms. With the younger elementary students the teachers have whole group discussion and simplified talks about various topics; "what are your goals today", "how do you know your work is the best quality", "can you tell me what you are doing to stay focused", "tell me some strategies for staying in one place longer", etc. For these students, developing a personal awareness increases their social awareness and personal responsibilities at school.

Such self-assessment fit a continuum of development and as students age each teacher has to assist individuals rather than the larger group with how to establish specific subject priorities. At SEEC these feedback processes are essential for place-based awareness and individual growth.

All secondary SSEC students prepare a self-reflection document for specific subject areas at the end of each term and these are used to communicate progress in learning in conjunction with the report cards sent home to families.

Windsor House School

Windsor House has many facets of instruction and assessment that enhance learning and support learners where they are. We have recently piloted the new "snap shot" software that Paul Johnson developed. I was so excited when I first saw how it could be used to capture portfolio conferences. It really is the missing piece for Windsor House and our parent, student, teacher conferences. It captures the conversations in "real time" and creates documentation of rich learning. We are looking forward to working with 'snap shot' along with the rest of the district next year.



We have also been holding conversations with our students who have started our process for designing the high school next year. They have decided to focus the high school on project based learning, specifically film and media studies, music theatre, and sustainable farming, and ecology. These are directly related to some of our main sites. They also want to focus on a Portfolio as the main way of capturing their learning. A dogwood diploma could be a part of the portfolio, as well as documentation of projects in and out of school, learning through volunteering, or working, teaching other students and mentoring younger students. A portfolio would be the capstone to an education at Windsor House.

And the piece that ties all of this together is the process of having the high school students design their own program, schedule, and big projects for the year. They work together, and individually, to share the resources of staff and space that will make up the high school program next year.

6. **CORRESPONDENCE**

7. **CHAIRPERSON'S REPORT**

(a) **Report on In-Camera Meeting**

Chair Pingle reported out on the issues presented at the In-Camera meeting this morning, which were:

1. Staffing Update
2. Grievance
3. Supreme Court Ruling Complexities
4. Capital Purchase
5. SWOVA Funding Request – Funding plan for SWOVA programs was approved
6. Parent Concern
7. Closed Meeting Record – Process to adopt and post public records for closed meetings was approved
8. Additional items:
 - Canada Sings 150
 - Draft of 2017/2018 Board Meeting Schedule
 - Students Making a Difference (SMAD) Delegation

(b) **BCSTA AGM Update**

The BCSTA AGM was held in Richmond April 20-23, 2017. Gordon Swan from SD58 (Nicola-Similkameen) was elected as the new President of the BCSTA Board of Directors. Motions that were carried or defeated can be viewed at: <http://www.bcsta.org/content/reports-proceedings>.

Susanne Middleditch, BCSTA Provincial Council Alternative Rep. shared highlights with Board members of the BCSTA Provincial Council meeting held on April 23, 2017.

(c) **GISS Grad**

GISS grad will be held on Saturday, June 17. Please contact Chair Pingle if you are available to volunteer to hand out awards.

(d) **Math Night**

Curriculum coordinators, Susan Robinson, Jessica Willows and Janet Hoag organized and facilitated “Math Night” held at GISS on April 25, which was attended by approximately 100 people. Everyone, young and old, met in the GISS multi-purpose room “to engage in mathematics, explore puzzles and



experience some hands on mathematics. Richard Hoshino, a professor at Quest University in Squamish, was on hand to share stories of how his students are exploring the technique of reformulating hard real-world problems into simpler equivalent math problems.” It was a great night learning how to solve problems in a fun way.

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

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

Ms. Halstead spoke to the K-12 Innovation Partnership and what’s been happening with communicating student learning as a result of the district’s participation in the partnership from June 2015 to present date. Highlights of her presentation included:

- Purpose of the Innovation Partnership
- The district November 2015 Collaboration Sessions covering a wide variety of topics
- The January 2016 session on Portfolios and Student-led Conferences
- Communicating Student Learning Survey
- February 1, 2017 Summative Report Collaboration
- Communicating Student Learning Forum on May 5, 2017
- Where we are at ...
 - In engaging students about their learning?
 - In connecting with parents about their child’s progress?
 - In assessing and reporting on the competencies?
 - With our district’s ‘snapshot’ of student learning?
- What are our greatest challenges?
- What’s next?
- Reflections

(b) **Field Trip Request #137**

An extra-curricular field trip request from SIMS teachers Valeskca San Martin and Christianne Wiigs to take 55 Grades 6-8 students camping at Camp Thunderbird, Sooke, BC June 5-8, 2017 to participate in outdoor activities and team-building. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #137 for SIMS students to participate in extra-curricular, outdoor education and team-building activities at Camp Thunderbird, Sooke, BC June 5-8, 2017.

CARRIED 43/17

(c) **Field Trip Request #156**

A curricular field trip request from Windsor House School teachers to take 35 Grades 8-12 students to Saturna Island to participate in camping, hiking and beach exploration while producing short digital films. The WH/Saturna Island Film Production Program is a program for secondary school students who are passionate about exploring a career in filmmaking. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #156 for the Windsor House School students to participate in curricular activities including camping, hiking, beach exploration and filming on Saturna Island from May 25-28, 2017.

CARRIED 44/17

(d) **Research Request**

A research request from Donna Usher, who is currently a teacher in School District No. 35 (Langley) at the Langley Fine Arts School and a SFU student working towards her Master’s degree. Her research project is an education inquiry titled, “*Where Teachers Teach: Portraits of Arts Educators and their*



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Classrooms". She would like to include Sonia Langer in the project and Ms. Langer has agreed to participate. Students will not be involved. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves Ms. Donna Usher's research project as presented.

CARRIED 45/17

(e) Field Trip Request #167

An extra-curricular field trip request from Phoenix Elementary School teacher, Richard Lee to take 18-20 Grades 4-8 students to Camp Homewood on Quadra Island to participate in camping, hiking and other outdoor activities. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #167 for Phoenix Elementary School students to participate in camping and outdoor activities at Camp Homewood on Quadra Island from May 29 to June 1, 2017.

CARRIED 46/17

(f) Field Trip Request #168

A curricular field trip request from Windsor House School teachers Jason Bickle and Ellen Henderson to take 12 students in Grades 7-11 sea kayaking and camping on Decourcy, Valdes and Tree Islands. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #168 for Windsor House School students to participate in sea kayaking, camping and outdoor activities on Decourcy, Valdes and Tree Islands from June 12-16, 2017.

CARRIED 47/17

(g) Field Trip Request #169

A curricular/athletic field trip request from Saturna/SEEC staff member Dorianna Chessa to take 11 Grades 9-12 students hiking, camping and canoeing at Pachena Bay and Ditidaht Reserve June 4-8, 2017 to participate in canoe races and cultural activities. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #169 for Saturna/SEEC staff and students to camp at Pachena Bay and Ditidaht Reserve June 4-8, 2017 and participate in canoe races and cultural activities.

CARRIED 48/17

(h) Field Trip Request #170

A curricular field trip request from Windsor House School teachers Brittany Westgarth and Heather Korska to take 30-50 Grades K-12 students on a family camping trip to Alice Lake Provincial Park, Squamish, BC June 19-22, 2017 to participate in outdoor activities and to learn about the local environment. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #170 for Windsor House School staff and students to camp at Alice Lake Provincial Park, Squamish, BC June 19-22, 2017 to participate in outdoor activities and learn about the local environment.

CARRIED 49/17

(i) Field Trip Request #171

An extra-curricular field trip request from Gulf Islands Secondary School teacher Roland Kerr to take two Grade 9 students to Foshan City, China June 10-18, 2017. Ms. Halstead shared that this trip is related to the Memorandum of Understanding partnership between three school districts: SD67 (Okanagan Skaha), SD48 (Sea to Sky), SD64 (Gulf Islands), the Province of BC and the Education



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Bureau of Changcheng District, Foshan City. Two students and a teacher have been invited to be part of a delegation and she recommends approval.

It was moved and seconded that the Board of Education approves field trip #171 for Gulf Islands Secondary School students and staff to travel to Foshan City, China, June 10-18, 2017.

CARRIED 50/17

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

(a) **Monthly Expenditure Report**

The monthly expenditure report, as at May 8, 2017, indicates that with 0.8333 of the year completed, 0.8149 of the budget has been expended. We are 1.8% below budget at this time. We are in reasonable shape to finish the year.

(b) **Annual Budget 2017/2018**

The Annual Budget Bylaw was read a first time and approved at the April 12, 2017 Board meeting, then the draft was posted on the district website.

It was moved and seconded that there is unanimous approval to read the Annual Budget Bylaw for 2017/2018 in one sitting.

CARRIED 51/17

It was moved and seconded that the Annual Budget Bylaw for 2017/2018 in the amount of \$25,892,224 be read a second time and approved.

CARRIED 52/17

It was moved and seconded that the Annual Budget Bylaw for 2017/2018 in the amount of \$25,892,224 be read a third time, passed and adopted.

CARRIED 53/17

Chair Pingle thanked Ms. Rodgers and Mr. Scotvold for their work on the budget and all financial processes throughout the school year.

(c) **Financial Health Working Group Materials**

Mr. Scotvold spoke to the financial governance and accountability guidance material and procedures for the K-12 Public Education Sector recently received by the district. This material has been developed by representatives from the BCSTA, BCSSA and BCASBO in conjunction with the Ministry of Education, Ministry of Finance and Office of the Auditor General. The key elements detailed within the Financial Governance and Accountability documents and toolkits relate to budget monitoring, accumulated surplus policy and audit committees. He stated the district has had an Audit Committee in place for a number of years, the Strategic Plan is in place and incorporated into the budget and by the end of June 2018 the financial tools will be in place.

10. **COMMITTEE REPORTS**

(a) **Policies Committee**

Chair of the Policies Committee John Wakefield spoke to the meeting held on April 26. Topics discussed were:

- Bylaw, Policy and Procedure review – consultation, approval process, timelines and stakeholders
- Review of draft policies by the committee, Board and staff continues
- Proposal to modify the Standing Committees structure (Policy 120)
- Policy review:
 - Financial Governance and Accountability



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- Budget monitoring and reporting
- Surplus
- Audit committee
- Required by Government
 - Maintenance order
 - Bullying, diversity
 - Restraint and seclusion

The next meeting will be held on May 24.

It was moved and seconded that the Board of Education receives the minutes from the Policies Committee as presented.

CARRIED 54/17

(b) Programs Committee

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held April 26. Highlights included:

- Trustees visiting SIMS to do some carving on the “Welcome Pole” lead by Quentin Harris
- Windsor House Learning Celebration video presented by Principal Meghan Carrico
- Early Years Transitions and information regarding Early Learning and ELF presented by Coordinator Kathryn Akehurst

The next meeting will be held May 24.

It was moved and seconded that the Board of Education receives the minutes from the Programs Committee as presented.

CARRIED 55/17

(i) Learning Celebration Presentation Mayne (1:15 p.m.)

Principal of Mayne School, Margo Cullen shared her School Growth Plan based on Inquiry Model presentation with Board members. The highlights included:

- Mayne school’s teaching approach – co-teaching and co-planning as a team, which is integral to learning
 - Respect and positive attitude
 - Instruction based on best practice
 - Create a sense of belonging
 - Social/emotional learning
 - Common goals and language
- Hands on teaching and learning, which includes:
 - Integrating the environment and First Nations ways of knowing – Aboriginal Education is incorporated into all learning
 - Community volunteers and mentors – reading support and story tellers, food bank and garden support and volunteer lunch, conservancy teaching team, guitar and ukulele, African drumming
 - Parent collaboration – Parents of Mayne School (POMS)
 - Have incorporated Reggio inspired classrooms in the school. The Reggio philosophy is “an approach to teaching, learning and advocacy for children”.



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(c) Community Relations Committee

Community Relations Committee Chair Anna Herlitz is absent.

It was moved and seconded that the Board of Education receives the minutes as presented from the Community Relations Committee.

CARRIED 56/17

(d) Personnel Committee

The Personnel Committee is currently reviewing and discussing the Board self-evaluation. If time permits, review will continue on May 24.

It was moved and seconded that the Board of Education receives the report from the Personnel Committee.

CARRIED 57/17

11. OTHER BUSINESS

12. QUESTION PERIOD

13. NEXT MEETING DATES

- (a) Committee Day – May 24, 2017 at the School Board Office
- (b) Regular Board Meeting – June 14, 2017 at the School Board Office

14. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:24 p.m.

CARRIED 58/17

Date: June 14, 2017

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer