



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SCHOOL/SEEC
2017 10 11

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Susanne Middleditch	Trustee
	Shelley Lawson	Trustee
	Anna Herlitz	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
	Larry Melious	CUPE President
Bruce Inglis	GIPVPA Representative	
Regrets:	Nancy Macdonald	Trustee
	Deborah Nostdal	GITA President

The meeting was called to order at 1:06 p.m. by Chair Pingle, who acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2017 10 11, be adopted as amended with the following addition:

9 (g) Research Study

CARRIED 96/17

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2017 09 13, be approved as presented.

CARRIED 97/17

3. IN-CAMERA SUMMARIES

It was moved and seconded that the summary for the In-Camera Session held 2017 09 13, be received as presented.

CARRIED 98/17

It was moved and seconded that the summary for the In-Camera Session held 2017 09 27, be received as presented.

CARRIED 99/17

4. BUSINESS ARISING

None at this time.

5. DELEGATIONS

(a) Saturna Learning Celebration

Principal Inglis spoke about intergenerational learning, collaboration and cooperation between the younger and older students and the benefits to both with the multi age “family grouping”. Student



successes are celebrated and shared which develops meaningful interactions and builds respect between students.

Mr. Inglis shared that the Canada C3 Icebreaker “Polar Prince” will visit Saturna Island on October 25 as one of the final stops of its 150-day journey from Toronto to Victoria via the Northwest Passage. The ship has visited other coastal communities and carries a crew of about 30 along with youth ambassadors and diverse groups of Canadians on various legs of the journey. The passengers on board will tour SEEC and the clam beds at Winter Cove; First Nations elders will be present. Saturna Elementary students and SEEC students will have an opportunity to visit the ship.

6. **TRUSTEES’ SCHOOL REPORTS**

Focusing on Strategic Plan Value – Collaboration – we promote meaningful interactions, a sense of belonging and equitable access by working together in cooperation

Fernwood Elementary School

At Fernwood, there are many strong examples of collaboration, in particular, with teachers planning lessons together and sharing students between classes.

Our three nature class teachers meet on a regular basis to plan outdoor experiences and co-plan teaching. For an entire year, the nature class teachers mixed their two classes together to provide targeted literacy and numeracy instruction. They meet together on a regular basis to plan instruction on their field trips, mixing the children from the two or three classes together and creating a sense that "all of these children are our children." This is healthy for school culture.

This year, collaboration in oral language instruction in our two K/1 classes is evident – again, teachers are sharing students between classes so that we can provide more targeted instruction to students at the K or grade 1 level.

Our 2 grade 4/5 teachers are also collaborating. They share common prep time and meet regularly to plan lessons and experiences (regular leadership time, field trips, etc). They are sharing both groups of children between the two of them, so that each of the teachers spends about half their time with each group. The teachers are spending a lot of time collaborating about strategies that work with individual students.

There are many other examples we could point out of ways that we work as a team at Fernwood, but it does truly feel like a team on this staff!

Fulford Community Elementary School

At Fulford School teachers collaborate at various times but often when working on areas outlined in our school goals. This month teachers are collaborating with each other to mark the School Wide Writes, which is part of our school goal on writing. After teachers complete the SWW with their classes, they will meet with the teacher who shares grade levels with them to mark their students’ writing using a common rubric. This provides an opportunity for the teachers to notice what their students are doing well and what they need to focus on for instruction over the next few months. At our next staff meeting we will discuss the results of the SWW and then work on creating a “scope and sequence” of writing for K- Gr. 5 so that we are all on the same page. In addition to this collaboration project, the teachers are submitting a Pro-growth application to provide some release time for teachers to collaborate and look at math instructional practices in our school because math is a new goal in our school growth plan. Our biggest challenge in



collaboration continues to be finding ways for teachers to work together without using so much of their own time outside of instructional hours.

Galiano Community School

At Galiano School we value collaboration and social capacity so much we did creative timetabling to allow for teachers to meet monthly last year in PLC's (Professional Learning Communities) as well as for Teacher/EA/Principal/LIST staff member to meet once a month for "Team Time" (The principal took the whole school to accommodate this shared goal). This year we have built in our timetable weekly "20/20's" on Wed mornings. Teachers commit to starting 20 min's early in PLC's and continues for 20 minutes once students arrive as the Principal takes the whole school leading group fitness. (Thus of 40 minutes weekly). We so value our time together professionally and personally.

Gulf Islands Secondary School – report written by Fraser Byers, Grade 10 GISS student

The past couple weeks at Gulf Islands Secondary School have required much collaboration between students, staff, admin, and parents. Following the dreadful and shocking death of beloved student Alistair Hayne, a lot of strength from everyone was needed come to grips with the tragic event and to eventually transition back into learning.

Times of collaboration:

- The decoration of Alistair's locker by students whereafter the school donated it to the Hayne family.
- The entire senior boys soccer team came together in their match against Brentwood at GISS to honor Alistair by exhibiting black armbands and by holding a minute of silence before kickoff. A large crowd came out to support the team.
- The YCI (Youth Creating Inclusion) group collaborated with teacher Jason Donaldson to bring in LGBT activist, author, playwright, and poet, Bear Bergman. He spoke during flexblock in the multipurpose room.
- The GISS student council has partnered with the Salt Spring Forum in effort to get more youth attendance at events, as well as bringing more youth orientated speakers to the high school.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, all staff members are empowered to contribute gifts of time, knowledge, and heart. We embody a team of 'educators'... of caring individuals. Though our school is already multi grade, it has transformed from the separation of primary and intermediate to multi groups, partners, teams and whole school learning opportunities. Our teachers both team and co teach meeting students where they are at, and pursuing interests, while also using intentional whole school scheduling to accommodate. This all starts with shared vision, goals and philosophies. MIS's support staff educators and on island TTOCs take our team to a higher and deeper level. Some examples one would see is our maintenance man making birdhouses with students for Mother's Day and our admin assistant in the garden harvesting along side students.

At Mayne Island School, we are both proud and fortunate of the community partnerships that have cultivated. We recognize and embrace the teachers in our parents and community members for their rich knowledge and expertise. Creating a sense of belonging and a sense of place is realized, in part, with contributions from these folks. Throughout these relationships reciprocal learning and teaching occurs. A few of our partnerships include the MI Conservancy, MI Library, MI Firefighters, MI Lions, MI Arts Council, MI Food Bank, Reading Partners, many community businesses and individuals.



We are a community. We value and welcome the support and contributions of staff, families and our Mayne Island community.

Pender Islands Elementary Secondary School

One concept we are developing at Pender School this year is developing student voice. The purpose of this initiative is to increase the level of student participation in the day-to-day activities of the school, looking at it from a whole school level. More to come as we develop this as part of our school growth plan.

Two full days with Tsawout students, pit cook tomorrow.

Phoenix Elementary School

Staff:

- * Framework Day
- * collaboration time for staff to discuss assessment results, student needs (in creating establishing our Elements grouping for literacy and numeracy)
- * team teaching opportunities
- * class/school reviews to identify the landscape of our classes/school (what is happening), what supports are provided (what are we doing) and what is still required (what needs to be done)...
- * meeting with parents, district/school staff and/or outside agencies (IEPs, counselling needs, referrals, etc.)
- * parent/teacher day (Sept. early dismissal day)
- * staff meetings – re: students
- * beginning of year staff lunch, snack day, etc. ...anytime we have food, we have collaboration

Students:

- * regular whole school team building activities; whole school activities (morning walk, buddy reading, weekly Mouat Park whole school activity)
- * weekly whole school meetings
- * explorations
- * whole school field trips

Saltspring Island Middle School

One important aspect of our school plan last year was creating dedicated time for teacher collaboration within our timetable. This was important for our teachers for a variety of reasons- all having to do with enhancing student learning. Twice yearly assessments- the DART, the Diagnostic Math Assessment, and the school-wide writes- are used by most teachers to address the learning needs of both their classes as well as individual students. In order to optimize the beneficial aspects of any of the assessments requires time and collaboration. Ideally, teacher teams have time to mark the assessments together, plan units and have an opportunity to discuss individualizing student learning based on the results.

As well, collaboration time is significant in teacher learning. Collaborative teams that work together to make a real difference for their students benefit from learning with, and from a teammate. It's easier to take teaching risks when teachers know that they have a colleague with whom they can share their failures and celebrate their successes.

In order to build capacity in this area, we focused on collaboration at Framework Day. As a staff, we went through a process that included videos and an article to stimulate thinking, teachers talking and



connecting with each other; as well as planning time for the newly formed, and existing collaborative teams. At the end of the day, everyone was part of a team and the energy was infectious. Without the dedicated time within our timetable, the momentum that was generated would not be sustained very easily. We are well on our way to creating a collaborative culture in our school. This will form the basis for one of our areas of learning as we go forward from the school plan that we created last year.

Salt Spring Elementary School

At SSE we value time to collaborate as a staff. On September 29 and 30, most of the staff of SSE travelled to Galiano for a staff retreat where we worked on the following items:

- our school goal of belonging and school connectedness
- our school-wide theme of water
- Aboriginal ways of knowing
- ways to naturalize our playground

We also enjoyed the opportunity to visit Galiano School's garden and purchase resources at the Galiano book store.

We are applying for a pro-growth grant to continue and deepen our collaboration around these topics.

Two of our teachers have also entered into a formal mentorship through the district's mentorship program.

Saturna Elementary School/SEEC

Collaboration for all children in a multiage classroom has a unique set of characteristics. The best of these features allow intergenerational learning and cooperation with young and older students both gaining a benefit. At Saturna School the nature of these multi age "family grouping" apply to our elementary program and SEEC program.

The elementary students (K-5) cooperate together in most tasks and feel especially proud in situations where everyone can share some form of autonomy or authority appropriate to their abilities. For example the end of day jobs; cleaning the boards, putting chairs away, inspecting messy desks, or putting books away may seem just simple, but when viewed as share responsibility they are both important for all and inclusive.

Doing academics together (at a minimum) can be as basic as doing the same subjects at the same time such as math, writing or science; or going for outings together in the local environment and small moments where we celebrate someone's success together. This is especially important for developing respect between different aged children no matter what level of ability is apparent.

Making accommodations for size, strength, intellectual development and learning needs can have some costs to the degree of meaningful interactions possible. But the up side benefits of the relationship far out weigh the limitations.

Reaching for the moon together.



Windsor House School

As a Democratic school, students, staff and parents work together to co-create the agreements the school lives by. Each morning before the day starts each site meets to discuss the day and collaborate on a schedule for the day. Whether it is farm chores, play activities, classes, or getting outside to the park, each member of the community is given the space and time to contribute with their ideas and needs. Each site has its own flavour and meeting style but the underlying principle is the same. A voice to each member.

7. **CORRESPONDENCE**

8. **CHAIRPERSON'S REPORT**

(a) **VISTA Conference**

Chair Pingle reported out on the Fall 2017 VISTA Conference hosted by School District No. 71 (Comox Valley) that was held September 29 and 30. Trustees and Superintendent Halstead attended.

(b) **Ministry of Education-BCSTA Partner Liaison Meeting**

This liaison meeting will be held October 25, 2017 with Board Chairs, Superintendents and Secretary Treasurers. Chair Pingle, Ms. Halstead and Mr. Scotvold will attend.

(c) **BCSTA Board Chair Meeting**

Chair Pingle will attend this meeting on October 26, 2017 along with other Board Chairs and Ministry staff. The agenda included topics such as: media relations and interview training; natural disaster response planning; and budgets 2017/2018 and review of the funding formula.

(d) **Salt Spring Island Vital Signs**

Vital Signs is a "national initiative undertaken by community foundations across Canada that gathers and publishes data on significant social and economic trends in areas critical to quality of life". The Salt Spring Island program will be led by local community foundations to explore local issues and themes that matter to those who live on Salt Spring Island while focusing on improving quality of life. The Salt Spring Island Foundation presented the 2017 Vital Signs report to the community on October 3, 2017. The report can be viewed on the Vital Signs website at <http://ssifoundation.ca/foundation-initiatives/vital-signs/>.

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

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

- BC Framework for Enhancing Student Learning – in year 2. Links to school plans on district website
- Provincial Framework for Enhancing Student Learning is a public commitment by education partners to work together to continuously improve student learning for each student
- Reflection questions (Lisa) – relate to strategic plans (inspire learning – Goal 1)
- Do we know if our collective efforts are making a difference?
- Celebrate what we're doing together and consider what's next?
- Commonalities arising from the school planning process – collaboration
- What evidence found to be meaningful in the school planning process?
- What excites you most about future possibilities in the planning process?
- How might we work together to further enhance school and district culture?
- What are some of the roadblocks to increasing life changes for all students?



- What might we do to create a preferred future for our students?
- What evidence might be useful for all of us to consider as we move forward with the Framework?
- Learning for all...together we're better...

(b) Staffing / Enrollment Update

The deadline for the 1701s was October 6. The projected enrollment was 1701; however 1707 was the final number submitted to the Ministry. There are very few duplicate enrollments this year. The deadline for submission is October 18.

The total number of postings for 2017/2018 to date is 109 with more external postings than in previous years. The breakdown is as follows:

CUPE = 27 internal, 2 external

District = 17 internal, 3 external

GITA = 50 internal, 10 external

The district focus has been on best efforts to meet restored language, making sure due diligence is done and that the district is in compliance. Working on the remedies is upcoming and moving slowly with intention.

(c) New Employee Orientation

The annual New Employee Orientation will be held on Thursday, October 19. Invitations will be sent to new CUPE regular employees and sub/casuals and new teachers and TTOCs.

(d) Curriculum & Assessment Update

On Framework Day, the focus was on educational conversations and goals, teaching practice, honouring the child and hearing the child's voice. Meetings have begun to plan Curriculum Day which will be held Friday, December 8. The focus will be on the 'teacher as researcher'.

The redesigned Grade 10–12 curriculum is currently scheduled to be implemented in January 2018 and the new numeracy assessment will be introduced in January 2018 with a "managed implementation of the numeracy assessment starting with a subset of students writing in January 2018". GISS teacher and Grade 9-12 Coordinator, Susan Robinson has taken on the role of numeracy coordinator for the district. The district will find out later this month if GISS students are to be part of the January cohort.

(e) Coaching

Ms. Underwood presented Board members with the District Coaching Initiative Phase 9 Survey Results for 2016/17. The survey indicated 88% of respondents were engaged in individual coaching with an external coach, 29% were involved in group coaching with an external coach and 29% were involved in group peer support. There were many positive comments and the consensus of respondents was they would like coaching to continue. Thank you to Board for ongoing support for coaching in the district. Ms. Underwood will prepare an executive summary which will be posted on the district website at <http://sd64.bc.ca/district/district-initiatives/>.

(f) Wellness & Support

With regards to the two tragic events that occurred at the end of September Ms. Halstead acknowledged that many people have been and continue to be impacted in our schools and community. School and community counselors and Safe Schools staff continue to work with our



students and staff. Support has also been received from numerous community agencies including SWOVA, Community Services and RCMP Victim Services. Staff members in need of support can also access SD64's Employee Assistance Program.

(g) Research Study

Donna McGhie-Richmond, Associate Professor, Educational Psychology and Leadership Studies at the University of Victoria has submitted a research study proposal titled "The Development of Inclusive Education Practices for Beginning Teachers (or Beginning Teacher Study)" for Board approval. The research is focused on "understanding how teachers develop their instructional knowledge and practice to meet the needs of students in diverse classrooms..." Ms. Halstead recommends Board approval subject to the teachers' involvement being optional rather than mandatory.

It was moved and seconded that the Board of Education approves Ms. McGhie-Richmond's research request as presented subject to the teachers' involvement being optional rather than mandatory.

CARRIED 100/17

10. CORPORATE FINANCIAL OFFICER'S REPORT

No report at this time.

11. COMMITTEE REPORTS

(a) Policies Committee

Chair of the Policies Committee John Wakefield spoke to the meeting held on September 27, 2017.

Topics included:

- Policy consultation and approval process – 95% of the drafts are in place, hopeful to be able to circulate them at the November 23 ELT meeting
- Review of bylaw policy status and drafts

The next meeting will be held on October 25.

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

CARRIED 101/17

(b) Programs Committee

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held September 27, 2017.

Highlights included discussions regarding:

- Possible 4-day week calendar adjustments and moving towards a Tuesday to Friday instructional week as many holidays take place on Mondays. On hold for now.
- Specialty program presentations – format and logistics. Jess Willows presenting on OIMY during Programs Committee meeting on October 25.
- Framework Day
- Possible establishment of a district task force

The next meeting will be held on October 25.

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

CARRIED 102/17



(c) **Community Relations Committee**

Chair of the Community Relations Committee Anna Herlitz spoke to the meeting held on September 27, 2017. Highlights included:

- A review of the school-to-parent communication survey results
- A review of Framework Day including parent feedback
- Discussion of Aboriginal Education in SD64

The next meeting will be held on November 22.

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

CARRIED 103/17

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – October 25, 2017 at the School Board Office
(b) Regular Board Meeting – November 08, 2017 at Pender Islands Elementary Secondary School

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:02 p.m.

CARRIED 104/17

Date: November 8, 2017

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2018/2019

No community members present for discussion.