



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2017 12 06 at 9:00 a.m. and 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson (<i>by speakerphone until 2:25 pm</i>)
	Susanne Middleditch	Trustee
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	Anna Herlitz	Trustee
	John Wakefield	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Wendy Vine	Recording Assistant
	Deborah Nostdal	GITA President (1:00 to 3:17 p.m.)
	Larry Melious	CUPE President (1:55 p.m.)
Shelly Johnson	GIPVPA Representative (1:00 until 2:50 p.m.)	
Elizabeth Nolan	Driftwood Representative (1:00 p.m.)	
Boe Beardsmore	Principal, Phoenix School	
Margo Musselwhite	Principal, Mayne Island School	
Amy Dearden	Guest/Presenter	
Meaghan Feduck	Guest/Presenter	
Regrets:	Linda Underwood	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Dawne Fennell	Executive Assistant

The meeting was called to order at 9:00 a.m. for election of officers.

Secretary Treasurer Rod Scotvold took the Chair and distributed ballots for each election called. Mr. Scotvold called for nominations for Chairperson. John Wakefield and Rob Pingle were nominated as Board Chairperson. Mr. Wakefield declined to stand. Rob Pingle accepted, was acclaimed as Chairperson and took the Chair.

The Chairperson called for nominations for Vice Chairperson. Those nominated were John Wakefield and May McKenzie. Ms McKenzie accepted the nomination. Mr. Wakefield declined. May McKenzie was acclaimed as Vice Chairperson.

BCSTA Provincial Council Representative

Anna Herlitz was elected as the BCSTA Provincial Council Representative.

BCSTA Provincial Council Alternate

Susanne Middleditch was acclaimed as the BCSTA Provincial Council Alternate.

BCPSEA Dual Bargaining Council Representative

Nancy Macdonald was nominated, accepted the nomination, and was acclaimed as the BCPSEA DBC Representative.

BCPSEA Dual Bargaining Council Alternate

Shelley Lawson was nominated, accepted the nomination, and was acclaimed as the BCPSEA DBC Alternate.



VILRC Representative

Nancy Macdonald was nominated, accepted the nomination, and was acclaimed as the VILRC Representative.

VILRC Alternate

Shelley Lawson was nominated, accepted the nomination and was acclaimed as the VILRC Alternate.

VILRC Staff Representatives

Rod Scotvold was appointed as VILRC Staff Representative. Cindy Rodgers was appointed as VILRC Staff Representative Alternate.

It was moved and seconded that the ballots be destroyed.

CARRIED 115/17

It was moved and seconded that the meeting be recessed at 9:16 a.m.

CARRIED 116/17

The meeting was called back to order at 1:00 p.m. by Chair Pingle.

It was moved and seconded that the meeting be reconvened.

CARRIED 117/17

Mr. Pingle reported on elections held this morning. He remains Board Chair, and Mayne Island trustee May McKenzie remains Vice Chairperson. He also reported on the other trustees (abovementioned) who were elected as various provincial and area representatives.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2017 12 06, be adopted as amended with the following additions:

- 7 Galiano Playground
- 9(f) Field Trip Request

CARRIED 118/17

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2017 11 08, be approved as amended.

CARRIED 119/17

It was moved and seconded that the minutes of the Special Board Meeting, Public Session held 2017 11 22, be approved as presented.

CARRIED 120/17

3. IN-CAMERA SUMMARIES

It was moved and seconded that the summary for the In-Camera Session held 2017 11 08, be received as presented.

CARRIED 121/17

4. BUSINESS ARISING

None at this time.



5. **DELEGATIONS**

(a) **Phoenix Elementary Learning Presentation**

Phoenix principal Boe Beardsmore presented a thorough presentation about Phoenix School, a school of choice dedicated to specifically supporting readiness to learn. An emphasis on personalized learning is directed toward the “inspire, integrate and involve” goals of SD64, and there is additional focus on three Cs: create, challenge, and connect. An underpinning of understanding about brain function is obvious in school planning. The staff is very supportive of a holistic approach, using classroom intervention supports instead of pullout programs. There is a comprehensive connection with the community which supports, witnesses and celebrates the learning.

It was moved and seconded that the Board Chairperson write letters to school principals after their presentations, thanking them for how they make learning visible and for the work they put into the presentations.

CARRIED 122/17

(b) **Mayne Island Childcare Proposal**

Amy Dearden and Meaghan Feduck from the Mayne Island Early Childhood Society presented their proposal for a partnership with SD64 in developing a licensed childcare facility on Mayne Island, which envisions sharing space three days a week with the school district’s StrongStart program. The lack of childcare, and the need for it, on Mayne Island are well recognized; the project is supported widely by the community and the CRD has approved renovation money once a partnership with SD64 has been agreed to. The next step is a motion of support so that planning can continue, followed soon by a Letter of Agreement. There are options for solving insurance and licensing issues based on a similar project just completed on Galiano Island. The biggest cost for the School District would be building service costs. A tentative plan was made to confer in January with plans for meeting licensing requirements, and more details being worked on from there.

It was moved and seconded that the Board of Education approves to support, in principle, the Mayne Island Early Childhood Society project pending approval of the operating agreement.

CARRIED 123/17

6. **TRUSTEES’ SCHOOL REPORTS**

Discussion was tabled due to time constraints, but the following reports were submitted.

Focusing on Strategic Plan Objective 1.1 – Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning.

Fernwood Elementary School

At Fernwood, one of the ways we engage students in relevant and inspiring activities is through Science and Tech. Students in Mr. McPhee’s and Ms. Hingston’s classes have worked in pairs to build a robot out of Lego Mindstorm kits. They then had to program the robot together to complete a series of obstacles in the classroom. For example, they had to travel certain distances, stop, and perform tasks within a specific space in the room. There was one obstacle that proved to be too great a challenge - so far. I have a feeling the students will continue to code them until they get the robot to complete the full circuit.

Students have also been working with solutions and mixtures, including making slime, rock candy, fizzy mixtures, etc (which were then presented to the class), and experimenting with different substances such as citric acid, hydrogen peroxide, and baking soda. They were very proud of their creations, though the classroom was a little sticky for a few days!



Finally, in biology, students at Fernwood School are thrilled to welcome today 7 brand new chicks in the 4/5 classroom. There are more hatching right now as I type this. Students have been learning about the life cycle of chicks and the preparation and care that goes into caring for newly hatched chicks - and so much more. There is nothing more special than seeing a group of children crowded around the incubator fully caught up in the moment of watching the chick work so hard and then finally break free of its shell.

Fulford Community Elementary School

The acquisition of foundational skills is very important for all learners but is most difficult for the students who have learning disabilities in reading, writing and spelling. These students often require more time and a very different approach to help them learn these basic skills. The Orton-Gillingham approach is an evidence-based approach that is most often recommended for students who have dyslexia or other language-based learning disabilities but is effective for all learners. The Orton-Gillingham approach is multisensory, explicit, structured language instruction. We are very fortunate at Fulford to have four of our teachers recently trained and certified as Orton-Gillingham Classroom Educators. Two of these teachers are classroom teachers who are using the approach as part of their balanced literacy program, and the other two are the literacy support teachers who work with groups of students who have difficulty with reading, writing and spelling. While we have just begun implementing the OG approach in our school, we are pleased with the progress the students are making so far and look forward to seeing what our data shows over the long term. We are confident we will make a real difference for our most vulnerable learners using the OG approach.

Galiano Community School

Essential Learning Times continue this year, where students are working in small numeracy and literacy groups according to capabilities and learning styles, versus divisions based solely on age or grade. Further programming like Exploratories, eco-learning, and morning fitness give students opportunity to follow their individual passions. Staff collaboration is key at Galiano Community School; deep knowledge of each student by all staff encourages curiosity and fosters a love of life-long learning for every student every day.

Gulf Islands Secondary School

Problem/issue: Businesses or employers generally are not just looking for employees with the highest grades in school. Employers are searching for people who can overcome adversity and communicate their ideas in a variety of ways.

As an example of this, a TASK in REAL 9 today was based on communication skills, working on competency-based learning as it relates to the new curriculum. Students of David Collombin's REAL 9 class were blindfolded in the multi purpose room and were not permitted to use verbal language at all. Students in the class were required to organize themselves in order of the month they were born. This exercise was "loosely" related to the core competencies with a focus on problem solving and communication. Afterwards there was a discussion about the ways they used a variety of skills to accomplish the task. Students understand after this exercise that these are real life skills which we all need to be successful.

Mayne Elementary/Jr. Secondary School

No report.

Pender Islands Elem./Sec. School

Our school, through the generous support of the Pender PAC, was able to experience an engaging and inspiring learning opportunity through HR MacMillan Space Centre. The experience, known as Star Lab, provided each class with a guided tour of our solar system and inspired many of our students to look towards the night sky with a new understanding.



Phoenix Elementary School

We have focused the first term on establishing a strong foundation in literacy and numeracy development for students (curricular competencies, strategies, tools, and mindset) to strengthen their abilities, confidence and independence to explore their own areas of interest/passion...to do this we established small essential learning groups (earth, wind and fire).

1. literacy/numeracy groups (purposeful grouping ... academically, socio-emotionally, etc. for more effective supports)
 - smaller groups
 - targeted/specific instruction
 - more teacher/student contact time (consultations, individual conferencing/targeted interventions)
2. inquiry projects ...(reinforcing literacy skills)
 - based on choice, interest, passion eg. of topics...animals, ice cream, super cars, power washers, forts, undersea treasures...
 - creating books through Bookcreator
3. ArtStart
 - environmental literacy
 - nature studies and projects: “Cars” project, owl studies, nature studies exploration

Saltspring Island Middle School

At our school, we promote the idea that in order to optimize learning in the broadest sense, the students must feel connected to our school community and engaged in all aspects of learning - from the social to the academic. We try to authentically integrate all aspects of learning because our learners are at a developmental stage in their lives when they are experiencing an all-encompassing discord. Focus on the Core Competencies, therefore are integral to the learning experiences for middle years learners.

It is important for us to personalize learning so that the voices of our learners are present; and that they feel that they are the stewards of their learning. To promote this idea, we have structured our days so that teachers have dedicated conference time with their students. They use this time to go over goals, to check that they are feeling confident with their projects, or to ensure that they are not feeling anxious about the argument that they have just had with a friend. Presently, teachers are using the time to support and scaffold students as they create their portfolios.

As well, teachers use this time at the beginning of the year, after numeracy, reading and writing assessments are completed, to review these with the students. This helps students to be able to be metacognitive about their learning and hence, proactive about creating optimal learning situations for themselves. Our daily timetable supports this idea as all classes in our school focus on Numeracy and Literacy during the same blocks; and all of our EAs and non-enrolling teachers are free to support students. In most cases, students choose which group they want to work in depending on the results of their assessment conferences. We are focussing on our students’ resiliency and eventual ability towards self-advocacy. In these ways, we are hoping to promote the idea that learning is a life-long process that is centered in our needs, hopes and passions.



Salt Spring Elementary School

The last two weeks of November, SSE is celebrating the wonders of math with what we are calling, Math Blitz. We have set up the district's math playground which are hands on multi-level math challenges. Classes are using this playground as part of their math curriculum this month. Families have been invited to try out the challenges during student-led conferences on the early dismissal day. Each day we have math riddles for students to solve with prizes awarded, and we have a math related joke for students to read each morning. Students have been challenged to complete a mathematical activity each night that could include baking, playing cards, solving a puzzle, etc. Students completing the challenge will earn a prize. The walls of the school are adorned with math project displays and math related student art. We are illustrating how fun math is and the kids are loving it! We celebrate reading in a similar way every February.

Saturna Elementary School/SEEC

Saturna School and the SEEC program facilitate the rich engagement of all students across the breadth of ages within the two classes of multi-age K-12 students. This happens through the thoughtful actions of the teachers who provide lessons and topics relevant to students within the uniqueness of Saturna Island. We believe these intentions allow the students' to develop their physical, social, emotional and mental health, in a variety of situations.

Saturna teachers understand and believe in educating the whole child. Putting the learner at the centre of the educational experience, encouraging social interaction during learning activities and recognizing emotions are part of learning as much as content. Regardless of age, the foundational skills necessary to go beyond mere experiences and curiosity are taught explicitly to move students beyond being *watchers*. The staff at Saturna support having students “**doing and thinking**” where students are asked to create and explore outside their comfort zone and perhaps discover a desire for learning. Whether a child is exploring word groups or counting protozoa on microscope slide, engagement and action are used to acquire knowledge.

The teachers at Saturna act purposefully with good learning practices and follow the seven fundamentals of learning identified within the OECD report, (*The Nature of Learning: Using Research to Inspire Practice* 2010). This report identifies two gate keepers for learning success; **emotions** and **motivation**. The four instructors at Saturna pay particular attention to social and emotional learning in the delivery of the unique Saturna programs. In simple terms, these elements are easily expressed as “happy, healthy children who feel welcomed and safe at school, will thrive in their learning”. We also instill practices that align with the First Peoples Principles of Learning. Of which the very first begins with “learning ultimately supports the well being of the self, ...”.

Some of the examples of these thoughtful practices used to encourage students' well-being are:

- every day the children are greeted by name, and welcomed to school with similes and hellos
- both the secondary and elementary student's literacy skills are under review, as many feel less competent than their peers
- we are working hard to personalize learning for all of the students K-12 by developing 1-to-1 relationships with a significant adult who is able to coach and encourage each child in their reading
- increasingly our teenagers under greater mental stresses than previous years, and the 1-to-1 coaching opportunities allow us to provide safe conversation with individuals about concerns
- daily lessons by teachers are thoughtfully planned, and developed with inquiry and discovery activities to promote learning curiosity and discovery.
- the teachers talk about and expect everyone to be treated one another with respect
- the children are reminded to be safe and care for one another regardless of age or ability.
- the staff practice the same respectful and professional interest amongst themselves
- the staff meet and conference on approaches to their instruction and assessment practices



Windsor House School

Windsor House participated in the East Van Culture Crawl this year. Students designed and created Art, Meditation Benches, old school fidget spinners, pencil wands, Pokemon balls, and much more to sell at the annual event. Students were offered the chance to design a product and take it from inspiration to completion. They factored in cost of materials and deducted them from their selling price to estimate profit. They sold their wares along side over 200 other artisans from around East Van as they all opened their studio doors to the public. Hundreds of people came through our doors and students were amazed by the response they got from visitors. They were able to experience the process of coming up with an original idea, gather the materials, make the product, set the price, and sell it to the public. Students aged 5 to 18 were involved. This link takes you to a blog post with photos of the event.

<https://staffblogwhs.wordpress.com/2017/11/16/east-van-culture-crawl/>

7. CORRESPONDENCE

A framed Certificate of Recognition was presented to Trustee Shelley Lawson for the school district's new Galiano Playground. The citation is from Playcore, designating the site as a Play On! National Demonstration Site in recognition of its implementation of best practice principles and elements of active play. The plaque will be displayed in the Plant Services office, as there is one already at Galiano School.

8. CHAIRPERSON'S REPORT

(a) Board Elections

See report at the beginning of these minutes from the morning meeting.

(b) BCSTA Academy

All trustees except one attended the recent Academy and all appreciated the time to connect. Particular highlights were the strong messages about gender (Ivan Coyote) and parenting (Shimi Kang), a presentation by Evan Adams, the student panel opening the conference, and the new online learning hub for educating the diverse community of trustees.

9. CHIEF EXECUTIVE OFFICER'S REPORT

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

Ms. Halstead gave a presentation based on the operational items from the Inspire Learning (Strategic Goal 1) section of the strategic plan. The presentation highlighted consistent practice throughout the district and aligned closely with the earlier Phoenix School presentation.

(b) Letters from SS Foundation

Ms. Halstead received letters from Kisae Petersen, Operations Director for the Salt Spring Island Foundation, regarding grants approved by the Salt Spring Island Foundation for the following projects:

Yoga for Youth: Yoga in the Classroom – \$3,226.84
Connecting Generations: Home Words – Writing in Community – \$1,787.00
SIMS Stage/Performance Lighting – \$3,500.00

(c) School Inquiry Plans/Framework for Enhancing Student Learning

Ms. Halstead recommends that the Board approve the 9 out of 11 school growth/inquiry plans received so far. There was discussion of how to recognize and appreciate the work done on the plans, and on the principals' leadership and presentations.



It was moved and seconded that the Board receive the plans as presented and acknowledge by letter the work done by the principals and their team, and that the plans be updated on the website.

CARRIED 124/17

The issue of school plans will be discussed at the next Programs Committee meeting. A possible process for trustees to further respond to the plans from their schools was suggested, which requires more discussion.

(d) Research Request

An invitation has been received to participate in a UBC study about special needs students. Ms. Halstead, Mr. Livingston and district teachers are keen to participate in the 15 minute online study and will plan to share the data afterwards. Ms. Halstead recommends approval of participation.

It was moved and seconded that the school district participate in the *UBC Study about Special Needs Students' K-to-12 Educational Trajectories*

CARRIED 125/17

(e) Curriculum Day Dec. 8

Friday, December 8 is the district Curriculum Day, a day for teachers that was changed from an instructional day to a day for learning about the new curriculum. The day has been extensively planned by a team of teacher coordinators, with support from SBO staff. This is seen as a great opportunity for connection across the district.

(f) Field Trip Request

French Immersion teachers Christianne Wiigs and Valeskca San Martin have applied for approval of an 8 day French Cultural and Linguistic Exchange trip to Beaupre, Quebec for 18 grade 7 and 10 grade 8 students. There will be 3 adult chaperones. They will leave on Feb. 20 and will return on Feb. 28, 2018. Accommodation is family home stay. Costs are estimated at \$700 per pupil and \$1000 for the school. This will be field trip #67. Ms. Halstead recommends approval.

It was moved and seconded that the Board of Education approves field trip #67 for SIMS teachers Christianne Wiigs and Valeskca San Martin to take 28 grade 7 and 8 students to Beaupre, Quebec on February 20 to 28, 2018.

CARRIED 126/17

10. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Monthly Expenditure Report

The monthly expenditure report, as at December 4, 2017, indicates that with 0.4167 of the year completed, 0.367 of the budget has been expended. We are 5% under budget at this time.

11. COMMITTEE REPORTS

(a) Policies Committee

Chair of the Policies Committee John Wakefield spoke regarding the meeting held on November 22, 2017. Topics included:

- 2 student representatives at the table
- policy review
- process of consultation and time line for that process (proposed review and consultation schedule attached; hope to present to public in the spring)



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It was moved and seconded that the Board of Education adopt the Bylaws and Policies and Procedures Review and consultation schedule.

CARRIED 127/17

The next meeting will be held on January 31, 2018.

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

CARRIED 128/17

(b) Programs Committee

Chair of the Programs Committee Nancy Macdonald spoke regarding the meeting held November 22, 2017. The only agenda item was the International Program:

- considered a unique offering on the international scene
- shows a high level of support for students
- strong enrollment from many countries
- averages 65 or more students

It was moved and seconded that the Board Chair write a letter to Sheri Wakefield and Rob Moore to thank them for their presentation to the Programs Committee.

CARRIED 129/17

The next meeting will be held on January 31, 2018.

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

CARRIED 130/17

(c) Community Relations Committee

Chair of the Community Relations Committee Anna Herlitz spoke regarding the meeting held on November 22, 2017. Highlights included:

- operational plan actions 3.2.3 and 3.2.1
- employee recognition
- good news stories from website and possibility of engaging with the continually changing website photos through social media

The next meeting will be held on February 28, 2018.

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

CARRIED 131/17

(d) Personnel Committee

Chair of the Community Relations Committee May McKenzie spoke regarding the meeting held on November 22, 2017. Highlights included:

- considerations for hiring a new superintendent
- a committee meeting was also held this morning, where discussions around the format of the posting were begun, along with particular qualities/attributes/qualifications of potential candidates

The next meeting will be held on January 31, 2018.



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

CARRIED 132/17

12. OTHER BUSINESS

None.

13. QUESTION PERIOD

No questions.

14. NEXT MEETING DATES

- (a) Committee Day – No Committee Day in December
- (b) Regular Board Meeting – January 17, 2018 at Fernwood Elementary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:36 p.m.

CARRIED 133/17

Date: January 17, 2018

Rob Pingle
Chairperson

Certified Correct:

Cindy Rodgers, Manager of Finance
for Rod Scotvold, Secretary Treasurer

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2018/2019

No community members present for discussion.