



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SALT SPRING ELEMENTARY SCHOOL
2018 02 14 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Trustee
	Nancy Macdonald	Trustee
	John Wakefield	Trustee
	Anna Herlitz	Trustee
	Susanne Middleditch	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Doug Livingston	Director of Instruction, Learning Services
	Dawne Fennell	Executive Assistant
	Fraser Byers	GISS Student Representative
	Lina Losier	GISS Student Representative
	Larry Melious	CUPE President
	Shelly Johnson	GIPVPA Representative
Marc Kitteringham	Driftwood Representative	
Judy Smith	Guest/Award Recipient	
Cole Smith	Guest/Award Presenter	
Michael Mann	Guest/Parent	
Malgosia Mann	Guest/Parent	
Tobias Carson	Guest/Parent	
Robin Jenkinson	Guest/Parent	
Regrets:	May McKenzie	Vice Chairperson
	Linda Underwood	Director of Instruction, Human Resources
	Deborah Nostdal	GITA President

Sylvia Louwman's K/1 students performed a Valentine's Day song and gave the Board a Valentine's Day card signed by all of them.

The meeting was called to order at 1:05 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 2018 02 14, be adopted as presented.

CARRIED 12/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 01 17, be approved as presented.

CARRIED 13/18



3. **IN-CAMERA SUMMARIES**

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 01 17 as presented.

CARRIED 14/18

4. **BUSINESS ARISING**

None at this time.

5. **DELEGATIONS**

(a) **Judy Smith – recipient of a 2017 Loran Teachers Building Leaders Award**

Ms. Judy Smith, a former Principal at Gulf Islands Secondary School now on secondment to the Ministry of Education, was nominated by former student and 2013 Loran Scholar, Cole Smith, to receive the 2017 Loran Teachers Building Leaders Award. This award is presented by the [Loran Scholars Foundation](#) and sponsored by the [McCall MacBain Foundation](#), to “recognize teachers who have made a significant positive impact on a scholar's growth as a leader”.

Superintendent Halstead presented background information about the Loran Teachers Building Leaders Award and Loran Scholar Cole Smith.

Cole spoke to the reasons why he nominated Ms. Smith for this award stating that while she was Principal at GISS she had a very positive impact on his life. He said that Ms. Smith inspired education, was very active in students’ lives and empowered them to seek a difference.

Ms. Halstead followed Cole’s presentation with a celebratory message from the Right Honourable David Johnston (Governor General 2010-2017). Ms. Smith thanked Cole for his kind words and the Board for their work supporting student education. She expressed appreciation for the recognition and award.

(b) **Salt Spring Learning Celebration**

SSE Principal Shelly Johnson shared a video clip of teachers and students which demonstrated leadership development by the following:

- Circle of Courage – belonging, mastery, independence and community
- Competencies in action
- Nature studies inside and out
- Foundational skills – reading groups, math blitz, reading blitz, science fair, tutors, growth mindset
- Music and choir
- A culture of care – family groups, children of note, connect a child, Big Brother/Sisters, Mentorship/teaming (formal and informal), Aboriginal ways of knowing
- Roots of Empathy – follow development of a baby
- Food for Thought program – breakfast, lunch, meet and greet
- How do we know if it is working? Surveys, feedback, informal and formal data. Can feel when the culture is changing

Following the short video, Board members were invited on a “field trip” to teacher Gail Bryn-Jones’s grade 4/5 nature class. We learned important facts about reducing waste, recycling and composting and ultimately how plastics and garbage end up in the ocean and how this affects all marine life.



Ms. Johnson finished her report with another short video clip on emergent curriculum featuring teacher Linda McDaniel's grade 2/3 nature class's village project where students used clay to build objects and scenes.

(c) **SIMS Learning Celebration**

SIMS Principal Keiko Taylor and Vice Principal Jude Shugar presented on leadership and the power of effective collaboration and teamwork – looking at problem areas and putting structures in place to support collaboration and student learning which includes:

- Scheduling collaboration time for teachers from 11:40 to 12:00 every day; building capacity. Easier to take risks and join in if you are in a group
- Self reflection
- Monday morning weekly assemblies – more students are presenting in front of staff
- Portfolios and student led conferences give anecdotal data. Gives indication of where student is at in learning and self awareness
- Spiral of Inquiry model – revised strategic plan, working well – staff realizing where they are and where they want to go

Ms. Taylor and Mr. Shugar presented a video clip of three teachers sharing what they feel about collaboration:

- Dorianna Chessa – MYSEEC. Sharing of information and building on other's ideas with Patti Pringle and Sarah Bateman
- Mike Miles – enables him to tackle new ideas by sharing (e-portfolios) with Kim Moffat
- Richard Lee – looking at summative assessment, communication and risk taking with Sarah Bateman

6. **TRUSTEES' SCHOOL REPORTS**

Gulf Islands Secondary School report was presented by student Fraser Byers and Lina Losier. Discussion on the other school reports was tabled due to time constraints, but the following reports were submitted.

***Focusing on Strategic Plan Objective 2.2 – Action 1 – Engage in leadership development at all levels.
Fernwood Elementary School***

At Fernwood, we have a strong student leadership program that has been running for decades. The Fernwood Firebirds exemplify the 3 Rs – being responsible, being respectful, and reaching out to others. In addition to helping with set up for school events, Firebirds can be counted on to run the office over lunch time, support the EAs on the school grounds with problem solving, and to act as role models for the younger students. Many Firebirds are also peer-reading coaches, who read with little buddies twice a week.

In addition, at Fernwood we share many leadership roles amongst the adults. There are several teachers who take on the Teacher in Charge role if the Principal is away. Several teachers sit on a variety of committees, including the school growth, garden, and professional development teams. All of us are willing to jump in where it is needed, which helps build leadership experience for us all.

Fulford Community Elementary School

Staff at Fulford School engages in opportunities to be leaders in many different areas, including Aboriginal Education, Professional Development and Growth, garden education, and sports activities. Staff is welcomed to share their passions and take the lead in facilitating learning for our students and



staff members. The most current example of leadership development at Fulford is the board's appointment of Kaz Lundgren as Acting Principal during my three-month leave of absence. This appointment allows Kaz, a teacher who demonstrates a natural capacity for leadership, an opportunity to experience leading a school community for a short period of time in a supported way. This is beneficial to the school in that it provides consistency and capacity building, but is also a step towards the Board's goal of ensuring active succession planning for the district.

Galiano Community School

As a result of working closely together for 3 years GCS has created a culture of deep care and mutual respect amongst the team. Staff and students alike feel valued, safe and comfortable to take learning, and leading, risks. To varying degrees each staff member is growing their leadership skills from the foundation of their own personal strengths, passions and interests. From leading Whole School Meetings, to facilitating in house Pro D, to coordinating whole school Professional Growth plans shared leadership is growing. One example: Recently seeing a need in the school an EA partnered with our Griffins (Middle Years Leadership students), community members and local businesses to create a 'Lunch Cart' that now supplements student lunches for free daily. We are proud of Jenn for taking the lead and meeting a need. Well done, Jenn!

Gulf Islands Secondary School

Presented by Fraser Byers.

Student leadership:

- Salt Spring Foundation of youth (made up of student at GISS) completed their first cycle. They chose to give grants to multiple youth and student focused projects, including the new GISS bike shed, the garden program at SSE, and the cyber scorpion robotics team.
- The GISS student council in partnership with the salt spring forum welcomed Geoff Dembicki to talk at GISS. The event lasted an hour and 200 students from both the high school and middle school attended. They're planning to have another successful event on March 13.
- Student group YCI (youth creating inclusion) aims to continue to improve inclusion and acceptance at GISS, especially for LGBTQ students.
- Cyber Scorpions robotic team is pursuing more competitions this year with a new robot, they've also shared their learning with elementary school students around the district.
- GISS leadership launches new school clothing which includes designs created by students.
- GISS senior Improve team makes nationals for second year running

Mayne Elementary/Jr. Secondary School

At Mayne Island School, our two home room teachers have reflected on their learning journey in terms of leadership development. They have each shared their reflections in quotes below. Both teachers are fairly new to SD64. The first comes from a teacher in her third year at MIS with some TTOC experience in SD64 prior to that. The second homeroom teacher came to SD64 in the spring last year and has been with MIS for this school year. The second quote is her reflection.

"So far this year, there have been a number of leadership opportunities in which I have been able to grow and develop professionally. Co-facilitating an English Language Arts session at Curriculum day, presenting and sharing a piece with at the Early Literacy Inservice, and other upcoming district opportunities in such a safe and supportive environment has encouraged me to step outside of my comfort zone and challenge myself. Alongside these amazing district opportunities, the importance and emphasis on time spent collaborating with colleagues is incredibly valuable, as well as sharing with parents and community (e.g. POMS sessions), has also supported leadership development on a smaller, more intimate



scale. Reflecting on all of these opportunities, I am enormously appreciative and recognize how they have supported my leadership development."

"There are many opportunities for leadership in this district and I appreciate the open communication that occurs facilitating everyone to be invited to join in. The ones I have benefitted most from are those which provide opportunities for sharing and supporting colleagues formally and informally. At the district level, this is present in the mentorship program, pro-growth groups, and early literacy in-service sessions. Because of the small size of the district, I see a number of the same people at different events allowing me to build trust and rapport with them. I am able to ask questions and share ideas with individuals and groups. There is a culture of leadership throughout these programs and events. At the school level, this is most present in the co-teaching and collaborative model. Working closely with a small team on curricular projects and community events facilitates leadership growth for me and my colleagues, but also for students and families sharing their ideas and strengths."

Pender Islands Elem./Sec. School

Students and staff alike engage in leadership at all levels at Pender School. Examples include:

- (1) Mrs. Boland's Grade 6-8 class does fundraising at all the concert series events in order to pay for extracurricular trips such as skiing;
- (2) Several students this year took part in citizen science activities such as the annual bird count;
- (3) Students from the Youth Leadership Project (YLP) will be attending the BC School Trustees Association (BCSTA) AGM in April to share their stories about the YLP;
- (4) Mrs. Boland's commitment, organization and support to the Outer Islands Middle Years (OIMY) program.

Phoenix Elementary School

Phoenix Elementary School engages leadership development at both the staff and student levels.

Students are taking on leadership roles through the following activities:

- one of our students created a girls' tech group to discuss and explore coding
- one student has the responsibility of setting up the breakfast program in the mornings
- one student is involved in working with Connecting Generations re: visual effects animation
- the intermediate class are older buddies to the pre-school children for various reading/drawing and arts and crafts activities 3 times this year
- the intermediate class hosted the Animal Research Zoo for primary students and pre-schoolers
- various students are taking the leadership role during whole school walks/explorations to lead outdoor games and activities
- a student mentor is supporting one of our LP students to make the transition into school through various activities, the student mentor was also supported when he transitioned into Phoenix two years ago

The staff is developing their leadership skills with a year long professional development/pro-growth to develop more effective coaching skills to support students in the school. With the support of facilitator, Christa Campsall, and through the resource, My Guide Inside, teachers are developing more awareness and understanding of how to empower and support capacity building in students. All our staff has also completed MANDT training.



Salt Spring Island Middle School

In the recent past, we have engaged in a variety of leadership initiatives at SIMS. We have had a teacher leadership group that would meet every month to discuss topics that were relevant to staff. Out of this initiative came committees that formed to explore such topics as how to connect the Late French Immersion and regular program teachers in a more cohesive way; dress code; and hallway behaviour. The significance of teacher leadership was seen mostly in the level and quality of buy-in from their colleagues.

Teacher leadership forms the core of our updated school plan that focuses on the creation of a collaborative culture within our school. On Framework Day, several collaborative groups were formed based on topics around curriculum and pedagogy. The principal and vice principal planned and organized the capacity-building workshop, and the teachers went on to begin the process of the creation of a collaborative culture at our school. The research bears out the reality that if the collaborative groups are teacher-led and run, the instances of transformative change in learning and teaching practices that evolve are far more innovative and sustainable. At this time, we are seeing the formative stages of that culture at SIMS.

Salt Spring Elementary School

One way that SSE builds leadership capacity is through our grade 5 leadership program, the SSE Spirits. The Spirits take on numerous tasks around the school including office duty (where they answer the phones, take messages and get bandaids and ice for minor injuries, while Chelsea has lunch); recess duty (where they help student solve problems or play with lonely kids) and plan special events, like twin day and PJ day. SSE students look forward to being in grade 5 when they get to have this special privilege. The grade 5's, in their part, set a positive example for the younger students.

Saturna Elementary School/SEEC

Saturna School provides direct and indirect leadership opportunities for its small staff of four adults based on the philosophy of its current principal. The Principal of the school either directly models, advises or coaches others into leading. But they also model and help current educators frame their own vision of “sound leadership”; as such this is an indirect development of future school leaders.

Opportunities to encourage shared leadership and service leadership happen at every moment where decisions must be cooperatively planned and adjusted during conversations with staff and the Principal. These joint conversations provide direct examples of the multiple issues that have to be balanced with practical outcomes and allow the teacher to be coached on similar issues. Examples might be field-trip budget plannings, finding alternatives for student instruction, having behaviour conferences with parents and determining successful assessments

In all these situations it is by teamwork and having an open dialogue of the issues, that the role and responsibilities involved in running a school are best observed. A practical opportunity for an educator to gain familiarity with the dimensions of leadership, the emotions involved and with the distinguishing aspects between role and responsibilities must be transparent if new leaders are to be encouraged to step forward.

Windsor House School

Windsor House has been highlighting leadership through democratic processes this year. Students are volunteering to chair meetings, and councils. They are stepping up to lead their peers in self-governance by leading and chairing school council, site councils (such as Pod Council, Thistle Council and Cottage



Council), and Judicial Council. School council and site councils provide decision making processes where students and staff co-create agreements to share resources, spaces, and live/work/play together. Judicial council has staff and students working together to mediate interpersonal conflicts, provide logical consequences, and follow up on any concerns, complaints or agreements that are broken. Staff and students co-lead councils with staff providing support and social/emotional boundaries, and students leading the processes. It is a rich learning experience for all community members.

7. **CORRESPONDENCE**

8. **CHAIRPERSON'S REPORT**

(a) **Designation of Non-Instructional Periods and Non-Instructional Days for 2018-19**

Ms. Halstead recently received a letter addressed to all Superintendents from Deputy Minister Scott MacDonald. The letter contains information regarding the Ministry's reduction of instructional hours for the 2018/2019 school year in order to continue to support curriculum implementation. The reduction of five hours will result in the following:

- 848 hours for students in kindergarten
- 873 hours for students in grades 1 to 7
- 947 hours for student in grades 8 to 12

The five hours may be scheduled on different days, in increments or all together. Ms. Halstead consulted with CUPE and GITA and it was determined that two half days would be the best scenario. Following debate and discussion it was agreed to:

1. Add half days to Friday, November 16, 2018 and Friday, February 22, 2019
2. Move the February 22, 2019 Pro D day to Friday, March 1, 2019
3. Move Family Day from Monday, February 11, 2019 to Monday, February 18 in keeping with other Canadian provinces

As the district is on a four-day instructional week, this reduction will result in 155 days of instruction for the 2018/2019 school year. The revised template will be posted on the district website and shared with partner groups.

(b) **Public Feedback Considered for Changes to 2018/2019 Calendar Template**

The district received feedback from six individuals. All comments were considered and discussed. Cindy Rodgers compiled information on a general basis in several areas which showed the additional cost of \$633,111 if the district was to return to the 5-day instructional week. She stated it would be difficult to speculate on what programs or courses would be eliminated; all options would have to be carefully considered in a timely manner. Chair Pingle will respond to the question regarding what programs might be affected if the district returned to the 5-day instructional week, i.e., generally speaking \$600,000 would equal the loss of six teachers.

(c) **BCPSEA Update**

The BCPSEA AGM was held January 25 and 26, 2018. The program addressed BCPSEA governance issues as well as discussion in preparation for 2019 collective bargaining.

Trustee Macdonald shared the following highlights of the agenda:

1. Business session – report of the 2016/2017 Audited Financial Statements



2. Reinstatement of the board with the election of a new board of directors
3. Beginning of discussion on upcoming bargaining with BCTF and a new collective agreement. Looked at the future, teachers' working conditions. How to approach a new collective agreement in a new era. Different conversation – looks positive

(d) BCSTA/VISTA Update

BCSTA:

Trustee Middleditch will attend the BCSTA Provincial Council meeting to be held February 16 and 17. The Board has been asked to provide input regarding the Ministry of Education's funding allocation formula review process which will be addressed at the BCSTA Provincial Council meeting.

VISTA:

VISTA will be held March 2 and 3 in Victoria. Trustees and Superintendent Halstead will be attending. The agenda includes a presentation by Rob Fleming, Minister of Education, and presentations on Inclusion Through SOGI and Equity Through Technology for Learning.

9. CHIEF EXECUTIVE OFFICER'S REPORT

(a) Procedures 530 and 700

Ms. Halstead recommended Procedures 530 (Attendance Areas) and 700 (Water Taxi Transportation) be sent out as Notices of Motion. She is concerned about the lateness of informing the public as March 15 is the deadline for registration and cross boundary requests. This information will be shared with our partner groups and come forward for Board approval on March 14.

It was moved and seconded that a Notice of Motion is given for adoption of Procedures 530 and 700 at the March 14, 2018 Board meeting.

CARRIED 15/18

(b) Registration Information

The registration information for 2018/2019 will be distributed to all partner groups. It will also be posted on the home page of the district website and forwarded to the Driftwood for the February 21 edition and to the SS Exchange.

(c) Provincial Capacity Building Work on Framework for Enhancing Learning

Ms. Halstead waived her report on *Learning in School District No. 64* due to the presentations from three delegates today.

SD64 is part of the provincial project related to capacity building around the *Framework for Enhancing Student Learning* that reflects a commitment by education partners working together to continuously improve student learning for each student. Updates on this project will be provided at future Board meetings.

(d) Field Trip Request #99

An extra-curricular field trip request from GISS teacher Jason Donaldson to take five Grades 10-12 students to the Canadian Improv Games (CIG) National Tournament in Ottawa April 15 to 23, 2018. The Improv team will also attend workshops, visit the National Gallery and museums, Parliament Hill, and attend the CIG finals. Ms. Halstead recommends approval.



It was moved and seconded that the Board of Education approves field trip #99 for the GISS Improv Team to attend the Canadian Improv Games (CIG) National Tournament in Ottawa and participate in extra-curricular activities from April 15 to 23, 2018.

CARRIED 16/18

10. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Monthly Expenditure Report

The monthly expenditure report, as at February 12, 2018, indicates that with 0.5833 of the year completed, 0.5563 of the budget has been expended. We are 2.7% below budget at this time. Last year at this time, we were 4.7% under budget. Mr. Scotvold stated the district will likely be in a deficit situation at the end of the 2017/2018 school year.

(b) Amended Annual Budget 2017/2018

Ms. Rodgers spoke in detail regarding the 2017/2018 Amended Annual Budget, with particular attention to:

- Schedule 2A – Operating Revenue by Source
- Schedule 2B – Operating Expense by Object
- Schedule 2 – Operating Revenue and Expense. Ms. Rodgers stated that over the years a healthy surplus had been built up to take care of unexpected pressures or changes in funding. The enrollment audit and a number of unexpected expenses depleted most of this surplus. We will likely use the remainder of the surplus this year, and there is the possibility that we could end the year with a deficit.

This Amended Annual Budget of \$26,340,345 is a compilation of the Operating, Capital and Special Purpose Funds. It is to be submitted to the Ministry by the end of this month.

Ms. Rodgers invites anyone to contact her if they have any questions or would like clarification on any points. Chair Pingle thanked staff for all their work and keeping the Board informed.

Ms. Rodgers read the Amended Annual Budget Bylaw.

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

CARRIED 17/18

It was moved and seconded that the Amended Annual Budget Bylaw for 2017/2018 in the amount of \$26,340,345 be read a first time and approved.

CARRIED 18/18

It was moved and seconded that the Amended Annual Budget Bylaw for 2017/2018 in the amount of \$26,340,345 be read a second time and approved.

CARRIED 19/18

It was moved and seconded that the Amended Annual Budget Bylaw for 2017/2018 in the amount of \$26,340,345 be read a third time, passed and adopted.

CARRIED 20/18

(c) Electoral Revisions – Gulf Islands

Mr. Scotvold recently received a letter from Dave Duerksen, Executive Director of the Legislation, Policy and Governance branch of the Ministry of Education regarding Ministerial Order M410/17 that makes a minor adjustment to the trustee Electoral areas in School District No. 64 (Gulf Islands). Excluded islands have been added to the existing electoral areas as follows:



- Prevost, Portland and Moresby Islands have been added to Salt Spring Island (Trustee Electoral Area 1)
- Tumbo Island has been added to Saturna Island (Trustee Electoral Area 3)
- Samuel Island has been added to Mayne Island (Trustee Electoral Area 4)
- Parker, Secretary and Wallace Islands have been added to Galiano Island (Trustee Electoral Area 5)

11. **COMMITTEE REPORTS**

(a) **Policy Committee**

Chair of the Policy Committee John Wakefield spoke to the meeting held on January 31, 2018. Topics included:

- The consultation schedule regarding drafts of bylaws, policies and procedures
 - Drafts and feedback form on website
 - First reading of the drafts
- Ongoing review and revision of policies and procedures

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

(b) **Programs Committee**

Chair of the Programs Committee Nancy Macdonald spoke to the meeting held January 31, 2018. Highlights included discussion regarding:

- New directions and provincial conversations that are taking place regarding sexual orientation and gender identity
- Information on the development of the school planning processes
- Challenges related to completion rates that are incorrectly reported
- Student registration processes, including transportation and cross boundary challenges

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

(c) **Personnel Committee**

In May McKenzie's absence Board Chair Pingle spoke to the meeting held on January 31, 2018. Discussion focused on the hiring of a new Superintendent.

Highlights included discussion regarding:

- Applications received from interested parties were reviewed
- Shortlist for interviews created
- Agreement on the presentation question with a time limit of 15 minutes for each candidate

(d) **Operations Committee**

In May McKenzie's absence Board Chair Pingle spoke to the meeting held on January 31, 2018. Highlights included discussion regarding:

- Comparison of costs between the four and five day school week
- Three-year budget forecast and the possibility of having to run a deficit for the next year
- Review of the *Financial Governance & Accountability* document and completion of the first section of updates



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SALT SPRING ELEMENTARY SCHOOL
2018 02 14 at 1:00 p.m.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – February 28, 2018 at the School Board Office
- (b) Regular Board Meeting – March 14, 2018 at Gulf Islands Secondary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:57 p.m.

CARRIED 21/18

Date: March 14, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2018/2019

No community members present for discussion.