



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
MAYNE ELEMENTARY/JR. SECONDARY SCHOOL
2018 10 10 at 1:00 p.m.

Present:	Rob Pingle	Chairperson
	May McKenzie	Vice Chairperson
	Nancy Macdonald	Trustee
	John Wakefield	Trustee
	Anna Herlitz	Trustee
	Shelley Lawson	Trustee
	Susanne Middleditch	Trustee
	Lisa Halstead	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Director of Instruction, Human Resources
	Lori Deacon	Executive Assistant
	Scott Benwell	Incoming Superintendent
	Larry Melious	CUPE President
D'Arcy Deacon	Principal, Mayne Elem./Jr. Sec.	
Amy Dearden	Vice Principal, Mayne Elem./Jr. Sec.	
Janelle Lawson	Trustee Elect	
Regrets:	Deb Nostdal	GITA President
	Doug Livingston	Director of Instruction, Learning Services

The meeting was called to order at 1:00 p.m. by Vice Chair McKenzie. She 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 10 10, be adopted as amended with the following additions:

- Science Fair Achievements (7c)
- Emergency Services Student Volunteers (7d)

CARRIED 88/18

2. APPROVAL OF MINUTES

It was moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 09 12, be approved as presented.

CARRIED 89/18

3. IN-CAMERA SUMMARIES

It was moved and seconded that the Board of Education adopts the In-Camera Summary of 2018 09 12 as presented.

CARRIED 90/18

4. BUSINESS ARISING

5. CORRESPONDENCE

6. DELEGATIONS

- (a) Mayne School Learning Celebration (D'Arcy Deacon, Principal / Amy Dearden Vice Principal)



D'Arcy Deacon and Amy Dearden presented a shared reflection on student learning at Mayne School past, present and future. They focused on individual and cohort learning goals, the importance of being part of a greater community serving students and families, and the value of connecting students locally, globally and beyond.

7. **CHAIRPERSON'S REPORT**

(a) **School District Elections**

October 20th is election day. All trustees have been acclaimed except on Galiano. New trustees will be sworn in at November meeting.

(b) **Financial Health Working Group**

BCSTA is offering two days of service to school districts to look over district finances. The district will use the time to support the new Board with examining current practices and providing training around financial health planning and reporting.

(c) **Science Fair Achievements**

Trustee Herlitz announced that a Pender student, who won at the Canada-Wide Science Fair and was invited to present at the G7 Summit, has since been invited to Singapore to an Ocean's Summit.

(d) **Emergency Services Student Volunteers**

Many GISS students attend the emergency services boot camp on Pender Island. Last year, students participated in a mock emergency as a practice event for first responders. Trustee Herlitz received a letter from a parent stating how impactful the event was for the students involved.

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

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

Superintendent Lisa Halstead reflected on the direction the district has taken since developing the strategic plan in May 2016. She spoke about the implementation of the Framework for Student Learning, inquiry-based student and professional learning, School Plans, and changes to the district planning cycle. The district will continue to work on collaboration and collective efficacy to ensure a year of input equates a year of success for learners, while maintain a focus on Indigenous Education, curriculum and assessment, and strong foundations for learning. The district remains unapologetic, undeterred and relentless in its work on behalf of learners, families and communities.

(b) **Staffing and Enrolment Update**

(i) **Enrolment**

Ms. Halstead reported district enrolment, as of September 30th, to be 1733 not including approximately 58 international students.

(ii) **Staffing**

Ms. Underwood reported that most CUPE and teaching staff are in place. She stated that the district has already received several high-quality applications for the Secretary Treasurer position.

(c) **Review of Framework Day**

Ms. Halstead reported that the September 21st Framework for Enhancing Student Learning Day was well-attended. The day included breakout sessions for schools, DPAC/PACs, Early Childhood Educators, and clerical staff. She reported that Administrators will be revising current school plans at the District Review Day on October 25.

(d) **District Configuration Review**



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Ms. Halstead recommended that, in light of current and future changes and ongoing financial pressures, the Board undertake a review of district configuration.

It was moved and seconded that the Board accepts the recommendations of the Superintendent that in preparation for the funding formula announcement of March 2019, the district analyze a variety of configurations that support the best educational outcomes for students in addition to maximizing cost effective education delivery.

DEFEATED

It was moved and seconded that the district initiates a process to review configurations that support the best educational outcomes for students in addition to maximizing cost effective education delivery.

It was moved and seconded that the resolution be amended to include a closing date for the review process for implementation in the 2020 school year.

DEFEATED

It was moved and seconded that the resolution be amended to include community-based consultation.

CARRIED 91/18

It was moved and seconded that the district initiates a community-based consultation process to review configurations that support the best educational outcomes for students in addition to maximizing cost effective education delivery.

CARRIED 92/18

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Salt Spring Community Energy Proposal – Electric School Bus

Rod Scotvold shared a proposal from the Salt Spring Community Energy Society to undertake a feasibility study regarding electric school buses. He recommended that the Board support the proposal.

It was moved and seconded that the Board support, in principle, the SD64 Electric School Bus proposal.

CARRIED 93/18

10. COMMITTEE REPORTS

(a) Committee of the Whole

Agenda items for the Committee of the Whole meeting on September 26, 2018 included: financial health working group, Phoenix Elementary property, Fernwood playing field, and electric school bus proposal. The offer of financial health support from the BCSTA was brought to the October regular board meeting as an action item.

Moved by consensus to receive the Committee of the Whole summary for 2018 09 26.

CARRIED 94/18

(b) Human Resources Committee

Agenda items for the Human Resources Committee meeting on September 26, 2018 included: transportation/maintenance staffing and teacher bargaining. Action items for staff included the transportation supervisor posting, and submission of the BCPSEA employer consultation survey.

Moved by consensus to receive the Human Resources Committee summary for 2018 09 26.

CARRIED 95/18

(c) Education Committee

At the September 26, 2018 meeting, Jason Donaldson and Amelia McClusky presented to the committee on



the Gulf Islands School of Performing Arts. Agenda items included school plans, Framework for Enhancing Student Learning, and integrating sustainability/involving community.

Moved by consensus to receive the Education Committee summary for 2018 09 26.

CARRIED 96/18

(d) Policy Committee

Trustee Wakefield reported that all policies and procedures have now been updated and posted to the district website.

- i. Procedure 402 was amended to incorporate language from the Ministry document to include follow up procedures. It was moved at the policy committee meeting to waive the notice of motion.

Moved by consensus to adopt Procedure 402 Physical Restraint and Seclusion as amended.

CARRIED 97/18

- ii. Procedure 133 was amended to change procedure for dealing with complaints at the school level. It was moved at the policy committee meeting to waive the notice of motion.

Moved by consensus to adopt Procedure 133 Addressing Concerns as amended.

CARRIED 98/18

11. TRUSTEES' SCHOOL REPORTS

It was moved by consensus to receive Trustee School Reports as submitted.

CARRIED 99/18

Student Success (Strategic Plan Objective 1.1 - Actions #2 & #4): Ensure meaningful and effective planning for continuous improvement through the Framework for Enhancing Student Learning. Review evidence of program success on a regular basis.

Fernwood Elementary School

Fernwood prides itself on being a data driven school where learning about our students' strengths and challenges informs our practice and decisions. During September, classroom observations as well as meetings with families, teachers and EA's help steer decisions about placement of intentional supports and strategies to maximize student success opportunities. Using the Spirals of Inquiry, the Fernwood team previously set a goal around reading outcomes. The Fernwood Growth Plan will continue to focus on reading and literacy. Reading data (as well as general literacy data and math data) from previous report cards, early identification through Kindergarten screening results (with district SLP team), evidence from standardized baseline assessments in September, and Class Reviews will help shape plans, decisions and structures. Framework Day, Class Reviews, as well as our monthly "Professional Conversations" (at the beginning of each staff meeting) has 'Student Success' as an ongoing focus point.

Fulford Community Elementary School

At Fulford School we review evidence of our program successes regularly throughout the year to determine program efficacy and to effectively plan for continuous improvement. Every September we conduct assessments with students who are new to our school to identify students who may require additional supports. Teachers also conduct classroom assessments in preparation for our Class Review process where we meet with each classroom teacher to identify strengths, challenges and goals of the class in general, as well as identifying students who require additional support in their learning. Information from the Class Review process helps to



inform our school goals when we come together for a day of school planning on District Framework Day. The information from Class Reviews also helps us to plan how we can most effectively use our resources and maximize support for learners. In addition we collect school based data throughout the year to help us to gauge how effective our professional learning and practices are, which allows us to refine and revise as needed. At the end of June, we look back on our year to identify what worked well for student learning and what we might do differently the following year.

Galiano Community School

It has been a positive and focused start to the year for both staff and students at Galiano Community School. With an emphasis on using evidence of student learning we are using instructional approaches that are responsive to individual student needs. While the re-establishment of classroom routines is an important part of the start of the school year, the intimate knowledge we have about each learner at GCS allows us to dive right into effective strategies for individual learners.

An important area of strength for GCS is strong connections to community programs and resources. This is an area where student involvement will remain a high priority as we seek to ensure meaningful and effective learning is rooted in experiences beyond the walls of our classrooms. Building new relationships and maintaining long term partnerships continues to guide our work in this area.

With a mindset of professional responsibility and taking action, we are connecting our school improvement goals to relevant research-based instructional practices. As we continue to monitor learning progress in all areas, GCS will respond to changing needs in a structured and careful approach that is part of a systematic process. We look forward to sharing our progress and celebrating important gains throughout the school year.

Gulf Islands Secondary School

Student Success is our school focus this year. We continue to analyze our data and one area we need to improve on is our grad rate. By all our students crossing the stage in their grade 12 year will ensure we have supported our students to be successful on their learning journey. We have made a commitment to speak to this area of focus with our students at the opening assembly and our grade assemblies - focusing on school expectations, attendance and a commitment to learning. We are also holding teacher start up meetings in which we are discussing a personal and school commitment to supporting each student's learning journey. These discussions will be the catalyst to our conversations at Framework Day.

We are also collaborating with our parents at this months PAC meeting and "meet the teacher" night.

Mayne Elementary/Jr. Secondary School

It has been a positive and focused start to the year for both staff and students at Mayne Island School (MIS). While the re-establishment of classroom routines is an important part of the start of the school year, the intimate knowledge we have about each learner at MIS allows us to dive right into effective strategies for individual learners. With an emphasis on using evidence of student learning we are intentionally using instructional approaches that are responsive to individual student needs.

MIS staff have met informally and formally to discuss the importance of meaningful and effective planning for continuous improvement in alignment with student needs, school goals and the SD64 strategic plan. With a mindset of professional responsibility and taking action, we are working to ensure learning and teaching are highly visible in all we do. This includes publicly declaring our school improvement plan goals, increased focus on relevant research-based instructional practices and sharing learning progress with all members of the MIS community in an ongoing and consistent way.

MIS has many strong connections to community that provide meaningful and relevant learning opportunities to improve student success. It is our belief that these opportunities will be enhanced through an increased



visibility and presence. MIS is adopting a carefully planned communications strategy to further engage community and to celebrate learning progress in a regular, ongoing manner. Work in this area is progressing. As we continue to monitor learning progress in all areas, MIS will respond to changing needs in a structured and careful approach that is part of a systematic process. We look forward to sharing our progress and celebrating important gains throughout the school year.

Pender Islands Elem./Sec. School

1. All education partners are responsible for student learning, each with unique responsibilities:

In first week of September, Pender Staff discussed the needs of our most vulnerable students (ie. health related issues, social-emotional needs) and delegated personnel to be the primary support for each student identified. We also made commitments to view each student, regardless of what class they are in as our collective responsibility;

Weekly opportunities to meet with the SBT to discuss ongoing support plans for designated students and this has been in place and since the first week of September;

Aboriginal student meetings with parents of Aboriginal students and their teachers were completed in September and instructional plans were developed (including a review cycle) and put in place to enrich aboriginal learning opportunities;

Student/Parent/Teacher meetings were conducted in September so that parents and students could begin a dialogue in order to contribute to their learning experience and to make it more meaningful, impactful, flexible and realistic.

2. Focus on student learning, to ensure that each student achieves his or her potential:

Teachers have been establishing a baseline understanding of each learner's competency in literacy, numeracy and social-emotional learning;

Teacher mentorship in early primary literacy and numeracy assessment is ongoing and providing teachers with an evidence-based, strength-based profile for each student so as to develop learning goals that engage each student with learning opportunities that place them in their zone of proximal development;

Created fluidity in student placement (ie. between different teachers and classes) so that students may be grouped in novel ways that best support their learning;

Class reviews, and the DMA being conducted for grades 4 and up;

Individualized course selection and goal setting took place in early September for our secondary students.

Phoenix Elementary School

Phoenix Elementary will continue to focus on the areas of mental wellness and literacy/numeracy development. The school schedule has changed to reflect its focus. Each morning includes the whole school enjoying breakfast, engaging in mindfulness/meditative practice and/or body movement sessions and dedicating essential learning time for literacy/numeracy.

The essential learning times include reorganized classes into smaller groups, called Earth, Wind and fire to move away from "grade" assignments. These are fluid groupings based on abilities with social/emotional consideration. They provide more Teacher-Student contact which creates greater opportunity to develop a deeper understanding of each student's needs, strengths, interests, passions and personalize each student's



learning (using assistive technology to support or extend their learning). This also gives the ability to provide the most effective Tier 1 supports (under the UDL framework) and gather baseline information through student assessment results (DMA, DART, EPRA, PM Benchmarks) to inform our practice.

Saltspring Island Middle School

Our focus has been to make effective assessment practices more efficient and convenient so that teachers will be able to address the specific learning needs of all of our students. At SIMS we use formative assessments such as DARTS, DMA, and School-wide writes. Teachers are provided dedicated, committed time to have individual conferences with their students about the results so that learning plans can be created and goals set collaboratively.

As well, we are building capacity for our teachers by creating opportunities for them to collaborate with their colleagues. Our school plan has focussed on taking steps to create a collaborative culture so that this process can become normalized.

This year we will use existing structures to check for substantive improvement over the course of the year:

- Best practices- learning
- Class Review review
- DART summative assessment
- Numeracy summative assessment
- Summative assessment based on school-wide write results from beginning of the year
- Report card data

Addressing learning/behavioural needs:

- Satisfaction survey data
- Student survey
- Student culminating conferences
- Teacher reflection

Salt Spring Elementary School

Working together to plan meaningful and effective learning experiences is very important to the staff of SSE. During the first week of September our staff spend numerous hours looking at class configurations with the aim of creating the most balanced and effective learning environments possible. Information from staff, students and parents informs this process. At Framework day we look at our school data and collaborate around our school goals using the Spirals Of Inquiry. Every October we meet again to do class reviews which helps inform the learning supports we provide to our students. Each year, our staff applies for a group Pro-Growth grant, so that we can collaborate on student learning, creating a more cohesive approach to teaching and learning.

We set aside time at staff meeting to discuss student needs. This year we are starting a new process at our monthly staff meetings. Teachers will work in pairs to discuss these three questions:

1. How are my students doing?
2. What is working?
3. How can we push the learning forward?

Finally, in June we use an Appreciative Inquiry process to examine what worked well and what changes are needed for the next year. Then we begin again in September...

Saturna Elementary School/SEEC

Saturna Elementary School has undergone significant change over the past year. With the retiring of Bruce Inglis as our elementary school teacher and Principal, we have welcomed a new staff member, Amy Jones to



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take up his place in K-4. Martin Anevich has transitioned from the SEEC teacher to the Vice principal, which has created new partnerships with Dan Sparanese, the Principal at Pender and now Saturna. In regards to this shift in staffing, we are reflective towards an emergent culture.

Our key term for the year has been baseline.

As we experience the challenges and potential of change in the first month, we are articulating and reflecting upon the baseline of success that we are working to establish? We are in the process of gathering evidence to inform the routines and relationships that are forming, as our baseline moving forward. As a school team, we started off our first staff meeting discussing the core values we hold as a district, and how these translate into a community agreement of expectations amongst ourselves as practitioners in a workplace. Anticipating that new staff will bring a new set of skills and perspectives, we are taking the opportunity to observe, in situ, the daily practices and acts that provide dynamic and safe spaces to ignite passion for learning.

Windsor House School

Windsor House continues on its "pathway to e-portfolios" and gathering of evidence of student learning through parent, student, teacher conferences and the "snap shot" reporting system. Linking the ministry of education's performance standards guides to student artifacts can demonstrate meaningful student improvement over time in both numeracy and literacy. Planning for student success, measured using the performance guide as a continuum-based assessment tool, aligns with our "can do" report card and allows for staff at Windsor House to further engage students in areas of their interest while addressing areas of needed "further development". Planning for student engagement requires a collaborative dialogue with students, where teachers and students develop programming based on interests and core competencies. Further development in areas where students and teachers identify next steps for learning, form the basis for short- and long-term goals for students as they map out their personal learning paths.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

(a) Committee Day – October 24, 2018 at the School Board Office

(b) Regular Board Meeting – November 7, 2018 at Saltspring Island Middle School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:30 p.m.

CARRIED 100/18

Date: November 7, 2018

Rob Pingle
Chairperson

Certified Correct:

Rod Scotvold
Secretary Treasurer