



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2018 12 05

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Chaya Katrensky	Trustee
	Greg Lucas	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	
Doug Livingston	Director of Instruction, Learning Services	
Scott Benwell	Incoming Superintendent	
Deb Nostdal	GITA President	
Mark Ketteringham	Driftwood Representative	
Boe Beardsmore	GIPVPA President	
Sue Starkey	Principal, Phoenix Elementary	
Fraser Byers	Student Representative	
Regrets:	Larry Melious	CUPE President
	Sarah Rae	DPAC Chair

The meeting was called to order at 1:05 p.m. by Chair Pingle. Vice Chair Lawson acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2018 12 05 be adopted as amended with the following additions:

- 9(d) Employee Recognition

CARRIED 116/18

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 11 07, be approved as presented.

CARRIED 117/18

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2018 11 21, be approved as presented.

CARRIED 118/18

3. IN-CAMERA SUMMARIES

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2018 11 07 as presented.

CARRIED 119/18



Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2018 11 21 as presented.

CARRIED 120/18

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **BC Gazette**

Shared the Queen's printer announcement of trustee elections.

6. **DELEGATIONS**

(a) **Phoenix Elementary School Learning Celebration (Sue Starkey, Principal)**

Sue Starkey presented on the Phoenix Elementary School community, including the Stowel Lake yurt class and other learning partners. She shared student voices on what is important to them about their school and how individual needs of students are met as some transition to full-time enrolment. Ms. Starkey spoke about the diverse learning environments and programs that are the core of Phoenix Elementary School (Indigenous education, place-based learning, and integrated studies). She concluded her presentation with an inspirational quote from Virgil: "*They can because they think they can.*"

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA Academy**

The BCSTA Academy was well-attended and served as an opportunity for trustees and senior staff to connect as a group.

(b) **Salt Spring Youth Soccer Association**

Salt Spring Youth Soccer Association is requesting an approval in principal for the Board to accept a proposal to undertake a study on the feasibility of installing an all-weather playing field at Saltspring Island Middle School.

Moved and seconded that the Board approve, in principal, the Salt Spring Youth Soccer Association proposal to undertake a feasibility study for the installation of an all-weather playing field at Saltspring Island Middle School.

CARRIED 121/18

(c) **Community Child Care Space Report**

CRD Parks and Recreation has requested that the School District support in principal, the CRD's intent to expand child care space at the Rainbow Pool.

Superintendent Halstead asked for more information regarding current waitlists and how additional child care space might impact local daycare providers.

Moved and seconded that the board support in principal the creation of additional child care space, but requests further information before submitting a formal letter of support.

CARRIED 122/18

Trustees requested that someone from CRD Parks and Recreation come to a future meeting of the Board to present the proposal and answer questions.

(d) **Employee Recognition**

Trustees acknowledged the contribution of long-term employees who have worked for the district for five, ten, fifteen, twenty, twenty-five, and thirty years. Trustees will present cards, certificates and gift



certificates to those employees. Doug Livingston, Linda Underwood, and Lisa Halstead were all recognized for their long-term service.

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

(a) **Secretary Treasurer Announcement**

Ms. Halstead announced that Jesse Guy has been appointed Secretary Treasurer, effective February 2019.

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

Ms. Halstead shared a collaborative presentation on the school district in context: the mission, the vision, and alignment with the strategic plan.

Director of Instruction Doug Livingston spoke about equity and fairness, the tools used to support student learning, and how the learning services team is working to integrate Indigenous education.

Director of Instruction Linda Underwood spoke about human resources, the importance of understanding the landscape of the future, and the challenges of hiring new employees.

Finance Manager Cindy Rodgers explained budget and staffing timelines, and shared Ministry resources that are available online.

Secretary Treasurer Rod Scotvold spoke to the multiple buildings and district facilities that support the learning of more than 1700 students in Gulf Islands. He explained the district's requirement to submit a yearly Capital Plan, and the district's long-range facilities planning.

(c) **Ministry of Education – ERASE Site**

The Ministry has rebranded the ERASE program and website. Ms. Halstead encouraged staff and trustees to share the ERASE site and resources with staff, students, and families.

(d) **School Plans / Framework for Enhancing Student Learning**

Ms. Halstead requested a motion from the Board of Education to accept the 2018-2019 School Plans and that the information be updated on the SD64 website. Some plans contained data that should be masked before publishing publicly.

Moved and seconded that the Board receive the 2018-2019 School Plans.

CARRIED 123/18

(e) **Field trips**

i. Gulf Islands Secondary School:

A cultural travel study to France, led by Louise is planned for March 2019. The trip is similar to a previous trip taken by GISS students.

Moved and seconded that the Board approves the Gulf Islands Secondary School cultural and historical study trip to France, with twenty-four grade eleven students, planned for March 4 to 19, 2019.

CARRIED 124/18

ii. Saltspring Island Middle School

A one-week trip to Quebec is planned for February 2019.

Moved and seconded that the Board approves the Saltspring Island Middle School cultural field trip to Quebec, with thirty grade seven students, planned for February 10 to 17, 2019.



CARRIED 125/18

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

(a) **Monthly Expenditure Report**

Rod Scotvold presented the monthly expenditure report, showing a savings variance of 5.3%. Dr. Benwell acknowledged the extraordinary efforts staff have undertaken to realize saving in this time of fiscal restraint.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

Moved and seconded that the Committee of the Whole summary for 2018 11 21 be received.

CARRIED 126/18

(b) **Education Committee**

Moved and seconded that the Education Committee summary for 2018 11 21 be received.

CARRIED 127/18

11. **TRUSTEES' SCHOOL REPORTS**

Fernwood Elementary School

The school has been steadily growing and now has 204 students! A lot of kids are coming from outside of catchment for the nature program. It is a challenge to keep the small school feel; Shannon and I discussed at length the positive growth mindset and how Fernwood El. wants to reframe that.

The PAC is very active, and have built an outdoor classroom near their paved hockey area. PAC's next goal is to provide benches, and they are looking at various options. I will be meeting them for the first time next Tuesday, 5:30 at Penny's Pantry.

Because of school size, a new thing for the staff is doing is 'Power hour'; a time to share and collaborate with each other within their grade groupings. Shannon takes groups of 80 kids for an hour to this end.

Early Literacy and foundational skills continue to be a focus. Fast Forward and Orton Gillingham methods are used. Each child has a file tracking their progress from K on. I will get more on assessment tools and structure. The concern for a child's social/emotional welfare continues to run parallel with their academic success. Shannon cited various regulatory skills being taught.

Fulford Community Elementary School

Fulford Elementary continues to focus on improving student achievement in writing and mathematics in their growth plan which connects with the Strategic Goal 1 – Inspire Learning.

Referencing Professor John Hattie's Visible Learning Effect Sizes the staff are working on collective teacher efficacy to reach these goals. Having a consensus on the goals and a cohesive staff are big first steps. Collective teacher efficacy is also increased by seeking opportunities for teachers to participate in important school-wide decisions and through teachers building a greater knowledge of each other's practice. The staff also strive for collective professional learning opportunities to enhance teaching and assessment practices.

To further their collective efficacy the staff are adding two effective systems of intervention which will help in ensuring that all students are successful. The first is "Learning Sprints" by Dr Simon Breakspear that has staff work on small, specific issues in a short time span of approximately a month to seek improvements. This creates multiple micro-projects that advance the learning throughout the year. The staff are also using the 6+1 Traits of Writing to provide clear, consistent and evidence-based feedback on student writing.



Finally, to ensure the highest level of collective teacher efficacy, Principal Mullen shows concern and respect for the staff and works to remove issues that detract from their teaching time and focus.

Galiano Community School

Inspire Learning - Objective 1.1: Enhance and expand methods of instruction and assessment practices that promote success for all learners

Teachers in all three classrooms at GCS report a successful round of Student Led Conferences in November. Feedback from parents and students indicate that everyone is growing more comfortable with this method of assessment and one 4th grader even admitted “You know, it’s kinda fun ...”. These assessments, and recent FSA results, will be included in another new practice being implemented by staff, involving a more robust accounting of current learning achievements for students. Teachers have collected data on each student’s current standing in numeracy, reading and writing, graphing each class along the current reporting rubric (NYM, AE, ME, EE) and are working closely together to implement strategies for growth where necessary. Sharing this information as a staff ensures that every child has the support s/he needs from all teachers, EA’s and support staff, further creating a safe, nurturing learning environment for all learners.

Gulf Islands Secondary School

GISS has identified two areas of focus that correlate with Objectives 1.1 and 3.2 of the District’s Strategic Goals.

Their big question is, “What can we do as a school community to ensure success for all our students on their learning journey towards graduation?”

The first area of focus is School Connectedness. One of the strategies is the implementation of ‘whole school learning activities. The hope is these weekly activities will be a catalyst for continued learning conversations beyond our classrooms and in to the community and family circle.

The second area of focus is Early Intervention. Some strategy ideas for this area are utilizing the family portal and the Simon Breakspear ‘Learning Sprints Toolkit Model’. The hope is that these actions will stimulate productive conversations between student, parents and staff and lead to improved attendance and thus a positive academic experience.

Mayne Elementary/Jr. Secondary School

At Mayne Island School we are building on student’s previously learned skills in regard to socio-emotional learning and self-regulation. These strategies will enable students to take these tools a step further to now enhance their academic learning. Linking these skills to the core competencies it is our goal to help students improve in these areas while developing a positive outlook and growth mindset. Skills development will be accomplished through a range of strategies including direct instruction, modelling and self-reflection. Quality assessment practices, including the collection of data around self-regulated learning will make learning intentions visible and allow staff to provide informed interventions.

Pender Islands Elem./Sec. School

Pender Island School and their approximate 140 students have two inquiry questions in their latest growth plan beginning with,

#1 Growth goal that focus’ on writing objective 1.1

Essential Question -

How can we support our writers and develop a common language that allows students to understand the traits of effective writing and reflect on their learning, using “ability based” language. ? (tailored per grade level ability)



Goal -

To increase student understanding on how to effectively express themselves through core writing skills and their ability to reflect on their personal growth as writers.

Reference “inquiry cycle”

Intent / Action -

Nurture “ideas” as starting point = the beginning journey for expression

To align our students responses with the “core competencies” and use the “way abilities based arrow” being introduced by ministry of education

Reference- beginning - developing - accomplishing, extending..

#2 growth plan / objective 3.1

To foster more widely based school and community connections engaging in real world inquiring/ as in our board plan wherein we expressed cultivating connections that enhance intellectual, human, social and career development for our students

Essential Question -

If learners actively engage in designing and implementing opportunities to develop “community” in the school then they will help nurture an “inclusive and safe place for all learners” while honing their own leadership skills.?

Goal -

To increase school wide student interaction, leadership and team work as a means of fostering personal and collective responsibility

Our Intent /Action -

To harness the power of school “house team” activities to max multi-age learner connections and the development of essential personal responsibility competencies through team school / community initiatives

Ref “inquiry cycle” model of focusing, scanning, developing a hunch, checking, taking action and new professional learning. ie to work, play, learn together through engaging active, and academically diverse group challenges, employing mentor ship and team leaders who can model and help strengthen-important social responsibility skills for younger students

Examples: multi age classrooms, student garden, Xmas concert, winter carnival, sports day

Phoenix Elementary School

Strategic Goal 1.1 Inspire Learning: Providing healthy, welcoming and safe learning environments where all students flourish.

Historically Phoenix has been considered a school of choice by families because of its safe and inviting atmosphere and its supportive multi-age classes.

The multi-age configurations provide opportunities for students to benefit from collaborative interaction and to contribute positively to others’ learning experiences. As a family community-oriented school, strong parent support and participation enhances and enriches the learning experience of all students.

Our teachers, education assistants, administrative staff and PAC work together to maintain strong connections and volunteer opportunities that enhance the learning experiences for our students. This connection enables our school



to run a daily breakfast program throughout the year and Explorations each term. Learning is place-based as students access the natural world in their everyday learning experiences.

Students feel safe because everyone in our community is treated with respect and dignity, based on the school's expected guidelines for Self, Others, and Environment. This learning "ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" (First Peoples Principles of Learning).

To ensure meaningful and effective planning for continuous improvement through the Framework for Enhancing Student Learning, we have reorganized our Primary class and Intermediate class and created 3 smaller groups for the essential learning times. These are fluid groupings based on abilities with social emotional considerations. It is a move away from grade assignments towards developmental stages and provides opportunities to develop a deeper understanding of each student's needs, strengths, interests, passions, and in turn, personalizes each student's learning and provides the most effective supports.

Salt Spring Island Middle School

Salt Spring Island Middle School's focus this year correlates with Objectives 1.1 and 3.1 of the District's Strategic Goals.

The action plan is to:

- build on and utilize their collaborative teaching culture to better support students.
- adopt Simon Breakspear's Learning Sprints Process to improve students learning in writing, reading and numeracy.
- making connections as to the 'why' numeracy and literacy assessment data is collected to use these results more effectively in influencing specific targeted strategies with their students. (DMA, DART, SWW, + FSA)
- working on receiving significant relevant student input into the process of goal-setting so as to truly personalize student their Learning.

The summary question is "Will our focus on utilizing our collaborative teaching culture to effect change by basing our practice on Simon Breakspear's Learning Sprints Process make a significant change in our teachers' effectiveness on improving student learning in writing, reading and numeracy?"

Salt Spring Elementary School

Salt Spring Elementary has two inquiry questions in their growth plan that focus on Strategic Goal 1 – Inspire Learning.

Question 1 – If we focus on student and staff wellbeing, will student achievement and school happiness improve? With the use of a connection survey staff learn which students are lacking connection and then they "adopt-a-child". They have seen a year over year improvement and this year they will conduct an end of year survey as well. The school is also conducting a play lab pilot project that uses the ELF room in the afternoon for students who need play time to regulate and connect. It focuses on emotional wellbeing through play therapy.

Question 2 – If we focus on computational fluency one day a week, will students improve their skills and confidence in mathematics? The goal is to make problem-solving less onerous, freeing students to use their energy for higher order thinking. Tuesdays will be a whole school math focus using math games and integration into other subject areas.

These questions seek to inspire learning by providing healthy, welcoming and safe learning environments where all students flourish.



Saturna Elementary School/SEEC

Saturna's 2018/19 school plan focuses on student literacy and social emotional learning as the fundamental building blocks of the successful student. These focus areas are in alignment with the district strategic plan's first goal. Instruction and assessment practices to develop and enhance writing and reading skills will facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and life-long love of learning. Fostering a growth mindset in the students in regard to personal awareness, social and emotional well-being will support a healthy, welcoming and safe learning environment where all students flourish.

Windsor House School

Objective 1.2 - Champion innovative practices, personalized learning, inquiry-based approaches and aboriginal ways of knowing.

Windsor House has "championed innovative practices" since its inception in 1971. Staff and administration continue to expand their practices in this year's school growth plan, by "Learning about and using pedagogical narration at staff meetings, Pro-D days etc. to develop our current practice of portfolio based assessment" and "Explore different e-portfolio platforms such as, Wordpress blogs, Fresh Grade, and See Saw." (1) Using new technologies enables staff to monitor and assess students in real-time, making "visible the often invisible learning that happens within a democratic school." (1) For example, student blogs can "... provide a flexible way to capture rich learning artifacts such as video and stop-motion animation, audio clips, photos, scanned drawings and hand-written documents, and web links. Learning artifacts can include, among many other things, a short video clip of a student reading, or a scanned image of a writing or math sample. When deciding what to include in a student's eportfolio, look for examples that demonstrate core competencies in BC's revised curriculum:

- Communication
- Creative thinking
- Critical thinking
- Positive personal & cultural identity
- Personal awareness & responsibility
- Social responsibility" (2)

(1) From school growth plan; (2) from school website. Staff will be having their first "pedagogical narration" meeting on December 12.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – January 30, 2019 at the School Board Office
- (b) Regular Board Meeting – January 16, 2019 at Fulford Elementary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:53 p.m.

CARRIED 128/18



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2018 12 05

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer