



**MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**FULFORD COMMUNITY ELEMENTARY SCHOOL**  
**2019 01 16**

<b>Present:</b>	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Scott Benwell	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Acting Assistant Superintendent
Doug Livingston	Director of Instruction, Learning Services	
Jesse Guy	Incoming Secretary Treasurer	
Lori Deacon	Executive Assistant	
Deb Nostdal	GITA President	
Mark Kitteringham	Driftwood Representative	
Marie Mullen	Principal, Fulford Community Elementary	
Janine Fernandes-Hayden	SWOVA, Acting Executive Director (Guest)	
Sarah Belknap	SWOVA, Board Chair (Guest)	
Dan Ovington	CRD PARC, Manager (Guest)	
Zach Lundrie	CRD PARC, Recreation Coordinator (Guest)	
<b>Regrets:</b>	Larry Melious	CUPE President
	Chaya Katrensky	Trustee
	Sarah Rae	DPAC Chair

The meeting was called to order at 1:05 p.m. by Chair Pingle. He 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 2019 01 16 be adopted as presented.

CARRIED 01/19

**2. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 12 05, be approved as presented.

CARRIED 02/19

**3. IN-CAMERA SUMMARIES**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2018 12 05 as presented.

CARRIED 03/19

**4. BUSINESS ARISING**

**5. CORRESPONDENCE**

**(a) Auditor General**

Letter from the Auditor General regarding the appointment of auditors for government organizations and trust funds.



(b) **Aboriginal Education – Equity Scan**

Letter from the Ministry regarding the \$5,000 grant to support the Equity Scan Project.

(c) **Premier’s Award for Excellence in Education**

Notice to submit nominations for excellence in education.

6. **DELEGATIONS**

(a) **SWOVA – Janine Fernandes-Hayden, Acting Executive Director and Sarah Belknap, Board Chair**

Sarah Belknap shared the SWOVA mission statement, vision, and recent restructuring of the organization. SWOVA is undergoing a transformation process that will include a new name for the organization.

Janine Fernandes-Hayden explained how SWOVA is moving forward with a student-focused growth mindset to help students grow socially and emotionally. Toolkit sessions offered through SWOVA to Gulf Islands students include Peace Kids (grades 3-5) and Pass It On (afternoon mentorship program). Ms. Fernandez-Hayden expressed that SWOVA is always pleased to receive feedback on how to better improve service to students and community.

(a) **PARC – Dan Ovington, Manager of PARC and Zach Lundrie, Recreation Coordinator**

Dan Ovington presented the CRD’s proposal for additional child care spaces. The proposal, if approved, will provide part-time child-care spaces for pre-school aged students with a recreational focus and will not compete with full-time community child-care providers. The Parks and Recreation Commission is requesting support for the proposal to strengthen a grant application.

(a) **Fulford Community Elementary School Learning Celebration (Marie Mullen, Principal)**

Marie Mullen described Fulford Community Elementary as a school with multi-age classrooms that embraces nature and place-based learning, and supports positive behaviour with three simple rules “Care for Self, Care for Others, and Care for the Environment.” The inquiry model of learning is used to cultivate student creativity and curiosity, with program delivery consistently focused on social emotional learning, integrated Indigenous education, and fostering healthy bodies and spirit. Fulford School is a place where family and community involvement is welcomed and encouraged.

Ms. Mullen stated that reading and math are goals identified in the School Plan. Staff are using Learning Sprints and 6 Plus 1 Writing Traits to improve student achievements. Ms. Mullen shared samples of student work to demonstrate levels of achievement and areas of assessment. She identified lack of collaboration time, loss of pro-growth funding, and inconsistent use of assessments, as on-going challenges.

7. **CHAIRPERSON’S REPORT**

(a) **PARC – Community Child Care Space**

Discussion regarding the CRD PARC request for support.

Moved and seconded that the Board write a letter of support for the CRD PARC proposal for the creation of additional childcare spaces.

CARRIED 04/19

(b) **BCSTA – Student Initiatives Working Group**

The BCSTA has requested feedback regarding the student initiatives working group and inclusion of the student voice. Discussion around student representatives at Board meeting, school learning presentations that showcase student work and activities, school visits, monthly meetings with school principals (school reports), student involvement in policy development, and student engagement in Enhancement Agreement.



The cost of ferry transportation was identified as a primary challenge to student participation in BC School Sports as well as the cancellation of off-island teams to locally scheduled events.

(c) **Funding Formula Review**

The Ministry of Education has announced that the funding model review will not take effect for the 2019/20 school year. The Ministry is continuing the feedback and consultation process.

The previous Board had committed, at its October meeting, to studying the district configuration as it related to anticipated changes to the funding formula review. No changes to the district configuration are planned for the 2019/20 school year, but the Board will engage in a community consultation process to consider possible changes for the future.

(d) **Weather Event**

The district is thankful for everyone's support and contribution during the recent severe windstorm that hit the Gulf Islands before Christmas, and that no one was seriously injured during the course of the storm. The event helped identify areas for improved emergency response. Staff have already begun the process of connecting with schools and community partners on preparedness planning and protocols.

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

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

Dr. Benwell shared his journey to the position of Superintendent of Gulf Islands School District and expressed his pleasure and gratitude for the appointment. He shared his professional belief on the imperative of serving and knowing our learners (student trajectories), focused leadership, and impact and professional capacity. Dr. Benwell summed his presentation by stating that there is no reason Gulf Islands shouldn't be a premier destination for education in B.C.

(b) **Pender Elementary School Field Trip – International Youth Summit**

Dr. Benwell recommended that the Pender Elementary Field trip to the International Youth Summit be approved and acknowledged the organization and planning undertaken.

Moved and seconded that the Board approves the Pender Islands Elementary Secondary School field trip to Dana Point, California (USA), with four students, grades seven to eleven, to attend the International Youth Summit on February 19 to 27, 2019.

CARRIED 05/19

Staff will confirm with the Principal that all documentation for travel to the US is in place.

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

(a) **Quarterly Financial Forecast**

Cindy Rodgers shared the quarterly financial report that will be submitted to the Ministry as required. If spending trends remain constant, the district is on track to pay off last year's deficit and realize a surplus of approximately \$73,605 at the end of the school year. It will be a challenge to meet increased expenses and maintain a balanced budget for the 2019/20.

(b) **2018/19 Classroom Enhancement Fund**

Ms. Rodgers explained that the Classroom Enhancement Fund is separate from the operating fund. The district was granted the anticipated \$300,000 in addition funds.

10. **COMMITTEE REPORTS**

No Committee reports for December 2018.



11. **TRUSTEES' SCHOOL REPORTS**

Moved by consensus to receive Trustee School Reports.

CARRIED 06/19

***Fernwood Elementary School***

The core competency Fernwood El. Is focussed on is growing communication skills. This is an ongoing thing aligned with the school code of conduct, with self-regulation being key. In the spirit of a school community twice a month at Whole School Meetings, two staff will present two skits. The first skit being a scenario that is going sideways. The second, with students' advice, being a revision of how things could have gone with self-regulation. Fernwood is using the green (best learning state), orange (getting anxious, angry, unfocussed) red (out of control/unable to be in class) colour code for students to use to identify their state. To be noted red is not judged or shamed- students are encouraged to be honest about how they feel. Though I can imagine that is a challenge in the student body. Among other communication activities students are self-assessing for report cards; demonstrating/sharing what they have learned at parent teacher meetings several times a year.

***Fulford Community Elementary School***

During the first term of this year, Fulford Elementary staff focussed on the Communication Core Competency through professional discussions at staff meetings. Their approach to this competency addresses Strategic Goal 1 – Inspire Learning Objective 1.2 as they champion innovative practices, personalized learning, inquiry-based approaches and aboriginal ways of knowing. The staff have been working to introduce routines to increase the students' understanding of the interrelated facets of Communication – connect and engage with others, acquire, interpret, and present information, collaborate to plan, carry out, and review constructions and activities and explain/recount and reflect on experiences and accomplishments. Staff are especially excited to be using new Pender Islands teacher Margot Landahl's book, *The Six Cedar Trees*, with their students to build on these facets. The book uses aboriginal spirit animals to explore all the competencies which the staff see as a good way to move on to other areas as they move forward. The staff is now focussing on the Creative Thinking competency for the next term. The hopes of all this explicit work is that the students are better equipped to provide more wholesome year end reflections this year and moving forward.

***Galiano Community School***

Galiano Community School is taking a focused approach on developing a component of “Personal Awareness and Responsibility”, self-regulation; specifically self-regulation for learning. “The Zones of Regulation” is a book written by Leah Kuypers, and uses a colour coded system that allows students to easily identify and develop emotional control. Teachers and support staff are working with students and parents, developing a common language and easily accessed toolkit for each learner. Strategies allow students to identify when they are not in an optimal learning situation and they are then able to access tools such as breathing activities that will help them focus on the task at hand. Each student is developing their personal toolkit, as posters, art projects, duotangs or special routines, that will allow them to create the situation they need for optimal learning.

***Gulf Islands Secondary School***

Principal Lyall Ruehlen chose to highlight a particular strategy being used with Grade 9 students that helps them to connect with their own achievements with the Core Competencies. At the end of Real 9, students will pick 2 of the core competencies that they can articulate how they have learned these so far and pick 1 other that they would like to improve/focus on. This practice encourages the student to be engaged with their own learning and offers the potential for them taking responsibility for their motivation to succeed in these areas.

***Mayne Elementary/Jr. Secondary School***

Speaking to objective 1.1 of the strategic plan -To 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.



At Mayne Island School, learning and growth continue to evolve around student's self-regulation and determination.

Research is being used to develop and create conditions in a structured atmosphere to enable students to experience situations that may challenge them in an academic capacity but also socially.

For example, the education team is creating specific projects that may challenge certain students who struggle to work well with others. Predetermined groups and activities produce opportunities for students to engage in scenarios that allow for encounters of learning and personal growth. Personal goal setting and the acknowledgment of those goals and their successes is helping to give the students not only the tools to engage in more productive learning on a daily basis but also to create an atmosphere of confidence where higher goals can be set and achieved. It is the hope and intention that students will be capable of expanding on these skills themselves as they progress through the school system and into adulthood.

***Pender Islands Elem./Sec. School***

*School-Community Connections. Alignment to the SD 64 Strategic Plan:*

The Pender School-Community Connections goal aligns with SD 64 strategic plan, Objective 3.1, to cultivate connections that enhance intellectual, human & social, and career development for our students.

We will achieve this alignment by fostering opportunities in the greater (ie whole school) community for students to deepen their learning experiences and engage in real world inquiry

Essential Question: Learners actively engage in designing and implementing opportunities to develop "community"

*Goal:* To increase school-wide student interaction, leadership, and teamwork

Our intent is to harness the power of school "House Team" activities

Grade Levels: K-12

Curricular Area(s): Physical Education, Fine Arts, Career Life Education, and the Personal and Social Responsibility Competencies.

We will be using the Inquiry cycle to help guide us on our journey:

*Scanning: What's going on for our learners?*

Many of our learners currently work and learn in multi-age classrooms, while some older classes, buddy with younger classes. This has allowed us to establish a basic comfort level when it comes to personal connections and positive relationships between some age groups and individuals.

*Focusing: What does our focus need to be?*

All learners are included on one of four school-wide "House Teams" to work, play and learn together through a series of engaging, active, and academically diverse group challenges.

Our secondary learners will serve as mentors, team leaders and respected caregivers, while modeling and strengthening important social responsibility skills for the younger students.



*Hunch:* By engaging all learners in creative and engaging school-wide leadership and team spirit opportunities, we will not only develop their leadership skills, but also bring multi-aged students together in a way that nurtures belonging and develops community.

*Professional Learning:* We initiated our professional learning in September 2018, at the District Planning day, where the development of House Teams began. As a school, we determined that building school community and developing leadership at all levels would be the primary emphasis. Working together to create activities to achieve these goals was determined as an area of professional learning and staff collaboration. In addition, we intend to draw upon the social responsibility competencies and help develop intentional activities that support learner growth in social responsibility.

*Taking Action: What will we do?*

- In September 2018, we established multi-age teams;
- In September-October 2018 we facilitated group engagement activities to allow for bonding and the development of team spirit and identity;
- In September 2018, we have shared our House Teams concept with the PAC and parents;
- Continue to hold monthly activities and where possible bi-monthly activities;
- Allow each house team to develop and take on a school community initiative.

*Checking:* Student monitoring to teacher/instructional monitoring – class monitoring, school monitoring and system monitoring.

### ***Phoenix Elementary School***

Principal Sue Starkey and I went over the Board Strategic Plan and Core competency of social responsibility, and how Phoenix School is meeting that. Looking at a print out of the Learning Celebration that Sue had presented at the last board meeting, I noted the school is meeting social emotional responsibilities through 1. whole school meetings, 2. following the school's code of conduct; be respectful, be responsible, be safe., 3. the school morning breakfast plan (got to learn more on that for next report) 4. Yoga and mindfulness, and brain/body breaks throughout the day, and 5. Parent & student volunteer garden. I visited the Yurt School, Stowel Lake Farm to get a feel for the place. It's a gr. 4-7 mainly boys class. Sue also showed me the New Yurt Times (now second edition) and the wonderful journalistic efforts students have made, reaching out into the greater political world (interview with Elizabeth May), as well as locally (interview with a new classmate), comics, fiction, poetry, and review of a court case. Much of my discussion with Sue, was about how the board and the school operate together, what expectations were and how the processes for meeting them. I imagine it will continue to be that way for a while as I learn.

a. Objective 2.1: Encourage connection to and individual responsibility for the natural environment.

Actions:

- Develop a sense of place though ecological literacy
- Utilize resources in a sustainable and environmentally-friendly manner

b. Core Competency: Social Responsibility

- Contributing to the community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity
- Building relationships.

### ***Saltspring Island Middle School***

Principal Keiko Taylor spoke specifically about Strategic Plan 1.1(Inspire Learning). At a time in Middle school where the brain and body and going through immense change, Keiko has put a priority on building a sense of community where trust is at the foundation. Whole school actions include Assemblies, Twin day, Winter wrap up,



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Community week, and Intramural sports at lunch. Keiko puts an importance on the transition from Grade 5 to 6 by visiting Grade 5 Classrooms in the spring and calling all Grade 6's at the start of the year, and hosting a bridging night.

***Salt Spring Elementary School***

As presented last month Salt Spring Elementary pays close attention to Social and Emotional Learning so this month we are going deeper by focusing on the Social Responsibility core competency. The school expectations are Be Caring, Be Respectful and Be Safe. It promotes these expectations by using the W.I.T.S. program which encourages dealing with stressful issues by Walking Away, Ignoring, Talking It Out and Seeking Help. The school also has a Grade 5 Leadership program called Spirits who help monitor the playground, providing assistance and guidance. The school weekly whole school meetings allow students and staff to acknowledge each other for their friendly deeds. There are also a number of service projects at the school, such as class visits to Greenwoods, fundraising for causes, public carolling and cleaning up Mouats Park. The school's focus on Social Responsibility aligns with Strategic Goal 3 – Involve Community as students are active in Objectives 3.1 and 3.2 by fostering opportunities in the greater community to deepen their learning and publicly celebrating their achievements.

***Saturna Elementary School/SEEC***

No report received.

***Windsor House School***

Windsor House embraces the core competencies as the lens by which we talk about learning with parents and students. Through the play-based learning and project-based learning we see the development and extension of multiple competencies as students pursue their passions and interests. In our school plan we introduce the language from the ministry website as part of our portfolio-based conferences with students and parents.

**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 – February 13, 2019 at Gulf Islands Secondary School

**15. ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:31 p.m.

CARRIED 07/19

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Secretary Treasurer