



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 02 27

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	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
	Judy Smith	GIPVPA Representative
	Mark Kitteringham	Driftwood Representative
	Robin Jenkinson	DPAC Representative
Regrets:	Larry Melious	CUPE President

The meeting was called to order at 9:00 a.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**

Additions to the agenda:

- 7(a) Trees for Bees Grant Proposal

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 02 27 be adopted as presented.

CARRIED 14/19

2. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 01 16, be approved as presented.

CARRIED 15/19

An amendment to the 2018 02 13 Special Meeting minutes was made to reference reminding/informing community members who submit a request to serve alcohol on school district property of the requirement of 60 days' notice as per policy.

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2018 02 13, be approved as amended.

CARRIED 16/19



3. **IN-CAMERA SUMMARIES**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2018 01 16 as presented.

CARRIED 17/19

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2018 01 30 as presented.

CARRIED 18/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Letter from GIPVPA**

Letter seeking Board recognition of the BCPVPA as the negotiating representative for the GIPVPA.

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Trees for Bees Grant Proposal, Salt Spring Elementary School**

Salt Spring Elementary School is requesting support for a grant proposal to plant approximately 180 trees around the school field. Facilities has been consulted and support the proposal.

Moved and seconded that the Board support, in principal, the Salt Spring Elementary proposal for improvements to the trees planted at the school.

CARRIED 19/19

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

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

Dr. Benwell shared his Learning in SD 64 presentation, focussing on opportunity gaps represented through acquisition, or lack thereof, of Dogwood Graduation Certification. Compared to Boundary School District and to the Province as a whole, Gulf Islands School District demonstrates lower completion rates and transition to BC post-secondary. Dr. Benwell stated his commitment to improve Dogwood Certificate completions in SD64.

(b) **Enrolment 2019/20**

Rod Scotvold shared enrolment projections for the 2019/2020 school year. The District was funded at approximately 1735 FTE students last year. As a conservative estimate for next year, the district anticipates a reduction of approximately 10 students.

(b) **Ministry Visit, March 5, 2019**

The district is sending a team to the Ministry of Education on March 5 to discuss 1701 compliance, data and analytics, and Aboriginal Education initiatives. The day will be a valuable opportunity to inform practice and the work of the district.

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

(a) **Amended Annual Budget 2018/19**

Cindy Rodgers shared the amended Annual Budget. She was pleased to announce that the District is positioned well to eliminate the existing deficit and present a balanced budget for next year.



It was moved and seconded that there is unanimous approval to read the Amended Annual Budget Bylaw for 2018/2019 in one sitting.

CARRIED 20/19

Rod Scotvold read the 2018/2019 Amended Budget Bylaw for the amount of \$27,948,518 and prepared in accordance with the *School Act*.

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a first time and passed.

CARRIED 21/19

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a second time and passed.

CARRIED 22/19

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a third time, passed, and adopted.

CARRIED 23/19

(b) Signing Authority

Due to changes in senior administration and newly elected trustees, a formal change in signing authority is required for the Education Trust Fund Account and the Operating Bank account.

Moved and seconded that the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix A.

CARRIED 24/19

APPENDIX 'A' Signing authority for the Educational Trust Fund Account #1015 455:

1. For amounts up to and including \$10,000:
Scott Benwell, Chief Executive Officer; or
Linda Underwood, Acting Assistant Superintendent
with
Jesse Guy, Secretary Treasurer
2. For amounts over \$10,000:
Jesse Guy, Secretary Treasurer, or
Scott Benwell, Chief Executive Officer
with either
Rob Pingle, Board Chair, or
Tisha Boulter, Trustee

Moved and seconded that the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix B.

CARRIED 25/19

APPENDIX 'B' Signing authority for the Operating Bank Account #1003 104:

1. For amounts up to and including \$10,000:
Scott Benwell, Chief Executive Officer, or



Linda Underwood, Acting Assistant Superintendent

with

Jesse Guy, Secretary Treasurer,

Except for Receiver General, Payroll Deductions, Utilities and yearly contracts signed or approved by the Board on behalf of the Board.

(When signing authorities for amounts over \$10,000 apply).

2. For amounts over \$10,000:

Jesse Guy, Secretary Treasurer, or

Scott Benwell, Chief Executive Officer

with either

Rob Pingle, Board Chair, or

Tisha Boulter, Trustee

10. **COMMITTEE REPORTS**

No Committee reports for December 2018.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received.

Topic: As we begin the second half of this school year, what concerns have been identified regarding student learning in your building, and what actions/interventions are being undertaken to address these concerns?

Fernwood Elementary School

Target focus at Fernwood is on reading, writing and numeracy. After collating data from the first term to see where students were, who was not meeting expectations, and those approaching, Liis Graham of learning services came and spoke with each teacher of the 10 classes. They developed additional targeted support in class, out of class, and in blended groupings. Class reviews for half way through the year were shared with staff on Wednesday (Feb 6) night.

The plan will be bringing kids together from the different classes that have shared specific learning need. Some groups will be infused with specific instructions for EAs or groups built by Liis.

Grade four students trained to be peer reading coaches, use strategies to help younger kids read, such as phonetics and pauses for breathing. 32 kids coaches with 32 grade one/two students makes 64 students involved.

Quote from student and peer reading coach Abby “the reason why I want to do this is, last year I was a little kid who did not like reading and felt I was not smart then a big kid helped, and I learned to become a better reader, I felt happier at school because I was better reader, and I had a new big friend, so I want to do it now so someone else can feel like me.”

Also noticed from class reviews is that kids were feeling disconnected from other kids and staff, so Fernwood has created daily lunch clubs.

Principal meets boys (4-10) once a week building social emotional learning, connecting with each other and adults. There are different groups four days of the week, for all ages and genders, grouped in various configurations. They look at Youtube clips, for empowerment- What fills your heart? and What strategies do



you have to help yourself when you are down. A big part of the lunch club is to try remove stigma of silence and shame.

Fulford Community Elementary School

Fulford Community Elementary School performed class reviews at the start of the year to identify where additional support goes. At each staff meeting children of note are discussed to identify students whose social emotional wellbeing might be an issue to allow for full engagement in the classroom. The principal meets with individual teachers on a regular basis to see how students are progressing. This is especially important in kindergarten where limited knowledge of the student is available in September. Teachers are observing for alphabet and phonological awareness as well as fine motor skills. As students are identified with additional needs teachers will target them specifically while other students are doing centre work. At this time of year specific attention is also being given to students with IEPs who are transitioning to middle school. The goal at Fulford is to have all students meeting expectations when they leave for middle school or be identified to where specific supports can be provided to assist them to reach their goals as soon as possible.

Galiano Community School

At the end of term 1 we recognized that there are a variety of challenges across the board for learners so we decided to compile all the assessment data we had collected into a shared working document. This allowed us to identify groups of learners with similar needs and do some planning toward learning interventions. It also allowed us to review all staff schedules and properly resource these interventions through careful allocation of time. Students have been participating in small group and individual interventions for the end of term 1 and since the holiday break. We are currently in the process of collecting new data to determine where learners have made progress and where we need to be more responsive.

Gulf Islands Secondary School

In consultation with Principal Ruehlen, discussing the concerns around student learning and the actions/intervention applied:

One of the main concerns at this time of year at the High school is students who are not meeting expectations to the point that it risks them not completing their Grade level. The three main groups of concern are Grade 12's, Grade 12+'s, and Grade 9's.

Interventions include meeting with the 'Target Intervention team' made up of Admin, Counsellors, and related teachers. In some cases, classes are scheduled to repeat in second semester, a class change may be identified or more support for the classes can be given.

One of the biggest challenges is engaging with the Grade 12+'s (students that have left the school and are taking an extra year to complete their dogwood) as many of them do not live on Salt Spring anymore. The Grade 9 interventions is a pilot project with the intention to catch identified students early in their high school years.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, focus has been put on some students identified as not yet reading at grade level. The Education Team decided to undertake a reading learning sprint specifically for these students. Daily, intensive, targeted reading practice over 6-8 weeks has brought positive results already. Some of the students receiving this one on one guided practice have progressed several levels and are now meeting or even surpassing their original goals. The continued use and collection of data to help guide any necessary student interventions will continue well into term 2 and we are optimistic that our students will continue to not only



progress in their reading but exceed expectations. Personally, it is fantastic to see students who have previously been struggling now having a new attitude towards reading and enjoying it.

Pender Islands Elem./Sec. School

CONCERNS

- (1) Consistent learning assistance for students via LIST required to support students in literacy and numeracy;
- (2) Learners arriving for intermediate and secondary level programs from home-school environments are consistently entering with significant challenges in literacy and numeracy. Coupled with unpredictable attendance, it is difficult to provide consistent and effective instructional supports;
- (3) Mental health needs for some of our intermediate and secondary students needs to be addressed as the current counselling load is past capacity.

ACTIONS/INTERVENTIONS

- Teacher led 1-1 and small group intervention built into classroom program in literacy and numeracy;
- Utilization of non-enrolling teacher, to support students under teacher direction;
- Direct and individualized student assistance via classroom teacher;
- Classroom based literacy and numeracy programs based on curriculum expectations and demonstrated student needs;
- Goal setting with individual students via classroom teacher and home support available;
- Coaching and modelling for social-emotional skills;
- Direct spelling instruction and home study program;
- Ongoing parent communication;
- Differentiated assignments and evaluations for each grade level;
- Cooperative grouping and peer tutoring;
- Use of community math tutors work with the senior students 2 mornings per week;
- Teach study skills and provide practice exercises in all subject areas: flashcards, practice quizzes, peer studying, and on-line videos to explain concepts in different ways;
- Consistent approach to writing being used from primary to intermediate levels (6+1 Traits).

Phoenix Elementary School

Phoenix Elementary continues to focus on literacy and numeracy with learning groups developing students skills. Students focus on numeracy and literacy three mornings a week, with additional support from an EA in the primary class, and the intermediate class (grades 4-8) has three teachers in the class. One of them is a remedy to support the learning.

Along with the scheduling changes, 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 consideration). To move away from the “grade” assignments and towards developmental stages. The smaller grouping allows for 1. teacher/student contact. 2. Greater opportunity to develop a deeper understanding of each student’s needs, interests, passions. 3. Greater opportunity to personalize each students learning (using assistive technology to support learning) 4. Opportunity to provide the effective Tier 1 supports.

We continue in our *Learning Sprint* for Nov to Jan:

Prepare

Define - Focus on greater writing output and quality for all students.



Design - Spend more time breaking down writing process into brainstorming and orally rehearsing what each student wants to write, first with a partner, then small group, then whole class
Assess - Progress will be demonstrated by increase in output, vocabulary and detail in writing a short story

Sprint

Monitor - Gathering layers of work as each student rewrites several drafts of their story, making improvements based on self-reflection and peer feedback each time

Review

Analyze - Were their stories lengthier, more detailed and were they more invested after this approach than in prior writing (look at samples to compare)?

Transfer - If deemed successful, use again and see if further improvements made!

Reset - How to further build writing skills with engaging tasks and step-by-step instruction to increase motivation and therefore chance of success.

Salt Spring Island Middle School

Due to the snow days I had to cancel my meeting with Principal Taylor, and likely will not have a chance to meet with her before the February 13th board meeting.

Salt Spring Elementary School

As we begin the second half of this school year, what concerns have been identified regarding student learning in your building, and what actions/interventions are being undertaken to address these concerns? Salt Spring Elementary is continuously scanning students for foundational skills and social emotional wellbeing gaps. It is believed that providing a strong foundation of social emotional wellbeing students will be better equipped to meet their foundational skills goals. Typical assessment is demonstrated with a recent new student to the school. The information provided about the student was that not much schooling had taken place previously so the principal performed some basic co-reading assessment and found that phonological awareness was lacking. This was brought to the attention of the classroom and learning integration support teachers. Further screening took place to find the specific gaps and provide a program that would be implemented to build the student up to a successful level. As the student improves the classroom and learning integration support teachers will communicate with the principal when the additional resources are no longer needed so they can be deployed on any other student in need.

Saturna Elementary School/SEEC

As we enter into the second half of the school year, Saturna School has identified opportunities to enhance student learning in both the elementary and SEEC programs. For this report I will focus on the elementary school.

The multiage classroom presents distinct challenges. Two areas that have been identified as needing improvement in the first part of the year are literacy and communication.

Student's success through literacy is key to managing the multiage abilities. While our younger students are learning the foundations skills of reading and writing, the older students are encouraged to learn the process of self-direction in their learning. A focus on stations and project-based learning has been one of the successful strategies implemented to address these various levels and abilities.

Our teacher, Amy Jones, suggested we start a literacy program in the school to enhance student learning and provide one on one assistance for students. With Martin's support and community volunteers, we have successfully started a reading program every Tuesday at the school. Currently up to 6 volunteers come before



lunch on Tuesdays and Ms. Jones has provided learning material through worksheets and book baskets. Both students and volunteers are enjoying this new addition to the week. We can see how this initiative ties into our core competencies in communication and both creative and critical thinking.

The other main area for improvement ties into our core competencies in communication and personal awareness & responsibility. Our school staff have been working to create a consistency around common language and a culture of clear expectations. Key words that are used on a daily basis include: Safety, responsibility and reaching out (asking for help). This common language lends itself well to the multiage setting allowing for group learning and integration.

Windsor House School

At Windsor House School we are using regular team meetings and reflections on student learning to deepen our understanding of student needs. We meet once a week for school-based resource meetings with our LIST teacher, once a week in age/grade/stage team teaching groups, and once a month in our inquiry group on the practice of pedagogical narration. It is through dialogue and reflection that we assess and address student concerns both academically and socially/emotionally.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

(a) Committee Day – April 24, 2019 at the School Board Office

(b) Regular Board Meeting – March 13, 2019 at Pender Islands Elementary Secondary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 10:12 p.m.

CARRIED 26/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer