



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 09 11

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
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Richard Frost	Director of Facilities and Transportation
	Larry Melious	CUPE President
	Deb Nostdal	GITA President

Lyall Ruhlen
Elizabeth Nolan

GIPVPA Rep
Driftwood Rep

Regrets:

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 09 11 be adopted as presented.

CARRIED 107/19

2. APPROVAL OF MINUTES

Correct spelling error in 9b. - Capital Plan bylaw.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 06 12 be approved as amended.

CARRIED 108/19

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2019 07 05 be approved as presented.

CARRIED 109/19

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 06 12 as presented.

CARRIED 110/19

4. BUSINESS ARISING

5. CORRESPONDENCE

6. CHAIRPERSON'S REPORT



(a) **Welcome Back**

Chair Pingle welcomed everyone back to the start of the school year.

(b) **2020/2021 School Calendar Consultation**

A school calendar consultation schedule was shared and the following notice of motion was presented:

The Board of Education adopt a Local School Calendar for the 2020/2021 school year that reduces the number of instructional days by approximately 25 to 30 resulting in a four-day school week. The instructional time from these days will be added to the remaining days of instruction.

The resulting saving will allow the district to preserve programs and options for our students. The motion will be tabled at the regular Public Board meeting on March 13, 2020.

The notice of motion will be added to the website along with an online comment form to allow people to share their input regarding the 4-day instructional week.

Scott Benwell explained that the 2020-2021 school year sees the bookends of the school year being such that a two-week Spring Break does not allow for sufficient instructional days to meet minimum instructional hours. If a two-week Spring Break is desired, the District would have to enter into a Letter of Understanding with GITA. The same issue will occur in the 2021-2022 school year.

Staff will prepare a draft calendar in consultation with GITA.

(c) **Configuration Review**

The District is looking to launch a District-wide community consultation. Information and resources are available on the District website. Public consultation meetings will be scheduled for the coming months with a full review in December. Timelines are flexible but are intended to meet the release of a revised funding formula for implementation to start the 2020-2021 school year.

A background/terms of reference document will be posted on the website in the next few days.

(d) **Strategic Plan**

There is a need to determine if the Board wishes to review the current Strategic Plan before the end of 2019.

Moved and seconded that the Board extends the use of the current Strategic Plan to 2021.

CARRIED 111/19

(e) **Silver Maynes Request to Serve Alcohol**

A request from the Silver Maynes on Mayne Island was received, asking for permission to serve alcohol at their annual Christmas party to be held at Mayne Island School.

In accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Silver Maynes request to serve alcohol at its Christmas Dinner on December 7, 2019 at Mayne Island Elementary Jr. Secondary School.

CARRIED 112/19

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

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



Superintendent Benwell welcomed everyone back from their summer break. He shared his learning in SD64 presentation and summarized the work done during the summer in preparation for the new school year. He celebrated the improvement in graduation rates, anticipated to be 15% higher than last. He also highlighted funding protection, school planning, the Framework for Enhancing Student Learning, and the hope for a new collective agreement with teachers.

Dr. Benwell connected the District Strategic Plan to the Ministry's policy on Student Success, and the concept of the Educated Citizen. He emphasized the work of taking what we know about students to improve their success.

Doug Livingston elaborated on the collaborative work in district aimed at the impact of student wellness on achievement. Inservice was used to create literacy tools and a dashboard, developed by teachers, for use in the classroom to further support students. These tools are designed to serve learning and improve opportunities for students.

(b) Staffing and Enrolment Update

Assistant Superintendent Underwood reported that enrolment is down from last year but close to what was projected for September. Most specialist positions have been filled and interviewing to fill the Speech and Language Pathologist position is in process. New TTOCs have been hired and further postings are on the website.

(c) Coaching

Ms. Underwood thanked the Board for supporting the coaching initiative and recommended that the Board:

- continue to offer individual and team coaching while structuring group (triad), peer training opportunities for educational leaders;
- continue to provide flexibility of choice regards coaching models, timing and duration;
- provide coaching opportunities for newly hired exempt staff in non-educational leadership positions;
- and
- continue to monitor and evaluate the success of the coaching initiative

Moved and seconded that the Board approves the recommendations of the Assistant Superintendent to continue to support the coaching initiative for the administrative team and to expand the opportunity to include other exempt leadership staff.

CARRIED 113/19

(d) GISS Cultural Field Trip – CUPE 2020

Dr. Benwell shared an application for a cultural field trip for GISS music students.

Moved and seconded that the board approves the GISS cultural field trip to Havana, Cuba with approximately 10 to 15 Gulf Island Secondary School music students, grades nine to twelve, on March 14 to 21, 2020.

CARRIED 114/19

(e) Bargaining

Ms. Underwood stated that the CUPE Collective Agreement has been ratified. The District and CUPE executive are working to get the Agreement out to members.



The GITA Collective Agreement has not yet been ratified, although local language has been approved by BCPSEA.

(f) Framework Day

Dr. Benwell shared the draft agenda for Framework Day. Changes have been made to include consultation time for school groupings. A ThoughtExchange will be run to familiarize staff with the process.

(g) Tuition Free Courses

A motion is required for the district to offer specific courses, approved by the Ministry, to graduated adults.

Moved and seconded that the Board approves tuition-free courses, from the list of Ministry approved courses, for graduated adults.

CARRIED 115/19

(g) Vaccination Status Reporting Regulation

The Ministry website was shared for information regarding the status of reporting on vaccinations. No action is required by schools to track vaccinations.

9. CORPORATE FINANCIAL OFFICER'S REPORT

(a) Facilities – Summer Work

Secretary Treasurer Guy reporting on projects that were completed over the summer, including:

- paving and sidewalk upgrade at SIMS and SSE
- exterior painting and paving at Mayne
- phone system upgrade at Pender
- HVAC upgrade at Pender and SSE
- exterior painting at the board office
- heating upgrade at Fernwood (ongoing until October)
- upgrade to SEEC water system
- emergency light upgrade to Fulford

(b) Water Taxi Contract

A three-year agreement has been signed effective September 2019. Routes remain unchanged from last year.

(c) Mayne Island Daycare Facilities Agreement

Mayne Island School shares facilities with the local day-care provider. The daycare wishes to extend their usage to five days per week. A renewed agreement will be signed this week, ensuring priority is given to Strong Start for use of the space.

(d) 2019-2020 Operating Budget

Ms. Guy thanked all staff, and particularly Rod Scotvold and Cindy Rodgers, for their work that allowed the District to overcome last year's deficit. Ms. Guy explained that, due to the Windsor House closure, the district will receive funding protection. She explained that funding protection is a measure to help districts to recover from large decreases in operations funding due primarily to decreased enrolment.

10. COMMITTEE REPORTS



(a) **Finance Audit and Facilities Committee**

i. **Audit Summary**

The auditors reported a clean audit, attributed largely to the work of Secretary Treasurer Guy.

ii. **2018-2019 Financial Statements**

The draft 2018-2019 Audited Financial Statements were shared for the Board's approval.

Moved and seconded that the Board approves the 2018-2019 School District 64 Audited Financial Statements for the year ending June 30, 2019.

CARRIED 116/19

11. **TRUSTEES' SCHOOL REPORTS**

Trustees discussed the value of reading trustee reports during the public meeting.

Trustee School Reports were received. Topic: What are the school's plans to maximize student engagement for the upcoming school year?

Fernwood Elementary School

Principal Logan, returning principal at Fernwood, was happy with how smoothly the first week of school was. Children were configured into their classes by the second day, getting to know their teacher, the most instrumental person in their learning journey. Staff welcomed the children back at a whole school meeting and Fernwood's three guiding R's, respect, responsibility and reaching out, were outlined. This establishes a respectful learning environment as essential for motivating the children and must be present if they are to improve literacy and numeracy, the other key goal in the school. The school uses a reporting system for children struggling with social skills that uses the zones of regulation, connecting with adults, and has well defined achievable goals.

Staff is assessing student's competencies and will be setting up programs to engage students at their level of needs. The grade five leadership group has been formed and will be active in guiding the younger classes forward. There is clarity and simplicity of the overall goal in the district to improve graduating numbers and appreciates how all the schools are key parts of a system that works for the success of the students.

Fulford Community Elementary School

Fulford School starts maximizing student engagement with the class configuration process, by creating opportunities for student groupings that are productive and provide the teacher that will best suit their needs. From there, teachers build classroom community and develop relationships with each student. Having a positive relationship with your teacher goes a long way to increasing engagement for students. Teachers are making connections with each student in order to plan for learning opportunities that will engage them. Teachers are also doing activities that require students to work with each other to build positive classroom interactions and culture.

The time invested in September is so important to make the rest of the year productive and engaging for students. From there the school has all classes participating in focused outdoor nature learning as well as music at least once a week. There are also monthly whole school activities like the Terry Fox run and garden harvest. These events provide a through line for the students to be passionate and excited about their learning environment year-round.

Galiano Community School

At Galiano Community School, staff agree that the fastest way to improve student engagement is to teach to the interests and passions of each student, especially within the context of the new curriculum. This applies from



kindergarten to the senior class. The K/1 classroom is alive with self-regulation language and colourful visuals guiding the self-regulation learning of our youngest students. Grades 2-5 will be participating in Student Vote, a civil engagement learning opportunity that will bring in local elected officials and explore the importance of participating in local and federal elections. Our senior class will bring a social justice lens to The Griffins, our leadership group. Everyone is invited to morning tea, an opportunity to connect and create a culture of kindness as students and staff being the day together.

Gulf Islands Secondary School

At GISS, Principal Ruehlen and his team will continue to utilize their 'growth plan' to engage students and connect them with their academic achievements. They will be consistent in the messaging around new graduation requirements and how the absence of a Provincial English 12 exam will make room for numeracy and literacy assessments focus and help students understand the benefits of these tools. The intention is to connect students with the purpose of their learning and create a feeling of ownership to their own future opportunity's. They will also be focusing on 'Spirit plans', engaging the students in community building with Clubs Day, a BBQ, Staff vs Grad baseball game and whole school assemblies. The leadership group helped open the first assembly during the first week of school connecting students to fun events that will be happening throughout the year.

Mayne Elementary/Jr. Secondary School

This year, there are many new initiatives for student engagement at Mayne Island School. In the K-3 class, students will be participating in Wonder Wednesdays each week. The direction for these projects will be student driven and will correspond directly to curriculum objectives. These activities will be mostly outdoors rain or shine and will be dedicated to inquiry and project- based learning.

In the 4-8 class, the development of a student leadership team is underway. Students representing all grades in the class will be engaged with the planning of student-led field trips and activities.

As well, a new display board outside of the school will be used to make learning more visible. The intention is that by displaying projects and areas students have been working on and exploring, this will help to foster conversations at home and outside of the classroom amongst students, their families and the community.

Pender Islands Elementary Secondary School

We are excited to continue to deepen our connection to nature and place surrounding Pender School(Examples of these include the school garden, local farm) and we our excited to expand our partnerships with local residents and increase our understanding of the academic needs of each learner.

Closer tracking of student growth and progress through a unified assessment approach across grade levels. Our first area of focus is closer tracking of reading assessments. Using this information to more directly target instruction and to ensure students are engaged through skill level appropriate strategies at the very start of each year.

Building on our success through embracing the arts by expanding partnerships beyond music. Meeting with community supports (such as Ptarmigan & three on the tree) to find new ways to help teachers engage students through enriched art programs in classes. Using local talent on the island to provide artists in residence/visitation where possible.

Further developing a culture of pride and identity around what it means to be a Pender Islands School student. Increase school community feel through regular school-wide assemblies to celebrate student achievement as well as having whole school involvement and working together for meaningful events throughout the year, for example: Orange Shirt day on Sept. 30, school-wide student musical performances.



Phoenix Elementary School

The first step for Principal Sparanese is shaping a sense of purpose with staff and setting the groundwork for team effort. Supporting each other is key, with a focus on the teacher's job: 'We know what it is but need to reiterate the higher purpose to keep inspired.' For Phoenix staff, this means keeping the challenges of individual needs presented in the classroom at the forefront. With the multi grade classes' varying levels of competency keeping students excited and engaged about learning is essential.

To address this challenge, teachers will be taking stock of students needs, making baseline assessments for numeracy, literacy, and social emotional levels of each child.

Building community is a also big part of September and whole school hour of games and problem solving is planned for each day to welcome students back. Students will get to know teachers, staff, and students' expectations in this process. Staff will remain responsive and supportive to the emerging needs as students are assessed.

Learning groups and activities have been designed around abilities and teachers will give continuous and immediate feedback to students over short intervals as they progress. Staff is finding the right kind of collaborative activities for the students and grouping children for their best learning to help flatten hierarchies. Students will be matched, they will receive well defined tasks, have check in points and roles kept flexible. Assessment, getting to know each other and building a positive learning environment is what September is set for.

Salt Spring Elementary School

A smooth start up always helps to maximize student engagement. With staffing consistency there is the ability to create a well configured school. Classes are arranged through parent feedback, teacher input and general observation during the first week of school. During this time the students are working in multi-age groups exploring different themes which helps to re-establish the sense of community for the students who are returning and express the values held with those new to the environment. The week ends with a whole school Green Games focus that includes Indigenous programming and nature based learning. As of the start of the second week the classes are already gelling and the grade 5 leadership program has begun earlier this year than normal. The school will still focus on asking students about who they feel connected to at the school this year as it is felt being attached to a place is a key to maximizing student engagement. Students are welcomed into the school every morning and have access to food to ensure they feel engaged and ready for the day from the moment they enter the building.

Saltspring Island Middle School

At SIMS, the continuation of community week has helped the students make connections to the place where they learn. New and returning students have had the opportunity to meet all the teachers in fun interactive stations with multigrade teams that utilized the B.C. curriculum core competencies. Collaborating, thinking critically and creatively + using their personal and social skills to make connections in the very first week has set the stage for learning and social engagement. Continued engagement with the students and staff will be with a focus on the importance of individual academic success. Utilizing the awareness that self-esteem is connected with competencies of skills as well as peer connectedness, the school will endeavour to support each student in their literacy and numeracy goals through learning sprints by design. The admin team will be supporting staff to be engaged in team collaboration to better support each other and therefore support students.

Saturna Elementary School/SEEC

Saturna School is starting this year off with some big changes. We have welcomed four new staff including our new Principal, Adrian Pendergast; new Elementary teacher, Halii Raines; new Strong Start coordinator, Chantelle Middleton; and new Educational Assistant, Charlotte Weber. Along with our returning staff, we are excited to embark on this new school year.



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Plans to maximize student engagement include cultivating meaningful connections. With a one to one ratio between our SEEC and elementary students this is a great year to create a buddy system. These plans will allow for caring connections to be made between older and younger students. Opportunities to share place-based learning in science and beyond will offer the chance for our SEEC students to be teachers and share ideas, concepts and their own learning to our elementary group.

We have identified that community connection is a core value of our SEEC program. Plans to strengthen engagement between SEEC students and Saturna community started in the second week of school where Saturna community hosted a potluck to welcome this year's SEEC students. This welcoming dinner was a wonderful success with introductions made, fun name games played, plenty of nutritious food devoured and lots of smiles and laughs had. A great way to start the year!

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

(a) Regular Board Meeting – October 9, 2019 at Pender Islands School

(b) Committee Day – September 25, 2019 at the School Board Office

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:02 p.m.

CARRIED 117/19

Date: October 9, 2019

Rob Pingle
Chairperson

Certified Correct:

Jesse Guy
Secretary Treasurer