



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 12 11

Present:

Rob Pingle
Shelley Lawson
Tisha Boulter
Stefanie Denz
Janelle Lawson
Greg Lucas
Chaya Katrensky

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Linda Underwood
D'Arcy Deacon
Doug Livingston
Jesse Guy
Lori Deacon
Richard Frost

Superintendent of Schools
Assistant Superintendent
Incoming Director of Instruction, HR
Director of Instruction, Learning Services
Secretary Treasurer
Executive Assistant
Director of Facilities and Transportation

Dan Sparanese
Marie Mullen
Larry Melious
Deborah Nostdal
Mark Kitteringham

Principal, Phoenix Elem. School
Principal, Fulford Elem. School
CUPE Local President
GITA President
Driftwood Representative

Regrets:

The meeting was called to order at 1:00 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.

He acknowledged the significance of the work of the Board and recognized Linda Underwood, wishing her all the best in her retirement.

1. ADOPTION OF AGENDA

Amend item 1 to remove reference to elections
Amend 3(a) date of 2019 11 13

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 12 11 be adopted as amended.

CARRIED 139/19

2. APPROVAL OF MINUTES

Amend 8(a) - draft
Amend 6(a) - Julie Johnston
Amend 10(d)ii - recommendation(s)
Amend 11 - mentorship

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 11 13 be approved as amended.

CARRIED 140/19



3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 11 13 as presented.

CARRIED 141/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Letters of Minister Dix, re: Issue of Vaping**

Shared letter sent on behalf of the Board.

(b) **Letter to Minister Trevena, re: Active Transportation**

Shared letter sent on behalf of the Board.

6. **DELEGATIONS**

(a) **Fulford Community Elementary School Plan Presentation**

Principal Marie Mullen presented the Fulford school plan that articulates academic goals of literacy and numeracy. She shared improvements in School-Wide Write assessments from October 2018 to May 2019. She shared iPASS (integrated Performance Assessment for Success) data and student writing traits identified by staff. Fulford staff used the November Pro-D Day to focus on writing.

Ms. Mullen explained that assessments are strength-based allowing students to identify where they are on the continuum and set goals for themselves. She also explained that staff use extra prep time to work on Math and will use the January school-based Pro-D to focus on Math. Ms. Mullen ended the presentation by declaring that students have fun at Fulford!

(b) **Phoenix Elementary School Plan Presentation**

Principal Dan Sparanese shared the Phoenix School goals and approach to learning needs, characterised by staff who are strong, nimble and flexible in their teaching.

Mr. Sparanese explained that Phoenix is a diverse school, in both demographics and philosophy. The school represents a partnership with staff and parents in the delivery of programming and described the Stowell Lake School as a school within a community.

Mr. Sparanese stated that knowing learners is the best way to develop individual learning targets and is central to staff's approach to teaching. The ability to be nimble and flexible allows for more responsiveness. He noted that FSA participation for Phoenix students is much higher than previous years and that the information acquired from the FSA aligns 100% with classroom assessments. Since September, staff have been able to implement interventions that have seen real gains.

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA Academy**

Trustees and senior staff recently attended the annual BCSTA Academy.

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

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

Scott Benwell presented the student data recently published by the Ministry of Education. SD64 has seen an increase of 8.5% in "residents only" six-year completion and is the fourth most improved district in the Province at 82.7%. He expressed concern that our Indigenous students did not benefit from the same improvement, with graduation rates remaining relatively unchanged. FSA participation for SD64 is the



most improved in the Province, almost doubled this year from last at 94%. Dr. Benwell concluded by stating his pride in being a part of a district committed to student success.

(b) Configuration Review Report

Dr. Benwell stated that the Board must decide how it plans to examine the thoughts and ideas gathered during the public consultation process of configuration review. He identified three possible options for next steps:

- Option 1. Board directs staff to review feedback and to prepare a report to the Board.
- Option 2. Board creates an ad-hoc feedback review committee to report to the Board.
- Option 3. Board hires an outside consultant to review feedback and to provide an objective review and list of recommendations.

Discussion regarding the configuration of an ad-hoc committee to potentially include staff, trustees and partner groups.

Moved and seconded that the Board of Education select Option 2 as presented by the Superintendent of Schools to review feedback from the Configuration Review consultations.

Continued discussion regarding responsibility and timing

Moved and seconded that the motion be amended as the Board of Education creates an ad-hoc feedback review committee through the education committee to review feedback from the configuration review.

Moved and seconded that the motion be tabled.

CARRIED 142/19

Moved and seconded that the Board of Education extend the decision-making timeline to Spring 2020 to accommodate the delay in the Provincial Funding Formula Review details and give notice that any resulting school closures for the 2020/2021 school year will be governed by district policy and the School Act.

Moved and seconded that the motion be amended to replace “Spring 2020” with “September 2020 Board Meeting” and strike “details and give notice that any resulting school closures for the 2020/2021 school year will be governed by district policy and the School Act”.

CARRIED 143/19

Moved and seconded that the Board of Education extend the decision-making timeline to the September 2020 Board meeting to accommodate the delay in the Provincial Funding Formula Review.

CARRIED 144/19

Moved and seconded that the motion on the table be lifted.

CARRIED 145/19

Moved and seconded that the Board of Education creates an ad-hoc feedback review committee through the education committee to review feedback from the configuration review.

CARRIED 146/19



Moved and seconded that the Board of Education directs staff to find the necessary budgetary savings to balance finances and manage the district out of funding protection program for the 2020/2021 school year from regular operations, programs, and staffing.

CARRIED 147/19

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

(a) **Financial Report**

Secretary Treasurer Guy shared the monthly expenditure report. She reported that the Quarterly Revenue and Expenditure Report was approved by the Ministry and that district spending remains consistent.

(b) **Signing Authority Update**

Ms. Guy reported the need to update signing authorities on school district accounts due to Linda Underwood's upcoming retirement as presented in Appendix A and B:

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
D'Arcy Deacon, Director of Instruction
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

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
D'Arcy Deacon, Director of Instruction
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



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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 148/19

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 149/19

(c) SSIYSA ALC Application Request

Ms. Guy shared her financial analysis of the SSIYSA original proposal and explained that, from a financial perspective, it is not in the district's best interest to continue with the SSIYSA original proposal for an artificial turf field. She noted that the original proposal creates an unfunded liability for the district as well as a commitment to annual maintenance costs.

Moved and seconded that the Board of Education rescinds motion 80/19 carried by the Board of Education at its June 12, 2019 meeting.

CARRIED 150/19

Discussion regarding options to partner and/or undertake improvements to district natural surface playing fields.

Moved and seconded that the Board of Education has determined that it wishes to retain the natural playing surfaces. The Board is open to exploring a partnership with a local government and/or community organizations to improve the playing surface for students and community. These improvements would be contingent upon a satisfactory partnership with a local government and/or community organization that guarantees the payment for the installation and operation of the improvements.

CARRIED 151/19

(d) Recording of Minutes

Ms. Guy shared a staff report regarding the digital recording of minutes. It is proposed that recordings be destroyed once minutes are approved.

Moved and seconded that the Board of Education digitally record all meetings to ensure accurate minutes are produced and that the digital recording be destroyed upon approval of the minutes.

CARRIED 152/19

10. COMMITTEE REPORTS

(a) Committee of the Whole

The draft Committee of the Whole Summary 2019 11 27 was received.

CARRIED 153/19

i. Climate Action Plan

Discussion regarding the use of the word emergency or change in lieu of crisis.

Moved and seconded that the Board acknowledges a global climate crisis and commits to minimizing the negative impacts district operations have on the climate by creating a climate action working committee to review the work already being done in district, share that information with community, and identify opportunities for improved practice.

CARRIED 154/19



(b) Education Committee Report

The draft Education Committee Summary 2019 11 27 was received.

CARRIED 155/19

- i. Configuration Review – public meeting summaries*
Shared summaries of the public consultation meetings.

(c) Finance, Audit, and Facilities Committee Report

The draft HR Committee Summary 2019 11 27 was received.

CARRIED 156/19

(d) Policy Committee Report

The draft Policy Committee Summary 2019 11 27 was received.

CARRIED 157/19

- i. Amendments: Procedure 120 - Board Committees*
Amendments were made to reflect changes to Board Committees and Liaise Committee representatives.

Moved and seconded that the Board approve the amendments to Procedure 120 Board Committees.

CARRIED 158/19

11. TRUSTEES' SCHOOL REPORTS

Trustee School Reports were received as presented.

CARRIED 159/19

Topic: What is your school doing to promote and support student wellness (Health and Wellness, Objective 2.2).

Fernwood Elementary School

Fernwood school keeps physical wellness a priority, with every class getting 35 minutes of daily gym time. The school has three recesses, with a total of 1.5 hours of free unstructured play time which greatly boosts children's academic and social abilities. There are three outdoor nature classes, and they get a little extra physical activity, through long hikes and beach time. Every year 8 to 12 new kiddies go into the program. Some classes are doing yoga every day. Fernwood had a walk and wheel to school at the end of October. The school's annual water walk is in May - going to St Mary's lake and back.

Mental wellness is interwoven into the daily schedule with mindfulness practice, breathing exercises, and meditation. Principal Logan leads a breathing mediation at whole school meetings. The school has a clear problem-solving procedure whenever there is conflict, establishing a secure and predictable process. There is a simple print out to follow. The Three r's (respect, responsibility and reaching out) are integrated into this process, and kids learn to identify each of the zones (blue, green, yellow, or red) that they may be feeling at school whether in conflict or not. They then learn strategies to help them depending on the zone.

Fernwood school also prides itself for their focus on early literacy, knowing how it directly effects students' confidence. Growth mindset (Carol Dweck) methods are being used in three older classes, supporting determination, self-evaluation, and focus. Ms. Logan found, when surveying each kid to see how well they are integrated in school, that as they got older, they tended to be negative about math. Growth mindset helps change this attitude, and now the chorus is 'not yet' rather than 'can't'.



Fernwood school values a caring environment understanding how much that contributes to overall wellbeing. One project exemplifying this are Christmas Hampers being put together for three families.

Fulford Community Elementary School

As Fulford School is surrounded by beautiful forests there is a big focus on nature as a way to be grounded. Students connect with nature by going into the woods to find “sit spots” where they can quietly contemplate. There is also an active garden program which included recently planting bulbs around the school as well as growing food. Healthy eating is also a focus through the garden program as well as having special days like potato day or smoothy day.

In many classrooms students begin the day with a check in to raise awareness of others which creates patience and understanding. During the day classes practice mindful breathing and take movement breaks to ensure they are feeling their best to focus on more learning. At the end of the day there are also gratitude circles where students share specific points about what they appreciate about each other.

With connections to nature and each other as a focus of the school there are celebrations of this at the whole school meetings. With friendly deeds acknowledged each meeting and an encouragement for respectful communication between all. Each meeting ends with everyone saying “be kind to one another.”

Galiano Community School

Staff were very keen to discuss this topic. Everyone agreed that Galiano Community School takes a team approach to supporting wellness; teachers, EA’s, support staff and administration are excellent at supporting one another in times of need. At Galiano, we are big believers in sitting down together to enjoy a daily snack and a laugh. When times are tough, laughter is the best medicine.

There was also a sense that things are particularly stressful this year, citing admin transitions, needs in the classrooms and a lack of clarity around EA times as some of the things tipping the balance of wellness. Everyone is looking forward to a healthier new year, as roles and responsibilities become clearer and especially as the current stomach flu is healed and stabilizes attendance of students and staff alike!

Gulf Islands Secondary School

Wellness Wednesdays is an open forum in a classroom offered to students to share feelings and concerns weekly. Phoenix place has the resource of a community-based counsellor on a need basis.

GISS has a full-time community counsellor dedicated to mental and emotional needs of the students. Also, they have two full-time staff counsellors available for timetable and mental/emotional wellness. The staff utilize a referral system to identify students at risk with emotional challenges that goes to the school-based team to customize supports. Lunch supplements are available to kids who are hungry at the counsellors office and the cafeteria. The Phoenix Place facility has a meal program and there is always food in the fridge. The grade 9s participate, during their Real 9 program a mental, in a sexual health wellness component for 12 days. Overall there is a commitment of a supportive, accepting cultural environment for the diverse group of students that makes up GISS.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, there are many routines and exercises to promote and support student happiness, positivity and overall well-being. In the primary room, daily morning yoga, mindfulness and breathing practices help ground the students at the beginning of the day and prepare them for learning. Recently, in the 4-8 room, students have had dedicated health time and have been tracking their sleep, nutrition and exercise and are currently in training to run a 5k in the spring. The 4-8s are also part of newly created positions of sport and class ambassadors to help foster their confidence as leaders as well as create a sense of belonging as part of a team.



Daily gratitude circles in both classes help the students gain the skills to be able to pull the positive out of their day and maintain an optimistic perspective. Focus throughout the school on an “I Can” mindset has helped all students cultivate confidence as learners.

Pender Islands Elementary Secondary School

- Music across the grades promotes wellness and self-regulation; everyone plays an instrument
- Gotcha Program (Connect to kindness, respectfulness, and safe actions)
- Buddy Programs (Seniors with 2/3s and 7s with K-1)
- Providing tailored activities during scheduled breaks which in turn creates opportunities for healthy play
- Introduction of WITS at the school level
- Multi-aged games and activities on the playground (promoting inclusivity of all students)
- Fruit and Veggie Program. Friday Breakfasts.
- Food available in office as needed.

In Classrooms:

- Building strong relationships between staff and students
- Zones of Regulation
- Yoga/Mind breaks within classrooms
- Breaks/safe spots for certain students.
- Unique and identified.
- Minds Up- understanding ourselves through neuroscience

Phoenix Elementary School

Emotional Health:

Teachers at all levels engage with students when they are experiencing personal challenges. An ongoing area of concern has been setting personal boundaries. Being a small school, phoenix is well equipped to guide students through conflict with peers and to model healthy and productive interactions. WITS; Walk away, Ignore, Talk it out, Seek help. is used as a guide in situations of conflict.

Sexual Health:

Phoenix has a sexual health program that is facilitated to the intermediate class in a one-week intensive workshop.

Nutritional Literacy:

Phoenix has a breakfast program, in which the culinary studies, and gardening program are actively part of. Besides the food grown and made at Phoenix Elementary, students are supported with information about healthy food choices and sustainable food options.

Relational Skills and School Connectedness:

Phoenix hosts regular opportunities and events for parental involvement allowing students to share their time and showcase their accomplishments.

School community and individuals are celebrated at weekly school meetings.

Salt Spring Elementary School

Salt Spring Elementary sees huge benefits in using food to support student wellness. The food program ensures there is fruit and boiled eggs in the morning for all students to ensure they get off to a good start. There is also fruit, crackers and cheese available at lunch to keep everyone going until the end of the day. This is also extended out into the garden where because the students grown the food they are more willing to eat it. Recently students have been seen stuffing kale with herbs and calling them “mini bites” as they eat them up.



This year there is a new group coming to the school in January to work with the Grade 4-5 students. The Stigma-Free Society is committed to combating stigma of all kinds. The Society's goal is to create awareness of the various stigmas that exist in the world, develop an understanding of the challenges that numerous people face and encourage all people to foster acceptance of themselves and others.

Saltspring Island Middle School

All the students participate in daily physical education and each classroom teacher provides nutritional and brain breaks at appropriate times during the day. The school provides a breakfast program that the secretaries prepare and set out with donations from Country Grocer. There are also burritos available for students who need more nutrition at lunch, "Feed Hungry Kids" motto. The gym is open with supervision at lunch time for extra phys ed fun. This teacher time is made possible by the admin team covering some teaching time to free up staff. The library is open for lunch with board games and crafts. Classroom teachers take time to discuss trending social issues at the school allowing kids to share and debrief and learn. SIMS has partnered with SWOVA to deliver the 'RESPECT' program. The teachers helped redesign the curriculum and now co-facilitate the material with the facilitators. Full-time counselling is offered divided between two staff. One counsellor is also a trained Sex Ed. Facilitator and has been a great resource for the school. The community meetings provide fun experiences like the 'winter wrap-up' that include performances, games and food bank drive, building fun social connections with the place the student learn.

Saturna Elementary School/SEEC

Saturna School is promoting student wellness in a variety of ways. A major focus for all staff is helping students have positive interactions with one another to help increase their sense of belonging at school. Programs such as Gotcha, where staff are recognizing and documenting safe, kind and responsible behaviour, as well as the Kindness Box, where the students recognize these same attributes in each other.

The buddy system, which was implemented at the beginning of the school year, is creating and promoting connections between SEEC and elementary students. The reciprocal benefit is to help provide positive role models for the younger students and give the SEEC students more island connections while they are away from home.

Along with the emotional support and wellness, the school is promoting physical wellness. Efforts are supported through regular body breaks, exercise and providing fruits and vegetables for healthy snacks.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – January 29, 2020 at the School Board Office
- (b) Regular Board Meeting – January 15, 2020 at the Salt Spring Elementary School

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 4:01 p.m.

CARRIED 160/19



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Date: _____

Chairperson

Certified Correct:

Secretary Treasurer