



**MINUTES OF THE SPECIAL BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**SCHOOL BOARD OFFICE**  
**2020 01 29**

**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  
D'Arcy Deacon  
Doug Livingston  
Jesse Guy  
Lori Deacon  
Clare Nuyens  
Richard Frost

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

Judy Smith  
Shelly Johnson  
Larry Melious  
Deborah Nostdal  
Mark Kitteringham

Principal, Saltspring Island Middle School  
Principal, Salt Spring Elementary 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.

**1. ADOPTION OF AGENDA**

Additions:

- 10(d) Salt Spring Island CRD Trustee Representative

Moved and seconded that the agenda for the Special Board Meeting, Public Session held 2020 01 29 be adopted as amended.

CARRIED 01/20

**2. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 12 11 be approved as presented.

CARRIED 02/20

**3. IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 12 11 as presented.

CARRIED 03/20

**4. BUSINESS ARISING**



5. **CORRESPONDENCE**

(a) **Letter from Minister Trevena – Active Transportation Strategy**

Shared letter of response from Ministry Trevena. Efforts will be made to connect with Michael Pearson, from the Ministry of Transportation, to attend a future meeting of the Board.

(b) **Letter from Minister Fleming**

Shared letter from Minister Fleming regarding the ongoing work of the Ministry.

6. **DELEGATIONS**

(a) **Saltspring Island Middle School Plan Presentation**

Principal Judy Smith shared the challenges of working with adolescents and how the adolescent brain is at its height in its capacity to learn. She characterized SIMS students as able, kind, and emotionally intelligent, stating that most SIMS students are on-track in their learning according to this year's FSA literacy and numeracy results. The results will be used as a baseline moving forward and to guide implementation of teaching strategies (sprints, learning groups, assessments) designed to stretch learning and improve outcomes.

This year, staff are piloting competency-based assessment and an alternative reporting process as a relevant, timely, and meaningful way of looking at and reporting student achievement. The general level of comfort with technology remains a challenge for some staff and parents. Ms. Smith shared the email, online form, and survey feedback received regarding the new student progress reporting. A parent focus group will meet next week to work with staff on the competency-based assessment in practice.

(b) **Salt Spring Elementary School Plan Presentation**

Principal Shelly Johnson focused her presentation on how Salt Spring Elementary School's School Plan aligns with the District Strategic Plan. She characterized the school as a healthy and welcoming place where students feel safe and connected. School goals focus on improving reading and writing. Strategies used by staff to improve literacy include school-wide reading assessment, collaborative professional development and additional literacy support for those not yet meeting expectation. She was pleased to note that school and provincial literacy assessment results are consistent with each other.

Ms. Johnson expressed the importance of staff connecting with SIMS staff to ensure students are prepared when they leave elementary school for middle school.

Sustainability and involving community are school values that directly link to the Strategic Plan. Inclusive kids, supportive parents, and dedicated staff are Salt Spring Elementary School strengths. Supporting needs, finding time to collaborate, learning from each other, and assessment practices and Salt Spring Elementary School challenges.

Moved and seconded to move item 10(c) Indigenous Education Report next on the agenda.

CARRIED 04/20

10. **COMMITTEE REPORTS**

(c) **Indigenous Education Committee Report**

i. *Draft Indigenous Education Enhancement Agreement.*

Shelley Lawson shared the Draft Indigenous Education Enhancement Agreement for approval. She asked for feedback, specifically regarding the appendices, signatories and Goal 2 - Culture. Discussion regarding Goal 2 and the use of the term "mandatory" when



prescribing curriculum for middle years students. Suggested removing the term mandatory and amending to “working towards creating indigenous course content in middle years curriculum.”

Moved and seconded that the Board of Education approves the 2020-2025 Indigenous Education Enhancement Agreement as amended.

CARRIED 05/20

7. **CHAIRPERSON’S REPORT**

(a) **2020 Board Committees**

Shared the Board Committees document for 2020.

(b) **BCSTA Leadership Series (FESL)**

Trustees will be attending the BCSTA Leadership Series in Victoria on February 13<sup>th</sup> to discuss the District’s Framework for Enhancing Student Learning (FESL). SD 64 is part of a small pilot group involved in redesigning the Framework.

8. **SUPERINTENDENT’S REPORT**

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

Executive Assistant Clare Nuyens shared insights into learning in SD64 through the analysis of district level data. She emphasised the importance of deciding what it is we want to look at, knowing why we are looking for evidence, and choosing our metrics wisely.

The district has seen recent significant improvements in six-year completion and FSA participation rates. She shared results from last year’s student learning survey which identify grades 7s as the most at risk cohort, falling below the provincial average on many measures.

(b) **Island Leadership Coalition (ILC)**

Superintendent Scott Benwell informed trustees of an opportunity for island school districts to participate in learning opportunities as a group. The district is planning to send a team of teacher leaders to the Nanaimo ILC, on March 6 where the central theme of the meeting will be “Leading in an era of Truth and Reconciliation.”

(c) **Hakai Institute – Pender**

Dr. Benwell shared that Principal Adrian Pendergast has been instrumental in organizing a student trip to the Hakai Institute. Hakai is an ecological research facility that allows students to attend and work alongside international researchers and experts in the field. Pender Islands School will be the first school outside of the central coast to be invited.

(d) **iPass Grant Opportunity**

Mayne and Pender staff will receive a small amount of additional funding to support staff working on the new iPass (integrated Performance Assessment for Student Success) reporting system.

D’Arcy Deacon left the meeting at 2:45 a.m.

9. **SECRETARY TREASURER’S REPORT**

(a) **Financial Report**



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Secretary Treasurer Guy shared the monthly expenditure report for December. She explained that, the district is on track and in a good place financially. She reminded trustees that we are in funding protection and need to plan responsibly for the coming years. She also reminded trustees that we still do not have the revised funding model or how that model will impact next year's budget.

**(b) Amended Budget Bylaw (1<sup>st</sup> Reading)**

Ms. Guy shared the amended Annual Budget for the amount of \$26,135,040. She explained that even with additional expenses, the district can anticipate an approximate surplus of \$1,000,000 as planned.

Rob Pingle read the 2019/2020 Amended Budget Bylaw, prepared in accordance with the *School Act*.

Moved and seconded that the 2019/2020 Amended Budget Bylaw be read a first time and passed.

CARRIED 06/20

Shelley Lawson and Janelle Lawson left the meeting at 3:00 p.m.

**(c) Executive Compensation Disclosure**

Ms. Guy informed trustees that the 2018-2019 Public Sector Executive Compensation Disclosure Statements for SD 64 is now publicly available on the provincial government website.

**(d) Salt Spring Island CRD Facilities Agreement Trustee Representation**

Ms. Guy reported that a trustee is needed to represent the Board on the Salt Spring Island CRD Facilities Agreement Committee. Trustee Boulter volunteered to sit on the committee.

**10. COMMITTEE REPORTS**

**(a) Committee of the Whole Report**

The Committee of the Whole set the Terms of Reference for the Climate Action Working Committee. Trustees Stefanie Denz and Shelley Lawson will sit on the committee and Trustee Greg Lucas will Chair. The committee will meet at least three times before reporting back to the Committee of the Whole in June.

**(b) Education Committee Report**

The Education Committee set the Terms of Reference for the Configuration Feedback Review Committee. The committee will meet at least three times before reporting to the Education Committee in April. Trustees Boulter and Lucas will sit on the committee with trustee Janelle Lawson as chair.

**11. TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received.

Topic: How is your school engaging students in relevant and inspiring experiences that promote curiosity and a love of learning? (Inspire Learning, Goal 1).

***Fernwood Elementary School***

Fernwood has been working with whole school 'green screen' projects that has aided in making writing curriculum fun and engaging. Students write a script and then video themselves with a Green screen background to then edit it fun visuals. A whole school survey illustrated that the nature classroom students feel inspired by learning outside and exploring the natural world to learn about Math, Ecology, Literature and Art. The Grade 4/5's and the 2/3's have been doing STEM activities with large cardboard, Glue, and Tape structures that have the students very engaged. The walls at Fernwood are filled with students' classroom work, writing and art projects that honour accomplishments. Classroom teachers are utilizing fun and interactive games that help make Math concepts



engaging. The school has been working with multi-age collaborative play engagements (based on new research on birth-8 yrs play importance) that have fostered positive connections amongst the students inspiring social emotional wellness. Fernwood is located close to the Ocean and a lake and Farms that offer many opportunities for all classrooms to explore and discover the natural world.

#### ***Fulford Community Elementary School***

Fulford Elementary is known for its creative projects to inspire learning in their students. The grade 2/3 's and nature class get hands-on experience working once a week in the garden, adding indigenous learning around plants. In another class, students are wondering what they can make with their new 3d printer. Their curiosity around the new printer is inspiring them to learn about coding and robotics. This same Grade 4/5 is going to GISS next week to learn at a sharing robotics fair presented and demonstrated by the grade 10 students there. Encouraging the younger students to participate with older students keeps younger students engaged and enthusiastic and older students responsible for their learning. Maker fairs are a growing scene where technology and the expressive arts come together, promoting curiosity and a love for learning.

The Grade 3/4 class will also be engaging with the Grade 5's for Lego robotics investigation and building. The Grade 3/4 are engaged in integrative math and literature lessons using storytelling. The Kindergarten class is constantly using inquiry in their daily forays outside. This includes the forest which offers many secrets for students to be curious and inspired to learn more about.

Whole school art activities have long been ways in which Fulford school brings students along in group learning. These projects, such as the new fish mural on the outside gym wall, promote pride, connection to place, and belonging. Parents who were previous students remember fondly art projects and the inspiring lessons they learned.

#### ***Galiano Community School***

At Galiano Community School, we work hard to ensure students are able to explore their passions, through a variety of special programming and in accessing the curriculum.

Through a program called Exploratories, students are invited to participate a variety of activities hosted by community members and staff. Things like knitting, sewing, carpentry, choir, computer animation and improv allow students to learn new things and master favorite activities.

Students from Grades 4-8 will be involved in the Science Fair on Pender Island, either as participants or observers, based on their interest. This will be a follow-up to Science curriculum currently being taught.

The intermediate students are currently learning the fine art of researching, and while everyone is using the same scientific method, students have been given the freedom to choose their own topics and have been encouraged to be curious about new things!

#### ***Gulf Islands Secondary School***

January is exam month and GISS is addressing the question above by preparing kids to go beyond the basics of the foundational curriculum, through creatively sharing what they learn with younger students. This is in part a response to regular whole school writes BC students are now doing for assessment, such as the grade 10 whole school numeracy write in November 2019. For GISS staff the new approach to numeracy and literacy assessment called for innovation, and they are implementing a sharing between GISS students and their younger cohorts in the district. By demonstrating and teaching younger students, GISS students will need to know their content. This also prepares students for what might be a stressful and anxiety producing situation, as questions are not being posed in the way they have been in the provincial exams of previous years. Students are encouraged to take greater ownership of their learning in the following ways: 1. the Robotics 11 class is inviting the SSE students to GISS to



see their display. GISS students will then demonstrate and explain to their younger cohort the hows, whys and whats of their creations. 2. Human Anatomy and Physiology grade 12. are making a field trip to Fernwood El. School to do the same, on what they have learned in the past semester. 3. Students will be having exit interviews with their teachers to demonstrate their learning guided by prompting questions. Through sharing students build pride in their ability and bring more meaning and value to their knowledge.

When GISS teachers looked at the new curriculum assessment they also saw opportunities to collaborate with each other and are making cross curricular projects thus deepening learning environments. The shared projects again encourage students to reach beyond what they need to learn for foundational literacy and numeracy, becoming more creative in their learning styles and promoting curiosity. The collaborative aspects and ownership on students will ideally provide a broader spectrum for learners to experience deeper appreciation of content, growth and confidence. The hope is also, that through the cross curricular and cross district sharing and learning, anxiety around the new exam systems will be alleviated.

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

At Mayne Island School, student passion and enthusiasm support lesson planning. Using an inquiry approach, including events and personal interests, keeps students engaged and excited about topics that are current and relevant to them. Small class sizes enable the teachers to develop lessons that are tailored to each grade level and are adaptable to students' own curiosities. In the intermediate class, the Leadership Team are planning Spirit Days as well as making arrangements to attend the Science Fair on Pender this year. As always, outdoor learning opportunities are abundant on our own campus as well as in the field. Outside experts coming into the school expose students to new and exciting ideas and concepts. A Reading Club is in the process of being developed and will match students with their "Just Right" books. Our teachers also do an excellent job of modeling a love of learning within their own lives- sharing stories with the students of their adventures while travelling and also by furthering their own educations and experiences

#### ***Pender Islands Elementary Secondary School***

Pender Island School is talking about our ongoing mission to create sustained relevant studies, promoting inter island shared experiences and resources including the science fair on February 26th, Mt. Seymour and Mt. Washington trips as well as the upcoming Times Colonist 10k event.

Our administration currently is also planning on taking part in studies program associations with the Scientific research institution within the coastal margin of BC

Principal Pendergast specifically underscores that we also continue to work on bolstering our baseline basic skill set "three R's".

Meanwhile Quinten leads our indigenous studies program which we are looking to expand beyond our current eight hours. We are committed to renew our friendship and student partner groups with the Saanich Indigenous School, with an aim towards learning more about local history and culture, truth and reconciliation

Additionally, we will benefit this new semester from arts grant funding through "Ptarmigan" exploring mini programs such as dance class at lunch, movie making for an upcoming kids cinema fest as well as "art on the fence" and wintertime lantern workshop sessions.

New for this semester also is a Pride, SOGI based club while a more ongoing goal of ours is to reach out to community for volunteers for mentor ship opportunities and more specifically at present, to assist in re starting activity in our shop class.

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



The Phoenix teaching staff are skilled at designing lessons that are engaging in a multi-age environment. They present a high capacity for innovation and build a challenging task into lesson plans to engage all ages. This requires a strong knowledge of the student's ability and interests as well as flexibility with ample observation to see what the students learn and report back. Interactive education opportunities tap into a deep part of the student's desire and enhance their willingness to learn. To address the foundational areas the students are grouped by ability which allows for higher definition of the content. Students are presented with the ability to change groups if necessary but often they progress at a similar pace and build on their ability together. This collective sense of accomplishment is a key aspect to the students stay curious and with a love of learning.

### ***Salt Spring Elementary School***

As one walks through the halls of SSE, visuals of inspiration are everywhere. The saltwater sea aquarium in the entrance offers a connection to the natural world. Beside that is the white board that tells of the daily joke contributed by the students and the quote of the week inspired by a SIMS student. Down the hall from this is the tower garden, and along the walls are artwork and nature-based math problems. SSE has a thriving garden program facilitated by parents and utilized by the staff and students that offers physical beauty and green wellness to learn in. The Garden is expanding into a partnership with an Indigenous knowledge keeper and plant signs that will be written in English, French and a first people's language. Each classroom is situated on the floor of 'water', 'air', or 'land' with names like Bears, Beavers, Owls etc. engaging students in an identity connection to where they learn. The whole school participates in a 'reading blitz' during the month of February that can include a no screen time challenge. Special guests come in to read, kids line up in the hallways to read together as a whole school, and Staff perform 'Readers Theatre'. The whole school also participates in 'Read-ins' through the year to inspire a love of reading.

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

SIMS is focusing on the curricular competencies to assess where the students are and plan where they are going. A growth mindset is encouraged to ensure students stay engaged. Staff allow students to show their proficiency and create opportunities for engagement through relevant and important topics like the federal election and climate change. Although it wasn't intended these topics found their way into the students' school wide write submissions, which shows the high level thinking that is happening. The focus on curricular competency increases the depth of conversation and engagement with students. The staff are also taking the conversation deeper with the students by implementing a student council that meets once a month. During the meetings students are discussing exploratory planning among other things. The goal is to create exploratories that are more engaging while challenging students to grow and try new things.

### ***Saturna Elementary School/SEEC***

Saturna School is engaging students in relevant and inspiring experiences that inspire learning through many different avenues.

Focusing on literacy, the school has several initiatives to inspire relevant learning experiences. There is an intergenerational tie that is bringing readers together; through the buddy system with SEEC and elementary students as well as our District community volunteer readers that also work with the elementary students. These two groups are allowing our youngest readers to see and hear reading through teenage, adult and senior lenses. We have also had the opportunity to have both SEEC and elementary students published in our local monthly island newsletter, Saturna Scribbler.

Learning in the Gulf Islands is another unique benefit our educators have to take learning cues from our connection to land, beach and forest. Outdoor exploring is a natural way to find engaging and inspiring learning opportunities. Some of the opportunities the students have already had this year include, Goldstream Salmon egg embedding, bat research, hydrophone climate action project and eelgrass rehabilitation.



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Before Christmas break all of our students also had the opportunity to meet one on one with our local MLA, Adam Olsen. This was another unique experience that had our students learning and curious about governments and social studies.

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

(a) Committee Day – February 26, 2020 at the School Board Office

(b) Regular Board Meeting – February 12, 2020 at Fernwood Elementary School

**15. ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:12 p.m.

CARRIED 07/20

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

\_\_\_\_\_  
Chairperson

Certified Correct:

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