



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**FERNWOOD ELEMENTARY SCHOOL**  
**2020 02 12**

<b>Present:</b>	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
	D'Arcy Deacon	Director of Instruction, HR
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Kelda Logan	Principal, Fernwood Elementary School
Andrew McPhee	GITA rep.	
Marc Kitteringham	Driftwood Representative	
<b>Regrets:</b>	Larry Melious	CUPE President
	Deborah Nostdal	GITA President

The meeting was called to order at 1:02 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.

Chair Pingle acknowledged that this is Marc Kitteringham's last meeting and wished Marc all the best on behalf of the Board.

**1. ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2020 02 12 be adopted as presented.

CARRIED 08/20

**2. APPROVAL OF MINUTES**

10 (c) – correct spelling of Shelley Lawson's name

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2020 01 29 be approved as amended.

CARRIED 09/20

**3. IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2020 01 29 as presented.

CARRIED 10/20

**4. BUSINESS ARISING**

**5. CORRESPONDENCE**

**(a) Letter re: Premier's Awards for Excellence in Education**

Shared a letter from the Premier regarding the Excellence in Education Awards.



6. **DELEGATIONS**

(a) **Nancy MacDonald – District Configuration**

Former SD64 trustee, teacher and administrator Nancy MacDonald stated her ongoing support of configuration review. She encouraged the committee to look at educational priorities and what is best for learners in our district, stating that courage, not fear is needed. She expressed her support for outer island schools and communities and her hope that these conversations will enhance the experience for students and families.

Ms. MacDonald asked trustees to take a hard look at the Middle School and consider closing the program, and to remain focussed on the ideas and opinions central to configuration. She would like to see more consolidation of services and access and equity that is fair and reasonable. Ms. MacDonald reiterated that sometimes, this means discontinuing programs that, although valuable, may not be sustainable or provide equitable service and access to learners across the district.

Ms. MacDonald asked trustees to consider the possibility of further consultation. She expressed that, in her experience, the middle school concept seldom plays out as intended. Keeping middle years students together as a group brings other unintended issues into play. Any proposed school configuration models will need to consider upcoming enrolment and building capacity. She summarized by stating that the process of configuration review is not about what we are losing, but rather, what can be gained.

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

Principal Kelda Logan was happy to showcase her school and the fantastic things happening at Fernwood Elementary. She shared feedback from visiting administrators who commented on seeing evidence of intentional design, differentiated instruction, sustained efforts of students, structural design of student groupings, and strong evidence of teacher/student contact time.

The school plan goals focus on Literacy and fostering a caring school culture. Students participate in literacy groups to work on decoding and fluency. School-Wide-Writes offer opportunity for staff to collaborate and identify areas for focus and improvement. Other strategies used to assess student learning include Fast Forward Reading, Peer Reading, and On to One Adult Reading. Many staff trained in the Orton-Gillingham approach.

Survey data is used to measure students' feelings of belonging and connectedness at school. The tool is used to identify students who might be at risk and ensure no student is left behind.

7. **CHAIRPERSON'S REPORT**

(a) **Draft 2020/2021 School Calendar**

This is the last opportunity to receive feedback for the Board to considered amendments to the draft 2020/2021 calendar. The calendar will be brought to the March Board meeting for adoption.

Scott Benwell explained that this draft calendar represents a unique year and requires some adjustments if the district is to maintain a two-week spring break. BCPSEA, the BCTF, the Board of Education and GITA will need to approval a joint Memorandum of Understanding once the proposed calendar is adopted.

(b) **BCPSEA AGM**

Shelley Lawson reported on the BCPSEA AGM. D'Arcy Deacon and Janelle Lawson also attended. She reported that the event provided a great team building, networking, and learning opportunity.



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(c) **Mayne Island Lions Club – Request to Serve Alcohol**

Mayne Island Lions Club submitted a request to serve alcohol on district property.

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Mayne Island Lions Club request to serve alcohol at its Fund Raiser Cook-off on March 28, 2020 at Mayne Island Elementary Jr. Secondary School.

CARRIED 11/20

8. **SUPERINTENDENT’S REPORT**

(a) **Framework for Enhancing Student Learning**

SD64 is involved in a nine-district pilot helping the Ministry redesign the Framework for Enhancing Student Learning. Scott Benwell, D’Arcy Deacon and Shelley Lawson attended the February meeting which focussed on Indigenous education. It was an inspiring learning opportunity for all.

(b) **Mental Health in Schools Grant**

Doug Livingston informed trustees that this year the district’s application for the Mental Health in Schools Grant focuses on social/emotional learning and trauma-informed work. Plans are to bring data from the Student Learning Survey into iPass (integrated Performance and Assessment for Student Success) in order to find connections with student achievement that will better inform practice.

(c) **FSA Results**

Dr. Benwell stated that the district is starting to receive insights from the data gathered from this year’s FSA. The Ministry has released district-level data to help districts calibrate where students are in their learning. He noted that there is work to be done in the area of numeracy.

(d) **2019/2020 Class Size Report**

D’Arcy Deacon shared the Ministry report on class size and composition. He noted that, in a provincial comparison, SD64 is below the provincial average for all class size groupings. He stated that these averages will be considered during this year’s staffing process.

(e) **Staffing Update**

Mr. Deacon reported that the district is approaching the staffing process from a student-centred perspective. Senior staff are beginning to look at preliminary enrolment numbers to inform next steps for the 2020/2021 school year.

(f) **Enrolment 2020/2021**

Jesse Guy stated that February 14<sup>th</sup> is the Ministry deadline for submitting projected enrolment for 2020/2021. Projections relate to preliminary operational funding from the Ministry prior to the September 1701 report. Currently, the district is anticipating enrolment of 1440 FTE students. This number does not include international students.

9. **SECRETARY TREASURER’S REPORT**

(a) **Financial Report**

Ms. Guy shared the monthly expenditure report for January. The district remains on track with spending and within budget as planned.



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**(b) Amended Annual Budget 2019/2020 Bylaw**

Ms. Guy shared the amended Annual Budget for the amount of \$26,135,040. The 2019/2020 Amended Budget Bylaw received 1<sup>st</sup> reading at the January 29, 2020 special public meeting of the Board.

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 second time and passed.

CARRIED 12/20

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

CARRIED 13/20

**10. COMMITTEE REPORTS**

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

Committee of the Whole Summary received by consensus.

**(b) Education Committee Report**

Education Committee Summary received by consensus.

**11. TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received.

Topic: What assessment practices does your school utilize to offer evidence of program success on a regular basis? (Objective 1.1)

***Fernwood Elementary School***

Fernwood utilizes standard tests such as DART, EPRA reading screens, and PM benchmarks. The DMA diagnostic is used with the 3-4-5 classes with K/1 math screens. FSA's are offered for the Grade 4 students, and the whole school participates in School-Wide-Writes. This data has been uploaded to the district IPASS. Kelda does individual interviews with the entire school body to assess social/emotional wellness, with questions like; Do you feel Joy at school, do you have friends, and do you like school and why? Each classroom does their own morning meeting temperature check ins and teachers are constantly doing formative assessments to help adjust practices with each student. The nature classes are looking at Pedagogical Narration as a way to make the learning of interactive play more visible.

***Fulford Community Elementary School***

At Fulford Elementary phonological awareness and alphabet tools put out by the district in IPASS are used to for grade 1 and k, and anyone who is behind in literacy. Though Fulford school values numeracy lessons, they are currently focusing more on writing goals over math as that is where the need seems to be.

This year Fulford school is piloting the island reading assessment for grade 3-5 developed by the (Vancouver) Island Literacy Network, which Sd64 teachers have been involved with for years. The staff uses the writing continuum to develop and their solicit lessons. Students look at their work and compare it where they should be at in the continuum.

Every classroom teacher and resource teacher use the iPASS reading and writing performance standard at the



beginning and end of year. Fulford school did a whole school write in the fall and from that decided to focus on sentence building. As a whole school, Fulford is using the writing trait of sentence fluency. Each student will do a writing sample which will establish their baseline, working at for 5 or 6 weeks, and then students will do another sample on their work, and then they directly compare. Students will then make reflections on the page; 1. What I noticed then, 2. What I noticed now, 3. Something I am proud of, 4. Something I want to get better at. These reflections will be shared with parents at student led conferences in March. Students who need extra literacy support are using Orton Gillingham assessment tools which include phonetic testing, as well as spelling, reading and fluency tests.

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

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

GISS Regular classroom assessment varies between each class, with project-based assignments, group work presentations, quizzes and tests showing student's learning. Recently, with the flexibility in the new BC exam system and numeracy assessment, the ongoing evidence from our student feedback is that GISS students is above provincial average. The feedback the Ministry received was from the provincial Grade 10 numeracy assessment with all different types of questions. In general school wide task development is used to see where school is at in Numeracy. Report cards for students goes out twice a year at the beginning of the term (October & February) with reflective comments from teachers on their students. Parent teacher meeting requests are then made for kids who are not meeting expectations, and discussions are held on what can be done to help students. A midterm in November and final exams in January are written substantiating standard letter grade report cards with individual teacher comments to be taken home by students to their parents. Total of six written assessments are made over the two terms in the year.

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

Most recently, staff have been learning how to use and integrate the IPASS system into their assessment practices. Teachers have been exploring how to use this new system most effectively by gathering data broadly (school-wide) as well as micro (individual student) data. Everyone is excited about this new process which will stay with students throughout their educational path regardless of their teacher or school. Regular school-wide writes also help to track student progress and help teachers gauge intervention measures' successes. Throughout the year, regular assessments for students not yet meeting or approaching their learning goals help teachers ensure students are on track. Goal/target setting calendars and charts are in the process of being created to help families follow their child's progress to engage parents in a collaborative role for their child's learning. These tools also aid teachers in following and measuring whether a child has reached their learning target and is ready to test.

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

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

Through conversations with students and parents it is felt that more robust programs need to be provided in the applied design, skills and technology curriculum as well the arts and physical and health education. Staff are creating a mentorship program to provide connections for the students to opportunities that fill in the identified gaps based on the interests of each student. It is felt that the current Student Learning Survey will generate additional data to identify the different facets of engagement and satisfaction of what's provided. The goal is to maximize the programs offered to this relatively small cohort of students while maintaining the uniqueness of the multi-grade classrooms the school is known for.

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

The whole school participates in a phonological reading assessment and a school wide write. The staff utilize PM benchmarks and the students are engaged in self-assessments through student led conferences that communicate their progress to their parent/guardians. The DMA diagnostic assessments are used with grade 3/4/5's. The grade



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4's participate in FSA assessments. It is important to note that individual teachers utilize variety of tools within their own classroom to assess and re-assess students on an ongoing basis to help re-calibrate their teaching methods daily. There also is special attention given to collaborate amongst the staff to assess and prepare students for their next transitions in Grades and/or school.

***Saltspring Island Middle School***

As a triple track school with English, Late French Immersion and MYSEEC offered in all grades the school works hard to ensure there is a balance to what is offered and all programs are supported equally. As the English program is considered the regular steam the standard assessment practices are maintained with teachers self-evaluating and developing their program delivery through professional development and building a deeper understanding of the competency-based assessment. This can be said for all teachers in the school but with the Late French Immersion and MYSEEC there are other sources of assessment. In French, language assessment forms the base of the work done as students build an understanding of French primarily with limited past experience. At the end of each year the development of the student's ability to work within the French language shows success of the program with the addition of retention of students year of year as another indicator. Within MYSEEC at this time success is determined through anecdotal review. As students transition to high school this program maintains the greatest connection with alumni students and parents and this is seen as an indicator of its success.

***Saturna Elementary School/SEEC***

At Saturna School many different assessment practices are being utilized, offering evidence of learning on a regular basis.

In our elementary program we have a large grade spread of K-5 in one classroom. This makes formative and regular assessment practices a great way for our Teacher to keep all levels engaged and moving forward together and individually. Some very practical and daily practices include, thumbs up/thumbs sideways, summarizing thoughts and learning in small groups or one on one. Chalk boards are used to allow students to show work and some of the older students are also utilizing power point presentations and posters to showcase their learning. For our primary students, verbal communication with letter recognition through names and sounds is practiced daily. Student lead conferences are held throughout the year are allowing students to showcase their own work and share with parents and friends.

In our SEEC program some new and exciting tools are being utilized to get the students engaged in documenting their learning. They are using Go Pros to create video clips and record frequent outdoor learning experiences. They are also creating a whiteboard with photos to showcase the year in review. Report cards are sent home with SEEC students. Both SEEC and elementary students are involved in the school wide write and educators are utilizing the performance standards to assess the student's writing.

**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 – March 11, 2020 at Gulf Islands Secondary School

**15. ADJOURNMENT**



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It was moved and seconded that the meeting be adjourned at 2:43 p.m.

CARRIED 14/20

Date: March 11, 2020

Rob Pingle  
Chairperson

Certified Correct:

Jesse Guy  
Secretary Treasurer