



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2021 04 14

Present:

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

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Jesse Guy
D'Arcy Deacon
Boe Beardsmore
Lori Deacon

Superintendent of Schools
Secretary Treasurer
Director of Instruction, Human Resources
Director of Instruction, Learning Services
Executive Assistant

Ian Mitchell
Angela Thomas
Shelly Johnson
Jodie Miller
Tania Aguila
Elizabeth Nolan

GITA President
CUPE President
GIPVPA Co-Chair
Director of Facilities and Transportation
Administrative Assistant, Plant Services
Driftwood Representative

Regrets:

The meeting was called to order at 1:00 p.m. by Chair Boulter. Trustee Lucas acknowledged, with honour and respect, that this meeting is taking place on the traditional territory of the Coast Salish peoples - huy ch q'u.

1. ADOPTION OF AGENDA

Move Policy Committee Report to follow 6. Delegations
Addition: 9(d) Request for Support, GISS Rowing

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 04 14 be adopted as amended.

CARRIED 37/21

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 02 10 be approved as presented.

CARRIED 38/21

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2021 02 10 as presented.

CARRIED 39/21

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2021 03 05 as presented.

CARRIED 40/21



4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Minister of Education Response re: Inter-Island Transportation**

Received as correspondence. This letter has been forwarded to the Finance, Audit and Facilities Committee for consideration.

(b) **Ministry of Transportation Email Response**

Received as correspondence. This letter has been forwarded to the Finance, Audit and Facilities Committee for consideration.

(c) **Parent Letter re: FSA**

Received as correspondence. Superintendent Benwell explained that the process for distribution of union materials from the BCTF is outlined in a provincial agreement between BCPSEA and the BCTF.

6. **DELEGATIONS**

(a) **Student Bus Transportation Registration Presentation – Jodie Miller/Tania Aguila**

Director of Facilities and Transportation Jodie Miller and Administrative Assistant Tania Aguila presented on the development of a student bus registration platform. After much research on how other districts manage transportation services, Ms. Aguila has designed an online registration form that will support student registration in April/May for service the following year. Preliminary testing has received positive feedback.

Ms. Miller informed trustees of an upcoming pilot project for the potential implementation of student bus passes and real time GPS tracking.

10. (e) **Policy Committee Report**

i. *Draft Policy/Procedure 6950 Child Care*

District are required, under the School Act, to develop policy around the provision of Child Care. Draft policy and procedure were created from a template provided by BCSTA.

The following Notice of Motion was presented: That the Board adopt Policy and Procedure 6950 Child Care. This motion will be considered at the regular public Board meeting on May 12, 2021.

The draft policy and procedure will be circulated for feedback and brought to Policy Committee meeting on May 12, 2021 for consideration.

ii. *Procedure 4250 Student Medical Care Plan*

This procedure was amended to include a support plan for students with diabetes. A record of form 4250-3 School Log of Actions could not be found so a new form has been drafted for consideration.

Moved and seconded that the Board approve amendments to Procedure 4250 Medical Care Plan and adopt procedural form 4250-4 Diabetes Support Plan.

CARRIED 41/21



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Draft form 4250-3 School Log of Actions and Administration of Medications to a Student will be circulated for feedback. Feedback will be considered by the Policy Committee at its May meeting.

iii. Policy 520 Learning Services

This policy was amended to reference the BC Special Education Services Manual and Hospital Homebound program.

Moved and seconded that the Board approve amendments to Policy 520 Learning Services to reference the BC Special Education Services Manual and hospital homebound program delivery.

CARRIED 42/21

iv. Draft Policy/Procedure 6300 Retention and Destruction of Records

A Notice of Motion to adopt Policy and Procedure 6300 Retention and Destruction of Records was given at the November 18, 2020 public meeting. Feedback has been received and amendments will be considered by the Policy Committee on April 28, 2021. The motion will be brought back to the Regular Public Meeting on May 12, 2021.

7. CHAIRPERSON'S REPORT

(a) Terms of Reference – Inter Island Transportation Working Group

A draft Terms of Reference were created as directed by the Board at its February public meeting with the intent to strike a Working Group for Inter-Island Transportation. Since then, discussions in Committee of the Whole have led to the decision that an Inter-Island Transportation Working Group will not be struck at this time.

8. SUPERINTENDENT'S REPORT

(a) Framework for Enhancing Student Learning

Scott Benwell reported that, as per Ministerial Order, the district is required to submit a Board approved report on our Framework for Enhancing Student Learning no later than September 30, 2021. The Ministry has identified specific educational outcomes that districts must address in their Framework. Engagement with stakeholders is part of the development process. A draft form was designed to invite conversation regarding potential actions to support outcomes and targets and to identify additional outcomes to support SD64 students.

(b) Staffing and Enrolment

D'Arcy Deacon reported that all annual staffing processes are on track. Specific attention is being made to connect with individuals who have been impacted by the SIMS closure. Currently, staff are working with school principals to determine classroom configurations and student need for the fall.

(c) 2021/2022 Operations

Staff updated trustees on the work being done to support a successful transition for September. French Immersion registration went well. Enrolment for grade 6 entry is at capacity and only a couple of students are on a waitlist. Facilities work has presented some challenges in securing trades labour, but the work continues as planned.



(d) **International Program Fees**

The Board considered an increase to the Gulf Islands International Program fee schedule for the 2022/2023 school year:

Tuition: \$14,000 per year
Application fee: \$400
Homestay Placement and Monitoring fee: \$0
Homestay: \$1000 per month.
Medical: \$120 per month.
School Fee: \$800 (Full Year)

Total for Full Year: \$26,000 CAD (not including application fee)

Moved and seconded that the Board of Education approve the Internal Program Fee schedule increase for the 2022/2023 school year as proposed.

CARRIED 43/21

(e) **COVID-19 Response**

Boe Beardsmore reported on recent updates to health and safety procedures including enhanced mask-wearing for all students in grade 4-12 and all K-12 staff. Ms. Beardsmore will be meeting with the Rapid Response Team whose primary task is to support school districts in the Island Health region with COVID-19 protocols and to ensure district and school safety plans are well-developed and properly implemented.

A brief recess was called at 2:28 pm. Janelle Lawson left the meeting during the break. The meeting resumed at 2:35 pm.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly expenditure report for February and March. Spending is consistent and on budget within 3%.

(b) **2021/2022 Expenditure Plan**

Jesse Guy presented a budget reflecting the operationalization of configuration plans. Expenses were broken down into the current and next fiscal years.

(c) **Minor Capital Projects 2021/2022**

Jesse Guy reported on minor capital projects approved for the 2021/2022 school year. These include HVAC upgrades at Fernwood, Saturna, and GISS, as well as fire system upgrades at Galiano.

(d) **Request for Support, GISS Rowing**

Jesse Guy presented a request from the GISS junior rowing group to support a grant application for the purchase of new equipment. She requested the Board consider a motion to empower staff to provide letters of support for educational and operational purposes without the need for formal Board approval.

Moved and seconded the Board provide a letter in support of the GISS Jr. Rowers grant application to the Salt Spring Island Foundation for the purchase of equipment.

CARRIED 44/21



Moved and seconded that the board of education directs the Secretary Treasurer, on behalf of the board, to evaluate and provide letters of support, when deemed appropriate, for district or external groups who request board support for grants that support the educational and operation outcomes of the district.

Rob Pingle left the meeting at 3:00 pm. The motion was tabled by consensus and will be brought back to the May meeting for consideration.

10. **COMMITTEE REPORTS**

(a) **HR Committee Report**

Trustee Lucas reported on the morning's HR Committee meeting. At that meeting, trustees heard a presentation on the 2021/2022 staffing process, primarily as it relates to teacher staffing and the impact of closing SIMS.

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

The Finance, Audit and Facilities Committee summary 2021 02 24 was received.

(c) **Education Committee Report**

The Education Committee summaries for 2021 02 10 and 2021 02 24 were received.

(d) **Finance, Audit, and Facilities Committee Report**

The Finance, Audit and Facilities Committee summary 2021 02 24 was received.

(e) **Policy Committee Report**

The Policy Committee summary 2021 02 24 was received.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Trustee Lucas shared his school report.

Topic: Tell a success story of a student who was able to turn something around/catch up to their grade level. What did you and others in the school do to make that happen? (Strategic Plan Goal 1.1 Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning.)

Fernwood Elementary School

Principal Logan spoke to the success of a student now in an intermediate elementary grade that when they first came to Kindergarten, they didn't know the alphabet or the sounds, couldn't write any letters, and couldn't count to 10. They struggled to make eye contact and couldn't follow directions at all. Because of these learning struggles, they played by themselves, never spoke and even when spoken to, barely would say more than one word. Supports were put in place with diagnosis referrals, in class and out of class support and working with the home to develop visual assists to prepare for each day. The staff paired them with potential friends to set up those opportunities for friendship development. These supports have created many positive results. They have friends to play with and answer when you say hi in the halls. Their numeracy skills are improving, and they are almost reading at grade level. They just completed FSA shows they are achieving results for being "on track." It's a combination of the team that makes the difference - school - home - experts in the district - that have made the difference. More growth is expected especially since the school is changing to K - 7.



Fulford Community Elementary School

A success story of two students who joined our school reading well below grade level at that time:

Using a system of literacy intervention, a program based on integrated assessment (alphabet knowledge, phonological understanding, PM benchmark, and so on) teachers could determine exactly where the students were at and what was needed to get them to the same level as their cohort. The students immediately received literacy support and push in the classroom, as well as three times weekly small group literacy support. A year later, both students had moved ahead at least two years and were reading at grade level. This attests to the effectiveness of knowing what skills are missing and how to provide the support needed.

Often students not at grade level by end of grade three have a harder time catching up. This is just one example of the success of Fulford's literacy interventions. Students of all ages and grades who are not meeting expectations receive literacy support in one of our literacy support groups.

Galiano Community School

At Galiano Community School we complete initial reading, math and writing fall assessments for all of our students. We compile a spreadsheet to identify all learners who are struggling in any of these areas (any learner not yet meeting or approaching expectations). We meet as a school team to discuss the learning gaps that are currently affecting our students and identify ways that we can work together to grow our students' skills. At our monthly SBT meetings, we will formally re-visit our spreadsheet to celebrate successes and re-assess needs and supports.

Our staff is actively engaged in the formative assessment cycle. We begin the formative assessment cycle by collecting and analyzing our student data. We then determine which interventions will be most effective. Then we implement these plans and then begin the cycle once more with further data collection following our initial interventions. The formative assessment cycle reflects educator impact on student achievement by continually looking at the success of specific interventions and /or teaching strategies and then adjusting our practice.

One primary student was identified as struggling in Literacy and it was affecting his self-esteem. They would get upset during literacy blocks and did not like to read. We decided to provide extra literacy support two times a week in a small group with our LIST teacher. The school team (teachers and EAs) provided the student with lots of positive feedback and celebrated successes. The classroom teachers were in contact with the parents who were working with the student at home. Within two reporting periods they were meeting all the district phonological awareness markers and had moved up 8 levels in reading. Most importantly, they are becoming more confident and enjoys reading.

Gulf Islands Secondary School

This success story follows a student who had failed Math 10 last year. The student repeated Math 10 in the first quarter of 2020 was at a failing grade again. They were identified needing support from the 'FIT' team and given an incomplete instead of a fail. Supports were then implemented to engage with the student during Q2 to gain a competency in the subject enough to pass and ensure foundational understanding. This student learned why passing was important and built relationships with staff members that still utilizes support in Q3 for other classes. The student is now experiencing success in the TASK program and uses functional math with practical applications. There is confidence now that in 2022, they will receive their dogwood within the 5 year completion timeline.



Mayne Elementary/Jr. Secondary School

The school-wide intense focus on literacy over the past two years has led to many success stories. The specific and targeted work by teachers and staff to ensure all students are on track with their reading has resulted in a positive pattern and trend with progress for learners in all grade levels. This work is highlighted and confirmed with assessment results that show that 95% of students are currently meeting or exceeding grade level expectations in reading. For those that were not meeting expectations, with this targeted approach, some have progressed and even jumped multiple grade levels in their reading skills. Students and staff are motivated, with the school goal of all learners meeting or exceeding their grade level expectations. There is a culture evident throughout the school that encourages and celebrates a love of reading and learning for all.

Pender Islands Elementary Secondary School

Pender had a new student who came from a neighbouring large urban district. The family had a connection to Pender and had always thought of it as the child's "happy place". However, the family had hesitations about the supports that could be provided in such a smaller district. The student has high needs and had always relied on near one-one support from an EA. They had often been struggling at school and according to the parent would do very little work without assistance and would often run from the school ground. Due to the resistance to any assessment the student demonstrated very little learning from K-5 and prior report cards indicated assessment was difficult.

The core team at Pender involves the classroom teacher, an EA, administration, and our school LIST teacher. This team meets throughout the year to strategize on process and daily planning. The team debriefs after challenging situations and builds strong connections around the student to demonstrate support. The student has made great gains in recognizing they have a whole team of support. This way, if one person is away, it is "okay" and other members of the team are going to be there for support when needed. With this gradual growth of independence and reduced EA time, the student completes the majority of the assignments without EA support. They have been able to repeatedly demonstrate understanding and has demonstrated grade appropriate learning in all courses at the last reporting period. There are still humps to get over on a consistent basis to ensure each day is successful, but the student continues to show increased independence, and if they stay on trajectory, they will do great things towards graduation and after.

Phoenix Elementary School

This is a story of a student, who at the end of last year was struggling with writing. This was a very coachable student but also had very little faith in themselves with respect to writing. It should be noted that this student had recently received a learning disabilities designation for math, writing and reading. The pre-learning assessments in September indicated that this student continued to struggle with writing and after term one progress reports, was still not yet meeting grade level expectations.

Our school-wide efforts to shift student achievement in writing (through our EPIC Grant) has proved a layer of intervention that has shifted results for this and several other students in the last 4 months. By utilizing small writing groups, 4 times/week, that provide targeted instruction, research-based instructional practices, continuous feedback, and routine assessments; we have been able to shift results for many students. For the student in this example, they were able to move from not yet meeting expectations, to meeting expectations on progress reports and was "on-track" following participation on the FSA writing component. This student now demonstrates a sense of pride and belief in themselves that was not evident in the year prior. All great results in our books :)



Salt Spring Elementary School

Principal Johnson spoke of an intermediate elementary class whose parents were very nervous about their introduction to the school. Within the first hours of being at school the student had a significant meltdown. Frequently during the first weeks they were sent home but the classroom teacher reached out to the parents who were grateful to receive support. There was also work with the previous school to understand the student's history and assist with the transition. Although the student had no designation an EA was available to learn about the student's triggers. The classroom teacher encouraged whole class support and built a friend base. Today the student is well grounded, happy, learning well, with good self-regulation skills and no call homes for months. This is another example of a whole school and family approach to supporting a student in need.

Saltspring Island Middle School

SIMS used EPIC grant funds to create the Epic math project for some explicit successes for student learning. A teacher came three days a week to raise the math mind set. They used a math lab approach in the student centre, providing provocative math ideas for students to research for weeks at all angles. For example, every number can be palindrome. The teacher works with 3-6 students for 1/2 hour twice a week. The group changes based on student needs and teacher commendation. The lab is visible, and students walk by seeing the decorative buckets with pencil crayons, and the work on the white board displaying the program in a positive way.

As a measure of students' math mind set, at the beginning the student is asked- 'If math were a flavour of ice cream what would it be?' Answers were- Barf, vanilla with tomato chunks, etc. By the end of weeks of math lab, answers were -confetti candy birthday surprise flavour, and so on. Students are asked to create a visual of what a mathematician is at the beginning and then what it is after the math lab sessions, and the visual language clearly supports positive changes in attitude.

Grade 6&8 students joined the Math league contest (grade 7 did not as most had done the FSA.) and it was sold as difficult; 35 questions to be done in 30 minutes, with a good score being 16. SIMS students had scores of 12-19, which was very positive, and even better, students were excited to do the contest. Principal Smith has been taking students to the library to go over questions that were unsolvable.

Epic Math teaches best practice for teachers in math, with texts such as "Thinking Classrooms for Mathematics", by Liljedahl. SFU.

Principal Smith was invited to work with island numeracy and math leaders as part of a national group and talk about how to raise the level of math instruction, bringing resources back to teaching staff. The focus is on competency-based questions, to move from proficient math understanding to extending.

Saturna Elementary School/SEEC

This month's topic has given me an opportunity to hear about the educational team's cooperative efforts to enhance student success here on Saturna Island. It is a privilege to learn about individual achievement and the stories that accompany their journeys.

I was able to hear about one student in our elementary class who continues to hit milestones and learn new ways of engaging with learning, peers, and staff. Particularly, I was intrigued to learn that the music teacher from Pender had turned this student onto a trumpet, from this first introduction the trumpet has become part of their daily routine. Our EA actually purchased a trumpet for the student and token trumpet stickers are given out in support of positive behaviours and rewards are earned where this student is able to give an end of day trumpet concert for the other students.



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This year our SEEC program has 5 students graduating. There has been extra support provided where needed to ensure all successfully graduate high school and transition smoothly into their next chapters. One student was able to identify just in this grade 12 year that they have a literacy designation. This realization has not only allowed them to understand where the struggle has been for most of their school experience, but it has also allowed for scheduled one on one support. This has moved them from not completing the course to on-track for completion. One last share is from another grade 12 student. This student did not want to attend GISS for their grade 12 year, they wanted to continue on at SEEC. The problem was that the student did not have math credits, and these are not offered at the SEEC program. The student opted to take 2 distance learning math courses to earn the credits they need to graduate while attending the SEEC program. After the firsts quarter this student was in trouble, the distance learning was not going well and they were failing their first course. The team at Saturna school jumped in, there was direct one on one support offered from 3 different staff. By the beginning of April, they have passed their first course and have started the second. But even more exciting is they are understanding math! This student quoted "I feel powerful as a student, I feel I can do anything!"

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting: May 12, 2021 at 6:30 p.m.
- (b) Committee Day: April 28, 2021

15. ADJOURNMENT

Moved that the meeting be adjourned at 3:14 p.m.

CARRIED 45/21

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer