



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

MONDAY, DECEMBER 14, 2015 – 7:00 PM

School Board Office, Gold River, BC

A G E N D A

**Board of Education
Vancouver Island West School District 84**

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of November 9, 2015
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. District OH&S Committee Meeting
 - c. BCSTA Trustee Academy 2015
 - d. Enhancement Agreement Meeting
 - e. Working Relations Committee Meeting
9. **UNFINISHED BUSINESS**
 - a. Community Consultations 2015-2016
10. **NEW BUSINESS**
 - a. Election of Board Chairperson
 - b. Election of Board Vice-Chairperson
 - c. Employee Recognition and Service Awards
 - d. Actions for Learning Proposals
 - e. Calendar Changes for New Curriculum
11. **SUPERINTENDENT/SECRETARY-TREASURER/OPERATIONS SUPERVISOR'S REPORT**
 - a. Enrollment Report
 - b. Operations Report
 - c. Financial Warrants Update
 - d. District Programs Report
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. Monday, January 11, 2016 – School Board Office, Gold River
15. **ADJOURNMENT**

District Programs Report

JOLT:

Building on the success of Changing Results for Young Readers in previous years, the District has expanded the scope and focus of this collaborative inquiry group. While the focus of the group, facilitated by Dana Plett, remains on building literacy for all students by focusing on strategies that will have an impact on a "wonder child", the project has expanded to include teachers of all grades. To illustrate that our focus has expanded, the name of the group has shifted from "Young Readers" to "JOLT - Joyful Opportunities for Learning Team." Each participating teacher selects a "wonder child" – a student who is currently struggling with reading - and develops a hypothesis about strategies and approaches that might help this child. This forms the basis for the teacher's inquiry question which is pursued and refined throughout the year. In previous years, we have found that this approach has not only had a positive impact on the "wonder child", but has made a difference for all learners in the class. We are excited that this approach has now expanded to include teachers from primary through secondary, and that the JOLT team is now up to 12 members.

Teacher Mentorship:

According to BCTF research, Vancouver Island West School District 84 has the second highest percentage of "new" teachers (those with less than five years experience) in the Province, and the third lowest percentage of teachers with more than 20 years experience. This presents both a challenge and an opportunity. There is the challenge of ensuring that new teachers do not become overwhelmed and isolated as they develop in their professions; there is also great opportunity to support our newer teachers to develop the skills and mindsets necessary to enable all students to succeed. The Teacher Mentorship Program provides a coherent, sustainable, research-based system of support for teachers. Built on a model of collaborative inquiry, the program allows teachers to engage in reflection on their own practice with colleagues to examine difficult problems of practice. Support for the program comes from BCTF, BCSSA, UBC, and the Ministry of Education. School District 84 currently has 12 educators participating in the Teacher Mentorship Program, which has met twice for collaborative inquiry so far this year. The Mentorship Team appreciates the efforts at our schools to provide release time to allow teachers to participate.

VIU Rural Leadership Capacity Project:

To support the capacity of the School District to facilitate inquiry and professional learning, educators from SD84 (Dana Plett, Catherine Wilson, Stephen Larre) are participating in the VIU Rural Leadership Capacity Project. This project involves rural school districts across the Province, assisting member districts in building the district's culture and capacity to support professional inquiry. The SD84 team has taken the opportunity to develop an inquiry question for the Network of Innovation and Inquiry - "*How will the use of inquiry in professional learning groups (e.g. Mentorship, JOLT, Diversity Series) create a culture of collaboration for responsive, reflective practice in SD84?*" Our goal is to build a culture in the District where collaborative professional inquiry is the norm, and educators are working with one another collaboratively to ensure the success of every learner.

Special Education:

Fall has been off to a busy start with specialist visits. The District has been pleased to host a visit from Alison Bullock (Speech Language Pathologist). Ms. Bullock provides speech and language therapy throughout the school year to students over Skype; she makes visits in the fall and spring to connect with students and assess their progress. We have also been visited by Ms. Brenda Temple, Teacher of the Deaf and Hard of Hearing, who provides therapy services to deaf and hard of hearing students over videoconference. We were also visited by Ms. Sarah May-Poole, a consultant with POPARD (Provincial Outreach Program for Autism and Related Disorders), who assisted school teams with refining the programs for students on the autism spectrum. These visits provide valuable expertise to our school teams to assist in designing and implementing appropriate programs for students; the hard work of our school teams and LARTs in facilitating these visits is greatly appreciated.

Technology - MyEdBC Conversion:

Throughout the summer and fall, SD84, along with many other districts across the Province, has transitioned from BCeSIS to MyEducationBC. While there have been some provincial setbacks in the transition, these have largely been overcome and the system is functioning relatively smoothly. School Principals and Administrative Assistants were trained before the school year began, with additional support provided as needed. Teachers have been trained to take attendance and complete report cards (where appropriate). As expected, there has been a great deal of ongoing support required as we all get to know the new system and work out the kinks. It is expected that this amount of support will taper off as the year progresses and into future years.