



AGENDA

1. CALL TO ORDER

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES

(a) Minutes of the Regular Meeting, Public Session held 2024 01 10 ([attachment](#))

4. IN-CAMERA SUMMARY

(a) Summary of In-Camera meeting held 2024 01 10 ([attachment](#))

5. BUSINESS ARISING

6. CORRESPONDENCE

(a) Framework for Enhancing Student Learning (FESL) Report Feedback ([attachment](#))

7. DELEGATIONS

(a) GISS Student Council

8. CHAIRPERSON'S REPORT

(b) Instructional Calendar Adoption ([attachments](#))

Motion: *The Board of Education adopts the instructional school calendars for the 2025/26 to 2026/27 school years.*

9. SUPERINTENDENT'S REPORT

(a) Staffing

(b) Projected Enrolment

(c) Cell Phones in Schools ([link](#))

(d) Equitable Hiring Special Programs Application (LOU 4) ([attachments](#))

10. SECRETARY TREASURER'S REPORT

(a) Monthly Financial Report

(b) 2023/2024 Amended Annual Budget Bylaw (2nd and 3rd reading) ([link](#))

(c) BMO Signing Authority

(d) GISS Playing Fields, Annual Expenses ([attachment](#))



11. COMMITTEE REPORTS

- (a) Committee of the Whole
- (b) Education Committee – no report
- (c) Finance, Audit and Facilities Committee – 2024 01 10 Summary (**attachment**)
- (d) Policy Committee
 - i. Bylaw #2 Board Procedures Second and Third Readings (**attachment**)
 - ii. Policy 1.30 Trustee Code of Conduct (**attachment**)
Motion: *That the board adopts Policy 1.30 Trustee Code of Conduct.*
 - iii. Policy 1.31 Addressing Breaches of the Code of Conduct (**attachment**)
Motion: *That the board adopts Policy 1.31 Addressing Breaches of the Code of Conduct.*
 - iv. Policy 107 Trustee Code of Conduct
Motion: *That the board repeals Policy 107 Trustee Code of Conduct.*
 - v. Policy 1.32 Trustee Conflict of Interest (**attachment**)
Motion: *That the board adopts Policy 1.32 Trustee Conflict of Interest.*

11. TRUSTEE SCHOOL REPORTS

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – April 10, 2024
- (b) Policy Committee Meeting – February 21, 2024
- (c) Finance, Audit & Facilities Committee Meeting – February 21, 2024

15. ADJOURNMENT



Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Acting Superintendent of Schools/ Acting Secretary Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Lori Deacon	Acting Director of Corporate Services
Anna Szul	Executive Assistant	
Guests:	Ian Mitchell	GITA President
	Kate Martinez	DPAC Representative
	Adrien Pendergast	GIPVPA Chair
	Ryan Massey	GISS Principal
	Maggie Allison	Career Development & Community Initiatives
	Shari Hambrook	Career Programs & Youth Work in Trades
Soley Lapp	Student Council Co-President	
Regrets:	Jeannine Georgeson	Trustee
	Angela Thomas	CUPE Representative

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m. by Chair Boulter who wished us all a happy new year in Hul’qumi’num and expressed gratitude that we gather on the traditional territories of the Hul’qumi’num, and SENĆOŦEN speaking peoples – huy tseep q’u.

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2024 01 10 be adopted as presented.

CARRIED 01/24



Chair Boulter introduced Soley Lapp, the GISS Student Council Co-President, and Lyall Ruehlen, Director of Instruction, to their first public meeting of the Board.

3. **APPROVAL OF MINUTES**

Amended: 7(a) Add Chaya Katrensky as Board representative to Saturna Elementary and SEEC.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2023 11 08 be approved as amended.

CARRIED 02/24

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2023 11 13 be approved as presented.

CARRIED 03/24

4. **IN-CAMERA SUMMARIES**

The Board of Education adopted the Regular In-Camera Summary for 2023 11 08 by consensus.

5. **BUSINESS ARISING**

6. **CORRESPONDENCE**

7. **DELEGATIONS**

- (a) **BAA Caring Careers Sampler – Ryan Massey, Maggie Allison and Shari Hambrook**
Ryan Massey, Maggie Allison, and Shari Hambrook presented the draft BAA Caring Careers Sampler for Board approval. The district was awarded Ministry funding to develop a Care Economy-focused BAA Course Framework and design a Course Guide to supplement and enhance the BAA Course Framework that will be made available to districts and teachers province-wide. The curriculum design team met daily this fall and held a World Cafe Event to refine, distill, supplement, and organize the learning outcomes and create the Big Ideas, Curricular Competencies, Content, and Elaborations for the course, as per the Ministry of Education and Child Care's BAA Course Framework requirements.

1:30 p.m. Maggie Allison and Shari Hambrook left the meeting.

8. **CHAIRPERSON'S REPORT**

- (a) **Draft Calendar Feedback**
The feedback for the 2025/2026 and 2026/2027 draft calendars was received. The draft calendars will be presented at the February public meeting for consideration of adoption.
- (b) **Lions and Assisted Living Societies request to serve alcohol on School District Property**



Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Lions and Assisted Living Society's request to serve alcohol during a fundraising cookoff event on February 17, 2024, at the Mayne Island School.

CARRIED 04/24

(c) **Trustee annual declaration of commitment to the Code of Conduct**

Chair Boulter reminded trustees of their commitment and responsibility to adhere to the Trustee Code of Conduct per Board policy.

(d) **Phoenix Elementary School Site Uses**

The Board of Education has instructed staff to collect information and present possible uses for the Phoenix Elementary School site at an upcoming meeting.

9. **SUPERINTENDENT'S REPORT**

(a) **Staffing and Enrollment**

Scott Benwell extended a warm welcome to Lyall Ruehlen as he assumed the position of Director of Instruction. In turn, Lyall Ruehlen welcomed Marcus Downs to the district, who officially commenced his role as Vice Principal of Mayne Island School on Monday, January 8, 2024. As the Mayne Island School teacherage nears completion, Marcus and his family are set to move in. Lyall Ruehlen informed the Board that senior staff are currently engaged in the SEEC replacement process, with the new appointment expected to commence on February 14, 2024.

(b) **Request for an extension on Motion 85/23 carried at the October 10, 2023, public Board meeting**

Scott Benwell expressed the challenges in finding an expert to provide a quote on possible improvements to the GISS field.

Moved and seconded that the Board of Education request staff to report back on annual maintenance costs of the GISS playing fields on February 14, 2024.

CARRIED 05/24

(c) **BAA Caring Careers Sampler**

Scott Benwell recommended that the Board approve the BAA course presented by Ryan Massey, Maggie Allison, and Shari Hambrook. The course framework exceeds all requirements and would be a fabulous signature for SD64 in the province.

Moved and seconded that the Board of Education approves Board/Authority Authorized Course: Care Economy Career Sampler 11.

CARRIED 06/24



(d) School District Completion Rates

Scott Benwell announced a historic milestone as School District No. 64 achieved a remarkable 100% completion rate for the first time in recorded history. This accomplishment reflects the collaborative efforts of educators, administrators, families, and students over the last five years. The impact of this achievement on the socio-economic well-being of the community and its individuals is immeasurable. Notably rare, SD64 stands alongside two districts in the province among 60 to achieve such outstanding results.

10. SECRETARY TREASURER'S REPORT

(a) Monthly Financial Report

Lori Deacon presented the monthly operating expense report indicating that expenses are currently within budget.

2:14 p.m. Kate Martinez (DPAC Representative) left the meeting.

(b) BMO Signing Authority

Lori Deacon shared an updated letter and appendixes for the Bank of Montreal, including Jill Jensen as signing authority, effective February 1, 2024.

Moved and seconded that, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A', and that, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.

There was a discussion about Procedure 105 and the adherence to the policy regarding signing authority.

Moved and seconded that Appendix 'A' and 'B' be amended to remove Trustee Pingle as an alternate signing authority.

CARRIED 07/24

Moved and seconded that, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as amended in Appendix 'A', and that, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Operating Bank Account as amended in Appendix 'B'.

CARRIED 08/24



(c) **Executive Compensation Disclosure**

Annual disclosure of the top five salaries in the district. A link to the annual report is available on the finance page of the district website.

(d) **Schools Food Infrastructure Program Proposal**

Scott Benwell recommended that the Board of Education approve the proposal for funding to improve infrastructure in support of the Feeding Futures Program, including GISS Kitchen renovation, Galiano kitchen renovation, and appliance replacement at 64GO, GISS, Pender, and Salt Spring Elementary.

Moved and seconded that the Board of Education approves the Schools Food Infrastructure Program Proposal 2023/2024 as presented.

CARRIED 09/24

2:33 p.m. Ryan Massey and Soley Lapp left the meeting.

11. **COMMITTEE REPORTS**

(a) **Committee of the Whole** – no report

(b) **Education Committee** – no report

(c) **Finance, Audit, and Facilities Committee**

Committee Chair Lucas gave a summary of the draft amended budget presented earlier in the day. The 2023/2024 Amended Annual Budget will be presented for adoption at the February 14, 2024 public meeting of the Board.

(d) **Policy Committee**

The Board received Policy Committee 2023 11 08 and 2023 12 13 summaries.

i. **Bylaw #2 Board Procedures**

The Board considered draft revisions of the Procedural Bylaw as part of its policy renovation.

Moved and seconded that Bylaw #2 Board Procedures receive 1st reading and be circulated for feedback.

CARRIED 10/24

Second and third readings may be considered at the February 14 public meeting.

ii. **Animals in Schools**



A Notice of Motion to circulate Policy and Procedure 3800 Animals in the Classroom for consideration of repeal was presented at the November 11 public meeting. Trustee Pingle shared feedback received.

Moved and seconded that Policy and Procedure 3800 Animals in the Classroom be repealed in favour of Administrative Practices

CARRIED 11/24

The three Administrative Practices related to Animals in Schools will be posted on the district website.

iii. Policy 1.30 Trustee Code of Conduct

Notice of Motion: That the Board adopts Policy 1.30 Trustee Code of Conduct

iv. Policy 1.31 Addressing Breaches of the Code of Conduct

Notice of Motion: That the Board adopts Policy 1.31 Addressing Breaches of the Code of Conduct

v. Policy 1.32 Trustee Conflict of Interest

Notice of Motion: That the Board adopts Policy 1.32 Trustee Conflict of Interest

Draft policies 1.30, 1.31, and 1.32 will be circulated for feedback and considered for adoption at the February 14, 2024, meeting of the Board in public.

12. **TRUSTEES' REPORTS**

Trustee Macdonald had her first meeting with the Salt Spring Elementary School PAC. 100% of grade 7 students met or exceeded their literacy results in the FSA.

Trustee Lucas expressed enthusiasm as he shared that a friend of his is currently evaluating the EA package and intends to submit an application for the essential position.

Trustee Luporini spent time with Principal Pendergast at the beginning of December; the students at Mayne Island School had just completed a school-wide writing initiative, aligning with their academic objectives. The November 2023 issue of the MayneLiner showcased the teacherage project on its cover. Furthermore, the November/December edition of Teacher Magazine highlighted two teachers from Mayne Island on the cover, accompanied by an excellent article.

Trustee Pingle briefly attended BCSTA Trustee Academy. The BCSTA not only prioritizes Truth and Reconciliation but also translates its commitment into tangible actions. Their proactive approach encourages progress, and whenever Trustee Pingle participates in these meetings, it seems like we are ahead of the curve.



Vice Chair Katrensky conveyed that Saturna students are making remarkable strides in their literacy skills, to the extent that the school is considering shifting their emphasis to math. The Christmas concert tradition, interrupted by COVID-19, made a heartwarming comeback this year with 80 attendees from Saturna's population of 450, marking a beautiful revival of a cherished tradition.

13. OTHER BUSINESS

14. QUESTION PERIOD

15. NEXT MEETING DATES

- (a) Regular Board Meeting – February 14, 2024
- (b) Policy Committee Meeting – February 21, 2024

16. ADJOURNMENT

Moved to adjourn at 3:20 p.m.

CARRIED 12/24

Date: _____

Chairperson

Certified Correct:

Acting Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

Record of Proceedings of the Special In-Camera Meeting held
at School Board Office

2024 01 10

Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee (Zoom)
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Acting Superintendent of Schools / Acting Secretary-Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Lori Deacon	Acting Director of Corporate Services
	Anna Szul	Executive Assistant

The meeting was called to order at 9:00 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2024 01 10 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2023 11 08, were approved as presented.

Jeannine Georgeson joined the meeting via Zoom at 9:03 a.m.

Items:

1. Personnel Updates
2. Phoenix School Uses
3. Hydrofield
4. Skate Park Expansion

The decision was made to table the topic until the February in-camera meeting.

5. Outgoing Superintendent Summation

The meeting adjourned at 11:00 a.m.



February 5, 2024

Ref: 296194

Jill Jensen
Superintendent
School District No. 64, Gulf Islands
Email: jjensen@sd64.org

Dear Jill:

On behalf of the Ministry of Education and Child Care (the Ministry), I would like to thank you and your team for your work on district 64's 2023 Enhancing Student Learning Report submission.

The work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Following engagement with education partners in 2022/23, the Ministry adapted the annual review process and approach. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the work of districts, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. As part of this process, they developed criteria to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. approach to continuous improvement
2. data and evidence (quantitative and qualitative data)
3. ongoing engagement (qualitative data)
4. alignment and adaptations
5. improving equity for learning outcomes, with a focus on the three priority populations - indigenous students, children and youth in care, and students with disabilities or diverse abilities

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached feedback report.

This year's review process has provided foundational information needed to inform ongoing capacity building for our sector. As we all work together for continuous improvement, the Ministry recognizes that districts are continuously identifying areas for growth and refining Reports to best reflect district processes, successes, and opportunities. The annual review process is also being refined to best support system improvement; further engagement on this will occur at the All Superintendents and Partner Liaison Meetings in February. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

You will also soon be hearing from me with more details about the "Aboriginal How Are We Doing?" Report (AHAWD), highlighting provincial trends for Indigenous student outcomes in the 2022/23 school year as well as specific areas of opportunity and challenge in your district. I would encourage you to continue to use the AHAWD data as well as your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous students.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachments: *SD 64 2023 Annual Review Feedback Report*

cc: Tisha Boulter, tboulter@sd64.org

Ref: 296196

Gulf Islands - SD 64

September 2023 Annual Review

Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, and samples of available school plans and operational plans.

This document is intended to support SD 64's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 64's feedback is outlined below.

Strengths and Considerations by Focus Area

Focus Area 1 – District’s Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
 - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
 - Evidence of using quantitative and qualitative evidence to:
 - Illuminate trends (data analysis), and
 - Draw conclusions based on local context (interpretation).
 - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
 - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.

Strength:

The district’s report demonstrates a clear continuous improvement cycle.

Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
 - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
 - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
 - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength:

The district’s report demonstrates a thorough analysis and interpretation of provincial and local data, including connections to emerging areas for growth.

Consideration:

Future reports would benefit from further investigation of gaps across all student populations.

Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes).
For example:
 - **What** issues were raised as part of the engagement process?
 - **Who** did the district engage?
 - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
 - Specifics on the engagement process with:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Education Council; and
 - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
 - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

Strength:
The report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength:
The district's report demonstrated an effective engagement process at the school level.
Consideration:
Future reports would benefit from articulating the plan for engagement with rights holders and stakeholders, including an explanation of how the feedback informs next steps.

Focus Area 4 – Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The report shows clear evidence that the district has embedded vertical and horizontal alignment and adaptation processes.

Strength:

The district's report shows evidence of strong alignment between the district priorities and school plans.

Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district's response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority

populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).

- Includes an explanation of the district's process for tracking and supporting small populations of students in these priority populations whose results are masked.

Focus Area 5.1 – Focus on Indigenous Students

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength:
The district's report shows a focus on Indigenous students.
Consideration:
Future reports would benefit from a stronger connection between identified gaps and the selected strategies to address these areas for growth.

Focus Area 5.2 – Focus on Children and Youth in Care

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.
Strength:
The district's report shows some focus on children and youth in care.
Consideration:
Future reports would benefit from articulating additional targeted strategies for children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district's report shows clear evidence that the district has focussed attention on students with disabilities or diverse abilities.
Strength:
The district's report shows a focus on students with disabilities and diverse abilities with evidence-informed, targeted strategies.

Additional notes:

The review team noted the following innovative/promising practices expressed in the report: <ul style="list-style-type: none">• Use of integrated classroom competency-based data to triangulate performance on provincial assessments (iPASS)
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School District No. 64 (Gulf Islands)

2025/2026 Four-Day Instructional Week Calendar

<p>September 2025</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr> <td></td><td style="background-color: #d9ead3;">1</td><td style="background-color: #d9ead3;">2</td><td style="background-color: #d9ead3;">3</td><td style="background-color: #d9ead3;">4</td><td style="background-color: #d9ead3;">5</td><td>6</td></tr> <tr> <td>7</td><td style="background-color: #d9ead3;">8</td><td style="background-color: #d9ead3;">9</td><td style="background-color: #d9ead3;">10</td><td style="background-color: #d9ead3;">11</td><td style="background-color: #d9ead3;">12</td><td>13</td></tr> <tr> <td>14</td><td style="background-color: #d9ead3;">15</td><td style="background-color: #d9ead3;">16</td><td style="background-color: #d9ead3;">17</td><td style="background-color: #d9ead3;">18</td><td style="background-color: #d9ead3;">19</td><td>20</td></tr> <tr> <td>21</td><td style="background-color: #d9ead3;">22</td><td style="background-color: #d9ead3;">23</td><td style="background-color: #d9ead3;">24</td><td style="background-color: #d9ead3;">25</td><td style="background-color: #d9ead3;">26</td><td>27</td></tr> <tr> <td>28</td><td style="background-color: #d9ead3;">29</td><td style="background-color: #d9ead3;">30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center; color: red;">17 days</p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p>October 2025</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td style="background-color: #d9ead3;">1</td><td style="background-color: #d9ead3;">2</td><td style="background-color: #d9ead3;">3</td><td>4</td></tr> <tr> <td>5</td><td style="background-color: #d9ead3;">6</td><td style="background-color: #d9ead3;">7</td><td style="background-color: #d9ead3;">8</td><td style="background-color: #d9ead3;">9</td><td style="background-color: #d9ead3;">10</td><td>11</td></tr> <tr> <td>12</td><td style="background-color: #d9ead3;">13</td><td style="background-color: #d9ead3;">14</td><td style="background-color: #d9ead3;">15</td><td style="background-color: #d9ead3;">16</td><td style="background-color: #d9ead3;">17</td><td>18</td></tr> <tr> <td>19</td><td style="background-color: #d9ead3;">20</td><td style="background-color: #d9ead3;">21</td><td style="background-color: #d9ead3;">22</td><td style="background-color: #d9ead3;">23</td><td style="background-color: #d9ead3;">24</td><td>25</td></tr> <tr> <td>26</td><td style="background-color: #d9ead3;">27</td><td style="background-color: #d9ead3;">28</td><td style="background-color: #d9ead3;">29</td><td style="background-color: #d9ead3;">30</td><td style="background-color: #d9ead3;">31</td><td></td></tr> </tbody> </table> <p style="text-align: center; color: red;">19 days</p>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>November 2025</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr> <td>2</td><td style="background-color: #d9ead3;">3</td><td style="background-color: #d9ead3;">4</td><td style="background-color: #d9ead3;">5</td><td style="background-color: #d9ead3;">6</td><td style="background-color: #d9ead3;">7</td><td>8</td></tr> <tr> <td>9</td><td style="background-color: #d9ead3;">10</td><td style="background-color: #d9ead3;">11</td><td style="background-color: #d9ead3;">12</td><td style="background-color: #d9ead3;">13</td><td style="background-color: #d9ead3;">14</td><td>15</td></tr> <tr> <td>16</td><td style="background-color: #d9ead3;">17</td><td style="background-color: #d9ead3;">18</td><td style="background-color: #d9ead3;">19</td><td style="background-color: #d9ead3;">20</td><td style="background-color: #d9ead3;">21</td><td>22</td></tr> <tr> <td>23</td><td style="background-color: #d9ead3;">24</td><td style="background-color: #d9ead3;">25</td><td style="background-color: #d9ead3;">26</td><td style="background-color: #d9ead3;">27</td><td style="background-color: #d9ead3;">28</td><td>29</td></tr> <tr> <td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30													
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- Required **156** instructional days (students in attendance)
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- 5 Pro D days (non-instructional days)
 - ▶ October 24 Provincial Day
 - ▶ November 28 School Based
 - ▶ January 16 School Based
 - ▶ February 6 District Pro D Day (GITA sponsored)
 - ▶ April 24 School Based
- Winter and Spring Breaks/ Vacation
- Semester One Graduation Assessments/School Exams: January (TBD). Semester Two begins (TBD)
- Semester Two Graduation Assessments June (TBD) / School Exams: June 22 to 25
- Administrative Day - June 26, 2026

School District No. 64 (Gulf Islands)

2026/2027 Four-Day Instructional Week Calendar

<p style="text-align: center;">September 2026</p> <table style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">14 days</p>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p style="text-align: center;">October 2026</p> <table style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p style="text-align: center;">November 2026</p> <table style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">17 days</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
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- Required 152 instructional days (students in attendance)
- Stat holidays
- September 25, 2026 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
 - ▶ October 23 Provincial Day
 - ▶ November 27 School Based
 - ▶ January 15 School Based
 - ▶ February 5 District Pro D Day (GITA sponsored)
 - ▶ April 16 School Based
- Winter and Spring Breaks/ Vacation
- Indicates **possible additional days (4 needed)** to meet required number of instructional days (Ministry prescribed minimum hours of instruction)
- Semester One Graduation Assessments/School Exams: January (TBD). Semester Two begins (TBD)
- Semester Two Graduation Assessments June (TBD) / School Exams: June 21 to 24
- Administrative Day - June 30, 2027

LETTER OF UNDERSTANDING NO. 4

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Employment Equity – Aboriginal Employees

The parties recognize that Aboriginal employees are underrepresented in the public education system. The parties are committed to redress the under-representation of Aboriginal employees and therefore further agree that:

1. They will encourage local boards of education and the local teacher unions to make application to the Human Rights Tribunal under section 42 of the *Human Rights Code* to obtain approval for a “special program” that would serve to attract and retain Aboriginal employees.
2. The parties will encourage local boards of education and local teacher unions to include layoff protections for Aboriginal employees in applications to the Human Rights Tribunal.
3. The parties will assist local boards of education and the local teacher unions as requested in the application for and implementation of a “special program” consistent with this Letter of Understanding.

Signed this 26th day of March, 2020

Original signed by:

Alan Chell
For BCPSEA

Teri Mooring
For BCTF



BC's Office of the Human Rights Commissioner **Special Programs Application**

Instructions for completing and returning this form

- Complete all sections of the form below
- Email us your form by attaching a saved copy and sending it to:
specialprograms@bchumanrights.ca
- Also attach any supporting materials referenced in your application.

Contact information

Name of organization: School District 64, Gulf Islands	
Name and position of primary contact for this special program: Scott Benwell, Superintendent D'Arcy Deacon, Deputy Superintendent Ian Mitchell, Gulf Islands Teachers' Association President	
Mailing address: 112, Rainbow Road	
City: Salt Spring Island	
Province: BC	Postal code: V8K 2K3
Tel: 250-537-5548	
Email: sbenwell@sd64.org , ddeacon@sd64.org , imitchell@sd64.org	

Purpose of collecting contact information:

BC's Office of the Human Rights Commissioner (BCOHRC) uses your contact information to process your application.

Additional information for special programs for Indigenous people

The BCOHRC recognizes that Indigenous people in Canada face pre-existing disadvantage arising out of a legacy of colonialism, including the inter-generational trauma associated with residential schools. Indigenous peoples in Canada continue to have lower educational and economic achievements than non-Indigenous people in Canada, as well as poorer health outcomes and increased risk of violence.

In 2015, Canada's Truth and Reconciliation Commission studied this legacy of disadvantage and made a number of calls to action to begin the necessary process of reconciliation. The Commission called for greater Indigenous representation, and better cultural competence in the education, health, justice and child welfare sectors, as well as other aspects of public life.

- **Education:** The Truth and Reconciliation Commission as well as the BC Ministry of Education have recognized the need to work with Indigenous communities to improve school success for Indigenous learners in B.C. Part of this process entails the development of culturally appropriate learning, and increasing knowledge of and respect for Indigenous culture, language and history. Indigenous leaders and role models are a vital part of connecting Indigenous learners to their school and strengthening ties to Indigenous communities.
- **Health:** Indigenous peoples face serious and unique health challenges, as well as systemic racism in the health care system. The Truth and Reconciliation Commission has called upon governments to increase the numbers of Indigenous professionals working in the health care field and to ensure health care is delivered to Indigenous peoples in a culturally competent manner.
- **Safety:** Indigenous people, and in particular Indigenous women, are more likely to be victims of crime. The Truth and Reconciliation Commission recommends culturally appropriate services for Indigenous victims of crime.
- **Child welfare:** Indigenous children are over represented in out-of-home care, and are more likely to enter the child welfare system than nonindigenous children. The Truth and Reconciliation Commission recommends culturally competent training for social workers and others in the child welfare system.

Special programs in B.C. which aim to address the disadvantage faced by Indigenous communities, including those consistent with the Truth and Reconciliation Commission's recommendations, will be approved by the BCOHRC under s. 42(3) of the B.C. Human Rights Code.

Additional information for special programs for an individual accommodation

Accommodation is the process of removing barriers that prevent people from meaningfully accessing core aspects of public life, including education, public services, and employment. Employers and public service providers have a legal obligation to accommodate people where those barriers relate to a protected characteristic like disability, religion, or sex.

Occasionally, a person may need an accommodation that restricts the rights of another group of people. For example, a male student with disabilities may need to work with a male educational assistant to meaningfully access an education. In that case, a school district might seek to restrict hiring to male educational assistants. This means that women are excluded from the opportunity to work in that job.

Where an accommodation restricts the rights of another group of people based on their protected characteristic, the BCOHRC will only approve the restriction under s. 42(3) of the Human Rights Code where there is evidence that the restriction is necessary to address the disadvantage faced by an individual. The evidence must show that the proposed restriction is justified by the nature of the individual's protected characteristic, and not by stereotypical assumptions or speculation.

Here are some examples of assumptions that may be based on stereotype and will require concrete evidence to support them:

- Women cannot work with men or boys that are aggressive toward them.
- Support with a person's self-care can only be provided by a person of the same gender.

The evidence that must be provided to support this kind of special program is:

- Evidence about the person's protected characteristic. For example, if the person has a disability, that disability must be identified and described.
- Evidence about why the accommodation is necessary. This should come from a treating professional, such as a doctor, psychiatrist, or member of a School Based Resource Team.
- Evidence about whether any alternative accommodations that would not exclude a group based on protected characteristics have been considered, and if so, why they are not suitable.
- Any other information related to the need for the special program. This might include an Education Action Plan, any documented history of other attempts at accommodation, or letters from parents or family members.

Nature of sponsoring organization

Describe the nature of the organization or the part of the organization that is proposing the special program.

This is a joint application between Board of Education, School District 64 (Gulf Islands) and Gulf Islands Teachers' Association (GITA).

Proposed special program

Describe the proposed special program in detail. Be sure to include:

- the individuals or groups the program will target
- the proposed eligibility criteria for the program, including how membership in a target group will be assessed (e.g., self-identification)
- the anticipated timeframe for the program including the requested duration of special program approval (typically five years with option to renew)

Both parties acknowledge indigenous peoples are underrepresented in the Gulf Islands teaching staff. The proposed special program will target self-identifying indigenous teacher applicants to all teaching positions.

The employment equity plan will include:

Advertising of all positions: A specific invitation for applications from educators of Indigenous Ancestry.

Recruitment: Hiring criteria for all positions will include desire to increase educators of Indigenous ancestry.

Retention: On-going support including mentoring is an essential component of this program.

Timeframe: The anticipated timeframe for the program is five years with the option to renew.

Monitoring Plan: Annual review and consults with new hires with an established advisory committee.

Evaluation Process: Qualitative and quantitative data collection.

Please provide a single sentence summarizing the special program. Example summary sentences include:

1. Giving preference to applicants who self-identify as Indigenous for a five-year period or until such a time as a certain representation target is met.

2. Exclusive hiring of self-identified women for specific positions working with female survivors of sexual abuse for a five-year period.
3. Restricting program participants to self-identified racialized youth for a five year period to benefit these youth.

Giving preference to applicants who self-identify as Indigenous for a five-year period or until such a time as a certain representation target is met.

Purpose of the special program

Describe the disadvantage that the special program is intended to address

Indigenous teacher applicants are subject to systemic racism and often rejected for positions regardless of their qualifications and are underrepresented as teaching staff. This special program is intended to address this matter through removing barriers to employment and retaining teachers.

The short-term goal is to begin to aggressively recruit, hire and support individuals of Aboriginal ancestry to work as educators and in the district. A five-year goal is that the percentage of educators of aboriginal ancestry matches the percentage of students in the district who have Indigenous ancestry, which is currently 10%.

The long-term goal of the school district is to increase the success rate for students of indigenous ancestry. As one of the strategies to achieve that goal the district believes that the number of educators of Indigenous ancestry needs to be increased to reflect the Indigenous population in the district and to provide significant role models for all students.

Describe how the special program is designed to address this disadvantage.

Through planning, advertising, adopting and implementing an employment equity program that gives preference to indigenous teacher applicants, we will address the chronic under representation of Indigenous teachers.

Positions shall be available for individuals to have preference due to their Indigenous ancestry as long as they are qualified for the position.

In the event that more than one Indigenous candidate applies for a position under the Special Program, the senior qualified Indigenous candidate will be given preference.

The union shall be notified for each position filled in accordance with this agreement in a timely manner.

The District shall commit to the preferential hiring of Indigenous applicants with the necessary qualifications to the District to be placed on the Teacher Teaching on Call list.

The District commits to exploring a program of mentorship for potential Indigenous teachers.

Describe the anticipated benefits of the special program.

The anticipated benefits of this program are to eliminate discrimination, prevent future barriers and foster a climate of equity.

Describe how success is defined.

The number of Indigenous students in this school district is approximately 170 which represents approximately 10% of the total student population. The school district does not have a formal method of tracking the number of employees of indigenous ancestry working in the district. However, we agree that the ratio of teachers is far below the ratio of indigenous students represented.

Over the course of five years from the date of implementation of this program, full success will be achieved if the number of teachers with indigenous ancestry will be 10% of the teacher members; this figure will match the ratio of the number of Indigenous students in our district.

If the special program is for an individual accommodation, attach or include:

- Evidence about the person's protected characteristic. For example, if the person has a disability, that disability must be identified and described.
- Evidence about why the accommodation is necessary. This should come from a treating professional, such as a doctor, psychiatrist, or member of a School Based Resource Team.
- Evidence about whether any alternative accommodations that would not exclude a group based on protected characteristics have been considered, and if so, why they are not suitable.

Accountability and monitoring

Describe how the special program will be monitored on an ongoing basis.

The Superintendent of Schools shall have overall responsibility for the implementation of the employment equity program for all educators of Indigenous ancestry. S/he shall be directly assisted by the Director of Human Resources (Personnel). The Assistant Superintendent will meet periodically with the advisory committee established for this project to monitor procedures and review progress.

The union will be notified of each position filled in accordance with this agreement in a timely manner.

The program will be reviewed annually and will expire after 5 years unless expressly renewed.

Describe the specific metrics that will be used to measure program outputs and outcomes. Metrics should relate to the anticipated benefits and definition of success offered on the previous page. Proposed metrics will inform the reporting requirements included as a condition of approval.

Qualitative data: Progress will initially be measured by the number of educators of Indigenous ancestry who are hired in the School District.

Quantitative data: Quantitative data will be collected from new hires based on job satisfaction, retention, and sense of belonging. This will include interviews with new hires.

Third party interests

Identify any third parties affected by the special program. For example: unions, employee associations, local Indigenous groups, etc.

For each identified third party, please:

- attach a written statement from the third party setting out its position on the special program
- provide a copy of this application to the third party

Name of affected third party organization: SD64- Gulf Islands School District	
Name and role of contact: Shannon Johnston, District Principal of Indigenous Education	
Mailing address: 64Go 112 Rainbow Road	
City: Salt Spring Island	
Province: BC	Postal code: V8K 2K3
Tel: 250-537-1254	Email: sjohnston@sd64.org

Name of affected third party organization:	
Name and role of contact:	
Mailing address:	
City:	
Province:	Postal code:
Tel:	Email:

If you have not identified any third parties, describe how you have consulted with employees or other people who may be affected by the special program.

We have consulted with local indigenous community members at Indigenous Education council meetings and there has been encouragement to proceed with the application.

Timeline

Identify any relevant timelines that the BCOHRC should be aware of in processing your application. In particular, please identify if there is any urgency to your request. Note it may take up to 90 days to review and approve an application.

For example:

- The special program must begin before the start of school in September.
- The position in the special program must be filled as quickly as possible.

There is no urgent timeline for processing our application, however we hope to begin the process by December 2023.

Date: January 26, 2024
To: Scott Benwell, Acting Secretary Treasurer
From: Colin Whyte, Director of Operations

RE: GISS Athletics Field Maintenance Costs

Summary

The Board of Education of School District 64 (Gulf Islands) has requested a study be completed on the athletics fields at Gulf Island Secondary School (GISS). This comes because of declining quality of the fields and requests from internal School District 64 stakeholders as well as broader Salt Spring Island community members to improve their condition. The fields are generally uneven, very hard in summer when they are dry, and the grass is in poor condition.

Water restrictions and increasingly dry, hot summers have hampered the Operations department's ability to maintain the fields to an acceptable level for several years. This report outlines the groundskeeping challenge the Operations Department faces, as well as the expenditure required to maintain the fields.

Groundskeeping Challenge

Due to the increasing length of water restrictions from North Salt Spring Water Works, the water utility that serves GISS, the Operations Department has had to limit irrigating all fields in July, August and even September. Due to the sandy substrate under the athletics fields at GISS, there is excellent drainage which keeps the fields in great condition for athletics when irrigated adequately. However, when the fields are not irrigated in the dry and hot conditions in July and August, the fields quickly get very dry. Due to the extreme dry conditions, the grass plants largely die, rather than going dormant. When irrigation can resume, the grass does not start growing again. In Summer of 2023, stage three water restrictions were imposed on July 12 where irrigation of play fields is prohibited. The prohibition was not lifted until October 17th.

The fields were re-seeded in mid-September to improve the fields for school use and was watered per stage 3 restriction requirements. Unfortunately, new grass takes time to sprout and mature and the fields remained closed well into the school year.

Current Water Storage

There are three water storage tanks at the back of the Operations yard which were designed to capture rainwater from the roof of GISS for use in irrigating the athletics fields. It is estimated that these tanks store enough water for a little over one week of irrigation for the fields. This was adequate when water restrictions were short/limited and helped maintain the fields. This system has not been used in several years. Furthermore, some renovation to the system will be required should we use it again, as the water travels through a pipe routed under the Windsor Plywood yard which will be removed with the upcoming rebuild of the Windsor Plywood building.

Costs of Maintenance

There is a significant cost to maintain the athletic fields at GISS every year. It is difficult to separate information on groundskeeping costs for GISS from the rest of the district. The costs below will rise and fall yearly, based on rainfall and other factors, but represent a good estimate of the full cost of maintaining these fields. We have included supplies, irrigation, line painting, equipment, and labour costs in this calculation.

Gulf Island Secondary School - Athletics Fields - Maintenance Cost
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Supplies Costs			
Item	Cost	Volume Needed	Total Cost
Fertilizer (Bags)	\$60.00	65	\$3,900.00
Grass Seed (Bags)	\$140.00	12	\$1,680.00
Wetting Agent (Jug)	\$455.00	4	\$1,820.00
Top Dressing (Truckload)	\$1,200.00	2	\$2,400.00
Equipment Maintenance	\$1,000.00	1	\$1,000.00
Total=			\$10,800.00

Watering Costs			
Sprinkler Heads	Gal/Minute/head	No. of Minutes	Total Gal. per Watering
70	12	20	16800
Cost per 100 Gallons			\$ 2.40
Cost per Watering			\$403.47
Water 3 x per week			\$1,210.41
Approx. No. of Weeks per Year (Apr-Oct)			28
Estimated Yearly Water Cost			\$33,891.59
Estimated Yearly Water Consumption in Gallons			1,411,200

Monthly Fuel Costs		
Mower	\$270.00	\$1,890.00
Tractor and Gator	\$50.00	\$350.00
Cost for Watering Season (7 months)		\$2,240.00

Line Painting Costs	
Cost Per Paint Bucket	\$100.00
Bucket per Field	1
No. of Fields	2
Applications per Week	2
Cost per Watering Season	\$11,200.00

Labour Cost	Hours	Labour Rate	Total
Mowing (6 hrs/week)	168	\$42.96	\$7,217.28
Line Painting (4 hrs/week)	112	\$42.96	\$4,811.52
Fertilizer (2.5 hrs x 10)	25	\$42.96	\$1,074.00
Aerate (4 hrs per 2 months)	28	\$42.96	\$1,202.88
Top Dress (4 hrs per year)	4	\$42.96	\$171.84
Misc Repairs	12	\$42.96	\$515.52
Total	349	\$42.96	\$14,993.04

Grand Total Yearly Cost	\$73,124.63
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Summary Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Greg Lucas (committee chair), Rob Pingle, Tisha Boulter (board chair, ex-officio),

Trustees: Deborah Luporini, Chaya Katrensky, Nancy Macdonald

Staff: Scott Benwell (acting superintendent/acting secretary-treasurer), Boe Beardsmore (associate superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (acting director of corporate services), Anna Szul (executive assistant)

Guests: Kate Martinez (DPAC), Ian Mitchell (GITA), Adrian Pendergast (District Principal of the Outer Islands)

Regrets: Jeannine Georgeson, Angela Thomas (CUPE)

The meeting was called to order at 11:07 a.m. by Committee Chair Luas. Chair Lucas acknowledged that this meeting is held on the territories of the Hul'qumi'num, and SENĆOŦEN speaking peoples – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Adoption of the April 26, 2023, and the July 5, 2023 Pre-Audit Meeting summaries by consensus.

3. Business Arising

4. New Business

a) Amended Budget Highlights

Lori Deacon presented an overview of the interim Operating Grants and highlights of the amended annual budget. The 2023/2024 total projected operating revenue is \$24,269,926 and the total projected expenses are \$25,055,2666. This difference does represent a draw on our accumulated surplus in the amount of 785,340 during the 2023/2024 fiscal year. The draw on the accumulated surplus is planned and intentional to bring the surplus in line with a Ministry standard of 3-5%. Reductions in expenses will need to be made in the long term to guarantee a balanced annual budget once the district is out of funding protection.

Notable changes in the budget included a significant decrease in funding protection due to an increase in enrollment. Funding will decrease no more than 1.5% per year until it aligns with actual student enrollment funding. A draft budget will be posted in advance of the February 14, 2024, meeting.

5. Next Meeting: April 10, 2024

6. Adjournment: 11:47 a.m.



BYLAW NO. 2 BOARD PROCEDURES

This bylaw establishes procedures governing Board of Education of School District No. 64 (Gulf Islands) (the “Board”) meetings.

PREAMBLE:

In accordance with the *School Act*, the Board must establish procedures governing the conduct of its meetings.

The Board is committed to conducting meetings in a consistent, efficient, and respectful manner, and in accordance with the requirements of the *School Act*.

The Board of Education, in an open meeting of the Board, enacts as follows:

1. DEFINITIONS

- 1.1. The terms used in this bylaw shall have the meanings assigned by the *School Act* and Regulations made thereunder, except as when the context requires otherwise.

2. OATH OF OFFICE, INAUGURAL MEETING AND ELECTION OF BOARD OFFICERS

- 2.1. A person elected or appointed as a trustee must take a prescribed oath of office, by oath or solemn affirmation, within the timelines outlined in the *School Act*, before assuming their role as a trustee on the Board.
- 2.2. As specified by the *School Act*, the term of office commences on the first Monday after November 1 following the election or when the person makes a prescribed oath of office, whichever is later.
- 2.3. After the general local election of trustees, the Secretary Treasurer shall convene a first meeting of the Board as soon as possible and, in any event, within 30 days from the date that the new Board begins its term of office.
- 2.4. The Secretary Treasurer shall announce the results of trustee elections and confirm that all trustees have completed the declaration and taken the oath of office as required by the *School Act*.



- 2.5. The Secretary Treasurer (or designate) shall call for nominations three times for the position of Board Chairperson.
 - 2.5.1. Trustees may not nominate themselves.
 - 2.5.2. Nominations do not require a seconder.
 - 2.5.3. After each nomination, the Secretary Treasurer will request that each candidate accept or decline their nomination
 - 2.5.4. Once nominations are closed, trustees, who have accepted a nomination, may address their colleagues for two minutes
 - 2.5.5. Trustees who are not elected for one office may accept a nomination for another office.

- 2.6. The Secretary Treasurer will then conduct a vote, if necessary, by secret ballot. The Secretary Treasurer may designate one or more staff members as scrutineers to count the ballots. A person receiving a majority of the total votes cast will be elected Chair of the Board.
 - 2.6.1. If no person receives a majority, further ballots will be taken.
 - 2.6.2. If more than two candidates are on a ballot and no majority is reached, the person with the least number of votes will be dropped from the nominees and a further ballot conducted.
 - 2.6.3. The Secretary Treasurer will declare the duly elected Chairperson of the Board for the ensuing year and will vacate the chair.
 - 2.6.4. Any vote involving only two trustees that ends in a tie vote will result in a further ballot and, if, after a second ballot, a tie shall occur, the election shall be decided by drawing of lots.

- 2.7. The Chairperson so elected shall assume the chair for the remainder of the meeting.

- 2.8. Upon assuming the chair, the Chairperson will call for nominations for Vice-Chairperson of the Board, and then for the BCSTA Provincial Council and alternate, BCPSEA Representative and alternate, and Indigenous Education Advisory Council Representatives (2) for the ensuing year and will conduct each election in the same manner as described in 2.4 above.
 - 2.8.1. If the Chairperson is seeking the position in question, the Vice-Chairperson shall take the chair. If the Chairperson and Vice-Chairperson are both seeking the position, the Secretary Treasurer or designate shall chair the meeting.



- 2.9. The Chair, Vice-Chair and Trustee Representatives serve in their roles at the pleasure of the Board or until the annual Special Meeting in the following November.

3. ANNUAL SPECIAL MEETING OF THE BOARD AND ELECTION OF BOARD OFFICERS

- 3.1. In the years when no inaugural meeting is required, an annual Special Meeting of the Board will be held, in public, no later than the third Wednesday in November. The Secretary Treasurer will preside as Chair at the meeting to elect a Chair as per 2.5 above. When the Chair is elected, the Chair will then proceed as per 2.7 above.

4. MEETING SCHEDULE, QUORUM AND PROTOCOLS

- 4.1. Annually, the Board will determine the schedule of meetings for the following school year and will publish the schedule prior to the beginning of each school year in non-general election years, and within sixty (60) days following the election date in general election years.
- 4.2. The agenda shall be prepared by the Secretary Treasurer under the direction of the Chairperson (or designate) who shall consult with the Superintendent.
- 4.3. The proposed agenda will be provided to each trustee in an electronic format at least 48 hours in advance to each trustee. Non receipt by a trustee shall not void the proceedings.
- 4.4. Written notice of any meeting will be waived provided that reasonable steps have been taken to notify all trustees of the meeting and that the majority of the sitting trustees agree to waive written notice.
- 4.5. A quorum of the Board is a majority of the trustees holding office at the time of the meeting. Trustees may participate in or attend a meeting of the Board by telephone or video conference if all trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 4.6. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.



- 4.7. After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.
- 4.8. The Board will observe recognised national, provincial and First Nations protocols during meetings, on ceremonial occasions and, where flag protocols are concerned, when expressing a collective sense of sorrow and loss, or engaging in acts of remembrance.
- 4.9. Substantial issues affecting policies or procedures should be given as notice of motion at one meeting (requires no seconder and is not debatable) and be introduced by motion at a subsequent meeting.

5. REGULAR MEETINGS

- 5.1. The order of business at all regular meetings shall include:
 - 5.1.1. Call Meeting to Order and Territorial Acknowledgement
 - 5.1.2. Adoption of Agenda;
 - 5.1.3. Approval of Minutes;
 - 5.1.4. In-Camera Summary;
 - 5.1.5. Delegations/Presentations;
 - 5.1.6. Correspondence;
 - 5.1.7. Chairperson Report;
 - 5.1.8. Superintendent of Schools Report;
 - 5.1.9. Secretary Treasurer Report;
 - 5.1.10. Committee Reports;
 - 5.1.11. Trustee Reports;
 - 5.1.12. Other Business;
 - 5.1.13. Question Period;
 - 5.1.14. Date of Next Meeting(s);
 - 5.1.15. Adjournment.
- 5.2. Alterations to the order of business may be proposed by any trustee and shall require a two-thirds vote or unanimous consent.
- 5.3. Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, certified as correct by the Secretary Treasurer or other employee designated



by the Board under the *School Act*, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are approved.

- 5.4. The minutes shall record the date, time and place of the meeting, the name of the presiding officer and a list of those attending.
- 5.5. Except for minutes of a meeting from which persons other than trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.
- 5.6. All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds vote to extend the hour of adjournment.
- 5.7. Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than trustees be excluded.
- 5.8. The Secretary Treasurer, or another employee designated by the Board if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision.
- 5.9. The Board encourages the public and representatives of all partner groups and students to attend Board meetings:
 - 5.9.1. Canadian Union of Public Employees (C.U.P.E.)
 - 5.9.2. District Parents' Advisory Council (D.P.A.C.)
 - 5.9.3. Gulf Islands Principals' and Vice-Principals' Association (G.I.P.V.P.A.)
 - 5.9.4. Gulf Islands Teachers' Association (G.I.T.A.)
 - 5.9.5. Student representatives from district schools.
- 5.10. The Board expects all persons attending meetings to conduct themselves in a respectful manner. The Chairperson or other member presiding at a meeting may expel from the meeting a person, other than a trustee, that the Chairperson or other member presiding at the meeting considers guilty of improper conduct (e.g. disrespectful conduct, conduct which disrupts or interferes with the proceedings of the Board). A majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct.



6. RECOGNITION, PRESENTATIONS AND DELEGATIONS AT REGULAR MEETINGS

- 6.1. Presentations, recognition and delegations comprised of an individual or groups of students, parents, staff, rightsholders, partners and others are welcome at regular meetings.
- 6.2. To ensure the Board is able to complete the business on the agenda, a maximum of 30 minutes per meeting is allotted for presentations, recognition and delegations, inclusive of questions and comments from trustees. A maximum of ten minutes will be allowed for each individual group.
 - 6.2.1. The Superintendent, or designate, will be responsible to schedule in-district presentations and district recognition activities.
- 6.3. A person or group wishing to address the Board as a delegation on an item not otherwise on the agenda will provide a written request outlining an overview of the item(s) they wish to present, those who will be in attendance and designating a spokesperson.
 - 6.3.1. Requests must be sent to the Chair at least 14 days prior to the date of a regular Board meeting,
 - 6.3.2. Consideration of the request is subject to article 4.2 of this bylaw for placement on the agenda of a Regular or In-Camera Meeting.
 - 6.3.3. The Board will not hear matters in a Regular meeting that include, but are not limited to:
 - 6.3.3.1. the subject of labour negotiations;
 - 6.3.3.2. the subject of contractual negotiations or service agreements with service providers;
 - 6.3.3.3. in relation to a specific client, child, student, employee or volunteer of the district.
- 6.4. A request to present at a Regular Meeting will require a brief written submission, including the purpose (information, request for action, etc.) of the presentation seven days in advance of the scheduled Regular Meeting for distribution to trustees as part of their agenda package.
- 6.5. Delegates are expected to conduct themselves in a respectful and constructive manner. Delegates may voice concerns but must not:
 - 6.5.1. Promote hate, harassment, or violate Board Bylaws and/or Policies;
 - 6.5.2. Use offensive, obscene, or defamatory language, gestures, or images;



- 6.5.3. Use negative or derogatory personal references;
 - 6.5.4. Misuse personal information related to district students, staff, or Trustees;
 - 6.5.5. Discuss topics outside of their intended delegation;
 - 6.5.6. Discuss matters related to litigation or potential litigation or any matter which is currently before any court or administrative tribunal affecting the district; or
 - 6.5.7. Engage in debate with other delegates, staff, or Trustees.
- 6.6. The Chair will rule on the propriety of all presentations and comments and may terminate any presentation or comment or refer it to an In-Camera Meeting of the Board if that is deemed to be appropriate by the Chair.
- 6.7. The Board will hear the Delegation's presentation and the trustees may ask questions for clarification. The Board will ordinarily take the presentation under advisement and will only act after due deliberation, usually at a subsequent meeting.
- 6.8. A motion to vary the agenda to advance an item on the agenda so that it may be dealt with immediately following Delegations concerning that item will be in order.
- 6.9. A delegation that has been heard on an issue may not appear again on that same issue within the twelve months following the presentation; except that it may be given an opportunity to comment should the issue raised come back to the Board for a report following consideration of the initial representations.

7. SPECIAL MEETINGS

- 7.1. A special meeting of the Board may be called by the Chair or, upon written request by a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 7.2. Written notice of a special meeting and an agenda shall be given to each trustee at least 48 hours in advance of the meeting. Delivery of a written notice and the agenda may be waived by a majority vote, provided all reasonable steps have been taken to notify all trustees of the meeting.



8. IN-CAMERA MEETINGS

- 8.1. If, in the opinion of the Board, the public interest so requires, persons other than trustees may be excluded from a meeting. The Secretary Treasurer or other employee designated under the *School Act*, must be present at the time that a decision of the Board is rendered and must record any decision.
- 8.2. No trustee shall disclose to the public the proceedings of an In-Camera Meeting unless a resolution has been passed at the In-Camera Meeting to allow such disclosure, except such as might be necessary to enforce the conflict of interest provisions of the *School Act*.
- 8.3. The Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the Board or both were excluded.
 - 8.3.1. The record shall be presented at the next meeting of the Board open to the public, in accordance with article 5.1.4 of this bylaw.
- 8.4. Unless otherwise determined by the Board, the following matters shall be considered in In-Camera session:
 - 8.4.1. salary claims and adjustments and consideration of requests of employees and board officers
 - 8.4.2. matters pertaining to labour relations and collective bargaining;
 - 8.4.3. accident claims and other matters where Board liability may arise;
 - 8.4.4. legal opinions respecting the liability or interest of the Board;
 - 8.4.5. the conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - 8.4.6. medical reports;
 - 8.4.7. matters pertaining to individual students including the conduct, discipline, suspension or expulsion of students, truancy and indigent students;
 - 8.4.8. staff changes including appointments, transfers, resignations, promotions and demotions;
 - 8.4.9. purchase of real property including the designation of new sites; consideration of appraisal reports and accounts claimed by owners; determination of board offers and expropriation procedures;
 - 8.4.10. lease, sale or exchange of real property prior to finalization thereof;
 - 8.4.11. matters pertaining to the safety, security or protection of Board property.



8.4.12. such other matters where the Board decides that the public interest so required.

8.5. Generally, the order of business at In-Camera Meetings will be set out in the agenda for that meeting under the following headings, as appropriate:

8.5.1. Call Meeting to Order and Territorial Acknowledgement

8.5.2. Adoption of Agenda

8.5.3. Approval of Minutes

8.5.4. Delegations

8.5.5. Correspondence

8.5.6. Superintendent Report

8.5.7. Secretary Treasurer Report

8.5.8. Chairperson Report

8.5.9. Adjournment

9. RULES OF ORDER

9.1. The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the *School Act* or in this bylaw. Where there is an inconsistency between the *School Act* and this bylaw, the *School Act* shall apply.

9.2. The Board may adopt a procedural rule for one or more meetings by resolution approved by two-thirds of the trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the trustees present.

9.3. The rules contained in this bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.

9.4. The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 9.1. The ruling shall be subject to an appeal to the Board if requested by a trustee immediately after the ruling and before resumption of business.

9.4.1. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the trustees present. A successful appeal does not necessarily set a precedent.



- 9.5. A copy of the Board's procedural bylaw shall be available for inspection at all reasonable times by any person.

10. BYLAWS AND RESOLUTIONS

- 10.1. Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by resolution.
- 10.2. The following matters shall be dealt with only by bylaw:
- 10.2.1. adoption of the budget
 - 10.2.2. a capital bylaw
 - 10.2.3. the acquisition or disposal of property
 - 10.2.4. ordinary rules of procedure of the Board and rules relative to the organization of meetings of the Board;
 - 10.2.5. amendments to bylaws;
 - 10.2.6. where required by the *School Act*.
- 10.3. All bylaws of the Board shall be established, amended or repealed as follows:
- 10.3.1.
 - 10.3.2. Every bylaw shall be dealt with in the following stages:
 - 10.3.3. First reading: no debate or amendment;
 - 10.3.4. Second reading: discussion of the principle of the bylaw;
 - 10.3.5. Committee stage: If the question for second reading passes, the bylaw may be referred to the committee of the whole for detailed consideration or to a standing committee;
 - 10.3.6. Third reading: consideration of amendments made in committee and final decision.
- 10.4. When a bylaw has been amended in committee, it shall be reprinted as amended and shall not be further proceeded with, except by a two-thirds vote, until the amended version has been distributed.
- 10.5. The Board may not give a bylaw more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all 3 readings at that meeting. If a written or printed copy of a bylaw is in the possession of each trustee, and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, then the reading may consist of a description of the bylaw by
- 10.5.1. its title, and



- 10.5.2. a summary of its contents.
- 10.6. The Secretary Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the context of any amendment passed in committee.
- 10.7. A bylaw may be repealed at any stage with unanimous consent of the Board.

11. MOTIONS

- 11.1. A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing.
- 11.2. The presiding officer may divide a motion containing more than one subject and it shall be voted on in the form in which it is divided.
- 11.3. All motions shall be seconded.
- 11.4. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e. closely related to or having a bearing on the subject of the motion to be amended.
 - 11.4.1. A motion can be amended more than once; however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided.
 - 11.4.2. An amendment to an amendment must be germane to the first amendment and cannot be amended.
- 11.5. A motion to reconsider can only be made the day on which the original motion was voted upon and by a member who voted on the prevailing side. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

12. DEBATE

- 12.1. Debate shall be strictly relevant to the question before the meeting. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.



- 12.2. Speakers shall be recognized by the Chair and shall address all remarks to the Chair.
- 12.3. Each trustee has the right to speak twice on the same question on the same day but cannot speak a second time so long as any trustee who has not spoken on that question desires to speak. No trustee shall speak for more than five minutes at one time.
- 12.4. A matter of privilege (dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 12.5. No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

13. VOTING

- 13.1. All questions shall be decided by a majority of the votes of the trustees present and voting, unless otherwise provided by the *School Act*.
- 13.2. It is expected that all trustees present at a meeting, including the Chair, will vote on each issue.
 - 13.2.1. If a trustee has a conflict of interest, the trustee must not vote. The abstention shall be recorded and shall not affect the quorum.
 - 13.2.2. If a trustee wishes to abstain for any other reason he or she must so request before the vote is taken.
- 13.3. Voting shall be by show of hands and only the result recorded unless a member requests recording of names before the vote is taken.
 - 13.3.1. A trustee may have their negative vote recorded provided that they make that request before or immediately after the vote is taken.

14. Citation

This bylaw may be cited as "School District No. 64 (Gulf Islands) Bylaw No. 2, Board Procedures Bylaw".



School District No. 64 Bylaw No. 2 Procedural Bylaw, dated May 13, 2020, and any precedents are hereby repealed.

Date of first reading: 10th day of January, 2024.

Date of second reading: x day of 2024.

Date of third reading and adoption: x day of x 2024.

Board Chairperson

Secretary Treasurer



Policy 1.30 Trustee Code of Conduct

The Board of Education recognises and accepts the trust placed in it, and commits to:

- the improvement of student achievement and the provision of appropriate and relevant educational programs to all school district learners, consistent with curricular expectations and guidelines established by the province, and in a way that reflects the values of the communities we serve;
- establishing and sustaining safe, secure and productive learning and working environments;
- developing a district staff with knowledge, skills and attitudes well-suited to the provision of such programs in such learning environments, as they occur in our school communities;
- fostering working partnerships with parents and community members, and directly involving them in the development and delivery of educational programs, where appropriate.

The Board and individual trustees will conduct themselves in an ethical and businesslike manner. This commitment includes proper use of authority and appropriate decorum when acting on behalf of the Board.

Specifically, trustees will:

1. commit to the Oath of Office at the start of a term and adhere to that Oath while in office;
2. abide by the policies of the Board and all applicable legislation and regulations, in particular the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, School Act, and Workers' Compensation Act;
3. accept and respect the fact that the Board exercises power only when meeting in legal session;
4. be a staunch advocate of high quality, free, public education for all students residing within the district;

Legislative References: *School Act* [RSBC 1996, Section 55-64 & 65(1.1)] and School Trustee Oath of Office
Regulation B.C. Reg. 382/93

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision: [Circulated Jan 16, 2024](#)



5. demonstrate a commitment to diversity, inclusion, anti-racism, truth and reconciliation, and productive relations with First Nations;
6. do everything possible to maintain the integrity, confidence, and dignity of the office of school trustee, and be committed to responsible digital citizenship to minimize the risks associated with digital media;
7. endeavor to work in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate;
8. observe proper decorum and behavior; encourage full and open discussions in all matters; treat them with respect and consideration; and not withhold or conceal from them any information or matter with which they should be concerned;
9. represent and serve the interests of the entire district, rather than those of a particular interest group or geographic area;
10. avoid unwarranted criticism of trustees, the Board, or employees, both in and out of the boardroom;
11. devote time, thought and study to duties and responsibilities and consider information received from all sources;
12. maintain confidentiality of privileged information and respect the confidentiality of discussions that take place during in-camera sessions;
13. make and support majority decisions whilst valuing and respecting differences of opinion;
14. demonstrate discretion when making public statements so as to minimize the impression that such statements reflect the corporate opinion of the Board when they do not;
15. deal appropriately with sensitive issues;
16. abide by district policy and the *School Act* regarding conflict of interest;



17. as an elected official, have an obligation to attend all meetings of the Board unless unable to attend due to illness or other urgent circumstance. In such situations, the trustee will advise the Board Chair, as early as possible, of their expected absence and the circumstances preventing their attendance at the scheduled meeting.

Upon being elected to a term as trustee for the district, and as part of the inaugural meeting, trustees will commit to these statements by formally signing this Code of Conduct. Trustees will also annually indicate their commitment to this Code of Conduct.

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Policy 1.31 Addressing Breaches of the Code of Conduct

Trustees are required to conduct themselves in an ethical and prudent manner in compliance with the Code of Conduct (the “Code”). The failure by trustees to conduct themselves in compliance with the Code may result in the Board instituting sanctions.

The Board believes that it is essential to have a clear, fair, and effective process for ensuring the adherence to and enforcement of the obligations established under the Code. Trustees also believe that trustee discipline processes must not be used for frivolous, vexatious, or bad faith reasons, or as a response to legitimate disagreements that have been expressed in a manner consistent with this Code on matters relating to the Board’s business.

A trustee who believes that a trustee has violated the Code is encouraged to seek resolution of the matter through the informal complaint process when possible, prior to commencing a formal complaint under the Code.

1. Conduct Constituting Breach of the Code of Ethics and Conduct

- 1.1. Allegations of breaches of the Code may arise in many diverse circumstances and it is not possible to exhaustively specify in advance what conduct constitutes a breach of this Code.
- 1.2. The Board recognizes that disciplinary proceedings concerning trustees are serious matters not to be taken lightly, having regard to the democratically elected nature of the trustee’s role and that such proceedings must not be utilized as a response to legitimate policy disagreements.
- 1.3. Notwithstanding the above, the following are provided as examples of conduct that could be subject to sanction or to proceedings:
 - 1.3.1. Where a trustee violates the law, or advocates the violation of a law;
 - 1.3.2. Where a trustee's conduct is a violation of expected standards of parliamentary decorum, is uncivil, or is otherwise disruptive of the meetings of the Board;
 - 1.3.3. Where a trustee breaches the confidences of the Board;



- 1.3.4. Where a trustee's conduct gives rise to a breach of the Human Rights Code;
- 1.3.5. Where a trustee's conduct is discriminatory or otherwise in breach of a policy of the Board;
- 1.3.6. Where a trustee fails to disclose a conflict of interest or acts while in conflict of interest;
- 1.3.7. Where a trustee harasses or otherwise engages in misconduct in relation to school district staff;
- 1.3.8. Where a trustee misuses social media;
- 1.3.9. Where a trustee engages in personal attacks on other trustee's or staff members' integrity or conduct or otherwise defames them;
- 1.3.10. Where the trustee's conduct exposes the Board to potential liability; or
- 1.3.11. Where the trustee's conduct is otherwise a clear breach of the trustee Code of Conduct.

2. Informal Complaint Process

- 2.1. It is recognized that a contravention of the Code may occur that is relatively minor, or committed inadvertently or due to an error of judgment made in good faith. In such instances the priority shall be to alert the offending trustee to the violation and their obligations under the Code. Only serious and/or reoccurring breaches of the Code should be investigated following the formal complaint procedure.
- 2.2. Any trustee, the Superintendent or the Secretary Treasurer who has reasonable grounds to believe that a trustee has breached the Code, shall seek resolution in an informal, cooperative fashion marked by mutual respect with an openness to growth and improvement.
 - 2.2.1. The party will engage in an individual private conversation with the trustee affected.
- 2.3. Failing resolution through the private conversation the parties will engage the Board Chair, Vice Chair or designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice Chair.
 - 2.3.1. The Chair and at the Chair's option the Chair and Vice Chair will attempt to resolve the matter to the satisfaction of the trustees involved.



- 2.4. It is recognized that for reasons which may include the nature of the issue of concern or the way it has come to a trustee's attention, informal measures may not be appropriate.
- 2.5. If resolution through this informal complaint process is not possible, the formal complaint process, outlined below, will be followed.
- 2.6. All serious and/or reoccurring breaches of the Code by a trustee should be addressed following the formal complaint process.

3. Formal Complaint Process

- 3.1. Any trustee who has reasonable grounds to believe that another trustee has breached this Code, the Superintendent or the Secretary Treasurer may bring an alleged breach ("Complaint") to the attention of the Chair of the Board or designate.
- 3.2. Where an allegation is made against the Chair, all other references to the Chair in this Policy shall be deemed to read "Vice Chair."
- 3.3. Absent exceptional circumstances, an allegation of a breach of the Code must be brought to the attention of the Chair within 30 days after the breach comes to the knowledge of the complainant.
- 3.4. The Complaint shall be in writing, signed by the complainant advancing it, and shall contain:
 - 3.4.1. the name of the trustee who is alleged to have breached the Code;
 - 3.4.2. the alleged breach or breaches of the Code;
 - 3.4.3. information as to when the breach came to the complainant's attention;
 - 3.4.4. the grounds for the belief by the complainant that a breach of the Code has occurred; and
 - 3.4.5. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 3.5. A complainant may withdraw the Complaint, but if, in the opinion of the Chair, the interests of the Board so require, the Chair may proceed with the consideration of the Complaint in accordance with this Policy, notwithstanding the withdrawal.



4. Notification of Trustees

- 4.1. A copy of the Complaint will be forwarded to all trustees, including the allegedly breaching trustee, the Superintendent and Secretary Treasurer, within seven (7) days of receiving it.
- 4.2. The filing, notification, content and nature of the Complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code.
 - 4.2.1. Public disclosure of the Complaint and any resulting decision taken by the Board of Education may be disclosed by the Board Chair only at the direction of the Board of Education, following the disposition of the Complaint by the Board of Education at a Code hearing.

5. Decision Not to Proceed on Complaint

- 5.1. If the Chair is of the opinion that the Complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds to proceed, the Chair shall prepare a confidential report to all trustees stating their opinion and its rationale. The trustees, excluding the trustee who is alleged to have breached the Code, shall determine by resolution whether, notwithstanding the Chair's opinion, to continue proceedings with respect to the Complaint.

6. Investigation

- 6.1. The Chair may direct the appointment of an independent investigator to investigate the circumstances of the alleged breach and report to the Board. It is recognized that not all allegations of breach require the appointment of an independent investigator, but that allegations of a breach of this Code may be adequately addressed through the processes outlined below. If an independent investigator is appointed, the independent investigator shall determine their own investigative procedure within the scope of terms of reference established by the Chair with the assistance of counsel. The trustee who is the subject of the Complaint (the "Respondent Trustee") shall be provided a fair opportunity to respond to the Complaint to the independent investigator.



- 6.2. The independent investigator shall prepare a report that will be provided to the Board and the Respondent Trustee.

7. Processes may be Amended

- 7.1. If, in the opinion of the Board, the circumstances of a particular Complaint so require, the Board may amend these processes, but in no case shall the Respondent Trustee be denied procedural fairness.

8. Inquiry Procedure

- 8.1. All meetings in respect of trustee discipline will be conducted in a closed meeting.
- 8.2. The Secretary Treasurer is responsible to facilitate the Board's process and make any administrative arrangements for the Board's consideration of a Complaint against a trustee.
- 8.3. The complainant and the Respondent Trustee may make representations to the Board in respect of the Complaint.
- 8.4. A Complaint may be considered on the basis of written representations, oral representations or a combination of both, as determined by the Board. Where an independent investigation has occurred, the investigator's report shall be placed before the Board. The Secretary Treasurer will make arrangements to provide relevant documents to the Board and the trustee who has allegedly breached the Code.
- 8.5. The trustee may be represented by counsel or another representative, at their own expense, unless the Board determines otherwise, provided that counsel or representative agrees to maintain the confidentiality of the proceedings. The Board may have counsel to assist the Board with matters of procedure, law, and in respect of its deliberations.
- 8.6. Witnesses will not be called and cross examination will not be permitted at any meeting concerning a Complaint. The complainant and allegedly breaching trustee may be asked questions of clarification by the other trustees in respect of their written and oral representations.



- 8.7. The Board will endeavor to address any Complaint within 90 days of receipt by the Chair. Consideration of a Complaint may, if in the opinion of the Board circumstances so require, be deferred if the matter is subject to investigation by the police or to proceedings under any applicable legislation.

9. Trustee Deliberations and Decision

- 9.1. Following receipt of submissions by the Respondent Trustee and the complainant, along with any other information before the Board in accordance with this Policy, the trustees will deliberate in a closed session.
- 9.1.1. Deliberations will exclude the respondent trustee, and, if the alleged misconduct is directed at another trustee, excluding that other trustee
- 9.2. Trustees will reach a decision with respect to whether a breach of the Code of Conduct occurred, what that breach was, and what, if any, sanction will be imposed.

10. Sanctions

- 10.1. If the Board determines that there has been no breach of the Code of Conduct or that although a contravention occurred, the trustee took all reasonable measures to prevent it, or that the contravention was trivial or committed through inadvertence or an error of judgment made in good faith, no sanction shall be imposed.
- 10.2. Where a sanction is to be imposed, trustees will determine, by resolution, the appropriate level. Sanctions for a violation of the Code should be imposed in a remedial and restorative manner and should reflect the seriousness of the breach.
- 10.3. Sanctions may include:
- 10.3.1. having the offending trustee write a letter of apology;
 - 10.3.2. having the offending trustee participate in a restorative justice process;
 - 10.3.3. having the offending trustee participate in specific training, coaching or counselling as directed by the Board of Education;
 - 10.3.4. having the Board Chair write a letter of censure marked "personal and confidential" to the offending trustee;



- 10.3.5. having a motion to remove the offending trustee from one, some or all Board of Education committees or other appointments of the Board of Education, for a period of time, barring the trustee from sitting on one or more committees of the Board;
- 10.3.6. any other sanction the trustees consider appropriate in the circumstances.

10.4. A trustee who is barred from attending all or part of a meeting or meetings of the Board or a meeting or meetings of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to members of the public.

11. Publication of Decision

- 11.1. The Board may, in its discretion and by resolution of the voting trustees, determine to publish any sanctions respecting a trustee, including disclosing the substance of the Complaint, the Board's decision and any sanction imposed.
- 11.2. Personal privacy of any affected third party will be protected in accordance with the *Freedom of Information and Protection of Privacy Act*.

12. Powers of Presiding Officer Preserved

- 12.1. Nothing in this Policy prevents the Board from exercising its power pursuant to s. 70 of the *School Act* to expel or exclude from any meeting any trustee person who has been guilty of improper conduct at the meeting without the necessity of a Complaint or conducting an investigation or other inquiry before an expulsion or exclusion from a meeting.

13. Appeal of Decision

- 13.1. Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this Policy can appeal those decisions through the legal system, at their own expense.



Policy 1.32 Conflict of interest

A trustee is expected, and always required, to act in the best interest of the District, without regard to their personal interest. Trustees have an obligation to avoid conflicts of interest, to enable them to remain in a position to provide an unbiased and objective consideration of matters that come before the Board. A trustee must never use their position for personal benefit.

Conflicts of interest can arise in a variety of ways, including: a direct or indirect pecuniary conflict of interest, a conflict of interest arising by virtue of predetermination of a matter coming before the Board, and conflicts of interest arising because of a personal interest resulting from circumstances or relationships of individual trustees.

A pecuniary interest is an interest in a matter that could monetarily affect the trustee and includes an indirect pecuniary interest referred to in the *School Act*. Trustees are responsible to make themselves aware of the requirements of the *School Act* that relate to direct and indirect pecuniary interests. Should a trustee knowingly contravene the requirements of the *School Act*, the courts may declare the trustee's office vacant and require financial restitution.

A conflict of interest by reason of predetermination arises where the decision-maker has a "closed mind" and is unable to come to an issue willing to be influenced by facts or logic to make a decision. A predetermination conflict usually arises because of something that has been previously said or done.

In accordance with common law, a trustee is not qualified to vote on a matter in which they have a personal interest that could lead an informed person to think that the trustee's judgment could be influenced by that interest leading to a reasonable apprehension of bias.

If a trustee has a conflict of interest in any matter and is present at a meeting of the Board at which the matter is considered, the trustee must:

- at the meeting, disclose their conflict of interest and the general nature of the interest;
- not take part in the discussion of, or vote on any question in respect of the matter; and



- not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

If the meeting is not open to the public, in addition to complying with these requirements the trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.

If the pecuniary interest of a trustee is not disclosed as required above by reason of the trustee's absence from the meeting, the trustee must disclose the interest and otherwise comply with the requirements at the first meeting of the Board attended by the trustee after the meeting referred to above.

A trustee's temporary absence or inability to vote due to a conflict of interest shall not affect the quorum of a meeting.

If a meeting is open to the public, every disclosure of a conflict of interest and the general nature of it must be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of a conflict of interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public.

As there are many individual considerations and variations when considering issues of conflict of interest, individual trustees or the Board may wish to seek external legal advice on such matters. In many situations, the individual circumstances must be considered before a determination of conflict can be made.