



AGENDA

1. CALL MEETING 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 09 11 ([attachment](#))
- (b) Minutes of the Special Meeting, Public Session held 2024 10 10 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2024 09 11 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) Board Elections Summary
- (b) Commitment to Trustee Code of Conduct ([link](#)) ([attachment](#))

8. SUPERINTENDENT'S REPORT

- (a) Ray Colleran – BAA Course Approval ([attachment](#))
- (b) District Staffing & Enrolment ([attachment](#))

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report
- (b) Gulf Islands International Program Staff Report
- (c) District Transportation Update

10. COMMITTEE REPORTS

- (a) Committee of the Whole – 2024 10 30 ([attachment](#))
- (b) Education Committee – 2024 06 12 Summary ([attachment](#)) & 2024 09 25 Summary ([attachment](#))
- (c) Finance, Audit & Facilities Committee
- (d) Policy Committee – 2024 09 25 ([attachment](#)) 2024 10 30 ([attachment](#))
 - i. Policy 2.10 Inclusive and Respectful Environments ([attachment](#))
Circulated for feedback October 11, 2024. No feedback received.



AGENDA

Motion: That the Board adopts Policy 2.10 Inclusive and Respectful Environments.

Motion: That the Board repeals Policy 200 Learning and Working Environments, Policy/Procedure 210 Codes of Conduct, and Policy 212 Violence and Harassment-free District.

- ii. Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression ([attachments](#))
Circulated for feedback October 11, 2024. Feedback received for consideration.

Motion: That the Board adopts Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression.

Motion: That the Board repeals Policy/Procedure 215 Diversity.

- iii. Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities ([attachment](#))
Circulated for feedback October 11, 2024. No feedback received.

Motion: That the Board adopts Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities.

Motion: That the Board repeals Policy/Procedure 407 Student Supervision, Policy /Procedure 412 Student Travel: Educational Field Trips, and form 412-1 Volunteer Drivers Application.

- iv. 3.10 Indigenous Education ([attachment](#))
For circulation and Notice of Motion to adopt Policy 3.10 Indigenous Education. Once adopted, repeal [Policy 530](#) Aboriginal Education. The Board will consider feedback and adoption at the January 15, 2025, public meeting.
- v. 3.20 School Catchment Areas ([attachment](#))
For circulation and Notice of Motion to adopt Policy 3.20 School Catchment Areas. Once adopted, repeal [Policy 525](#) Residential Catchment Areas. The Board will consider feedback and adoption at the January 15, 2025, public meeting.
- vi. 3.30 Fee Paying Students ([attachment](#))
For circulation and Notice of Motion to adopt Policy 3.30 Fee Paying Students. Once adopted, repeal [Policy 5350](#) International Education. The Board will consider feedback and adoption at the January 15, 2025, public meeting.
- vii. 3.40 District Specialty Programs ([attachment](#))
For circulation and Notice of Motion to adopt Policy 3.40 District Specialty Programs. The Board will consider feedback and adoption at the January 15, 2025, public meeting.



AGENDA

- viii. [Policy 500](#) Planning for Learning

Motion: That the Board repeals Policy 500 Planning for Learning.

- ix. [Policy 512](#) Independent Directed Study and Board Authorized Courses

Motion: That the Board repeals Policy 512 Independent Directed Study and Board Authorized Courses.

- x. [Policy 520](#) Learning Services

Motion: That the Board repeals Policy 520 Learning Services.

- xi. [Policy 575](#) School Calendar, school calendar regulation

Motion: That the Board repeals Policy 575 School Calendar.

- xii. [Policy](#) and [Procedure 430](#) Student Records

Motion: That the Board repeals Policy and Procedure 430 Student Records.

- xiii. [Policy 420](#) Student Interviews by Outside Agencies

Motion: That the Board repeals Policy 420 Student Interviews By Outside Agencies

- xiv. [Policy](#) and [Procedure 5400](#) Scholarships, Bursaries and Awards

Motion: That the Board repeals Policy and Procedure 5400 Scholarships, Bursaries, and Awards in favour of an Administrative Practice.

- xv. [Procedure 300](#) Health and Safety

Motion: That the Board repeals Procedure 300 Health and Safety in favour of an Administrative Practice.

- xvi. [Policy](#) and [Procedure 400](#) Student Behaviour and Discipline

Motion: That the Board repeals Policy and Procedure 400 Student Behaviour in favour of an Administrative Practice.

- xvii. [Procedure 420](#) Student Interviews by Outside Agencies



AGENDA

Motion: That the Board repeals Procedure 420 Student Interviews by Outside Agencies in favour of an Administrative Practice.

xviii. [Procedure 525](#) Residential Catchment Areas and Form 525-1

Motion: That the Board repeals Procedure 525 Residential Catchment Areas and form 252-1 in favour of an Administrative Practice.

xix. [Procedure 5350](#) International Education

Motion: That the Board repeals Procedure 5350 International Education in favour of an Administrative Practice.

11. TRUSTEE REPORTS

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – January 15, 2025
- (b) Policy Committees – November 27, 2024

15. ADJOURNMENT



Present:	Chaya Katrensky Jeannine Georgeson Gregory Lucas Deborah Luporini Nancy Macdonald Rob Pingle Jill Jensen Jesse Guy Boe Beardsmore Lyall Ruehlen Lori Deacon Anna Szul	Vice-Chair Trustee Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Associate Superintendent Director of Instruction Director of Corporate Services Executive Assistant
Guests:	Ian Mitchell Angela Thomas Katherine Hazen	GITA President CUPE President DPAC Representative
Regrets:	Tisha Boulter	Board Chair

1. CALL TO ORDER

The meeting was called to order at 12:59 p.m. by Vice-Chair Katrensky. Vice-Chair Katrensky spoke to the privilege and gratitude for living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENCOTEN speaking peoples – huy tseep q'u.

Vice-Chair Katrensky read the opening statement: 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

Addition: Letter from the Minister Singh added to Correspondence 6(b)

The agenda for the Regular Board Meeting, Public Session held 2024 05 08 was adopted by consensus as amended.

3. APPROVAL OF MINUTES

Correction: page 6 in Trustees' Reports, Graduation took place on Saturday not Sunday.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2024 06 12 be approved as amended.

CARRIED 88/24



4. **IN-CAMERA SUMMARIES**

The Board of Education received the Regular In-Camera Summary for 2024 06 12 by consensus.

5. **DELEGATIONS**

6. **CORRESPONDENCE**

(a) **Métis Nation Letter**

The district received a letter from the Métis Nation of BC expressing interest in joining our Indigenous Education Council (IEC) since there are students of Métis heritage in the district. We have responded with appreciation and requested that they identify their representative.

Jill Jensen confirmed that the district will indeed be reaching out to all nations that are rightsholders.

(b) **Letter from Minister Singh**

The Minister thanked the Board for leading the alignment of our codes of conduct with provincial guidelines and integrating best practices.

7. **CHAIRPERSON'S REPORT**

(a) **Board's Annual Work Plan 2024/2025**

Jill Jensen presented the Board's 2024/2025 Annual Work Plan, which outlines key Ministry and BCSTA requirements, as well as various policy deadlines, to support the effective implementation of strategic goals throughout the year. Trustee's annual reaffirmation of their code of conduct will be added to November

Moved and seconded that the Board of Education adopted its 2024/2025 Work Plan as amended.

CARRIED 89/24

(b) **Strategic Plan 2024-2028**

Jill Jensen guided everyone through the strategic plan explaining that the overarching goal of the strategic direction is system well-being. The success measures for the strategic plan will be detailed in the work plan, which aims to establish a regular cycle of improvement through consistent engagement and communication. The plan was developed with significant input from students and feedback from Principals, Vice Principals and families. It is a public document intended to be highly visible in schools, reflecting its goals to students and families alike.

Moved and seconded that the Board of Education adopt the 2024-2028 Strategic Plan.

CARRIED 90/24

8. **SUPERINTENDENT'S REPORT**

(a) **Work Plan related to the Strategic Plan**

Jill Jensen discussed the work plan, explaining that it outlines how the strategic plan will be



implemented and identifies who is responsible for each aspect. Progress on the work plan will likely come in stages, but there may be an annual review to assess overall progress.

(b) 2024 Enhancing Student Learning Report

Jill Jensen presented the draft Enhancing Student Learning Report (ESLR) for the Board's review. The report is based on the Ministry's Educated Citizen model which focuses on intellectual, human and social, and career development. It highlights the district's systematic approach to planning, review, and ongoing improvement. Jill Jensen emphasized the importance of the ESLR, noting that globally, British Columbia is recognized as a high-performing education system with this district ranking among the top in the province. She stressed that there is much to celebrate and that students are at the core of the plan.

Moved and seconded that the Board of Education approves the 2024 Enhancing Student Learning Report for Gulf Islands School District.

CARRIED 91/24

(c) District Staffing & Enrolment

All teaching positions have been filled; however, there remains a shortage of Educational Assistants. Student enrolment is approaching projected levels.

(d) Bargaining Plan Update

The district submitted its bargaining plan to the British Columbia Public School Employer's Association (BCPSEA) and it has been approved.

(e) Program Review Phase 1

The review of educational programs will be conducted in phases, with Phase 1 in fall 2024 focusing on the Saturna Ecological Education Centre (SEEC) and the Gulf Islands International Program (GIIP). Program supervisors will collect data and present the findings to the Committee of the Whole, followed by the Board at the November Public Meeting.

(f) Framework Day

The district-wide Indigenous Education Day for staff, renamed *Walking Together Day*, will take place on Friday, September 20 at GISS. Angela Sterritt will be the keynote speaker. The afternoon will feature five workshops on topics such as Land-Based Learning, Cultural Appropriation, Land Acknowledgement, Cultivating Safe Spaces in Indigenous Education, and UNDRIP/DRIPA.

9. SECRETARY TREASURER'S REPORT

(a) Audit Report

The Board received a clean audit opinion from the external audit team. No issues of note were found during KPMG's audit of the Financial Statements this summer.



(b) 2023/2024 Financial Statements

The draft Financial Statements for the year ending June 30, 2024 were presented to the Board for approval.

Moved and seconded that the Board of Education approved the 2023/2024 School District No. 64 (Gulf Islands) Audited Financial Statements for the year ending June 30, 2024.

CARRIED 92/24

(c) Financial Statement Discussion and Analysis Report

Jesse Guy shared the 2023/2024 Financial Statement Discussion and Analysis report. The report will be posted to the Finance page of the district website along with the Audited Financial Statements.

(d) Draft 2025/2026 Five Year Capital Plan – Minor Submission

Jesse Guy presented the five-year capital plan minor submission for 2025/2026. Planned projects include: Salt Spring Elementary washroom and office renovation; Saturna Island School classroom renewal; Fulford Elementary HVAC upgrade; Gulf Islands Secondary School roof replacement – phase 3; Salt Spring Elementary playground upgrade; Gulf Islands Secondary School – cafeteria upgrades; Pender Islands School – kitchen upgrades.

Moved and seconded that the Board of Education approved the 2025/2026 Five-Year Capital Plan, Minor Submission.

CARRIED 93/24

(e) Facilities – Summer Work Projects Update

Jesse Guy reported on the capital projects worked on over the summer including Mayne Island HVAC Upgrade, Salt Spring Elementary HVAC Upgrade, Phase 2, Galiano School Renovations, GISS Washroom Renovation, and Pender Islands Elementary Secondary – Lighting.

(f) Phoenix School Site Update

Jesse Guy provided an update on the Request for Proposal (RFP) process, announcing that the district will enter a lease with the Capital Regional District (CRD) starting January 1, 2025. While the site will initially serve as a maintenance yard, the CRD has committed to prioritizing youth programming and services in the future.

10. COMMITTEE REPORTS

11. TRUSTEES' REPORTS

Vice-Chair Katrensky is thrilled about developments at Saturna. There is a lot of excitement, including the SEEC welcome potluck, and this year they have 11 students. A PAC meeting was held with a strong turnout of parents.



Trustee Georgeson plans on biweekly meetings with Adrian Pendergast starting next week. The first PAC meeting on Monday had a full agenda. The PAC is doing excellent work.

Trustee Lucas shared two updates: the PAC made a strong start, launching new sweatshirts and swag. The Ptarmigan Arts Society met with administration promising exciting future projects.

Trustee Luporini noted that enrollment on Mayne Island is up, and the arrival of the new bus has the whole community excited.

Trustee Macdonald visited Fulford on the first day of school, where there was wonderful energy and excitement. The PAC is actively supporting activities like school dances and gardening. Macdonald also attended a short meeting at GISS on behalf of Trustee Boulter, which focused mainly on fundraising ideas.

Trustee Pingle visited all schools to put up posters for the Terry Fox Run. Last year, the school district raised over \$2,000 for the cause.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – November 13, at the School Board Office
- (b) Education & Policy Committees – September 25, 2024
- (c) Committee of the Whole – October 30, 2024

15. ADJOURNMENT

Moved to adjourn at 3:16 p.m.

CARRIED 94/24

Date: _____

Chairperson

Certified Correct: _____

Secretary Treasurer



Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Lori Deacon	Director of Corporate Services
	Anna Szul	Executive Assistant
Guests:	Adrian Pendergast	GIPVPA Representative
	Ian Mitchell	GITA President
	Katherine Hazen	DPAC Representative
Regrets:	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee

1. CALL TO ORDER

The meeting was called to order at 11:17 a.m. by Chair Boulter. Chair Boulter spoke to the common perception globally that Canada is a young country due to the absence of large, ancient remnants, but Indigenous peoples have lived on these lands for millennia. We are privileged and grateful to live on the sacred traditional territory of the Coast Salish communities, specifically the Hul'q'umi'num and SENĆOŦEN speaking peoples – huy tsep q'u.

Chair Boulter read the opening statement: 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 Special Board Meeting, Public Session held 2024 10 10 be adopted.

CARRIED 95/24

3. NEW BUSINESS

(a) School Plans 2024/2025

Jill Jensen presented the school plans for the Board to receive.



(b) French Immersion Field Trip Request

The Board received a field trip request for Grade 11 French Immersion Intensive students to travel to Paris France in April 2025. Jill Jensen presented two of the options before the Board, to either approve or deny the field trip in principle, or to request that the applicant reapply for field trip approval once new Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities has been adopted.

Moved and seconded that the Board approves the French Immersion International field trip request in principle.

CARRIED 96/24

(c) Amended 2025/2026 Five Year Capital Plan – Minor Submission

Jesse Guy presented the amended 2025/2026 Five Year Capital Plan, Minor Submission which now includes the request for replacing our oldest bus ahead of schedule.

Moved and seconded that the Board approves the 2025/2026 Five-Year Capital Plan, Minor Submission as amended.

CARRIED 97/24

(d) Policy Committee

i. Policy 2.10 Inclusive and Respectful Environments

A Notice of Motion was presented to adopt Policy 2.10 Inclusive and Respectful Environments. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the November 13 public meeting. Once adopted, the Board will repeal Policy 200 Learning and Working Environments, Policy/Procedure 210 Codes of Conduct, and Policy 212 Violence and Harassment-free District.

ii. Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression

A Notice of Motion was presented to adopt Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the November 13 public meeting. Once adopted, the Board will repeal Policy/Procedure 215 Diversity.

iii. Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities

A Notice of Motion was presented to adopt Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the November 13 public meeting. Once adopted, the Board will repeal



Policy/Procedure 407 Student Supervision, Policy /Procedure 412 Student Travel: Educational Field Trips, and form 412-1 Volunteer Drivers Application.

iv. Policies, procedures and forms for repeal

It was recommended that the Board repeal the following policies and procedures in favour of administrative practices:

- Policy and Procedure 205 Maintenance of Order
- Form 205-1 Maintenance of Order
- Procedure 212 Violence and Harassment-free District

Moved and seconded that the Board repeals the following policies and procedures: Policy and Procedure 205 Maintenance of Order, form 205-1 Maintenance of Order, and Procedure 212 Violence and Harassment-free District.

CARRIED 98/24

v. Policy and Procedure 100 Mission, Values, Commitments and Goals

Moved and seconded that the Board repeal Policy and Procedure 100 Mission, Values, Commitments, and Goals.

CARRIED 99/24

4. ADJOURNMENT

Moved to adjourn at 11:50 a.m.

CARRIED 100/24

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

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

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

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

2024 09 11

Present:	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary-Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Lori Deacon	Director of Corporate Services
	Anna Szul	Executive Assistant
Guests:	Lenora Lee	KPMG Audit Partner (on-line)
	Sarah Burden	KPMG Senior Manger (on-line)
Regrets:	Tisha Boulter	Board Chair

The meeting was called to order at 10:30 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2024 09 11 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2024 06 12, were approved as presented.

Items:

1. KPMG 2023/2024 External Financial Audit Report

Jesse Guy left the meeting at 10:55 a.m.

Jesse Guy returned to the meeting at 10:59 a.m.

Lenora Lee and Sarah Burden left the meeting at 11:00 a.m.

2. Update on Phoenix School Site

The meeting adjourned at 11:07 a.m.



September 6, 2024

Ref: 301382

Tisha Boulter, Board Chair
School District No. 64 (Gulf Islands)
Email: tboulter@sd64.org

Dear Tisha Boulter:

In 2023, the Ministry of Education and Child Care and the BC School Trustees Association (BCSTA) partnered with a sector advisory committee to co-develop voluntary Provincial Criteria Guidelines for school trustee codes of conduct. The intent of this project was to provide trustees with clarity on their roles and responsibilities respecting conduct, to optimize their ability to deliver educational programs, and to support safe and inclusive schools and workplaces. The Ministry and BCSTA requested that boards work collaboratively to update their codes of conduct in accordance with Guidelines by April 30, 2024.

I am writing to thank you and your board for taking leadership in aligning your Code of Conduct to the Provincial Guidelines and incorporating best practices. Your participation in this initiative supports effective school board governance and allows trustees to focus on serving and meeting the needs of students in the district.

The BCSTA will continue to support school trustees through ongoing education and training opportunities. If you have any questions or concerns, please contact Suzanne Hoffman by email at shoffman@bcsta.org.

Again, I am grateful for your support and your leadership as we work towards continuous improvement in K-12 education and governance.

Sincerely,

Rachna Singh
Minister

cc: Jill Jensen, Superintendent, School District No. 64 (Gulf Islands)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Gulf Islands	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD64
Developed by: Ray Colleran	Date Developed: September 30, 2024
School Name: Gulf Islands Secondary School	Principal's Name: Ryan Massey
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Renaissance Studies	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course has been designed to help students learn about the cultural, social, artistic, literary, scientific, and philosophical developments that came out of the Renaissance period, and to gain a better perspective of how those developments have influenced and affected our modern world.

Goals and Rationale:

The era known as the Renaissance, which emerged in Italy in the 14th century and spread throughout Europe in the 16th century, marks a significant period of cultural, artistic, and intellectual rebirth contributing to the history of human progress.

A directed, focused study of the Renaissance enables students to recognize the foundations of our modern society and its continued cultural, philosophical, and scientific influences; it offers students insights into the evolution of ideas, culture, and social structures that continue to shape the present; it also offers students an understanding of the historical forces that have contributed to current societal norms, including concepts of race, empire, colonialism, and democracy. Furthermore, the arts and humanities—key components of Renaissance Studies—are essential for fostering critical thinking, understanding our past, and nurturing creativity—skills increasingly crucial in today's world.

Renaissance Studies 12 is rooted in the Social Studies curriculum across the core competencies in helping students develop their skills in communicating and collaboration, creative, critical and reflective thinking, personal awareness and responsibility, positive personal and cultural identity, and social awareness and responsibility.

Students will engage in learning about the developments of this fascinating historical period and exchange information, experiences, and ideas related to what they have learned and demonstrate their understanding in both individual and collaborative ways.

The content of this course particularly allows for students to engage with the material with a critical focus as they evaluate artistic works and reflect how the societal norms as well as philosophical and religious beliefs had an impact on cultural development of the period. Similarly, students can apply that same critical focus on how those same sets of beliefs impacted cultures in other countries and especially overseas, where expansion and colonization had a lasting detrimental effect on peoples of Indigenous lands.

Renaissance Studies allows students to gain a broader perspective in seeing how many of the social, political, religious, and economic structures of our modern world influenced by this time period, calling for our personal and social awareness and responsibility, while also creating opportunities to celebrate personal and cultural identity.

Indigenous Worldviews and Perspectives:

The Renaissance in Europe gave rise to the ‘Age of Exploration’ (sometimes referred to as the ‘Age of Discovery’) in the 15th and 16th centuries as seafaring countries—especially Spain, Portugal, and England—struck out beyond their boundaries and ventured overseas to stake their colonial claims and assert their imperial intentions. The establishment of modern international banking and the spread of international mercantilism created a demand to extract raw materials from overseas lands with little regard toward the Indigenous inhabitants they encountered there. The European worldview—one rooted in a top-down hierarchy, driven by an emerging capitalism and based on a resource extraction economy—proved incompatible with the Indigenous perspective, which sees the world through the circular and cyclical nature of Medicine Wheel.


At the same time, religious institutions in Europe recognized the opportunity for ecclesiastical expansion of Christianity and the spread of their beliefs into the territories of peoples previously uncontacted by these beliefs. Without question, the racist attitudes of a European colonial agenda, which sprung from this period, has done lasting harm to the Indigenous Peoples’ cultures and livelihood.


By looking into the history, motives, and causes of European expansion overseas into Indigenous territories, students will learn about many of the root problems of colonization and understand how the European mindset of an emerging capitalism, a growing mercantilism, and a globalizing Christianity had a detrimental effect on the welfare of the Indigenous peoples around the world.

In considering ways to embed First Peoples Principles of Learning and integrate Indigenous content into this BAA course:

The Principles are as follows:


Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

 Learning involves recognizing the consequences of one’s actions.

 Learning involves generational roles and responsibilities.

 Learning recognizes the role of Indigenous knowledge.

 Learning is embedded in memory, history, and story.

 Learning involves patience and time.

 Learning requires exploration of one’s identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

The Renaissance had a profound impact on our modern world and our way of thinking.

The ideals of humanism changed the way people saw their role in society and their place in the universe.

New ways of thinking formed the basis for modern scientific enquiry and critical thinking.

The Renaissance gave rise to great works of art and literature which continue to be admired for their beauty and technical skill.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ◆ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ◆ Assess the significance of scientific and artistic developments of the past (significance) ◆ Assess how prevailing cultural and religious practices and the actions of individuals or groups affect events, decisions, or developments (cause and consequence) ◆ Assess the development and impact of new ideas, political structures, and intellectual advances (cause and consequence) ◆ Analyze the cultural, artistic, scientific, political, and philosophical impact of the Renaissance on our world today (continuity and change) ◆ Identify works of art and analyze their significance in cultural development (evidence) ◆ Explain artistic developments by considering prevailing norms, values, and beliefs (perspective) ◆ Make reasoned ethical judgments about the consequences of colonialism beginning in the 'Age of Exploration' (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ◆ the tenets of Neoplatonism ◆ the principles of Humanism ◆ significant literary figures and representative works ◆ significant visual artists and representational works ◆ significant architects and representative works ◆ the role of the Catholic Church and its reach of political and spiritual power ◆ city-states and the emergence of political theory ◆ emergence of modern banking ◆ the impetus behind the 'Age of Exploration' ◆ colonialism and imperialism ◆ symbolism and iconography in art

Big Ideas – Elaborations

The Renaissance had a profound impact on our modern world and our way of thinking.

The Renaissance had a profound impact on shaping the modern world by inspiring new ideas and perspectives. The ideas and innovations of the Renaissance had a lasting impact on European society, contributing to the emergence of modern nation-states, the spread of literacy and education, and the development of new political and economic systems. The Renaissance also fostered a spirit of exploration and discovery, ultimately paving the way for the Age of Enlightenment and the modern era, and also led to colonial encroachment onto lands inhabited by Indigenous peoples overseas.

The ideals of humanism changed the way people saw their role in society and their place in the universe.

One of the defining characteristics of the Renaissance was humanism, an intellectual movement that emphasized the study of classical texts and the potential of human beings to achieve greatness. Humanist scholars focused on individualism, critical thinking, and the importance of education in shaping society.

New ways of thinking formed the basis for modern scientific enquiry and critical thinking.

The Renaissance saw a revival of interest in classical learning, literature, art, and architecture. The period produced some of the greatest artists in history, including Leonardo da Vinci, Michelangelo, and Raphael. Their works of art, such as the Mona Lisa, the Sistine Chapel ceiling, and the School of Athens, continue to be admired for their beauty, innovation, and technical skill.

The Renaissance gave rise to great works of art and literature which continue to be admired for their beauty and technical skill.

The Renaissance also saw significant advancements in science and technology. Figures like Galileo Galilei, and Nicolaus Copernicus challenged traditional views of the universe, leading to the Scientific Revolution and laying the groundwork for modern scientific inquiry.

Curricular Competencies – Elaborations

Students are expected to be able to do the following:

- ◆ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Key skills:

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.
- Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

- ◆ Assess the significance of scientific and artistic developments of the past (significance)

Key questions:

- What factors can cause people, places, events, or developments to become more or less significant?
- What factors can make people, places, events, or developments significant to different people?
- What criteria should be used to assess the significance of people, places, events, or developments?

Sample activities:

- Use criteria to rank the most important people, places, events, or developments in the current unit of study.
- Compare how different groups assess the significance of people, places, events, or developments.

- ◆ Assess how prevailing cultural and religious practices and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)

Key questions:

- What was the role of Catholicism in the development of the Renaissance in Italy?
- In what ways did the Papacy influence the Renaissance?
- In what ways did the Reformation affect the Renaissance?
- In what ways did European explorers and colonizers affect the cultures and livelihoods of Indigenous peoples?

Curricular Competencies – Elaborations (continued)

Students are expected to be able to do the following:

◆ Assess the development and impact of new ideas, political structures, and intellectual advances (cause and consequence)

Key questions:

- In what ways did the classical age of Greece and Rome influence the philosophical, political, and intellectual developments of the Renaissance?
- In what ways did the religious beliefs and attitudes of Christian colonizers affect the cultures of Indigenous peoples?

◆ Analyze the cultural, artistic, scientific, political, and philosophical impact of the Renaissance on our world today (continuity and change)

- In what ways have the racist attitudes of a European colonial agenda done lasting harm to the Indigenous Peoples' cultures and livelihood?

◆ Identify works of art and analyze their significance in cultural development (evidence)

Key questions:

- What are the distinguishing features of Renaissance art?
- How do these features differ from those found in medieval or post-Renaissance art?
- How do these features differ from those found in non-Western and Indigenous art?

Sample activity:

- Select several works of art (painting, sculpting, architecture) and explain how they are representative of the Renaissance or identify what features are typical of the period.

◆ Explain artistic developments by considering prevailing norms, values, and beliefs (perspective)

Key questions:

- Explain how philosophical ideas and religious beliefs of artists and/or their patrons are portrayed in various works of art.
- Explain how societal values of the period influenced the creation of artistic works.

Curricular Competencies – Elaborations (continued)

Students are expected to be able to do the following:

- ◆ Make reasoned ethical judgments about the consequences of colonialism beginning in the 'Age of Exploration' (ethical judgment)

Key questions:

- What is the difference between implicit and explicit values?
- Why should we consider the historical, political, and social context when making ethical judgments?
- Should people of today have any responsibilities for actions taken in the past?
- Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

Sample activities:

- Assess the impact that European exploration and colonization has had on Indigenous cultures wherever they were encountered.
- Assess the responsibility of key historical figures in the 'Age of Exploration'.
- Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.
- Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

Content – Elaborations

Students are expected to know the following:

◆ the principles of Humanism

Sample topics and terms to know:

- humanism, liberal arts, university, anatomy, dissection, heliocentric, Galileo

◆ the tenets of Neoplatonism

Sample topics and terms to know:

- renaissance, classical, golden age, ancient Greece, ancient Rome, Plato, Aristotle, Christianity, Catholicism, God, the Great Chain of Being, heaven, hell, Middle Ages, the Black Death, Marsilio Ficino

◆ significant literary figures and representative works

Sample topics and terms to know:

- manuscript, scriptorium, illuminated manuscript, fall of Constantinople, Dante Alighieri, Francesco Petrarch, Giovanni Boccaccio, William Shakespeare

◆ significant visual artists and representational works

Sample topics and terms to know:

- naturalism, realism, fresco, tempura, oil paint, perspective, *chiaroscuro*, *sfumato*, portrait, landscape, marble, relief, mannerism, Giotto, Donatello, Lorenzo Ghiberti, Masaccio, Sandro Botticelli, Titian, Leonardo da Vinci, Michelangelo, Raphael, Giorgio Vasari

◆ significant architects and representative works

Sample topics and terms to know:

- cathedral, dome/duomo, baptistry, monastery, convent, Doric, Ionic, Corinthian, Gothic, Baroque, flying buttress, transept, campanile, Filippo Brunelleschi

Content – Elaborations (continued)

Students are expected to know the following:

- ◆ the role of the Catholic Church and its reach of political and spiritual power

Sample topics and terms to know:

- Catholic Church, pope, papacy, cardinal, bishop, priest, monk, nun, indulgences, theological virtues, cardinal virtues, Seven Deadly Sins, mass, communion, bible, baptism, confession, Pope Julius II, Protestant Reformation, Johan Gutenberg, Martin Luther

- ◆ city-states and the emergence of political theory

Sample topics and terms to know::

- republic, monarchy, feudalism, democracy, oligarchy, papal states, Italian city-states, dukedom/duchy, Italy, Florence, Rome, Venice, Milan, Naples, Cosimo de' Medici, *pater patriae*, Lorenzo de' Medici, Niccolò Machiavelli, Girolamo Savonarola, Cosimo I, Grand Duke of Tuscany

- ◆ emergence of modern banking

Sample topics and terms to know:

- banking, accounting, double-entry bookkeeping, mercantilism, capitalism, usury

- ◆ impetus behind the 'Age of Exploration'

Sample topics and terms to know:

- New World, colonization, missionaries, Amerigo Vespucci, John Cabot, Christopher Columbus

- ◆ colonialism and imperialism

Sample topics and terms to know:

- Indigenous, First Nations, native, aboriginal, assimilation, exploitation, integration, civilized, savage, treaty, traditional territory, unceded lands, residential school

Recommended Instructional Components:

Direct Instruction—including video documentaries

Collaborative Projects

Experiential Learning

—possible extension through a class field trip to Italy

Assigned Readings

Reflective and/or Creative Writing

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Research Essays

Photo Essays / Vlogs

Creativity-based Assignments
allowing for reflection on process

Peer Assessment

Self-Assessment

Presentations

Quizzes and Exams

Learning Resources:

Suggested Reading List

excerpted readings from the following titles:

◆ on the tenets of Neoplatonism

The Republic by Plato

Platonic Theology by Marsilio Ficino

◆ on the principles of Humanism

The Oration on the Dignity of Man by Leon Battista Alberti

The Book of the Courtier (Il Cortegiano) by Baldassare Castiglione

◆ on significant literary figures and representative works

The Divine Comedy by Dante Alighieri

Il Canzoniere by Francesco Petrarch

The Decameron by Giovanni Boccaccio

Romeo and Juliet or *The Merchant of Venice* or *Hamlet* by William Shakespeare

◆ on on significant visual artists and representational works

The Lives of the Most Excellent Painters, Sculptors, and Architects by Giorgio Vasari

the notebooks of Leonardo da Vinci

autobiography of Lorenzo Ghiberti

autobiography of Benvenuto Cellini

Civilisation by Kenneth Clark

Europe 101 by Rick Steves

◆ on significant architects and representative works

On the Art of Building (De re aedificatoria) by Leon Battista Alberti

- ◆ on the role of the Catholic Church and its reach of political and spiritual power

95 Theses by Martin Luther

Julius in Hell by Desiderius Erasmus

- ◆ on city-states and the emergence of political theory

The Prince by Niccolò Machiavelli

Utopia by Thomas More

The History of Italy (Ricordi) by Francesco Guicciardini

- ◆ on the emergence of modern banking

Medici Money: Banking Metaphysics And Art In Fifteenth Century by Tim Parks

- ◆ on the impetus behind the 'Age of Exploration'

The Four Voyages of Christopher Columbus by Christopher Columbus

- ◆ on colonialism and imperialism

Guns, Germs and Steel: The Fates of Human Societies by Jared Diamond

- ◆ on symbolism and iconography in art

Looking at Painting in Florence 13th-16th Centuries: A Learner's Handbook by Richard Peterson

- ◆ for a general overview of the Renaissance

The Renaissance and the Rediscovery of Plato and the Greeks by Torbjörn Jerlerup

Khan Academy online resource: <https://www.khanacademy.org/humanities/renaissance-reformation>

Additional Information:

Renaissance Studies 12 may form the classroom instruction and framework in preparation for a curricular field trip to Europe for students to enrich their understanding of the material and concepts in an experiential learning approach.

2024/2025 District Enrolment, SD64 Gulf Islands

September 30, 2024

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Part-time MOE funded			Unfunded		FEB 2024 Projected	Difference
															SU	Adult U	12+ /GA	International	Homeschool		
Fernwood	24	27	20	34	26	22	30	32	-	-	-	-	-	215						215	0
Fulford	16	15	12	20	18	16	19	12	-	-	-	-	-	128					2	128	0
Galiano	8	9	5	11	9	8	2	5	-	-	-	-	-	57					2	56	1
GISS									85	121	125	127	147	605				41	1	601	4
- Phoenix Pl.									0	0	3	4	6	13						2	11
64Go!	0	1	0	4	0	1	2	4	0	5	3	3	3	26		1	2			8	18
Mayne	9	4	2	9	6	3	7	2	-	-	-	-	-	42						41	1
Pender	6	5	12	10	9	11	12	11	16	16	0	0	0	108					7	119	-11
Phoenix Elem.														0							0
- Hosp. Home														0							0
Saltspring Elem.	20	28	30	20	32	31	36	51	-	-	-	-	-	248					2	232	16
Saturna/SEEC	0	1	4	1	2	2	-	-	-	-	3	8	0	21						21	0
SIMS																					
Totals	83	90	85	109	102	94	108	117	101	142	134	142	156	1463	0	1	2	41	14	1445	40

Difference (current -Sept 1701): 18

Numbers including part-time MOE funded and International students: 1507

Sept 2023 1701 FTE Funded	Sept 2022 1701 FTE Funded	Sept 2021 1701 FTE Funded	Sept 2020 1701 FTE Funded	Sept 2019 1701 FTE Funded
208	193	204	165	192
133	146	114	100	94
57	54	44	53	50
664.5	604.0625	594.875	485.313	467
8	18	7		2
19.875	16.25	0.625		
34	27	30	29	22
122	138	126	101.313	113.938
	34	39	41	54
248	238	198	157	161
19	26	20	20.1875	22
		86	279	300
1513.375	1494.3125	1463.5	1430.81	1477.94



Summary
Committee of the Whole (COW) – SD 64 (Gulf Islands)
October 30, 2024 | 11:00 am

In attendance

Committee: Tisha Boulter (chair), Chaya Katrensky (vice chair), Jeannine Georgeson (trustee), Greg Lucas (trustee), Deborah Luporini (trustee), Nancy Macdonald (trustee), Rob Pingle (trustee)

Staff: Jill Jensen (superintendent/acting secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests (in person): Katherine Hazen (DPAC), Adrian Pendergast (GIPVP)

Guests (on line): Angela Thomas (CUPE), Ian Mitchell (GITA), Marc Wright (IT Manager)

Regrets: Lyall Ruehlen (director of instruction)

Called to order: 11:24 am by Chair Boulter

1. Adoption of Agenda

Adopted by consensus as presented.

2. Approval of Summary

Summary from May 22, 2024, approved by consensus.

3. Business Arising

- (a) Strategic Plan Educational Programs Annual Review – Phase 1
Jesse Guy provided a summary of the process to date.

i. Gulf Islands International Program (GIIP)

The report highlights concerns regarding the Gulf Islands International Program running at a financial deficit. The committee discussed the added value of the program including cultural diversity and additional staffing, and deficits that the program lacks direct benefits to local students and reduces resources from local students. Discussions emphasize the limitations of homestay availability and a need for increased program diversity and recruitment efforts.

Action: Staff report including recommendations to be presented at the November board meeting.

ii. Saturna Ecological Education Center (SEEC)

The report on the Saturna Ecological Education Center emphasized the program's unique qualities, its numerous benefits for students, and its financial advantage to the district due to the unique geographic factor. The program is currently operating at enrollment capacity.



4. New Business

(a) Cyber Security

The committee received the Cyber Security report prepared by Marc Wright, IT Manager.

5. Other Business

(a) Transportation Update

A transportation update will be provided at the board meeting on November 13, 2024.

6. Next Meeting: April 23, 2025

7. Adjournment: 12:55 pm



SUMMARY

Wednesday, June 12, 2024, 10:00 AM

Education Committee – SD 64 (Gulf Islands)

In attendance

Committee: Nancy Macdonald, Jeannine Georgeson, Deborah Luporini,

Trustees: Tisha Boulter (Board Chair), Chaya Katrensky, Greg Lucas, Rob Pingle

Staff: Jill Jensen (Superintendent), Jesse Guy (Secretary Treasurer), Boe Beardsmore (Associate Superintendent), Lyall Ruehlen (Director of Instruction), Lori Deacon (Director of Corporate Services), Anna Szul (Executive Assistant)

Guests: Adrian Pendergast (District Principal), Ian Mitchell (President GITA), Janice Shields (CUPE Vice President), Candice Arthur (DPAC Representative), Dan Sparanese (District Principal)

The meeting was called to order at 10:02 a.m. by Committee Chair Boulter.

1. Adoption of Agenda

Adoption of agenda by consensus.

2. Approval of Summary

Adoption of October 11, 2023, Summary by consensus.

3. Business Arising

4. New Business

a) Terms of Reference

Lori Deacon spoke to the draft Education Committee Terms of Reference.

Action: The committee recommended the terms brought to the Board meeting be brought to the public for approval.

b) Accessibility Plan

Boe Beardsmore gave an annual report of the work done by the Accessibility Committee and the goals for next year, including receiving more feedback through the Accessibility Tool.

c) Anti-racism Work

The district has continued to engage in initiatives aligned with the Provincial K-12 Anti-Racism Action Plan, including:

- **Anti-Racism Repository:** A district-developed online resource center for educators.
- **Annual Survey of Educators:** A yearly survey conducted in June, with results to be reported at the October meeting.
- **Report Racism Tool:** An anonymous reporting tool for students, staff and families.



d) Indigenous Education “Declaration Act”

Jill Jensen gave a summary on the *Declaration Act*.

e) Programs

Staff are developing an annual review process for programs.

i. French Immersion

It was noted that zero Dual Dogwood completions were reported for the previous three years which seems unlikely.

Action: Staff will connect with the school to investigate the reported dual Dogwood completion rates.

ii. Gulf Islands School of Performing Arts (GISPA)

The committee discussed how to boost the arts across the district for grades K-9 to ensure that, once students entered grade 10-12, GISPA would be a viable option. It was noted that critical and creative thinking were often the first areas to be cut. The program had been significantly impacted by COVID-19 and, operationally, lacks an administrative head. Questions were raised about whether the Board played a role in approving academies within the district. It was noted that all Board/Authority Authorized (BAA) courses had been reviewed in 2019. There was also an inquiry about the number of GISPA students who were international.

iii. Gulf Islands International Program

The program had been in operation for 25 years, with enrollment decreasing across the province. The program provided opportunities to students from other countries, enhancing diversity in the district through the relationships built by host families. Despite these benefits, the greatest challenge remained securing homestay arrangements, which were essential for program sustainability and contributed to household incomes. Running the international program was likened to running a business, with intensive marketing efforts required. The committee noted that housing capacity for students was limited.

5. Other Business

6. Next Meeting: September 25, 2024, on Saturna

7. Adjournment: 11:36 am



SUMMARY

Wednesday, September 25, 2024, 11:00 AM
Education Committee – SD 64 (Gulf Islands)

In attendance

Committee: Jeannine Georgeson, Deborah Luporini,

Trustees: Chaya Katrensky, Greg Lucas, Rob Pingle

Staff: Jill Jensen (Superintendent), Jesse Guy (Secretary Treasurer), Boe Beardsmore (Associate Superintendent), Lyall Ruehlen (Director of Instruction), Lori Deacon (Director of Corporate Services), Anna Szul (Executive Assistant)

Guests: Adrian Pendergast (District Principal), Ian Mitchell (President GITA), Katherine Hazen (DPAC)

Regrets: Nancy Macdonald, Tisha Boulter (Board Chair)

The meeting was called to order at 11:00 a.m. by Committee Chair Boulter.

1. Adoption of Agenda

Adoption of the agenda by consensus.

2. Approval of Summary

Adoption of June 12, 2024, Summary by consensus.

3. Business Arising

4. New Business

a) *Indigenous Education Council*

The Indigenous Education Council (IEC) held its first meeting this week, and we are currently in the process of inviting 14 nations to participate in the Gulf Islands IEC. Our next meeting is scheduled for November.

b) *Equity Tool*

Boe Beardsmore provided an overview of the district's equity tool, known as the Integrated Performance Assessment for Student Success (IPass). This tool is designed to make student learning more visible.

c) *Anti-racism*

Boe Beardsmore presented a briefing note on anti-racism efforts. In June 2024, the second Anti-Racism Survey was conducted, gathering 109 responses from teachers, Education Assistants (EAs), and district staff who directly support students. There were six formal reports of racism. Boe also reviewed the survey results and introduced the new racism reporting tool, now available on both the district and school websites and available at each school.



d) *Program Review Process*

Bringing the discussion of the annual program review to the committee level for more in-depth consideration.

e) *Mental Health*

We have a formal District Mental Health and Wellness Team, led by four PVP representatives, Cathy Walker, Stacy Mitchel, Amy Dearden, and Margot Landahl, to implement a district-wide plan and pathway aligned with our collective vision. A key focus is on effectively disseminating important information to those who need it most, particularly students. The team's work is intentional, focused, and flexible, with last year's priority being the development of a comprehensive district plan.

5. Other Business

6. Next Meeting: May 28, 2025, on Mayne

7. Adjournment: 12:21 pm



Summary Policy Committee – SD 64 (Gulf Islands)

In attendance:

Committee: Deborah Luporini (committee chair), Rob Pingle, Chaya Katrensky,

Trustees: Jeannine Georgeson, Greg Lucas

Staff: Jill Jensen (superintendent), Jesse Guy (secretary treasurer), Boe Beardsmore (assistant superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Adrian Pendergast (GIPVP)

Online: Ian Mitchell (GITA), Angela Thomas (CUPE), Katherine Hazen (DPAC)

Regrets: Tisha Boulter (board chair, ex-officio), Nancy Macdonald (trustee)

The meeting was called to order at 9:50 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Adoption by consensus of May 22, 2024, Summary.

3. Business Arising

(a) Section 2 Policies for Policies for Further Discussion:

- i. 2.10 Inclusive and Respectful Environments
(repeal Policy 200 Learning and Working Environment; Policy 210 and Procedure 210 Codes of Conduct; and Policy 212 Violence and Harassment-free District)

ACTION: Policy Committee recommends that Policy 2.10 be brought to the next board meeting for circulation and Notice of Motion for adoption.

- ii. 2.20 Sexual Identity, Gender Diversity, and Gender Expression
(replaces current Policy 215 and Procedure 215 Diversity)

There was a discussion regarding the process of self-identification and the measures in place to ensure the safety and well-being of our students in these situations.

ACTION: Policy committee recommends that Policy 2.20 be brought to the next board meeting for circulation and Notice of Motion for adoption.

4. New Business

(a) Policies/Procedures to be repealed in favour of Administrative Practices



- i. Policy 205 Maintenance of Order
- ii. Procedure 205 Maintenance of Order
- iii. Form 205-1 Maintenance of Order Form
- iv. Procedure 212 Violence and Harassment-free District

ACTION: Policy committee recommends that the Board repeal Policy 205 Maintenance of Order, Procedure 205 Maintenance of Order, Form 205-1 Maintenance of Order Form and Procedure 212 Violence and Harassment-free District in favour of Administrative Practices.

(b) Prioritized Policies for Discussion

- i. 3.50 Curricular, Co-Curricular and Extra-Curricular Activities
(repeal current Policy 407 and Procedure 407 Student Supervision, Policy 412 and Procedure 412 Student Travel: Educational Field Trips; and form 412-1 Volunteer Drivers Application/Authorization)

ACTION: Policy committee recommends that *Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities* be brought to the next board meeting for circulation and Notice of Motion for adoption at the November 13 public meeting.

- ii. 1.10 Beliefs, Commitments, and Aspirations
(repeal current Policy 100 and Procedure 100 Mission, Values, Commitments, and Goals)

ACTION: Policy committee recommends that the Board repeal Policy 100 and Procedure 100 Mission, Values, Commitments, and Goals in lieu of the Strategic Direction.

5. Other Business

6. Next Meeting: October 30, 2024, Galiano Island School

7. Adjournment: 11:02 a.m.



Summary
Policy Committee – SD 64 (Gulf Islands)
October 30, 2024 | 9:30 am

In attendance:

Committee: Deborah Luporini (committee chair), Rob Pingle, Chaya Katrensky, Tisha Boulter (chair, ex-officio)
Trustees: Jeannine Georgeson (trustee), Greg Lucas (trustee), Nancy Macdonald (trustee)
Staff: Jill Jensen (superintendent), Jesse Guy (secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)
Guests (in person): Katherine Hazen (DPAC), Adrian Pendergast (GIPVP)
Guests (online): Angela Thomas (CUPE), Ian Mitchell (GITA)
Regrets: Lyall Ruehlen (director of instruction)

The meeting was called to order at 9:30 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Amended to include DPAC representative Katherine Hazen as being in attendance online. September 25, 2024, Summary adopted by consensus as amended.

3. Policy Section 3.0: Students, Instruction, and School Operations

(a) Draft New Policy

i. 3.40 District Specialty Programs

There were questions raised to address whether a timeline for review of specialty programs should be added to the policy, or if the information is better suited as an administrative practice.

ACTION: Staff will consult Anne Cooper. If recommended to keep as a policy, then the recommendation for Notice of Motion and circulation for feedback will be brought to the November meeting for the Board's consideration.

(b) Draft Renovated Policies

i. 3.10 Indigenous Education (to replace current [Policy 530](#) Aboriginal Education)

The policy was renumbered, reorganized and updated to reflect current language.

ACTION: Policy Committee recommends that Policy 3.10 Indigenous Education be brought to the next board meeting for circulation and Notice of Motion for adoption.

ii. 3.20 Residential Catchment Areas (to replace current [Policy 525](#) Residential Catchment Areas)



The policy was renumbered and updated to reflect current catchment areas. Amendments were made to remove “children in grades K-8” from the opening paragraph and remove references to “residential” within the title and body of the policy.

ACTION: Policy Committee recommends that Policy 3.20 Catchment Areas be brought to the next board meeting, as amended, for circulation and Notice of Motion for adoption. Staff will amend the draft AP A5 as needed.

- iii. 3.30 Fee Paying Students (to replace current Policy 5350 International Education)
Amendments were made to the draft policy to remove reference to Gulf Islands International Program and highlight Indigenous education.

ACTION: Policy Committee recommends that Policy 3.30 Fee Paying Students be brought to the next board meeting, as amended, for circulation and Notice of Motion for adoption.

- iv. 3.60 Student Restraint and Seclusion (to replace current Policy/Procedure 402 Student Restraint and Seclusion)
Discussion regarding ministry standards, ethical concerns, training requirements, and a suggestion to consult legal and Inclusion BC on the necessity of this policy. There was a shared commitment to minimize the use of restraint and seclusion in schools. It was agreed that the title of the draft policy should be amended to “Emergency Student Restraint and Seclusion”.

ACTION: Policy Committee recommends that legal counsel be consulted on Policy 3.60 Student Restraint and Seclusion.

(c) Policies and Procedures to be Repealed

- i. Policy 500 Planning for Learning

ACTION: Policy Committee recommends that Policy 500 Planning for Learning be repealed.

- ii. Policy 512 Independent Directed Study and Board Authorized Courses

ACTION: Policy Committee recommends that Policy 512 Independent Directed Study and Board Authorized Courses be repealed.

- iii. Policy 520 Learning Services
Inclusive Education will be making this work visible and accessible on the district website.

ACTION: Policy Committee recommends that Policy 520 Learning Services be repealed.

- iv. Policy 575 School Calendar

ACTION: Policy Committee recommends that Policy 575 School Calendar be repealed.

- v. Policy and Procedure 430 Student Records



ACTION: Policy Committee recommends that Policy and Procedure 430 Student Records be repealed.

- vi. Policy and Procedure 5400 Scholarships, Bursaries and Awards
The board discussed the substantial funds are distributed to graduating students and the importance of transparency and accountability. Staff have identified a need and will create an administrative practice to guide accounting processes for the receipt of bursary and scholarship donations.

ACTION: Policy Committee recommends that Policy and Procedure 5400 Scholarships, Bursaries and Awards be repealed in favour of an administrative practice in development.

- vii. Policy 420 Student Interviews by Outside Agencies

ACTION: Policy Committee recommends that Policy 420 Student Interviews by Outside Agencies be repealed.

(d) Policies and Procedures to be Repealed in Favour of Administrative Practices

- i. Procedure 300 Health and Safety
- ii. Policy and Procedure 400 Student Behaviour and Discipline
- iii. Procedure 420 Student Interviews by Outside Agencies
- iv. Procedure 525 Residential Catchment Areas and Form 525-1
- v. Procedure 5350 International Education

ACTION: Policy committee recommends that Procedure 300 Health and Safety, Policy and Procedure 400 Student Behaviour and Discipline, Procedure 420 Student Interviews by Outside Agencies, Procedure 525 Residential Catchment Areas and Form 525-1 and Procedure 5350 International Education be repealed in favour of administrative practices.

(e) Overview of Administrative Practices

- i. AP S3 Creating and Managing a Healthy and Safe Workplace
- ii. AP L4 Student Behaviour and Discipline
- iii. AP A5 Student Registration and Out-of-Catchment Requests
- iv. AP L6 International Education
- v. AP L5 Student Interviews by Outside Agencies

4. Other Business / Business Arising

5. Next Meeting: November 27, 2024, Microsoft Teams

6. Adjournment: 11:12 a.m.



2.10 Inclusive and Respectful Environments

The Board of Education is committed to creating inclusive learning and working environments where safety, security and mutual respect is paramount.

The Board recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the District culture. The Board seeks to ensure that everyone has equitable access to opportunities and resources to make meaningful contributions to the district.

The Board believes everyone has a role to play in promoting a district free of violence and harassment.

Healthy schools require that the relationships between the adults involved in the education of children (employees, parents, and members of the public having contact with schools) are governed by courtesy, respect, and consideration. The Board expects that interactions between its students, employees, parents, and the public at large are marked on all sides by respect and consideration.

The Board expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being violent, discriminating, harassing, or intimidating in nature. Such behaviour is unacceptable and will not be tolerated.

Guidelines

1. Principals will establish codes of conduct in accordance with provincial guidelines that will describe the kinds of behaviour generally expected of students, staff, parents and community members working together in school learning and working environments, and in situations where they are representing the District and school communities.
2. Violence in any of its forms is neither acceptable nor tolerated in the learning and working environments of the District.
3. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of harassment in any of its forms.



4. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.
5. The District endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.

DRAFT



Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression

The Board of Education acknowledges that Canadian Laws protect the most basic human rights of 2 spirit, Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex people (2SLGBTQI+), however, inclusive and affirming attitudes and behaviours towards the sexual and gender diverse (SGD) population have not kept pace (are lagging, in some instances). Therefore, this policy outlines the Board's commitment to ensuring and protecting the human rights of 2SLGBTQI+ people.

In keeping with the BC Human Rights Code the Board accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which sexual Identity, gender diversity and gender expression is respected and supported. Accordingly, the Board commits to working with everyone in the school district to promote and sustain learning and working environments that:

- promote acceptance and understanding;
- give voice to all members of the school community;
- welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity; and
- ensure equitable access to and equitable participation in quality education for all students.

Guiding Principles

- **CULTURE**
The Board is committed to and encourages a culture of inclusivity, safety and acceptance of sexual and gender diverse individuals.
- **CONFIDENTIALITY**
Students will have the right to the confidentiality of their sex, gender, and name.
- **INCLUSIVE LEARNING**
Classroom materials and activities will contain positive images and accurate information about sexual and/or gender diversity

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, Provincial Standards for Codes of Conduct Order (M276/07); Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended: Circulated for feedback Oct.11, 2024



- **STAFF TRAINING**
All staff will be provided with knowledge and tools to develop a broad understanding of SOGI and the impact on students.
- **FACILITIES**
Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
- **SELF-IDENTIFICATION**
Students will have the right to self-identification, which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity.
- **INCLUSIVE ACTIVITIES**
Students will be included and accommodated for in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club.

Guidelines

1. School staffs are expected to work with their school communities and, by way of their codes of conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.
2. The Board will work closely with the 2SLGBTQI+ community (acting in an advisory capacity) to:
 - 2.1. review, implementation and further develop strategies to promote awareness and respect, and safe, caring and inclusive school environments;
 - 2.2. provide opportunities for school communities to increase awareness of the scope and impact of discrimination against the 2SLGBTQI+ community and to create an inclusive environment;
 - 2.3. support educational programs through the provision of age-appropriate resources and activities;

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

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- 2.4. in the regular course of reviewing policy, procedure, and other District documents, ensure that the language and imagery used is representative of the diversity in our community; and
- 2.5. ensure that when schools are reporting on their effort to promote a violence-free District and support for diversity, they speak to matters of multi-culturalism, gender identity, gender expression, and sexual orientation.
3. The Board will continue to support and take advice from advisory bodies, as a way of further promoting diversity and equity.

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended: Circulated for feedback Oct.11, 2024



Policy Feedback Summary

Policy: Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression

Date: November 13, 2024

October 14, 2024

Everything looks incredible, and I would just like to thank you again for the opportunity to be a part of this wonderful project and team. I learned a lot, and really enjoyed my time working alongside you. I hope that everything gets approved and goes smoothly! Thank you for everything that you do for the community and students :)

October 16, 2024

We, the undersigned, would like to express our heartfelt gratitude for your support and protection of our queer, Two-Spirit, trans, and non-binary students in the face of recent challenges regarding book selections for the school library; your response to parents denying the addition of harmful materials to the GISS Library was shared online last June.

Your commitment to fostering an inclusive and safe environment for all students, regardless of their gender identity, has not gone unnoticed.

We would also like to express our thanks and gratitude to the Board and Superintendent for their efforts to address gaps and barriers in school policy that have made addressing book challenges difficult. We are inspired by the board's action to create the new Policy 2.40 on addressing concerns and complaints which we hope will foster respectful discussion with parents and community members; the behaviour we saw this year at the PAC meeting on Nov 14 last year where the book challenge was first discussed was upsetting and aggressive.

As parents and community members deeply committed to justice, equity, decolonization, diversity, and inclusion within the school environment, we wanted to highlight the importance of your actions and the optimism it brings for the future. Children in this community who experience systemic barriers, colonization, racism, discrimination, and exclusion face unique challenges that can significantly impact their well-being and academic success. These recent book challenges targeting books with 2SLGBTQIA+ content, have been particularly difficult for our queer, Two-Spirit, trans, and non-binary students. By rejecting the inclusion of harmful literature, you have taken a significant step towards protecting their mental health.

By maintaining policies and practices that prioritize the well-being of queer, Two-Spirit, trans, and non-binary students, you set a powerful example of what good advocacy can achieve. We encourage you to continue consulting with relevant review bodies and organizations to ensure that all resources in our school library support the learning outcomes of our curriculum and contribute to a safe and inclusive environment for all students. We hope you continue to uphold and expand these efforts and ensure the same energy and attention is



given to all students who experience systemic barriers, colonization, racism, discrimination, and exclusion.

We look forward to working together with you in the coming year on our shared purpose of creating a more inclusive and supportive school environment. We are eager to collaborate and champion further initiatives that promote diversity, equity, and inclusion within our school community.

Thank you once again for your dedication and support.

October 18, 2024

I was attending the consultations with the high school administration and the School Board re: concerns for school culture, systemic exclusion, and concerns for identifying what the repercussions were and could be for student or teacher disrespect.

The policy sounds fairly good in my view with one omission.

I think it is the procedures for how to respond in a timely manner for situations of disrespect, active behaviour and violence. If such procedures are to be addressed in a separate but linked document then I think the Policy statement needs to articulate that link.

The continual voice of students I hear is 'nothing is ever done' or 'what is done makes it worse'.

The statement on intersectionality could be stronger or more defined.

That's it for me. I think feedback is usually improved when it comes out of a discussion with the exchange of ideas so if that is planned by any of the recipients of your email I would make myself available if invited.

Thanks for taking this next step -



Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities

The Board of Education recognizes that valuable learning can occur through well-planned curricular, co-curricular and extra-curricular activities.

Guidelines

1. Definitions
 - 1.1. **Curricular Activity** – The activity is an integral component of the curriculum, occurs during the school day, and all students are expected to attend. There are no student costs involved.
 - 1.2. **Co-curricular Activity** – The activity is an extension of the curriculum, and all students are encouraged to attend, and should they not attend alternate learning opportunities will be made available to them. Some of these activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
 - 1.3. **Extra-Curricular Activity** – The activity is not an extension of the curriculum, and student participation is fully optional. The activities are sponsored by the school to provide opportunities for student(s) to participate in activities and athletics which are related to the school program and supervised by teachers or other authorized personnel. The majority of these activities take place outside regular school hours. These activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
 - 1.4. **Excursions** – These activities refer to interest-based or commercial trips that may be provided by companies specializing in student travel and generally occur over a school closure period.
2. All curricular, co-curricular and extracurricular activities are to be selected, planned, organized, and conducted such that:
 - the activity has direct relevance to learning outcomes;
 - consideration is given to the health, safety and security of all participants;
 - appropriate risk assessment and management of off-site activities is undertaken; and
 - protection of students, employees, volunteers, and the School District is paramount.

Legislative References:

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision: Circulated for feedback Oct 11, 2024



3. All communications with students and families regarding costs and fundraising must include a statement explaining that fees will not be a barrier to student participation in school activities.
4. Principals have the authority to approve activities within the province, three nights or less duration, and provided there has been a determination that the activity is low risk.
5. The Superintendent or their designate has the authority to approve activities that are of moderate risk and/or require higher care of planning and provision, activities that take place out of province, and any activity in excess of three nights.
6. Excursions are not sanctioned and will not be approved except in cases where they are included in the Gulf Islands International Student Program.



Policy 3.10 Indigenous Education

The Board is committed to the principles in the Canadian *United Nations Declaration on the Rights of Indigenous Peoples Act*, the British Columbia *Declaration Act*, and the Truth and Reconciliation Commission of Canada: Calls to Action.

Accordingly, the Board set several mutually reinforcing goals for Indigenous education:

1. improving school success for all Indigenous students;
2. including the voice of Indigenous people and integrating Indigenous perspectives into all aspects of the education system;
3. increasing the presence of Indigenous languages, cultures, and histories in provincial curriculum;
4. ensuring that all learners have opportunities to understand and respect their own cultural heritages as well as those of others.

In support of the Ministry of Education and Child Care's goals for Indigenous education, the School District No. 64 Board of Education commits to:

5. developing and delivering authentic, meaningful programs that help all students learn about Indigenous peoples and their historical and contemporary cultures;
6. understanding the impacts of colonization;
7. supporting teachers in their efforts to bring Indigenous knowledge and perspectives into their teaching practice;
8. supporting an Indigenous Education Council in accordance with the *School Act*.



Policy 3.20 School Catchment Areas

The Board of Education supports students attending school in their catchment area, commonly known as neighbourhood schools, in order to sustain local school populations and maintain vibrancy in our schools and communities.

1. Galiano Community School, Grades K-7, for students who live on Galiano Island.
2. Saturna Island Elementary Secondary School, Grades K-5, for students who live on Saturna Island; school of attendance for Grades 10-12 students district-wide enrolled in Saturna Ecological Education Centre.
3. Mayne Island School, Grades K-7, for students who live on Mayne Island.
4. Pender Islands School, Grades K-12, for students who live on Pender Island. It is also the school of attendance for:
 - i. Grades 6-9 for students who live on Saturna Island
 - ii. Grades 8-9 for students who live on Mayne and Galiano Islands
 - iii. Grades 10-12 as a school of choice for students district wide
5. Fulford Community Elementary School, Grades K-7, for students who live in the southern region of Salt Spring Island, including those who live on roads that empty onto Fulford Ganges Road, Horel Road, (the segment emptying onto Fulford Ganges Road) and south, Isabella Point Road and Beaver Point Road.
6. Salt Spring Elementary School, Grades K-7, for students who live in the central region of Salt Spring Island including those who live on roads that empty on to Fulford Ganges Road, north of Horel Road, Lower Ganges Road, south of Central, Long Harbour Road and Robinson Road as far north as Mansell Road. Saltspring Elementary School is also the school of attendance for Grade 6 and 7 students district-wide enrolled in French Immersion.
7. Fernwood Elementary School, Grades K-7, for students who live in the northern region of Salt Spring Island, including those who live on roads that empty onto Vesuvius Bay Road, Sunset Drive, North End Road, Walker Hook Road and Upper Ganges Road.
8. Gulf Islands Secondary School, Grades 8-9 for students who live on Salt Spring Island. Gulf Islands Secondary School is a school of choice for Grades 10-12 for students



district-wide. Gulf Islands Secondary School is also the school of attendance for Grades 8-12 students district-wide enrolled in French Immersion.

9. 64GO, a District Online Learning school, Grades K-12, for students who live within the geographic area of the School District 64 catchment (resident of Galiano, Mayne, Pender, Saltspring, or Saturna Island).

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Policy 3.30 Fee Paying Students

The primary mandate of the Board of Education is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry of Education and Child Care. In addition, the Board is prepared to provide programs and services to international students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

The Board shall charge a tuition fee to international students and the amount of this fee shall be established by the Board.

The Superintendent or designate shall establish administrative practices which regulate the number and placement of international students.

1. Through provision of educational programs to international students predicated on adequate space, supports, and resources, the Board demonstrates its commitment to:
 - 1.1. ethnic diversity and the synergy that results when young people from around the globe work together to create a better world;
 - 1.2. providing resident students with quality school programs that broaden their perspectives by promoting global awareness and greater cultural understanding;
 - 1.3. fostering greater diversity and understanding by enrolling students from different parts of the world;
 - 1.4. embracing the ideals of the cultural mosaic that makes Canada unique in the world;
 - 1.5. offering programs tailored to the educational, social and emotional needs of International students, in the context of quality educational and cultural experiences provided to all;
 - 1.6. honouring principles of global awareness, cultural understanding, and personalized learning for the 21st century and beyond;
2. The Board recognizes the opportunity presented through international student



education to further global awareness, understanding, and respect of local Indigenous language, culture, history, worldviews, and perspectives.

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Policy 3.40 District Specialty Programs

The Board of Education seeks to provide many pathways for students to pursue and achieve desired outcomes. The Board supports the provision of District Specialty Programs which serve unique educational needs.

District Specialty Programs may be approved by the Board in accordance with the guidelines established.

Guidelines

1. District Specialty Programs will be assessed with the following criteria:
 - 1.1. The educational benefit of the program;
 - 1.2. The impact on existing programs and on enrollment at individual schools or across the District;
 - 1.3. The financial resources required to ensure successful implementation;
 - 1.4. The evidence of need or demand for this program;
 - 1.5. The degree to which the program reflects the goals of the Board and the Ministry of Education and Child Care;
 - 1.6. The availability of classroom space or other facilities and equipment required for the program;
 - 1.7. The availability of qualified staffing to ensure safe and successful implementation of the program;
 - 1.8. The impact on other service providers;
 - 1.9. The cost of the program to students and families.
2. For new District Specialty Programs moving forward in the process, feedback from partner groups will be solicited and considered.



3. The process for new District Specialty Program approval is as follows:
 - 3.1. Those individuals recommending the introduction of a District Specialty Program will discuss the program with the district staff who will advise them of the process for making application.
 - 3.2. District staff will review District Specialty Program proposals and consider the merit of the proposals, request additional information and/or clarification.
 - 3.3. The Superintendent will bring recommended proposals forward to the Board for approval.
4. Students and parents shall be given the opportunity of gaining sufficient program information to make informed choices.
5. Following initial approval, a District Specialty Program will be offered provided sufficient numbers of registrants make such offerings economically and educationally sound.