



## AGENDA

### 1. CALL MEETING TO ORDER AND TERRITORIAL ACKNOWLEDGEMENT

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 2025 01 29 ([attachment](#))

### 4. IN-CAMERA SUMMARY

- (a) Summary of the In-Camera Meeting held 2025 01 29 ([attachment](#))
- (b) Summary of the Special In-Camera Meeting held 2025 02 18 ([attachment](#))

### 5. DELEGATIONS

- (a) GISS Student Council

### 6. CORRESPONDENCE

### 7. CHAIRPERSON'S REPORT

- (a) Board Performance Review
- (b) Ministry Update

### 8. SUPERINTENDENT'S REPORT

- (a) Indigenous Education Council Update
- (b) Strategic Direction: District Update ([attachment](#))
- (c) Staffing
- (d) Projected Enrolment

### 9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report ([attachment](#))
- (b) 2024-25 Amended Annual Budget Approval (3 readings) ([link](#))
- (c) Student Transportation Registration Process ([attachment](#))

### 10. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – 2025 02 12 Summary ([attachment](#))
- (d) Policy Committee – 2024 02 12 Summary ([attachment](#)) and Policy Brief ([attachment](#))



## AGENDA

i. *3.30 Fee Paying Students (attachment)*

Circulated for feedback January 30<sup>th</sup>. No feedback received.

Motion: That the Board adopts Policy 3.30 Fee-Paying Students

Motion: That the Board repeals Policy 5350 International Education

ii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (attachment)*

Circulated for feedback January 30<sup>th</sup>. No feedback received.

Motion: That the Board approves amendments and renumbering of Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances.

Motion: That the Board repeals Procedure 402 Student Physical Restraint and Seclusion in favour of an administrative Practice.

iii. *4.30 Severe Allergic Reaction (attachment)*

Amended to update definitions in alignment with the Anaphylaxis Protection Order (M232/07).

Motion: That the Board approves amendments to Policy 4.30 Severe Allergic Reaction.

iv. *Policies and Procedures to be Repealed Outright*

Motion: That the following Policies and Procedures be repealed outright:

- Policy 600 Financial Practices (replaced by 5.10 and 5.11)
- Policy 615 Disposal of Equipment
- Policy 6200 Purchasing and Tendering
- Policy 6300 Retention /Destruction of Records
- Policy 6480 School Petty Cash Fun

**11. TRUSTEE REPORTS**

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Regular Board Meeting – April 9, 2025
- (b) Policy Committees – April 23, 2025
- (c) Committee of the Whole – April 23, 2025

**15. ADJOURNMENT**



<b>Present:</b>	Chaya Katrensky Deborah Luporini Jeannine Georgeson Gregory Lucas Tisha Boulter Nancy Macdonald Rob Pingle Jill Jensen Jesse Guy Lori Deacon Boe Beardsmore Lyll Ruehlen	Chairperson Vice Chairperson Trustee Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Director of Corporate Services Associate Superintendent Director of Instruction
<b>Guests:</b>	Ian Mitchell Adrian Pendergast Poppy Maya Jasmine Ryan Massey	GITA President GIPVPA Chair Student Representative Student Representative Student Representative Principal, GISS
<b>Regrets:</b>	Angela Thomas	CUPE President

**1. CALL TO ORDER**

The meeting was called to order at 1:00 p.m. by Chair Katrensky. Trustee Georgeson spoke to the privilege and gratitude of living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENCOTEN speaking peoples – huy tseep q'u.

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.

Chair Katrensky introduced student representatives from GISS student council: co-presidents Poppy and Maya, and vice-president Jasmine.

**2. ADOPTION OF AGENDA**

The agenda for the Regular Board Meeting, Public Session held 2025 01 29 was adopted as presented by consensus.

**3. APPROVAL OF MINUTES**

The minutes of the Regular Board Meeting, Public Session held 2024 11 13 were approved as presented by consensus.

The minutes of the Special Board Meeting, Public Session held 2024 11 13 were approved by consensus.



4. **IN-CAMERA SUMMARIES**

The Summary of the Regular In-Camera Meeting for 2024 11 13 was approved as presented by consensus.

5. **DELEGATIONS**

6. **CORRESPONDENCE**

(a) **LCC Request to the Board**

Received as correspondence. The Salt Spring Local Community Commission is requesting representation from the Board to participate in public meeting to discuss shared priorities and responsibilities. Trustees discussed the implications of representing the Board. Jesse Guy will reach out to confirm up to 3 trustees' attendance.

(b) **Minister Re: Cybersecurity**

Received as correspondence.

(c) **Enhancing Student Learning Report**

Received as correspondence.

(d) **Minister Re: Ministry of Infrastructure**

Received as correspondence.

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA Academy Update**

Chair Katrensky reported on the BCSTA Academy that trustees attended in November, highlighting presentations on street data, student voice, and AI and governance as well as leadership changes within BCSTA.

(b) **Ministry Update**

Chair Katrensky met with the new Minister of Education and Child Care, Lisa Beare. Discussion with the Minister focused on recruitment, retention, inclusive education, capital investments, and transportation.

(c) **GITA Local Bargaining Agreement**

Local teacher bargaining has successfully concluded. The Board is pleased to approve the local matters agreement with Gulf Island Teachers' Association signed off December 2024.

(d) **Finance, Audit and Facilities Terms of Reference – Approval**

The Board considered a draft Terms of Reference for the Finance, Audit and Facilities Committee.

Moved and seconded that the Board adopts the Terms of Reference for the Finance, Audit, and Facilities Committee as presented.

CARRIED 1/25



(e) **Committee Appointments**

The Chair summarized changes to standing committees appointments including trustee Pingle as chair of Finance, Audit, and Facilities and trustee Boulter added to the Education and Policy Committees.

8. **SUPERINTENDENT'S REPORT**

(a) **Student Achievement Update**

The District received positive feedback regarding the September 2024 Enhancing Student Learning Report. Superintendent Jensen noted that SD64 was one of a few districts in the province that completed the optional self-assessment which was helpful in reflecting on local data and practices. The feedback validated the district's excellent practices in monitoring and adjusting to meet student needs. Superintendent Jensen emphasized the need to increase student voice and being more intentional in our listening. She highlighted the importance of providing intentional in supports for indigenous students and was pleased to announce that again last year, graduation rates in SD64 were 100% for Indigenous students and for all students.

(b) **District Communications Plan**

The District's communications strategy has been updated to reflect the goals and commitments of the new strategic plan. Communications Strategy 2.0 identifies tactics for regular and consistent sharing of information, improving community engagement, and better utilizing a unified communications platform. The updated strategy is available on Strategic Planning and Direction page of the District's website.

(c) **Indigenous Education Council Update**

The District is working to identify local rights holders and establish the Indigenous Education Council in alignment with Bill 40. The work continues towards fostering relationships and exploring opportunities to enhance learning and uplift local language, history, and culture for all learners.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy presented the monthly operating expense report for December indicating expenses are slightly above expected budget levels by 1.6%. Spending trends remain consistent.

(b) **District Signing Authority**

Appointment of a new Board Chair requires the signing authorities for the Board's Education Trust Fund and Operating Bank Accounts be updated accordingly. The changes requested are outlined in the following appendixes:

*APPENDIX 'A'*

*Signing authority for the Educational Trust Fund Account #1015 455 Effective January 29, 2025.*

*1. For amounts up to and including \$75,000:*

*Jill Jensen, Chief Executive Officer; or Boe Beardsmore, Associate Superintendent  
With Jesse Guy, Secretary Treasurer, or Lori Deacon, Director of Corporate Services*

*2. For amounts over \$75,000:*

*Jesse Guy, Secretary Treasurer, or Jill Jensen, Chief Executive Officer*



*With Chaya Katrensky, Board Chair, or Rob Pingle, Trustee*

**APPENDIX 'B'**

*Signing authority for the Operating Bank Account #1003 104 Effective January 29, 2025.*

*1. For amounts up to and including \$75,000:*

*Jill Jensen, Chief Executive Officer; or Boe Beardsmore, Associate Superintendent  
With Jesse Guy, Secretary Treasurer, or Lori Deacon, Director of Corporate Services  
Except for Receiver General, Payroll Deductions, Utilities, Corporate Card Monthly District  
payment, and yearly contracts signed or approved by the Board on behalf of the Board.  
(When signing authorities for amounts over \$75,000 apply).*

*2. For amounts over \$75,000:*

*Jesse Guy, Secretary Treasurer, or Jill Jensen, Chief Executive Officer,  
With Chaya Katrensky, Board Chair, or Rob Pingle, Trustee*

Moved and seconded that, effective January 29, 2025, 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 January 29, 2025, the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.

CARRIED 2/25

**(c) Educational Program Review, Phase 2**

Jesse Guy shared an overview of timelines for Phase 2 Educational Program Review. French Immersion, TASK, and GISPA need to be reviewed. Staff will consult with program leads to identify which two of the three will be included in the next phase of review, and which will be left until Phase 3. It was agreed that a report summary will be provided to the Board for Early Learning, Feeding Futures, and Inclusive Education.

**(d) 2024-25 Amended Budget Process**

Adjusted Operational funding amounts were released to districts yesterday. Jesse Guy provided an update on the amended budget, noting the delay in receiving numbers from the Ministry and the impact on the district's financial planning. She will present a draft amended budget at the FAF committee meeting for discussion on February 12<sup>th</sup>.

**10. COMMITTEE REPORTS**

**(a) Committee of the Whole**

No Report

**(b) Education Committee**

No report

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

The Board received the 2024 01 15 Finance, Audit, and Facilities Committee Summary by consensus.

**(d) Policy Committee**



The Board received the 2024 11 27 and 2025 01 15 Policy Committee Summaries by consensus. Staff presented a policy brief to provide background to the day's policy agenda items and shared a summary of feedback received.

i. *Policy 400 Student Behaviour and Discipline*

This policy was returned to the Policy Committee from the November 13, 2024 public meeting, for further discussion.

Motion: That the Board repeals Policy 400 Student Behaviour and Discipline.

CARRIED 3/25

ii. *Policy 2.10 Inclusive and Respectful Environments (attachment)*

Circulated for feedback October 11, 2024. Amendments made to reflect feedback received.

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

CARRIED 4/25

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

CARRIED 5/25

iii. *Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression (attachment)*

Circulated for feedback October 11, 2024. Further amendments to reflect additional feedback received.

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

CARRIED 6/25

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

CARRIED 7/25

iv. *3.10 Indigenous Education (attachment)*

Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board approves amendments and renumbers Policy 3.10 Indigenous Education (to replace Policy 530 Aboriginal Education).

CARRIED 8/25

v. *3.20 Catchment Areas (attachment)*

Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board approves amendments and renumbers Policy 3.20 Catchment Areas (to replace Policy 525 Residential Catchment Areas).

CARRIED 9/25



- vi. *3.40 District Specialty Programs (attachment)*  
Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board adopts Policy 3.40 District Specialty Programs

CARRIED 10/25

- vii. *3.30 Fee Paying Students (attachment)*  
Presented to the Board at the November 13, 2025 public meeting and since amended to reflect upcoming change to international student programs. 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 February 26, 2025 public meeting.

- viii. *4.30 Severe Allergic Reaction (attachment)*  
Updated as part of the Board's policy renovation.

Motion: That the Board approves amendments and rennumbers Policy 4.30 Severe Allergic Reaction (to replace Policy 3150 Severe Allergies/Anaphylaxis)

CARRIED 11/25

- ix. *4.40 Provision of Menstrual Products (attachment)*  
Updated as part of the Board's policy renovation.

Motion: That the Board approves amendments and rennumbers Policy 4.40 Provision of Menstrual Products (to replace Policy 4270 Provision of Menstrual Products to Students).

CARRIED 12/25

- x. *4.50 Video Surveillance (attachment)*  
Updated as part of the Board's policy renovation

Motion: That the Board approves amendments and rennumbers Policy 4.50 Video Surveillance (to replace Policy 3650 Safety and Security of People and Property).

CARRIED 13/25

- xi. *4.10 Healthy and Safe Environments (attachment)*  
Updated as part of the Board's policy renovation

Motion: That the Board approves amendments and rennumbers Policy 4.10 Healthy and Safe Environments (to replace Policy 300 Health and Safety).

CARRIED 14/25

- xii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (attachment)*  
For circulation and Notice of Motion to approve amendments and renumber Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (to replace current policy 402



Student Physical Restraint and Seclusion. Once approved, repeal Procedure 402 Student Physical Restraint and Seclusion in favour of an administrative practice. The Board will consider feedback and approval at the February 26, 2025, public meeting. Feedback to be received by February 17 to be included in the board package for consideration.

- xiii. *Policies and Procedures to be Repealed in Favour of Administrative Practices*  
As part of policy renovation, a number of policies and procedures related to Health and Safety were identified as operational in nature that are more appropriate to be published as administrative practices.

Motion: That the following Policies and Procedures be repealed in favour of Administrative Practices:

- Procedure 3053 Critical Incident Management
- Policy 3054/ Procedure 3054 Search and Seizure
- Policy 3055/ Procedure 3055 Weapons and Dangerous Objects
- Policy 3060/ Procedure 3060 Emergency School Closures
- Policy 3100/Procedure 3100 Intoxicating and Controlled Substances
- Procedure 3150 Severe Allergies/Anaphylaxis (and form 3150-1)
- Procedure 3650 Monitoring for the Safety and Security of People and Property
- Policy 4250/ Procedure 4250 Student Medical Care Plan and Medication and forms -1,2,3,4

CARRIED 15/25

- xiv. *Policies and Procedures to be Repealed Outright*  
A number of policies and procedures were identified relating to Health and Safety that offer little guidance and are recommended to be repealed as part of policy renovation.

Motion: That the following Policies and Procedures be repealed outright:

- Policy 303 Accident Prevention and Safety Procedures
- Policy 3050 Emergency Management and Response
- Policy 3051 Fire Management and Response
- Policy 3052 Earthquake Management and Response
- Policy 3053 Critical Incident Management and Response
- Policy 3120 and Procedure 3120 Communicable Diseases
- Policy 3700 and Procedure 3700 School Pest Management
- Policy 3850 Pediculosis (Head Lice)

CARRIED 16/25

Boe and Lyall and student representatives left the meeting at 2:29 p.m.

## **11. TRUSTEES' REPORTS**

Trustee Boulter: met with GISS principal Massey and received an update on what's happening around deeper learning, engagement with teachers, student interviews, and use of street data. She expressed her appreciation for the Superintendent attending GISS student council meetings and having student representatives at the Board meeting. She met with SSE principal Dearden and learned the school is undertaking a climate audit and development of a climate action plan. Trustee Boulter was invited to ASK



Salt Spring with Jesse Guy, Jill Jensen, and Nancy Macdonald for an open conversation with community.

Trustee Pingle: expressed gratitude to the Chair and Vice-Chair for their work and to staff and Trustees who met with ASK Salt Spring. He attended the Fernwood PAC meeting and highlighted discussions around sexual health training, sexual education delivery, and supporting teachers in a charged environment. There remains some confusion on how sexual health is shared, who should fund it, and what should be provided for training.

Trustee Lucas: reported that Pender PAC has funded sexual health presentations and guest speakers. The school will be having a meeting on the proposed climbing wall and plans are underway for a winter carnival and read-a-thon. The school is looking for new DPAC representative. He will be attending BCPSEA. The district health and safety committee is looking at student safety reporting, creating a mission statement, and how to better expedite claim time.

Trustee Luporini: enjoys visiting Mayne Island School and appreciates the time administrators share with her. Students are learning about the scientific method and the importance of controlled experiments to gather reliable data and draw conclusions. Hands on experiments are helping students understand how to make observations from hypotheses and use evidence to draw conclusions. She offered congratulations to the five students awarded 1<sup>st</sup> place for best film at Film Fest Victoria. Intramurals are beginning, working on creating an indigenous garden, and PAC meeting highlighted food security. In May, the entire school will visit Science World, and in June, it is Active Month on Mayne Island and the school is organizing activities for the entire community.

Chair Katrensky: attended the Saturna PAC meeting. Saturna will be hosting a talent show in February and cook-off with farm to school ingredients from local gardeners and growers. The students released 30,000 salmon fry this year. She was welcomed to the DPAC meeting. There were lots of caring parents and good sharing at the meeting. There are parent workshops on childhood anxiety planned. Last night was SEEC Writers' Open Mic at Saturna Lodge where students shared their stories and poetry. About 40 people attended.

Trustee Georgeson: attended the Galiano PAC meeting. The community is coming together in many new ways. One member has started a morning muffins program. 'Get visible' day is coming up with a focus on transportation safety and being seen getting to and from school. The school will be visiting Science World in May as well as the Victoria Symphony. The school was successful in its Vancouver Sun grant application for a whole-school food program. Trustee Georgeson is working with Penelakut school with puppetry to connect the schools and elders around culture and language.

## **12. OTHER BUSINESS**

## **13. QUESTION PERIOD**

The chair received questions from delegates and the public.

## **14. NEXT MEETING DATES**

- (a) Regular Board Meeting – February 26, 2025 at the School Board Office
- (b) Policy and Finance, Audit and Facilities Committee Meetings – February 12, 2025



**15. ADJOURNMENT**

Moved to adjourn at 2:49 p.m.

CARRIED 17/25

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Secretary Treasurer

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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

2025 01 29

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<b>Present:</b>	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	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

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

The agenda for the Regular Board meeting, In-Camera session held 2025 01 29 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2024 11 13 were approved as presented.

**Items:**

1. Delegate Presentation (delegates joined the meeting at 10:33 am and left the meeting at 10:48 am).
2. The Board confirmed the ending of an excluded position.
3. Personnel Updates.

Boe Beardsmore and Lyall Ruehlen left the meeting at 11:43 a.m. A brief recess was called from 11:45 to 11:48 a.m. Boe Beardsmore and Lyall Ruehlen returned to the meeting at 11:52 a.m.

4. GITA Local Bargaining Agreement. The Board approved Local Matters Agreement with Gulf Islands Teachers' Association signed December 2024 by consensus.
5. Water Taxi Contract Renewal. Staff will work with the provider to extend the contract if practical and begin dialogue with the district parent community about water taxi service for the 2026/27 school year.
6. SIMS Lease Transition Discussion
7. Annual Disclosure of Trustee Conflict of Interest - The Board adopted the practice of annual disclosure of conflict of interest.
8. Superintendent Performance Review Timeline

The meeting adjourned at 11:40 a.m.

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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 the School Board Office

2025 02 18

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<b>Present:</b>	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Director of Corporate Services

The meeting was called to order at 1:59 p.m.

The agenda for the Special Board meeting, In-Camera session held 2025 02 18 was adopted as presented.

**Items:**

1. Trustee Code of Conduct

The meeting adjourned at 2:34 p.m.

## Superintendent's Update

**Title:** Strategic Direction – District Update

**Date:** February 1, 2025

### District Professional Development Day



The Gulf Islands Teachers' Association Professional Development Committee organized an incredible day of learning for staff which was held on February 7 at GISS. There were sessions that included several relevant topics including math instruction, literacy, reconciliation, consent, place-based outdoor and environmental learning, physical well-being, harm reduction strategies and hands-on naloxone training, mindfulness, and compassionate systems (overall well-being).



The keynote speaker was Dr. Dustin Louie, Director of NITEP at UBC. Dr. Louie's talk focused on reconciliation and the necessity of looking inward to reflect on and acknowledge the ways we continue to collude with the current colonial system. We need to challenge some of our core beliefs, and this often leads to experiences of cognitive dissonance, which is a turning point, creating space for a shift in understanding. He reminded us that reconciliation is about "creating relationships of mutual respect" (Murray Sinclair) and that each of us has a responsibility to be generous.



What does it mean to show up with generosity? What are the incremental steps each of us can take right now? The personal commitment of many people taking incremental steps can lead to radical change. Deep gratitude to the committee for their hard work.

### Literacy



On April 16, 2024, the Ministry announced a literacy initiative aimed at enhancing literacy development for students in the K-12 school system. This initiative seeks to elevate literacy levels for all students and provide targeted interventions for those needing focused support, including students with learning disabilities and diverse abilities.

The goal is to assist districts in implementing evidence-based literacy screening for all students in kindergarten through Grade 3, ensuring that teachers can offer timely support to students who may require additional literacy interventions and supports. This initiative includes professional development and training for teachers and support staff to equip them with the knowledge and strategies to address and support diverse literacy needs.

For the 2024-2025 school year, the Provincial Outreach Program for the Early Years (POPEY) is offering Learning Series Workshops, which consist of four workshops throughout the year. These workshops focus on building capacity in K-3 educators in areas of foundational literacy to support all primary English literacy learners. Through an application process that received over 20 district applications, four districts were selected for this year's series, including Gulf Islands. We have enhanced these sessions by adding two additional sessions for educators, providing opportunities to debrief, share, and support the learning from the workshops.

After the second session in January 2025, the POPEY team acknowledged the reception and readiness of our K-3 educators. They noted the district's work with the equity tool, locally developed literacy assessments, and experience in gathering student literacy data. As a result, the POPEY team requested the opportunity to pilot a universal screener in the district, adding two additional sessions. The team piloted the DIBELS universal screener in two elementary schools. This session focused on gathering data from the schools, followed by a session for data-driven dialogue to action (to implement targeted interventions and supports) in the classrooms.

On February 28, the district will provide DIBELS Universal Screener training to all K-3 educators and administrators, facilitated by a DIBELS specialist. DIBELS will become the universal screener for Gulf Islands starting in September 2025.

The district team will work to develop a pathway, starting with DIBELS (universal screener) and the district's Equity Tool, to create a plan for building instructional capacity and support for K-3 teachers. This plan aims to support early identification and targeted intervention to enhance the literacy levels of all students. Feedback received so far from teachers has been extremely positive.

### Kindness



Every February schools across Canada intentionally recognize kindness and the prevention of bullying. This day of standing up against bullying emerged from the actions of two students who, in 2007, stood up for another student who was being harassed for wearing a pink shirt. In solidarity, the students purchased 50 pink shirts and distributed them in their high school. Our Gulf Island schools all care deeply about creating safe, welcoming and inclusive environments for students *and* this is a core theme and commitment in our strategic plan.

[ERASE](#) = expect respect and a safe education. I encourage you to explore the Ministry website. There are resources for students, families, and teachers/school staff.

Reflections from Question on his design:

*Amanda Poitras (Indigenous CYCW) is clearly thinking ahead and looking for wonderful opportunities to engage with our youth. I wholeheartedly follow that kind of vision. With no parameters, Amanda had asked me to come up with a Pink T-Shirt design. Since Amanda asked - I thought it would be reflective of her leadership to render a wolf. A wolf is leadership, strength, wisdom & family - looking out for the pack and willing to travel great distances to go to new lands, vistas, experiences and then circle back to the pack - to share those new experiences. The chickadee is a play on Amanda's Indigenous name: Little Bird. A wolf and a chickadee in perfect harmony? That shows kindness right?*



Deep gratitude to Quentin for this incredibly beautiful and meaningful pink shirt design.

### Compassionate Systems Awareness & Leadership



*"To be a leader first you must be a human being." – Peter Senge*



Compassionate Systems Awareness is a global community of learning led by Dr. Peter Senge and Dr. Mette Boell from MIT and grew from their research in systems thinking, compassion, and generative social fields. It is an integrated framework which builds personal wellness, strengthens interpersonal relationships, and applies systems thinking tools to our work as leaders. A foundational part of BC's Mental Health in Schools strategy, Compassionate Systems leadership focuses on cultivating well-being for adults and increasing well-being and equity for student learners. First Peoples Principles of Learning and Indigenous epistemologies are supported by the personal, relational and system layers of Compassionate Systems.

As a district of learners, our principals and vice principals have been exploring our self-awareness, purpose, well-being, and leadership capacity by engaging with the compassionate systems framework. There are an increasing number of other staff who are interested in learning more and growing their own personal capacities. As part of nested and complex systems, it is vital that we understand our own personal system and how we contribute to the systems of which we are a part. Everyone in our system is a leader and developing leadership capacity is a deeply individual journey; it is inherently personal and inescapably collective. I believe that each of us, as with reconciliation, must make personal commitments about who we are and how we will choose to be with others, and our world. As stated in our strategic commitments, *We consider the impact of our actions on past, present and future generations as we commit to being good ancestors.* Compassionate Systems Awareness provides us with a framework, tools and practices, that allow us to better understand our mental models and why

we think and act as we do, challenging perspectives and beliefs that may be incomplete or inaccurate. It creates space for us to show up for each other (and ourselves) in open, compassionate, and authentic ways.

### Mental Health in Schools



Our schools integrate positive mental health into all system aspects, in line with the Provincial Mental Health in Schools Strategy (2021).

We focus on adult well-being to build capacity for supporting themselves and aiding students. Key priorities include Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom.

We provide opportunities for adults and students to access mental health supports through:

- In-service training for school leads in EASE and Compassionate Systems Framework.
- EA training in MANDT-Healthy Relationships.
- K-3 support in Healthy Kids/Safe Bodies instruction.
- Staff meetings include Compassionate System elements.
- Health Education Tools Sharepoint for staff support.
- In-service training for ECE and K-1 educators on student well-being.
- ECE and K leaders participate in Compassionate Systems Leadership training monthly.
- District counselors co-teach and support classes.

School-specific initiatives include:

- GISS student health navigator every Monday lunch hour.
- Professional development lunch & learn at GISS, focusing on anxiety in February.
- Creation of Spice Club for neurodivergent students.
- LGBTQ2S+ group meets Tuesdays with a community counsellor.
- Activities like restorative circles, mindfulness, nature journaling, and kindness challenges.
- Anti-bullying focus for Pink Shirt Day.
- Roots of Empathy in kindergarten.

Expenditures	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December
Monthly						
Instruction	758,200	740,202	1,746,814	1,712,474	1,581,167	1,554,953
Administration	167,026	126,398	133,280	141,244	141,493	145,827
Operations	249,123	280,399	291,952	348,721	307,946	327,351
Transportation	32,680	55,512	220,642	186,248	179,291	194,633
<b>Total</b>	<b>1,207,029</b>	<b>1,202,511</b>	<b>2,392,688</b>	<b>2,388,687</b>	<b>2,209,897</b>	<b>2,222,764</b>

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction	1,572,671					
Administration	136,696					
Operations	318,167					
Transportation	211,900					
<b>Total</b>	<b>2,239,434</b>	-	-	-	-	-

Expenditures	Expenditures to Date	Annual Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	9,666,481	17,733,696	55%	55%
Administration	991,964	1,628,870	61%	58%
Operations	2,123,659	3,394,430	63%	58%
Transportation	1,080,906	1,959,300	55%	50%
<b>Total</b>	<b>13,863,010</b>	<b>24,716,296</b>	<b>56%</b>	<b>55%</b>

Over budget

-1.54%

DRAFT- Each monthly report may vary from the prior month(s) due to late invoices or timing items.



## Briefing Note

**Title:** Bus Transportation Registration – Key Updates

**Date:** February 26, 2025

**From:** Director of Operations

**Audience:** Public

### Purpose

The District is implementing changes to its bus transportation registration process for service for the upcoming school year. The supporting Administrative Practice ([AP T1 Student Bus Transportation Eligibility and Registration](#)) has been updated to reflect the changes in practice.

### Background

During the 2023/24 school year, the District published Administrative Practice (AP T1) to guide the provision of bus transportation services and outline a reasonable process to manage registration and determine eligibility.

Problems identified include:

- Confusing/unneeded terms for regular/courtesy riders and occasional ridership
- Unclear processes surrounding waitlists and eligibility
- Registration window was too late to allow for planning prior to driver's route selection day

The most significant transportation issue encountered this year was late registrations causing overloads on several salt spring island routes and impacting how wait listed riders were handled. Late registrations cause a significant administrative workload for transportation staff who try to accommodate as many students on buses as possible. Especially during the September startup, which is a very busy time of year.

Through lessons learned during this last year, the Transportation Department is revising the bus transportation registration process. Specific changes include:

- moving the registration window from May to April (April 1- April 30<sup>th</sup>, 2025),
- clarifying rider access, and
- introducing a \$75 fee for late registrations.

AP T1 has been updated accordingly.

### Attachments/Links

- [AP T1 Student Bus Transportation Eligibility and Registration](#)



## Summary

### Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

#### In attendance

**Committee:** Rob Pingle (committee chair), Jeannine Georgeson, Greg Lucas, Chaya Katrensky (board chair, ex-officio)

**Trustees:** Deborah Luporini, Chaya Katrensky, Nancy Macdonald

**Staff:** Jill Jensen (superintendent of schools), Jesse Guy (secretary treasurer), Boe Beardsmore (associate superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services)

**Partner Group Representatives:** Angela Thomas (CUPE), Adrian Pendergast (GIVPA), Ian Mitchell (GITA), Katherine Hazen (DPAC)

#### Regrets:

The meeting was called to order at 9:32 a.m. by Committee Chair Rob Pingle. Chair Pingle acknowledged that this meeting is held on the territories of the Hul'qumi'num and SENCOTEN speaking peoples – huy tseep q'u.

#### 1. Adoption of Agenda

Adoption of agenda by consensus.

#### 2. Approval of Summary

Adoption of the 2025 01 15 FAF summary by consensus.

#### 3. New Business

##### a. Amended Budget Discussion

Jesse Guy shared an analysis operating revenue, expenses and special purpose funding and an overview of approved short-term and one-time investments. She presented a comparison of budget trends over the past 14 years, showing that the percentages of budget allocation for different functions have remained relatively stable.

To reduce expenses in the amended budget, some proposed changes to approved short term investments were made in the amended budget including reductions in EPIC numeracy support, fleet purchasing and replacement, and tech renewal. The draft amended budget proposes a draw from accumulated surplus of \$753,844 (an approximate \$151,156 deficit in current year regular operational spending).

Jesse Guy highlighted the special purpose funding received from the Ministry, including classroom enhancement funds, student and family affordability, and feeding futures, and noted the importance of these funds in supporting schools and students.



Jesse Guy shared the draft 2024/2025 Amended Annual Budget for the committee's consideration.  
The draft budget will be presented at the February 26 Board meeting for 3 readings.

**4. Other Business**

**5. Next Meeting:** Not yet scheduled.

**6. Adjournment:** 10:59 a.m.



Summary  
**Policy Committee – SD 64 (Gulf Islands)**  
February 12, 2025, | 11:00 am

**In attendance:**

**Committee:** Deborah Luporini (committee chair), Tisha Boulter, Rob Pingle, Chaya Katrensky (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), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services)

**Partner Group Representatives:** Adrian Pendergast (GIPVPA), Angela Thomas (CUPE), Ian Mitchell (GITA), Katherine Hazen (DPAC)

**Regrets:**

The meeting was called to order at 11:05 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**

Addition: 4(b) Gender-based and sexualized violence  
Adoption of the amended agenda by consensus.

**2. Approval of Summary**

Summary for the 2025 01 15 Policy Committee Meeting adopted by consensus.

**3. Policy Section**

**(a) Policy Renovation Project Section 5.0 Overview**

Lori Deacon shared an overview of Section 5.0 Finance, Facilities and Transportation.

**Action:** Staff will update section numbers on the policy manual webpage to reflect five sections (1.0 to 5.0).

**(b) Housekeeping – new numbers (reassignment of policy number)**

These policies have recently been revised and require minor formatting and numbering change to fit the new policy manual numbering system. These changes are housekeeping in nature.

- i. 5.10 Financial Planning and Reporting (previously policy 6.10)
- ii. 5.11 Accumulated Operating Surplus (previous policy 6.11)
- iii. 5.80 Student Transportation (previous policy 410)

**Action:** Accept the reformatting and proposed numbering changes to the above policies. Staff will post the updated policies on the district website.

**(c) Policies and Procedures to be Repealed Outright**

These policies and procedures have been identified for repeal. Policy 600 is already covered by language in newer policies 5.10 and 5.11 (6.10/6.11) that are required by the Ministry. The other



policies (ii. to v.) have very little language other than brief policy statements. The associated procedures contain all of the relevant processes and will not be considered for repeal until staff have prepared with new administrative practices to replace them.

- i. *Policy 600 Financial Practices*
- ii. *Policy 615 Disposal of Equipment*
- iii. *Policy 6200 Purchasing and Tendering*
- iv. *Policy 6300 Retention/Destruction of Records*
- v. *Policy 6480 School Petty Cash Funds*

**Action:** Recommend that the above Policies are brought to the February 26, 2025 meeting for the Board's consideration to repeal.

#### **4. Other Business / Business Arising**

##### **(a) 4.30 Severe Allergic Reaction**

The policy was amended to match definitions to those in M232/07 Anaphylaxis Protection Order

**Action:** Recommend that the Board approves amendments at the February 26, 2025 public meeting.

##### **(b) Gender-Based and Sexualized Violence**

The BCSTA undertook a scan of district to ensure policies are addressing gender-based and sexualized violence. Boe Beardsmore shared GISS efforts to develop a response plan for students reporting sexual violence and the ongoing work with community partners following ministry guidelines. Currently, the district has guiding policies in place and substantial definition and process language in its AP S2 Student Critical Incidents that addresses these serious and specific forms of misconduct.

**Action:** The committee will review policies and AP S2 to ensure the district is meeting Ministerial requirements. Staff will consult with Anne Cooper. Item to be brought back to a Policy Committee meeting for further discussion.

**5. Next Meeting:** April 23, 2025, Pender Islands School

**6. Adjournment:** 11:39 a.m.



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## Briefing Note

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**Title:** Policy Committee – Recommendations to the Board

**Date:** February 26, 2025

**From:** Lori Deacon, Director of Corporate Services

**Audience:** Public

### Purpose

The Board of Education continues the work to review and renovate its policy manual. This brief is intended to provide context and understanding to the Policy Committee Report items for the February 26, 2025 Board Meeting public session agenda.

### Recommendation

Motions have been provided in the public meeting agenda and come to the Board as recommendations from the Policy Committee.

### Background

The Policy Committee made housekeeping changes to the numbering and format of three policies during the February 12<sup>th</sup> committee meeting:

- [5.10 Financial Planning and Reporting](#) (previously number 6.10)
- [5.11 Accumulated Operating Surplus](#) (previously numbered 6.11)
- [5.80 Student Transportation](#) (previously numbered 410)

Policy Committee (item 10(d)):

*i. 3.30 Fee Paying Students*

This policy was rewritten to address upcoming changes to district processes relating to international and fee-paying student enrolment. The Board presented a Notice of Motion at the January 29, 2025 public meeting to consider adoption of the policy at the February 26 public meeting. Draft policy amendments were circulated for feedback on January 30, 2025. No feedback has been received. Once adopted, Policy 5350 International Education will be repealed.

*ii. 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (replaces current policy 402 Student Physical Restraint and Seclusion)*

This policy was amended to include reference of use as a last resort and requirement for annual report to the Board, and to remove operational processes from the policy (to be published as Administrative Practice [AP S9 Physical Restraint and Seclusion in Emergency Circumstances](#)).



The Board presented a Notice of Motion at the January 29, 2025 public meeting, to approve amendments and renumbering. Draft policy amendments were circulated for feedback on January 30, 2025. No feedback was received.

*iii. 4.30 Severe Allergic Reaction*

Amendments have been recommended to Policy 4.30 to reflect the definitions of Anaphylaxis and Anaphylaxis Framework found in the Anaphylaxis Protection Order (M232/07). The board will consider.

*iv. Policies and Procedures to be Repealed Outright*

As part of the Board's policy renovation, a number of policies and procedures have been identified for repeal:

- Policy 600 Financial Practices (replaced by policies 5.10 and 5.11)
- Policy 615 Disposal of Equipment
- Policy 6200 Purchasing and Tendering
- Policy 6300 Retention/Destruction of Records
- Policy 6480 School Petty Cash Funds

Policy 600 has been replaced with the more current and Ministry required policies [5.10](#) and [5.11](#). The rest of the policies presented for repeal offer little or no governance direction. Operational processes are contained within the associated Board Procedures. The intent is to convert these procedures to Administrative Practices. The procedures will not be brought forward for consideration for repeal until such time as the Administrative Practices have been developed and are ready to publish.

<b>Attachments/Links</b>
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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.

The Board will consider providing an educational program to fee paying students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

In these cases, tuition fees will be established annually, based on the average educational funding per one Full-Time Equivalent (FTE) student. Tuition fees are payable in advance. The Superintendent shall establish administrative practices regarding the enrolment and placement of fee-paying students.



### Policy 3.30 ~~5350~~ Fee Paying Students International Education

#### **Rationale:**

The primary mandate of the Board of Education ~~District~~ 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.

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.

The Board, ~~through its International Student Program,~~ will consider providing an educational program to fee paying students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

~~The stated goals of the BC Ministry of Education's international education program are to: create a globally oriented education system in British Columbia; ensure that all students receive quality learning and life experiences; and maximize the benefits of international education—social, cultural and economic—for all British Columbia communities, families and businesses.~~

#### **Policy:**

In these cases, tuition fees will be established annually, based on the average educational funding per one Full-Time Equivalent (FTE) student. Tuition fees are payable in advance.

The Superintendent shall establish ~~procedures~~ administrative practices regarding the enrolment and placement of international fee-paying students. ~~in the District's International Student Program.~~

~~1.—The board supports the successful integration of international students into district schools, by way of “The Gulf Islands International Program” which:~~

~~1.1: limits enrolment from any one country;~~

~~1.2: caps overall program enrolment at 75 students.~~



~~2.—The rough Gulf Islands International Program provision of educational programs to international students predicated on adequate space, supports, and resources, the Board demonstrates its commitment to is committed to:~~

~~2.1. ethnic diversity and the synergy that results when young people from around the globe work together to create a better world;~~

~~2.2. providing resident students with quality school programs that broaden their perspectives by promoting global awareness and greater cultural understanding;~~

~~2.3. promoting fostering greater diversity and understanding by enrolling students from different parts of the world;~~

~~2.4. embracing the ideals of the cultural mosaic that makes Canada unique in the world;~~

~~2.5. 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;~~

~~—honouring principles of global awareness, cultural understanding, and personalized learning for the 21st century and beyond;~~

~~1.—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.~~



## Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort.

Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form.



## Policy 3.604.20- 402-Student Physical Restraint and Seclusion in Emergency Circumstances

### Policy:

The ~~School District No. 64~~ Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that ~~district schools will make every effort to plan for, create structure and sustain learning environments that are safe for all students, employees and others. t~~ behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort. ~~In such learning environments:~~

Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form.

#### ~~a. learning supports and behaviour interventions for students~~

- ~~✓ promote the rights of all students to be treated with dignity~~
- ~~✓ are provided in a safe and least restrictive environment~~
- ~~✓ are preventative and make physical restraint and seclusion unnecessary~~
- ~~✓ emphasize prevention and positive behaviour supports~~
- ~~✓ address the underlying cause or purpose of behavior~~
- ~~✓ do not involve restraint or seclusion as common, recurring practice in any student's educational program~~

### Guidelines



1.—Definitions:

- 1.1. Physical Restraint—is a method of restricting another person's freedom of movement or mobility—in order to secure and maintain the safety of the person or the safety of others. It does not involve:
- 1.1.1. the provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location;
  - 1.1.2.
  - 1.1.3. the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
- 1.2. Seclusion—is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:
- 1.2.1. behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan; these are not considered 'seclusion'; and
  - 1.2.2. does not apply where a student has personally requested to be in a different/secluded location/space.
- 1.3. Time-out—is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out
- 1.3.1. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
  - 1.3.2. is only one option along a continuum of behaviour interventions supporting behaviour change;
  - 1.3.3. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school;
  - 1.3.4. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

2.—Safety plans will be developed to ensure the health and safety of students and employees working with them.

3.1. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.



### Policy 4.30 Severe Allergic Reaction

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe, allergy-aware and supportive environment for students with life-threatening allergies.

The Superintendent is responsible to develop Administrative Practices designed so that:

- students at risk are identified,
- records are kept for each identified anaphylactic student,
- emergency procedure plans and education plans are established,
- strategies are in place to minimize the potential for accidental exposure,
- storage and medication administration processes are established
- staff and key volunteers are trained consistent with the Anaphylactic Framework
- processes are in place for principals to monitor and report information about anaphylactic incidents to the board in aggregate form

Principals are responsible for ensuring that schools create and maintain as safe, healthy, and inclusive an environment as possible for students who suffer from life-threatening allergies that can result in an anaphylactic reaction.

#### **Definitions**

**Anaphylaxis** means a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken; **anaphylactic** has a corresponding meaning.

**Anaphylactic Framework** means the current policy entitled “Anaphylactic and Child Safety Framework” approved by the Minister and issued by the Ministry of Education and Child Care. ~~Anaphylaxis refers to a collection of severe allergies affecting multiple systems~~



~~in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal.~~