



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 02 26 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2025 02 26 ([attachment](#))
- (b) Summary of Special In-Camera Meeting 2025 03 12 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) Spring VISTA Conference **K D B U**
- (b) Board Chair/Partner Liaison Meeting
- (c) BCSTA Motions ([link](#))

8. SUPERINTENDENT'S REPORT

- (a) Indigenous Education Council Update ([attachment](#)) **K D B U**
- (b) Staffing and Enrollment ([attachment](#))
- (c) Strategic Direction – District Update ([attachment](#))
- (d) GISS Student Council **K U**

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report **D**
- (b) 2025/26 Capital Plan Response Letter and Bylaw – 3 Readings ([attachments](#)) **D**
- (c) Student Water Taxi Contract Extension **B D**

10. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report



AGENDA

- (c) Finance, Audit & Facilities Committee – no report
- (d) Policy Committee – no report

11. TRUSTEE REPORTS

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – May 14, 2025
- (b) Policy Committee and Committee of the Whole – April 23, 2025 at Pender Islands School

15. ADJOURNMENT



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

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m. by Chair Katrensky. Trustee Pringle spoke to the privilege and gratitude of living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENCŌTEN 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.

2. ADOPTION OF AGENDA

The agenda for the Regular Board Meeting, Public Session held 2025 02 26 was adopted as presented by consensus.

3. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2025 01 29 be approved as presented.

CARRIED 18/25

4. IN-CAMERA SUMMARIES

The Summary of the Regular In-Camera Meeting for 2025 01 29 was approved as presented by consensus.

The Summary of the Special In-Camera Meeting for 2025 02 18 was approved as presented by consensus.



5. DELEGATIONS

(a) GISS Student Council

Representatives of GISS student council presented on past accomplishments, current projects, and future goals and aspirations. This year, the council has worked to have sexual health education incorporated into the Career Education 12 curriculum, to find a new backdrop for the graduation ceremony, and initiated student interviews to help staff gain better insight into what the student body thinks about activities, academics, and resources. The Council would like to see increased engagement and grade diversity in student representation.

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

(a) Board Performance Review

Chair Katrensky reported that the BCSTA is working to update evaluation modules for Boards of Education. The Board will undertake its own evaluation this spring once the first modules become available.

(b) Ministry Update

Chair Katrensky attended a provincial call to introduce Board Chairs with the Ministry of Infrastructure. The new Ministry will support public sector capital planning and is responsible for capital project services for the school district.

8. SUPERINTENDENT'S REPORT

(a) Indigenous Education Council Update

The District is working the WSÁNEĆ School Board on a draft Terms of Reference for the Indigenous Education Council, expected to begin in September.

(b) Strategic Direction – District Update

Jill Jensen highlighted the success of the February Professional Development Day and thanked the planning committee for their hard work. She shared an overview of the ongoing work taking place across the district including literacy initiatives, professional development for teachers, compassionate systems awareness and leadership, and the integration of positive mental health in promoting student and adult well-being. She touched on the significance of Pink Shirt Day as a day of kindness and acknowledged Quentin Harris for the original design he provided for shirts and classroom projects.

(c) Staffing

Staffing processes are underway for the next school year.

(d) Projected Enrolment

The District is projecting a slight decline in enrolment due to a large graduating class leaving this year and a comparatively smaller expected intake of Kindergarten students.

9. SECRETARY TREASURER'S REPORT

(a) Monthly Financial Report



Jesse Guy presented the monthly operating expense report for December. Spending trends remain consistent with expenses slightly above expected annual budget levels by 1.54%. The amended budget will address this discrepancy.

(b) 2024-2025 Amended Annual Budget Approval

Jesse Guy presented the draft 2024/2025 Amended Annual Budget and the total budget bylaw amount of \$32,594,467 for the Board's consideration.

Unanimous consent that the 2024/2025 Amended Budget Bylaw receives all three readings at this time.

CARRIED 19/25

Chair Katrensky read the 2024/2025 Amended Budget Bylaw, prepared in accordance with the *School Act*.

Moved and seconded that the 2024/2025 Amended Budget Bylaw be read a first time and passed.

CARRIED 20/25

Moved and seconded that the 2024/2025 Amended Budget Bylaw be read a second time and passed.

CARRIED 21/25

Moved and seconded that the 2024/2025 Amended Budget Bylaw be read a third time, passed and approved.

CARRIED 22/25

(c) Student Transportation Registration Process

Jesse Guy reported on changes to bus registration that will be implemented this spring. Of note, the registration window will now be open from April 1 to April 30 and late registration will incur a \$75 late fee to help offset the administrative burden. Student ridership will be tracked and students who access the service less than twice a week may be given courtesy ridership status. The administrative practice AP T1 Student Bus Transportation Eligibility and Registration has been updated to reflect these changes. Registration will be available on the district website once the registration window opens April 1st. Students who ride the water taxi and connect to the bus on Pender are not required to register for the Pender bus. Water Taxi registration will remain with the transportation department for the 2025-2026 school year and parents are not required to register them.

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 02 12 Finance, Audit, and Facilities Committee Summary by consensus.



(d) **Policy Committee**

The Board received 2025 02 12 Policy Committee Summary by consensus. Staff presented a policy brief to provide background to the day's policy agenda items.

i. *3.30 Fee Paying Students*

This policy was circulated for feedback January 30, 2025. No feedback was received.

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

CARRIED 23/25

Motion: That the Board repeals Policy 5350 International Education.

CARRIED 24/25

ii. *Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances*

Circulated for feedback January 30, 2025. No feedback received.

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

CARRIED 25/25

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

CARRIED 26/25

iii. *4.30 Severe Allergic Reaction*

Definitions in the policy were updated to reflect definitions in the Anaphylaxis Protection Order M232/07.

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

CARRIED 27/25

iv. *Policies and Procedures to be Repealed Outright*

A number of policies and procedures that offer little guidance and are recommended to be repealed as part of policy renovation. Policy 600 Financial Practice is covered in newer policies 5.10 and 5.11.

Motion: That the following Policies 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 Fund

CARRIED 28/25



11. TRUSTEES' REPORTS

Trustee Boulter: enjoyed the school visit today at SSE. She spoke with Principal Massey about how restricting use of digital devices is working in schools and reported that teachers are asking for more support in getting students out of the hallways and into the classroom.

Trustee Lucas Pender: reported lots going on at Pender school - a basketball tournament, winter carnival, theatre performance, report cards coming soon, nature camp, and the installation of a bouldering wall. He attended BCPSEA AGM and is reflecting on the questions from VISTA regarding human relations issues and other issues that may be impacting schools.

Trustee Macdonald: enjoyed her visit to Fulford school. Social emotional learning has been a long-standing goal at the school and progress is visible in their restorative justice practices. Students are enjoying math and work with the numeracy coordinator is going well.

Trustee Pingle: attended the Fernwood PAC meeting. Basketball season has started and is a proactive way of connecting students through friendly competition. The school continues to work on creating more welcoming spaces for older students to congregate. He enjoyed the school's Lantern Festival and noted many new parents joining PAC, and long-time PAC parents are leaving as their students move on.

Trustee Luporini: reported a great turnout at the Mayne PAC meeting. She noted that the community is regularly involved and supporting the school, providing snacks and breakfast for students. She enjoys connecting each month with District Principal Pendergast to review district strategic goals and the school plan. She attended Provincial Council and highlighted BCSTA's messaging to the Ministry that firing of Victoria Board must be the exception. Extraordinary motions will be coming out shortly.

Chair Katrensky: met with Saturna administrators. The whole school travelled to the Salish Sea Aquarium and staff turned a grocery store visit into a math lesson. She noted that it had been five years since younger students have participated in a field trip off island. She is looking at a provincial pathway to BC Ferries to advocate for equitable access for students.

12. OTHER BUSINESS

13. QUESTION PERIOD

The Chair received questions from delegates and the public.

14. NEXT MEETING DATES

- (a) Regular Board Meeting – April 9, 2025 at the School Board Office
- (b) Policy Committee and Committee of the Whole Meetings – April 23, 2025

15. ADJOURNMENT

Moved to adjourn at 2:38 p.m.

CARRIED 29/25



GULF ISLANDS
SCHOOL
DISTRICT 64

Board of Education, School District No. 64 (Gulf Islands)
MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
School Board Office
2025 02 26

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

2025 02 26

Present:	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Tisha Boulter	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
Regrets:	Jeannine Georgeson	Trustee

The meeting was called to order at 10:32 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2025 02 26 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2025 01 29 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2025 01 18 were approved as presented.

Items:

1. Indigenous Education Update
2. Water Taxi Contract Renewal: The Board decided to enter a two-year contract extension with the current water taxi service provider.
3. SIMS Lease Transition Discussion
4. Financial Statement Auditor RFP Process: After reviewing proposals submitted through BCBID, the Board decided to enter a five-year contract for financial statement audit services with KPMG, Victoria commencing June 30th, 2025.

The meeting adjourned at 11:20 a.m.

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 03 12

Present:	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
Guest:	Keith Mitchell	Harris and Co. LLP

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

The agenda for the Special Board Meeting, In-Camera session held 2025 03 18 was adopted by consensus.

Items:

1. Formal Complaints

A recess was called at 10:30 a.m. The meeting resumed at 10:44 a.m. Trustees Pingle, Luporini and Boulter were recused from the meeting at 10:52 a.m.

The Board made a determination regarding the complaints received.

Keith Mitchell left the meeting at 11:45 a.m. Trustees Luporini and Boulter returned to the meeting at 11:47 a.m.

The meeting adjourned at 11:52 a.m.

Indigenous Education Councils

– Initial Implementation



Indigenous Education Councils (IECs) are intended to reflect and support the distinct and diverse Indigenous student population in their school district, while respecting local First Nations in whose territories the board and the IEC operate. Each board of education must establish and maintain an IEC.

STEP 1: A board must invite each local First Nations to designate two persons (or more) to be members of the IEC, and the board must appoint those persons designated.

1.

The First Nation(s) determine who their representative is. This may be a member of Chief and Council, an education coordinator, an Elder, etc.

It is up to First Nations to decide whether to accept an invitation to designate representatives to an IEC, and who to designate as representatives.

STEP 2: Using their student data, a board must consider the distinctions and diversity of the Indigenous student population served by the board and **must seek the advice of local First Nations** on establishing an IEC that reasonably reflects that Indigenous student population.

2.

The board must then invite additional persons to the IEC that bring perspectives relevant to the Indigenous student population. Such persons may be individuals who bring perspectives of local First Nation students, First Nation students from other parts of British Columbia or outside of BC, Métis students, or Inuit students.

The board must endeavor to achieve an IEC where the total number of representatives of local First Nations are not outnumbered by the additional representatives.



3.

STEP 3: Once established, **an IEC creates its own Terms of Reference**, including determining a decision-making process. This is one of the first tasks of the newly formed IEC. Template IEC Terms of Reference are provided – and are expected to be used as the minimum standard Terms of Reference for an IEC.

24-25 CURRENT ENROLMENT
AS OF FEB. 28

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	SU	Adult U	12+/GA	International	Homeschool	Sept. 2024 1701 headcount*	Difference
Fernwood	25	26	22	38	26	22	31	31						221						215	6
Fulford	17	14	11	20	18	15	20	12						127					4	128	-1
Galiano	7	9	8	4	10	8	5	2						53					2	55	-2
GISS									88	121	132	142	137	620				25		588	32
- Phoenix Pl.											3	7	11	21						13	8
64Go! *		1	2	4	2	2	3	4	2	7	3.8	8.63	5.8	45.13						33.3125	11.81
Mayne	8	4	2	9	6	3	7	2						41						42	-1
Pender	6	6	12	10	10	12	13	12	15	17				113					6	110	3
Phoenix Elem.														0							
- Hosp. Home														0							
Saltspring Elem.	17	27	30	20	31	31	35	48						239					5	248	-9
Saturna/SEEC		1	5	1	2	2	1				3	8		23						23	0
SIMS																					
Totals	80	88	92	106	105	95	115	111	105	145	142	166	154	1503	0	0	0	25	17	1455.31	47.81

Sept 2024 1701 FTE Funded	Sept 2023 1701 FTE Funded
215	208
128	133
55	57
601.563	664.5
13	8
33.3125	19.875
42	34
110	122
248	248
23	19
1468.88	1513.375

*64GO FTE (112 total headcount)

Difference (current -Sept 1701): **47.8125**

Numbers including part-time
MOE funded and International
students: **1528.125**

PROJECTION 2025/2026 District Enrolment,
SD64 Gulf Islands

February 28, 2025

February 28, 2025															t-time MOE fun				Unfunded	Sept. 2024 1701 headcount	Difference
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	SU	Adult U	12+/GA	International	Homeschool		
Fernwood	20	25	27	22	38	26	21	31						210						215	-5
Fulford	16	18	14	12	20	18	16	19						133					2	128	5
Galiano	8	6	9	8	5	10	4	5						55						55	0
GLSS									94	84	133	130	125	566						588	-22
- Phoenix Pl.												3	7	10	5					13	-3
64Go! *		1	1	2	5	2	4	2	3	4	2	2	2	30	1					33	-3
Mayne	6	9	3	2	9	6	3	7						45						42	3
Pender	13	6	6	12	11	10	14	14	16	14				116				5	110	6	
Saltspring Elem	14	18	28	30	21	32	39	35						217						248	-31
Saturna/SEEC			1	5	2						12			20						23	-3
Totals	77	83	89	93	111	104	101	113	113	102	147	135	134	1402	6	0	0	0	7	1455	-53

Current Enrolment (Feb 2025)
221
127
53
620
21
42.125
41
113
239
23
1503.1

Sept 2024 1701 FTE Funded	Sept 2023 1701 FTE Funded
215	208
128	133
55	57
601.56	664.5
13	8
33.313	19.875
42	34
110	122
248	248
23	19
1468.9	1513.4

*64GO reported in FTE

Difference (current -Sept 1701): -53

Numbers including part-time
MOE funded 1408



REMINDERS

1. Boards will maintain **secretariat and administrative support** for the IEC, including covering reasonable costs of holding meetings and IEC member travel to attend meetings when they are held in-person.
2. **IEC capacity funding** for the 2024/25 school year has been provided as a targeted grant to cover costs associated with establishing and maintaining IECs, including secretariat support, activities, and costs related to IECs carrying out their purposes. For clarity, IECs will approve and be involved in the planning, spending, and reporting of IEC Capacity Funding.
3. Once established, an IEC may create its own rules related to inviting non-voting guests to attend IEC meetings, consistent with the *School Act* and the IEC Order. **School board trustees and employees are not eligible to be voting members of an IEC**, pursuant to section 87.004 (2) of the *School Act*.
4. A board **must seek the input and advice**, and obtain the approval, of the IEC on the board's Indigenous Education Targeted Funding (IETF) plans, spending, and any reporting. For clarity, **the board may only implement the IETF plan with IEC approval**. The minimum amount of IETF spending is set by the Ministry. IETF spending must align with the Ministry of Education and Child Care's IETF policy.
5. **An IEC advises and makes recommendations to the board on supporting the Indigenous student population**. The IEC members bring forward perspectives relevant to the distinctions and diversity among that student population, while being respectful of the perspectives of local First Nations.
6. A board must seek the advice of **local First Nations on any matter relating to the distinct languages, cultures, customs, traditions, practices, or history of the local First Nations**, and must consult with those First Nations on how those matters may be integrated into learning environments or staff training offered by the board.
7. A board must consult the IEC on procedures **to recruit and hire staff** that develop and deliver programs and services for Indigenous students, or whose roles involve significant interaction with Indigenous students. Consultation may include reviewing proposed job descriptions, advising on posting or sharing current job opportunities to reach potential candidates, and IEC participation in hiring processes.

Superintendent's Update

Title: Strategic Direction – District Update

Date: April 9, 2025

Deeper Learning



On March 3, a small group from the Deeper Learning team visited Saturna Island to observe SEEC (Saturna Ecological Education Centre), a one-year program available to students in grades 10-12. SEEC emphasizes place-based learning with a concentration on environmental sciences, outdoor education, and community partnerships. The program provides immersive, academically challenging learning connected to local and global issues.



The purpose of the visit was to explore how similar learning experiences could be implemented at other schools. The team examined the educational approaches used in this program and received feedback from students about why the program works for them.

Deeper Learning is based on three guiding principles:

- Adult learning and student learning are symmetrical (We want adult learning experiences that involve identity, mastery, creativity, and connection; work that matters, work that is sustained over time, work that addresses authentic real world problems.)
- (In)equity is structural (We want to raise and model equitable discourse, structures, and practices.)
- Coherence & emergence accelerate change (We want to model leadership that is less about control and more about guiding the process of adult interaction, and leaves lots of room for emergent learning, content, and direction.)



As a leadership team we are exploring learner agency and its relevance to meaningful learning. What we witnessed at SEEC was learner agency in action with students having the opportunity to contribute to what they are learning and how they can demonstrate their understanding of it. Space for dialogue, questions, and discussion are central components.

Science Fair



In March, Grade 6/7 students from the three Salt Spring Island elementary schools participated in a Science Fair. Organizing such events requires significant time and effort; appreciation is extended to all staff who supported the students' participation, with special thanks to Kate Richer from Fulford for her leadership.



The Science Fair provided students with an opportunity to explore their personal areas of interest while learning about the scientific method and how to conduct experiments effectively. Furthermore, it offered an excellent platform for practicing communication skills as students presented their research and results to the Fair's visitors. This event was a lovely celebration of the students' learning achievements.

Addressing Concerns

As individuals, we often encounter circumstances where we might disagree with the words or actions of others and grapple with comprehending the rationale behind their decisions. Addressing these issues with an open heart and mind, coupled with a willingness to understand diverse perspectives, can facilitate the discovery of reasonable solutions.



As a school district, we understand that education is shared between the home and the school and good communication is an excellent starting point for resolving an issue. Families are urged to contact the school if they have questions about their child's learning or any other specific concern.

Concerns or complaints are best addressed in a manner that reflects mutual respect, and generally at the point closest to where the concern first arises. There are a number of steps in the process and it is important to give each step a chance to correct the issue before proceeding to the next step. At any time in the process outlined above, a parent or guardian has the right to appeal a decision that significantly affects the education, health or safety of their student. ([Addressing Concerns: A Guide for Parents](#))

CAPITAL BYLAW NO. 2025/26-CPSD64-01
CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (*Gulf Islands*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *April 09, 2025*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District No. 64 (Gulf Islands) Capital Bylaw No. 2025/26-CPSD64-01*.

READ A FIRST TIME THE 09th DAY OF *April* 2025;
READ A SECOND TIME THE 09th DAY OF *April* 2025;
READ A THIRD TIME, PASSED THE 09th DAY OF *April* 2025.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District No. 64 (Gulf Islands) Capital Bylaw No. 2025/26-CPSD64-01* adopted by the Board the 09th day of *April* 2025.

Secretary-Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent
School District No. 64 (Gulf Islands)

Capital Plan Bylaw No. 2025/26-CPSD64-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)

- Playground Equipment Program (PEP)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
Salt Spring Elementary	SEP - Interior Construction Upgrades	\$635,000
Saturna Island Elementary Secondary	SEP - Interior Construction Upgrades	\$550,000
Pender Islands Elementary Secondary	CNCP - Electrical Upgrades	\$30,000
Galiano Community School	CNCP - Electrical Upgrades	\$30,000
Gulf Islands Secondary	FIP - Kitchen Equipment	\$80,000
Pender Islands Elementary Secondary	FIP - Kitchen and Equipment Upgrades	\$35,000
Salt Spring Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
A1641	Type C 76 with 0 wheelchair space(s) (SD69 / SD64 - EV)	TBD

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the

Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch