



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 04 09 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2025 04 09 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) BCSTA AGM **K D B U**
- (b) Draft 2025-5026 Board Meeting Schedule ([attachment](#)) **B D**
- (c) Bill 15 Infrastructure Projects Act

8. SUPERINTENDENT'S REPORT

- (a) Superintendent's Update ([attachment](#)) **U D K B**
- (b) IEC Update ([attachment](#)) **K D**
- (c) Annual Anti-Racism Review ([attachment](#)) **K B U D**
- (d) Student Council Update

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report ([attachment](#)) **D**
- (b) 2025-2026 Annual Budget Bylaw Discussion ([attachment](#))
- (c) Draft 2025/26 Annual Budget Bylaw ([link](#)) **D**
Motion: That the Annual Budget Bylaw for fiscal year 2025/26 be read for the first time
- (d) Bus Transportation Registration Update

10. COMMITTEE REPORTS

- (a) Committee of the Whole – 2025 04 23 Summary ([attachment](#))



AGENDA

- i. *French Immersion* (attachment)
- ii. *TASK* (attachment)
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – no report
- (d) Policy Committee – 2025 04 23 Summary and briefing note (attachments)
 - i. *5.12 Annual Budget* (attachment)
For circulation and Notice of Motion to renumber and amend Policy 5.12 Annual Budget (replaces Policy 605). Once approved, repeal Policy 606 Budget Monitoring and Reporting. The Board will consider feedback and approval at the June 11, 2025, public meeting.
 - ii. *5.20 Student Fees and Financial Hardship* (attachment)
For circulation and Notice of Motion to adopt Policy 5.20 Student Fees and Financial Hardship. Once adopted, repeal Policy 6700 Student Financial Assistance and 6750 School Fees. The Board will consider feedback and adoption at the June 11, 2025, public meeting.
 - iii. *5.30 Reimbursement of Expenses* (attachment)
For circulation and Notice of Motion to renumber and amend Policy 5.30 Expense Reimbursement (to replace Policy and Procedure 6500 Travel Expenses). The Board will consider feedback and approval at the June 11, 2025, public meeting.
 - iv. *5.40 Donations and Gifts* (attachment)
For circulation and Notice of Motion to renumber and amend Policy 5.40 Donations and Gifts (to replace current Policy and Procedure 630 Education Trust Fund). The Board will consider feedback and approval at the June 11, 2025, public meeting.
 - v. *5.60 School Closure* (attachment)
For circulation and Notice of Motion to renumber and amend Policy 5.60 School Closure (to replace current Policy and Procedure 635 Permanent School Closure). Once adopted, repeal procedure 635 Permanent School Closure. The Board will consider feedback and approval at the June 11, 2025, public meeting.
 - vi. *5.61 Disposal of Land and Improvements* (attachment)

Motion: That the Board approves renumbering of and amendments to Policy 5.61 Disposal of Land and Improvements (to replace current Policy 616 Disposal of Land and Improvements).
 - vii. *Student Accommodation Allowance - briefing note* (attachment)



AGENDA

11. TRUSTEE REPORTS

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – June 11, 2025
- (b) Policy and Education committee Meetings – May 28, 2025 at Mayne Island Elementary

15. ADJOURNMENT



Present:	Chaya Katrensky Deborah Luporini Gregory Lucas Tisha Boulter Nancy Macdonald Rob Pingle Jeannine Georgeson Jill Jensen Jesse Guy Lori Deacon Boe Beardsmore Lyall Ruehlen Shauna Klem	Chairperson (on-line) Vice Chairperson Trustee Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Director of Corporate Services Associate Superintendent Director of Instruction Executive Assistant
Guests:	Ian Mitchell Angela Thomas Poppy, Maya and Flora Ryan Massey	GITA President CUPE President GISS Student Council Principal, GISS
Absent:		DPAC Representative GIPVPA Representative

1. **CALL TO ORDER**

The meeting was called to order at 1:03 p.m. by Vice Chair Deborah Luporini, acting Chair for this meeting. Acting Chair Luporini 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.

2. **ADOPTION OF AGENDA**

The agenda for the Regular Board Meeting, Public Session held 2025 04 09 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 02 26 be approved as presented.

CARRIED 30/25

4. **IN-CAMERA SUMMARIES**

Moved and seconded that the Summary of the Regular In-Camera Meeting for 2025 02 26 be approved as presented.

CARRIED 31/25



Moved and seconded that the Summary of the Special In-Camera Meeting for 2025 03 12 be approved as presented.

CARRIED 32/35

5. **DELEGATIONS**

6. **CORRESPONDENCE**

7. **CHAIRPERSON'S REPORT**

a. **Spring VISTA Conference K D B U**

Trustees attended the VISTA Spring Conference in Victoria. Some highlights of the conference were: a tour of newly renovated Victoria High School, hearing about the Sooke food program and the cybersecurity presentation.

b. **Board Chair/Partner Liaison Meeting**

Chair Katrensky shared that she enjoyed two very full days of learning at the Meeting of Board Chairs on March 6, and the Ministry of Education and Child Care Partner Liaison Meeting on March 7. Of note were discussions about bargaining, managing difficult conversations, childcare, Seamless Day and food accessibility.

c. **BCSTA Motions**

Trustees will be attending the BCSTA AGM May 24-26. Boards of Educations across the province will be considering a number of motions at the AGM. Chair Katrensky reported that the intention of sharing these motions prior to the meeting is to make the work of trustees, on a provincial level, visible to the public.

8. **SUPERINTENDENT'S REPORT**

a. **Indigenous Education Council Update K D B U**

District staff will be meeting with local rights holders on April 17 at Khowutzun Heritage Center to discuss Indigenous Education Council possibilities.

b. **Staffing and Enrollment**

Lyall Ruehlen updated the Board on the spring staffing process. Fall 2025 student enrollment projections and early school configuration work is ongoing. The District is anticipating a decline in enrolment next year, primarily due to a larger graduating class and a smaller intake of kindergarten students.

c. **Strategic Direction – District Update K**

Superintendent Jensen spoke about the Deeper Learning team's visit to SEEC (Saturna Ecological Education Centre) and the Grade 6/7 Science Fair attended by all three Salt Spring Island elementary schools. Superintendent Jensen shared the Addressing Concerns document posted on the Parent Information and Resources page of the District website and reminded listeners that complaints and concerns are best addressed in a manner that reflects mutual respect.

d. **Student Council Update K U**



Representatives of GISS Student Council presented the information gathered from their school wide interviews. Some students interviewed expressed concerns about class assignment deadlines, feeling unprepared for adulting tasks, and school technology. Many stated they felt very satisfied with the sport facilities, but that fields are often unusable in winter. The Student Council learned that many students were unaware they could visit school counsellors for support. Water taxi riders suggested mid-day extra-curricular activities would be a preference to after school.

The Student Council representatives shared with the Board that most GISS students reported that they have a trusted adult at school, that they feel prepared for the future academically, and that they appreciate the number of extracurricular activities offered.

9. SECRETARY TREASURER'S REPORT

a. **Monthly Financial Report D**

The monthly operating expense report reveals that expenses are within 0.04% of the amended budget.

b. **2025/26 Capital Plan Response Letter and Bylaw – 3 Readings D**

Jesse Guy shared the Capital Bylaw No. 2025/26 – CPSD64-01. Approved projects include interior upgrades at SSE and Saturna Elementary, installation of electrical bus chargers at Pender and Galiano, kitchen upgrades at GISS and Pender, and accessible playground equipment at SSE.

Moved and seconded that there be unanimous consent that Capital Plan Bylaw No. 2025/26 -CPSD64-01 receive all three readings at this time.

CARRIED 33/25

Moved and seconded that the Capital Plan Bylaw No. 2025/65 -CPSD64-01 be read for the first time.

CARRIED 34/25

Moved and seconded that the Capital Plan Bylaw No. 2025/26 -CPSD64-01 be read for the second time.

CARRIED 35/25

Moved and seconded that the Capital Plan Bylaw No. 2025/26 -CPSD64-01 be read for the third time and approved.

CARRIED 36/25

c. **Student Water Taxi Contract Extension B D**

Jesse Guy reported that Gulf Islands Water Taxi and the District have extended the current service contract for the 2025-26 and 2026-27 school years.

10. COMMITTEE REPORTS

- a. **Committee of the Whole** – no report
- b. **Education Committee** – no report
- c. **Finance, Audit & Facilities Committee** – no report
- d. **Policy Committee** – no report

11. TRUSTEE REPORTS



Trustee Boulter shares that the SSE PAC has been working hard to raise funds for a playground upgrade. At the GISS PAC meeting she learned of the implementation of several new extracurricular sports teams. The GISS Improv team is off to Nationals.

Trustee Macdonald conveyed that Fulford PAC is very active – lots of garden initiatives including a living fence. A grade 6/7 dance is upcoming, as well as a parent education session on anxiety. PAC recently held a book fair and has raised substantial funds to contribute to teacher appreciation.

Trustee Georgeson spoke to events happening on Galiano, including Nettlefest and Kidsfest. She shared that Grade 6/7 students from Penelakut came to visit Galiano and spent the day on the land.

Trustee Lucas shared that the Pender Islands School was gifted a WSÁNEĆ territorial map. The school PAC held Winter Carnival and Read-a-thon which raised \$7,000. On April 15 the Magic Bus Tour will travel to different beaches for beach clean-up. Trustee Lucas also shared that two new Indigenous support staff are joining the team at Pender School.

Vice Chair Loporini shared a Mayne Island community call out for the school play. Mayne Island Elementary has been focusing on inquiry-based learning and noticing an increase in student led action.

Chair Katrensky reported that Saturna Elementary School has introduced a robotics program, literacy screening and a composting system. She spoke about the Better at Home Society - a program bringing seniors into the classrooms to read with students.

12. OTHER BUSINESS

13. QUESTION PERIOD

The Acting Chair accepted questions from delegates and the public.

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

Moved to adjourn at 2:09 p.m.

CARRIED 37/25

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 04 09

Present:	Chaya Katrensky	Chair (on-line)
	Deborah Luporini	Vice-Chair
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	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
	Shauna Klem	Executive Assistant
Absent:	Rob Pingle	Trustee

The meeting was called to order at 10:50 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2025 04 09 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2025 02 26 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2025 03 28 were approved as presented.

Items:

1. HR update

Boe Beardsmore left the meeting at 11:04 a.m.

2. Student Water Taxi Contract Extension
3. Student Accommodation Allowance (Boarding Allowance)

Boe Beardsmore returned to the meeting at 11:29 a.m.

4. Superintendent Performance Review
5. Capital Work
6. Retirement Recognition

The meeting adjourned at 12:13 p.m.



REGULAR BOARD MEETINGS

Held on the 2nd Wednesday of the month (except November). No meetings have been scheduled for the months of December and March. All regular scheduled meetings of the Board are held at the School Board Office on Salt Spring Island (112 Rainbow Rd.). Members of the public are welcome to observe the public session in person or via live broadcast. Public sessions begin at 1:00 p.m.

September 10

October 8

November 19

January 14

February 11

April 8

May 13

June 10

COMMITTEE MEETINGS

Typically, the 4th Wednesday of the month (except December), committee meetings are held online and broadcasted for public viewing. Committee meeting days typically begin at 9:00 am.

September 24 Policy / COW

December 10 Education / Policy

January 28 FAF / Education

February 25 *as needed*

April 22 Education / FAF / COW

May 27 FAF / Policy

COW: Committee of the Whole

FAF: Finance, Audit and Facilities

TRUSTEE SCHOOL VISITS

Note: Saltspring Island school visits take place on regular scheduled Board meeting days. Galiano/Mayne and Saturna/Pender occur on days dedicated to school visits only.

September 10 Fernwood

October 22 Galiano / Mayne

November 19 GISS

February 11 SSE

March 11 Saturna / Pender

April 8 64GO

May 13 Fulford

Superintendent's Update

Title: Strategic Direction – District Update

Date: May 14, 2025

Indigenous Education – Pender Islands Elem./Sec. School Map Gifting



I had the privilege and honour of witnessing the gifting of a map. Elders and members of the WSANEC nation, including grade 6/7 students from the tribal school traveled to S'Dayes to participate in the celebration. Chief Eric Pelkey from the Tsawout nation welcomed students, staff, and guests to their traditional, ancestral territory and presented the school with a map of the territory.



Pender Island Elementary Secondary is in the process of learning more about the history of the island they call home and the SENCOTEN language that carries so much of the knowledge, stories and ways of being of the W̱SÁNEĆ peoples who have lived on and stewarded these lands since time immemorial. The map will be hung in the entry of the school as a daily reminder of where we are and how much we (those of settler ancestry) have to learn and unlearn.

Members of the Pender community provided lunch and worked with the school to plan this special celebration. Our strategic direction speaks to things we can DO to move towards truth, reparation and restoration. It states, *We commit to learning the truths of our history in this place (colonially known as the Southern Gulf Islands, British Columbia, and Canada) and to taking action to support healing and the restoration of Indigenous knowledge systems, land, language, and culture. We walk together, alongside each other in humility and respect, with the rightsholders of this place.*

The Pender celebration and coming together is an example of action, of educating our non-Indigenous students and staff about the true history of this place.

A member of the community shared the following feedback:

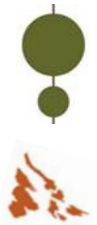
The engagement between the Pender School students and the W̱SÁNEĆ Tribal School students will have a lasting impact as they move forward with their lives. The presence of the map will provide an important focal point for students, staff and parents to appreciate the importance of un-ceded W̱SÁNEĆ traditional territory as we put in place the markers for a true path to reconciliation and establishing a lasting and respectful relationship with the W̱SÁNEĆ People.





The student presentations on their special places on S,DÁYES were especially appreciated. Ms. Emily's class song was a true delight. They make the future look brighter. The engagement between the grade 7 classes was important in laying the foundation for building lasting relationships. The grade 9 hosts were incredible in making everyone welcome including serving the Elders and gifting the creative school carvings. Their logistical support in helping set up and helping clean up after the luncheon was especially appreciated. The depth of caring that was shared yesterday will be long remembered by all who participated.

Feeding Futures



- **180+ students** receive **free daily lunches**.
- **10%** of Gulf Island families use foodbanks, our program serves **13%** of our students
- Additional **150+ students/day** access breakfast and snack programs.
- **50% of food** is locally sourced within BC.
- **Zero-waste** packaging used in 6, school sites.

Feedback from families, students and staff highlight strong satisfaction with the program's impact on well-being, appreciation for meal quality, menu planning was responsive to need dietary requirements. Staff observations emphasize how consistent meals improve student focus and participation. Suggestions include regular menu updates and broader messaging to make the program feel accessible and welcoming to all.



"Thank you for the food snacks at the end of the day! The EA seems to always have food to give!"

"The lunches from December onwards have been fantastic."

My daughter loves them and eats all of it. I'm so grateful!!"

"The lunches have made a dramatic impact on the school environment. From my own observations, one child who had not been able to participate in a special activity for the last four years was able to join in to the bread workshop this year. Not being hungry means kids can engage with school."



Feedback from students:

"I like the Monday and the Thursday lunch."

"I think it would be nice to have more variety."

"Yes, it helps me learn"

"Being full makes me feel content."

"Yes, works well for our family"



Inclusive Education

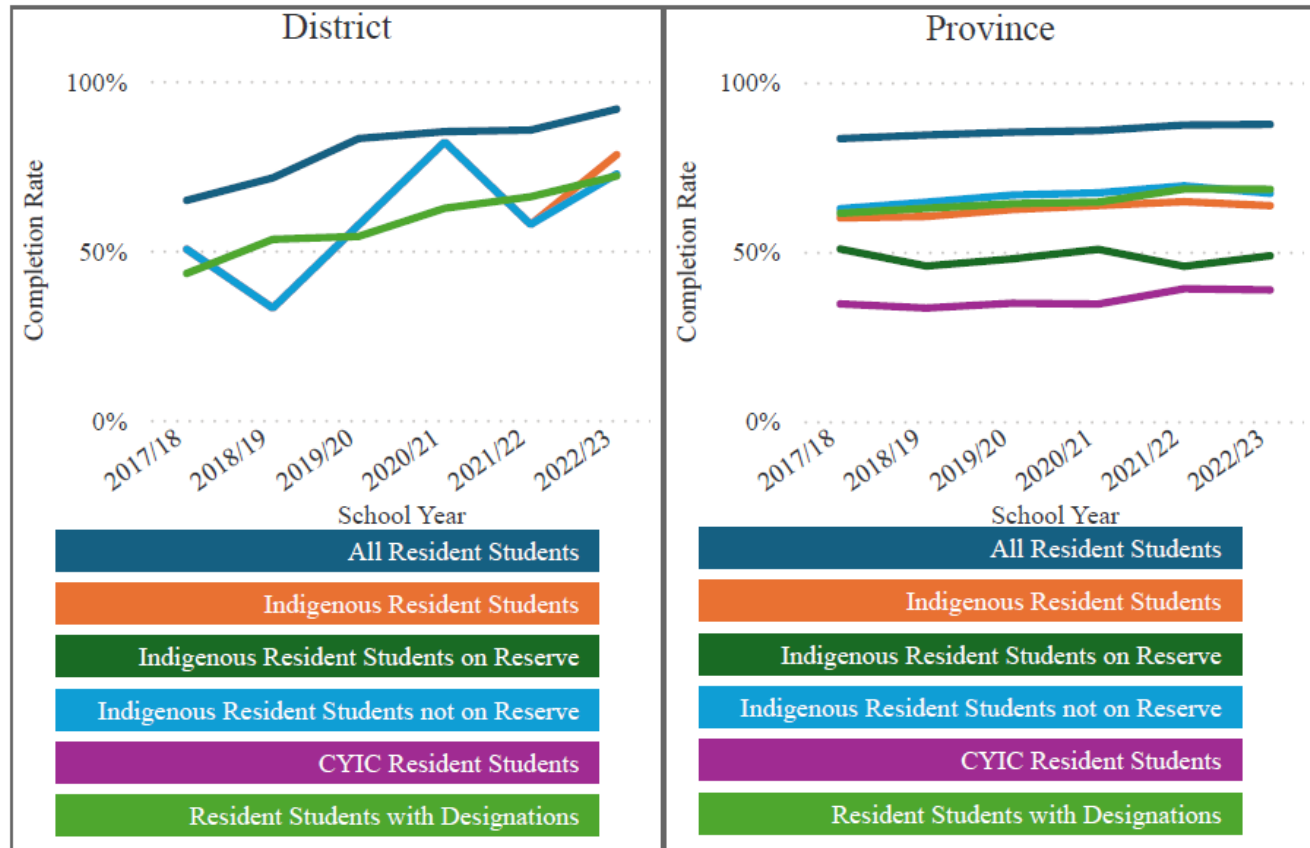


As a result of the considerable improvements in learning outcomes for students with disabilities and diverse abilities, we have been invited to present our practices to other districts within the province as part of the **Enhancing Student Learning Framework**. One of our commitments is to share practices that have a positive impact on students. It is noteworthy that our completion rates for students have shown significant increases over several years.





5-Year Completion Rate (Dogwood & Adult Dogwood)



Mental Health in Schools



Canadian Mental Health Week was May 5-11, 2025. It offers a powerful opportunity to spark change. Living with mental health challenges often forces people to hide behind a "mask" to protect themselves from judgment and discrimination.

This year's theme "Unmasking Mental Health", encourages people across Canada to look beyond the surface and see the whole person. See the [Mental Health Week School Toolkit](#) for more information and to access free resources.

During Canadian Mental Health Week, the ministry held its fifth Mental Health in Schools Conference on May 5-6, 2025. The theme, "Walking Alongside," focused on promoting mental health and well-



being for students and staff in B.C.'s K-12 education system. The conference highlighted school-based mental health and substance use education, emphasizing collaboration with education, health, and community partners.

Speakers included:

Mark Henick who has dedicated his life to opening minds and creating change when it comes to [mental health](#). He noted how significant small actions can influence our outlook and sense of connection.

Dr. Melanie Nelson whose [work](#) focuses on the experiences of Indigenous caregivers within Western systems, including the assessment and diagnosis process, despite the absence of the construct of disability in traditional thought.

Dr. Harper Keenan [Professor of Gender and Sexuality Research in Education](#) (UBC) who examines how complex social issues are constructed in early childhood and elementary education: topics like racism, gender, violence, and colonialism.

Dr. Amy Eva director at the [Greater Good Science Center](#). She writes, presents, and leads online courses and communities of practice focused on student and educator well-being, mindfulness, and courage.

A key takeaway from one of our team: "You can be someone's safe space by not standing on the sidelines. Listening and being present allows people to be seen and feel heard."

Mental health resources and information for students, adults and school staff can be found at [erase](#) under [mental health and substance use](#).

(Left: Info graphic created by Amy Dearden)

OUR JOURNEY



Mental Health Grants

Schools received individual grants to support mental health initiatives. This resulted in great offerings, yet consistency and coherence across the district was needed.

CYCW

Funding CYCW's in each school has enhanced opportunities for ongoing, cohesive support for social emotional wellness.



Resource Sharing

To streamline resources and ensure efficient sharing of information, we established structures using SharePoint and designated teacher mental health leads. SharePoint became a central hub for resources, allowing staff to access and share valuable information easily. Teacher mental health leads acted as liaisons, ensuring that best practices and resources were disseminated throughout the district.

Compassionate Systems Approach

To ensure mental health practices were deeply embedded in our daily operations, we integrated compassionate systems learning into our meetings and decision-making processes. This shift is creating a culture where mental health awareness is increased, and everyone is empowered to contribute to a supportive atmosphere.



A culture of care

Our district is moving toward a structured approach to mental health. By building capacity in our leaders and teachers, embedding compassionate systems learning into our practices, and creating efficient resource-sharing structures, we foster a resilient and supportive community where everyone can thrive.





Gulf Islands School District (No. 64)
Indigenous Education Council
Meeting Brief

Title: Indigenous Education Council Meeting Summary
Date: May 14, 2025
From: Superintendent of Schools/CEO
Audience: Public

Indigenous Education Council Meeting Date: May 14, 2025

1. IECs

Superintendent Jensen spoke to the District's responsibility to teach students about the land they are on.

Superintendent Jensen set out the initial implementation steps to form an IEC

- 1) The Board must invite local First Nations to designate 2 persons to join the IEC
- 2) The Board may invite additional persons after seeking advice from local First Nations on establishing an IEC that reasonably reflects the Indigenous student population
- 3) The IEC creates its own Terms of Reference

District staff do not have a vote on this council, only right holders have the authority to vote. The Indigenous Education Council will have input into who is being hired by the district to develop and deliver programs and services for Indigenous students. The School Board will seek guidance from local First Nations on any matters related to the distinct languages, cultures, customs, traditions, practices or history of the local First Nations.

2. INDIGENOUS EDUCATION COUNCIL TERMS OF REFERENCE

Jill Jensen and Kaleb Child answered questions about the Terms of Reference. It is clarified that the IEC creates its own terms of reference. There is a template provided by FNEESC.

3. GULF ISLANDS SCHOOL DISTRICT SHARING

Lorna Fraser spoke to the current population demographics of Indigenous students in the District. Jeannine Georgeson shared her observation that staff want to bring local Indigenous teaching into their classroom but are unsure how to do it in an authentic manner. Staff are worried about extraction and appropriation and need some guidance. Jill Jensen provided an overview of programs and learning at the District Schools and their connections with local nations. Discussion was had around ways to provide more opportunities for local rights holders/leaders to work with staff such as providing professional development. Most often



Gulf Islands School District (No. 64) Indigenous Education Council Meeting Brief

our offerings have been more pan-Indigenous than locally focused.

4. NEXT STEPS

Rights holders were invited to join the Indigenous Education Council. The hope is to have an IEC in place for the start of the 25/26 school year.

Nine rights holder nations were contacted and invited to participate in the School District No. 64 Gulf Islands Indigenous Education Council. The rights holder nations include:

- [Cowichan Tribes](#)
- [Halalt First Nation](#)
- [Lyackson First Nation](#)
- [Malahat Nation](#)
- [Pauquachin First Nation](#)
- [Penelakut Tribe](#)
- [Tsartlip First Nation](#)
- [Tsawout First Nation](#)
- Tseycum First Nation

The next meeting will be held May 23, 2025.



Briefing Note

Title: Anti-Racism Annual Update

Date: May 14, 2025

From: Associate Superintendent

Audience: Board of Trustees

Purpose

The purpose of this briefing note is to provide an annual review of SD64 efforts to dismantle racism and exclusionary practices as per Policy 2.30 Anti-Racism.

1. Review the process for individual incidents of racism.
2. Track progress of the District's collective AR journey.
3. Ensure equity work is embedded in annual school growth plans.

Review

1. Report and Addressing Incidents of Racism:
(4.1. Review the process of individual incidents of racism at the school/district levels.)

Ministry of Education - Expect Respect & A Safe Education Reporting Tool to seek help, support and make school a safe place (anonymous).

[ERASE Anonymous Reporting Tool](#)

District developed racism reporting tool for students/staff/parents (anonymous).

[SD64 Racism Reporting Tool](#)

Newly developed critical incident administrative practice, specifically regarding student critical incidents and the process for reporting, investigation, and intervention.

[Student Critical Incident AP S2](#)

Newly developed guide for parents and caregivers, outlining the process in addressing concerns at school.

[Addressing Concerns-Guide for Parents and Caregivers](#)



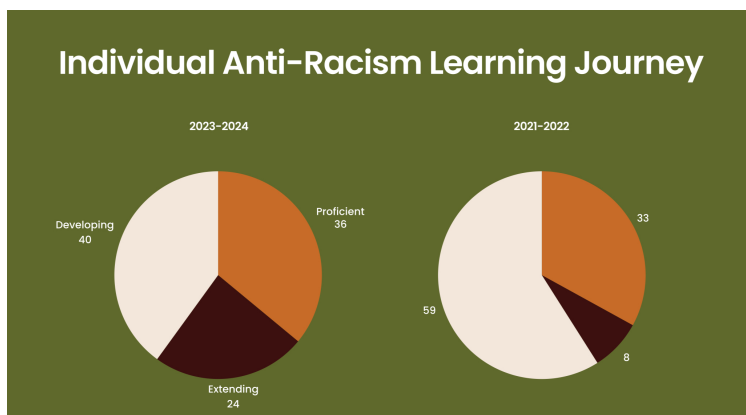
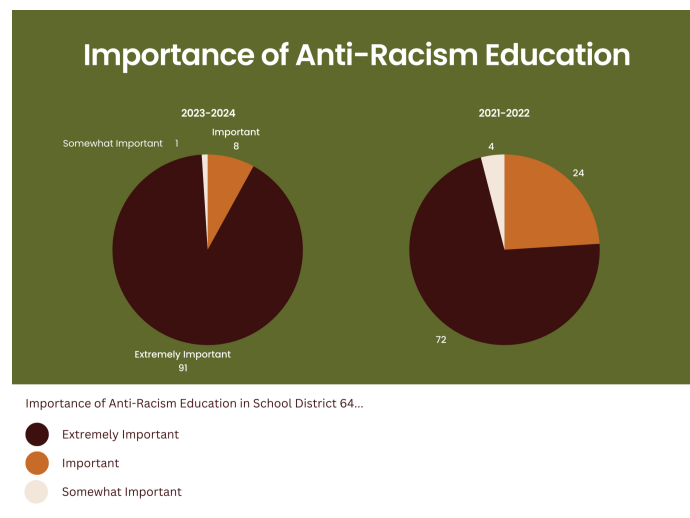
2. Anti-Racism Journey

(4.2. Track progress of the District's collective anti-racism journey through annual surveys.)

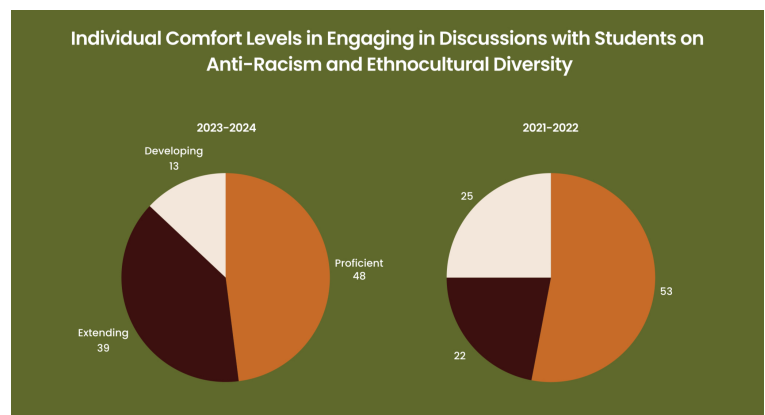
Annual Anti-Racism surveys are conducted in June of each year:

- 2021-2022; 2023-2024; 2024-2025 (June)

Highlights (progress) from the 2023-2024 and 2021-2022 survey of individual/collective progress:



Where do you think you are on the anti-racism learning journey?



Comfort levels in engaging in discussions with students on anti-racism and ethnocultural diversity.





3. Anti-Racism/Anti-Oppression Education

(4.3. Ensure equity work is embedded in annual school growth plans.)

- Professional Learning - [Learning to be an Anti-Racist: Introductory Course](#) (MofECC)
- ELT Anti-Oppression Learning; Staff Development (senior management, school-based staff, classroom community)
- Continuous augmentation/expansion of resources, pedagogical strategies, scenario-based tools/support for educators (Anti-Racism SharePoint).

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
Total	1,207,029	1,202,511	2,392,688	2,388,687	2,209,897	2,222,764

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction	1,572,671	1,654,491	1,614,324	1,587,514		
Administration	136,696	120,091	160,540	140,411		
Operations	318,167	320,778	285,098	304,093		
Transportation	211,900	180,580	174,097	167,128		
Total	2,239,434	2,275,940	2,234,059	2,199,146	-	-

Expenditures	Expenditures to Date	Amended Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	14,522,810	18,080,635	80%	82%
Administration	1,413,006	1,735,096	81%	83%
Operations	3,033,628	3,510,914	86%	83%
Transportation	1,602,711	1,950,865	82%	80%
Total	20,572,155	25,277,510	81%	82%

Under budget

0.43%

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

May 14, 2025, Board Meeting

SD64 Draft Annual Budget 2025-2026 Discussion



GULF ISLANDS
SCHOOL
DISTRICT 64

Strategic Direction

The Annual Budget is the “Do” of the Strategic Plan. It represents the Board’s commitment to act responsibly and with integrity.

The Annual Budget is a measure of sustainable practice that helps align our goals and actions.

It serves as the foundation for allocating resources to directly support Board priorities and achieve District strategic goals. Almost every strategic decision the Board makes has financial implications, impacting both current and future budgets.



2025-26 Annual Budget Discussion

The 2025-26 Annual Budget is categorized as a status quo budget, except for reductions in revenue and expenses from the cessation of the International Program. Consistent with the school staffing process, schools have been configured for teaching based on their projected class sizes. Learning Services support staffing has remained stable. The most significant staffing change will occur at Gulf Island Secondary School, due to a larger graduating class compared to the incoming grade eight class and the removal of the International Student Program.

Budget pressures are due to inflation in materials and supplies, as well as three years of partially funded and unmatched labor settlement agreements. This means that this district's budget, similar to most school districts across the province, is working to find reductions. When building this budget, staff considered six specific areas for potential reductions or inclusions and One time funding investment options (pages 19-21).

Function 1 Instruction (Operating)

Total **Instruction** Costs per Student FTE

Total Cost:	\$16,451,229
Cost per Student FTE:	\$11,668
% of Total Operating Expense:	70%

Elements of Instruction Expense

Regular education costs that occur in school budlings:

- Teachers
- CUPE supports
- Indigenous Education
- Learning Services
- Books
- Curriculum Resources
- Principals/ Vice-Principals
- Field Trips
- Counselling
- Paper / Supplies
- Student Tech
- School Flex Budgets

Function 4 District Administration (Operating)

Total District Administration Costs per Student FTE

Total Cost:	\$1,655,186
Cost per Student FTE:	\$1,174
% of Total Operating Expense:	7%

Elements of District Administration Expense

District work occurring in the board office and at the School Board Table that unifies the District, connects to the Ministry of Education and Child Care and provides oversight, to the whole District:

- School Board
- Human Resources
- Policy
- Legal
- Education Reporting
- Financial Reporting
- Insurance
- Communication
- Website
- Payroll
- Accounting
- Privacy
- Compliance
- Indigenous Education Council (New 2024/25)

Function 5 Operation & Maintenance (Operating)

Total **Operation & Maintenance** Costs per Student FTE

Total Cost:	\$3,585,037
Cost per Student FTE:	\$2,543
% of Total Operating Expense:	15%

Elements of Operations & Maintenance Expense

The maintenance and safe operations of our buildings and grounds:

- Custodial Services
- Grounds
- Health and Safety
- Building Repair
- Capital Projects Management
- Technology Infrastructure
- Hydro
- Water and Sewage
- Heating Fuel
- Garbage & Recycling
- Building Security
- Machine Repair

Function 7 Transportation & Housing (Operating)

Total Transportation & Housing Costs per Student FTE

Total Cost:	\$1,948,750
Cost per Student FTE: (all students NOT just riders)	\$1,382
% of Total Operating Expense:	8%

Elements of Transportation & Housing

The operation of a safe transportation system for students from their home region to school:

- Bus Drivers
- Mechanic
- Radio Administration
- Notifications
- Bus Fuel
- Bus Parts
- Water Taxi Contract (and fuel surcharges)
- Student Boarding
- Student Manifests and Digital Tracking
- Travel Assistance
- Commercial Repair Services

Operating Budget Four Functions By Object

Total Operating Expense By Object (Type)

Total Salary and Benefit	\$19,612,122	83%
Total Services and Supplies	<u>\$4,028,080</u>	17%
Total Operating Expense	\$23,640,202	

Elements of Salary & Benefits and Service & Supplies

Salary & Benefits	Service & Supplies
<ul style="list-style-type: none">Teacher, CUPE, Principals and Exempt Staff Wages, TrusteesHealth Benefits (Private) (Blue Cross)CRA (Federal) Employment Remittance (EI and CPP)Employer Health Tax (Provincial)Worker’s Compensation Board (Provincial)	<ul style="list-style-type: none">Student Transportation (water taxis and buses (except bus driver wages)Utilities (Hydro, propane, water, sewage, garbage, paper recycling, vehicle and bus fuel)Employee training and travelService Contracts (learning services, board, Indigenous Education, photo copiers, legal, audit)Supplies (paper, toilet paper, cleaning products etc.)Insurance (Buses, vehicles, and annual premium)

Revenue and Discretionary Transportation Per Student FTE

Total Operating Revenue per Student FTE

Total Operating Revenue: \$23,015,086

Revenue per Student FTE: \$16,323

Total Operating Discretionary Transportation Expense Student FTE

Discretionary Transportation Expense: \$1,620,486
(with removal of \$328K in supplemental revenue)

Per Student FTE: \$1,149

Comparative Districts

Function percentages (1000-2000 Student FTE)

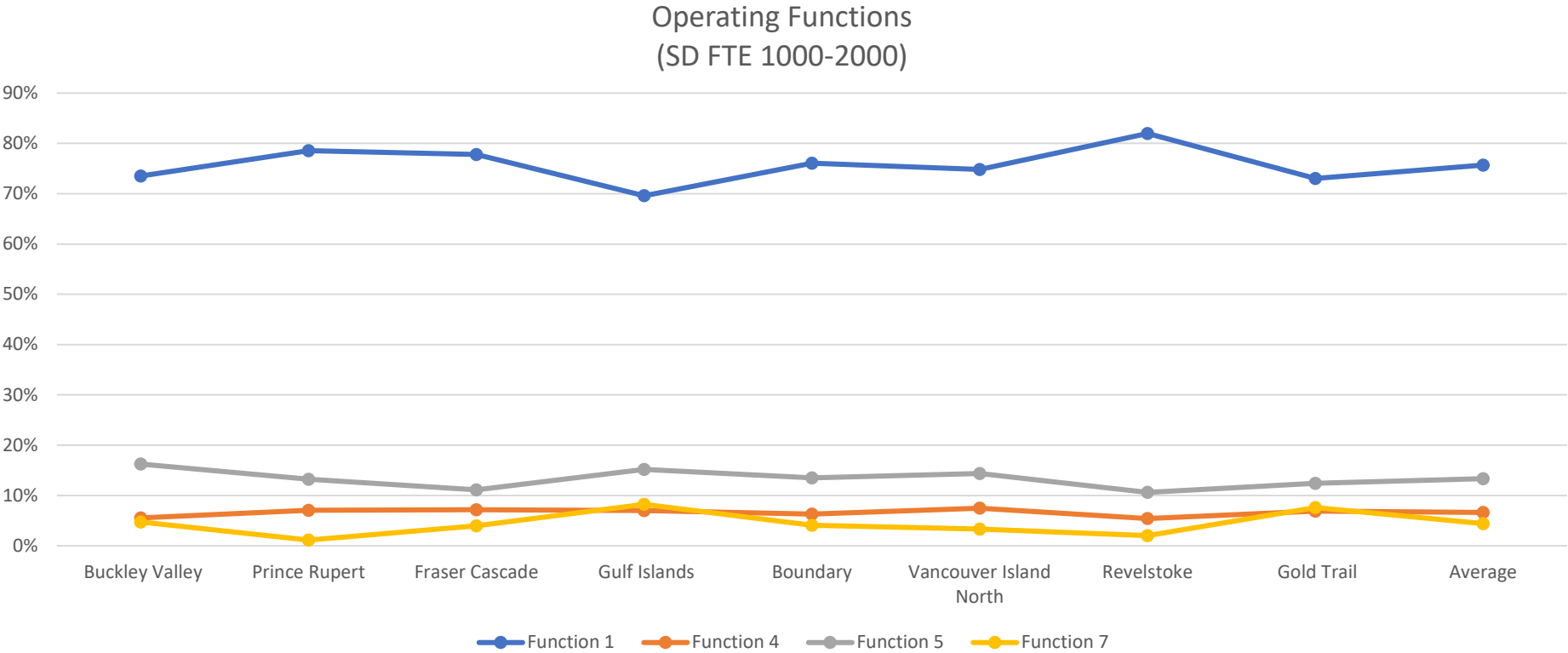
Comparative Districts Schedule 2

Enrollment	SD#	Name	Function 1	Function 4	Function 5	Function 7	% IE Targeted Funding	# IE FTE	% IE FTE	Unique Geographic
1881	54	Buckley Valley	74%	6%	16%	5%	920,060	514	27%	4,795,315
1779	52	Prince Rupert	79%	7%	13%	1%	1,985,110	1109	62%	4,362,213
1762	78	Fraser Cascade	78%	7%	11%	4%	1,201,090	671	38%	5,701,828
1410	64	Gulf Islands	70%	7%	15%	8%	268,500	150	11%	6,177,753
1245	51	Boundary	76%	6%	14%	4%	628,290	351	28%	5,839,086
1177	85	Vancouver Island North	75%	7%	14%	3%	1,031,040	576	49%	5,671,509
1117	19	Revelstoke	82%	5%	11%	2%	152,150	85	8%	3,110,435
1033	74	Gold Trail	73%	7%	12%	8%	1,183,119	661	64%	8,303,542
		Average	76%	7%	13%	4%				

All Indigenous Education Targeted Funding is utilized in Function 1. Revelstoke is an anomaly amongst this grouping of districts, with four schools operating in one city, and two of the school are under 14 years old. The Revelstoke Secondary school was built in 2011 and one of the elementary schools was built in 2012.

Comparative Districts

Function percentages (1000-2000 Student FTE)



Operating Revenue Analysis

Estimated Operating Grant Overview

Schedule 2A Operating Revenue from MoECC

Total Enrollment Based Funding	12,664,382
Supplement for Enrolment Decline	194,450
Supplement for Unique Student	1,992,624
Indigenous Education Targeted funding	268,500
Indigenous Education Council	67,423
Supplement for Salary Differential	423,923
Supplement for Unique Geographic Factors	6,177,753
Curriculum and Learning Support Fund	<u>13,210</u>
Subtotal	21,802,265
Funding Protection	<u>748,659</u>
Total Estimated Operating Grant	22,550,924

Additional Items From MoECC

Pay Equity	102,398
Student Transportation Fund	328,264
Support staff Benefits Grant	26,000
FSA Scorer Grant	<u>7,500</u>
Total MoECC Revenue	23,015,086
Local Items	
Miscellaneous	173,500
GISPA	20,000
Rentals and Leases	90,000
Investment Income	<u>125,000</u>
Total Local Revenue Items	<u>408,500</u>
Total Operating Revenue	23,423,586

SD64 Revenue Analysis (2025-26 Annual Budget Sch 3A)

Special Purpose Fund Revenue

Estimated SPF Grant Overview

Special Purpose Funds Revenue from MoECC SCH 3A

Special Purpose Funds that Support Regular Operations

Annual Facility Grant	Capital	Repair/Maintenance/district capital projects	103,649
Learning Improvement Fund	Schools	Learning Services	79,855
Strong Start	Schools/Community	Early learning	128,000
Ready Set Learn	Schools/Community	Early Learning	19,600
OLEP	Schools	French Immersion	113,252
Community Link	Schools	Learning Services	164,268
Classroom Enhancement Funds	Schools	Classroom Teaches, Esa, Cleaning and OH	2,910,000
Mental Health in Schools	Schools	Learning Services	57,000
Seamless Day Kindergarten	Schools/Community	Early Learning / Daycare	55,400
SEY2KT	Schools/Community		13,000
Changing Results for Young Children	Schools/Community		4,725
Early Years to Kindergarten	Schools/Community	Early Learning	19,000
Early Care and Learning	Staff for early learning	Early Learning / Daycare	175,000
Feeding Futures Fund	Schools	Food, Supplies and Staff	<u>380,000</u>

Total MoECC Special Purpose Funds 4,222,749

Operating and Special Purpose Expenses Combined

Operating and SPF Expenses		Budget Annual 2025-2026 Draft		
	Operating	SPF	Total Operating and SPF	%
Teachers	6,698,628	2,375,000	9,073,628	48% of Salary
PVP	2,474,566	120,000	2,594,566	14% of Salary
EA	1,637,006	390,000	2,027,006	11% of Salary
Support Staff	2,562,479	80,000	2,642,479	14% of Salary
Other Professionals	1,590,426	50,000	1,640,426	9% of Salary
Substitutes	819,879	180,000	999,879	5% of Salary
Total Salary	15,782,984	3,195,000	18,977,984	100%
Employee Benefits	3,829,138	611,922	4,441,060	19% of total Salary and Benefits
Total Salary and Benefits	19,612,122	3,806,922	23,419,044	81% of total Expense
Services and Supplies	4,028,080	1,294,246	5,322,326	19% of total Expense
Total Expense	23,640,202	5,101,168	28,741,370	

Operating and Special Purpose Expenses Combined

	Operating and Special Purpose Combined for Regular Operations SCH 2B and SCH 3A					
	Annual Budget 25/26		Amended Annual Budget 24/25		Audited F/S 23/24	
	Oper. & SPF Exp.	%	Oper. & SPF Exp.	%	Oper. & SPF Exp.	%
Teachers	9,073,628	46%	9,676,758	50%	9,378,981	49%
PVP	2,594,566	13%	2,605,104	14%	2,309,156	12%
EA	2,027,006	10%	1,854,013	10%	1,740,691	9%
Support Staff	2,642,479	13%	2,567,876	13%	2,479,592	13%
Other Professionals	1,640,426	8%	2,057,829	11%	2,173,916	11%
Substitutes	<u>999,879</u>	5%	<u>994,500</u>	5%	<u>1,134,528</u>	6%
Total Salary	19,756,080		19,756,080		19,216,864	
	-		-		-	
Employee Benefits	4,441,060	18%	4,885,462	20%	4,425,187	19%
	-		-		-	
Total Salary & Benefits	<u>24,641,542</u>	84%	<u>24,641,542</u>	81%	<u>23,642,051</u>	80%
Services & Supplies	<u>5,322,326</u>	19%	<u>5,827,925</u>	19%	<u>6,051,084</u>	20%
Total Expense	28,741,370		30,469,467		29,693,135	

Statement 2 Function Multi Year Analysis

Income Statement expense by Function for: Operating, Special Purpose Funds and Capital

	11/12 FS		12/13 FS		13/14 FS		14/15 FS		15/16 FS		16/17 FS		17/18 FS	
Function	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget
Function 1	14,699,845	71%	15,678,955	71%	15,424,647	70%	15,678,955	71%	15,424,647	70%	17,617,865	73%	19,737,857	74%
Function 4	915,933	4%	1,055,236	5%	1,062,435	5%	1,055,236	5%	1,062,435	5%	1,153,462	5%	1,156,829	4%
Function 5	3,701,299	18%	3,845,236	17%	4,024,040	18%	3,845,236	17%	4,024,040	18%	3,851,735	16%	4,062,603	15%
Function 7	1,414,054	7%	1,490,734	7%	1,646,273	7%	1,490,734	7%	1,646,273	7%	1,633,848	7%	1,817,197	7%
	20,731,131		22,070,161		22,157,395		22,070,161		22,157,395		24,256,910		26,774,486	

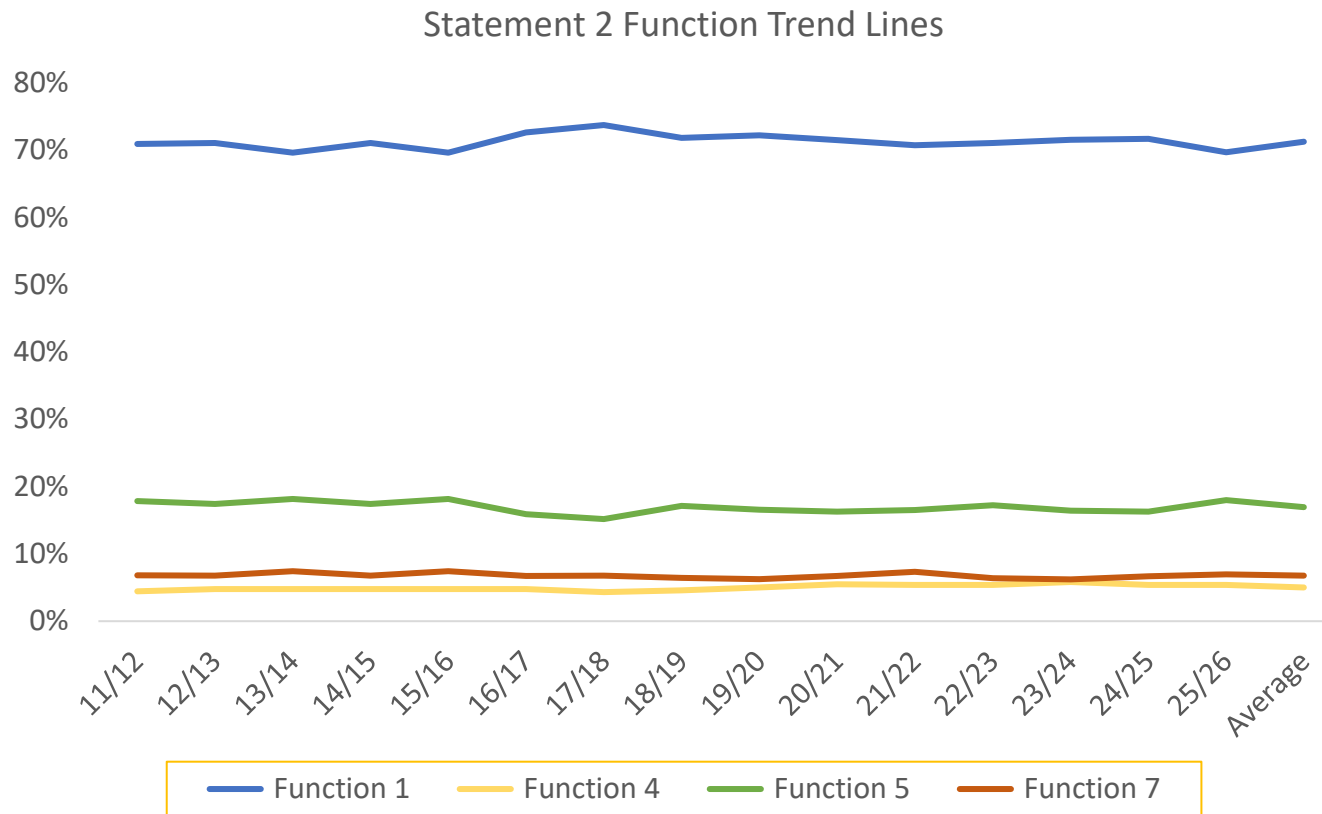
Statement 2 Function Multi Year Analysis

Income Statement expense by Function for: Operating, Special Purpose Funds and Capital

Function	18/19 FS		19/20 FS		20/21 FS		21/22 FS		22/23 FS		23/24 FS		24/25 Amended Budget		25/26 Annual Budget	
	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget	Value	% of budget
1	19,577,446	72%	18,436,671	72%	18,699,158	71%	19,346,153	71%	20,321,077	71%	22,349,110	72%	23,168,943	72%	21,448,748	70%
4	1,255,065	5%	1,282,074	5%	1,438,477	5%	1,479,914	5%	1,538,488	5%	1,818,641	6%	1,735,097	5%	1,655,186	5%
5	4,678,371	17%	4,223,511	17%	4,264,481	16%	4,512,921	16%	4,927,025	17%	5,129,899	16%	5,264,563	16%	5,538,686	18%
7	<u>1,759,319</u>	6%	<u>1,591,644</u>	6%	<u>1,765,010</u>	7%	<u>2,013,543</u>	7%	<u>1,822,923</u>	6%	<u>1,940,794</u>	6%	<u>2,150,865</u>	7%	<u>2,148,750</u>	7%
	27,270,201		25,533,900		26,167,126		27,352,531		28,609,513		31,238,444		32,319,468		30,791,370	

Statement 2 Function Multi Year Analysis

Income Statement expense by Function for: Operating, Special Purpose Funds and Capital



Range for Each Function		2011-2026	Current Year
	% Range	Average	Budget
Function 1	70-74%	71%	70%
Function 4	4-6%	5%	5%
Function 5	15-18%	17%	18%
Function 7	6-7%	7%	7%

25-26 Annual Budget Options/Considerations

Maintenance and Supplies Budget (Function 5): This budget has been reduced by \$95K, which is a 29% reduction. This reduction affects the material and supplies budget for maintenance. To compensate, AFG capital funding will need to be strategically used to replace this operating funding, resulting in less repair and maintenance work overall. The AFG amount this year is \$660K. AFG can be used for small discretionary capital projects and maintenance of facilities. Careful planning with the operations department is necessary to ensure this reduction is managed effectively.

School Flex Funding (Function 1): This budget has not been reduced from the prior year and follows the same FTE student rate at each school location. This discretionary spending is allocated for each school to manage their supplies budget and activities. The current year amount is \$300K. A 20% reduction would have resulted in \$60K less expenditure. While this area can be reduced, it directly impacts schools.

Student Transportation (Function 7): Student transportation is not required by the School Act and is not directly funded, except for the \$328K Student Transportation Funding that has been provided at the same rate for multiple years. The Gulf Island School District has been configured since the late 1970s to transport students from Galiano, Mayne, Penders, and Saturna Islands to Salt Spring for high school. Although there have been adjustments to routes and timing, the District's configuration has not significantly changed. Most of the District's discretionary spending is driven by this configuration in water taxi and bus service. The bus transportation costs approximately \$795K, the water taxi \$1.13M, and a boarding allowance of \$20K, totaling \$1.95M or 8% of the operating budget. The Board has extended the current water taxi contract for an additional two years.

25-26 Annual Budget Options/Considerations

Exempt Staff Increases: Exempt staff increases have not been included in the current budget. BCPSEA is currently negotiating collective agreements with BCTF and CUPE at the provincial level, determining all cost-based items (wage grids). It is unknown whether the funding mandate will be fully, partially, or not funded when settled. In previous years, an increase for excluded staff would normally be estimated inline with labour settlement increases. A 2% increase for exempt staff with corresponding benefits would have been \$100,000, but this has not been included in the budget. BCPSEA has indicated that the window for exempt raises will not be opened until the conclusion of collective bargaining, and the level and funding status have not been communicated.

Learning Services (Function 1, Program 110): This program supports all students with diverse learning needs. Funding is based on students designated at levels 1, 2, and 3, with Unique Student funding projected to be \$1.9M of the Operating Grant. We have budgeted \$3M in operating expense for this program. Additionally, we allocate the Learning Improvement Fund and Community Link Special Purpose Funding to Learning Services for additional Education Assistants and Child Youth Care Workers. The total expense amount is \$3.3M, which is 55% above the specific funding provided for learning services and the two Special Purpose Funds historically used for this purpose. The majority of this funding goes to Education Assistants and Learning Services Teachers to directly support students. We have maintained the program's hours from the prior year.

Funding Protection: Funding Protection is projected to be \$750K: This amount will decrease by 1.5% each year until the operating funding received is equal to the funding based on current enrollment. The MoECC does not allow the Operating Grant to drop more than 1.5% per year for districts. If more students enroll than the estimated 1410 this year, the total funding will remain the same, but the portion deemed Funding Protection will decrease. The full amount of Funding Protection is being used for ongoing operating expenses.

25-26 Annual Budget One Time Investment Options

Staff are recommending that the District continues to allocate funding from Accumulated Surplus towards One Time Investment items. This amount is greatly reduced from the past three years of capital and operations strategic utilization of built-up Accumulated Surplus from Funding Protection. Some projects are ongoing and continuing to invest in them is recommend:

Local Capital Investments

SDS Modernization Software Accounting (ongoing)	\$	55,000	Local Capital
Tech renewal (network switches, student devices)	\$	50,000	Local Capital
Local Capital	\$	<u>75,000</u>	Local Capital
	\$	180,000	A Total

See Attachment 1 for One Time Investment Options and the Reconciliation to the Annual Budget Document.

Schedule of Changes in Accumulated Surplus (Deficit by Fund) SCH1 in F/S

Schedule of Changes in Accumulated Surplus (Deficit by Fund) SCH1 in F/S			
	Operating Fund	Capital Fund	Total
Accumulated Surplus (Deficit) beginning of year	2,224,609	6,928,953	9,153,562
Prior Period Adjustments			
Accumulated Surplus Deficit, beginning of year, as restated	2,224,609	6,928,953	9,153,562
Changes for the year			
Surplus (Deficit) for the year	- 216,619	- 450,000	- 666,619
Inter fund transfers			
Tangible Capital Assets Purchased	- 180,000	180,000	-
Net Changes for the year	- 396,619	- 270,000	- 666,619
Accumulated Surplus (Deficit), end of year - (statement 2)	1,827,990	6,658,953	8,486,943

Policy 5.11 Accumulated Operating Surplus

Annual Operating Surplus: is the difference between the current year's revenue and expenses. This is like your regular cash account.

Accumulated Operating Surplus: is all prior year's annual surplus (and deficits) combined. Like an investment account.

Policy 5.11 recommends that the School District hold a minimum of 2% and a maximum of 5% of Accumulated Operating Surplus.

Recommended range, in alignment with policy, for the 2025/2026 year based on draft Operating Total Revenue is: \$500,000 to \$1,200,000.

Actual accumulated surplus at the end of next school year (June 30, 2026), based on 2025/26 annual budget and projected current year spending: estimated \$1,800,000.

Final Considerations

The District has Accumulated Surplus that is slightly above the recommended level. Labour settlement funding and regular inflation have resulted in expenses meeting revenue quicker than anticipated 3-4 years ago, leading to the use of Accumulated Surplus to maintain the current status quo. The additional labour settlement funding provided has not matched the increase embedded in collective agreements over the last three years.

There is solid funding for specific special purpose initiatives from the Ministry of Education and Child Care (MoECC). Senior staff, with the completion of the Strategic Plan, will be working on long-range plans, which will also be a component of sustainability planning.

Staff recommend that during the 2025–2026 and 2026-2027 school years, consultations occur within the District regarding adjustments that can be made to the current configuration and operation to reduce ongoing operational expenses. Many other districts are making cuts this year as they do not have a buffer of Accumulated Surplus.

SD64 Annual Budget 25/26 Discussion

Final Considerations & Risks

This year's budget contains risks, and if those risks materialize, there will be additional pressure on the amended annual budget. Funding Protection is being fully utilized, and if we have an increase in Full-Time Equivalent student (FTE) enrolment above projected, we may need to add additional teaching time, which would be an increased expense without additional revenue.

Raises have not been projected into the budget. Depending on the outcome of bargaining and provincial direction, not funding wage increases excluded staff, in line with collective agreement outcomes, would create compression for our non-unionized staff and impact retention. Whether collective agreements and exempt staff raises are funded is uncertain.

Employee replacement costs have continued to rise across the province. This budget has worked to include those trends, but there is a level of unpredictability to this expense item.

Inflation has not been funded in the current funding formula, impacting all districts.

2025-2026 Annual Budget Analysis

Attachment 1

Short-Term and One Time Investments and Reconciliation to Annual Budget Bylaw

District Investments

Local Capital Investments

SDS Modernization Software Accounting (ongoing)	\$	55,000	Local Capital
Tech renewal (network switches, student devices)	\$	50,000	Local Capital
Local Capital	\$	75,000	Local Capital
	\$	180,000	A Total

Reconciliation to Annual Budget Bylaw 24/25

Total Operating Revenues (without Funding Protection)	22,674,927	
Total Operating Expense (Functions 1-7)	23,640,205	
Budgeted Surplus/Deficit before Funding Protection	- 965,278	B
Add Funding Protection	748,659	C
Surplus/Deficit with Funding Protection	- 216,619	
Local Capital items per above	A - 180,000	
Budgeted Allocation (Retirement) of Surplus (Deficit)	- 396,619	
Agrees to Budget Schedule 2		

Reconciliation to current ongoing year expense impact on Accumulated Surplus

Surplus/Deficit without Funding Protection	B - 965,278	
Add back prior year required carry forward items in Operating Expense	120,000	
Local Capital items per above	A 180,000	
Adjusted Deficit without one time investments (operating and capital) and prior year items	- 665,278	
Add Funding Protection	C 748,659	
Surplus/Deficit with Funding Protection and items added back for current year ongoing expense	\$83,381	

Reconciliation to Annual Budget Bylaw 25/26

Total Operating Revenues (without Funding Protection)		\$23,423,586
Total Operating Expense (Functions 1-7)		<u>23,640,205</u>
Budgeted Surplus/Deficit before Funding Protection		- 216,619
Local Capital items per above	A	<u>- 180,000</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)		- 396,619

Agrees to Budget Schedule 2

Reconciliation to current ongoing year expense impact on Accumulated Surplus

Surplus/Deficit without Funding Protection	B	- 965,278
Add back prior year required carry forward items in Operating Expense		120,000
Local Capital items per above	A	<u>- 180,000</u>
Adjusted Deficit without one time investments (operating and capital) and prior year items		- 665,278
Add Funding Protection	C	<u>748,659</u>
Surplus/Deficit with Funding Protection and items added back for current year ongoing expense		\$83,381



Summary
Committee of the Whole (COW) – SD 64 (Gulf Islands)
April 23, 2025 – 1:00pm

In attendance:

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

Staff: Jill Jensen (superintendent), Jesse Guy (secretary treasurer) Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Shauna Klem (executive assistant)

Guests: Katherine Hazen (DPAC), Adrian Pendergast (GIPVP), Ian Thomas (GITA) on-line

Regrets: Lyall Ruehlen (director of instruction), Angela Thomas (CUPE)

Called to order at 1:00 pm by Chair Katrensky

1. Adoption of Agenda

Agenda order change: item 3.f) moved to item 3.c)

Agenda was adopted by consensus as amended.

2. Approval of Summary

October 30, 2024 summary was approved as presented.

3. New Business

a. *Inclusive Education*

Associate Superintendent Boe Beardsmore shared a presentation on Inclusive Education in the district. The information presented related to student demographics, the Inclusive Education team and the Blueprint of Action. Inclusive Education's core mandate is to improve outcomes for all learners, particularly our priority students – Indigenous students, children and youth in care and students with diverse abilities. Associate Superintendent Beardsmore outlined the work of the School Based Teams and the steps taken to identify and support students.

Boe Beardsmore reports that in the past 12 months there have not been any incidents requiring Student Physical Restraint and Seclusion in Emergency Circumstances – Policy 4.20 requires this yearly reporting.

b. *Early Years*

Boe Beardsmore presented an Early Years update that highlighted supports over the past school year have included 400+ classroom visits, Strong Start meetings with all district ECEs, and 30 events addressing Kindergarten transition. The report included information about successes in early learning initiatives and cross district collaboration.



c. Feeding Futures

Boe Beardsmore shared an annual update from District Principal Dan Sparanese. Feeding Futures supports over 180 students with daily free nutritional lunches. Additionally, 150+ students access breakfast and snack programs. Investments in infrastructure, local partnerships and sustainable practices are allowing for a long-term, scalable food program.

Jesse Guy relayed that the GISS cafeteria program will be providing meals for Salt Spring Island School's Feeding Futures Program next school year.

d. Childcare

Jesse Guy reported that there is capital funding for childcare spaces, but no system or consistency for securing funds to support staffing. Seamless Day programs have begun but it has been challenging to find staffing, which is currently more of a limitation than securing space.

e. Program Review

I. French Immersion

The report prepared by Lousie Doucet was presented by Jesse Guy. The district received significant advocacy from parents, and the majority of the feedback was positive. Concerns raised were around equity, streaming students, and the impact on the surrounding school system. The program received federal funding of \$73 252, and an additional \$80 000 from the Ministry of Education to offset the extra staffing cost incurred, which has allowed the French Immersion program to be fiscally self-supporting. The data shows that enrolment in the program decreases in higher grades.

Action: Report to be shared at the May Board Meeting

II. TASK

The report presented was prepared by Manager of Career Development & Community Initiatives, Maggie Allison. The Trades Awareness Skills and Knowledge (TASK) program supports students interested in exploring the trades. It is reported that TASK can provide a place for students who may not be excelling in other programs. TASK program is open to grade 10 -12 students, and cohorts are limited to 16 students who can explore 5, or more, different trades. Analysis of the TASK cohorts reveal elevated levels of engagement and successful transition to graduation, post-secondary and employment. MECC and program funding from Skilled Trades BC Funding are identified as the program's revenue sources.

Action: Report to be shared at the May Board Meeting.

f. Water Taxi

I. Rider Code of Conduct

The committee reviewed the Code of Conduct for the student water taxi. Next school year, a copy of the Code of Conduct will be forwarded to parents/guardians of riders, for signatures, to ensure all students are aware the water taxi is a school space and there are expectations of behaviour. There will be some final adjustments to the Code of Conduct before implementation.



II. Attendance

Superintendent Jensen shared a report on attendance numbers for the water taxi riders compared to the general population. Water taxi riders to Pender Islands are absent 11.87 days per year, on average, while the general population Pender Islands student absence average is 7.62 days per year. Grade 10-12 water taxi riders to GISS show an average student absence rate of 16.82 days per year compared to the general population average of 11.66 days per year.

4. Other Business:

DPAC rep Katherine Hazen shared that they are creating an information package for PACs to be given in September. She invited Trustees to share any information with her that they may feel is relevant.

5. Next Meeting: TBD

6. Adjournment: 3:28 pm

Program Name: **French Immersion**

Prepared by Louise Doucet, French Programs Coordinator

1. Program Overview

(a) What is the purpose and primary goal of the program?

The French Immersion program purpose and goal is delineated in Ministry of Education and Child Care documents as follows:

The Ministry of Education and Child Care supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French. French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases.

(b) Why was this program initially started by the district and is that need still relevant?

The program was initially started in 1983 because of parental and student interest in the program. French Immersion has been continuously offered in School District 64 for 42 years. Enrolment in the program has always been high. For many years, parents camped out to ensure they were first in line to register their sons and daughters. At times, the District decided to open registrations and offer two grade 6 classes to accommodate the demand. With the closing of the Middle School in, the program was moved to Salt Spring Elementary, providing for one grade 6 class. Class size is limited to 25 students; for the past couple of years, registrations have exceeded the 25 student maximum and students have been placed on waitlists.

French Immersion remains relevant, not only because of demand, but also because of its undeniable positive impact on learners. We need only look at the Community Response Letters and the 2024 Student Survey results to appreciate the impacts the French Immersion program has had on our islands' students and families. Research is clear that learning a second language provides numerous advantages. A Literature Review undertaken by the Canadian Association of Second Language Teachers provides the following findings derived from a broad range of current international research studies:

1. Second-language learning has a positive impact on memory, and bilinguals sometimes outperform monolinguals on memory tasks. Speaking more than one language also helps to compensate for cognitive disadvantages that result from aging, epilepsy and low socioeconomic status
2. Bilinguals show an advantage when they complete problem-solving tasks
3. Bilinguals show an advantage when they switch tasks
4. Learning a second language is helpful for children's language development
5. Learning a second language helps learners to focus on relevant information
6. Children who learn a second language show either comparable or enhanced first-language literacy
7. Second-language learners show some advantages over monolinguals in mathematics, such as better self-correction skills and enhanced mathematical concept learning
8. Second-language learners often show enhanced spelling ability as well as superior reading comprehension
9. Learning second (or multiple) languages has a positive impact on communicative abilities, including the use of verbal and non-verbal skills, perspective taking skills and interpersonal understanding
10. Learning a second language enhances creative ability by promoting unique problem solving, flexibility, and creative thinking
11. Second-language learning strengthens tolerance of ambiguity and awareness of different cultural perspectives and practices
12. Research suggests that learning a second language contributes to an increased connection to cultural and/or ethnic identity and facilitates communication, particularly for language learners with a family connection to the language
13. Second-language learning promotes the development of cultural identities and contributes to a deeper appreciation for the transmission of culture through language.
14. Study abroad and language exchange programs have the potential to enhance second-language learning and offer many nonlinguistic benefits including expanded educational and employment opportunities, greater desire to travel and to seek other cultural experiences, a stronger sense of self and a willingness to try new things
15. Language learners show an enhanced understanding of diversity in their communities and the larger world
16. Second-language learners tend to be active and engaged global citizens
17. Second-language learners demonstrate an awareness of innovative scientific, social and environmental ideas that come from other parts of the world
18. Second-language learners who learn about the target culture demonstrate more positive attitudes toward the language, its speakers and its culture. They also demonstrate sensitivity to other cultures
19. The intercultural dialogue that occurs in second-language learning situations may help to ease antagonism between conflicting sides
20. Language learning leads to an enhanced critical awareness of self and others
21. Employees who speak a second language often earn more than monolinguals

22. Second language skills allow for greater mobility in local and international markets
23. Second language skills play an important role in promoting international trade, thus making businesses more competitive in global markets
24. Exposure to a second language does not necessarily cause additional delay for students with exceptionalities
25. Certain types of interventions may help both typically developing children and students with exceptionalities in language classrooms
26. Knowing two languages is advantageous when learning an additional language
27. A number of personal benefits including the development of positive personality traits, enhanced communication skills, and a greater sense of open-mindedness and empathy often result from the learning of more than two languages
28. There are academic and cognitive benefits including the development of academic skills and the enhancement of communication cues when learning more than two languages

Finally, Canada is officially a bilingual country where French is the second most spoken language. Counting more than 11 million Canadians whose first language is French, acquiring this particular second language provides many educational and career opportunities.

(c) How is the program aligned with the district's strategic priorities?

School District 64 strategic framework focuses on advancing equitable learning outcomes and promoting the intellectual, social, and career development of every student in the public school system. The District has identified four priorities for strategic focus:

- Truths, Reparation, and Restoration
- Integrity and Responsibility
- Relationships and Belonging
- An Ethic of Learning

As outlined in the body of research provided, French Immersion integrates well in all aspects of intellectual, social, and career development. Additionally, as highlighted in several bullets, second language learners typically develop an enhanced sensitivity to diversity and other cultures, an attribute which facilitates the District's goal of Truth, Reparation and Restoration. French Immersion students tend to be active and engaged global citizens. Cultural and identity awareness enhances students' capacity for relationship building and promotes a sense of belonging, not only among their second language learning peers, but also as members of our diverse Canadian mosaic. Students embark upon a comprehensive learning journey which helps to build a strong ethic of learning and a broader understanding of their personal responsibilities as learners.

(d) What are the specific outcomes the program aims to achieve?

French Immersion is a made-in-Canada program that aims to provide the opportunity for non-Francophone students to become functionally bilingual in the country's two official languages. Students can begin the program Grade 6 (Late French immersion),

and reach proficiency in French by the end of Grade 11, with the Intensive Semester. By offering the majority of the regular school curriculum in French, our Immersion Program goes beyond teaching French as another subject. Emphasis is placed on the French language as a method of instruction and, more globally, as a means of communication. Students aren't simply learning French but rather learning through French. In addition to language proficiency, French immersion students gain an understanding of and appreciation for the multitude of cultures that form the Francophonie, an association of 93 countries worldwide. French is the 5th most spoken language in the world.

(e) Where is the program located?

The program is located at Salt Spring Elementary School for grades 6 and 7 and at Gulf Islands Secondary School for grades 8 to 12.

2. Demographics

(a) How many students does the program serve? The program currently has 25 students in grade 6, 24 students in grade 7, 16 students in grade 8, 10 students in grade 9, 23 students in grade 10, 17 students completing grade 11 and 12 simultaneously. The total enrolment from 6 to 11 is 115 students or an average class size of 19.1 students.

(b) What is the greatest number of students the program can responsibly enrol? The greatest number of students that could be enrolled is 158, with classes of 25 at the grade 6 and 7 level and classes of 27 at the secondary levels.

(c) What grades/age does the program serve? The program serves students from grades 6 to 12, although students complete their grade 12 coursework in grade 11.

(d) What student populations does the program serve? The program serves all catchment areas of School District 64 across all of the Gulf Islands as well as a few out of catchment students if space is available.

3. Program Implementation

(a) How is the program currently being implemented across the district?

Currently, French is the primary language of instruction for grades 6 and 7 with an approximate percentage of 85% of class time in French. Usually, as part of teacher preparation time, PE and Exploratories are offered in English. The Ministry recommends that the first year of Late French Immersion programs be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

At Gulf Island Secondary School, grades 8 and 9 students complete 50% of their course work in French: Français Langue, Mathematics, Science and Socials.

Grade 10 learners receive 25% in French (Français Langue and Socials). A minimum of 50% French instruction is recommended by the Ministry for grades 8 through 10.

Grade 11's complete Français Langue 11 and Career Life while grade 12 includes Français Langue 12 and Contemporary Indigenous Studies, both for a 25% delivery in French which is the recommended amount from the Ministry of Education.

(b) What resources (staff, materials, technology) are allocated to the program?

The District provides a French Program coordinator to support our French programs throughout the district. This position is funded through OLEP.

The District also provides a part time (19 hours/week) classroom education assistant (CEA) which is co-funded by OLEP.

At the grade 6 and 7 level, there is one teacher allocated to each class. At Gulf Island Secondary, there typically is a 0.5 FTE assigned at the grade 8 and 9 levels, a 0.25 FTE at the grade 10 level and a 0.5 FTE assigned for the grade 11 class where grade 11 and 12 coursework is completed in one semester. This year, due to low numbers in our grade 9 class, the grade 8 and 9 classes were combined so that only one 0.5 FTE teacher was assigned to teach both classes.

Materials and resources are purchased using Official Languages in Education Programs (OLEP) funding which is a federal program that supports French language education in schools.

(c) What professional development and training are provided to staff involved in the program?

The French Immersion team has access to professional development through many national, provincial and regional organizations and institutions:

- Association Canadienne des Professeurs en Immersion (ACPI)
- Canadian Association of Second Language Teachers (CASLT)
- Canadian Parents for French (CPF)
- Association Provinciale des Professeurs en Immersion et en Programme Francophone de la Colombie Britannique (APPIPC)
- Simon Fraser University Office of Francophone and Francophile Affairs (BAFF)
- University of British Columbia Centre de la Francophonie
- University of Victoria and our provincial organizations.

Additionally, the Ministry of Education provides bursaries from French Immersion teachers wishing to undertake professional development. These grants are funded through OLEP.

As a District, we have participated in regional ProD through our island consortium and joined in linguistic research with SD61.

Finally, the French Immersion teams meets at least one a year, formally and more often during provincial ProD events or local offerings such as Tapestry, a professional development day designed by SDs 61 and 63.

(d) Are there clear roles and responsibilities for staff within the program?

Yes, the roles and responsibilities of each staff member within the program are clearly outlined in their job descriptions.

4. Student Impact and Outcomes

(a) How are students selected or referred to the program?

Students register in February in grade 5 for entry into the French Immersion grade 6 class in the fall. Once enrolled, students automatically progress through to grade 11 (Intensive Semester and grade 12 completion). When students move to the Gulf Islands and have been enrolled in French Immersion programs from out of district, they can join the program as long as space allows.

(b) What metrics are used to assess student progress and success within the program?

Students are assessed using the same metrics as used in the English stream for equivalent courses ie: Math 8.

For the Français Langue classes, we follow the Curriculum and assessment practices as outlined by the BC Ministry of Education. The Curriculum as well as our practice is informed by the Common European Framework of Reference for Languages (CEFRL). It is expected that students from Late French Immersion programs entering grade 8 have achieved a similar competency to those students having completing Early French Immersion. Using a CEFRL framework, students graduating from grade 8 would achieve an A2 level of proficiency while graduate of the Intensive Semester would function at a B2 level of proficiency. The Provincial Grade 12 French Literacy Assessment is designed to capture these levels.

Six Levels of Language Proficiency

CEFR* LEVEL	DESCRIPTION	DELFDALF ASSESSMENT
<i>Basic Language User</i>		
A1	Recognizes basic language ability where the user can interact in a simple way.	DELFD** A1
A2	Recognizes the linguistic competency of a basic user who can communicate socially.	DELFD** A2
<i>Independent Language User</i>		
B1	Recognizes a language user who can manage with some independence in most situations encountered while travelling.	DELFD** B1.
B2	Recognizes a language user who is able to communicate independently in most situations: construct arguments, defend opinions, explain viewpoints and negotiate.	DELFD** B2.
<i>Proficient User</i>		
C1	Recognizes an independent language user, fluent, spontaneous; extensive vocabulary; clear, well-structured discourse without hesitation.	DALFD*** C1.
C2	Recognizes an advanced language user; precise, fluent, sophisticated use in advanced-level and academic situations.	DALFD*** C2.

- (c) Are there notable improvements in student performance, behaviour, or engagement as a result of the program?

There are many notable improvements in student performance, behaviour as learners and engagement as a result of the program. These have been listed in response to the program's relevance in Question 1B. These impacts are noted in many areas including cognitive, academic, personal and socio-cultural awareness. Long term improvements for student outcomes include many educational, economic and career benefits.

- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

This question has been addressed under Question 1B in response to the program's relevance. Research indicate that any learner is capable of learning a second language regardless of diverse-ability. Exposure to a second language does not necessarily cause additional delay for students with exceptionalities. Certain types of interventions may help both typically developing children and students with exceptionalities in language classrooms. All students with Individual Learning Plans (IEP) and enrolled in the FI program have successfully completed both their studies and the Provincial Grade 12 Literacy Assessment.

French Immersion has welcomed many English Language Learners with success. Both our experience and research into this area indicates that knowing two languages is advantageous when learning an additional language. A number of personal benefits including the development of positive personality traits, enhanced communication skills, and a greater sense of open-mindedness and empathy often result from the learning of more than two languages. There are academic and cognitive benefits including the development of academic skills and the enhancement of communication cues when learning more than two languages.

5. Program Effectiveness

(a) What evidence exists to demonstrate the effectiveness of the program?

School District 64 has consistently graduated all of our grade 12 French Immersion students with a Bilingual Dogwood. None of our learners has had to repeat the Provincial Assessment. The District has performed on par or above provincial averages in all evaluative areas of this assessment.

There are many instances of past SD64 French Immersion students finding success as bilinguals: as French Immersion teachers, as engineers working in Quebec, or working for the Federal Government, the United Nations, Médecins Sans Frontières, UNESCO or the International Olympic Committee. Many of our graduates have been chosen as Parliamentary Pages, a highly coveted and competitive position.

(b) Are there any gaps or areas of improvement identified in the program's outcomes?

Of course, the program is always looking to enhance student learning and to increase student retention during transitions from Salt Spring Elementary (grade 6 and 7) to Gulf Islands Secondary School (grades 8 to 12).

(b) How does the program compare to similar programs in other districts?

Larger school districts across the Province tend to offer Early French Immersion and perhaps Late French Immersion. Because it would be inequitable for SD64 to offer a French Immersion program starting in Grade 1 to only one of the Gulf Islands, the District chose the Late Immersion model so that all students from all the Islands could have access.

(c) What feedback have students, parents, and staff provided about the program?

French Immersion is highly regarded by students, parents and staff. It is often mentioned as a highlight of their learning journey at our Graduation ceremony. Last year, we conducted a

student survey to gauge student satisfaction, reasons for joining or for leaving the program. Most students expressed deep satisfaction with the program. Those who chose to leave, particularly between grade 7 and 8, cited an inability to do “everything they wanted to do at GISS” because they were required to take that extra Français Langue class. Please find the surveys attached. Community feedback in the form of letters has been wide ranging, positive and and highly supportive of the program; these can be made available should the Board wish to review them.

6. Equity and Inclusion

(a) How does the program promote equity and inclusion among all students?

Equity and inclusion is promoted in the same way it is in any other classroom. Teachers create a community of learners in their class rooms, where each individual has a voice and is valued.

(b) Are there any barriers that prevent certain student groups from accessing the program?

There are no barriers other than the space restriction of 25 students at the grade 6 level.

(c) How is cultural competence integrated into the program’s design and implementation?

Cultural competence is woven throughout and appears consistently in the Curriculum documents as a must have. It is an essential component of second language learning where your first and second cultures are explored and valued. These deepened connections to identity and community seed an open mindset to other cultures as well. As seen in Question 1B, research indicates that second-language learning strengthens tolerance of ambiguity and awareness of different cultural perspectives and practices. Research also suggests that learning a second language contributes to an increased connection to cultural and/or ethnic identity and facilitates communication, particularly for language learners with a family connection to the language. Second-language learning promotes the development of cultural identities and contributes to a deeper appreciation for the transmission of culture through language. Study abroad and language exchange programs, both available while in French Immersion, have the potential to enhance second-language learning and offer many nonlinguistic benefits including expanded educational and employment opportunities, greater desire to travel and to seek other cultural experiences, a stronger sense of self and a willingness to try new things. Language learners show an enhanced understanding of diversity in their communities and the larger. And finally, second-language learners tend to be active and engaged global citizens

7. Resource Allocation

(a) Is the program fiscally self-supporting for direct costs and district shared costs?

The program is fiscally self-supporting for direct costs and district shared costs. Students are in classrooms receiving instruction in all of the same subjects provided to English stream students, save for one, Français Langue. In addition to the basic per pupil allocation, French Immersion programs receive OLEP funding designed to offset staffing and resources costs. This year's amount is of \$73,252.00. When classes are small, such as this year with grades 8 and 9, they are blended into a grade 8/9 class. French Immersion funds are used to purchase all of its textbooks, its technology such as computers and projectors, and its classroom supplies. This year, we secured an additional \$80,000.00 from the Ministry of Education to offset the extra staffing costs incurred for our small cohorts of grades 8 and 9. Moving forward, we will be able to support these two small class sizes.

(b) Are there alternative resources or methods that could achieve the same or better results?

This funding source is guaranteed through a Federal-Provincial agreement, OLEP. The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is a multi-year, multilateral agreement between the Government of Canada and the provinces and territories. The protocol sets the key parameters for collaboration between the two orders of government on official languages in education, and provides a mechanism through which the federal government contributes to the costs incurred by the provinces and territories in the delivery of minority-language education and second-language instruction. Under the parameters of the protocol, each province and territory negotiates a bilateral cost-sharing agreement that is tailored to its unique priorities. These agreements have been in place since 1983 and the current agreement is valid until 2028.

(c) How is funding for the program sourced, and is it sustainable?
Answered in section 7. (b)

(d) What are the main expenses of the program?

The main expenses are staffing costs followed by technology and textbooks. But these costs can be entirely funded with OLEP at this time.

8. Program Sustainability and Improvement

(a) What are the long-term plans for the program's growth or expansion?

There are no expansion plans in the works at this time. We would like to focus on retention from grades 7 to 8. This requires a concerted effort to provide a rich foundational program in grades 6 and 7 so that students feel linguistically competent and culturally curious.

(b) What challenges or obstacles does the program currently face?

The only additional challenges, other than those mentioned above, are to provide a French speaking environment in essentially an Anglophone community. To access French community based activities is difficult, requiring transportation to other communities such as Victoria or Vancouver, a common challenge facing the Gulf Islands.

(c) What opportunities exist to improve the program in the next school year?

To continue ensuring that our students receive the best and the richest French language and culture education as is possible.

(d) How is the program's effectiveness monitored and evaluated over time?

With these types of reviews as well as with the Grade 12 Provincial French Literacy Assessment which provides a lens into our students' proficiencies.

9. Engagement

(a) How are parents and the community involved in the program?

We have engaged parents by providing frequent opportunities for student exchanges, field trips, science fairs and exhibits. We have offered many Soirée Francophones where parents can view student work and performances. We provide annual parent information sessions on the French Immersion program for parents of grade 5 students. We invite French speaking community members into our classrooms and to our events.

(b) How are program results communicated?

Through regular classroom learning reports (report cards) and students receive their Provincial Assessment results on their My Ed portal.

(c) What partnerships or collaborations support the program?

There are no official partnerships or on-going collaborations others than those mentioned in Question 3.(c). We partner with other French Immersion schools or districts at times as well as participate in events organized by CPF, ACPI, APPIPC or BAFF.

10. French Immersion Program Specific Questions

- (a) How has French Immersion enhanced students' knowledge of diversity and anti-oppression work this year?

In grade 6: Students learned about significant experiences and major changes in some historical and contemporary communities in Canada, like Africville, NS. Students used the inquiry process to investigate perspectives and experiences in Canada's Afro-Canadian and French-Canadian communities, including francophone politicians, singers, and athletes.

In grade 7: Through reading, discussion, and writing, students have examined historical and ongoing systems of power and how they have contributed to the oppression of people of colour. By analyzing where power was and still is concentrated, they have developed a deeper understanding of systemic inequalities and the role of language in shaping narratives. This critical engagement has helped them reflect on their own perspectives and consider ways to promote equity and justice in their communities.

In grade 8 and 9 Français Langue and Socials: We celebrate Black History month through a variety of texts and projects. We have frequent discussions about past and current social justice issues. Students analyze various ideologies and discriminatory policies.

In grade 8 and 9 Science : We take the opportunity to focus on scientific and mathematical contributions made by traditionally marginalized peoples such as Catherine Johnson, Marie Jackson, Alan Turing, Elsie McGill.

In Grade 10 Socials: We explore marginalized and oppressed peoples throughout the 20th century in Canada and across the world: Chinese immigration, Komogata Maru, Japanese internment, St-Louis, First Nations and status of women. We look at voting rights, the fight for rights and freedoms (Nelson Mandela, Martin Luther King, Violet Desmond etc...) We use the Salt Spring Island Archives to explore diversity and many local stories. We look at the short and long term consequences of empire building and colonialism as well as uncovering the long lasting effects on the Peoples and communities impacted by this.

In Grade 12 Français Langue: We read many texts written by "engaged" poets and writers. These are texts focussed on social justice issues in our community and around the world. We cover topics such as homelessness, gender, sexuality, poverty, power, war and genocide.

- (b) What culturally relevant practices or resources have been incorporated to support students' learning about Indigenous local rights holders and their language, culture and history of the Straights People in French Immersion?

In addition to taking part in all our local indigenous events and to taking advantage of the wonderful people resources available to us (Quentin), each grade level incorporates Indigenous Learning Principles and place knowledge. I have included specific examples below.

In grade 6: While studying First Nations history, students learned about the essential contributions made, how indigenous culture influenced people at the time, and its impact on future generations. Students learned to describe, in French, characteristics of First Nations cultures, including housing, clothing, food, language, and transportation. They have created and presented art-based projects, including a bentwood box and a button blanket, communicating the differences and commonalities between our present-day ways of life in Canada and the Indigenous nation's pre-contact ways.

In grade 7: Students have explored the movement of peoples across the country both before and after colonialism, analyzing the significant changes colonialism brought to Indigenous ways of life. They have engaged in place-based learning by studying the Hul'q'umi'num language, focusing on place names across the island to understand their historical and cultural significance. This integration of Indigenous knowledge and language into French Immersion has fostered a deeper appreciation of local Indigenous histories and rights holders, strengthening their connection to the land and its original stewards.

In Grade 8 and 9 Français Langue and Socials: Students explore Indigenous spirituality as well as their many contributions to technological advances. We participate in all local First Nations events and National Remembrance. We frequently ask our local resource people to facilitate learning in our classrooms.

In Grade 8 and 9 Sciences : Students used French field guide resources developed by Habitat Conservation Trust Foundation (HCTF) Education to explore our local ecosystems and the indigenous use of native plants growing here.

In Grade 10 Socials : Our study focusses on Canadian History from 1914 to now, including First Nations across Canada and locally. We have explored First Nations place names for Salt Spring during our Geography unit. We researched Indigenous contributions to both World Wars, residential schools and land claims. We wrote and shared individual place-based land acknowledgements. Although some resources are in English, our class discussions and project work is in French.

In Grade 10 Français Langue: We use many examples of First Nations poets, writers and song writers from across Canada to study writing and literary devices.

In the Intensive Semester (Contemporary Indigenous Studies 12, Français Langue 11 et 12):

We follow the curriculum outline for Contemporary Indigenous Studies 12 which includes a local lens such as exploring the work currently being undertaken by the Stqeeeye' Learning Society to restore the wetlands. We look at Treaty and non-ceded lands, territorial land claims and acknowledgement, the economic growth of Nations across Turtle Island such as Squamish Lands on False Creek. We also explore various indigenous artists through the lens of art as an expression of their resilience and their culture.

We use the translated French version of *Strength and Struggle : Perspective from First Nations, Inuit, and Metis Peoples in Canada*, for literary analysis.

We use the films *Pour toi, Flora* and *À l'ombre des corbeaux* for digital text analysis.

If there is any additional information you would like to highlight in your report that hasn't been addressed in the questions, or that you believe warrants further discussion? Please include it here.

School District 64 - Gulf Islands
Educational Program Annual Review 2024-2025 Phase 1
TASK Program



Prepared by: Maggie Allison,
Manager Career Development & Community Initiatives



TASK class installation of Gaga Balls pits at SSE and Fernwood.

TABLE OF CONTENTS	1
GLOSSARY & DEFINITIONS	2
PROGRAM OVERVIEW	3
DEMOGRAPHICS	5
STUDENT IMPACT/OUTCOMES	6
PROGRAM IMPLEMENTATION	8
EQUITY AND INCLUSION	9
PROGRAM EFFECETIVENESS	10
RESOURCE ALLOCATION	12
PROGRAM SUSTAINABILITY & IMPROVEMENT	13
ENGAGEMENT	14
APPENDICES	15-30

GLOSSARY & DEFINITIONS

T.A.S.K. – “Trades Awareness Skills and Knowledge”– Our **Youth Explore Trades Sampler Program** is a 12-credit full semester program in which students can learn up to five trades and see what they like best. The program is a partnership between School Districts, the Ministry of Education and Child Care and SkilledTradesBC, and Camosun College. For more details, visit [Youth Explore the Trades Program | SkilledTradesBC](#)

Work Experience (12A/12B) – MECC 4-credit courses through which students gain real-world experience and build job skills. For more details, read the [Work Experience Program Guide \(PDF, 3.4MB\)](#) TASK students complete 4 credits in Work Experience.

Youth Work In Trades- (WRK 11a/b 12a/b) Through [Youth Work in Trades \(PDF, 2.2MB\)](#) students register with SkilledTradesBC as **Apprentices**. Apprentices are paid employees working and learning skills outside of school under a registered journey person. The hours apply to completion of a **Red Seal Trades Certificate**. Apprentices earn up to 16 high school credits.

Youth Train in Trades (TRN) - a trades training program jointly supported by SkilledTradesBC and the Ministry of Education and Child Care and the College Trades Training Providers. Students participating in this [dual credit](#) program earn high school credits (8-40) and credentials towards a Red Seal certification.

Red Seal Certification - A tradesperson who passes the Red Seal exam receives a Red Seal endorsement. The Red Seal is proof that a tradesperson has met the national standard in their trade. Red Seal Trades require 3000-6500 hours of apprenticeship training.

Skilled Trades BC - the organization that advances British Columbia's trades training system, manages registration of apprenticeships, and oversees trades training programs. There is a designated staff supporting the Youth Programs. Prior to 2022, the organization was known as **The Industry Training Authority**.

Camosun South Island Partnership – team of Camosun staff and school district staff from SD64 as well as SD61, 62, 63 and 79, who build programming and supports for high school dual credit opportunities. The Specialized Trades Shops are located at **Interurban Campus**.

CORE Curriculum – the Trades Skills Foundation Program for Construction Trades Training. Includes foundational skills and competencies transferable to all trade areas, designed by the Industry Training Authority and delivered through TASK Programs in BC. (See Appendix 1).

The Facility- The TASK Facility is located at the SD64 Learning Hub and includes a shop with equipment designed for residential carpentry, classroom with laptops, projector and screen, and fenced compound for construction of large projects and place-based learning.

BCCWITT – BC Centre for Women in The Trades – non-profit organization working to create a diverse, equitable and inclusive skilled trades industry, where all feel welcome, healthy, respected and safe. <https://bccwitt.ca/>

CAREER PROGRAMS OVERVIEW

Career Development is one of the three pillars of education in BC, alongside intellectual and human/social development.

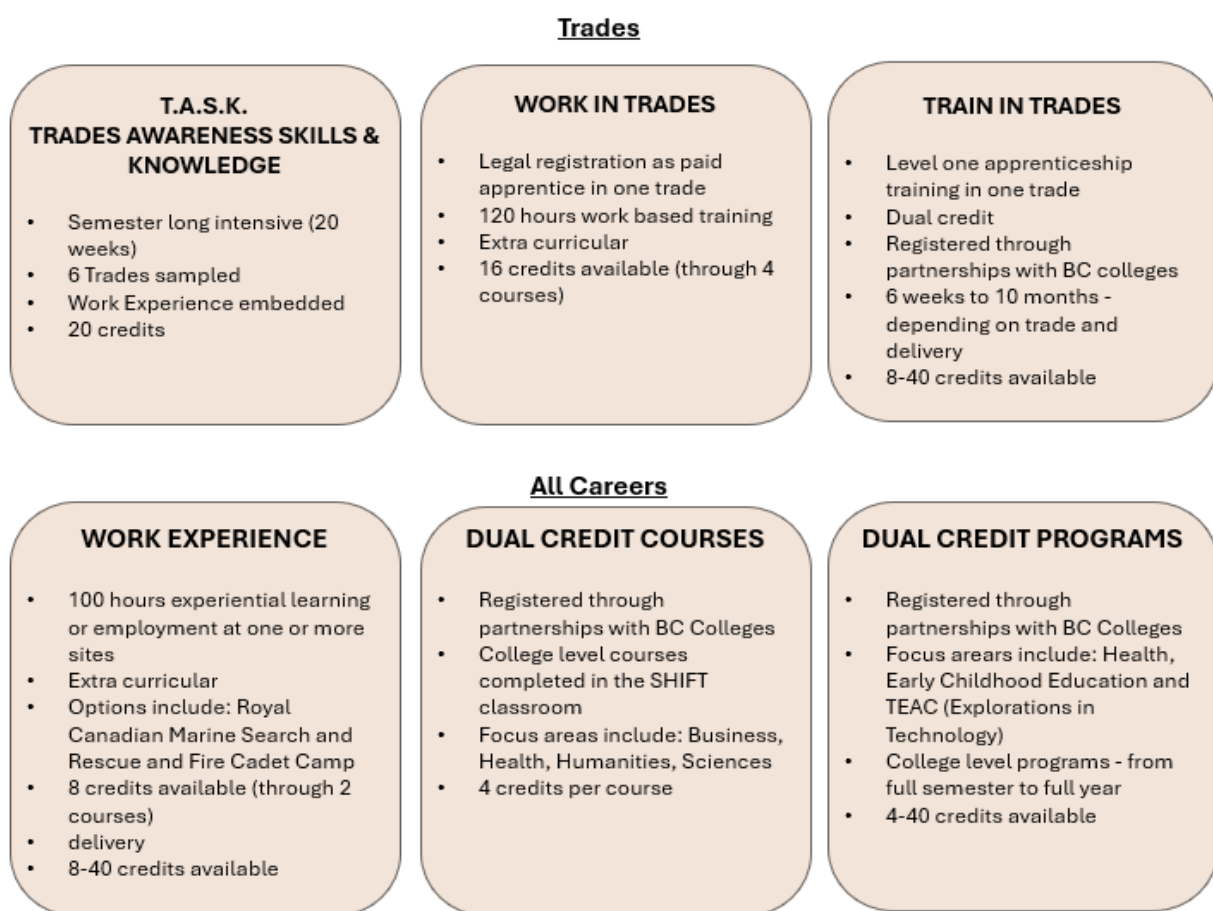
Career Education is a fundamental right, integrated into K-12 classrooms.

Career Programs, however, are exclusive to high school students. Work Experience (WEX) and Youth Apprenticeship (WRK) are Ministry of Education–authorized courses that offer deep hands-on learning, mastery and exploration.

Aligning with SD64 district’s strategic plan, Career Programs address the **fourth component** of the “**Know, Do, Understand**” design of the BC Curriculum which is “**BE**”, signifying identity, connection and personal well-being.

In the Gulf Islands School district, grade 10-12 students can enroll in six distinct programs under the career umbrella. Programs can be integrated or scaffolded as students design a unique career pathway. (Figure 1)

Figure 1: School District 64 Career Programs



T.A.S.K. PROGRAM

- TASK was developed by **Camosun College South Island Partnership** to expand opportunities for young people entering skilled trades. This program has become the most valuable springboard to Youth Apprenticeship and Technical training in B.C.
- In 2012, the college offered a pilot to partnering school districts in South Vancouver Island, launching in SD#64 in 2013.
- SD#64 invested in TASK following recommendations from the local **Apprenticeship Advisory Committee**, which called for stronger training programs to apprenticeship pathways beyond traditional shop classes.
- In 2014, Camosun's TASK model was adopted by the **Industry Training Authority** as a province-wide **Trades Sampler Program**, providing school districts with additional funding to support skilled trades education.
- Lacking a second shop and classroom at GISS, SD#64 initially rented the Poultry Barn from the SS Farmer's Institute (2013–2022) before establishing the TASK program's permanent Facility at the SD#64 Learning Hub.

Curricular Design

- **CORE Curriculum** includes mathematics, document reading, communication, tools and material use, and design Skills. (Appendix 1)
- The intensive semester-long program integrates the foundational **CORE Curriculum**, **Certifications**, 100 hours of **Work Experience** in a chosen trade, 5- weeks of training at **Camosun College Interurban**, and 12-weeks of carpentry instruction. (Appendix 2)
- Skills are taught through construction of 8x12 buildings, which are sold for revenue.
- TASK immerses students in five or more trade areas, operating like a job site, focusing on accountability, teamwork, leadership and skill development.
- TASK students can transition to **Work in Trades**, **Train in Trades**, or direct employment—many completing their first level of technical training in high school and advancing toward **Red Seal Certification**. (see Figure 7)
- Each year, 15-20 **local employers** train TASK students through hands on **Work Experience**.

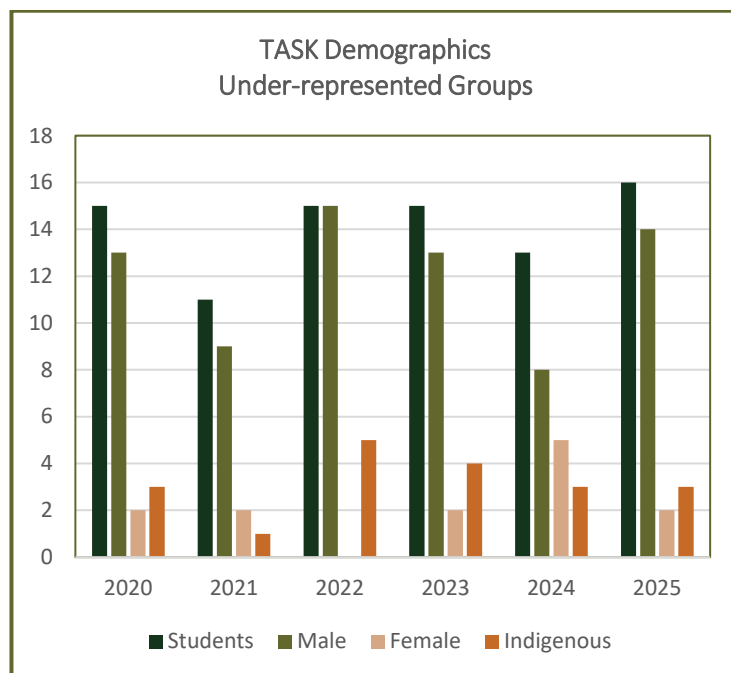
Career Programs Revenue Funding

Program	#Course Claims*	MECC Funding	STBC Funding	TOTAL
Work Experience	79@\$1114	\$88,006		\$88,006
Work in Trades	56@\$1114	\$62,384	\$20,000	\$82,384
Train in Trades	24@\$1114	\$26,736	\$18,000	\$44,736
T.A.S.K.	80@\$1114	\$89,120	\$24,000	\$113,120
Dual Credit	14@\$1114	\$15,596		\$15,596
TEAC	5@\$1114	\$5,570		\$5,570
TOTAL				\$349,412

Figure 2 - *Each claim for a 4-credit course over and above the block funding is extra revenue.

DEMOGRAPHICS

- TASK cohorts are limited to 16 students as dictated by the funding agreement we have with Skilled Trades BC. School districts utilizing different funding models may admit up to 18 students.
- Open to grade 10-12 students. Turning 15 to 19 in the program school year.
- Since 2015, pre-requisites include completion of Workplace Math 10 or Foundations of Math & Pre-Calculus 10 and evidence of basic skills with tools in shop class or through other experiences.
- The typical TASK student:
 - ✓ Hands-on learner who thrives in place-based learning environments.
 - ✓ Keen to engage in exploration of a variety of trades.
 - ✓ Has teamwork skills in a multi-age, diverse learning groups.
 - ✓ On a trades or university pathway and curious about developing applied skills (ie: Engineering, Applied Business, Architecture, Red Seal Certification)
- Community Stakeholders include Work Experience sponsors, Camosun College Instructors, Windsor Plywood, Country Grocer and community members who purchase the sheds.
- Parents prepare students for long days with food, appropriate clothing, transportation to and from Work Experience, personal protective equipment and trade specific individual tools.



TRENDS

Figure 3 Analysis

22% of TASK students are Indigenous
12% of SD64 students are Indigenous

33% of TASK students have an IEP with diverse learning abilities.
20% of SD64 students in a grade have diverse abilities or disabilities.

18% of TASK students are female
45% of GISS students (2024/25) are female.

The Gender Gap in Trades –

According to BC Centre for Women in the Trades, women made up only 2.5% of the trades workforce in 2021. The GISS TASK Program offers gender inclusivity at 18% female.

Figure 3 – % of Indigenous and Diverse learners is above average

Source: <https://studentsuccess.gov.bc.ca/school-district/064/report/contextual-information>

STUDENT IMPACT AND OUTCOMES

Students thrive in TASK. They participate by choice, demonstrating stamina and commitment. Excel in job sites, and at the college, returning to academic courses with determination and applied connections.

Students:

- ✓ **Gain transferable and trade-specific skills.**
- ✓ **Earn certifications, including Emergency First Aid, Fall Arrest, Work-Safety.**
- ✓ **Develop high-level employability skills for immediate job opportunities.**
- ✓ **Collaborate respectfully and effectively to achieve shared goals.**
- ✓ **Identify strengths, preferences, and skills through guided career-life discussions.**
- ✓ **Enhance self-awareness, personal agency, and future planning.**
- ✓ **Explore 5 or more different trades, finding their fit.**

Parent Feedback:

"My son is studying engineering at BCIT right now but he's also an apprentice machinist. He became interested in trades in 11th grade and enrolled in TASK. The program was instrumental in his decision to pursue machining. For kids of high school age, it can be really hard to choose one thing to focus on when there are so many possibilities. TASK gave him practical experience in carpentry, electrical wiring, plumbing, heavy machinery and welding. The program was well organised and well run, with instructors who were really tuned in to their students. Overall, I'd say the program is a credit to our school district.

At a time when going into trades is a really viable career path for young folks entering the workforce, I feel like it's a vital program for preparing kids to make big decisions about their futures. It's one of the offerings that tells our community that GISS is in touch with what the kids on our islands need."

"The trades provide a good quality of life for many whom university isn't a good fit. Especially on Salt Spring where we are perpetually short of qualified trade workers."

Appendix 6: parent, student and community feedback letters

STUDENT IMPACT STORY

Since graduation I have been working for Wolfgang at Ganges Auto Marine and Craig at Strebor automotive in Langford. I have greatly enjoyed working in the automotive trade and learning how the mechanical system on cars function and how to repair them if they malfunction.

I got started in the trades through TASK in grade 11 and was initially working with an electrician but I fell in love with the automotive trade when we spent a week up at Camosun college in the automotive shop. My advice is that if you're interested in the trades you should go for it.

I have found that it is very rewarding work and there will always be a job out there for you.

*This student added grade 12+ year to gain credits working as a Youth Apprentice and completing Train in Trade Automotive at Camosun (tuition free). He continues to work in Victoria, covering local Salt Spring staffing shortages when needed.

Pathway:

**TASK+ Work Experience (2021) +
Work in Trades (2021-2023) +
Train in Trades (2023)**

Total career program credits: 52

INCREASED OPPORTUNITIES

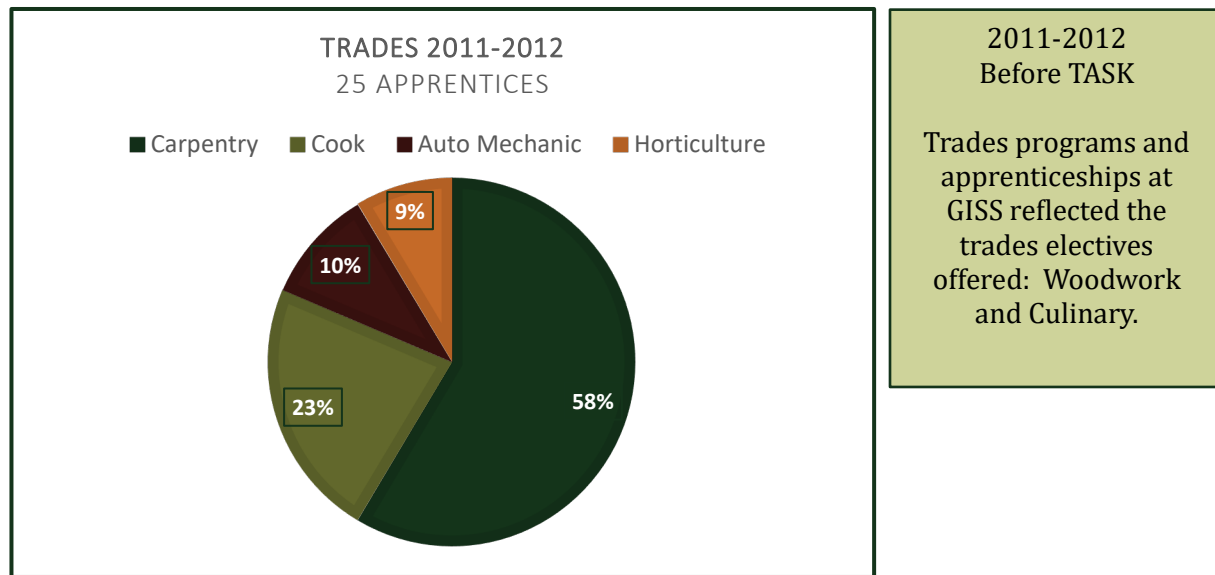


Figure 4: Representation of Trades in Apprenticeship 2011-2012

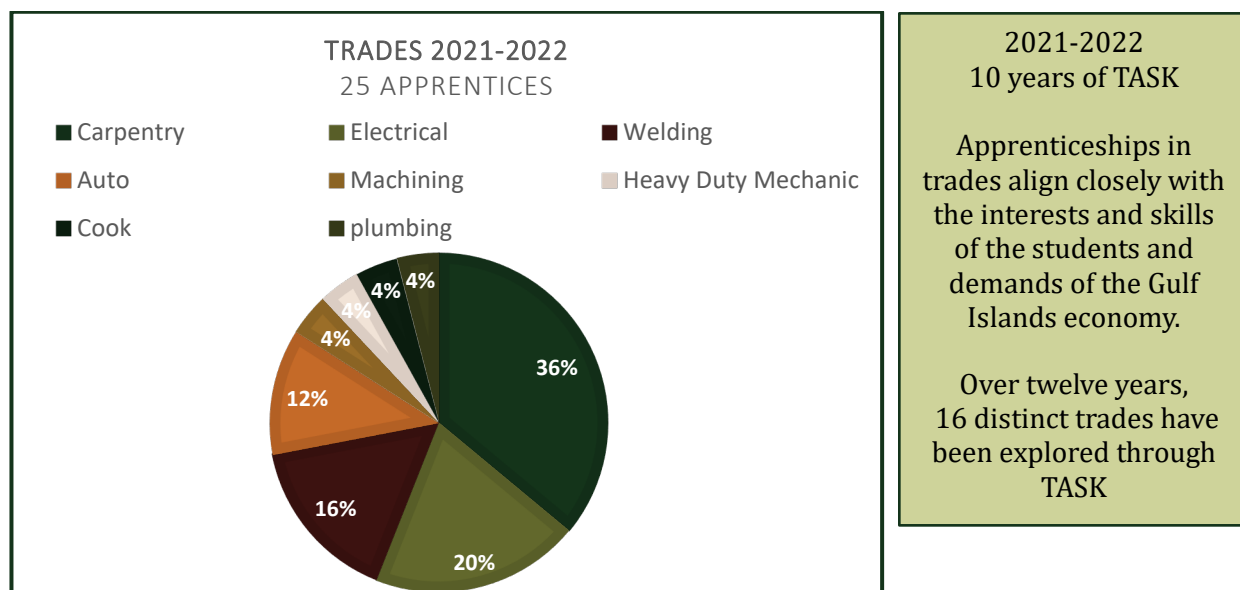


Figure 5: Representation of Trades in Apprenticeship 2021-2022

PARENT IMPACT STORY

Both my sons participated in the TASK program while attending Gulf Island Secondary; (the first) graduated in the class of 2017 and (second) in the class of 2019. I believe that the exposure to building trades, technical knowledge and work experiences experienced in their teen years help better prepare my sons for their future. (The second) is currently working as a foreman in Inuvik for a local electrical contractor. All in all, I would say his career is off to a strong start, for only 23 years of age. I am not sure he would have even considered becoming an electrician without the Task Program.

Pathway: *Student added grade 12+ year for TRN

TASK+ Work Experience (2017) + Work in Trades (2017-2019) + Train in Trades (2020)

Career Program Credits: 44

PROGRAM IMPLEMENTATION

- All career programs are registered through and based at GISS. TASK students are Dual Credit, registered at GISS and Camosun College for credits and funding purposes.
- TASK staff includes:
 - ✓ Full-time BCTF teacher (.5714 FTE)
 - ✓ Red Seal certified Carpentry Instructor - Skilled Trades BC funding pays the Carpentry Instructor under contract to SD64 district
 - ✓ Red Seal certified instructors across all trade areas at Camosun College.
 - ✓ Program operations and logistics are supported by the District Manager of Career Development and the Career Program Assistant, teaching staff & GISS administration with oversight from the District Principal of Career Programs.
- Teaching staff has access to professional development through the Career Education Society, the South Island Partnership of Camosun College, and the Canadian Welding Foundation.
- **The facility** is fully equipped with Chromebooks for student use, hand tools, small power tools and a SAW-STOP to meet safety regulations. Local businesses have sponsored the program with tools. (Appendix 3)
- In 2021, SD#64 secured \$10,000 worth of tools from the Provincial Skills Canada Competition through a successful grant application to further outfit the program.
- The TASK application form includes a Statement of Commitment, attendance review, and a post-secondary transition plan which is reviewed by Career Programs teachers and updated annually as students progress through their graduation years.
- TASK applicants are interviewed before acceptance into any career program. For TASK, round table interviews include local trades people and the Career Programs Team. The whole process requires 20 staffing hours.
- Certificate Training, such as Emergency First Aid & Fall Arrest, are delivered through community partnerships with a focus on workshops and hands-on learning.
- Island employers, businesses, and organizations hosting students become vital stakeholders in their education. Career Programs serve as the bridge connecting school and community, guiding students as they transition into life beyond high school.



TASK is delivered in a “place-based” learning environment set up at the **SD64 Facility, Camosun College Trades Shops** and on local **community worksites**. Students are given an opportunity to BECOME tradespeople through mentorship and connect positively with this part of their evolving identity.

Photo: Partnership with local BC Hydro

EQUITY & INCLUSION:

- Career programs promote equity and inclusion. Research shows that students from disadvantaged backgrounds often lack access to role models in a wide range of professions.
- Career Programs level the playing field for many students, filling the gap in experience and exposure, breaking down the cycle of educational, social, economic and gender inequity.
- TASK provides diverse adult role models in trades through work placements & instructors.
- TASK engages a diverse group of students with focus on gender inclusion, economic equity, and cultural awareness. (figure 3)
- Neuro-diverse learners are served by the TASK program through the application of IEP accommodations and the cooperative relationship between the workplace mentors and the program staff. (figure 3)
- STBC holds school districts accountable to:
 - ✓ submit mid and year-end reports, as well as participate in regular teleconferences.
 - ✓ uphold their values and goals as described in their Strategic Plan through annual funding agreements. (figure 6)



Vision Summary SKILLED TRADES BC YOUTH

VISION: AN INCLUSIVE, WORLD-CLASS SKILLED TRADES WORKFORCE THAT MEETS THE NEEDS OF BRITISH COLUMBIANS

Values and Goals upheld through TASK

- British Columbia's skilled trades workforce is strengthened through its diversity.
- Strengthen our community bonds to ensure equity, diversity and inclusion programming is available and accessible province-wide
- Create a more inclusive, diverse, and equitable skilled trades training culture.
- With underrepresented groups, work with employers and other partners to address racism, sexism and discrimination in the skilled trades

Figure 6 – Highlighted values & goals from the [Skilled Trades BC Strategic Plan 2023-2026](#)

STUDENT IMPACT STORY - Female student

I completed the TASK program in 2017 and can attest through my own personal experience how valuable and transformative the program is. This program is especially valuable for women and minorities who may not be as statistically inclined to enter the trades.

TASK + Work Experience (2017) + Carpenter Apprentice (2018)

Total career program credits: 24

PROGRAM EFFECTIVENESS:

The **TASK** program is full-time, in-person and a great example of a **Deep Learning**. Students build relationships with strangers (students and adults) with whom they need to work as a team, learning to respect cultural differences, encountering comfort zones that differ from theirs but pulling together to achieve a common goal.

If we apply the lens of **Deep Learning** overtop of the Career Program models, all three key elements can be found.

Mastery, is demonstrated as students develop significant knowledge and skills in the trades and apply them in a real-world setting.

Identity, is evidenced when students connect their learning to who they are and the direction they want to pursue in their lives. I call this “traction,” where the rubber meets the road.

Creativity, is witnessed when students apply their knowledge and skills to troubleshoot and create something new for an outside audience. Students creatively transfer their new skills to a range of situations at work, in the trades shops and in the classroom.

Effective Transitions:

Analysis of the TASK cohorts from 2022, 2023 & 2024 reveals the elevated levels of engagement and successful transition to graduation, post-secondary and employment in high demand careers.

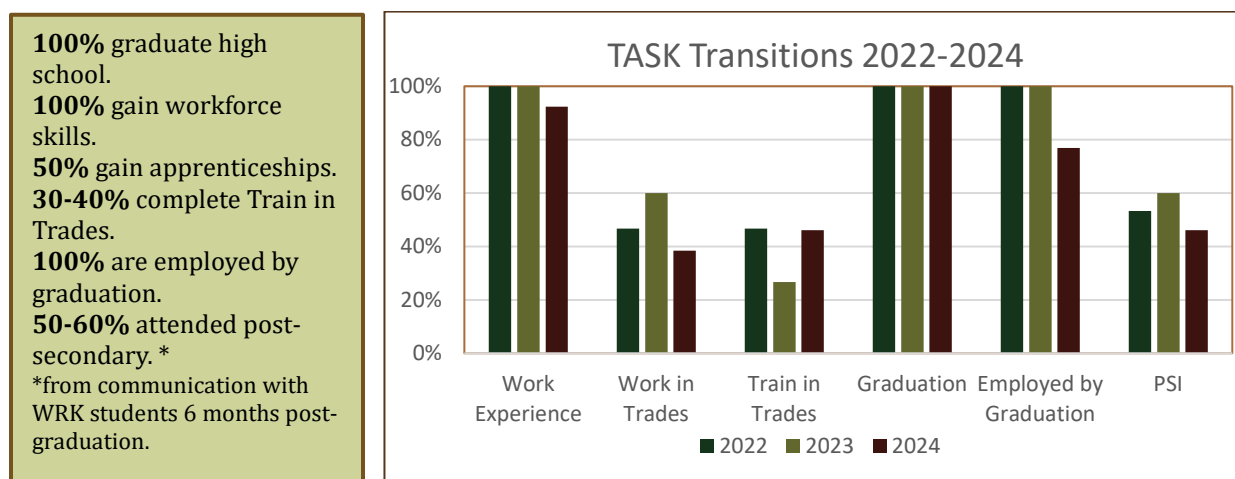


Figure 7: TASK Improves Employability and Graduation Rates

Source: MyEducationBC – course registration tracking; MECC Trax System; Grad Exit Interviews

STUDENT SUCCESS STORY

I was also honored to receive the Golden Hammer Award, something that made me feel truly recognized for my hard work. Without TASK, I probably would have dropped out of school. It gave me a clear path forward, preparing me for a career and connecting me with job opportunities and apprenticeships. It was the first time I felt like school was setting me up for real success.

TASK + Work Experience (2023) + Carpenter Apprentice (2023-2025)

Total career program credits: 36

Improves Graduation Rates:

SD64 Gulf Islands graduation rate in **rose from 69% in 2014 to 100% in 2024**. (Figure 8)

- The graduation rate of students who take **TASK** has averaged 90-100% since 2013. (figure 7)
- Since 2013, the corresponding growth of **TASK, Work in Trades** and **Train in Trades** has been a significant factor for graduation rates (figure 8)
- Student reflections demonstrate the program as a turning point for many students who had poor attendance or were not engaged in their academic courses, lacking the motivation to complete the required grade 12 elective credits.
- TASK courses meet the required 16x grade-12 elective credits. When TASK students transition to **Work in Trades Apprenticeship**, they can earn up to 16 more credits while training through the “earn while you learn” model.
- Students use grade 12 electives to gain mastery in a career focus area, improving final marks and access to post-secondary programs.

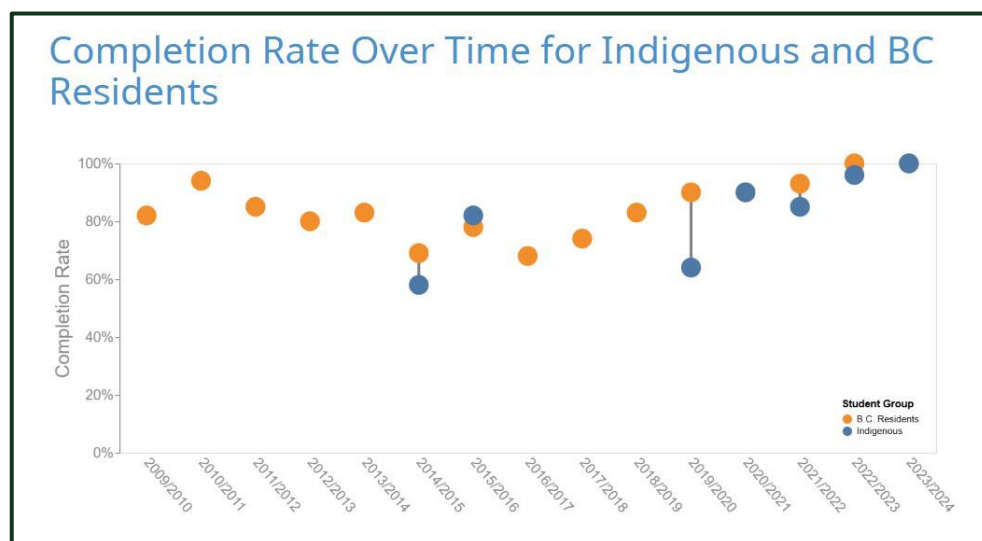


Figure 8: Upward trend of graduation rate corresponds to TASK implementation dates

Source: <https://studentsuccess.gov.bc.ca/school-district/064/report/completion-rates>

STUDENT IMPACT STORY

Since graduation, I've been working full time at the Burton Bronze foundry. I've been working on tons of different projects, such as, First Nations art, memorial pieces, plaques, statues, and figures, lots of welding and overall work involved in the lost wax casting process. I got interested in welding in the TASK program and wanted to learn how to weld because my grandfather was super into welding and that, as well as all the different options, opportunities and job routes inspired me to reach out and give welding a try, and now here I am, I love it. Give everything a chance and keep your options open! Always better to choose not to do something as opposed to not being eligible or able to do something because of something you skipped or missed out on.

TASK + Work Experience (2022) + Work in Trades (2022-2023)

Total career program credits: 36

***Accepted to the competitive BCIT Welding Foundation Program in Sep. 2023 post-graduation**

RESOURCE ALLOCATION:

The charts below show the revenue streams brought in through Career Programs allocated to TASK. This is one of 6 distinct programs for which the Career Coordinator, Career Program Assistant and Work Experience teacher provide support in the areas of event planning, scheduling, document management and financial oversight (including real estate).

T.A.S.K. Program Revenue

MECC Funding	\$89,120
Skilled Trades BC Funding	\$24,000
Sale of student-built projects	\$22,000
Total	\$135,120

T.A.S.K. Program Expenses

Teaching .5714FTE	\$56,000
Carpentry Instructor	\$24,000
Supplies	\$23,000
Transportation	\$1,500
Total	\$104,500

Figure 9: TASK Revenue & Expenses

Course funding from the MECC and program funding from STBC are the revenue sources. Fixed costs for TASK are noted above.

N.B. These are direct program costs and do not include any charges made to the program for “whole district” contributions to water taxis, school buses, heating and lighting of facilities, custodial staff etc.

COMMUNITY IMPACT

“The Youth Work in Trades Performance Awards exemplifies how essential adult allies are to support and empower young people looking to get into the skilled trades,” said Melanie Mark, Minister of Advanced Education, Skills and Training in response to the \$5000 Performance Award earned by SD64 Youth Work in Trades programming.

Source: <https://saltspringexchange.com/2019/02/27/gulf-islands-school-district-64-receives-award-for-their-commitment-to-training-youth-apprentices/>

Appendix 4- SD64 Wins Award

PROGRAM SUSTAINABILITY AND IMPROVEMENT

Sustainability

- Allocation of funding for staffing to manage the recruitment of prospective students is in place with the Careers team.
- The instruction, engagement, retention, and assessment of students in TASK, is the responsibility of the .5 TASK teacher.
- Utilize MECC block and course funding to support BCTF .50 FTE and STBC funding to support Red Seal Carpenter instructor. (pg. 8)
- Promote TASK as the springboard to Work in Trades (WRK) and Train in Trades (TRN) programs. (refer to Figure 2, page 4)
- Maintain funding agreements with Skilled Trades BC, which provide additional revenues based on number of students enrolled TASK, WRK & TRN. These three programs generated \$62,000 in STBC revenue in 2024/2025. (figure 2)
- Master spreadsheets for students in all Career Programs (WEX, WRK, TRN, TASK, Dual Credit) detailing the number of Ministry courses per student to inform the Secretary Treasurer and principals each year to facilitate staffing.
- Continue to house TASK at SD64 Learning Hub Facility with the full-size shop and classroom.
- Ongoing maintenance and investment in tools and equipment is recovered through the sales of student-built structures.
- Foster engagement and a community of trust and respect with local trades and businesses.

Improvements

- Address the “Gender Gap” and identify strategies to increase the enrollment of female students in trades (Figure 3)
 - ✓ Continue to introduce shop classes in grade 8 & 9
 - ✓ participation in the annual Women in Trades and Technology at Camosun event
 - ✓ showcase women in trades in our community through BCCWITT events
- 2026 list of applicants for TASK is 45% female... the efforts over the past 5 years are showing
- Increased numbers of female students will increase overall demand for TASK & trades.
- Establish a model to create EA Support for IEP students in the TASK program. (Figure 3)

STUDENT IMPACT STORY

Before participating, I never imagined I would pursue post-secondary education. However, thanks to TASK and the dual-credit program, I was introduced to Camosun College, which ultimately helped me take that first step. I am now in my last semester of a program at Camosun College. The TASK program also made a concerted effort to create an inclusive environment for women like myself, which was particularly meaningful to me. The skills I learned and the confidence I built in TASK are among the most valuable from my high school experience.

TASK + WORK EXPERIENCE 2017

Total career program credits: 20

In 12 years, hundreds of local employers & companies have hosted students for Work Experience supporting the TASK Program. With 150 TASK grads and 200 registered apprentices through GISS starting their own local businesses, we often receive offers to host present TASK students.

2022-2024 Work Experience Sponsors

Burton Bronze Foundry	Top Tier Tile	Johnson's Automotive Service Ltd
Forsyth Farm Gravel Mart	Nixon Bros Truck Repair	Elevated Construction
Grange Construction	FXR Systems	Fresco Refrigeration
Gulf Excavating	Cole's Plumbing & Gas	Niel Kerrigan Construction
Gulf Islands Irrigation	Arbutus Coast Construction	Morgan Fry Construction
Houle Electric	Symmetric Design	McIntyre Electric Ltd
JR Manufacturing	Village Builders	Windsor Plywood
Ken Byron Excavating	P & R Truck Service	Accent Exteriors Roofing & Supply
Mac Island Construction	Villadsen Construction	Salt Spring Island Electric
Nick Pringle Construction	Wilco	Whitmore Electric Ltd
O'Dwyer Contracting Ltd	Snazzy Construction	Grange Construction
Perry Pomeroy	Square and Level Contracting	Windsor Plywood
Philbrook's Boat Yard	Gulf Islands Automotive	Ken Byron Excavating
Dragland Design Build	Baff Electric	Dawes Construction Ltd

Figure 10 – Local trades sponsors over 3 years of TASK

STUDENT IMPACT STORY & LOCAL EMPLOYER

The company I'm currently working for (Victoria Metal Craft) is looking for apprentices. We do all the ductwork for Fresco, so we always have plenty of work on Salt Spring. If there are any students interested in a career in Sheetmetal, we'd love to hear from you. I've recently acquired my Red Seal and think it would be so cool work with a TASK student. I'd also like to say I'm very thankful for you and Maggie guiding me into this career, I really appreciate everything you guys did for me.

TASK + Work Experience (2017) + Work in Trades Sheet Metal Apprentice (2017-2019)

Total career program credits: 36

Student Engagement –Increased engagement is a result of:

- Consistent staffing with relevant skills, training and certification
- TASK relocation to the improved facility & classroom space at SD64 Learning Hub.
- Grade 8-9 Electives in Woodwork and improved awareness of TASK through REAL 8 -9.
- Increased number of students taking Woodwork and Metalwork grade 10-12.
- Increased number of trades exploration field trips in grade 8-12, including Grade 8 Trades Discovery through Camosun and events with BCCWITT.
- Parents understanding and supporting the Trades Pathway as a career option for their child and choosing to relocate to the Gulf Islands so their child can participate in TASK.

APPENDIX 1 – CORE PROGRAM DOCUMENT

PROGRAM OUTLINE

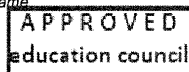


CAMOSUN COLLEGE
School of Trades & Technology
Architectural Trades

Trades Skills Foundation Program (CORE), Construction

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council Approved Date: Dec. 19, 2011
Cat 3 Date: Mar. 13, 2014;



Jan 24, 2018

1. Program Code:

(Set by Student Services, departments should consult with Student Services prior to approval.)

TRSKF

2. Program Name:

Trades Skills Foundation Program (CORE), Construction

3. Program Description:

This 12 week program trains individuals for employment as entry level trades helpers and skilled labourers in a number of trades careers in the construction industry. The program teaches foundation skills required to successfully learn on the job and provides opportunities for bridging into other foundation or apprenticeship programs. As an Industry Training Authority associated program, a detailed program profile is available through their website: <http://www.itabc.ca/AssetFactory.aspx?did=641>

4. Program Admission Requirements:

No requirements

5. Program Participation Requirements:

- All students will meet with Program Leader prior to first day of classes.
- Students should be in good physical health and have good hand-eye coordination and manual dexterity.
- ~~All programs have~~ This program has a mandatory attendance requirement. A student who misses three days in the program will be required to withdraw from the program. In exceptional cases, the Program Leader may recommend an exemption to the policy. The final decision on withdrawal from a program rests with the ~~Associate Dean/Dean~~ Dean. Program content and lengths are under constant review and are subject to change as directed by the Industry Training Authority of BC.

6. Program Learning Outcomes:

At the completion of the program students will be able to:

- demonstrate a clear understanding of safe work practices in the construction industry and the ability to conduct themselves in a safe and responsible manner;
- identify basic tools and materials in the construction industry, and ~~be able to~~ handle and operate them safely and effectively;

19Dec11:app/sm/CORE

PROGRAM OUTLINE

- identify common materials used in trades-related industries the construction industry, and ~~have the ability to~~ safely store and transport them;
- demonstrate various tasks while under minimal supervision;
- demonstrate work site practices at a beginning level in the construction industry;
- work effectively as part of a team or group, and demonstrate effective communications and working relationships to achieve a goal
- present self to the external world as an entry level trades worker.

7. Program Content:

Academic Term 1

Course	Course Name	Credits
CORE 100	Trades Skills Foundation Trades Skills Foundation – Construction	nil

8. Delivery Arrangements:

Interurban campus, Full-time (12 weeks)

10. Program Completion Requirements:

Successful completion of CORE 100 (COM or DST)

11. a. Credential Awarded:

Certificate in Trades Skills Foundation (CORE), Construction

b. External Licensing Certifications:

- ITA Certificate of Completion (Construction Orientation and Retention for Employment Foundation CORE)
- ~~If applicable, students may receive~~ May include certification in WHMIS, First Aid, Fall Protection, Forklift and CSTS.

12. Special Notes:

(Example: Block Transfer Arrangements)

13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:



Education
Approvals
Office Use
Only:

Notification Date: 12/13/2017
Effective Date: Mar 5, 2018
Category of Change: Cat 2 (Education Council)
Approved By:
Approval Date:

APPROVED
education council

Tracking No.

IDS see below

Approved Forms are
E-FILED at
\\nas2\cecp\

Program Form for the Education Council

Credential Name: Trades Skills Foundation Program (CORE), Construction (IDS 3032)
Trades Skills Foundation Program (CORE), Marine (IDS 3043)

U School Curriculum Support Staff Complete Section A

Curriculum Set Name (if part of a package submission select a short single term to group curriculum):

Select the box that best defines the change

- ☐ New Certificate that does not ladder to further
☒ New Certificate, Diploma, Adv/Post-Degree Certificate
☐ New Applied Degree
☐ New option, specialization, etc.
☐ Reactivate suspended program (no changes)
☒ Program Revision

Program Revisions Only: Select the box(es) that correspond to the changes referenced in the attached paperwork:

- ☒ name
☒ description
☐ admission requirements
☒ participation requirements
☒ learning outcomes
☒ content
☐ delivery arrangements
☐ cooperative
☐ completion requirements
☒ other: credential, external licensing

Key Contacts

School: Trades and Technology
Developer(s): Olaf Neilsen

Department:
Dept. Chair: Olaf Neilsen

Dean/Designate

Record Dean/Designate Name and the date the Dean requests curriculum moves forward from school to the education approvals coordinator

Dean/Designate Name: Eric Sehn

Date: Click here to enter a date.

Collect Signature below when requested by Coordinator of Education Approvals (normally after documentation review or ICC Recommendation)

Signature:

Eric Sehn

Date:

January 26, 2018

U Developer or Designate Complete Section B

1. Briefly describe the new credential, option/specialization, or revision and why it was made.

The Trade Skills Foundation Program (CORE) currently focuses on the construction industry, but with the decision to add another focus (marine) the CORE requires the creation of a new Trades Skill Foundation program in Marine. CORE will now offer 2 program focuses, Trades Skills Foundation (CORE), Construction; and Trades Skills Foundation (CORE), Marine.

Funding for the Marine program is based on a contract from the ITA (Industry Training Authority) and the Canada -British Columbia Job Fund. Camosun College is required to start the Course prior to March 31, 2018 to meet the terms of the contract. If we cannot meet this deadline the funding for the Trades Skills Foundation Marine will be forfeited. This is a directive, collaboratively with the Industry Training Authority. Opportunity to meet the mandates of Woman and Trades. A delay in offering is a missed opportunity for serving underserved populations.

Auto Date/File Stamp (To update, select all text in this footer and press F9): Today's Date: January 26, 2018, Last Saved Date: 1/26/2018 2:26:00 PM
Last Saved by: Cindy Bruckel, File Name: ~\P-Trades_Skills_Foundation_CORE_Program-ChangeForm.docx, Page 1 of 2

APPENDIX 2 – TASK SEMESTER SCHEDULE

TASK Schedule 2025

Monday	27-Jan	Carpentry	Monday	10-Mar	Carpentry	Monday	21-Apr	Easter Monday	Monday	2-Jun	Carpentry
Tuesday	28-Jan	Carpentry	Tuesday	11-Mar	Carpentry	Tuesday	22-Apr	Carpentry	Tuesday	3-Jun	Carpentry
Wednesday	29-Jan	Carpentry	Wednesday	12-Mar	Carpentry	Wednesday	23-Apr	Carpentry	Wednesday	4-Jun	Carpentry
Thursday	30-Jan	Carpentry	Thursday	13-Mar	Carpentry	Thursday	24-Apr	Carpentry	Thursday	5-Jun	Carpentry
Friday	31-Jan	Day off	Friday	14-Mar	Work Experience	Friday	25-Apr	Work Experience	Friday	6-Jun	Work Experience
Saturday Feb. 1 & Sunday Feb. 2											
Monday	3-Feb	Carpentry	Monday	17-Mar	Spring Break	Monday	28-Apr	Camosun Welding	Monday	19-Jun	Carpentry
Tuesday	4-Feb	Carpentry	Tuesday	18-Mar	Spring Break	Tuesday	29-Apr	Camosun Welding	Tuesday	10-Jun	Carpentry
Wednesday	5-Feb	Carpentry (Early Dismissal)	Wednesday	19-Mar	Spring Break	Wednesday	30-Apr	Camosun Welding	Wednesday	11-Jun	Carpentry
Thursday	6-Feb	Carpentry	Thursday	20-Mar	Spring Break	Thursday	1-May	Camosun Welding	Thursday	12-Jun	Carpentry
Friday	7-Feb	WorkSafe	Friday	21-Mar	Spring Break	Friday	2-May	Work Experience	Friday	13-Jun	Work Experience
Saturday Feb. 8 & Sunday Feb. 9											
Monday	10-Feb	Carpentry	Monday	24-Mar	Spring Break	Monday	5-May	Camosun Automotive	Monday	16-Jun	Work Experience
Tuesday	11-Feb	Carpentry	Tuesday	25-Mar	Spring Break	Tuesday	6-May	Camosun Automotive	Tuesday	17-Jun	Work Experience
Wednesday	12-Feb	Carpentry	Wednesday	26-Mar	Spring Break	Wednesday	7-May	Camosun Automotive	Wednesday	18-Jun	Work Experience
Thursday	13-Feb	Carpentry	Thursday	27-Mar	Spring Break	Thursday	8-May	Camosun Automotive	Thursday	19-Jun	Work Experience
Friday	14-Feb	First Aid	Friday	28-Mar	Spring Break	Friday	9-May	Work Experience	Friday	20-Jun	Work Experience
Saturday Feb. 15 & Sunday Feb. 16											
Monday	17-Feb	Family Day	Monday	31-Mar	Carpentry	Monday	12-May	Pipe Trades	Monday	23-Jun	Work Experience
Tuesday	18-Feb	Camosun Electrical	Tuesday	2-Apr	Carpentry	Tuesday	13-May	Pipe Trades	Tuesday	24-Jun	Work Experience
Wednesday	19-Feb	Camosun Electrical	Wednesday	2-Apr	Carpentry	Wednesday	14-May	Pipe Trades	Wednesday	25-Jun	Work Experience
Thursday	20-Feb	Camosun Electrical	Thursday	3-Apr	Carpentry	Thursday	15-May	Pipe Trades	Thursday	26-Jun	Work Experience
Friday	21-Feb	Camosun Electrical	Friday	4-Apr	Work Experience	Friday	16-May	Work Experience	Friday	27-Jun	Work Experience
Saturday Feb. 22 & Sunday Feb. 23											
Monday	24-Feb	Carpentry	Monday	7-Apr	Carpentry	Monday	19-May	Victoria Day	Monday	28-Jun	Work Experience
Tuesday	25-Feb	Carpentry	Tuesday	8-Apr	Carpentry	Tuesday	20-May	Carpentry	Tuesday	29-Jun	Work Experience
Wednesday	26-Feb	Carpentry	Wednesday	9-Apr	Carpentry	Wednesday	21-May	Carpentry	Wednesday	30-Jun	Work Experience
Thursday	27-Feb	Carpentry	Thursday	10-Apr	Carpentry	Thursday	22-May	Carpentry	Thursday	1-Jul	Work Experience
Friday	28-Feb	Work Experience	Friday	11-Apr	Work Experience	Friday	23-May	Work Experience	Friday	2-Jul	Work Experience
Saturday Mar. 1 & Sunday Mar. 2											
Monday	3-Mar	Carpentry	Monday	14-Apr	Carpentry	Monday	26-May	Camosun Sheet Metal	Monday	3-Jul	Work Experience
Tuesday	4-Mar	Carpentry	Tuesday	15-Apr	Carpentry	Tuesday	27-May	Camosun Sheet Metal	Tuesday	4-Jul	Work Experience
Wednesday	5-Mar	Carpentry	Wednesday	16-Apr	Carpentry	Wednesday	28-May	Camosun Sheet Metal	Wednesday	5-Jul	Work Experience
Thursday	6-Mar	Carpentry	Thursday	17-Apr	Carpentry	Thursday	29-May	Camosun Sheet Metal	Thursday	6-Jul	Work Experience
Friday	7-Mar	Work Experience	Friday	18-Apr	Good Friday	Friday	30-May	Work Experience	Friday	7-Jul	Work Experience
Saturday Mar. 8 & Sunday Mar. 9											
Work Experience Dates for Employers											
Friday, February 28th											
Friday, March 7th											
Friday, March 14th											
Monday to Friday, March 17th - 21st											
Monday to Friday, March 24th - 28th											
Friday, April 4th											
Friday, April 11th											
Friday, April 25th											
Friday, May 2nd											
Friday, May 9th											
Friday, May 16th											
Friday, May 23rd											
Friday, May 30th											
Friday, June 6th											
Friday, June 13th											
Monday to Friday, June 16th - 20th											
Monday to Thursday, June 23rd - 26th											

APPENDIX 3: NEW LOCATION & EQUIPMENT



TASK program keeps thriving with new home at SIMS

The Driftwood “Island Life”

By **EMELIE PEACOCK**

March 9, 2022

Entering the trades while in high school can set you up in multiple ways, says Nick Pringle. Being a skilled tradesperson on Salt Spring Island has allowed Pringle to stay here, work on unique projects and now own his own company with a crew of six, and it all started in high school.

A fifth-generation Salt Spring Islander, Pringle went to work for Perry Booth and Lancer Contracting in 2014. School counsellors suggested he gain credits for that work through Camosun College.

“So I graduated first year of college prior to high school,” he laughed.

Pringle went on to get his Red Seal qualification in carpentry and incorporated his company in 2020.

Pringle has now brought on Finley Lesosky, a Grade 12 Gulf Islands Secondary School (GISS) student in the Trades, Awareness, Skills and Knowledge (TASK) program, who spends his Fridays on the job site. Lesosky has his sights set on getting his Red Seal in carpentry, but also wants to try out other trades to see if exposure to them changes his mind.

Grade 11 student Jahluca Grooms took the TASK program in Grade 10. This is when most students start the 20-week-long program, where they spend the semester building structures under 100 square feet in size and trying out electrical, welding, fabrication sheet metal, heavy duty mechanic and plumbing trades.

It starts with the very basics, said Maggie Allison, who manages career development and community initiatives with the district, with students building their own sawhorses, then doing a concrete pour and continuing to assemble the buildings. The rest of the trades are learned either in 18-wheeler trucks carrying mobile classrooms that come to Salt Spring or with students going over to Camosun to learn.

The program is run like a job site, Allison said. Students need to come on time, put their phones away and can't be absent except in the case of "blood, bones, barf." Now added to those three Bs is "C" for COVID-19 symptoms.

This rigorous approach sets students up for Fridays, which they spend on real job sites. By the end of the school year or towards the next one, students can then sign up as youth apprentices with local companies.

"What that does is springboard kids into Work In Trades, which is another [Industry Training Authority] program," Allison said.

As apprentices, students gain on-the-job training while earning up to 16 credits towards their high school diploma, and log those hours towards their trades credentials. By the second semester of Grade 12, Allison said, students can take a first year in technical training in their chosen trade, tuition free, at Camosun or another college in a place where they have family members.

Grooms ended up doing his Friday work experience and spent the following summer working with Elevated Construction. He now wants to take woodwork and fine furniture courses at Camosun, which together with his carpentry and TASK experience will prepare him to set up a small business converting vans into tiny homes on wheels.

"It's been a lot of work, but it's been a lot of fun and a lot of laughs. The people who run the program are really nice," Grooms said of his TASK experience.

"It's really different. It's a lot more physical work rather than mental work. We're always outside, active rather than sitting inside and learning," Lesosky said. "Both ways I get a lot of new information. I learn a lot."

Participating in high school trades training also has benefits outside of work. Pringle gutted and renovated a home he bought on his own, while Grooms has done mechanical work on a car he bought this summer, as well as helping his mom with some electrical problems in her house.

For the past nine years TASK operated out of the poultry barn at the Farmers' Institute, which meant instructors had to construct and then disassemble a warm classroom every year so it could be used for poultry. The program has now moved to a new home in the shop and grounds at Salt Spring Island Middle School (SIMS).

Source: <https://gulfislandsdriftwood.com/task-program-keeps-thriving-with-new-home-at-sims/>

APPENDIX 4: REGIONAL PERFORMANCE AWARD 2019



Industry Training Authority staff, employer sponsors, School District 64 reps, apprentices and family members gather at an awards event held at the Harbour House Hotel last Tuesday evening.

[News](#)

District wins apprenticeship award

By **GAIL SJUBERG - THE GULF ISLANDS DRIFTWOOD**

March 8, 2019

The Gulf Islands School District's apprenticeship program had a lot to celebrate on Feb. 26 at an awards gala night presented by the Industry Training Authority, the provincial regulator for trades and technical education.

The school district was presented with the Youth in Trades Performance Award for having the highest enrolment in the Youth Work in Trades Program in the Vancouver Island region. In attendance were 48 students, educators, local tradespeople, parents and ITA representatives.

"[The ITA] said there were more people in our little room than they would often get out to one of these dinners in Surrey. That is a testament to our community and why we're able to be so successful," said Shari Hambrook, work experience and apprenticeship teacher at Gulf Islands Secondary School. "When [employers] bring on board a young student and register them as an apprentice, they bring them into their family. There's a very close connection that is formed as they train the young people."

The award included a \$5,000 grant that can be used to support the program.

The Youth Work in Trades Program allows students to begin working in trades while they are still in high school. Around 80 per cent of their learning takes place at the job site, and 20 per cent in the classroom.

“Career programs represent a strong bridge between school and community,” said Maggie Allison, the manager of career development and community initiatives at the school district. “The mentorship that students receive on job sites and in places of business prepares them for success and strengthens their transition from school to life beyond.”

The ITA counted the number of apprentices registered in the program in June 2018 and compared the percentage to other schools in the area. Hambrook said that at the time of the count, 13 students were registered in the program.

“We had about 130 kids in the grad class and my goal has been to ensure that at least 10 per cent of the kids were well on their way to graduating before they leave high school,” she said.

The event included a gala dinner at the Harbour House Hotel and award presentations for both the school district and students who had completed over 900 hours of workplace training in their programs. The students are presented with a \$1,000 award for finishing their hours. Six apprentices were presented with the award at the event.

The average age for new apprentices in Canada is around 27 years old, according to data from Stats Canada. Hambrook explained that people tend to get certifications later in their 20s after working odd jobs and pursuing other interests.

“These kids are starting when they’re 16 or 17, and that’s a big leap,” she said. “These kids are starting with their certificate. They may last in the industry for 10 years, or they may travel and bounce around, but they will always have that certificate.”

The district has the second highest number of students that have been introduced to the trades through its various programs. These include things like the Women in Trades field trip to Camosun on Feb. 20, the robotics program and other trades-oriented classes. Allison starts working with kids in Grade 6 and continues their exposure to the trades through high school.

“Maggie Allison . . . has had a vision for trades training in high school and it has been unbelievable how much work she has done to create that vision,” Hambrook said.

[Source: https://gulfislandsdriftwood.com/district-wins-apprenticeship-award/](https://gulfislandsdriftwood.com/district-wins-apprenticeship-award/)

APPENDIX 5: MINISTRY OF EDUCATION AND CHILD CARE DOCUMENTATION LINKS

For information contained in Figures 3 and Figure 8, please refer to:

Ministry of Education and Child Care Student Success Report November 2024

Student Demographic Information: <https://studentsuccess.gov.bc.ca/school-district/064/report/contextual-information>

Student Completion Rates: <https://studentsuccess.gov.bc.ca/school-district/064/report/completion-rates>

<https://studentsuccess.gov.bc.ca/pdf/Enhanced-School-District-Report-for-SD064.pdf>



Summary
Policy Committee – SD 64 (Gulf Islands)
April 23, 2025 | 9:30 am

In attendance:

Committee: Deborah Luporini (committee chair), Tisha Boulter, Rob Pingle, Chaya Katrensky (chair, ex-officio)

Trustees: Jeannine Georgeson, Greg Lucas, Nancy Macdonald

Staff: Jill Jensen (superintendent), Jesse Guy (secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Shauna Klem (executive assistant)

Partner Group Representative: Adrian Pendergast (GIPVPA), Katherine Hazen (DPAC), Ian Mitchell on-line (GITA)

Absent: Lyall Ruehlen (director of instruction), Angela Thomas (CUPE)

The meeting was called to order at 10:00 a.m. by Committee Chair Luporini.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Summary for the February 12, 2025 Policy Committee Meeting adopted by consensus as presented.

3. Policy Renovation

(a) Policy Renovation Overview, Section 5.0

Lori Deacon provided an overview of Section 5.0 Finance, Facilities & Transportation. This is the last section of policies for renovation.

(b) Section 4 Draft Renovated Policies

i. *5.12 Annual Budget*

Policy 5.12 replaces Policies 605 Annual Budget and 606 Budget Monitoring and Reporting. 1.4.3 “if deemed necessary” will be removed. and “school community” will replace “general public”.

Action: The Policy Committee recommends the amended draft Policy 5.12 Annual Budget be brought to the May 14, 2025 Board Meeting for notice of motion and circulated for feedback.

ii. *5.20 Student Fees and Financial Hardship*

Policy 5.20 replaces Policies 6700 Student Financial Assistance and 6750 School Fees. Amended to replace “procedures” with “processes” in final paragraph and remove “for which” from the third paragraph.



Action: Policy Committee recommends draft Policy 5.20 Student Fees and Financial Hardship, with amendments, replacing Policies 6700 and 6750, be brought to the May 14, 2025 Board Meeting for notice of motion and circulated for feedback.

iii. *5.30 Expense Reimbursement*

Policy 5.30 replaces Policy and Procedure 6500 Travel Expenses. The replacement policy addresses travel expenses for individuals travelling to carry out School District business. It is agreed to remove language after the comma in section b. of the draft policy.

Action: Policy Committee recommends draft Policy 5.30 Reimbursement of Expenses, with amendment, replacing Policy and Procedure 6500, be brought to the May 14, 2025 Board Meeting for notice of motion and circulated for feedback.

iv. *5.40 Donations and Gifts*

Policy 5.40 replaces Policy and Procedure 630 Education Trust Fund.
Correction to numbering under Guidelines

Action: Policy Committee recommends draft Policy 5.40 Donations and Gifts, with numbering corrections, replacing Policy and Procedure 630, be brought to the May 14, 2025 Board Meeting for notice of motion and circulated for feedback.

v. *5.60 School Closure*

Policy 5.60 replaces Policy and Procedure 635 Permanent School Closure.
It had been recommended that this policy be vetted by legal. Harris & Co. provided language and structure to the process.

Action: Policy Committee recommends draft Policy 5.60 Permanent School Closure, replacing Policy and Procedure 635, be brought to the May 14, 2025 Board Meeting for notice of motion and circulated for feedback.

vi. *5.61 Disposal of Land and Improvements*

Policy 5.61 replaces Policy and Procedure 616 Disposal of Land and Improvements.
This policy was also vetted by the legal team of Harris & Co. Correction to Policy reference in opening paragraph.

Action: The Policy Committee recommends the amended draft Policy 5.61 be brought to the May 14, 2025, Board Meeting for approval and replacement of Policy 616.

4. Other Business / Business Arising

(a) Student Accommodation Allowance

The district currently provides approximately \$20,000 to outer islands families each year in accommodation allowance for students to access non-curricular activities. Currently, approximately 10 students are accessing the funds. After consulting with Harris & Co., it has been clarified that there is not a legal obligation to provide this type of funding. Draft Policy 5.20 addresses student fees and financial hardship so students have access to educational programs and activities.



Action: The Policy Committee will bring this recommendation to the May 14, 2025 Board Meeting for the Boards' consideration: that payment of boarding assistance will not exceed a budget of \$20,000 for the 2025/26 school year, and the practice will be discontinued in the 2026/2027 school year.

Staff will communicate any decision of the Board to change the current practice, to families impacted, well in advance of the potential change.

5. Next Meeting: May 28, 2025, Mayne Island

6. Adjournment: 12:05 p.m.



Briefing Note

Title: Policy Committee – Recommendations to the Board

Date: May 14, 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 Board Meeting public session agenda.

Recommendation

1. Agenda Items 10(d) i-vi: Recommendations for Notice of Motions have been provided in the public meeting agenda and come to the Board as recommendations from the Policy Committee relating to section 5 (Finance, Facilities, and Transportation) of the policy manual.
2. Agenda Item 10(d)vii: Staff recommends that the Board postpone any decisions relating to the provision of accommodations allowance until after the new Policy has been adopted (policy brief attached to item vii in agenda package.)

Background – Work in Committee (April 23, 2025)

Policy Committee (item 10(d)):

i. 5.12 Annual Budget

This policy was amended to reflect current practice and is intended to replace current policies 605 Annual Budget and includes content from current Policy 606 Budget Monitoring and Reporting. The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and circulate the draft policy for feedback. The Board would consider feedback and approval at the June 11, 2025, public meeting. Once approved the Board would repeal Policy 606 Budget Monitoring and Reporting.

ii. 5.20 Student Fees and Financial Hardship

This policy was written to align with *School Act* requirements for the charging of student fees to ensure fees and deposits are not barriers to a student's participation in their education program. This draft policy replaces current policies 6700 Student Financial Assistance and 6750 School Fees. The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and



circulate the draft policy for feedback. The Board would consider feedback and approval at the June 11, 2025, public meeting.

iii. *5.30 Reimbursement of Expenses*

This policy was amended to incorporate procedure 6500 Travel Expenses and reflect current practice in alignment with BCSTA standards. This draft policy will replace current policy and procedure Policy 6500. The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and circulate the draft policy for feedback. The Board would consider feedback and approval at the June 11, 2025, public meeting. Once approved, procedure 6500 would be repealed in favour of the updated policy.

iv. *5.40 Donations and Gifts*

This policy was updated to incorporate procedure 630 Education Trust Fund and provides guidance for accepting and managing donations in alignment with the *Income Tax Act* and Canada Revenue Association regulations. This draft policy will replace current policies Policy and Procedure 630 Education Trust Fund. The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and circulate the draft policy for feedback. The Board would consider feedback and approval at the June 11, 2025, public meeting. Once approved, Procedure 630 would be repealed in favour of the updated policy.

v. *5.60 School Closure*

This draft policy was shared with legal counsel for their feedback and recommended changes have been incorporated into the draft. New language adds greater detail and accountability to the minimum processes required in the School Opening and Closure Order (M194/08). This draft policy will replace current policies Policy and Procedure 635 Permanent School Closure. The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and circulate the draft policy for feedback. The Board would consider feedback and approval at the June 11, 2025, public meeting. Once approved, Procedure 635 would be repealed in favour of the updated policy.

vi. *5.61 Disposal of Land and Improvements*

This policy combines current policy and procedure 616 Disposal of Land and Improvements. The draft was shared with legal counsel who provided minimal feedback for change. Minor amendments reflect corrected references and new policy renovation conventions. The Committee is recommending the Board renumber the policy and approve amendments at this meeting. Once approved, Procedure 616 Disposal of Land and Improvements would be repealed in favour of the updated policy.



vii. *Student Accommodation Allowance*

The Policy Committee discussed the current practice regarding provision of accommodation allowance and, by consensus, is bringing the following recommendation to the Board for its consideration:

That payment of boarding assistance will not exceed a budget of \$20,000 for the 2025/26 school year, and the practice will be discontinued in the 2026/2027 school year.

Staff are recommending the Board pause in considering the recommendations of the committee until such time as policy 5.20 Student Fees and Financial Hardship is approved. Staff have prepared a separate briefing note to provide further clarification for the Board's consideration (attached to item 10(d)vii in the public agenda package).

Attachments/Links

none



Policy 5.12 Annual Budget

The Board of Education is required by the *School Act* to develop a balanced annual operating budget and submit it to the Ministry of Education and Child Care in a prescribed format, and in a manner that ensures all legal and statutory requirements are met, according to a prescribed annual timeline.

The Board's Annual Budget supports the long-term financial plan and reflects the implementation of the District's educational and operational plans. The budget will be consistent with the Board's mission statement and strategic plan.

1. All budget decisions will adhere to the following principles:
 - 1.1. Students come first.
 - 1.2. Maximum value must be attained with each dollar spent.
 - 1.3. Invitations are extended to employee, constituent groups, and the school learning community to provide input, at designated times each year.
 - 1.4. The annual budget will generally be developed by senior school district administrative personnel with input from Board and Committee meetings,
 - 1.4.1. engage in ongoing review of district programs to determine effectiveness and financial need;
 - 1.4.2. ensure alignment of the budget building process with the District's strategic plan;
 - 1.4.3. consult with the Gulf Islands school learning community prior to budget finalization.
 - 1.5. Budget development will adhere to Taxpayer Accountability Principles (TAP), to ensure cost conscious decision-making; accountability; appropriate compensation; service, respect, and integrity.
 2. Budget development will fully communicate:
 - 2.1. assumptions upon which budgets are based;
 - 2.2. key risks;
-

Legislative References: *Budget Transparency and Accountability Act [SBC 2000]* and
School Act [RSBC 1996, Section 111, 113, 156 (6) & 157]

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



3. Budget monitoring and reporting will include quarterly financial reports; including an analysis that fully communicates
 - 3.1. on-going comparison of projected and actual financial performance;
 - 3.2. a projection to the end of the school year; and
 - 3.3. an explanation of significant variances between the budget and the projected totals to the end of the school year if applicable.
4. For significant capital projects, senior administration shall provide the Board with the following:
 - 4.1. actual program spending relative to budgeted amounts;
 - 4.2. indications as to key milestones achieved or expected to be achieved, and risks that may adversely affect achievement of these.
5. In addition, information pertaining to local and annual capital reserves should be provided to the Board by senior administration, on an annual basis, based on specific spending priorities.



Policy ~~6.05~~ 5.12 Annual Budget

Rationale:

The Board of Education is required by the *School Act* to develop ~~a~~ a balanced annual operating budget and submit it to the Ministry of Education and Child Care in a prescribed format, and in a manner that ensures all legal and statutory requirements are met, according to a prescribed annual timeline.

The Board's Annual Budget ~~is a~~ supports the long-term financial plan and reflect~~s~~ ing the implementation of the ~~district's~~ District's educational and operational plans. The budget ~~will reflect the objectives established by the Board for the school/fiscal year to which the budget applies, and~~ will be consistent with the Board's mission statement and strategic plan.

1. All budget decisions will adhere to the following principles:

1.1. Students come first.

~~1.~~

1.2. Maximum value must be attained with each dollar spent.

~~2.~~

~~3. The budget will meet all legal requirements in that it is balanced, and all statutory requirements be met.~~

~~1.1.~~ 1.3. Invitations are extended to employee ~~and~~ constituent groups, and ~~as well as~~ the school learning community ~~general public~~ to provide input, at designated times each year.

~~2.~~

~~4. The annual budget will generally be developed by a Committee of the Whole Board with the involvement of~~ by senior school district administrative personnel. ~~The Committee of the Whole will,~~ with input from Board and Committee meetings,

1.4. ~~e~~

~~2.1.~~ 1.4.1. e engage in ongoing review of district programs ~~to determine effectiveness and financial need;~~

~~4.1.~~ 1.4.2. ensure alignment of the budget building process with the ~~district's~~ District's strategic plan;

1.4.3. consult with the Gulf Islands school learning community ~~public, if deemed necessary,~~ prior to budget finalization.

~~4.2.~~

Legislative References: *Budget Transparency and Accountability Act [SBC 2000]* and *School Act [RSBC 1996, Section 111, 113, 156 (6) & 157]*

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



~~5.1.5.~~ Budget development will adhere to Taxpayer Accountability Principles (TAP), to ensure cost conscious decision-making; accountability; appropriate compensation; service, respect, and integrity.

~~—606 Budget Monitoring and Reporting~~

~~—Rationale:~~

~~—School districts must provide their Boards of Education (or a committee of the Board) with, at minimum, quarterly financial reports which indicate how forecasted results compare with actual results, and provide ongoing opportunity for discussion and analysis.~~

~~—All pink highlighting is covered with new Policy 610~~

~~—Policy:~~

~~—To allow the School District No. 64 Board of Education to engage in ongoing monitoring of the district's financial position throughout the year, and its expected year-end financial position, senior administration shall provide the board with:~~

~~—Budget development will~~

~~—at a minimum, quarterly financial reports; involving~~

~~3. financial analysis that fully communicates~~

~~2.~~

~~3.1.~~ assumptions upon which budgets are based;

~~2.1.~~

~~2.2.~~ key risks;

~~4.~~ Budget monitoring and reporting will include quarterly financial reports; including an analysis that fully communicates

~~5.3.~~

~~6.~~

~~6.1.3.1.~~ on-going comparison of projected and actual financial performance;

~~6.2.~~

~~6.3.3.2.~~ a projection to the end of the school year; and

~~6.4.~~

~~7.3.3.~~ an explanation of significant variances between the budget and the projected totals to the end of the school year if applicable.



- ~~• on-going comparison of projected and actual financial performance~~
- ~~• a projection to the end of the school year and an explanation of significant variances between the budget and the projected totals to the end of the school year.~~

Such analysis should:

- ~~1. be fully disclosed in documents submitted to the board, before it is asked to approve budget documents;~~
- ~~2. take into account the economic environment of the school district~~
- ~~3. focus on planned changes from the previous school year; and~~
4. be realistic and consistent with the school district's goals and vision, as outlined in a strategic plan

4. For significant capital projects, senior administration shall provide the Board with the following:

~~7.1. if relevant actual program spending relative to budgeted amounts;~~

~~4.1.~~

~~• indications as to key milestones achieved or expected to be achieved, and risks that may adversely affect achievement of these.~~

~~• 4.2. actual program spending relative to budgeted amounts;~~

~~• indications as to key milestones achieved or expected to be achieved, and risks that may adversely affect achievement of these.~~

5. In addition, information pertaining to local and annual capital reserves should be provided to the ~~board~~ Board by senior administration, on an ~~annual~~ quarterly basis ~~basis, and quarterly if relevant~~ based on specific spending priorities.

Reference:

Legislative References: *Budget Transparency and Accountability Act [SBC 2000] and School Act [RSBC 1996, Section 111, 113, 156 (6) & 157]*

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



- ~~Financial Governance and Accountability, School Districts of British Columbia:
2017/18~~



Policy 5.20 Student Fees and Financial Hardship

Consistent with the *School Act*, its accompanying Regulation and with the Orders of the Minister, the Board of Education will provide, free of charge, for educational resource materials necessary to participate in an educational program sufficient to meet the general requirements for graduation

The Board commits to providing opportunities for equitable access and participation to all district students. The Board recognizes that some students may not be able to cover costs associated with various aspects of their schooling and commits to ensuring that no student is denied an opportunity to participate in educational programs or activities, based on financial hardship.

Students shall not be charged fees for goods and/or services necessary for the student to meet the learning outcomes or assessment requirements of an educational program, subject to exceptions authorized by the *School Act*.

The Board may require refundable or partly refundable deposits for educational resource materials in accordance with the *School Act*.

The Superintendent will approve a schedule of fees and deposits and will publish the schedule prior to the beginning of the school year to be available to students and parents/guardians.

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Superintendent shall establish confidential processes to support families who are experiencing financial hardship.

6750 School Fees Procedure

UPDATE AND PUBLISH AS AN ADMINISTRATIVE PRACTICE Guidelines



Policy ~~6750-5.20~~ School Student Fees and Financial Hardship

Rationale:

Consistent with the *School Act*, its accompanying Regulation and with the Orders of the Minister ~~Ministerial Orders~~, the ~~School District No. 64~~ Board of Education will ~~provides~~, free of charge, for educational ~~programs and educational resources~~ resource materials necessary to participate in an educational program sufficient to meet the general requirements for graduation ~~to every student of school age, resident in the district and enrolled at a district school.~~

The Board commits to providing opportunities for equitable access and participation to all district students. The Board recognizes that some students may not be able to cover costs associated with various aspects of their schooling and commits to ensuring that no student is denied an opportunity to participate in educational programs or activities, based on financial hardship.

Students shall not be charged fees for goods and/or services necessary for ~~which the student cannot~~ to meet the learning outcomes or assessment requirements of an educational program, subject to exceptions authorized by the *School Act*.

~~Furthermore, the board gives each of its schools the right to set, publish and charge fees and refundable deposits, in order to defray the costs associated with provision of learning opportunities that might not be otherwise available.~~

Policy:

~~The Board of Education will provide each and every district student with an educational program, free of charge.~~

The Board may require refundable or partly refundable deposits for educational resource materials in accordance with the *School Act*.

~~Fees may be charged and refundable deposits required where learning opportunities considered 'enriched', 'supplemental' or part of a 'specialty academy' as defined in the *School Act* are provided.~~

The Superintendent will approve a schedule of fees and deposits and will publish the schedule prior to the beginning of the school year to be available to students and parents/guardians.

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Superintendent shall establish confidential ~~procedures~~ processes to support families who are experiencing financial hardship. ~~The board intends that such fees should not be barriers to participation, where student/family financial hardship is~~

Legislative References: *School Act*, sections 82 and 168 (1)(d); School Regulation 1(2); Ministerial Order 236/07

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



~~concerned, and it sets procedures to clarify when, and for what purposes, fees and deposits may be charged; and to ensure that fees and refundable deposits do not become barriers to student participation.~~

~~6700 Student Financial Assistance~~

~~Rationale:~~ _____

~~The school system of British Columbia strives to create and maintain conditions that foster success for all students. These conditions include equitable access to and equitable participation in quality education for all students.~~

~~Policy:~~

~~The School District No. 64 Board of Education commits to providing opportunities for equitable access and participation to all district students. The board Board recognizes that some students may not be able to cover costs associated with various aspects of their schooling and commits to ensuring that no student is denied an opportunity to participate in educational programs or activities based on financial hardship. Financial assistance, as necessary, will be provided with respect to the following:~~

- ~~a. costs associated with student transportation to and from school, under certain conditions (see Policy 410);~~
- ~~b. —~~
- ~~c. fees associated with participation in district co-curricular and extracurricular activities (see Policy 412);~~
- ~~d. —~~
- ~~e. fees set by district schools (see Policy 6750);~~
- ~~f. —~~
- ~~g. the costs of in-district boarding, where equity of access and the logistics of inter-island travel are considerations.~~

~~The board may:~~

- ~~a. consistent with Ministry of Education guidelines and subject to approval by the Superintendent of Schools, enter into agreements with another school district to provide financial assistance with respect to fees, including tuition and boarding fees, on behalf of students pursuing a course of study not provided in this district;~~

Legislative References: *School Act*, sections 82 and 168 (1)(d); School Regulation 1(2); Ministerial Order 236/07

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



b. —

c. — assist with extraordinary expenses incurred in relation to some aspect of a student's school program.

6750 School Fees Procedure

UPDATE AND PUBLISH AS AN ADMINISTRATIVE PRACTICE Guidelines



Policy 5.30 Expense Reimbursement

The Board of Education recognizes individuals may be required to travel while carrying out School District business and believes that no person should bear the cost personally for travel expenses incurred while conducting the business of the Board.

The Board directs that those travelling on authorised Board of Education business:

- a. obtain prior approval of the anticipated travel costs
 - b. use discretion and good judgement in the expenditure of School District funds,
 - c. be compensated at board-approved rates for approved expenses incurred;
 - d. receive expense account advances upon request.
1. Meal allowances based on the rates paid by the BCSTA.
 2. Lodging: All overnight accommodation will be reimbursed in accordance with BCSTA guidelines and with the provision of receipts.
 3. Travel Costs: Actual amounts will be paid for transportation provided receipts are submitted.
 4. Incidental expenses (including but not limited to parking, taxi fares, telephone calls and internet charges) incurred on board business will be paid, provided a short description of the items is included. Receipts are required.
 5. Compensation for Use of Private Vehicles:
 - 5.1. mileage costs are listed on the travel report expense form and based on the rates paid by the BCSTA.
 - 5.2. compensation for all other modes of transportation will be addressed on an individual basis prior to travel.
 - 5.3. compensation for the additional premium cost of "business purpose" car insurance will be addressed on an individual basis.
 6. It is the responsibility of all employees, who use their vehicles on school business to carry adequate third-party liability insurance of at least \$1,000,000. All travel reimbursement will

Legislative References: *School Act*, sections 73, 168(2)(p)(t) and 96 (3); Ministerial Orders M194/08 and M193/08

Collective Agreement References: C.U.P.E. 26.05(b)

Date of Adoption: June 13, 2018

Date of Revision:



require a submission on the travel expense form providing details and authority for the claim.



Policy ~~6500-5.30~~ Travel Expense Reimbursements

Rationale:

The ~~School District No. 64~~ Board of Education recognizes individuals may be required to travel while carrying out School District business; and believes that no person should ~~be out-of-pocket~~ bearing the cost personally for traveling ~~costs~~ expenses incurred while conducting the business ~~for~~ of the Board.

Policy:

The Board ~~of Education~~ directs that those travelling on authorised Board of Education business:

- a. obtain prior approval of the anticipated travel costs
- b. use discretion and good judgement in the expenditure of School District funds, ~~and give the same care as if the expenses were for the person's own account;~~
- c. be compensated at board-approved rates for approved expenses incurred;
- d. receive expense account advances upon request.

Guidelines [From 6500 Procedures]

~~1.—Meal allowances are listed on the travel report form and~~ based on the rates paid by the BCSTA.

~~2.—~~

~~3.—Lodging: All overnight accommodation is to be charged directly to School District #64, less any personal expenses. When this is not possible receipts and bills must be obtained to support any claim or allow employee to claim \$30.00 per evening overnight instead of lodging at a hotel accommodation in accordance with BCSTA rates.;~~

~~4.1.~~

2. Lodging: All overnight accommodation will be reimbursed in accordance with BCSTA guidelines and with the provision of receipts.

~~5.3.~~ Travel Costs: Actual amounts will be paid for transportation provided receipts ~~or ticket stubs~~ are submitted.

~~6.4.~~ Incidental expenses (including but not limited to parking, taxi fares, telephone calls and internet charges) incurred on board business will be paid, provided a short description of the items is included. Receipts are required ~~when available~~.

Legislative References: *School Act*, sections 73, 168(2)(p)(t) and 96 (3); Ministerial Orders M194/08 and M193/08

Collective Agreement References: ~~NH~~ C.U.P.E. 26.05(b)

Date of Adoption: June 13, 2018

Date of Revision:



5. Compensation for Use of Private Vehicles:

5.1. mileage costs are listed on the travel report expense form and based on the rates paid by the BCSTA.

5.2. compensation for all other modes of transportation will be addressed on an individual basis prior to travel.

5.3. compensation for the additional premium cost of "business purpose" car insurance will be addressed on an individual basis.

6.1. It is the responsibility of all employees, who use their vehicles on school business to carry adequate ~~third party~~ third-party liability insurance of at least \$1,000,000.

~~7.6. All travel reimbursement any claims for mileage~~ will require a submission on the travel expense form ~~providing details and authority for the claim.~~



Policy 5.40 Donations and Gifts

The Board of Education recognizes that individuals, community organizations and corporate groups sometimes wish to make monetary and other donations to a school, or the district as a whole. The Board welcomes suitable contributions and gratefully acknowledges same.

The Board is a recognized charitable organization under the *Income Tax Act*, and as such is prepared to accept donations from donors or foundations and will issue tax receipts for acceptable donations and gifts.

Gifts in Kind may be accepted by the District. These gifts must adhere to current Canada Revenue Agency regulations around Registered Charities Gift Giving.

The sale, the promotion of sale or the support of sales by canvassing, advertising or by other means on the part of any commercial enterprise could be seen as a violation of the safe and secure environment for students. Therefore, there should be no actual or implied obligation to purchase any product or services.

Guidelines

1. Guiding Principles

The following guiding principles will govern the acceptance of donations or entering into partnerships:

- 1.1. must align with the Board's Strategic Direction.
- 1.2. must not impair the rights of the Board and educational professionals in the District to determine the nature of the educational program to be offered to students, or the way in which it is delivered.
- 1.3. must not result in an opportunity for the Province to reduce operating or special purpose grants.
- 1.4. must not involve the District in anything that would, in the opinion of the Board, appear to be taking an inappropriate stand on a contentious political, moral, or social issue.

Legislative References: *School Act*, Section 156 (1) (c)
Income Tax Act, (5th supp.) Section 248

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



1.5. must not require students to observe, listen to, or read commercial advertising.

2. Recognition of the Donor, Partner or Business

There will be no use of corporate logos and slogans on any physical signage within the District unless approved by the Secretary Treasurer.

2.1. To recognize sponsorships, temporary print and/or electronic media logos may be appended to district material.

2.2. Donations may be published on a website, in program information or in a newsletter.

2.3. Recognition of donors will take into account students' ages and their vulnerability to commercial values and messages, in accordance with district standards



Policy 630-5.40 Education Trust Fund Donations and Gifts

Rationale:—

The ~~School District No. 64~~ Board of Education recognizes that individuals, community organizations and corporate groups sometimes wish to make monetary and other donations to a ~~District~~ school, or the ~~d~~District as a whole. The ~~board~~ Board welcomes and suitable contributions and gratefully ~~receives such donations because of the opportunities they provide for enhancement of educational programs and student opportunities~~ acknowledges same.

Policy:

The Board is a recognized charitable organization under the *Income Tax Act*, and as such is prepared to accept donations from donors or foundations and ~~of Education will establish a separate bank account designated as "School District #64 (Gulf Islands) Education Trust", the purpose of which will be to receive monetary and other donations from individuals, community organizations and corporate groups, and to issue tax receipts for them~~ acceptable donations and gifts. ~~Monetary donations so received will be made on behalf of and accrue to the district as a whole, and not to an individual school or person.~~

Gifts in Kind may be accepted by the ~~school district~~ District. -These gifts must adhere to current Canada Revenue Agency regulations around Registered Charities Gift Giving.

The sale, the promotion of sale or the support of sales by canvassing, advertising or by other means on the part of any commercial enterprise could be seen as a violation of the safe and secure environment for students. Therefore, there should be no actual or implied obligation to purchase any product or services.

630 Procedure

~~1.—Revenue Canada, Taxation Department, has approved the application of School District No. 64 (Gulf Islands) Board of Education for 'registered charity' status and, therefore,~~

~~1.1. the Ministry of Education has granted its approval to establish the Trust in accordance with provisions of the *School Act*. (s. 156 (1) c);~~

~~1.2. the board has, in open meeting, directed the Secretary-Treasurer to establish upon the board's books of accounts and in a bank as shall be declared from time to time by the board, a separate account designated as 'School District # 64 (Gulf Islands)~~

Legislative References: *School Act*, Section 156 (1) (c)

Income Tax Act, (5th supp.) Section 248

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



~~Education Trust', the specific intent of which shall be to provide a mechanism by which individuals and/or corporations may contribute financially for purposes acceptable to the School District # 64 Board of Education.~~

~~1.3.-~~

~~1.4. The board may issue receipts, which may be used by contributors to support (monetary? TBC) deductions claimed.~~

~~2.-THE TERMS OF THE SAID TRUST shall be as follows:~~

~~2.1. Approved Programs~~

~~2.1.1.—On receiving a Trust contribution designated to an approved or an existing program, the Secretary-Treasurer or his designate shall issue a receipt bearing the income tax registration #0673038-21-28.~~

~~2.1.2.—The receipt shall identify the program for which the contribution has been designated.~~

~~2.2. Unapproved Programs~~

~~2.2.1.—On receiving a contribution for an unestablished or proposed program, the Secretary-Treasurer or his designate shall issue an interim receipt which does not bear the income tax registration number.~~

~~2.2.2.—The contribution shall be credited to the general Expense Account and the Secretary-Treasurer shall report the contribution to the board at its next meeting.~~

~~2.2.3.—In the event the board approved the establishment of the program for which the funds were contributed, the Secretary-Treasurer or his designate shall then issue a receipt bearing the income tax registration #0673038-21-28. The receipt shall identify the program for which the contribution is to be used.~~

~~2.2.4.—In the event, however, the board does not approve the establishment of the program for which the funds were contributed, the funds shall be returned forthwith to the contributor with the board's regrets.~~

~~2.3. Allocation of Contributions: No contributor shall be permitted to specify that the contribution is to be directed towards a particular school or person.~~

~~2.4. Disbursements: All commitments and disbursements made against the Trust shall be cleared through the Secretary-Treasurer or his designate who shall ensure the proper coding of the invoice and shall initial same.~~



~~2.5. Auditing: All records, books and documents concerning the Trust shall be available for auditing as required by law.~~

Guidelines

1. Guiding Principles

The following guiding principles will govern the acceptance of donations or entering into partnerships:

- 1.1. must align with the Board's Strategic Direction.~~'s Mission, Vision and Values.~~
- 1.2. must not impair the rights of the Board and educational professionals in the dDistrict to determine the nature of the educational program to be offered to students, or the way in which it is delivered.
- 1.3. must not result in an opportunity for the Province to reduce operating or special purpose grants.
- 1.4. must not involve the dDistrict in anything that would, in the opinion of the Board, appear to be taking an inappropriate stand on a contentious political, moral, or social issue.
- 1.5. must not require students to observe, listen to, or read commercial advertising.

2. Recognition of the dDonor, pPartner or Bbusiness

There will be no use of corporate logos and slogans on any physical signage within the dDistrict unless approved by the Secretary Treasurer.

- 2.1. To recognize sponsorships, temporary print and/or electronic media logos may be appended to district material.
- 2.2. Donations may be published on a website, in program information or in a newsletter.
- 2.3. Recognition of donors will take into account students' ages and their vulnerability to commercial values and messages, in accordance with district standards

Legislative References: *School Act*, Section 156 (1) (c)
Income Tax Act, (5th supp.) Section 248

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:





Policy 5.60 School Closure

The Board of Education is responsible under the *School Act* for the effective and efficient operation of schools in the School District.

The Board may consider closing schools for a variety of reasons, some of which include:

- declining student enrolment such that a school is no longer educationally, economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the School District which results in a school being deemed surplus to the District's educational needs; or
- a school is being replaced on a new site with a newly constructed school.

The closure of schools can have significant impacts and therefore the Board will follow a process that provides adequate opportunity to consult with the community and relevant constituencies and those who will be affected prior to any final decision being made.

Guidelines

1. Process Initiation

- 1.1. The Board may, by resolution or bylaw passed at an open meeting of the Board, of which at least two weeks' notice to the public of the matter to be considered, determine to consider the closure of one or more schools. Should such a bylaw or resolution pass, the Board will embark on a consultation process to determine whether to move forward with a bylaw to close that or those schools.

2. Public Consultation

- 2.1. There shall be a public consultation period following a decision to consider the closure of a school but preceding the decision whether to close a school or not of at least 60 days undertaken by the Board and its staff. The Board will give fair consideration to public input prior to making a final decision on any proposed closure of a school. The final decision on a school closure will be made at one or more public meetings to consider three readings of a bylaw for that purpose.



- 2.2. The consultation process shall provide a meaningful opportunity for the community and relevant constituencies, including staff of affected schools, and particularly those who will be affected by a proposed closure to participate in the process.
- 2.3. The Board will make available to the public, in writing, pertinent facts and information that may be considered by the Board with respect to school closure, including but not limited to:
 - 2.3.1. reasons for the proposed school closure, including any relevant data;
 - 2.3.2. the specific school that is being considered for closure
 - 2.3.3. how the proposed closure would affect students attending the school, and any impact on surrounding schools;
 - 2.3.4. the effect of the proposed closure on district-provided student transportation;
 - 2.3.5. the proposed effective date for the closure
 - 2.3.6. financial considerations;
 - 2.3.7. impact on the Board's capital plan;
 - 2.3.8. possible alternative community use of all or part of the school; and
 - 2.3.9. proposed use of the closed school(s) including potential lease or sale.

3. Process for Consideration of a Closure

- 3.1. The Board shall follow the following process for considering the closure of a school, with such amendments as may be determined by the Board and its staff to be appropriate in the circumstances.
- 3.2. The Board will hold at least one public meeting to discuss the proposed closure, summarize written submissions and listen to community concerns and proposed options.
- 3.3. The Board may hold a second public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.
- 3.4. At least one (1) public meeting shall be located at the school designated for closure or a suitable facility in the community the school is located in.



- 3.5. The time and location of any public meeting will be appropriately advertised to ensure adequate advance notification to affected persons or groups in the community. This will include written notification to students and/or parents/guardians of students currently attending a potentially closed school, a clearly visible notice in a local newspaper and electronic posting on the District's website.
- 3.6. At the beginning of any public forum, the Board will provide information regarding:
- 3.6.1. the reasons for, and implications of, the proposed closure;
 - 3.6.2. plans for implementation, including any plans for future use of the school/property;
 - 3.6.3. any options that the Board considered as alternatives to the proposed closure;
 - 3.6.4. a summary of written submissions presented to the Board by members of the community;
 - 3.6.5. other information considered significant with respect to any school closure decision.
- 3.7. Minutes will be kept of any public meeting to record concerns or options raised regarding the proposed closure.
- 3.8. The Board will provide an adequate opportunity (no less than 21 calendar days) for members of the community to submit a written response to any proposed school closure. Information and directions on how to submit a written response to the Board shall be provided. The information and directions shall advise potential correspondents that their written response could be made public as part of the closure process, unless the correspondent specifically states in the written response that the correspondent wishes their name and address to remain confidential, and that is permitted by the Freedom of Information and Protection of Privacy Act.
- 3.9. Records will be maintained of all consultation, including: advertising, agenda, minutes, dates of consultations, working group and public community consultation meetings, copies of information provided at these meetings, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked, and responses given and any other related correspondence to and from the Board.



4. Decision

- 4.1. The information gathered during the consultation process will be considered by the Board prior to making a final decision. The Board may vote to close the school, not to close the school, or make another decision, based on the results of the consultation process, which may include engaging in further consultation on other options other than the school closure under consideration.

5. Notification to the Minister

- 5.1. If the Board decides to permanently close a school under Section 73 of the School Act, the Board must, without delay, provide the Minister with written notification of the decision containing the following information:
- 5.1.1. the school's name;
 - 5.1.2. the school's facility number;
 - 5.1.3. the school's address; and
 - 5.1.4. the date on which the school will close.



Policy 5.60 School Closure

~~The While the School District No. 64~~ Board of Education ~~is responsible under the School Act for supports~~ the effective and efficient operation ~~concept~~ of ~~"neighbourhood~~ schools in the School District.

~~"and believes that every effort should be made to sustain them, it recognises that conditions beyond its control, including~~

The Board may consider closing schools for a variety of reasons, some of which include:

- declining student enrolment such that ~~decline and loss of adequate funding, may necessitate the closure of~~ a school is no longer educationally, economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the School District which results in a school being deemed surplus to the District's educational needs; or
- a school is being replaced on a new site with a newly constructed school.

~~School closures and disposal of school board property are guided~~

The closure of schools can have significant impacts and therefore the Board will follow a process that provides adequate opportunity to consult with the community and relevant constituencies and those who will be affected prior to any final decision being made.

Guidelines

1. Process Initiation

- 1.1. The Board may, by resolution or bylaw passed at an open meeting of the Board, of which at least two weeks' notice to the public of the matter to be considered, determine to consider the closure of one or more schools. Should such a bylaw or resolution pass, the Board will embark on a consultation process to determine whether to move forward with a bylaw to close that or those schools.

2. Public Consultation

- 2.1. There shall be a public consultation period following a decision to consider the closure of a school but preceding the decision whether to close a school or not of at least 60 days undertaken by the Board and its staff. The Board will give fair consideration to public input prior to making a final decision on any proposed

Legislative References: *School Act*, sections 73, 168(2)(p)(t) and 96 (3); Ministerial Orders M193/08 and M194/08

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



closure of a school. The final decision on a school closure will be made at one or more public meetings to consider three readings of a bylaw for that purpose.

2.2. The consultation process shall provide a meaningful opportunity for the community and relevant constituencies, including staff of affected schools, and particularly those who will be affected by a proposed closure to participate in the process.

2.3. The Board will make available to the public, in writing, pertinent facts and information that may be considered by the Board with respect to school closure, including but not limited to:

- 2.3.1. reasons for the proposed school closure, including any relevant data;
- 2.3.2. the specific school that is being considered for closure
- 2.3.3. how the proposed closure would affect students attending the school, and any impact on surrounding schools;
- 2.3.4. the effect of the proposed closure on district-provided student transportation;
- 2.3.5. the proposed effective date for the closure
- 2.3.6. financial considerations;
- 2.3.7. impact on the Board's capital plan;
- 2.3.8. possible alternative community use of all or part of the school; and
- 2.3.9. proposed use of the closed school(s) including potential lease or sale.

3. Process for Consideration of a Closure

3.1. The Board shall follow the following process for considering the closure of a school, with such amendments as may be determined by the Board and its staff to be appropriate in the circumstances.

3.2. The Board will hold at least one public meeting to discuss the proposed closure, summarize written submissions and listen to community concerns and proposed options.

3.3. The Board may hold a second public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.



- 3.4. At least one (1) public meeting shall be located at the school designated for closure or a suitable facility in the community the school is located in.
- 3.5. The time and location of any public meeting will be appropriately advertised to ensure adequate advance notification to affected persons or groups in the community. This will include written notification to students and/or parents/guardians of students currently attending a potentially closed school, a clearly visible notice in a local newspaper and electronic posting on the District's website.
- 3.6. At the beginning of any public forum, the Board will provide information regarding:
- 3.6.1. the reasons for, and implications of, the proposed closure;
 - 3.6.2. plans for implementation, including any plans for future use of the school/property;
 - 3.6.3. any options that the Board considered as alternatives to the proposed closure;
 - 3.6.4. a summary of written submissions presented to the Board by members of the community;
 - 3.6.5. other information considered significant with respect to any school closure decision.
- 3.7. Minutes will be kept of any public meeting to record concerns or options raised regarding the proposed closure.
- 3.8. The Board will provide an adequate opportunity (no less than 21 calendar days) for members of the community to submit a written response to any proposed school closure. Information and directions on how to submit a written response to the Board shall be provided. The information and directions shall advise potential correspondents that their written response could be made public as part of the closure process, unless the correspondent specifically states in the written response that the correspondent wishes their name and address to remain confidential, and that is permitted by the Freedom of Information and Protection of Privacy Act.
- 3.9. Records will be maintained of all consultation, including: advertising, agenda, minutes, dates of consultations, working group and public community consultation meetings, copies of information provided at these meetings, names of



trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked, and responses given and any other related correspondence to and from the Board.

4. Decision

4.1. The information gathered during the consultation process will be considered by the Board prior to making a final decision. The Board may vote to close the school, not to close the school, or make another decision, based on the results of the consultation process, which may include engaging in further consultation on other options other than the school closure under consideration.

5. Notification to the Minister

- ~~3.1.—If the Board decides Notice to District Parents' Advisory Council, the Parent Advisory Council and parents of the school considered for closure, and other schools to be impacted.~~
- ~~3.2.—Notice in media to communities affected by the school closure and the consequential changes to other schools.~~
- ~~3.3.—At least one (1) public meeting held at the school being considered for closure.~~
- ~~3.4.—Opportunity for written response.~~
- ~~3.5.—~~
- ~~3.6.—At a subsequent board meeting, the Board of Education will make its final decision on the proposed school closure after taking into fair consideration the input received through the consultation process.~~
- ~~3.7.—~~
- 5.1. Following a board decision to permanently close a school under Section 73 of the School Act, the Board must, without delay, provide the Minister with written notification of the decision containing the following information:
- 5.1.1. the school's name;
- ~~3.7.1.~~5.1.2. the school's, ~~the Secretary Treasurer will promptly notify the Minister of Education, including the school name, facility number,~~
~~address and date of closure.~~
- 5.1.3. the school's address; and
- 5.1.4. the date on which the school will close.



Policy 5.61 Disposal of Land or Improvements

Ministerial Order M193/08 (the "Order") provides that a Board of Education must not dispose of land or [dispose of](#) improvements by way of sale or by way of lease of ten years or more unless such disposal is to another Board or an independent school or is approved by the Minister. Section 65(5) of the *School Act* requires that all dispositions of land (whether by way of sale or lease) be authorized by bylaw. (Note: the Order does not apply to lands held "in trust for school purposes and as a school site;" such lands are governed by Section 99 of the *School Act*).

The Order also provides that a Board of Education must develop policies and procedures with respect to the disposal of land or [the disposal of](#) improvements and make these policies and procedures publicly available.

The School District No. 64 Board of Education will only dispose of land and buildings in accordance with the *School Act*; Ministerial Order M193/08 – Disposal of Land ~~and or~~ Improvements Order; Ministerial Order M194/08 - School Opening and Closing Order; and the Ministry of Education's ~~School Opening and Closing~~ [and Child Care's School Building Closure and Disposal](#) Policy (2008). The ~~board~~ [Board](#) establishes procedure to guide such disposal, consistent with the above-mentioned Orders.

[Guidelines](#)

1. The ~~board~~ [Board](#) will only dispose of land and buildings in accordance with the *School Act* and Ministerial Order M193/08 – Disposal of Land ~~or and~~ Improvements Order.
2. The ~~board~~ [Board](#) may, without Ministry approval, dispose of land and buildings to another Board of Education, including the Francophone Education Authority, for educational purposes.
3. The ~~board~~ [Board](#) may, without Ministry approval, dispose of land or improvements by way of lease for a period of under ten years if such disposition is to an agency or organization for an alternative community use.
4. Should the ~~board~~ [Board](#) determine that there may be an alternative community or otherwise use for surplus land and/or buildings, then the Board will consult with local government, community organizations and the public on possible alternative community or otherwise uses.



5. The disposal of land or improvements consultation process, whether by alternative community use or otherwise, will include:
 - 5.1. consideration of future enrolment growth in the District, including Kindergarten to Grade 12, adult programs, and early learning;
 - 5.2. consideration of alternative community use of surplus space in school buildings and other facilities; and
 - 5.3. a fair consideration of the community's input and adequate opportunity for the community to respond to the Board's plans for the school.
6. If the ~~board~~ Board intends to dispose of land and buildings by sale and transfer or by a lease of ten years or more to anyone other than a Board of Education (including the Francophone Education Authority) the Board shall first seek the approval of the Minister.
7. The ~~board~~ Board shall only dispose of land and buildings by bylaw, in accordance with the process set out in the *School Act* and Ministerial Order 193/08 and shall confirm:
 - 7.1. that the Board will not require the land or improvements for future educational purposes;
 - 7.2. the name and the facility number, if any, and;
 - 7.3. the address and legal description.
8. When the ~~board~~ Board disposes of land or buildings the ~~board~~ Board must, without delay, provide the Minister with a copy of the bylaw, and written notification of the disposition and allocation of the proceeds.
9. Prior to disposing of any land and/or buildings, the ~~board~~ Board shall obtain an appraisal of the property and buildings by at least one independent professional appraiser to obtain an estimate of the fair market value of the land and/or building.
10. Should the ~~board~~ Board not dispose of surplus property or buildings to another ~~board~~ Board of Education or in connection with an alternative community use then the ~~board~~



Board may advertise for sale, at its fair market value, or be advertised by the ~~board~~ Board through the Request for Proposal (RFP) process. Acceptance or rejection of any offers or proposals shall be subject to ~~board~~ Board ratification.

11. If there is no disposition from the RFP process, the ~~board~~ Board will list the property for sale. Acceptance or rejection of any offers or proposals will be subject to ~~board~~ Board ratification.

12. Generally, the ~~board~~ Board will attempt to obtain fair market value for dispositions but may, in its discretion:

12.1. grant leases or licenses of land and improvements for less than fair market value to non-profit organizations, including to childcare/daycare societies; and

12.2. dispose of land and improvements for less than fair market value to community agencies or organizations, educational authorities and government agencies where it deems it in the best interests of the ~~board~~ Board.

13. The ~~board~~ Board may delegate to the Secretary Treasurer the authority to act on behalf of the ~~board~~ Board and to enter into agreements on behalf of the ~~board~~ Board subject to an authorizing ~~board~~ Board bylaw, and Ministerial approval (where required).



Briefing Note

Title: Accommodation Allowance
Date: May 14, 2025
From: Director of Corporate Services
Audience: Public

Purpose

The Policy Committee is presenting draft Policy 5.20 Student Fees and Financial Hardship, for the Board's consideration to replace current policies and 6700 Student Financial Assistance and 6750 School Fees as part of its policy renovation. The Board will need to decide how it wishes to address accommodation assistance for students.

Possible Options and Associated Required Actions

1. The Board discontinues the provision of accommodation allowance support:
 - a. The District will need to communicate to families and provide fair notice of transition time.
2. The Board continues with the practice of providing accommodation allowance to support equity of access.
 - a. The Board will need to draft policy to address this priority.
3. The Board wishes to consider boarding allowance to families who have long daily commutes to school and where transportation is not already provided by the district – an allowance in lieu of transportation allowance (e.g. student living on Prevost Island).
 - a. New Policy /AP language could be drafted if this situation should arise in the future.

Recommendations

Staff recommend that the Board postpone any decision relating to the operational practice of providing accommodation assistance until after the amended policy is expected to be approved by the Board at the June 11th public meeting (Notice of Motion presented at the May 14th public meeting, for consideration of adoption at the June 11th public meeting).



Staff support the recommendation made by the Policy Committee. Should the Board adopt the Committee's recommendation, staff would then operationalize the decision to cease the provision of accommodation allowance, provide sufficient notice to families, and look to Board policy and District administrative practices that support families experiencing financial hardship in overcoming financial barriers for student to access educational programs and activities.

Background

The current policy 6700 Student Financial Assistance (which will be replaced by Policy 5.20 Student Fees and Financial Hardship) lacks clarity as to whether financial support for in-district boarding, where equity of access is a consideration, is contingent on financial need. Past practice has been to provide financial assistance, often without a demonstrated financial need, so that students can not only participate in after-school curricular/extra-curricular activities but also participate in all aspects of afterschool socialization and opportunities not available to them on their smaller home island.

The removal of financial barriers for students to access educational programs and activities is addressed in new policy language and Administrative Practices. Draft Policy 5.20 Student Fees and Financial Hardship empowers the Superintendent to establish confidential processes that ensure fees are not a barrier to a student's participation in their educational program. Administrative Practice AP L3 Field Trips Manual requires schools to demonstrate efforts to remove financial barriers to equitable access where there is significant cost to students and families in the planning of co-curricular and extracurricular activities.

Important to Note: The District provides (pays for) transportation services for those students accessing boarding allowance. Some families are receiving accommodation allowance where one or both parents live on Salt Spring Island with their student(s) in a secondary residence that is owned or rented by the family.

Legal council has confirmed that the Board is under no legal obligation to provide accommodation/boarding assistance and advised that fair notice should be given to families if the Board were to discontinue the provision of accommodation allowance.

The Policy Committee considered boarding assistance at its April 23rd, 2025 meeting. The Committee decided at that time, to bring a recommendation to the May 14th Board meeting for the Board to place a budget limit of \$20,000 on boarding assistance for the 2025-2026 school year and to cease the provision of boarding assistance for the 2026-2027 school year.