



**AGENDA**  
**Committee of the Whole (COW) School District 64 (Gulf Islands)**

Call to order:

- 1. Adoption of Agenda**
- 2. Approval of 2025 04 23 COW Summary (attachment)**
- 3. New Business:**
  - a. Communication Plan (attachment)
  - b. Board Performance Review
- 4. Other Business**
- 5. Next Meeting**
- 6. Adjournment**



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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 Mitchell (*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

# SD64 Communications Strategy 2.0

A plan for engaging our learning  
community, sharing information,  
and telling our stories.

November 2024



# About

**Gulf Islands School District** is a diverse and inclusive learning community committed to supporting students, staff, and families through a culture of caring, respect, and high-quality learning experiences.

The district serves approximately 1500 students, with nine schools, in five island communities: Salt Spring, Pender, Galiano, Mayne, and Saturna islands. Diverse program offerings include a successful Indigenous Education program, an International Program, a performing arts academy, as well as Ecological Education and French Immersion programs.

The Board of Education has adopted a communications strategy to grow and maintain strong and healthy working relationships with all members of the SD64 learning community.

# Purpose

This communications strategy is a living artifact, designed to enhance engagement with stakeholders, build trust across the organization, and support public relations with staff, students, families, and local communities.

It outlines a proactive and focused approach to planning and prioritization of internal and external communications that honours the unique context of Gulf Islands School District. Specifically, this communications strategy provides a framework to increase awareness and assurance of the district's commitment to improving outcomes and opportunities for all students as identified in the Strategic Plan.

# Bringing Beliefs and Commitments to Life

Board of Education has committed to a plan for strategic direction that calls for responsible use of available resources to secure and sustain a creative, healthy, and responsive system where every child thrives and flourishes. This includes a Communications Strategy to better engage with the SD64 learning community and effectively communicate the Board's commitments and beliefs.

## TRUTHS, REPARATION, AND RESTORATION - learning with open hearts and minds

A commitment to meaningful action; to learning the truths of our history; to increasing visibility and use of language, culture, and land-based learning; to addressing the inequities of our system; to honouring Indigenous ways of knowing and being.

## INTEGRITY AND RESPONSIBILITY - walking the talk

A commitment to act with integrity, consideration and honesty; to creating sustainable practices and using resources responsibly; to being good ancestors who leave a positive legacy.

## RELATIONSHIPS AND BELONGING - knowing who we are

A commitment to safe, welcoming, and inclusive learning environments; to ensuring everyone is connected, supported, and seen; to relating to each other with kindness and compassion; to celebrating the exceptional in everyone.

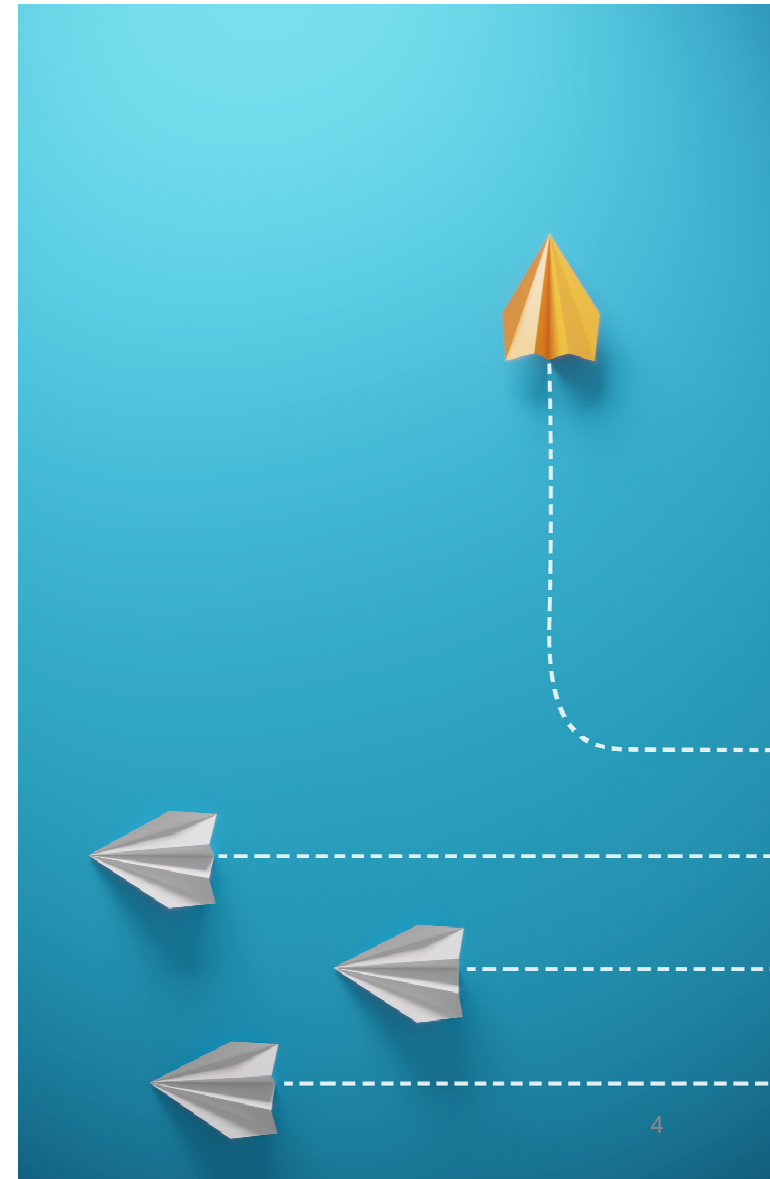
## AN ETHIC OF LEARNING - making sense of the world

A commitment to nurture curious, critical and creative learners; to cultivating the freedom to explore new ideas and take risks; to creating spaces for every student to flourish.

# Objectives

These objectives represent the District's goals for communications strategies and provide organizational direction for communication tactics and key messaging.

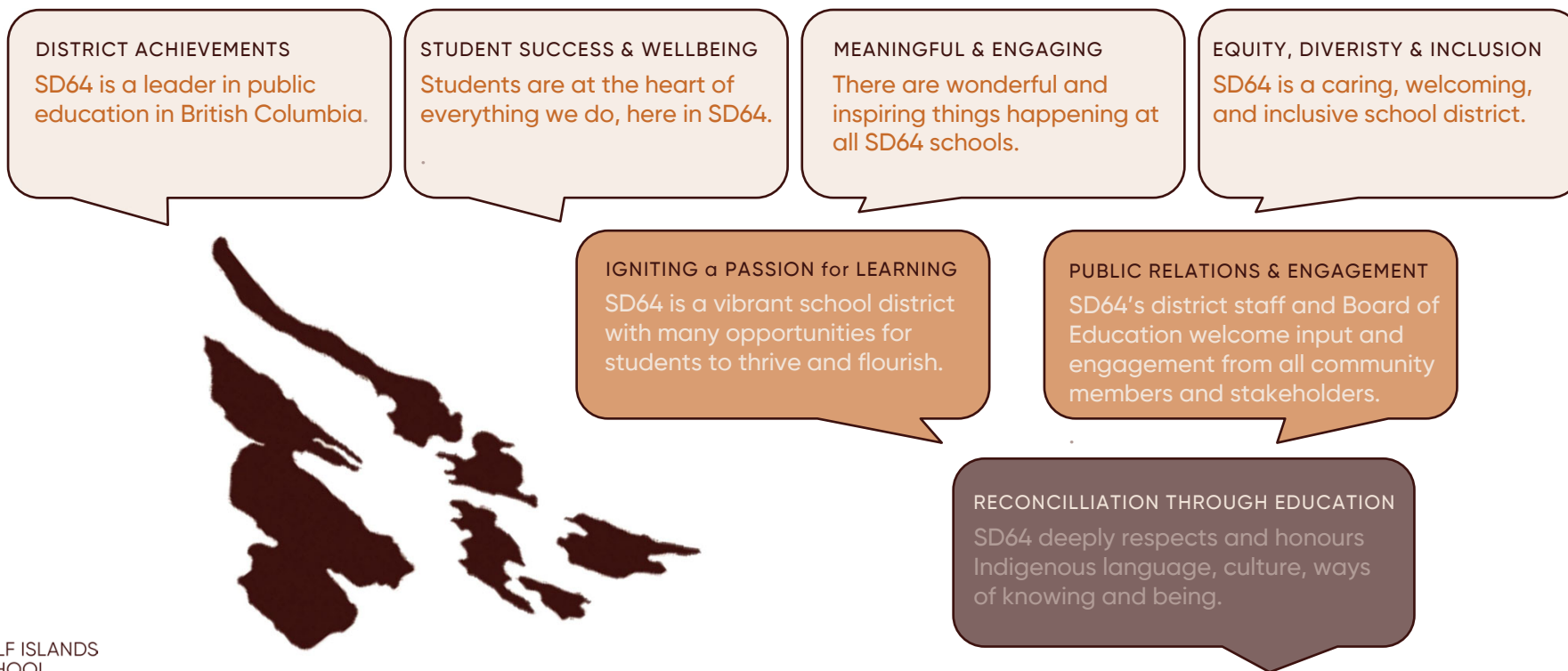
- Increase engagement of external audiences in the Beliefs and Commitments of the Board's Strategic Direction (by sharing regularly about what is happening in SD64).
- Increase awareness and understanding among internal and external audiences of SD64's successes and challenges (i.e. district operations and finance, environmental sustainability, student success and wellbeing.)
- Increase engagement and participation of external audiences (service relationships) in SD64's district and board-level activities.
- Create and maintain a professional look and approach for how SD64 communicates with all audiences.
- Increase awareness of SD64's efforts to address racism and other inequities in the education system.



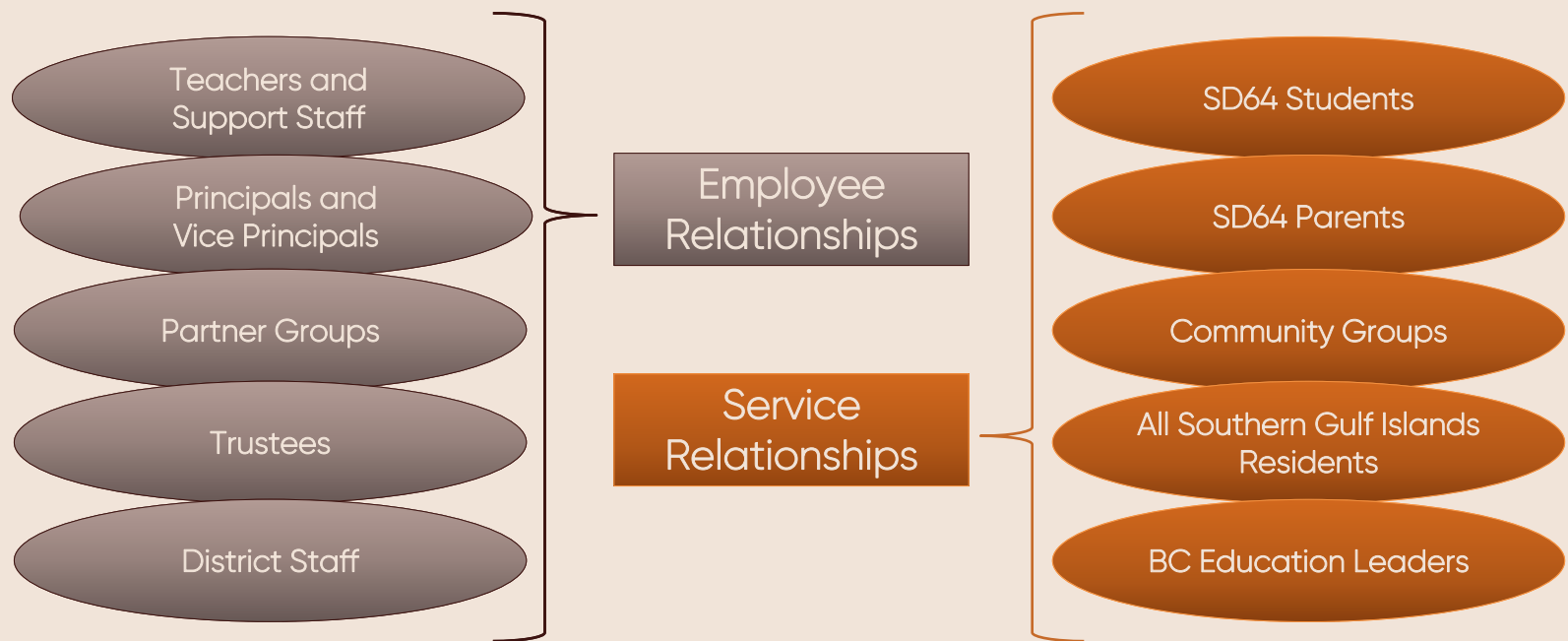


# Key Messages

Key messages reflects who we are as a district, how we work together, our values, and our aspirations for the district and the education system as a whole.



# Target Audiences



# Communications Tactic 1: Embracing a Culture of Telling our Stories

There remains a need and desire to share the wonderful things taking place across the district. Telling our stories is one strategy that honours the unique context of Gulf Islands School District and respects all members of the SD64 learning community. It serves to increase engagement and audience attention and helps establish the narrative. A culture of storytelling supports a dynamic practice of sharing information that is inclusive and compelling and easily understood by audiences. **Above all, sharing our stories connects us to each other.**

1. Make everyone a storyteller – regular calls for material (quotes, stories, photos, videos)
2. Maintain a space for sharing (Spotlight64)
3. Be visible (promote via website – share with partners – post to social media – have schools to share their own stories broadly)

# Communications Tactic 2: Regularize Timing of Communications

Regular timing for communications activities increases reach, develops generalized expectations for communications, and grows audience engagement by virtue of predictability. When audiences know when and where to expect information, they are more likely and prepared to tune in.

1. District storytelling
2. Board meeting highlights; agenda packages
3. Local media publications
4. Social media posts

# Communications Tactic 3: Enhancement of Online Presence

Best practice would see continued and expanded use of online spaces as key channels for audience engagement and information distribution.

Website and social medias are ideal platforms for sharing stories, important news, key facts, and general information. Public-facing communications, shared through website, mobile app, and social media accounts, is a proactive approach to issues management and community building. Interconnected online spaces extend reach and empower the viewer to further engage and circulate information by following, liking, reposting, and sharing to the viewers own social networks.

1. District and school websites
2. Mobile app
3. Facebook page(s)
4. LinkedIn

# Strategies

| Strategy                                  | Channel   | Objective  | Audience  | Frequency                            |
|---|---|--|---|--------------------------------------|
| Spotlight64                               | website/social media                                    | storytelling   | all   | monthly (min.)                       |
| Board meeting highlights                  | email/website/app                                       | promote/inform (Board activities)  | partners, parents, staff, community               | after each public Board Meeting      |
| District newsletter / Board Chair message | email/website/app                                       | storytelling, information sharing, branding  | partners, parents, staff, community               | quarterly                            |
| SD64 mobile app                           | website (push notifications)                            | information sharing (notices, announcements, news)                                 | partners, parents, staff, community               | regular/on-going                     |
| Social media accounts                     | Facebook<br>LinkedIn                                    | F: information sharing, storytelling (outward facing)<br>L: recruitment, retention | F: parents, community<br>L: staff (new/potential) | F: regular/as needed<br>L: as needed |
| Website organization                      | District and school websites                            | improved access, user experience, utility  | all   | regular review                       |
| Media relations                           | SS Exchange, Driftwood, other Gulf Islands publications | information sharing, issues management   | partners, parents, staff, community               | as needed                            |
| Style/branding guide                      | shared document   | branding, consistency, visual appeal   | district staff                                    | expected use                         |
| Standardize school newsletter/websites    | school newsletters/websites                             | branding, consistency, visual appeal   | parents, staff                                    | in-progress                          |
| Annual messaging schedule                 | website/social media                                    | storytelling, information sharing, branding  | partners, parents, staff, community               | yearly                               |

# Analysis and Review

An audit process provides opportunity to review the organization's needs and ensure that communications goals match the needs of target audiences. Regular review of communications strategies will help determine what is working, what isn't, and what needs to be improved.



- **Website Analytics** analysis of visitors, by page, referral roots, and length of engagement
- **Social Media Analytics** analysis of mentions, sentiment, followings, and interactions
- **Communications Activities** reviewed annually to assure alignment with budget and resources
- **Communications Strategy** reviewed each trustee election and/or renewal of the district strategic plan
- **Stakeholder Feedback** surveys, focus groups etc. to gain insight and gauge effectiveness

# Summary

Increasing engagement and strengthening relationships with community and partner groups are the central focus of this plan. Clear, transparent, and accessible communications are the key to achieving plan objectives.

Through targeted communications, School District 64 demonstrates its ongoing commitment to strengthening relationships and improving the experience of all Gulf Islands learning community members.

**Listen**   **Inspire**   **Share**   **Engage**   **Celebrate**