



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 09 10 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2025 09 10 ([attachment](#))
- (b) Summary of Special In-Camera Meeting held 2025 10 01 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) VISTA update **K B U D**
- (b) Board Chair Call with Minister Beare **K B U D**

8. SUPERINTENDENT'S REPORT

- (a) IEC Update ([attachment](#)) **K B U D**
Motion: that the Board approve full involvement of a member of the Indigenous Education Council in the Superintendent and Indigenous Education Principal hiring process.
- (b) School Plans 2025/2026 **K B U D**
- (c) Strategic Plan Review ([attachment](#)) **K B U D**
- (d) Enrolment Update ([attachment](#)) **K B**
- (e) Staffing Update **K B**
- (f) Anti-Racism Survey Review ([attachment](#)) **K B U D**

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report ([attachment](#)) **D**
- (b) Program Review Phase 3 – GISPA ([attachment](#)) **K D**
- (c) Fall Transportation Update **D**



AGENDA

(d) 64GO PAC ([attachment](#)) **B D**

Motion: *that the Board approve the establishment of School District 64 (Gulf Islands) 64GO (06499172) Parent Advisory Council providing the PAC will function within the guidelines established by the School Act section 8.*

10. COMMITTEE REPORTS

(a) Committee of the Whole – Meeting Summary 2025 09 24 ([attachment](#))

(b) Education Committee – no report

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

(d) Policy Committee – Meeting Summary 2025 09 24 and Policy Brief ([attachments](#))

i. New Draft Policy 5.65 Naming Facilities ([attachment](#))

Notice of Motion: *to adopt new policy 5.65 Naming of Facilities. The policy will be circulated for feedback. Feedback and adoption will be considered by the Board at the November 19, 2025 meeting in public.*

ii. Policy 1.21 Role of Chairperson and Vice Chairperson ([attachment](#))

Motion: *that the Board approves amendments to Policy 1.21 Role of Chairperson and Vice Chairperson.*

iii. Policy 1.22 Trustee Remuneration ([attachment](#))

Motion: *that the Board approves amendments to Policy 1.22 Trustee Remunerations.*

Motion: *that, effective November 1, 2026, the Board approves changes to trustee annual remuneration allocations as follows: an amount shall be reallocated from the vice-chair's annual remuneration allocation to the chair's annual remuneration allocation, resulting in the chair's annual remuneration being 17% greater than that of the vice-chair.*

Beyond November 1, 2026, unless otherwise amended, trustee remuneration shall continue to be adjusted annually to reflect the Canadian Consumer Price Index established in July of each year (as per Policy 1.22).

iv. Policy 2.30 Anti-Racism ([attachment](#))

Notice of Motion: *to amend Policy 2.30 Anti-Racism clause 4.4, removing "in May". The policy will be circulated for feedback. Feedback and adoption will be considered by the Board at the November 19., 2025 meeting in public.*

11. TRUSTEE REPORTS

(a) BCPSEA

(b) Provincial Council – no report

(c) Health and Safety



AGENDA

(d) Other

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting - November 19, 2025, School Board Office
- (b) Education and Policy Committee Meetings - December 10, 2025, online

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 Adrian Pendergast Marc Wright Shauna Klem	Chairperson Vice Chairperson Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Director of Corporate Services Associate Superintendent District Principal Information Technology Manager Executive Assistant
Guests:	Andrew McPhee Katherine Hazen Shelly Johnson	GITA President DPAC Representative GIPVP Representative
Absent:	Angela Thomas	CUPE President

1. CALL TO ORDER

The meeting was called to order at 1:01 p.m. by Chair Katrensky. Chair Katrensky spoke to the privilege and gratitude of living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENĆOŦEN speaking peoples – huy tseep q'u.

Chair Katrensky read the opening statement: With the intention of holding a safe, caring, and orderly meeting for all, we pledge to do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

The agenda for the Regular Board Meeting, Public Session, held 2025 09 10 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 06 11 be approved as presented.

CARRIED 58/25



4. **IN-CAMERA SUMMARIES**

The Summary of the Regular In-Camera Meeting for 2025 06 11 was adopted as presented by consensus.

5. **DELEGATIONS**

6. **CORRESPONDENCE**

7. **CHAIRPERSON'S REPORT**

a. **Board Annual Work Plan D B**

The Board received the 2025/2026 Annual Work Plan. The document highlights obligations from the Ministry and BCSTA, as well as policy timelines and serves as a framework to guide the Board's strategic priorities.

8. **SUPERINTENDENT'S REPORT**

a. **IEC Update K D B U**

A summary of the September 8, 2025 Indigenous Education Council (IEC) Meeting, at Quw'utsun' Heritage Center, was presented. Quw'utsun, Penelakut, Lyackson, Halalt and the WSANEC school board have appointed representatives to the IEC. The Terms of Reference were approved at the meeting. Quw'utsun' Education Director Roxanne Harris was elected Chair and Malahat Chief Gordon Harry was elected Vice-Chair. The IEC appointed a working group to update the expiring Enhancement Agreement. The next IEC meeting will be held on November 3, 2025.

b. **2025 Enhancing Student Learning Report K D B U**

Superintendent Jensen presented the draft Enhancing Student Learning Report (ESLR) for the Board's approval. The report is an annual review that highlights the district's approach to planning, evaluation and growth. Jill Jensen emphasized that students remain central to the plan and the district's intention is to have students who are both educated citizens and well human beings. She noted that the Ministry data is delayed, while the district data is from last school year. School District 64 continues to be top-ranking within the province. The district's 6-year completion rates remain at 100%. One area identified as requiring more attention is student wellbeing. Superintendent Jensen shared examples of how wellbeing is being addressed in our schools.

Moved and seconded that the Board of Education approves the 2025 Enhancing Student Learning Report for School District 64 (Gulf Islands).

CARRIED 59/25

9. **SECRETARY TREASURER'S REPORT**

a. **Audit Report D**



The Board received a clean audit opinion from the external audit team. No issues of note were found during KPMG's audit of the district's 2024/2025 Financial Statements.

b. 2024/2025 Audited Financial Statement D

Secretary Treasurer Guy presented the draft Audited Financial Statements for the year ending June 30, 2025.

Moved and seconded that Board of Education approve the 2024/2025 School District 64 (Gulf Islands) Audited Financial Statements for the year ending June 30, 2025.

CARRIED 60/25

c. Financial Statement Discussion and Analysis Report D

Secretary-Treasurer Jesse Guy shared the 2024/2025 Financial Statement Discussion and Analysis report. Continuing into the 2025/2026 Annual Budget for 2025/2026, Funding Protection and all revenue sources have been fully utilized to support regular programming. The Accumulated Operating Surplus, which had grown following funding protection, is no longer increasing and it is being strategically allocated toward long-term investments in the district. The district has observed a decline in geographic based enrollment over the last few decades. This trend was a consideration in the reconfiguration model which allows the district to adjust enrolment by a few hundred students without impacting the current building organization.

The Accumulated Operating Surplus stands at \$2.7M, representing 11% of the year's operating expenses. The district plans to gradually reduce this surplus to approximately 5% (or \$1.3M) of annual operating revenue/expenses. This reflects a commitment to sustainability, prudent resource management, and strategic investments that enhance the learning environment.

d. Long Range Facilities Plan 2024/25 – 2033/35 D

The Long-Range Facilities Plan is designed to guide capital planning decisions, validate annual capital plan submissions to the Ministry of Infrastructure (MOI), and provide high-level facilities information. It serves to generally support a long-term vision for management of school district buildings and properties. The Plan will be available on the district website for public access.

e. Draft 2026/2027 Five-Year Capital Plan – Minor Submission

Secretary-Treasurer Jesse Guy presented the Five-Year Capital Plan - Minor Submission for 2026/2027 school year. Planned projects include building upgrades at Saturna School, a roof upgrade at Gulf Islands Secondary School, an HVAC system update at Fulford School, hazardous materials abatement across the district, accessibility improvements at Mayne Island School, lighting upgrades at Galiano School and enhancements to the district's Food Program.

Moved and seconded that the 2026/2027 Five-Year Capital Plan, Minor Submission be approved.

CARRIED 61/25



f. **Facilities – Summer Work Projects Update**

The Board reviewed a report outlining capital projects worked on over the summer including office and washroom renovations at SSE, EV charger installations at Galiano and Pender Islands schools, playground replacement and gym floor resurfacing at SSE, electric bus replacement, and kitchen and equipment upgrades at GISS and Pender School. Some projects are still in progress.

10. **COMMITTEE REPORTS**

a. **Committee of the Whole** – no report

b. **Education Committee** – no report

c. **Finance, Audit & Facilities Committee**

The Board received the 2025 06 25 Pre-Audit Meeting Summary by consensus.

d. **Policy Committee**

i. *Policy 2.90 Employee Conflict of Interest*

A Notice of Motion to adopt the policy was presented at the June 10, 2025 meeting in public and the policy was circulated for feedback. No feedback was received.

Moved and seconded that the Board adopt new policy 2.90 Employee Conflict of Interest.

CARRIED 62/25

11. **TRUSTEE REPORTS**

Trustee Gregory Lucas reported that BCPSEA has upcoming online courses and a Bargaining Update phone call scheduled. Trustee Lucas attended the District Health and Safety meeting, led by District Principal Dan Sparanese, which focused on the Ministry's requirement for schools to have AEDs and naloxone kits available on site.

Trustee Jeannine Georgeson presented at the Canadian School Boards Association conference in July, highlighting their work on ecocultural mapping.

Chair Chaya Katrensky participated in a BCSTA Board Chair call on September 4. Topics discussed included the Ministry's focus on student safety, new mandates regarding AEDs and naloxone kits in schools, board engagement with Indigenous Education Councils, the success of the Feeding Futures program, and efforts to expand childcare availability.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

The chair received questions from delegates and the public.



14. NEXT MEETING DATES

- a. Regular Board Meeting – October 8, 2025 at School Board Office
- b. Policy and Committee of the Whole – September 24, 2025

15. ADJOURNMENT

Moved to adjourn at 2:29 p.m.

CARRIED 63/25

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 09 10

Present:	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Boe Beardsmore	Associate Superintendent
	Adrian Pendergast	District Principal
	Lori Deacon	Director of Corporate Services
	Shauna Klem	Executive Assistant
Guests:	Lenora Lee	KPMG (on line 10:31 a.m. – 10:42 a.m.)
	Sarah Burden	KPMG (on line 10:31 a.m. – 10:42 a.m.)
	Jan Unwin	Consultant (on line 11:07 a.m. – 11:25 a.m.)

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

The agenda for the Regular Board meeting, In-Camera session held 2025 09 10 was adopted by consensus.

The minutes of the Regular Board meeting, In-Camera session held 2025 06 11 were approved as presented.

Items:

1. KPMG

Trustee Pingle left the meeting at 10:44 a.m.

2. Section 11 Appeal: The Board determines to consider the Appeal on the basis of written submissions.

Trustee Pingle returned to the meeting at 11:03 a.m.

3. Superintendent Review
4. Trustee Responsibilities and Reporting

The meeting adjourned at 11:46 a.m.

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

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

Record of Proceedings of the Special In-Camera Meeting held
Via Microsoft Teams

2025 10 01

Present:	Chaya Katrensky	Chair
	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
	Shauna Klem	Executive Assistant
Guest:	Mike Hancock	Harris and Co. LLP
Absent:	Rob Pingle	Trustee

The meeting was called to order at 9:02 a.m.

The agenda for the Special Board Meeting, In-Camera session held 2025 10 01 was adopted by consensus.

Items:

1. Section 11 Appeal

The Board reviewed and deliberated on the documents presented. The Board made a determination regarding the Section 11 Appeal.

The meeting adjourned at 10:11 a.m.



Title: Indigenous Education Council Meeting Summary

Date: October 8, 2025

Indigenous Education Council Meeting Date: September 8, 2025

1. IEC Representation

The first meeting of the 2025-2026 school year was held on September 23 at the Quw'utsun' Heritage Center.

The Indigenous Education Council was formally confirmed. Elections were held for Chair and Vice Chair positions:

- Chair Roxanne Harris – Cowichan Tribes Education Director
- Vice Chair Gordon Harry – Malahat Chief
- Teri Allen – Cowichan Tribes Councilor
- Kacey Gladstone – Halalt First Nation Education Coordinator
- Kristin Thomas – Halalt First Nation Councilor
- Frank Connibear – Lyackson First Nation Elder
- Alva Bob – Pauquachin First Nation Councilor
- Regina Charlie – Penelakut Tribe Education Director
- Karen Edwards – Penelakut Tribe Administrative Education Assistant
- Curtis Olsen – Tsartlip First Nation Councilor
- Verna Ellsworth -Tsartlip First Nation Councilor

2. Terms of Reference

The draft Terms of Reference, circulated for feedback after the 2025 06 27 IEC meeting, were approved with added language to ensure full IEC involvement in hiring School District 64 Superintendent and Indigenous Principal. This recommendation will be presented to the Gulf Islands School District Board.

3. Budget and Staffing

The Council reviewed the Gulf Islands School Indigenous Education Targeted Funding Draft Budget. The budget is based on an estimated FTE of 155 students, with a projected revenue of \$274 350. The Council emphasized the importance of prioritizing local leadership in hiring practices, particularly for cultural and art leadership roles. Discussions included strategies for integrating local resources while supporting current staff.



4. District Planning and Input

A working group was formed to lead the development of a new **Enhancement Agreement**. Members include: IEC Chair Roxanne Harris, IEC member Alva Bob, WSANEC CEO Kaleb Child and SD64 Superintendent Jill Jensen.

The Council discussed ways to honour the upcoming **pole-raising ceremony at Fulford School**. It was recommended that local leadership be invited to participate, including speakers representing SENĆOŦEN and Hul'q'umi'num' languages.

Students who spent 3 days on the land at Xwaaqw'um as their final project for **Grade 12 Anatomy & Physiology** class are interested in bringing their presentations to share with the IEC.








IEC members were invited to attend the **Walking Together Day** on November 7th, hosted by Gulf Islands School District. The keynote speaker will be Executive Director of NITEP at UBC, Dustin Louie.

It was recommended that decisions regarding grant application approvals, speaker invitations, and similar matters be reviewed by the IEC Chair and Vice-Chair moving forward








5. Next Meeting

The next meeting will be held November 3, 2025 at Quw'utzun' Heritage Centre.

An Ethic of Learning (UNDERSTAND)

Aspiration	Outcomes	*
Empower student agency, engagement, and voice	Students are meaningfully included in the learning environment	
	Students have choice about how, when, and where their learning takes place	
Nurture curious, critical, and creative learners so that every student is prepared and ready for world beyond PreK to 12	Flexibility and options that nurture students' passions and interests as they meet the requirements for the graduation program	
	Growth in early learning programs	
Foster deeper learning experiences	Positive engaging learning experiences that support foundational literacy and numeracy skill development	
	Supports in place for all staff to adapt to the rapidly changing educational environment and students' needs	
	More collaborative, professional learning experiences	

Belonging and Relationships (BE)

Aspiration	Outcomes	*
Be a leader in cultivating well-being and championing social justice	Enhance inclusion and accessible school environments and remove barriers within the district, school, and classroom environments	
	Improved long-term outcomes for identified children and youth in care, Indigenous learners, and learners with disabilities and diverse abilities	
	Students of diverse sexual orientation and gender identities feel safe, empowered, included, and represented in schools	
	Increased awareness and capacity in addressing mental health challenges	
	Students feel welcome, safe, connected, and know that adults care about them at school	
Strengthen and maintain relationships with community partners	Collaborative dialogue with community partners/agencies to ensure future success of all learners	
	Expand career options for students	

Legend:



Proficient



Developing












Emerging










Extending

Truths, Reparation, and Restoration (KNOW)

Aspiration	Outcomes	*
Identify settler/colonial bias in policy and practice as we create awareness and work to decolonize systems that perpetuate inequity and racism (healing)	Policy and practice are respectful and inclusive of Indigenous understandings and ways of being	
	All students and staff have a constructive and respectful understanding of the distinct history and unique rights of Indigenous Peoples in B.C	
Achieve equitable educational outcomes for all Indigenous students in our district	Indigenous learners feel welcomed, respected, and comfortable learning in our schools	
	Indigenous learners lead graduation rates and are supported to pursue their dreams and passions	
	Greater visibility of language and culture in all SD64 schools	
Acknowledge, honour, and respect rights holders by strengthening and sustaining productive and respectful relationships (reparation)	The school district functions in such a way that distinct local Indigenous cultures and identities are understood, upheld and respected	
	Learning language, culture, governance, and history of local nations	
Embed Indigenous worldviews, ways of knowing and being, language, and culture throughout the District (restoration)	Local Indigenous languages are living, used, taught and visible throughout the district	
	Indigenous worldviews, ways of knowing and being, and culture are visible throughout the district	

Integrity & Responsibility (DO)

Aspiration	Outcomes	*
Implement sustainable practices for alignment and coherence	All departments have annual, mid/long-range plans	
	Department plans align with district commitments, direction, and values	
	School plans align with district commitments, direction and values	
	School district staff, students, families, and community partners understand processes for communicating concerns and sharing feedback	
Be a leader in environmental stewardship and sustainability	Ongoing learning for students and staff on climate action and environmental sustainability	
	Food security initiatives that include community partners and are stigma-free	
	Increased opportunities for outdoor learning experiences and programming	

*The measures used to evaluate progress are outlined in the SD64 Work Plan Cycle Operationalizing the 2024-2028 Strategic Direction.

2025/2026 District Enrolment, SD64 Gulf Islands

Sept 29, 2025

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	part-time MOE funded/unfunded				FEB 2025 Projected	Difference	Sept 2024 1701 FTE Funded	Sept 2023 1701 FTE Funded	Sept 2022 1701 FTE Funded
															SU	Adult U	12+/GA	Homeschool					
Fernwood	23	26	26	19	37	25	23	31	-	-	-	-	-	210					210	0	215	208	193
Fulford	11	16	17	12	22	20	13	19	-	-	-	-	-	130				6	133	-3	128	133	146
Galiano	6	6	9	8	5	10	3	6	-	-	-	-	-	53				4	55	-2	55	57	54
GISS									103	84	139.9	128	140.1	595					566	29	601.5625	664.5	604.0625
-Phoenix Pl.									0	1	3	5	11.31	20.31					10	10.31	13	8	18
64Go!	3	0	3	4	5	2	2	1	2	1	3.75	5.875	4.75	37.375					30	7.375	33.3125	19.875	16.25
Mayne	7	11	3	3	9	7	3	6	-	-	-	-	-	49					45	4	42	34	27
Pender	12	5	7	12	9	7	13	14	10	15				104				5	116	-12	110	122	138
Saltspring Elem.	21	19	26	33	20	34	41	36	-	-	-	-	-	230				5	217	13	248	248	238
Saturna/SEEC	0	0	1	5	1	2	-	-	-	1	5	1	2.25	18.25					20	-1.75	23	19	26
Totals	83	83	92	96	108	107	98	113	115	102	151.65	139.875	158.41	1446.94	0	0	0	20	1402	44.935	1468.875	1513.375	1460.313

Difference (current -Sept 1701): **44.93**

Numbers including part-time MOE funded and International students: **1446.9**

Anti-Racism Update 2024-2025 (October 8, 2025)

REPORTING AND ADDRESSING INCIDENTS OF RACISM

- [ERASE Anonymous Reporting Tool](#)
- [SD64 Racism Reporting Tool](#)
- [Student Critical Incident AP S2](#)
- [Addressing Concerns-Guide for Parents and Caregivers - Policy 2.4](#)
- [Student Behaviour/Discipline AP L4](#)

MINISTRY OF EDUCATION AND CHILDCARE RACISM RESPONSE GUIDELINE

Dismantle Racism and Exclusionary Practices POLICY 2.3 ANTI-RACISM - ANNUAL REVIEW

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.

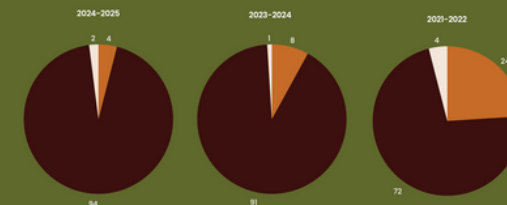
ANTI-RACISM/ OPPRESSION EDUCATION

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

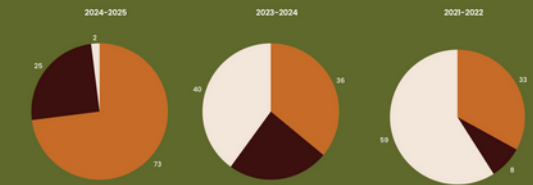
ANTI-RACISM SURVEY RESULTS

- Annual AR Educator Survey (June)
- 2021-2022, 2023-2024 (June)
- 2024-2025 (June...)

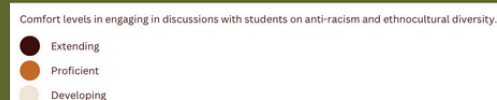
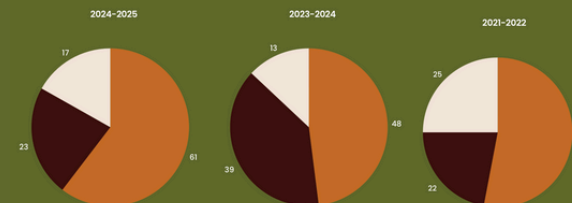
Importance of Anti-Racism Education



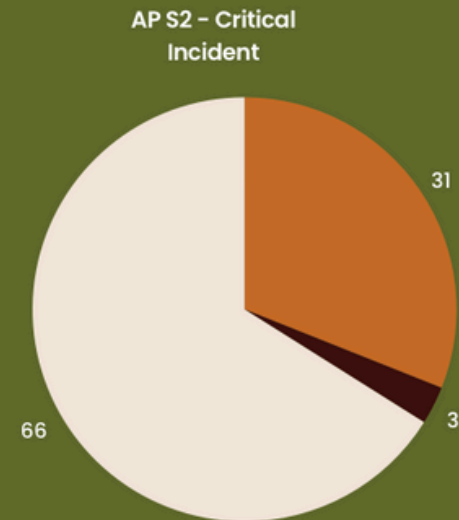
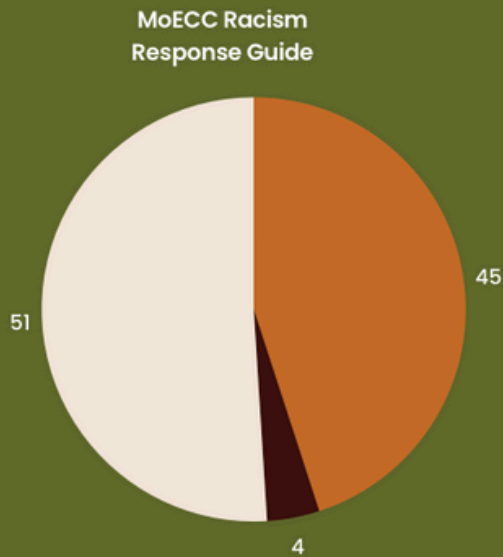
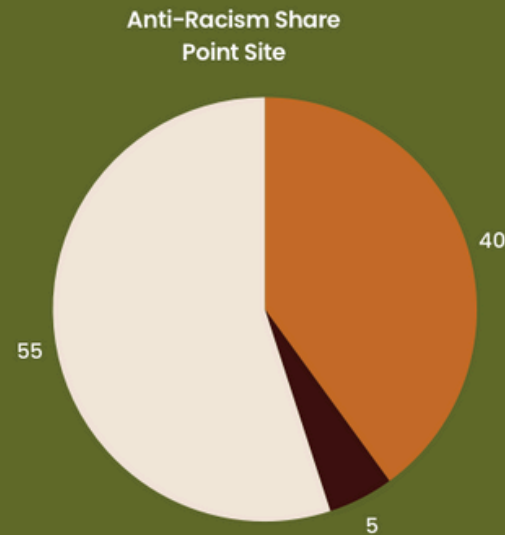
Individual Anti-Racism Learning Journey



Individual Comfort Levels in Engaging in Discussions with Students on Anti-Racism and Ethnocultural Diversity



How familiar are you with the following resources? (new in 2024-2025)



How familiar are you with these resources?



Expenditures	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December
Monthly						
Instruction	698,329	679,222	1,480,134			
Administration	172,259	109,170	116,939			
Operations	268,449	299,370	268,968			
Transportation	27,744	30,668	197,710			
Total	1,166,781	1,118,430	2,063,751	-	-	-

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction						
Administration						
Operations						
Transportation						
Total	-	-	-	-	-	-

Expenditures	Expenditures to Date	Amended Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	2,857,685	16,451,229	17%	18%
Administration	398,368	1,655,186	24%	25%
Operations	836,787	3,585,037	23%	25%
Transportation	256,122	1,948,750	13%	13%
Total	4,348,962	23,640,202	18%	19%

Under budget

0.69%

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



**School District 64 - Educational Programs Annual Review
Phase 3, Inaugural Process, 2024-25 and 2025-26**

School District No.64 (Gulf Islands)

Educational Program Review Description

The Gulf Islands School District offers a variety of programs for students across the district. To ensure these programs are meeting the evolving needs of students and aligning with the Board's strategic priorities—both educational and financial—the district will conduct an inaugural review process in phases. This will be followed by an annual review and reporting process for each program in the future. The programs identified for this initial review are: Gulf Island International Program (GIIP), Saturna Ecological Education Program (SEEC), Late French Immersion, Gulf Island School for the Performing Arts (GISPA), and Trades Awareness, Skills & Knowledge (TASK).

The inaugural review will provide a comprehensive evaluation, focusing on the program's original purpose, a summary of its evolution, its current state, its alignment with the district's strategic goals, and whether it should continue in its current form and any suggestions for changes that could improve its delivery. Each year thereafter, a program supervisor will submit an annual assessment report to senior management, offering valuable insights for decision-making and communications.

The 2024-2026 inaugural review is being conducted in phases. Program supervisors will collect data and respond to the attached report, which will be presented at a Board Standing Committee and subsequently to the Board at the next Public Meeting. Phase 1, which occurred in the fall 2024, and reviewed SEEC and GIIP. Phase 2 occurred in the spring of 2025 and reviewed French Immersion and TASK. Phase 3 will occur through the fall of 2025 and will cover the Gulf Islands School of Performing Arts (GISPA).

Educational Program Review | Phase 3 Timeline

Gulf Islands School of Performing Arts (GISPA).

October 2025

- **October 8:** School District 64 - Educational Programs Phase 3 report and plan provided to Board
- **October 9-24:** Distribute the review templates to program principal and hold sessions to explain the review process and provide guidance on completing the forms.
- **October 9- November 15:** email submission period for feedback to be received and considered for report
- **October 25:** First reminder sent to principal to start gathering evidence and begin filling out the review forms.

November 2025

- **November 8, 2025:** Mid-point check-in with principals to address any questions or concerns.
- **November 22, 2025:** Completion date for principals to submit draft report and feedback summary.
- **December 2, 2025:** Follow-up with any programs needing additional information or clarification.
- Review draft reports with principal and school district leadership.
- Distribute final reports to relevant users, including school board members, program coordinators, and principals.
- **December 10, 2025:** Education Committee, information presented.

January 2026

- **January 14:** Draft report brought to the Public Meeting for review through Education Committee report, decision making and any motions that could be required.

Program Name: **Gulf Islands School of Performing Arts (GISPA)**

1. Program Overview

- (a) What is the purpose and primary goal of the program?
- (b) Why was this program initially started by the district and is that need still relevant?
- (c) How has the program delivery changed since its inception?
- (d) How is the program aligned with the district's strategic priorities?
- (e) What are the specific outcomes the program aims to achieve?
- (f) Where is the program located?

2. Demographics

- (a) How many students does the program serve?
- (b) What are the class sizes and how does that compare to the host school and district average class sizes?
- (c) What is the greatest number of students the program can responsibly enroll?
- (d) What grades/age does the program serve?
- (e) What student populations does the program serve?

3. Program Implementation

- (a) How is the program currently being implemented across the district?
- (b) What resources (staff, materials, technology) are allocated to the program?
- (c) What professional development and training are provided to staff involved in the program?
- (d) Are there clear roles and responsibilities for staff within the program?

4. Student Impact and Outcomes

- (a) How are students selected or referred to the program?
- (b) What metrics are used to assess student progress and success within the program?
- (c) Are there notable improvements in student performance, behavior, or engagement as a result of the program?
- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

5. Program Effectiveness

- (a) What evidence exists to demonstrate the effectiveness of the program?
- (b) Are there any gaps or areas of improvement identified in the program's outcomes?
- (c) How does the program compare to similar programs in other districts?
- (d) What feedback have students, parents, and staff provided about the program?

6. Equity and Inclusion

- (a) How does the program promote equity and inclusion among all students?
- (b) Are there any barriers that prevent certain student groups from accessing the program?

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

7. Resource Allocation

- (a) Is the program fiscally self-supporting for direct costs and district shared costs?
(b) Are there alternative resources or methods that could achieve the same or better results?
(c) How is funding for the program sourced, and is it sustainable?
(d) What are the main expenses of the program?

8. Program Sustainability and Improvement

- (a) What are the long-term plans for the program's growth or expansion?
(b) What challenges or obstacles does the program currently face?
(c) What opportunities exist to improve the program in the next school year?
(d) What are alternative delivery methods of the program?
(e) How is the program's effectiveness monitored and evaluated over time?

9. Engagement

- (a) How are parents and the community involved in the program?
(b) How are program results communicated?
(c) What partnerships or collaborations support the program?

10. GISPA Program Specific Questions

- (a) How has GISPA enhanced students' knowledge of diversity and anti-oppression work?
(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 and Coast Salish People in GISPA?

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.

Joanne McLean
125 Twinflower Way
Salt Spring Island, BC V8K 1R4
JoanneMcLean@shaw.ca
250-538-7836

September 15, 2025

Board of Education
School District No. 64 (Gulf Islands)
112 Rainbow Road
Salt Spring Island, BC V8K 2K3

Dear Trustees,

Re: Request to Establish a Parent Advisory Council for 64GO

I am writing to request approval to establish a Parent Advisory Council (PAC) for the 64GO program. This request is made with the support of the school principal.

We ask that the Board approve the creation of a PAC for 64GO and provide any direction needed for next steps.

Thank you for considering this request.

Sincerely,

A handwritten signature in black ink that reads "Joanne McLean". The signature is written in a cursive, flowing style.

Joanne McLean

On behalf of interested parents of 64GO



Summary
Committee of the Whole (COW) – SD 64 (Gulf Islands)
September 24, 2025 – 10:30 a.m.

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), Adrian Pendergast (District Principal), Lori Deacon (Director of Corporate Services), Shauna Klem (Executive Assistant)

Guests: Katherine Hazen (DPAC), Margot Landahl (GIPVPA), Andrew McPhee (GITA), Angela Thomas (CUPE),

Called to order at 10:31 am by Chair Katrensky

1. Adoption of Agenda

Agenda was adopted by consensus.

2. Approval of Summary

April 23, 2025 summary was approved as presented.

3. New Business

a. *Communication Plan*

Director of Corporate Services Lori Deacon presented the SD64 Communications Strategy. The Communication Strategy is scheduled for Board review in the new year. Updates include revising the language regarding the International Program on page 2, and a recommendation to change the distribution of the Chair's message from quarterly to as needed.

b. *Board Performance Review*

Chair Katrensky consulted with BCSTA regarding a Board performance review. Consultant Jan Unwin, who is presently conducting the Superintendent's Capacity Building Performance Review has suggested the Board performance review be revisited once the Superintendent's review is completed.

4. Other Business:

5. Next Meeting: October 8, 2025

6. Adjournment: 10:51 a.m.



Summary
Policy Committee – SD 64 (Gulf Islands)
September 24, 2025 | 9:00am

In attendance:

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

Trustees: Jeannine Georgeson, Greg Lucas, Nancy Macdonald

Staff: Jill Jensen (Superintendent), Jesse Guy (Secretary-Treasurer), Boe Beardsmore (Associate Superintendent), Adrian Pendergast (District Principal), Lori Deacon (Director of Corporate Services), Shauna Klem (Executive Assistant)

Partner Group Representatives: Shelly Johnson (GIPVPA), Katherine Hazen (DPAC), Andrew McPhee (GITA), Angela Thomas (CUPE)

The meeting was called to order at 9:01 a.m. by Committee Chair Luporini.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Summary of the May 28, 2025, Policy Committee Meeting adopted by consensus as presented.

3. New Business

(a) New Draft Policy – 5.65 Naming of Facilities

Secretary Treasurer Guy provided an overview of a new draft policy. A suggestion was made to reorder working committee membership representatives (3.0) by moving local First Nations rights holders / Indigenous Education Council to the top of the list and to reword references of the working committee to reflect naming and renaming procedures.

Action: The Policy Committee recommends the amended draft Policy 5.65 Naming of Facilities be brought to the October 8, 2025, Board Meeting in Public for notice of motion and circulated for feedback.

4. Other Business / Business Arising

(a) Role of the Chair & Vice-Chair and Trustee Remuneration

Discussion carried forward as an action from the May 28, 2025 Policy Committee Meeting.

- 1.21 Role of the Chairperson & Vice Chairperson
- 1.22 Trustee Remuneration

Secretary Treasurer Guy provided comparative data showing percentage differences in salaries among Chairs, Vice-Chairs and Trustees from comparably sized districts as well as our neighbouring districts.



Based on this data, Secretary Treasurer Guy recommended that reducing the Vice Chair's salary and responsibilities would allow for an increase in the Chair's salary. The committee discussed internet service reimbursement and other Trustee benefits offered in districts across the province. Committee Chair Luporini proposed adding a new guideline that trustee remuneration be reviewed at the end of each term. She further recommended reallocating the salary difference between the Vice Chair and Trustee to the Chair salary.

The Committee reviewed the roles and responsibilities of the Chair and Vice-Chair. It was recommended that Policy 1.21, Section 2.3 be amended to replace the word "shall" with "may" to indicate that attendance at agenda setting meetings is not required of the Vice-Chair.

Action: The Policy Committee recommends the Board approve the amendment to add the new guideline to policy 1.22 Trustee Remuneration. The Committee recommends that the Board approve the new salary distribution model and implementation effective November 1, 2026 with the election of a new Board. Staff will craft a motion that reflects the recommended salary changes for the Board's consideration at their October 8, 2025, Public Meeting.

The Policy Committee recommends the Board approve amendments to Policy 1.21 Role of the Chairperson and Vice Chairperson.

(b) 2.30 Anti-Racism

The Committee considered removing the specific reference to May for an annual report to the board, as that timing does not align with the administration of the anti-racism survey, which takes place at the end of June.

Action: The Policy Committee recommends the amendment to Policy 2.30 4.4, removing "in May", be brought to the October 8, 2025 Board Meeting in Public for notice of motion and circulated for feedback.

5. Next Meeting: December 10, 2025

6. Adjournment: 10:06 a.m.



Briefing Note

Title: Policy Committee – Public Agenda Report and Committee Recommendations

Date: October 8, 2025

From: Lori Deacon, Director of Corporate Services

Audience: Public

Purpose

This brief is intended to provide context and understanding to the Policy Committee Report items for the October 8, 2025 Board Meeting public session agenda. This content reflects recommendations from the Policy Committee arising from the September 24, 2025 Policy Committee Meeting.

Recommendation

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

Background

Policy Committee - item 10(d):

i. New Draft Policy 5.65 Naming of Facilities

This draft policy provides a framework for process should the Board need to name a new facility or consider renaming an existing facility. The Policy Committee is recommending that the Board present a Notice of Motion to adopt the policy, and to circulate the draft policy for feedback. The Board would consider feedback and approval at the November 19, 2025 public meeting.

ii. 1.21 Role of the Chairperson and Vice-Chairperson

An amendment was made to indicate that attendance for meeting agenda setting is optional and not required of the Vice-chair. The Policy Committee is recommending that the word “shall” is changed to “may” in section 2.3 to reflect this.

iii. 1.22 Trustee Remuneration

This policy committee is recommending amendments to trustee annual remuneration that recognize the additional time and work required of the Board Chair. The committee recommends that an amount be removed from the Vice-Chair’s remuneration and added to the Chair’s remuneration, without increasing the overall allotment for trustee total compensation, and that the change will be implemented for the next elected board, effective November 1, 2026.



The Committee also recommends that a guideline be added to the policy to require a review of trustee remuneration in the last full year of a Board's term.

iv. 2.30 Anti-Racism

A minor revision is being recommended to remove the specific month reference (May) for the required annual report to the Board (section 4.4). This change allows for annual reporting to better align with district practices, which currently support a fall reporting timeline, and could change in future years. Given the degree of consultation that took place with partners and community, through the anti-racism working group, with the development of the policy, the committee is recommending that the amended policy be circulated for feedback. A Notice of Motion is recommended for the Board to consider feedback and approval at the November 19, 2025 public meeting.

Attachments/Links

- *Draft policies and amendments have been appended to each item in the meeting agenda package.*



Policy 5.65 Naming of School Facilities

The Board of Education believes that the name of a school facility can enhance the ownership and identification that the community has with its school and the School District.

The Board acknowledges that there may be times when it is appropriate to consider naming or renaming existing facilities. The decision to name or rename a school facility must reflect both the educational needs of the students and the history and cultural tradition of the school and community. The Board will only consider proposals to re-name a school facility in cases where the existing name is deemed to no longer be serving the needs of the school population or the community.

The relationship between the school facility and the land on which it is located is important in the naming process. General policy shall be to name school sites and facilities for local historical or geographical prominence. Naming should serve to readily identify the school or site on a provincial-wide basis while recognizing the local importance of the institution.

The following guidelines shall apply to the naming or renaming of district sites, schools or specific facilities, or parts of facilities (gymnasiums, halls, theatres, annexes, music rooms etc.) of schools or facilities within the jurisdiction of the Board.

Guidelines

- 1.0 The naming or renaming of a school will be decided by the Board following reasonable consultation with members of the school community.
 - 1.1 When selecting a place-based name that acknowledges and honours Indigenous history, early engagement and involvement with local First Nations partners and rights holders must be sought.
 - 1.2 A facility name that is already in use in another district, especially a neighbouring one, is to be avoided.
 - 1.3 No new facilities shall be named after a person, or any facility renamed after a person.

Legislative References:

Collective Agreement References: Nil

Date of Adoption: DRAFT

Date of Revision:



- 2.0 The Board will initiate the naming or renaming process and approve the naming/renaming of school facilities and land.
- 3.0 The Board will provide direction to the Finance Audit and Facilities (FAF) Committee, at the beginning of the naming or renaming process, to establish a working committee for the naming/renaming of a particular school for facility.
- 3.1 The working committee will consist of the following membership (as applicable):
- 3.1.1 a representative of local First Nations rights holders / Indigenous Education Council
 - 3.1.2 the school trustee representative / a trustee from the community
 - 3.1.3 the school principal /site supervisor
 - 3.1.4 a member of executive staff
 - 3.1.5 a representative of the school's Parent Advisory Council
 - 3.1.6 a representative of the school's teaching staff (GITA)
 - 3.1.7 a representative of the school's support staff (CUPE)
 - 3.1.8 a representative of the school's student body (grade 7-12)
 - 3.1.9 a representative of local community
- 3.2 The working committee will receive and consider community and individual suggestions on invitation through school and district communications. The committee shall seek input from the school community and the community at large and generate a short list of up to three names, each with a rationale and backgrounder, for the FAF Committee's consideration.
- 3.3 Preference will be given to local Indigenous place names and only used with permission granted by the local First Nations rightsholders of the land on which the facility is located.
- 4.0 The FAF Committee will provide the short list, including backgrounder materials, and make a recommendation to the Board for approval.
- 4.1 A recommendation should be provided to the Board no less than six months prior to the scheduled opening of a new school facility.



Policy 1.21 Role of the Chairperson & Vice-Chairperson

1. The Board Chairperson

The Board delegates to the Chairperson the following powers and duties:

- 1.1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *School Act* and the bylaws and policies as established by the Board and where those are silent, *Robert's Rules of Order, Newly Revised*.
- 1.2. Prior to each Board meeting, consult with the trustees and confer with the Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
- 1.3. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that collective opinion can be developed and a corporate decision reached.
- 1.4. Keep informed of significant developments with the sector.
- 1.5. Keep the Board and the Superintendent informed in a timely manner of all matters coming to the Chairperson's attention that might affect the District.
- 1.6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events and convey to the Superintendent concerns from trustees, parents, students, or employees which may affect the administration of the District.
- 1.7. Act as the spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
- 1.8. Act as one of the signing officers for the District.
- 1.9. Extend hospitality to other trustees, officials of the Board, the press and members of the public.



- 1.10. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

2. The Board Vice-Chairperson

The Board assigns to the Vice-Chairperson specific responsibilities:

- 2.1. The Vice-Chairperson shall act on behalf of the Board Chairperson, in the latter's absence and shall have all the powers, duties and responsibilities of the Board Chairperson.
- 2.2. The Vice-Chairperson shall assist the Board Chairperson in ensuring that the Board operates in accordance with its own bylaws and policies and in providing leadership and guidance to the Board.
- 2.3. The Vice-Chairperson ~~shall~~ may attend agenda setting meetings for regular scheduled Board meetings.
- 2.4. The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.



Policy 1.22 Trustee Remuneration

In accordance with the provisions of the *School Act*, the Board of Education may authorize the payment of remuneration to the Chairperson, Vice-Chairperson and other trustees.

The role of trustee is complex and requires a significant time commitment. While trustees provide their service and time willingly because of their belief in the public education system, the Board recognizes that trustees should receive financial recognition by means of remuneration for their service.

The annual trustee remuneration paid to the Chairperson, Vice-Chairperson, and trustee effective July 1, ~~2024~~[2025](#), is

Chairperson	\$20,201.38 20,550
Vice-Chairperson	\$18,805.39 19,130
Trustee	\$17,409.42 17,710

Trustee remuneration shall be adjusted annually effective July 1st. The adjustment shall reflect the Canadian Consumer Price Index established for July of each year.

Guidelines

1. Annual remuneration is taxable.
2. Payments are made on a monthly basis.
3. Trustees will be reimbursed for internet services, up to five hundred dollars annually, and provided with a portable device to conduct school district business during the term of office.
4. [The Board shall review trustee remuneration in the last full year of its term, prior to an election.](#)



Policy 2.30 Anti-Racism

Anti-racism is the practice of identifying, challenging, preventing, eliminating, and changing the structures, policies, practices, values and behaviours that perpetuate racism (Provincial Government of British Columbia). The Board of Education affirms that violence, hatred, and discrimination based on racial identity have no place in our School District.

The Board acknowledges that systemic racism and discrimination exist and stem from racist and discriminatory ideologies, systems, cultures, and structural dominance of white supremacy. The Board acknowledges that race is a social construct that continues to be used to legitimize and perpetuate white supremacist beliefs and practices.

The Board recognizes that racism in all its forms is harmful to those directly affected and to all members of the school community.

The Board upholds that all individuals have the right to their fundamental freedoms and protection from discrimination and condemns all forms of racism.

The Board is committed to providing an education system that is safe, welcoming, and free from racism.

The Board is committed to creating learning and working environments that are inclusive and affirming for all students, staff, and community members.

The Board is committed to supporting equitable educational access to quality programs for all learners regardless of race, colour, ancestry, national or ethnocultural origin or religion.

The Board is committed to supporting individuals on their anti-racism journey through in-service, professional development, resources, and materials.

The Board is committed to offering and recommending curricular resources and skills development opportunities to support anti-racism teaching in schools and classrooms.

Legislative References: *BC Human Right Code*, *BC Declaration of Rights of Indigenous Peoples Act*,
Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, and
Canadian Multiculturalism Act

Collective Agreement References: Nil

Date of Adoption: June 8, 2022

Date of Revision: May 9, 2024



The Board supports and upholds the BC Human Rights Code, *BC Declaration of the Rights of Indigenous Peoples Act*, the *Canadian Human Rights Act*, the Canadian Charter of Rights and Freedoms, and the *Canadian Multiculturalism Act*.

Guidelines

The Board will proactively engage in the following:

1. Anti-Racism Education

- 1.1. Offer resources and materials
 - 1.1.1. That highlight the experiences, contributions, and achievements from diverse demographic groups.
 - 1.1.2. That includes histories and narratives of historically oppressed peoples.
 - 1.1.3. That are inclusive and free from bias and stereotypes.
- 1.2. Provide learning opportunities through in-service, professional development, and resources to support staff and students on their anti-racism journey to enhance awareness, knowledge and understanding of bias, privilege and racism.

2. Addressing Systemic Racism

- 2.1. Promote the development of knowledge, skills and attitudes to identify and respond effectively to racism, enhancing positive role modelling and leadership among students and staff.
- 2.2. Promote opportunities to dismantle racism and exclusionary practices.

3. Reporting and Addressing Incidents of Interpersonal Racism

- 3.1. Utilize educationally focused, developmentally appropriate and socially accountable methods to address incidents of racism.
- 3.2. Outline procedures for reporting and addressing incidents of racism.
 - 3.2.1. Schools shall include in the Code of Conduct statements that reflect the principles, policies and purposes of the BC Human Rights legislation.

Legislative References: *BC Human Right Code*, *BC Declaration of Rights of Indigenous Peoples Act*, *Canadian Human Rights Act*, Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: June 8, 2022

Date of Revision: May 9, 2024



3.2.2. When acts of racism, discrimination or hate occur, the following actions should guide the response from the school:

- Stop and interrupt: wherever possible, intervene immediately to stop the act of discrimination and acknowledge what was said or done was inappropriate.
- Name the discriminatory act: address the action – focus on the act. For example “that comment is racist” ...as opposed to “you are a racist”. If uncertain about the discriminatory nature of the act, consult with the designated District staff member.
- Support the affected individual(s): ensure their safety and the well-being; employ school District based supports; and remove the alleged aggressor(s) from the area and separate the parties, if necessary and as appropriate.
- Report the incident: follow the procedures outlined in the Code of Conduct to report to the Principal or Director of Instruction.
- Document the incident: hold people accountable for their discriminatory actions, including documenting and reporting details of what happened and taking appropriate and proportionate disciplinary and/or restorative action.
- Examine and restore: where necessary, restore the school climate, and consider additional follow-up actions to prevent a repeat of the same acts.

3.2.3. When an act of racism, discrimination or hate happens at the school, the incident will be reported to the designated District staff member:

- Consult with designated District staff member to develop a response plan inclusive of disciplinary action and/or restorative measures in alignment with the Code of Conduct and Violent Threat Risk Assessment and to develop a plan to support the school community.

3.3. Publish procedures in school handbooks, newsletters, and on the District website.

4. Annual Review

4.1. Review the process of individual incidents of racism at the school and District levels by the designated District staff member.

Legislative References: *BC Human Right Code*, *BC Declaration of Rights of Indigenous Peoples Act*, *Canadian Human Rights Act*, *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: June 8, 2022

Date of Revision: May 9, 2024



- 4.2. Track progress of the District's collective anti-racism journey through annual surveys.
- 4.3. Ensure equity work is embedded in annual school growth plans.
- 4.4. Provide an annual review to the Board ~~in May~~.