



AGENDA
Committee of the Whole (COW) – SD 64 (Gulf Islands)

Call to order:

- 1. Adoption of Agenda**
- 2. Approval of 2025 10 08 COW Summary (attachment)**
- 3. Business Arising / New Business**
 - a) Accessibility (attachment)
 - b) Feeding Futures (attachment)
 - c) Scholarships and Dual Credit (attachments)
 - d) Early Years (attachments)
 - e) Broadcasting (attachment)
 - f) Review of Meeting & School Visit Process (attachments)
 - g) Role of Superintendent (attachment)
- 4. Other Business**
- 5. Next Meeting - TBD**
- 6. Adjournment**



Summary
Committee of the Whole (COW) – SD 64 (Gulf Islands)
October 8, 2025 – 9:00 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: Clare Hoffman (DPAC), Andrew McPhee (GITA), Angela Thomas (CUPE),

Absent: GIPVPA

Called to order at 9:05 am by Chair Katrensky.

1. Adoption of Agenda

Agenda was adopted by consensus.

2. Approval of Summary

September 24, 2025 summary was approved as presented.

3. New Business

a. *Long Term Planning*

Superintendent Jill Jensen presented an overview of key priorities for the Ministry of Education. These included childcare on school grounds, EA workforce initiatives, expedited teacher certification, literacy screening, Framework for Enhancing Student Learning, curriculum updates such as Holocaust education and CPR/AED learning, the presence of AEDs and naloxone kits in schools, cybersecurity and Education for Human Flourishing. She noted that the Ministry of Infrastructure, formed in 2024, is responsible for capital infrastructure for schools and all capital projects. Priority initiatives for the Ministry include a K-12 Literacy Support Initiative, an Indigenous-focused non-instructional day, and Safe, Caring and Inclusive Schools.

Secretary Treasurer Guy shared a draft Annual Budget 2025-2026 Discussion Package which outlined the typical yearly budget cycle. Discussion followed regarding funding pressures, and the significant transportation costs incurred by the district.

The board discussed how the expanding provincial priorities align with our local district's goals and needs. It was noted that our resources are largely tied to restricted funding, and the board emphasized the importance of continuing to use our strategic directions to guide effective resource governance.



b. Trustees as Storytellers

Chair Katrensky reviewed how trustees will report at Public Board Meetings. Moving forward, trustees will collaboratively prepare a report following each scheduled annual school visit to be shared at the district level as a Spotlight64 story.

4. Other Business:

5. Next Meeting: April 22, 2026

6. Adjournment: 10:28 a.m.



Briefing Note

Title: Accessibility Update 2025 - 2026

Date: April 22, 2026

From: District Principal, Dan Sparanese

Audience: Committee

Purpose

To provide an annual update on the work of the District Accessibility Group.

Recommendations

For information only.

Background

[Gulf Islands SD64 Accessibility Plan](#) came into effect in September 2022 and is reviewed and updated yearly by the Accessibility Group.

The Accessibility Group (AG) is a requirement of the District Accessibility Plan, as per BC Provincial Government mandate. The group consists of volunteers who support the district in improving accessibility for students, staff, parents and community members.

Highlights

Meeting #1: review terms of reference and the previous year's accessibility barriers.

Meeting #2: review the feedback from the District Accessibility Reporting Tool to generate recommendations to Senior Team/Facilities.

Long-Term Goals:

Principals are working with teachers, student councils, and students to use the BC CAISE Accessibility Assessment Tool in all classrooms and shared school spaces. This collaborative process has already helped, and will continue to help, identify barriers across learning environments.

Visibility - District Accessibility Reporting Tool:

- Available on the district website, SD64 App, Facebook page, posters in schools, stickers in high traffic areas with QR codes.
- Continue to include in school newsletters, highlight at PAC meetings, staff meetings and ELT meetings.



Data:

- Received 5 submissions through the district accessibility reporting tool: 5 physical/environmental barriers; 2 police/practice barrier. (*some reports can be classified with multiple barrier types)
- The feedback for the barriers was shared with facilities and with the school principals for further follow up.

Attachments/Links

[Gulf Islands SD64 Accessibility Plan](#)

[SD64 Accessibility Reporting Tool](#)



Briefing Note

Title: Feeding Futures Annual Update
Date: April 22, 2026
From: District Principal, Dan Sparanese
Audience: Committee

Purpose

This briefing note provides an update on the Feeding Futures program for the 2025–2026 school year, including student impact, infrastructure improvements, partnerships, and planned next steps.

Recommendations

For Information only.

Executive Summary 2025-2026

Feeding Futures supports over 175 students every day with free, nutritious meals that reduce barriers to learning and enhance student well-being. With strategic investment in infrastructure, expanded in-house production, and strong community partnerships, the district is building a sustainable and scalable school food program. This report summarizes achievements, impacts, and priorities for the coming year.

Background:

Feeding Futures is a three-year, \$71.5M provincial initiative (now in its 3rd year) designed to:

- Address food insecurity in schools.
- Support student well-being by reducing hunger and nutritional gaps.
- Help offset rising food costs for families.

SD64 also benefits from recent federal contributions through the National School Food Program (NSFP).

Program Reach & Daily Impact:

- 175 students receive a free daily lunch



- This represents 11.5% of all Gulf Islands Students
- 150+ students/day access breakfast and snack programs.
- 30% of food is locally sourced within BC.
- Zero-waste packaging used in 6 school sites.

Infrastructure Investment:

A total of \$155,000 in provincial grant funding supported kitchen upgrades and equipment procurement this year:

- \$115,000 invested in GISS and Pender kitchen improvements
- \$40,000 awarded to replace the GISS walk-in cooler
- A district food delivery vehicle purchased for Salt Spring Island

In addition, a \$45,000 United Way grant funded upgrades to the Mayne Island School kitchen, directly supporting the district's food program.

Community Partnerships and Educational Impact:

- Galiano Club, Truss Farm Foods, and individual Mayne Island contributors,
- Country Grocer, The Market, Tru Value, Saturna General Store
- Island Health, CUPE

Over 9,000 meals were prepared and served this year at SSE, Fernwood, and Fulford—made daily by students and staff at the GISS teaching kitchen.

The GISS Teaching Kitchen also supports 12 students earning Work Experience 12 credits through their involvement in lunch production. Students participate in all aspects of the program — from food prep and kitchen operations to packaging and delivery workflows — developing employability skills aligned with the B.C. graduation program.

Progress on 2024-2025 Goals:

Expand Access & Sustainability:

- Completed: Transition to in-house lunch production for SSI schools, resulting in significant cost savings and expansion of breakfast/snack programs district-wide
- Completed: Expanded universal snack and breakfast participation at GISS through centralized purchasing, improving efficiency and lowering cost.



Upgrade Facilities:

- Completed: Major improvements at GISS (prep areas, refrigeration, workflow)
- In progress: Pender School upgrades to cabinetry and appliances
- New investment: \$7,500 for Saturna School kitchen equipment due to cost savings

Improve Communication & Reduce Stigma:

- Completed: District-wide communication framework using inclusive, stigma-free language
- Ongoing: Universal snack programs continue to increase barrier free access. Participation rates remain consistent with last year.



Briefing Note

Title: Dual Credit / Scholarship Program Progress Report

Date: April 22, 2026

From: Lyall Ruehlen, District Principal

Audience: Committee

Update

Dual Credit Program

- a. Expanded post-secondary exposure for students through field trips, career events, and partnership activities, with over 20% of Grade 12s enrolled in Dual Credit.
- b. Strengthened policy alignment by consolidating Career Education resources and reviewing transition plans to ensure compliance with the Ministry guidelines.
- c. Increased pathways and supports through renewed SIP engagement, including Camosun Pathways enrolments and successful grant contributions totalling \$130,000 for expanded learner opportunities.

Scholarship Program

- a. Established a new partnership with Salt Spring Literacy to provide résumé and cover letter workshops, improving student readiness, confidence, and equitable scholarship outcomes.
- b. Maintained accurate donor information and scholarship listings to continue to strengthen donor relationships.
- c. Created a streamlined, student-friendly application form and enhanced database functionality to increase student confidence and participation.

Recommendation

- Explore partnership with Royal Roads Bloom Castle as location for dual credit opportunities and Post Secondary pathways.
- Create an online scholarship application process that consolidates and simplifies the process for students, staff and our community partners.

Attachments/Links

Dual Credit and Scholarship Progress Report (full)

Careers and Community Engagement

Dual Credit / Scholarship Progress Report

Submitted to the Superintendent

March 13, 2026

Theme: "Awareness and Opportunities – A Student-Centered Approach"

Vision

A commitment to continuously strengthening long-standing programs through collaborative learning, deeper student engagement, and equitable access that supports every learner's journey.

DUAL CREDIT PROGRAM PROGRESS

Dual Credit Goal

To bridge policy and practice by balancing system complexity with on-the-ground realities. Through inclusive, well-designed education and training programs, we aim to ensure smooth transitions into post-secondary education and meaningful employment.

1. A Collaborative Approach

Action

Engage in weekly collaboration with the Career Education team—working alongside LIST, teachers, EAs, and administrators—to expand student access to Dual Credit opportunities by identifying students who would benefit from these pathways and gathering feedback to ensure supports are responsive during this key transition period.

Results

- Students experienced increased opportunities to explore post-secondary pathways through field trips, career events, and partnership activities.

- Over 20% of Grade 12 students are currently enrolled in a Dual Credit program or course.

2. Awareness of Ministry Policy & Compliance

Action

Conduct ongoing review of Ministry Dual Credit policy changes, including meeting with Ministry staff and collaborating with our Community of Practice, to ensure district practices remain compliant, up-to-date, and centered on student success.

Results

- Consolidated multiple Career Education resources into a single, simplified reference tool for the Career Education team, ensuring all Dual Credit programs are compliant with Ministry policies.
- Completed a review of student transition plans to confirm alignment with emerging Ministry guidelines and ensure the overall student experience in Dual Credit programs is supported.

3. Strengthening Involvement with the South Island Partnership (SIP)

Action

Actively participate on SIP's operational, management, and steering committees, alongside regional Careers teams, to strengthen staff capacity and broaden opportunities for students.

Results

- All Dual Credit students are progressing successfully, supported through consistent, coordinated communication between our Career Team and the SIP team to ensure their needs are met throughout the program.
- Two students enrolled in the Camosun Pathways Program—the first registrations in several years—a collaborative effort between the SD64 LIST and SIP teams.
- One student is competing in Skills Canada for Welding; he is currently enrolled in our Train in Trades Welding program at Camosun.

SCHOLARSHIP PROGRAM PROGRESS

Scholarship Goal

To ensure every student can access scholarships, awards, and bursaries through a clear, supportive, and equitable process. Our aim is to build on traditional practices so all students have a positive experience and feel supported.

1. Simplifying the Application Process

Action

Review scholarship application structures to ensure students can easily find information, receive personalized support, and move through a more accessible and confidence-building process.

Results

- Established a Scholarship Committee to coordinate timelines, communication, and outreach.
- Created a streamlined, student-friendly application form and improved database functionality to increase confidence and participation.

2. Deepening Relationships with Benefactors

Action

Strengthen relationships with donors and community organizations through consistent communication and consultation to review existing information and clarify expectations and historical commitments.

Results

- Ensured accurate, up-to-date scholarship information by removing inactive awards and maintaining current donor details on the District website, streamlining the student application process and strengthening donor relationships.

3. Collaboration With Outside Agencies to Enhance Student Support

Action

Reach out to external agencies to provide enhanced academic and practical support for students—especially those without access to peer or family assistance—during the scholarship application process.

Results

- Established a new partnership with Salt Spring Literacy to deliver résumé and cover letter workshops.
- Improved student readiness and confidence, contributing to more equitable scholarship outcomes.



Briefing Note

Title: Early Learning Annual Update
Date: April 22, 2026
From: Associate Superintendent
Audience: Education Committee

Purpose

An update on Early Learning for 2025-2026 school year.

Recommendation

For information only

Background

Goals for 2025-2026:

- To continue to build capacity and enhance practice in play-based learning, early years literacy, and classroom supports
- To support families and schools in early years to Kindergarten transition

By focusing on the goals, the early years team continues to engage in developing strong home-school relationships to support the social-emotional and academic needs of students.

Highlights:

- Supported K-3 classrooms through 110 targeted visits from September to March.
- Strengthened K-3 literacy practice through in-service learning on assessment, collaboration and data-informed interventions.
- Fostered mentorship, shared resources, and cross-district collaboration opportunities
- Planned K transition event for Term 3, including Welcome to K, K-Play, Kickstart to K, and Welcome Picnics.
- Facilitated GISS student volunteers in Salt Spring Elementary K and Grade 1 classes.
- Coordinated the implementation of Roots of Empathy at SSE and Fulford School.

More information included in attachment.

Attachments

Early Learning Annual Update - attachment

Early Learning – Annual Update

Lorna Fraser – Principal of Early Years

2025-2026

K–3 Classroom Visits and Supports

- Estimated number of classroom visits and supports: 110

Supports provided included:

- Literacy support within classrooms
- Observation and resource gathering to support new primary teacher
- Coordination and support for new primary teacher to shadow experienced Kindergarten and Grade 1 teachers at SSE
- DIBELS training in collaboration with the Literacy Lead and classroom teachers
- Participation in school-based team meetings

Strong Start Programs

School	Registrations
Pender	17
Saturna	10
Mayne	14
Galiano	23
Fulford	49
SSE & Fernwood	166

Hours of Operation

School	Days	Hours
Pender	Thursday	9:00 am – 12:00 pm
Saturna	Tuesday & Thursday	9:00 am – 12:00 pm
Mayne	Tuesday	12:30 pm – 3:30 pm
	Thursday	8:40 am – 11:40 am
Galiano	Monday & Tuesday	9:30 am – 12:30 pm
SSE	Monday – Thursday	8:30 am – 11:30 am
Fernwood	Monday – Wednesday	8:30 am – 11:30 am
Fulford	Monday – Thursday	8:15 am – 11:15 am

Strong Start Team Meetings

- **Schedule:** Second Tuesday of each month
- **Facilitated by:** Early Learning Lead & Andrea Hollingsworth

Key areas of focus include:

- **Licensing & ECE recertification**
 - One- and five-year renewal processes
 - Letters of reference, verification of hours, and documentation for Human Resources
- **Professional learning opportunities**
 - Sharing and reporting of school-, district-, provincial-, community-based, and virtual professional development
- **Public Health collaboration**
 - Ongoing communication regarding available family supports and visiting practitioners (e.g., dietitians, dental hygienists, public health nurses)
- **Program-focused discussions**, including:
 - Curriculum planning (literacy, numeracy, music, movement, art, outdoor education, and social-emotional learning)
 - Strengthening school community connections (staff meetings, Big Buddies, school events, volunteers)
 - Guiding and caring strategies, budgeting, equipment and supplies
 - Attendance and registration

Guest speakers this year:

- *The Diverse Village: Neurodiversity.* January 2026
- *Cathy Walker, Inclusive Education: Developing shared language when supporting families of students of concern.* March 2026

Upcoming Kindergarten Transition Events:

- Each school hosts transition events tailored to the needs of their community. Events emphasize play-based learning, guided tours, and opportunities for children and families to connect with kindergarten teachers and classmates.
- These early connections reduce anxiety, support smoother separations, and foster the confidence and curiosity children need as active participants in their new learning community—key goals of the BC Early Learning Framework.

School	Event	Date	Time
Fernwood	Pizza Night	April 28 *Alternate date April 30	4:30–5:30 pm

	Kindergarten Play Sessions	May 5, 12, 19, 26	2:00–3:00 pm
	Family Information Night	May 27	TBD
	Welcome to K Picnic	June 11	TBD
SSE	Kickstart to Kindergarten	April 10	4:30–5:30 pm
	K Play Sessions	Apr 15, 22, 29 & May 6	2:00–3:00 pm
	Family Information Night	May 27	4:30–5:30 pm
	Welcome to K Picnic	June 4	1:30–2:30 pm
Fulford	Kindergarten Play Sessions	May 5, 12, 14, 19, 29	(1PM-3PM)
	Welcome Picnic	June 9, 2026	TBD
Mayne	Kickstart to Kindergarten	Journey to K dates	9am-11am
		May 4 th	9am-11am
		May 25 th	
	Welcome to K	June 11 th	9am-1130
Galiano	Kindergarten Transition Events	K Play 2 Sessions: April 20 May 11.	1:30-3pm
		Welcome to K: May 25	2 – 3:15pm
Pender	K Orientation	May 5	TBD
	K Play Sessions	May 26 & June 2	TBD
Saturna	Transition Events	1 or 2 TBD	TBD

Early Learning Fair

- The Early Learning Fair brings families together with community partners to share resources and answer questions about kindergarten readiness.
- **2026 Host:** Child Care Resource & Referral (CCRR)
- **SD64 Support:**
 - Use of the SSE playground
 - Opportunities for children to explore a school bus and learn safety protocols

Early Learning Professional Development

- **POPEY Literacy Series:**
 - Six sessions focused on evidence-based literacy instruction
 - October 2025 – April 2026
- **DIBELS Screening:**

- Training and in-class support provided by Marie Mullen to support data-informed instructional decisions
- **POPFASD In-Service:**
 - Led by Dr. David Fainstein (February)

Additional Learning Opportunities

- **Sparkling Inspirations Conference (October 2025)**
 - Presentation by Andrea Hollingsworth and Samantha Creech: *Circle Time Favourites* workshop
 - **The Diverse Village – Early Years Presentation**
 - Resources and support for families of neurodiverse children
 - **Inclusive Education – Early Years Presentation**
 - Cathy Walker highlighted the importance of shared language when discussing concerns with families
-

Student and Volunteer Engagement

- GISS student volunteers from Salt Spring Island and Pender supporting SSE Kindergarten / Grade 1 classrooms, gaining valuable work experience.
-

Roots of Empathy

- Program delivery doubled this year, with two new instructors
 - Implemented at Fulford & SSE
 - Supported through a generous donation from the Salt Spring Island Foundation
-

Early Learning Partnerships

Monthly Early Learning Partner meetings are attended by Andrea Hollingsworth, Janice Shields, and Lorna Fraser and include collaboration with:

- Island Early Learning Network (IELN)
- Child Care Resource & Referral (CCRR)
 - Donated multiple childcare provider kits to SD64 Outer Island Strong Start programs (March)
- Salt Spring Literacy
- NatureKids BC
- The Diverse Village
- Public Health
- Salt Spring Island Library

Live Viewership Summary | September 2025 to April 2026

Overview

This report summarizes live viewership of School District No. 64 (Gulf Islands) Board of Education meetings streamed on the district's YouTube channel from September 2025 through April 2026. Seven meetings were streamed during this period. Live viewership metrics (peak concurrent viewers, average concurrent viewers, and watch time) are sourced from YouTube Studio's live stream analytics.

All concurrent viewer figures in this report reflect the external public audience only. One viewer in every session is a district staff member responsible for monitoring stream quality during the broadcast.

The February 2026 Board Meeting recorded the strongest public audience of the period with a peak of 14 concurrent external viewers and an average of 10. Across all meetings where concurrent data was available, the average peak public audience was 4.7 viewers. Average view duration ranged from 10 minutes (September 2025) to 1 hour 24 minutes (October 2025), with the October figure suggesting viewers who tuned in stayed for nearly the full meeting.

At a Glance

14

Peak Concurrent Viewers (Feb 2026)

10

Highest Avg. Concurrent (Feb 2026)

4.7

Avg. Peak Across All Meetings

Live Viewership by Meeting

Peak and average concurrent viewer counts reflect the external public audience (district stream monitor excluded). Watch time includes both live and any subsequent on-demand viewing of the recorded stream.

Meeting	Public Viewers	Peak Concurrent Viewers	Avg. Concurrent Viewers	Avg. View Duration	Notes
September Board Meeting	5	5	4	0:10:07	Facebook sharing drove significant audiences
October Board Meeting	2	2	2	1:24:20	
November Board Meeting	3	3	3	0:40:38	
November Special Meeting	2	2	2	0:14:04	
January Board Meeting	7	3	1	0:17:59	
February Board Meeting	19	14	10	0:30:12	Highest peak and average concurrent viewers. Facebook sharing drove significant audiences
April Board Meeting	6	4	3	0:32:07	

** The November Special Meeting (Board Elections) concurrent figures are carried forward from the previous SD64 Board Meeting Live Stream Assessment. This meeting was not returned in the YouTube Studio Ask Studio live stream query for the current reporting period.*

Observations

- February is a clear outlier driven by Facebook. 18 public unique viewers vs. 1–6 for every other meeting. The traffic source data shows why: 52% of February views came from Facebook/Messenger, meaning someone shared the link and it spread.
- The February 2026 meeting had an average view duration of 30:12 despite having the largest concurrent audience, which may reflect some viewers tuning in mid-stream or leaving early during a longer session.
- The September through November 2025 meetings show peak public audiences of 2 to 5 viewers, and indicates a stable, small core audience.

Report prepared by: Marc Wright, Senior Information Technology Manager, SD64

Date: April 10, 2026



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	February 11
October 8	April 8
November 19	May 13
January 14	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	January 28	FAF / Education
October 8	COW	February 25	<i>as needed</i>
December 10	Education / Policy	April 22	Education / FAF / COW
		May 27	FAF / Policy

COW: Committee of the Whole

FAF: Finance, Audit and Facilities

TRUSTEE SCHOOL VISITS

Note: Salt Spring 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	February 11	SSE
October 22	Galiano / Mayne	March 11	Saturna / Pender
November 19	GISS	April 8	64GO
		May 13	Fulford



REGULAR BOARD MEETINGS

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Public sessions begin at 1:00 p.m.

September 16
November 4
December 9
January 13

February 10
April 14
May 12
June 9

COMMITTEE MEETINGS

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

November 18 Education / Policy

April 28

COW / FAF / Education

January 27 FAF / COW

May 26

FAF / Policy

COW: Committee of the Whole

FAF: Finance, Audit and Facilities

TRUSTEE SCHOOL VISITS

SSE and 64GO visits take place on regular scheduled Board meeting days.

Fulford/Fernwood/GISS, Galiano/Mayne and Pender/Saturna visits occur on days dedicated to school visits only.

January 13 SSE

April 14

64GO

February 24 Fulford/Fernwood/GISS

June 2

Pender/Saturna

March 10 Galiano/Mayne



Policy 1.60 Role and Responsibilities of the Superintendent of Schools

The Board of Education shall clearly define the role, responsibilities, and expectations of the Superintendent that reflect Board values, uphold legislative requirements, and promote best practices in educational leadership.

1. Role and Authority of the Superintendent

- 1.1. The Board of Education designates the Superintendent as Chief Executive Officer (CEO) and delegates responsibility for educational and administrative leadership of the District to the Superintendent. All Board authority delegated to District staff is delegated through the Superintendent, who may assign daily operational responsibilities as appropriate.
- 1.2. The Board shall approve a job description for the Superintendent of Schools, which will be reviewed and updated as necessary to reflect current expectations, responsibilities, and legislative requirements.
- 1.3. The Superintendent is accountable to the corporate Board for:
 - 1.3.1. conduct and operation of the District;
 - 1.3.2. leadership in administration, instructional programs, and operations;
 - 1.3.3. compliance with Board Bylaws, Board Policy, and all legislative requirements;
 - 1.3.4. reporting to the Minister of Education and Child Care as required by the BC School Act and related legislation.
- 1.4. The Superintendent shall:
 - 1.4.1. execute the District Strategic Plan, monitor progress, and refine as needed;
 - 1.4.2. supervise and direct staff employed by the Board;
 - 1.4.3. administer, implement, and develop Board policies and District Administrative Practices;
 - 1.4.4. oversee educational programs and services to students;
 - 1.4.5. ensure facilities, transportation, and business operations support District goals;
 - 1.4.6. ensure compliance with all legal, legislative, and Ministry requirements;



- 1.4.7. advise and support the Board with recommendations on current and emerging issues.

2. Responsibilities of the Superintendent

The Superintendent's core responsibilities encompass the following areas:

- 2.1. **District Direction & Commitments:** Lead the establishment and implementation of District direction and commitments; model ethical behaviour and effective leadership.
- 2.2. **Board Governance:** Respect the Board's role and responsibilities and facilitate the implementation of that role as defined by Board policy. Advise and assist the Board in planning, resource management, and policy development; facilitate Board meetings and communications.
- 2.3. **Administrative Practices:** Develop and keep current an Administrative Practices Manual that is consistent with Board policy and provincial policies, regulations, and guidelines.
- 2.4. **Educational Leadership:** Enhance student learning and success for all children.
- 2.5. **District Planning:** Lead strategic planning, data-informed decision-making, and reporting on progress.
- 2.6. **Professional Practices:** Foster a learning environment that supports student engagement, inclusion, and success; promote Truth and Reconciliation initiatives.
- 2.7. **Engagement and Communications:** Build system and community support for District goals; maintain effective relationships with partners.
- 2.8. **District Operations:** Direct senior staff in maintaining Administrative Practices and required reports.
- 2.9. **Human Resources:** Oversee selection, promotion, evaluation, and mentorship of staff; ensure current role descriptions for direct reports. The Superintendent is delegated authority to recruit and select staff for all positions other than their



own within the limitations of legislation, budget allocations, contracts and collective agreements.

- 2.10. **Finance:** Ensure fiscal responsibility and compliance with public sector accounting standards.

3. Review of the Superintendent's Performance

- 3.1. A review of the Superintendent performance should provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. A written report of the Superintendent's assessed performance will affirm specific accomplishments and identify areas of growth where applicable. Some goals may address areas of challenge while others may identify areas where greater emphasis is required due to changes in the school district's environment. In addition, the review process serves as a capacity-building tool, supporting the Superintendent's ongoing professional development and enhancing leadership effectiveness within the district.
- 3.2. The Superintendent's performance shall be assessed in accordance with procedures mutually agreed upon by the Board and the Superintendent, established in writing prior to the commencement of the review. In the absence of agreement, the Board may proceed with an assessment based on accepted management principles. (e.g., the BC School Trustees Association (BCSTA) Leadership Competencies as a framework.)
- 3.3. The assessment will:
- 3.3.1. recognize that the Superintendent, as the Chief Executive Officer, is held accountable for work performed primarily by other senior administrators (e.g., fiscal management).
 - 3.3.2. reasonably relate to the goals and objectives established by the Board and to the duties assigned to the Superintendent.
 - 3.3.3. align with the roles and responsibilities of the Superintendent's job description and the District's Strategic Plan.
- 3.4. The assessment will be:



- 3.4.1. performance-based, focusing on improvement over time and will assess the Superintendent's success in addressing growth areas as indicated in the annual growth plan; and
 - 3.4.2. evidence-based, using objective data from multiple data sources (e.g., audit reports, accountability reports, student achievement data;
 - 3.4.3. supported by specific examples and augmented by data that may be more subjective (e.g. interviews, Board agendas, committee and meetings).
- 3.5. The assessment process will include:
- 3.5.1. distribution and explanation of the assessment framework to Trustees and relevant partners;
 - 3.5.2. compilation and reporting of results to the Board;
 - 3.5.3. an in-camera meeting to discuss the evaluation report, with opportunity for Superintendent comment;
 - 3.5.4. signing of the final assessment document by the Chair and Superintendent; and
 - 3.5.5. a copy of the signed final assessment provided to the Superintendent for their own record keeping.
- 3.6. The Board will aim to conduct a comprehensive performance review, facilitated by an external evaluator, for each new Superintendent appointment, ideally within the second year of employment.
- 3.6.1. Performance review of the Superintendent should not be undertaken as a means of trustee development.
 - 3.6.2. Additional/future review should be considered where it aligns with the Superintendent's growth plan..

4. Superintendent's Growth Plan

The Superintendent, in collaboration with the Board Chair, will develop a comprehensive multi-year growth plan.

- 4.1. The duration of the plan will be set in consultation with the Board, ideally aligning with the superintendent's contractual term of employment.
- 4.2. The Superintendent will update their plan annually, with input from the Chair, for the Board to review each year.



- 4.3. The Board will provide the Superintendent with regular feedback. Such feedback will be timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.

DRAFT