



AGENDA

1. CALL 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 Board Meeting, Public Session held 2026 04 08 (**attachment**)

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2026 04 08 (**attachment**)

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) BCSTA AGM **K B U D**
(b) Draft 2026-2027 Board Meeting Schedule **B D** (**attachment**)
Motion: *That the 2026-2027 Board Meeting Schedule be approved as presented.*

8. SUPERINTENDENT'S REPORT

- (a) GISS Student Council **K B U D**
(b) IEC Update **K B U D** (**attachment**)
(c) HR **U**
(d) Inclusive Education Update **K B U D** (**attachments**)
(e) Superintendent Growth Plan **K B U D** (**attachment**)

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report **D** (**attachment**)
(b) Draft 2026-2027 Annual Budget Bylaw **D** (**attachments**)

Motion: *That there is unanimous consent for the 2026-2027 Annual Budget Bylaw to receive all three readings at this time.*

Motion: *That the Annual Budget Bylaw for fiscal year 2026-2027 be read for the first time and passed.*



AGENDA

Motion: *That the Annual Budget Bylaw for fiscal year 2026-2027 be read for the second time and passed.*

Motion: *That the Annual Budget Bylaw for fiscal year 2026-2027 be read for the third time, passed, and adopted.*

(c) Trustee Election Information Sessions

10. COMMITTEE REPORTS

- (a) Committee of the Whole – 2026 04 22 Summary ([attachment](#))
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – 2026 04 22 Summary ([attachment](#))
- (d) Policy Committee –
 - i. *Draft Policy 1.60 Roles and Responsibilities of the Superintendent of Schools* ([attachment](#))

Notice of Motion: *to adopt new policy 1.60 Roles and Responsibilities of the Superintendent of Schools. The policy will be circulated for feedback. Feedback and adoption will be considered by the Board at the June 10 meeting in public.*

11. TRUSTEE REPORTS

- (a) BCPSEA –
- (b) Provincial Council – update
- (c) Health and Safety –
- (d) Other –

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) FAF and Policy Meetings – May 27, Teams
- (b) Regular Board Meeting – June 10, School Board Office

15. ADJOURNMENT



Present:	Chaya Katrensky Deborah Luporini Tisha Boulter Greg Lucas Nancy Macdonald Rob Pingle Jill Jensen Jesse Guy Boe Beardsmore Adrian Pendergast Lori Deacon Shauna Klem Marc Wright	Chairperson Vice Chairperson Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Associate Superintendent Director of Instruction Director of Corporate Services Executive Assistant Information Technology Manager
Guests:	Andrew McPhee Angela Thomas Candace Arthur Ryan Massey Jasmine Pamintuan Theo Carson Posey Hertman Marissa Shirk DJ Supina	GITA President CUPE President DPAC Representative GISS Principal GISS Student Council Co-President GISS Student Council GISS Student Council GISS Student Council GISS Student Council
Absent:	Jeannine Georgeson Shelly Johnson	Trustee GIPVPA Representative

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m. by Chair Katrensky. Trustee Lucas 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**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session, held 2026 04 08 be approved as presented.

CARRIED 18/26

3. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2026 02 11 be approved as presented.

CARRIED 19/26

4. **IN-CAMERA SUMMARIES**

Moved and seconded that the summary of the Regular In-Camera Meeting held 2026 02 11 be approved as presented.

CARRIED 20/26

Moved and seconded that the summary of the Special In-Camera Meeting held 2026 03 04 be approved as presented.

CARRIED 21/26

5. **DELEGATIONS**

6. **CORRESPONDENCE**

7. **CHAIRPERSON'S REPORT**

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

Trustees and staff attended the Vancouver Island School Trustees' Association Spring Conference in Cowichan on March 6-7. The district presented *Walking in Both Worlds*, highlighting the connection between governance and classroom practice. The presentation was very positively received.

Conference highlights included a tour of Nourish Cowichan to learn about its food program and a visit to Quw'utsen Secondary School.

b. **BCSTA Motions K B U D**

Trustees and staff will be attending the BC School Trustees Association Annual General Meeting in Vancouver from April 9-11. Boards of Education from across the province will be considering several motions at the AGM.

8. **SUPERINTENDENT'S REPORT**

a. **GISS Student Council K D B U**

A delegation of five students from the Gulf Island Secondary School Student Council provided an update on their current and ongoing work. A key focus has been the student interview project, which is



gathering student perspectives on learning. The council is working to support stronger connections between students and staff.

b. District Update D

Superintendent Jensen presented information from the How Are We Doing report, which focuses on the outcomes for Indigenous students, as well as the Annual School District Report. She emphasized the importance of human and social development alongside intellectual achievement. Transition and completion rates in the district are above provincial averages. A review of the Student Learning Survey indicates there is further work to be done to improve student well-being.

Attendance rates for Indigenous learners in Kindergarten – Grade 7 have decreased, while attendance rates for Grades 8-12 have increased. This will be an area of focused attention.

Ministry feedback indicates the district team effectively reviews and triangulates data to monitor and adjust strategies within a continuous improvement cycle. The team demonstrates strong vertical and horizontal coherence and collective responsibility for Indigenous learners' success through actions aligned with strategic priorities.

The primary area for growth is improving the clarity of how the district communicates its work. This includes more clearly describing horizontal alignment and continuous improvement processes at both the district and school levels, how school planning supports the development and monitoring of targeted strategies to address inequities, and how high impact strategies are identified and refined to improve learning outcomes for priority populations. Separating analysis from interpretation in future reports will further support clearer identification of growth areas and more precise interventions.

c. IEC Update K B U D

The next IEC meeting will be held on May 4 at Gulf Island Secondary School. Council members will be visiting the land and ongoing projects at Xwaaqw'um.

d. 2025-2029 BCPSEA-BCTF Provincial Collective Agreement D U

Director of Instruction Pendergast acknowledged the ratification of collective agreement language for the BCPSEA-BCTF Provincial Collective Agreement.

e. Staffing and Enrolment Update D U

Director of Instruction Pendergast provided the Board with an update on the staffing process. Student enrolment projections for the 2026/27 school year indicate a small decline in enrolment. School configuration work and related staffing requirements have begun.

9. SECRETARY TREASURER'S REPORT

a. Monthly Financial Report D



Secretary Treasurer Guy shared the Monthly Operating Expenditure Report for March, which indicates expenses are slightly under the amended budget by 0.5%, with 73% of the fiscal year completed.

b. 2026/2027 Capital Plan Response Letter and Bylaw D U

Secretary Treasurer Guy presented Capital Bylaw No. 2026/27-CPSD64-01. Approved projects include GISS roofing improvements, the purchase of an electric school bus, HVAC upgrades at Fulford Elementary, and school kitchen upgrades.

Unanimous consent that Capital Bylaw No. 2026/27-CPSD64-0 receive all three readings at this time.

CARRIED 22/26

Moved and seconded that Capital Bylaw No. 2026/27-CPSD64-0 be read a first time and passed.

CARRIED 23/26

Moved and seconded that Capital Bylaw No. 2026/27-CPSD64-0 be read a second time and passed.

CARRIED 24/26

Moved and seconded that Capital Bylaw No. 2026/27-CPSD64-0 be read a third time and approved.

CARRIED 25/26

c. 2026-2027 School Bus Registration U D

School bus registration for the 2026-2027 school year is open from April 1 – April 30. Registration forms are available on the district website.

d. Chief Elections Officer

The district is required, under the *Local Government Act*, to appoint a Chief Elections Officer to oversee trustee elections.

Moved and seconded that the Board of Education of School District No. 64 (Gulf Islands) appoint Secretary Treasurer Jesse Guy as the Chief Elections Officer to administer and conduct the school trustee elections on October 17, 2026.

CARRIED 26/26

10. COMMITTEE REPORTS

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

b. **Education Committee** – no report

c. **Finance, Audit & Facilities Committee** - no report



d. **Policy Committee U D**

i. *Bylaw #1 Trustee Elections*

The bylaw was read for the first time on February 11, 2026 and circulated for feedback. No feedback was received.

Moved and seconded that Bylaw #1 Trustee Elections be read for the second time and passed.

CARRIED 27/26

Moved and seconded that Bylaw #1 Trustee Elections be read for the third time and adopted.

CARRIED 28/26

11. **TRUSTEE REPORTS**

a. **BCPSEA**

Trustee Lucas informed trustees about BCPSEA hiring incentives, the student loan forgiveness program, and upcoming professional development opportunities for leadership staff.

b. **Provincial Council**

Vice Chair Luporini will be attending the Provincial Council meeting on Friday, April 10.

c. **Health and Safety**

Trustee Lucas reported that the most recent Health and Safety newsletter included information on AED and naloxone training, as well as musculoskeletal safety. Monthly Health and Safety newsletters are available on the district website.

d. **Other**

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

The Chair received questions from delegates and the public.

14. **NEXT MEETING DATES**

- a. Finance, Audit and Facilities and Committee of the Whole Meetings – April 22, Teams
- b. Regular Board Meeting – May 13, School Board Office

15. **ADJOURNMENT**

Moved to adjourn at 2:15 p.m.

CARRIED 29/26



Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

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

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

Record of Proceedings of the Regular In-Camera Meeting held
at the School Board Office

2026 04 08

Present:	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Tisha Boulter	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Adrian Pendergast	Director of Instruction
	Shauna Klem	Executive Assistant
Absent:	Jeannine Georgeson	Trustee

The meeting was called to order at 10:34 a.m.

The agenda for the Regular Board Meeting, In-Camera session held 2026 04 08 was adopted, as amended, by consensus.

The minutes of the Regular Board Meeting, In-Camera Session, held 2026 02 11 and of Special In-Camera Meeting held 2026 03 04 were approved, by consensus.

Items:

1. Restorative Practice
2. HR Update
3. Legal Update

Rob Pingle left the meeting at 10:52 a.m.

4. Superintendent of Appeals

The meeting adjourned at 10:53 a.m.



REGULAR BOARD MEETINGS

Held on the 2nd Wednesday of the month (except September & November). No meetings have been scheduled for the months of October 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 16*
November 4*
December 9*
January 13

February 10*
April 14
May 12*
June 9*

**In-service sessions will begin at 8:30 a.m. on meeting days where no school visit is scheduled.*

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
	<i>COW: Committee of the Whole</i>		<i>FAF: Finance, Audit and Facilities</i>

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		



1. Budget

The Council approved the 2026-2027 Indigenous Education targeting funding budget, based on an estimated enrolment of 155 students. This budget is balanced and allows for increased FTE for the Principal of Indigenous Education.

2. How Are We Doing Report

Superintendent Jensen reported on the district's efforts to improve learning experiences and overall outcomes for all students, with particular attention to Indigenous students. The *How are We Doing* report provides a system-level snapshot of student outcomes in the areas of learning, well-being, and career development. Graduation assessments and six-year completion rates show that Indigenous students in the district continue to transition successfully from grade to grade, with exceptionally high completion rates.

The Student Learning Survey (SLS) captures student voices around safety, belonging, and relationships with caring adults and informs our improvement efforts. The data indicates that Grade 7 is a low point for reported happiness, Grade 10 is the lowest for liking school, and Indigenous students report lower enjoyment of school across grades. The district is using these findings to prioritize relationship-based strategies and strengthen student belonging and engagement, recognizing that attendance is closely tied to connection, identity, achievement, and completion. Improvements to survey administration and expanded student engagement approaches ensure student voice informs action and guides ongoing improvement efforts.

Youth on the Land is a place-based learning initiative offered to students in Grades 8–12 and expanding into elementary, connecting students to the land and strengthening cultural pride and identity. The district supports meaningful practices and celebrations, including Indigenous graduation ceremonies and blanketing ceremonies that recognize students and families in culturally affirming ways. Use of SENĆOŦEN and Hul'q'umi'num' in district schools helps to strengthen cultural connection, identity, and everyday presence within learning environments. Well-being and inclusion are prioritized through the creation of wellness rooms and expanded land-based learning opportunities for all students.

Two-Eyed Seeing is increasingly embedded in curriculum, as demonstrated by an enriched Anatomy and Physiology 12 course that integrates Indigenous knowledge and has led to increased student enrollment.



3. District Updates

Indigenous Education Principal Lorna Fraser provided an update on the districts methods to track student success. The development of a new Indigenous education tracking system represents important progress following the Learning Services audit. It is essential that the tracking tool and related processes are transparent, visible, and accessible to all relevant staff.

GISS and Pender Island students participated in Youth on the Land cultural learning at Ruckle Park. Students engaged in drumming, singing, cedar weaving, a medicinal walk, meal preparation, and a celebration alongside a Tsartlip Elder and a member of the Indigenous Education Council. The next Youth on the Land sessions will take place at Xwaaqw'um with Stqeeye.

Planning is underway to celebrate 16 Indigenous Grade 12 graduates. Fulford School is preparing to host an Indigenous Gathering to mark Indigenous Peoples Day, during which the Fulford Totem Pole will be raised.

Culture Club at Salt Spring Elementary has been building connections. Recently, students shared Hul'q'umi'num' phrases they had learned at a Whole School Meeting, confidently presenting to the wider school community. During Earth Day week, several classes worked at the Welcome Pole, tending and planting Indigenous plants.

Pender Islands Grade 4/5 class will join the Grade 2/3 class from the Tribal School as witnesses at a community hall unveiling. This event, hosted by the TETÁCES planning team on S'Dayes, supports building connections through shared language and activities. PIES staff have committed to deepening their learning of SENĆOTEN and local place names.





INCLUSIVE EDUCATION UPDATE

MAY 13, 2026

FEBRUARY 2026 AUDIT UPDATE

BACKGROUND INFORMATION

The Ministry of Education and Child Care conducts periodic compliance audits across school districts to ensure alignment with provincial legislation, policies, and funding requirements. As part of this regular cycle, Gulf Islands SD64 was selected for an Inclusive Education Compliance Audit for September 1701 submissions. The audit took place from February 23-26, 2026 and focused on the district's Inclusive Education services and the use of supplemental funding designated for Inclusive Education.

PURPOSE OF AUDIT

The purpose of the audit is to provide assurance to both the Ministry and boards of education that provincial directives and policies are being followed. The audit is informed by the following:

- Form 1701 Student Data Collection
- Completion Instructions
- Ministry policies, orders and legislation
- Inclusive Education Services Manual of Policies, Procedures and Guidelines

PROCESS

The audit reviewed all funded-category files and 10 non-funded files in SD64 Inclusive Education. The review aimed to confirm that all students reported in each category met Ministry compliance.

- Form 1701 attendance and residency requirements
- Student eligibility and designation
- Assessment and documentation
- Individual Education Plans
- Evidence of services and supports
- Appropriate use of Inclusive Education Funding
- Attendance and enrolment accuracy
- Case management and monitoring

RESOURCES

[Inclusive Education Services: Manual of Policies, Procedures and Guidelines 2024](#)

[2025-2026 Compliance Audit](#)

RESULTS...

The audit team concluded that SD64 was in full compliance with all directives, policies, and orders, meeting provincial requirements for Inclusive Education.

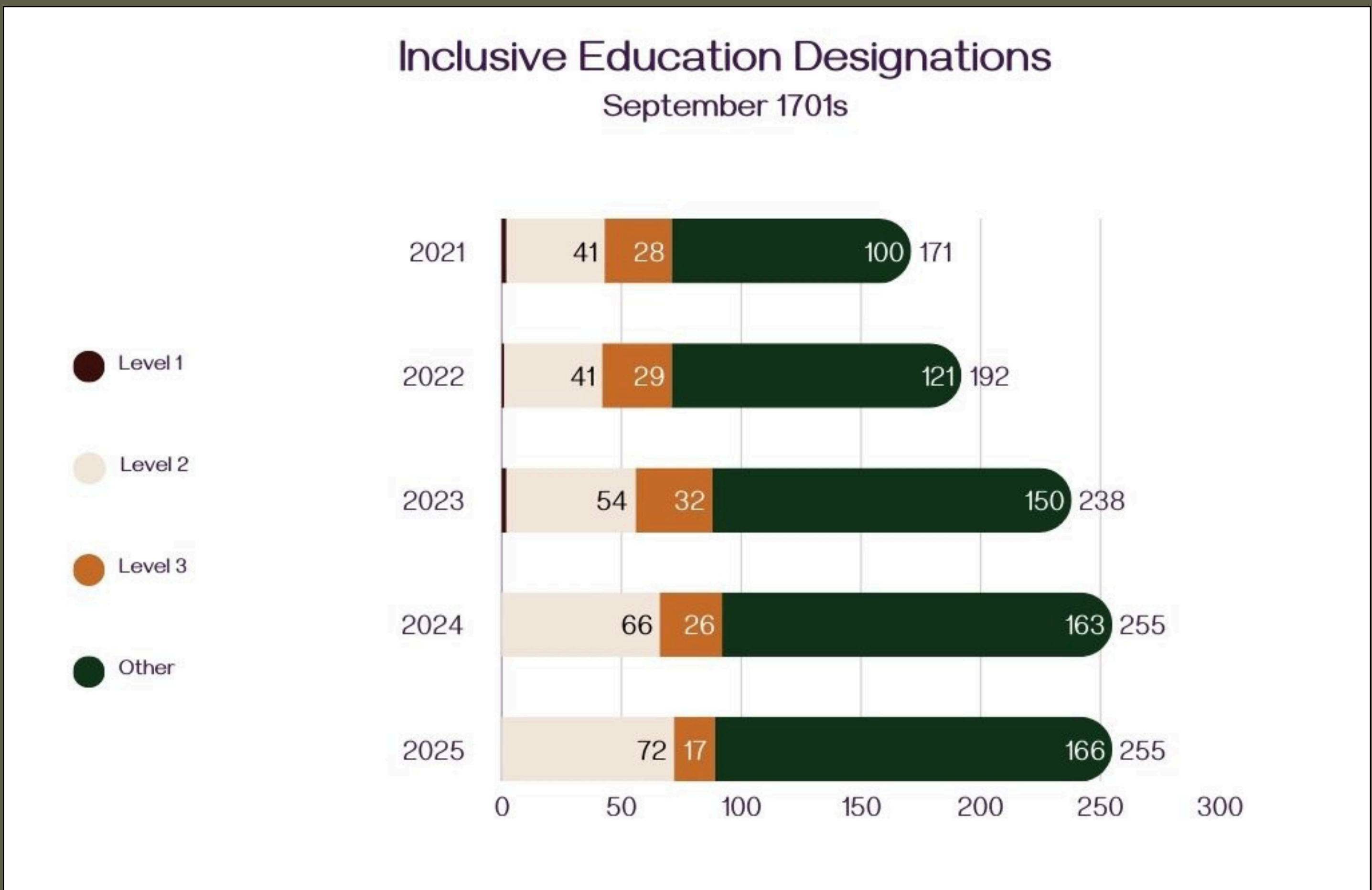
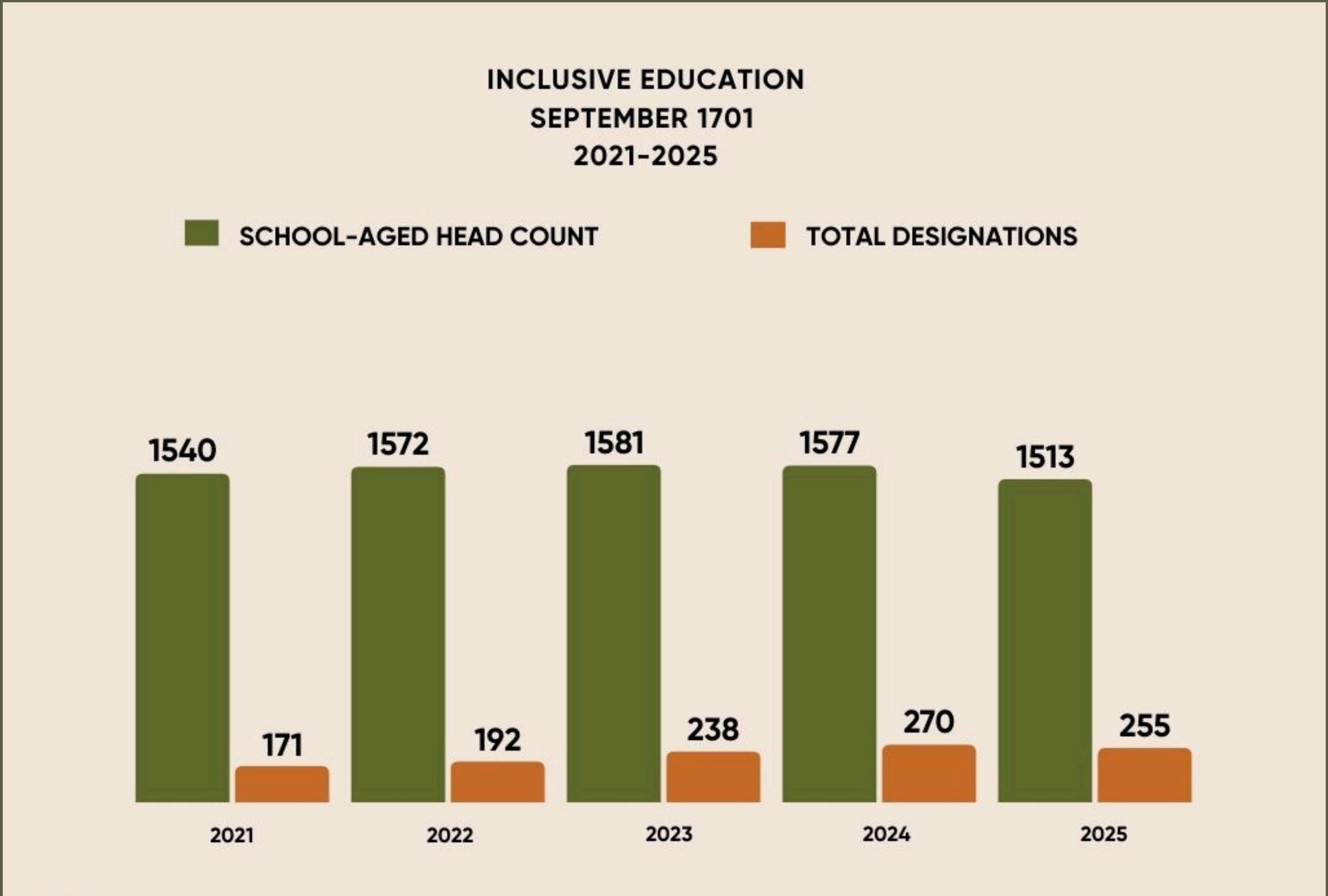
- Student files and documentation demonstrated that supports and services were provided as required.
- No further action is required beyond routine Ministry monitoring.
- No loss of designations/funding.
- Recommendation to the Ministry [to adjust one non-funded designation to a funded designation, resulting in additional funding, for SD64.](#)

FEEDBACK HIGHLIGHTS...

- "Files were a joy to read" (Lead Auditor).
- District philosophy was evident through the work, visible in the processes, practices, files, and documentation.
- Alignment from district to school to individual (Strategic Plan, Inclusive Education Commitments, School Plans, CBIEPs) - the threads of connection, consistency and collaboration were clear and visible.
- Data-informed decision-making was clearly present and documented.
- The effectiveness and active functioning of the School-based teams were particularly noteworthy.
- Professionalism of the work permeated everywhere; care and thoughtfulness were visible in every detail.
- The integrity of both staff and the district were noted and commended.



SD64 Trends in Inclusive Education 2021-2025





Student Physical Restraint and Seclusion May 13, 2026

Documentation and annual report of instances to the Board in aggregate form for the 2025-2026 School Year

Policy 4.20 - Student Physical Restraint and Seclusion

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort. Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form

AP S9 - Physical Restraint and Seclusion in Emergency Circumstances

Physical restraint and seclusion must only be used in emergency circumstances and only as a last resort when a student presents imminent danger to themselves or others.

4. Physical restraint or seclusion is:

- 4.1. used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel;
 - 4.2. discontinued promptly when the imminent danger of serious harm to self or others has dissipated; and
 - 4.3. employed only when less restrictive interventions have been exhausted and ineffective in ending imminent danger of serious physical harm;
 - 4.4. conducted in a manner that best preserves the student's dignity, wellness and safety;
 - 4.5. never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position; never employs the use of mechanical devices;
 - 4.6. documented thoroughly in each instance where physical restraint or seclusion is applied (form appended to this administrative practice), with such documentation shared by the school team, the Superintendent or designate, and the parents of the student;
 - 4.7. never used as a punishment, a form of discipline, or to force compliance.
5. Safety plans will be developed to ensure the health and safety of students and employees working with them.
6. Schools will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

SIVA - Supporting Individuals through Valued Attachments

Focus:

- Holistic, relationship-based model
 - Collaboration, goal-setting, self-management, and empowerment
 - Strong relationships and enhanced safety for individuals with complex needs
- Grounded in neuroscience of emotional regulation and executive functioning
 - Informed by attachment, resilience, and developmental dynamics
 - Guides systemic thinking and accountability
 - Emphasizes valuing individuals to achieve sustainable change
 - Supports problem-solving, decision-making, and systemic program/family change
 - Promotes safe, consistent environments for individuals with challenging behaviours
 - Provides clear, practical, relationship-based strategies immediately after training
 - Widely adopted by educators, mental health professionals, support staff, and families
 - Positioned as a proactive, relationship-focused alternative to crisis-driven approaches

Number of Incidents in 2025-2026

1



Appendix

[Emergency Use of Physical Restraint and/or Seclusion Form](#)



Professional Growth Plan for Superintendent 2026 - 2029

Supporting Learning and Leadership in Gulf Islands School District

Care deeply, act wisely, and find joy in each day.

Introduction

This professional growth plan is designed to facilitate growth and strengthen leadership based on personal professional priorities that align with the Gulf Islands School District's strategic direction and feedback from an external performance review. It outlines strengths, areas for growth, personal aspiration, and details three strategic goals, each with clear objectives and actionable steps, to help guide the district toward improved student outcomes and sustained growth across the system.

Aspiration: Systems Awareness & Transformation

From BCSSA Competencies: (The Spirit of Leadership)

Cultures of learning, curiosity and inquiry need to be supported with intentional organizational alignment. I hope to be able not only to articulate and facilitate bold visions for learning, but also to align systems such that all the interlocking communities that make up a district support those visions. Guided by an inspiring vision of learning for all children to explicit strategies that intentionally address the needs as identified through a robust reflection on evidence of learning, alignment across and through the system is critical for success. From strong governance from Boards of Education through to the financial and human resources to support the direction of the district, systems must continually work to avoid fragmentation so that our always finite time, resources, and energy can focus on those things that are most important and that is learning for all children.

Indigenous Perspectives and Considerations:

- Connect learning systems based on Indigenous ways of being and social justice, free from bias and privilege with Indigenous partners.
- Activate collective voice across the system with specific attention to Indigenous voice.
- Practice reflective and reflexive approaches.
- Respect cultural practices and protocols.

In aligning systems and the structures that uphold our systems, we create a culture of coherence by focusing direction, cultivating collaboration, securing accountability, and deepening learning. Fullan argues that "there is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress and continuous correction" (p. 2). The Gulf Islands School District's strategic direction identifies four themes to focus governance efforts. In operationalizing these themes, I hope to align all aspects of the district's work.

As a learning organization, I hope to cultivate a community culture where system awareness is at the heart of learning so that every student can thrive and flourish. The First Peoples Principles of Learning root our system with a focus on learning that is holistic, reflective, experiential, and relational—emphasizing connection, reciprocity, and our sense of place.

Areas of Strength

An external Performance Review highlighted a range of strengths that contribute to effective leadership and the ongoing success of the Gulf Islands School District.

- **Ethical Leadership:** consistently demonstrates integrity, transparency, and ethical decision-making in all aspects of their role.
- **Lifelong Learning:** strong commitment to ongoing personal and professional growth, supporting a culture of continuous improvement.
- **Political Astuteness:** excels at navigating complex educational and political environments, ensuring effective advocacy for district needs.
- **Commitment to Truth and Reconciliation:** leadership includes advancing Indigenous education and reconciliation initiatives, fostering meaningful relationships and understanding.
- **Visionary Leadership:** provides clear and inspiring direction, guiding the district toward its stated vision and strategic objectives.
- **Strategic Planning:** ability to effectively develop and implement strategic plans ensures that district goals are identified and achieved.
- **Alignment and Resource Management:** resources and organizational structures are aligned to support and advance district objectives efficiently.
- **Staff Development:** fosters professional growth and enhances staff capacity, ensuring a high-performing and adaptable team.
- **Collaborative Culture:** strong emphasis on promoting teamwork, inclusivity, and positive workplace relations throughout the district.
- **Community Engagement:** builds partnerships and encourages open communication with partners, strengthening the district's connection with its community.

Areas for Growth

Based on the Performance Review some key areas for growth were identified for personal leadership and the leadership of the Gulf Islands School District team. These include:

- strengthening data-driven growth and accountability,
- enhancing communication, transparency, and organizational culture,
- focusing on leadership development and succession planning.

Further growth may also be supported by deepening community engagement, fostering collaborative and supportive workplace practices, and regularly monitoring the alignment of resources and structures to help ensure that improvements are both effective and enduring.



Goal 1: Enhance Data Responsive and Evidence-informed Leadership and Accountability

Objective: Effectively align systems and structures to implement systematic processes for gathering and analyzing data related to student achievement, engagement, and well-being.

Actions:

- Develop and share clear metrics demonstrating the impact of actions so that improvements in student learning and wellbeing are visible and promote staff efficacy.
- Continue to create system alignment with the Strategic Plan and build greater consistency across the district while carefully managing the impact of system change.
- Explore innovative approaches to support Indigenous student success and monitor their effectiveness.
- Regularly evaluate the impact of strategies, programs, and implemented changes by gathering both quantitative and qualitative data; and using this information to refine practice.

Goal 2: Strengthen Communication, Transparency, and Organizational Culture

Objective: Foster meaningful engagement with all partners and cultivate a culture of open communication and trust.

Actions:

- Create and communicate a clear, widely shared structure that defines decision-making responsibilities and processes, allowing staff to keep their primary focus on student learning.
- Evaluate and update approaches for how information is best shared with all trustees to support their governance and decision-making needs (e.g., Trustee SharePoint, executive summaries, deeper dives at committee).
- Refresh communication approaches with staff, students, families, and partners to share the district vision, key initiatives, and decisions in ways that foster understanding, alignment, and trust.
- Expand ways of acknowledging and celebrating the impact staff are having on making a positive difference for students, linking recognition to strategic priorities.
- Intentionally strengthen leadership visibility, presence, and relationship-building across all schools and sites, with particular attention to outer-island and remote school communities, to support equitable connection, communication, and access to system leadership.
- Strengthen formal governance practices by implementing clear Board information frameworks, supporting regular Board self-assessment, and aligning trustee learning structures with strategic priorities, data literacy, and role clarity.
- Strengthen visible feedback loops (“you said - we did”) so that staff, students, families, and partners clearly understand how their input informs decisions, priorities, and system adjustments.

Goal 3: Foster Leadership Development and Succession Planning

Objective: Build leadership capacity within the district and ensure continuity through strategic succession planning. This goal includes intentionally strengthening teacher leadership and classroom-level practice to ensure that district vision, strategy, and culture translate into consistently high-quality learning experiences for every student.

Actions:

- Build and nurture a culture of learning across the district.
- Model the approach to learning the district fosters in its students - exemplary instructional and assessment practices/pedagogical and assessment literacy.
- Establish and support clear teacher leadership pathways (e.g., instructional leadership roles, inquiry networks, mentorship opportunities) that elevate classroom practice, deepen pedagogical coherence, and strengthen the connection between system priorities and student learning experiences
- Identify and celebrate the example of others in their support for learning.
- Develop a strategic plan for succession planning and leadership development that identifies critical roles, potential internal candidates, and intentional development pathways.
- Evaluate and actively work to diversify leadership roles in the district, with particular attention to Indigenous, racialized, and under-represented groups when opportunities arise.
- Strengthen structures for teacher leadership and build alignment between leadership development, professional learning, and district priorities.
- Support collaborative networks so that leadership skills are developed across multiple roles and levels within the organization.

Monitoring and Review

Progress toward each goal will be regularly reviewed, with adjustments made based on evidence gathered through data collection, reflective practice and partner feedback. This growth plan is designed to support the Superintendent in guiding the district to greater success, exemplifying lifelong learning and ethical leadership in all endeavors.

An annual update will be shared with the Board which will focus on at least one of the goals. Annual updates will include reflection on classroom-level impact, leadership visibility across all sites, governance effectiveness, and evidence of how partner feedback has informed system improvements.



Mandala for Systems Change

Expenditures	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December
Monthly						
Instruction	698,329	679,222	1,543,550	1,563,176	1,469,874	1,353,974
Administration	172,259	109,170	141,861	130,237	126,930	103,530
Operations	268,449	299,370	316,959	312,785	383,201	319,777
Transportation	27,744	30,668	210,542	189,103	211,028	187,510
Total	1,166,781	1,118,430	2,212,912	2,195,301	2,191,033	1,964,791

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction	1,453,198	1,474,648	1,465,314	1,520,425		
Administration	137,882	132,808	132,786	148,065		
Operations	231,525	316,585	318,733	348,957		
Transportation	184,699	182,443	168,706	172,595		
Total	2,007,304	2,106,484	2,085,539	2,190,042	-	-

Expenditures	Expenditures to Date	Amended Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	13,221,710	16,402,107	81%	82%
Administration	1,335,528	1,632,792	82%	83%
Operations	3,116,341	3,567,388	87%	83%
Transportation	1,565,038	1,980,142	79%	80%
Total	19,238,617	23,582,429	82%	82%

Under budget 0.2%

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

SD64 Draft Annual Budget 2026-2027 Discussion



Strategic Direction

Budgets are the “Do” of the Strategic Plan. It represents the Board’s commitment to act responsibly and with integrity.

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

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



2026-2027 Annual Budget Discussion

The 2026-2027 Annual Budget is categorized as a status quo budget. Consistent with the school staffing process, schools have been configured for teaching based on their projected class sizes. Learning Services support staffing has remained stable.

Due to the timing of Teacher and Support Staff bargaining occurring in the spring of 2026, the 2026-2027 labour settlement funding related to the collective agreement increases have not been communicated to districts in time for the next fiscal period budget process. The expected increase for all employee groups and corresponding revenue have not been included in the budget. It is expected that there will be significant changes between the 2026-2027 Annual budget and the 2026-2027 Amended budget in February of 2027. The expected budget changes will be related to Salary and Benefits expense and Labour Settlement Funding revenue.

Inflationary pressures continue to go unfunded, and this is impacting services and supplies budgets. This is following four years of partially funded labour settlement agreements from the previous round of collective agreement bargaining. This means that this district's budget, like many school districts across the province, is working to find reductions.

Function 1 Instruction (Operating)

Total **Instruction** Costs per Student FTE

Total Cost:	\$16,025,407
Cost per Student FTE:	\$11,129
% of Total Operating Expense:	70%

Elements of Instruction Expense

Regular education costs that occur in school buildings:

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

Function 4 District Administration (Operating)

Total District Administration Costs per Student FTE

Total Cost:	\$1,616,957
Cost per Student FTE:	\$1,123
% of Total Operating Expense:	7%

Elements of District Administration Expense

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

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

Function 5 Operation & Maintenance (Operating)

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

Total Cost: \$3,287,856

Cost per Student FTE: \$2,283

% of Total Operating Expense: 14%

Elements of Operations & Maintenance Expense

The maintenance and safe operations of our buildings and grounds:

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

Function 7 Transportation & Housing (Operating)

Total Transportation & Housing Costs per Student FTE

Total Cost:	\$2,000,980
Cost per Student FTE: (all students NOT just riders)	\$1,390
% of Total Operating Expense:	9%

Elements of Transportation & Housing

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

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

Operating Budget Four Functions By Object

Total Operating Expense By Object (Type)

Total Salary and Benefit	\$19,024,564	83%
Total Services and Supplies	<u>\$3,906,636</u>	17%
Total Operating Expense	\$22,931,200	

Elements of Salary & Benefits and Service & Supplies

Salary & Benefits

- Teacher, CUPE, Principals and Exempt Staff Wages, Trustees
- Health Benefits (Private) (Blue Cross)
- CRA (Federal) Employment Remittance (EI and CPP)
- Employer Health Tax (Provincial)
- Worker's Compensation Board (Provincial)

Service & Supplies

- Student Transportation (water taxis and buses)
- Utilities (Hydro, propane, water, sewage, garbage, paper recycling, vehicle and bus fuel)
- Employee training and travel
- Service Contracts (learning services, board, Indigenous Education) photo copiers, legal, audit and Software
- Supplies (paper, toilet paper, cleaning products etc.)
- Insurance (Buses, vehicles, and annual premium)
- Non-capital repair and maintenance and grounds

Revenue and Discretionary Transportation Per Student FTE

Total Operating Revenue per Student FTE

Total Operating Revenue: \$22,938,579

Revenue per Student FTE: \$15,930

Total Operating Discretionary Transportation Expense Student FTE

Discretionary Transportation Expense: \$1,672,716
(with removal of \$328K in supplemental revenue)

Per Student FTE: \$1,162

Comparative Districts

Function percentages (2000-1000 (almost) Student FTE)

Comparative Districts Statement 2 less amort exp (SCH 4)

Enrollment	SD#	Name	Function 1	Function 4	Function 5	Function 7
1776	54	Buckley Valley	77%	5%	14%	4%
1751	52	Prince Rupert	81%	6%	11%	2%
1839	78	Fraser Cascade	81%	7%	8%	3%
1440	64	Gulf Islands	75%	6%	13%	7%
1232	51	Boundary	77%	7%	12%	4%
1140	85	Vancouver Island North	78%	6%	13%	3%
1112	19	Revelstoke	81%	6%	11%	2%
950	74	Gold Trail	73%	9%	11%	7%
		Average	78%	6%	12%	4%

Revelstoke is an anomaly amongst this grouping of districts, with four schools operating in one city, and two of the schools are under 15 years old. The Revelstoke Secondary school was built in 2011 and one of the elementary schools was built in 2012.

Comparative Districts

Function percentages (2000-1000 (almost) Student FTE)

Comparative Districts Schedule 2			25/26 Amended			
Enrollment	SD#	Name	Function 1	Function 4	Function 5	Function 7
1826	54	Buckley Valley	75%	6%	15%	5%
1794	52	Prince Rupert	78%	7%	14%	1%
1814	78	Fraser Cascade	78%	8%	10%	4%
1447	64	Gulf Islands	70%	7%	14%	9%
1261	51	Boundary	75%	7%	13%	4%
1197	85	Vancouver Island North	76%	7%	14%	4%
1106	19	Revelstoke	81%	6%	11%	2%
974	74	Gold Trail	70%	10%	12%	8%
		Average	75%	7%	13%	5%

All expense except amortization have been included above: Operating (SCH 2) and Special Purpose Funding (SCH 3) are combined and amortization of capital assets from (SCH 4) has been removed.

Operating Revenue Analysis

Estimated Operating Grant Overview

Schedule 2A Operating Revenue from MoECC	
Total Enrollment Based Funding	12,910,403
Supplement for Enrolment Decline	-
Supplement for Unique Student (less 131 Targeted funding below)	2,066,811
Indigenous Education Targeted funding	286,400
Indigenous Education Council	25,295
Supplement for Salary Differential	468,475
Supplement for Unique Geographic Factors	6,015,098
Curriculum and Learning Support Fund	13,020
Subtotal	21,785,502
Funding Protection	419,915
Total Estimated Operating Grant	22,205,417

Additional Items From MoECC	
Pay Equity	102,398
Student Transportation Fund	328,264
FSA Scorer Grant	7,500
Total MoECC Revenue	22,643,579
Local Items	
Tuition	20,000
Miscellaneous	25,000
Rentals and Leases	150,000
Investment Income	100,000
Total Local Revenue Items	295,000
Total Operating Revenue	22,938,579

Special Purpose Fund Revenue

SPF Grant Overview

Special Purpose Funds Revenue from MoECC SCH 3A

Special Purpose Funds that Support Regular Operations

Annual Facility Grant	Capital	Repair/Maintenance/district capital projects	104,000
Learning Improvement Fund	Schools	Learning Services	78,000
Strong Start	Schools/Community	Early learning	128,000
Ready Set Learn	Schools/Community	Early Learning	14,000
OLEP	Schools	French Immersion	74,000
Community Link	Schools	Learning Services	165,000
Classroom Enhancement Funds	Schools	Classroom Teaches, EAs, Cleaning	3,170,000
Mental Health in Schools	Schools	Learning Services	57,000
Early Care and Learning	Staff for Early Learning	Early Learning / Daycare	175,000
Feeding Futures Fund	Schools	Food, Supplies and Staff	350,000
Feeding Futures Federal	Schools	Food, Supplies and Staff	50,000
		Total MoECC Special Purpose Funds	4,365,000

Operating and Special Purpose Expenses Combined

Operating and SPF Expenses		Budget Annual 2026-2027 Draft			
	Operating	SPF	Total Operating and SPF	%	
Teachers	6,624,800	2,171,000	8,795,800	46	Of Salary
PVP	2,333,499	245,000	2,578,499	13	Of Salary
EA	1,576,515	375,000	1,951,515	10	Of Salary
Support Staff	2,551,740	45,000	2,596,740	14	Of Salary
Other Professionals	1,612,573	150,000	1,762,573	9	Of Salary
Substitutes	822,300	201,000	1,023,300	5	Of Salary
Total Salary	15,521,427	3,187,000	18,708,427	98	
			-		
Employee Benefits	3,503,137	821,000	4,324,137	19	Of total Salary and Benefits
			-		
Total Salary and Benefits	19,024,564	4,008,000	23,032,564	81	Of total Expense
Services and Supplies	3,906,636	1,379,000	5,285,636	19	Of total Expense
Total Expense	22,931,200	5,387,000	28,318,200		

Operating and Special Purpose Expenses Combined

Operating and Special Purpose Combined for Regular Operations SCH 2B and SCH 3A

	Annual Budget 26/27		Amended Budget 25/26		Audited FS 24/25	
	Oper. & SPF Exp.	%	Oper. & SPF Exp.	%	Oper. & SPF Exp.	%
Teachers	8,795,800	46	8,886,800	46	9,192,659	47
PVP	2,578,499	13	2,607,182	14	2,534,104	13
EA	1,951,515	10	1,940,683	10	1,877,940	10
Support Staff	2,596,740	14	2,753,588	14	2,717,776	14
Other Professionals	1,762,573	9	1,866,769	10	2,031,738	10
Substitutes	1,023,300	5	1,059,300	6	1,209,379	6
Total Salary	18,708,427	98	19,114,322	100	19,563,596	100
	-		-		-	
Employee Benefits	4,324,137	19	4,657,027	20	4,685,236	19
	-		-		-	
Total Salary & Benefits	23,032,564	81	23,771,349	82	24,248,832	80
Services & Supplies	5,285,636	19	5,327,528	18	5,879,899	20
Total Expense	28,318,200		29,098,877		30,128,731	

2026-2027 Annual Budget Considerations

Salary and Benefits Increases: In spring of 2026 local and provincial bargaining has been completed for Teachers, Support staff bargaining is completed provincially and has commenced locally. Exempt staff increases have been opened by BCPSEA. BCPSEA has stated that Labour Settlement Funding is fully funded for the collective agreement improvements and the exempt increase, however, that funding has not been provided or clarified on a district level. It is expected that Labour Settlement Funding will be provided prior to the Amended Budget for all employee groups. In the subsequent years, the Labour Settlement Funding is rolled into the Operating Grant and not shown as a separate MOECC funding item.

Funding Protection: Funding Protection is projected to be \$420K for the Annual Budget. This number may decrease if the actual student FTE in the fall of 2026 is higher than the projected 1,440 students. The total Operating Grant does not increase, but we do often have to increase staffing without corresponding additional revenue.

The Funding Protection amount will decrease by 1.5% each year until the operating funding received is equal to the funding based on current enrollment. The MOECC does not allow the Operating Grant to drop more than 1.5% per year for districts. The full amount of Funding Protection is being used for ongoing operating expenses. As the Labour Settlement Funding is incorporated into the Operating Grant and the funding floor increase, Funding Protection is further reduced.

2026-2027 Amended Budget One Time Investment Options

Staff are recommending that the District continues to allocate funding from Accumulated Surplus towards Local Capital as a One Time Investment. This amount is greatly reduced from the past three years of capital and operations strategic utilization of built-up Accumulated Surplus from Funding Protection.

The only recommendation at this time of tightening budgets is to continue with a \$75K Local Capital investment. This funding is used for replacement of our local capital items that are not covered by Minor Capital or AFG funding. Examples are White fleet, tech infrastructure, small maintenance machines etc.

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

Schedule of Changes in Accumulated Surplus (Deficit by Fund) SCH1 in F/S			
	Budget 2026-2027 Annual		
	Operating Fund	Capital Fund	Total
Accumulated Surplus (Deficit) beginning of year	2,303,119	6,718,165	9,021,284
Prior Period Adjustments			
Accumulated Surplus Deficit, beginning of year, as restated	2,303,119	6,718,165	9,021,284
Changes for the year			
Surplus (Deficit) for the year	7,379	- 350,000	- 342,621
Inter fund transfers			
Tangible Capital Assets Purchased	- 75,000	75,000	-
Net Changes for the year	- 67,621	- 275,000	- 342,621
Accumulated Surplus (Deficit), end of year - (statement 2)	2,235,498	6,443,165	8,678,663

Policy 5.11 Accumulated Operating Surplus

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

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

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

Recommended range, in alignment with policy, for the 2026-2027 year based on draft Operating Total Revenue is: \$500,000 to \$1,200,000.

Actual accumulated surplus at the end of next school year (June 30, 2027), based on 2026-2027 Annual Budget and projected current year spending: estimated \$2,200,000.

Final Considerations

The District has Accumulated Surplus that is slightly above the recommended level. Labour settlement funding and regular inflation have resulted in expenses meeting revenue quicker than anticipated earlier in the decade, leading to the use of Accumulated Surplus to maintain the current status quo and still making strategic One Time Investments in the district. The additional labour settlement funding provided has not matched the increase embedded in collective agreements over the last three years.

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

There are two critical factors to monitor to maintain a sustainable budget. The first is whether inflationary pressures are being adequately supported. The second is whether the funding for Labour Settlements, once the current round of bargaining is complete, is fully funded. If either or both issues are not addressed at the provincial level, staff recommend that the District hold consultations during the 2026-2027 school year to consider adjustments to the current configuration and operations, with the goal of reducing ongoing operational expenses. It is important to note that many other districts have been making budget cuts for the last few years because they do not have the cushion of an Accumulated Surplus.

Summary of Key Considerations

The value of the Labour Settlement Funding has not been determined by MOECC in time for the Annual budgeting period and is not included in either revenue or expense in the draft budget. The expected Labour Settlement Funding from Teacher and Support Staff bargaining does not provide new funds to the education system. Rather, this funding supports increases to salaries and benefit amounts under the newly signed MOU between BCPSEA, the BCTF, and CUPE for current employees. It should be noted that this budget is not funded for inflation.

Transportation is the only operating expense function that is discretionary. The current water taxi contract expires on June 30, 2027. Planning for this significant item should be considered.

The amended budget will look very different from the Annual budget, as it is understood that labour increases will be known and funded by the Amended budget. This approach to the 2026–2027 Annual Budget is consistent with many school districts across the province. The Ministry has not provided direction on how to address information related to the recently agreed to collective agreement language or the timing of Labour Settlement Funding for this budget. Staff are working to find a consistent approach that is logical and reflects best practices when dealing with these unknowns.

Annual Budget

School District No. 64 (Gulf Islands)

June 30, 2027

School District No. 64 (Gulf Islands)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 64 (GULF ISLANDS) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 64 (Gulf Islands) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$30,493,200 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE _____ DAY OF _____, 2026;

READ A SECOND TIME THE _____ DAY OF _____, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 64 (Gulf Islands) Annual Budget Bylaw 2026/2027, adopted by the Board the _____ DAY OF _____, 2026.

Secretary Treasurer

School District No. 64 (Gulf Islands)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,440,000	1,447,708
Adult		0,313
Total Ministry Operating Grant Funded FTE's	1,440,000	1,448,021
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	27,343,579	27,783,315
Tuition	20,000	18,500
Other Revenue	962,000	1,019,100
Rentals and Leases	150,000	150,000
Investment Income	100,000	110,000
Amortization of Deferred Capital Revenue	1,500,000	1,300,000
Total Revenue	30,075,579	30,380,915
Expenses		
Instruction	21,309,407	21,814,906
District Administration	1,616,957	1,632,792
Operations and Maintenance	5,240,856	5,371,037
Transportation and Housing	2,250,980	2,205,142
Total Expense	30,418,200	31,023,877
Net Revenue (Expense)	(342,621)	(642,962)
Budgeted Allocation (Retirement) of Surplus (Deficit)	67,621	397,962
Budgeted Surplus (Deficit), for the year	(275,000)	(245,000)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(275,000)	(245,000)
Budgeted Surplus (Deficit), for the year	(275,000)	(245,000)

School District No. 64 (Gulf Islands)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	22,931,200	23,582,429
Operating - Tangible Capital Assets Purchased	75,000	180,000
Special Purpose Funds - Total Expense	5,387,000	5,516,448
Capital Fund - Total Expense	2,100,000	1,925,000
Total Budget Bylaw Amount	30,493,200	31,203,877

Approved by the Board

Signature of the Chairperson of the Board of Education	DRAFT	Date Signed
Signature of the Superintendent		Date Signed
Signature of the Secretary/Treasurer		Date Signed

School District No. 64 (Gulf Islands)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2027

	2027 Annual Budget \$	2026 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>(342,621)</u>	<u>(642,962)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(75,000)</u>	<u>(180,000)</u>
Total Acquisition of Tangible Capital Assets	<u>(75,000)</u>	<u>(180,000)</u>
Amortization of Tangible Capital Assets	<u>1,850,000</u>	<u>1,725,000</u>
Total Effect of change in Tangible Capital Assets	<u>1,775,000</u>	<u>1,545,000</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>1,432,379</u></u>	<u><u>902,038</u></u>

School District No. 64 (Gulf Islands)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	22,643,579	23,023,467
Tuition	20,000	18,500
Other Revenue	25,000	62,500
Rentals and Leases	150,000	150,000
Investment Income	100,000	110,000
Total Revenue	<u>22,938,579</u>	<u>23,364,467</u>
Expenses		
Instruction	16,025,407	16,402,107
District Administration	1,616,957	1,632,792
Operations and Maintenance	3,287,856	3,567,388
Transportation and Housing	2,000,980	1,980,142
Total Expense	<u>22,931,200</u>	<u>23,582,429</u>
Net Revenue (Expense)	<u>7,379</u>	<u>(217,962)</u>
Budgeted Prior Year Surplus Appropriation	<u>67,621</u>	<u>397,962</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(75,000)	(180,000)
Total Net Transfers	<u>(75,000)</u>	<u>(180,000)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 64 (Gulf Islands)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	22,205,417	22,585,305
Other Ministry of Education and Child Care Grants		
Pay Equity	102,398	102,398
Student Transportation Fund	328,264	328,264
Foundation Skills Assessment (FSA) Scorer Grant	7,500	7,500
Total Provincial Grants - Ministry of Education and Child Care	<u>22,643,579</u>	<u>23,023,467</u>
Tuition		
International and Out of Province Students	20,000	18,500
Total Tuition	<u>20,000</u>	<u>18,500</u>
Other Revenues		
Miscellaneous		
Miscellaneous	25,000	62,500
Total Other Revenue	<u>25,000</u>	<u>62,500</u>
Rentals and Leases	<u>150,000</u>	150,000
Investment Income	<u>100,000</u>	110,000
Total Operating Revenue	<u><u>22,938,579</u></u>	<u><u>23,364,467</u></u>

School District No. 64 (Gulf Islands)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	6,624,800	6,725,800
Principals and Vice Principals	2,333,499	2,357,182
Educational Assistants	1,576,515	1,505,683
Support Staff	2,551,740	2,633,588
Other Professionals	1,612,573	1,686,769
Substitutes	822,300	858,300
Total Salaries	15,521,427	15,767,322
Employee Benefits	3,503,137	3,828,257
Total Salaries and Benefits	19,024,564	19,595,579
Services and Supplies		
Services	958,230	976,632
Student Transportation	1,149,845	1,173,845
Professional Development and Travel	541,390	556,197
Dues and Fees	33,900	33,200
Insurance	89,000	88,000
Supplies	619,271	633,976
Utilities	515,000	525,000
Total Services and Supplies	3,906,636	3,986,850
Total Operating Expense	22,931,200	23,582,429

School District No. 64 (Gulf Islands)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	6,234,859	716,699	269,516	100,622		658,000	7,979,696
1.03 Career Programs	101,000	85,139	117,734			2,500	306,373
1.07 Library Services	18,554			38,129		1,500	58,183
1.08 Counselling	137,249	51,083					188,332
1.10 Inclusive Education	121,200	504,603	1,117,213	10,000	246,093	52,000	2,051,109
1.30 English Language Learning	11,938						11,938
1.31 Indigenous Education		98,265	72,052			3,500	173,817
1.41 School Administration		877,710		385,403	118,837	10,000	1,391,950
1.62 International and Out of Province Students							-
Total Function 1	6,624,800	2,333,499	1,576,515	534,154	364,930	727,500	12,161,398
4 District Administration							
4.11 Educational Administration					391,250		391,250
4.40 School District Governance					132,077		132,077
4.41 Business Administration				72,221	332,574	1,500	406,295
Total Function 4	-	-	-	72,221	855,901	1,500	929,622
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				69,670	266,133	3,500	339,303
5.50 Maintenance Operations				1,308,045		57,000	1,365,045
5.52 Maintenance of Grounds				178,077		10,000	188,077
5.56 Utilities							-
Total Function 5	-	-	-	1,555,792	266,133	70,500	1,892,425
7 Transportation and Housing							
7.41 Transportation and Housing Administration				16,762	125,609	800	143,171
7.70 Student Transportation				372,811		22,000	394,811
7.73 Housing							-
Total Function 7	-	-	-	389,573	125,609	22,800	537,982
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	6,624,800	2,333,499	1,576,515	2,551,740	1,612,573	822,300	15,521,427

School District No. 64 (Gulf Islands)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	7,979,696	2,008,014	9,987,710	595,210	10,582,920	10,444,034
1.03 Career Programs	306,373	73,602	379,975	61,360	441,335	472,959
1.07 Library Services	58,183	13,960	72,143	13,000	85,143	85,143
1.08 Counselling	188,332	44,513	232,845		232,845	234,111
1.10 Inclusive Education	2,051,109	212,188	2,263,297	99,750	2,363,047	2,382,820
1.30 English Language Learning	11,938	2,805	14,743		14,743	14,743
1.31 Indigenous Education	173,817	41,597	215,414	98,245	313,659	281,410
1.41 School Administration	1,391,950	340,734	1,732,684	259,031	1,991,715	2,419,693
1.62 International and Out of Province Students	-	-	-	-	-	67,194
Total Function 1	12,161,398	2,737,413	14,898,811	1,126,596	16,025,407	16,402,107
4 District Administration						
4.11 Educational Administration	391,250	86,388	477,638	50,410	528,048	544,210
4.40 School District Governance	132,077	8,321	140,398	169,295	309,693	312,731
4.41 Business Administration	406,295	94,574	500,869	278,347	779,216	775,851
Total Function 4	929,622	189,283	1,118,905	498,052	1,616,957	1,632,792
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	339,303	77,628	416,931	147,023	563,954	771,135
5.50 Maintenance Operations	1,365,045	329,511	1,694,556	245,250	1,939,806	2,002,637
5.52 Maintenance of Grounds	188,077	43,019	231,096	38,000	269,096	268,616
5.56 Utilities	-	-	-	515,000	515,000	525,000
Total Function 5	1,892,425	450,158	2,342,583	945,273	3,287,856	3,567,388
7 Transportation and Housing						
7.41 Transportation and Housing Administration	143,171	33,080	176,251	21,370	197,621	112,366
7.70 Student Transportation	394,811	93,203	488,014	1,314,345	1,802,359	1,847,776
7.73 Housing	-	-	-	1,000	1,000	20,000
Total Function 7	537,982	126,283	664,265	1,336,715	2,000,980	1,980,142
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	15,521,427	3,503,137	19,024,564	3,906,636	22,931,200	23,582,429

School District No. 64 (Gulf Islands)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

Schedule 3

	2027	2026 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	4,450,000	4,559,848
Other Revenue	937,000	956,600
Total Revenue	5,387,000	5,516,448
Expenses		
Instruction	5,284,000	5,412,799
Operations and Maintenance	103,000	103,649
Total Expense	5,387,000	5,516,448
Budgeted Surplus (Deficit), for the year	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			200,000						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	104,000	78,000		128,000	14,000	74,000	165,000	370,000	2,500,000
Other			600,000						
	104,000	78,000	600,000	128,000	14,000	74,000	165,000	370,000	2,500,000
Less: Allocated to Revenue	104,000	78,000	600,000	128,000	14,000	74,000	165,000	370,000	2,500,000
Deferred Revenue, end of year	-	-	200,000	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	104,000	78,000		128,000	14,000	74,000	165,000	370,000	2,500,000
Other Revenue			600,000						
	104,000	78,000	600,000	128,000	14,000	74,000	165,000	370,000	2,500,000
Expenses									
Salaries									
Teachers						16,000			2,000,000
Principals and Vice Principals									
Educational Assistants		65,000		100,000		35,000	100,000		
Support Staff								25,000	
Other Professionals								150,000	
Substitutes						1,000		100,000	
	-	65,000	-	100,000	-	52,000	100,000	275,000	2,000,000
Employee Benefits		13,000		28,000		15,000	25,000	45,000	500,000
Services and Supplies	104,000		600,000		14,000	7,000	40,000	50,000	
	104,000	78,000	600,000	128,000	14,000	74,000	165,000	370,000	2,500,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Classroom Enhancement Fund - Remedies	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	National School Food Program	ACE-IT	CES Apprenticeships	Education Trust
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year				100,000	85,000		15,000	42,000	1,000,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	300,000	57,000	175,000	350,000		50,000			
Other							20,000	50,000	250,000
	300,000	57,000	175,000	350,000	-	50,000	20,000	50,000	250,000
Less: Allocated to Revenue	300,000	57,000	175,000	350,000	85,000	50,000	20,000	65,000	250,000
Deferred Revenue, end of year	-	-	-	100,000	-	-	15,000	27,000	1,000,000
Revenues									
Provincial Grants - Ministry of Education and Child Care	300,000	57,000	175,000	350,000	85,000	50,000			
Other Revenue							20,000	65,000	250,000
	300,000	57,000	175,000	350,000	85,000	50,000	20,000	65,000	250,000
Expenses									
Salaries									
Teachers	125,000							30,000	
Principals and Vice Principals			100,000	75,000	70,000				
Educational Assistants			25,000	30,000				20,000	
Support Staff				20,000					
Other Professionals									
Substitutes	100,000								
	225,000	-	125,000	125,000	70,000	-	-	50,000	-
Employee Benefits	75,000		50,000	40,000	15,000			15,000	
Services and Supplies		57,000		185,000		50,000	20,000		250,000
	300,000	57,000	175,000	350,000	85,000	50,000	20,000	65,000	250,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	<u>Mayne</u>	
	<u>Teacherage</u>	<u>TOTAL</u>
	\$	\$
Deferred Revenue, beginning of year	20,000	1,462,000
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		4,365,000
Other	-	920,000
	-	5,285,000
Less: Allocated to Revenue	2,000	5,387,000
Deferred Revenue, end of year	18,000	1,360,000
Revenues		
Provincial Grants - Ministry of Education and Child Care		4,450,000
Other Revenue	2,000	937,000
	2,000	5,387,000
Expenses		
Salaries		
Teachers		2,171,000
Principals and Vice Principals		245,000
Educational Assistants		375,000
Support Staff		45,000
Other Professionals		150,000
Substitutes		201,000
	-	3,187,000
Employee Benefits		821,000
Services and Supplies	2,000	1,379,000
	2,000	5,387,000
Net Revenue (Expense)	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	250,000		250,000	200,000
Amortization of Deferred Capital Revenue	1,500,000		1,500,000	1,300,000
Total Revenue	1,750,000	-	1,750,000	1,500,000
Expenses				
Operations and Maintenance	250,000		250,000	200,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,600,000		1,600,000	1,500,000
Transportation and Housing	250,000		250,000	225,000
Total Expense	2,100,000	-	2,100,000	1,925,000
Net Revenue (Expense)	(350,000)	-	(350,000)	(425,000)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	75,000		75,000	180,000
Total Net Transfers	75,000	-	75,000	180,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(275,000)	-	(275,000)	(245,000)

Summary
Committee of the Whole (COW) – SD 64 (Gulf Islands)
April 22 – 8:30 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), Jill Jensen (Superintendent), Jesse Guy (Secretary Treasurer)

Staff: Boe Beardsmore (Associate Superintendent), Adrian Pendergast (Director of Instruction), Lori Deacon (Director of Corporate Services), Marc Wright (Senior Information Technology Manager), Lyall Ruehlen (District Principal), Dan Sparanese (District Principal), Shauna Klem (Executive Assistant)

Partner Group Representatives: Katherine Hazen (DPAC), Angela Thomas (CUPE), Margot Landahl (GIPVPA)

Absent: Andrew McPhee (GITA)

Called to order at 8:31 a.m. by Chair Katrensky.

1. Adoption of Agenda

Adoption of April 22, 2026 Agenda as presented by consensus.

2. Approval of Summary

Summary of October 8, 2025 Committee of the Whole meeting was approved by consensus.

3. Business Arising / New Business

a. *Accessibility*

District Principal Dan Sparanese provided an update on the work of the District Accessibility Group. Required under the District Accessibility Plan mandated by the BC Provincial Government, the volunteer committee supports improvements to accessibility for students, staff, parents, and community members. The group reviews identified barriers, and feedback submitted through the District Accessibility Reporting Tool to generate recommendations. Long-term work continues with principals, teachers, student councils, and students to use the BC CAISE Accessibility Assessment Tool to identify barriers. The Reporting Tool remains highly visible through the district website, SD64 app, social media, school postings, newsletters, and meetings. Five submissions were received this year, primarily related to physical or environmental barriers, and feedback was shared with Facilities and school principals for follow-up.

b. *Feeding Futures*

An update on the stigma-free Feeding Futures program was provided by District Principal Sparanese. Feeding Futures supports over 175 students daily by providing free, nutritious meals that reduce barriers to learning and support student well-being. This year, 175 students received daily lunches, representing 11.5% of district enrollment, with more than 150 additional students accessing breakfast



and snack programs each day. The program prioritizes local sourcing, with 30% of food sourced within BC, and uses zero-waste packaging at six school sites. Provincial funding of \$155,000 supported kitchen upgrades and equipment across multiple schools. A \$45,000 United Way grant enhanced the Mayne Island School kitchen. Strong community partnerships contributed to the preparation and service of over 9,000 meals, primarily through the GISS teaching kitchen, which also supported student learning and Work Experience credits.

Dan Sparanese left the meeting at 8:44 a.m.

c. Scholarships and Dual Credit

District Principal Lyall Ruehlen reported that the Dual Credit Program broadened post-secondary exposure through field trips, career events and partner activities with over 20% of Grade 12 students enrolled. Program delivery was strengthened through improved alignment with Ministry expectations by integrating Career Education resources and updating transition planning. Collaboration expanded with the South Island Partnership (SIP) and Camosun Pathways, supported by \$130,000 in grant funding. The district is in discussion with Royal Roads University regarding the use of Bloom Castle on Salt Spring Island as a potential site for dual credit and post-secondary pathway development.

This year, the Scholarship Program worked to promote student readiness and equity through skills-building workshops in partnership with Salt Spring Literacy. Improved donor and award management has strengthened stewardship of the program while a streamlined application process and upgraded database systems contributed to increased student participation. District students currently have access to nearly \$300,000 in scholarships from over 100 benefactors. A future goal is to develop a single integrated online scholarship application for students, staff, and community partners.

Lyall Ruehlen left the meeting at 9:01 a.m.

d. Early Years

Associate Superintendent Beardsmore presented Principal Lorna Fraser's update on Early Learning. Goals for 2025–2026 include continuing to build capacity and strengthen practice in play-based learning, early literacy, and classroom supports, as well as supporting families and schools during the transition from Early Years to Kindergarten. The team is focused on building strong home-to-school relationships to support students' social-emotional and academic development. This year, the team supported K-3 classrooms through 110 targeted visits, strengthened literacy practices through in-service learning on assessment and data-informed interventions, and fostered mentorship and cross-district collaboration. Planning for Kindergarten transition events is underway for Term 3, including Welcome to K, K-Play, Kickstart to K, and Welcome Picnics. Additional highlights included facilitating GISS student volunteers in elementary K and Grade 1 classrooms and coordinating the implementation of Roots of Empathy at Salt Spring Elementary and Fulford School.

e. Broadcasting

Senior Information Technology Manager Marc Wright provided a report summarizing live public viewership of Board meetings streamed on the district's YouTube channel between September 2025 and April 2026. The data drawn from YouTube live analytics of the seven meetings streamed reflecting external public audiences only. Overall, public attendance averaged a peak of 4.7 concurrent viewers per meeting, with engagement varying by month. One of the concurrent viewers of each meeting is the



IT staff supporting the broadcast process. Average view duration ranged from 10 minutes to 1 hour 24 minutes.

The Committee discussed the success of this year's broadcasting format and agreed it remains the most effective way to share information.

f. Review of Meeting & School Visit Process

The Committee reviewed the 2025-2026 Board & Committee Meeting Schedule. The current format, with Regular Board Meetings held in person at the School Board Office, Committee Meetings on Teams, and scheduled time for meaningful school visits, has worked well. The Committee agreed that adding in-service time to the draft 2026-2027 Board & Committee Meeting schedule would be beneficial.

Action: The Committee recommends the draft 2026-2027 Meeting Schedule be brought to the May 13, 2026 Board Meeting for consideration.

g. Role of Superintendent

Draft Policy 1.60 Role and Responsibilities of the Superintendent of Schools was presented for discussion. Policy Committee Chair Luporini reported that the policy has been developed in alignment with BCSTA recommendations.

Action: The Committee recommends the draft Policy 1.60 Role and Responsibilities of the Superintendent of Schools be brought to the May 13, 2026 Board Meeting for notice of motion and circulated for feedback.

4. Other Business:

5. Next Meeting: TBD

6. Adjournment: 9:33 a.m.



Summary
Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)
April 22 – 10:30 a.m.

In attendance:

Committee: Tisha Boulter (Committee Chair), Deborah Luporini (Board Vice Chair) Nancy Macdonald (Trustee), Chaya Katrensky (Board Chair, ex-officio), Jesse Guy (Secretary Treasurer)

Trustees: Jeannine Georgeson (Trustee), Greg Lucas (Trustee)

Staff: Boe Beardsmore (Associate Superintendent), Adrian Pendergast (Director of Instruction), Lori Deacon (Director of Corporate Services) Marc Wright (Senior Information Technology Manager), Shauna Klem (Executive Assistant)

Partner Group Representatives: Katherine Hazen (DPAC), Angela Thomas (CUPE), Margot Landahl (GIPVPA)

Absent: Jill Jensen (Superintendent), Andrew McPhee (GITA)

The meeting was called to order at 10:30 a.m. by Committee Chair Boulter.

1. Adoption of Agenda

Adoption of April 22, 2026 Agenda as presented by consensus.

2. Approval of Summary

Summary of the February 12, 2025 Finance, Audit and Facilities Committee meeting was approved by consensus.

3. New Business / Business Arising

a. 2026-2027 Annual Budget

Secretary Treasurer Guy presented the draft 2026-2027 Annual Budget, including the proposed total budget bylaw amount of \$30,493,200 for the Committee's review.

Action: The Committee recommends the draft 2026-2027 Annual Budget be presented at the May 13, 2026 Board Meeting.

Trustee Macdonald left the meeting at 11:05 a.m.

b. Capital and District Land Update

The Committee reviewed a district land and site listing identifying fourteen district properties.

Trustee Macdonald returned to the meeting at 11:28 a.m.



c. **BCASBO Financial Information Report 2026**

Secretary Treasurer Guy shared the BCASBO Financial Information Report which was developed to support understanding of longer-term financial trends and their impacts on school districts.

4. Other Business

5. Next Meeting: May 27, 2026, Teams

6. Adjournment: 11:38 a.m.



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