# AGENDA
## Wednesday, November 18 at 10:30 a.m.
## **Education Committee – SD 64 (Gulf Islands)**

**Education Committee: Clare Hoffman (Chair), Greg Lucas, Levi Wilson, Chaya Katrensky (Board Chair, ex-officio)**

Called to order:

1. **Adoption of Agenda**

2. **Adoption of January 28, 2026 Summary** *(attachment)*

3. **Business Arising**

4. **New Business**
   a. School Plans Update (*link*)
   b. Indigenous Education Update (*attachment*)
   c. Inclusive Education Enrolment Audit (*attachment)*

5. **Next Meeting:** April 28, 2027 | Teams

6. **Adjournment:**

Summary

# Education Committee – SD 64 (Gulf Islands)

Wednesday, January 28, 2026, 9:00 AM

**In attendance:**

***Committee:*** *Nancy Macdonald (Committee Chair), Tisha Boulter, Greg Lucas, Chaya Katrensky (Board Chair, ex-officio)*
***Trustees****: Deborah Luporini*
***Staff:*** *Jill Jensen (Superintendent), Jesse Guy (Secretary Treasurer), Boe Beardsmore (Associate Superintendent), Adrian Pendergast (Director of Instruction), Marc Wright (Information Technology Manager), Shauna Klem (Executive Assistant),*
***Partner Group Representatives:*** *Margot Landahl (GIPVPA), Andrew McPhee (GITA), Angela Thomas (CUPE), Candice Arthur (DPAC)*

The meeting was called to order at 9:00 a.m. by Committee Chair Nancy Macdonald.

1. **Adoption of Agenda**
   Adoption of the agenda by consensus.

2. **Approval of Summary**
   Adoption of the December 10, 2025 Education Committee Meeting Summary by consensus.

3. **Business Arising**

4. **New Business**
   a) ***School Plans Update***
      Director of Instruction Pendergast presented an overview of the district's School Growth Plans and their alignment with the Strategic Direction. The presentation highlighted how everyday work, guided by the Theory of Action, informs the annual planning process. School Growth Plans are available on each school's website.

   b) ***Indigenous Education Update***
      Superintendent Jensen shared an update on Indigenous Education initiatives within the district, noting that there are currently 177 Indigenous students enrolled in district schools. The update

highlighted new offerings including Language Lunches for SENĆOŦEN, Hul'q'umi'num, and other Indigenous languages students wish to learn, expanded Culture Club activities such as carving, leatherwork, Lahal, and beading, as well as the intention to welcome Elders for future visits. Across schools, students are learning songs, stories, vocabulary, place names, numbers, colours, and everyday phrases in Hul'q'umi'num and SENĆOŦEN. Many classes are integrating Indigenous languages into counting activities, games, physical education, and student-created books

***c) Inclusive Education Update***

Superintendent Jensen highlighted the value of the district's unique equity tool, IPass, and acknowledged the collective work of the Associate Superintendent and the Inclusive Education team. Associate Superintendent Beardsmore explained that, through the Theory of Action, the district is working to ensure equitable experiences and opportunities for all students. The three key elements, school-based teams, IPass and Frameworks, support this work by making each student's educational process and learning journey visible and actionable. The district's Literacy Professional Learning Plan focuses on strengthening educators' ability to use and interpret the universal screener, building data informed dialogue, identifying priority areas for instructional refinement, and participating in ongoing review processes. Early Literacy Screening is in place for all K–3 students across the district, using the DIBELS screener three times per year. Resources are being used to target and strengthen specific skill development, and ongoing in-service is provided for educators in K–3 and Grades 4–7.

***d) Broadcasting Update***

Information Technology Manager Marc Wright provided an assessment of the Board meeting live-streaming process. This item will be moved to the April Committee of the Whole meeting, for discussion.

***e) Use of Personal Devices***

Superintendent Jensen noted that while each school's Code of Conduct includes clear expectations around reducing the use of personal digital devices, limiting access alone is not enough. Our district is committed to building students' digital literacy so they can engage with technology in safe, responsible, and thoughtful ways. Preparing students for today's digital world means helping them develop the ability to set healthy limits on screen time and navigate social media with awareness and balance. The SD64 Personal Device Usage in School Flowchart has been appended to AP L2 Student Use of Personal Devices and is posted on the Parent Resource page of the district website.

5. **Next Meeting:** To Be Determined

6. **Adjournment:** 10:20 a.m.

**Title:** Education Committee – Indigenous Education Update

**Date:** November 18, 2026

**From:** Lorna Fraser, Indigenous Education Principal

**Audience:** Committee

## Student Participation

SD64 currently has 172 students who self-identify as Indigenous. Of these, 162 students consented to participate in Indigenous Education services.

## Support Team

The SD64 Indigenous Education Support Team has grown to six members.

This fall, we successfully filled the Indigenous Support Worker position at Gulf Islands Secondary School. Jenelle Dixon, who is of Métis ancestry, works four days per week supporting students at GISS.

We also created and filled a new Indigenous Support Worker position at Phoenix School. Carol Spencer, who has Heiltsuk family connections to Bella Bella, provides support three days per week. This position was created in response to an identified gap in support for Indigenous students enrolled in alternative education. The addition of dedicated Indigenous support at Phoenix is helping strengthen relationships, increase cultural connections, and provide more consistent support for students.

Feedback from students has been overwhelmingly positive, and students have responded well to both Jenelle and Carol.

## Wellness Survey

During September, over a three-week period, members of the Indigenous Education Support Team visited all ten district schools to meet with students, distribute consent forms, and invite participation in the annual Indigenous Student Wellness Survey. A total of 119 students completed the survey, representing a 73% participation rate. We continue to follow up with families regarding a small number of outstanding Self-Identification forms. To support this process, families

have been contacted by phone and provided with a fillable PDF form developed by our Administrative Assistant.

The Indigenous Student Wellness Survey helps us better understand student experiences, identify areas where additional support may be beneficial, and ensure Indigenous Education planning is grounded in student voice.

**Academic Support Needs**
Elementary Students (86 respondents)

- 23 students identified a need for literacy support.
- 16 students identified a need for mathematics support.

Secondary Students (33 respondents)

- 13 students identified a need for literacy support.
- 23 students identified a need for mathematics support.

Literacy, including reading, writing, and spelling, was one of the most frequently identified areas where students requested additional support. Students also identified numeracy needs, particularly in mathematics and division skills.

**Executive Functioning and Well-Being**
In addition to academic support, secondary students identified a need for support with:

- Self-regulation
- Organization and study skills
- Managing fatigue
- Social-emotional well-being
- Sensory overload
- Life skills, including budgeting
- Post-secondary and future planning

Six of the 33 secondary students specifically identified executive-functioning skills as an area where additional support would improve their day-to-day success at school.

While literacy and numeracy remain important priorities, what stood out most was the consistent identification of executive-functioning skills as a significant area of need.

**Cultural Connections**
The second most frequently identified area of support for both elementary and secondary students was local Indigenous language, culture, and traditional territory knowledge. Students expressed a desire to learn more about local Indigenous languages, cultural teachings, places of significance, and the traditional territories where they live and learn.

## Indigenous Education Team Goals

In response to student feedback, the Indigenous Education Support Team reviewed how we can align our work more intentionally with the needs students identified.

**Elementary Goal**

- To increase elementary students' knowledge and recognition of local Indigenous languages and the traditional territories where they live and learn.

**Secondary Goal (Draft)**

- To strengthen Indigenous students' confidence and success in learning by building practical executive-functioning skills through relational and culturally responsive support. This proposed goal emerged directly from student feedback and reflects the barriers to success that students themselves identified.

By supporting students' organizational skills, self-regulation, attendance, participation, and readiness to learn, we can help increase access to academic success while also creating stronger opportunities for students to engage with cultural learning and connections. This approach aligns strongly with the Enhancement Agreement goals of belonging, engagement, confidence, and student success.

# INCLUSIVE EDUCATION ENROLMENT AUDIT REPORT FINDINGS 2025-2026

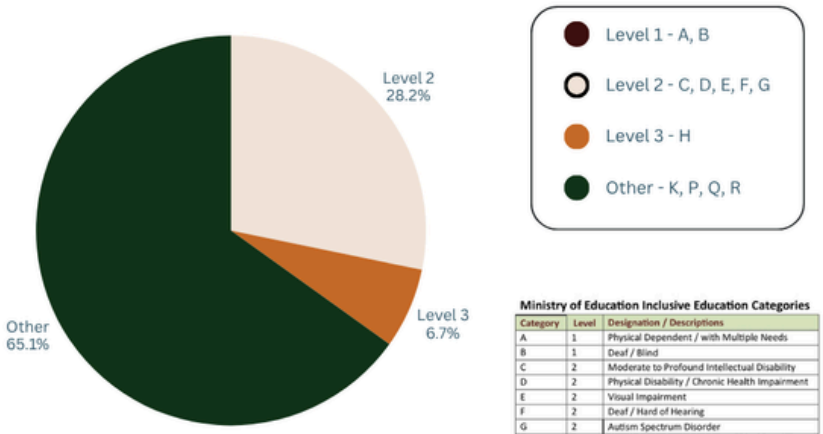
**The Ministry of Education and Childcare funds boards of education based on the boards' reported enrolment as of September 29th each year and supplemental disability and diverse abilities classifications in September and February. The Board reports students with disabilities and diverse abilitites to the Ministry on *Form 1701: Student Data Collection.* The audits are conducted to verify reported enrolment on Form 1701 and to provide assurances to the Ministry of Education and Childcare and boards of education that school districts are complying with the instructions contained in the Forms 1701: Student Data Collection Completion Instructions for Public Schools; Ministry policies are being followed; and assurance that the students reported are receiving the service and have been placed in appropriate inclusive education category as per *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024)*.**

**99 Files Audited**

- 89 funded
- 10 non-funded

| | |
|---|---|
| F | 2 |
| D | 13 |
| G | 57 |
| H | 17 |
| R | 10 |

## INCLUSIVE EDUCATION DESIGNATIONS 2025-2026




Ministry of Education Inclusive Education Categories

| Category | Level | Designation / Descriptions |
|---|---|---|
| A | 1 | Physical Dependent / with Multiple Needs |
| B | 1 | Deaf / Blind |
| C | 2 | Moderate to Profound Intellectual Disability |
| D | 2 | Physical Disability / Chronic Health Impairment |
| E | 2 | Visual Impairment |
| F | 2 | Deaf / Hard of Hearing |
| G | 2 | Autism Spectrum Disorder |
| H | 3 | Intensive Behaviour / Serious Mental Health |
| K | Other | Mild Intellectual Disability |
| P | Other | Gifted |
| Q | Other | Learning Disability |
| R | Other | Moderate Behaviour Support |

## AUDITOR'S OBSERVATIONS

- **CBIEPs met and exceeded Ministry requirements.**
- **Consistent use of several documents that have supported best practice.**
- **Service provisions were directly related to the designated diagnosis.**
- **A wide variety of therapies, and academic, social, behavioural and well-being supports are offered by the district.**
- **Supports reflected a comprehensive and responsive approach to meeting the diverse student needs.**

## KEY STRENGTHS

- **Exceptional student file organization.**
- **Strong Competency-based Individual Education Plans (CBIEPs).**
- **Strong collaborative planning.**
- **High quality Inclusive Education practices and processes.**

## RECOMMENDATIONS

**The district to continue to...**

- **provide the commendable level of service, coordinated planning and integrated case management, particularly for Code H.**
- **maintain its current practices of continuing the district's well-organized processes and practices in Inclusive Education.**
- **sustain its high level of individualized student-centred, collaborative approach in supporting diverse learners.**
- **maintain its exemplary CBIEP development and implementation of inclusive education planning, documentation, and service provision, practices and process.**

## RESULTS

**2025-2026 Inclulsive Education Audit affirmed the strength of SD64's Inclusive Education systems, student-centred planning, collaborative case management and CBIEP practices.**

***No recommended reclassification for files reviewed in code D, F, G, or H.***

***One recommended rclassification for code R (unfunded) to code H (funded), resulting in a net increase of $12, 300.00 in funding.***