



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Virtual Meeting (ZOOM) / Teleconference**  
**2021 04 14 at 1:00 p.m.**

**A G E N D A**

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
  - (a) Minutes of the Regular Meeting, Public Session held 2021 02 10 (attachment)
3. **IN-CAMERA SUMMARY**
  - (a) Summary of In-Camera Meeting held 2021 02 10 (attachment)
  - (b) Summary of In-Camera Meeting held 2021 03 05 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
  - (a) Minister of Education Response-re: Inter-Island Transportation (attachment)
  - (b) Ministry of Transportation Email Response (attachment)
  - (c) Parent Letter re: FSA (attachment)
6. **DELEGATIONS**
  - (a) Student Bus Transportation Registration Presentation – Jodie Miller / Tania Aguila
7. **CHAIRPERSON’S REPORT**
  - (a) Terms of Reference - Inter-Island Transportation Working Group (attachment)
8. **CHIEF EXECUTIVE OFFICER’S REPORT**
  - (a) Framework for Enhancing Student Learning (attachment)
  - (b) Staffing and Enrolment
  - (c) 2021/2022 Operations
  - (d) International Program Fees (attachment)
  - (e) COVID-19 Response
9. **CORPORATE FINANCIAL OFFICER’S REPORT**
  - (a) Monthly Financial Report
  - (b) 2021/2022 Expenditure Plan
  - (c) Minor Capital 2021/22 (attachment)
10. **COMMITTEE REPORTS**
  - (a) HR Committee
  - (b) Committee of the Whole (attachment)
  - (c) Education Committee (attachments)
  - (d) Finance, Audit, and Facilities Committee (attachment)
  - (e) Policy Committee (attachment)
    - i. DRAFT Policy/Procedure 6950 Child Care

Notice of Motion: *That the Board adopt Policy and Procedure 6950 Child Care.*

*This motion will be considered at the regular public Board meeting on May 12, 2021. The draft policy and procedure will be circulated for feedback and brought to Policy Committee meeting on May 12, 2021 for consideration.*

- ii. Procedure 4250 Student Medical Care Plan (Draft Forms 3 and 4)

Motion: *That the Board approve amendments to Procedure 4250 Medical Care Plan and adopt procedural forms 4250-4 Diabetes Support Plan.*

Motion: *That draft form 4250-3 School Log of Actions and Administration of Medications to a Student be circulated for feedback.*

*Feedback will be considered by the policy Committee on May 12, 2021*

- iii. Policy 520 Learning Services

Motion: *That the Board approve amendments to Policy 520 Learning Services to reference the BC Special Education Services Manual as it relates to Hospital Homebound program delivery.*

- iv. Draft Policy/Procedure 6300 Retention and Destruction of Records

Notice of Motion: *That the Board adopt Policy and Procedure 6300 Retention and Destruction of Records.*

*Feedback has been received and amendments will be considered by the Policy Committee April 28, 2021. The motion will be brought back to the Regular Public Meeting on May 12, 2021.*

**11. TRUSTEE'S SCHOOL REPORTS**

Trustee School Reports to be Received. Pender Trustee Report to be Presented.

Topic: Tell a success story of a student who was able to turn something around/catch up to their grade level. What did you and others in the school do to make this happen? (Goal 1.1 Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning)

- *Fernwood Elementary School*
- *Fulford Community Elementary School*
- *Galiano Community School*
- *Gulf Islands Secondary School*
- *Mayne Island Elementary/Jr. Secondary School*
- *Pender Islands Elementary Secondary School*
- *Phoenix Elementary School*
- *Saltspring Island Middle School*
- *Salt Spring Elementary School*
- *Saturna Elementary School/SEEC*

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting – May 12, 2021, 6:30pm
- (b) Committee Day – April 28, 2021

15. **ADJOURNMENT**

DRAFT



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2021 02 10**

**Present:**

Tisha Boulter  
Chaya Katrensky  
Janelle Lawson  
Shelley Lawson  
Greg Lucas  
Rob Pingle

Chairperson  
Vice Chairperson  
Trustee  
Trustee  
Trustee  
Trustee

Scott Benwell  
Jesse Guy  
D'Arcy Deacon  
Boe Beardsmore  
Lori Deacon  
Clare Nuyens

Superintendent of Schools  
Secretary Treasurer  
Director of Instruction, Human Resources  
Director of Instruction, Learning Services  
Executive Assistant  
Executive Assistant

Ian Mitchell  
Angela Thomas  
Shelly Johnson  
Marie Mullen  
Adria Kray  
Lyll Ruehlen  
Ryan Massey  
Jude Shugar  
Elizabeth Nolan

GITA President  
CUPE Vice-President  
GIPVPA Co-Chair  
GIPVPA Co-Chair  
DPAC Co-Chair  
Principal, GISS  
Vice-Principal, GISS  
Vice-Principal, GISS  
Driftwood Representative

**Regrets:**

Stefanie Denz

Trustee

The meeting was called to order at 6:30 p.m. by Chair Boulter. She acknowledged that this meeting is taking place on the traditional territory of the Coast Salish peoples - huy ch q'u.

**1. ADOPTION OF AGENDA**

No Additions

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 02 10 be adopted as presented.

CARRIED 25/21

**2. APPROVAL OF MINUTES**

10(d): replace budget and taxpayer with resources and residents; include Transportation Service Consultant title.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 01 13 be approved as amended.

CARRIED 26/21

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2021 01 18 be approved as presented.

CARRIED 27/21



3. **IN-CAMERA SUMMARY**

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

(a) **GISS Focused Intervention and Transition (FIT) Team Presentation**

Gulf Islands Secondary School Principal, Lyall Ruehlen and Vice-Principals Jude Shugar and Ryan Massey presented on the implementation of a Focused Intervention and Transitions Team initiative at GISS. In previous years, school staff identified graduation completion and proficiency levels in numeracy and literacy as areas where students were falling behind. Staff have renewed focus on early intervention, grade to grade transitions, and the current challenges students are facing with their learning during COVID-19 and quarterly course delivery. The work is funded through the EPIC Achievement Grant and is grounded in Fullan's Coherence Framework, and The Power of Moments (Heath and Heath). Resources are allocated using the RTI model for intervention, prioritizing efforts that support all learners. Students not meeting academic, behaviour, or attendance expectations are identified early in each course. Credit recovery plays a large part in supporting students with course completion through to graduation. Shifting culture, differentiating instruction, and tailored interventions are key to the program's success.

The group shared a video showcasing the FIT team initiative in action from the perspective of students and staff.

(b) **Student Achievement Data, Clare Nuyens**

Executive Assistant Clare Nuyens presented on the use of district data to identify trends, students at risk, and areas for actionable change. New insights show a continued improvement in our six-year resident completion rate, with SD64 leading island region school districts at 87.9%. Tracking readiness data helps identify those students at risk of not graduating. Ms. Nuyens explained that administrators share and use the data to connect with students, teachers, and families, and identify appropriate supports to get students at risk on non-completion through to graduation. Our use of district data ties directly to the Framework for Enhancing Student Learning and supports the alignment of resources and strategic planning (school and district) with policy, goals, and student need.

7. **CHAIRPERSON'S REPORT**

(a) **2021/2022 School Calendar Approval**

The 2021/2022 draft calendar and feedback were shared.

Moved and seconded that the Board of Education adopt a Local School Calendar for the 2021/2022 school year that reduces the number of instructional days by approximately 25 to 30 resulting in a four-day school week. The instructional time from these days will be added to the remaining days of instruction.

CARRIED 28/21

(b) **BCPSEA AGM**

Janelle Lawson, Shelley Lawson, and D'Arcy Deacon virtually attended BCPSEA. Provincial measures, such as bargaining structure, prep time, application of best efforts and resolution of outstanding grievances are still being negotiated, with the current agreement set to expire June 2022. Make a Future is now



connected directly with the TRB certification process. Shelley Lawson noted that Eve Flynn was acclaimed as VISTA rep.

**(c) Inter-Island Transportation**

Trustees have expressed interest in creating a working group to continue the conversations on inter-island transportation that occurred during the of configuration review process.

Trustees discussed whether the working group would be better placed with the Finance, Audit, and Facilities Committee or as a sub-committee under Committee of the Whole so that all trustees are included.

Moved and seconded that the Board direct staff to create a Terms of Reference for an Inter-Island Transportation Working Group.

CARRIED 29/21

Staff will bring a draft Terms of Reference to the April Board Meeting.

**8. SUPERINTENDENT'S REPORT**

**(a) 2019/2020 Six-Year Completion and Grade 12 Graduation Rates**

Scott Benwell shared the district's 2019/2020 six-year completion and Grade 12 graduation rates. These are now available to the public on the Ministry website.

**(b) 2020/2021 Class Size Report**

D'Arcy Deacon shared the 2020/21 Class Size and Composition Report. District class size averages are below the provincial average in all grade categories.

**(c) 2021/2022 Projected Enrolment**

Jesse Guy shared projected enrolment for the next school year. Preliminary estimates are due to the Ministry next week. In consultation with school principals, current projected numbers see a stable enrolment of approximately 1440 students for the 2021/2022 school year.

**(d) Provincial Mental Health Grant**

SD 64 has been selected as one of ten school districts across the province to inform the provincial conversation around mental health and wellness initiatives. Boe Beardsmore reported that, with the financial support of the province through the Ministry of BC, the district can continue the work and commitment in supporting students, educators and families in building mental health capacity and well-being.

**(e) COVID-19 Response**

Scott Benwell reported that, to date, SD64 has only had one exposure event. We must all continue to follow the recommended guidelines and protocols to keep everyone safe in our buildings. Systems are in place to monitor fresh air circulation in classrooms with 100% of buildings outfitted with upgraded MERV filters.

Boe Beardsmore updated the Board on updates to the health and safety guidelines that include mandatory masks for all K-12 staff and middle years and secondary students when in public spaces. Exceptions include when a staff or student is working at their individual workstation, eating or drinking. Safety plans will be updated and posted to the website.



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION  
Board of Education, School District No. 64 (Gulf Islands)  
ZOOM Virtual Meeting  
2021 02 10

Moved and seconded that the meeting be recessed briefly for 8 minutes.

CARRIED 30/21

The meeting reconvened at 8:30 p.m.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly expenditure report for January. Spending is consistent and on budget within 2%.

(b) **2020/2021 Amended Annual Budget Bylaw**

Jesse Guy presented the 2020/2021 Amended Annual Budget for the amount of \$27,206,313.

Unanimous agreement that the 2021/2022 Amended Budget Bylaw receive all three readings at this time.

CARRIED 31/21

Ms. Guy read the 2021/2022 Amended Budget Bylaw, prepared in accordance with the *School Act*.

Moved and seconded that the 2021/2022 Amended Budget Bylaw be read a first time and passed.

CARRIED 32/21

Moved and seconded that the 2021/2022 Amended Budget Bylaw be read a second time and passed.

CARRIED 33/21

Moved and seconded that the 2021/2022 Amended Budget Bylaw be read a third time, passed and approved.

CARRIED 34/21

(c) **CRD SSI Parks and Recreation Joint Use Agreement**

Jesse Guy shared the renewal for the joint use agreement between the school district and Salt Spring Island CDR Parks and Recreation. Amendments include waiving regular user fees for students and room rates for CRD use of facilities where practical.

Moved and seconded that the Board direct staff to execute the Joint Use Agreement with the Salt Spring Island CRD Parks and Recreation.

CARRIED 35/21

10. **COMMITTEE REPORTS**

(a) **HR Committee Report**

The HR Committee summary 2021 01 13 was received.

(d) **Finance, Audit, and Facilities Committee Report**

The Finance, Audit and Facilities Committee summary 2021 01 13 was received.

(e) **Education Committee Report**

The Education Committee met earlier today. Committee Chair Chaya Katrensky summarized items addressed including the request to adopt the Canadian Charter of Learner's Rights, EPIC Achievement Grants, draft calendar feedback, consideration for a three-year school calendar, and the public presentation



of school trustee reports.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received as presented.

Topic: How are you connecting people in this COVID isolation? (Goal 3.1 Cultivate connections that enhance intellectual, human & social, and career development for our students.)

***Fernwood Elementary School***

There are two key elements that Fernwood is turning to for connecting people during the pandemic, the outdoors and video. Their Halloween parade was outdoors, the older students are being fairies making deliveries to the younger students play spaces, Mr. McPhee's garden is getting rolling and everyone is looking forward to Jump Rope for Heart. Whole School Meetings are shared by video as was the Remembrance Day and Holiday Season songs. PAC is having productive online meetings and the staff recently held a numeracy in-service by Zoom which really seemed to connect with everyone. The next big project is a shared art project carving indigenous animals into new cedar benches for their outdoor learning spaces.

***Fulford Community Elementary School***

At Fulford Elementary, three students are still involved with remote program, the flexible return, and the principal connects regularly with them via Zoom. Besides receiving the newsletter from their classroom teacher once a week, the flex students also get the regular school newsletter. This latter is a big form of sharing for the whole school when connecting face to face especially with parents, is so limited. School events to keep up school spirit, such as pink shirt, pajama or crazy hair day, are celebrated in class, and shared with their cohort which is one other classroom. Students are able to mingle during lunch and recess outside.

Remembrance Day was held by Zoom, with each class seeing each other, but connection can be dicey. The two classes in each cohort share with each other, with activities such as buddy reading or a field trip to Quaquam. The Grade 2/3 class (in the same cohort) was invited to tour his grade 3/4 Halloween house. Marie also showed me the Reading and writing epic program, which uses videos of student's progress. These could possibly be shared as informal report for parents.

Kids see each other outside all the time, so that play time is relatively the same, classes are outside for PE as much as possible. Teachers meet in the staff room for lunch; the room has a max of 10 persons per time.

***Galiano Community School***

Galiano Community School is working hard to keep the school community connected. Students have been attending zoom presentations and workshops including:

- author Aiden Cassie from SSI for Read Aloud Day on Feb. 3.
- Middle Years students coding with Science World
- Galiano Food Program // School Garden
- Los Angeles man growing food in urban environment
- Man from Africa making instruments with recyclables
- UVIC speaker series on Coast Salish languages

As much as everyone is missing face-to-face student led conferences, Portfolios have been sent home and Zoom/phone conferences with parents are happening.





### ***Gulf Islands Secondary School***

GISS admin have added an additional optional staff meeting every month via Zoom to allow for any topic questions and answers during this pandemic year. This open style offers more free forming connection and dialog amongst staff.

PAC has been a very active supportive and engaged group. The Zoom PAC meetings has allowed for a more equitable connection platform for all the gulf Island families attending GISS to meet. There have been increased communications going out from the office to families with regular updates to help with the changing landscape of COVID.

It has been a challenging year to not have physical performances, tournaments and assemblies. However, members of the admin team routinely visit classrooms to speak to small groups of students directly and build those relationships and communicate relevant school information.

### ***Mayne Elementary/Jr. Secondary School***

Since last spring, Mayne School has been using FreshGrade to keep students engaged with their learning. It has also become a fun way for families to see first-hand their students' work and projects. The monthly school newsletter as well as emails and texts help keep families and the community connected. Recently, the school has been using the online learning company LIVE IT, which takes classes virtually into the field of various topics (weather, orca week, Arctic) and participants can also tweet in questions. The school has been able to connect with Mr. Rob, from the MI Conservancy, remotely in the classroom. Thanks to a grant from ArtStarts, beginning next week students will have the pleasure of remotely meeting and listening to Indigenous storytellers. Before the holidays, the school partnered again with the MI Assisted Living Society, to connect with seniors as well as youth in the community by creating gifts and cards and will do so again for Valentines Day. Learners have also enjoyed connecting with Cowichan Elder and Knowledge Keeper Dolly Sylvester (Hwul'hwulenuhwtnaat'), through the SD79 video series 'Hello Dolly' where children can ask questions about Elders and Cowichan culture and have them answered.

### ***Pender Islands Elementary Secondary School***

How are we connecting people in a time of COVID?

- Weekly updates on what's happening in the classroom (classroom newsletters in some cases)
- Newsletter with increased representation and pictures to make learning visible
- Phone call conversations connecting at-risk students/families with community supports
- Admin check ins with students in need
- Admin and teacher increased visibility on playground before/after school (connect with parents and community at a distance)
- Close parent/teacher communication with at-risk students
- Parent Night Zoom- Discussed topics of Social Media/Screen time use for young people.
- Using our EPIC grant to develop career skills for our student (electronics exploration and other ADST opportunities)
- Asynchronous work with community artists and students to showcase work in the Enchanted forest. (eg. putting in the ferry doors on South Pender for community to see)
- Connecting with local artists at Hope Bay. (Safe, socially distanced gallery tour and lesson)

### ***Phoenix Elementary School***

In response to COVID, SD64 in conjunction with Phoenix Elementary School created the flexible Return, remote learning option for families not yet ready to return to in-school instruction. We have created three distinct learning groups, led by two enthusiastic teaching staff. While our remote learning primarily focuses on numeracy and literacy, there is no shortage of a connection. Daily, our students meet in their learning groups and have a chance



to check in with their teacher and their peers. These meetings serve to keep the students connected and to set the stage for a day of learning in the remote and home environment. It is our mission to ensure students make academic progress in literacy and numeracy, stay connected to our district and stay engaged in the learning process.

### ***Salt Spring Elementary School***

SSE prides itself on giving a welcome to every student at the start of the day. With COVID these greetings have moved outdoors and is creating connections with parents as an off shoot. There is such a need for connection that the school is also doing end of the day farewells. The school is happy that they can continue the one on one readers program through zoom. Cheryl is using the new dome as an outreach for certain student. The ELF program was outdoors this fall and is now moving indoors with two families visiting at a time. The school is also excited to be hosting a French immersion information session online and providing kindergarten enrollment tours after school. There will be a kindergarten orientation outside in the spring with stations and timed arrivals.

### ***Saltspring Island Middle School***

SIMS has three rotating lunch periods with two cohorts of two classes, at a time, and one with three cohorts spending time together outside. This is going remarkably well, with much fewer discipline problems, and students enjoying their time together. Students are developing a closeness within their classes as well as with their cohort. Students also see each other when they enter the school in the morning from their respective class lineups at one of the five entrances. Weekly all school meetings are held by Zoom with the 14 classes. At this time, students share with each other from their classroom in a parade formation, and any school spirit activities that may be going on, such as bad hair day or Halloween costumes can be seen. More whole school events are being planned as these have become quite fun with sharing in class and through zoom-opportunities for showcasing students through this medium is gaining popularity. SIMS is always looking for fun things, as students especially need it in this transition period of their lives.

Staff see each other via Zoom or in the hallway. Staff meetings are now once a week, instead of monthly, held for a shorter period, in the play area just outside the gym, where there is enough room for all to stand. Staff is really appreciating this time, as they have always been a tight knit working group and are needing support and feedback at this time.

### ***Saturna Elementary School/SEEC***

Saturna School is cultivating connections during Covid isolation mainly through print and virtual platforms. Staff and students recognize that we have temporary lost some of our opportunities to connect in person with reading groups, guest speakers and gatherings such as Christmas Concerts. In order to fill those gaps, the team at Saturna School has taken steps to reach out to parents and community in several different ways.

Over Christmas parents were treated to some videos featuring Elementary and Strong Start students singing Christmas carols and reading a Christmas story. The SEEC group shared a festive radio play.

Into this new year the school continues to share stories and updates of learning activities through regular articles in our local monthly publication, The Scribbler. The staff have also recently set up a structure so that monthly newsletters will be sent out featuring current learning events and school activities, these newsletters will also be available at the General Store for all interested individuals to stay connected.

Different virtual presentations have also been available. Most recently, a Digital Screen time presentation for parents and students and SIMRES Whale Talks on technology integration are available to all staff, parents, students and community at large.



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2021 02 10**

SEEC students have begun an e-mentorship program with UBC students. This program has our soon to be graduates paired with undergrads from UBC where they get a one on one insight to the post-secondary process. This unique opportunity has targeted rural communities in BC.

Also, the SEEC class has partnered with Galiano conservancy working on a project to track illegal fishing activities. This study includes positioning cameras around Saturna to watch the activity in the water and report on what is being surveyed.

As we move into spring the school has plans to reconnect with our local community garden network and make the school plots a fun, valuable and interesting project for all Saturna students.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting: April 14, 2021
- (b) Committee Day: February 24, 2021

15. **ADJOURNMENT**

Moved that the meeting be adjourned at 9:06 p.m.

CARRIED 36/21

Date: \_\_\_\_\_  
Chairperson

Certified Correct: \_\_\_\_\_  
Secretary Treasurer

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**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 via  
ZOOM Virtual Conference  
2021 02 10**

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<b>Present:</b>	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Gregory Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant

The meeting was called to order at 2:23 p.m.

The agenda for the Regular Board meeting, In-Camera session held 2021 02 10 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2020 11 18 were approved as presented.

**Items:**

1. Superintendent's Pro-Growth Presentation
2. CUPE Grievance
3. Staffing
4. Governance/Operations – Shared Capacity Building
5. FSAs

The meeting adjourned at 4:43 p.m.

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

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

**Record of Proceedings of the Special In-Camera meeting held via  
ZOOM Virtual Conference  
2021 03 05**

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<b>Present:</b>	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Gregory Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant	
<b>Regrets:</b>	Stefanie Denz	Trustee

The meeting was called to order at 8:01 a.m.

Requirement for 48 hour notice was waived.

The minutes of the Regular Board meeting, In-Camera session held 2021 03 05 were approved as presented.

**Items:**

1. Personnel

The meeting adjourned at 8:41 a.m.



March 4, 2021

Ref: 243418

Tisha Boulter, Chair  
Board of Education  
School District No. 64 (Gulf Islands)  
**Email: [tboulter@sd64.org](mailto:tboulter@sd64.org)**

Dear Tisha Boulter:

Thank you for your letter of December 9, 2020, expressing concerns about Gulf Island ferry schedules and the effect on student transportation.

Changes have been made to the funding formula to recognize the unique geography of school districts. Aspects such as student distribution, sparsity and location, including the need to travel by ferry, are considered as part of the funding formula that generates your operational funding.

The Ministry of Transportation and Infrastructure has a process well underway as part of their *Vision for Coastal ferry Services* project, and is considering the issues you raise as laid out in their report [A Vision for Coastal Ferry Services, Phase 2 Engagement](#).

I will discuss this issue with the Minister of Transportation and Infrastructure to ensure your concerns are included as BC Ferries develops their vision for Coastal ferry services.

Sincerely,

Jennifer Whiteside  
Minister

pc: Honourable Rob Fleming, Minister of Transportation and Infrastructure  
Mark Collins, President/CEO, BC Ferries  
Scott Benwell, Superintendent, School District No. 64 (Gulf Islands)

From: Handrahan, Kirk TRAN:EX <Kirk.Handrahan@gov.bc.ca>  
Sent: February 25, 2021 11:20 AM  
To: Tisha Boulter  
Cc: Lori Deacon  
Subject: request for meeting with Minister Fleming regarding

Follow Up Flag: Follow up  
Flag Status: Flagged

Hi Tisha Boulter, I am responding on behalf of Minister Fleming to your request for a meeting. Given his broad portfolio and full schedule, he has asked me as the Executive Director responsible for coastal ferries to meet with you on his behalf. I would be happy to meet with you and your colleagues via a phone or video call at your convenience. If that works for you, please let me know when you would like to meet.


Thank you

Kirk Handrahan  
Executive Director  
Marine Branch  
Ministry of Transportation and Infrastructure

670 Upper Ganges Road  
Salt Spring Island, BC V8K 1S1  
janinefernandeshayden@gmail.com  
(250) 537-8314

March 3, 2021

Tisha Boulter  
Chair, Board of Trustees  
School District #64

  
Dear Ms. Boulter,

A few weeks ago, my daughter in grade 4 brought home a letter by the BCTF regarding FSA testing. Using students as couriers sat uncomfortably with me and has led me to wonder about the school district's policy on the distribution of political correspondence.

It is absolutely important for parents to distill the various sides of the educational issues affecting their children, and to subsequently form opinions that reflect the values that are important to them. There are different avenues for expression of opinion and I appreciated the chance to read the piece on the FSAs that was printed in the Driftwood. As such, this is not meant to comment on the content of the letter sent home but more so, the vehicle that was employed, which to me feel as though my child was being used.

Is it possible to consider creative and alternative ways to reach parents directly?

Appreciate your consideration and thank you to the Board, its staff and its teachers for their care and dedication in service to our children and youth.

Regards,



Janine Fernandes-Hayden

Parent





## SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

### Terms of Reference

- Name:** Inter-Island Transportation Working Group
- Type:** School District 64 (Gulf Islands) Working Committee
- Purpose:** To review current transportation practices of district operations, to invite discussion on the topic, and to identify areas that would reduce the district's student transportation expense.
- Scope:** The Committee of the Whole of the Board of Education for School District 64 (Gulf Islands) has noted that inter-island transportation considerations have emerged through the District Reconfiguration Process. This working committee provides a forum in which to hold the conversations. The committee's areas of discussion are focused on whether any additional discussions of interest with other identified water transportation parties could reduce water taxi costs. The Working Committee will have powers of recommendation.
- Authority:** The Working Committee will report (written and/or verbal) on its work to the Committee of the Whole. The Working Committee is not empowered to make operational decisions for the district. The purpose of this Committee is for information gathering and to provide recommendations on identified areas of improvement related to inter-island transportation of district operations.
- Membership Required:** Board of Education 3 (Provides Committee Chair)  
District Administration 2 (Jesse and D'Arcy) - Executive Assistant minute taker
- Invitation:** Invitation to be extended to transportation industry partner groups
- Meetings:** The Transportation Working Committee will meet a maximum of 3 times before the November 2021 meeting of the Board.
- Reporting:** To the Committee of the Whole.
- Budget:** There is no specific budget assigned to the Working Committee.
- Duration:** The Working committee will serve at the discretion of the Committee of the Whole and its mandate and existence will be reviewed at the November 2021 Public Board Meeting.

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## FESL Stakeholder Engagement: Educational Outcomes and Actions

Through extensive consultation across the sector, the Ministry of Education has established a number of educational outcomes to support system-wide focus on continuous improvement for all students in the BC public education system. School districts are expected to develop short-term (1-2 years) and long-term (3-5 years) goals for each educational outcome and identify actions/practices that are responsive to the needs of students.

As part of its Framework for Enhancing Student Learning, this working document represents the Board's commitment to strategic engagement of partners/stakeholders and efforts to develop, implement, monitor, evaluate and align school district plans for improving educational outcomes for all students. It is important to note that emphasis on improving outcomes for vulnerable student populations, especially Indigenous students, students in care, and students with exceptionalities, is necessary to assure equitable success for all.

We ask that you use this form to consider each educational outcome carefully and suggest actions/practices/resources that you believe will effect positive change and improvement. Please sort your feedback into length of term for actions to be considered (1 year, 2 years, 3 years). Where possible, identify how your suggestions align with the Board's strategic direction (e.g. specific reference to Strategic Plan Objective; Enhancement Agreement Goal, District Policy).

In addition to the outcomes established by the Ministry of Education, the district can look to establish its own educational outcomes to support the unique needs and interests of the communities it serves. Outcomes should fall within one of the three areas exemplified by the Ministry of Education's Educated Citizen Policy:

1. Intellectual Development
2. Human and Social Development
3. Career Development

There is space provided at the bottom of the document to suggest educational outcomes appropriate for our Gulf Islands learning community. Please ensure that suggested outcomes are measurable, and that potential measures are specific, meaningful and evidence-based.

Thank you for your input and participation.

Area: *Intellectual Development*

Ministry Educational Outcomes:

1. *Students will meet or exceed literacy expectations for each grade level.*
2. *Students will meet or exceed numeracy expectations for each grade level.*

Measures	Targets				Strategic Alignment	Suggestions for Action
<p>1.1: Current year and 3-year trend for the number and percentage of students in grade 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.</p>	<b>Gr. 4 Read</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>	<p><u>Strategic Plan Objective 1.1</u> Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills. <u>Values:</u> Responsibility</p>	
	All	89.5%	90%+	100%		
	Indigenous	100%	100%	100%		
	SPED	81%	90%	100%		
	<b>Gr. 7 Read</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>		
	All	88.7%	90%	100%		
	Indigenous	93.8%	100%	100%		
	SPED	85.7%	90%	100%		
	<b>Gr. 4 Write</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>		
	All	85.2%	90%	95%+		
	Indigenous	90%	95%	100%		
	SPED	68.8%	70%	80%		
	<b>Gr. 7 Write</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>		
	All	82.6%	90%	95%+		
	Indigenous	68.8%	70%	80%		
	SPED	53.8%	70%	80%		
<p>1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.</p>	<b>Gr. 10 Literacy</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>	<p><u>Strategic Plan Objective 1.1</u> Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills. <u>Values:</u> Responsibility</p>	
	All	70.6%	80%	90%		
	Indigenous	83.3%	90%	100%		
	SPED	msk	55%	65%		
	(no 3yr trend available)					

Measures

Targets

Strategic Alignment

Suggestions for Action

2.1: Current year and 3-year trend for the number and percentage of students in grade 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

Gr. 4 Numeracy	Current	Short	Long
All	82%	90%	95%+
Indigenous	70%	80%	90%
SPED	93.8%	95%	100%
Gr. 7 Numeracy	Current	Short	Long
All	67.7%	70%	80%
Indigenous	62.5%	70%	70%
SPED	42.9%	60%	70%

Strategic Plan Objective 1.1  
Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills.  
Values: Responsibility

2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

Gr. 10 Numeracy	Current	Short	Long
All			
Indigenous			
SPED			

(2019/20 data not yet available)

Strategic Plan Objective 1.1  
Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills.  
Values: Responsibility

2.3: Number and percentage of students who are completing grade to grade transitions on time.

Successful transition for all students (100%).

Strategic Plan Objective 1.1  
Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills  
Values: Responsibility  
EA Goal 4: Success

Area: *Human and Social Development*

Ministry Educational Outcome:

3. *Students will feel welcome, safe & connected to their school.*

Measures	Targets			Strategic Alignment	Suggestions for Action
<p>3.1: Number and percentage of students in grade 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.</p>	<b>Gr.4</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>	<p>Strategic Plan Objective 3.1 Cultivate connections that enhance intellectual, human &amp; social, and career development. Values: Opportunity, Collaboration, and Diversity EA Goal 1: Belonging</p>
	Welcome	83.3%	90%	100%	
	Safe	80%	90%	100%	
	Belonging	59%	80%	100%	
	<b>Gr.7</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>	
	Welcome	63%	70%	100%	
	Safe	64%	70%	100%	
	Belonging	45%	70%	100%	
	<b>Gr.10</b>	<b>Current</b>	<b>Short</b>	<b>Long</b>	
	Welcome	55%	70%	100%	
	Safe	79%	80%	100%	
Belonging	47%	70%	100%		
<p>3.2: Number and percentage of students in grade 4, 7, and 10 who feel there are two or more adults at their school who care about them.</p>		<b>Current</b>	<b>Short</b>	<b>Long</b>	<p>Strategic Plan Objective 3.1 Cultivate connections that enhance intellectual, human &amp; social, and career development. Values: Opportunity, Collaboration, and Diversity EA Goal 1: Belonging</p>
	Gr. 4	70%	80%	90%	
	Gr. 7	76%	80%	90%	
	Gr. 10	79%	80%	90%	

Area: *Intellectual Development*

Ministry Educational Outcomes:

4. *Students will graduate.*
5. *Students will have the core competencies to achieve their career and life goals.*

Measures	Targets	Strategic Alignment	Suggestions for Action																				
<p>4.1: Number and percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.</p>	<table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>Short</th> <th>Long</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>79.6%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Indigenous</td> <td>54.3%</td> <td>75% +</td> <td>100%</td> </tr> <tr> <td>SPED</td> <td>53.8%</td> <td>75% +</td> <td>100%</td> </tr> <tr> <td>ELL</td> <td>65.1%</td> <td>75% +</td> <td>100%</td> </tr> </tbody> </table>		Current	Short	Long	All	79.6%	90%	100%	Indigenous	54.3%	75% +	100%	SPED	53.8%	75% +	100%	ELL	65.1%	75% +	100%	<p><u>Strategic Plan Objective 1.1</u> Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills, and a life-long love of learning <u>EA Goal</u> : Success <u>Values</u>: Responsibility</p>	
	Current	Short	Long																				
All	79.6%	90%	100%																				
Indigenous	54.3%	75% +	100%																				
SPED	53.8%	75% +	100%																				
ELL	65.1%	75% +	100%																				
<p>5.1: Number and percentage of students transitioning to Canadian (BC) post-secondary institutions within 1 and 3 years.</p>	<p>Target: 10% improvement. (recognizing that many SD64 transition to outside BC)</p>	<p><u>Strategic Plan Objective 1.1</u> Facilitate the engagement of students in relevant and inspiring experiences that promote a life-long-love of learning <u>Vision</u>: Ignite a passion for learning <u>EA Goal 4</u>: Success</p>																					
	<table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Indigenous</th> <th>SPED</th> </tr> </thead> <tbody> <tr> <td>No trans.</td> <td>43%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>1 year</td> <td>41%</td> <td>58%</td> <td>50%</td> </tr> <tr> <td>2 years</td> <td>14%</td> <td>0%</td> <td>8%</td> </tr> <tr> <td>3 years</td> <td>2%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		All	Indigenous	SPED	No trans.	43%	42%	42%	1 year	41%	58%	50%	2 years	14%	0%	8%	3 years	2%	0%	0%		
	All	Indigenous	SPED																				
No trans.	43%	42%	42%																				
1 year	41%	58%	50%																				
2 years	14%	0%	8%																				
3 years	2%	0%	0%																				

District Educational Outcomes

Example

<b>Area</b>	Human and Social Development
<b>Outcome</b>	Students will experience a district free of racism.
<b>Measure</b>	Number and percentage of student in grades 4, 7, and 10 who do not experience racism in schools (measured through responses to district question(s) added to the Student Learning Survey)
<b>Suggestions for Action</b>	<ul style="list-style-type: none"> <li>Continued work with Anti-Racism Advocacy Working Group to implement positive change</li> <li>Policy development and translating existing policy to action</li> <li>Diversity training for staff and students</li> </ul>
<b>Strategic Alignment</b>	<ul style="list-style-type: none"> <li>EA Goal 1: Belonging. SD64 commits to a culture of care and respect.</li> <li>Strategic Plan Goal 1: Inspire Learning. Providing healthy, welcoming and safe learning environments were all students flourish.</li> <li>Policy 215 Diversity / Policy 212 Violence and Harassment-Free District</li> </ul>

<b>Area</b>	
<b>Outcome</b>	
<b>Measure</b>	
<b>Suggestions for Action</b>	
<b>Strategic Alignment</b>	

Area	
Outcome	
Measure	
Suggestions for Action	
Strategic Alignment	

Area	
Outcome	
Measure	
Suggestions for Action	
Strategic Alignment	





## International Student Program Fees

2019/20 to 2021/22 to 2022/23

	2019/20	2020/21	%	2021/22	%	2022/23
Application fee	300	400	25.0	400	0	400
Homestay Placement fee	350	500	30.0	500	0	0
Homestay fee/month	850	950	10.5	950	0	1000
Annual Tuition	12500	13200	5.3	13200	0	14000
Annual School Fee	300	300	0	400	25.0	800
Medical Insurance/month	90	100	10	120	16.7	120
<b>Total Annual Fees</b>	<b>22850</b>	<b>25000</b>	<b>8.6</b>	<b>25200</b>	<b>0.8</b>	<b>26,000</b>

The new school fees for 2022-2023 reflect what other island school districts have done and/or are planning on doing either this year or next. Tuition and homestay have risen approximately 10%. \*

We have removed the homestay placement and monitoring fee and placing that with our program fees. The main reason for this is as of this year we have brought back our homestay program to be in-house. Previously, the fees were separated as they were not technically "program fees".

\*The following are the proposed and/or passed tuition fees for a full year program 2022-2023 by other island school districts:

Sooke \$14,000

Nanaimo \$14,000

Qualicum \$13,000

Saanich \$14,750

Cowichan \$14,000

Victoria \$15,000 (for 2021-22, they have not released their new fees yet).



March 18, 2021

Ref: 245302

To: Secretary-Treasurer and Superintendent  
School District No. 64 (Gulf Islands)

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

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The Ministry is approaching Capital Plan Response Letters for the upcoming fiscal year in two stages, in response to school districts' 2021/22 Annual Five-Year Capital Plan submission as submitted to the Ministry prior to July 31, 2020.

This **initial** Capital Plan Response Letter identifies approved projects from the School Enhancement Program (SEP) and Carbon Neutral Capital Program (CNCP), and has been determined using the known base budgets for these programs for the 2021/22 fiscal year.

An **amended** Capital Plan Response Letter will follow in May to identify any additional approved projects under SEP and CNCP, reflecting any changes to program allocations announced through the Budget on April 20<sup>th</sup>. **Amended** letters will also identify supported and approved capital projects for the other minor and major capital programs, including:

- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)
- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

The table below identifies the minor capital projects from the Ministry's 2021/22 annual capital programs that are approved for funding, and are able to proceed to procurement at this point in time.

## MINOR CAPITAL PROJECTS

### New projects for SEP and CNCP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fernwood Elementary	SEP - HVAC upgrades	\$650,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Galiano Community School	SEP - Plumbing upgrades including Fire System upgrades	\$421,700	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Saturna Island Elementary Secondary	CNCP - HVAC Upgrade	\$160,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Gulf islands Secondary	CNCP - HVAC Upgrade	\$100,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.


An Annual Programs Funding Agreement will accompany the **amended** Capital Plan Response Letter in May, which will outline specific Ministry and Board related obligations associated with all approved capital projects for the 2021/22 fiscal year.

Boards of Education will be required to adopt a single Capital Bylaw for their approved 2021/22 Five-Year Capital Plan, as identified in the **amended** Capital Plan Response Letter in May.

Lastly, the Ministry will provide Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission in the coming weeks, in alignment with the launch of the Ministry's new online Capital Asset Planning System (CAPS) platform.

Please contact Capital Management Branch Director [Michael Nyikes](#) with any questions regarding this **initial** Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director  
Capital Management Branch

pc: Michael Nyikes, Director, Capital Management Branch  
Ravnit Aujla, Planning Officer, Capital Management Branch



## Draft Summary Committee of the Whole – SD 64 (Gulf Islands)

### In attendance

**Committee:** Tisha Boulter (board chair), Chaya Katrensky (vice chair), Shelley Lawson (trustee), Janelle Lawson (trustee), Stefanie Denz (trustee), Greg Lucas (trustee)

**Staff:** Scott Benwell (superintendent), Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

**Guests:** Robin Jenkinson (school gardens), Kris Krug (Galiano food program school liaison), Ian Mitchell (GITA), Marie Mullen (GIPVPA), Angela Thomas (CUPE)

**Regrets:** Rob Pingle (trustee)

Called to order 10:09 a.m.

### 1. Adoption of Agenda

Addition: 3d Climate Action Committee Update

Agenda adopted by consensus.

### 2. Approval of Summary

Summary of October 28, 2020 adopted by consensus.

### 3. New Business

#### a. School Gardens

Robin Jenkinson and Kris Krug shared an update on the SD64 school gardens program. Garden activities taking place at schools include: food distribution, bed preparation for spring planting, seed savings, student-led engagement, and garden clubs. Fernwood school has started working with mason bees and propagating cacti. Galiano has formalized the parent and volunteer program and guest speaker program. Classes at SSE will be hatching chicks this year.

COVID funds have been used to support grant writing and other garden initiatives across the district. Additional ways to support the garden program include visiting and volunteering at a local school garden, finding opportunities to recognize and celebrate those working with the program, identifying increased funding opportunities to support a garden program coordinator position.

Jesse Guy announced that, with the additional COVID savings, the district will fill a small temporary position for a garden coordinator to support grant writing and help get kids outside as spring approaches.

More information can be found on the school gardens website at [www.schoolgarden.ca/](http://www.schoolgarden.ca/).



*b. LOU4 – Employment Equity for Indigenous Staff*

Shelley Lawson brought the item forward at the request of the GITA Indigenous Education rep asking where the district is at in relation to LOU4. The question was asked through the lens of the Anti-Racism Advocacy Working Group and BIPOC representation.

D'Arcy Deacon explained that it is a provincial LOU, ratified by BCPSEA and the BCTF in 2011. The LOU provides an avenue for districts to work with local unions around policy development for equitable hiring of Indigenous staff. If the district were to proceed, an application to the Human Rights Tribunal would be necessary. SD64 has not commenced engagement with GITA prior to this meeting, and there has been no movement towards application to the Human Rights Tribunal.

Scott Benwell added that, procedurally, the Board would need a mandate from local union if there was a desire to proceed. The Board would then have to pass a motion for the district to pursue LOU4 and apply for exemption to the Human Rights Tribunal. D'Arcy Deacon further explained that the intent of the LOU is to address districts that have large discrepancies in numbers of Indigenous staff compared to Indigenous students.

**Action:** Shelley Lawson will report back to the Indigenous Education Committee.

*c. Inter-Island Transportation Working Group Terms of Reference*

Shelley Lawson questioned the need for the creation of a working group when the work could be well-placed within Finance, Audit, and Facilities. Currently, trustees have not identified a clear focus, goal or objective.

Trustees discussed where the Board should best position itself and who should be invited into the conversation.

**Action:** Staff will bring the draft terms of reference to the April public meeting as directed.

The Board may then decide it wishes to adopt the terms of reference and strike an inter-island transportation working group.

Shelley Lawson reported on the meeting with the BC Ferries representative. Discussion centered on the current survey of Gulf Islands residents regarding ferry use. Trustees at the meeting stressed the district's need for improved inter-island transportation for students and retention and recruitment of staff.

**Action:** Trustees to forward the information package and survey link provided by BC Ferries to their respective PACs.

*d. Climate Action Update*

The Climate Action Working Group will be meeting on March 31, April 7, May 5<sup>th</sup>, from 9:00-10:30 am. Request for agenda items should be forwarded to Greg Lucas.



4. **Other Business**
  
5. **Next Meeting:** April 28, 2021
  
6. **Adjournment:** 12:03 p.m.

DRAFT



## Summary Education Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Chaya Katrensky (committee chair), Shelley Lawson, Stefanie Denz, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Janelle Lawson (vice chair), Greg Lucas, Rob Pingle

**Staff:** Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

**Guests:** Shelly Johnson (GIPVPA), Ian Mitchell (GITA,) Angela Thomas (CUPE)

### Regrets:

Called to order 1:00 p.m.

Chaya Katrensky acknowledged her appreciation for and the privilege of living, working, and playing on these traditional territories of the Coast Salish people – huy ch q'u.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Minutes

October 28, 2020 meeting summary adopted by consensus.

#### 3. Canadian Charter of Learners' Rights

The Board received a request to adopt the Canadian Charter of Learners' Rights. Shelley Lawson asked that student voice be included in discussions moving forward and that the Charter be brought to the Anti-Racism Advocacy Working Group for consideration.

Stefanie Denz and Greg Lawson offered to unpack the Charter to gauge the district's current position in relative comparison. Scott Benwell suggested that partner groups be consulted as the contents of the Charter would impact collective language and standards of practice.

Jesse Guy reminded the group that the request was unsolicited and not mandated. Adopting the Charter may be appropriate and useful, but there is no requirement to action on the request.

**Actions:** Tisha Boulter will reach out to Board Chairs on how other districts have approach the request.

Scott Benwell will connect with partner groups and request that SIMS/GISS administration approach their respective student bodies.



4. **EPIC Achievement Grants**

Scott Benwell described the EPIC Achievement Grants as the type of work seen in high performing systems and is pleased with how readily the initiative has been embraced by school staff across the district. D'Arcy Deacon stated that the approach is quickly gaining momentum and is already seeing positive impacts on student outcomes and professional experiences through building a sense of pride and satisfaction. This approach to learning support is founded in current research and best practices and provides shared understandings and language that bring school staff together with a joint sense of purpose and identify common goals. Design elements seek to foster moments and experiences that elevate through insight, pride, and connection, by capturing the stories of the work and providing a framework for the why and the how.

Boe Beardsmore noted that the work supports equitable access and opportunities. It provides a framework that is systematic, founded in research, and based on quality instruction.

Scott Benwell stated that, through EPIC Achievement grants, the district is investing in students and putting surplus funds, found through COVID 19 savings, to great use.

5. **School Calendar**

a. *Recent Feedback*

Feedback received has come primarily from teachers. Last year, four additional instructional days were added to the calendar. The same is required again this year if the District is to maintain a two-week spring break. The need is due to the combination of a late Labour Day and an early last Friday in June which are school year bookends identified in the GITA Collective Agreement. This anomaly typically occurs every five or so years and was identified two years ago during local bargaining. This year, a number of teachers submitted their feedback requesting that an extension to the school year would be preferred to adding instructional Fridays to the calendar. Regular meetings with GITA representation have confirmed that GITA supports the current 2021/22 draft calendar being presented for consideration.

Shelley Lawson asked that a more fulsome auto-generated email response be provided when someone submits their feedback using the online form.

Angela Thomas had no formal feedback to offer but stated that the general sentiment from CUPE employees is that the additional instructional Fridays are preferable to losing a two-week spring break.

b. *3 Consecutive School Years*

The Ministry allows districts to submit for approval up to three-consecutive years of school calendar. Requirements for consultation and approval is the same as for a typical on-year calendar submission.





**Action:** That a motion, or notice of motion, to consider a three-year calendar be brought to the May Board meeting for discussion.

**6. Trustee School Reports**

*a. Distribution of Questions*

Chaya Katrensky thanked the Superintendent and PVP group for providing a list of questions for trustee school reports.

**Action:** Scott Benwell will share the trustee school report questions with the PVP group.

*b. Rotation of Public Meeting Presentation*

It was noted that there is little or no time to review trustee reports at each public Board meeting. A rotational schedule was proposed for trustees to verbally report out on their school. School reports could also be shared at Education Committee meetings. The following schedule was set for the remainder of the school year:

June: Shelley

May: Stefanie

April: Greg

**7. Next Meeting:** April 28, 2021

**8. Adjournment:** 2:12 p.m.



## Draft Summary Education Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Chaya Katrensky (committee chair), Shelley Lawson, Stefanie Denz, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Janelle Lawson, Greg Lucas, Rob Pingle

**Staff:** Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

**Guests:** Shannon Johnston (principal, Indigenous ed.) Marie Mullen (GIPVPA), Ian Mitchell (GITA,) Angela Thomas (CUPE)

### Regrets:

Called to order 9:00 a.m.

Chaya Katrensky acknowledged Pink Shirt Day and the appropriateness of the day's theme "lifting each other up."

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Summary

February 10, 2021 meeting summary adopted by consensus.

#### 3. Graduation Rates Observations

Scott Benwell pointed to significant improvements in SD64 resident graduation rates over the past two years, noting that improvements are not equitable for Indigenous learners and students on IEP. Male students, as a group, are also graduating at a lower rate. He spoke to the number of interventions and practices in place, how students at risk are identified, and what is being done about it.

Boe Beardsmore and Shannon Johnston led conversations around the work taking place across the district to support all learners on their path to graduation.

Shannon Johnson explained that 10% of SD64 students identify as Indigenous. There has been a shift in mindset from telling students what they must do to meet system needs, to looking at how the system can better meet the needs of students. Currently, we are not seeing parity in grad rates for Indigenous learners.

The Red/Yellow/Green Path to Graduation Project has schools identify where their Indigenous students are in their learning: at risk (red), of concern (yellow), or on track (green). District accumulated data is used to find trends and identify students at risk, while developing a collective sense of purpose among staff. Regular meetings (school and district level), Ipass, Equity Scan Dashboard, adjustments to program delivery, and



the Enhancement Agreement all serve to increase focus on the work that needs to be done while making the work visible.

Boe Beardsmore presented on the systems in place designed to reduce the achievement gap for students with exceptionalities and for Indigenous students. Learning services is working to establish strong school-based teams, building capacity, and improving practice. Success comes from a collaborative, multi-level approach (teachers, EAs, CYCWs, LIST, outside agencies) and collective expertise. A formalized referral process has been implemented at every school to identify students who are at risk academically, socially/emotionally, and/or behaviourally. There is a collective emphasis on sound assessment practices - knowing where each student is in their learning and where additional supports may be needed.

She noted that SD64 FSA participation rates have nearly doubled in the past two years, providing assessment information to better identify students at risk. The data collected is used to inform and support collaborative practice, and to identify areas of need and areas to extend learning. Our one main goal: all Kindergarteners starting together, walking the stage together at graduation.

Chaya Katrensky thanked everyone for their work. She expressed excitement in seeing improvements in the past 2 years and the ongoing momentum to continue to realize improvements.

Shelley Lawson extended the offer of service from the Board and fellow trustees to further support the work and eliminate barriers in place where possible.

4. **Next Meeting:** April 28, 2021
5. **Adjournment:** 10:09 a.m.



## Draft Summary Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Shelley Lawson (committee chair), Chaya Katrensky, Stefanie Denz, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Janelle Lawson, Greg Lucas, Rob Pingle

**Staff:** Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

**Guests:** Ian Mitchell (GITA); Marie Mullen (GIPVPA)

**Regrets:** Angela Thomas (CUPE)

Called to order 1:00 p.m.

Shelley Lawson acknowledged that this meeting is taking place on the traditional and unceded territories of the Coast Salish people – huy ch q'u.

### 1. Adoption of Agenda

Additions: 4b Transportation

Agenda adopted by consensus.

### 2. Adoption of Minutes

February 24, 2021 summary adopted by consensus.

### 3. Business Arising

### 4. New Business

#### a. Configuration Update

Jesse Guy and Scott Benwell updated trustees on facilities work in preparation for new grade configurations at schools.

- Senior staff have done walkthroughs at schools to determine need.
- Pender: currently working with the architect on structural changes that include a sliding garage door to provide outdoor access to the MakerSpace lab, outfitting the science and foods labs, and reorganizing the computer and library space.
- SSE: three classroom spaces are being set up.
- SIMS: inventory is being assessed to determine what needs to stay and what can be shared out to schools
- Fulford: has great additional space that can be used for new classrooms.

Space in the lower SIMS building is well-suited for the TASK program and possible other partnerships. The CRD is interested in leasing space if/when it becomes available for community use.



*b. Transportation*

Discussion continued from the earlier Committee of the Whole meeting. Shelley Lawson asked trustees to consider if a separate working group is needed to address inter-island transportation.

Rob Pingle stated that, unless the intent is to engage other agencies, in which case a separate working group would be appropriate, then transportation should fall under operations, not governance.

Conversations regarding inter-island transportation will remain within Finance, Audit and Facilities Committee for now.

**5. Other Business**

**6. Next Meeting:** April 28, 2021

**7. Adjournment:** 1:42 p.m.

DRAFT



## Draft Summary Policy Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Janelle Lawson (committee chair), Greg Lucas, Rob Pingle, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Stefanie Denz, Chaya Katrensky, Shelley Lawson,

**Staff:** Jesse Guy (secretary-treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

**Guests:** Marie Mullen (GIPVPA), Ian Mitchell (GITA),

**Regrets:** Angela Thomas (CUPE)

Called to order 1:30 p.m.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Summary

Summary of February 12, 2020 adopted by consensus.

#### 3. Business Arising

##### a. Child Care Policy BCSTA Template

New legislation requires that districts develop policy for the provision of childcare on district properties. BCSTA has provided a template that can be adapted as appropriate.

**Action:** Staff will format policy and procedure from the template provided for the Board's consideration at the April public meeting.

##### b. Draft Policy and Procedure 6300 Retention and Destruction of Records

This is a new draft policy and procedure presented to the Board for consideration at the November public meeting. The drafts were circulated to partner groups and feedback was received.

The procedure needs clarity around digital records and user accounts/ids.

**Action:** Rob Pingle will work with Jesse Guy on revisions to be brought to the April policy committee.

##### c. Revised Policy 520 Learning Services

The policy was revised to reference the Ministry's *Special Education Services Manual of Policies, Procedures and Guidelines*. Amendments were circulated and feedback was received.



The newly included language regarding Hospital Homebound is taken directly from, and is well-defined within, the Ministry manual itself. This direct reference to the Manual ensures that policy remains current. No further amendments are needed.

**Action:** The current amendments will be brought to the April Board meeting for approval.

4. **New Business**

a. *Procedure 4250 Student Medical Care Plan*

Boe Beardsmore recommended that the procedure be amended to include a support plan for students with type 1 diabetes. *The Provincial Standards for Supporting Students with Type 1 Diabetes in the School Setting* includes a support plan that can be used to create a district form and referenced in Procedure 4250.

It was noted that form 4250-3 School Log of Actions and Administration of Medical Care is missing from the website and no record of the digital file can be found.

**Action:** Staff will create a support plan for students with type 1 diabetes, as well as a school log for administration of medical care. Procedure 4250 will be amended to include reference to the Provincial Standards for Supporting Students with Type 1 Diabetes and to the corresponding student support plan form. These amendments will be brought to the April Board meeting for approval.

b. *Policy 132 Public Interest Disclosure/Whistleblower Protection*

There is a requirement, through BCPSEA, for districts to develop public interest disclosure policy. The compliance date for this is December 2021.

**Action:** D'Arcy Deacon and Greg Lucas, through HR Committee, will look at provincial requirements and recommend amendments to policy/procedure 132 if needed.

5. **Other Business**

6. **Next Meeting:** April 28, 2021

7. **Adjournment:** 2:28 p.m.



## SCHOOL DISTRICT NO. 64

### POLICY 6950 Child Care

*"Inspire learners, Integrate sustainability,  
Involve community"*

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Section: Finances and Facilities  
Dates of Revisions:  
Date of Adoption and  
Resolution Number:

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#### **Rationale:**

*The School District No. 64 Board of Education recognises the benefit and need for safe and quality community child care programs. In order to effectively promote and facilitate the use of board property by licensees for the purpose of providing child care programs, clear guidelines are necessary.*

#### **Policy:**

The School District No. 64 Board of Education has established policy and procedure to provide guidance with respect to how the board will promote the use of board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the board or third party licensees.

#### **References:**

- *School Act*, sections 85.1 85.1, (Policies respecting child care programs), 85.2 (Boards may provide child care programs), 85.3 (Child care programs provided by others), and 85.4 (Use of board property for child care programs)
- Ministerial Order M326 - The Child Care Order





## SCHOOL DISTRICT NO. 64

### PROCEDURE 6950 Child Care

*"Inspire learners, Integrate sustainability,  
Involve community"*

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Section: Finances and Facilities

Dates of Revisions:

Date of Adoption and

Resolution Number:

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The board will promote the use of board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the board or third party licensees.

The use of board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

### Definitions

1. In this Policy, the terms "board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.
2. "Direct and indirect costs" include:
  - a. Utilities;
  - b. Maintenance and repair;
  - c. A reasonable allowance for the cost of providing custodial services;
  - d. A reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

### Guiding Principles

3. The board will, on an ongoing basis, assess community need for child care programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

4. If child care programs are to be provided on board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
5. Child care programs, if operated by the board, will be operated for a fee no greater than the direct costs the board incurs in providing the child care program.
6. Fees for the use of board property by licensees other than the board will not exceed the direct and indirect costs the board incurs in making board property available for the child care program.
7. If child care programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the board to operate a child care program, the board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
9. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:
  - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the *British Columbia Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
  - b. is inclusive and consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*.
10. Any contract with a licensee other than the board, to provide a child care program on board property must be in writing and subject to review no less than every five years. The contract must contain:
  - a. description of the direct and indirect costs for which the licensee is responsible;
  - b. an agreement by the licensee to comply with this policy and all other applicable policies;
  - c. a provision describing how the agreement can be terminated by the board or the licensee;
  - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
  - e. a statement that the agreement can only be amended in writing, signed by the board and the licensee;
  - f. a requirement for the licensee to maintain appropriate standards of performance; and
  - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.

11. Prior to entering into or renewing a contract with a licensee other than the board to provide a child care program on board property, the board will consider:
  - a. Whether it is preferable for the board to become a licensee and operate a child care program directly;
  - b. the availability of school district staff to provide before and after school care;
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

**References:**

- *School Act*, sections 85.1 85.1, (Policies respecting child care programs), 85.2 (Boards may provide child care programs), 85.3 (Child care programs provided by others), and 85.4 (Use of board property for child care programs)
- Ministerial Order M326 - The Child Care Order
- Policy/Procedure 203 Property Control



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**SCHOOL DISTRICT NO. 64**

**PROCEDURE 4250**  
**Student Medical Care Plan and Medication**

*"Inspire learners, Integrate sustainability,  
Involve community"*

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Section: Students

Dates of Revisions: November 12, 2003

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

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**Implementation of Medical Care Plan and Administration of Oral/Topical Medication to Students**

1. Requests to the school district to implement a medical care plan for serious medical condition, or to administer medication (short-term or long-term) must be based on the student's requirement to have a medical care plan or receive medication during school hours to allow regular attendance.
2. The Principal has primary responsibility for ensuring the health, safety and well-being of students during school hours.
  - a. The Principal will inform the Public Health Nurse of the names of all students requiring a medical care plan or medication so that instructions or training can be given as needed to the Principal or any staff who volunteers to implement the medical care plan or administer the medication.
  - b. Instruction to staff volunteers will be updated as needed by the Public Health Nurse, or by request of the Principal and records will be kept of such training. Instructions will be type written.
  - c. The Principal must ensure that the parent and physician have signed the form from the Public Health Nurse and the form is upgraded as necessary.
  - d. Medication(s) and devices will be provided in original containers.
3. A log will be kept in the school of the dates and times of actions associated with the medical care plan or the administration of medications or supervision of self-medication including any special circumstances and the names of the students concerned.
4. Each school in the district must have a Medical Alert Plan in place for medical care procedures and medications needed on a long-term basis. That plan will meet the health and safety needs of the students it serves and will be posted in an appropriate place.

5. In emergency situations every employee has a duty to render assistance to a student, including the implementation of the medical care plan, or the administering of medication where necessary.

### **Forms:**

4250-1 Medical Care Plan for Students with a Serious Medical Condition

4250-2 Administration of Oral or Topical Medication

4250-3 School Log of Actions and Administration of ~~Medical Care or~~ Medications to a sStudent

4250-4 Diabetes Support Plan and Medical Alert Information

### **References:**

- *Policy 3120, Communicable Diseases/Exclusion*  
*Policy 3150, Severe Allergies/Anaphylaxis*

### **Resource:**

- SD61 (Greater Victoria). Sections 4 and 5, Tool Kit for Management of Emergency Medical Conditions. <https://www.sd61.bc.ca/wp-content/uploads/sites/91/2015/04/May-2015-GVSD-Tool-Kit-for-Management-of-Emergency-Medical-Conditions2.pdf>
- Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting





**PROCEDURE 4250-4 (Form)**  
**Diabetes Support Plan and Medical Alert Information**

*Instructions: This form is a communication tool for use by parents to share information with the school. Students who are receiving Nursing Support Services (NSS) Delegated Care do not need to complete page 3. This form does NOT need to be completed by Diabetes Clinic staff, Nursing Support Service Coordinators or Public Health Nurses.*

<b>Name of Student:</b>		<b>Date of Birth;</b>	
<b>School:</b>	<b>Grade:</b>	<b>Teacher/Div:</b>	
<b>Care Card Number:</b>		<b>Date of Plan:</b>	
<b>CONTACT INFORMATION</b>			
<b>Parent/Guardian 1:</b>	Name:		<input type="checkbox"/> <b>Call First</b>
Phone Numbers:	Cell	Work	Home
			Other
<b>Parent/Guardian 2:</b>	Name:		<input type="checkbox"/> <b>Call First</b>
Phone Numbers:	Cell:	Work:	Home:
			Other:
<b>Other/Emergency:</b>	Name:		Relationship:
	Able to advise on diabetes care: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Phone Numbers:	Cell:	Work:	Home:
			Other:
Have emergency supplies been provided in the event of a natural disaster? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, location of emergency supply of insulin: _____			
<b>STUDENTS RECEIVING NSS DELEGATED CARE</b>			
<b>NSS Coordinator:</b> _____ <b>Phone:</b> _____			
<b>School staff providing delegated care:</b>			
_____			
_____			

Parent Signature: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_

**MEDICAL ALERT - TREATING MILD TO MODERATE LOW BLOOD GLUCOSE**  
**NOTE: PROMPT ATTENTION CAN PREVENT SEVERE LOW BLOOD GLUCOSE**

SYMPTOMS	TREATMENT FOR STUDENTS NEEDING ASSISTANCE ( <u>anyone</u> can give sugar to a student):		
<input type="checkbox"/> Shaky, sweaty <input type="checkbox"/> Hungry <input type="checkbox"/> Pale <input type="checkbox"/> Dizzy <input type="checkbox"/> Irritable <input type="checkbox"/> Tired/sleepy <input type="checkbox"/> Blurry vision <input type="checkbox"/> Confused <input type="checkbox"/> Poor coordination <input type="checkbox"/> Difficulty speaking <input type="checkbox"/> Headache <input type="checkbox"/> Difficulty concentrating  Other:	<p><b>Location of fast acting sugar:</b> _____</p> <p>1. If student able to swallow, give one of the following fast acting sugars:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>10 grams</b></p> <input type="checkbox"/> _____ glucose tablets  <input type="checkbox"/> 1/2 cup of juice or regular soft drink  <input type="checkbox"/> 2 teaspoons of honey  <input type="checkbox"/> 10 skittles  <input type="checkbox"/> 10 mL (2 teaspoons) or 2 packets of table sugar dissolved in water  <input type="checkbox"/> Other (ONLY if 10 grams are labelled on package):</td> <td style="vertical-align: top; padding-left: 20px;"> <p><b>OR 15 grams</b></p> <input type="checkbox"/> _____ glucose tablets  <input type="checkbox"/> 3/4 cup of juice or regular soft drink  <input type="checkbox"/> 1 tablespoon of honey  <input type="checkbox"/> 15 skittles  <input type="checkbox"/> 15 mL (1 tablespoon) or 3 packets of table sugar dissolved in water  <input type="checkbox"/> Other (ONLY if 15 grams are labelled on package):</td> </tr> </table> <p>2. Contact designated emergency school staff person</p> <p>3. Blood glucose should be retested in 15 minutes. Retreat as above if symptoms do not improve or if blood glucose remains below 4 mmol/L</p> <p>4. Do not leave student unattended until blood glucose 4 mmol/L or above</p> <p>5. Give an extra snack such as cheese and crackers if next planned meal/snack is not for 45 minutes.</p>	<p><b>10 grams</b></p> <input type="checkbox"/> _____ glucose tablets <input type="checkbox"/> 1/2 cup of juice or regular soft drink <input type="checkbox"/> 2 teaspoons of honey <input type="checkbox"/> 10 skittles <input type="checkbox"/> 10 mL (2 teaspoons) or 2 packets of table sugar dissolved in water <input type="checkbox"/> Other (ONLY if 10 grams are labelled on package):	<p><b>OR 15 grams</b></p> <input type="checkbox"/> _____ glucose tablets <input type="checkbox"/> 3/4 cup of juice or regular soft drink <input type="checkbox"/> 1 tablespoon of honey <input type="checkbox"/> 15 skittles <input type="checkbox"/> 15 mL (1 tablespoon) or 3 packets of table sugar dissolved in water <input type="checkbox"/> Other (ONLY if 15 grams are labelled on package):
<p><b>10 grams</b></p> <input type="checkbox"/> _____ glucose tablets <input type="checkbox"/> 1/2 cup of juice or regular soft drink <input type="checkbox"/> 2 teaspoons of honey <input type="checkbox"/> 10 skittles <input type="checkbox"/> 10 mL (2 teaspoons) or 2 packets of table sugar dissolved in water <input type="checkbox"/> Other (ONLY if 10 grams are labelled on package):	<p><b>OR 15 grams</b></p> <input type="checkbox"/> _____ glucose tablets <input type="checkbox"/> 3/4 cup of juice or regular soft drink <input type="checkbox"/> 1 tablespoon of honey <input type="checkbox"/> 15 skittles <input type="checkbox"/> 15 mL (1 tablespoon) or 3 packets of table sugar dissolved in water <input type="checkbox"/> Other (ONLY if 15 grams are labelled on package):		

**MEDICAL ALERT – GIVING GLUCAGON FOR SEVERE LOW BLOOD GLUCOSE**

SYMPTOMS		PLAN OF ACTION
<ul style="list-style-type: none"> <li>• Unconsciousness</li> <li>• Having a seizure (or jerky movements)</li> <li>• So uncooperative that you cannot give juice or sugar by mouth</li> </ul>		<ul style="list-style-type: none"> <li>• Place on left side and maintain airway</li> <li>• Call 911, then notify parents</li> <li>• Manage a seizure: protect head, clear area of hard or sharp objects, guide arms and legs but do not forcibly restrain, do not put anything in mouth</li> <li>• Administer glucagon</li> </ul>
Medication	Dose & Route	Directions
Glucagon (GlucaGen or Lilly Glucagon)  Frequency: Emergency treatment for severe low blood glucose	0.5 mg = 0.5 ml. (for students 5 years of age and under)  OR 1.0 mg = 1.0 ml. (for students 6 years of age and over)  Give by injection: Intramuscular	<ul style="list-style-type: none"> <li>• Remove cap</li> <li>• Inject liquid from syringe into dry powder bottle</li> <li>• Roll bottle gently to dissolve powder</li> <li>• Draw fluid dose back into the syringe</li> <li>• Inject into outer mid-thigh (may go through clothing)</li> <li>• Once student is alert, give juice or fast acting sugar</li> </ul>







## SCHOOL DISTRICT NO. 64

### POLICY 520 Learning Services

*“Inspire learners, Integrate sustainability,  
Involve community”*

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Section: Learning  
Dates of Revisions:  
Date of Adoption and  
Resolution Number: June 13, 2018 – 76/18

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#### **Rationale**

*School District No. 64 Board of Education strives to engage students in ways that inspire healthy, welcoming and safe learning experiences where all students flourish. Engaged students are inspired to be creative and collaborative, to develop goals and passions, and to take responsibility for their own learning.*

#### **Policy**

School and district educators plan and coordinate a number of initiatives designed to assist schools in implementing their learning goals. Learning Services staff works directly with schools to provide support, problem-solve when issues arise, and collaboratively develop strategies and frameworks to enhance student learning.

#### **Diverse Learning Experiences support all students**

The board is committed to learning for all students in Gulf Islands School District 64. The board recognizes that, for all students to flourish, varied settings, time requirements, and approaches are necessary to achieve success. The board is committed to this in a manner that is sustainable.

#### **Students with Special and Individual Needs**

1. The board supports an instructional framework that maximizes success and independence for all learners by:
  - a. encouraging all students to reach their full potential
  - b. engaging all students in challenging programs
  - c. providing opportunities for access to all areas of the curriculum
  - d. recognizing and acknowledging personal achievements of all learners
  
2. The delivery of special education services reflects:
  - a. strengths of individual students

- b. expertise of the multidisciplinary team members and classroom teachers as they collaborate and make decisions that support high quality learning experiences for each student
- c. supports that build upon the individual students' strengths
- d. the classroom as the primary site of educational programs
- e. clear tangible supports for the classroom teacher
- f. recognition and celebration of the teaching-learning process
- g. home, school and community partnerships

### **Curriculum, Instruction & Assessment**

The board is committed to the vision of a redesigned curriculum and assessment models that incorporate the development of core competencies across the curricula, promotes mastery of core skills in the primary years, and increasingly personalizes learning for students.

Wherever practicable, the board supports educators collaborating to build frameworks and tools that enhance student learning as reflected by redesigned curriculum instruction and assessment practices.

### **Health and Wellness**

The board is committed to support the health and wellness of each student. School and district counsellors and other staff collaborate with community partners to support student wellness and nurture student resiliency.

### **Hospital Homebound**

The board is committed to maintaining continuity of appropriate educational programs for students who are anticipated to be absent from school for extended periods of time due to hospitalization or for medical reasons. Delivery of hospital homebound service will align with recommendations outlined within the BC Ministry of Education's *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

### **Transitions**

Smooth transitions into the school district, between schools, and from school to community life contribute to student success. The board is committed to ensuring schools and the district plan and implement effective transition plans for each student.

### **Learning Enhanced by Technology**

The board recognizes that learning can be enhanced by technology. The district endeavours to build, maintain, and enhance technology infrastructure to support learning.

### **References:**

- Policy 100
- Policy 500 - Planning for Learning
- BC Ministry of Education. *Special Education Services: A Manual of Policies, Procedures and Guidelines*
- BC's Curriculum (online) - <https://curriculum.gov.bc.ca/>