



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Saturna School**  
**2023 04 12 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 2023 02 08 (attachment)
3. **IN-CAMERA SUMMARY**
  - (a) Summary of In-Camera meeting held 2023 02 08 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
  - (a) SEEC Program – Adrian Pendergast
7. **CHAIRPERSON’S REPORT**
  - (a) Rise and Report
  - (b) Provincial Council
  - (c) Spring VISTA Conference
  - (d) Strategic Plan Process
8. **SUPERINTENDENT’S REPORT**
  - (a) Inclusive education outreach
  - (b) International Program. Proposed Fees for 2024-2025
  - (c) Deputy Superintendent’s Report
    - i. Staffing and Enrolment
    - ii. Automated Dispatch
    - iii. K-12 Reporting
9. **SECRETARY TREASURER’S REPORT**
  - (a) Monthly Financial Report
  - (b) Capital Plan Bylaw 2022/2023 – 3 readings (attachment)
  - (c) Capital Plan Bylaw 2023/2024 – 3 readings (attachment)
10. **COMMITTEE REPORTS**
  - (a) Committee of the Whole - 2023 02 08 and 2023 03 15 summaries (attachments)
  - (b) Education Committee - 2023 02 08 and 2023 02 22 summaries (attachments)
  - (c) Finance, Audit and Facilities Committee – 2023 02 22 summary (attachment)
  - (d) Policy Committee – 2023 02 22 summary (attachment)
    - i. Procedure 120 Board Committees  
*Motion: That the Board approves amendments to Procedure 120 Board Committees.*

ii. Policy 525 Residential Catchment (attendance) Areas  
Motion: *That the Board approves amendments to Policy 525 Residential Catchment Areas.*

iii. Procedure 525 Residential Catchment (attendance) Areas  
Notice of Motion: *That the board approves amendments to Procedure 525 Residential Catchment Areas. The procedure will be circulated for feedback and considered by the Policy Committee on May 10, 2023. The Board will consider adoption of the motion at the June 14, 2023 public meeting.*

iv. Policy Development and Currency Policy  
Notice of Motion: *That the board adopts Policy 1.50 Policy Development and Currency. The policy will be circulated for feedback and considered by the Policy Committee on May 10, 2023. The Board will consider adoption of the motion at the June 14, 2023 public meeting.*

Notice of Motion: *That the board repeals Policy Development Policy 135 and Procedures 135, 135-1, and 135-2. The motion will be considered following adoption of new Policy 1.50 Policy Development and Currency. The Board will consider adoption of the motion at the June 14, 2023 public meeting.*

v. Policy 410 Student Transportation  
Notice of Motion *That the board approves amendments to Policy 410 Student Transportation. The policy will be circulated for feedback and considered by the Policy Committee on May 10, 2023. The Board will consider adoption of the motion at the June 14, 2023 public meeting.*

11. **TRUSTEES' SCHOOL REPORTS**

What are your school's strengths and best practices around environmental protection? What could we be doing more of or better at? (Objective 2.1 Encourage connection to and individual responsibility for the natural environment.)

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – April 26, 2023
- (b) Regular Board Meeting – May 10, 2023

15. **ADJOURNMENT**



<b>Present:</b>	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Associate Superintendent
	Boe Beardsmore	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant
	Ian Mitchell	GITA President
	Angela Thomas	CUPE President
	Jennifer Kaila	DPAC Representative
	Ryan Massey	GIPVPA Representative
	Rob Magley	Gulf Islands Driftwood Rep.
<b>Regrets:</b>	Greg Lucas	Trustee

The meeting was called to order at 1:00 p.m. by Chair Boulter. Trustee Macdonald recognized the efforts of Tye Swallow as a leader of SENĆOŦEN language revitalization and learning. She acknowledged that this meeting is taking place on the traditional territories of the Coast Salish peoples - huy tseep q'u.

1. **ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2023 02 08 be adopted as presented.

CARRIED 13/23

2. **APPROVAL OF MINUTES**

Amend 10(b) to remove reference to FAF  
Include Saturna Trustee School Report (11)

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2023 01 11 be approved as amended.

CARRIED 14/23

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopts the Regular In-Camera Summary of 2023 01 11 as presented.

CARRIED 15/23

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

(a) **Maggie Allison – TASK and Scholarships Presentation**

Ms. Allison presented an overview of the Trades Awareness Skills and Knowledge program which now operates within the SD64 Learning Hub. Courses are delivered in an intensive format, usually taken in



combination within a semester. The program allows students to familiarize themselves with a number of different trades and often leads into apprenticeship training.

Ms. Allison shared an overview of the scholarship program as part of her role in careers and transitions. The process has been enhanced to include language around equity as both a principle and a process. Work continues in this area to ensure fairness, equal access and inclusion for all. She highlighted the Cornerstone Scholarship Fund that supports students over multiple years of post-secondary study who would otherwise not be able to attend college or university.

7. **CHAIRPERSON'S REPORT**

(a) **BCPSEA AGM**

D'Arcy Deacon and Trustee Lucas attended BCPSEA's AGM. Topics covered included trustee conflict of interest, case law and arbitrations updates, support staff bargaining, labour relations, and trustee communications.

(b) **Mayne Island Assisted Living Society – Request to Serve Alcohol**

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Mayne Island Assisted Living Society request to serve alcohol during a fundraising event March 18, 2023 at Mayne Island School.

CARRIED 16/23

8. **SUPERINTENDENT'S REPORT**

(a) **Staffing and Enrolment**

Looking ahead to the next school year, schools are working on initial student enrolment projections. These early projections help guide next steps in the staffing process. There will be changes in some school administration appointments. The district is close to finalizing the Letter of Understanding with CUPE for a cost sharing initiative for Education Assistant certification.

(b) **Racial Equity Together – K-12 Anti-Racism Action Plan**

The Ministry of Education and Child Care released the Racial Equity Together – K to 12 Anti-Racism Action Plan in January. This complements and informs district practices and attends to the need to address racial inequities and remove barriers in the public education system.

A brief recess was called by consensus at 1:51 pm. The meeting resumed at 2:00 pm.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly operating expense report for January. The summary indicates 0.4% over budget. This is a result of all retroactive pay showing on the monthly expense side, while the annual budget does not include the retro-pay expense. The retro pay expense is accounted for in the draft amended annual budget.

(b) **Signing Authority**

Ms. Guy shared an updated letter and appendixes for the Bank of Montreal that include Boe Beardsmore and Lori Deacon as signing authority for amounts up to and including \$10,000. Signing authorities are being changed for the duration of Secretary Treasurer Jesse Guy's maternity leave.



Moved and seconded that the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A' effective the commencement of Jesse Guy, Secretary Treasurer's maternity leave.

CARRIED 17/23

Moved and seconded that the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B' effective the commencement of Jesse Guy, Secretary Treasurer's maternity leave.

CARRIED 18/23

**(c) Draft 2022/2023 Amended Annual Budget**

Jesse Guy shared the draft 2022/2023 amended annual budget for consideration. No changes have been made to the draft amended budget since the Bylaw received first reading on January 11, 2023.

Moved and seconded that the Draft 2022/2023 Amended Annual Budget Bylaw be read a 2<sup>nd</sup> time and passed.

CARRIED 19/23

Moved and seconded that the Draft 2022/2023 Amended Annual Budget Bylaw be read a 3<sup>rd</sup> time, passed, and approved.

CARRIED 20/23

**10. COMMITTEE REPORTS**

**(a) Education Committee**

The Education Committee discussed AI Chatbots, implications for use in the classroom setting, and the challenges, concerns, and opportunities that new and enhanced digital technologies bring.

**(b) FAF Committee**

The FAF Committee summary 2022 12 14 was received.

**11. TRUSTEES REPORTS**

Trustee school reports were received. Trustee Macdonald shared her school report for Fulford Elementary School.

Topic: How has the transition resulting from reconfiguration gone at your school? (Goal 2: Integrate Sustainability. Objective 2.3 Ensure the continuation of a healthy and stable financial environment.)

***Fernwood Elementary School***

***Fulford Community Elementary School***

The change to K-7 at Fulford School has been extremely successful. Principal Mullen has provided many examples of positive changes around the school. Parents from Fulford PAC have also contributed comments that reflect their satisfaction with the current configuration. These include:

- There is now a thriving Band Program with a full class of participants
- Older students are “buddying up” with younger children at lunchtime
- Students are taking leadership roles such as helping in the library
- Plans are starting for a chess club, dance program and other opportunities
- The Grade 6’s are currently helping kindergarten kids, for example
- There is a larger staff with diverse skills and interests to share
- There are more options in organization and staffing the school



- Fulford is happy to see a thriving, active Parent Advisory Committee
- There was a full gym at the Christmas Concert!!
- More hands on deck means more support for children with needs
- Fulford is a busier, active place with so much more going on each day
- And my favourite: older children can “still be kids” and they feel ok doing so

All schools are likely experiencing challenges due to COVID and the lingering period of uncertainty. Fulford School is supporting the children in the best way it can, while understanding that two significant changes presented everyone with a greater workload. The best thing is that the future is bright and everyone seems very optimistic!

### ***Galiano Community School***

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

The addition of Grade 8's at the high-school has been a smoother transition than anticipated. It has been a benefit to have multiple middle years teachers join the staff as they brought skills to share with the teachers not accustomed to working with the developmental age of Grade 8. A continual improvement action plan is in place for next year inspired by lessons learned that will see a creation of a 'Junior High' cohort programming in Sept. 2023. A team of teachers will be assigned for the 8/9's so the students will experience less teacher transition. An example of this could be a student having math and science taught by the same teacher. Grade 8/9's will have multiple relationships with teachers as they rotate through the exploratory elective blocks, so having some consistency with their academic classes will offer stability and regularity.

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

Having transitioned from a K-8 school to a K-7 school, the grade 7 students quickly stepped up to be leaders for the student body. The grade sevens worked collectively and collaboratively with the student population to ensure there was a balance between having great fun and personal accountability for continuing to ensure the school environment was safe, fun, and healthy for everyone. This grade seven student leadership was especially welcomed and supportive for the student body, as the fall was filled with a series of TTOC's for one of the teaching assignments.

Those students continuing to grade eight went to both Pender Island Elementary/Secondary School and to Parklands Secondary School in Saanich. The parents at the PAC meeting did not personally have older children who transitioned for this school year. These parents did share that they had heard that the students who went on to Pender Island Elementary/Secondary School were able to 'spread their wings' and benefit from more after school programs and options.

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

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

Phoenix Elementary changed from a K-8 to a k-7 during our configuration. This resulted in an obvious decline in enrolment. This was positive in the first year of the transition as it was identified that the students were ready and excited to move up to the 'bigger' school earlier. There has continued to be a decline in enrolment for reasons that may or may not be connected to how our district is now configured. Families may have found more choice across Salt Spring to access K-7 programming, but also the creation of 64GO may also have offered an alternative to parents looking for non traditional classroom based schooling.

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



***Saltspring Island Middle School***

***Saturna Elementary School/SEEC***

Saturna school has been the least directly affected by reconfiguration. Students at Saturna Elementary school continue attending kindergarten and through grade 5 and SEEC students grades 10-12. Students start attending Pender Island Elementary Secondary School (PIESS) in grade 6. We have had positive feedback from students and families about how they experience the new programming and facilities at PIESS.

In discussions with Principal Pendergast it was great to hear about what PIESS is now able to offer students post-configuration. He spoke of more exploratory and elective class selection, increased after school offerings, music is thriving, community and administration are supporting each other in drama, costume design and comedy. There is a committed disc golf community and a very enthusiastic basketball team. Principal Pendergast would like to continue to explore how he can engage in more interschool type experiences with Gulf Island Secondary School (GISS).

We also discussed the idea of students being able to “live in the now” more in grade 7 & 8. Without having to make a discussion on where to go next year the students can settle into their work and routines.

Principal Pendergast also shared a story of how one of the new washroom stalls was vandalized by a student. He was able to bring the student body together and talk about pride and respect for our new school. I appreciate his pride and approach. He left me with the quote “Great schools make big deals out of small things”.

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Committee Day: February 22, 2023
- (b) Regular Board Meeting: April 12, 2023 at Saturna Island School

**15. ADJOURNMENT**

Moved that the meeting be adjourned 2:35 p.m.

CARRIED 21/23

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  
at the School Board Office  
2023 02 08**

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<b>Present:</b>	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Associate Superintendent
	Boe Beardsmore	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant	
<b>Regrets:</b>	Greg Lucas	Trustee

The meeting was called to order at 8:59 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2023 02 08 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2023 01 11 were approved as presented.

**Items:**

1. Employee Termination
2. Online Learning Programs Request
3. Administrative Changes
4. Procurement Procedure 6200
5. KPMG Engagement

The Board appointments KPMG audit LLP Chartered Accountants, Victoria as the district's audit firm for the two-year period commencing with the year ending June 30, 2023.

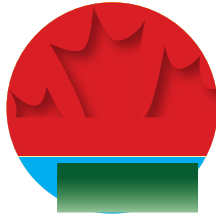
6. BMO signing Authority

The meeting was recessed by consensus at 11:29 a.m. The meeting reconvened at 2:39 p.m.

7. Special Positions by Request
8. Rise and Report

The meeting adjourned at 3:50 p.m.





School District #64  
The Gulf Islands International Program

Proposed Fees for 2024-2025

*All in Canadian Dollars*

Application Fee \$400.00  
Returning Student Fee \$150  
Full year tuition \$14,000  
Semester tuition \$7,250  
Homestay \$1,050 per month\*  
Medical - \$120 per month  
School Fee – Full Year \$900.00\*\*  
School Fee – Semester \$500.00\*\*

\*Additional Fee of \$200 per month for students requiring a special diet such as gluten free, celiac, vegetarian, or vegan.

\*\*Includes custodial fee, airport pickup and delivery fees, school fees, athletic fees, homestay, and academic monitoring, and in school program/school activities.

\*\*\*Validation Fee of \$200 if required

**Total for Full Year: \$27000 CAD for new students \$26.750 CAD for returning students.**

**Total for One Semester: \$ 14,000CAD**

**Payment Due Dates**

Application Fees are due before the Letter of Acceptance and Custodial Declaration will be issued.

Full year and first semester program fees are due May 31, 2024

Second semester fees are due by November 30<sup>th</sup>, 2024.

**Specialty Programs and Additional Costs**

Eco-Education Adventure Program - \$350.00 for the 5-day program \*

GISPA – The Gulf Island School of Performing Arts - \$1500 for the year \*

\*Subject to increase after 2023

**CAPITAL BYLAW NO. 2022/23 CPSD64-02  
CAPITAL PLAN 2022/23**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (*Gulf Islands*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *February 10th, 2023*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 64 (Gulf Islands) Capital Bylaw No. CPSD64-02*.

READ A FIRST TIME THE *12th* DAY OF *April* 2023;  
READ A SECOND TIME THE *12th* DAY OF *April* 2023;  
READ A THIRD TIME, PASSED THE *12th* DAY OF *April* 2023.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 64 (Gulf Islands) Capital Bylaw No. CPSD64-02* adopted by the Board the *12th* day of *April* 2023.

\_\_\_\_\_  
Secretary-Treasurer



March 17, 2023

Ref: 288054

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

**Capital Plan Bylaw No. 2022/23-CPSD64-02**

Re: Ministry Response to the Amended Five-Year Annual Capital Plan Submission for 2022/23

This letter is in response to your School District's Amended 2022/23 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and are able to proceed to procurement.

**MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Gulf Islands Secondary	SEP - Interior Renovations	\$100,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Saturna Island Elementary Secondary	SEP - Plumbing Upgrades	\$125,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Fulford Community Elementary	CNCP - Electrical Upgrades	\$200,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Salt Spring Elementary	CNCP – Energy Upgrades	\$70,900	<b>Proceed to design, tender &amp; construction. To be completed by March 31, 2023.</b>

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
5640	C (70-75) with 0 wheelchair space(s)	\$158,232	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>
5641	C (70-75) with 0 wheelchair space(s)	\$158,232	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC

			website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
<b>ADDED</b>	<b>Supplementary school bus funding for 2 (two) electric buses (2x\$30k) plus a one-time top up (\$20k) to support purchase of electric C(70-75) as A24 are not available in electric for the 2021/22 order.</b>	<b>\$80,000</b>	<b>Funding applicable to electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a></b>

An Amended Annual Programs Funding Agreement (APFA) accompanies this Amended Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2022/23 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2022/23 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw Must be uploaded to MyCAPS and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at [nathan.whipp@gov.bc.ca](mailto:nathan.whipp@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2022/23 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2023/24 Annual Five-Year Capital Plan submission process (using the Ministry’s Capital Asset Planning System (CAPS) online platform) are available at the Ministry’s [Capital Planning](#) webpage.

NOTE: School districts’ Capital Plan submission deadlines for the 2023/24 fiscal year, using the CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2022 deadline.

Please refrain from proactively reaching out to media regarding approved projects until the Province has made public announcements regarding minor capital approvals and playgrounds. Procurement and operational disclosure can continue.

When preparing public announcements pertaining to these approvals after the provincial announcements, please have District communications staff contact Meghan McRae, Communications Director, Government Communications and Public Engagement, at (250) 952-0622

Additionally, the Annual Facility Grant (AFG) project requests for the 2022/23 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2022.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Francois Bertrand', written in a cursive style.

Francois Bertrand, Executive Director  
Capital Management Branch

pc: Damien Crowell, Major Capital Projects, Capital Management Branch  
Geoff Croshaw, A/Director, Minor Capital Programs and Finance Unit, Capital Management Branch

**CAPITAL BYLAW NO. 2023-24 CPSD64-01  
CAPITAL PLAN 2023-24**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (*Gulf Islands*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 09, 2023*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 64 (Gulf Islands) Capital Bylaw No. 2023/24-CPSD64-01*.

READ A FIRST TIME THE *12th* DAY OF *April 2023*;  
READ A SECOND TIME THE *12th* DAY OF *April 2023*;  
READ A THIRD TIME, PASSED THE *12th* DAY OF *April 2023*.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 64 (Gulf Islands) Capital Bylaw No. 2023/24 CPSD64-01* adopted by the Board the *12th* day of *April 2023*.

\_\_\_\_\_  
Secretary-Treasurer



March 9, 2023

Ref: 288311

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

**Capital Plan Bylaw No. 2023/24-CPSD64-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Food Infrastructure Program (FIP)\***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

**\*Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.



**MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fulford Community Elementary	SEP - Roofing Upgrades	\$450,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Fulford Community Elementary	SEP - Plumbing Upgrades	\$100,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Gulf Islands Secondary, Pender Islands Elementary Secondary, Saturna Island Elementary Secondary	SEP - Interior Construction Upgrades	\$300,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Pender Islands Elem-Secondary	CNCP - Electrical Upgrades	\$300,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Salt Spring Elementary*	CNCP - HVAC Upgrades	\$388,650	Proceed to design, tender & construction. To be completed by December 31, 2023.
Fulford Community Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.

*\*Please contact your Minor Capital planning officer for information on funding structure.*

**An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.**

**In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:**

**<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>**

**The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at [Nathan.Whipp@gov.bc.ca](mailto:Nathan.Whipp@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.**

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1<sup>st</sup>, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Francois Bertrand, Executive Director  
Capital Management Branch

pc: Damien Crowell, Director, Major Capital Projects, Capital Management Branch  
Geoff Croshaw, A/Director, Minor Capital Programs and Finance Unit, Capital Management Branch



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

### In attendance

**Committee:** Tisha Boulter (chair), Chaya Katrensky (vice chair), Jeannine Georgeson (trustee), Greg Lucas (trustee), Rob Pingle (trustee), Nancy Macdonald (trustee), Deborah Luporini (trustee)

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

**Guests:** Angela Thomas (CUPE), Adria Kray (DPAC)

**Regrets:** Ian Mitchell (GITA)

Called to order 11:01 a.m.

### 1. Adoption of Agenda

Agenda adopted by consensus.

### 2. Approval of Summary

Summary of November 23, 2022 adopted by consensus.

### 3. New Arising

#### a. Strategic Plan Review

Staff shared initial revisions to the Strategic Plan, based on trustee feedback. Discussion regarding review process, engagement with school PACs, and how to ensure that objectives identified within the Strategic Plan are being actioned and communicated.

**Action:** Trustees will share with PACs where possible to gather feedback for the next COW meeting (potential special meeting TBD).

### 4. New Business

### 5. Other Business

6. **Next Meeting:** April 26, 2023 (possible special meeting prior to April 26<sup>th</sup>)

7. **Adjournment:** 12:03 p.m.



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

### In attendance

**Committee:** Tisha Boulter (chair), Chaya Katrensky (vice chair), Jeannine Georgeson (trustee), Greg Lucas (trustee), Rob Pingle (trustee), Nancy Macdonald (trustee), Deborah Luporini (trustee)

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

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

**Regrets:** Adria Kray (DPAC)

Called to order 9:01 a.m.

### 1. Adoption of Agenda

Agenda adopted by consensus.

### 2. Approval of Summary

Summary of February 22, 2023 adopted by consensus.

### 3. New Arising

#### a. Strategic Plan Review

Documents reviewed for discussion

- School District No. 64 (Gulf Islands) Strategic Plan 2016to 2019
- School District No. 64 (Gulf Islands) Strategic Plan - draft revisions Jan 2023
- Strategic Plan Review. January 11, 2023 Summary.
- Enhancing Student Learning Report
- Framework for Operational Planning
- Indigenous Education Enhancement Agreement Goals

Trustees discussed how best to undertake the review process.

Main points were recorded on the white board as attendees undertook line by line review of the Strategic plan 2016-2019 and Draft Jan 2023.

Discussion undertaken around each value, need and implications and the connection of indigenous and non-indigenous students to indigenous culture.

Discussion undertaken on Goals and whether they should be more specific

### 4. Action: Staff will create a summation of todays discussions as a basis for further development at next meeting.

### 5. New Business



6. **Other Business**

7. **Next Meeting:** April 26, 2023 (possible special meeting, not yet scheduled)

**Adjournment:** 1:28 p.m.

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

**In attendance**

**Committee:** Jeannine Georgeson, (committee chair), Nancy Macdonald, Deborah Luporini  
Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Chaya Katrensky, Rob Pingle, Greg Lucas

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

**Guests:** Ian Mitchell (GITA)

**Regrets:** Angela Thomas (CUPE)

Called to order 11:34 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Summary**

November 23, 2023 meeting summary adopted by consensus.

3. **Business Arising**

4. **New Business**

a. *AI Chatbots*

Discussion regarding new advancements in artificial intelligence, the implications of using AI Chatbots such as ChatGTP and concerns around plagiarism. The schools have policies in place that address plagiarism and academic integrity. Concerns being raised are similar to those experienced when earlier technologies, like word processors, calculators, or the internet, were introduced into the classroom. Concerns may be better addressed through education rather than banning use. Technology advancements, including AI chatbots could support learning in the classroom, if properly assessed and responsibly implemented.

5. **Next Meeting:** February 22, 2023

6. **Adjournment:** 12:03 p.m.



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

**In attendance**

**Committee:** Jeannine Georgeson, (committee chair), Nancy Macdonald, Deborah Luporini  
Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Chaya Katrensky, Greg Lucas

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

**Guests:** Angela Thomas (CUPE), Adria Kray (DPAC)

**Regrets:** Rob Pingle (trustee), Ian Mitchell (GITA)

Called to order 1:00 p.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Summary**

February 8, 2023 meeting summary adopted by consensus.

3. **Business Arising**

4. **New Business**

a. *K-12 Anti-Racism Action Plan*

Boe shared an overview of the Ministry's Anti-racism action plan. The three-year plan is designed to support school districts in addressing racism and discrimination so that all students can learn in an environment where they feel welcomed, valued, and successful. The Ministry will be providing anti-racism training opportunities and supports for school districts. The plan identifies six areas of focus: community voice, removal of barriers, raising awareness, collaborative change, capacity building, and school support.

5. **Next Meeting:** April 26, 2023

6. **Adjournment:** 1:19 p.m.



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

**In attendance**

**Committee:** *Greg Lucas (committee chair), Rob Pingle, Jeannine Georgeson, Tisha Boulter (board chair, ex-officio),*

**Trustees:** *Chaya Katrensky, Nancy Macdonald, Deborah Luporini*

**Staff:** *Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)*

**Guests:** *Angela Thomas (CUPE), Katherine Hazen/Adria Kray (DPAC)*

**Regrets:** *Scott Benwell (superintendent, ex-officio), D'Arcy Deacon (associate superintendent), Boe Beardsmore (director of instruction), Ian Mitchell (GITA)*

Called to order 1:30 p.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

November January 11, 2023 summary adopted by consensus.

3. **Business Arising**

4. **New Business**

a. *Expense Functions*

Jesse Guy shared an overview of expenses calculated per student FTE broken down by Function (1, 4, 5, 7) from schedule 2 of the Annual Budget. Without funding protection, the net revenue per student, including transportation costs, works out to approximately \$34. A comparative to similar sized districts shows Gulf Islands School District has the lowest percentage of operating budget spent on instruction and the highest percentage spent on transportation. This district is on par with other districts in the percentage spent on administrative expenses.

5. **Other Business**

6. **Next Meeting:** April 26, 2023

7. **Adjournment:** 2:16 p.m.





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

### In attendance

**Committee:** Rob Pingle (committee chair), Deborah Luporini, Chaya Katrensky, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Greg Lucas, Jeannine Georgeson, Nancy Macdonald

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

**Guests:** Anne Cooper, Ian Mitchell (GITA), Angela Thomas (CUPE), Katherine Hazen/Adria Kray (DPAC)

### Regrets:

Chair Pingle called the meeting to order at 8:31 a.m. He acknowledged that the meeting is taking place on the traditional territories of the Coast Salish peoples - huy tseep q'u.

#### 1. Adoption of Agenda

Adoption of agenda by consensus.

#### 2. Adoption of Summary

Adoption of December 14, 2022 summary by consensus.

#### 3. Business Arising

##### a. Policy Renovation – Anne Cooper

Anne Cooper presented an overview of the work to update the board's policy manual, including new numbering, formatting, and naming conventions. To avoid confusion and add clarity, the term administrative practices will be used in place of administrative procedures moving forward. Current procedures to be promoted into policy will be captured as guidelines within the revised policy.

##### i. Policy Development Policy

The current policy requires significant revision to streamline process and allow for nimble amendments of practices when needed. Discussion on naming conventions, reference to the Indigenous Education Enhancement Agreement, and processes for policy circulation, feedback and approval.

**Action:** Anne will further amend and share a revised draft for consideration.

##### ii. Bylaw 3 Appeals

Significant amendments were made in alignment with provincial guidelines. Draft revisions have been shared with the Office of the Ombudsperson and Harris and Co. for feedback.



**Action:** Once feedback is received, staff will make further amendments for the committee's consideration.

Recess by consensus at 10:54 a.m. Reconvened at 2:23 p.m. Boe, D'Arcy and Scott did not return to the meeting.

*b. Procedure 120 Board Committees*

This procedure was circulated for feedback and no feedback received. Additional housekeeping edits to remove reference to District in items 4 and 5.

**Action:** Recommend that the amended procedure be brought to the April public board meeting for approval.

*c. Policy 525 Attendance Areas*

This policy was circulated for feedback and no feedback received. Additional edits to include "Residential" in the title and in item 2 as well as additional language to better define catchment boundaries. Remove "school of" from 2.i to align language for GISS and Pender School for grades 10-12.

**Action:** Recommend that the amended procedure be brought to the April public board meeting for approval.

*d. Procedure 525 Attendance Areas*

Amended to update processes for enrolment, French Immersion registration, and cross-boundary applications and approvals. Amend item 8.c to "no later than September 30<sup>th</sup>."

**Action:** Recommend the amended procedure be brought to the board at the April public meeting for Notice of Motion, circulation and feedback.

*e. Policy 410 Student Transportation*

This policy required updating in alignment with reconfiguration motions. Further amendments to replace "physical challenges" with "special accessibility requirements." Replace "safety procedures established by the district" with "safety practices outlined by the district."

**Action:** Recommend the amended policy be brought to the board at the April public meeting for Notice of Motion, circulation and feedback.

*f. Procedure 410 Student Transportation*

This procedure was updated to include definitions, clarify practice, and align with the commitments for water taxi access as per reconfiguration motions. Additional amendments include:

- add "or designate" in 2.d.
- 3.a.i to read "determined to be safe"
- correct 5c to reference 5a 5b



- add approved student field trips as the first in the list of 6e
- clarify staff/trustee/parent access for school/district related activities

**Action:** Staff will add further clarifying language to capture other riders in limited circumstances. The new amended procedure will be brought back to policy committee for further discussion.

4. **New Business**
5. **Other Business**
6. **Next Meeting:** April 26, 2023
7. **Adjournment:** 4:20 p.m.

DRAFT



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

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## SCHOOL DISTRICT NO. 64

### PROCEDURE 120 Board Committees

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Section: Governance

Dates of Revisions: March 11, 1998, June 13, 2018, May 8, 2019

Resolution Number: December 11, 2019 - 158/19

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#### **Types of Committees: How They Are Formed:**

1. All Board of Education committees are standing, liaison and representative or working committees of the board, following these descriptions:
  - a. **Standing** is a permanent committee of the board, meeting on a regular or irregular basis that reviews, advises or recommends to the board as a whole. Membership may include stakeholder representatives, along with trustees.
  - b. **Liaison** and Representative is a committee that provides liaison with the board and deals with advancing information and processes, which may facilitate different organizations working more effectively together. It may be formed internally (by the board) or externally (outside organization). Trustees will be representatives of the board on this type of committee and will report to a standing committee or directly to the board.
  - c. **Working** is a temporary committee, sometimes referred to as an ad hoc committee, established by the board or a Standing Committee to accomplish a particular task or to oversee an ongoing area in need of control or oversight. Membership may include stakeholder representatives, along with trustees.
2. The board chairperson will appoint members to the standing, liaison and working committees as per the board's Procedural Bylaw. Some liaison committee members may be elected by the board or appointed externally.
3. The board chairperson will name the committee chair to the standing committees and the committee chairperson will establish the agenda. Future agenda items may be identified in committee. Should the committee chair be unable to attend the meeting, the board chairperson will chair the meeting in their place.
4. ~~W~~District working committees are formed at any time at the request of the board or one of the standing committees,-
- 4.5. ~~District~~Working committees can be assigned up to a maximum budget of \$3,000 per fiscal year. This budget is inclusive of honorariums, professional development, stipends, contracts,-

Circulated: December 15, 2022

materials, meeting costs, travel and training, and other incidentals. The budget is assigned by the board either through the approval of the working committee's Terms of Reference which contains a budget section, or a separate board motion related to the working committee's budget.

~~5.6.~~ Recommendations will normally be based on a consensus model. If consensus is not achievable, the issue will be decided by a majority vote. In the event of a tied vote, the audit committee chairperson will cast the tie-breaking vote.

~~6.7.~~ No action of any committee of board shall be binding on the board until the action is formally approved by the Board of Education.

~~7.8.~~ The chairperson of the board shall appoint trustees to the following standing committees at the first regular meeting of each year or as soon thereafter as possible.

- a. Committee of the Whole
- b. Education Committee
- ~~e.~~ ~~Human Resources Committee~~
- ~~d-c.~~ Finance, Audit and Facilities Committee
- ~~e-d.~~ Policy Committee

~~8.9.~~ All trustees including the chairperson of the board and the Superintendent of Schools are ex-officio members of each of the Standing Committees.

~~9.10.~~ Each Standing Committee shall have a chairperson appointed by the chairperson of the board and hold public meetings at least ~~four~~ two times per year in accordance ~~to~~ with a schedule established annually by the board. Should the committee chair be unable to attend the meeting, the board chairperson will chair the meeting in their place.

~~10.11.~~ The board chairperson may fill vacancies as they occur on any standing committee.

~~11.12.~~ The board shall review annually all trustee representational assignments. Subject to approval of the board, the chairperson of the board may, for a calendar year, appoint trustees to represent the perspective of the board to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to board effectiveness or where representation is required by legislation or contract.

~~12.13.~~ The presence of a majority of the sitting members will constitute a quorum.

~~13.14.~~ Standing Committees shall circulate an agenda to committee members not less than forty-eight hours prior to the meeting of the committee, together with all supporting material then available.

~~14.15.~~ The business of Standing Committees shall be recorded, including recommended motions for consideration by the board, and reported to the next regularly scheduled meeting of the board in general session, or in-camera, as may be appropriate.

~~15.16.~~ A Standing Committee may resolve to consider, in the absence of persons other than trustees and senior staff, matters of a confidential nature.

~~16.17.~~ Terms of reference are established for each committee as follows:

a. Committee of the Whole

- i. comprises all members of the board
- ii. is chaired by the board chairperson
- iii. meets to carry out duties assigned to it by the board, without exercising the powers of the board
- iv. invites input from partner group representatives
- v. advises the board with respect to

- strategic planning
- community relations
- annual school calendars and the board's annual calendars
- agenda setting
- human resources initiatives
- employee recognition
- ~~recruitment of superintendent~~

~~•~~

- other such items as determined by the chairperson, vice-chairperson, superintendent and/or secretary treasurer

b. The Education Committee

- i. comprises three trustees
- ii. invites input from partner group representatives
- iii. advises the board with respect to

- design, delivery and review of educational offerings
- educational policy as it relates to service delivery
- encourage student engagement
- other educational matters
- ~~encourage student engagement~~

~~c. The Human Resources Committee~~

- ~~i. comprises three trustees~~
- ~~ii. invites input from partner group representatives~~
- ~~iii. advises the board with respect to personnel matters including:~~

- ~~• employees~~
- ~~• negotiations~~
- ~~• working conditions~~
- ~~• collective agreements and employee contracts~~

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- ~~• recruitment and review of superintendent~~
- ~~• employee recognition~~
- ~~• other such items as deemed personnel related by the committee~~

~~e.c.~~ The Finance, Audit and Facilities Committee

- i. comprises three trustees
- ii. allows for the inclusion of non-voting members who are not trustees, and whose financial expertise will assist the committee in its deliberations.
- iii. provides the board with governance and accountability for the business aspects of district operations including, but not limited to, finance, and facilities, ~~bargaining, and personnel.~~
- iv. assists the board in their financial oversight by monitoring and reviewing the risk, control, and governance processes that have been established in board policies.
- v. provides oversight of audit and financial reporting including review and approval of quarterly and annual financial statements, transfer of monies between funds, risk management and internal controls; and specifically, vi. makes policy recommendations with respect to:

~~vi.~~

- budget development and management;
- financial management and reporting
- ~~labour relations~~
- capital planning for facilities & transportation

~~e.d.~~ The Policy Committee

- comprises three trustees
- invites input from partner group representatives
- supports board governance through
  - ongoing review of its bylaws and policies;
  - development of new bylaws and policies,
  - revision of existing bylaws and policies and the deletion of redundant bylaws and policies. ensures that
  - all bylaws and policies are written in a consistent format and style;
  - there is no duplication or redundancy with other bylaws and policies or legislation;
  - provides research assistance on bylaws and policy issues, as needed.

**Liaison and Representative Committees and Councils:**

~~17.18.~~ The Indigenous Education Advisory ~~Committee~~ Council:

- comprises two trustees, representatives of employee groups, members of the community and students; and it
- meets with and advises the board, The Superintendent of Schools, and District staff regarding ways to
  - improve school success for all district ~~aboriginal-Indigenous~~ students;
  - help all district students learn about ~~aboriginal-Indigenous~~ peoples and their historical and contemporary cultures;
  - promote awareness and understanding of Indigenous First Nations culture and heritage amongst district students;
  - align programs with district strategic planning;
  - develop, delivery and conduct ongoing assessment and evaluation of Indigenous ~~aboriginal~~ education programs;
  - ensure fiscal responsibility with respect to targeted provincial funding.

~~18.19.~~ Other Liaison and Representative Committees may require trustee representation, including, but not limited to:

- Elected by board:

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- B.C. School Trustees Association Provincial Council (Representative and Alternate\*)
- B.C. Public School Employers' Association Dual Bargaining Council (Representative and Alternate\*)
- Indigenous Education Advisory Council\*

b. Appointed by board chairperson:

- Bargaining Team (C.U.P.E)
- Bargaining Team (G.I.T.A)
- ~~1. B.C. School Trustees Association Provincial Council (Representative and Alternate\*)~~
- ~~2.1 B.C. Public School Employers' Association Dual Bargaining Council (Representative and Alternate\*)~~
- District Health and Safety Committee
- District Parent Advisory Council (D.P.A.C)
- Drake Road Steering Committee
- ~~3.1 Ferry Advisory Committees (Salt Spring and Southern Gulf Islands\*\*)~~
- Galiano Activity Centre Society (GACS)
- ~~4.1 Indigenous Education Advisory Council\*~~
- Joint Job Evaluation Committee (C.U.P.E)
- Labour Management Committee (C.U.P.E)
- Professional Growth Committee (G.I.T.A.)
- Saturna Ecological Education Society (SEES)
- Secondary School Apprenticeship Steering Committee

2. Recommended by board chairperson and for appointment by external committee/council:

Ferry Advisory Committee board chairperson:

- (Salt Spring Ferry Advisory Committee
- and Southern Gulf Islands\*\*) Ferry Advisory Committee

\*—elected by the board

\*\* appointed by the Ferry Advisory Committee chairperson all others appointed by board chairperson—

References:

- School District No. 64 (Gulf Islands) Bylaw No. 2, the Procedural Bylaw, s. 12-11, and
- (4, 6, 7) Procedure 115: Election to Board Positions
- School Act, s. 65 (2) a
- Policies-Policy 530 Aboriginal Education and 608, Audit Committee



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## POLICY 525 Residential Catchment Attendance Areas

### Rationale:

The Gulf Islands School District supports “neighbourhood schools” ~~for children at the K-8 level,~~ and encourages enrolment of children in the school that serves their area of the school district, in order to sustain local school populations and maintain vibrancy in our schools and communities.

### Policy

1. The School District No. 64 Board of Education:
  - a. establishes residential ~~catchment~~attendance areas for all students in the Gulf Islands and encourages students to attend the “neighbourhood school” in their designated area;
  - b. believes that, where practicable, students should be able to attend a school out of their catchment area;
  - c. establishes procedures for a parent or guardian who wishes to enroll their child in a school or program outside their ~~attendance~~catchment area.
2. ~~Attendance-Residential Catchment~~ areas shall be as follows:
  - a. Galiano Community School, Grades K-~~12~~7, for students who live on Galiano Island.
  - b. Saturna ~~Island Elementary Secondary~~ School, Grades K-~~12~~5, for students who live on Saturna Island ~~and 10-12 for students district wide.~~
  - c. Mayne Island School, Grades K-~~12~~7, for students who live on Mayne Island.
  - d. Pender Islands ~~Elementary Secondary~~ School, Grades K-12, for students who live on Pender Island. ~~It is also the school of attendance for:~~
    - i. ~~Grades 6-9 for students who live on Saturna Island~~
    - ii. ~~Grades 8-9 for students who live on Mayne and Galiano Islands~~
    - iii. ~~Grades 10-12 as a choice for students district wide~~
  - e. ~~Fulford Community Elementary School, Grades K-5~~7, for students who live in the southern region of Salt Spring Island, including those who live on roads that empty onto Fulford Ganges Road, ~~south of Horel Road West (inclusive of Horel Road West), (the segment emptying onto Fulford Ganges Road) and south, Steward Road,~~ Isabella Point Road and Beaver

Point Road.

~~e.f.~~ Salt Spring Elementary School, Grades K-~~5~~7, for students who live in the central region of Salt Spring Island including those who live on roads that empty on to Fulford Ganges Road; north of Horel Road West, Beddis Road, Lower Ganges Road, south of Central, Long Harbour Road, and Robinson Road as far north as Mansell Road (inclusive of Mansell Road). ~~6 and~~

~~f.g.~~ Fernwood Elementary School, Grades K-~~5~~7, for students who live in the northern region of Salt Spring Island, including those who live on roads that empty onto Vesuvius Bay Road, Sunset Drive, North End Road, Walker Hook Road, ~~and~~ Upper Ganges Road, and Robson Road north of Mansell Road.

~~g.~~ Saltspring Island Middle School Grades 6-8, for Salt Spring Island students, and other district students for approved program reasons.

~~h.~~ Phoenix Elementary School, Grades K-~~7~~8, for students residing on district-wide Salt Spring Island, including those receiving hospital homebound service, including those enrolled in a flexible learning program (in this case, learning partners program) in keeping with district Policy and Procedure 5700.

~~i.~~ Gulf Islands Secondary School, Grades ~~98-129~~, for students district-wide who live on Salt Spring Island. Gulf Islands Secondary School is a school of choice for Grades 10-12 for students district wide.

~~j.~~ Windsor House School, Grades K-12, for students living in the Greater Vancouver area.

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Board of Education of School District No. 64  
Procedure 525

**PROCEDURE 525 ~~Attendance~~ Residential Catchment Areas**

1. Parents or guardians of children new to the district ~~should~~ **must** register them at the school in their residential catchment area, commonly known as the neighbourhood school.
2. Parents or guardians of children who will be five (5) years of age on or before December 31<sup>st</sup> of the current year ~~should~~ **must** register ~~them~~ at the school in their residential catchment area. ~~Schools will invite families to register their child(ren) for kindergarten during the month of February of that year prior to February 15<sup>th</sup> for enrolment in September to support enrolment projections and the determination of available space and facilities.~~
3. ~~Schools will ensure~~ Parents will provide sufficient documentation ~~is presented at the time of registration, including:~~
  - a. Verification of date of birth
  - b. Citizenship
  - c. Legal guardianship
  - d. Residency in order to determine ordinarily resident in B.C.
    - i. Parents, including those with shared child custody agreements or who reside in separate and/or multiple dwellings must, at the time of registration, identify a primary residence, and provide documentation to support their primary residence, for their child(ren) for the purpose of establishing residential catchment area.
3. ~~Copies of documents provided will be and copies kept on file, to reasonably verify date of birth, citizenship, legal guardianship (as needed), and ordinarily resident in BC (for students eligible for operating grant funding).~~
4. ~~Parents, including those with shared child custody agreements or who reside in separate and/or multiple dwellings must, at the time of registration, identify a primary residence, and provide documentation to support their primary residence, for their child(ren) for the purpose of establishing residential catchment area. The following documentation must be presented when registering a Kindergarten student, or any other student new to the district:~~

~~5.4.~~

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Legislative References: *School Act* 75(1)

Collective Agreement References: Nil

Date of Adoption: March 12, 2014

Amended: June 13, 2018

Circulated:



Board of Education of School District No. 64  
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~~a. Verification of the child's birth date and citizenship status (birth certificate, passport or Landed Immigrant authorization)~~

~~b. Care Card~~

~~c. Immunization status~~

~~6. The Principal of the catchment area school will work with the Superintendent of Schools to place the student in the appropriate classroom setting.~~

~~5. Students wishing to enrol in a flexible learning program (as per Policy 5700) should do so through their local school if living on an island other than Salt Spring Island; and through Phoenix Elementary School or Gulf Islands Secondary School otherwise. Students wishing to enrol in Late French Immersion at Salt Spring Elementary School (SSE) are required to complete an application specific to the French Immersion Program. The application form is available at SSE and on the district website.~~

~~a. Applications must be submitted to SSE no later than February 15<sup>th</sup> for enrolment in the program commencing September of that year.~~



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b. Space will be filled on a priority basis.

i. Priority placement will be given first, in no order of priority, to:

- Students currently enrolled in a French Immersion Program
- SD64 students with an older sibling who is currently enrolled in or has completed the SD64 French Immersion Program
- SD64 students with a Francophone speaker living in the household

ii. Remaining spaces will be given to students in the following priority order:

1. All other SD64 catchment students
- ~~1.~~ All other non-SD64-catchment students
- 2.



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- c. All registration applications received by the February 15<sup>th</sup> deadline will be considered in the equal in merit of priority order established in 4.b. In the event that all applicants cannot be accommodated, a lottery will be held to determine placement. Spaces will be filled in priority placement order, proportionally by island of residence (Galiano, Mayne, Pender, and Saturna are considered one region).
- i. The school will compile a waitlist of any remaining applications received on or before February 15<sup>th</sup> in order of lottery selection.
- ii. Applications received after February 15<sup>th</sup> will be placed on the waitlist in the order they are received.

~~7.~~

6. Requests for placement outside of to cross residential catchment boundaries the residential catchment area:

- a. are to be submitted annually to the requested out-of-catchment school using the Cross-Boundary Request Form; and
- b. require the signature of the catchment school principal; and

7. The determination of available space and facilities in a school to enrol an out-of-catchment student will be made by the principal, in consultation with district administrative staff, based on reasonable projected enrolment and program capacity, and in consideration of the following:

- a. the operating capacity of the school as defined by the Ministry of Education and Child Care;
- b. staff assigned to the school;

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Legislative References: *School Act* 75(1)

Collective Agreement References: Nil

Date of Adoption: March 12, 2014

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- c. the physical space in which instructional programs operate in the school;
- d. the ability of the school to provide appropriate educational programs for all ~~neighbourhood~~ residential ~~catchment area~~ students;
- e. the needs of other programs located in the school.

8. ~~Approval for cross-boundary (out-of-catchment area school) enrolment:~~

- a. is approved by the principal;
- b. may be granted by June 30<sup>th</sup> for requests received prior to February 15<sup>th</sup> of any calendar year and dependent upon the predicted availability of space and facilities in each school;
- c. will not be granted for requests received after February 15<sup>th</sup> -until after the first week of September and no later than September 30<sup>th</sup> ~~October 1st~~ when actual available space and capacity of facilities have been determined. Notification to parents will be provided as soon as possible.

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~~8.—~~

~~9. Requests to cross boundaries:~~

~~10.-~~

~~11. are to be submitted annually to the Superintendent of Schools;~~

~~12.-~~

~~13. using the Cross-Boundary Application Form (525-1) available on the School District 64 website; and they~~

~~14.-~~

~~15. require the signatures of the Principals of both schools.~~

~~16.-~~

~~17.-~~

9. The principal will only ~~accept~~approve an out-of-catchment student if the following conditions are met:

- a. For requests received after February 15<sup>th</sup>, enrolment of the student shall not cause the class to exceed 90% of capacity in order to allow for the enrolment of new

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Legislative References: *School Act* 75(1)

Collective Agreement References: Nil

Date of Adoption: March 12, 2014

Amended: June 13, 2018

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catchment students.

b. Enrolment of the student shall not cause reconfiguration of the school;

c. Class size and composition must be appropriate for student learning as determined by the school principal.

~~18. Permission to enroll at another neighbourhood school:~~

~~a. may be granted for submissions received prior to March 15 of any calendar year dependent upon the predicted availability of space and facilities in each school;~~

~~19.~~

~~a. will not be granted, for submissions made after March 15th, until the end of the first week of September when actual space and capacity of facilities has been determined.~~

~~20.10. \_\_\_\_\_ Request~~  
~~s to enroll in particular schools or school programs (including Phoenix Elementary and the late French Immersion Program at SIMS) will be handled according to the process outlined in section 7 above. Students who have applied for enrolment into the late French Immersion program or to Phoenix Elementary School do not require cross-boundary application.~~

~~21. While ~~†~~ transportation of cross-boundary students is ultimately the responsibility of parents/guardians, guardians and will only be provided consistent with board policy regarding student transportation.~~

~~22.11. \_\_\_\_\_~~

~~a. reasonable efforts will be made to make district transportation services available, consistent with Policy and Procedure 410; and~~

~~b. any decisions made in this regard may be appealed consistent with provisions in Bylaw No. 3 and Policy and Procedure 433.~~

~~23. Decisions regarding the crossing of residential catchment area boundaries by students residing on Galiano, Mayne, Pender and Saturna Islands may be impacted by the availability of seating on district water taxis. See Policy 410.~~

~~24. Each year, all registrations and -and- transfer/cross-boundary requests will be handled in~~

Legislative References: *School Act* 75(1)

Collective Agreement References: Nil

Date of Adoption: March 12, 2014

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the following priority order:

12.

a. a catchment area child who, in the previous school year, attended the school at which the educational program is made available;

b. a catchment area child who did not attend the school in the previous year;

~~a. a non-catchment area child who attended the school in the previous year;~~

c.

~~25. \_\_\_\_\_~~

~~a. siblings of students from outside the catchment area who are currently attending the school;~~

d.

~~26. \_\_\_\_\_~~

~~a. a non-catchment area child;~~

e.

~~27. \_\_\_\_\_~~

~~a. a non-school district child.~~

f.

~~28.13. Should an enrolled out-of-catchment student wish to return/transfer to their catchment area school mid-year, the request will be treated as a cross-boundary request (non-catchment area child).~~



## Policy 1.50 Policy Development and Currency

The Board of Education has sole authority to develop, change, approve, implement, and repeal policies that reflect the aspirations of the community and provide direction and guidance for the district, consistent with the *School Act* and its regulations, ministerial orders, other legislation, and the Strategic Plan.

The Board recognizes that Administrative Practices provide constructive administrative direction and are under the jurisdiction of the Superintendent of Schools.

All employees have the responsibility to adhere to Board policy and act in accordance with all Administrative Practices.

The Board's Policy Committee is responsible and accountable for development of new policies and revision and review of existing policies to ensure currency.

### Guidelines

1. Policy Currency
  - 1.1. The Superintendent and/or Secretary Treasurer shall be responsible for calling the Board's attention to any policies that are out of date or, for other reasons, appear to need revision.
  - 1.2. The Board will review governance policies at least once, within the Board's term of office.
2. Policy Initiation
  - 2.1. The need for a new policy or revisions to existing policy may be identified by the Board, the Superintendent, Secretary Treasurer, or as a result of Board Standing or Working Committee recommendations or Ministry of Education and Child Care requirements.
  - 2.2. A member of the community at large or any member of a partner group, such as parents, teachers, staff, or administrators can suggest a policy be developed or revised.
  - 2.3. Proposals are to be submitted to the Board.



3. Policy Development

- 3.1. It is the responsibility of the Superintendent and Secretary Treasurer to support the Board in policy development by obtaining necessary information, outlining policy alternatives and the preparation of draft policy. When appropriate, the Superintendent or Secretary Treasurer shall seek legal advice on the intent and the wording of policy.
- 3.2. The Board Policy Committee will review any new or revised policy prior to presentation to the Board.
- 3.3. The Board welcomes the input of all education partners and the public, with respect to the development, review and revision of its policies and procedures. New policy, or revisions to existing policy, shall be presented at a Board Meeting, and approved for circulation for feedback prior to a subsequent Board Meeting.
- 3.4. Subsequent to the circulation period, the policy shall be brought forward to a Board Meeting, with the feedback summarized, for any further discussion and approval.
- 3.5. Should the extent of feedback be such that the Board feels the policy would benefit from further input, the policy may be referred to the Policy Committee.

4. Policy Implementation

- 4.1. It is the Superintendent's responsibility as Chief Executive Officer to oversee the implementation of Board policy. To do so, the Superintendent will ensure distribution of the policy and, where necessary, issue Administrative Practices.

5. Policy Publication

- 5.1. The Board will make its policies available through its website and to CUPE, DPAC, GIPVPA, GITA, and the Indigenous Education Committee.



## Policy 1.50 Policy Development and Currency

### **Rationale:**—

The ~~School District No. 64~~ Board of Education has sole authority to develop, change, approve, implement, and repeal ~~education policies and procedures~~ that reflect the aspirations of the community and provide direction and guidance for the district, consistent with the School Act and its regulations, ministerial orders, other legislation, and the Strategic Plan.

~~are consistent with overall provincial guidelines and its own bylaws and mission. The Board recognizes that Administrative procedures Practices provide constructive administrative direction and guidelines and are under the jurisdiction of the Superintendent of Schools.~~

~~Employees All employees have the responsibility to implement and to adhere to the policies of the bBoard policy and act in accordance with all Administrative Practices. - Students, parents, and the public have the responsibility to adhere to the policies of the board while on school district property and/or while under school district jurisdiction.~~

The Board's Policy Committee is responsible and accountable for drafting of development of new policies and procedures and revision and review of current policies and procedures and for the regular review and revision of existing policies and procedures to ensure currency.

### **Guidelines**

#### 1. Policy Currency

1.1. The Superintendent and/or Secretary Treasurer shall be responsible for calling the Board's attention to any policies that are out of date or, for other reasons, appear to need revision.

1.2. The Board will review governance policies at least once, within the Board's term of office.

#### 2. Policy Initiation

2.1. The need for a new policy or revisions to existing policy may be identified by the Board, the Superintendent, Secretary Treasurer, or as a result of Board Standing



or Working Committee recommendations or Ministry of Education and Child Care requirements.

2.2. A member of the community at large or any member of a partner group, such as parents, teachers, staff, or administrators can suggest a policy be developed or revised.

2.3. Proposals are to be submitted to the ~~Board~~ [Board using the Policy/Procedure Initiation and Revision Form available at all schools and at the School Board Office.](#)

### 3. Policy Development

3.1. It is the responsibility of the Superintendent and Secretary Treasurer to support the Board in policy development by obtaining necessary information, outlining policy alternatives and the preparation of draft policy. When appropriate, the Superintendent or Secretary Treasurer shall seek legal advice on the intent and the wording of policy.

3.2. The Board Policy Committee will review any new or revised policy prior to presentation to the Board.

3.3. The [Board](#) welcomes the input of all education partners and the public, with respect to the development, review and revision of its policies and procedures. New policy, or revisions to existing policy, shall be presented at a Board Meeting, and approved for circulation for feedback prior to a subsequent ~~Board~~ [Board Meeting.](#)

3.4. Subsequent to the circulation period, the policy shall be brought forward to a Board Meeting, with the feedback summarized, for any further discussion and approval.

3.5. Should the extent of feedback be such that the Board feels the policy would benefit from further input, the policy may be [referred to the Policy Committee.](#)

### 4. Policy Implementation

4.1. It is the Superintendent's responsibility as Chief Executive Officer to [oversee the implementation of](#) Board policy. To do so, the Superintendent will ensure distribution of the policy and, where necessary, issue Administrative Practices.

### 5. Policy Publication

Legislative References: *School Act* [RSBC 1996, Section 85 (2)(a)]

Collective Agreement References: Nil

Date of Adoption: November 13, 1996

Revision: June 13, 2018, November 10, 2021



- ~~1.1. The Board will make its policies and procedures available through its website; at local schools and places of work; and to its partner groups including GIPVPA, GITA, CUPE, and DPAC.~~
- ~~1.1. The Board will make its policies available through its website and to CUPE, DPAC, GIPVPA, GITA, and the Indigenous Education Committee.8. — Board policies will be administered by the Superintendent of Schools and delegates, including school principals/vice principals, according to board procedures. —~~
- ~~1.2. —~~
- ~~1.3.5.1. ——— Administrative policies and procedures are operational in nature and allow for consistent and effective operations in an organization or a department. The Board delegates administrative regulations to the Superintendent of Schools to develop in a transparent process that includes community input.~~



## SCHOOL DISTRICT NO. 64

### POLICY 410 Student Transportation

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

Section: Students

Dates of Revisions: January 10, 2007; June 13, 2018

Date of Adoption and

Resolution Number: May 8, 2019 - 65/19

#### Rationale:

The ~~District School District No. 64 of Education's~~ student transportation system is intended to provide safe, economical transportation for its students in accordance with the School Act, the Motor Vehicle Act, and the ~~board's Board's 's~~ own policies and ~~procedurespractices~~.

#### Policy:

While transportation of students to and from school is, ultimately, the responsibility of parents, the Board of Education ~~commits endeavours~~ to ~~providing provide~~ transportation and assistance with transportation costs under certain circumstances. ~~Transportation assistance is not provided to students traveling to and from school by ferry, as student ferry travel is provided free of charge by the ferry service. The board, as permitted by the School Act, will establish and maintain a system of student transportation that will qualify for the funding provided by the Ministry of Education.~~

Student ~~bus~~ transportation services ~~will canmay~~ be provided for K-3 students who reside more than 4.0 kms from school, and Grades 4-12 students who reside more than 4.8 kms from the school, or in other situations where the safety of students walking to school is determined, by the ~~board Board~~, to be at risk. Walk limit restrictions will not apply for determining transportation assistance for ~~students with physical ly-challengeds students~~.

~~In lieu of the providing transportation services, the board will assist with the costs of transporting qualifying students between home and school, or between home and the nearest bus stop, whichever is lesser. A daily transportation assistance allowance will be provided to parents/guardians of students living beyond these limits, as measured according to the shortest practical route of public travel.~~

Students using district services to travel to and from school ~~must use the bBoard approved manifest system; and are subject shall comply with to~~ school and district behavioural expectations; and must ~~be aware and~~ adhere to ~~behaviour and all transportation~~ safety ~~procedures establishedpractices outlined~~ by the ~~board Board, posted on the district website and reviewed with students by school personnel from time to time.~~

#### Reference:

- School Act, Section 83 (1) a
- Motor Vehicle Act Motor Carrier Act National Safety Code



● ~~Policies and Procedures 210 and 400~~

~~**Note:** Transportation assistance is not provided to students traveling to and from school by ferry, as student ferry travel is provided free of charge by the ferry service.~~