



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
School Board Office
2023 02 08 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 01 11(attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2023 01 11 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
 - (a) Maggie Allison – TASK and Scholarship
7. **CHAIRPERSON’S REPORT**
 - (a) BCPSEA AGM
 - (b) Mayne Island Assisted Living Society – Request to Serve Alcohol (attachment)
Motion: *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.*
8. **SUPERINTENDENT’S REPORT**
 - (a) Staffing and Enrolment
 - (b) Racial Equity Together - K-12 Anti-Racism Action Plan (attachment)
9. **SECRETARY TREASURER’S REPORT**
 - (a) Monthly Financial Report
 - (b) Signing Authority (attachment)
 - (c) 2022/2023 Draft Amended Annual Budget (attachment - 2nd and 3rd readings)
10. **COMMITTEE REPORTS**
 - (a) Education Committee
 - (b) Finance, Audit and Facilities Committee – 2023 01 11 summary (attachment)
11. **TRUSTEES’ SCHOOL REPORTS**

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.)
12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – February 22, 2023
- (b) Regular Board Meeting – April 12, 2023

15. **ADJOURNMENT**



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
School Board Office
2023 01 11

Present:	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice Chair
	Deborah Luporini	Trustee
	Greg Lucas	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
	Rob Magley	Gulf Islands Driftwood Rep.
Regrets:	Jeannine Georgeson	Trustee
	Ryan Massey	GIPVPA Representative

The meeting was called to order at 1:02 p.m. by Chair Boulter. The chair shared a Happy New Year to all in Hul'q'umi'num' and acknowledged that this meeting is taking place on the traditional territories of the Coast Salish peoples - huy tseep q'u.

1. ADOPTION OF AGENDA

Additions:

Mayne Islands Volunteer Firefighters request to serve (5c)

Drake Road Steering Committee (7c)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2023 01 11 be adopted as amended.

CARRIED 01/23

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2022 12 14 be approved as presented.

CARRIED 02/23

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2022 12 14 as presented.

CARRIED 03/23

4. BUSINESS ARISING

5. CORRESPONDENCE

6. DELEGATIONS

7. CHAIRPERSON'S REPORT



(a) **Strategic Plan Review**

During the winter break, trustees completed a review of the Strategic Plan. A summary of this review was shared for the board's consideration. Strategic Plan renewal/review will continue in Committee of the Whole.

(b) **May Long Weekend Soccer Tournament – Request to Serve Alcohol**

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the May Long Weekend Soccer Tournament Planning Committee request to serve alcohol May 19-22, 2023 on Gulf Islands Secondary School grounds.

CARRIED 04/23

(c) **Mayne Island Volunteer Firefighters – Request to Serve Alcohol**

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Mayne Island Volunteer Firefighters fundraising request to serve alcohol February 11, 2023 at the Mayne Island School gym.

CARRIED 05/23

8. **SUPERINTENDENT'S REPORT**

(a) **Staffing and Enrolment**

The first steps in the annual staffing process for next year began yesterday with the opening of Kindergarten registration. Recruitment and retention continues to be a challenge for this district and districts across the province. An agreement with CUPE 788 is now in place for a cost-sharing initiative to support CUPE members with the expense of EA training and certification. Interested members are encouraged to contact CUPE president Angela Thomas or Associate Superintendent D'Arcy Deacon for more information.

(b) **District Communications Plan Review**

A one-year review of the district's communications strategy was shared.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly operating expense report for December. Expenses are currently within budget.

(b) **Electric Bus**

The district's first electric bus is now in operation for route 6 on Salt Spring Island. Once a phase three charging station is in place, a second bus will be on the road.

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

Jesse Guy shared the draft 2022/2023 amended annual budget for consideration.

Moved and seconded that the Draft 2022/2023 Amended Annual Budget Bylaw be read a 1st time and passed.

CARRIED 06/23

The draft amended budget will be posted on the board finance page of the district website and will be presented at the February public meeting of the board for 2nd and 3rd readings.



10. **COMMITTEE REPORTS**

(a) **Finance Audit and Facilities Committee**

Items presented at the morning's committee meeting included an analysis of student funding and transportation expenses as well as the draft amended annual budget.

(b) **Policy Committee**

The Policy FAF Committee summary 2022 12 14 was received.

i. **Policy 525 Catchment Areas**

Amendments have been made to this policy to update language and align with current school configurations.

Notice of Motion: That the board approves amendments to Policy 525 Catchment Areas. The policy will be circulated for feedback and considered by the Policy Committee on February 22, 2023. The Board will consider adoption of the motion at the April 12, 2023 public meeting.

ii. **Diversity Policy Working Group Terms of Reference**

Staff drafted a terms of reference to address the need to review its diversity policy and ensuring diverse student and community voice.

Moved and seconded that the board adopts the Diversity Policy Working Group Terms of Reference.

CARRIED 07/23

Tisha Boulter and Greg Lucas will sit on the committee to represent the Board of Education. Jesse Guy and Lori Deacon will represent staff.

(c) **Drake Road Steering Committee**

Rob Pingle shared a brief history of the district's donation to the CRD of the Drake Road property.

The following motion was lifted from the table by consensus:

Moved and seconded that the School Board directs staff to work with the CRD to establish an easement to access the proven well (#54644) and for new drilling permissions on school district property at 163 Drake Road as well as a license to continue access to and use of the basketball court by the School District on the CRD property at 161 Drake Road.

CARRIED 08/23

Moved and seconded that the School Board directs staff to work with the CRD to fund a legal review of the easements, permissions and license related to Drake Road.

DEFEATED

Moved and second that the Board of Education directs staff to establish legal assurance that the permissions do not expose the school district to future liability related to the agreed to access.

Moved and seconded to amend the motion to replace permissions with motion 08/23.

CARRIED 09/23



Moved and second that the Board of Education directs staff to establish legal assurance that motion 08/23 does not expose the district to future liability related to the agreed to access.

CARRIED 10/23

Moved and seconded that the School Board directs staff to use the remaining Drake Road Transfer fund to provide communications regarding the current work on Drake Road and how it supports the original purpose of the land donation for affordable housing that benefits the school district and community.

CARRIED 11/23

11. TRUSTEES REPORTS

Trustee school reports were received.

Topic: How are parents and/or the community involved in your school? (Goal 3: Involve Community. Objective 3.2: Engage families and community in public education.)

Fernwood Elementary School

As we return to increased outside community participation in our schools, Fernwood is grateful for their parent and community partners. The Parent Advisory Council is very active and helpful in community school events on social media. Intermural sports have returned, and volunteers are helping with basketball season at the moment. One on One readers have a presence in the school with around five members assisting with our emerging readers. A community grant allowed for the hiring of a music expert on a short contract to provide choir lessons to each class with a concert performance planned for March. Other guests are returning to the school with author visits and the Salt Spring Art's Artists in the Classroom program. Students are taking field trips with community involvement. There is a hope to continue engaging with the Penelakut Island Elementary School as a field trip last year to their school was highly rewarding.

Fulford Community Elementary School

Parents are involved in classes when they help for school events, field trips or class projects. We remain in communication with all parents through weekly class blog newsletters and photo sharing. We are still easing back into more involvement since COVID.

We have had several parent helpers already this year: examples being 2 for apple pie making, 5 for wallet making, 2 for the field trip to Cusheon Cove. One staff member has had at least 7 or 8 offer their talents to the winter production (face painting, sewing, making props and working the sound equipment).

In addition, we have an active and supportive PAC (although small) that is very involved in school events such as the Harvest Garden Lunch, Re-Gift Fest (where parents donate gently used items and students get to "shop" for free present for their immediate family and they take the gifts home wrapped and ready for Christmas), and the year-end family barbecue and school picnic at Drummond. Lots of parent volunteers help in a variety of ways in our whole school production. Parents are also very involved in the school Garden - mostly parent run with classes working with teacher and parents on a regular basis.

Classes regularly have community members involved in programs, such as Artists in the classroom, story tellers, etc. Many classes also do local field trips to the fire hall, the public library, the pool, carving the welcome pole at GISS with Quentin, disc golf in Mouat Park, performances at Art Spring. We also have the 1-1 Reading through Salt Spring Literacy up and running after a long Covid pause. 6 adult tutors come twice a week for 90 minutes to see 9 kids. The choir attends the SMEK festival in the community and they also go on a field trip to visit and have lunch with one of the adult choirs on SSI.

Galiano Community School



Gulf Islands Secondary School

It's been a goal/strategy at GISS to increase communications and engagement with parents and guardians. A new email service is being utilized for weekly newsletters that incorporates photos from various departments within the school to highlight what's going on. This practice helps centralize the news of what's going on that are promoted through separate departments social media platforms. The GISS facebook posts have increased to feature a 'Tell a story' from staff that describe student learning connected to social/emotional, career, and or academic pursuits.

Meet the teacher night is now done twice a year at the start of each semester. One of Ryan Massey's goals is to collect more "Street Data" by surveying families, students and staff on topics related to the school plan the attributes of the learner. 1 on 1 meetings will also be set up with a select individuals to engage in more open-ended inquiries that will help inform a 'temperature' of school culture. Parents are involved with IEPs, and student code of conduct issues.

The intention of admin at PAC meetings are to gather info from parents instead of just info sharing.

New this year are attendance emails and In term reports out to all parents, not just to those who there is a concern with. Overall, there seems to be good dialog with teachers and families in regard to how students are doing.

Community partnership continues with the 'Pass-it-on' program offered by The Circle. GISS will be building a 5 5-year plan to ensure offerings about consent and sexual health will be regularly and consistently implemented through all the grade years at high school. Conversations with Island Health and IWAV have been initiated to support these age-appropriate extra-curricular offerings.

Mayne Elementary/Jr. Secondary School

At Mayne Island School, parents and community play an important role in supporting and engaging learning throughout the year. The small, but mighty PAC meets monthly and recently has completed, for the second time, splitting firewood for a fundraising raffle. The next wood chopping event is planned for January 29. Spirit Wear for the school community to purchase and show their school pride has been made available, and they are looking into another order. They discussed extensively the contents of a welcome basket for a newly arrived Ukrainian family. Their on-going project continues to be revitalizing the on-site teacherage. Many of the parents have trades related backgrounds which provide invaluable expertise for this project.

Students have been connecting with local seniors through GenPals: Mayne Island Assisted Living. This provides a dual benefit as the students refine their writing skills through the draft to final product process, and the seniors receive mail from a local student: written communication that they look forward to receiving in the mail! This past Christmas provided an opportunity for students and the GenPals to share cookies, ornaments and cards. The local Conservancy biologist engages with students regularly for hands on learning in the field and at the school. Parent-led after school tennis continues for the younger students. The students participate in the tennis opportunities in the gym and when weather permits, after school, at the tennis courts.

Other opportunities involving the community include: the Baking Grannies who make muffins for the students to enjoy at the Writer's Café, the local food bank utilizes space at the school and the principal was invited to tour the new Mayne Island Family Place just before the winter break. All of these connections are great ways to continue to build relationships in our community.

Pender Islands Elementary Secondary School

During our last conversation, Principal Pendergast and I took a moment to reflect about how our parents and community are involved with our Pender Island school:



- Volunteer lunches - provided multiple times throughout the year thanks to our PAC group and parents who lend a hand to cook hot tasty lunches, like pizza, squash soup, lasagna, burgers and hotdogs on fun day.
- Three on the tree - arts and theatre/circus, brought to us through talented locals and skilled grant writers, who have a passion for the arts, theater and enthusiasm for passing it on
- Ptarmigan arts - Theatre and the most recent winter production at the school . There was suggested \$donations to put toward future performances. (Bought tickets). (standing room only;)
- Soccer and Basketball, Disc Golf - with thanks to volunteer community members and donations from our PAC group to help construct more golf course and baskets
- Garden club - Eagerly anticipated and enthusiastically nurtured by students, teachers and parents each year growing grass roots, weeds, flowers and veggie edible education
- Woodworking in our new shop with projects students can be proud to take home and show off
- GSA- SOGI network - sexual orientation and gender identity network, community of teachers to bring inclusive education to our schools
- Tribal School - WSÁNEĆ from Saanich on the Peninsula whom we have partnered to share in local cultural learning opportunities such as the salmon pit cook (pre covid) and nature walks to learn about culturally significant areas, which was co- hosted by our local parks partners
- Showcasing community events in newsletter
- Knitting- (need to restart)
- Food program-partnership with Tru Value.
- Beach cleanup (need to look to revamp this year)

Phoenix Elementary School

PAC is the main avenue for Parent involvement now at Phoenix. Parents help fundraise money through pizza hot lunch, wood raffles and west coast seed sales. The funds are then allocated for enhancing the students' extra-curricular experiences at the school or on field trips. Money has also been used to support the garden program, build outdoor furniture and plan an outside covered work area. The parents also involve the students to plant maintain and harvest food from the garden to make a few shared lunches. The PAC meetings are also the venue for learning more about the school plan, vision, and goals. Phoenix Elementary invites Artists in the Classroom programming, SS Literacy's 1to1 Reading program, and the Circle's Respect program.

Salt Spring Elementary School

Saltspring Island Middle School

Saturna Elementary School/SEEC

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting: February 8, 2023
- (b) Committee Day: February 22, 2023

15. ADJOURNMENT

Moved that the meeting be adjourned 2:54 p.m.

CARRIED 12/23



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
School Board Office
2023 01 11

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT

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 01 11**

Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Deborah Luporini	Trustee
	Greg Lucas	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	
Regrets:	Jeannine Georgeson	Trustee

The meeting was called to order at 9:00 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2023 01 11 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2022 12 14 were approved as presented.

Items:

1. School-based Administration
2. Legal Support for Administration
3. Ratification of CUPE Memorandum of Agreement
4. Drake Road Steering Committee

The meeting adjourned at 10:00 a.m.



MAYNE ISLAND SCHOOL FACILITY BOOKING FORM

APPLICATION TO SERVE ALCOHOL AT A COMMUNITY EVENT ON SCHOOL DISTRICT #64 PROPERTY

Date: Nov 24, 2022

To whom it may concern:

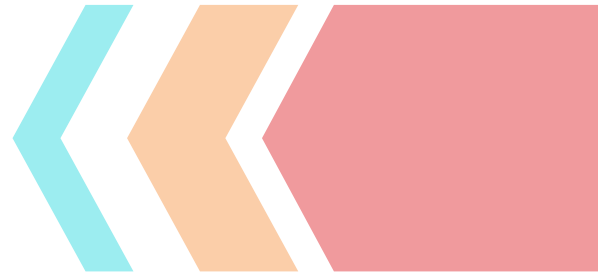
On SAT MARCH 18, 2023 (date) the MAYNE ISLAND ASSISTED LIVING SOCIETY (organization) will be hosting a FUND RAISING EVENT. MAYNE GOT TALENT (type of event) in the gym at the Mayne Island School. We respectfully request your permission to provide a bar at this event. The appropriate licenses and insurance policies will be in place and copies of both, the liquor license and insurance certificate will be provided to Mayne Island School prior to the event. The bar will be run by experienced community members with serve it right certification throughout the evening.

If you require further information, please contact SUE DUNCAN (name) at 250 589 3640 (phone number) and/or sduncanmi@gmail.com (email address) regarding this matter. As we are in the planning stage, we would appreciate a timely response to this request.

Respectfully yours,

Sue Duncan

Racial Equity Together



K-12 Anti-Racism Action Plan



Ministry of
Education and
Child Care

The Ministry of Education and Child Care acknowledges that its offices are situated on the Ləkʷəŋən territory of the Esquimalt and Songhees Nations and on the territories of the xʷməθkʷəy̓əm (Musqueam), Sḵw̓x̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations.

The K-12 Education and Child Care sector carries out its work on the territories of the 204 First Nations communities across B.C., each with unique cultures, languages, legal traditions and relationship to these lands and waters. We also respectfully acknowledge and honour the Métis and Inuit people living in B.C.

The Ministry of Education and Child Care gratefully recognizes the honesty and vulnerability that so many students, staff, families, and community members have offered in sharing their stories, experiences, and ideas. The generous sharing of this lived and living experience has been foundational to the creation of this action plan. The ministry recognizes the personal stories as truths.



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Message from
Honourable Rachna Singh
Minister of Education and Child Care

Much of what we learn during our time in school shapes us as adults. During these years, we begin to understand the fundamentals of learning and build the foundations of literacy and numeracy across all subject areas – Language Arts, Social Studies, Mathematics, Arts Education, and Science – to name a few. As we learn these skills, we also seek to strengthen our personal and social development in understanding our identity and place in society.

It is vital younger generations learn about racism and discrimination and how it has impacted – and continues to impact – people throughout B.C. By understanding the realities of racism and discrimination, we can continue on a positive path forward, with young people as part of the solution towards making a more equitable and welcoming province for everyone.

*“It is vital younger generations learn about discrimination and how it has impacted – and **continues to impact** – people throughout B.C.”*

In B.C., we have taken several steps to recognize and address racism and discrimination head-on, both in communities and schools. In the K-12 education system, we have made changes to the provincial curriculum to support more Indigenous languages, cultural learning opportunities, and an increase to the number of social justice courses for students.

We have developed anti-racism training resources for teachers and ensured codes of conduct and policies are in place in all 60 school districts and independent schools. In addition, we have expanded **erase**, our provincial safety action plan, to provide more anti-racism resources for students and families.

I am pleased to release the K-12 Anti-Racism Action Plan as a key initiative to dismantle systemic racism and discrimination. It provides training and resources to help students and educators understand what it means to be anti-racist. By empowering students and educators with tools to safely stand against and respond to discrimination, this action plan will help create a province where all communities are celebrated and respected.

This action plan will help create a province where all communities are celebrated and respected

The action plan has been developed from dialogues, stories, personal reflections, and ideas shared by First Nations, Indigenous Partners, IBIPOC Community organizers, community organizations¹, education partners, and students through the Community Roundtables on Anti-Racism in Education and the Youth Dialogue Series.

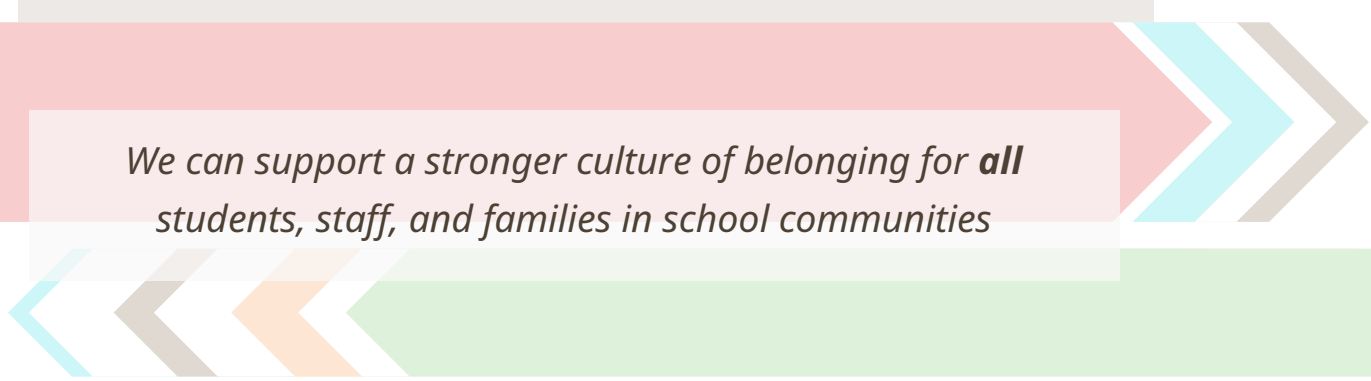
I thank everyone who helped to inform this province-wide plan for the education sector so we can support a stronger culture of belonging for all students, staff and families in school communities.

Let us continue to stand up against racism and discrimination every day.

By truly acknowledging our past, and teaching about historic and current injustices and inequities, we can learn from our shared history, and embrace diversity and inclusion while creating ever-lasting change toward a future that is anti-racist.

Sincerely,

Rachna Singh,
Minister of Education and Child Care



*We can support a stronger culture of belonging for **all** students, staff, and families in school communities*

¹ Community organizations are referenced throughout this document as a broad term representing a range of diverse and unique Indigenous, Black, and People of Colour identities including, but not limited to, multicultural, ethnic, and faith-based organizations.



Message from
Honourable Mable Elmore
Parliamentary Secretary for Anti-Racism Initiatives

From an early age, our perspectives and values are shaped by our families, communities, and peers. The interactions we have with others, the interactions we see in our communities and in the media, as well as the teachings we receive from caregivers and educators impact our opinions and worldviews. This includes how we see our own place, and that of our peers, in society.

These experiences can empower young people to grow into confident leaders, mentors, and allies. For too long, however, not all British Columbians have been given the skills, knowledge, or opportunities to identify patterns of discrimination and racism in their communities. Educating students about B.C.'s and Canada's full history is a crucial first step in helping more people understand the power dynamics that continue to impact Indigenous, Black, and People of Colour. Only then are they equipped to identify and address overt and subtle racism where and when they see it.

When we share this knowledge with the youngest generations and support them to develop the knowledge, skills, and attitudes necessary for responding to racism and discrimination, we are creating a generation of future leaders with the confidence to build a more equitable province for everyone.

We know that this work is only one part of the puzzle. While we are investing in a bright future for our province through this K-12 Anti-Racism Action Plan, we are also addressing racism and discrimination happening right now.

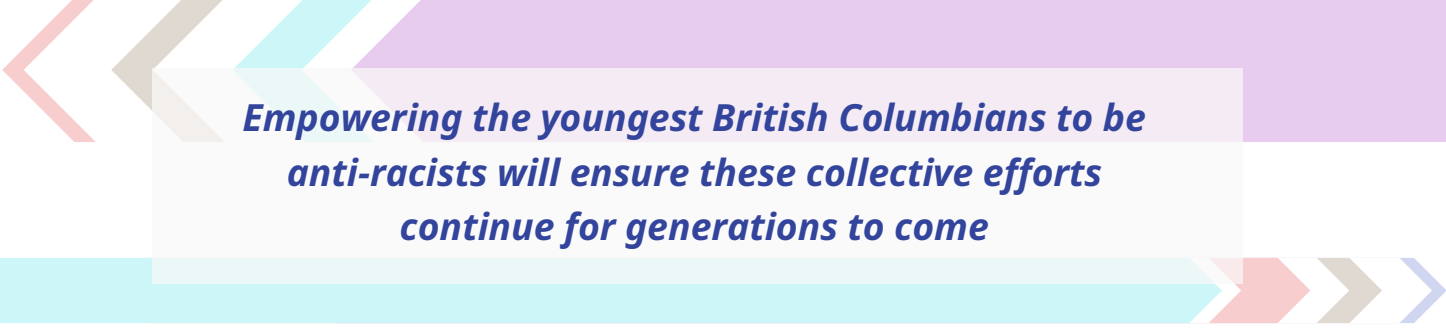
We are creating a generation of future leaders with the confidence to build a more equitable province for everyone

Through the Resilience BC Anti-Racism Network, we're giving local organizations the tools they need to fight hate and respond to incidents of racism and hate in their communities. Through the Anti-Racism Data Act, we're working to identify and break down the barriers Indigenous and racialized people face when accessing government services. We're also developing a broader Anti-Racism Act that will further address systemic racism within government.

We have made important progress in dismantling systemic racism and there is more work ahead. We are committed to working across government and with all partners to build a better, more inclusive B.C. for everyone. Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come.

Sincerely,

Mable Elmore,
Parliamentary Secretary for Anti-Racism Initiatives




Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come

Vision

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

Introduction



Systemic racism and settler colonialism have shaped our province for generations, and this continues to hurt Indigenous, Black, and People of Colour in B.C. To help address discrimination, dismantle racism and make B.C. a more equitable, inclusive, and welcoming province for everyone, we are investing in anti-racism initiatives, such as the Anti-Racism Data Act, anti-racism legislation, and the Resilience BC Anti-Racism Network. To reaffirm this commitment, equity and anti-racism are foundational principles for all Minister's mandate letters.

The B.C. education system also holds great responsibility in addressing the systemic and interpersonal racism that continues to exist throughout the education system today. B.C.'s **Vision for Student Success** is for learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and sustainable economy. A necessary piece to achieving this vision is ensuring government and education partners listen and learn from Indigenous and racialized partners and communities to work collaboratively towards an education system that is free from racism and systemic barriers and promotes equity for all students. In July 2020, a **statement of support** for anti-racism efforts was released from the Minister of Education and B.C.'s education partners².

² First Nations Education Steering Committee, First Nations Schools Association, BC School Trustees Association, BC Teachers' Federation, CUPE BC, BC Confederation of Parent Advisory Councils, BC Principals' and Vice-Principals' Association, BC School Superintendents Association, BC Association of School Business Officials and the Federation of Independent School Associations

Racism and Mental Health

We know that racism has adverse impacts on young people and on their ability to thrive in society. As stated in the **Mental Health in Schools Strategy**, giving children the best possible start is key to better long-term mental health outcomes. Wellness promotion and prevention needs to be the focus, starting in the early years and spanning throughout a child's life. The effects of racism on mental health are well documented and have been consistently linked with higher instances of stress, poor health outcomes, and suicidal thoughts and attempts in youth.

Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism and oppression in B.C.'s education system for generations. Studies indicate that exposure to racial discrimination, particularly in youth, is a significant predictor of depressive symptoms.

We know that

In 2018, 14% of racialized students, who completed the BC Adolescent Health Survey (BC AHS), reported experiencing discrimination because of race, ethnicity, or skin colour. This is an increase from 11% in 2013 (BC AHS 2013, 2018).³

Three-in-five (58%) B.C. students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity (ARI-UBC, 2021)⁴.

B.C. youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future and to feel good about themselves (BC AHS 2018).

Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).

A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism including feeling safe at school and feeling good about themselves (BC AHS 2018).

³ The British Columbia Adolescent Health Survey (**BC AHS**) is a province-wide survey conducted by the McCreary Centre Society issued to youth in grades 7 to 12 every five years since 1992. The survey highlights health trends among students to help identify risks and protective factors. Special topic fact sheets are created on certain issues such as **racial discrimination**.

⁴ The Angus Reid Institute (ARI) partnered with the University of British Columbia (UBC) to conduct **an online survey** from Aug. 24-27, 2021 among a representative randomized sample of 872 Canadians aged 12 to 17, whose parents are members of Angus Reid Forum.

What We Have Heard



Over the summer months of 2019, the provincial government hosted community dialogues across B.C. to hear stories of racism and discrimination. Dialogue participants shared that acts of racism were on the rise, were adversely affecting more and more British Columbians, and these experiences were taking place in a variety of public sectors including education. Story by story, it became clear that many individuals and communities were deeply affected by historical and current acts of racism, and that communities were looking for provincial leadership.

A new Community Roundtable on anti-racism in education was created in July 2020 to support the development of an anti-racism action plan. The first Minister's Community Roundtable on Racism in Education hosted key participants in B.C., including Indigenous organizations and partners, community organizations, and education partners. The draft K-12 Anti-Racism Action Plan was developed in part from feedback received and stories shared at this Roundtable.

At the second Community Roundtable in 2021, participants expressed that racism

towards their communities was on the rise. Participants noted that some of their communities were struggling to deal with the response to heightened levels of racist incidents with limited community capacity in order to support those affected. They identified that both immediate supports and long-term systemic changes in education were needed to achieve racial safety and equity. The Community Roundtables will continue on an annual basis to ensure the community conversation on racism in education continues.

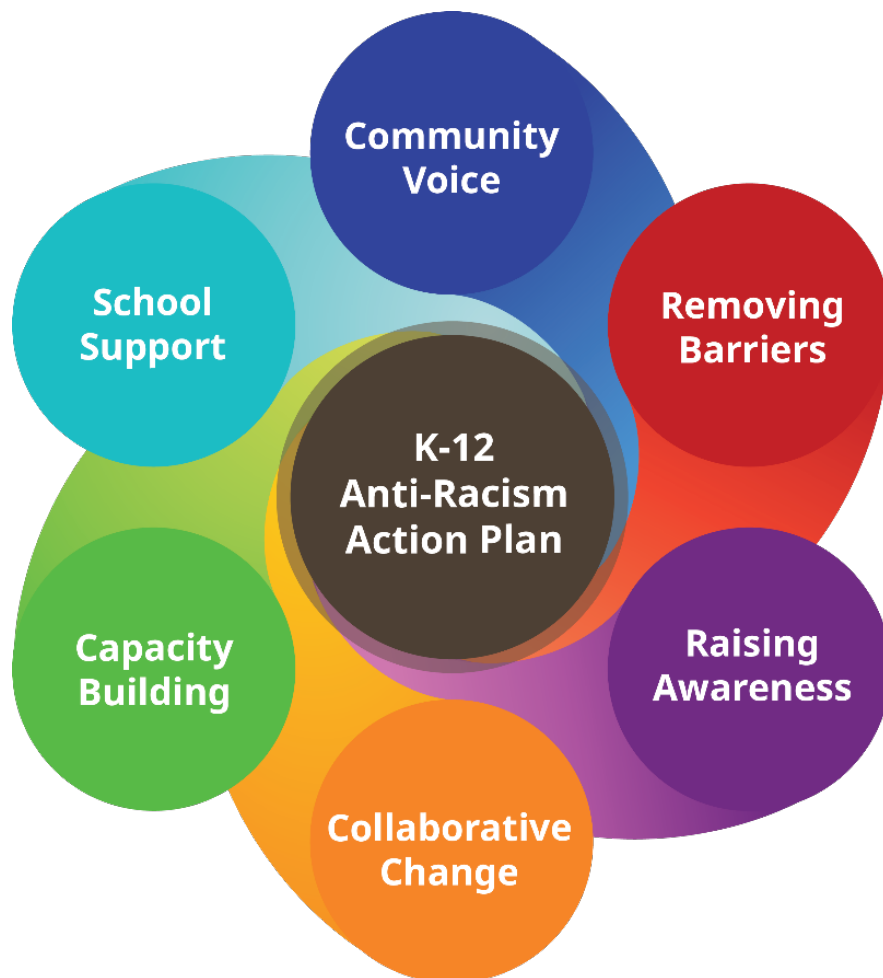
In 2022, Minister's Youth Dialogue Sessions were hosted for students in grades 7-12 from across the province to share their experiences of racism in B.C. schools. The stories and ideas shared by the students were key in informing how the ministry and school leaders can create anti-racist, equitable, and safe learning environments for all. The youth described how important it is that system leaders ensure caring and responsive opportunities for racialized students to share their stories and be heard by their teachers, principals, and district staff. This powerful dialogue series shaped the design and implementation of the K-12 Anti-Racism Action Plan.

The K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry.



Foundational Understandings

Although students' individual experiences of racism vary, racism holds all students back from truly thriving as individuals and communities. The following elements establish the foundational understanding of this Action Plan as we work together to move forward and stop further harm to racialized communities.

Indigenous Worldviews and Perspectives – There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada's colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.

Affirmation and Recognition - Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to occur. These experiences are real, they are harmful, they are the truth, and they must be addressed in all contexts of K-12 education.

Equity and Inclusion – Students, staff, and families may have their own experiences of discrimination and oppression; however, the unique experiences of racism must be specifically addressed to create positive and system level change. Anti-racism cannot be addressed in siloes. Although the strategy is focussed on anti-racism, there is recognition that different experiences are shaped by the intersection of unique identities (e.g., intersectionality).

Adult Well-being – Racialized staff report experiences of racism in their school communities and working environments. The **Mental Health in Schools Strategy** emphasizes the importance of addressing the well-being of adults in the education system. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.

Principles

The K-12 Anti-Racism Action Plan is guided by the following principles as we move forward:

Recognize and respect Indigenous rights and titles in accordance with Section 35 of the *Constitution Act, 1982*, United Nations Declaration on the Rights of Indigenous Peoples, Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action

Engage First Nations, Indigenous partners, education partners, community organizations representing racialized people, school boards, school communities, and students to work collaboratively, share voice, and integrate work across the sector and within the ministry.

Amplify and defer to the voices and perspectives of those with lived and living racism experiences.

Demonstrate humility and respect and a continuous improvement mind-set.

Apply evidence-based decision-making reflecting current knowledge and data about anti-racism related systems-level change.

Priority Actions

The K-12 Anti-Racism Action Plan includes six priority areas of action: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support.

Community Voice

Community Voice ensures that all actions in this plan are guided and co-led by First Nations, Indigenous partners, education partners, community organizations, and students with lived and living experience of racism. These voices have been missing, historically, from key conversations and decisions in government systems.

Annual Minister's Community Roundtable

An annual event for the Minister to engage directly with the IBPOC community to hear their experiences, perspectives, and recommendations on the Action Plan

Minister's Youth Dialogue Series

The Minister of Education and Child Care will host at least two Youth Dialogue Series: one for intersectional and diverse youth and one for Indigenous youth

Removing Barriers

Removing Barriers creates a system and communication paths to ensure racism cannot thrive through policy and culture.

Roundtable participants, as well as community and sector representatives, asked for more accountability to be embedded in the plan after the first draft, not just for ministry actions, but also for leaders in the system. They also shared the importance of communicating with parents and guardians on the action plan and progress, as well supporting resources to feel connected to their school community.

Anti-racism in district plans

Embed anti-racism reporting requirements within strategic plans

Parent Engagement Plan

A co-developed plan with BC Confederation of Parent Advisory Councils to inform parents of Action Plan initiatives and provide supporting details and information that will promote parent and guardian understanding and welcome their involvement in planning school anti-racism initiatives

Raising Awareness

Raising Awareness provides resources and engagement opportunities to highlight the unique identities and experiences across the province and how we can better appreciate each other, as well as to increase understanding of racism and its harmful effects.

Roundtable participants asked for a calendar to supplement district and school calendars to include more diversity as a first step to ensuring that schools reflect all identities as valued and important. Student-to-student racism was also identified as needing to be addressed, and that starts with foundational understanding of racism, equity, and inclusion.

Inclusion Calendar

Provide districts with a calendar identifying significant events of advocacy, celebration, or honour

Youth Engagement

Presentations and workshops hosted by B.C. Lions to grades 6-10 to explore and engage with issues of anti-racism, diversity, equity, and inclusion

Collaborative Change

Collaborative Change engages all layers of the education system to create system level change. It is imperative that the ministry, school districts, education partners, school staff, students, and families build on existing partnerships and create networks to champion anti-racism work.

Students have shared that only some school staff provide culturally safe and welcoming learning environments, and that is an everyday experience to be met with racism in their day at school in different forms. System level change requires the commitment of all layers of the sector to not only support this work, but also compel it.

Education Partner Collaborative

A committee of education partners, including Indigenous partners, to work collaboratively to address systemic racism

Educator Network

A committee for educators at both district and school level, built over phases, to provide peer support, build internal capacity, and identify needs to engage in anti-racism work

Capacity Building

Capacity Building creates the foundational understanding of racism for all staff in the sector, to recruit diversity in the workforce so that all students see themselves represented in school leadership, and to create a system that is welcoming to all staff.

Students have told the ministry of their hardship from moving through the K-12 system without seeing school leaders who represent and understand them. As well as watching Indigenous, Black, People of Colour (IBPOC) and allied school staff being treated with discrimination. In addition, educators and other school staff have shared the challenges of working in a system that does not feel welcoming and inclusive.

Recruitment and Retention Strategy

Grow diversity in the education workforce so that students see themselves in their teachers and have access to diverse role models through their educational journey
Create better working environments for IBPOC teachers to improve retention

Anti-Racism Training (for everyone)

Develop a foundational online training course available to a sector-wide audience including all ministry, school, and district staff

Develop additional professional learning opportunities to support specific roles and to build on foundational learning

School Support

School Support provides resources, support, and guidance for schools to create anti-racism learning environments.

Students have acknowledged the amount of time they spend in school in their young lives and the influence this environment has on their well-being and development. For students to thrive, they need to see themselves represented as valued members of the school community, as well as in their learning materials and content. They also need safe reporting processes for acts of racism. School leaders to receive those reports with understanding and action-oriented responses.

Incident Response Guidelines & Resource Guide

Develop resources to support districts and schools to identify and respond to incidents of racism, as well as define common terms to establish collective understanding
Develop a resource guide for the sector to provide recommended practices for implementing anti-racism work and ensuring learning environments are safe, welcoming, and inclusive

Curriculum Resources

Inventory existing anti-racism curriculum resources, identify gaps in the inventory, and address existing gaps in resources

Conclusion



The K-12 Anti-Racism Action Plan is a multi-year path forward and an opportunity to bring the education sector together to confront racism in all its forms, but it is only the beginning. This plan outlines the first three years of the provincial school community working together to establish a strong foundation and to chart a path forward for many years of continued dedication to come. This work must always include listening to students, staff, and families, and to be quick to adapt to shifting issues and experiences.

Everyone can play a role in identifying and addressing racism in the education system. System level change requires a shared understanding of our collective responsibility in dismantling racism in schools. Moving forward requires tough and uncomfortable conversations and a willingness to adopt new approaches to delivering education programs that ensure everyone in the school community know they are valued and important members.

The Honourable Murray Sinclair said, “Education got us into this mess and education will get us out of it.” The K-12 Anti-Racism Action Plan sets out to ensure that all students in the B.C. education system can learn in an environment where they feel welcome and valued so that school experiences can help shape a more inclusive and respectful society for everyone.



Appendix - Action Plan Timelines

Element	Action	Timeline
Community Voice	Annual Minister's Community Roundtable	Annual
	Minister's Youth Dialogue Series	Annual
Removing Barriers	Anti-racism in district plans	2022/23 and 2023/24
	Parent Engagement Plan	2021/22 and 2022/23
Raising Awareness	Inclusion Calendar	2021/22 and 2022/23
	BC Lions Youth Engagement	2021/22 to 2023/24
Collaborative Change	Education Partner Collaborative	Ongoing
	Educator Network	2021/22 – Phase 1 Ongoing expansion
Capacity Building	Recruitment & Retention Strategy	TBD
	Anti-Racism Training (for everyone)	2022/23
School Support	Incident Response Guidelines & Resource Guide	2022/23
	Curriculum Resources	2022/23

February 8, 2023

Bank of Montreal
116 Fulford Ganges Road
Salt Spring Island, B.C.
V8K 2S4

To Whom It May Concern:

Re: Signing Authority for the Educational Trust Fund Account (#1015 455), and Operating Bank Account (#1003 104)

For your information, the Board of Education approved the following motions at the February 8th, 2023, Board meeting:

BE IT RESOLVED:

That the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A'

BE IT RESOLVED:

That the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.

Appendixes 'A', and 'B' are attached.

Yours truly,

Jesse Guy
Secretary Treasurer

Dawn Sawchuk
Accounting

/ldd

Attach (2)

p.c. T. Boulter

APPENDIX 'A'

Signing authority for the Educational Trust Fund Account #1015 455:

1. For amounts up to and including \$10,000:

Scott Benwell, Chief Executive Officer; or
D'Arcy Deacon, Director of Instruction

with

Jesse Guy, Secretary Treasurer, or
Lori Deacon, Director of Corporate Services

2. For amounts over \$10,000:

Jesse Guy, Secretary Treasurer,
Scott Benwell, Chief Executive Officer, or
Lori Deacon, Director of Corporate Services

with either

Tisha Boulter, Board Chair, or
Rob Pingle, Trustee,

APPENDIX 'B'

Signing authority for the Operating Bank Account #1003 104:

1. For amounts up to and including \$10,000:

Scott Benwell, Chief Executive Officer, or
D'Arcy Deacon, Director of Instruction

with

Jesse Guy, Secretary Treasurer, or
Lori Deacon, Director of Corporate Services

*Except for Receiver General, Payroll Deductions, Utilities and yearly contracts
signed or approved by the Board on behalf of the Board.
(When signing authorities for amounts over \$10,000 apply).*

2. For amounts over \$10,000:

Jesse Guy, Secretary Treasurer,
Scott Benwell, Chief Executive Officer, or
Lori Deacon, Director of Corporate Services

with either

Tisha Boulter, Board Chair, or
Rob Pingle, Trustee,

Amended Annual Budget

School District No. 64 (Gulf Islands)

June 30, 2023

School District No. 64 (Gulf Islands)

June 30, 2023

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 64 (GULF ISLANDS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 64 (Gulf Islands) Amended Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$29,585,797 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 11th DAY OF JANUARY, 2023;

READ A SECOND TIME THE 8th DAY OF FEBRUARY, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 8th DAY OF FEBRUARY, 2023;

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 64 (Gulf Islands) Amended Annual Budget Bylaw 2022/2023, adopted by the Board the 8th DAY OF FEBRUARY, 2023.

Secretary Treasurer

School District No. 64 (Gulf Islands)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,494,313	1,420,000
Total Ministry Operating Grant Funded FTE's	1,494,313	1,420,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	24,998,070	24,575,926
Tuition	627,000	725,000
Other Revenue	1,431,978	1,517,500
Rentals and Leases	55,000	40,000
Investment Income	190,000	35,000
Amortization of Deferred Capital Revenue	1,200,000	1,200,000
Total Revenue	28,502,048	28,093,426
Expenses		
Instruction	20,334,222	19,038,588
District Administration	1,645,971	1,424,336
Operations and Maintenance	4,512,389	4,666,420
Transportation and Housing	1,893,215	1,896,223
Total Expense	28,385,797	27,025,567
Net Revenue (Expense)	116,251	1,067,859
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,083,749	202,141
Budgeted Surplus (Deficit), for the year	1,200,000	1,270,000
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		70,000
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,200,000	1,200,000
Budgeted Surplus (Deficit), for the year	1,200,000	1,270,000

School District No. 64 (Gulf Islands)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	23,064,368	22,029,760
Operating - Tangible Capital Assets Purchased	1,200,000	1,200,000
Special Purpose Funds - Total Expense	3,821,429	3,495,807
Capital Fund - Total Expense	1,500,000	1,500,000
Total Budget Bylaw Amount	29,585,797	28,225,567

Approved by the Board

Signature _____ Date _____
 Signature _____ Date _____
 Signature _____ Date _____

DRAFT

School District No. 64 (Gulf Islands)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Surplus (Deficit) for the year	116,251	1,067,859
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,200,000)	(1,200,000)
Total Acquisition of Tangible Capital Assets	(1,200,000)	(1,200,000)
Amortization of Tangible Capital Assets	1,200,000	1,200,000
Total Effect of change in Tangible Capital Assets	-	-
	-	-
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	116,251	1,067,859

School District No. 64 (Gulf Islands)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,048,552		6,819,360	10,867,912
Changes for the year				
Net Revenue (Expense) for the year	116,251			116,251
Interfund Transfers				
Tangible Capital Assets Purchased	(1,200,000)		1,200,000	-
Net Changes for the year	<u>(1,083,749)</u>	-	<u>1,200,000</u>	116,251
Budgeted Accumulated Surplus (Deficit), end of year	<u>2,964,803</u>	-	<u>8,019,360</u>	<u>10,984,163</u>

School District No. 64 (Gulf Islands)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	21,519,119	21,545,119
Tuition	627,000	725,000
Other Revenue	799,500	757,500
Rentals and Leases	55,000	40,000
Investment Income	180,000	30,000
Total Revenue	23,180,619	23,097,619
Expenses		
Instruction	16,616,442	15,646,430
District Administration	1,645,971	1,424,336
Operations and Maintenance	3,008,740	3,162,771
Transportation and Housing	1,793,215	1,796,223
Total Expense	23,064,368	22,029,760
Net Revenue (Expense)	116,251	1,067,859
Budgeted Prior Year Surplus Appropriation	1,083,749	202,141
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,200,000)	(1,200,000)
Total Net Transfers	(1,200,000)	(1,200,000)
Budgeted Surplus (Deficit), for the year	-	70,000

School District No. 64 (Gulf Islands)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	21,080,957	21,080,957
Other Ministry of Education and Child Care Grants		
Pay Equity	102,398	102,398
Student Transportation Fund	328,264	328,264
Support Staff Benefits Grant		26,000
FSA Scorer Grant	7,500	7,500
Total Provincial Grants - Ministry of Education and Child Care	21,519,119	21,545,119
Tuition		
International and Out of Province Students	627,000	725,000
Total Tuition	627,000	725,000
Other Revenues		
Other School District/Education Authorities	10,000	
Miscellaneous		
Miscellaneous	757,500	732,500
GISPA Registration	32,000	25,000
Total Other Revenue	799,500	757,500
Rentals and Leases	55,000	40,000
Investment Income	180,000	30,000
Total Operating Revenue	23,180,619	23,097,619

School District No. 64 (Gulf Islands)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Salaries		
Teachers	7,207,339	6,228,199
Principals and Vice Principals	2,059,568	2,062,237
Educational Assistants	1,097,596	1,036,566
Support Staff	2,081,522	2,025,930
Other Professionals	1,741,065	1,607,567
Substitutes	641,155	669,675
Total Salaries	14,828,245	13,630,174
Employee Benefits	3,510,845	3,475,113
Total Salaries and Benefits	18,339,090	17,105,287
Services and Supplies		
Services	1,760,950	1,848,255
Student Transportation	1,065,100	1,086,850
Professional Development and Travel	479,405	530,560
Rentals and Leases	3,000	3,000
Dues and Fees	39,175	43,225
Insurance	62,281	52,281
Supplies	780,367	735,302
Utilities	535,000	625,000
Total Services and Supplies	4,725,278	4,924,473
Total Operating Expense	23,064,368	22,029,760

School District No. 64 (Gulf Islands)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	5,821,141	795,470	174,587	87,816	20,543	456,855	7,356,412
1.03 Career Programs	123,687	43,207	93,592		77,374	2,500	340,360
1.07 Library Services	199,935					1,500	201,435
1.08 Counselling	215,109						215,109
1.10 Special Education	554,967	55,876	794,325	22,470	181,653	52,000	1,661,291
1.30 English Language Learning	90,000						90,000
1.31 Indigenous Education		76,830	35,092			3,500	115,422
1.41 School Administration		1,044,978		342,961		13,500	1,401,439
1.62 International and Out of Province Students	202,500	43,207			209,764	1,500	456,971
Total Function 1	7,207,339	2,059,568	1,097,596	453,247	489,334	531,355	11,838,439
4 District Administration							
4.11 Educational Administration					298,319		298,319
4.40 School District Governance					118,520		118,520
4.41 Business Administration				108,121	505,543	1,500	615,164
Total Function 4	-	-	-	108,121	922,382	1,500	1,032,003
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				65,249	269,609	3,500	338,358
5.50 Maintenance Operations				932,603		87,000	1,019,603
5.52 Maintenance of Grounds				140,377		2,000	142,377
5.56 Utilities				14,873			14,873
Total Function 5	-	-	-	1,153,102	269,609	92,500	1,515,211
7 Transportation and Housing							
7.41 Transportation and Housing Administration				16,362	59,740	800	76,902
7.70 Student Transportation				350,690		15,000	365,690
7.73 Housing							-
Total Function 7	-	-	-	367,052	59,740	15,800	442,592
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	7,207,339	2,059,568	1,097,596	2,081,522	1,741,065	641,155	14,828,245

School District No. 64 (Gulf Islands)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	7,356,412	1,806,694	9,163,106	756,471	9,919,577	8,613,299
1.03 Career Programs	340,360	78,602	418,962	39,776	458,738	403,348
1.07 Library Services	201,435	53,251	254,686	60,900	315,586	246,671
1.08 Counselling	215,109	47,802	262,911		262,911	270,375
1.10 Special Education	1,661,291	381,597	2,042,888	133,885	2,176,773	2,485,609
1.30 English Language Learning	90,000	20,000	110,000		110,000	150,045
1.31 Indigenous Education	115,422	25,676	141,098	77,000	218,098	231,164
1.41 School Administration	1,401,439	321,987	1,723,426	213,992	1,937,418	1,977,954
1.62 International and Out of Province Students	456,971	103,183	560,154	657,187	1,217,341	1,267,965
Total Function 1	11,838,439	2,838,792	14,677,231	1,939,211	16,616,442	15,646,430
4 District Administration						
4.11 Educational Administration	298,319	64,243	362,562	45,502	408,064	346,308
4.40 School District Governance	118,520	7,467	125,987	53,000	178,987	188,942
4.41 Business Administration	615,164	143,305	758,469	300,451	1,058,920	889,086
Total Function 4	1,032,003	215,015	1,247,018	398,953	1,645,971	1,424,336
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	338,358	77,322	415,680	102,913	518,593	550,118
5.50 Maintenance Operations	1,019,603	235,651	1,255,254	462,081	1,717,335	1,702,022
5.52 Maintenance of Grounds	142,377	34,844	177,221	42,000	219,221	210,925
5.56 Utilities	14,873	3,718	18,591	535,000	553,591	699,706
Total Function 5	1,515,211	351,535	1,866,746	1,141,994	3,008,740	3,162,771
7 Transportation and Housing						
7.41 Transportation and Housing Administration	76,902	17,831	94,733	1,520	96,253	102,302
7.70 Student Transportation	365,690	87,672	453,362	1,223,600	1,676,962	1,658,921
7.73 Housing	-	-	-	20,000	20,000	35,000
Total Function 7	442,592	105,503	548,095	1,245,120	1,793,215	1,796,223
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	14,828,245	3,510,845	18,339,090	4,725,278	23,064,368	22,029,760

School District No. 64 (Gulf Islands)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

	<u>2023 Amended Annual Budget</u>	<u>2023 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	3,178,951	2,730,807
Other Revenue	632,478	760,000
Investment Income	10,000	5,000
Total Revenue	<u>3,821,429</u>	<u>3,495,807</u>
Expenses		
Instruction	3,717,780	3,392,158
Operations and Maintenance	103,649	103,649
Total Expense	<u>3,821,429</u>	<u>3,495,807</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 64 (Gulf Islands)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			172,052						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	103,649	71,754		128,000	19,600	50,000	162,054	324,480	1,688,014
Other			400,000						
Investment Income									
	103,649	71,754	400,000	128,000	19,600	50,000	162,054	324,480	1,688,014
Less: Allocated to Revenue	103,649	71,754	400,000	128,000	19,600	50,000	162,054	324,480	1,688,014
Deferred Revenue, end of year	-	-	172,052	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	103,649	71,754		128,000	19,600	50,000	162,054	324,480	1,688,014
Other Revenue			400,000						
Investment Income									
	103,649	71,754	400,000	128,000	19,600	50,000	162,054	324,480	1,688,014
Expenses									
Salaries									
Teachers						21,000			1,300,000
Principals and Vice Principals									
Educational Assistants		55,251		100,000	15,000	10,000	60,000	130,000	
Support Staff								55,000	
Other Professionals								50,000	
Substitutes						1,000		20,000	
	-	55,251	-	100,000	15,000	32,000	60,000	255,000	1,300,000
Employee Benefits		16,503		23,000	3,450	7,500	15,000	59,480	388,014
Services and Supplies	103,649		400,000	5,000	1,150	10,500	87,054	10,000	
District Entered									
	103,649	71,754	400,000	128,000	19,600	50,000	162,054	324,480	1,688,014
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Seamless Day Kindergarten	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	ACE IT	CES Apprenticeships	Education Trust
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year							22,478		534,199
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	200,000	57,000	55,400	250,000	19,000	175,000			300,000
Other							5,000	35,000	10,000
Investment Income									10,000
	200,000	57,000	55,400	250,000	19,000	175,000	5,000	35,000	310,000
Less: Allocated to Revenue	200,000	57,000	55,400	125,000	19,000	175,000	27,478	35,000	180,000
Deferred Revenue, end of year	-	-	-	125,000	-	-	-	-	664,199
Revenues									
Provincial Grants - Ministry of Education and Child Care	200,000	57,000	55,400	125,000	19,000	175,000			170,000
Other Revenue							27,478	35,000	10,000
Investment Income									10,000
	200,000	57,000	55,400	125,000	19,000	175,000	27,478	35,000	180,000
Expenses									
Salaries									
Teachers	150,000	10,000				50,000			
Principals and Vice Principals						100,000			
Educational Assistants			40,000		15,000				
Support Staff								20,000	
Other Professionals		20,000							
Substitutes									
	150,000	30,000	40,000	-	15,000	150,000	-	20,000	-
Employee Benefits	50,000	7,000	9,200		3,000	25,000		5,000	
Services and Supplies		20,000	6,200	125,000			27,478	10,000	180,000
District Entered					1,000				
	200,000	57,000	55,400	125,000	19,000	175,000	27,478	35,000	180,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2023

	<u>Drake Rd</u>	
	<u>Trasfer</u>	<u>TOTAL</u>
	\$	\$
Deferred Revenue, beginning of year	11,654	740,383
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		3,303,951
Other		740,000
Investment Income		10,000
	-	<u>4,053,951</u>
Less: Allocated to Revenue	-	<u>3,821,429</u>
Deferred Revenue, end of year	<u>11,654</u>	<u>972,905</u>
Revenues		
Provincial Grants - Ministry of Education and Child Care		3,178,951
Other Revenue		632,478
Investment Income		10,000
	-	<u>3,821,429</u>
Expenses		
Salaries		
Teachers		1,531,000
Principals and Vice Principals		100,000
Educational Assistants		425,251
Support Staff		75,000
Other Professionals		70,000
Substitutes		21,000
	-	<u>2,222,251</u>
Employee Benefits		612,147
Services and Supplies		986,031
District Entered		1,000
	-	<u>3,821,429</u>
Net Revenue (Expense)	<u>-</u>	<u>-</u>

School District No. 64 (Gulf Islands)

Amended Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2023

	2023 Amended Annual Budget			2023 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	300,000		300,000	300,000
Amortization of Deferred Capital Revenue	1,200,000		1,200,000	1,200,000
Total Revenue	1,500,000	-	1,500,000	1,500,000
Expenses				
Operations and Maintenance	300,000		300,000	300,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,100,000		1,100,000	1,100,000
Transportation and Housing	100,000		100,000	100,000
Total Expense	1,500,000	-	1,500,000	1,500,000
Net Revenue (Expense)	-	-	-	-
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,200,000		1,200,000	1,200,000
Total Net Transfers	1,200,000	-	1,200,000	1,200,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	1,200,000	-	1,200,000	1,200,000

Completion Operating Budget

Section 1: Reconciliation to Draft Amended Annual Budget

		page 1
Reconciliation of key items for Operating Budget 2022-23		
		2022-23
Schedule 2		
Operating Revenue without Funding Protection		21,561,772
<i>add :</i>		
Estimated additional revenue		<u>650,000</u>
Not included in budget (expense side include)		
Related to increase in Collective and Excluded funded wage increases		
Updated estimate revenue without funding protection		22,211,772
<i>less:</i>		
Operating Expenses		23,064,368
<i>less from expenses:</i>		
Onetime District Investments		
Function 1		
EPIC- School Learning Recovery Funds	200,000	
64GO program development	100,000	
District organized administrative Professional Growth	50,000	
FOIPPA Legislation changes	100,000	
Unfunded five sick days	<u>60,000</u>	
		510,000
Function 4		
Policy renewal and update (contract)	20,000	
Board Strategic Plan Review (contract)	<u>30,000</u>	
		50,000
Function 5		
Facilities Modernization (Information/ records/ processes)	100,000	
COVID Facilities unfunded	<u>100,000</u>	
		200,000
Onetime District Investments non capital Total		760,000
Add back:		
Operating Budget adjusted for onetime operating expense and estimated additional revenue		<u>(92,596) A</u>
Funding Protection		1,618,817
<i>less:</i>		
Local Capital Investments		
Electric Bus differential (2 large replacement for diesel)	300,000	
Upgrading facility 64 Learning Hub	500,000	
Tech renewal	100,000	
Facilities renewed fleet vehicles	100,000	
SDS modernization	<u>200,000</u>	
		1,200,000
Onetime District Capital Investments Above		
Onetime District investments none capital above		760,000
Funding protection reduced by capital items and operating one time adjustments		<u>(341,183) B</u>
Operating Budget adjusted		A (92,596)
Funding Protection less one time items		B (341,183)
Operating Budget adjusted for onetime operating capital items with funding protection		<u>(433,779)</u>
and estimated additional MoECC revenue included		
Prior year internally restricted and budgeted in 2022-23 annual budget		
<i>add back:</i>		
Internally restricted (2021-22)		
School Flex Budgets	46,000	
Professional Development Contractual	<u>200,000</u>	
Total 2021-22 Internally Restricted		246,000 C
Operating Budget adjusted for onetime operating capital items with funding protection		<u>(187,779) D</u>
and estimated additional MoECC revenue and included planned used of prior year accumulated surplus approbation		

Reconciliation of Amended Annual Budget to Configuration 4B

	2022-23
Breakdown of Schedule 2	
Operating Revenue before Funding Protection	21,561,772
<i>Add:</i>	
Estimated additional revenue	650,000
updated revenue	<u>22,211,772</u>
Operating Expenses	23,064,368
<i>Add:</i>	
Onetime District Investments above	760,000
Internally restricted 2021-22	246,000
updated expense	<u>22,058,368</u>
Configuration deficit reduction goal	1,095,000
Value of reduction in year 2	1,248,404
Percentage of reduction in year 2	estimated is great than 100%

Reconciliation of Amended Annual Budget to Funding Protection and Local Capital Investment

	2022-23
Original Estimated Funding Protection (March 2022 announcement)	2,074,073
Actual Funding Protection (Post 1701 increase in FTE)	<u>1,618,847</u>
Decrease in Funding Protection , and increase in regular operating grant revenue	455,226
Total Actual Operating Grant Remains consistent at \$21,080,957	
<i>less:</i>	
Operating one time investment funding protection items (above)	760,000
Capital one time investments from funding protection items (above)	<u>1,200,000</u>
Current budgeted one time funding protection items in 22/23	1,960,000
<u>Variance between Budgeted onetime items and funding protection</u>	<u>(341,153)</u>

Estimated impact of current year operations to accumulated operating surplus

Actual Beginning of year accumulated operating surplus	4,048,552
<i>less:</i>	
expected internally restricted 2021-22 items from above	C <u>(246,000)</u>
updated budgeted opening accumulated surplus	3,802,552
<i>Less:</i> current year change in estimated annual operating budget	D <u>(187,779)</u>
<u>Estimated ending accumulated operating surplus</u>	<u>3,614,773</u> note 1

note 1 Accumulated operating surplus when adjusted for estimated additional revenue is 15% of operating revenue
 Long-term budgeted target for accumulated operating surplus is 3-5% of operating revenue

Statement and Schedule Analysis for Significant Changes:**Statement 2****(All Funds: Operating, Special Purpose, and Capital)**

	Amended	Annual	Change
Provincial Revenue:	24,998,070	24,575,926	422,144

The majority of the increase in MOE Provincial Grants is from the addition Special Purpose Funds announced this year. In the current year we received an additional \$425K of special purpose funds. The majority of the increase is from the Student and Family Affordability fund (\$250K) and funding of an Early Learning and Child Care administrative position (team) (\$175K).

Tuition:	627,000	725,000	(98,000)
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The budget was for 55 FTE and there currently are 50 FTE attending.

Other Revenue:	1,434,978	1,517,500	(82,522)
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The majority of this change is related to the change in FTE for the international homestay program and medical fees.

Rentals and Leases (revenue)	55,000	40,000	15,000
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In the current year there is the addition of the SIMS lease with CRD PARC, as well as a return to regular facilities rentals over the prior years impacted by COVID.

Investment Income	190,000	35,000	155,000
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With the rapid increase in the bank of the Canada interest rate, through the first 2 quarters of this fiscal period, the cash investments held with the Ministry of Finance and the regular bank account have generated greater investment income than in recent years.

Schedule 2 (Operating Fund)

Tuition:	627,000	725,000	(98,000)
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International attendance is 5 FTE below estimate.

Other Revenue:	799,500	757,500	42,000
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Slight decrease is estimated reduction in revenue from 5 FTE lower international students for homestay and medical fees collected.

Instruction Expense Function:	16,616,442	15,646,730	969,712
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The increase in instruction expense is directly related to the increase in FTE of students and corresponding teacher FTE and the approximately 5% wages increases. Approximately 6 additional FTE of Teachers.

Schedule 2A (Operating Fund)

Operating Grant	21,080,957	21,080,957	-
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The operating grant has remained consistent, however, with an increase of 74 student FTE (head count change of 61), Funding Protection has been reduced by \$455,226 and the regular operating grant based on student FTE in geographic area has increased by the same amount. The initial operating grant of \$21,080,957 has remained consistent, however, based on the enrollment increase the category within the operating grant has changed.



Draft Summary

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

In attendance

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

Trustees: Chaya Katrensky, Nancy Macdonald, Deborah Luporini

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

Guests: Angela Thomas (CUPE), Ian Mitchell (GITA), Jennifer Kaila (DPAC)

Regrets: Jeannine Georgeson (trustee)

Called to order 10:10 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

November 23, 2022 summary adopted by consensus.

3. Business Arising

4. New Business

a. Transportation Analysis

Staff presented an overview of the funding relationship with the province and the financial impact of the choices and expectations of transportation services. The decision to provide student water taxis and buses means all discretionary funding from the operating grant is expended on transportation with almost no remaining funds for other enhancements and opportunities (e.g. program coordinators, equity and mental health leads, diversity coaches, school initiatives).

An opportunity exists to advocate to the Ministry, in a non-politicized way, and present a request that highlights the inequity in the funding model as it pertains to the unique transportation needs of Gulf Islands School District.

b. Draft 2022/2023 Amended Annual Budget

Jesse Guy shared an analysis of one-time district investments by function, allocation of regular operating and funding protections funds, and amended annual budget to funding protection and local capital investments. She shared an overview of significant changes in the draft amended budget including differences in provincial revenue, international student tuition, homestay revenue, facility rental income, and investment income. Ms. Guy spoke to statements 2 and 4 and schedules 1 to 4 of the draft amended 2022/2023 annual budget.

5. Other Business



6. **Next Meeting:** February 23, 2023
7. **Adjournment:** 12:05 p.m.

DRAFT