



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**SCHOOL BOARD OFFICE**  
**2022 06 08 at 1:00 pm**

**A G E N D A**

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
  - (a) Minutes of the Regular Meeting, Public Session held 2022 05 11 (attachment)
3. **IN-CAMERA SUMMARY**
  - (a) Summary of In-camera meeting held 2022 05 11 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
7. **CHAIRPERSON REPORT**
  - (a) FESL Review
  - (b) Board Meeting Format (attachment)
  - (c) Todd Wolfe Memorial Soccer Tournament – Request to Serve Alcohol (attachment)  
Motion: *In accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves Galiano Activity Center Society Soccer Association's request to serve alcohol at the annual Todd Wolfe Memorial Soccer Tournament on August 13, 2022 at Galiano Community Elementary School.*
8. **SUPERINTENDENT OF SCHOOLS REPORT**
  - (a) Staffing
  - (b) School Fees 2022/2023 (attachment)  
Motion: *that the Board of Education approves the school fees schedule for the 2022 /2023 school year as presented.*
9. **SECRETARY TREASURER REPORT**
  - (a) Monthly Financial Report
  - (b) 2023/2024 Five Year Capital Plan – Major (attachment)  
Motion: *That the Board approves the 2023/2024 Five-Year Capital Plan, major submission.*
  - (c) Draft 2023/2024 Five-Year Capital Plan – Minor
  - (d) 2022/2023 Annual Budget Bylaw - 3 Readings (attachment) (<https://sd64.bc.ca/finance/>)
  - (e) Transportation – Bus Routes
10. **COMMITTEE REPORTS**
  - (a) HR Committee
  - (b) Policy Committee – 2022 05 11 Summary (attached)
    - i. DRAFT Policy and Procedure 217 Anti-Racism (feedback attached)  
Motion: *That the Board adopts Policy and Procedure 217 Anti-Racism.*

- ii. Policy 611 Accumulated Operating Surplus  
*Motion: That the Board approves amendments to Policy 611 Accumulated Operating Surplus.*
- iii. New Draft Policy 610 Financial Planning and Reporting  
*Motion: That the Board adopts new Policy 610 Financial Planning and Reporting.*
- iv. Bylaw No. 1 Elections Procedures (2<sup>nd</sup> and 3<sup>rd</sup> Readings)
- v. Policy and Procedure 525 Attendance Areas  
*Notice of Motion: That the board approves amendments to Policy and Procedure 525 Attendance Areas. The policy will be circulated for feedback and considered by the Policy Committee on November 23, 2022. The Board will consider adoption of the motion at its Public Meeting on December 14, 2022.*

**11. TRUSTEE SCHOOL REPORTS**

Trustee School Reports to be received. Trustee Stefanie Denz to present school reports for Fulford Elementary School and Saltspring Island Middle School.

Topic: What strategies and resources are we leaving with students and families to promote continued learning beyond the school year? (Objective 3.1 – Cultivate connections that enhance intellectual, human & social, and career development for our students.)

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

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Regular Board Meeting – September 14, 2022
- (b) Next Committee Day – November 23, 2022

**15. ADJOURNMENT**



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Mayne Island School**  
**2022 05 11**

<b>Present:</b>	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice Chairperson
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Greg Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant
	Amy Dearden	GIPVPA Representative
	Adrian Pendergast	GIPVPA Representative
<b>Regrets:</b>	Ian Mitchell	GITA President
	Angela Thomas	CUPE President
		DPAC Representative

The meeting was called to order at 1:01 p.m. by Chair Boulter. Trustee Janelle Lawson acknowledged with gratitude that this meeting is taking place on the traditional territories of the Coast Salish peoples. She reflected on the traditional names given to local areas/landmarks - huy tseep q'u.

**1. ADOPTION OF AGENDA**

GISS Rowing Trip (8d)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2022 05 11 be adopted as amended.

CARRIED 34/22

**2. APPROVAL OF MINUTES**

Include Galiano Trustee School Report

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2022 04 13 be approved as amended.

CARRIED 35/22

**3. IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2022 04 13 as presented.

CARRIED 36/22

**4. BUSINESS ARISING**

**5. CORRESPONDENCE**

**6. DELEGATIONS**



**(a) Anti-Racism Advocacy Working Group Report**

SSI BIPOC collective members Hughson Welch and Sharyn Carroll presented with Boe Beardsmore on the work of the Anti-Racism Advocacy Working Group Report. They shared a history of the formation and expectations of the working group and the importance of establishing trust. The group focused on policy research and development and determining what is needed for change. A survey tool was developed to establish baselines across the district that will serve to prioritize anti-racism education efforts, identify barriers, and support staff in their awareness and capacity. 96% of respondents reported that anti-racism education was very important to them. Next steps include acquiring more anti-racism resources, growing opportunities for learning and modelling, developing a district online database, and increasing anti-racism related communication throughout the district

**(b) Hakai Institute Student Opportunity – Adrian Pendergast**

Principal Adrian Pendergast presented on the proposed SEEC field trip to Calvert Island and the Hakai Research Institute. This opportunity represents the first time students from outside of the central coast have been invited to study at the Institute. SEEC students will get to learn from and with researchers at a world-class facility, comparing Gulf Islands and Central Coast ecosystems. Continued efforts to grow partnerships such as the one with the Tula Foundation will benefit Gulf Islands students by expanding connections to and involvement in the vast research taking place in BC's coastal regions.

**7. CHAIRPERSON'S REPORT**

**(a) Anti-Racism Advocacy Working Group Terms of Reference**

The terms of reference was recommended by the Committee of the Whole for adoption

Moved and seconded that the Board adopts the terms of reference for the Anti-Racism Advocacy Working Group for the 2022/23 to 2023/24 school years.

CARRIED 37/22

**(b) Board Meeting Format**

Trustees discussed a return to in-person meetings and the possibility of acquiring portable A/V equipment to allow a hybrid of in-person and on-line meetings. Discussion regarding the importance of transparency and the potential barrier to open conversation.

Moved and seconded that staff research livestreaming technology and appropriateness for future board meetings, to be brought to the June Board meeting.

CARRIED 38/22

**(c) Draft 2022/2023 Board Meetings Schedule**

Small changes from the current year's schedule format including moving committee meetings.

Moved and seconded that the Board adopts the 2022/2023 Board Meetings Schedule.

Moved and seconded to amend the motion and modify the meeting schedule as follows:

- move the October committee Day to November 23<sup>rd</sup>
- move the October Board Meeting to December 14<sup>th</sup>
- exchange locations of the December and June board meetings

CARRIED 39/22

Moved and seconded that the Board adopts the 2022/2023 Board Meetings Schedule as amended.

CARRIED 40/22



(d) **Strategic Plan Renewal Process**

Scott Benwell shared a visual for Strategic Plan renewal. The board must decide who it wishes to facilitate the process. BCSTA has resources to support trustees with the task.

8. **SUPERINTENDENT'S REPORT**

(a) **Staffing**

The SEEC Vice-Principal position has been filled. This week is the deadline, as per collective agreement, for notifying teachers who have been determined surplus to need. Staff continue to work closely with schools to identify configuration and staffing needs for next year.

(b) **SEEC Field Trip Request**

The SEEC field trip to Hakai Institute is considered moderate risk and must receive Board approval.

Moved and seconded that the Board approves the Grade 10-11 SEEC field trip to Hakai Institute on Calvert Island and camping on Northern Vancouver Island, June 5-10, 2022 for the purpose of marine research and environmental study.

CARRIED 41/22

(c) **GISPA Program Fees 2022/2023**

GISS has requested that GISPA program fees be restored to the pre-COVID amount to support performance, workshop, and field trip opportunities,

Moved and seconded that the Board approves the GISPA Program Fees of \$1,500 for the 2022/2023 school year.

CARRIED 42/22

(d) **GISS Rowing Trip Request**

The GISS rowing team qualified on the prior weekend to attend the National Championships.

Moved and seconded that the Board approves the Gulf Islands Secondary School sports trip for five students in grades ten to twelve to attend the Canadian Secondary School Rowing Association National Regatta May 31 to June 5, 2022 in St. Catharines, Ontario.

CARRIED 43/22

A brief recess was called by consensus at 3:00 p.m. The meeting resumed at 3:06 p.m.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly financial report for April. The district is 1.6% within amended budget.

(b) **2022/2023 Draft Budget**

Jesse Guy presented key item expenditures, a reconciliation of expenses, and an overview of the draft 2022/2023 budget. The 2022/2023 Budget Bylaw will be presented at the June Board meeting for approval.

(c) **Five Paid Sick Days Legislation**

The estimated maximum yearly expense of five paid sick days for all eligible SD64 sub-casual/on-call employees would be \$140,000. The benefit is only applicable to those who have previously committed to a shift and who have been employed by the district for at least 90 days. Pay is based on an average of the last 30 days' earnings.



**(d) Chief Elections Officer**

The district must appointment a Chief Elections Officer as per the *Local Government Act* to oversee trustee elections. Joan Axford has offered to serve as Deputy Elections Officer.

Moved and seconded that the Board of Education of School District No. 64 (Gulf Islands) appoints Secretary Treasurer Jesse Guy as Chief Elections Officer to administer and conduct the school trustee elections on October 15, 2022.

CARRIED 44/22

Motion to extend the meeting to 4:15 p.m. if additional time is needed.

CARRIED 45/22

**10. COMMITTEE REPORTS**

**(a) Committee of the Whole**

The Committee of the Whole summary 2022 04 27 was received.

**(b) HR Committee**

The HR Committee summary 2022 04 13 was received.

**(c) Education Committee**

The Education Committee summaries 2022 04 27 was received.

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

The FAF Committee summary 2022 04 27 was received.

**(e) Policy Committee**

The Policy Committee summary 2022 04 27 was received.

*i. Draft Policy and Procedure 217 Anti-Racism*

This policy and procedure were drafted by the Anti-Racism Advocacy Working Group.

Notice of Motion: That the Board adopt Policy and Procedure 217 Anti-Racism. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.

*ii. Policy 611 Accumulated Operating Surplus*

Amended to meet Ministry requirements.

Notice of Motion: That the Board approves amendments to Policy 611 Accumulated Operating Surplus. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.

*iii. Draft Policy 610 Financial Planning and Reporting*

Draft new policy as required by the Ministry of Education.

Notice of Motion: That the Board adopts new Policy 610 Financial Planning and Reporting. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.



iv. *Bylaw No. 1 Elections Procedures*

Amended for accuracy and compliance in advance of the October Trustee elections.

Moved and seconded that the amended Bylaw No. 1 Elections Procedures be read a first time and circulated for feedback.

CARRIED 46/22

The Board will consider feedback and move 2nd and 3rd reading at the June 8, 2022 public meeting.

v. *Policy and Procedure 525 Attendance Areas*

Amendments to align language and reflect reconfiguration changes will be brought to the June meeting for the Board's consideration for Notice of Motion and circulation.

vi. *Procedure 120 Board Committees*

Amendments include possible remuneration for standing committees. Additional amendments will be brought to policy committee for consideration.

vii. *Policy and Procedure 215 Diversity*

Staff will be working with partner and advocacy groups to determine next steps. This item will be brought to the next policy meeting for continued discussion.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee reports were received. Janelle Lawson shared her report for Mayne Island School.

Topic: Celebrating bringing our SD64 Enhancement Agreement and 4 Goals (Belonging, Culture, Community, Success) to life in your school and island context (Goal 1: Inspire Learning; Objective 1.2: Champion innovative practices, personalized learning, inquiry-based approaches, and Aboriginal ways of knowing.)

***Fernwood Elementary School***

***Fulford Community Elementary School***

One of Fulford School's teachers is leading personalized learning and inquiry based approaches with curiosity projects at grade 5/6 and a simpler form at grade 4/5 with literacy groups.

The Choir of almost half the school population includes many of our Indigenous students. One of them in particular loves to sing one of their current songs, Sing! by Pink Zebra, which is a song that encourages you to find your own voice and have an impact on the world. The choir will be performing at the school on May 18, the day after their choir field trip to sing with the adult choir, The Lost Chords, where they will also have a pizza lunch.

All of Fulford School's students of Indigenous ancestry, plus a few non-Indigenous students, participated in the planting of some rare Indigenous plants grown from seed by a parent, Dr. Tara Martin, in April, in the school garden.

Two classes made nettle pizza with Quentin last week, and the rest of the classes made nettle tea. Students learned about how Indigenous peoples have traditionally used stinging nettles. Quentin has been a great support in the classrooms for indigenous knowledge and his fun energy.

Literacy and some numeracy support is provided to many of the Indigenous students to help them be successful in the foundational skills.



The mental health grant has supported lessons on the taking walks in nature as a calming strategy – sit spots. Fulford School has resumed Whole School Meetings, gathering together weekly as a community expressing gratitude for living, learning and playing on the traditional unceded territories of the Coast Salish people. Nature studies with classes incorporate Indigenous teachings and learnings. The Enhancement agreement supports practices already in place, as well as encouraging the school to grow further.

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

Indigenous Learning continues daily at Galiano Community School. The grade 2/3 and Intermediate class have been learning about the importance of, and proper ways to do, territorial acknowledgement. Grade 4-7s been doing them all year at our Whole School Meetings. Students and staff are always happy to welcome Quentin back, who has begun working again with small groups on our sitting drum. We are participating in the One World Project oral history project, as part of the larger One Island One Earth Galiano Project. The Intermediate class was fortunate to have two community members come in and teach how to interview and record others. Tomorrow, we have 5 community members visiting our school who will be interviewed by the students as part of this project. We are also working collaboratively as staff, gathering knowledge of where all our students' strengths and stretches are to help move them forward in the 4 areas outlined in the Enhancement Agreement.

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

In terms of Belonging, Culture and community, GISS is hosting an ongoing district connection with all schools with the welcome poll carving opportunity. A whole school ceremony was held to bless the Cedar wood and set the intention of bringing together the hearts, hands and minds of all learners to create a symbol of welcoming. Indigenous students brought awareness to the MMIW red dress day movement by holding ceremony and a protest March through town with many of the student body in attendance. This was an opportunity to learn more about the racism of low expectations in our country and to hold up the dignity of Indigenous women and girls. Community came together to grieve and broaden awareness through advocacy and learn better ways for all genders to support each other.

The school growth plan is tailored to classroom success (academic and social/emotional) with a focus away from just letter grades. The career conversation at GISS is about all the different kinds of jobs and employment not just traditionally thought of paths.

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

Appreciation for indigenous culture is embedded into daily practice at Mayne School. When an issue arises, a restorative practice, “circling up” is often used to rebuild community, connections and sense of belonging. In the classroom, math shapes using Coast Salish art as well as beading to practice patterns and Dene games for probability are being explored. The school hosted the community Honouring Lantern in the fall. In collaboration with the MI community library, students will observe National Indigenous Peoples Day which will include a visit to the local museum to learn the history of the indigenous people on the island as well as a reading circle. The intermediate homeroom will be on the land next week with the conservancy to learn about coastal biodiversity and First People’s traditional use of rock walls. New this year is a pen pal program with indigenous students from Destruction Bay, Yukon, who share their knowledge of culture and elders.

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

To celebrate our island sense of belonging, culture, and community, I would probably begin by bringing to light the upcoming “Hakai Institute” programming, Darcie’s Dino Lab event, Monday's bike rodeo and our school volunteers which continue to afford extracurricular programming, especially team sports, such as wheelchair basketball, soccer, and hockey. Then there are the vibrant little starts in our school garden and the work which our small but mighty PAC group continues to raise awareness and funds for, particularly upcoming field trip support and guest speaker opportunities for parents and kids alike. Next, we should like to mention the efforts, where our





teachers have gone over and above for, those extracurricular events. Ie Cheryl's "surf trip", or Claude's annual local Hope Bay salmon fry classes.

As per aboriginal ways of knowing and inquiry-based approaches, I know the school has continued to be inspired through carving with Quentin's instruction, through local history and island field trips, pieces of language and terms as well as studying local plants and places of significance.

Here's a link to our newsletter for the past month. It was focused on the enhancement agreement goals and shows pictures and written examples from each of the 4 areas.

[https://drive.google.com/file/d/1gSctX\\_VKGT354Ucjph\\_7bHXuHhhzC1dg/view](https://drive.google.com/file/d/1gSctX_VKGT354Ucjph_7bHXuHhhzC1dg/view)

*Phoenix Elementary School*

*Salt Spring Elementary School*

*Saltspring Island Middle School*

*Saturna Elementary School/SEEC*

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

Chair Boulter opened the floor for questions from the public.

14. **NEXT MEETING DATES**

- (a) Committee Day: November 23, 2022
- (b) Regular Board Meeting: June 8, 2022

15. **ADJOURNMENT**

Moved that the meeting be adjourned 4:06 p.m.

CARRIED 47/22

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

\_\_\_\_\_  
Chairperson

Certified Correct: \_\_\_\_\_

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

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

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

**Record of Proceedings of the Regular In-Camera meeting held via  
at Mayne Island School  
2022 05 11**

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

The meeting was called to order at 8:32 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2022 05 11 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2022 04 13 were approved as presented.

**Items:**

Lori Deacon left the meeting at 8:36 a.m.

1. Excluded Staffing

Lori Deacon rejoined the meeting at 8:53 a.m.

2. Universal Washrooms

- D'Arcy Deacon joined the meeting at 8:36 a.m.
- Chaya Katrensky joined the meeting at 9:11 a.m.

The meeting adjourned at 9:33 a.m.



## SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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

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

### Staff Report to the Board of Education School District 64 Gulf Islands

**Subject:** Audio Visual Equipment for Board Meetings

**Date:** June 8, 2022

**From:** Secretary Treasurer

**Audience:** Public

**Item:** The Board requested that staff investigate the equipment necessary to conduct public board meetings at rotating sites to provide the option of a digital platform as a component of the meeting.

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#### Background:

The Covid-19 pandemic necessitated familiarity with an online meeting format for public board meetings. Pre-pandemic, all public board meetings were held at the school board office portable or at rotating school sites, with Pender, Galiano, Saturna and Mayne Island school each hosting one public meeting per year. Regular board meetings have been conducted using Zoom from spring 2020 to spring 2022. At the Board meeting on Maybe Island on May 11, 2022, trustees discussed a return to in-person meetings, the possibility of acquiring portable A/V equipment to allow a hybrid of in-person and on-line meetings, and the importance of transparency and the potential barrier to open conversation. The following motion was passed:

Moved and seconded that staff research livestreaming technology and appropriateness for future board meetings, to be brought to the June Board meeting.

CARRIED 38/22

#### Alternatives Considered:

We have consulted with Marc Wright, SD64 IT Supervisor about the requested equipment options and current possibilities in the district.

**Portable Unit:** The option of purchasing a portable unit that travels with the board and provides a pop-up component with a screen that can be used for projection or video conferencing and has a microphone and sound capabilities. This unit would travel with staff when board meetings are at locations other than the board office (Mayne, Galiano, Pender, Saturna).

#### Benefits:

- Unit would be simple to set-up and use
- Unit would always be available for use by the board (not shared)
- Any indoor site could be chosen for a meeting

#### Drawbacks:

- Only used possibly four times per year (low usage)
- Could be subject to damage in transit
- Additional item for staff to move
- Screen for image presentation would be smaller than with permanent affixed screen



## SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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

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

**Location development:** The alternative to develop a full set of AV equipment at each school location on Pender, Mayne, Saturna, Galiano in a shared larger room (library, multimedia room etc.).

**Benefits:**

- Most sites have some or most of the components required on hand
- Could be used by the school throughout the year to enhance their educational programs

**Drawbacks:**

- May create slight variation at each site, based on adapting equipment already in place
- Not easy to change meeting room in building without moving permanent equipment

**Implications:**

Alternative 1: If the board was to purchase a high-quality portable unit, the approximate cost would be \$5K.

Alternative 2: If each identified school site has missing components purchased to allow for 4 separate full-sets of AV equipment, the estimated cost would be \$4-5K.

**Recommendation:**

Staff recommend that, if the board wishes to have AV units available at Pender, Galiano, Mane and Saturna for board meetings, the missing components for the four sites be purchased. This will allow for a greater use of the equipment and can be a shared resource.

Other Considerations: If the board also wishes to provide a live stream of the public meeting, a tech person may be required to be onsite during all meetings to ensure that the stream is maintained, and redundancies built into the system for possible errors. Further, if the board is considering live streaming the event (or recording and posting), the board must also consider issues around transparency and privacy.

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**Attachments:**       No     Yes

Click or tap here to enter text.

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**From:** Keith Erickson <[kericksongaliano@gmail.com](mailto:kericksongaliano@gmail.com)>  
**Sent:** Friday, May 20, 2022 11:13 AM  
**To:** Shelley Lawson <[slawson@sd64.bc.ca](mailto:slawson@sd64.bc.ca)>  
**Cc:** [keltie.miles@gmail.com](mailto:keltie.miles@gmail.com) <[keltie.miles@gmail.com](mailto:keltie.miles@gmail.com)>  
**Subject:** Beer Garden for annual Galiano soccer tournament

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Shelley,

The Galiano Activity Centre Society Soccer Association is planning to hold its annual Todd Wolfe Memorial Soccer Tournament at the school field on August 13, 2022. Every year we have a beer garden to raise funds for soccer programs for adults and youth. The Soccer Association will be prepping the liquor license over the summer and needs permission from the landowners (i.e. the School District) for the beer garden.

The Soccer Association has been putting on the tournament with a beer garden successfully and without incident for over 20 years. The police are also consulted regarding the liquor license and often stop by to ensure that we are acting responsibly. The event will be during the day from 11-7:30pm and the beer garden runs from 11:30 - 7:00. We'd like to respectfully request permission to continue to host a beer garden to help fundraise for community soccer programs. I've copied Keltie Miles, the Chair of the Galiano Activity Centre Society (GACS),

Feel free to forward to other SD 64 staff as appropriate.

Please let me know if you have any further questions about our request.

Warm regards,

Keith Erickson  
Board Member, Galiano Activity Centre Society  
Todd Wolfe Memorial Soccer Tournament Organizer

**SCHOOL FEES – 2022 /2023**  
(as per Board Policy No. 6750)

Elementary and Southern Gulf Islands Schools	<ul style="list-style-type: none"> <li>Optional school supplies package (including cost of student planner)</li> <li>Musical instrument rental</li> </ul>	Up to <del>\$35</del>	<b>Commented [LD1]:</b> Increased from \$30
		External	
Saturna Ecological Education Centre (SEEC)	<ul style="list-style-type: none"> <li>Experiential learning supplies, camping necessities (fuel, tarps, water etc.), takeaways</li> </ul>	<del>\$300</del>	<b>Commented [LD2]:</b> Increased from \$200
Gulf Islands Secondary School	<ul style="list-style-type: none"> <li>Optional Gr. 8-12: student planner, lock use, activity fee</li> <li>Musical instruments for personal use (rent or provide own)</li> <li>Gulf Islands School of Performing Arts (GISPA) (Academy)</li> <li>Student athletic fee</li> </ul>	\$30 External <del>\$1500</del> \$25	<b>Commented [LD3]:</b> Approved May 11, 2022 public meeting
<p><b>All schools include the following Note to Students and Parents/Guardians:</b></p> <p>"If the above fees shall cause financial hardship, we will accept payment by installments (one or more post-dated cheque[s]). For cases of serious need, we can make other arrangements. All schools in School District No. 64 (Gulf Islands) have a School Fees Waiver Policy. In the event of an inability to pay, please contact (School contact) ___ at ___ (School telephone #) . All requests will remain CONFIDENTIAL."</p> <p>Contact information for individual schools at: <a href="http://sd64.bc.ca/all-schools/">http://sd64.bc.ca/all-schools/</a>.</p>			

**NOTES:**

1. No other fees will be charged, unless for optional materials that are not required for participation in an activity in which students would normally participate.
2. Field trips will be evaluated on an individual basis to determine their eligibility or ineligibility for fees.

Approved:

School District: 64 (Gulf Islands)  
June 8th, 2022

5-year Capital Plan - Major Capital Submission 2023-24

Ministry Due Date June 30th, 2022

Priority Number	School Facility #	School Name	Project Type	Program	Year One	Year Two	Year Three	Year Four	Year Five
1	64002	Saltspring Elementary	Seismic Mitigation Program - Seismic Upgrade	Seismic	\$6,750,000	\$0	\$0	\$0	\$0
1a	99011	Phoenix Elementary	Seismic Mitigation Program - Seismic Upgrade (Combined project with Saltspring Elementary)	Seismic	\$0	\$0	\$0	\$0	\$0
16	64007	Fernwood Elementary	Seismic Mitigation Program - Seismic Upgrade	Seismic	\$0	\$0	\$2,700,000	\$1,755,000	\$0
17	64009	Fulford Elementary	Seismic Mitigation Program - Seismic Upgrade (Combined project with Fernwood Elementary)	Seismic	\$0	\$0	\$0	\$0	\$0
22	64003	Mayne Island	Seismic Mitigation Program - Seismic Upgrade	Seismic	\$0	\$0	\$0	\$945,000	\$1,350,000
23	64005	Galiano Community School	Seismic Mitigation Program - Seismic Upgrade (Combined project with Mayne Island)	Seismic	\$0	\$0	\$0	\$0	\$0
27	64004	Saturna Elementary	Seismic Mitigation Program - Seismic Upgrade (Combined project with Pender Islands)	Seismic	\$0	\$0	\$0	\$0	\$0
28	64008	Pender Islands	Seismic Mitigation Program - Seismic Upgrade	Seismic	\$0	\$0	\$0	\$0	\$1,012,500
<b>Total Request Per Year Major Capital</b>					<b>\$6,750,000</b>	<b>\$0</b>	<b>\$2,700,000</b>	<b>\$2,700,000</b>	<b>\$2,362,500</b>

## Completion Operating Budget

### Section 1: Reconciliation to Draft Annual Budget

Reconciliation of key items for Operating Budget 2022-23		2022-23
Schedule 2		
Operating Revenue without Funding Protection		21,024,000
<i>less:</i>		
Operating Expenses		22,030,000
<i>less from expenses:</i>		
<b>Onetime District Investments</b>		
<b>Function 1</b>		
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	60,000	
	510,000	
<b>Function 4</b>		
Policy renewal and update (contract)	20,000	
Board Strategic Plan Review (contract)	30,000	
	50,000	
<b>Function 5</b>		
Facilities Modernization (Information/ records/ processes)	100,000	
COVID Facilities unfunded	100,000	
	200,000	
<b>Onetime District Investments non capital Total</b>		760,000
<i>Add back:</i>		
<b>Internally restricted (2021-22)</b>		
School Flex Budgets	46,000	
Professional Development Contractual	200,000	
	246,000	
<b>Total 2021-22 Internal Restricted</b>		246,000
<b>Operating Budget adjusted for onetime operating expense and internally restricted</b>		-
Funding Protection		2,000,000
<i>less:</i>		
<b>Local Capital Investments</b>		
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	200,000	
	1,200,000	
<i>less:</i>		
Onetime District Investments above		760,000
<b>Budgeted Surplus after Funding Protection and all local capital</b>		40,000.0



**Reconciliation of Amended Annual Budget to Configuration 4B**

**2022-23**

Breakdown of Schedule 2

Operating Revenue before Funding Protection

21,024,000

*less:*

Operating Expenses

22,030,000

*Add:*

Onetime District Investments above

760,000

Internally restricted 2021-22

246,000

-

Configuration deficit reduction goal

1,095,000

Value of reduction in year 2

1,095,000

Percentage of reduction in year 2

100%



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

### In attendance

**Committee:** Rob Pingle (committee chair), Stefanie Denz (trustee) Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Greg Lucas, Chaya Katrensky, Shelley Lawson, Janelle Lawson (trustee)

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

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

Called to order 10:30 a.m.

Rob Pingle acknowledged the traditional territories of the Coast Salish peoples and expressed his gratitude for the opportunity to enshrine and reflect greater diversity through the committee's policy work - huy tseep q'u.

### 1. Adoption of Agenda

Addition: Flag Policy (other business)

### 2. Adoption of Summary

Adoption of April 27, 2022 summary by consensus.

### 3. Business Arising

#### a. Bylaw No. 1 - Elections Procedures

Reviewed additional amendments from previous policy committee discussion including clarification of advanced polls and mail-in ballots.

**Action:** Recommend the Board give first reading and circulate for feedback.

#### b. Policy and Procedure 215 Diversity – Report

Received staff report highlighting misalignment of the policy that addresses all areas of discrimination under the Human Rights Code and the procedure that only addresses gender and sexuality identity. Concerns that specific advocacy groups may feel underrepresented. Discussion regarding the concept of an umbrella policy that could be associated with multiple procedures to identify and support specific groups, and the value of having separate policies for each underrepresented group.

**Action:** The district will work with advocacy groups to update the policy and procedures. This item will be brought to the next policy meeting.

#### c. Student Engagement

Tabled until the next policy committee meeting.



4. **New Business**

a. *Policy and Procedure 525 Attendance Areas*

Amended to reflect reconfiguration changes to catchment areas. Additional revision needed to clarify and align language.

**Action:** Staff to tidy language and bring to the June meeting for notice of motion and circulation.

b. *Procedure 120 Board Committees*

Amended to address the possibility of budgets and remuneration for working groups as recently recommended by the Committee of the Whole and defined within the draft Terms of Reference for the Anti-Racism Advocacy Working Group. Future consideration to reducing the number of required standing committee meetings per year. For discussion only. No action requested at this time.

5. **Other Business**

a. *Flags Policy*

Request from DPAC to erect a third flagpole at GISS to fly a Pride flag year-round, and to fly the flag under the Canadian flag for the month of June in the interim.

**Action:** Staff will explore and present procedural options for advocacy flags at the next policy meeting.

6. **Next Meeting:** Tentative - October 26, 2022

7. **Adjournment:** 12:09 p.m.



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## POLICY 217 Anti-Racism

*Anti-racism is the practice of identifying, challenging, preventing, eliminating, and changing the structures, policies, practices, values and behaviours that perpetuate racism (Provincial Government of British Columbia). The Board of Education for School District No. 64 (Gulf Islands) affirms that violence, hatred, and discrimination based on racial identity have no place in our school district.*

The board acknowledges that systemic racism and discrimination exist and stem from racist and discriminatory ideologies, systems, cultures, and structural dominance of white supremacy. The board acknowledges that race is a social construct that continues to be used to legitimize and perpetuate white supremacist beliefs and practices.

The board recognizes that racism in all its forms is harmful to those directly affected and to all members of the school community.

The board upholds that all individuals have the right to their fundamental freedoms and protection from discrimination and condemns all forms of racism.

The board is committed to providing an education system that is safe, welcoming, and free from racism.

The board is committed to creating learning and working environments that are inclusive and affirming for all students, staff, and community members.

The board is committed to supporting equitable educational access to quality programs for all learners regardless of race, colour, ancestry, national or ethnocultural origin or religion.

The board is committed to supporting individuals on their anti-racism journey through in-service, professional development, resources, and materials.

The board is committed to offering and recommending curricular resources and skills development opportunities to support anti-racism teaching in schools and classrooms.

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Legislative References: BC Human Right Code, BC *Declaration of Rights of Indigenous Peoples Act*,<sup>1</sup> Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, and Canadian Multiculturalism Act

Collective Agreement References: Nil

Date of Adoption:

Circulated: May 12, 2022



## Board of Education of School District No. 64 Policy 217

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The board supports and upholds the BC Human Rights Code, *BC Declaration of the Rights of Indigenous Peoples Act*, the *Canadian Human Rights Act*, the Canadian Charter of Rights and Freedoms, and the *Canadian Multiculturalism Act*.

DRAFT

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Legislative References: BC Human Right Code, *BC Declaration of Rights of Indigenous Peoples Act*, <sup>2</sup>  
*Canadian Human Rights Act*, Canadian Charter of Rights and Freedoms, and  
*Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption:

Circulated: May 12, 2022



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## PROCEDURE 217 Anti-Racism

The board will proactively engage in the following:

### 1. Anti-Racism Education

- a. Offer resources and materials
  - i. That highlight the experiences, contributions, and achievements from diverse demographic groups.
  - ii. That includes histories and narratives of historically oppressed peoples.
  - iii. That are inclusive and free from bias and stereotypes.
- b. Provide learning opportunities through in-service, professional development, and resources to support staff and students on their anti-racism journey to enhance awareness, knowledge and understanding of bias, privilege and racism.

### 2. Addressing Systemic Racism

- a. Promote the development of knowledge, skills and attitudes to identify and respond effectively to racism, enhancing positive role modelling and leadership among students and staff.
- b. Promote opportunities to dismantle racism and exclusionary practices.

### 3. Reporting and Addressing Incidents of Interpersonal Racism

- a. Utilize educationally focused, developmentally appropriate and socially accountable methods to address incidents of racism.
- b. Outline procedures for reporting and addressing incidents of racism.
  - i. Schools shall include in the Code of Conduct statements that reflect the principles, policies and purposes of the BC Human Rights legislation.
  - ii. When acts of racism, discrimination or hate occur, the following actions should guide the response from the school:
    - Stop and interrupt: wherever possible, intervene immediately to stop the act of discrimination and acknowledge what was said or done was inappropriate.
    - Name the discriminatory act: address the action – focus on the act eg. That comment is racist...as opposed to you are a racist. If



uncertain about the discriminatory nature of the act, consult with the Director of Instruction.

- Support the affected individual(s): ensure their safety and the well-being; employ school-district based supports; and remove the alleged aggressor(s) from the area and separate the parties, if necessary and as appropriate.
  - Report the incident: follow the procedures outlined in the Code of Conduct to report to the Principal or Director of Instruction.
  - Document the incident: hold people accountable for their discriminatory actions, including documenting and reporting details of what happened and taking appropriate and proportionate disciplinary and/or restorative action.
  - Examine and restore: where necessary, restore the school climate, and consider additional follow-up actions to prevent a repeat of the same acts.
- iii. When an act of racism or discrimination happens at the school, the incident will be reported to the Director of Instruction (DoI):
- Consult with DoI to develop a response plan inclusive of disciplinary action and/or restorative measures in alignment with the Code of Conduct and Violent Threat Risk Assessment and to develop a plan to support the school community.
- c. Publish procedures in school handbooks, newsletters, and on the district website.

#### **4. Annual Review**

- a. Review the process of individual incidents of racism at the school and district levels by the Director of Instruction.
- b. Track progress of the district's collective anti-racism journey through annual surveys.
- c. Ensure equity work is embedded in annual school growth plans.
- d. Provide an annual review to the Board in May.

Hello,

I was glad to read about the proposed changes to board policy to address racism in SD64. Although damage has already been done with regard to past incidents involving the mishandling of situations and stigmatization of racialized people, hopefully these proposed measures will ensure the safety of students, staff, and visitors who are racialized and offer immediate protections that are carefully outlined and adhered to.

To quote the venerable author Maya Angelou: "The truth is no one of us is free until everybody is free". Freedom is also a state of mind, knowing that every one of us can move through and function in our communities and their institutions in ways that forthrightly address and remove harm, specifically in this case, racism.

In tandem with these policies there also needs to be sustained efforts to recruit and retain teachers who are Indigenous and racialized.

I especially agree that the following changes should and must be made:

- i. When acts of racism, discrimination or hate occur, the following action should guide the response from the school:
  - Stop and interrupt: wherever possible, intervene immediately to stop the act of discrimination and acknowledge what was said or done was inappropriate.
  - Support the affected individual(s): ensure their safety and their well-being; employ school-district based supports; and remove the alleged aggressor(s) from the area and separate the parties, if necessary and as appropriate.
  - Report the incident: follow the procedures outlined in the Code of Conduct to report to the Principal or Director of Instruction.
  - Document the incident: hold people accountable for their discriminatory actions, including documenting and reporting details of what happened and taking appropriate and proportionate disciplinary and/or restorative action.
  - Examine and restore: where necessary, restore the school climate, and consider additional follow-up actions to prevent a repeat of the same acts.

iii. When an act of racism or discrimination happens at the school, the incident will be reported to the Director of Instruction (DoI):

- Consult with DoI to develop a response plan inclusive of disciplinary action and/or restorative measures in alignment with the Code of Conduct and Violent Threat Risk Assessment and to develop a plan to support the school community.

c. Publish procedures in school handbooks, newsletters, and on the district website.



After consulting other teachers in my circle, another consideration would be that the district take a proactive approach by encouraging and supporting student-teacher anti-racism committees in schools to create peer education and awareness campaigns. Also, recognize the intersectional nature of racism and bullying.

Respectfully,  
Janisse

Janisse Browning  
[jbrowning@sd64.org](mailto:jbrowning@sd64.org)



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## POLICY 611 Accumulated Operating Surplus

The Board is required by legislation to prepare a balanced annual budget. As stipulated within the *School Act*, boards of education are not permitted to incur a deficit of any kind and therefore must plan appropriately. Estimated spending in the annual budget must not exceed estimated revenue plus any allocation of accumulated operating surplus.

An accumulated operating surplus represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of an operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support programs and services for students. Surplus balances provide flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to declining enrolment. To support long-term financial planning the Board can restrict operating surplus for use in future years.

This policy ensures accountable and transparent financial planning; establishes procedures that guide the accumulation, spending and reporting of operating surplus funds; and outlines how the Board will engage with local community and education partner groups, including local First Nations and Métis Nation BC. This policy aligns with and ensures compliance with the Ministry of Education's [Accumulated Operating Surplus Policy](#) and [Financial Planning and Reporting Policy](#).

To increase transparency, surplus appropriations require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting, such as matters related to land, legal or personnel matters.

The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers. The financial statements will report on the actual surpluses and transfers in any given budget year.

### **Consultation and Engagement**

Prior to approval of the Annual Budget, the Board of Education will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the accumulated operating surplus. This engagement will be consistent with the consultation processes outlined within the Board's financial planning and reporting policy. Information regarding these processes will be provided on the district website.



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Specifically, the Board will consult and engage local communities, education partner groups, local First Nations and Métis Nation BC about:

- where, when and how there will be opportunities to provide input, feedback and ask questions regarding the Board's annual budget and Board's operating surplus accumulation, reporting and planned use;
- how the feedback will be used; and
- any specific opportunities to provide feedback.

### **Categories of Operating Surplus**

The Board uses the following categories to manage operating surplus.

#### **Internally Restricted Operating Surplus**

The Board can make restrictions for items that are identified by the Board, have defined timelines, are directly related to the Board's goals outlined in its strategic, operational and financial plans or meet the specified needs of the school district. The three streams of internally restricted operating surplus are:

- restricted due to the nature of constraints on the funds;
- restricted for anticipated unusual expenses identified by the Board; and
- restricted for operations spanning multiple school years.

#### **Unrestricted Operating Surplus (Contingency)**

The Board of Education is responsible for ensuring the district is protected financially from forecasted financial risk and unforeseen circumstances that could negatively impact the education of students. The district may require emergency funds from time to time or need contingency funds available for unexpected increases in expenses and/or decreases in anticipated revenues. To support effective planning that includes risk mitigation strategies, the Board will maintain a reasonable amount of unrestricted operating surplus. When this occurs, the Board will need to have access to enough funds to continue to provide educational services and operate the district.

To mitigate financial risk while ensuring that operating funds are used for the purpose they were meant to be used for (support programs and services for all students), the amount of Unrestricted Operating Surplus at the end of a fiscal year should be no less than 2% and no more than 5% of total operating budget. When use of the contingency reduces the balance below what is determined to be sufficient, the district will adopt strategies for replenishing the contingency reserve.



#### Restricted for Future Capital Cost-Sharing

To support major capital projects that are identified in the Boards' five-year Capital Plan and approved by the Ministry for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost-share expectations at the time the project is brought forward for funding approval.

#### Local Capital

Local Capital will include the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Capital projects that are not supported by the government through the Ministry of Education's Capital Plan funding need to be funded through school district funds.

#### Special Purpose Funds

The Board of Education will maintain a surplus within a Special Purpose Fund where it is beneficial to do so in achieving the intent of that fund.

#### Reporting Requirements

The Board will provide the Ministry with an annual report on its budget allocation decisions (including operating surplus and Local Capital), demonstrating that approved allocations support the Board's strategic objectives.



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## POLICY 610 Financial Planning and Reporting

The Board believes that establishing strategic priorities and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic priorities, and engaging in multiyear financial planning, are crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education a *Financial Plan* spanning three years. This *Financial Plan* will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives and the risks inherent in the *Financial Plan*. Management is also responsible for establishing internal controls over spending and providing regular financial reporting.

### **Financial Plan Principles**

- a. The Board commits to develop the *Financial Plan* in a consultative and open manner with appropriate engagement of schools, staff and education partners. In addition, the engagement of local First Nations and Métis Nation BC will be sought.
- b. The Board will establish an engagement process to receive input from staff, education partner groups, local First Nations and Métis Nation BC, and the community on the strategic objectives, resource priorities and allocation options.
- c. When developing the *Financial Plan*, the Board will ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, education partner groups,

local First Nations and Métis Nation BC, and the community to receive information, provide input and raise questions.

- d. Throughout the fiscal year, management will provide regular financial reporting. This reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- e. Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the *School Act* and to align with the *Budget Transparency and Accountability Act*.
- f. The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- g. Twice annually, the management will report on the alignment of resources with strategic goals.
- h. The Board will report annually to education partner groups, local First Nations and Métis Nation BC, and the community on the progress towards meeting Board objectives as outlined in the *Financial Plan*.
- i. The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

### **Timelines and Engagement Opportunities for Financial Planning and Reporting**

September	Open Board Meeting	Audited Financial Statements, Financial Statement Discussion and Analysis Report
November	Open Board Meeting	Annual Budget update. Financial Plan amendments, if any.
January	Facilities and Finance Committee	Summary of changes to the Annual Budget and highlights within the amended draft budget.
February	Open Board Meeting	Adoption of Amended Budget. Financial Plan amendments, if any.
April	Facilities and Finance Committee	Subsequent year Annual Budget discussion. First draft of multiyear financial plan.
May	Facilities and Finance Committee	Subsequent year budget discussion. Draft Financial Plan for consideration. Draft Framework for Enhancing Student Learning.
June	Open Board Meeting	Approval of Financial Plan and adoption of Annual Budget. Approval of Framework for Enhancing Student Learning.



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## BYLAW No. 1 ELECTION PROCEDURES

THIS BYLAW IS TO PROVIDE FOR THE DETERMINATION OF ESTABLISHING-VARIOUS PROCEDURES FOR THE CONDUCTING OF GENERAL SCHOOL ELECTIONS AND OTHER TRUSTEE ELECTIONS.

### **Preamble:**

~~Under~~In accordance with the *School Act*, School District No. 64 (Gulf Islands) (~~hereinafter referred to as the Board~~) may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 64 (Gulf Islands), trustee elections are held in the following trustee electoral areas:

Trustee Electoral Area	<del>Ne-umber</del> <u>Number</u> of Trustees
<del>#</del> <u>Area</u> 1 Salt Spring Island	3
<u>Area</u> #2 Pender Island	1
<u>Area</u> #3 Saturna Island	1
<u>Area</u> #4 Mayne Island	1
<u>Area</u> #5 Galiano Island	1

The Board of Education of School District No. 64 wishes es to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the Board, enacts as follows:

### **1. Definitions ~~in~~ within this bylaw:**

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

- 1.1. "Board" means the Board of Education of School District No. 64 (Gulf Islands).
- 1.2. "By-election" means a trustee election to fill a vacancy on the school board in any of the circumstances described in s-section 36 of the *School Act*.
- 1.3. "Election" means a trustee election.
- 1.4. "General voting day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

~~1.5.—"Minister" means the Minister of Education and Child Care.~~



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~~1.6. "Regional District" means the Capital Regional District~~

## 2. Application

~~(a) This bylaw applies to both general school elections and by-elections, except as otherwise indicated.~~

## 3. Application of Local Government Bylaws

~~∴ If the Capital Regional District conducts all or a part of the trustee election, the elections bylaws of District of the Capital Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any provisions on requiring a nomination deposit, determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, in section 4 to 10 of this bylaw or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

## 4. Nomination Deposit

~~As authorized under sections 88 of the *Local Government Act*, the Board authorizes the Chief Election Officer to not require a deposit for nomination.~~

## 5. Minimum Number of Nominators

~~As authorized under sections 88 of the *Local Government Act*, the Board authorizes the Chief Election Officer to set the number of nominators for reach nomination as two.~~

## 6. Order of Names on the Ballot

~~As authorized under sections 116 of the *Local Government Act*, the Board authorizes the Chief Election Officer to The order of the names of the candidates on the ballot will be alphabetically by surname.~~

## 7. Required Advance Voting Opportunities

~~As authorized under sections 107 & 108 of the *Local Government Act*, the Board authorizes the Chief Election Officer to establish advance voting opportunities for each electoral area, or other voting to be held in advance of general voting day, and to designate the voting places, establish the date and the voting hours for these voting opportunities~~

## 8. Mail Ballot Voting

~~As authorized under section 110 of the *Local Government Act*, the Board authorizes the Chief Election Officer to establish mail ballot voting for each electoral area, and to designate the procedures, registration, and time limits in relation to voting by mail ballot.~~





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- ~~3.0. Unless the Board is exempted from the requirement by order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.~~
- ~~4.0. As authorized under section 108 of the Local Government Act section 98 of the Municipal Act, the Board authorizes the Chief election Officer to establish additional advance voting opportunities for each election, or other voting to be held in advance of general voting day, and to designate the voting places, establish the date and the voting hours for these voting opportunities.~~

**9. Resolution of Tie Votes After Judicial Recount**

As authorized under section 151 of the Local Government Act, the Board authorizes the Chief Election Officer: In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with ~~The~~ the Local Government Act.

~~7. Application of Local Government Bylaws: Mail Ballot Voting: Mail ballot voting as set out in the election bylaws of the Capital Regional District (CRD) will apply to elections of School District No. 64 (Gulf Islands).~~

**9.10. Website Access to candidate Nomination Forms and Campaign Financial Disclosure Statements: Public Access to Election Documents**

~~9.1.10.1.~~ The Board authorises public access, during the regular hours at the Board's head office, to nomination documents of trustee candidates by internet or other electronic means until thirty (30) days after declaration of the election results.

~~9.2.10.2.~~ In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until five years after general voting day or the election to which the trustee's campaign financial disclosure statements and supplementary report relate either by providing

~~9.2.1.10.2.1.~~ access by internet, or

~~9.2.2.10.2.2.~~ a copy of that information for inspection.

~~9.3.10.3.~~ The Board will, on request, provide a copy or other record of trustees' campaign financial disclosure statements and supplementary reports for as long as they are required to be available to the public under section ~~7106~~.2.

~~9.4.10.4.~~ Before providing the services under section ~~7106~~, the Board requires the person requesting the service to



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 64  
BYLAW NO. 1

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9.4.1.10.4.1. satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act* [restrictions on the use of personal information] and

9.4.2.10.4.2. provide a signed statement that the individual, and if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting, or obtaining the copy or other record will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

11. This bylaw may be cited as "School District No. 64 (Gulf Islands) Bylaw No.1, Election Procedures Bylaw"

~~10. School District No. 64 (Gulf Islands) Bylaw No. 6 is hereby repealed.~~

Date of First reading: x day of x 2022.

Date of Second Reading: x day of 2022.

Date of third reading and adoption: x day of x 2022.

Board Chairperson

Secretary Treasurer



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

## SCHOOL DISTRICT NO. 64

### POLICY 525 Attendance Areas

Section: Learning

Dates of Revisions: September 14, 2011

Date of Adoption and

Resolution Number: June 13, 2018 - 76/18

#### Rationale:

*The Gulf Islands School District supports “neighbourhood schools” for children at the K-~~8~~<sup>7</sup> 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 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 area.

2. Attendance areas shall be as follows:

- a. Galiano Community School, Grades K-~~12~~<sup>7</sup>, for students who live on Galiano Island.
- b. Saturna [Elementary](#) School, Grades K-~~12~~<sup>5</sup>, for students who live on Saturna Island.
- c. Mayne Island School, Grades K-~~12~~<sup>7</sup>, for students who live on Mayne Island.
- d. Pender Islands School, Grades K-12, for students who live on Pender Island. It is also the school of attendance for:
  - i. Grades 5-9 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
- ~~d.~~e. Fulford Community Elementary School, Grades K-~~5~~<sup>7</sup>, for students who live in the southern region of Salt Spring Island, including those who live on roads that empty onto Fulford Ganges Road, Horel Road, (the segment emptying onto Fulford Ganges Road)

and south, Isabella Point Road and Beaver Point Road.

- e.f. Salt Spring Elementary School, Grades K-~~57~~, 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, Lower Ganges Road, south of Central, Long Harbour Road and Robinson Road as far north as Mansell Road. [Saltspring Elementary School is also the school of attendance for Grade 6 and 7 students district-wide enrolled in French Immersion.](#)
- f.g. Fernwood Elementary School, Grades K-~~57~~, 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.
- ~~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-~~78~~, for students district-wide, [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. Saturna Ecological Education Centre \(SEEC\), a school of choice for Grades 10-12 students district-wide](#)

## References:

- School Act s. 75 (1)
- School District No. 64 (Gulf Islands) Bylaw No. 3, “A Bylaw Governing the Right to Appeal Board Decisions Affecting Students”
- [Policy and Procedures 133, 410, ~~5700.~~](#)



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

## SCHOOL DISTRICT NO. 64

### PROCEDURE 525 Attendance Areas

Section: Learning

Dates of Revisions: March 12, 2014, March 14, 2018

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

1. Parents or guardians of children new to the district should register them at the school in their residential catchment area ("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 register them at the school in their residential catchment area during the month of February of that year.
3. ~~Schools will ensure sufficient documentation is presented at the time of registration 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). The following documentation must be presented when registering a Kindergarten student, or any other student new to the district:~~
  - ~~a. Verification of the child's birth date and citizenship status (birth certificate, passport or Landed Immigrant authorization)~~
  - ~~b. Care Card~~
  - ~~c. Immunization status~~
4. 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 March 1<sup>st</sup> for enrolment in the program commencing September of that year.~~

- b. Space will be filled on a priority basis.
  - i. Priority placement will be given first 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
    - 2. All other non-SD64-catchment students
- c. All registration applications received by the March 1<sup>st</sup> deadline will be considered equal in merit of priority (5.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 Saturn considered one region).
  - i. —

5.6. Requests to cross residential catchment boundaries:

- a. are to be submitted annually to the Superintendent of Schools;
- b. using the Cross-~~Boundary~~ Application Form (525-1) -available on the School District 64 website; and ~~they~~
- c. require the signatures of the Principals of both schools.

6.7. ~~Approval~~ Permission to enroll at another neighbourhood school for cross-boundary (out-of-catchment area school) enrolment:

- 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;
- b. 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.

7.8. Requests 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. Those who have applied for enrolment into the late French Immersion program or to Phoenix Elementary School do not require cross-boundary application.

8.9. While transportation of cross-boundary students is ~~ultimately~~ the responsibility of parents/guardians,

- 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 133.

~~9.10.~~ 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.

~~10.11.~~ Each year, all transfer requests will be handled in the following priority order:

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

~~a.b.~~ students from outside the catchment area who attended the school in the previous year

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

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

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

#### References:

- School Act s. 75 (1)
- School District No. 64 (Gulf Islands) Bylaw No. 3, “A Bylaw Governing the Right to Appeal Board Decisions Affecting Students”
- Policy and Procedures 133, 410, 5700
- Cross-boundary request Form 525-1