



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**PENDER ISLANDS ELEMENTARY SECONDARY SCHOOL**  
**2019 03 13 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 2019 02 27 (attachment)
3. **IN-CAMERA SUMMARY**
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
  - (a) BC Responsible and Problem Gambling Program – David Nickoli
  - (b) Southern Gulf Islands Fire and Rescue Cadet Camp – Ian Elliott
  - (c) Pender Islands Elementary Secondary Learning Celebration
7. **CHAIRPERSON REPORT**
  - (a) 2019-2020 Draft School Calendar – Feedback and amendments (attachments)  
*Motion: The Board of Education adopt a Local School Calendar for the 2019/2020 school year that reduces the number of instructional days by approximately 25 to 30 resulting in a four-day school week. The instructional time from these days will be added to the remaining days of instruction.*
  - (b) Request to Serve Alcohol – Salt Spring United Football Club (attachment)  
*Motion: In accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Salt Spring United Football Club request to serve alcohol at its Fashion Show fundraiser November 2, 2019 at Mayne Island Elementary/Jr. Secondary School.*
  - (c) Request to Serve Alcohol – Mayne Island Assisted Living Society/Tree Frog Gallery (attachment)  
*Motion: In accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Mayne Island Assisted Living Society and Tree Frog Gallery request to serve alcohol at its annual Challenge Cup Soccer Tournament May 18 and 19, 2019 at Gulf Islands Secondary School.*
  - (d) Trustee Activity Report
8. **SUPERINTENDENT OF SCHOOLS REPORT**
  - (a) Staffing and Enrolment
  - (b) GISS field trip – Canadian Improv Games, Ottawa (attachment)  
*Motion: That the board approves Gulf Islands Secondary School field trip to Ottawa Ontario, with six students, grades eleven and twelve, on March 28 to April 5, 2019.*

- (c) GISS cultural field trip – Italy and Greece (attachment)  
Motion: *That the board approves the cultural field trip to Italy and Greece, with eighteen Gulf Islands Secondary School students, grades nine to twelve, on March 12 to 29, 2020.*

9. **SECRETARY TREASURER REPORT**

- (a) Monthly Expenditure Report  
(b) 2019/2020 Capital Plan Response Letter and Agreement (attachments)  
Motion: *That the Board approves the Capital By-law No. 2019/20 - CPSSD64-01 as presented.*

10. **COMMITTEE REPORTS**

- (a) Committee of the Whole (attachment)  
(b) Education Committee (attachment)  
(c) Finance, Audit and Facilities Committee (attachment)  
(d) Policy Committee (attachment)  
i. Notice of Motions:  
i. Policy and Procedure 212: Violence and Harassment-free District  
Motion: *That Policy and Procedure 212 be amended to include gender neutral language and remove gender specific references.*  
ii. Policy and Procedures 215: Diversity  
Motion: *That Policy and Procedure 212 Violence and Harassment-free District be amended to include gender neutral language and remove gender specific references.*  
iii. Policy and Procedure 410: Student Transportation by Water Taxi  
Motion: *That Policy and Procedure 410 Student Transportation be amended to include inclement weather procedures in the event of student water taxi cancellations and to include the word student in referencing the water taxi.*  
iv. Procedure 120: Board Committees  
Motion: *That Procedure 120 Board Committees be amended to reflect three trustees per committee and the update the Other Liaison and Representative Committees list.*

11. **TRUSTEE SCHOOL REPORTS**

Where are you headed with your school planning in anticipation for the upcoming school year (2019/20)?

- *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*
- *Windsor House School*

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Regular Board Meeting – April 10, 2019 at Galiano Community School
- (b) Committee Day – April 24, 2019 at the School Board Office

**15. ADJOURNMENT**



**MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**SCHOOL BOARD OFFICE**  
**2019 02 27**

<b>Present:</b>	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Rod Scotvold	Secretary Treasurer
	Cindy Rodgers	Manager of Finance
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Incoming Secretary Treasurer
	Lori Deacon	Executive Assistant
	Deb Nostdal	GITA President
	Judy Smith	GIPVPA Representative
	Mark Kitteringham	Driftwood Representative
	Robin Jenkinson	DPAC Representative
<b>Regrets:</b>	Larry Melious	CUPE President

The meeting was called to order at 9:00 a.m. by Chair Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

**1. ADOPTION OF AGENDA**

Additions to the agenda:

7(a) Trees for Bees Grant Proposal

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 02 27 be adopted as presented.

CARRIED 14/19

**2. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2018 01 16, be approved as presented.

CARRIED 15/19

An amendment to the 2018 02 13 Special Meeting minutes was made to reference reminding/informing community members who submit a request to serve alcohol on school district property of the requirement of 60 days' notice as per policy.

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2018 02 13, be approved as amended.

CARRIED 16/19



3. **IN-CAMERA SUMMARIES**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2018 01 16 as presented.

CARRIED 17/19

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2018 01 30 as presented.

CARRIED 18/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Letter from GIPVPA**

Letter seeking Board recognition of the BCPVPA as the negotiating representative for the GIPVPA.

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Trees for Bees Grant Proposal, Salt Spring Elementary School**

Salt Spring Elementary School is requesting support for a grant proposal to plant approximately 180 trees around the school field. Facilities has been consulted and support the proposal.

Moved and seconded that the Board support, in principal, the Salt Spring Elementary proposal for improvements to the trees planted at the school.

CARRIED 19/19

8. **CHIEF EXECUTIVE OFFICER'S REPORT**

(a) **Learning in School District No. 64 (Gulf Islands)**

Dr. Benwell shared his Learning in SD 64 presentation, focussing on opportunity gaps represented through acquisition, or lack thereof, of Dogwood Graduation Certification. Compared to Boundary School District and to the Province as a whole, Gulf Islands School District demonstrates lower completion rates and transition to BC post-secondary. Dr. Benwell stated his commitment to improve Dogwood Certificate completions in SD64.

(b) **Enrolment 2019/20**

Rod Scotvold shared enrolment projections for the 2019/2020 school year. The District was funded at approximately 1735 FTE students last year. As a conservative estimate for next year, the district anticipates a reduction of approximately 10 students.

(b) **Ministry Visit, March 5, 2019**

The district is sending a team to the Ministry of Education on March 5 to discuss 1701 compliance, data and analytics, and Aboriginal Education initiatives. The day will be a valuable opportunity to inform practice and the work of the district.

9. **CORPORATE FINANCIAL OFFICER'S REPORT**

(a) **Amended Annual Budget 2018/19**

Cindy Rodgers shared the amended Annual Budget. She was pleased to announce that the District is positioned well to eliminate the existing deficit and present a balanced budget for next year.



It was moved and seconded that there is unanimous approval to read the Amended Annual Budget Bylaw for 2018/2019 in one sitting.

CARRIED 20/19

Rod Scotvold read the 2018/2019 Amended Budget Bylaw for the amount of \$27,948,518 and prepared in accordance with the *School Act*.

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a first time and passed.

CARRIED 21/19

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a second time and passed.

CARRIED 22/19

Moved and seconded that the 2018/2019 Amended Budget Bylaw be read a third time, passed, and adopted.

CARRIED 23/19

**(b) Signing Authority**

Due to changes in senior administration and newly elected trustees, a formal change in signing authority is required for the Education Trust Fund Account and the Operating Bank account.

Moved and seconded that the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix A.

CARRIED 24/19

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  
Linda Underwood, Acting Assistant Superintendent  
*with*  
Jesse Guy, Secretary Treasurer
2. For amounts over \$10,000:  
Jesse Guy, Secretary Treasurer, or  
Scott Benwell, Chief Executive Officer  
*with either*  
Rob Pingle, Board Chair, or  
Tisha Boulter, Trustee

Moved and seconded that the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix B.

CARRIED 25/19

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



Linda Underwood, Acting Assistant Superintendent

*with*

Jesse Guy, Secretary Treasurer,

*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, or

Scott Benwell, Chief Executive Officer

*with either*

Rob Pingle, Board Chair, or

Tisha Boulter, Trustee

10. **COMMITTEE REPORTS**

No Committee reports for December 2018.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received.

Topic: As we begin the second half of this school year, what concerns have been identified regarding student learning in your building, and what actions/interventions are being undertaken to address these concerns?

***Fernwood Elementary School***

Target focus at Fernwood is on reading, writing and numeracy. After collating data from the first term to see where students were, who was not meeting expectations, and those approaching, Liis Graham of learning services came and spoke with each teacher of the 10 classes. They developed additional targeted support in class, out of class, and in blended groupings. Class reviews for half way through the year were shared with staff on Wednesday (Feb 6) night.

The plan will be bringing kids together from the different classes that have shared specific learning need. Some groups will be infused with specific instructions for EAs or groups built by Liis.

Grade four students trained to be peer reading coaches, use strategies to help younger kids read, such as phonetics and pauses for breathing. 32 kids coaches with 32 grade one/two students makes 64 students involved.

Quote from student and peer reading coach Abby "the reason why I want to do this is, last year I was a little kid who did not like reading and felt I was not smart then a big kid helped, and I learned to become a better reader, I felt happier at school because I was better reader, and I had a new big friend, so I want to do it now so someone else can feel like me."

Also noticed from class reviews is that kids were feeling disconnected from other kids and staff, so Fernwood has created daily lunch clubs.

Principal meets boys (4-10) once a week building social emotional learning, connecting with each other and adults. There are different groups four days of the week, for all ages and genders, grouped in various configurations. They look at Youtube clips, for empowerment- What fills your heart? and What strategies do



you have to help yourself when you are down. A big part of the lunch club is to try remove stigma of silence and shame.

***Fulford Community Elementary School***

Fulford Community Elementary School performed class reviews at the start of the year to identify where additional support goes. At each staff meeting children of note are discussed to identify students whose social emotional wellbeing might be an issue to allow for full engagement in the classroom. The principal meets with individual teachers on a regular basis to see how students are progressing. This is especially important in kindergarten where limited knowledge of the student is available in September. Teachers are observing for alphabet and phonological awareness as well as fine motor skills. As students are identified with additional needs teachers will target them specifically while other students are doing centre work. At this time of year specific attention is also being given to students with IEPs who are transitioning to middle school. The goal at Fulford is to have all students meeting expectations when they leave for middle school or be identified to where specific supports can be provided to assist them to reach their goals as soon as possible.

***Galiano Community School***

At the end of term 1 we recognized that there are a variety of challenges across the board for learners so we decided to compile all the assessment data we had collected into a shared working document. This allowed us to identify groups of learners with similar needs and do some planning toward learning interventions. It also allowed us to review all staff schedules and properly resource these interventions through careful allocation of time. Students have been participating in small group and individual interventions for the end of term 1 and since the holiday break. We are currently in the process of collecting new data to determine where learners have made progress and where we need to be more responsive.

***Gulf Islands Secondary School***

In consultation with Principal Ruehlen, discussing the concerns around student learning and the actions/intervention applied:

One of the main concerns at this time of year at the High school is students who are not meeting expectations to the point that it risks them not completing their Grade level. The three main groups of concern are Grade 12's, Grade 12+'s, and Grade 9's.

Interventions include meeting with the 'Target Intervention team' made up of Admin, Counsellors, and related teachers. In some cases, classes are scheduled to repeat in second semester, a class change may be identified or more support for the classes can be given.

One of the biggest challenges is engaging with the Grade 12+'s (students that have left the school and are taking an extra year to complete their dogwood) as many of them do not live on Salt Spring anymore. The Grade 9 interventions is a pilot project with the intention to catch identified students early in their high school years.

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

At Mayne Island School, focus has been put on some students identified as not yet reading at grade level. The Education Team decided to undertake a reading learning sprint specifically for these students. Daily, intensive, targeted reading practice over 6-8 weeks has brought positive results already. Some of the students receiving this one on one guided practice have progressed several levels and are now meeting or even surpassing their original goals. The continued use and collection of data to help guide any necessary student interventions will continue well into term 2 and we are optimistic that our students will continue to not only



progress in their reading but exceed expectations. Personally, it is fantastic to see students who have previously been struggling now having a new attitude towards reading and enjoying it.

***Pender Islands Elem./Sec. School***

**CONCERNS**

- (1) Consistent learning assistance for students via LIST required to support students in literacy and numeracy;
- (2) Learners arriving for intermediate and secondary level programs from home-school environments are consistently entering with significant challenges in literacy and numeracy. Coupled with unpredictable attendance, it is difficult to provide consistent and effective instructional supports;
- (3) Mental health needs for some of our intermediate and secondary students needs to be addressed as the current counselling load is past capacity.

**ACTIONS/INTERVENTIONS**

- Teacher led 1-1 and small group intervention built into classroom program in literacy and numeracy;
- Utilization of non-enrolling teacher, to support students under teacher direction;
- Direct and individualized student assistance via classroom teacher;
- Classroom based literacy and numeracy programs based on curriculum expectations and demonstrated student needs;
- Goal setting with individual students via classroom teacher and home support available;
- Coaching and modelling for social-emotional skills;
- Direct spelling instruction and home study program;
- Ongoing parent communication;
- Differentiated assignments and evaluations for each grade level;
- Cooperative grouping and peer tutoring;
- Use of community math tutors work with the senior students 2 mornings per week;
- Teach study skills and provide practice exercises in all subject areas: flashcards, practice quizzes, peer studying, and on-line videos to explain concepts in different ways;
- Consistent approach to writing being used from primary to intermediate levels (6+1 Traits).

***Phoenix Elementary School***

Phoenix Elementary continues to focus on literacy and numeracy with learning groups developing students skills. Students focus on numeracy and literacy three mornings a week, with additional support from an EA in the primary class, and the intermediate class (grades 4-8) has three teachers in the class. One of them is a remedy to support the learning.

Along with the scheduling changes, we have reorganized our Primary class and Intermediate class and created 3 smaller groups for the essential learning times. These are fluid groupings based on abilities (with social/ emotional consideration). To move away from the “grade” assignments and towards developmental stages. The smaller grouping allows for 1. teacher/student contact. 2. Greater opportunity to develop a deeper understanding of each student’s needs, interests, passions. 3. Greater opportunity to personalize each students learning (using assistive technology to support learning) 4. Opportunity to provide the effective Tier 1 supports.

We continue in our *Learning Sprint* for Nov to Jan:

*Prepare*



Define - Focus on greater writing output and quality for all students.

Design - Spend more time breaking down writing process into brainstorming and orally rehearsing what each student wants to write, first with a partner, then small group, then whole class

Assess - Progress will be demonstrated by increase in output, vocabulary and detail in writing a short story

#### *Sprint*

Monitor - Gathering layers of work as each student rewrites several drafts of their story, making improvements based on self-reflection and peer feedback each time

#### *Review*

Analyze - Were their stories lengthier, more detailed and were they more invested after this approach than in prior writing (look at samples to compare)?

Transfer - If deemed successful, use again and see if further improvements made!

Reset - How to further build writing skills with engaging tasks and step-by-step instruction to increase motivation and therefore chance of success.

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

Due to the snow days I had to cancel my meeting with Principal Taylor, and likely will not have a chance to meet with her before the February 13<sup>th</sup> board meeting.

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

As we begin the second half of this school year, what concerns have been identified regarding student learning in your building, and what actions/interventions are being undertaken to address these concerns? Salt Spring Elementary is continuously scanning students for foundational skills and social emotional wellbeing gaps. It is believed that providing a strong foundation of social emotional wellbeing students will be better equipped to meet their foundational skills goals. Typical assessment is demonstrated with a recent new student to the school. The information provided about the student was that not much schooling had taken place previously so the principal performed some basic co-reading assessment and found that phonological awareness was lacking. This was brought to the attention of the classroom and learning integration support teachers. Further screening took place to find the specific gaps and provide a program that would be implemented to build the student up to a successful level. As the student improves the classroom and learning integration support teachers will communicate with the principal when the additional resources are no longer needed so they can be deployed on any other student in need.

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

As we enter into the second half of the school year, Saturna School has identified opportunities to enhance student learning in both the elementary and SEEC programs. For this report I will focus on the elementary school.

The multiage classroom presents distinct challenges. Two areas that have been identified as needing improvement in the first part of the year are literacy and communication.

Student's success through literacy is key to managing the multiage abilities. While our younger students are learning the foundations skills of reading and writing, the older students are encouraged to learn the process of self-direction in their learning. A focus on stations and project-based learning has been one of the successful strategies implemented to address these various levels and abilities.



Our teacher, Amy Jones, suggested we start a literacy program in the school to enhance student learning and provide one on one assistance for students. With Martin's support and community volunteers, we have successfully started a reading program every Tuesday at the school. Currently up to 6 volunteers come before lunch on Tuesdays and Ms. Jones has provided learning material through worksheets and book baskets. Both students and volunteers are enjoying this new addition to the week. We can see how this initiative ties into our core competencies in communication and both creative and critical thinking.

The other main area for improvement ties into our core competencies in communication and personal awareness & responsibility. Our school staff have been working to create a consistency around common language and a culture of clear expectations. Key words that are used on a daily basis include: Safety, responsibility and reaching out (asking for help). This common language lends itself well to the multiage setting allowing for group learning and integration.

***Windsor House School***

At Windsor House School we are using regular team meetings and reflections on student learning to deepen our understanding of student needs. We meet once a week for school-based resource meetings with our LIST teacher, once a week in age/grade/stage team teaching groups, and once a month in our inquiry group on the practice of pedagogical narration. It is through dialogue and reflection that we assess and address student concerns both academically and socially/emotionally.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – April 24, 2019 at the School Board Office
- (b) Regular Board Meeting – March 13, 2019 at Gulf Islands Secondary School

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 10:12 p.m.

**CARRIED 26/19**

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

\_\_\_\_\_  
Chairperson

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

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

# School District No. 64 (Gulf Islands)

## 2019/2020 Four-Day Instructional Week Calendar

<p style="text-align: center;"><i>September 2019</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td style="background-color: yellow;">2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td style="background-color: purple;">20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p style="text-align: center;"><i>October 2019</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td style="background-color: yellow;">14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td style="background-color: red;">25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p style="text-align: center;"><i>November 2019</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td style="background-color: yellow;">11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td style="background-color: red;">22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
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- Require 156 instructional days (students in attendance)
- Stat holidays
- September 20, 2019 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
  - ▶ October 25 Provincial Day
  - ▶ November 22 School Based
  - ▶ January 17 School Based
  - ▶ February 28 District Pro D Day (GITA sponsored)
  - ▶ April 24 School Based
- Winter and Spring Breaks/ Vacation
- S1 exam week TBD. Could be January 27 to 31 (Ministry exam/assessment schedule not yet posted)
- S2 exam week TBD. Could be June 22 to 26 (Ministry exam/assessment schedule not yet posted).
- June 26, 2020 – Administrative Day

## Public Feedback, 2019-2020 draft calendar

Date	Comment
25-Sep-18	SD64 Board of Trustees. THE FOUR DAY WEEK ROCKS! Keep up the amazing work!
18-Oct-18	I now give up. As an educator, I am now, and forever, have been against the four day week. You know why. It matters not that I continue to say it. Because it changes nothing. I shall comment no more. My best regards in all you do.
30-Jan-19	Family day - 3rd Monday in February for BC. Should be Monday Feb 17th Months with Friday in session then PRO D the next Friday or Prior Friday. @ weeks in a row of 5 days week causes cranky staff.

Salt Spring United Football Club  
% Graham Tweddle  
130 Blain Road  
Salt Spring Island, BC, V8K 2P7

February 24, 2019

School District 64  
112 Rainbow Road  
Salt Spring Island, BC V8K 2K3

RE: Request for use of fields for annual Challenge Cup Tournament

Dear Sir/Madam,

The Salt Spring United Football Club wishes to request the use of the School District fields for the annual Challenge Cup Soccer Tournament to take place on May 18 & 19 2019. Again this year we expect to host a 32 team tournament over two days using Portlock, Gulf Island Secondary, Fernwood and Salt Spring Middle School fields. This tournament will be sanctioned through B.C. Soccer.

I am requesting that the Board of Education grant Salt Spring United Football Club a permit to allow alcohol consumption at the Gulf Island Secondary school. We intend to have a beer garden at this location licensed under the British Columbia Government Liquor Act. The funds raised from this event go towards youth and adult soccer in the community.

Sincerely,



Graham Tweddle

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

Date: Feb 19, 2019

To whom it may concern:

On Nov. 2, 2019 the Mayne Island Assisted Living Society / Tree Frog Gallery will be hosting a Fashion Show 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 the bar will be run by experienced community members with serve it right certification throughout the evening.

If you require further information, please contact Jody Waldie at ~~Jody Waldie~~ (250) 539-8024 regarding this matter. As we are in the planning stage, we would appreciate a timely response to this request.

Respectfully yours,

J. Waldie



**FIELD/SPORTS TRIP APPROVAL FORM**  
SCHOOL DISTRICT No. 64 (Gulf Islands)

Approval #

**The Leader must read School District Field Trip Policies and Procedures #407 and #412 before completing this form. Also review the "Trip Consent Forms" at: <http://sd64.bc.ca/employee-forms/>.**

**The Leader must take this completed form to the Principal for approval (and, when it is an out of province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).**

**As per SD64 policy 6700, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.**

Name of School: GISS

Type of Trip: Curricular:  Extra-curricular:  Athletic:

Purpose of Trip: Canadian Improv Games National Tournament.

Planned Activities & Instruction: See attached.

Destination: Ottawa, Ontario

If a school bus is required – PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: Taxi, Transit, Airplane, Rental Van, Foot

Leaving Date: Mar. 28, 2019 Time: 9:50am Substitute Required: No:

Yes:

Returning Date: Apr 5, 2019 Time: 12:00pm

Accommodation: Capital Hill Inn and Suites

Number of Pupils Involved: 6

Estimated Pupil Cost: Food and Spending

Grades: 11-12

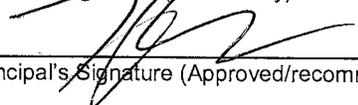
Estimated School Cost: TOC charges

Names of Leaders/Adult Supervisors:

Jason Donaldson

  
Leader's Signature (Planned by)

Date: Feb. 28/19

  
Principal's Signature (Approved/recommended by)

Date: March 4/19

\* Superintendent's Approval (overnight, 4 days or more, out of province)

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

\* Board Approval (4 days or more and out of province)

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



SCHOOL DISTRICT #64 (Gulf Islands)  
SCHOOL FIELD TRIP CONSENT FORM FOR  
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY  
<http://sd64.bc.ca/employee-forms/>

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

Dear \_\_\_\_\_:

In consideration of School District No. 64 (Gulf Islands) offering my child \_\_\_\_\_, \_\_\_\_\_  
an opportunity to participate in a field trip for Grade 11-12 students on March 28 - April 5 \_\_\_\_\_ Initial  
(mm/dd/yyyy), I waive any and all claims I may have against, and release from all liability and agree not to sue the  
Board of Education of School District #64 (Gulf Islands) and its officers, employees, agents, volunteers and  
representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained  
as a result of my child's participation in the field trip, arising out of any cause whatsoever, including negligence.

I hereby give my consent, and acknowledge by my signature that:

1. Students will be going to Ottawa, Ont. (location) and will be away from the school \_\_\_\_\_  
from March 28 to April 5 (times). They will be travelling by ferry, transit, plane, \_\_\_\_\_ Initial  
rental Van & taxi  
(i.e. school bus, public transport, foot).

2. On this field trip, up to 6 (number) student will be: \_\_\_\_\_  
(describe all activities – i.e., skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, \_\_\_\_\_ Initial  
tenting.)  
- National tournament of the Canadian Improv Games  
- museums, galleries, parliament  
- Montreal - see attached

3. The students will be supervised by Jason Donaldson (a typical \_\_\_\_\_  
response might be " school employees and hopefully 2 – 4 parent volunteers". It is important to indicate supervisory \_\_\_\_\_ Initial  
arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there  
are no parent volunteers, or if a specific teacher is sick, but a substitute is available.  
*\*\*With older grades, you should add a sentence saying, "Your child will not necessarily be supervised by an adult at  
all times."*  
• GP Vanier teacher Lori Mazey is available as our female chaperone

4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here: \_\_\_\_\_  
Initial

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

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

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

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Printed Name of Witness

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

*NOTE: This Consent Form must be signed by a custodial parent or legal guardian of a child who is under the age of 19 years.*

*As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.*



## CIG National tournament in Ottawa itinerary

Transportation, accommodation, *most meals*, museums, galleries and tours will be covered by our fundraising campaign.

NB: Students should have already made arrangements for their planned absence and communicated with their teachers about their responsibility/plan for missed work and classes. They need government issued photo ID and understand luggage allowances. Bring a water bottle.

### Thursday March 28:

9:50am thoroughfare Fulford

1:05pm Flight to Calgary from Victoria Airport YYJ - WestJet WS 196

3:26pm Arrival at Calgary Airport YYC

6:20pm Flight to Ottawa Airport YOW - WestJet WS 612

12:00am Arrival at Ottawa Airport

1:30am Check into hotel - Capital Hill Inn and Suites 88 Albert St, Ottawa, ON [\(613\) 235-1413](tel:6132351413)

### Friday March 29:

### Saturday March 30:

### Sunday March 31:

Touring our national museums and galleries, touring parliament (question period), workshops, rehearsals, etc by day. We may travel to Montreal on Saturday.

### Monday April 1

### Tuesday April 2:

### Wednesday April 3

Museums, galleries, training and workshops by day and the (6 teams) preliminaries each evening. I believe that we play on Monday night.

### Sunday Thursday April 4:

National Finals - top 5 teams from the past three nights.

### Friday April 5:

Leave Ottawa at 7:45 am - WestJet WS 611

Layover in Calgary

Arrive in Victoria at 12:15pm WestJet WS 449

Probably the 3pm ferry from Swartz to Fulford- we'll text if we get the 1pm

My cell is 250 537 6350 - Lori Mazey (Vanier coach) is available as a female chaperone

### Room 1:

Mr Donaldson

### Room 2

Amelia McCluskey

Kahlila Ball

Calla Adubofour-Poku

Jo Gaffney

### Room 3

Jacob Culling

Calum Duncan



**FIELD TRIP APPROVAL FORM**  
**SCHOOL DISTRICT #64 (Gulf Islands)**

Approval #



**The Leader must read School District Field Trip Policy and Procedure #585 before completing this form. Also review the "Informed Consent Forms" at: <http://sd64.bc.ca/employee-forms/>.**

**The Leader must take this completed form to the Principal for approval (and, when it is an out of province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).**

**As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.**

Name of School: GULF ISLANDS SECONDARY SCHOOL

Type of Trip: Curricular:  Extra-curricular:  Athletic:

Purpose of Trip: CULTURAL TOUR OF GREECE and ITALY  
(ANCIENT CIVILIZATIONS, RENAISSANCE, FOOD, LANGUAGE)

Planned Activities & Instruction: Cultural + travel preparation in  
Flet Blocks, group travel throughout European countries

Destination: Italy and GREECE

**If a school bus is required - PLEASE USE TRANSPORTATION REQUEST FORM**

\* Other Transportation: AIR, FERRY, BUS, TRAIN

Leaving Date: MARCH 12 2020 Time: tbd

Substitute Required: No:   
Yes:

Returning Date: MARCH 29 2020 Time: tbd

Accommodation: Hotels, HOSTELS, sleeper cabin on ferry

Number of Pupils Involved: 18

Estimated Pupil Cost: \$ 4,395.<sup>00</sup> or less

Grades: 9-12

Estimated School Cost: —

Names of Leaders/Adult Supervisors:  
DEAN CROUSE

third staff chaperone tbd

RAY COLLIGAN

Leader's Signature (Planned by) [Signature]

Date: Feb. 26 2019

Principal's Signature (Approved/recommended by) [Signature]

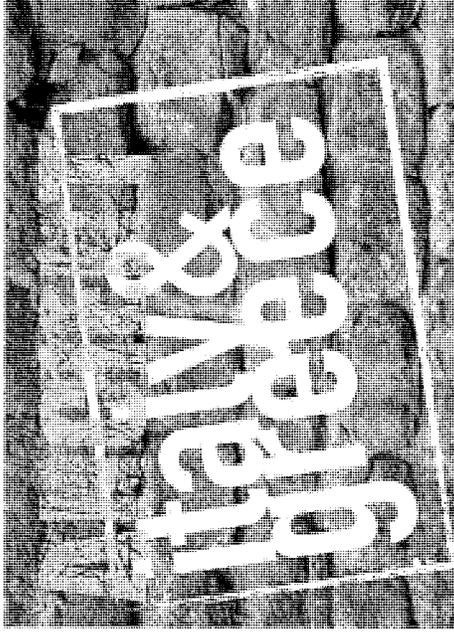
Date: March 4/19

Superintendent's Approval (overnight, 4 days or more, out of province)

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

Board Approval (4 days or more and out of province)

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



## A TRIP TO THE OLD, OLD WORLD...

Does the sight of a crumbling pagan temple make you swoon? Do you long for a plate of fried octopus by the Mediterranean? Are you given to bouts of Stendhal Syndrome?

This may be the trip for you.

This tour presents a selection of the best that we have found in Italy and Greece over the years, along with some places we've always wanted to get to.

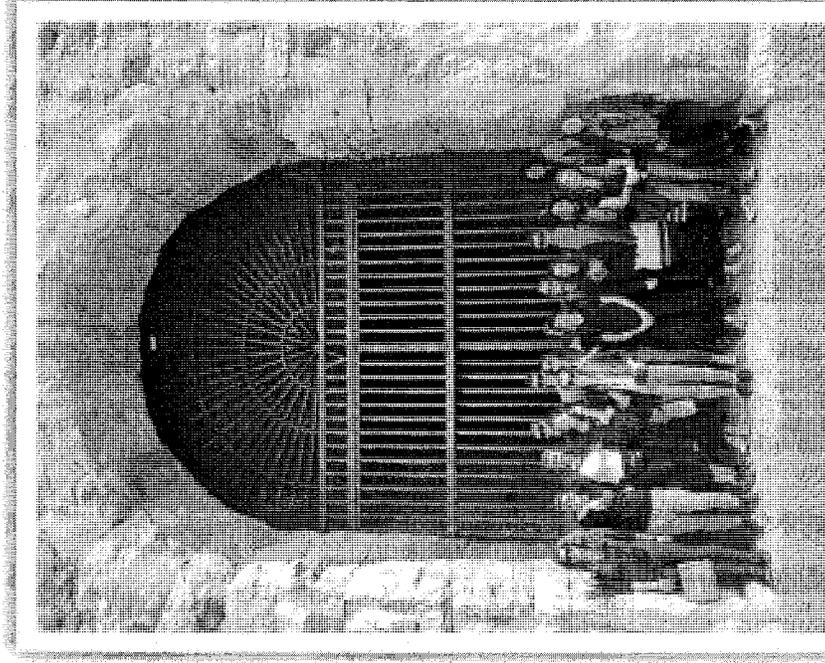
For travellers who are not afraid to get a little off the beaten path, to try out some Italian and Greek phrases with the locals, to sample some authentic cuisine, to read some local literature, and to do some early morning local running. (This last may be optional.)

We land in Florence, the home of the Italian Renaissance, where we will come face to face with the likes of Michelangelo, Leonardo and Dante. And then on to the imperial grandeur of Rome, the authentic flavour of the Amalfi coast, the hidden charm of Puglia, and the staggering history of Athens. We finish our journey in the inviting warmth of the isle of Santorini. The sun will be shining.

So bring your dog-eared copy of Homer's *Odyssey*.

## ATTRACTIONS ON OFFER...

• **FLORENCE:** Accademia Gallery • Uffizi Gallery • Etruscan Museum of Fiesole • Il Duomo • Ponte Vecchio • Church of San Lorenzo • Church of Santa Croce • Museo Bargello • Palazzo Pitti / Boboli Gardens • **ROME:** Colosseum • Roman Forum • St. Peter's Basilica • Vatican Museums / Sistine Chapel • Pantheon • Trevi Fountain • Spanish Steps • Palazzo Borghese • San Pietro in Vincolo • Trastevere (old neighbourhood) • Vittore Emanuele monument • Ostia Antica (ancient ruins) • Ostia (beach) • Pompeii • Mount Vesuvius • Herculaneum • Naples • **ALBEROBELLO:** trullo buildings • cooking class • **ATHENS:** Acropolis/Parthenon • Acropolis Museum • National Archeological Museum • Plaka (old neighbourhood) • **SANTORINI:** Imerovigli village • Akrotiri archeological site • Red Beach • Museum of Prehistoric Thera • other island day excursions



# THE ANCIENT CIVILIZATIONS TOUR

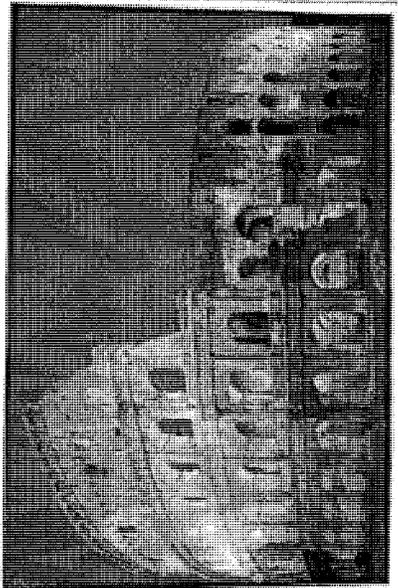


◊ SPRING BREAK 2020 ◊



BRIGHAM YOUTH

THE STUDENT TRAVEL PROGRAM AT  
THE BRIGHAM YOUTH CENTER



from the remnants of the ancient past...

what's included in the price

**TRANSPORTATION**

- Airfare Vancouver to Florence / Athens to Vancouver
- Train Florence to Rome
- Train Rome to Pompeii
- Train Pompeii to Sorrento
- Train and Bus Sorrento to Alberobello
- Ferry Brindisi, Italy to Patras, Greece
- Bus Patras to Athens
- Ferry Athens (Piraeus port) to Santorini
- Ferry Santorini to Athens

**ACCOMMODATIONS**

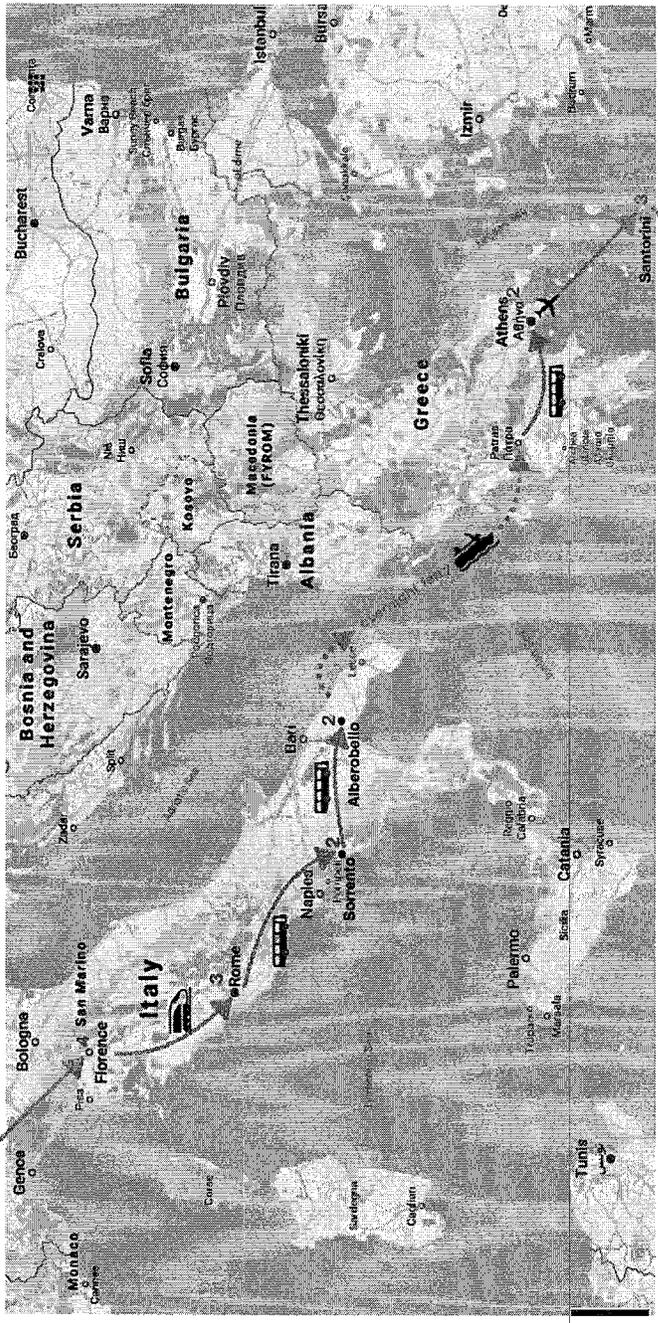
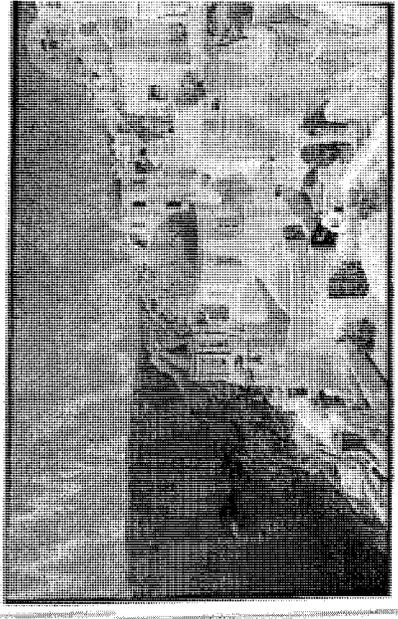
- 4 nights in FLORENCE: Hotel Panorama
- 3 nights in ROME: Hotel Oceania
- 2 nights in SORRENTO: Hostel Seven
- 2 nights in ALBEROBELLO: Trulli Holiday (traditional stone buildings with common room and pool)
- 1 overnight ferry from Italy to Greece
- 3 nights on SANTORINI: Hostel Anna
- 2 nights in ATHENS a central hostel in Athens

cost of trip: \$4,395



to the height of art and culture...

with a taste of local flavour...



FOR MORE INFORMATION

Dean Crouse [dcrouse@sd64.org](mailto:dcrouse@sd64.org)  
 Ray Collieran [rcolleran@sd64.org](mailto:rcolleran@sd64.org)

BOOKED + HIGHLIGHT

**ONE LIFE TOURS**

[www.onelife tours.ca](http://www.onelife tours.ca)

GULF ISLANDS SECONDARY SCHOOL  
**The Ancient Civilizations Tour 2020 – Italy and Greece**  
 PARTICIPANT APPLICATION FORM

Dates:	March 12 to March 29, 2020
Countries:	Italy, Greece (Frankfurt Airport, Germany)
Modes:	Air, Ferry, Train and Bus Travel
Purpose:	Ancient Civilizations Cultural Study – Spring Break

**APPLICATION – PART 1**  
**STUDENT INFORMATION – Please Print Neatly**

**Student Name:** \_\_\_\_\_  
first name / last name (as it appears on your passport)

**Birthdate:** \_\_\_\_\_ (month / day / year)

**Passport Number:** \_\_\_\_\_

**Country of Issue:** \_\_\_\_\_

**Passport Expiry Date:** \_\_\_\_\_

**Food Restrictions:** \_\_\_\_\_ (for flights)

**Food Allergies:** \_\_\_\_\_

**Parents' Names:** \_\_\_\_\_

**Phone Numbers:** \_\_\_\_\_

**Parents' Email:** \_\_\_\_\_

**Student Email:** \_\_\_\_\_

**APPLICATION – PART 2**  
**COMMITMENTS and SIGNATURES**

We, the undersigned, commit to the following conditions of application:

1. That the trip is an extension of the School District #64, therefore, all expectations of the School District #64 district policy will be in effect for all aspects of the trip. A code of conduct memorandum will be in place (separate document).
2. The costs of lunches, dinners and some of the attractions are not included in the overall listed price of the trip.
3. To help offset the cost of meals, extras and incidentals, fundraising initiatives can be conducted between now and our departure date.
4. This completed application form and a \$600 deposit are **now being accepted**. The number of participants on this trip will be limited. Completion of this application does not necessarily guarantee a place on the trip.
5. Payments are to be made on the following schedule:

- |                           |  |
|---------------------------|--|
| <b>April 15, 2019</b>     | <b>– \$ 600 (\$200 of which is non-refundable)</b> |
| <b>June 7, 2019</b>       | <b>– \$1000</b>                                    |
| <b>September 13, 2019</b> | <b>– \$1000</b>                                    |
| <b>November 15, 2019</b>  | <b>– \$1000</b>                                    |
| <b>January 17, 2020</b>   | <b>– \$ 795 (estimated final payment)</b>          |

Deposit and Payments to be sent to  
 OneLife Tours

6. **Cancellation Policy:** Each student's initial payment is subject to a \$200 cancellation fee if the student withdraws. Any withdrawal from the trip after November 15, 2019 for any reason is subject to a \$400 cancellation fee as well as all non-refundable costs associated with planning the trip to that point (a detailed list of non-refundable costs will be provided with the refund). Non-refundable costs could include pre-booked accommodation fees, pre-purchased tickets to attractions, and airline/train fare cancellation fees.

7. Travel / Medical insurance is not part of the travel package price. Participants are strongly encouraged to purchase travel and medical insurance for the trip.

Participant Signature: <input style="width: 90%;" type="text"/>	Parent Signature: <input style="width: 90%;" type="text"/>
Date: <input style="width: 90%;" type="text"/>	Parent Signature: <input style="width: 90%;" type="text"/>

**APPLICATION – PART 3  
DEMONSTRABLE INVOLVEMENT**

**Please answer the following in full sentences.**

Why do you want to participate in this trip to Italy and Greece over spring break, 2020?

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How do you see yourself contributing to the group of travellers? (Think about the group as a team of people whose goal is to learn about European history and culture and enjoy each other's company and have a great time.)

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What are you particularly interested in learning about or seeing on this trip? (Please see the list of included and additional possible attractions for each city.)

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Is there anything on this trip that is not offered that you would like to see?

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What fundraising initiatives can you suggest to help offset the overall cost of this trip?

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Do you have any questions for us?

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**BEHAVIOUR CODE OF CONDUCT CONTRACT**  
**GISS Ancient Civilizations 2020**

This trip is an outstanding opportunity for the students participating to explore the rich history and culture of Italy and Greece. The trip does not come without obligations on the part of students and their parents. The following is a contract of obligations as mandated by School District #64 (Gulf Islands). Ray Colleran, Dean Crouse, Stacy Mitchell - Teachers / Tour Directors

**THE OBLIGATION:**

During trips taken by any school in School District #64 students are expected to:

1. Comply with the School District #64 policy and regulations #585 which specifies that this field trip is an extension of a school district activity and as such is governed by the district policies and regulations. Rules and regulations therein will be enforced at all times. Students and teachers are considered to be 'in-session' 24 hours per day for the duration of the trip.
2. Comply with the laws and regulations of the countries and communities we are visiting.
3. Comply with the regulations of the accommodations and attractions we are visiting.
4. Refrain from consuming alcohol, tobacco products, or recreational drugs while on this trip. In the case of adults, use their discretion to manage the responsible consumption of alcohol with meals and in social environments.
5. Follow explicitly the safety instructions of the tour's organizers, Ray Colleran, Dean Crouse & Stacy Mitchell.

**IMPORTANT: All students and families need to be aware that non-compliance with these expectations may result in the student being sent home at the family's expense.** Expenses include, but are not limited to, plane fare, other travel related expenses and chaperone accompaniment expenses. Also, as the adult responsible for student conduct, we (Ray Colleran, Dean Crouse, Stacy Mitchell) are obliged to report any illegal behaviour or activities to local authorities. Any legal proceedings that result from such incidents will be the responsibility of the parents. Costs include but are not limited to legal costs, travel costs, judgments and chaperone accompaniment expenses. Finally, consequences may also include suspension from Gulf Islands Secondary School.

We the undersigned acknowledge that we have read this contract in full and have read the School District #64 policy and regulations #585. We acknowledge and agree to the policy that non-compliance of, either the rules outlined in this contract or in #585, may result in school suspension and/or expulsion from the trip at the family's expense.

Dated this \_\_\_\_\_ of \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Parent / Guardian Name (Please PRINT)

\_\_\_\_\_  
Student Name (Please PRINT)

\_\_\_\_\_  
Signature of the Parent / Guardian

\_\_\_\_\_  
Signature of student





February 28, 2019

Ref: 208254

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

**Capital Plan Bylaw No. 2019/20-CPSD64-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20

This letter is in response to your School District's 2019/20 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2018, and provides direction for advancing supported and approved capital projects.

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

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

Please note that all school districts are required to keep project approval information confidential until after the Province has issued News Releases to the public on March 6th. Additionally, school districts receiving approval and funding specifically from the Playground Equipment Program (PEP) are required to keep that project information confidential until further written notice from the Ministry of Education.

Below you will see the major capital projects supported to proceed with Project Definition Reports (PDRs) as well as minor capital projects from the Ministry's 2019/20 annual capital programs that are approved for funding and are able to proceed to procurement.

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**Ministry of  
Education**

Capital Management Branch  
Resource Management  
Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

## **MAJOR CAPITAL PROJECTS (SMP, EXP)**

Note: A PDR should normally be expected to be finalized within two months following the draft PDR deadlines noted above. After a draft PDR is submitted to the Ministry, follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, and budget details and the terms of project approval for the projects listed above. Also note that Capital Project Funding Agreements (CPFA) are not issued until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

All projects that the Ministry expects to be under PDR development, and have not already been received, are listed above – if a project is not listed, then the Ministry is not supporting the project and is not expecting a PDR.

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

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fernwood Elementary	SEP - Mechanical Upgrades - Mechanical Upgrades	\$722,925	Proceed to design, tender & construction. To be completed by March 31, 2020.

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Routine Capital projects for the 2019/20 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2019/20 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Damien Crowell at [Damien.Crowell@gov.bc.ca](mailto:Damien.Crowell@gov.bc.ca) as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2019/20 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2020/21 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2019.

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

Sincerely,



Joel Palmer, Executive Director  
Capital Management Branch

pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch  
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch  
Damien Crowell, Planning Officer, Capital Management Branch  
Rachelle Ray, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch

## **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 1st day of March 2019, is in effect for the 2019/20 fiscal year period of April 1, 2019 to March 31, 2020.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia**, represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 64 (Gulf Islands)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

### **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

**2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)**

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

**2. SCHEDULES**

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts

**3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS**

3.01 The Ministry will provide to the Board capital funding to be used for the purposes of the following Project:

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>	<b>Next Steps &amp; Timing</b>
Fernwood Elementary	SEP - Mechanical Upgrades - Mechanical Upgrades	\$722,925	Proceed to design, tender & construction. To be completed by March 31, 2020.

3.02 The Ministry will, in no event, provide more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;

- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

#### **4. BOARD OBLIGATIONS**

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
  - i) delivery within budget;
  - ii) completion by March 31, 2020;
  - iii) scope details are fully met upon completion;
  - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed

**2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)**

and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).

- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) arranged by the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

**5. EVENT OF FORCE MAJEURE**

- 5.01 In the Event of Force Majeure:
  - a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
  - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
  - c) the course of action must be agreed to by the Ministry and the Board.
  - d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
  - e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

**6. PUBLIC ANNOUNCEMENTS**

*2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)*

6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A).

**7. NOTICE**

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

a) if to the Board:

School District No. 64 (Gulf Islands)  
112 Rainbow Rd, Salt Spring Island, BC, V8K 2K3  
Attention: Rod Scotvold, Secretary-Treasurer  
Email: rscotvold@sd64.org

b) if to the Ministry:

Ministry of Education  
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Damien Crowell  
Email: Damien.Crowell@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or

ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

*2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)*

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen )  
in Right of the Province of British Columbia )  
by a duly authorized designate of the )  
Minister of Education )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Education)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board** )  
**of Education of School District** )  
**No. 64 (Gulf Islands)** by its duly )  
authorized signatories )

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)

**SCHEDULE A**

**COMMUNICATIONS PROTOCOL AGREEMENT ON CAPITAL PROJECTS BETWEEN THE  
MINISTRY OF EDUCATION AND SCHOOL DISTRICTS**

**PROJECT AGREEMENT STAGE**

**News Release**

After the Minister or designate signs a funding agreement with the school district for a capital project the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

**Signage**

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. They are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. School districts are responsible for installing the signs. Sign design and installation steps are included in the Ministry of Education's School Construction Project Sign Protocol.

**GROUNDBREAKING STAGE**

**Public Announcements, Official Events or Ceremonies**

An official ceremony may be held to commemorate the ground-breaking for a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least four (4) weeks' notice** of any proposed public announcement or official ceremony related to the ground-breaking for a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed upon date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

**News Release**

On the day of a ground-breaking ceremony the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

**OFFICIAL OPENING STAGE**

**Public Announcements, Official Events or Ceremonies**

## ***2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)***

A ceremony may be held to commemorate the official opening of a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least six (6) weeks' notice** of any proposed public announcement or official ceremony related to the opening of a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

### **News Release**

**On the day of an official opening ceremony**, the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

### **Plaques**

The Ministry of Education may request the district provide and install, upon completion of major capital projects, a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by the Ministry of Education. Cost of the plaque is to be funded from the approved construction budget.

## **SCHOOL CONSTRUCTION PROJECT SIGN PROTOCOL**

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Sign production must only be handled by Queens Printer.

Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable.

A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. These are the standard small sign size: 1951 mm x 1220 mm (C035\_u\_1951x1220). The school districts are responsible for installing the signs.

The steps from design to installation are as follows:

1. Project is announced;

*2019/20 Annual Programs Funding Agreement for School District No. 64 (Gulf Islands)*

2. Government Communications and Public Engagement (GCPE) will have their graphics department create a construction sign;
3. The GCPE graphics department will create and send the approved file to Queens Printer for print production;
4. Queens Printer will notify GCPE when the sign is ready;
5. GCPE will notify the district when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx> ;
6. The school district orders, pays and arranges for the sign to be installed. (signs are to be post mounted in a visible location);
7. District will notify GCPE when the sign is installed and send photo as confirmation.



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

**In attendance**

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

**Staff:** Scott Benwell (superintendent), Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Linda Underwood (assistant superintendent), Jesse Guy (incoming secretary treasurer), Lori Deacon (executive assistant)

**Regrets:** Rod Scotvold (secretary treasurer), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 9:45 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of November 21, 2018 adopted by consensus.

3. **New Business**

a. *Committee day scheduling*

Discussion regarding the scheduling of committee day.

**Action:** Chair will work with staff to set committee day schedules for the year as well as presentation schedules, and trustee report topics.

b. *Configuration review*

Discussion regarding the scope of district configuration (catchment, transportation, grade groupings). Understanding the current configuration is part of the review process. Timelines to be discussed at the Education Committee meeting.

4. **Other Business**

5. **Next Meeting:** TBD

6. **Adjournment:** 10:00 a.m.



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

**In attendance**

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

**Trustees:** Shelley Lawson (vice chair), Stefanie Denz, Greg Lucas

**Staff:** Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

**Guests:** Kathryn Akehurst and Janet Hoag (Early Years Programs), Robin Jenkinson, (Garden Program), Shelly Johnson (GIPVPA), Deblekha Guin (DPAC) Jesse Adelson and Infinity Perry (GISS students), Katharine Byers (SSE) Clare Hislop (Parent)

**Regrets:** Rod Scotvold (secretary treasurer), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 10:03 a.m.

1. **Adoption of Agenda**

Addition to the agenda: 4(a) Enhancement Agreement

Amended agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of the November 21, 2018 meeting adopted by consensus.

3. **Presentations**

a. *Kathryn Akehurst and Janet Hoag – Early Learning*

Presentation on District Early Years programming that target children from birth to eight years of age, explaining how research has identified the importance of play in healthy neuro-development. Early Years initiatives include ELF (Early Learning for Families), Ready-Set-Learn, Goose in Ganges, Roots of Empathy, FUEL (Families Understanding Early Learning), Changing Results for Young Children, and professional development for Early Childhood Educators and Teachers.

Strong Start and Community Early Childhood Educators support pre-school aged children and their transition into Kindergarten. There are Strong Starts on all four outer islands, and three on Salt Spring. All are well-attended, inclusive and supportive by design, bringing community and families together. Ms. Hoag and Ms. Akehurst summed their presentation by stating that Early Learning Programs, by design, support learners to be successful throughout their education journey.

b. *Robin Jenkinson, Clare Hislop, Katharine Byers – Garden Programs*



Presentation on the social emotional health benefits of gardens programs in schools. SD 64 is the school district in BC with gardens at every school. The online resource, [www.schoolgarden.ca](http://www.schoolgarden.ca), can be accessed via the district website. School gardens are supported by local community, grants and district funds.

Round table introductions and sharing of school garden projects. GISS students expressed their desire to initiate a composting component into their school garden project.

The School Garden Learning Circle event provided opportunity for community and staff to share stories and expertise - as a community-building initiative that supports district connectivity. School gardens have made learning visible, and the program's success attributed to joint efforts and hard work of staff, and community volunteers.

#### 4. New Business

##### a. Configuration Review

The following motion was carried at the October Board meeting: "It was moved and seconded that the district initiates a community-based consultation process to review configurations that support the best educational outcomes for students in addition to maximizing cost effective education delivery." 92/18

There will be no changes to the funding formula for 2019/20. It was decided at the January 2019 Board meeting that changes to district configuration would be considered for implementation for the following school year. Discussion around timelines for effective consultation to conclude by January 2020.

**Action:** Staff to search archives for previous configuration review reports.

Draft Timelines:

April 2019	Education Committee presentation - "What is District Configuration"
June 2019	Partner group input to refine the presentation and inform larger consultation process
Sept/Oct 2019	On-going consultation
Nov 2019	Identify "What could be"
Dec 2019	Possibilities / Final Draft
Jan/Feb 2020	Final Announcement

#### 5. Other Business

- a. Aboriginal Education Enhancement Agreement  
Review Process tentatively set to begin March 6, 2019.

6. **Next Meeting:** April 24, 2019

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



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

**In attendance**

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

**Trustees:** Janelle Lawson, Stefanie Denz, Greg Lucas

**Staff:** Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

**Guests:** Shelly Johnson (GIPVPA), Deblekha Guin (DPAC)

**Regrets:** Rod Scotvold (secretary treasurer), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 1:01 p.m.

**Acknowledgement of Traditional Territories**

1. **Adoption of Agenda**

Agenda adopted by consensus

2. **Business Arising**

a. *Enrolment*

Cindy Rodgers shared a staffing process document reflecting Ministry recommendations, projected enrolment, and anticipated operating grant for the next school year.

b. *Amended Budget*

Cindy shared the 2018-2019 budget as a learning exercise for trustees.

3. **Other Business**

4. **Next Meeting:** TBD

5. **Adjournment:** 2:00 p.m.



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

### In attendance

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

**Trustees:** Tisha Boulter, Chaya Katrensky, Shelley Lawson,

**Staff:** Doug Livingston (director of instruction, learning services), Cindy Rodgers (manager of finance), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

**Guests:** Shelly Johnson (GIPVPA), Deblekha Guin (DPAC)

**Regrets:** Rod Scotvold (secretary treasurer), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 2:10 p.m.

#### 1. Adoption of Agenda

Agenda adopted by consensus

#### 2. Adoption of Minutes

Minutes of October 24, 2018 adopted by consensus

#### 3. Business Arising

- a. *Policy and Procedure 212 – Violence and Harassment-free District (attachments)*  
Feedback was received regarding the use of non-binary language in Policy and procedure 215.

Discussion regarding Violence and Harassment Policy/Procedure 212 as intended to address WorkSafe BC obligations. Diversity Policy and Procedure 215 addresses concerns raised.

**Action:** Recommend amendments to remove “men/women” and “he/she” references in Policies and Procedures 212 and 215 and replace with non-binary, inclusive language be brought to the next Board meeting.

- b. *Policy and Procedure 410 – Student Transportation (attachments)*  
Concerns regarding the lack of explicit procedures for water taxi cancellations.

**Action:** Recommend that amendments to Student Transportation Policy and Procedure 410 to include inclement weather procedures in the event of student water taxi cancellations be brought to the next Board Meeting. Amendments will include the addition of the word “student” in reference to water taxi.

- c. *Policy and Procedure 120 – Board Committees (attachments)*



**Action:** Recommend amendment to Policy and Procedure 120 to reflect three trustees per committee and changes to the Other Liaison and Representative committee list be brought to the next Board meeting.

**Action:** Update Board Committee document for the district website.

4. **Other Business**
5. **Next Meeting:** TBD
6. **Adjournment:** 3:04 p.m.



*"Inspire learners, Integrate sustainability,  
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**SCHOOL DISTRICT NO. 64**  
**POLICY 212**  
**Violence and Harassment--free District**

Section: Learning and Working Environments  
Dates of Revisions: March 12, 2014  
Date of Adoption and  
Resolution Number: June 13, 2018 -76/18

The School District No. 64 Board of Education believes that safe, caring and orderly schools are characterized by learning and working environments free from violence, discrimination, bullying/cyber-bullying, harassment and intimidation. The board recognises that issues of violence (broadly defined) are best addressed through local solutions based on widely-held understanding of best practice. Therefore the board is committed to

1. creating and maintaining respectful learning and working environments in which people respect one another regardless of their roles or levels of responsibilities and are treated and treat each other respectfully and professionally in their interactions;
2. promoting and sustaining such environments through education and skill-building.

The Board of Education believes everyone has a role to play in promoting a violence- and harassment-free district [where diversity is accepted and understood](#).

Please use the following link to view the Board's Policy on Diversity  
<https://sd64.bc.ca/wp-content/uploads/2018/08/policy-212-180801.pdf>

**Policy:**

1. The board
  - a. defines **violence** as improper behavior that includes the attempted or actual exercise of any physical force so as to cause injury, and includes any threatening statement or behaviour which causes a person to ~~perceive risk of personal injury~~.
  - b. uses the term **violence** in it's broadest sense, to indicate a range of behaviours including physical and verbal violence and abuse, discrimination, bullying/cyberbullying, harassment and intimidation

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c. defines **bullying and harassment** as any inappropriate conduct or comment by a person who knows or reasonably ought to know that this would cause another person to be humiliated or intimidated.

d. defines **discrimination** as the unjust or prejudicial treatment of different categories of people based on their race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, political belief or conviction of a criminal or summary conviction offence unrelated to their employment.

2. The board expects that all students, employees and others associated with the district will treat each other fairly, equitably and respectfully.
3. Violence in any of its forms is neither acceptable nor tolerated in the learning and working environments of School District No. 64.
4. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of violence in any of its forms.
5. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.
6. The district will, as a whole, take a proactive, educational approach to preventing violence in any form, by addressing root causes at the earliest possible stage.
7. The district endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.
8. All district schools will, under the direction of school principals, develop and enforce Codes of Conduct in support of this policy.

#### References:

- The BC Human Rights Code [RSBC 1996] Chapter 210.
- Ministry of Education. Safe, Caring and Orderly Schools: A Guide (2008)
- Government of Canada: Canadian Centre for Occupational Health and Safety, Violence in the Workplace (2014)
- Worksafe BC
- School Act sections 85(1.1), 168 (2) (i)
- Policies 210 and 215
- <https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/human-rights/human-rights-protection/discrimination-gender-identity-expression.pdf>

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Involve community"*

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**SCHOOL DISTRICT NO. 64**  
**PROCEDURE 212**  
**Violence and Harassment Free District**

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Section: Learning and Working Environment  
Dates of Revisions: March 12, 2014  
Date of Adoption and  
Resolution Number: June 13, 2018- 76/18

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In keeping with the Ministry of Education's Safe, Caring and Orderly School Strategy, the School District No. 64 Board of Education commits to making district learning and working environments safe places where students, employees and other adults are free from harm, where expectations for acceptable behaviour are clearly communicated and understood, and where everyone feels both welcome and that they belong.

The board understands the term 'violence' to include a range of behaviours including physical and verbal violence and abuse, discrimination, bullying/cyberbullying, harassment and intimidation. It believes that violence is best seen and understood as a matter of district-wide concern, and best addressed through district-wide strategies that recognise the need to distinguish between school-aged children and employees.

Because it recognises that expectations placed upon children and youth, and employees are necessarily different, and that different legislation applies in the case of each, Procedure 212 is divided into two main parts: one applying to students (children and youth), and the other to employees and other adults.

**Part One: Students:**

**1. Violence Prevention Education Program**

Violence prevention education includes, but is not limited to, skill development in conflict resolution, anger management, and assertiveness training, developing healthy relationships, and developing self-esteem.

- a. Teachers are encouraged to examine existing curriculum to try to find ways to integrate violence prevention education into learning outcomes so students have the opportunity to practice positive, non-violent social skills.
- b. The district encourages the use of media, illustrative material, or forms of behaviour which portray healthy non-violent, non-racist and non-sexist lifestyles.

- c. We encourage instructional methods which reflect the diversity of the student population. Positive **gender-diverse** role models and accomplishments should be included in teaching materials. Inclusive, gender-free language is encouraged in the classroom.
- d. The school community is encouraged to work cooperatively with the broader community to address violence and abuse.
  - i. Appropriate social service agents will be encouraged to work with the schools to enhance our work in violence prevention.
  - ii. The district encourages partnership projects with appropriate community agencies to prevent violence and abuse.

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## 2. Early and Ongoing Identification for Prevention

Students at risk of being bullies and/or victims will be identified and helped at the earliest possible stage.

- a. Following identification, early intervention will follow to help students develop positive and appropriate methods of communication and problem-solving skills.
- b. Peer counselling and peer mediation programs are encouraged in all schools, offering students and youth the opportunity to take a leadership role in violence prevention.
- c. Schools are encouraged to develop incentives for students, youth, and employees who do exhibit leadership and peacemaking skills in violence prevention. These may include course credit for Planning, special recognition and honours.

## 3. Accountability

A system of accountability will be established to oversee the ongoing implementation of the district's violence prevention policy, on an individual school basis and on a district-wide basis.

## 4. Violence Prevention:

- **School-Based**

- a. The Principal of each school may form a violence prevention committee comprised of a minimum of two people, and could include the Principal, and staff member(s).
- b. A school-based violence prevention committee would monitor the violence prevention program and report to the Program Delivery Task Force at least once per year, by the end of the academic year.

- c. Information about the (local) school violence prevention program would be distributed in each school by the Principal, to staff members, students, and parents or guardians.
- d. A School Safety Suggestion box (a locked box) could be placed in each school to receive **confidential** written suggestions and concerns about school safety. (The school violence prevention committee reviews all submissions and with follow up as appropriate. When warranted, the concerns will be brought to the attention of the Superintendent.)
- e. School Codes of Conduct (Policy and Procedure 210) will support efforts to prevent violence.

- **District-Based**

- a. The Program Delivery Task Force will report on what each school in the district has accomplished regarding violence prevention programs annually at a public School Board meeting and make copies of that report available to the general public.
- b. The Superintendent or designate will function as the School Safety Advocate, and receive all concerns based on reasonable and probable grounds.

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## 5. Procedures for Dealing With Violent or Abusive Incidents

Procedures must be in place in each school in order to deal with incidents of violence or abuse, effectively, constructively, consistently, and fairly.

- a. Staff, students, and parents or guardians at each school will develop a set of disciplinary procedures compatible with the district policy for dealing with the range of violent incidents that could occur in the school environment, including incidents that may involve students, employees, or visitors.
- b. Any person who has reason to believe that a student has been or is likely to be physically harmed, sexually abused or sexually exploited, sexually harassed, or needs protection due to the specific circumstances outlined in the Child, Family and Community Services Act is **legally responsible to report** the matter to a child protection worker and the Superintendent of Schools. In British Columbia, a student is anyone under the age of 19. Joint reports, e.g. by principal and teacher discharge this responsibility for both.
- c. The following incidents must be reported to the police and to the Superintendent of Schools:
  - Possession of weapons
  - Sexual assault

- Stalking
  - Threats of serious physical harm
  - Physical assault causing serious bodily harm
  - Robbery and extortion
  - Hate motivated violence
  - Vandalism causing extensive damage
  - Bomb threats and pulling a fire alarm without cause
- d. Strategies for dealing with the aftermath of an incident of violence or abuse must be in place at each school.
- i. The Principal of the school where an incident takes place will oversee district and community support services for the victim and perpetrator in consultation with the school violence prevention committee.
  - ii. Incidents which could result in a liability claim against the district must be reported to the School Protection Program, Risk Management Branch. Serious incidents need to be reported immediately.
  - iii. Wherever possible, a team-approach to safety, security, and support for the victim will be set up. Protection of the student is paramount, and can include a range of options such as a change of class or an independent review of grades.
  - iv. The Principal may need to oversee the re-entry of the perpetrator, including links with youth services, appropriate counselling services, and/or educational programs. (Underlying problems contributing to the violent incident such as abuse in the home, substance abuse, sexism or racism may need to be considered).
  - v. Respect for a student's need for privacy and confidentiality will be maintained within the constraints of conducting an investigation.
  - vi. All schools are required to give students information on where to seek help, including local services, the Kids Helpline, and the Child, Youth and Family Advocate.

## Part Two: Employees

### 1. Violence, Bullying and Harassment in the Workplace

#### Definitions:

- a. Work Safe B.C. Policy defines **violence** as ‘improper behavior that includes the attempted or actual exercise ... of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury ...’ (Work Safe Policy, section 4.28)
- b. Work Safe B.C. Policy defines **bullying and harassment** as “any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have

known would cause that worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.” (Work Safe Policy D3-115-2)

- c. Bullying and harassment is an occupational health and safety issue (Workers Compensation Act Section 116 (1)(a)) that poses a potential risk to the physical and mental health and safety of employees. Bullying and harassment behaviours may also involve breaches of human rights under the Human Rights Code, R.S.B.C, 1996, c. 210. Incidents involving conflict between students of the type normally dealt with by employees without recourse to outside agencies are not considered acts of violence, bullying or harassment under this policy.

## **2. Reducing the Risk of Violence, Bullying and Harassment in the Workplace**

- a. The Board has a duty to ensure the health and safety of its employees. Employees have a duty to take reasonable care to protect the health and safety of themselves and other persons. As a result, all reasonable steps to prevent where possible or otherwise minimize workplace bullying and harassment will be taken. These steps include staff training to assist employees in identifying and responding to violence, bullying and harassment in the workplace.
- b. Employees are expected to identify any situation that presents a risk. No employee shall be subject to reprisal or discipline as a result of filing a complaint which the complainant reasonably believes to be valid.
- c. Identified situations of risk are to be reported immediately. Reports may be made directly to the Superintendent or designate, to the school principal, the work site supervisor and/or the District Health & Safety Supervisor. All parties involved in a complaint will deal with the complaint expeditiously and with respect to confidentiality.
- d. When a risk has been identified, a committee composed of the school principal/work site supervisor, employee at risk, staff rep, shop steward, and/or the site Health and Safety representative as appropriate, shall develop a plan of action designed to eliminate or reduce the risk.
- e. In most cases the school principal/work site supervisor shall be responsible for developing the plan of action and shall forward a copy to the Superintendent or designate and the District Health and Safety Supervisor.

## **3. Employee Training Related to Violence, Bullying and Harassment**

- a. The employer commits to:
  - i. Informing all employees regards the Violence, Bullying and Harassment policy and procedures
  - ii. Providing training related to identifying and responding to Violence, Bullying and Harassment in the workplace
  - iii. Reviewing all policies and procedures related to Violence, Bullying and Harassment on an annual basis
- b. Where employees are exposed to a risk of violence, bullying or harassment, direction and instruction on preventing and dealing with violent, bullying or harassing behavior shall be provided to the employee. Such instruction shall be approved by the District Health and Safety Supervisor. The school principal/work site supervisor shall be responsible for providing such training and for ensuring that the employee's work is performed without undue risk.
- c. All new employees shall receive recommended training as soon as possible after hire.
- d. The employer shall maintain a record of identified risks and a list of employees who have received direction and instruction in violence, bullying and harassment prevention procedures

#### **4. Responding to Incidents of Violence, Bullying and Harassment – Reporting**

- a. Employees shall respond, without delay, to all incidents of violence/potential violence, bullying or harassment which could threaten safety in the workplace. If appropriate, the employee may choose to speak to or correspond directly with the alleged perpetrator about the situation. Employees may report concerns to their staff rep, shop steward or school principal/work site supervisor in an effort to resolve the concern and/or to request assistance in resolving the matter.
- b. Employees may choose to formally report concerns directly to the Superintendent or designate. Should the employee wish to file a formal complaint, specific behaviours which form the basis of the complaint and the definitions of violence, harassment and/or bullying which may apply must be included. The employer shall notify the alleged perpetrator of the complaint and provide notice of investigation in writing. The employer shall also notify the District Health and Safety Supervisor.
- c. In the event that the perpetrator is the Superintendent, the formal complaint may, at the complainant's discretion, be referred directly to a Board member.

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- d. The employer shall advise the employee to consult a physician should an injury or other adverse symptoms occur (including emotional trauma) as a result of an incidence of violence, bullying or harassment.

#### **5. Responding to Incidents of Violence, Bullying and Harassment – Investigating**

- a. All reported incidents of violence/potential violence, bullying or harassment shall be investigated as soon as possible by the employer and with respect to confidentiality. The investigation shall be conducted by a trained and/or experienced individual.
- b. Where the investigation determines that violence, bullying or harassment has taken place the employer will ensure that corrective actions are taken without undue delay.

#### **References:**

- The BC Human Rights Code [RSBC 1996] Chapter 210.
- Government of Canada: Canadian Centre for Occupational Health and Safety, Violence in the Workplace (2014)
- School Act sections 85(1.1), 168 (2) (i)
- Basic Threat and Risk Assessment Training Guide, Level Two, 5th ed. Canadian Centre for Threat Assessment and Trauma Response, 2012.
- BC Ministry of Education. Preventing Bullying and Ensuring Safe and Caring School Communities, Level One, 2012.
- Policies 210, 212, 215



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## SCHOOL DISTRICT NO. 64

### POLICY 215 Diversity

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

#### Rationale:

*The School District No. 64 Board of Education recognizes the right of all students and employees to learn and work in an inclusive environment free from violence, harassment and intimidation in any form. It accepts its responsibility to work with students, staff, parents and community to promote and help sustain learning and working environments in which values expressed in legislation are evident, diversity is respected and supported, and equity is assured.*

#### Policy:

In keeping with the BC Human Rights Code and the societal values enshrined in legislation, the Board of Education accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which diversity is respected and supported, and equity is assured. Accordingly, the board commits to working with everyone in the school district to promote and sustain learning and working environments that,

- a. promote acceptance and understanding;
- b. give voice to all members of the school community;
- c. regardless of race, ethnicity, religion, customs, practices, languages, behaviours, sexual orientation, gender identity/minority/expression, and physical differences
  - ✓ welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity;
  - ✓ ensure equitable access to and equitable participation in quality education for all students;
  - ✓ consistent with its Policy 5300, involve aboriginal communities in the design, delivery, and support of aboriginal programs, services and curriculum that enhance and benefit the learning and development of all;
- d. operate according to policies and procedures that promote fair and equitable treatment for all.

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Deleted: gender identity and/or expression

The board expects that school staffs will work with their school communities and, by way of their Codes of Conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.

**References:**

- The BC Human Rights Code [RSBC 1996] Chapter 210, as amended July, 2016.
- [Statement of Education Policy Order \(PDF\)](#) (OIC 1280/89) Mandate for the school system.
- School Act, s. 2, 6(1), 75(1), 76 (2)(3), 85 (1)(2), 169 (3).
- Provincial Standards for Codes of Conduct Order (2016)
- Harassment and Bullying Prevention Order (2016)
- Province of British Columbia, Diversity in BC Schools.  
<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/diversity-in-bc-schools>
- Policies 210, 212 and 530



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## SCHOOL DISTRICT NO. 64

### POLICY 215 Diversity

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

#### Rationale:

*The School District No. 64 Board of Education recognizes the right of all students and employees to learn and work in an inclusive environment free from violence, harassment and intimidation in any form. It accepts its responsibility to work with students, staff, parents and community to promote and help sustain learning and working environments in which values expressed in legislation are evident, diversity is respected and supported, and equity is assured.*

#### Policy:

In keeping with the BC Human Rights Code and the societal values enshrined in legislation, the Board of Education accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which diversity is respected and supported, and equity is assured. Accordingly, the board commits to working with everyone in the school district to promote and sustain learning and working environments that,

- a. promote acceptance and understanding;
- b. give voice to all members of the school community;
- c. regardless of race, ethnicity, religion, customs, practices, languages, behaviours, sexual orientation, gender identity/minority/expression, and physical differences
  - ✓ welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity;
  - ✓ ensure equitable access to and equitable participation in quality education for all students
  - ✓ consistent with its Policy 5300, involve aboriginal communities in the design, delivery, and support of aboriginal programs, services and curriculum that enhance and benefit the learning and development of all;
- d. operate according to policies and procedures that promote fair and equitable treatment for all.

**Deleted:** beliefs

**Deleted:** gender identity and/or expression

The board expects that school staffs will work with their school communities and, by way of their Codes of Conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.

**References:**

- The BC Human Rights Code [RSBC 1996] Chapter 210, as amended July, 2016.
- [Statement of Education Policy Order \(PDF\)](#) (OIC 1280/89) Mandate for the school system.
- School Act, s. 2, 6(1), 75(1), 76 (2)(3), 85 (1)(2), 169 (3).
- Provincial Standards for Codes of Conduct Order (2016)
- Harassment and Bullying Prevention Order (2016)
- Province of British Columbia, Diversity in BC Schools.  
<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/diversity-in-bc-schools>
- Policies 210, 212 and 530



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## SCHOOL DISTRICT NO. 64

### POLICY 410 Student Transportation

Section: Students  
Dates of Revisions: January 10, 2007  
Date of Adoption and  
Resolution Number: June 13, 2018 -76/18

#### Rationale:

The School District No. 64 of Education's [student](#) transportation system is intended to provide safe, economical transportation for its students in accordance with the School Act, the Motor Vehicle Act, and the board's own policies and procedures.

#### Policy:

While transportation of students to and from school is, ultimately, the responsibility of parents, the Board of Education commits to providing transportation and assistance with transportation costs under certain circumstances. The board, as permitted by the *School Act*, will establish and maintain a system of student transportation that will qualify for the funding provided by the Ministry of Education.

[Student](#) transportation services will be provided for K-3 students who reside more than 4.0 kms from school, and Grades 4-12 students who reside more than 4.8 kms from the school, or in other situations where the safety of students walking to school is determined by the board to be at risk. Walk limit restrictions will not apply for determining transportation assistance for physically challenged students.

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

Students using district services to travel to and from school are subject to school and district behavioural expectations; and must adhere to behaviour and safety procedures established by the board, posted on the district website and reviewed with students by school personnel from time to time.

#### Reference:

- School Act, Section 83 (1) a
- Motor Vehicle Act Motor Carrier Act National Safety Code
- Policies and Procedures 210 and 400

**Note:** Transportation assistance is not provided to students traveling to and from school by ferry, as

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student ferry travel is provided free of charge by the ferry service.



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## SCHOOL DISTRICT NO. 64

### PROCEDURE 410 Student Transportation

Section: Students  
Dates of Revisions: June 12, 2013  
Date of Adoption and  
Resolution Number: June 13, 2018 - 76/18

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#### 1. Bus Operations

- a. Walk limits for the purposes of transportation are: 4.0 km for Grades K-3 4.8 km for Grades 4-12
- b. The board expects this system to be efficiently scheduled and operated with clean, safe vehicles operated by approved drivers.
- c. Vehicles used **MUST** have valid school bus permits issued by the Motor Vehicle Department.
- d. Provisions should be made for driver training and student orientation on an annual basis and driver training for all new drivers entering the system.
- e. The Secretary Treasurer will
  - i. ensure that procedures outlining the operation of the Student Transportation System are developed and placed in a Student Transportation Procedures Manual provided to each driver and available at the Bus Garage/Maintenance Shop, the School Board Office and each school site;
  - ii. ensure that up to date passenger lists are maintained;
  - iii. ensure that liability insurance coverage is purchased by the school district as follows: a minimum \$1,000,000 for each owned vehicle and \$10,000,000 for contract vehicles;
  - iv. review all bus routes each year during the summer vacation and revise as necessary;
  - v. advise the board of changes to the Student Transportation Procedures Manual.

#### 2. Bus Routes

- a. Bus routes may be established, continued, or extended on any island in the district where the following general conditions can be met:
  - i. Road conditions are judged to be safe for vehicles generally by the Ministry of Transportation and Highways and for buses by the Secretary Treasurer.

- ii. Roads are wide enough to allow buses to safely pass other large vehicles.
  - iii. Roadways have satisfactorily paved or gravel surfaces.
  - iv. Adequate visibility of other vehicles is available; in particular at all stops and turn arounds.
- b. Bus routes may be
- i. established provided satisfactory schedules can be maintained and there is an adequate number of students (usually 15) to use the service;
  - ii. extended provided that satisfactory schedules can be maintained and that there are a significant number of students (approximately four students per extra kilometer travelled) to use the service.

### 3. Transportation Assistance

- a. For students who reside beyond the walk limits set to the school or to the nearest bus stop, the district may, in lieu of providing school bus service, provide transportation assistance; however, walk limit restrictions will not apply for determining transportation assistance for physically challenged students.
- b. Parents may apply for transportation assistance using the forms available at each school.
- c. The principal will confirm the registration of the student(s) named and forward the request to the District to approve the mileage claimed.
- d. The rates for transportation assistance are based on
  - i. \$0.20/km plus \$0.30/additional child to a maximum family limit of \$10.00/day; and
  - ii. the allowance for transportation over water is 150% of the regular rate to a maximum of \$15.00/day.
- e. Transportation claims must be received within thirty (30) days of claim date to be honoured. Claims older than thirty (30) days will be paid at the discretion of the Secretary Treasurer.
- f. By claiming transportation assistance parents
  - i. undertake to arrange transportation of their children from the home to the school by means of motor vehicle or other equivalent means;
  - ii. accept full responsibility for safe transportation and insurance coverage rests with the vehicle owner;
  - iii. agree that transportation allowances will apply *only* when the primary purpose is transportation of such students.

### 4. Student Water Taxi

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 <#> other students, as follows: ¶  
 <#> middle years students participating in French Immersion Programs at a school not on their home island; ¶  
 <#> other students attending a school not on their home island, for program purposes ¶  
 <#> staff ¶  
 <#> trustees ¶  
 <#> parents, students not identified in 9 and 9 (a) above, and others with a need recognized by the school district ¶  
 <#> Decisions regarding courtesy ridership are ultimately at the discretion of the Superintendent of Schools. ¶

- a. The primary purpose of the district student water taxi system is to meet the needs of Gulf Islands Secondary School students who reside on Galiano, Mayne, Pender and Saturna Islands.
- b. When their needs have been met ‘courtesy’ water taxi transportation services may be extended on a priority basis to:
- i. other students, as follows:
    1. middle years students participating in French Immersion Programs at a school not on their home island;
    2. other students attending a school not on their home island, for program purposes.
  - ii. staff
  - iii. trustees
  - iv. parents
  - v. students not identified above.
  - vi. and others with a need recognized by the school district
- c. Decisions regarding courtesy ridership are ultimately at the discretion of the Superintendent of Schools.
- d. Salt Spring Island students, leaving Salt Spring in the evening and travelling by water taxi to another island, are advised that there may not be sufficient seating on the morning run to ensure their return to Salt Spring Island.
5. Students making use of district transportation services to travel to and from school are subject to school and district behavioural expectations; and must adhere to behaviour and safety procedures established by the board and posted on the district website and reviewed with students by school personnel, from time to time. Failure to meet these expectations will result in disciplinary action.

## 6. Inclement Weather

- a. In the event of inclement weather, student transportation may be cancelled. When student transportation is cancelled, it is the responsibility of parents/guardians to arrange alternate transportation and/or supervision for their children.
- b. Students may not attend a school other than their homeschool, with the exception of Gulf Islands Senior Secondary students with scheduled Provincial exams.
- c. Scenarios for inclement weather:
- i. Buses running on main roads only.
    1. Schools remain open as normal but the buses run on the main roads only. See the following link for a main roads only schedule: <https://sd64.bc.ca/transportation/>
  - ii. Buses and/or student water taxis not running, but schools remain open.

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Salt Spring Island students, leaving Salt Spring in the evening and travelling by water taxi to another island, are advised that there may not be sufficient seating on the morning run to ensure their return to Salt Spring Island.¶

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- 1. Many students will likely not attend, but school is open. Parents may choose to transport their child/children to school at their own discretion and determination of safety.
- iii. Schools closed.
  - 1. Only in the most extreme cases would schools be closed.
- d. School closure and transportation cancellation notices will be posted on the front page of the district website. Student transportation cancellations may also be reported by:
  - i. CJSU 89.7 FM Duncan
  - ii. CBC Radio 1 690 AM
  - iii. CBC Radio 1 Victoria 90.5 FM

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**Deleted:** in all three scenarios. Parents could also listen to one of the following radio stations to hear announcements regarding transportation service:

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**Reference:**

- School Act, Section 83 (1) a
- Policies and Procedures 210 and 400; Policy 410



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## SCHOOL DISTRICT NO. 64

### PROCEDURE 120 Board Committees

Section: Governance  
Dates of Revisions: March 11, 1998  
Date of Adoption and  
Resolution Number: June 13, 2018- 76/18

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

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

5. Recommendations will normally be based on a consensus model. If consensus is not achievable, the issue will be decided by a majority vote. In the event of a tied vote, the audit committee chairperson will cast the tie-breaking vote.
6. No action of any committee of board shall be binding on the board until the action is formally approved by the Board of Education.
7. The chairperson of the board shall appoint trustees to the following standing committees at the first regular meeting of each year or as soon thereafter as possible.
  - a. Committee of the Whole
  - b. Education Committee
  - c. Human Resources Committee
  - d. Finance, Audit and Facilities Committee
  - e. Policy Committee
8. All trustees including the chairperson of the board and the Superintendent of Schools are ex-officio members of each of the Standing Committees.
9. Each Standing Committee shall have a chairperson appointed by the chairperson of the board and hold public meetings at least four times per year in accordance to a schedule established annually by the board. Should the committee chair be unable to attend the meeting, the board chairperson will chair the meeting in their place.
10. The board chairperson may fill vacancies as they occur on any standing committee.
11. The board shall review annually all trustee representational assignments. Subject to approval of the board, the chairperson of the board may, for a calendar year, appoint trustees to represent the perspective of the board to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to board effectiveness or where representation is required by legislation or contract.
12. The presence of a majority of the sitting members will constitute a quorum.
13. Standing Committees shall circulate an agenda to committee members not less than forty eight hours prior to the meeting of the committee, together with all supporting material then available.
14. The business of Standing Committees shall be recorded, including recommended motions for consideration by the board, and reported to the next regularly scheduled meeting of the board in general session, or in-camera, as may be appropriate.

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

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

a. Committee of the Whole

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

- strategic planning
- community relations
- annual school calendars and the board's annual calendars
- agenda setting
- other such items as determined by the chairperson, vice-chairperson, superintendent and/or secretary treasurer

b. The Education Committee

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

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

c. The Human Resources Committee

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

- employees
- negotiations
- working conditions
- collective agreements and employee contracts
- recruitment and review of superintendent
- employee recognition
- other such items as deemed personnel-related by the committee

d. The Finance, Audit and Facilities Committee

- i. comprises three trustees
- ii. allow for the inclusion of non-voting members who are not trustees, and whose financial expertise will assist the committee in its deliberations.

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- iii. provides the board with governance and accountability for the business aspects of district operations including, but not limited to, finance, facilities, bargaining, and personnel.
- iv. To assist the board in their financial oversight by monitoring and reviewing the risk, control, and governance processes that have been established in board policies.
- v. To provide oversight of audit and financial reporting including review and approval of quarterly and annual financial statements, transfer of monies between funds, risk management and internal controls; specifically, it makes policy recommendations with respect to:

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

e. The Policy Committee

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

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**Liaison and Representative Committees:**

**17. The Aboriginal Education Advisory Committee:**

- a. comprises two trustees, representatives of employee groups, members of the community and students; and it
- b. meets with and advises the board, The Superintendent of Schools, and District staff regarding ways to
  - i. improve school success for all district aboriginal students;
  - ii. help all district students learn about aboriginal peoples and their historical and contemporary cultures;
  - iii. promote awareness and understanding of First Nations culture and heritage amongst district students;
  - iv. align programs with district strategic planning;

- v. develop, delivery and conduct ongoing assessment and evaluation of aboriginal education programs.
- vi. ensure fiscal responsibility with respect to targeted provincial funding.

18. Other Liaison And Representative Committees may require trustee representation, including, but not limited to:

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

\* elected by the board

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

References:

- School District No. 64 (Gulf Islands) Bylaw No. 2, the Procedural Bylaw, s. 12 (1, 6, 7)
- School Act, s. 65 (2) a
- Policies 530 Aboriginal Education and 608, Audit Committee

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Deleted: <#>Professional Development Committee (G.I.T.A.)¶

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Deleted: <#>VILRC (Representative and Alternate\*)¶  
<#>VILRC (Staff Representative and Staff Alternate)