



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SECONDARY SCHOOL/SEEC
2019 05 08 at 1:00 pm

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2019 04 10 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-camera Meeting held 2019 04 10 (attachment)
 - (b) Summary of the Special In-camera Meeting held 2019 04 24 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
 - (a) Island Health 2018 Annual Report (<https://www.islandhealth.ca/about-us/accountability/reports-plans>)
6. **DELEGATIONS**
 - (a) Saturna/SEEC School Learning Celebration
7. **CHAIRPERSON REPORT**
 - (a) BCSTA AGM Update
 - (b) GISS Grad
 - (c) Board Meeting Schedule 2019-2020 (attachment)
8. **SUPERINTENDENT OF SCHOOLS REPORT**
 - (a) Learning in School District No. 64 (Configuration Review)
 - (b) Staffing
 - (c) Windsor House Update
 - (d) BAA Course Approvals
 - (e) International Program Fees
9. **SECRETARY TREASURER REPORT**
 - (a) Monthly Expenditures Report
 - (b) MCFD Childcare BC New Spaces Fund (attachment)

10. COMMITTEE REPORTS

- a. Committee of the Whole (attachment)
- b. Education Committee (attachment)
- c. Finance, Audit and Facilities Committee (attachment)
- d. Policy Committee
 - i. Policy and Procedure 212: Violence and Harassment-free District (attachments)
Motion: *That Policy and Procedure 212 be amended to include gender neutral language and remove gender specific references.*
 - ii. Policy 215: Diversity (attachment)
Motion: *That Policy 215 Diversity be amended to include gender neutral language and remove gender specific references.*
 - iii. Policy and Procedure 410: Student Transportation by Water Taxi (attachments)
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 (attachments)
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

In what ways is equity being brought to the forefront in you school?

- *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) Special Board Meeting – May 13, 2019 at School Board Office
- (b) Regular Board Meeting – June 12, 2019 at School Board Office
- (c) Committee Day – April 22, 2019 at the School Board Office

15. ADJOURNMENT

WINDSOR HOUSE CLOSURE CONSULTATION



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
GALIANO COMMUNITY SCHOOL
2019 04 10

Present:	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
	Linda Underwood	Acting Assistant Superintendent
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Larry Melious	CUPE President
	Deb Nostdal	GITA President
	D'Arcy Deacon	Galiano School Principal
Brenda Lepine	Galiano School Vice Principal	
Mark Kitteringham	Driftwood Representative	
Colleen Doty	PAC Representative	
Regrets:	Doug Livingston	Director of Instruction, Learning Services

The meeting was called to order at 1:05 p.m. by Chair Pingle. Trustee Lawson acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 04 10 be adopted as presented.

CARRIED 49/19

2. APPROVAL OF MINUTES

An amendment to include late submissions of trustee school reports.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 03 13 be approved as amended.

CARRIED 50/19

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 03 13 as presented.

CARRIED 51/19

4. BUSINESS ARISING



5. **CORRESPONDENCE**

- (a) **Outgoing Correspondence – Letter to Mayne Island Housing Society**
Shared letter sent to Mayne Island Housing Society.
- (b) **Response – Mayne Island Housing Society**
Shared letter of response from Mayne Island Housing Society.

6. **DELEGATIONS**

- (a) **Galiano Community School Learning Celebration**
Principal D'Arcy Deacon and Vice Principal Brenda Lepine presented on the work being done at Galiano Community School, the value placed on community and relationships, and the importance of transitions, common language, evidence-based practice, and constancy as foundations of systemic coherence. School goals focus on self-regulation (Zones of Regulation) and students' ability to self-assess to improve achievement. Staff are using student-based data to identify off-track students and support a team approach for timely targeted responses and interventions. Essential Learning Times ensures dedicated personalized instruction for development of foundational skills.

7. **CHAIRPERSON'S REPORT**

- (a) **Request to Serve Alcohol – SGI Green Party**
The Board received a letter of request from the Saanich Gulf Islands Green Party to serve alcohol on district property during a function to be held on district property.

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Saanich Gulf Islands Green Electoral Association request to serve alcohol at its celebratory function on June 8, 2019 at Gulf Islands Secondary School.

CARRIED 52/19

- (b) **BCSTA AGM Motions**
Trustees reviewed substantive motions for the upcoming BCSTA AGM. Deb Nostdal requested that the Board consider an amendment to the recruitment and retention strategy motion to include mentorship programs.

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

- (a) **Learning in School District No. 64**
Superintendent Benwell shared his presentation from the April 4 Windsor House community consultation meeting. He explained how Windsor House became part of SD64, summarized feedback received, and expressed the district's commitment to consider all available options in support of the school community.
- (b) **Staffing and Enrolment**
Staffing is underway in preparation for the 2019-20 school year. Ms. Underwood will be meeting with administrators next week to discuss preliminary staffing.

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

- (a) **Monthly Expenditure Report**
Secretary Treasurer Guy shared the monthly expenditure report. With continued monitoring of spending, the district is on track to end the school year with a small surplus of \$28,000.
- (a) **BMO Mastercard Limit and Direct Electronic Fund Transfer Increases**
There is a need to increase DEFT and the District Mastercard limits.



It was moved and seconded that the board approves the increase to the district BMO Mastercard limit from \$250,000 to \$300,000 and the Direct Electronic Fund Transfer from the general operating bank account from \$750,000 to \$850,000.

CARRIED 53/19

10. **COMMITTEE REPORTS**

(a) **Policy Committee**

The policy committee is extending the notice of motion for revision of policies and procedures that were brought to the April meeting. Amendments for consideration have been circulated for feedback and will be brought to the May Board meeting.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Topic: How are you preparing students and staff for successful transitions for next year?

Fernwood Elementary School

New Kindies coming, Grade fives leaving, and upcoming staffing changes are of note this spring. Maintaining school culture of deep care in midst of these changes is our commitment.

An Open House/Welcome for new Kindies and their families is planned for May. Gr 5 leadership students (Firebirds) will tour new families around the school and connect them with our team. All new kindergarten registrants and parents will have the chance to familiarize themselves with Fernwood school, see the 3 current kindergarten programs, as well witness our Music program, Our Library program, PE in the big gym etc.

Grade 5 transition days are planned and scheduled with SIMS and Phoenix Elem, both for the whole Gr 5 group as well as for individuals.

There are significant staff changes anticipated for Fernwood (with up to 5 teachers on leave or retiring). To maintain and nurture our 'caring small school feel' staff are committed to support each other. Outside of school hours the team enjoys social activities together, such as evening events, wellness walks/yoga, and book club gatherings. Caring connections within the team is valued.

Fulford Community Elementary School

Within Fulford School there are continuous discussions about the progress of students remaining at the school. With the new phonological awareness and alphabet tools, year to year transition will be improved as the current teacher can look at the progress the student made with the previous teacher and focus on the areas that need extra attention.

For the grade 5 students heading to SIMS, there are two main visits for the students with the SIMS principal visiting the school to talk to the students and then the students visiting SIMS to learn about the building and experience some of the exploratories. The SIMS principal also meets with the Fulford staff to ensure the students have the smoothest transition possible to their new classrooms. For students with IEPs additional information is shared and the students may make extra visits to the school if anxiety about the transition is high.

Galiano Community School

As reported to the Board in March, Galiano Community School has several initiatives planned in the coming months to ensure smooth transitions for all learners, whether grade-to-grade or to programs at other schools. There is a Ready Set Learn event planned for April 24th, and another event planned to welcome incoming Kindergarten students and families. For students advancing into new grades and perhaps new classrooms in September, staff are busy sharing and analysing learning data that has been accumulated this year. Evidence has been collected for each student in Reading, Writing and Numeracy and this data will be used to advance students



and identify where interventions and other resources are still needed. For students moving on to SIMS and GISS, OIMY continues to be a community connection piece allowing students to connect with peers from the other outer islands. Staffing and classroom configurations will be the next piece of this work and will continue into September to ensure every student is receiving appropriate learning opportunities.

Mayne Elementary/Jr. Secondary School

At Mayne Island School work continues to ensure smooth transitions for next school year. As reported last month, the Ready, Set, Learn event will happen on April 15 for students entering kindergarten, as well as more GISS transition days. The next few weeks are also busy with multiple OIMY (Outer Islands Middle Years) days for grades 6-8 students. OIMY days give our middle years students the opportunity to meet and interact with other middle years students from the outer islands who they will be attending GISS with in the upcoming years. Staff have also begun looking at possible division scenarios for students and home rooms for September to ensure that all optimal learning conditions have been considered.

Phoenix Elementary School

For students, we are asking parents to let us know their intentions for the coming year so we can start to create our classes and prepare files for students that are leaving us. Students who are going into grade 8 have had course selection information sessions and some have begun visits to the high school in preparation, especially those students with designations who benefit getting to know the staff and school they are going to. At this time teachers are making assessments of students determining which areas to focus on in these final months for their successful transition into the next grade. IEPs are being completed for the May/June transition IEP meetings (for incoming and outgoing students). Kindies have been invited to visit the school, and the Ready, Set, Learn event is happening next week. Documents are being gathered to finalize new registrations.

Staff are being asked about their intentions for the coming year (the staffing process begins!). With this in mind Sue offered Vision Board resources to the staff at a Staff meeting offering teachers a resource to look at the bigger picture for themselves. Principal Starkey observes that balance is important, especially at this is the time of year when teachers can get burnt out. She pays attention to the importance of balance; family and work, in her interactions with staff, some who have young children, and to value the important work of Phoenix staff.

Principal Starkey is discussing next year's configuration of the school as well as class composition with staff at this time. Sue met with Scott and Amy Cousins about the future of the Yurt Class. They met to hear the parent's wishes; what worked and what they would like to see, which will help us determine what the Yurt Class might look like in the future.

Principal Starkey is also looking at work orders and supply lists to start preparing for the coming year, making sure teachers and classrooms have the resources they need. The year end field trip to the Royal BC Museum and Volunteer Tea is being planned to celebrate the end of the school year.

Salt Spring Elementary School

This year SSE started a new tradition to encourage enrollment of Kindergarten students by hosting an open house in February. Current Kindergarten students sent handmade invitations to the preschool in the SSE catchment area and the event was also shared on the Exchange. On the day the students from the Grade 4/5 class were tour guides and there was very good attendance. Passports we given to all the guests to follow along as they took in displays about the school in the multi-purpose room and visited with Quentin along with seeing all the different parts of the school. The parents participating really appreciated that it was students that led the tours.

SSE takes part in the similar transitions as Fulford for students in Grade 5. It is felt that the school population is more transitional in nature because of its central location so the staff are always working to provide extra support to those in need. Students of note are discussed at each staff meeting and staff are supportive of individual classes receiving extra support when there is a need.



Saturna Elementary School/SEEC

Preparations are underway on Saturna for a successful transition for students and staff into 2019/2020 school year. Continued improvement and organization of classroom space has been happening through this year to support positive interactions of all three educational groups.

Strong Start will be welcoming a new facilitator and two of our current S.S. students will be entering into Kindergarten.

The elementary students have been building meaningful relationships with our teacher, Ms. Amy Jones. Station based learning, group activities and individual teaching opportunities are all successes that we will see continue into next year.

SEEC continues to be the most involved in preparations for the upcoming year. Recruitment and enrollments are at the top of our Vice-Principal, Martin's agenda. He continues his active recruitment with over 20 visits scheduled in April alone. He is also working with Parks Canada and Parks & Rec to create relationships that will allow for rich learning opportunities and experiences for the year ahead and beyond.

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 – May 8, 2019 at Saturna Elementary School / SEEC

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:11 p.m.

CARRIED 54/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

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

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

**Record of Proceedings of the Regular In-Camera meeting held at
Galiano Community School
2019 04 10**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Linda Underwood	Acting Assistant Superintendent
	Lori Deacon	Executive Assistant
Regrets:	Doug Livingston	Director of Instruction, Learning Services

The meeting was called to order at 8:35 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 04 10 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2019 03 13 were approved as presented.

Items:

1. Windsor House Update
2. Staffing
3. Bargaining Update
4. Retirement Dinner
5. Welcome Back BBQ
6. Draft Board Meeting Schedule
7. Planning Session

The meeting adjourned at 11:00 a.m.

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

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

**Record of Proceedings of the Regular In-Camera meeting held at
the School Board Office on
2019 04 24**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Chaya Katrensky	Trustee
Regrets:	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Doug Livingston	Director of Instruction, Learning Services
	Linda Underwood	Acting Assistant Superintendent
	Lori Deacon	Executive Assistant
	Gregory Lucas	Trustee

The meeting was called to order at 2:48 p.m.

Agreement to hold a Special In-Camera meeting, waiving the required 48-hour notice and adoption of agenda.

Items:

1. FIPPA Request

The meeting adjourned at 3:01 p.m.



**Board of Education
School District No. 64 (Gulf Islands)
2019/2020 Schedule of Regular Board Meetings**

September	11	School Board Office
October	9	Pender Islands Elementary Secondary School
November	13	Mayne Island Elementary/Junior Secondary School
December	11	School Board Office
January	15	SSE
February	12	Fernwood
March	11	GISS
April	8	Saturna Elementary School/SEEC
May	13	Galiano Community School
June	10	School Board Office

Regular Meetings are normally held on the 2nd Wednesday of each month with the exception of January 2020 when it is held on the 3rd Wednesday.

Committee meetings will continue to be held on the 4th Wednesday of each month.

However, there will be no Committee meetings held in December 2019, March 2020 and June 2020.

All Committee meetings are held at the School Board Office.

Childcare BC Capital Funding Programs At a Glance



**A NEW
DAY FOR
PROVIDERS**
CHILD CARE BC

PROGRAM	WHAT THE FUNDING IS FOR	WHO CAN APPLY	FUNDING AMOUNTS	APPLICATION DEADLINES	APPLICATION REQUIREMENTS
Childcare BC New Spaces Fund	Creating any new Licensed Child Care spaces	Non-profit, public sector, or private sector organizations or individuals that are licensed or unlicensed , who are intending to create new child care spaces	Up to maximums of \$250,000, \$500,000; or \$1 million depending on the applicant type	No application deadline. This is an open intake throughout 2019/20 (subject to availability of funds)	Application form, mandatory supporting documents, and a detailed budget*
Start-Up Grants	Creating Family or In-Home Multi-Age Licenced Child Care spaces only	Anyone who is currently not licensed (an adult, ECE, LNR or RLNR not currently operating licensed child care)	Initial \$500 upon approval and up to a maximum total of \$4,500 based on number of licensed spaces created		Completed application form only
Childcare BC Maintenance Fund	Maintenance issues impacting children's health, safety, or well-being, or that may result in the closure of a facility	Non-profit and private licensed providers	Up to maximums per fiscal year of \$10,000 for Non-profit; \$5,000 for Private; and \$2,000 for child cares operating out of home/dwelling		Complete application, licence, and two detailed quotes per item requested

*Refer to the funding guidelines for a complete list

ONLINE RESOURCES

- Childcare BC New Spaces Fund: www.gov.bc.ca/childcare/newspacesfund
- Childcare BC Maintenance Fund: www.gov.bc.ca/ccmaintenancefund
- Start-Up Grants: www.gov.bc.ca/childcare/startupgrants

Questions?

Contact the Child Care Capital Funding Team

1-888-338-6622 Option 5

MCF.CCCF@gov.bc.ca



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), Chaya Katrensky (trustee)

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

Guests: Shelly Johnson (GIPVPA)

Regrets: Greg Lucas (trustee), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 9:02 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of January 30, 2019 adopted by consensus.

3. **New Business**

a. *2019 Committee Day Schedule*

Discussion regarding the scheduling of committee day, ensuring each committee meets a minimum of four times a year as per board policy. Committee of the Whole and Education committee will be scheduled for every committee day.

Action: Lori to circulate draft schedule

b. *Promoting Public Meetings*

Discussion regarding how to best publicize public meetings and associated costs. Suggestions included school newsletters and PAC meetings, Salt Spring Exchange, and island community publications.

Action: Lori to publish meetings monthly in the Salt Spring Exchange/local island media and send monthly reminders to schools for inclusion in newsletters. Lori will research expense of advertising once annually in the Driftwood.

c. *Special Board Meeting May 13, 2019*

The special meeting will be scheduled for 9:00 a.m. for best attendance of trustees and senior staff. Proposed a ZOOM meeting to include outer island trustees. Discussion regarding use of video streaming for the public.

4. **Other Business**

5. **Next Meeting:** May 22, 2019. Time TBD

6. **Adjournment:** 9:57 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,

Staff: Doug Livingston (director of instruction, learning services), Underwood (assistant superintendent), Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)

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

Regrets: Greg Lucas (trustee) Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 11:02 a.m.

Recognition of traditional territories

1. Adoption of Agenda

Additions: GISS and SES Learning celebrations

Amended agenda adopted by consensus.

2. Adoption of Minutes

Minutes of the January 30, 2019 meeting adopted by consensus.

3. New Business

a. Configuration Review

Scott Benwell's presentation: "A conversation about optimizing how we organize learning". In-depth discussion regarding the reconfiguration consultation process and first steps. Shared the draft communication strategy.

Action: Scott will present at the May DPAC meeting and share an updated communication strategy.

4. Other Business

a. GISS Learning Celebration (10:00 a.m.)

Principal Lyall Ruehlen and Vice Principal Boe Beardsmore presented on the work being done at GISS to improve student success and opportunities. This year's school inquiry focuses on success towards graduation for all students to increase their options when they leave the public school system.

Starting in grade 9, students are connected with staff members to support their learning journey. Whole school and cross-curricular learning opportunities are shared with families to continue conversations at home.



Intentional focus on individual students and targeted interventions to ensure all students have an access point to curriculum by removing the barriers that impact learning. The key is equity, not average, and concerted efforts to include all staff in the process.

Satisfaction survey indicates higher than the provincial average in human and social development and career preparedness. Challenges exist in graduation rates. Whole-school approach for outreach for students at risk of non-grad. Expecting significant increase in this year's graduation rates.

b. Salt Spring Elementary School Learning Celebration

Principal Shelly Johnson shared Martin Brokenleg's video on the Circle of Courage (belonging, mastery, and independence, and generosity). Salt Spring Elementary has adopted Brokenleg's model of connectiveness to improve student achievement and reduce risky behaviours.

School inquiry is looking at a well being to improve success and computational fluency to improve mastery in numeracy.

There is increased school satisfaction, staff cohesion and fewer behavioural referrals, as well as improvements in FSA. A whole-school focus on the four pillars of the circle of courage, ensuring programs/staff/strategies are in place at the school to address each dimension.

Action: FSA participation will be further discussed at a future committee meeting.

5. **Next Meeting:** May 22, 2019

6. **Adjournment:** 12:43 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,

Staff: Jesse Guy (secretary treasurer), Doug Livingston (director of instruction, learning services), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA), Paul Nyquist (OAG)

Regrets: Greg Lucas (trustee), Larry Melious (CUPE), Deborah Nostdal (GITA)

Called to order 1:31 p.m.

1. Adoption of Agenda

Agenda adopted by consensus

2. Business Arising

a. Yearly Audit Cycle Plan

Paul Nyquist explained the role of the Office of the Auditor General, and his job to review the district's process to ensure good practices are being met.

Jesse Guy shared the audit cycle plan for this year and the next. She explained the yearly financial process including *School Act* regulation, Ministry requirements, and our financial relationship with the Office of the Auditor General and our external auditors (KPMG).

b. Audit 101: New Board Members Pro-D

Paul Nyquist highlighted Ministry documents regarding financial governance and accountability. He outlined the roles of the Board and senior management, recommending the Board review the Terms of Reference every year. He explained the use of a five-year plan to identify and track measures indicative of success, and that the Board should determine goals and monitor against those goals.

Action: Jesse will forward Ministry financial responsibility and governance documents.

3. New Business

a. Emergency Response Conversation

Discussion regarding district emergency preparedness following the December windstorm.



Work is being done to acquire generators and secure storage containers for food and water supplies. Meetings with community emergency coordinators and first responders will be scheduled.

Emergency Management BC may have resources and funding to support communities.

b. Carbon Monoxide Detectors

Inquiries regarding carbon monoxide detectors and lead levels should be directed to the Joint Health and Safety Committee.

4. Other Business

5. Next Meeting: Wednesday, May 22.

6. Adjournment: 2:41 p.m.

Lori Deacon

Subject: FW: Draft Policy and Procedure amendments for consideration

From: Katharine Leslie <kleslie@sd64.org>

Sent: Friday, April 5, 2019 7:12 PM

To: Lori Deacon <ldeacon@sd64.org>

Cc: Rob Pingle <rpingle@sd64.org>

Subject: Re: Draft Policy and Procedure amendments for consideration

Hi Lori,

I already provided feedback re. Policy and procedure 212 - I had a number of points that I wanted addressed which I had brought to your attention in an earlier letter. Most of those points have not been addressed. Please see my earlier letter attached to the feedback form which I had submitted. I also met with Linda Underwood and discussed with her for about an hour the concerns which I had addressed in my letter. It is disappointing that many of my concerns were not addressed in the updates to the policy.

Sincerely,
Kait Leslie



"Inspire learners, Integrate sustainability, Involve community"

SCHOOL DISTRICT NO. 64

PROCEDURE 135-1 (Form) Policy Development and Implementation

Please use this form to suggest the development, revision or deletion of a Board policy or procedure.

Name: Katharine (Kait) Leslie Telephone: 250-653-0031

Email: katharineleslie@gmail.com

Address: 204 Morningside Rd, Salt Spring Island, BC, V8K 1V8

How are you involved with the district?: EA at Fulford Elementary

Explain why you think there is a need to either develop a new policy or procedure, or revise or delete an existing one:

Underwood re. Please see attached letter (4 pages long) re. Linda Policy & Procedure 212

Additional comments: Please see attached letter to Linda Underwood re. Policy & Procedure 212

Date: December 2018 Signature: Katharine Leslie

*Thank you for your valued input! Further copies of this form may be obtained from the district website, local schools or from the School Board Office, 112 Rainbow Road, Salt Spring Island, B.C., V8K 2K3 (250) 537-5548

11/25/2018

Gmail - Fwd: Meeting with HR regarding Policy 212 and Procedure 212

The BC Ministry of Education specifically states that: "Addressing diversity encompasses the following: ..taking into account the different beliefs, customs, practices, languages, behaviours, sexual orientation, gender identity and expression, and physical differences of individuals and cultural groups" (Source: BC Ministry of Education, Policies, Diversity in BC Schools. See link below). **The Ministry of Education specifically names different groups and categories that encompass diversity.**

The Ministry of Education also states that: "honouring diversity is based on the principle that if differences are acknowledged .. it is of benefit to the quality of our learning and working environments." (Source: Ibid) **Our differences need to be acknowledged.**

I would like to see the Policy 212 and Procedure 212 explicitly make reference to each of the prohibited grounds of discrimination as set out in the BC Human Rights code. Providing a source reference to the BC Human Rights Code at the bottom of Policy 212 and Procedure 212 is not sufficient. Our procedures and policies to prevent harassment need to explicitly name and address the diversity in our school population. I believe this important to adequately protect vulnerable populations.

From: kleslie@sd64.org
Date: November 25, 2018 at 4:30:09 PM PST
To: lunderwood@sd64.org
Cc: prez788@sd64.org, rplinge@sd64.org
Subject: Meeting with HR regarding Policy 212 and Procedure 212

To Linda Underwood,

Thank you for agreeing to meet with me regarding Policy 212 and Procedure 212, Violence and Harassment Free District. I am available to meet this week, any week day after 330pm. I would prefer to meet on Monday because my principal, Marie Mullen, has denied me access to the EA group training about Policy 212 and Procedure 212 which is occurring on Tuesday at my school. I would like to attend the training. Marie asked me not to attend because I told her that the content was emotionally triggering. I want to be clear that the reason why I find the content upsetting is because I do not feel that Policy 212 and Procedure 212 adequately support vulnerable students and staff, and if anything, through omission, make things worse for them.

I believe our School District has done lots of work around diversity and on violence and harassment prevention. I commend the District's past invitations to speakers such as Ivan Coyote and Bear Bergman, who have improved staff and students' understanding of gender diversity. Welcoming the Respectful Relationships program and the Peace Kids program have brought greater understanding to our school community about diversity and conflict resolution. There are many other examples of the fine work that our District has done and continues to do in the area of violence and harassment prevention.

I have concerns, however, about Policy 212 and Procedure 212, which I find lacking in some critical and specific information about discrimination, inclusion, and diversity. References to discrimination, diversity and inclusion in the documents are vague in meaning and definition and such terms can mean many things to many people. Without clarity, teachers will lack the necessary information to teach students about what these terms mean in British Columbia today.

As part of my own research, I have compared and looked at the anti discrimination, anti harassment policies for employees of the provincial government, as well as the anti-harassment policies of the University of Victoria and the Victoria and Vancouver school districts. BC Public Service employees' Discrimination and Harassment Policy is quite comprehensive. And the Victoria and Vancouver school districts have specific, targeted policies for LGBTQI+ students which appear to address some of the distinct challenges and barriers which these students may experience in accessing educational services. Our board might benefit from further consideration of these models.

11/25/2018

Gmail - Fwd: Meeting with HR regarding Policy 212 and Procedure 212

Education and school policies, procedures and practices. This diversity should be addressed in both the educational and operational aspects of schools. The following steps can guide this examination: "...leaders should determine if diverse needs of students and employees are being addressed comprehensively." (Source: BC Ministry of Education, Policies, Diversity in BC Schools. See link below).

Policy 212 was last revised in 2014 (as noted in the document), and was approved in 2018. However, in 2018, the BC Human Rights code was amended to include gender identity and gender expression as prohibited grounds of discrimination. **The District has a moral, if not legal, obligation to inform its employees and students of recent changes to the law which impact grounds of discrimination; Policy 212 and Procedure 212 need to be revised to take into account new protections for gender identity and gender expression.** In Policy 212 and Procedure 212, there should be a link to the government's new fact sheet on gender identity and expression: <https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/human-rights/human-rights-protection/discrimination-gender-identity-expression.pdf>

When talking about gender in Procedure 212 (Violence Prevention Program, clause 1c), the language needs to be inclusive and should not be limited to the binary categories of man and woman, as is currently the case. It needs to acknowledge that diverse genders exist. Gender identity is each person's internal and individual experience of gender. It is their sense of being a man, a woman, both, neither, or anywhere along the gender spectrum. A document guiding District practices regarding discrimination and harassment is not inclusive if it fails to acknowledge that this gender diversity exists. In the context of these training documents, the omission could be read as an erasure or denial of transgender and gender diverse identities.

I believe that we can do a good job of presenting a comprehensive, clear and inclusive policy and procedure for the prevention of Violence and Harassment which considers the diversity of our student population and of the people who make the province of BC their home. **Policy 212 and Procedure 212 are critical because they are used yearly to train and refresh staff on policies and procedures for a violence and harassment free District.** District employees and students need to understand the specifics of what currently defines discrimination and harassment in British Columbia. They need to understand the specifics of what is diversity: **there needs to be concrete naming and acknowledgement of our differences and precisely how the diversity in our communities is protected by the law.** With these improvements Policy 212 and Procedure 212 will help maintain and grow the welcoming environment that currently exists in our schools. Without comprehensively naming and acknowledging our diversity and how it is currently protected in law, through omission and perceived erasure, Policy 212 and Procedure 212 threatens the very rights and safety of vulnerable populations in our school community.

I look forward to talking with you about these concerns and to looking at how they might be addressed.

Sincerely,
Katharine Leslie

REFERENCES

Human Rights Code [RSBC 1996] Chapter 210. Education and Information Programs. (Current to November 7, 2018).
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96210_01#section5

Fact Sheet on Gender Identity and Expression:
<https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/human-rights/human-rights-protection/discrimination-gender-identity-expression.pdf>

BC Public Services Agency Human Resources Policy 11: Discrimination and Harassment in the Workplace
<https://www2.gov.bc.ca/gov/content?id=9ADD021FC9C440D79BF777B50E6434A2>

11/25/2018

Gmail - Fwd. Meeting with HR regarding Policy 212 and Procedure 212

- University of Victoria's Discrimination and Harassment Policy
https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf
- Provincial Standards for Codes of Conduct Order
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf
- see also Provincial Ministry's Diversity Policy
of Education

4/4



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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 believe-perceive he or she is at 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.

e.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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SCHOOL DISTRICT NO. 64

PROCEDURE 212

Violence and Harassment Free District

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

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 ~~of both men and women~~ 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.

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 **his/her** designate will function as the School Safety Advocate, and receive all concerns based on reasonable and probable grounds.

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 ~~to express his/her~~their feelings 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.

- 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



SCHOOL DISTRICT NO. 64

POLICY 215 Diversity

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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/beliefs, customs, practices, languages, behaviours, sexual orientation, gender identity/minority/expression~~gender identity and/or 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;

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- d. operate according to policies and procedures that promote fair and equitable treatment for all.

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



SCHOOL DISTRICT NO. 64

POLICY 410 Student Transportation

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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

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



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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

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:

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- 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

e-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.

e-b. Parents may apply for transportation assistance using the forms available at each school.

e-c. The principal will confirm the registration of the student(s) named and forward the request to the District to approve the mileage claimed.

e-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-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.

e-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.

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- j. The primary purpose of the district water taxi system is to meet the needs of Gulf Islands Secondary School students who reside on Galiano, Mayne, Pender and Saturna Islands. When their needs have been met ‘courtesy’ water taxi transportation services may be extended on a priority basis to:
- a. other students, as follows:
 - i. middle years students participating in French Immersion Programs at a school not on their home island;
 - ii. other students attending a school not on their home island, for program purposes
 - b. staff
 - c. trustees
 - d. 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.

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4. Student Water Taxi

- 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.

3.5. 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.

~~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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6. Inclement Weather

- a. ~~In the event of inclement weather, student transportation cancellations may occur may be cancelled. When student transportation is cancelled, it is the responsibility of parents/guardians to make arrangements arrange alternate transportation and/or supervision for their children.~~
- b. ~~Students are not allowed to may not attend any school either other than the one they are enrolled at their homeschool. The, with the exception of only exception to this may be Gulf Islands Senior Secondary students with scheduled Provincial exams.~~
- c. Scenarios for inclement weather:
 - i. Buses running on main roads only.
 1. Schools ~~are remain~~ open as normal but the buses ~~will be running 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.
 1. ~~Most any~~ 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. Please use your discretion to decide if it is safe to transport your child to school.
 - iii. Schools closed.
 1. Only in the most extreme cases would schools be closed.
- d. School closure and transportation cancellation n~~Not~~ices will be posted on the front page of the district website. Student transportation cancellations may also be reported by:
 - i. ~~in all three scenarios. Parents could also listen to one of the following radio stations to hear announcements regarding transportation service- CJSU 89.7 FM Duncan.~~
 - ii. ~~-CBC Radio 1 690 AM.~~
 - iii. ~~CBC Radio 1 Victoria 90.5 FM.~~

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Reference:

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



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

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

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 ~~four~~ 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.

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.

~~iii-iv.~~

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.

vi. 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

~~vii-vi.~~ 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

~~e.~~

- i. comprises ~~four~~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.

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

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- 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
- ~~✓ CUPE Liaison~~
- ✓ 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)
- ~~✓ Joint Health and Safety Committee~~
- ✓ Labour Management Committee (C.U.P.E)
- ✓ Professional Growth Committee (G.I.T.A.)
- ~~✓ Professional Development Committee (G.I.T.A.)~~
- ✓ Salt Spring Joint Use Committee/PARC
- ✓ Saturna Ecological Education Society (SEES)
- ✓ Secondary School Apprenticeship Steering Committee
- ~~✓ VILRC (Representative and Alternate*)~~
- ✓ VILRC (Staff Representative and Staff Alternate)

* 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