



**REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**Virtual Meeting (ZOOM) / Teleconference**  
**2021 05 12 at 6:30 p.m.**

**A G E N D A**

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
  - (a) Minutes of the Regular Meeting, Public Session held 2021 04 14 (attachment)
3. **IN-CAMERA SUMMARY**
  - (a) Summary of In-Camera Meeting held 2021 04 14 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
  - (a) GISS Timetable Presentation – Lyall Ruehlen
7. **CHAIRPERSON’S REPORT**
  - (a) 3-Year Calendar  
*Motion: That the Board direct staff to draft a three-year calendar for the Board’s consideration at its October 2021 public meeting.*  
*(A Notice of Motion to adopt the three-year calendar at the February public meeting may be presented at that time.)*
  - (b) Draft 2021/2022 Board Meetings Schedule (attachment)  
*Motion: That the Board adopt the 2021/2022 Board Meetings Schedule.*
  - (c) Anti-Racism Advocacy Working Group Report  
*Motion: That the Board of Education agrees to continue the Anti-Racism Advocacy Working Group for the 2021/2022 school year.*
8. **CHIEF EXECUTIVE OFFICER’S REPORT**
  - (a) Staffing
  - (b) Frontline Worker Vaccine Rollout
  - (c) COVID-19 Update
9. **CORPORATE FINANCIAL OFFICER’S REPORT**
  - (a) Monthly Financial Report
  - (b) Requests for Support  
*Motion from the table (moved and seconded): that the board of education directs the Secretary Treasurer, on behalf of the board, to evaluate and provide letters of support, when deemed appropriate, for district or external groups who request board support for grants that support the educational and operation outcomes of the district.*

- (c) MCFD Childcare Space Grant Application, Saturna
- (d) Electric Bus Procurement

**10. COMMITTEE REPORTS**

- (a) Climate Action Committee
- (b) HR Committee (attachment)
- (c) Committee of the Whole (attachment)
- (d) Education Committee (attachments)
- (e) Finance, Audit, and Facilities Committee (attachment)
- (f) Policy Committee (attachment)
  - i. DRAFT Policy/Procedure 6950 Child Care  
Motion: *That the Board adopt new Policy and Procedure 6950 Child Care.*
  - ii. Procedure 4250-3 (form) School Log of Actions  
Motion: *That the Board adopt Procedural form 4250-3 School Log of Actions and Administration of Medications to a Student*
  - iii. Draft Policy/Procedure 6300 Retention and Destruction of Records  
Motion: *That the Board adopt Policy and Procedure 6300 Retention and Destruction of Records.*
  - iv. Procedure 105 Governance and Administration
  - v. Policy and Procedure 212 Violence and Harassment-Free District
  - vi. Policy and Procedure 210 Code of Conduct
  - vii. Policy and Procedure 135 Policy Development and Implementation

**11. TRUSTEE'S SCHOOL REPORTS**

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

Topic: What can the Board do to support your school? (Goal 2.4 Promote best practices in governance and leadership.)

- *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*

Board of Education, School District No. 64 (Gulf Islands)

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12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting – June 9, 2021
- (b) Committee Day – TBD

15. **ADJOURNMENT**



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2021 04 14**

**Present:**

Tisha Boulter  
Chaya Katrensky  
Stefanie Denz  
Janelle Lawson  
Shelley Lawson  
Greg Lucas  
Rob Pingle

Chairperson  
Vice Chairperson  
Trustee  
Trustee  
Trustee  
Trustee  
Trustee

Scott Benwell  
Jesse Guy  
D'Arcy Deacon  
Boe Beardsmore  
Lori Deacon

Superintendent of Schools  
Secretary Treasurer  
Director of Instruction, Human Resources  
Director of Instruction, Learning Services  
Executive Assistant

Ian Mitchell  
Angela Thomas  
Shelly Johnson  
Jodie Miller  
Tania Aguila  
Elizabeth Nolan

GITA President  
CUPE President  
GIPVPA Co-Chair  
Director of Facilities and Transportation  
Administrative Assistant, Plant Services  
Driftwood Representative

**Regrets:**

The meeting was called to order at 1:00 p.m. by Chair Boulter. Trustee Lucas acknowledged, with honour and respect, that this meeting is taking place on the traditional territory of the Coast Salish peoples - huy ch q'u.

**1. ADOPTION OF AGENDA**

Move Policy Committee Report to follow 6. Delegations  
Addition: 9(d) Request for Support, GISS Rowing

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 04 14 be adopted as amended.

CARRIED 37/21

**2. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 02 10 be approved as presented.

CARRIED 38/21

**3. IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2021 02 10 as presented.

CARRIED 39/21

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2021 03 05 as presented.

CARRIED 40/21



4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Minister of Education Response re: Inter-Island Transportation**

Received as correspondence. This letter has been forwarded to the Finance, Audit and Facilities Committee for consideration.

(b) **Ministry of Transportation Email Response**

Received as correspondence. This letter has been forwarded to the Finance, Audit and Facilities Committee for consideration.

(c) **Parent Letter re: FSA**

Received as correspondence. Superintendent Benwell explained that the process for distribution of union materials from the BCTF is outlined in a provincial agreement between BCPSEA and the BCTF.

6. **DELEGATIONS**

(a) **Student Bus Transportation Registration Presentation – Jodie Miller/Tania Aguila**

Director of Facilities and Transportation Jodie Miller and Administrative Assistant Tania Aguila presented on the development of a student bus registration platform. After much research on how other districts manage transportation services, Ms. Aguila has designed an online registration form that will support student registration in April/May for service the following year. Preliminary testing has received positive feedback.

Ms. Miller informed trustees of an upcoming pilot project for the potential implementation of student bus passes and real time GPS tracking.

10. (e) **Policy Committee Report**

i. *Draft Policy/Procedure 6950 Child Care*

District are required, under the School Act, to develop policy around the provision of Child Care. Draft policy and procedure were created from a template provided by BCSTA.

The following Notice of Motion was presented: That the Board adopt Policy and Procedure 6950 Child Care. This motion will be considered at the regular public Board meeting on May 12, 2021.

The draft policy and procedure will be circulated for feedback and brought to Policy Committee meeting on May 12, 2021 for consideration.

ii. *Procedure 4250 Student Medical Care Plan*

This procedure was amended to include a support plan for students with diabetes. A record of form 4250-3 School Log of Actions could not be found so a new form has been drafted for consideration.

Moved and seconded that the Board approve amendments to Procedure 4250 Medical Care Plan and adopt procedural form 4250-4 Diabetes Support Plan.

CARRIED 41/21



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION  
Board of Education, School District No. 64 (Gulf Islands)  
ZOOM Virtual Meeting  
2021 04 14

Draft form 4250-3 School Log of Actions and Administration of Medications to a Student will be circulated for feedback. Feedback will be considered by the Policy Committee at its May meeting.

*iii. Policy 520 Learning Services*

This policy was amended to reference the BC Special Education Services Manual and Hospital Homebound program.

Moved and seconded that the Board approve amendments to Policy 520 Learning Services to reference the BC Special Education Services Manual and hospital homebound program delivery.

CARRIED 42/21

*iv. Draft Policy/Procedure 6300 Retention and Destruction of Records*

A Notice of Motion to adopt Policy and Procedure 6300 Retention and Destruction of Records was given at the November 18, 2020 public meeting. Feedback has been received and amendments will be considered by the Policy Committee on April 28, 2021. The motion will be brought back to the Regular Public Meeting on May 12, 2021.

**7. CHAIRPERSON'S REPORT**

**(a) Terms of Reference – Inter Island Transportation Working Group**

A draft Terms of Reference were created as directed by the Board at its February public meeting with the intent to strike a Working Group for Inter-Island Transportation. Since then, discussions in Committee of the Whole have led to the decision that an Inter-Island Transportation Working Group will not be struck at this time.

**8. SUPERINTENDENT'S REPORT**

**(a) Framework for Enhancing Student Learning**

Scott Benwell reported that, as per Ministerial Order, the district is required to submit a Board approved report on our Framework for Enhancing Student Learning no later than September 30, 2021. The Ministry has identified specific educational outcomes that districts must address in their Framework. Engagement with stakeholders is part of the development process. A draft form was designed to invite conversation regarding potential actions to support outcomes and targets and to identify additional outcomes to support SD64 students.

**(b) Staffing and Enrolment**

D'Arcy Deacon reported that all annual staffing processes are on track. Specific attention is being made to connect with individuals who have been impacted by the SIMS closure. Currently, staff are working with school principals to determine classroom configurations and student need for the fall.

**(c) 2021/2022 Operations**

Staff updated trustees on the work being done to support a successful transition for September. French Immersion registration went well. Enrolment for grade 6 entry is at capacity and only a couple of students are on a waitlist. Facilities work has presented some challenges in securing trades labour, but the work continues as planned.



**(d) International Program Fees**

The Board considered an increase to the Gulf Islands International Program fee schedule for the 2022/2023 school year:

Tuition: \$14,000 per year  
Application fee: \$400  
Homestay Placement and Monitoring fee: \$0  
Homestay: \$1000 per month.  
Medical: \$120 per month.  
School Fee: \$800 (Full Year)

Total for Full Year: \$26,000 CAD (not including application fee)

Moved and seconded that the Board of Education approve the Internal Program Fee schedule increase for the 2022/2023 school year as proposed.

CARRIED 43/21

**(e) COVID-19 Response**

Boe Beardsmore reported on recent updates to health and safety procedures including enhanced mask-wearing for all students in grade 4-12 and all K-12 staff. Ms. Beardsmore will be meeting with the Rapid Response Team whose primary task is to support school districts in the Island Health region with COVID-19 protocols and to ensure district and school safety plans are well-developed and properly implemented.

A brief recess was called at 2:28 pm. Janelle Lawson left the meeting during the break. The meeting resumed at 2:35 pm.

**9. SECRETARY TREASURER'S REPORT**

**(a) Monthly Financial Report**

Jesse Guy shared the monthly expenditure report for February and March. Spending is consistent and on budget within 3%.

**(b) 2021/2022 Expenditure Plan**

Jesse Guy presented a budget reflecting the operationalization of configuration plans. Expenses were broken down into the current and next fiscal years.

**(c) Minor Capital Projects 2021/2022**

Jesse Guy reported on minor capital projects approved for the 2021/2022 school year. These include HVAC upgrades at Fernwood, Saturna, and GISS, as well as fire system upgrades at Galiano.

**(d) Request for Support, GISS Rowing**

Jesse Guy presented a request from the GISS junior rowing group to support a grant application for the purchase of new equipment. She requested the Board consider a motion to empower staff to provide letters of support for educational and operational purposes without the need for formal Board approval.

Moved and seconded the Board provide a letter in support of the GISS Jr. Rowers grant application to the Salt Spring Island Foundation for the purchase of equipment.

CARRIED 44/21



Moved and seconded that the board of education directs the Secretary Treasurer, on behalf of the board, to evaluate and provide letters of support, when deemed appropriate, for district or external groups who request board support for grants that support the educational and operation outcomes of the district.

Rob Pingle left the meeting at 3:00 pm. The motion was tabled by consensus and will be brought back to the May meeting for consideration.

10. **COMMITTEE REPORTS**

(a) **HR Committee Report**

Trustee Lucas reported on the morning's HR Committee meeting. At that meeting, trustees heard a presentation on the 2021/2022 staffing process, primarily as it relates to teacher staffing and the impact of closing SIMS.

(b) **Committee of the Whole Report**

The Finance, Audit and Facilities Committee summary 2021 02 24 was received.

(c) **Education Committee Report**

The Education Committee summaries for 2021 02 10 and 2021 02 24 were received.

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

The Finance, Audit and Facilities Committee summary 2021 02 24 was received.

(e) **Policy Committee Report**

The Policy Committee summary 2021 02 24 was received.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Trustee Lucas shared his school report.

Topic: Tell a success story of a student who was able to turn something around/catch up to their grade level. What did you and others in the school do to make that happen? (Strategic Plan Goal 1.1 Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning.)

***Fernwood Elementary School***

Principal Logan spoke to the success of a student now in an intermediate elementary grade that when they first came to Kindergarten, they didn't know the alphabet or the sounds, couldn't write any letters, and couldn't count to 10. They struggled to make eye contact and couldn't follow directions at all. Because of these learning struggles, they played by themselves, never spoke and even when spoken to, barely would say more than one word. Supports were put in place with diagnosis referrals, in class and out of class support and working with the home to develop visual assists to prepare for each day. The staff paired them with potential friends to set up those opportunities for friendship development. These supports have created many positive results. They have friends to play with and answer when you say hi in the halls. Their numeracy skills are improving, and they are almost reading at grade level. They just completed FSA shows they are achieving results for being "on track." It's a combination of the team that makes the difference - school - home - experts in the district - that have made the difference. More growth is expected especially since the school is changing to K - 7.





### ***Fulford Community Elementary School***

A success story of two students who joined our school reading well below grade level at that time:

Using a system of literacy intervention, a program based on integrated assessment (alphabet knowledge, phonological understanding, PM benchmark, and so on) teachers could determine exactly where the students were at and what was needed to get them to the same level as their cohort. The students immediately received literacy support and push in the classroom, as well as three times weekly small group literacy support. A year later, both students had moved ahead at least two years and were reading at grade level. This attests to the effectiveness of knowing what skills are missing and how to provide the support needed.

Often students not at grade level by end of grade three have a harder time catching up. This is just one example of the success of Fulford's literacy interventions. Students of all ages and grades who are not meeting expectations receive literacy support in one of our literacy support groups.

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

At Galiano Community School we complete initial reading, math and writing fall assessments for all of our students. We compile a spreadsheet to identify all learners who are struggling in any of these areas (any learner not yet meeting or approaching expectations). We meet as a school team to discuss the learning gaps that are currently affecting our students and identify ways that we can work together to grow our students' skills. At our monthly SBT meetings, we will formally re-visit our spreadsheet to celebrate successes and re-assess needs and supports.

Our staff is actively engaged in the formative assessment cycle. We begin the formative assessment cycle by collecting and analyzing our student data. We then determine which interventions will be most effective. Then we implement these plans and then begin the cycle once more with further data collection following our initial interventions. The formative assessment cycle reflects educator impact on student achievement by continually looking at the success of specific interventions and /or teaching strategies and then adjusting our practice.

One primary student was identified as struggling in Literacy and it was affecting his self-esteem. They would get upset during literacy blocks and did not like to read. We decided to provide extra literacy support two times a week in a small group with our LIST teacher. The school team (teachers and EAs) provided the student with lots of positive feedback and celebrated successes. The classroom teachers were in contact with the parents who were working with the student at home. Within two reporting periods they were meeting all the district phonological awareness markers and had moved up 8 levels in reading. Most importantly, they are becoming more confident and enjoys reading.

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

This success story follows a student who had failed Math 10 last year. The student repeated Math 10 in the first quarter of 2020 was at a failing grade again. They were identified needing support from the 'FIT' team and given an incomplete instead of a fail. Supports were then implemented to engage with the student during Q2 to gain a competency in the subject enough to pass and ensure foundational understanding. This student learned why passing was important and built relationships with staff members that still utilizes support in Q3 for other classes. The student is now experiencing success in the TASK program and uses functional math with practical applications. There is confidence now that in 2022, they will receive their dogwood within the 5 year completion timeline.



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

The school-wide intense focus on literacy over the past two years has led to many success stories. The specific and targeted work by teachers and staff to ensure all students are on track with their reading has resulted in a positive pattern and trend with progress for learners in all grade levels. This work is highlighted and confirmed with assessment results that show that 95% of students are currently meeting or exceeding grade level expectations in reading. For those that were not meeting expectations, with this targeted approach, some have progressed and even jumped multiple grade levels in their reading skills. Students and staff are motivated, with the school goal of all learners meeting or exceeding their grade level expectations. There is a culture evident throughout the school that encourages and celebrates a love of reading and learning for all.

***Pender Islands Elementary Secondary School***

Pender had a new student who came from a neighbouring large urban district. The family had a connection to Pender and had always thought of it as the child's "happy place". However, the family had hesitations about the supports that could be provided in such a smaller district. The student has high needs and had always relied on near one-one support from an EA. They had often been struggling at school and according to the parent would do very little work without assistance and would often run from the school ground. Due to the resistance to any assessment the student demonstrated very little learning from K-5 and prior report cards indicated assessment was difficult.

The core team at Pender involves the classroom teacher, an EA, administration, and our school LIST teacher. This team meets throughout the year to strategize on process and daily planning. The team debriefs after challenging situations and builds strong connections around the student to demonstrate support. The student has made great gains in recognizing they have a whole team of support. This way, if one person is away, it is "okay" and other members of the team are going to be there for support when needed. With this gradual growth of independence and reduced EA time, the student completes the majority of the assignments without EA support. They have been able to repeatedly demonstrate understanding and has demonstrated grade appropriate learning in all courses at the last reporting period. There are still humps to get over on a consistent basis to ensure each day is successful, but the student continues to show increased independence, and if they stay on trajectory, they will do great things towards graduation and after.

***Phoenix Elementary School***

This is a story of a student, who at the end of last year was struggling with writing. This was a very coachable student but also had very little faith in themselves with respect to writing. It should be noted that this student had recently received a learning disabilities designation for math, writing and reading. The pre-learning assessments in September indicated that this student continued to struggle with writing and after term one progress reports, was still not yet meeting grade level expectations.

Our school-wide efforts to shift student achievement in writing (through our EPIC Grant) has proved a layer of intervention that has shifted results for this and several other students in the last 4 months. By utilizing small writing groups, 4 times/week, that provide targeted instruction, research-based instructional practices, continuous feedback, and routine assessments; we have been able to shift results for many students. For the student in this example, they were able to move from not yet meeting expectations, to meeting expectations on progress reports and was "on-track" following participation on the FSA writing component. This student now demonstrates a sense of pride and belief in themselves that was not evident in the year prior. All great results in our books :)



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

Principal Johnson spoke of an intermediate elementary class whose parents were very nervous about their introduction to the school. Within the first hours of being at school the student had a significant meltdown. Frequently during the first weeks they were sent home but the classroom teacher reached out to the parents who were grateful to receive support. There was also work with the previous school to understand the student's history and assist with the transition. Although the student had no designation an EA was available to learn about the student's triggers. The classroom teacher encouraged whole class support and built a friend base. Today the student is well grounded, happy, learning well, with good self-regulation skills and no call homes for months. This is another example of a whole school and family approach to supporting a student in need.

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

SIMS used EPIC grant funds to create the Epic math project for some explicit successes for student learning. A teacher came three days a week to raise the math mind set. They used a math lab approach in the student centre, providing provocative math ideas for students to research for weeks at all angles. For example, every number can be palindrome. The teacher works with 3-6 students for 1/2 hour twice a week. The group changes based on student needs and teacher commendation. The lab is visible, and students walk by seeing the decorative buckets with pencil crayons, and the work on the white board displaying the program in a positive way.

As a measure of students' math mind set, at the beginning the student is asked- 'If math were a flavour of ice cream what would it be?' Answers were- Barf, vanilla with tomato chunks, etc. By the end of weeks of math lab, answers were -confetti candy birthday surprise flavour, and so on. Students are asked to create a visual of what a mathematician is at the beginning and then what it is after the math lab sessions, and the visual language clearly supports positive changes in attitude.

Grade 6&8 students joined the Math league contest (grade 7 did not as most had done the FSA.) and it was sold as difficult; 35 questions to be done in 30 minutes, with a good score being 16. SIMS students had scores of 12-19, which was very positive, and even better, students were excited to do the contest. Principal Smith has been taking students to the library to go over questions that were unsolvable.

Epic Math teaches best practice for teachers in math, with texts such as 'Thinking Classrooms for Mathematics', by Liljedahl. SFU.

Principal Smith was invited to work with island numeracy and math leaders as part of a national group and talk about how to raise the level of math instruction, bringing resources back to teaching staff. The focus is on competency-based questions, to move from proficient math understanding to extending.

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

This month's topic has given me an opportunity to hear about the educational team's cooperative efforts to enhance student success here on Saturna Island. It is a privilege to learn about individual achievement and the stories that accompany their journeys.

I was able to hear about one student in our elementary class who continues to hit milestones and learn new ways of engaging with learning, peers, and staff. Particularly, I was intrigued to learn that the music teacher from Pender had turned this student onto a trumpet, from this first introduction the trumpet has become part of their daily routine. Our EA actually purchased a trumpet for the student and token trumpet stickers are given out in support of positive behaviours and rewards are earned where this student is able to give an end of day trumpet concert for the other students.



**MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION**  
**Board of Education, School District No. 64 (Gulf Islands)**  
**ZOOM Virtual Meeting**  
**2021 04 14**

This year our SEEC program has 5 students graduating. There has been extra support provided where needed to ensure all successfully graduate high school and transition smoothly into their next chapters. One student was able to identify just in this grade 12 year that they have a literacy designation. This realization has not only allowed them to understand where the struggle has been for most of their school experience, but it has also allowed for scheduled one on one support. This has moved them from not completing the course to on-track for completion. One last share is from another grade 12 student. This student did not want to attend GISS for their grade 12 year, they wanted to continue on at SEEC. The problem was that the student did not have math credits, and these are not offered at the SEEC program. The student opted to take 2 distance learning math courses to earn the credits they need to graduate while attending the SEEC program. After the firsts quarter this student was in trouble, the distance learning was not going well and they were failing their first course. The team at Saturna school jumped in, there was direct one on one support offered from 3 different staff. By the beginning of April, they have passed their first course and have started the second. But even more exciting is they are understanding math! This student quoted "I feel powerful as a student, I feel I can do anything!"

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting: May 12, 2021 at 6:30 p.m.
- (b) Committee Day: April 28, 2021

15. **ADJOURNMENT**

Moved that the meeting be adjourned at 3:14 p.m.

CARRIED 45/21

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

\_\_\_\_\_  
Chairperson

Certified Correct:

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

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

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

**Record of Proceedings of the Regular In-Camera meeting held via  
ZOOM Virtual Conference  
2021 04 14**

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

The meeting was called to order at 8:30 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2021 04 14 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2021 02 10 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2021 03 05 were approved as presented.

**Items:**

1. Letters from the Deputy Minister re: Student Achievement
2. CUPE Grievance
3. Staffing
4. Excluded Retirement
5. COVID Legal
6. SIMS Post-Configuration Lease
7. Retirement Recognition
8. DPAC
9. Superintendent's Evaluation

The meeting adjourned at 11:10 a.m.



**Board of Education  
School District No. 64 (Gulf Islands)  
2021/2022 Board Meeting and Committee Schedule**

**IMPORTANT:** Meetings will be held via ZOOM until health and safety protocols allow for the resumption of in-person meetings.

**Regular Board Meetings**

Public Board Meetings will begin at 1:00 p.m. unless otherwise posted.

September 15	School Board Office
October 13	Saturna School
November 10	Galiano School
January 12	School Board Office
February 9	School Board Office
April 13	Pender School
May 11	Mayne School
June 8	School Board Office

**All Day Committee Meetings**

9:00 a.m. to 3:30 p.m. unless otherwise posted

October 27	COW	Education	FAF	Policy
February 23	COW	Education	FAF	Policy
April 27	COW	Education	FAF	Policy

**Committee Meetings Scheduled on Board Meeting Day**

11:00 a.m. unless otherwise posted

September 15	COW	February 9	Education
October 13	HR	April 13	HR
November 10	HR	May 11	Policy
January 12	FAF	June 8	HR

COW	Committee of the Whole
FAF	Finance, Audit & Facilities Committee
Education	Education Committee
Policy	Policy Committee
HR	Human Resources Committee

To participate in any Board or Committee meetings, please refer to  
Policy and Procedure 111 – Representation at Meetings.

Approved:



## Summary Human Resources Committee – SD 64 (Gulf Islands)

### In attendance

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

**Trustees:** Shelley Lawson, Chaya Katrensky, Stefanie Denz (trustee)

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

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

**Regrets:**

Greg Lucas acknowledged that the meeting is taking place on the traditional territories of the Coast Salish peoples.

Called to order 11:17 a.m.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Summary

Summary of January 13, 2021 adopted by consensus.

#### 3. Business Arising

#### 4. New Business

##### a. 2021-2022 Staffing Overview

D'Arcy Deacon presented an overview of the staffing process in preparation for the 2021/2022 school year highlighting the transfer of teachers resulting from SIMS closure. He shared a timeline for the various steps and explained how projected enrolment guides the process from the beginning. Principals are tasked with configuring their schools based on projected enrolment and contractual language that meet class size and composition best efforts and non-enrolling obligations. District staff then determine if there is a surplus to need (layoff/recall) and any resulting vacancies.

Reconfiguration has created new opportunities including an itinerant Jr. Band position on Salt Spring, a counsellor at Pender, and other specialist positions to support the junior secondary program.

The staffing process is designed to fit student needs, needs of the district, and actual enrolment.

Mr. Deacon expressed gratitude for the ongoing work and relationship with CUPE and GITA partners ensuring a smooth and successful staffing process. He confirmed that planning for EA selection day is already underway.



5. **Other Business**
6. **Next Meeting:** June 9, 2021. Time to be determined.
7. **Adjournment:** 11:46 a.m.

DRAFT





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

### In attendance

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

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

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

### Regrets:

Called to order 9:00 a.m.

Tisha Boulter opened the meeting by acknowledging that this meeting is taking place on the traditional territories of the Coast Salish peoples and sharing her commitment to learning more of the Hul'q'umi'num' language – Huy tseep q'u.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Approval of Summary

Summary of February 24, 2021 adopted by consensus.

#### 3. Business Arising

##### a. Climate Action Update

Greg Lucas reported that the committee has met twice and will be meeting again on May 5<sup>th</sup>. Climate action ideas brought forward from students include renewed recycling efforts and finding opportunities to share best practice. Agenda items for discussion have included:

- challenges of composting
- taking a “packing in / packing out” approach to recycling
- refillable water bottle stations
- acquiring water bottle filling stations
- school gardening projects (composting and water collection)
- carbon neutral report
- solar panel project at Mayne school
- possible partnership with SSI Transitions and the CRD.
- student environmental group

There will be a summary report of the committee's work. Currently, the committee is focused on revitalizing interest within the group and bringing people back together.

##### b. Eli Mina Session Two Follow-Up

Tisha Boulter discussed trustee evaluation, noting that trustees have been involved in professional development around governance and leadership, including workshops with Eli Mina. Developing a Communications Plan may be the next step, post configuration review, to renew focus.



Tisha Boulter suggested delaying review of the strategic plan, and asked trustees to consider extending the current plan of an additional year.

**Action:** Scott/Jesse/Tisha will forward any additional questions that Trustees have for Eli Mina regarding the recent workshop.

Shelley Lawson suggested a follow-up governance conversation to discuss strategic planning. Tisha recommended the Board consider engaging a facilitator to lead a strategic plan review.

4. **New Business**

a. *Communications Plan*

Tisha Boulter opened discussion on the benefit of expanding and enhancing the district's communication processes. Scott Benwell noted that defining the request and balancing the needs of the district can be difficult. Staff have received recommendations for possible consultants to help assess what is reasonable and sustainable for a district of our size.

**Action:** Staff to bring a staff report to the June Board meetings (re: communications planning)

5. **Other Business**

6. **Next Meeting:** Tentative, September 15, 2021 (schedule not yet approved)

7. **Adjournment:** 10:27 a.m.



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

### In attendance

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

**Trustees:** Janelle Lawson, Greg Lucas, Rob Pingle

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

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

### Regrets:

Called to order 1:06 pm.

Chaya Katrensky had difficulties connecting to the meeting. Tisha Boulter chaired the meeting in the interim.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Summary

February 24, 2021 meeting summary adopted by consensus.

#### 3. Business Arising

##### a. Partner Group Feedback (Canadian Charter of Learners' Rights)

Tisha Boulter reported that no specific actions were taken by Boards regarding the Charter. Some simply received the document, other forwarded the document to schools for consideration.

Scott reported that the general sentiment from CUPE/GITA that no call for formal adoption was required. The Charter document was forwarded to GISS administration for consideration.

Ian Mitchell stated that the Charter originated with a student group in Ontario opposed to proposed legislation and the teachers' union.

Chaya joined the meeting and assumed the duty of chair.

**Action:** Scott will ask Pender/GISS administration to share the Charter with students.

Sections within the Charter may be appropriate for FESL conversations and/or inclusion in the Student Learning Survey.



4. **New Business**

a. *Trustee Questions 2021/2022*

Trustees agreed that consulting with the P/VP group to generate questions worked well this year and was a process worth repeating.

**Action:** Scott will collaborate with P/VP to generate questions prior to the end of the school year.

b. *FESL*

The Framework for Enhancing Student Learning is a provincial mandate and formal process of accountability for districts to ensure equity and success for all students. Educational outcomes, identified at the Provincial level, provide a foundation and opportunity to engage with our larger educational community to identify strategies to improve outcomes and meet targets for success. Districts are also provided the flexibility within their frameworks to identify and add additional outcomes to meet the needs of students.

The Board must review and approve the district's FESL report no later than September 30<sup>th</sup> each year.

5. **Next Meeting:** Tentative, October 27, 2021 (schedule not yet approved)

6. **Adjournment:** 1:46 p.m.



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

### In attendance

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

**Trustees:** Janelle Lawson, Greg Lucas, Rob Pingle

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

**Guests:** Ian Mitchell (GITA); Shelly Johnson (GIPVPA), Angela Thomas (CUPE), Janice Shields (CUPE)

### Regrets:

Called to order 2:00 p.m.

Shelley Lawson acknowledged that this meeting is taking place on the traditional and unceded territories of the Coast Salish people and the significance of today's discussions regarding travelling on the waterways and the importance that water travel held for local first nations peoples – Huy tseep q'u.

### 1. Adoption of Agenda

Agenda adopted by consensus.

### 2. Adoption of Minutes

February 24, 2021 summary adopted by consensus.

### 3. Business Arising

#### a. Inter-Island Transportation

Shelley Lawson summarized the work of the committee this past year around inter-island transportation. She and Scott will be attending a CRD Southern Gulf Islands transportation integration planning meeting next week. Correspondence was received from the Minister of Education and the Ministry of Transportation.

Trustees discussed intentions, expectations, and goals for inter-island transportation engagement, and collaborating with other groups with similar transportation agendas for the benefit of all. Greg Lucas suggested trustees connect with staff at each island's BC Ferries terminals.

Trustees discussed the comparatively high student transportation expense in SD64, and how other districts mitigate transportation expenses. Trustees had no desire to pursue student transportation fees as a strategy to offset costs.

**Action:** Shelley Lawson will draft an advocacy statement, to be shared with other agencies, calling for improved inter-island transportation that supports the needs of the



district's staff and students. Senior staff will help with final edits and formatting prior to the letter being brought to the Board for consideration at its June meeting.

**4. New Business**

*a. Facilities Changes 2021/22 and 2022/23*

Jesse Guy summarized the work planned for the next two years as district facilities are being readied for the revised configuration. Significant work is being done at Pender School to create and redesign functional learning spaces including the addition of an outdoor classroom. Work is being done to prepare SSE, Fernwood and Fulford classrooms for the arrival of Grade 6s this year, and Grade 7s the following year.

Scott Benwell reported that moving TASK into the shops at SIMS from the Farmers Institute has been positively received. There is optimism in the possibilities for partnerships with post-secondary programs and community use of the facilities.

**5. Other Business**

**6. Next Meeting:** Tentative, October 27, 2021 (schedule not yet approved)

**7. Adjournment:** 3:24 p.m.

DRAFT



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

### In attendance

**Committee:** Janelle Lawson (committee chair), Greg Lucas, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

**Trustees:** Stefanie Denz, Chaya Katrensky, Shelley Lawson,

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

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

**Regrets:** Rob Pingle (trustee)

Called to order 11:01 a.m.

#### 1. Adoption of Agenda

Agenda adopted by consensus.

#### 2. Adoption of Summary

Summary of February 24, 2021 adopted by consensus.

#### 3. Business Arising

##### a. Policy and Procedure 6300 Retention and Destruction of Records

Further amendments were made to the draft policy and procedure to reflect feedback requesting clarification of user IDs and digital records. A correction was made under Student Digital Accounts: "2 years after student leaves district."

**Action:** Amendments to Draft Policy and Procedure 6300 will be brought to the Board in May for adoption. Jesse will reach out to the individual who submitted the feedback.

##### b. Procedure 105 Governance and Administrations

Duties of the vice-chair were amended to include attending agenda setting meetings. Further amendments to remove binary pronouns.

**Action:** Amendments to Procedure 105 will be brought to the Board for consideration at its May meeting.

#### 4. New Business

##### a. Policy and Procedure 212 Violence and Harassment-Free District

Staff recommended amendments to clearly define expectations from all individuals within the education community and the community at large.

The Anti-Racism Advocacy Working Group have looked at the proposed amendments and will have further recommendations for inclusion.



**Action:** The committee will wait to receive feedback on proposed amendments from the Anti-Racism Advocacy Working Group before bringing the policy and procedure to the Board for consideration.

5. **Other Business**
6. **Next Meeting:** May 12, 2021
7. **Adjournment:** 11:36 a.m.

DRAFT





## SCHOOL DISTRICT NO. 64

### POLICY 6950 Child Care

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

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Section: Finances and Facilities  
Dates of Revisions:  
Date of Adoption and  
Resolution Number:

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#### **Rationale:**

*The School District No. 64 Board of Education recognises the benefit and need for safe and quality community child care programs. In order to effectively promote and facilitate the use of board property by licensees for the purpose of providing child care programs, clear guidelines are necessary.*

#### **Policy:**

The School District No. 64 Board of Education has established policy and procedure to provide guidance with respect to how the board will promote the use of board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the board or third party licensees.

#### **References:**

- *School Act*, sections 85.1 85.1, (Policies respecting child care programs), 85.2 (Boards may provide child care programs), 85.3 (Child care programs provided by others), and 85.4 (Use of board property for child care programs)
- Ministerial Order M326 - The Child Care Order



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

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## SCHOOL DISTRICT NO. 64

### PROCEDURE 6950 Child Care

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Section: Finances and Facilities  
Dates of Revisions:  
Date of Adoption and  
Resolution Number:

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The board will promote the use of board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the board or third party licensees.

The use of board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

### Definitions

1. In this Policy, the terms "board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.
2. "Direct and indirect costs" include:
  - a. Utilities;
  - b. Maintenance and repair;
  - c. A reasonable allowance for the cost of providing custodial services;
  - d. A reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

### Guiding Principles

3. The board will, on an ongoing basis, assess community need for child care programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

4. If child care programs are to be provided on board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
5. Child care programs, if operated by the board, will be operated for a fee no greater than the direct costs the board incurs in providing the child care program.
6. Fees for the use of board property by licensees other than the board will not exceed the direct and indirect costs the board incurs in making board property available for the child care program.
7. If child care programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the board to operate a child care program, the board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
9. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:
  - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
  - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
10. Any contract with a licensee other than the board, to provide a child care program on board property must be in writing and subject to review no less than every five years. The contract must contain:
  - a. description of the direct and indirect costs for which the licensee is responsible;
  - b. an agreement by the licensee to comply with this policy and all other applicable policies;
  - c. a provision describing how the agreement can be terminated by the board or the licensee;
  - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
  - e. a statement that the agreement can only be amended in writing, signed by the board and the licensee;
  - f. a requirement for the licensee to maintain appropriate standards of performance; and
  - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.

11. Prior to entering into or renewing a contract with a licensee other than the board to provide a child care program on board property, the board will consider:
  - a. Whether it is preferable for the board to become a licensee and operate a child care program directly;
  - b. the availability of school district staff to provide before and after school care;
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

**References:**

- *School Act*, sections 85.1 85.1, (Policies respecting child care programs), 85.2 (Boards may provide child care programs), 85.3 (Child care programs provided by others), and 85.4 (Use of board property for child care programs)
- Ministerial Order M326 - The Child Care Order
- Policy/Procedure 203 Property Control



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**SCHOOL DISTRICT NO. 64**

**PROCEDURE 4250-3 (Form)**

**School Log of Actions and Administration of Medications to a Student**

Student Name: \_\_\_\_\_

Name of Doctor: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Dr./Clinic Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Pharmacy Phone: \_\_\_\_\_

Update each time a medication is administered.

Date	Time	Medication	Dosage	Administered By	Initial



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## SCHOOL DISTRICT NO. 64

### POLICY 6300 Retention and Destruction of Records

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Section: Finance and Facilities  
Dates of Revisions:  
Date of Adoption and  
Resolution Number:

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#### **Policy:**

Physical and digital records held by Gulf Island School District will be retained while they are of use in the operation of the district and in compliance with pertinent federal and provincial legislation. A retention procedure outlines the minimum period of time which specific records must be retained.

Once records are past the applicable retention period, the department responsible for the records is authorized to destroy them if they are satisfied that the records are of no further use and that they have no historical or archival value. Records that contain personal or confidential information should be destroyed in a manner that retains the confidentiality of the records.

#### **References:**

- Freedom of Information and Protection of Privacy Act
- School Act, British Columbia
- Ministerial Order (MO082/09)
- Policy 131, Personal Information and Privacy
- WorkSafeBC
- Canada Labour Standards Regulations
- Criminal Records Review Act, British Columbia



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## SCHOOL DISTRICT NO. 64

### PROCEDURE 6300 Retention and Destruction of Records

Section: Finance and Facilities

Dates of Revisions:

Date of Adoption and

Resolution Number:

The following retention schedule outlines the minimum amount of time that records of Gulf Islands Schools must be retained and who is responsible for their retention and destruction.

<b>Board Records</b>	
<i>Responsibility: Secretary-Treasurer</i>	
Board Bylaw, Policy, and Procedure	Permanent
Board Meetings (Special, Regular, Committee) - Agendas	Permanent
Board Meetings (Special, Regular, Committee) - Minutes	Permanent
Notice of Meetings	1 year
Trustees – Electoral Packages	6 years
Trustees – Financial Disclosure Statements	Term of office (minimum 1 year)
Trustees – Lists	While current
Trustees – Oaths and Declarations	Term of office (minimum 1 year)

<b>Communications/Information and Privacy</b>	
<i>Responsibility: Secretary-Treasurer</i>	
Freedom of Information – Requests	2 years after calendar year of creation
Freedom of Information – Requests to correct	2 years after personal information has been updated, annotated, or request has been transferred to another public body
Freedom of Information - Requests to review decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued

<b>Financial Records</b>	
<i>Responsibility: Secretary-Treasurer</i>	
Annual Budget and summary supporting documents	Permanent

Circulated: November 25, 2020

Auditor's Reports	Permanent
Bank Statements, debit and credit notes	6 years after year of creation
Cheques – Cancelled / Duplicates	6 years after year of creation
Deposit Books	6 years after year of creation
Financial Information Reports (Ministry of Education)	Permanent
General Ledger	Permanent
Invoices (received and billed)	6 years after year of creation
Purchasing Contracts	6 years or term of loan if longer
Quotations	6 years after year of creation
Receipts Issued	6 years after year of issue
Requisitions and Purchase Orders	6 years after year of creation
Stop Payment Orders	1 year after year of creation
Travel Claims	6 years after year of creation

<b>Facilities Records</b>	
<i>Responsibility: Director of Facilities and Transportation</i>	
Appraisals and Inventories	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year of capital plan completion
Building Plans and Specification Changes (guarantees, bonds, liens, and valuable correspondence)	6 years after asset disposal
Land Titles, Deeds, and Plans	6 years after year of asset disposal
Mortgages and Leases	6 years after expiration of term
Rental Agreements	1 year after year of rental

<b>Human Resources Records</b>	
<i>Responsibility: Director of Instruction / Payroll Manager</i>	
Applications and Job Competition	1 year after position filled
Employee Personnel File	
- Banking	6 years after employment ceases
- Contracts	6 years after employment ceases
- CRA documents	6 years after employment ceases
- First Aid Certificates	6 years after employment ceases
- Leave records	6 years after employment ceases
- Medical Benefits Forms	6 years after employment ceases
- Resumes	6 years after employment ceases
- WCB Forms	6 years after employment ceases
- Benefits conversion documents	Permanent
- Certificates	Permanent
- Criminal Record Checks	Permanent
- Employment History	Permanent
- Life Insurance Forms and Waivers	Permanent
- Pension Enrolment and Contributions	Permanent



- Resignation letters	Permanent
- Severance	Permanent
- Termination documents	Permanent
Grievances – individual files	Permanent
Interview Questionnaires	1 year
Reference Checks	1 year after position filled
Resumes, Unsolicited	1 year
Unions - Collective Agreements	Permanent
Unions - Seniority Lists	Permanent
Violent Incident Reports	6 years after employment ceases

<b>Information Systems Records</b>	
<i>Responsibility: Director of Instruction, Learning Services</i>	
User IDs	1 year after user leaves district
System Problem Tracking	1 year after user leaves district

<b>Insurance Records</b>	
<i>Responsibility: Secretary Treasurer</i>	
Claims	Adults: 6 years after claim settled Under 19: 2 years after age of majority is reached (minimum 6 years)
Incident Reports	1 year after employment ceases
Insurance Policies	Permanent

<b>Payroll Records</b>	
<i>Responsibility: Director of Instruction, HR and/or Payroll Manager</i>	
Dispatch – Absence Tracking	6 years after employment ceases
Dispatch – Leave of Absence forms and Logs	1 year
Payroll Deductions	6 years after employment ceases
Payroll Records - Employees	6 years after employment ceases
Payroll Records - SDS	6 years after employment ceases

<b>School Records (Student Personal Records)</b>	
<i>Responsibility: School Administration</i>	
Attendance Reports and Registers	Permanent

Permanent Record Cards	Permanent
Student Cumulative Files	2 years from date student left school
Student Services Files	7 years after student leaves school or student's 26 <sup>th</sup> birthday (whichever comes last)
<b>Student Digital Accounts</b>	<b>2 years after student leaves district</b>
Transcripts (Official Transcript of Grades)	Permanent
Responsibility: Superintendent	
Out-of-Catchment Requests	1 year from decision regarding request

<b>Transportation Records</b>	
<i>Responsibility: Director of Facilities and Transportation</i>	
Student Bus Registration Forms	1 year after year of creation
Transportation Assistance Forms	1 year after year of creation
School Bus Behaviour Reports	1 year after year of creation
School Bus Video Recording	1 year after year of creation

<b>Volunteer Records</b>	
<i>Responsibility: Superintendent or Designate</i>	
Criminal Record Check, Consent Forms	5 years
Criminal Record Check, Clearance Letters	5 years

**Reference:**

- Freedom of Information and Protection of Privacy Act
- School Act, British Columbia
- Ministerial Order (MO082/09)
- Policy 131, Personal Information and Privacy
- WorkSafeBC
- Canada Labour Standards Regulations
- Criminal Records Review Act, British Columbia