



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Mayne Island School
2022 05 11 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2022 04 13 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera Meeting held 2022 04 13 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
6. **DELEGATIONS**
 - (a) Anti-Racism Advocacy Working Group Report
 - (b) Hakai Institute Student Opportunity – Adrian Pendergast
7. **CHAIRPERSON’S REPORT**
 - (a) Anti-Racism Advocacy Working Group – Terms of Reference (attachment)
Motion: That the Board of Education adopts the terms of reference for the Anti-Racism Advocacy Working Group for the 2022/23 to 2023/24 school years.
 - (b) Board Meetings Format
 - (c) Draft 2022/2023 Board Meetings Schedule (attachment)
Motion: That the Board adopt the 2022/2023 Board Meetings Schedule.
 - (d) Strategic Plan Renewal Process (attachment)
8. **SUPERINTENDENT’S REPORT**
 - (a) Staffing
 - (b) SEEC Field Trip Request (attachment)
Motion: That the Board approve the Grade 10-11 SEEC field trip to Hakai Institute on Calvert Island and camping on Northern Vancouver Island, June 5 to 10, 2022, for the purpose of marine research and environmental study.
 - (c) 2022/2023 GISPA Fees Approval (attachment)
Motion: That the Board approve the GISPA Program Fee of \$1,500 for the 2022/2023 school year.
9. **SECRETARY TREASURER’S REPORT**
 - (a) Monthly Financial Report
 - (b) 2022/2023 Draft Budget
 - (c) Five Paid Sick Days Legislation

- (d) Chief Elections Officer
Motion: That the Board of Education of School District No. 64 (Gulf Islands) appoints Secretary Treasurer Jesse Guy as Chief Elections Officer to administer and conduct the school trustee election on October 15, 2022.

10. COMMITTEE REPORTS

- (a) Committee of the Whole – 2022 04 27 Summary (attachment)
- (b) HR Committee – 2022 04 13 (attachment)
- (c) Education Committee - 2022 04 27 Summary (attachment)
- (d) Finance, Audit, and Facilities Committee - 2022 04 27 Summary (attachment)
- (e) Policy Committee - 2022 04 27 Summary (attachment)
 - i. DRAFT Policy/Procedure 217 Anti-Racism
Notice of Motion: That the Board adopt Policy and Procedure 217 Anti-Racism. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.
 - ii. Policy 611 Accumulated Operating Surplus
Notice of Motion: That the Board approve amendments to Policy 611 Accumulated Operating Surplus. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.
 - iii. New Draft Policy 610 Financial Planning and Reporting
Notice of Motion: That the Board adopt new Policy 610 Financial Planning and Reporting. The policy will be circulated for feedback. The motion will be considered by the Board at the June 8, 2022 public meeting.
 - iv. Bylaw No1 Elections Procedures
Motion for 1st Reading: That the amended Bylaw No. 1 Elections Bylaw be read a first time and circulated for feedback. The Board will consider 2nd and 3rd reading at the June 8, 2022 public meeting.
 - v. Policy and Procedure 525 Attendance Areas
 - vi. Procedure 120 Board Committees
 - vii. Policy and Procedure 215 Diversity

11. TRUSTEE'S SCHOOL REPORTS

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

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

Mayne Island School

2022 05 11

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

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Regular Board Meeting – June 8, 2022
- (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
2022 04 13

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
Clare Nuyens
Tania Aguila

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

Ian Mitchell
Angela Thomas
Shelly Johnson
Emelie Peacock

GITA President
CUPE President
GIPVPA Representative
Driftwood Representative

Regrets:

The meeting was called to order at 1:00 p.m. by Chair Boulter. Trustee Greg Lucas acknowledged with gratitude that this meeting is taking place on the traditional territories of the Coast Salish peoples. He reflected on a sense of place and perspective and how we acknowledge traditional territories - huy tseep q'u.

1. ADOPTION OF AGENDA

No additions

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2022 04 13 be adopted as presented.

CARRIED 17/22

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2022 02 09 be approved as presented.

CARRIED 18/22

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2022 02 09 as presented.

CARRIED 19/22

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2022 03 09 as presented.

CARRIED 20/22



4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

(a) **District Data Presentation – Clare Nuyens**

Chare Nuyens presented an annual update focused on the implications and use of the district data. In the past three years, completion rates have continued to improve for all resident students and for Indigenous students. In the past year, the district has implemented use of a variety of dashboards to help view and present data in more accessible ways. Student data is used to inform evidenced-based decisions to best approach learning. This is the first year that the district has participated in the MDI (Middle Development Instrument) and will use results from grades 5 and 8 students to further inform our practice.

(b) **Rus Route Adjustments Fall 2022 – Tania Aguila**

Jesse Guy and Tania Aguila presented on four key items related to student transportation next year.

1. Research and data to optimize busing through reduction of one bus route on Salt Spring Island. Routes will be based on school catchment areas. It is recommended that route 2 is removed with routes 1 and 7 adjusted to accommodate.
2. A bus route and new electric bus is expected for Mayne Island in the fall.
3. Comparison of transportation access and service with other regional school districts.
4. Student transportation registration for next year will open May 15. The deadline for registration is June 15.

7. **CHAIRPERSON'S REPORT**

(a) **FESL Review**

A district team will meet with the Ministry Peer Review Team on May 5th as part of the FESL review process. This is the next step in the Option 2 process and follows the engagement and feedback sessions undertaken by the Education Committee.

(b) **Meeting Format**

Trustees discussed the logistics of a return to in-person meetings. Health and safety, individual comfort levels, and equitable access were considered.

Moved and seconded that the Board directs staff to investigate holding the May board meeting at Mayne School in person.

CARRIED 21/22

(c) **SSI Challenge Cup _Request to Serve Alcohol**

Salt Spring Challenge Cup plans to host its annual May Long Weekend Soccer Tournament again this year and wishes to include a licensed beer garden area on GISS grounds.

Moved and seconded that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves Salt Spring Challenge Cup's request to serve alcohol at the annual May Long Weekend Soccer Tournament on May 20-23, 2022 at Gulf Islands Secondary School.

CARRIED 22/22

A brief recess was called at 2:40 p.m. The meeting resumed at 2:50 p.m.



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

(a) **Indigenous Focus Graduation Requirement**

The Ministry of Education, with the support of the First Nations Education Steering Committee, recently announced the addition of an Indigenous-focused graduation requirement to be implanted in the 2023/24 school year. This marks a positive step towards truth, reconciliation, and commitments to anti-racism. Districts will be able to meet this new requirement in a variety of ways.

(b) **Staffing and Enrolment**

Schools have been provided with preliminary staffing figures based on projected enrolment. School administrators will begin to draft configuration scenarios and work with staff committees in alignment with collective language.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the monthly financial report for February and March. The district is 0.4% within budget.

Chaya Katrensky left the meeting at approximately 3:10 p.m.

(b) **2022/2023 Capital Plan Bylaw**

Jesse Guy shared an overview of the capital projects approved by the Ministry for 2022/2023. Approved expenses include: interior renovations to the GISS gym, plumbing upgrades at Saturna Elementary, electrical upgrades at Fulford School, and the purchase of two new large passenger electric buses to replace two aged-out diesel buses.

Unanimous agreement that the 2022/2023 Capital Plan Bylaw receive all three readings at this time.

CARRIED 23/22

Tisha Boulter read the 2022/2023 Capital Plan Bylaw, prepared in accordance with the *School Act*. Chaya Katrensky returned to the meeting at 3:23 p.m.

Moved and seconded that the 2022/2023 Capital Plan Bylaw be read a first time and passed.

CARRIED 24/22

Moved and seconded that the 2022/2023 Capital Plan Bylaw be read a second time and passed.

CARRIED 25/22

Moved and seconded that the 2022/2023 Capital Plan Bylaw be read a third time, passed and approved.

CARRIED 26/22

(c) **Student Water Taxi Tender**

The invitation to tender for student water transportation service has been published and will be open for approximately six weeks. Tender documents are available on BC BID and the district website.

(d) **South Wing Report**

Jesse Guy shared a report on plans for the SIMS South Wing Annex and the renaming of the space.

Moved and seconded that the Board confirms that 64 Learning Hub is the new building name for the wing of the former Saltspring Middle School area that was commonly referred to as SIMS South Wing Annex.

CARRIED 27/22



(e) **2022/2023 Budget Configuration Alignment**

Jesse Guy shared an overview of the work done over the past two years to accomplish the Board's reconfiguration commitments. Difficult decisions made by the Board regarding reconfiguration have allowed for a sustainable balanced budget and for long-term financial stability.

10. **COMMITTEE REPORTS**

(a) **HR Committee**

The HR Committee meeting focused on the Provincial Job Evaluation Project and the work being done by districts across the province to normalize the job evaluation and classification process.

(b) **Committee of the Whole**

The Committee of the Whole summary 2022 02 23 was received.

i. *Recycling Report*

On behalf of the Climate Action Working Group, the Committee of the Whole requested the Board consider directing staff to write a recycling report.

Moved and seconded that the Board direct staff to write a recycling report for the Climate Action Working Group.

CARRIED 28/22

ii. *Terms of Reference*

A draft Terms of Reference was shared for the Board's consideration.

Moved and seconded that the Board adopts the Terms of Reference for the Climate Action Working Group.

CARRIED 29/22

(c) **Education Committee**

The Education Committee summaries 2022 02 09 and 2022 02 23 were received.

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

The FAF Committee summary 2022 02 23 was received.

Moved and seconded that the meeting be extended until 4:15 pm.

CARRIED 30/22

(e) **Policy Committee**

The Policy Committee summary 2022 02 23 was received. Trustees discussed how to better engage student voice in feedback and participation. The item will be brought to the next policy meeting.

- i. Procedure 650 Public Use of School District Property (and Forms 1, 2, 4, and 5)
This procedure and forms were circulated for feedback January 19, 2022. No feedback was received.

Moved and seconded that the Board approves amendments to Procedure 6850 Public Use of School District Property and adopts procedural forms 6580-1, 6850-2, 9850-4, and 6850-5.

CARRIED 31/22

- ii. Policy 6550 Trustee Remuneration and Expenses
This policy was circulated for feedback January 19, 2022. Not feedback was received.



Moved and seconded that the Board approved amendments to Policy 6550 Trustee Remuneration and Expenses.
CARRIED 32/22

11. **TRUSTEES' SCHOOL REPORTS**

Trustee reports were received. Greg Lucas shared his report for Pender Islands School.

Topic: What are your school's strengths and best practices around environmental protection? What could we be doing more of or better at? (Goal 2: Integrate Sustainability. Objective 2.1: Encourage connection to and individual responsibility for the natural environment.)

Fernwood Elementary School

Fulford Community Elementary School

Fulford elementary has a long tradition of nature based learning, encouraging students to form a connection with the land. Working with children's natural inclination for the outdoors the land is an instant teacher for developing respect and better stewardship of the environment. Fulford school has beautiful and diverse grounds and students are outside a-lot to play, and learn. With time they show a real desire to protect. Besides usual curriculum the teacher who takes most of the students during the prep time of her colleagues has them outside for nature lessons, connecting to native plants and their indigenous uses.

The Fulford school garden is experiencing a renaissance with some amazing parents spearheading the efforts. Recently parent Dr. Tara Martin raised indigenous plants from seed and with students help planted them in the school garden. Maintaining continuity with the garden is a dilemma as it relies so heavily on parent involvement, and their individual enthusiasm. However the school is known for its focus on nature and hopes to inspire families to commit to the school's outdoor projects.

Other ways Fulford school protects the environment is no snacks outside, making for less litter. Kids are in general very conscientious about garbage and take care to pick up what they drop. In regards to fuel usage most kids take the bus.

This has been a great question for Fulford School highlighting the long-standing dedication the school has to the environment and the diverse and beautiful property it is on.

An area the school could use help with is in a proper composting system. Over the years the school's efforts has only led to rats. Perhaps the district could take over composting. It's an area that requires vigilance and support for all the schools needing it, and would be beneficial in the numerous ways we are all familiar with. Composting is an important aspect of environmental living especially on our semi rural island with the lifestyles and mandates we hope to follow. At the moment compost is being sent home with kids.

This has been a great question for Fulford School highlighting the long-standing dedication the school has to the environment and the diverse ways the students learn and play on its' beautiful grounds.

Galiano Community School

Gulf Islands Secondary School

In Consultation with principal Lyall Ruehlen:



GISS has installed solar panels on the Gymnasium roof and any power that is produced is converted into a yearly scholarship that is awarded to a Grad who is attending a post secondary program in environmental studies. The high school participates in a recycling program that is supported by the life skills class. The leadership group teamed up with SSE and planted trees along the edge of the soccer fields for carbon capture, shade, and supporting soil/bank stability with root systems. Some students from the leadership team have formed a climate action group that has attended our district Climate action committee. The grade 11/12 environmental studies science class has produced a calendar of local plants that grow in Mouats park and proceeds from the sale of the calendars is donated to a local sustainability organization. The facilities at GISS have been upgraded to have water bottle filling stations through the building to encourage reusable water containers. There could be more curriculum that specializes in climate change. There could be career fairs that helped students be aware of jobs that they could work towards in the environmental sustainability and climate action field.

Mayne Elementary/Jr. Secondary School

Mayne School has a strong holistic relationship between learning and the natural environment. Place based learning plays a large role in everyday activities. The school is lucky to have a huge forest on campus, as well as a thriving garden that students help to tend and grow and includes a compost. A long-standing relationship with the local Conservancy gets students out in the field with resident biologists, and recently had students planting trees for a habitat restoration project. Other learning experiences with the Conservancy this year included a bat cave and presentation on these important species, a field trip to a local beach where students observed many cool things including a decomposing octopus, and later this week they will participate in a beach clean up. Currently, the school has a “Pack It In, Pack It Out” approach to recycling, but we see room for improvement with this. If there was better in- school recycling systems it would mean that most likely more materials would be recycled, as well it would create the opportunity for better education around recycling.

Pender Islands Elementary Secondary School

Strength and Preferred Practice:

- Recycling program
- Composting
- Garden with the support of Arthur
- Beach Clean Ups- sophisticated language advocating in posters
- Hikes and walks- picking up trash, leave as found OR better
- Can and do operate without power
- Teachable moments throughout the year with a focus on citizenship and natural world
- Forage for natural foods and remedies
- Valuing responsible usage of materials
- Connecting with the Conservancy
- Appreciation of outdoors and conservation is embedded in the values of our school
- Taking learning outdoors
- Disc golf, playing and PE (running and games)
- PAC awareness of recyclables and dish use
- Garbage pick up and indoor lunches to avoid litter
- Fairy Door projects with CRD
- Jamming (music outdoors)
- VOC free projects and reclaimed wood in woodworking
- Quentin- storytelling connected with natural world
- Salmon fry tank, stream zone
- Tree appreciation

More of... and Better at...:



- Teaching advocacy to students
- Connecting with the Conservancy
- Island's Trust Conservancy
- Eco artists
- Access to adjacent lands
- Getting the outdoor classroom going
- Exclusion garden
- Rotation of garbage cans outdoors and then taken in
- Bike path to the school
- Greater focus on water conservation
- Activism and letter writing to political leaders
- Focus on single use plastic

Phoenix Elementary School

In consultation with principal Dan Sparanese, we are doing a lot of things that add up:

- Students participate in the Salt Spring Island Conservancy "Stewardship in Training Program" and are highly supportive of their initiatives.
- Students all recycle and ensure minimal waste of paper, re-using supplies from year to year rather than needlessly purchasing new items.
- In terms of environment we have added green plants that the students care for, use natural light only when possible, keep windows open and operate a HEPA filtration system throughout the day students also use refillable waters and use the water bottle filling station.
- Students and staff use a zero-waste (pack it in pack it out) protocol and we also compost waste.
- We have a garden and have rainwater catchment for watering the garden.
- Explore multiple environmental issues including climate change and agricultural practices as part of the social studies curriculum

Salt Spring Elementary School

Saltspring Island Middle School

Saturna Elementary School/SEEC

Environmental awareness and protection are built into the culture of SEEC. Students live in off-grid, self-sustainable accommodations. They practice water conservation and use clean energy sources. Each year the students start the year off by learning how the composting system works at Haggis farm and the chicken coop. The students also learn about Saturna's detailed recycling centre, and the different systems involved in the collecting and sorting processes. They have also volunteered time to help at the recycling centre which gives them a solid understanding of the operation and a chance to meet and greet with residents and visiting guests. This is a great community connection for all parties and will be able to rejuvenate with Covid-restrictions continuing to lessen. The SEEC students have also arranged a challenge of ZERO TRASH week, where they have tested themselves to go all week without producing any non-recyclable waste. One of the ways the students and educators see there is room for reducing their carbon footprint is by decrease their use of the diesel school bus. Also, working with the elementary and strong start classes to mentor the younger students along this learning and implementing process.

In the elementary class there is lower-level recycling happening in the classroom. There is room to create more learning and innovation with our youngest leaders of the future. This question was a good opportunity to recognize the need for this focus and also looking forward to the Climate Action working group and research that is underway to find ways we can align our efforts as a district.



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2022 04 13

12. OTHER BUSINESS

13. QUESTION PERIOD

Chair Boulter opened the floor for questions from the public.

14. NEXT MEETING DATES

- (a) Committee Day: April 27, 2022
- (b) Regular Board Meeting: May 11, 2022

15. ADJOURNMENT

Moved that the meeting be adjourned 4:09 p.m.

CARRIED 33/22

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 via
ZOOM Virtual Conference
2022 04 13**

Present:	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 9:00 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2022 04 13 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2022 02 09 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2022 03 09 were approved as presented.

Items:

1. Administrative Competitions

Scott Benwell left the meeting at 9:28 a.m.

2. Excluded Compensation

Scott Benwell rejoined the meeting at 10:35 a.m.

3. Retirement Recognition

The meeting adjourned at 10:54 a.m.



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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

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

TERMS OF REFERENCE (PROPOSED)

Adopted:

NAME:

Anti-Racism Advocacy Working Group

TYPE:

School District 64 (Gulf Islands) Working Committee (Policy 120 - Board Committees)

PURPOSE:

To identify and make recommendations to the board regarding district learning and working environments to dismantle racism and exclusionary practices and to nurture a generation of children who will become adults knowing how to recognize racism, see through it, and actively address the language and behaviour that maintains it.

SCOPE:

The Anti-Racism Advocacy Working Group will listen, translate, and **recommend** action within the district's sphere of influence the following:

- Create a clear pathway to address racial prejudices and insensitivity within SD64.
- Build awareness and create advocacy in the student body about these matters.
- Take conscious steps to decolonize the teaching of the curriculum.
- Increase involvement from people of diverse cultural backgrounds within the school system.
- Provide training for teachers and administrators on all of the above matters.

WORKING GROUP MEMBERSHIP:

- **School Trustees** (2)
- District Administration (2)
- Indigenous Education Advisory Committee (1)

Invitation to be extended to the following groups:

- Students (3 – **elementary and secondary**)
- CUPE (1)
- GITA (1)
- GIPVPA (2 – elementary and secondary)
- DPAC (1)
- Members of Salt Spring BIPOC (3)
- Relevant Community Organization

MEETINGS:

A schedule of meetings will be determined by the Board of Education and District Administration Committee members. The Anti-Racism Advocacy Working Group will meet a minimum of six times (three times per year) between September 2022 to May 2024.

REPORTING:

To the Committee of the Whole

BUDGET:

In an effort to encourage a range of community voices and lived experiences, and to remove systemic barriers to participation in public education, the following stipends and honorariums will be offered to committee member who **are not otherwise compensated for their attendance.**

- Regular Meetings: \$40
- Sub-committee **meetings** and special projects: \$20/hr
- Student and Youth participants will be compensated through a combination of monetary and course-credit options.
- Elders will continue to be acknowledged and appreciated through established honorarium practices and in consultation with the Indigenous Education team.

TIMELINE:

The Working Group will report to the Board of Education **annually.**

DURATION:

The Working Group will serve at the discretion of the Committee of the Whole and its mandate and existence will be reviewed at the May 2024 Public Board Meeting.

ANTI-RACISM ADVOCACY WORKING GROUP WORKING NOTES

Background

Recent events and demonstrations both within and outside of School District 64 (Gulf Islands) have emphasized the need to learn and understand more about racism, inequality and oppression in our society. Through education and training, we will better educate ourselves on racism and re-evaluate systems and practices of racism that exist in our learning and working environments.

Acronyms

BIPOC	Black, Indigenous and People of Colour
CUPE	Canadian Union of Public Employees
DPAC	District Parent Advisory Committee
GIPVPA	Gulf Islands Principals'/Vice Principals' Association
GITA	Gulf Islands Teachers' Association



**Board of Education
School District No. 64 (Gulf Islands)
Board Meeting and Committee Schedule
2022/2023**

Regular Board Meetings

The public session of Regular Board Meetings scheduled to begin at 1:00 p.m. unless otherwise posted. Committee Meeting on Board Meeting days begin at 11:00 unless otherwise posted.

Date	Location	Committee Meeting
September 14	Pender School	COW
October 12	Galiano School	HR
November 9	School Board Office	<i>as needed</i>
January 11	School Board Office	FAF
February 8	School Board Office	Education
April 12	Saturna School	<i>as needed</i>
May 10	Mayne School	Policy
June 14	School Board Office	<i>as needed</i>

All Day Committee Meetings

9:00 a.m. to 3:30 p.m. and held via ZOOM unless otherwise posted

October 26	COW	Education	FAF	HR	Policy
February 22	COW	Education	FAF	HR	Policy
April 26	COW	Education	FAF	HR	Policy

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.

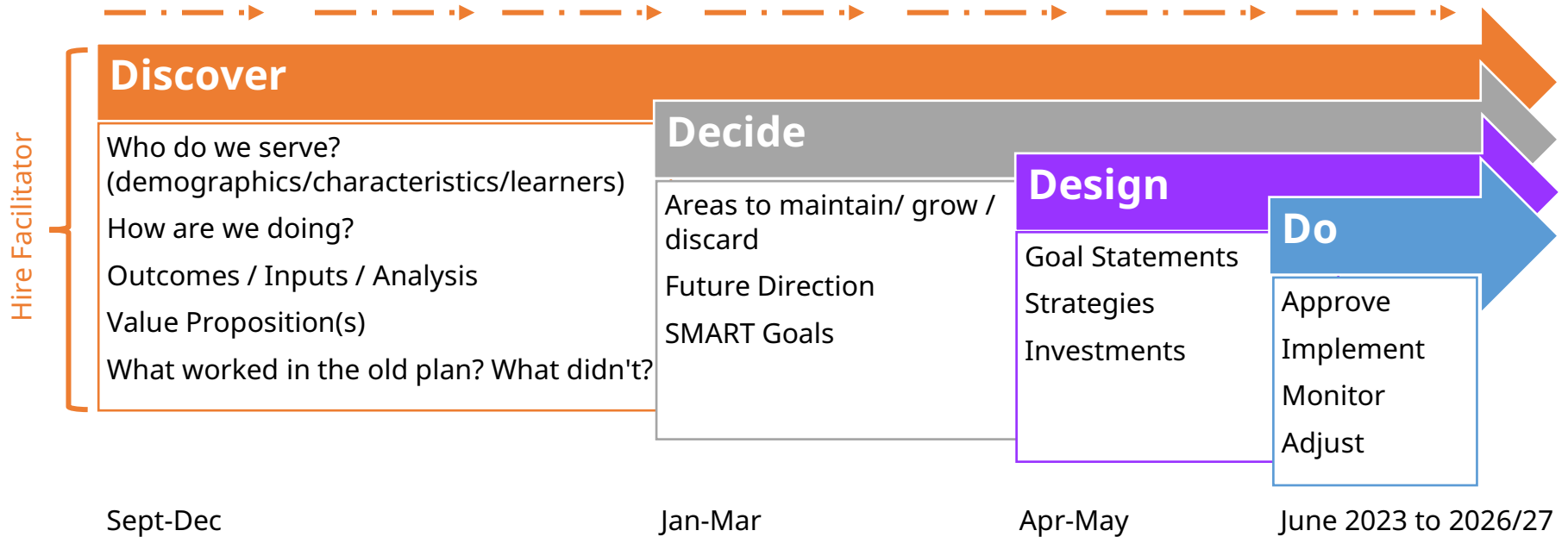
Approved:



Strategic Plan Renewal Process

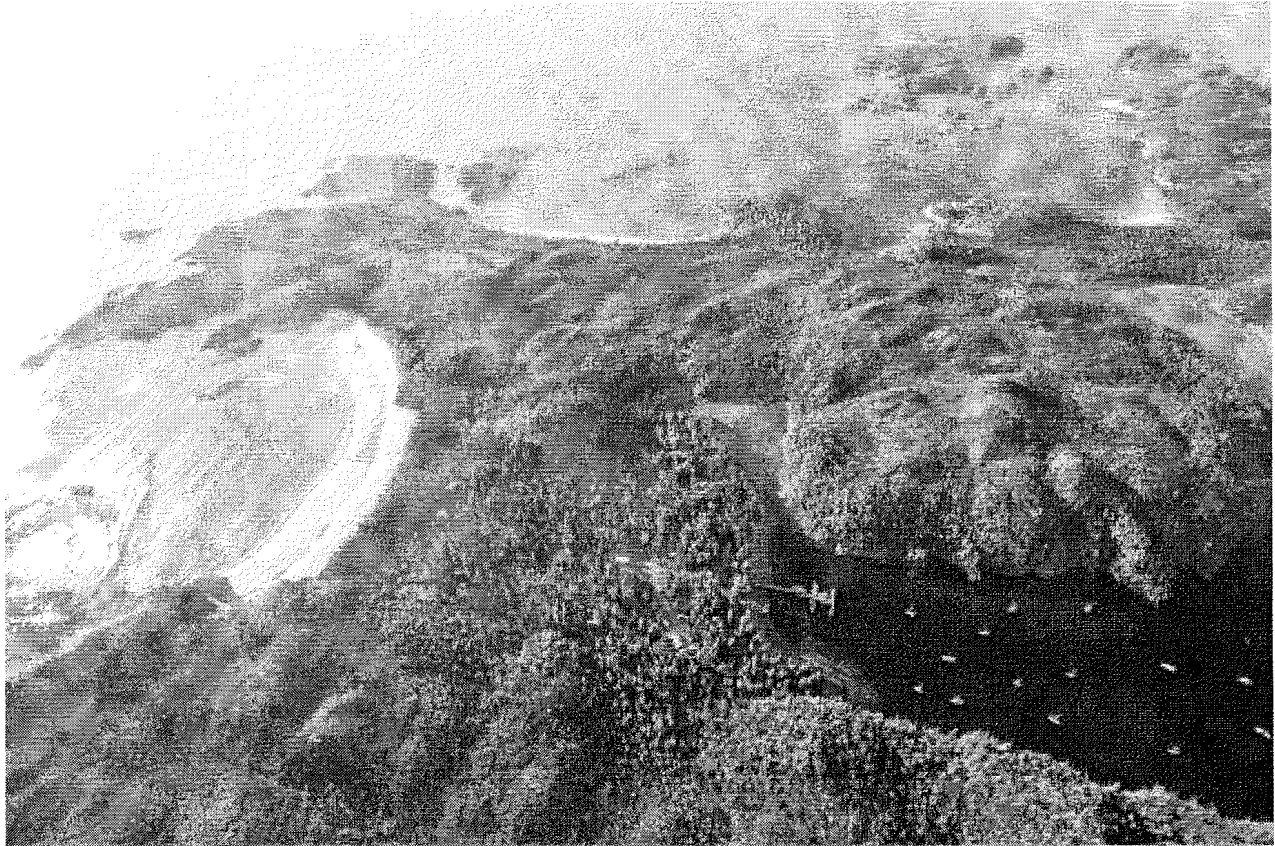
Motion, October 13, 2022: that the Board of Education creates a work plan, beginning September 2022, for the consultation and development processes of a new Strategic Plan to be implemented in June 2023. CARRIED 88/21

Disseminate / Communicate



Hakai

Science on the Coastal Margin



SEEC.SATURNA.CA



MAY 04 2022

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

Approval #

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

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

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

Name of School: Saturna Island School (SEEC Program)

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

Purpose of Trip: Compare ecology of Gulf Islands and Central Coasts. Specifically study marine environments with the Hakai Institute and research to our Life Sciences II course
Planned Activities & Instruction: Connect with instructors and Hakai research staff onsite. Perform plankton tows and analysis in labs; collect, analyze and mount algae specimens; hike to beaches on provincial park trails.
Destination: Hakai Research Institute, Colvert Island, BC, Canada

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

Other Transportation: Water Taxi (Silver King Marine) / SEEC Bus / BC Ferry

Leaving Date: June 5th Time: 10:20 am (Saturna) Substitute Required: No: Yes:

Returning Date: June 10th Time: _____

Accommodation: Camp @ Atluh Lake and Kluc Lake / Three nights in lodge at Hakai Marine Institute

Number of Pupils Involved: Ten Estimated Pupil Cost: \$200

Grades: 10/11 Estimated School Cost: \$3000

Names of Leaders/Adult Supervisors: Martin Anovich

Vice-Principal

Adrian Pendergast

Principal / Life Sciences II teacher

Pendergast
Leader's Signature (Planned by)

Date: May 4, 2022

Pendergast
Principal's Signature (Approved/Recommended by)

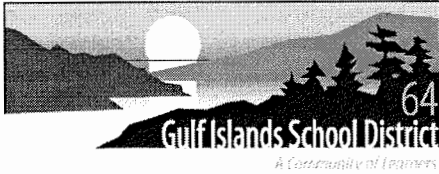
Date: May 4, 2022

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

Date: _____

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

Date: _____



SCHOOL DISTRICT No. 64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY
<http://sd64.bc.ca/employee-forms/>

Date: _____

Dear _____:

In consideration of School District No. 64 (Gulf Islands) offering my child _____, _____
an opportunity to participate in a field trip for Grade 10 and 11 students on June 5th-10th. I waive any and all Initial
claims I may have against, and release from all liability and agree not to sue the Board of Education of School
District #64 (Gulf Islands) and its officers, employees, agents, volunteers and representatives, and the Ministry of
Education for any personal injury, death, property damage or loss sustained as a result of my child's participation
in the field trip, arising out of any cause whatsoever, including negligence.

Trip overview:

Students will be going to Calvert Island Field Station in Hakai Pass, and will be away from the school on Sunday, June 6th
until Friday, June 10th. However, due to the inherent challenges of travelling this distance by water taxi, departure and
arrival times and dates are subject to change. Students should be prepared to spend extra time on Calvert Island. Travel
will be by a chartered water taxi operated by Silver King Marine (250.956.4047). The cost for student to attend this trip is
\$200. This covers the costs of travel. All other expenses are covered by Hakai institute and the school district.

On this field trip, up to 10 students will be attending an Ecology and Anthropology Research institution at Calvert Island
Field Station. To reach the field station we will need to camp for one night at a forest rec site on Northern Vancouver
Island. The night of June 5th will be at Atluck lake and the night of June 9th will be at Klacalama lake. Both sites are near
the highway but do not have cell coverage. School staff will have a satellite communication device (InReach) in case of
emergency.

At Hakai students will participate in a variety of outdoor and laboratory based activities that include scientific research
alongside university professors and graduate students studying at the facility. The facility has limited internet and an
ability for students to make phone calls if needed. There is no cell coverage on the island. More information about the
facility can be found by visiting www.hakai.org, reviewing the attached safety description from Hakai, or by contacting
Mr. Pendergast directly at Pender Islands School or Saturna School. There will be a parent meeting by Zoom on May 31st
at 5:00pm to further discuss trip details.

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

1. Students will be going to Hakai Marine Institute on Calvert Island and will be away from the school from June 5th to _____
10th They will be travelling by ferry, SEEC bus, and Water Taxi (Operated by Silverking Marine) Initial

2. On this field trip, up to ten student will be: _____

hiking, walking, cooking meals on camp stoves, tenting, beech combing, working on docks, traveling by water taxi, Initial
engaging in outdoor field work.

3. The students will be supervised by Martin Anevich (Vice Principal) and Adrian Pendergast (Principal) in addition to Hakai staff. _____
Initial

Your child will not necessarily be supervised by an adult at all times.

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

5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to _____
Initial

- Unorthodox or high risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: Warm clothing, rain gear, water bottle, sleeping pad and sleeping bag, hiking boots/shoes _____
Initial

7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____
Initial

8. My child and I understand that the school's *Code of Conduct* applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the *Code of Conduct*, including any costs to send my child home. _____
Initial

9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. _____
Initial

10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form. _____
Initial

11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators. _____
Initial

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

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

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

SEEC- Hakai Life Sciences 11 Trip Itinerary

Week 1	Sunday (June 5 th)	Monday (June 6 th)	Tuesday (June 7 th)	Wednesday (June 8 th)	Thursday (June 9 th)	Friday (June 10 th)
7:00am		Breakfast in camp	Breakfast in lodge	Breakfast in lodge	Breakfast in lodge	Breakfast in Camp
8:00		Leave from Port McNeill for Hakai Institute (Weather dependant)	Meet in Classroom for Plankton lesson. Create hypothesis about plankton diversity. Discuss ocean pollution. Show video of plastic being consumed by plankton.	Recap Scientific process and ocean literacy principles.	Pack and Clean rooms	Breakfast at Camp Site -Drive to Nanaimo Ferry to drop off Vancouver Students
9:00			Complete plankton tows	- Nearshore team Beach Seining.		
10:00	Saturna- 10:25am Pender- 11:50am		Analyze plankton and determine if data supported or did not support hypothesis.	Hike to 7th Beach -Complete individual science exploration on 7th beach. -Bagged lunch will be needed.	Leave Hakai for Port McNeill	
11:00			Make drawing and identify one zooplankton species of students choice.		travel- Silverking Marine -Bagged lunch on boat	Drop off at Departure Bay for Vancouver Students -Board 1:00pm ferry
12:00pm	12:30pm arrive Swartz Bay	Arrive at Hakai. Basic Introduction and assignment to rooms.(Sleeping arrangements based on Gender as in SEEC cabin groups)	Lunch- In lodge			
1:00	Pickup in Victoria(Tillicum Center) 1:00pm students board ferry at Horseshoe Bay.	Introduction in Tula centre. Acknowledge Territory and discuss Ocean Literacy. Emphasize framework for trip. Help students see connections for all activities to Ocean Literacy Principles.	Clam exploration Begin on West Beach Create hypothesis about diversity.			Drop off in Victoria(Tillicum Center)

SEEC- Hakai Life Sciences 11 Trip Itinerary

Week 1	Sunday (June 5 th)	Monday (June 6 th)	Tuesday (June 7 th)	Wednesday(June 8 th)	Thursday (June 9 th)	Friday (June 10 th)
2:00		Walk to West Beach- -Competition -Beach Drawings	-Sample clam populations in Pruth bay		Arrive Port McNeill. -Grocery Store and stock up on Supplies.	
3:00	Pickup in Nanaimo(Departure Bay)- Drive to Camp at Atluck Lake.	-Collect Seaweed for art/identification activity.			Drive to Klacalama Lake campsite (near town of Woss) observe old growth trees •Emergency Contact through InReach satellite messenger. Emergency: 9-1-1 Non-emergency: Campbell River SAR: 250-923-2500	Catch ferry back to Pender and Saturna 2:15pm to Pender 3:10pm to Saturna
4:00	Stop at Buckley Bay for lunch	Lay out seaweed and prepare for drying. Identify seaweed types in each students art(list scientific names on back).		-Review phylums Dock Scavenger Hunt-	Camp for evening	
5:00			Recap in classroom. Discuss First Nations principles and importance of clam harvests.	Connect zooplankton larvae to invertebrate species on the dock. -If divers were available this would be ideal.		
6:00	Camp- Atluck Lake (40mins south of Port McNeill). Students to sleep in individual tents.	Dinner	Dinner	Dinner		

SEEC- Hakai Life Sciences 11 Trip Itinerary

Week 1	Sunday (June 5 th)	Monday (June 6 th)	Tuesday (June 7 th)	Wednesday(June 8 th)	Thursday (June 9 th)	Friday (June 10 th)
	<ul style="list-style-type: none"> •Emergency Contact through InReach satellite messenger. Emergency: 9-1-1 Non-emergency: Campbell River SAR: 250-923-2500 					
7:00	Diner in camp	Infrastructure tour	Hike to North Beach (Lecture in Dining room if possible)	Beach Fire (Lecture in Dining room if possible)		
8:00		Hike to Lookout (Lecture in Dining room if possible)	-Lecture in dining room	Lecture in dining room		
		Fire on beach(pending restrictions)				

Emergency and Key Contacts	
National Defence Air or Marine Emergency (Rescue Coordination Center)	1-800 567-5111 +1 250-413-8933 (Satellite, Local, or out of area) #727 cell or jrccvictoria@sarnet.dnd.ca (Email)
Ambulance / Fire / Police Emergency (CFB Esquimalt)	911 or Victoria Dispatch Center 1-250 727-2400
Hospital - Bella Bella	1-250 957-2314
Hospital - Port McNeil	1-250 956-4461
Hospital - Comox	1-250 339-2242
Hospital - Campbell River	1-250 287-7111
Hospital - Port Hardy	1-250 949-6161
Coast Guard (general)	1-604 666-6011 or 1-250 363-2333 Channel 16 or 9 or 83A in Central - North Coast
Addenbrook Lighthouse (coast guard) - non-emergency	Dennis Rose and Paul Walen - call VHF 82A addenbrokedennis@xplornet.ca or whalennnewcastle@yahoo.com SKYPE Name: Dennis Ray Rose
West Coast Helicopters (Port McNeill Office) - no long line extraction	1-250 956-2244
West Coast Helicopters (Bella Coola Office) - no long line extraction	1-250 982-2181
BC Air Ambulance (long line extraction equipped)	911 or 1-800 561-8011
Dive Emergencies	(Call Coast Guard or Rescue Coordination Center)
Hyperbaric Chambers (Dive emergencies requiring this)	Vancouver Hospital 1-604 875-4111 –ask for Hyperbaric Referral alt numbers: (604) 875-4111 (24 hours) or (604) 325-8111 (604) 875-4033 Direct Line to Hyperbaric Chamber Dive Doctor - Dr. W.P. House 1-604 707-2273 (Vancouver) Dive Doctor - Dr. D.J. Kenny 1-250 334-2445 (Courtenay)
Police	
RCMP (Bella Bella)	1-250 957-2388
RCMP (Port Hardy)	1-250 949-6335
RCMP (Prince Rupert - PV Inkster)	Office 1-250 627-2040 Fax 1-250 627-3148 Investigator, North Coast Marine Services Cell 1-250 622-8867 #1-45 Charlie Currie Way, Box 1030 Prince Rupert, BC V8J 0A1 MMSI: 316105000 IRDIUMFIXED - 011881 6514 45147
Environmental Emergencies and Poisoning	
Prov. Emerg. Program - Earthquake / Flood / Tsunami / Dangerous Goods and Spills	1-800 663-3456 SPILL = 1-800 889-8852
Poison Control Center	1-800 567-8911 or 1-604-682-5050
Environmental Emergencies	1-800 663-3456
Forest Fire Reporting	1-800 663-5555
Dangerous Wildlife Conflicts	1-800 663-9453
Report a Poacher (Provincial) Conservation Officer	1-877 952-7277
Federal Fisheries (Violations) and Marine Mammal Death Reporting	1-800 465-4336
Hakai Beach Institute Contacts	
Hakai Institute Location	Latitude 51° 39' 21" N or 51.656°N Longitude 128° 7' 57" W or 128.133°W UTM 9U 559992 5723121 Radio N119300
Calvert HQ	1-778 373-6285
Tula Office (Campbell River)	1-250-914-4055 or
Hakai Office (Quadra) P.O. Box 309 1713 Heriot Bay Road, Heriot Bay, BC VOP 1H0	1-250-285-3134
Jason Jackson - Electrical	Cell 1-250 792-4887 or 1-250-400-0403 or jason@hakaienergysolutions.com
Eric Peterson	Eric@tula.org
Christina Munck	Christina@tula.org cell 1-250 202-1103, Van. 1-604-605-3272
Bridget Latham	1-250-203-5026 (cell) or bridget.latham@tula.org
Kate Lansley - Quadra office	1-250-285-3134 or kate@tula.org
Wayne Jacob	1-250 203-2295 or Wayne@Hakai.org or Skype = Wayne_Jacob
Guy Holmes	1-250-703-1199 (mobile), 285-2259 home
Other Contacts	
PCA - Port Hardy	1-250 949-6353 or 1-800 343-5963 Ext 3
PCA - Bella Bella	1-250-957-2285
Air Cab	1-250-949-6871
Cape Scott Water Taxi (George)	1-250-949-6541 or 250-902-8202 (mobile) or info@capescottwatertaxi.ca
Wuikinuv Band Office	1-250 949-9625
Heiltsuk HIRMD Office	1-250 957-2303
Shearwater Water Taxi	northoffice@shearwater.ca

SILVER KING MARINE

Silver King Marine has been serving Port McNeill & the mainland coast area for over 25 years. Our boats are the most comfortable vessels in their class. Ride with us. You'll appreciate the Silver King difference.

THE SILVER KING WATER TAXI FLEET

Our many services include passenger transport, crew transport, freight and parts shipping, towing, kayak transport, marine rescue and consultation services. We offer local advice on kayak trips, drop off points, wildlife, and the best camping spot recommendations, we've seen them all.

Rainbow Chaser & Intrepid are 29 foot welded aluminum boats built by Coastal Craft, the premier aluminum boat builder on the Pacific coast. The boats are seaworthy, warm, dry, and built to Transport Canada specifications. Our captains are knowledgeable, professional, friendly and ready to assist you in any aspect of your voyage, from planning your trip to helping you pack your load. We get you where you want to go - since 1989.

Office: 250.956.4047 Cell: 250.230.2722

Located: Port McNeill Municipal Marina - 1594 Beach Drive Port
McNeill, B.C.

Mail: Silver King Ventures P.O. Box 1237 Port McNeill, B.C. V0N2R0
Silking@telus.net :Email

All information from: <http://www.silverkingventures.com>



HUB International Insurance Brokers

1241 Ironwood Road
Campbell River, BC V9W 5T4
Ph: (250) 287-8819 Fax: (250) 287-8862

Interim Confirmation of Insurance Effected

Named Insured: Silver King Ventures Ltd.

Mailing Address: Box 1237, Port McNeill, BC V0N 2R0

Insurer: As arranged by Coast Underwriters Ltd.

Policies No: 100165, 100166 and 105674

Description of Operations: *Water Taxi and Sightseeing Charters*

Location of Risk: Trading Warranty No. 3

Coverage & Policy Form(s): AS PER THE ATTACHED SUMMARY OF COVERAGE

Term: **June 19, 2021 to June 19, 2022**
12:01 a.m. Standard Time at the above mailing address or until cancelled, replaced by a policy or an endorsement thereto.

Premium: \$3,862.00 (100% Fully Retained)

Conditions: As per terms, conditions, wordings, deductibles and exclusions of insuring Company's policy to be issued.

HUB International Insurance Brokers

Per: Tracey Jackson, CAIB
Commercial Insurance Account Executive

Date: June 18, 2021

Initial: SG

This document is intended for use as evidence that the insurance described above has been effected, against which Underwriter's certificate or policy will be duly issued where upon this cover note is automatically terminated. Immediate advice must be given of any discrepancies, inaccuracies or necessary changes.

THIS POLICY CONTAINS A CLAUSE WHICH LIMITS THE AMOUNT PAYABLE.



ATTACHED TO AND FORMING PART OF INTERIM BINDER

**1000165, 100166 and 105674
As arranged by Coast Underwriters Ltd.
June 19, 2021 to June 19, 2022**

SUMMARY OF COVERAGE:

HULL & MACHINERY:

Rainbow Chaser:	\$	75,000
Intrepid:	\$	75,000

PROTECTION & INDEMNITY:

Limit of Liability: On Rainbow Chaser and Intrepid	\$	2,000,000
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Subject to: - \$1,500 Deductible per loss occurrence with respect to Hull & Machinery
- Policy Terms, Conditions, Warranties and Exclusions

COMMERCIAL GENERAL LIABILITY:

Limit of Liability, Each Occurrence	\$	2,000,000
Limit of Liability, Aggregate	\$	5,000,000
Tenants Legal Liability, any one premises	\$	1,000,000

Subject to: - \$1,000 Property Damage and Bodily Injury Deductible

Including: - Occurrence Bodily Injury & Property Damage
- Employee Benefits – Errors and Omissions - \$1,000,000 Limit of Coverage
- Employers' Liability Extension (Coverage for Office Employees Only)
- Products/Completed Operations
- Personal Injury - \$2,000,000 Limit of Liability
- Medical Payments - \$2,500 Limit any one Person
- Non-Owned Automobile - \$2,000,000 Limit of Liability
- Total Pollution Exclusion
- Data Exclusion
- Terrorism Exclusion
- Fungi and Fungal Derivatives Exclusion
- Ship Repairers' Legal Liability Exclusion

**TERMS AND CONDITIONS AS PER INSURER'S STANDARD CONTRACT,
SUBJECT TO POLICY WORDINGS, DEDUCTIBLES AND EXCLUSIONS.**

**THIS SUMMARY IS PROVIDED FOR INFORMATION ONLY. PLEASE REFER TO ACTUAL POLICY DECLARATION AND
WORDINGS FOR FULL DESCRIPTION OF COVERAGE, DEDUCTIBLES AND LIMITATIONS.**

IN THE EVENT OF A LOSS THE FORMAL POLICY DECLARATION AND WORDINGS WILL PRESIDE.

Hakai Safety Info

With a large contingent of staff and students in residence at any given time, Hakai is 100% responsible in covering the safety bases. Every person who comes on site receives a timely safety orientation during which they are shown the central emergency gathering place, and the airhorn which would signal an emergency. The purpose built tsunami trail with excellent directional signage is part of the orientation.

There is always a Level 3 trained First Aid attendant on duty, with a secondary back-up who is trained as well. We have a well provisioned, up to date first aid room.

We provide radios to all group leaders going off site on hikes or boating expeditions, with instructions on use. We also have GPS “spots” for boat location and tracking. We have a SAT phone and reliable internet connection. We monitor the marine channel for safety purposes.

We have three large boats, all fairly new and consistently maintained, which can be used if required: the Hakai Explorer, a research vessel, the Express, a water taxi which will accommodate 14, and the Hakai Spirit, the owners' private boat which is very fast. We have used that boat to evacuate injured or sick residents to the Bella Bella Hospital; we have also on one occasion had the Coast Guard helicopter remove an ill staff member to Port Hardy. We also have a contingent of 5-6 small motorboats.

Our kitchen requests information for each resident re special food needs or allergies, and if there is a serious problem, will clear the dining room of the offending allergen while the person is in residence. We ask that teachers be aware of special medical needs, and tell our first aid attendant on a need to know basis.

Food and water safety are priorities, and we follow the same standards and water testing protocols as any BC town or municipality. Our kitchen is headed by a Red Seal chef, and all cooks are food safe certified.

We are water-safety conscious, and closely monitor the use and movement of our canoes and kayaks, with a safety lecture before people use them, and mandatory PFD's.

Because the stakes are high in a remote off-the-grid location, safety is at the top of our priorities, and it is never let slide. I hope this addresses your concerns.

Best,

Helen

Education Coordinator, Hakai Institute

Calvert Island Field Station Safety Orientation

Calvert Island Field station is the only populated spot on Calvert island and is at least 2-5 hours away from a hospital in the case of a serious accident. Our policies aim to keep you safe.

Dock and Boat Safety

Boats

- Boats are operated by Hakai certified boat operators only.
- Regardless of your level of experience or certification, boats are off limits until you have been signed off on the Hakai Vessel Safety Policy by Wayne Jacob or Other appointed hakai Staff..

Life jackets/PFDs

- Floater suits or life jackets/PFDs must be worn on all open boats at all times.
- Life jackets must be worn whenever alone on the dock as per WCB regs.
- PFDs must be worn for all intertidal activity. See 'Safe Work Practices' doc.

Dock Safety

- Be aware of potential hazards on the dock such as dock lines, fuel lines, hoses and equipment.
- Do not walk behind the Mule or Quad when they are driven up the ramp. Wait until they reach the top before proceeding behind them.
- Keep behind the red line when planes or boats are approaching or leaving the dock.
- Keep off the dock when the barge is docked and the fuel light at the land end of the dock walkway is flashing.
- Be aware of the locations of rescue ladders, life buoy, throw lines and fire extinguisher.
- *Absolutely No Smoking.*

Recreation

- **For field work, follow the policies for Trip Plans (New OH&S Drive)**
- For recreation, any time you are going further than West Beach on foot, we require you sign out at the Main Lodge front desk and take a radio.
- If you are going alone you must have an on site 'buddy' that you check-in with on return
- When hiking alone in the evening/dark you must have a buddy on site and take a radio and flashlight, water, small FA kit.
- At all times, wear suitable robust footwear. Take water
- If canoeing, follow the above sign out/check in procedure and return before dark.
- All canoers must have PCOP and have permission from Haklai Staff

Beaches and Trails

- These are for public use and under the jurisdiction of BC Parks - Hakai Luxbalis Conservancy.
- Follow the signs on West Beach and trails.

- Stay on the boardwalks to minimise injury and protect the sensitive ecosystems.
- Sign out at the Main Lodge front desk as above for hikes further than West Beach.
- Be aware : the uneven trails can cause trips and falls.
- Unstable boulders, rocks and beach logs must be climbed with due care.
- Check the tide tables before going on a hike. Your progress can be cut off at some high tides.

Rocky headlands: See [Shoreline Risk Assessment Map](#) (Safety Centre, Main Lodge)

Keep off the rocks. Red zones are prohibited, Orange zones require caution.

- *Rocky headlands are dangerous.*
- *Sleeper waves and rogue waves can kill.*
- *Stay safe on the beaches and trails.*
- *Obey the signs.*

Beach Fires

If you love this Island DO NOT BURN IT DOWN!

- Do not light fires unless very small
- There is no fire station or help nearby
- Follow all policies and directives and fire bans
- Fires must be lit below the high tide line, away from logs and rocks.
- Do not leave the beach until your fire is completely out with water. Do **not** rely on sand to extinguish your fire.
- Two fire buckets are available below the fire caution sign at the West Beach trail entrance.

Wildlife

- The Hakai Institute shares Calvert Island with a variety of wildlife, including resident wolves and ravens.
- Do not leave food or bags and containers in outdoor areas as the ravens will open anything unattended.
- Wolves are shy of humans. If you encounter a wolf on a trail or beach, **DON'T RUN!** Stand still, make eye contact and wait for the wolf to leave.

First Aid

Level 3 First Aid room

- Hakai Institute is equipped with a fully stocked level 3 first aid room. A level 3 first aid attendant is on call 24 hours a day, monitoring VHF Ch 06, Ch16 and Hr (Hakai repeater) channel.
- The first aid room is located in the back of the Darby Lab (on shore next to the dock walkway). It is off limits unless accompanied by the attendant.
- Small FA kits are supplied for work activities and available for certain recreational trips.

Access to first aid via radio

- Turn the knob on top of the radio to power it on and control the volume.
- Confirm the radio is set to Hr (Hakai Repeater), if not, use the arrow buttons, turn to Hr.
- Press the button located on the side of the radio and speaking slowly and clearly say: "First Aid, First Aid, First Aid".
- Release the button. If no reply after 20 seconds, repeat.
- If you receive no response, the building and room number of the oncall attendant is listed on the first aid room door and at the Main Lodge front desk.

Radios in case of emergency on site

- Radios are located in all the labs, both shops, front desk of Main Lodge, Calvert Lodge common area, Britco Lodge porch, and Headquarters porch.

Hospitals

- The nearest hospital in Bella Bella is at least 2 hours away by boat. Be alert and minimize risks to your safety and those around you.

Muster Station for Major Emergencies

- 3 long blasts on the air horn means STOP what you are doing and immediately proceed to the muster station, located at the Darby lab (where the dock walkway meets the shore).
- After head counts are completed, you will be directed to safe locations either up the Tsunami Evacuation Route or away from fire or other danger.
- Follow orders as directed by Hakai staff.
- In the case of fire, Hakai Staff will follow the Hakai Emergency Plan.
- The site is fully equipped with an extensive fire fighting system of hoses distributed at key locations around the main site.
- Follow orders as directed by Hakai Staff

Signed: _____ Date _____

Safe Working Procedures for Nearshore Intertidal

Introduction

The safety of Hakai personnel, as well as visitors to the Calvert Island field station, is of paramount concern. It is therefore the policy of the Hakai Institute and the Tula Foundation to provide and maintain a safe and healthy work environment. To achieve this goal, the following policies and guidelines are designed to mitigate the potential risk of working in the coastal Intertidal environment as provide guidelines to follow in the event of an emergency.

Personnel Requirements

- A minimum of three crew is required for all field trips to ensure that adequate help can be provided in the event of an emergency.
- At least one member of the crew must have a current first aid ticket (OFA Level 1 as a minimum).
- During a trip into the field, one member of the crew with FA certificate will be designated Crew Safety Officer for the duration of the trip.

Before a trip into the field, the field team must review:

1. The state of health and fitness of all participants.
2. The risk associated with intended tasks and sites.
3. The procedures for responding to accidents and injuries.
4. Training provisions for all participants in field work, including applicable safety measures and risk management (eg., Intertidal Equipment Training for intertidal installations, water sampling, beach seining).

Pre-departure protocols

Weather

- Check the marine forecast before leaving paying special attention to sea state and direction. Decide if your intended study site is safe under the current conditions.

Briefing

- All crew will join in a pre-trip briefing to discuss planned work activities, planned route of travel, consideration for safety during approach, site-specific risks and procedures to follow in the event of an emergency.
- Field crew will assemble all required safety equipment for the trip.

- All crew members will have appropriate footwear and clothing for the site conditions and weather.
- During the pre-trip briefing trip the safety officer will ensure all required safety equipment is present and will fill-out a trip plan form.
- All applicable “Correct Working Procedures” checklist documents, i.e. Correct Working Procedures, Intertidal Activities, will be reviewed by the field crew to ensure that all required equipment is present and all required sign-off checks are complete.

Safety Equipment

The following list of equipment must be organized by the field crew and reviewed by the trip safety officer for all field trips off site.

- VHF Radio
- Spot or InReach signal and emergency device
- First Aid Kit
- Throw Line
- Wool Blanket
- PFDs (for shorelines next to or above water deep enough to risk drowning)
- Flashlights (for night trips)
- Emergency Assistance Plan (see below)
- Sun block and personal meds

List of Appropriate Field Clothing and Footwear

- Rain gear
- Extra warm clothes
- Waterproof footwear for rainy conditions
- Shoes or boot for walking on unstable surfaces (e.g. running shoes or hiking boots)
- Head and eye protection (e.g. warm hats, sun hats, sunglasses)

Sign-out Protocol

Before leaving the Calvert Island base station the trip safety officer will sign-out at the front desk in the Hakai Institute and leave a completed trip plan form at the front desk with a facilities staff member. The plan will remain at the Hakai Insitute front desk for the duration of the planned trip. Sign-in at front desk on return from trip.

If travelling by boat, fill in the sign-out sheet and boat board Main Lodge front desk.

Protocols and Safe Operating Guidelines

Approach and Travel to/from Sites

Safety while hiking to intertidal sites is as important as safety while at the site itself. While transiting to sites route, crew members must travel in the buddy system or as a group. No one can travel alone. Be aware of the abilities of all group members and adjust routes accordingly. If weather conditions deteriorate while transiting, be ready to change plans and turn back to base.

Depart with enough time to take safe routes and avoid “short-cuts” through more dangerous sections of trails and shorelines.

Site specific access and hazards, including site maps, are described in the Nearshore Intertidal Sites document

Risk Management Traveling in Difficult Terrain

During steep sections of the trail maintain 3 points of contact at all times. Travel through steep sections one person at a time, using a spotter to assist. Use assistance ropes when provided.

Do not travel through terrain where risk to falling is high.

On Site

Spot/ inReach Protocol

Spot or inReach check-in's will occur upon arrival at the site, when departing sites and at two-hour intervals in between. Radio checks on Hakai repeater Hr channel are encouraged.

Site Safety Survey

Upon arrival at a site, survey the site for hazards and monitor the sea-state for a minimum of 10 minutes to assess wave action and associated risk.

Ensure all crew members are aware of any areas of special risk and any No Go Zones.

The trip safety officer will make on-going risk assessments of the area and environment and adjust work activities according to the group's abilities and the conditions at hand.

The field team and safety office will ensure all safety equipment is kept close at hand and easily accessible.

Slip and fall considerations

Terrain and relief in intertidal sites can be hazardous to navigate. Rough, irregular rocks, slippery marine algae and boulder fields present a risk of tripping and falling. Move slowly through these areas and avoid being close to edges where falls may be possible. Where possible, choose alternate routes over flat, level ground and avoid seaweeds for areas of dry rock.

In locations where falling into the water is a risk, PFDs must be worn at all times. In wave exposed environments it is necessary to wear a PFD at all times. In less exposed environments the decision to wear a PFD it is at the discretion of the crew safety officer. (See WorkSafe policy).

Trip and Falls

1. Assess injuries
2. VHF Radio Ch Hr to Hakai base for assistance
3. Report incident and location.
4. Treat for major injuries - primary care
5. Treat for lacerations, bruises or breaks - secondary care
6. Treat for shock
7. Prepare patient for evacuation if patient can be moved.
8. Communicate with Hakai First Aid attendant for assistance and evacuation

Waves and falling in water

Large waves, high surge, rogue waves and slippery terrain present risks for falling in the water, which can result in serious injury or death. Wave and surge height can suddenly increase in an area, stretching higher than anticipated up the shore. This poses a risk to those working in the intertidal area, and can result in falls and dangers associated with rocky conditions and being in the water.

To mitigate these risks, in wave exposed areas, all crew members will work in teams of two with one person facing the water and watching for large waves.

If a large or rogue wave is approaching shore, the spotter will alert the team and everyone should head up the beach to avoid the wave. In order to avoid tripping and falling be careful not to rush and scramble. If there is not enough time for a safe exit, hold on tight to the rocks and flatten yourself out to reduce your drag.

If someone gets swept by a wave:

1. Have a spotter keep their eyes on the person and point at them to maintain their location.

2. Call back to Hakai base Ch Hr and to Coast Guard Ch 16 using VHF radio to inform them that someone has fallen into the water.
3. Using a buoyant heaving line, throw one end to them to assist them back to shore if person is conscious, or to mark location.
4. DO NOT jump in after them. It can be very difficult and dangerous to make a water rescue in cold, surging waters.
5. Make sure all other members of the group stay back from the water and are not in danger of falling in.
6. Once back on land, the person may require treatment for hypothermia and other injuries. Be sure to have additional first aid backup on the way from Hakai base or the Coast Guard.

Emergency response

Emergency Contacts

***JRCC (Joint Rescue Coordination Centre: 250-413-8933)**

Coast Guard: Ch 16

SOS on Spot or InReach

Radio Hr Channel for Hakai Responders

First Aid Station: Darby Lab, Calvert Island

Nearest Hospital: Bella Bella Hospital, 88 Waglisla Street, Bella Bella, BC
250-957-2314

List of Emergency Equipment and locations

First Aid Kit	On site or Darby Lab First Aid Room, Calvert Island
Oxygen Kit	Darby Lab First Aid Room, Calvert Island
Blankets	Darby Lab First Aid Room, Calvert Island
Spine Board	Darby Lab First Aid Room, Calvert Island
Audible Alarm	Outside Darby Lab First Aid Room, Calvert Island. Muster Station
VHF Radio	Front Desk, Main Lodge, Calvert Island
Phone	Headquarters, Calvert Island
Muster Station	Outside of Darby Lab, Calvert Island
PFD's	Griswold Lab, Calvert Island

Roles and Responsibilities During an Emergency

Crew Safety Officer: Assess the scene, determine what happened and if it is safe to help. Ensure all other crew members are safe. Plan a response and assign able crew duties to assist you. Call for help from Hakai base or Coast Guard if needed. Provide patient with necessary first aid. Arrange for evacuation if needed.

Radio Operator (Appointed by Crew Safety Officer): Take control of radio communication between accident scene, Hakai base and Coast Guard. Relay information between parties.

First Aid Assistant (Appointed by Crew Safety Officer): Assist with first aid as requested by primary first aid attendant.

Emergency Communications from the field

1. Hakai Base: radio Channel Hr
2. Canadian Coast Guard (channel 16 VHF, SPOT or InReach)
3. SPOT SOS (signal transmits to JRCR with GPS coordinates)
4. InReach SOS (signal transmits to JRCR with GPS coordinates)

Emergency Procedures in the Event of an Emergency

1. Crew Safety Officer assess patient using basic first aid skills .
2. Call Hakai First Aid support Ch Hr on radio.
3. Call Coast Guard on VHF channel 16.
4. Report Incident and location.
5. Continue to monitor patient.
6. Standby for assistance and follow Hakai FA instructions until Coast Guard arrives
7. Alert Hakai base to stand by for possible emergency evacuation.
8. Arrange for Hakai base to call the Bella Bella hospital and notify them of the emergency and status of the patient as directed.
9. Decide on the safest way to evacuate the patient and arrange for transportation to the Bella Bella hospital or as directed.

Procedures for Non-RTC (Rapid Transport Category) accidents

1. Crew Safety Office assess patient using basic first aid skills.
2. Call Hakai First Aid support Ch Hr on radio.
3. Report incident and location.
4. Continue to monitor patient.
5. Follow instructions from Hakai FA attendees.
6. Decide on safest way to evacuate the patient to Hakai FA room.

7. If necessary, transport patient to Bella Bella hospital by Hakai boat
8. Ask Hakai base to call Bella Bella hospital to alert of patient arrival
9. Hakai FA attendees will follow-up with patient

Emergency Evacuation Options from water or shoreline

1. Coast Guard boat transport to community hospital in Bella Bella
2. Air Ambulance helicopter access from nearest shoreline
3. Hakai boat to community hospital in Bella Bella

Emergency Evacuation Options from land

1. Air Ambulance helicopter from nearest helicopter accessible location
2. Overland to Hakai FA room

Post-Accident Procedures

1. Hakai Primary First Aid Attendant on station will be responsible for follow-up care to any injuries
2. Following an accident and evacuation, all crew members will muster at base in Tula Center.
3. A post incident debrief will occur asap
4. Hakai Primary First Aid attendant will write an incident report
5. Hakai Primary FA Attendant will notify HR

Infrastructure



Step by step we are improving our infrastructure, learning out to manage the complexity of an off-grid facility, trying to get all systems working together harmoniously. The photo above shows a few of the elements: vehicles, our new garage and boatworks, our underground sewage treatment plant in the foreground, the grass covered berms we use to disperse water from the sewage plant, and our array of solar panels.



Most visitors to Hakai miss seeing the guts of the operation. Left to right: generator shed, energy management center, water treatment building, warehouse/shop, yet more working vehicles and the corner of our luxurious new bunkhouse.

Energy Production and Management

We run our own local electrical grid at Hakai, a system designed, installed and maintained by Hakai Energy Solutions (HES). The HES website and links therein explain the workings of the

system in much more detail than I can get into here. It is a very innovative system, which has received considerable attention from the engineering community.

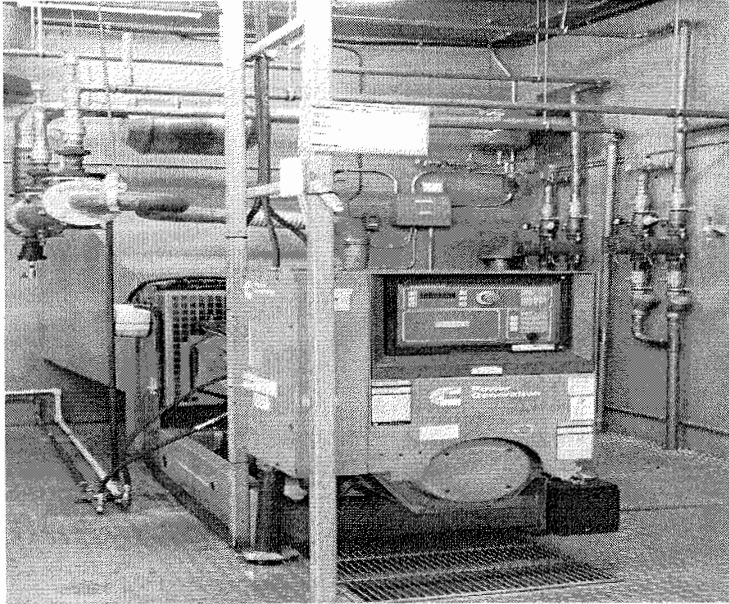
As you might expect, at the heart of the system is a network of specialized electronics—inverters and other devices. It looks a bit like the bridge of the Starship Enterprise.



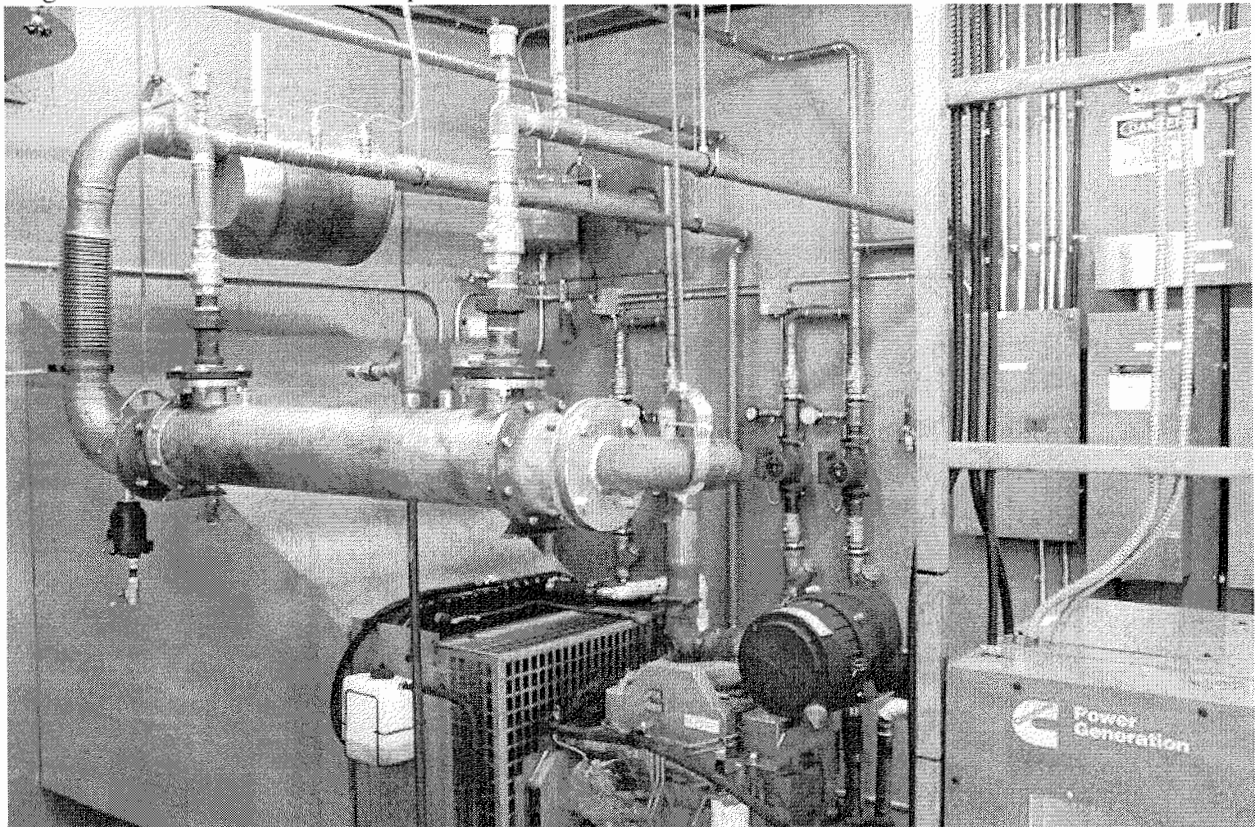
Beam me up Jason. Photo by Sean Fenzi.

The central resource managed by the grid are the storage batteries—effectively the energy bank. Our energy producers fill our bank account; all the electrical devices at Hakai—from light bulbs, to toasters, to iPads—deplete it.

Our 60 kilowatt solar array (see the photo at the top of the page) gets all the attention at Hakai, but we need our diesel generators for those long winter nights, or those rare days when we don't have sunny skies at Hakai. Generator A fills in when the solar array cannot carry the load.



If you know anything about generators, you will notice that Generator A has a bunch of extra copper pipe attached and a heat exchanger on the exhaust pipe. That's all to capture waste heat, which we pipe next door to the heating boilers, which are discussed below. They call this 'cogeneration'. Here is a closeup:



Occasionally the system gets into a tangle, and we have to bypass the complexity of the system, and go back to basics. We fire up the backup, Generator B, pull the big red lever, and run for a while like everyone else does on the coast, with the generator speeding up and slowing down according to the load. Usually that is for only a short time. If we really got into a snafu—hasn't

happened yet—we have a third generator in reserve, which can keep the Headquarters building up and running until help arrives. That’s what you need on the Central Coast—defence in depth.

Cogeneration and Building Heating

Most buildings used in winter are heated via our central boiler and circulating antifreeze (glycol) network. A large portion of the energy needed to heat this system is recovered from the Generator A (see above) via heat exchangers on the engine cooling system and exhaust. The pipes leaving the heat exchanger head next door to the storage tanks in the boiler room, then on demand out to the buildings that need heat. Typically the waste heat from Generator A is sufficient for our heating needs. If not, one of the diesel burners fires up to pick up the slack.

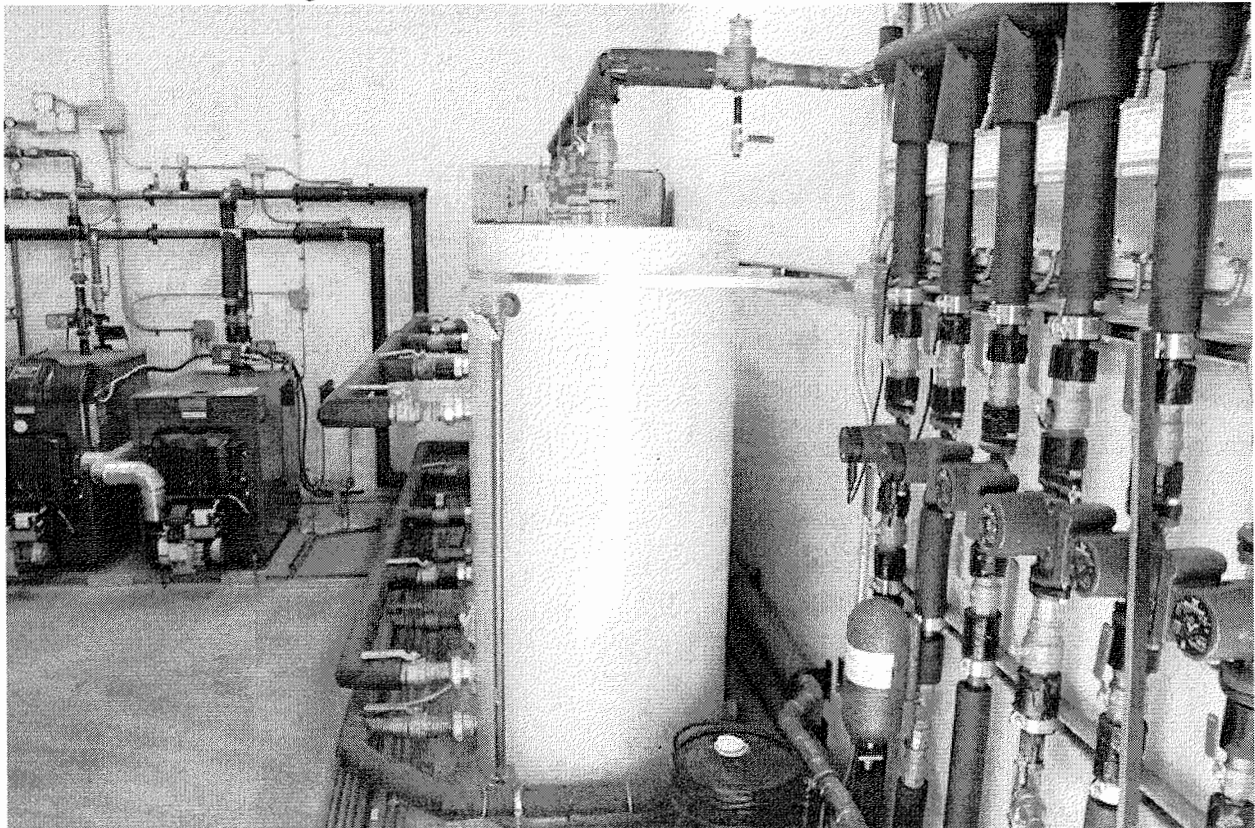


Photo shows: copper pipes from Generator A enter at the top left. Fluid heated if necessary by one of the two diesel burners then stored in the white tanks. At the right there are the five distribution lines that run in underground loops to the buildings that are heated by this system.

Water Treatment

At Hakai we are blessed with abundant clean water drawn from the large aquifer that lies under the sandy expanse between Pruth Bay and the West Beach. A single well draws water from a depth of 8.5 meters, and has been verified to have ample capacity for sustained activity for our projected loads with no threat of depletion or salt water intrusion.

Although our raw water tests free from biological or chemical contamination, it is turbid from suspended sand and discolored by tannin from naturally decomposing forest vegetation in the bog forests that surround us. In order to deal with these defects (which are largely cosmetic) and

to guard against any possible future contamination by microorganisms, we have commissioned a municipal water treatment system that includes the following:

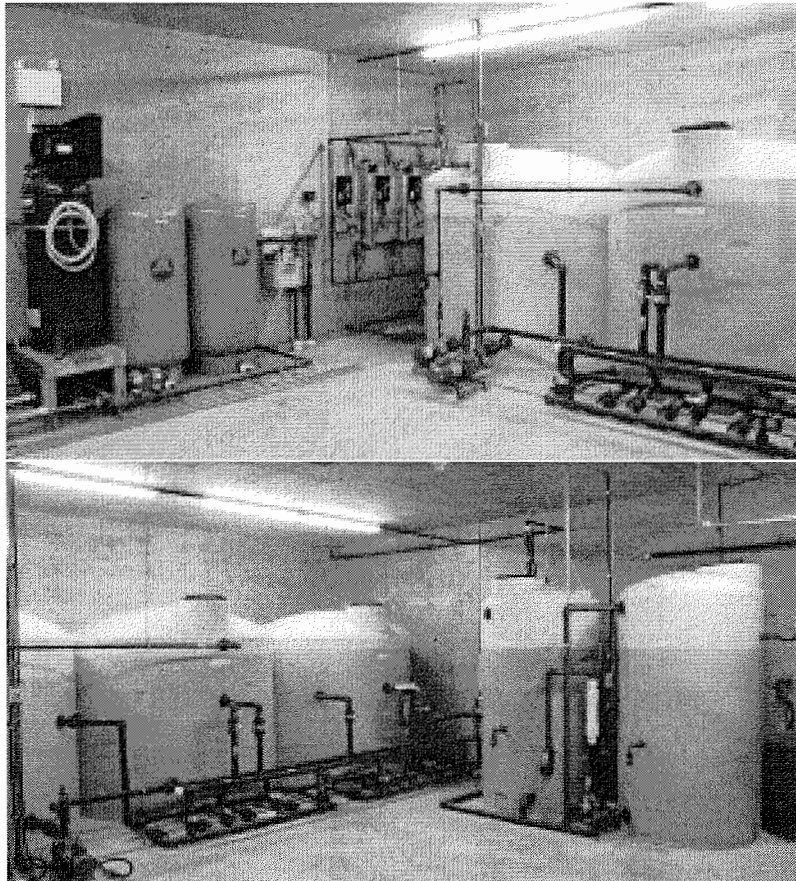
- Ozone injection, which breaks tannins into simpler components and kills most pathogens

- Slow sand filtration, which uses a bed of living microorganisms found naturally in all water sources to purify the water

- Charcoal filtration, which absorbs other contaminants and provides the final clarification step

- UV treatment, which kills all remaining microorganisms

- Injection of a small dose of chlorine, which suppresses any growth of microorganisms prior to consumption



Warning: The outside faucets at Hakai supply untreated non-potable water unless otherwise labelled.

Sewage System

At Hakai we have taken particular care to ensure that our sewage treatment system guarantees that we have no negative impact on our land, our aquifer or the surrounding streams and ocean. We have implemented a centralized, site-wide BioNest sewage management solution on a scale that would be typical for a small municipality.

A network of sewers from each building converges at our main treatment center, which comprises a sequence of eight large buried concrete chambers. The heart of this system is the bioreactor. The bioreactor chambers contain a matrix of polymer ribbon that provides a substrate

for the culture of microbes that biologically break down waste. Aerobic conditions are maintained via a bank of infusion pumps. Once treated, the clear and odorless waste water is dissipated on drip fields on four large sand berms using a process known as pressurized leach field dosing.

A four-chamber grease trap pre-treats the waste water coming from our main kitchen prior to its introduction into the main sewage system. The entire sewage treatment system is controlled by computer and can be monitored and managed remotely via the Internet.



A handwritten signature in blue ink, appearing to be "JD", is located at the top center of the page.

GISPA
Gulf Islands School of Performing Arts

May 3, 2022

232 Rainbow Rd.
SaltSpring Island, BC, V8K 2K3
T 250 537 9944 X253
F 250 537 9512
jdonaldson@sd64.org

www.gispa.ca

SD64 board of trustees and administrators,

I am writing to request approval for the participation fees of the Gulf Islands School of Performing Arts be returned to the pre-covid amount of \$1500.

During the pandemic we reduced the participation fees to \$1000 as there were fewer opportunities for performances, workshops and field trips. As live and in-person opportunities are returning we would like to return to pre-covid participation fees of \$1500.

Thank you for your consideration,

A handwritten signature in black ink, appearing to be "Jason Donaldson", is located below the text "Thank you for your consideration,".

Jason Donaldson



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

In attendance

Committee: Tisha Boulter (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), Angela Thomas (CUPE); Marie Mullen (GIPVPA)

Regrets:

Called to order 9:55 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Approval of Summary**

Summary of February 23, 2022 adopted by consensus.

3. **New Business**

a. *Anti-Racism Advocacy Working Group – Terms of Reference*

The committee considered the draft 2022/23 – 2023/24 Anti-Racism Advocacy Working Group Terms of Reference. Changes from the previous Terms of Reference include an extension to a two-year term and monetary compensation for members not otherwise compensated for their participation.

Correction made to Board of Education membership.

Questions regarding scope/purpose, membership, lack of definition of chair or quorum, reporting timelines, and sub-committees.

Action: Proposed amendments will be brought to the Anti-Racism Advocacy Working Group for consideration before bringing the amended draft to the May public meeting for Board approval.

4. **Other Business**

5. **Next Meeting:** TBD

6. **Adjournment:** 10:33 a.m.



Summary Human Resources Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Greg Lucas, Shelley Lawson, Chaya Katrensky

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)

Called to order 11:01 a.m.

Chair Stefanie Denz acknowledged that the meeting is taking place on the traditional territories of the Coast Salish peoples - Huy tseep q'u.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Summary

Summary of November 10, 2021 adopted by consensus.

3. Business Arising

4. New Business

a. Provincial Job Evaluation Project

D'Arcy Deacon shared the work done by the SD 64 Joint Job Evaluation Committee including regular review of existing job descriptions, creation of new job descriptions as needed, and job classification to determine rates of pay.

The province is looking to normalize job descriptions and rates of pay across the sector. BCPSEA is requiring each school district to establish a committee of eight representatives to compare local job descriptions to other school districts. The purpose of the provincial project is to implement and maintain a standardized measure for evaluation of job descriptions, classifications, and rates of pay for all school district in BC.

Some SD64 committee representatives have already received training. The district is now ready to participate in the project.

More details can be found on the BCPSEA website.

5. Other Business



6. **Next Meeting:** June 8, 2022
7. **Adjournment:** 11:27 a.m.

DRAFT



Draft Summary Education Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Shelley Lawson, Rob Pingle, Stefanie Denz

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); Marie Mullen (GIPVPA)

Regrets:

Called to order 10:45 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Summary

February 23, 2022 meeting summary adopted by consensus.

3. Business Arising

4. New Business

a. Monthly Trustee Questions

Trustees discussed the process for trustee question development in preparation for next year's board meeting schedule. Previously, GIPVPA were consulted, and questions were designed to link work in schools to the strategic plan. Consideration was given to upcoming trustee elections and delaying questions until January.

Action: Questions will be created in consultation with GIPVP for the January to June 2023 board meetings

b. IPASS

Boe Beardsmore presented on the use of IPASS in schools. IPASS is a teaching tool developed to enhance and support student success for K-7. It allows teachers to look at student report card, assessment and attendance data to better inform planning, instruction, and interventions. The platform organizes information so that it is visible and accessible to teachers to easily identify students at risk (on/off track indicator).

c. BAA Courses

A list of current Board Authority Authorized courses and Ministry of Education guidelines and requirements were shared. Schools may choose to offer approved BAA course for grades 10-12 as part of their course selection process.



5. **Next Meeting:** TBD
6. **Adjournment:** 12:04 p.m.

DRAFT



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

In attendance

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

Trustees: Janelle Lawson, Stefanie Denz, 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); Angela Thomas (CUPE)

Regrets:

Called to order 9:00 a.m.

Shelley Lawson opened the meeting by acknowledging that this meeting is taking place on the traditional territories of the Coast Salish peoples – Huy tseep q'u.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

February 23, 2022 summary adopted by consensus.

3. **Business Arising**

a. *Preliminary Budget Expenses*

Jesse Guy presented on renewal, upgrades and investments related to district configuration and one-time funding protection funds. The district is set to meet its savings targets with operating revenue and expenses balanced at \$19M for the 2022/2023 school year. Some of the one-time district investments budgeted for 2022/2023 include:

- EPIC grant funding (school-based learning recovery funds)
- Purchase of electric bus and facilities fleet vehicle
- 64GO program development
- Policy, strategic plan, reviewal/updates
- FOIPPA legislation changes
- Administrative professional growth
- Facilities modernization
- Technology and software renewal and modernization
- Unfunded COVID-19 costs (including sick days for sub casual employees)

4. **New Business**

5. **Other Business**

6. **Next Meeting:** TBD

7. **Adjournment:** 9:54 a.m.



Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

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

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

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

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

Regrets: Stefanie Denz (trustee)

Called to order 1:00 p.m.

Rob Pingle acknowledged the traditional territories of the Coast Salish peoples and was thankful for the opportunity at BCSTA AGM to learn more about Indigenous histories -huy tseep q'u.

1. Adoption of Agenda

2. Adoption of Summary

Adoption of January 12, 2022 summary by consensus.

3. Business Arising

a. Procedure 215 Diversity

Amendments circulated for feedback January 19, 2022. Significant feedback was received. A complete review of this policy and procedure is needed.

Consideration was given to the use of GSRD (Gender, Sexuality, and Relationship Diversity) as a more inclusive acronym.

Request to include student voice in the review process.

Action: Recommend that the Board circulate the current policy and procedure with the May Policy Committee meeting agenda package, and request staff to draft a plan for next steps for review.

b. Financial Reporting Policies

i. Policy 611 Accumulated Operating Surplus

Formerly Policy 610 Accumulated Surplus. Revised and renumbered. Additional amendments for consideration. Amended to meet Ministry requirements.

ii. Policy 610 Financial Planning and Reporting

This is a new draft policy that provides clarity around consultation, transparency and timelines.



Action: Recommend that both financial policies be brought to the May public meeting for the Board's consideration (Notice of Motion for adoption at the June meeting, circulate for feedback)

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

Amendments to new policy and procedure received from the Anti-Racism Advocacy Working Group. Discussion regarding process for review and FOIPPA compliance.

Action: Recommend that the policy and procedure be brought to the May public meeting for the Board's consideration (Notice of Motion for adoption at the June meeting, circulate for feedback)

4. **New Business**

a. *Bylaw No. 1 – Elections Procedures*

In advance of the upcoming trustee elections, amendments were needed to ensure compliance with legislation and to meet local needs.

Correct references to Ministry of Education and Child Care. Further consideration needed regarding mail-in ballots and advanced voting.

Action: Further amendments will be brought to the May committee meeting with the intent to recommend the amended Bylaw be brought to the May public meeting for 1st reading and circulation for feedback.

b. *Student Engagement*

Trustees discussed how best to engage students. Trustees considered working with schools to connect directly with student/leadership groups to bring the work of the Board to the student body. Review of Diversity Policy 215 is an opportunity to engage student voice.

Staff requested the process be streamlined if trustees were considering reaching out to school administrators. Discussion around social media and finding meaningful ways for students to share their opinions.

Action: Scott will research best practice(s) from other districts and report back at the May policy meeting.

5. **Other Business**

6. **Next Meeting:** TBD

7. **Adjournment:** 2:17 p.m.



POLICY 217 Anti-Racism

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

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

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

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

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

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

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

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

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

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

Collective Agreement References: Nil

Date of Adoption: 2022

Amended:



Board of Education of School District No. 64 Policy 217

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

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

Collective Agreement References: Nil

Date of Adoption: 2022

Amended:



PROCEDURE 217 Anti-Racism

The board will proactively engage in the following:

1. Anti-Racism Education

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

2. Addressing Systemic Racism

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

3. Reporting and Addressing Incidents of Interpersonal Racism

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

Legislative References:

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended:



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

- Support the affected individual(s): ensure their safety and the well-being; employ school-district based supports; and remove the alleged aggressor(s) from the area and separate the parties, if necessary and as appropriate.
- Report the incident: follow the procedures outlined in the Code of Conduct to report to the Principal or Director of Instruction.
- Document the incident: hold people accountable for their discriminatory actions, including documenting and reporting details of what happened and taking appropriate and proportionate disciplinary and/or restorative action.
- Examine and restore: where necessary, restore the school climate, and consider additional follow-up actions to prevent a repeat of the same acts.

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

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

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

4. Annual Review

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



POLICY 611 Accumulated Operating Surplus

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

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

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

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

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

Consultation and Engagement

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



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

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

Categories of Operating Surplus

The Board uses the following categories to manage operating surplus.

Internally Restricted Operating Surplus

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

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

Unrestricted Operating Surplus (Contingency)

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

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



Restricted for Future Capital Cost-Sharing

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

Local Capital

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

Special Purpose Funds

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

Reporting Requirements

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



POLICY 610 Financial Planning and Reporting

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

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

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

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

Financial Plan Principles

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



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

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

Timelines and Engagement Opportunities for Financial Planning and Reporting

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



BYLAW No. 1 ELECTION PROCEDURES

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

Preamble:

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

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

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

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

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

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

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

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

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



~~1.6.—“Regional District” means the Capital Regional District~~

2. Application

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

3. Application of Local Government Bylaws

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

4. Nomination Deposit

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

5. Minimum Number of Nominators

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

6. Order of Names on the Ballot

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

7. Required Advance Voting Opportunities

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

8. Mail Ballot Voting

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



-
- ~~2.1. Unless the Board is exempted from the requirement by order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.~~
- ~~2.2. As authorized under section 108 of the Local Government Act section 98 of the Municipal Act, the Board authorizes the Chief election Officer to establish additional advance voting opportunities for each election, or other voting to be held in advance of general voting day, and to designate the voting places, establish the date and the voting hours for these voting opportunities.~~

9. Resolution of Tie Votes After Judicial Recount

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

~~3. Application of Local Government Bylaws: Mail Ballot Voting: Mail ballot voting as set out in the election bylaws of the Capital Regional District (CRD) will apply to elections of School District No. 64 (Gulf Islands).~~

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

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

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

4.2.1.10.2.1. access by internet, or

4.2.2.10.2.2. a copy of that information for inspection.

4.3.10.3. The Board will, on request, provide a copy or other record of trustees' campaign financial disclosure statements and supplementary reports for as long as they are required to be available to the public under section 7106.2.

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



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

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

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

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

~~5. School District No. 64 (Gulf Islands) Bylaw No. 6 is hereby repealed.~~

Date of First reading: x day of x 2022.
Date of Second Reading: x day of 2022.
Date of third reading and adoption: x day of x 2022.

Board Chairperson

Secretary Treasurer



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

SCHOOL DISTRICT NO. 64

POLICY 525 Attendance Areas

Section: Learning
Dates of Revisions: September 14, 2011
Date of Adoption and
Resolution Number: June 13, 2018 - 76/18

Rationale:

The Gulf Islands School District supports “neighbourhood schools” for children at the K-~~8-7~~ level, and encourages enrolment of children in the school that serves their area of the school district, in order to sustain local school populations and maintain vibrancy in our schools and communities.

Policy

1. The School District No. 64 Board of Education:
 - a. establishes residential attendance areas for all students in the Gulf Islands and encourages students to attend the “neighbourhood school” in their designated area;
 - b. believes that, where practicable, students should be able to attend a school out of their catchment area;
 - c. establishes procedures for a parent or guardian who wishes to enroll their child in a school or program outside their attendance area.

2. Attendance areas shall be as follows:
 - a. Galiano Community School, Grades K-~~127~~, for students who live on Galiano Island.
 - b. Saturna Elementary School, Grades K-~~125~~, for students who live on Saturna Island.
 - c. Mayne Island School, Grades K-~~127~~, for students who live on Mayne Island.
 - d. Pender Islands School, Grades K-12, for students who live on Pender Island. It is also the school of attendance for:
 - i. Grades 5-9 for students who live on Saturna Island
 - ii. Grades 8-9 for students who live on Mayne and Galiano Islands
 - iii. Grades 10-12 as a choice for students district wide
- ~~d.e.~~ Fulford Community Elementary School, Grades K-~~57~~, for students who live in the southern region of Salt Spring Island, including those who live on roads that empty onto

Fulford Ganges Road, Horel Road, (the segment emptying onto Fulford Ganges Road) and south, Isabella Point Road and Beaver Point Road.

- e.f. Salt Spring Elementary School, Grades K-~~57~~, for students who live in the central region of Salt Spring Island including those who live on roads that empty on to Fulford Ganges Road, north of Horel Road, Lower Ganges Road, south of Central, Long Harbour Road and Robinson Road as far north as Mansell Road. [Saltspring Elementary School is also the school of attendance for Grade 6 and 7 students district-wide enrolled in French Immersion.](#)
- f.g. Fernwood Elementary School, Grades K-~~57~~, for students who live in the northern region of Salt Spring Island, including those who live on roads that empty onto Vesuvius Bay Road, Sunset Drive, North End Road, Walker Hook Road and Upper Ganges Road.
- ~~g. Saltspring Island Middle School Grades 6-8, for Salt Spring Island students, and other district students for approved program reasons.~~
- h. Phoenix Elementary School, Grades K-~~78~~, for students district-wide, [including those receiving hospital homebound service, including those enrolled in a flexible learning program \(in this case, learning partners program\) in keeping with district Policy and Procedure 5700.](#)
- i. Gulf Islands Secondary School, Grades ~~98-129~~, for students [district-wide who live on Salt Spring Island. Gulf Islands Secondary School is a school of choice for Grades 10-12 for students district-wide.](#)
- j. [Windsor House School, Grades K-12, for students living in the Greater Vancouver area. Saturna Ecological Education Centre \(SEEC\), a school of choice for Grades 10-12 students district-wide](#)

References:

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



SCHOOL DISTRICT NO. 64

PROCEDURE 525
-Attendance Areas

"Inspire learners, Integrate sustainability,
Involve community"

Section: Learning
Dates of Revisions: March 12, 2014, March 14, 2018
Date of Adoption and
Resolution Number: June 13, 2018- 76/18

1. Parents or guardians of children new to the district should register them at the school in their residential catchment area ("neighbourhood school").
2. Parents or guardians of children who will be five (5) years of age on or before December 31st of the current year should register them at the school in their residential catchment area during the month of February of that year.
- ~~2.3. Schools will follow enrolment procedures that comply with Ministry requirements and best practice and ensure sufficient documentation is provided at the time of registration. Documentation must be kept on file to reasonably prove birth date, citizenship, legal guardianship (as needed), and ordinarily resident in BC (for students eligible for operating grant funding).~~
- ~~3. The following documentation must be presented when registering a Kindergarten student, or any other student new to the district:~~
 - ~~a. Verification of the child's birth date and citizenship status (birth certificate, passport or Landed Immigrant authorization)~~
 - ~~b. Care Card~~
 - ~~c. Immunization status~~
4. The Principal of the catchment area school will work with the Superintendent of Schools to place the student in the appropriate classroom setting.
5. Students wishing to enrol in late French Immersion at Salt Spring Elementary School (SSE) are required to complete an application specific to the French Immersion Program. The application form is available at SSE and on the district website.
 - a. Applications must be submitted to SSE no later than March 1st for enrolment in the program commencing September of that year.

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b. Space will be filled on a priority basis.

i. Priority placement will be given first to:

- Students currently enrolled in a French Immersion Program
- SD64 students with an older sibling who is currently enrolled in or has completed the SD64 French Immersion Program
- SD64 students with a Francophone speaker living in the household

ii. Remaining spaces will be given to students in the following priority order:

1. All other SD64 catchments students
2. All other non-SD64 catchment students

c. All registration applications received by the March 1st deadline will be considered equal in merit of priority (5b). In the event that all registrants cannot be accommodated, a lottery will be held to determine placement. Spaces will be filled in priority placement order, proportionally by island of residence (Galiano, Mayne, Pender and Saturna considered one region).

4.

~~5. Students wishing to enrol in a flexible learning program (as per Policy 5700) should do so through their local school if living on an island other than Salt Spring Island, and through Phoenix Elementary School or Gulf Islands Secondary School otherwise.~~

6. Requests to cross boundaries;

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

7. Permission to enroll at another neighbourhood school;

- a. may be granted for submissions received prior to March 15th of any calendar year dependent upon the predicted availability of space and facilities in each school;
- b. will not be granted, for submissions made after March 15th, until the end of the first week of September when actual space and capacity of facilities has been determined.

8. Requests to enroll in particular schools or school programs (including Phoenix Elementary and the late French Immersion Program at SIMS) will be handled according to the process outlined in section 7 above. Those who have applied for entry into the Late French Immersion program do not require Cross-Boundary application.

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

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a. reasonable efforts will be made to make district transportation services available, consistent with Policy and Procedure 410; and

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b. any decisions made in this regard may be appealed consistent with provisions in Bylaw No. 3 and Policy and Procedure 133.

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10. Decisions regarding the crossing of residential catchment area boundaries by students residing on Galiano, Mayne, Pender and Saturna Islands may be impacted by the availability of seating on district water taxis. See Policy 410.

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

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

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

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

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c. a non-catchment area child;

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d. a non-school district child.

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References:

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

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