



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Virtual Meeting (ZOOM) / Teleconference
2021 11 10 at 1:00 p.m.

A G E N D A

1. **CALL TO ORDER – Secretary Treasurer**
2. **BOARD ELECTIONS**
 - (a) Board Chair / Vice-Chair
 - (b) BCSTA: Provincial Council Rep. / Alt.
 - (c) BCPSEA: Rep. / Alt.
3. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2021 10 13 (attachment)
4. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2021 10 13 (attachment)
5. **BUSINESS ARISING**
6. **CORRESPONDENCE**
7. **DELEGATIONS**
8. **CHAIRPERSON'S REPORT**
 - (a) Draft Three-Year Calendar (attachment)
 - (b) Vaccine Policy
9. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - (a) Human Rights Exemption – LOU No. 4
Motion: That the Board of Education agrees in principle with LOU No. 4 between the BCTF and BCPSEA. As such, the Board directs staff to work collaboratively with GITA to identify a mutually agreed to program under the Human Rights Commission.
 - (b) Staffing
 - (c) COVID-19 Response
10. **CORPORATE FINANCIAL OFFICER'S REPORT**
 - (a) Financial Report
 - (b) Seamless Day LOU
 - (c) Amended Annual Program Funding Agreement / Capital Bylaw - 3 Readings (attachments)
11. **COMMITTEE REPORTS**
 - (a) HR Committee (attachment)
 - (b) Committee of the Whole (attachment)
 - (c) Education Committee (attachment)

- (d) Policy Committee (attachment)
 - i. Policy and Procedure 212 Violence and Harassment-Free District (attachments)
Motion: that the Board approve amendments to Policy and Procedure 212 Violence and Harassment-Free District.
 - ii. Policy and Procedure 210 Code of Conduct (attachments)
Motion: that the Board approve amendments to Policy and Procedure 210 Code of Conduct.
 - iii. Policy and Procedure 135 Policy Development and Implementation (attachments)
Motion: that the Board approve amendments to Policy and Procedure 135 Policy Development and Implementation.
 - iv. Policy and Procedure 610 Accumulated Surplus
Notie of Motion: That the Board approve amendments to Policy 610 Accumulated Surplus.
and
That the Board adopt procedure 610 Accumulated Surplus (attachments_

The policy and procedure will be circulated for feedback and reviewed by the Policy Committee on January 12, 2022. The motion(s) will be considered by the Board at the January 12 public meeting.
- (e) Finance Audit and Facilities Committee (attachment)
 - i. Draft Inter-island transportation advocacy letter (attachment)

12. TRUSTEE’S SCHOOL REPORTS

For students: What gets you excited about school and motivated to learn? What innovative practices would you like to see more of in your school? (Goal 1: Inspire Learning. Objective 1.2 – Build and sustain a vibrant employee community.)

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – January 12, 2022
- (b) Committee Day – February 23, 2022

15. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2021 10 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
Jodie Miller

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

Ian Mitchell
Angela Thomas
Janice Shields
Marie Mullen
Shelly Johnson
Lyll Ruehlen
Adria Kray
Kate Martinez
Marcia Jansen

GITA President
CUPE President
CUPE Vice-President
GIPVPA Representative
GIPVPA Representative
GIPVPA Representative
DPAC Representative
DPAC Representative
Driftwood Representative

Regrets:

The meeting was called to order at 1:01 p.m. by Chair Boulter. Chaya Katrensky acknowledged that this meeting is taking place on the traditional territories of the Coast Salish peoples. She shared the Hul'q'umi'num' word meaning "to care for". Huy tseep q'u.

1. ADOPTION OF AGENDA

No additions

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 10 13 be adopted as presented.

CARRIED 84/21

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 09 15 be approved as presented.

CARRIED 85/21

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2021 09 15 as presented.

CARRIED 86/21



4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Strategic Plan Renewal**

Scott Benwell shared a staff report regarding options for renewing the Strategic Plan set to expire this year.

Moved and seconded that the Board of Education extend its current strategic plan until June 2023.

CARRIED 87/21

Moved and seconded 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

Plan development will take place in committee.

(b) **Three-Year Calendar Consultation Schedule**

A draft schedule for school calendar consultation was shared. The Board will be considering a school calendar for a three-consecutive year period in accordance with School Calendar Regulations.

Notice of Motion: *The Board of Education adopt a local three-year school calendar for the 2022/23 to 2024/25 school years.*

The motion will be presented at the regular Public Board meeting on February 9, 2022.

The Notice of Motion will be added to the website along with an online comments form for public input.

(c) **Board meeting Format**

Due to the limited space of our board meeting room, board meetings will continue virtually until such time as the need to physical distance is no longer a concern for in-person meetings.

8. **SUPERINTENDENT'S REPORT**

(a) **Enrolment - 1701**

Scott Benwell reported that projected enrolment was consistent with the actual student headcount of 1444 reported to the Ministry on the September 30th 1701.

(b) **Staffing**

D'Arcy Deacon reported that staffing is now focused on remedy where classroom composition exceeds provincial and local limits. The district continues to work on creative strategies for recruitment and retention.

(c) **Communications Planning**

Scott Benwell updated the Board on the development of a district communications plan. A draft plan will be presented to the Board in November.



(d) **COVID-19 Response**

Boe Beardsmore reported on the enhanced mask mandate for K to 12 students. She summarized the contact tracing process for school exposures and explained that Island Health makes the determination of risk and provides direction for self-monitoring or self-isolation as deemed necessary by the health authority.

Scott Benwell reported that ventilation systems at all locations are set to allow the maximum of fresh air exchange. Additional air quality testing has been done and initial results are favourable. Following discussions with DPAC, rapid testing is also being considered.

Boards of Education across the province will be considering vaccine mandates and are awaiting direction from BCPSEA.

9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

Jesse Guy shared the financial report for the months of July, August, and September. The district is on budget. She reported that the first quarter GRE was submitted to the Ministry and has been approved.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The Committee of the Whole summary 2021 09 15 was received.

(b) **HR Committee**

Staffing challenges and creative strategies for recruitment and retention were the agenda topics discussed at the morning's HR committee meeting.

11. **TRUSTEES' SCHOOL REPORTS**

Trustee reports were received. Chaya Katrensky shared her trustee school report for Saturna Elementary/SEEC.

Topic: What can we do at a district and school level to promote employee wellness? (Objective 2.2 – Build and sustain a vibrant employee community.)

Fernwood Elementary School

Fulford Community Elementary School

Strategies to support employee wellness could include encouraging staff to put in boundaries around work to take time for personal health and well-being. The district has recently reminded employees of access to Lifeworks services in counselling, financial planning, health plans, and family matters, as well as legal support. Staff benefits package also has physio, massage, acupuncture. Local GITA and CUPE presidents could continue to remind people of Lifeworks; the repeated reminders would raise awareness of what is available.

Monthly wellness challenges as something fun to motivate and support healthy living, ie; exercise every day, or walks in nature at lunch hour.

There had been a workshop on stress and burnout recognition in the past. Something like that again would be good.

On the positive side, Fulford school has a very cohesive staff with genuine respect and friendship with each other. The team is very supportive of each other and events for the National Day for Truth and Reconciliation confirmed



the uplifting work situation. It was noted that the employment of Meaghan Cameron as special needs teacher and Amber Thompson as library and literacy prep person has been a great asset for the school and staff.

Galiano Community School

Staff at Galiano Community School continue to come to work with enthusiasm and resiliency, despite the pressures of the COVID-19 pandemic, construction, and the usual school-start-up complexities. School leadership is checking in with staff daily, following up on concerns and issues and offering long-term solutions such as the LifeWorks package. When asked what could be done to promote wellness, suggestions included regular acknowledgements and gestures such as providing healthy snacks for staff meetings. Staff were grateful and feel safer with the additional masks provided for everyone.

Gulf Islands Secondary School

In consultation with Lyall at GISS we discussed changes that have already been made to improve wellness. Informal Staff meeting occur every two weeks now for connections, check ins, and provides more opportunities to highlight students that are identified as needing more support. New 'Teams' have been created with staff from mixed curricular areas that will stay together and meet regularly till June 2022 for team building and personal connections. These teams are helping create a feeling of positive work culture. It has been helpful for the staff to learn more about the supports that are available through the district employee assistance program. There has been a noticeable strain on staff during Covid and a desire to get back to face-to face maskless activities in the future. A staff member created a rotating 'inspirational card' idea, where one staff member is picked each week to be highlighted, and everyone writes positive messages in a card that gets delivered to their box. Folks are already articulating how surprising and wonderful it is to receive these surprise cards, and that it 'makes their day'!

Mayne Elementary/Jr. Secondary School

At a school level, starting this year staff meetings are beginning with everyone making an entry on Menti to note an epic moment that they can go back to later in the year and reflect on how their work has made a difference. Small, intentional changes such as nicer lighting and a cozy rug in the staff room make breaks more enjoyable. The occasional special treat for staff to acknowledge their work and show appreciation can boost morale. Staff are looking forward to the wellness challenges that the district is initiating through LifeWorks. Since the COVID-19 pandemic began, we are missing that fun wellness piece such as celebrations, school hosted board meetings where each school is celebrated etc.

Pender Islands Elementary Secondary School

- *Counselling support
- *Flex counselling position
- *Trustees and board members can ask staff directly for feedback on how they can help promote wellness
- *Hold contest for fitness & health goals, mental and body break goals
- *Post student & teacher achievements SD64 website and perhaps within school
- *ProD day and or staff meetings; arrange for guest speakers on motivation, wellness etc

Possible topics may include: How we can help w workload, time, project management, Pro Day mentorship for mid career, possibly inviting retired teachers for inspiration and problem solving/sharing

Ensure teachers are well versed in communication taking place with families, especially regarding any student concerns. This allows them to manage the students needs most effectively.



Phoenix Elementary School

In consultation with Dan Sparanese at Phoenix Elementary, we discussed ways that our whole district system could be aided by improving collaboration with all decision making. Giving staff more of a voice and investing in a more informed process approach with all stakeholders. Connections can also be improved with consistent messaging. There is a role for Trustees to play in advocacy at the Ministry level to speak the needs of our employees and support a collaborative approach. There is room for more inspirational speakers at Pro-D's. More time could be created for employees to meet up and talk about real issues and this would foster connection and a sense of well-being. Investments like the epic grant has inspired educators to dig in deeper to their work and supports a positive sense of purpose.

Salt Spring Elementary School

Saltspring Island Middle School

In my meeting with Principal Smith, we discussed Lifeworks as a big resource for staff, with much to offer, but a big plus would be to get one's personal clinical counsellor covered. It made more sense for mental and emotional support to be served by therapists personally chosen.

We discussed the reconfiguration at SIMS and the stress staff has weathered in the process. Principal Smith relayed how a small but vocal minority can rip into the morale of the staff. A small group who is not happy still deeply affects the classroom environments in a negative way. To counter this, we can celebrate the good that the SIMS staff does, and give less platform for the complaints. We can celebrate the staff by spending time with them; visiting them in their classrooms, sharing food and time with them, and very importantly letting the public know what a good school SIMS is.

Principal Smith and I discussed how this latter could be achieved at Public board meetings. A brief (one or two sentences) description from each trustee on what is going on at their school that month could make a big difference. In this way, the public hears bit about what is going on at each school and the wonderful work being done. It would show a flow of communication between trustees, schools and administration. The brief reports could be alongside or instead of the reports to the strategic plan that we are using right now. Regularly showing pride in our schools supports the staff.

Principal Smith noted that simplification of paper work would reduce stress, such as for a whole school outing on the bus, which required field trip and incidence forms. This could be a more streamlined process, in which details of organized days are more clearly communicated. Having office staff that is there at the beginning and end of the day would also be helpful for the principal to be more present to parents that arrive then.

In our final words, Principal Smith reiterated what wonderful teachers SIMS has and how well they work together, this being the most important aspect to the wellbeing of everyone working in the school.

Saturna Elementary School/SEEC

What does that look like? Happy, motivated, keen, invested, curious, kind, driven, group of individuals?

Mr. Pendergast shared with me that in his experience teachers tend to be driven and motivated by core values that are not self-centered nor recognition driven. Their true joy comes in the success of the students that they impact. For it is the future that we are influencing. How can we be of the greatest service?

I am glad that this question starts our reports off this year as wellbeing is key to a vibrant community. At the district level we have seen some great communication around Lifeworks and the resources that are at hand through



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this program that is available to all staff. There are also some friendly physical challenges to come which is another opportunity to build cross district relations and comradery.

At a school level, Mr. Pendergast, spoke to the support of the team being important, especially with new employees entering classrooms and programs. Also, that sometimes educators need some boundaries around working time and personal time. Things like answering emails, classroom planning and reviewing assignments can take over personal time and throw off the work/life balance. We then found ourselves talking more about the perks of teaching on the Gulf Islands. The opportunities to be out in nature, physically active and incorporating the outdoors into the curriculum. These activities certainly lend to a heightened wellbeing.

The conclusion of our conversation is that checking-in with individuals, taking the time to engage in what wellbeing means to each of those individuals and building relationships will reap the most benefit to all. Also, putting our own wellbeing as a priority will allow us to support and promote the wellbeing of our peers and colleagues.

12. OTHER BUSINESS

13. QUESTION PERIOD

Chair Boulter received questions from the public.

14. NEXT MEETING DATES

- (a) Committee Day: October 27, 2021
- (b) Regular Board Meeting: November 10, 2021

15. ADJOURNMENT

Moved that the meeting be adjourned at 2:38 p.m.

CARRIED /21

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
2021 10 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 2021 10 13 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2021 09 15 were approved as presented.

Items:

1. COVID19 Transportation
2. Human Resources
3. Mask Mandate
4. Vaccine Mandate
5. BCSTA/Harris Opinion – Pecuniary Interest
6. Lease Terms - SIMS

Meeting recessed at 10:57 a.m. Meeting reconvened at 11:37 a.m.

7. Trustee Conduct

The meeting adjourned at 11:55 a.m.

School District No. 64 (Gulf Islands)

2022/2023 Four-Day Instructional Week Calendar

<p>September 2022</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td style="background-color: yellow;">1</td><td style="background-color: yellow;">2</td><td>3</td></tr> <tr><td>4</td><td style="background-color: #D3D3D3;">5</td><td style="background-color: #D3D3D3;">6</td><td style="background-color: #D3D3D3;">7</td><td style="background-color: #D3D3D3;">8</td><td style="background-color: #D3D3D3;">9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td style="background-color: #E0B0FF;">23</td><td>24</td></tr> <tr><td>25</td><td style="background-color: #D3D3D3;">26</td><td style="background-color: #D3D3D3;">27</td><td style="background-color: #D3D3D3;">28</td><td style="background-color: #D3D3D3;">29</td><td style="background-color: #90EE90;">30</td><td></td></tr> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>October 2022</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td style="background-color: #D3D3D3;">3</td><td style="background-color: #D3D3D3;">4</td><td style="background-color: #D3D3D3;">5</td><td style="background-color: #D3D3D3;">6</td><td style="background-color: #D3D3D3;">7</td><td>8</td></tr> <tr><td>9</td><td style="background-color: #90EE90;">10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td style="background-color: #FF0000;">21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td style="background-color: #D3D3D3;">31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">17 days</p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>November 2022</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td style="background-color: #D3D3D3;">1</td><td style="background-color: #D3D3D3;">2</td><td style="background-color: #D3D3D3;">3</td><td style="background-color: #D3D3D3;">4</td><td>5</td></tr> <tr><td>7</td><td style="background-color: #D3D3D3;">8</td><td style="background-color: #D3D3D3;">9</td><td style="background-color: #D3D3D3;">10</td><td style="background-color: #D3D3D3;">11</td><td style="background-color: #90EE90;">12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td style="background-color: #FF0000;">25</td><td>26</td><td></td></tr> <tr><td>27</td><td style="background-color: #D3D3D3;">28</td><td style="background-color: #D3D3D3;">29</td><td style="background-color: #D3D3D3;">30</td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S			1	2	3	4	5	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27	28	29	30			
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- 156 instructional days (students in attendance)
- Stat holidays
- September 23, 2022 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
 - ▶ October 21 Provincial Day
 - ▶ November 25 School Based
 - ▶ January 20 School Based
 - ▶ February 10 District Pro D Day (GITA sponsored)
 - ▶ April 28 School Based
- Winter and Spring Breaks/ Vacation
- Semester One Graduation Assessments/School Exams: January (TBD). Semester Two begins January 30th
- Semester Two Graduation Assessments June (TBD) / School Exams: June 26 to 29
- Administrative Day - June 30, 2023

Approved:

School District No. 64 (Gulf Islands)

2023/2024 Four-Day Instructional Week Calendar

<p style="text-align: center;">September 2023</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td style="background-color: #ffff00;">1</td><td>2</td></tr> <tr><td>3</td><td style="background-color: #90ee90;">4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td style="background-color: #ccccff;">22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td style="background-color: #90ee90;">29</td><td>30</td></tr> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p style="text-align: center;">October 2023</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td style="background-color: #90ee90;">9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td style="background-color: #ff0000;">20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p style="text-align: center;">November 2023</p> <table style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td style="background-color: #90ee90;">10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td style="background-color: #ff0000;">24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
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- 156 instructional days (students in attendance)
- Stat holidays
- September 22, 2023 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
 - ▶ October 20 Provincial Day
 - ▶ November 24 School Based
 - ▶ January 19 School Based
 - ▶ February 9 District Pro D Day (GITA sponsored)
 - ▶ April 26 School Based
- Winter and Spring Breaks/ Vacation
- Semester One Graduation Assessments/School Exams: January (TBD). Semester Two begins January 29th
- Semester Two Graduation Assessments June (TBD) / School Exams: June 24 to 27
- Administrative Day - June 28, 2024

Approved:

School District No. 64 (Gulf Islands)

2024/2025 Four-Day Instructional Week Calendar

<p style="text-align: center;">September 2024</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>22</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	22	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p style="text-align: center;">October 2024</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>7</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center; color: red;">18 days</p>	S	M	T	W	T	F	S			1	2	3	4	5	7	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p style="text-align: center;">November 2024</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> <p style="text-align: center; color: red;">16 days</p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
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- 156 instructional days (students in attendance)
- Stat holidays
- September 20, 2024 – Framework Day – this is a day of work (non-instructional day)
- 5 Pro D days (non-instructional days)
 - ▶ October 25 Provincial Day
 - ▶ November 29 School Based
 - ▶ January 17 School Based
 - ▶ February 7 District Pro D Day (GITA sponsored)
 - ▶ April 11 School Based
- Winter and Spring Breaks/ Vacation
- Semester One Graduation Assessments/School Exams: January (TBD). Semester Two begins (TBD)
- Semester Two Graduation Assessments June (TBD) / School Exams: June 23 to 26
- Administrative Day - June 27, 2025

Approved:



October 22, 2021

Ref: 251096

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

Capital Plan Bylaw No. 2021/22-CPSD64-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This is an amendment to the letter sent on May 11, 2021 (Ref: 246842) in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

This amendment provides additional funding as reflected in the MINOR CAPITAL PROJECTS table below (BUS and CNCP) to supplement your school districts electric bus(es) purchase and charging infrastructure/charging station installation in 2021/22.

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

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

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

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

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fernwood Elementary	SEP - HVAC Upgrades	\$650,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Saturna Island Elementary Secondary	CNCP - HVAC Upgrades	\$160,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Gulf Islands Secondary	CNCP - HVAC Upgrades	\$100,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Galiano Community	SEP - Plumbing Upgrades	\$421,700	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
TBD	CNCP – Energy Upgrades (Charging Infrastructure / Charging Station)	\$50,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New	A2 UNDER 6350KG (1-24) with 1 wheelchair spaces	\$103,087	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
ADDED	Supplementary school bus funding for 1 (one) electric bus.	\$30,000	Funding applicable to electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021

Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.

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

Sincerely,



François Bertrand, Executive Director
Capital Management Branch

pc: Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch

**CAPITAL BYLAW NO. 2021/22-CPAS64-02
CAPITAL PLAN 2021/22**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (*Gulf Islands*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *October 11, 2021*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 64 (Gulf Islands) Capital Bylaw No. 2021/22-CPAS64-02*.

READ A FIRST TIME THE *10th* DAY OF *November, 2021*;
READ A SECOND TIME THE *10th* DAY OF *November, 2021*;
READ A THIRD TIME, PASSED THE *10th* DAY OF *November, 2021*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 64 (Gulf Islands) Capital Bylaw No. 2021/22-CPAS64-02* adopted by the Board the *10th* day of *November, 2021*.

Secretary-Treasurer

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 21st day of October 2021, is in effect for the 2021/22 fiscal year period of April 1, 2021 to March 31, 2022.

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

OF THE FIRST PART

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

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

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

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

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

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

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

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

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

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

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

2021/22 Annual Programs Funding Agreement

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

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

2. SCHEDULES

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

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

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fernwood Elementary	SEP - HVAC Upgrades	\$650,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Saturna Island Elementary Secondary	CNCP - HVAC Upgrades	\$160,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Gulf Islands Secondary	CNCP - HVAC Upgrades	\$100,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
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TBD	CNCP – Energy Upgrades (Charging Infrastructure / Charging Station)	\$50,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

2021/22 Annual Programs Funding Agreement

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New	A2 UNDER 6350KG (1-24) with 1 wheelchair spaces	\$103,087	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
ADDED	Supplementary school bus funding for 1 (one) electric bus.	\$30,000	Funding applicable to electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
 - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
 - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

2021/22 Annual Programs Funding Agreement

- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
 - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2022;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
 - b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
 - c) procure the Project in accordance with the Capital Asset Management Framework;
 - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.

2021/22 Annual Programs Funding Agreement

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

5. EVENT OF FORCE MAJEURE

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

6. PUBLIC ANNOUNCEMENTS

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

7. NOTICE

2021/22 Annual Programs Funding Agreement

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

School District No. 64 (Gulf Islands)
112 Rainbow Rd, Salt Spring Island, BC, V8K 2K3
Attention: Jesse Guy, Secretary-Treasurer
Email: jguy@sd64.org
 - b) if to the Ministry:

Ministry of Education
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Ravnit Aujla
Email: Ravnit.Aujla@gov.bc.ca
- 7.02 Any such notice or communication will be considered to have been received:
- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
 - b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.
- 7.03 Delivery by mail will not be considered timely notice under this Agreement.
- 7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

2021/22 Annual Programs Funding Agreement

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

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

Authorized Signatory (For the Minister of Education)

Name (Print)

Title

Date Signed (Month/Day/Year)

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

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS
BETWEEN THE MINISTRY OF EDUCATION (EDUC) AND SCHOOL DISTRICTS**

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, EDUC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the EDUC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. EDUC will notify a school district(s) if this is the case.

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

The steps from signage design to installation are as follows:

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

Official Ceremonies

EDUC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

EDUC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by EDUC. Cost of the plaque is to be funded from the approved project budget.



Summary Human Resources Committee – SD 64 (Gulf Islands)

In attendance

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

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

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

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

Regrets: Boe Beardsmore (director of instruction),

Called to order 11:02 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Summary

Summary of June 9, 2021 adopted by consensus.

3. Business Arising

4. New Business

a. Recruitment and Retention

D'Arcy Deacon reported that a wide range of public sector employers are experiencing staffing challenges. Many school districts are experiencing similar challenges to ours, specifically in the areas of educational assistant vacancies. Gulf Islands is also facing a housing shortage that compounds the issue.

D'Arcy Deacon explained that the district continues to canvas local partners and other districts for strategies to increase recruitment and retention.

Wage increases are governed by BCPSEA, bargaining, and collective language. These barriers impact the district's ability to make adjustments so that external job postings are more appealing and industry comparable.

District staff remain committed to creative recruitment strategies moving forward.

5. Other Business

6. **Next Meeting:** November 10, 2021.

7. **Adjournment:** 11:34 a.m.



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

In attendance

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

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

Guests: Ian Mitchell (GITA), Adrian Pendergast (GIPVPA), Angela Thomas (CUPE), Adria Kray (DPAC)

Regrets:

Called to order 2:00 p.m.

Tisha Boulter 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. Approval of Summary

Summary of September 15, 2021 adopted by consensus.

3. Business Arising

a. Vaccine Mandate

The Public Health Officer has empowered Boards of Education to decide whether to implement a mandatory vaccine policy for employees. BCPSEA has drafted guidelines to assist boards that wish to pursue vaccine policy development. Health and safety of students and staff and keeping school open for in-person learning remain priorities. Because this is a labour relations issue, much of the discussion and decision-making process will occur in-camera.

First steps include:

1. Gather data and determine potential impact
2. Confirm alignment with health authority guidelines and legal advice
3. Consult with partner groups
4. Decide on policy direction
5. Develop and implement operational plan

BCPSEA has promised additional supporting documents to follow, including a draft policy template.

Ian Mitchell stated there is strong support from teachers across the province. Angela Thomas shared a sense of similar support from CUPE.

Action: Item will be brought to the November in-camera meeting of the Board.



b. Trustee Pro-D Budget

Discussion regarding allocation of budget for trustee professional development opportunities. An increase in virtual meetings and conferences has resulted in savings that could be used for group or individual pro-d activities. Suggestions included restorative justice workshops, additional school grants, a student scholarship, or retaining funds as savings. No decision was made.

4. **New Business**

5. **Other Business**

6. **Next Meeting:** February 23, 2022

7. **Adjournment:** 3:03 p.m.

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Draft Summary Education Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Janelle Lawson, Greg Lucas, Rob Pingle

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

Guests: Adrian Pendergast (GIPVPA), Ian Mitchell (GITA,) Angela Thomas (CUPE)

Regrets:

Called to order 9:00 a.m.

Chaya opened the meeting by acknowledging the traditional territories of the Hul'q'umi'num and SENĆOŦEN speaking First Peoples.

1. Adoption of Agenda

Additions: 3(c) Trustee Reports

Agenda adopted by consensus.

2. Adoption of Summary

April 28, 2021 meeting summary adopted by consensus.

3. Business Arising

a. Premier's Awards for Excellence in Education

The Premier's Awards for Excellence in Education provides an opportunity to recognize outstanding education professionals for their exceptional contributions that benefit their schools, students, and community. Anyone can submit a nomination. The nomination deadline is January 7th.

Action: Staff will share the poster with schools.

b. Pro-Growth District Update

The district Pro-G committee met last week for the first intake of applications. Due to constraints on travel and access related to COVID-19, there was a large carry over of funds from last year. This year's total budget, including the carry-over, is almost \$93,000. Applications included 7 individual, one facilitator, and two group programs. There will be a second intake in February and a third, if needed, in the spring. Pro-Growth funds support teachers to explore and expand their professional interests and learning. Individual grants were increased this year to a maximum reimbursement of



\$525 towards chosen activities. Once complete, the individual teacher or group will share their learning with their colleagues, school, or greater SD64 community.

c. Trustee Reports

Stephanie Denz noted that, due to COVID19, trustees are less connected to schools. She would appreciate an opportunity to hear what is going on in schools across the district.

Action: It was agreed that the trustee who presents their school report at each public meeting will also highlight what is happening in their school.

Trustees discussed the November trustee school report question and how to connect with students. Trustees were encouraged to work with their school principal(s) on how best to proceed.

4. **New Business**

5. **Next Meeting:** February 9, 2022

6. **Adjournment:** 9:33 a.m.



Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Stefanie Denz, Chaya Katrensky, Shelley Lawson,

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

Guests: Adrian Pendergast (GIPVPA), Ian Mitchell (GITA), Angela Thomas (CUPE)

Regrets:

Called to order 9:34 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Summary

Summary of May 12, 2021 adopted by consensus.

3. Business Arising

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

Draft amendments circulated for feedback May 18, 2021. No feedback received.

Notice of Motion to approve amendments at November 10, 2021 Board meeting.

b. Policy and Procedure 210 Codes of Conduct

Draft amendments circulated for feedback May 18, 2021. No feedback received.

Notice of Motion to approve amendments at November 10, 2021 Board meeting.

c. Policy and Procedure 135 Policy Development and Implementation

Draft amendments circulated for feedback May 18, 2021. No feedback received.

Notice of Motion to approve amendments at November 10, 2021 Board meeting.

Action: Consensus to recommend to the Board to adopt amendments to the above items (a-c) for approval at the November public meeting.

d. Procedure 215 Diversity

Amendments considered by Policy Committee May 12, 2021. Item tabled at that time.

Further amendments to remove reference to GISS Gay/Straight Alliance and to replace with school and community SOGI advocacy groups. Discussion regarding wording of section 1.



Action: Rob and staff will work on section 1 edits to bring back to the next policy committee meeting.

4. New Business

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

New policy for consideration. Drafted by Anti-Racism Advocacy policy sub-committee and reviewed by the Anti-Racism Advocacy Working Group.

Discussion regarding the differentiation of policy and procedure, where policy can be defined as the “why” and procedure the “how”. This policy could be divided into a policy and separate procedure.

Action: Consensus to

1. send back to the Anti-Racism Advocacy Working Group with suggestions to consider possible reorganization of the draft policy language.
2. empower the Working Group to bring any further amendments directly to the Board for consideration and Notice of Motion.

b. *Procedures 6850 Public Use of School District Property*

Amendments to procedure and new and amended procedural forms 1, 2, 4, 5.

Feedback and timing of circumstance has led to a thorough review of these procedures.

Possible additional amendments to consider:

- section 7: hierarchy of priority access and differentiating between Health Authorities, Elections Canada/BC, and local municipalities.
- section 9 and form 5: determination of trusted organization or volunteer.
- replace “board employee” with “district employee”
- seriation corrections
- form 1: reference specific rooms as needed and remove differentiation of elementary, middle and secondary schools
- form 2: reword “security service”

Action: Staff will work on revisions to bring to the next policy committee meeting.

c. *Policy 6550 Trustee Remuneration and Expenses*

Amendments for consideration to cap internet reimbursement as part of reconfiguration savings. Other housekeeping changes to reflect payroll requirements.

Discussion regarding trustee hospitality deduction.



Action: Item tabled until the February Policy Committee meeting. Trustee remuneration will be brought to the November in-camera Board meeting.

d. *Policy and Procedure 610 Accumulated Surplus*

Amendments to policy and new draft procedure required to align with Provincial mandate around accumulated surplus. A Financial Planning and Reporting Policy will need to be developed.

Action: Consensus to bring recommendations to the November Board meeting to circulate the policy and procedure for feedback and present a Notice of Motion to approve the amended policy and adopt the procedure.

5. **Other Business**

6. **Next Meeting:** January 12, 2022

7. **Adjournment:** 12:02 p.m.

DRAFT



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

SCHOOL DISTRICT NO. 64

POLICY 212

Violence and Harassment Free District

Section: Learning and Working Environments
Dates of Revisions: March 12, 2014, June 13, 2018
Date of Adoption and
Resolution Number: May 8, 2019 - 63/19

The School District No. 64 Board of Education believes that safe, caring and orderly schools are characterized by learning and working environments free from violence, discrimination, bullying/cyber-bullying, harassment and intimidation.

Healthy schools require that the relationships between the adults involved in the education of children (employees, parents, and members of the public having contact with schools) are governed by courtesy, respect, and consideration. The board recognises that issues of violence and harassment (both broadly defined) are best addressed through local solutions based on widely-held understanding of best practice. Therefore, the board is committed to

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

It is the purpose of this policy and guiding procedure to address the issue of violence and harassment for all School District employees, parents and members of the public who have contact with the schools and the District.

The Board of Education believes everyone has a role to play in promoting a violence- and harassment-free district where diversity is accepted and understood (Policy 215 Diversity). It is therefore important to the board to ensure that interactions between its employees, parents, and the public at large are marked on all sides by respect and consideration.

Parents and the public who have contact with the District share the same responsibilities and enjoy the same protections as employees in terms of their experience in our schools. The board expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being violent, discriminating, harassing, or intimidating in nature. Such behaviour is unacceptable and will not be tolerated.

Policy:

1. The board
 - a. defines **violence** as improper behavior that includes the attempted or actual exercise of any physical force so as to cause injury, and includes any threatening statement or behaviour which causes a person to perceive risk of personal injury.
 - b. uses the term **violence** in its broadest sense, to indicate a range of behaviours including physical and verbal violence and abuse, discrimination, bullying/cyberbullying, harassment and intimidation.
 - c. defines **bullying** ~~and as intentional and repeated behaviour that makes others feel uncomfortable, scared, or hurt.~~
 - d. defines **harassment** as any inappropriate conduct or comment by a person who knows or reasonably ought to know that this would cause another person to be humiliated or intimidated.
 - e. defines **discrimination** as the unjust or prejudicial treatment of different categories of people based on their race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, gender/gender identity, political belief or conviction of a criminal or summary conviction offence unrelated to their employment. In this policy, all references to “sexual orientation or gender identity/minority/expression” persons ~~(SOGI) or LGBTQ+ persons~~ will include, but are not limited to, lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer or questioning persons, persons who are labeled as such whether they are or not, and persons with immediate family members who identify as a sexual or gender minority. Gender nonconforming: A term that often refers to those who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth.
2. The board expects that all students, employees and others associated with the district will treat each other fairly, equitably and respectfully.
3. Violence in any of its forms is neither acceptable nor tolerated in the learning and working environments of School District No. 64.
4. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of violence in any of its forms.
5. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone’s conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.

6. The district will, as a whole, take a proactive, educational approach to preventing violence in any form, by addressing root causes at the earliest possible stage.
7. The district endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.
8. All district schools will, under the direction of school principals, develop and enforce Codes of Conduct in support of this policy.

References:

- The BC Human Rights Code [RSBC 1996] Chapter 210.
- Ministry of Education. Safe, Caring and Orderly Schools: A Guide (2008)
- [Government of British Columbia: erase \(expect respect & a safe education\)](#)
- Canadian Centre for Occupational Health and Safety, Violence in the Workplace (2014)
- Worksafe BC
- School Act sections 85(1.1), 168 (2) (i)
- Human Rights in British Columbia: Discrimination based on gender identity or expression (PDF)
- SOGI 123
- Policies 210 and 215



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

SCHOOL DISTRICT NO. 64

PROCEDURE 212

Violence and Harassment Free District

Section: Learning and Working Environment
Dates of Revisions: March 12, 2014; June 13, 2018
Date of Adoption and
Resolution Number: May 8, 2019 - 63/19

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

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

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

Part One: Students:

1. Violence Prevention Education Program

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

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

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

2. Early and Ongoing Identification for Prevention

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

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

3. Accountability

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

4. Violence Prevention:

- **School-Based**

- a. The Principal of each school ~~may~~shall form a violence prevention committee comprising ~~sed~~sed ~~of~~ a minimum of two people, and could include the Principal, and staff member(s).
- ~~b. A school based violence prevention committee would monitor the violence prevention program and report to the Program Delivery Task Force at least once per year, by the end of the academic year.~~
- ~~e.~~b. Information about ~~the (local)~~ school violence prevention program ~~will~~ould be distributed in each school by the Principal, to staff members, students, and parents or guardians.

~~d.c.~~ A School Safety Suggestion box (a locked box) ~~shall~~^{could} be placed in each school to receive **confidential** written suggestions and concerns about school safety. (The school violence prevention committee reviews all submissions and with follow up as appropriate. When warranted, the concerns will be brought to the attention of the Superintendent.)

~~e.d.~~ School Codes of Conduct (Policy and Procedure 210) will support efforts to prevent violence.

- **District-Based**

~~a. The Program Delivery Task Force will report on what each school in the district has accomplished regarding violence prevention programs annually at a public School Board meeting and make copies of that report available to the general public.~~

~~b.a.~~ The Superintendent or designate will function as the School Safety Advocate, and receive all concerns based on reasonable and probable grounds.

5. Procedures for Dealing with Violent or Abusive Incidents

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

- a. Staff, students, and parents or guardians at each school will develop a set of disciplinary procedures compatible with the district policy for dealing with the range of violent incidents that could occur in the school environment, including incidents that may involve students, employees, or visitors.
- b. Any person who has reason to believe that a student has been or is likely to be physically harmed, sexually abused or sexually exploited, sexually harassed, or needs protection due to the specific circumstances outlined in the Child, Family and Community Services Act is **legally responsible to** report the matter to a child protection worker and the Superintendent of Schools. In British Columbia, a student is anyone under the age of 19. Joint reports, e.g. by principal and teacher discharge this responsibility for both.
- c. The following incidents must be reported to the police and to the Superintendent of Schools:
 - Possession of weapons
 - Sexual assault
 - Stalking
 - Threats of serious physical harm
 - Physical assault causing serious bodily harm
 - Robbery and extortion
 - Hate motivated violence
 - Vandalism causing extensive damage
 - Bomb threats and pulling a fire alarm without cause

- d. Strategies for dealing with the aftermath of an incident of violence or abuse must be in place at each school.
 - i. The Principal of the school where an incident takes place will oversee district and community support services for the victim and perpetrator in consultation with the school violence prevention committee.
 - ii. Incidents which could result in a liability claim against the district must be reported to the School Protection Program, Risk Management Branch. Serious incidents need to be reported immediately.
 - iii. Wherever possible, a team-approach to safety, security, and support for the victim will be set up. Protection of the student is paramount and can include a range of options such as a change of class or an independent review of grades.
 - iv. The Principal may need to oversee the re-entry of the perpetrator, including links with youth services, appropriate counselling services, and/or educational programs. (Underlying problems contributing to the violent incident such as abuse in the home, substance abuse, sexism or racism may need to be considered).
 - v. Respect for a student's need for privacy and confidentiality will be maintained within the constraints of conducting an investigation.
 - vi. All schools are required to give students information on where to seek help, including local services, the Kids Helpline, and the Child, Youth and Family Advocate.

Part Two: Employees

1. Violence, Bullying and Harassment in the Workplace

Definitions:

- a. Work Safe B.C. Policy defines **violence** as 'improper behavior that includes the attempted or actual exercise ... of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury ...' (Work Safe Policy, section 4.28)
- b. Work Safe B.C. Policy defines **bullying and harassment** as "any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment." (Work Safe Policy D3-115-2)
- c. Bullying and harassment is an occupational health and safety issue (Workers Compensation Act Section 116 (1)(a)) that poses a potential risk to the physical and mental health and safety of employees. Bullying and harassment behaviours may also involve breaches of human rights under the Human Rights Code, R.S.B.C, 1996, c. 210. Incidents involving conflict

between students of the type normally dealt with by employees without recourse to outside agencies are not considered acts of violence, bullying or harassment under this policy.

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

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

2. Employee Training Related to Violence, Bullying and Harassment

- a. The employer commits to:
 - i. Informing all employees regards the Violence, Bullying and Harassment policy and procedures
 - ii. Providing training related to identifying and responding to Violence, Bullying and Harassment in the workplace
 - iii. Reviewing all policies and procedures related to Violence, Bullying and Harassment on an annual basis

- b. Where employees are exposed to a risk of violence, bullying or harassment, direction and instruction on preventing and dealing with violent, bullying or harassing behavior shall be provided to the employee. Such instruction shall be approved by the District Health and Safety Supervisor. The school principal/work site supervisor shall be responsible for providing such training and for ensuring that the employee's work is performed without undue risk.
- c. All new employees shall receive recommended training as soon as possible after hire.
- d. The employer shall maintain a record of identified risks and a list of employees who have received direction and instruction in violence, bullying and harassment prevention procedures

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

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

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

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

References:

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



SCHOOL DISTRICT NO. 64

POLICY 210 Codes of Conduct

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

Section: Learning and Working Environments
Dates of Revisions: September 10, 1997
Date of Adoption and
Resolution Number: June 13, 2018 -76/18

Rationale:

“British Columbia schools are striving to develop positive and welcoming school cultures, and are committed to fostering optimal environments for learning. Members of these school communities share a commitment to maintaining safe, caring and orderly schools. They focus on prevention of problems and use school-wide efforts to build “community,” fostering respect, inclusion, fairness and equity. They set, communicate and consistently reinforce clear expectations of acceptable conduct. They teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.”

Policy:

School principals shall, with reference to Ministry guidelines, and in consultation with staff, students, and parents, develop and adopt school codes of conduct, which will apply to students primarily, but serve as guidelines for staff, parents, volunteers and visitors to schools, as well.

Codes of Conduct developed at the school level and in accordance with provincial guidelines will describe the kinds of behaviour generally expected of students, staff, parents and community members working together in school learning and working environments, and in situations where they are representing the school district and school communities

The School District No. 64 Board of Education expects that everyone will respect their respective Code of Conduct and work together to promote and sustain learning and working environments that are, above all else, respectful of individuals ~~and their differences~~.

Reference:

- The BC Human Rights Code [RSBC 1996] Chapter 210.
- School Act sections 85 (1.1) and 168 (2)
- Ministerial Order M276/07
- BC Ministry of Education: Safe, Caring and Orderly Schools (2008), section two.
- Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct
- Policies 212 and 215

Circulated: May 18, 2021



SCHOOL DISTRICT NO. 64

PROCEDURE 210 Codes of Conduct

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

Section: Learning and Working Environment
Dates of Revisions: September 10, 1997
Date of Adoption and
Resolution Number: June 13, 2018 - 76/18

1. School principals shall, with reference to Ministry guidelines, and in consultation with staff, students, and parents develop and adopt school codes of conduct. Expectations outlined in Codes of Conduct will apply to students primarily, as well as staff, parents, volunteers, and visitors to the school.
2. Codes of Conduct will, consistent with Ministry of Education guidelines,
 - a. be developed with input from the school community;
 - b. reflect the principles, policies and purposes of both BC Human Rights legislation and the school district;
 - c. promote safe, caring and orderly schools, and a trusting environment in which diversity is accepted, respected, and supported-;
 - d. serve as guides for the behavior of everyone, particularly students;
 - e. help students develop their capacities for personal and social responsibility;
 - f. be enforced by school staff members where students are concerned;
 - g. discourage hurtful behaviours including -bullying, harassment, and discrimination on the basis of race, ethnicity, religion, customs, practices, languages, behaviours, sexual orientation, gender identity, ~~gender~~/minority/-expression, ~~or sexual orientation;~~and physical differences;
 - h. apply to everyone accessing and using the internet and any form of social media from their school or place of work;
 - i. make it clear that expectations for appropriate behaviour and consequences for inappropriate behaviour are developmentally appropriate;
 - j. provide examples of acceptable and unacceptable behaviour, together with a statement to explain that examples provided do not represent an all-inclusive list;
 - k. establish and maintain appropriate balances between individual and collective rights, freedoms, and responsibilities;
 - l. be foundational to the student discipline policies and practices of each school;

- m. be developed and regularly publicised and reviewed by school community representatives;
- n. be, at a minimum, published
 - i. on the school district website; and
 - ii. annually in each school community; ideally, displayed permanently within each school and on the schools' websites;
- o. explain the reporting responsibilities of school officials with respect to some situations in which students are at risk;
- p. be submitted to the Superintendent for annual review by the board

Reference:

- The BC Human Rights Code [RSBC 1996] Chapter 210.
- School Act sections 85(1.1), 168 (2) (i)
- Provincial Standards for Codes of Conduct Order M276/07
- Provincial Standards for Codes of Conduct Order
- Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct
- Provincial Guidelines: Maintenance of Order and Section 177 of the School Act. November, 2015. <http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/guidelines-section-177-school-act.pdf>
- BC Ministry of Education: Safe, Caring and Orderly Schools (2008), section two.
- Policies and Procedures 212 and 215; Policy 210



SCHOOL DISTRICT NO. 64

POLICY 135 Policy Development and Implementation

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

Section: Governance

Dates of Revisions: November 13, 1996, June 13, 2001

Date of Adoption and

Resolution Number: June 13, 2018 -76/18

Rationale:

The School District No. 64 Board of Education has sole authority to develop, change, approve, implement and repeal education policies and procedures that reflect the aspirations of the community and are consistent with overall provincial guidelines and its own bylaws and mission. Administrative procedures provide administrative direction and guidelines, and are under the jurisdiction of the Superintendent of Schools. Employees have the responsibility to implement and to adhere to the policies of the board. Students, parents and the public have the responsibility to adhere to the policies of the board while on school district property and/or while under school district jurisdiction.

Policy:

1. Board policy and procedure shall be developed in accordance with the *School Act* and other applicable Acts and Regulations, and reflect the community’s priorities and objectives. Only written statements adopted and recorded as such in the board’s minutes shall be considered Policy.
2. The board’s Policy Committee is responsible and accountable for drafting of new policies and procedures; revision of current policies and procedures; and for the regular review and revision of existing policies and procedures.
3. The board welcomes the input of all education partners and the public, with respect to the development, review and revision of its policies and procedures.
4. The Superintendent of Schools (or ~~his/her~~ designates) is most responsible and accountable for effective implementation of Board of Education policies and procedures.

References:

- Policy 100
- School District No. 64 (Gulf Islands) Bylaw No. 2, Procedural Bylaw

Circulated: May 18, 2021



SCHOOL DISTRICT NO. 64

PROCEDURE 135 Policy Development and Implementation

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

Section: Governance

Dates of Revisions: October 14, 1991, June 13, 2001

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

Governance policies and procedures are set by the board to articulate and define important objectives, principles or values; and to define roles, responsibilities and authority.

1. Proposals for new governance policies and procedures or revisions of existing policies and procedures may be directed to the Policy Committee from the following sources:
 - a. The superintendent or ~~his/her~~ designate;
 - b. Any member of a partner group, such as parents, teachers, staff, or administrators through their representative writing at the board table;
 - c. A member of the community at large.
2. Proposals are to be submitted to the board using the Policy/Procedure Initiation and Revision Form available at all schools and at the School Board Office.
3. The board's Policy Committee will prepare a draft of the new or revised policy or procedure and present it to the Board and Superintendent for review.
4. A draft of the proposed policy and procedure will go out as a Notice of Motion to all schools as part of the consultation and revision process.
5. Responses to the Notice of Motion may be submitted using the Policy/Procedure Impact Worksheet attached to the Notice of Motion.
6. The Policy Committee may revise the Notice of Motion based on feedback and, at a subsequent board meeting; the Notice of Motion may be approved or returned to the Policy Committee for more consultation or revisions.
7. The Board will make its policies and procedures available through its website; at local schools and places of work; and to its partner groups including GIPVPA, GITA, CUPE, and DPAC.

- 8.** Board policies will be administered by the Superintendent of Schools and delegates, including school principals/vice principals, according to board procedures.

Administrative policies and procedures are operational in nature and allow for consistent and effective operations in an organization or a department. The Board delegates administrative regulations to the Superintendent of Schools to develop in a transparent process that includes community input.



SCHOOL DISTRICT NO. 64

POLICY 610 Accumulated Operating Surplus Policy

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

Section: Finances and Facilities

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018 -76/18

Rationale:

Boards of Education are required by legislation to prepare balanced annual budgets, which may include surplus operating funds accumulated over one or more years. Unique to other organizations in the public sector, school districts are permitted to incur annual deficits as long as they have sufficient accumulated surplus to cover the annual deficit. An accumulated surplus indicates that a school district has net resources that can be used to provide future services. The ability to carry forward unspent operating funds helps school districts budget and spend their annual operating grants more effectively.

Accumulated operating surplus represent the extent to which operating revenue from all pervious years exceeds operating expenditures from all previous years. Accumulated operating surplus allows a school district to budget for expenditures in excess of revenue in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances. It is important to note that although accumulated operating surpluses can be a short term solution to balance budgets, they cannot sustain on-going services.

Policy:

The School District No. 64 Board of Education Board of Education will, through adherence to guiding principles, clear understanding of its operating surplus objectives, and on-going monitoring and measuring of progress made towards achieving these objectives, attain greater fiscal health and stability and meet its educational goals.

The board will, with reference to Taxpayer Accountability Principles (TAP), the School Act and Public Sector Accounting Standards,

1. adhere to the following principles:
 - a. healthy surplus levels are important in achieving educational goals, whilst ensuring financial health and stability;

- b. ~~an accumulated surplus may be comprised of internally restricted funds (already committed but not yet spent) and unrestricted funds (not committed and not spent).~~ internally restricted operating surplus, unrestricted operating surplus (contingency), restricted for future capital cost sharing, and local capital.
 - c. Inter-fund transfers must be made through board motion.
 - b.—
 - e. ~~Internally restricted surplus funds will result from budgeted expenditures extending into future school years and anticipated extraordinary expenses.~~
 - d. Unrestricted operating surplus funds (contingency) with a balance ideally ranging from 1 to 3% of total operating budget should be available for unforeseen circumstances and negative cyclical deviations in funding.
2. establish procedures to clearly articulate the school district's objectives in terms of its accumulated operating surplus.



SCHOOL DISTRICT NO. 64

Procedure 610 Accumulated Operating Surplus Procedure

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

Section: Finances and Facilities

Dates of Revisions:

Date of Adoption and

Resolution Number:

Rationale:

The School Act requires boards of education to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus. Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the district. The goal of planning for a long-term stable finances landscape is to ensure operations can support the board's strategic objective of improving student education outcomes.

Intent:

School District No. 64 Board of Education will demonstrate accountable and transparent financial planning, and develop, procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations on the topic.

Procedure:

1. Internally Restricted Operating Surplus

To support long-term financial planning the board can restrict operating surplus for use in future years. To increase transparency, every appropriation requires a board motion. It is appropriate for some motions to be made in a closed board meeting (for example, related to land, legal or personnel matters), but the default should always be to a public meeting motion whenever possible.

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board's goals outlined in their strategic, operational and financial plans, or that 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

2. Unrestricted Operating Surplus (Contingency)

To support effective planning, that includes risk mitigation strategies, the board should maintain a reasonable amount of unrestricted operating surplus. 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. When this occurs, boards need to have access to enough funds to continue to provide educational services and operate the district.

The amount of Unrestricted Operating Surplus, at the end of a fiscal year, should have a balance ideally ranging from 1 to 3% of total operating budget to be available for unforeseen circumstances and negative cyclical deviations in funding.

3. Restricted for Future Capital Cost Sharing

To support major capital projects that are identified in boards' 5-year Capital Plans, and approved by the Ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval.

4. Local Capital

Local Capital includes 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. Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to boards' strategic goals, or that address capital assets investment, or that meet the specified needs of the school district.

5. Inter-Fund Transfers

Inter-Fund Transfers are funds transferred from one fund to another (e.g. between Operating Fund and Capital Fund). Inter-fund transfers are required to be made through a board motion. Approval of interfund transfers related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

References:

- The *School Act*, sections 110
- K-12 Public Education Financial Planning and Reporting Policy – Ministry of Education
- Budget Transparency and Accountability Act of British Columbia



Draft Summary

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

In attendance

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

Trustees: Janelle Lawson, Greg Lucas, Rob Pingle

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

Guests: Ian Mitchell (GITA); Adrian Pendergast (GIPVPA), Angela Thomas (CUPE), Janice Shields (CUPE)

Regrets:

Called to order 1:00 p.m.

Shelley Lawson acknowledged that this meeting is taking place on the traditional and unceded territories of the Coast Salish people – Huy tseep q'u.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Adoption of Minutes

April 28, 2021 summary adopted by consensus.

3. Business Arising

a. Inter-Island Transportation – Advocacy Letter

Shelley Lawson brought an action item forward from the April committee meeting: to draft an advocacy statement calling for improved inter-island transportation that supports the needs of the district's staff and students. A draft was shared and trustees discussed edits and intended audience.

Action: Shelley will make amendments and forward to staff for final edits and formatting. A final draft will be brought to the November Board meeting for consideration.

4. New Business

a. Water Taxi Contract Renewal

The current water taxi contract is up for renewal in 2022. Trustees discussed possible change of terms to be consideration prior to submitting a request for proposals to BC Bids.

Action: Water taxi contract renewal will be brought to the November in-camera board meeting as an agenda item.



5. **Other Business**
6. **Next Meeting:** February 23, 2022
7. **Adjournment:** 1:29 p.m.

DRAFT



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

November 10, 2021

To Whom It May Concern:

This Letter of Intent will be held on record for any and all organizations in and around the Southern Gulf Islands who are working towards sustainable inter-island transportation options, including walk-on and vehicle traffic, between Salt Spring, Pender, Saturna, Mayne and Galiano Islands that would benefit our students and employees during the school week.

The Board of Education believes students and parents should have access to educational and extra-curricular opportunities on all the islands in our district. Our district provides water taxi travel to and from school for eligible students; however, it is not feasible, with available funding, to increase routes or capacity to accommodate extra-curricular or parental travel to school-based activities and consultations. Although creating community transportation options does not fall within the mandate of public education, we recognize the importance of inter-island connections for our families.

We are supportive of improved inter-island transportation for our staff. As one of the largest employers in the area, we have school and district employees on each island but limited resources to keep them physically connected. We recognize the opportunities for teachers and support staff to garner experience teaching in a variety of schools, and the positive impacts on schools when staff are able to work in multiple locations. Our provincial funding model does not provide for staff transportation, but as a district, we support organizations working towards greater unity of the Southern Gulf Islands and see the benefit of equitable and sustainable employment opportunities for all.

This letter stands as our commitment to working with organizations addressing inter-island transportation. Should you wish to connect with School District 64 about your work, please contact the Chairperson of the Board of Education's Finance, Audit and Facilities Committee or the Secretary Treasurer at 250-537-5548 / jguy@sd64.org.

Sincerely,

Shelley Lawson,
Trustee (Finance, Audit, and Facilities Chair)