



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Galiano Community School
2023 06 14 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**
2. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2023 05 10 (attachment)
3. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2023 05 10 (attachment)
4. **BUSINESS ARISING**
5. **CORRESPONDENCE**
 - (a) Board email to Anti-Racism Working Group and response letter from BIPOC Community Collective (attachments)
6. **DELEGATIONS**
 - (a) Galiano Community School
 - (b) BIPOC Community Collective
7. **CHAIRPERSON'S REPORT**
 - (a) 2023/24 Board Meetings Schedule (attachment)
Motion: *that the Board of Education adopts the Board Meetings Schedule for 2023/2024 as presented.*
 - (b) Equity and Inclusion Programs and Initiatives
Motion: *that the Board direct staff to bring to the October Board Meeting, a summary to date of programs and initiatives relating to Diversity, Equity, Inclusion, and Truth and Reconciliation.*
8. **SUPERINTENDENT'S REPORT**
 - (a) French Program Options – Pender ([link](#))
 - (b) Seamless Day Pilot Update (attachment)
 - (c) School Fees 2023/24 (attachment)
Motion: *that the Board of Education approves the school fees schedule for the 2023 /2024 school year as presented.*
 - (d) Deputy Superintendent's Report
 - i. Staffing
 - j. DRIPA Action Plan
9. **SECRETARY TREASURER'S REPORT**
 - (a) Monthly Financial Report
 - (b) Draft 2023/2024 Annual Budget Bylaw (<https://sd64.bc.ca/finance/>) – 3 Readings (attachments)
 - (c) Draft 2024/2025 Five Year Capital Plan – Major Submission
 - (d) Carbon Neutral Report 2022 – draft submission (attachment)
 - (e) New Spaces Fund – Saturna Early Learning Centre

(e) Feeding Futures Fund

(f) Hydro Field

10. **COMMITTEE REPORTS**

(a) Committee of the Whole - 2023 05 15 summary (attachment)

(b) Policy Committee – 2023 05 10 summary (attachment)

i. Policy 1.50 Policy Development and Currency

Motion: that the Board adopts Policy 1.50 Policy Development and Currency

Motion: that the Board repeals Policy and Procedure 135 Policy Development and Implementation and procedural forms 135-1 and 135-2.

ii. Policy and Procedure 410 Student Transportation

Motion: that the Board adopts Policy and Procedure 410 Student Transportation

iii. Procedure 525 Residential Catchment Areas

Motion: that the Board adopts Procedure 525 Residential Catchment Areas

iv. Policy 2.50 Public Interest Disclosure/Whistleblower Protection

Motion: that the Board adopts Policy 2.50 Public Interest Disclosure/Whistleblower Protection

Motion: That the Board repeals Policy and Procedure 132 Public Interest Disclosure/Whistleblower Protection

v. Bylaw #3 School Act – Section 11 Appeals Procedure (2nd and 3rd readings)

11. **TRUSTEES' SCHOOL REPORTS**

What Strategies and resources are we leaving with students and families to promote continued learning beyond the school year? (Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development for our students.)

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

(a) Regular Board Meeting – Tentative September 13, 2023

(b) Policy Committee – Tentative September 13, 2023

15. **ADJOURNMENT**



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Mayne Island School
2023 05 10

Present:	Tisha Boulter	Chairperson
	Chaya Katrensky	Vice Chair
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Greg Lucas	Trustee
	Scott Benwell	Superintendent of Schools/Acting Secretary
		Treasurer
	Lori Deacon	Acting Director of Corporate Services
	D'Arcy Deacon	Deputy Superintendent
	Boe Beardsmore	Associate Superintendent
	Kaz Lundgren	GIPVPA Representative
	Shannon Johnston	Indigenous Education

Regrets:	Jeannine Georgeson	Trustee
	Katherine Hazen	DPAC Representative
	Ian Mitchell	GITA President
	Angela Thomas	CUPE President

The meeting was called to order at 1:08 p.m. by Chair Boulter. Trustee Luporini acknowledged that the meeting is taking place on the traditional territories of the of the Coast Salish speaking peoples - huy tseep q'u.

1. ADOPTION OF AGENDA

Additions: Anti-Racism Advocacy Group (7e)

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2023 05 10 be adopted as amended.

CARRIED 37/23

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2023 04 12 be approved as presented

CARRIED 38/23

3. IN-CAMERA SUMMARY

The summary of the In-Camera Meeting of 2023 04 12 be adopted by consensus.

4. BUSINESS ARISING

5. CORRESPONDENCE

6. DELEGATIONS

(a) Mayne Island School Presentation – Kaz Lundgren

Kaz Lundgren, Principal of Mayne Island School expressed her gratitude for working with staff and students at Mayne Island School and being a part of the Island community. She shared the Indigenous



mural project that students are creating together to bring the Indigenous Education Enhancement Agreement to life.

7. **CHAIRPERSON'S REPORT**

(a) **Rise and Report**

Nothing to report. This item might not remain as a standing item.

(b) **BCSTA AGM**

Chair Boulter shared highlights of the BCSTA AGM, including student performances, the keynote address delivered by Jody Wilson-Raybould, and substantive motions brought forward.

(c) **2023/24 Board Meeting Schedule**

A draft schedule of meetings for next year was shared for consideration. Discussion to remove asterisks and associated statement, and to change meeting locations so that the June meeting takes place on Salt Spring Island. Staff will circulate a revised draft for trustees' consideration in advance of the June meeting for approval at that time.

All-Day Committee Meetings will continue to be held via ZOOM.

(d) **Climate Action Working Group**

The Terms of Reference for the working group has come to its end of term. With review from Committee of the Whole, it was identified that much of the work is better placed at the school level.

Moved and seconded that the Board not renew the Climate Action Working Group Terms of Reference, that the Climate Action Working Group be concluded at this time, and that the Board thank the members for their service.

CARRIED 39/23

(e) **Anti-Racism Advocacy Working Group**

The Anti-Racism Advocacy working group report was reviewed by the last Committee of the Whole. The scope and purpose of the group as defined in the Terms of Reference have been met. The Provincial Action plan released by the Ministry provides guidance to districts in this important area. The work of addressing racism continues to be led across SD64, in a variety of ways, including the implementation of policy, procedure and initiatives created through the Anti-Racism Advocacy Working Group.

Moved and seconded that the board conclude the Anti-Racism Advocacy Working Group at this time and thank the members for their service.

CARRIED 40/23

8. **SUPERINTENDENT'S REPORT**

(a) **Shared Understanding**

Shannon Johnston shared an overview of Indigenous Education programming and supports in schools, highlighting assessment data for SD64 Indigenous students as reported in the *Aboriginal: How are We Doing Report*. The district continues to see improvements in achievement and completion rates, and there remains much work to ensure and maintain equity across all areas of student success and wellness. Although some of the public data is masked, district and school staff are equipped with the



information to know each learner – strengths and challenges – to inform targeted supports and interventions.

Moved and seconded that the Board of Education affirms its support of the Shared Understandings agreement with Cowichan Nation and Elders and recognizes the partnership in serving students.

CARRIED 41/23

(b) GISS Field Trip Request – Rowing National Championships

The GISS rowing team is set to qualify for the National Rowing Championships again this year.

Moved and seconded that the Board approves the Gulf Islands Secondary School sports trip request for 9 students in grades 9 to 12 to attend the Canadian Secondary School Rowing Association National Regatta (May 30 to June 4/5, 2023) in St. Catharines, Ontario.

CARRIED 42/23

(c) GISS Field Trip Request – Italian Renaissance Tour 2024

Trustees discussed the trip request package and concerns regarding supervision, equity as it relates to expense and access/participation, and the relationship with OneLife Tours.

Moved and seconded that the Board approves the Gulf Islands Secondary School cultural trip request for 18 students in grades 10 to 12 to tour Italy (March 15 to March 31, 2024).

DEFEATED

A recess was called at 3:34 pm. The meeting reconvened at 3:46 pm.

Moved and seconded that the Board suspend approval of international extra-curricular trips until further notice to allow time to review policy and practice.

CARRIED 43/23

Moved and seconded that the meeting be extended beyond three hours.

CARRIED 44/23

(d) Deputy Superintendent's Report

i. Staffing and Enrolment

The district has undertaken the process of identifying teachers who are surplus to need. Impacted teachers have been notified and the recall process will begin soon.

ii. Automated Dispatch

Easy Connect automated dispatch went live May 1st. The system is effective and adjustments to current practice are expected. Staff across the district are pivoting, including our payroll and dispatch staff who are working hard to troubleshoot and ensure successful implementation.

iii. FESL/School Plans

Schools are working on their School Plans for next year, beginning with stakeholder engagement. School Plans will inform responsive adjustments to the district's Enhancing Student Learning Report.



9. **SECRETARY TREASURER'S REPORT**

(a) **Monthly Financial Report**

The monthly operating expense report summary for April indicates that expenses are currently 1.3% under budget. Labour, maintenance and operating costs continue to be increasingly high.

(b) **2023/24 Annual Budget Spending Plan**

The one-time investment plan for next year was shared with the board. District staff met yesterday with Cowichan Elders to further discuss plans for a learning structure at Burgoyne Bay. Other investment priorities include numeracy supports that align with FESL, EPIC school planning funds, and administrative professional development. Capital investments include technology renewal, library renovations at SSE, Fulford, and Fernwood, white fleet replacement, and Learning Hub project completion.

A draft budget will be circulated in advance of the June board meeting for approval at the June meeting.

(c) **Communications Planning**

In an effort to modernize the district logo, the district undertook a refresh of its brand. A branding guide will inform the design of new district and school websites.

(d) **Ransomware Attack**

Staff debriefed the cyber security breach that was discovered by the IT department on April 27th. Training and education practices are embedded in the district's privacy management plan. No further breaches were found and the attack was contained to one district server.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The Committee of the Whole summaries 2023 04 26 was received.

(b) **Finance, Audit and Facilities Committee**

The FAF Committee summary 2023 04 26 was received.

(c) **Policy Committee**

The Policy Committee summary 2023 04 26 and 2023 04 12 were received.

i. **Policy 2.50 Public Interest Disclosure /Whistleblower Protection**

This policy was amended to comply with requirements legislated through the *Public Interest Disclosure Act*.

Notice of Motion of presented for adoption of Policy 2.50 Public Interest Disclosure/ Whistleblower Protection and to repeal current policy and procedure 132 Public Interest Disclosure/Whistleblower Protection.

The policy will be circulated for feedback and considered by the Policy Committee on June 14, 2023. The Board will consider adoption of the motion at the June 14, 2023 public meeting.



- ii. **Bylaw No. 3 School Act – Section 11 Appeals Procedures**
The policy was amended to reflect current catchment areas.

Moved and seconded that the amended Bylaw No. 3 School Act – Section 11 Appeals Procedures receive first reading and be circulated for feedback.

CARRIED 45/23

The bylaw will be presented at the June 14th public meeting for readings and possible adoption.

11. **TRUSTEES REPORTS**

Trustee school reports were received. Trustee Luporini shared her school report for Mayne Island School.

Topic: Celebrating bringing our SD64 Indigenous Education Enhancement Agreement and 4 Goals (Belonging, Culture, Community, Success) to life in your school and island context.

Fernwood Elementary School

Fulford Community Elementary School

Belonging and Community - the sense of belonging comes from our culture of caring for self, others and the environment (our three rules). All of our teachers work hard to create a sense of community and belonging in their classrooms (creating expectations with the students, class meetings, check ins, etc.). We have whole school meetings weekly to come together and share what we have been doing, celebrating birthdays, etc. Special events such as the Spring Showcase last week (talent show)

Culture - Indigenous culture is infused into classroom activities and routines. Logan teaches hul'qumi'num in the classroom and sometimes at Whole School Meetings. Sarah's class says good morning in hul'qumi'num during their morning circle. We are beginning a pole carving project with Quentin soon (log just delivered yesterday). We use reading materials that include indigenous books (strong nations, library books - we have added to our collection considerably this year with the diversity grant). We participate in important Indigenous days such as Orange Shirt Day, Moosehide Campaign, National Day for Truth and Reconciliation, National Indigenous Peoples Day, etc.

Success - We check in on how our Indigenous learners are doing once per month at our SBT meeting. Many of our Indigenous learners receive additional support in literacy and some in numeracy in small groups to close the gaps in their learning. Some teachers use their remedy to provide additional support in classrooms, some of which is to support our Indigenous learners. Our EPIC grant this year provided a writing support teacher who worked with each classroom teacher for 6 week periods. The writing support teacher continued to support vulnerable writers throughout the year outside of the sprints with each class.

Galiano Community School

Gulf Islands Secondary School

Gulf Island secondary's 2022/23 EPIC plan was created in consultation with staff around the 4 Goals, and the team is working towards embedding them further next year. GISS is fortunate to have Cheryl as the indigenous youth care worker supporting students that are leading events and ceremonies around orange shirt day, MMIW2s and National Indigenous Day. These events have grown from a small gathering to a whole



school participation. Last year a cedar pole was blessed in the outdoor courtyard and students from all over Salt spring have been carving every Monday to complete a welcoming pole for the entrance of GISS that will be raised in the fall.

Land acknowledgements are read over the PA every morning and have been evolving into more meaningful reflections throughout this year with advocacy from students and Heather in the front office. Currently GISS is planning for the first full Grade 12 cohort to complete the required Indigenous Grad courses. 7 full classes will run next year and planning has begun to design local First Nations content courses. Areas to grow are around ensuring every class represents indigenous knowledge in its course content.

Mayne Elementary/Jr. Secondary School

Mayne School is settled within the traditional lands of several Coast Salish groups. The Mural project, which the students and staff at Mayne School have taken on, exemplify this district strategic goal. This project highlights the goal of **belonging**, and a school culture of appreciation and understanding, that our students feel as members who are privileged to be a part of the WSÁNEĆ Peoples culture and understanding.

A collaborative support system between Island partners and district staff are bringing this mural project to life. The school is fortunate to have Quentin Harris taking the lead on this project. The eight animals referenced in the Enhancement Agreement: orca, eagle, wolf, salmon, bear, beaver and hummingbird are depicted on each of the eight exhibit boards. Our students are inspired by the intent of this project and everyone in our school community is involved.

Students were encouraged to paint the animals which 'spoke to them'. These pieces of artwork have been talked about in the school community, and their connection to the land and its people are very important to the families here at Mayne School. These portraits will be mounted outside the school for everyone in the school community and beyond to enjoy. This connection is very important to our wider **community** and forms a distinct action towards the reconciliation process.

Connections with the Mayne Island Conservancy and the Elders from the WSÁNEĆ community are regularly happening. This provides the Indigenous voice and presence which support the development and enrichment of the school communities sense of belonging and cultural enhancement.

Students embrace this sense of **belonging** when they share in the *Gratitude Circle* daily! This practice fulfils a sense of belonging through a reflection of their self-identity and pride. At that time, they give thanks for family, friends, safety and **culture**. The teachers further this sense of culture and belonging through the merging of Indigenous knowledge and presence through language and curricular perspectives. These activities emphasize cultural teachings throughout the curriculum.

The school community continually strives for high expectations: academically, socially and emotionally. **Success** for every student is central. Each student's learning profile is reviewed, and their needs, whether they be enrichment or refinement of key learning concepts, are identified, targeted and supported.

At Mayne school this goal is inclusive of the school community and beyond. These broad practices by everyone are responsive, relevant, inclusive and organic.



Pender Islands Elementary Secondary School

As per our October newsletter 2022 and school district strategic goals, “one day of professional learning is set aside to explore and engage in deepening understanding of indigenous ways of knowing and understanding as well as curricular content. This year (Oct 2022) Pender Staff joined other SD64 schools to engage in dialogue around social inequities and racism, with a specific focus on Indigenous Peoples in Canada.”

Beginning September 2021 a tradition to honor “Canada’s first National Day for Truth and Reconciliation, students gathered outdoors to take a moment to reflect on Canada’s shared colonial history and the lasting impact of Residential Schools on the Indigenous Peoples of Canada. Poems were shared; songs were sung; and each class brought forth an “orange shirt” to represent the learning and reflection that took place within individual classrooms”.

In the beginning of 2023, our school announced a decision to focus on the four Indigenous Enhancement goals. Our Pender Island Newsletter is specifically formatted to acknowledge “belonging, culture, community and success”.

The second page of every newsletter is dedicated to reflect indigenous culture and Pender Island School Connection. For example, from February 2023, our newsletter writes; “for the past several months Miss Emily’s K/1 class have been exploring the teachings of the Medicine Wheel. Through storybased learning, Quinton has been sharing legends of how animals use the medicine wheel inside of them to sort the information that they know and make the right decisions to solve problems..” They have also been “exploring the idea that much of our world around us can be separated into 4. Things like the seasons, stages of life, time of day, even the plants that grow can all be looked at through the medicine wheel..”

From our shop class, students are engaged in a school wide carving mural with the indigenous theme, which asks “what are things which define our Mayne, Galiano, Saturna and Pender Islands? Led by Indigenous Artist and Educator Quentin Harris and sketched on local yellow cedar to create the theme which will be collectively created in the coming months.

Meantime our library has very recently benefited from Federally based grants specifically aimed in order to provide additional text from Indigenous authors and unique perspective, while all of our classes are working towards including more culturally diverse teachings such as creating art around the medicine wheel, learning about our local ecology through island field trips, harvesting and eating native plants, inspiring physical activity with purpose such as our hockey and lacross games and painting and carving with traditional themes such as those taught by Miss Emily K and those shown in Quentin Harris’ “2023 wrapup” sd64 video on You Tube.

For more information on Pender Schools activities visit our Pender Island School, SD64 website or read our soon to be release monthly May newsletter.

Phoenix Elementary School

In consultation with Principal Sparanese provided a response to Objective 1.2:

This year in the intermediate class we implemented a system with grade 5-6-7 students to make strides towards creating a student-centered experience. With our three-teacher classroom we found it difficult to divide up the 5 to 7 programs. Instead, we explored different methods to deliver the program that would increase:



1. Personalized and differentiated content
2. Individualized pacing
3. student responsibility
4. Meaningful teacher-student interactions and feedback opportunities
5. time on task and focus on learning

Without going into the system, itself, which on the surface looks very simple, it is supported by the use of a learning management tool (Google Classroom) and high quality, teacher developed resources that are chosen/created to be accessible to all students, thereby freeing up staff to help support their work with the content rather than trying to help navigate through the content. This has allowed the staff to sit more firmly in the role of guide as opposed to organizer, lecturer, scribe, reader etc.

We have noted considerable growth with student's ability to:

6. Access content independently
7. Utilize accessibility tools to read and generate written products
8. Manage a schedule and meet timelines
9. Share work with teachers and other students and share their iterative process
10. Incorporate feedback and have more interest in knowing how they are performing and are very honest in their personal assessment of their progress.

Kids at Phoenix want to "do", they are action oriented and are very much oriented towards growth.

Salt Spring Elementary School

Saturna Elementary School/SEEC

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

Trustees discussed whether or not to include committee days a part of the published agenda.

- (a) Regular Board Meeting: June 14, 2023 at Galiano School
- (b) Committee Day: Tentative November 22, 2023

15. ADJOURNMENT

Moved that the meeting be adjourned 4:38 p.m.

CARRIED 46/23



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Mayne Island School
2023 05 10

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT

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

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

**Record of Proceedings of the Regular In-Camera meeting held
at Mayne Island School
2023 05 10**

Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Nancy Macdonald	Trustee
	Deborah Luporini	Trustee
	Rob Pingle	Trustee
	Gregory Lucas	Trustee
	Scott Benwell	Superintendent of Schools / Acting Secretary
		Treasurer
	Lori Deacon	Acting Director of Corporate Services
	D'Arcy Deacon	Deputy Superintendent
Boe Beardsmore	Associate Superintendent	
Guest:	Piet Langstraat	(via ZOOM)
Regrets:	Jeannine Georgeson	Trustee

The meeting was called to order at 8:34 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2023 05 10 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session 2023 04 12 was approved as presented.

Items

1. Piet Langstraat – Transportation Funding Report (9:05 a.m. to 9:32 a.m.)
 - a. Consensus to approach the Ministry regarding equitable funding through the *B.C. Coastal Ferries Act*.
2. Field Improvements and Shared Use
 - a. The Board supports proposed field improvements and the undertaking of a shared use agreement with specified stipulations.
3. Executive Assistant Position
4. Mayne Island Teacherage
5. Board Working Groups

The meeting was recessed from 11:01 a.m. to 12:33 p.m.

6. Rise and Report
 - a. Consensus for no rise and report at the public meeting.

The meeting adjourned at 12:56 p.m.

From: [Tisha Boulter](#)
To: [Lori Deacon](#)
Subject: Fw: Board Motion
Date: May 18, 2023 9:18:09 AM

From: Tisha Boulter
Sent: Wednesday, May 10, 2023 7:02 PM
To: Tisha Boulter <tboulter@sd64.org>
Subject: Board Motion

Dear Members of the Anti-Racism Working Group,

At our Committee of the Whole meeting on April 26th, the Board reviewed our current working groups: Climate Action and Anti-Racism.

After careful consideration, we have decided to conclude both working groups. Today at our Public Board meeting, the Board unanimously passed a motion which states "that the Board conclude the Anti-Racism working group at this time and thank the members for their service."

Upon review of the Anti-Racism Working Group's Terms of Reference, the Board of Trustees feels that much has been initiated and achieved in the last 3 years. We feel incredibly grateful for all the members' time, efforts, heart-sharing, lived experience, and skills that have resulted in an excellent Policy and Procedure and a path forward to continue the work within the operational and governance's continued commitment to addressing systemic racism in the Gulf Islands School District.

We are pleased to see the Ministry moving forward with solid mandate and guidelines and best practice for all districts in B.C. through the K-12 Anti-Racism Action Plan.

Please receive our deepest appreciation for the willingness to be in circle with challenging conversations, and the commitment to contribute to the collective learning over the last 3 years. This has resulted in meaningful change in our district and community.

Warmly,
Tisha

Tisha Boulter- She/her
SD64 Chairperson, Gulf Islands School Trustee
I respectfully acknowledge that I live, work and play on the unceded traditional land and waters of the Hul'q'umi'num and SENĆOTEN speaking first peoples.

Wednesday May 1, 2023

To all the members of the board at school district 64

On May 10th we received an email from Tisha Boulter, Trustee and Chair for SD64, regarding a motion that was unanimously passed to dissolve the Anti-Racism Advocacy Working Group (ARAWG).

Receiving this news in this way was very unsettling for us, and has raised serious concerns about the integrity and accountability of the District 64 school board.

Our primary concerns are as follows:

Process:

- The unilateral decision to “conclude” the group was made without notice, consultation, or even a conversation with members of the Committee. This seems utterly out of step with the respectful relations the Board claimed to be seeding with community stakeholders around this important issue, and undermined a lot of the trust that was built.
- The motion to disband the committee was made at a meeting in which the one and only racialized trustees (that we are aware of) was absent.
- The email implies that the Working Group is no longer needed because the Ministry of Education ‘has it covered’, stating that the District is pleased by the Ministry’s “solid mandate and guidelines and best practice for all districts in B.C. through the K-12 Anti-Racism Action Plan”. This is surprising given considerable discussion among the Working Group about the lack of ‘teeth’ in the Ministry’s Anti-Racism Action Plan. Even a member of the senior leadership team expressed disappointment by how vague it was. Furthermore, as we are all aware, the Ministry leaves it up to individual districts to decide how changes and best practices will be implemented. Is this a demonstration of the buck being passed between bureaucracies while the students’ and staff needs remain largely unaddressed?

Unfinished Business

We understand that eradicating racism is generational work, and that there will always be more work to be done, but remain concerned about the status of issues and items that weren’t ‘concluded’ before the Working Group was. Among them:

1. The Anti Racism position

We had begun to advocate for a paid position for at least one person of colour to advise the Board on certain issues and be a resource for teachers and students. This position was well received and supported by the superintendent and other members of the AR Committee. It was widely agreed that a position of this nature would be a valuable way to connect the dots between racialized incidents in the district, and appropriate student/staff education and interventions. This role could help make the district a safer and more welcoming place for current and future students and staff. Where does the future of this position stand now?

2. Making the District's Anti Racism Policies and Procedures Visible

There were repeated calls among members of the Working Group to widely publicize the AR Policies and Procedures among ALL students and stakeholder groups. These documents are just lip service if no one knows about or deeply understands them. It is not enough to say 'they are on the District Website'. Please provide us with details re: meaningful action on this recommendation.

3. \$20,000 grant from the Ministry for the GISS library

We asked for transparent accountability re: this grant. We all know that there is not enough room for additional books of even \$10 000 in the GISS library. Calling for transparency was also a way in which we could have helped you find valuable resources that are current and student friendly. Representation matters, how the money is allocated should represent this district's diversity. With that in mind, please update us on how this money has or will be spent, and what the mechanism is for students and parents to make resource recommendations?

4. Honorariums for BIPOCCC Reps

Although it was absolutely necessary for the Group to have any legitimacy, it was a privilege to have black and brown voices collaborating to help solve the problems of systemic racism in SD64. We have 'sat in circle' on a volunteer basis for three years while almost every other member of that committee attended during paid working hours. We knew this systemic power imbalance was an issue, and raised it repeatedly, but stayed at the table, and made significant contributions on sub-committees (at considerable emotional and financial cost) to do this crucial work whilst no followup measures were suggested by SD staff to remedy the aforementioned costs to those doing the work. We had repeatedly been given assurances (for over a year) that there would be some symbolic form of payment for our work, and yet this never happened. Is the failure to make good on that promise another reason this group is being 'concluded'? This is labour. This is work. Despite promises, that work was unpaid, and has now been unceremoniously tossed aside.

5. A metric for "Meaningful Change"

The email from Tisha suggests that the *Anti Racism Advocacy Working Group* is no longer needed because "meaningful change" has occurred. Who on the board is eligible to make that assertion with enough confidence to bring the committee to a close without consultation with

those who are directly affected by systemic racism? Have you asked racialized students, staff, and parents if they feel represented in the curriculum, if they believe racism has been significantly reduced in SD64, or that “meaningful change” has actually occurred? And how do students and staff answer these questions in an honest way without seeing themselves represented. Does it seem reasonable to you that a group of primarily white trustees (with no lived experience of racism, and limited critical analysis about the origins and impacts of racism) are in the position to decide if there has been significant change to combat racism in our district?

The Working Group looked at a lot of frameworks for assessing where we are at on our individual and collective anti racism learning journeys, and to track meaningful progress (Among them “Continuum For Becoming An Anti-Racist Multicultural Organization” see attached). The premature dissolution of the Working Group is indicative of the fact that there is no framework in place, and a related refusal to acknowledge how much work has yet to be done.

With the conclusion of the Working Group, how will we, and the broader community, know if these tasks will be completed? Where is the accountability to parents, students and staff? Who specifically is going to be accountable? How will the racialized community know that these tasks are being done at all, let alone done well?

The members of the BIPOC Community Collective, and some parent community members, are not going to let the dismissal of this Working Group go without a better understanding of the decision making process, and some form of reasonable resolution on the outstanding action items.

There is a public board meeting on June 14th. We ask that this issue be placed at the top of the agenda. This is a matter that will not be left unresolved. The *Anti Racism Advocacy Working Group* was on a path of learning, one that was bound to be fraught with uncomfortable feelings. These feelings, faced and engaged are exactly how white supremacy is dismantled. It is how we get to the root issues of paternalistic decision making that ignore the people these decisions affect the most.

As our school board representatives, each and everyone of you who voted to disband the *Anti Racism Advocacy Working Group* needs to think long and hard about the power you hold and how you will use it from this point forward. The health of our community depends on it.

All our regards,
The BIPOC Community Collective

Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets

Exclusive An Exclusionary Institution	2. Passive A "Club" Institution	3. Symbolic Change A Compliance Organization	4. Identity Change An Affirming Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
<ul style="list-style-type: none"> Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans Intentionally and publicly enforces the racist status quo throughout institution Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. Openly maintains the dominant group's power and privilege 	<ul style="list-style-type: none"> Tolerant of a limited number of "token" People of Color and members from other social identify groups allowed in with "proper" perspective and credentials. May still secretly limit or exclude People of Color in contradiction to public policies Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life Often declares, "We don't have a problem." Monocultural norms, policies and procedures of dominant culture viewed as the "right" way" business as usual" Engages issues of diversity and social justice only on club member's terms and within their comfort zone. 	<ul style="list-style-type: none"> Makes official policy pronouncements regarding multicultural diversity Sees itself as "non-racist" institution with open doors to People of Color Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff Expanding view of diversity includes other socially oppressed groups <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> "Not those who make waves" Little or no contextual change in culture, policies, and decision making Is still relatively unaware of continuing patterns of privilege, paternalism and control Token placements in staff positions: must assimilate into organizational culture 	<ul style="list-style-type: none"> Growing understanding of racism as barrier to effective diversity Develops analysis of systemic racism Sponsors programs of anti-racism training New consciousness of institutionalized white power and privilege Develops intentional identity as an "anti-racist" institution Begins to develop accountability to racially oppressed communities Increasing commitment to dismantle racism and eliminate inherent white advantage Actively recruits and promotes members of groups have been historically denied access and opportunity <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities Anti-racist multicultural diversity becomes an institutionalized asset Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest A sense of restored community and mutual caring Allies with others in combating all forms of social oppression Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.



**Board of Education
School District No. 64 (Gulf Islands)
Board Meeting and Committee Schedule
2023/2024**

Regular Board Meetings

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

Date	Location	Committee Meeting
September 13	School Board Office	COW
October 11	Pender School	Education
November 8	Mayne School	Policy
January 10	School Board Office	FAF
February 14	School Board Office	COW
April 10	Galiano School	FAF
May 8	Saturna School	FAF
June 12	School Board Office	Education

Policy Committee Meetings

Additional time is needed for Policy Committee this year to attend to the renovation of the Board's Policy Manual.

9:00 a.m. to 12:00 p.m. and held via ZOOM unless otherwise posted.

September 27 December 13 February 21 April 24 May 22

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

To participate in any Board or Committee meetings, please refer to Policies and Bylaws regarding representation at meetings.

Approved:

Seamless Day
Fulford Elementary School

Overview

Seamless Day is a unique program that provides before and after-school care for students in Kindergarten to Grade 2 (before school care for Kindergarten students only). Students are able to remain in a familiar caring and play-based environment throughout the day, thus allowing educators to better meet the needs of the child and expand on their interests. Our team includes the Kindergarten classroom teacher and multiple Early Childhood Educators and/ or Educational Assistants. With minimal transitions for the students and a collaborative team approach for staff, children have the opportunity to excel in all aspects of their development.

Seamless Day Fulford Program Manager: Marie Mullen
Seamless Day Fulford Administrator/ECE: Janice Shields

Our program is licensed to provide care for up to 12 children per day, and priority will be given to Kindergarten students. Grade 1 and 2 students are also eligible to enroll, space permitting. Current enrollment includes 9 regularly scheduled students throughout the week with additional drop in attendance. We are currently in year 2 of a 3-year Ministry Funded pilot project. There has not yet been a clear indication from the Ministry of what will occur after the pilot project ends.

Sample Schedule:

Kindergarten Students

8:00 – 8:15 am Welcome & Soft Landing – Students have a choice of playful and creative activities

Kindergarten-Grade 2 Students

3:00 – 3:20 pm After school greeting in Kindergarten room, snack
3:20 – 3:50 pm Indoor Exploration – Fine Arts/Indoor games/Clean Up
3:50 – 5:00 pm Outside Exploration/Gym Time

**This schedule is a sample only. Projects and activities are adjusted based on the weather and seasons and/ or to accommodate special events.*

Fulford Seamless Day Testimonials

ECE Seamless Day Educator, February 2023:

“Seamless Day with the presence of an ECE in Kindergarten is so amazing and I wish all the kindergarten classes could benefit. ECE’s knowledge of child development, guidance and behaviour management is a great asset to the classroom.

I feel fortunate that we have had a strong collaborative relationship prior to the Seamless Day through CR4YC and the ongoing Transition to K program that we have been doing in the month of September for many years now. The after school child care piece is of great value to families.”

Kindergarten Teacher, February 2023:

“I can't say enough about the amazing ECE! The constant communication and problem solving has been amazing (especially this year!) and it is so helpful to have a trained early years person who can offer centres activity ideas that are new and engaging. We work so well as a team and having a collaborative approach has been easy for us.

[The StrongStart ECE] was a huge help in early transition for kids coming from Strong Start who were comfortable with her. She also offered insight on behaviour and ideas about support. I strongly believe this program should be in every K classroom!”

Site Principal, February 2023:

“Having an ECE in the kindergarten room is beneficial because supporting our youngest learners as they transition to school is so valuable. One parent today mentioned that their child had "an anchor" in Kindergarten last year and that anchor was the ECE, which made their transition to school so positive.”

Parent Perspective, June 2022:

“I am writing in support of the Seamless Day program that is being piloted at Fulford Elementary School.....I am overwhelmingly grateful not only for the access to but also for the quality of the program. My son absolutely loves Seamless Day. The variety of activities, the ability to interact with some older children, the balance of structure and free play, and the responsiveness of the ECEs involved to the children’s needs have all been extremely valuable. I know that my son is well cared for. I also know that, after speaking to working parents in the community whose children attend other elementary schools, this program is needed universally. Thank you for your ongoing support of this program.”

SCHOOL FEES – 2023/2024
(as per Board Policy No. 6750)

Elementary and Southern Gulf Islands Schools	<ul style="list-style-type: none"> • Optional school supplies package (including cost of student planner) Up to \$35 • Musical instrument rental External
Saturna Ecological Education Centre (SEEC)	<ul style="list-style-type: none"> • Experiential learning supplies, camping necessities (fuel, tarps, water etc.), takeaways \$300
Gulf Islands Secondary School	<ul style="list-style-type: none"> • Musical instruments for personal use (rent or provide own) External • Gulf Islands School of Performing Arts (GISPA) (Academy) \$1500 • Student athletic fee \$25 <p style="text-align: center; color: red;">(removed \$30 fee for planner/locker/activities)</p>

All schools include the following Note to Students and Parents/Guardians:

“If the above fees shall cause financial hardship, we will accept payment by installments (one or more post-dated cheque[s]). For cases of serious need, we can make other arrangements. All schools in School District No. 64 (Gulf Islands) have a School Fees Waiver Policy. In the event of an inability to pay, please contact (School contact) at (School telephone #) . All requests will remain CONFIDENTIAL.”

Contact information for individual schools at: <http://sd64.bc.ca/all-schools/>.

NOTES:

1. No other fees will be charged, unless for optional materials that are not required for participation in an activity in which students would normally participate.
2. Field trips will be evaluated on an individual basis to determine their eligibility or ineligibility for fees.

Approved:

2023/2024 Annual Budget (DRAFT)

Short-Term and One-Time Investments

District Investments

Truth and Reconciliation Project (Burgoyne)	\$	125,000.00
EPIC - School Planning	\$	150,000.00
Admin Professional Growth	\$	25,000.00
FESL Targets: Numeracy Coordinator(s)	\$	100,000.00
Policy Renovation	\$	25,000.00

A \$ 425,000.00

Local Capital Investments

SDS upgrades	\$	200,000.00
72 passenger bus (Mayne Island)	\$	100,000.00
Library commons SSE, Fulford, Fernwood	\$	225,000.00
Tech renewal (printers, laptops, iPads)	\$	225,000.00 (adjusted for less school flex)
Hub completion (washrooms, lift)	\$	20,000.00
Facilities fleet replacement	\$	100,000.00 (increased from \$75,000)

B \$ 870,000.00

General equipment (support Board goals) C \$ 80,000.00

Total (A+B+C) \$ 1,375,000.00

Annual Budget

School District No. 64 (Gulf Islands)

June 30, 2024

DRAFT

School District No. 64 (Gulf Islands)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 64 (GULF ISLANDS) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 64 (Gulf Islands) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$30,671,242 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 14th DAY OF JUNE, 2023;

READ A SECOND TIME THE 14th DAY OF JUNE, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF JUNE, 2023;

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 64 (Gulf Islands) Annual Budget Bylaw 2023/2024, adopted by the Board the 14th DAY OF JUNE, 2023.

Secretary Treasurer

School District No. 64 (Gulf Islands)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,495,000	1,494,313
Total Ministry Operating Grant Funded FTE's	<u>1,495,000</u>	<u>1,494,313</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	26,334,658	24,998,070
Other		632,478
Tuition	560,000	627,000
Other Revenue	1,293,800	799,500
Rentals and Leases	60,000	55,000
Investment Income	190,000	190,000
Amortization of Deferred Capital Revenue	1,062,741	1,200,000
Total Revenue	<u>29,501,199</u>	<u>28,502,048</u>
Expenses		
Instruction	21,672,826	20,334,222
District Administration	1,525,000	1,645,971
Operations and Maintenance	4,508,957	4,512,389
Transportation and Housing	1,919,631	1,893,215
Total Expense	<u>29,626,414</u>	<u>28,385,797</u>
Net Revenue (Expense)	<u>(125,215)</u>	116,251
Budgeted Allocation (Retirement) of Surplus (Deficit)	740,511	1,083,749
Budgeted Surplus (Deficit), for the year	<u>615,296</u>	<u>1,200,000</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	615,296	1,200,000
Budgeted Surplus (Deficit), for the year	<u>615,296</u>	<u>1,200,000</u>

School District No. 64 (Gulf Islands)

Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	24,029,915	23,064,368
Operating - Tangible Capital Assets Purchased		1,200,000
Special Purpose Funds - Total Expense	4,104,226	3,821,429
Special Purpose Funds - Tangible Capital Assets Purchased	94,828	
Capital Fund - Total Expense	1,492,273	1,500,000
Capital Fund - Tangible Capital Assets Purchased from Local Capital	950,000	
Total Budget Bylaw Amount	<u>30,671,242</u>	<u>29,585,797</u>

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

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School District No. 64 (Gulf Islands)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2024

	2024 Annual Budget \$	2023 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>(125,215)</u>	<u>116,251</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(94,828)	(1,200,000)
From Local Capital	<u>(950,000)</u>	
Total Acquisition of Tangible Capital Assets	<u>(1,044,828)</u>	<u>(1,200,000)</u>
Amortization of Tangible Capital Assets	<u>1,492,273</u>	<u>1,200,000</u>
Total Effect of change in Tangible Capital Assets	<u>447,445</u>	<u>-</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>322,230</u></u>	<u><u>116,251</u></u>

DRAFT

School District No. 64 (Gulf Islands)

Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2024

	2024 Annual Budget \$	2023 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	22,715,604	21,519,119
Tuition	560,000	627,000
Other Revenue	723,800	799,500
Rentals and Leases	60,000	55,000
Investment Income	180,000	180,000
Total Revenue	24,239,404	23,180,619
Expenses		
Instruction	17,577,421	16,616,442
District Administration	1,525,000	1,645,971
Operations and Maintenance	3,142,065	3,008,740
Transportation and Housing	1,785,429	1,793,215
Total Expense	24,029,915	23,064,368
Net Revenue (Expense)	209,489	116,251
Budgeted Prior Year Surplus Appropriation	740,511	1,083,749
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(1,200,000)
Local Capital	(950,000)	
Total Net Transfers	(950,000)	(1,200,000)
Budgeted Surplus (Deficit), for the year	-	-

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School District No. 64 (Gulf Islands)

Annual Budget - Schedule of Operating Revenue by Source
 Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	22,277,442	21,080,957
Other Ministry of Education and Child Care Grants		
Pay Equity	102,398	102,398
Student Transportation Fund	328,264	328,264
FSA Scorer Grant	7,500	7,500
Total Provincial Grants - Ministry of Education and Child Care	<u>22,715,604</u>	<u>21,519,119</u>
Tuition		
International and Out of Province Students	560,000	627,000
Total Tuition	<u>560,000</u>	<u>627,000</u>
Other Revenues		
Other School District/Education Authorities	10,000	10,000
Miscellaneous		
Miscellaneous	187,800	757,500
GISPA Registration	30,000	32,000
Homestay Fees	400,000	
Medical Fees	96,000	
Total Other Revenue	<u>723,800</u>	<u>799,500</u>
Rentals and Leases	<u>60,000</u>	<u>55,000</u>
Investment Income	<u>180,000</u>	<u>180,000</u>
Total Operating Revenue	<u><u>24,239,404</u></u>	<u><u>23,180,619</u></u>

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School District No. 64 (Gulf Islands)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	7,656,223	7,207,339
Principals and Vice Principals	2,190,742	2,059,568
Educational Assistants	1,358,475	1,097,596
Support Staff	2,020,970	2,081,522
Other Professionals	1,693,849	1,741,065
Substitutes	721,675	641,155
Total Salaries	15,641,934	14,828,245
Employee Benefits	3,692,439	3,510,845
Total Salaries and Benefits	19,334,373	18,339,090
Services and Supplies		
Services	1,664,280	1,760,950
Student Transportation	1,091,600	1,065,100
Professional Development and Travel	470,376	479,405
Rentals and Leases	3,000	3,000
Dues and Fees	37,175	39,175
Insurance	62,281	62,281
Supplies	781,830	780,367
Utilities	585,000	535,000
Total Services and Supplies	4,695,542	4,725,278
Total Operating Expense	24,029,915	23,064,368

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School District No. 64 (Gulf Islands)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	5,989,976	859,644	434,153	93,608	21,153	537,375	7,935,909
1.03 Career Programs	134,932	45,326	93,809		77,374	2,500	353,941
1.07 Library Services	197,542					1,500	199,042
1.08 Counselling	233,182						233,182
1.10 Special Education	817,267		794,671	22,793	204,066	52,000	1,890,797
1.30 English Language Learning	126,233						126,233
1.31 Indigenous Education		76,830	35,842			3,500	116,172
1.41 School Administration		1,163,616		356,325		13,500	1,533,441
1.62 International and Out of Province Students	157,091	45,326			209,764	1,500	413,681
Total Function 1	7,656,223	2,190,742	1,358,475	472,726	512,357	611,875	12,802,398
4 District Administration							
4.11 Educational Administration					440,044		440,044
4.40 School District Governance					118,520		118,520
4.41 Business Administration				66,661	291,748	1,500	359,909
Total Function 4	-	-	-	66,661	850,312	1,500	918,473
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				64,784	271,440	3,500	339,724
5.50 Maintenance Operations				979,077		87,000	1,066,077
5.52 Maintenance of Grounds				139,331		2,000	141,331
5.56 Utilities				14,768			14,768
Total Function 5	-	-	-	1,197,960	271,440	92,500	1,561,900
7 Transportation and Housing							
7.41 Transportation and Housing Administration				16,231	59,740	800	76,771
7.70 Student Transportation				267,392		15,000	282,392
7.73 Housing							-
Total Function 7	-	-	-	283,623	59,740	15,800	359,163
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	7,656,223	2,190,742	1,358,475	2,020,970	1,693,849	721,675	15,641,934

School District No. 64 (Gulf Islands)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	7,935,909	1,938,573	9,874,482	526,080	10,400,562	9,919,577
1.03 Career Programs	353,941	81,658	435,599	39,776	475,375	458,738
1.07 Library Services	199,042	52,664	251,706	70,400	322,106	315,586
1.08 Counselling	233,182	51,818	285,000		285,000	262,911
1.10 Special Education	1,890,797	432,914	2,323,711	140,385	2,464,096	2,176,773
1.30 English Language Learning	126,233	28,051	154,284		154,284	110,000
1.31 Indigenous Education	116,172	25,863	142,035	182,000	324,035	218,098
1.41 School Administration	1,533,441	351,428	1,884,869	188,992	2,073,861	1,937,418
1.62 International and Out of Province Students	413,681	93,579	507,260	570,842	1,078,102	1,217,341
Total Function 1	12,802,398	3,056,548	15,858,946	1,718,475	17,577,421	16,616,442
4 District Administration						
4.11 Educational Administration	440,044	96,840	536,884	55,502	592,386	408,064
4.40 School District Governance	118,520	7,467	125,987	53,000	178,987	178,987
4.41 Business Administration	359,909	83,767	443,676	309,951	753,627	1,058,920
Total Function 4	918,473	188,074	1,106,547	418,453	1,525,000	1,645,971
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	339,724	77,627	417,351	102,913	520,264	518,593
5.50 Maintenance Operations	1,066,077	247,269	1,313,346	487,081	1,800,427	1,717,335
5.52 Maintenance of Grounds	141,331	34,583	175,914	42,000	217,914	219,221
5.56 Utilities	14,768	3,692	18,460	585,000	603,460	553,591
Total Function 5	1,561,900	363,171	1,925,071	1,216,994	3,142,065	3,008,740
7 Transportation and Housing						
7.41 Transportation and Housing Administration	76,771	17,798	94,569	1,520	96,089	96,253
7.70 Student Transportation	282,392	66,848	349,240	1,322,100	1,671,340	1,676,962
7.73 Housing	-	-	-	18,000	18,000	20,000
Total Function 7	359,163	84,646	443,809	1,341,620	1,785,429	1,793,215
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	15,641,934	3,692,439	19,334,373	4,695,542	24,029,915	23,064,368

School District No. 64 (Gulf Islands)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	3,619,054	3,178,951
Other		632,478
Other Revenue	570,000	
Investment Income	10,000	10,000
Total Revenue	4,199,054	3,821,429
Expenses		
Instruction	4,095,405	3,717,780
Operations and Maintenance	8,821	103,649
Total Expense	4,104,226	3,821,429
Net Revenue (Expense)	94,828	-
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(94,828)	
Total Net Transfers	(94,828)	-
Budgeted Surplus (Deficit), for the year	-	-

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School District No. 64 (Gulf Islands)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			175,000						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	103,649	84,323		128,900	19,600	50,000	163,748	355,130	1,857,304
Other			400,000						
Investment Income									
	103,649	84,323	400,000	128,900	19,600	50,000	163,748	355,130	1,857,304
Less: Allocated to Revenue	103,649	84,323	400,000	128,900	19,600	50,000	163,748	355,130	1,857,304
Deferred Revenue, end of year	-	-	175,000	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	103,649	84,323		128,900	19,600	50,000	163,748	355,130	1,857,304
Other Revenue			400,000						
Investment Income									
	103,649	84,323	400,000	128,900	19,600	50,000	163,748	355,130	1,857,304
Expenses									
Salaries									
Teachers						22,260			1,428,695
Principals and Vice Principals									
Educational Assistants		64,929		106,000	15,900	10,600	63,600	135,000	
Support Staff								84,800	
Other Professionals								50,000	
Substitutes								20,000	
	-	64,929	-	106,000	15,900	32,860	63,600	289,800	1,428,695
Employee Benefits		19,394		22,900	3,500	7,140	14,628	60,000	428,609
Services and Supplies	8,821		400,000		200	10,000	85,520	5,330	
	8,821	84,323	400,000	128,900	19,600	50,000	163,748	355,130	1,857,304
Net Revenue (Expense) before Interfund Transfers	94,828	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(94,828)								
	(94,828)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Seamless Day Kindergarten	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Education Trust	Drake Road Transfer	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year							664,199	11,654	850,853
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	200,000	57,000	55,400	19,000	175,000	350,000			3,619,054
Other							300,000		700,000
Investment Income							10,000		10,000
	200,000	57,000	55,400	19,000	175,000	350,000	310,000	-	4,329,054
Less: Allocated to Revenue	200,000	57,000	55,400	19,000	175,000	350,000	180,000	-	4,199,054
Deferred Revenue, end of year	-	-	-	-	-	-	794,199	11,654	980,853
Revenues									
Provincial Grants - Ministry of Education and Child Care	200,000	57,000	55,400	19,000	175,000	350,000			3,619,054
Other Revenue							170,000		570,000
Investment Income							10,000		10,000
	200,000	57,000	55,400	19,000	175,000	350,000	180,000	-	4,199,054
Expenses									
Salaries									
Teachers	150,000	10,000			50,000				1,660,955
Principals and Vice Principals					100,000				100,000
Educational Assistants			40,000	15,000					451,029
Support Staff									84,800
Other Professionals		20,000					65,000		135,000
Substitutes									20,000
	150,000	30,000	40,000	15,000	150,000	65,000	-	-	2,451,784
Employee Benefits	50,000	7,000	9,200	3,000	25,000	15,000			665,371
Services and Supplies	20,000	20,000	6,200	1,000		270,000	180,000		987,071
	200,000	57,000	55,400	19,000	175,000	350,000	180,000	-	4,104,226
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	94,828
Interfund Transfers									
Tangible Capital Assets Purchased									(94,828)
	-	-	-	-	-	-	-	-	(94,828)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 64 (Gulf Islands)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care			-	300,000
Amortization of Deferred Capital Revenue	1,062,741		1,062,741	1,200,000
Total Revenue	1,062,741	-	1,062,741	1,500,000
Expenses				
Operations and Maintenance			-	300,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,358,071		1,358,071	1,100,000
Transportation and Housing	134,202		134,202	100,000
Total Expense	1,492,273	-	1,492,273	1,500,000
Net Revenue (Expense)	(429,532)	-	(429,532)	-
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	94,828		94,828	1,200,000
Local Capital		950,000	950,000	
Total Net Transfers	94,828	950,000	1,044,828	1,200,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	950,000	(950,000)	-	
Total Other Adjustments to Fund Balances	950,000	(950,000)	-	
Budgeted Surplus (Deficit), for the year	615,296	-	615,296	1,200,000

DRAFT

2022 PUBLIC SECTOR ORGANIZATION CLIMATE CHANGE ACCOUNTABILITY REPORT (PSO CCAR)

- Timelines, Instructions & Template -

This document provides guidance to provincial public sector organizations (PSOs) in preparing their 2022 Climate Change Accountability Report (PSO CCAR) in accordance with the [Climate Change Accountability Act \(CCAA\), section 8.1](#) and the [Carbon Neutral Government Regulation \(CNGR\)](#). The information provided by PSOs through this reporting process also supports continued work to advance climate leadership in B.C.'s public sector.

This guidance document includes three sections:

- 1) **Timelines** for the 2022 Reporting Year;
- 2) **Instructions** for completing the 2022 PSO CCAR; and the
- 3) **Template** for the 2022 PSO CCAR.

Questions?

Please contact the Clean Government team at the Climate Action Secretariat (CAS) with any questions related to the PSO CCAR by emailing us at Carbon.Neutral@gov.bc.ca. Kindly use the subject line: "CCAR – [PSO name] – [nature of question]"

For Reference - CNG webpages

- [Public sector organizations and climate action](#) - High-level summary of public sector climate action, including CNG program reports
- [Carbon Neutral Government program requirements](#) - CNG program timelines and requirements, including guidance and templates (see right-hand side)
- [Public sector Climate Change Accountability Reports](#) - Highlights from 2021 reporting year and link to all PSO CCARs from past years

1) TIMELINES FOR THE 2022 REPORTING YEAR

The following timelines are applicable to all PSOs under the Carbon Neutral Government (CNG) program, including **Small Emitters***.

Due Date	Description
April 28, 2023	<ul style="list-style-type: none"> ✓ PSOs must enter all of their 2022 consumption data in the Clean Government Reporting Tool (CGRT). ✓ PSOs must complete the Self-Certification Checklist questionnaire in CGRT. ✓ CGRT closes to data entry.
Mid-to-late May 2023	<ul style="list-style-type: none"> ✓ PSOs receive an invoice from CAS with the number of offsets to be paid for the 2022 reporting year.
May 31, 2023	<ul style="list-style-type: none"> ✓ PSOs must submit their signed PSO CCAR by email to: Carbon.Neutral@gov.bc.ca. ✓ PSOs complete and submit the Public Sector Climate Leadership Survey (PSCL Survey) through SimpleSurvey.
June 30, 2023	<ul style="list-style-type: none"> ✓ The Ministry of Environment and Climate Change Strategy must: <ul style="list-style-type: none"> ○ Post all PSO CCARs on the Carbon Neutral Government website; and ○ Retire sufficient carbon offsets on behalf of PSOs to achieve public sector carbon neutrality for the 2022 reporting year. ✓ PSOs must complete payment on their 2022 offset invoice and provide confirmation of payment by email to Carbon.Neutral@gov.bc.ca. ✓ PSOs are encouraged to post their PSO CCAR to their own website.

***Small Emitters:** PSOs that reported less than 600 tonnes CO₂e during the 2021 reporting year received a confirmation email from Carbon.Neutral@gov.bc.ca in early 2023, confirming their status as a Small Emitter for the 2022 reporting year. Small Emitters are required to follow the timelines and legislated reporting requirements as outlined above, but may complete simplified versions of the PSO CCAR template and PSCL Survey as follows:

- **PSO CCAR template:** Small Emitters must complete Part 1 Legislative Reporting Requirements and the Executive Signature section of the template; completion of other sections is encouraged, but not required.
- **PSCL Survey:** Small Emitters may skip the questions or sections in the survey identified as “Optional for Small Emitters”, as these questions are less material for Small Emitters.

2) INSTRUCTIONS FOR COMPLETING THE PSO CCAR

CONTEXT

The CCAA and CNGR require that all PSOs prepare and make public an annual Climate Change Accountability Report, documenting their organization's emissions and offsets, the actions they have taken to reduce emissions, and their plans to reduce future emissions.

The PSO CCAR template below sets out the required content to:

- 1) Achieve the legislated requirements; and
- 2) Support public sector climate leadership.

REPORT FORMAT

The PSO CCAR should be written with a public audience in mind. PSOs have full ownership over the look and formatting of the PSO CCAR, as well as any additional information they wish to include. PSOs are encouraged to include a cover page, photos, graphics, etc. although this is optional. PSOs may use the Carbon Neutral logo ([available for download](#)) in their report. The PSO CCAR template provided below includes instructions and guidance in grey italics; please ensure to delete these instructions and guidance before finalizing your report.

REPORT CONTENT - MINIMUM REPORT REQUIREMENTS

The PSO CCAR must include the following minimum components as set out in the template:

- i. Title
- ii. Organization name
- iii. Legislative Reporting Requirements:
 - i. Declaration Statement
 - ii. Actions taken to minimize emissions
 - iii. Plans to continue reducing emissions
 - iv. Emissions and Offsets Summary Table
 - v. Retirement of Offsets Statement
- iv. Signature by a senior official such as CEO, COO or Superintendent

SMALL EMITTERS

Small Emitters must complete, at minimum, the following sections of the PSO CCAR template:

- Title and Organization Name;
- Part 1 Legislative Reporting Requirements; and
- Executive Sign-off.

REPORT SUBMISSION - BY MAY 31, 2023

PSOs are required to submit their signed PSO CCAR by email to Carbon.Neutral@gov.bc.ca by no later than May 31, 2023.

CAS will post all PSO CCARs to the BC Government's CNG website by June 30, 2023 to meet legislative requirements. PSOs are encouraged to post their CCAR to their own website by the same date.

SCHOOL DISTRICT 64 GULF ISLANDS 2022 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT

Title: 2022 PSO Climate Change Accountability Report

Organization: *School District 64 Gulf Islands*

PART 1. Legislative Reporting Requirements

Declaration statement: This PSO Climate Change Accountability Report for the period January 1, 2022 to December 31, 2022 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2022 to minimize our GHG emissions, and our plans to continue reducing emissions in 2023 and beyond.

Emission Reductions: Actions & Plans

A. Stationary Sources (e.g. buildings, power generation)

- 1) Through the five-year capital plan, when renewing stationary sources like HVAC systems, our organization will apply for funding for heat pumps. This is intended to reduce our fossil fuel use in heating and cooling and ventilation units.
- 2) The district is currently in the process of upgrading lighting in schools to LED high-efficiency lights.

B. Mobile Sources (e.g. fleet vehicles, off-road/portable equipment)

- 1) This past year, our organization has replaced two retiring diesel school buses with all electric vehicles. Charging infrastructure to support the full electrification has been engineered and can be installed in stages as needed over the coming years. As buses age out, the district will look to replace with electric buses where possible.
- 2) This year, the district purchased a small electric vehicle for facilities use.

C. Paper Consumption

- 1) The organization has an informal approach to the overall reduction in printing and providing agendas etc digitally. Many office workstations are equipped with two computer monitors to reduce the incentive to print documents to read during digital meetings or regular daily tasks.
- 2) The organization has committed to paying for the picking up and recycling of all regularly recyclable paper products the district produces.
- 3) The district is looking at large quantity purchasing of printer paper for use district-wide to ensure recycled content.

2022 GHG Emissions and Offsets Summary Table

School District 64 Gulf Islands: 2022 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2022	
Total BioCO ₂	7
Total Emissions (tCO ₂ e)	332
Total Offsets (tCO ₂ e)	202
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2022 Reporting Year	
Grand Total Offsets to be Retired for 2022 Reporting Year (tCO ₂ e)	202+0 =202
Offset Investment (\$)	(202+0) x \$25=5050

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, **School District 64 Gulf Islands (the Organization)** is responsible for arranging for the retirement of the offsets obligation reported above for the 2022 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

PART 2. Public Sector Climate Leadership

2A. Climate Risk Management

- 1) Our organization is in the early stages of this work. A climate action working group was formed to assess areas where the district is currently reducing carbon emissions and areas it could adjust to further improve and communicating those findings. Future work to be led at the school level may

focus on greater understanding of and actions to mitigate the risk of climate change and the impact on weather, land, and buildings.

- 2) When HVAC systems are replaced heat pumps has been chosen as the replacement approach. This is to reduce fossil fuel emissions and to provide the option for cooling in schools during hotter weather attributed to climate change.

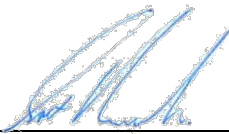
2B. Other Sustainability Initiatives

- 1) The district has committed to using operating funds to have all paper recycling in our district collected and recycled off island. The region does not have commercial garbage, recycling or composting provided by a regional district or a municipality.
- 2) Composting and recycling of all other materials is encouraged at the school /eve/. If a school is interested in this approach, they are welcome to use district provided school flex funds for this initiative.
- 3) Each school site has a minimum of 1 reusable water bottle filling station to reduce the use of single use plastic water bottle by students and staff. (Larger school sites have additional units installed.)
- 4) Every elementary school in the district has an outdoor classroom for teaching and learning and sheltered outside recreation.
- 5) The district has an outdoor education school with room for 12 grade 9-12 students. This program has a strong ecology component built into the curriculum, and operates out of an off grid school site comprised of 2 dorm buildings, a classroom/ kitchen facility and a supervisors cabin.

2C. Success Stories

Please see previous sections.

Executive Sign-off:



May 31, 2023

Signature

Date

Scott Benwell

Superintendent/CEO

(please print)

Title



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

In attendance

Committee: Tisha Boulter (chair), Chaya Katrensky (vice chair), Jeannine Georgeson (trustee), Greg Lucas (trustee), Rob Pingle (trustee), Nancy Macdonald (trustee), Deborah Luporini (trustee)

Staff: Scott Benwell (superintendent/acting secretary-treasurer), D'Arcy Deacon (deputy superintendent), Boe Beardsmore (associate superintendent), Lori Deacon (acting director of corporate services)

Guests: Ian Mitchell (GITA)

Regrets: Angela Thomas (CUPE)

Called to order 9:00 a.m.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Approval of Summary

Summary of April 26, 2023 adopted by consensus.

3. Business Arising

4. New Business

a. Strategic Plan Review

The committee continued its work to renew the Strategic Plan. The committee identified the following goals and objectives:

Goal 1 Student Achievement

1.1 - Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills leading to a Dogwood Diploma for all learners and life-long love of learning.

1.2 - Cultivate connections that enhance intellectual, human & social, and career development for our students

1.3 - Expect learning environments and educational practices that reflect the BC K to 12 curriculum core competencies and goals of the district's Indigenous Education Enhancement Agreement.

Goal 2 Diversity and Inclusion

Goal 3 Sustainability

3.1 Ensure the continuity of a healthy and stable financial environment

3.2 Instill connection to and individual responsibility for the natural environment

3.3 Build and sustain a vibrant organizational community

Action: In preparation for the trustee professional development sessions on June 8-9, trustee homework includes:

- objectives for Goal # 2 Diversity and Inclusion



- strategies to support goals
- summation statements for each goal
- mission and vision statements

5. **Other Business**

6. **Next Meeting:** tentative

7. **Adjournment:** 11:58 a.m.

DRAFT



Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

Committee: Rob Pingle (committee chair), Deborah Luporini, Chaya Katrensky, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent/acting secretary-treasurer, ex-officio)

Trustees: Greg Lucas, Jeannine Georgeson, Nancy Macdonald

Staff: Lori Deacon (acting director of corporate services), D'Arcy Deacon (deputy superintendent), Boe Beardsmore (associate superintendent)

Guests: Shannon Johnson (Indigenous Education), Anne Cooper (AZ Cooper Consulting, via ZOOM)

Regrets: Ian Mitchell (GITA), Angela Thomas (CUPE); Katherine Hazen (DPAC)

Chair Pingle called the meeting to order at 11:11 a.m.

1. Adoption of Agenda

Adoption of agenda by consensus.

2. Adoption of Summary

Adoption of April 26, 2023 summary by consensus.

3. Business Arising

a. Feedback – Policies/Procedures in Circulation (attachment)

Draft revisions were circulated for feedback April 14, 2023. Notices of Motion were presented at the April 12th meeting for adoption at the June 14, public meeting.

Restorative Practices feedback has been shared with Anne Cooper and is being considered in the renovation and development of new policy.

- i. Policy/Procedure 410 Student Transportation
- ii. Procedure 525 Residential Catchment Areas
- iii. Policy 1.50 Policy Development and Currency

Trustees considered all of the feedback received to date. Discussion regarding French Immersion application priority and the implementation of social pass for student water taxi. No additional amendments were made.

b. Bylaw No. 2 Board Procedures (attachments)

Continued review of draft amendments. Additional amendments were made:

- 4.2 and 4.3 remove redundant reference to notice of meetings
- 5.1.5 remove “Business Arising from the Minutes”.
- 5.3 change “minutes are adopted” to “minutes are approved”

Discussion regarding the necessity of keeping physical records of agenda packages. Decision to strike reference to copies of reports(5.4) as better placed in records retention procedure.



Review to be continued.

- 4 **New Business**
- 5 **Other Business**
- 6 **Next Meeting:** June 14 , 2023
- 7 **Adjournment:** 12:24 p.m.

DRAFT



Policy 1.50 Policy Development and Currency

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 provide direction and guidance for the district, consistent with the School Act and its regulations, ministerial orders, other legislation, and the Strategic Plan.
~~are consistent with overall provincial guidelines and its own bylaws and mission.~~
The Board recognizes that Administrative ~~procedures~~ Practices provide constructive administrative direction ~~and guidelines~~ and are under the jurisdiction of the Superintendent of Schools.

~~Employees~~ All employees have the responsibility to ~~implement and to adhere to the policies of the b~~Board policy and act in accordance with all Administrative Practices. ~~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.~~

The Board's Policy Committee is responsible and accountable for drafting of development of new policies ~~and procedures~~ and revision and review of current policies and procedures and for the regular review and revision of existing policies ~~and procedures to ensure currency.~~

Guidelines

1. Policy Currency

1.1. The Superintendent and/or Secretary Treasurer shall be responsible for calling the Board's attention to any policies that are out of date or, for other reasons, appear to need revision.

1.2. The Board will review governance policies at least once, within the Board's term of office.

2. Policy Initiation

2.1. The need for a new policy or revisions to existing policy may be identified by the Board, the Superintendent, Secretary Treasurer, or as a result of Board Standing



or Working Committee recommendations or Ministry of Education and Child Care requirements.

2.2. A member of the community at large or any member of a partner group, such as parents, teachers, staff, or administrators can suggest a policy be developed or revised.

2.3. 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. Policy Development

3.1. It is the responsibility of the Superintendent and Secretary Treasurer to support the Board in policy development by obtaining necessary information, outlining policy alternatives and the preparation of draft policy. When appropriate, the Superintendent or Secretary Treasurer shall seek legal advice on the intent and the wording of policy.

3.2. The Board Policy Committee will review any new or revised policy prior to presentation to the Board.

3.3. 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. New policy, or revisions to existing policy, shall be presented at a Board Meeting, and approved for circulation for feedback prior to a subsequent Board Meeting.

3.4. Subsequent to the circulation period, the policy shall be brought forward to a Board Meeting, with the feedback summarized, for any further discussion and approval.

3.5. Should the extent of feedback be such that the Board feels the policy would benefit from further input, the policy may be referred to the Policy Committee.

4. Policy Implementation

4.1. It is the Superintendent's responsibility as Chief Executive Officer to oversee the implementation of Board policy. To do so, the Superintendent will ensure distribution of the policy and, where necessary, issue Administrative Practices.

5. Policy Publication

Legislative References: *School Act* [RSBC 1996, Section 85 (2)(a)]

Collective Agreement References: Nil

Date of Adoption: November 13, 1996

Revision: June 13, 2018, November 10, 2021: CIRCULATED April 14, 2023



- ~~1.1. 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.~~
- ~~1.1. The Board will make its policies available through its website and to CUPE, DPAC, GIPVPA, GITA, and the Indigenous Education Committee.8. — Board policies will be administered by the Superintendent of Schools and delegates, including school principals/vice principals, according to board procedures. —~~
- ~~1.2.-~~
- ~~1.3.5.1. ——— 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 410 Student Transportation

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

Section: Students

Dates of Revisions: January 10, 2007; June 13, 2018

Date of Adoption and

Resolution Number: May 8, 2019 - 65/19

Rationale:

The ~~District School District No. 64 of Education's~~ student transportation system is intended to provide safe, economical transportation for its students in accordance with the School Act, the Motor Vehicle Act, and the ~~board's Board's 's~~ own policies and ~~procedurespractices~~.

Policy:

While transportation of students to and from school is, ultimately, the responsibility of parents, the Board of Education ~~commits endeavours~~ to ~~providing provide~~ transportation and assistance with transportation costs under certain circumstances. ~~Transportation assistance is not provided to students traveling to and from school by ferry, as student ferry travel is provided free of charge by the ferry service. The board, as permitted by the School Act, will establish and maintain a system of student transportation that will qualify for the funding provided by the Ministry of Education.~~

Student ~~bus~~ transportation services ~~will canmay~~ be provided for K-3 students who reside more than 4.0 kms from school, and Grades 4-12 students who reside more than 4.8 kms from the school, or in other situations where the safety of students walking to school is determined, by the ~~board Board~~, to be at risk. Walk limit restrictions will not apply for determining transportation assistance for ~~students with physical ly-challengeds students~~.

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

Students using district services to travel to and from school ~~must use the bBoard approved manifest system; and are subject shall comply with to~~ school and district behavioural expectations; and must ~~be aware and~~ adhere to ~~behaviour and all transportation~~ safety ~~procedures establishedpractices outlined~~ by the ~~board Board, posted on the district website and reviewed with students by school personnel from time to time.~~

Reference:

- School Act, Section 83 (1) a
- Motor Vehicle Act Motor Carrier Act National Safety Code

● ~~Policies and Procedures 210 and 400~~

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



SCHOOL DISTRICT NO. 64

PROCEDURE 410 Student Transportation

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

Section: Students

Dates of Revisions: June 12, 2013; June 13, 2018

Date of Adoption and

Resolution Number: May 8, 2019 - 65/19

1. Definitions

~~1.~~

a. "standard" means priority student rider

b. "courtesy" means non-priority rider

c. "counterflow" means when standard ridership is less than 50 per cent of vessel capacity for a given section of a route

2. Bus Operations

~~— Walk limits for the purposes of transportation are: 4.0 km for Grades K-3 4.8 km for Grades 4-12~~

a. The transportation department will establish and maintain a Transportation Operations Procedures Manual for the purpose of:

i. A bus registration process can be established and maintained through a Transportation Operating Procedure established by the transportation department and approved by the Secretary Treasurer. student bus registration

ii. determining standard and courtesy bus ridership

~~a. Determinations regarding courtesy bus ridership can be established and maintained through a Transportation Operating Procedure established by the transportation department and approved by the Secretary Treasurer~~

~~b. The board expects this system to be efficiently scheduled and operated with clean, safe vehicles operated by approved drivers.~~

~~c. Vehicles used MUST have valid school bus permits issued by the Motor Vehicle Department.~~

b. Provisions should be made for driver training and student orientation on an annual basis and in addition to driver training for all new drivers entering the system.

d.c. A student safety orientation will be conducted at the commencement of each school year.

~~e. The Secretary Treasurer or designate will:~~

f.d. ensure that procedures outlining the operation of the Student Transportation System are developed and placed in a Student Transportation Procedures Manual; provided to each

driver and available at the ~~Bus Garage/Maintenance Shop, the School Board Office and each school site;~~

- i. ensure that up to date passenger lists are maintained;
- ii. ~~ensure that liability insurance coverage is purchased by the school district as follows: a minimum \$1,000,000 for each owned vehicle and \$10,000,000 for contract vehicles;~~
- iii. ~~ii.~~ review all bus routes each year during the summer ~~vacation break~~ and revise as necessary;
- iv. ~~iii.~~ advise the Board of ~~signieicantsignificant~~ changes to the Student Transportation ~~Procedures-Operations ManualManual.~~

f

3. Bus Routes

- a. Bus routes may be established, continued, or extended on any island in the District where the following general conditions can be met:
 - i. Road conditions are ~~judged-determined~~ to be safe for vehicles ~~generally by the Ministry of Transportation and Highways~~ and for buses by the Secretary Treasurer.
 1. Roads are wide enough to allow buses to safely pass other large vehicles.
 2. Roadways have satisfactorily paved or gravel surfaces.
 3. Adequate visibility of other vehicles is available; in particular at all stops and turn arounds.
- b. Bus routes may be:
 - i. established provided satisfactory schedules can be maintained and there is an adequate number of students (usually 15) to use the service;
 - ii. extended provided that satisfactory schedules can be maintained and that there are a significant number of students (approximately four students per extra kilometer travelled) to use the service.

4. Transportation Assistance

- a. For catchment students who reside beyond the walk limits set to the school or to the nearest bus stop, the District may, in lieu of providing school bus service, provide transportation assistance. Transportation assistance may be provided based on the distance traveled to and from school or the nearest bus stop whichever is the less and the return trip to the family home.; ~~however, walk~~ Walk limit restrictions will not apply for determining transportation assistance for ~~physically-challenged~~ students with special accessibility requirements.
- b. Parents may apply for transportation assistance using the forms available at each school.
- c. The principal will confirm the registration of the student(s) named and forward the request to the District Secretary Treasurer to approve the mileage-distance claimed.
- d. The rates for transportation assistance are based on:

- i. Roads: \$0.2040/km plus \$0.3010/any additional children (not per child) to a maximum family limit of \$1015.00/day; and
 - ii. Water: the allowance for transportation over water is 150% of ~~the the regular roads~~ rate to a maximum of \$1522.5-00/day.
- e. Transportation claims must be received within thirty (30) days of claim date to be honoured. Claims older than thirty (30) days will be paid at the discretion of the Secretary Treasurer.
- f. By claiming transportation assistance parents:
 - i. undertake to arrange transportation of their children from the home to the school by means of motor vehicle or other equivalent means;
 - ii. accept full responsibility for safe transportation and insurance coverage rests with the vehicle owner;
 - ~~ii.~~
 - ~~iii.~~ agree that transportation allowances will apply *only* when the primary purpose is transportation of such students.

DRAFT

5. Student Water Taxi

- a. The primary purposes of the district student water taxi system ~~is~~ are to support catchment area attendance by providing “standard” ridership service to: ~~serve Standard riders for the following catchment areas:~~
- i. ~~grade 10 to 12 students from Mayne, Galiano, Pender and Saturna Islands who choose to attend Gulf Islands Secondary School (GISS).~~
 - ii. ~~To meet the needs of~~ grade 8 to 12 students from Mayne and Galiano Islands and grade 6 to 12 students from Saturna Island to attend Pender Island Elementary Secondary School (PIESS).
 - iii. ~~to meet the needs of students from Mayne, Galiano, Pender and Saturna Islands who choose to attend Gulf Islands Secondary School~~ students who reside on Galiano, Mayne, Pender and Saturna Islands. ~~students from Pender, Mayne, Saturna, and Galiano Islands who require Inclusive Education services on Salt Spring Island as indicated in their Individual Education Plan.~~
 - iv. ~~To meet the needs of~~ grade 6 to 9 students from Pender, Mayne, Saturna and Galiano Islands who are registered in French Immersion at Salt Spring Elementary or GISS.
 - v. ~~To meet the needs of grade 8 to 9~~ students from Pender, Mayne, Saturna and Galiano Islands who are registered and attending the Gulf Island School of Performing Arts at GISS.
- b. The secondary purpose of the district student water taxi system; ~~for (for which standard water taxi passes will be issued) (can occur on, on routes designed for the transportation needs identified in 4a) and is to serve Standard riders on the two established routes, when the routing allows to provide access, to specific the following school catchment Areas: programs of choice:~~
- i. ~~To meet the needs of district~~ grade 10 to 12 students ~~attending to attend~~ Saturna Ecological Education Center.
 - ii. ~~To meet the needs of~~ grade 8 to 12 Salt Spring Island students ~~who are to attending~~ attend PIES.
 - i. ~~_____~~
- c. Standard ridership will not be extended beyond vessel capacity. Should the number of standard riders exceed vessel capacity in any given year, student access will be prioritized in the order listed above (sections 54a and 54b) and an existing ~~a~~ standard pass may be ~~revoked.~~
- d. Provision of standard ridership will be determined by the student’s primary residence as registered in the school’s electronic ~~secure~~ student information system.
- b.e. When their needs have been met ‘courtesy’ Courtesy water taxi transportation services may be extended, based on available space, ~~on a priority basis to~~ in the following order:
- i. ~~_____~~ other students, as follows:

1. ~~middle years students participating in French Immersion Programs at a school not on their home island;~~
 2. ~~other students attending a school not on their home island, for program purposes;~~
 - i. ~~priority student whose standard pass was revoked due to over-capacity (as per 5c)~~
 - ii. ~~approved student field trips~~
 - ~~iii.~~iii. ~~staff~~
 - ~~iii.~~iv. ~~trustees~~
 - v. ~~parents for the purpose of school/district activities~~
 - vi. ~~student social passes~~
 - vii. ~~public (limited circumstances) others in their role as regulated health care professional and/or local government~~
- f. ~~Social passes may be provided to students who attend school on Pender, Saturna, Mayne, and or Galiano Islands and wish to travel to one of those four islands on the water taxi based on the following criteria:~~
- i. ~~Aa water taxi social pass permission form has been filled out and signed by both the parent/guardian of the student traveling and by an adult in the home they are attending, and the. The signed form is received must be received by both the transportation department and the administrative assistant of the school that the traveling student attends at least 2 school days prior to the requested travel date.~~
 - ii. ~~There is space on the student water taxi.~~
 - iii. ~~Based on the capacity of the water taxi, even with the approval of the form, despite any prior approvals, transportation is not guaranteed on the requested date of travel.~~
- g. ~~Courtesy access may be extended beyond those identified in 5.e during counterflow periods only. Under limited circumstances, the public may use the water taxi during counterflow periods. Counterflow is defined as when standard ridership is less than 50 per cent of vessel capacity for a given section of a route., and a fee may be charged for this service.~~
- e. ~~A fee may be charged for counterflow access not related to school/district activities and to others in a regulated health care profession and/or local government (5.e.vii) for courtesy ridership not related to school/district activities. No fee will be charged for student social passes. the public for courtesy ridership. Counterflow is determined to be when the water taxi vessel, during a section of the route, is less than fifty percent capacity of the vessel and adequate space for physical distancing can occur between students and the public.~~
- h.
- d. ~~students not identified above,~~
 - i. ~~and others with a need recognized by the school district~~
- ~~Students not identified within 4a or 4b will not be granted courtesy ridership to attend their regular out of catchment education program. Decisions regarding~~

~~e.i. Access to courtesy ridership cannot be guaranteed on any given day or route until after the needs of standard riders have been met. are ultimately at the discretion of the Superintendent of Schools. determined based on~~

~~f.j. Salt Spring Island students, Student leaving Salt Spring courtesy riders, travelling on student social passes, -in the evening and travelling by water taxi to another island other than their home island for social purposes, are advised that there may not be sufficient seating on the morning run to ensure their return to Salt Spring Island their home island. If there is not sufficient room on the water taxi on the requested date of travel based on the order set out in 4 (ee) transportation will be denied up to the point of departure.~~

~~6. Students making use of district transportation services to travel to and from school are subject to school and district behavioural expectations; and must adhere to behaviour and safety procedures established by the board and posted on the district website and reviewed with students by school personnel, from time to time. Failure to meet these expectations will result in disciplinary action.~~

7.6. Inclement Weather

- a. In the event of inclement weather, student transportation may be cancelled. When student transportation is cancelled, it is the responsibility of parents/guardians to arrange alternate transportation and/or supervision for their children.
- b. Students may not attend a school other than the one they are enrolled at, with the exception of ~~Gulf Islands Senior s~~Secondary students with scheduled Provincial ~~exams~~assessment examinations.

c. Scenarios for inclement weather:

- i. Buses running on main roads only. Schools remain open as normal but the buses run on the main roads only. See the following link for a main roads only schedule: <https://sd64.bc.ca/transportation/>
 - ii. Buses and/or student water taxis not running, but schools remain open. Many students will likely not attend, but school is open. Parents may choose to transport their child/children to school at their own discretion and determination of safety.
 - iii. Schools closed. Only in the most extreme cases would schools be closed.
- ~~d.~~—School closure and transportation cancellation notices will be posted on the front page of the district website. ~~Student transportation cancellations may also be reported by:~~
- ~~e.~~—CJSU 89.7 FM Duncan
- ~~f.~~—CBC Radio 1 690 AM
- ~~g.~~—CBC Radio 1 Victoria 90.5 FM
- d.

Reference:

- School Act, Section 83 (1) a



PROCEDURE 525 Attendance-Residential Catchment Areas

1. Parents or guardians of children new to the district ~~should~~ must register them at the school in their residential catchment area, commonly known as the neighbourhood school.
2. Parents or guardians of children who will be five (5) years of age on or before December 31st of the current year ~~should~~ must register ~~them~~ at the school in their residential catchment area. Schools will invite families to register their child(ren) for kindergarten during the month of February of that year prior to February 15th for enrolment in September to support enrolment projections and the determination of available space and facilities.-
3. Schools will ensure Parents will provide sufficient documentation is presented at the time of registration, including:
 - a. Verification of date of birth
 - b. Citizenship
 - c. Legal guardianship
 - d. Residency in order to determine ordinarily resident in B.C.
 - i. Parents, including those with shared child custody agreements or who reside in separate and/or multiple dwellings must, at the time of registration, identify a primary residence, and provide documentation to support their primary residence, for their child(ren) for the purpose of establishing residential catchment area.
- 3.— Copies of documents provided will be ~~and copies kept on file.~~ to reasonably verify date of birth, citizenship, legal guardianship (as needed), and ordinarily resident in BC (for students eligible for operating grant funding).
- 4.— Parents, including those with shared child custody agreements or who reside in separate and/or multiple dwellings must, at the time of registration, identify a primary residence, and provide documentation to support their primary residence, for their child(ren) for the purpose of establishing residential catchment area. The following documentation must be presented when registering a Kindergarten student, or any other student new to the district:

5.4.



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- a. ~~Verification of the child's birth date and citizenship status (birth certificate, passport or Landed Immigrant authorization)~~
 - b. ~~Care Card~~
 - c. ~~Immunization status~~
6. ~~The Principal of the catchment area school will work with the Superintendent of Schools to place the student in the appropriate classroom setting.~~
5. Students wishing to enrol in a flexible learning program (as per Policy 5700) should do so through their local school if living on an island other than Salt Spring Island; and through Phoenix Elementary School or Gulf Islands Secondary School otherwise. Students wishing to enrol in Late French Immersion at Salt Spring Elementary School (SSE) are required to complete an application specific to the French Immersion Program. The application form is available at SSE and on the district website.
- a. Applications must be submitted to SSE no later than February 15th for enrolment in the program commencing September of that year.



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b. Space will be filled on a priority basis.

i. ~~Priority~~ Placement will be given first, in no order of priority, to:

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

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

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



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- c. All registration applications received by the February 15th deadline will be considered in the equal in merit of priority order established in (4.b.). In the event that all applicants cannot be accommodated, a lottery will be held to determine placement. Spaces will be filled in priority placement order, proportionally by island of residence (Galiano, Mayne, Pender, and Saturna are considered one region).
- i. The school will compile a waitlist of any remaining applications received on or before February 15th in order of lottery selection.
- ii. Applications received after February 15th will be placed on the waitlist in the order they are received.

7.—

6. Requests for placement outside of to cross residential catchment boundaries the residential catchment area:

- a. are to be submitted annually to the requested out-of-catchment school using the Cross-Boundary Request Form; and
- b. require the signature of the catchment school principal; and

7. The determination of available space and facilities in a school to enrol an out-of-catchment student will be made by the principal, in consultation with district administrative staff, based on reasonable projected enrolment and program capacity, and in consideration of the following:

- a. the operating capacity of the school as defined by the Ministry of Education and Child Care;
- b. staff assigned to the school;



- c. the physical space in which instructional programs operate in the school;
- d. the ability of the school to provide appropriate educational programs for all ~~neighbourhood~~ residential catchment area students;
- e. the needs of other programs located in the school.

8. Approval for cross-boundary (out-of-catchment area school) enrolment:

- a. is approved by the principal;
- b. may be granted by June 30th for requests received prior to February 15th of any calendar year and dependent upon the predicted availability of space and facilities in each school;
- c. will not be granted for requests received after February 15th -until after the first week of September and no later than September 30th ~~October 1st~~ when actual available space and capacity of facilities have been determined. Notification to parents will be provided as soon as possible.

~~8.—~~

~~9.—Requests to cross boundaries:~~

~~10.—~~

~~11.—are to be submitted annually to the Superintendent of Schools;~~

~~12.—~~

~~13.—using the Cross Boundary Application Form (525-1) available on the School District 64 website; and they~~

~~14.—~~

~~15.—require the signatures of the Principals of both schools.~~

~~16.—~~

~~17.—~~

9. The principal will only ~~accept~~approve an out-of-catchment student if the following conditions are met:

- a. For requests received after February 15th, enrolment of the student shall not cause the class to exceed 90% of capacity in order to allow for the enrolment of new



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catchment students.

b. Enrolment of the student shall not cause reconfiguration of the school;

c. Class size and composition must be appropriate for student learning as determined by the school principal.

~~18. Permission to enroll at another neighbourhood school:~~

~~a.—may be granted for submissions received prior to March 15 of any calendar year dependent upon the predicted availability of space and facilities in each school;~~

~~19.~~

~~a.—will not be granted, for submissions made after March 15th, until the end of the first week of September when actual space and capacity of facilities has been determined.~~

~~20.10. _____ Request to enroll in particular schools or school programs (including Phoenix Elementary and the late French Immersion Program at SIMS) will be handled according to the process outlined in section 7 above. Students who have applied for enrolment into the late French Immersion program or to Phoenix Elementary School do not require cross-boundary application.~~

~~21. While ~~t~~ transportation of cross-boundary students is ultimately the responsibility of parents/guardians, guardians and will only be provided consistent with board policy regarding student transportation.~~

~~22.11. _____~~

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

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

~~23. Decisions regarding the crossing of residential catchment area boundaries by students residing on Galiano, Mayne, Pender and Saturna Islands may be impacted by the availability of seating on district water taxis. See Policy 410.~~

~~24. Each year, all registrations and ~~and~~ transfer//cross-boundary requests will be handled in~~



the following priority order:

12.

a. a catchment area child who, in the previous school year, attended the school at which the educational program is made available;

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

~~a.~~ a non-catchment area child who attended the school in the previous year;

c.

~~25.~~ _____

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

d.

~~26.~~ _____

~~a.~~ a non-catchment area child;

e.

~~27.~~ _____

~~a.~~ a non-school district child.

f.

~~28.~~ 13. Should an enrolled out-of-catchment student wish to return/transfer to their catchment area school mid-year, the request will be treated as a cross-boundary request (non-catchment area child).



POLICY 2.-50 Public Interest Disclosure/Whistleblower Protection

Rationale:

The Board of Education expects all employees, and others performing work on behalf of the District, to conduct themselves in a professional manner; adhere to applicable laws, regulations, policies and procedures-administrative practices that apply to their work activities; and to demonstrate honesty, integrity and accountability in all their decisions and interactions.

~~believes that the integrity of all members of the school district community is fundamental to maintaining a healthy, productive learning organization; and, further, that the safety and security of all is paramount.~~

~~Accordingly, and consistent with the provisions of the British Columbia *Public Interest Disclosure Act* ("PIDA"); provincial legislation, the Board encourages and supports employees in bringing forward reports of unlawful acts and acts of wrongdoing. the board establishes policy and procedures to: protect the rights of employees and others who, in the public interest, express concern about perceived moral, ethical or legal issues within the district; and to ensure fair treatment for all concerned, when serious questions of moral, ethical, or illegal behavior on the part of anyone, including trustees, employees, volunteers, or contractors, are raised.~~

~~The purpose of this Policy and related Administrative Practices is to establish a process, in compliance with the PIDA, for employees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.~~

~~The board commits to preventing retaliation against any individual who raises questions of unethical or immoral behavior, because it believes everyone is entitled to learning and working environments in which they can seek advice regarding concerns and, if they feel it necessary, disclose perceived wrongdoing without fear of reprisal.~~

~~Such policy and procedure reflects the board's commitment to high standards of ethical conduct; and respects public trust while protecting both the rights of individuals to fair treatment in safe, secure and supportive working and learning environments, and the right of the district to ensure its long term well being and reputation.~~

Legislative References: Public Interest Disclosure Act and Freedom of Information and Protection of Privacy Act 1

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended: Circulated May 11, 2023



This Policy applies to alleged wrongdoing related to the School District's operations or employees. This Policy does not displace other mechanisms set out in [Board School District Policy](#) or [District Administrative Practices](#) for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

Policy:

~~All employees, and others performing paid or volunteer work on behalf of the school district, are expected to~~

- ~~• conduct themselves ethically, and with integrity;~~
- ~~• adhere to applicable laws and board policies and procedures that apply to their work activities;~~

1. Definitions

In this Policy the following capitalized terms are defined as indicated:

- 1.1. "Advice" means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;
- 1.2. "Discloser" means an Employee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;
- 1.3. "Disclosure" means a report of Wrongdoing made under this Policy;
- 1.4. "Employee" refers to a past and present employee of the School District, and in accordance with PIDA, Trustees, as members of the the district's Board of Education;
- 1.5. "FOIPPA" means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;
- 1.6. "Investigation" means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA;

Legislative References: *Public Interest Disclosure Act* and *Freedom of Information and Protection of Privacy Act* 2

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended: Circulated May 11, 2023



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- 1.7. “Personal Information” has the same meaning set out in FOIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;
- 1.8. “PIDA” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;
- 1.9. “Practice” means the School District’s Administrative Practice(s) associated with this Policy;
- 1.10. “Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a Discloser because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;
- ~~“Trustee” means a past or present member of the School District’s Board of Education; and~~
- 1.11. “Wrongdoing” refers to:
- 1.11.1. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
 - 1.11.2. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions;
 - 1.11.3. a serious misuse of public funds or public assets;
 - 1.11.4. gross or systematic mismanagement; or
 - 1.11.5. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

2. Statement of Principles

Legislative References: *Public Interest Disclosure Act* and *Freedom of Information and Protection of Privacy Act* 3

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended: Circulated May 11, 2023



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- 2.1. The School District is committed to supporting ethical conduct in its operations, and seeks to foster a culture in which Employees ~~and Trustees~~ are encouraged to disclose Wrongdoing, including by receiving, investigating and responding to Disclosures and by providing information and training about the PIDA, this Policy and ~~the Procedures~~ associated Administrative Practices.
 - 2.2. The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
 - 2.3. The School District will not commit or tolerate Reprisals against any Employees ~~or Trustee~~ who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation, or makes a complaint under this Policy.
 - 2.4. The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FOIPPA.

3. Privacy and Confidentiality

- 3.1. All Personal Information that the School District collects, uses, or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation, will be treated as confidential and will be used and disclosed as described in this Policy, the ~~Procedures~~ Administrative Practices, the PIDA or as otherwise permitted or required under FOIPPA and other applicable laws.



4. Reporting

4.1. Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken, and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FOIPPA.

5. Responsibility

5.1. The Superintendent shall ensure that training and instruction is available to all Employees concerning this Policy and the PIPA.

5.2. Unless the allegations concern alleged Wrongdoing by the Superintendent, The Superintendent is responsible for the administration of this Policy.

5.3. In the event that the Superintendent is ~~unable or unavailable~~ to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of staff.

5.4. Individuals who knowingly make a false complaint of wrongdoing and/or who provide false information about a complaint are in violation of this Policy and subject to disciplinary and/or corrective action, up to and including termination of employment.

~~In keeping with its strong commitment to upholding ethical standards, The board expects that employees, and others who have serious concerns about any aspect of the school district's operations, and/or who have potential evidence of wrongdoing, will come forward and voice those concerns without fear of retaliation.~~

~~The board will protect any employee with serious concerns, who is aware of or who witnesses any improper activity or wrongdoing, if that employee:~~

- ~~● provides the information in good faith;~~
- ~~● believes it to be substantially true;~~
- ~~● does not act maliciously or make false allegations; and~~
- ~~● does not seek any personal or financial gain.~~

Legislative References: Public Interest Disclosure Act and Freedom of Information and Protection of Privacy Act 5

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended: Circulated May 11, 2023



Board of Education of School District No. 64 Policy

~~Individuals who knowingly make a false complaint of wrongdoing and/or who provide false information about a complaint are in violation of this policy and subject to disciplinary and/or corrective action, up to and including termination of employment.~~

~~The responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent of Schools and the Secretary-Treasurer as authorized by The Board of Education.~~

~~The provisions of this policy are independent of, and supplemental to, the provisions of collective agreements between the School District and its Unions relative to grievance procedures and to any other terms and conditions of employment.~~

Legislative References: Public Interest Disclosure Act and Freedom of Information and Protection of Privacy Act 6

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Amended: Circulated May 11, 2023



BYLAW NO. 3 SCHOOL ACT-SECTION 11 APPEAL PROCEDURES

This bylaw establishes procedures governing appeals to the Board of Education of School District No. 64 (Gulf Islands) (the “Board”) in accordance with Section 11 of the *School Act*.

Preamble:

In accordance with the Section 11 of the *School Act*, the Board must, by bylaw, determine procedures to consider certain appeals.

The *School Act* provides that a student entitled to an educational program in the School District or the parent/guardian of the student may appeal a decision of an employee of the Board which significantly affects the education, health or safety of the student.

The Board believes that, where appropriate, the resolution of concerns can be most effectively addressed at the point the concern occurred. The Board recommends students, parents, and guardians ~~to~~ bring concerns forward to the staff member who made the decision prior to accessing the appeal process.

The Board recognizes that decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent.

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

1. Definitions

- 1.1. The terms used in this ~~b~~Bylaw shall have the meanings assigned by the *School Act* and *Regulations* made thereunder.
- 1.2. For purposes of this ~~b~~bylaw, a student or parent/guardian filing the appeal can be referred to as the “Appellant”.

2. Fairness Principles

- 2.1. Appellants can expect fairness in the appeals process, including:
 - 2.1.1. the right to be heard;¹⁷
 - 2.1.2. the right to adequate notice and timely receipt of relevant information;¹⁷
 - 2.1.3. being provided with reasons for decisions;¹⁷
 - 2.1.4. an impartial decision maker;¹⁷ and
 - 2.1.5. a respectful process, free from retaliation.



3. Decisions Which May Be Appealed

3.1. The Board recognizes the right of a student or parent/guardian of a student under Section 11 of the *School Act* to appeal a decision of an employee ~~of the Board~~ where such decision significantly affects the education, health, or safety of the student.

3.1.1. A “decision” for the purposes of this bylaw includes the failure of an employee to make a decision.

3.2. Examples of grounds for appeal include, but are not limited to:

3.2.1. disciplinary suspension from school;

3.2.2. suspension from an educational program, if no other educational program is provided by the Board;

3.2.3. expulsion from an educational program;

3.2.4. refusal to offer an educational program to a student who is sixteen (16) years of age or older;

3.2.5. requirement to complete all or part of an educational program by distributed learning, or in an alternate program, as a disciplinary measure, where space and facilities are available in a school;

3.2.6. exclusion from school for a health condition;

3.2.7. failure to provide an Individual Education Plan to a student with special needs;

3.2.8. failure to offer to consult with a parent/guardian regarding the placement or Individual Education Plan of a student with special needs;

3.2.9. denial of an educational program by failure to take action in respect of a complaint of bullying, intimidation, harassment, racism or threat or use of weapons or violence by one or more students against another student; and

3.2.10. any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

4. Prior to Commencing a Formal Appeal

4.1. Before an appeal is filed, the Board recommends that the student and/or parent/guardian ~~to~~ discuss (present the concern, verbally or in writing) the issue in dispute, in a constructive manner with those responsible at the school or district level.

5. Refusal to Hear Appeals

5.1. The Board shall refuse to hear an appeal where:

5.1.1. the appeal has not been filed within the time limits set out in paragraph 6.1 below;



-
-
- 5.1.2. the ~~student or parent/guardian~~ Appellant appealing the decision has not first discussed the decision being appealed with any persons identified by the Board; and/or
 - 5.1.3. the Board determines that the decision does not significantly affect the student's education, health or safety.

6. Starting a Formal Appeal

- 6.1. If the steps taken in section 4.1 above are unsuccessful, the Appellant may file a formal appeal by preparing a Notice of Appeal and submitting it to the Secretary Treasurer, or designate, within thirty (30) calendar days of the date the Appellant was informed of the final decision in accordance with section 4.1 above.
 - 6.1.1. An appeal to the Board commences with receipt, by the Secretary Treasurer, of the written Notice of Appeal.
 - 6.1.2. If the Appellant can demonstrate that there are reasonable grounds upon which to extend this time limit, the Board will consider whether to extend the time limit.
- 6.2. The Notice of Appeal to the Secretary Treasurer, or designate, must include:
 - 6.2.1. the name, address, email address (if applicable), phone number of the appellant and, where the parent or guardian is initiating the appeal on behalf of the student, the name of the student;
 - 6.2.2. the current placement of the student (i.e. school, grade and/or program);
 - 6.2.3. a description of the decision being appealed and its effect on the education, health or safety of the student;
 - 6.2.4. the name of the ~~Board~~ employee who made the decision;
 - 6.2.5. the date the Appellant was informed of the decision;
 - 6.2.6. the steps that the Appellant has taken to discuss the matter directly with the person who made the decision ~~or with other school or District~~ and any other employees;
 - 6.2.7. the grounds for the appeal and the action requested; and
 - 6.2.8. if the Notice of Appeal is filed outside the 30 day time limit, the reasons the Notice of Appeal was not filed within the time limit.
- 6.3. The District may provide assistance with preparing a Notice of Appeal if requested, as follows:
 - 6.3.1. A Notice of Appeal Form is available, but not mandatory, provided the information in 6.2 is included in the Notice of Appeal.
 - 6.3.2. Indigenous students or Indigenous parents/guardians are encouraged to access either District Indigenous Education staff for support or the services



available to them from local First Nations, Métis Nation BC or other local, regional, or provincial supports.

- 6.4. The Secretary Treasurer, or designate, will, upon receiving the Notice of Appeal:
- 6.4.1. promptly provide a copy of the Notice of Appeal and any other information the Appellant submits in support of their appeal to: the Board, the Superintendent of Schools (“the Superintendent”), or designate, and, the employee whose decision is being appealed; and
 - 6.4.2. confirm with the Appellant, in writing, receipt of the Notice of Appeal.

7. Pre-Hearing Procedure

- 7.1. The Secretary Treasurer, or designate, is responsible for reviewing the Notice of Appeal and for communicating with the Appellant and others on matters related to the appeal.
- 7.2. Where, in the opinion of the Secretary Treasurer, or designate, the appeal does not comply with the requirements for an appeal established under this ~~Bylaw~~ bylaw or Section 11 of the *School Act*, the Secretary Treasurer, or designate, shall refer the preliminary matter to the Board for a determination.
- 7.3. The Board will make a preliminary decision, if required, within 14 calendar days of receipt of the appeal.
- 7.4. The Board shall inform the Appellant, the Superintendent, or designate, and the employee whose decision is being appealed of the preliminary decision, provide reasons for the decision and where the decision is not favourable to the Appellant, provide information to the Appellant(s) about any applicable level of appeal.
- 7.5. Where there is no preliminary matter to be determined, arrangements will be made for the hearing of the appeal by the Board.
- 7.6. The Board may make any interim or procedural decision it considers necessary pending the disposition of the appeal.

8. Board Hearing

- 8.1. The Board may decide the appeal based on written submissions, oral submissions or a combination thereof.
- 8.2. Any Board meeting to consider written submissions or hear oral submissions in respect of an appeal will be held in an in-camera session.



- 8.3. The Board shall provide directions to the Appellant and the Superintendent, or designate, concerning:
- 8.3.1. whether it requires written submissions and if so, the deadlines and any other directions concerning the written submissions; and/or
 - 8.3.2. whether it will hold a meeting for the purpose of hearing oral submissions and if so, the date, place, time and location of the meeting and any time limits or other directions concerning oral submissions to be made at the meeting.
- 8.4. The purpose of the submissions is to:
- 8.4.1. allow the Superintendent, or designate, an opportunity to explain the decision giving rise to the appeal, the reasons for the decision and to respond to information presented by the appellant; and
 - 8.4.2. allow the Appellant to explain their appeal and respond to the information presented by the Superintendent or designate.
- 8.5. The Board may ask questions of clarification of the parties before deciding the appeal and may adjourn any meeting of the Board held to consider the appeal for the purpose of obtaining further information.
- 8.6. The employee whose decision is being appealed shall have the opportunity to provide a written reply to any allegations contained in the Notice of Appeal and may attend any meeting of the Board held in respect of the appeal where the Appellant is present.
- 8.6.1. If the employee attends, they are entitled to be accompanied by a representative.
- 8.7. During the appeal process, the Appellant may be represented by an advocate, support person and/or interpreter/translator, who may make submissions on behalf of the Appellant.

9. Decision

- 9.1. The Board shall make any decision that it considers appropriate in respect of the matter that is being appealed, and any preliminary matters.
- 9.2. The Board shall decide the appeal based only on the submissions presented to it in accordance with this [Bylawbylaw](#).



9.2.1. The Board must make a decision within 45 calendar days from the date the Notice of Appeal was received. Whenever possible appeal decisions will be made as expeditiously as the circumstances of the appeal dictate.

9.3. The Board shall notify: the Appellant; the Superintendent; and the employee whose decision was appealed, of the decision of the Board and shall promptly provide written reasons for the decision.

9.4. An Appellant may have a right to appeal a decision of the Board made under this **b**Bylaw to the Student Appeals Branch of the Ministry of Education under s. 11.1 of the *School Act*.

Postal Address: Registrar, Student Appeals
Ministry of Education and Child Care, Student Appeals Branch
PO Box 9146 Stn Prov Govt,
Victoria, BC V8W 9H1

Email EDUC.studentappeals@gov.bc.ca

Telephone 1-877-387-8037 or 250-387-8037

Website <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals>

10. This **b**Bylaw may be cited as "School District No. 64 (Gulf Islands) Bylaw No. 3, *School Act* Section 11 Appeal Procedures".

School District No. 64 Bylaw No. 4, An Appeal Bylaw under Section 11 of the *School Act* and all amendments, thereto, are hereby repealed. For reference, Bylaw No.4 was previously repealed on June 13, 2018.

Date of first reading: ~~x~~10 day of ~~x~~May, 2023.

Date of second reading: x day of 2023.

Date of third reading and adoption: x day of x 2023.

Board Chairperson



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 64
BYLAWS

Secretary Treasurer

DRAFT