



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting, Monday, January 16, 2012 @ 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road

AGENDA

A. COMMENCEMENT OF MEETING

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

- A1. Approval of the Agenda** (p 01-04)
- A2. Approval of the Minutes**
 - a) Approval of the November 21, 2011 Regular Minutes (p 05-08)
 - b) Approval of the December 5, 2011 Inaugural Minutes (p 09-11)
- A3. Business arising from the Minutes**
- A4. Student Achievement**
 - a) Philanthropy Award – Dave Thomson
Oak Bay High School Students
- A5. District Presentations**
 - a) Doug Harrison, Lake Hill Elementary
Recycling Program (Trustee Horsman)
- A6. Community Presentations (5 minutes per presentation)**
 - a) Tara Ehrcke, President, Greater Victoria Teachers' Association (Bargaining)
 - b) Gail Renard, Co-Chair, Greater Victoria Teachers' Association (Bargaining)
 - c) Kirk Doherty, Co-Chair, Greater Victoria Teachers' Association (Bargaining)
- A7. Trustees' Reports**

B. CHAIRMAN'S REPORT

C. BOARD COMMITTEE REPORTS

- C1. Education Policy Development Committee and Operations, Policy and Planning Committee**
 - a) Minutes from the combined January 9, 2012 meeting – information only (p 12-20)

b) Recommended Motions:

- i) That the Board of Education of School District No. 61 (Greater Victoria) adopts the revised Policy 1150, Communications. (p 21)
- ii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy and Regulation 1219, School Consultative Group. (p 22-26)
- iii) That the Board of Education of School District No. 61 (Greater Victoria) adopts the revised Policy 8251 Trustees' Code of Ethics. (p 27-29)

D. DISTRICT LEADERSHIP TEAM REPORTS**D1. Superintendent's Report**

- a) Superintendent's Report on Achievement 2011-2012 (p 30-37)

Recommended Motion:

To approve the "Superintendent's Report on Achievement 2011-2012" in accordance with Section 79.3 of the *School Act*.

D2. Secretary-Treasurer's Report

- a) Big Brothers Big Sisters – trailer storage
- b) 2012-2013 Budget Planning Cycle (p 38)
- c) Trustee Remuneration (p 39)

E. REPORTS FROM TRUSTEE REPRESENTATIVES

- E1. BCPSEA Representative – Trustee McNally (p 40)

F. NEW BUSINESS/NOTICE OF MOTIONS**F1. Local Bargaining – Trustee Nohr**

That the Board of Education of School District No. 61 (Greater Victoria) set three suggested dates to be coordinated with the Greater Victoria Teachers' Association (GVTA) for the purpose of resuming local bargaining.

F2. Greeting and Acknowledgment – Trustee Loring-Kuhanga

That all Greater Victoria School Board Meetings and Committee Meetings begin with acknowledging that we live, learn and work on traditional territories of the Esquimalt and Songhees nations.

F3. Letter to BCPSEA - Trustee Loring-Kuhanga

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Minister of Education requesting that the British Columbia Public School Employers' Association (BCPSEA) remove the net zero mandate thereby allowing BCPSEA to bargain with the British Columbia Teachers' Federation (BCTF) in good faith and that the Minister of Education restore special needs funding as per the BC Supreme Court ruling on Bills 27 and 28.

F4. FSA Letter to Parents - Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Chairperson to write a letter modeled on the Vancouver School Board letter dated January 13, 2009, directed to the parents and guardians of the students in SD61 who are eligible to write the FSA test, and that the Board ensure that the letter gets to parents and guardians in the fastest way possible.

F5. Recording of Votes - Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) records in the minutes all votes with the Trustee's name and yes, no or abstain. Absent Trustees names will be recorded as absent for the vote; the mover and seconder will be recorded.

F6. Community Consultation for 2012-2013 Budget - Trustee Alpha

That the Board of Education of School District No. 61 (Greater Victoria) Budget Committee will initiate a community consultation process to gather information which will lead to the development of the 2012-2013 Budget.

This process will seek:

1. Current levels of service in the District
2. Impacts of previous cuts to service and programs
3. Additional resources which will supply quality learning and working conditions in our District.

This will include but not be restricted to the following groups:

- Student Support Services (gifted, Ab Ed, ESL)/Non enrolling teachers
- International Student Program
- Classroom Teachers
- Educational Support Workers
- Parents
- Students
- Transportation
- Custodial
- Maintenance
- Clerical Staff
- Principals/Vice Principals
- Senior Administration
- Community Members

Further, the Board instructs the Budget Committee to conduct all consultations in public.

F7. Trustee Remuneration - Trustee Horsman

That the Board of Education of School District No. 61 (Greater Victoria) refuse any raise in the basic Trustee remuneration rate for the 2011-2012 school year.

F8. Trustee Loring-Kuhanga

That the Board of Education of School District No. 61 (Greater Victoria) establish a small working committee (consisting of 2 trustees, 1 executive member, 1 teacher, 1 administrator, 1 parent and 1 CUPE member) to review all of the policies and regulations and to report revisions to OPPS on a monthly basis.

G. COMMUNICATIONS

G1. Letter received on January 9, 2012 from the GVTA to the Board Chair. (p 41)

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

I. ADJOURNMENT



The Board of Education of School District No. 61 (Greater Victoria)
November 21, 2011 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

MINUTES

Present:

Trustees Tom Ferris, Chair, Dave Pitre, Vice-Chair, Catherine Alpha, Jim Holland, Bev Horsman, Elaine Leonard, Michael McEvoy, Peg Orcherton, John Young

Administration:

John Gaipman, Superintendent of Schools, George Ambeault, Secretary-Treasurer, Sherri Bell, Associate Superintendent, Deborah Courville, Associate Superintendent, Pat Duncan, Associate Superintendent, Debra Laser, Associate Secretary-Treasurer, Seamus Howley, Director of Facilities Services, Kyle Cormier, Director, Human Resource Services, Nita McBurney, Recording Secretary

The meeting was called to order at 7:30 p.m.

A. COMMENCEMENT OF THE MEETING

Chair Ferris welcomed newly elected trustees Edith Loring-Kuhanga, Diane McNally and Deborah Nohr to the meeting.

A1. Approval of the Agenda

It was moved and seconded:

That the November 21, 2011 Agenda be approved with the following additions:

A6. Community Presentations

- a) Debra Swain, GVTA, Professional Autonomy and Professional Development
- b) Viva Moodley, GVTA, Transparent Governance

Motion Carried

A2. Approval of Minutes

- a) It was moved and seconded:

That the October 11, 2011 Special Board Minutes be approved as amended, Bill 33 – Superintendent's Report on Class Size, to reflect that Trustee Orcherton abstained.

Motion Carried

- b) It was moved and seconded:

That the October 17, 2011 Regular Minutes be approved.

Motion Carried

A3. Business arising from the Minutes

None.

A4. Student Achievement**Poetry Slam, Reynolds Secondary School**

Chair Ferris welcomed Alana Charlton, Principal and Brad Cunningham, English teacher from Reynolds Secondary School. Principal Charlton acknowledged and thanked the Board of Education for their clear understanding of student engagement and for their support and attendance at so many events at Reynolds School. Principal Charlton stated that Mr. Cunningham is a teacher who instructs slam poetry, adding that he helps connect students to their learning and increase their sense of community. Slam poetry is a form of poetry where the students strongly connect to open words. Reynolds has an open mike every month where 50 to 120 students come of their own volition. There will be a championship this year with ten high schools competing. Five Reynolds students, as a group, shared slam poetry readings after which Chair Ferris thanked the Reynolds students for taking the time to share their slam poetry with the Board.

A5. District Presentations**2011 Prime Minister's Award for Teaching Excellence****Kristy Kilpatrick**

Chair Ferris began by stating that it is a great honour to speak about the Prime Minister's Award for Teaching Excellence. He stated that people around the country have made a point about individualized learning and new ways of teaching and Kristy Kilpatrick exemplifies the best in teaching. Kristy is recognized for ensuring that students are given a reason to learn and for giving our community a future. Chair Ferris presented Ms. Kilpatrick with the Teaching Excellence Award.

Lansdowne Middle School

Trustee Holland presented a Prime Minister's Award to Lansdowne Principal Ken Andrews for the school's "Outstanding Support of Teacher Excellence". Lansdowne has worked hard to create a very effective and valuable teaching team. Lansdowne Middle School is committed to the success of their students.

A6. Community Presentations**Debra Swain, GVTA Pro-D Chair – Professional Autonomy and Professional Development**

Debra Swain, GVTA Pro-D Chair stated that she would speak about two things very important to teachers; professional autonomy and professional development. Ms. Swain read an excerpt about professional autonomy from the GVTA Collective Agreement. She said that she has seen teachers doing amazing things, working within the limits of the prescribed curriculum, and that teachers must have professional autonomy to make choices that help students learn. She went on to state that the District and GVTA have worked together for many years, jointly funding for teachers to engage in professional development activities. A BCTF Research Report by Charlie Naylor was distributed. Ms. Swain requested that the Board of Education read and consider the report, adding that she hopes that they can continue to work together.

Viva Moodley, GVTA – Transparent Governance

Mr. Moodley began by congratulating the new trustees and sharing fond recollections of outgoing Trustees Young, Holland and Pitre and wishing them well. Mr. Moodley stated that he has a list of 21 arbitrations that are scheduled to be heard which are costly and indicated that it would be better to settle matters earlier. He stated that the bargaining team has not met since June 30th and encouraged a return to the table to continue negotiations.

Wendy Holob, Victoria Principals' and Vice-Principals' Association

Wendy Holob, President of the Victoria Principals' and Vice-Principals' Association welcomed the new Trustees, stating that she was looking forward to working with them. She thanked the outgoing Trustees for their wise counsel and thoughtful deliberations and noted that these Trustees had given, over time, over 110 years of educational wisdom leaving a huge legacy. She ended by thanking the Board for making the Greater Victoria School District a leader in education.

A7. Trustees' Reports

Trustee Holland thanked fellow trustees for a life-changing nine years and acknowledged their support, dedication and commitment, stating that it has been a tremendous honour. Trustee Holland told the senior administration that they have been amazing to work with, supportive, professional, always inspiring him with their integrity and that he would miss being part of a team of committed and professional people.

Trustee Pitre shared in what Trustee Holland stated, passing his thanks around the table. Trustee Pitre said that he benefited tremendously from the opportunity to work on behalf of students, families and staff and that he would like to acknowledge those people who supported and believed in him. He asked that his thanks be conveyed to staff in the schools for all that they do for students, staff and community. Trustee Pitre spoke of his work with the early years' group, Success by Six, and commented that this initiative will remain very important to him and asked that the Board keep a representative trustee involved.

Trustee Orcherton thanked the incumbent Trustees for their time at the table and for what she has learned from them. She also welcomed the three new Trustees who will be joining the Board on December 5th and expressed her desire to work together for what is best for children and education.

B. CHAIRMAN'S REPORT

Chair Ferris reported out on the Board of Education's meeting with Minister of Education George Abbott after the opening ceremony for the Fairey Technical building at Victoria High School. Chair Ferris stated that there was a good discussion about student needs and Trustees took the opportunity to strongly advocate for adequate funding levels and a better funding formula.

Chair Ferris commented that this evening is the end of a Board of Education and that soon a new Board will begin its term. Chair Ferris acknowledged the trust that the Board has placed in him over the past four years and added that they have been an incredible Board to work with. He thanked the District Leadership Team and most notably Superintendent Gaipman for his support. Chair Ferris thanked out-going Trustees John Young, Dave Pitre and Jim Holland for their commitment to public education.

C. BOARD COMMITTEE REPORTS**C1. Education Policy Development Committee**

Trustee Horsman reported that the Committee had enjoyed the Making Math Meaningful presentation that demonstrated numeracy being taught at different levels, adding that it was a fun and informative evening.

- a) Minutes from the November 7, 2011 meeting were presented for information.

C2. Operations, Policy and Planning Committee

- a) Minutes from the October 11, 2011 meeting were presented for information.
- b) Minutes from the November 14, 2011 meeting were presented for information.

D. DISTRICT LEADERSHIP TEAM REPORTS**D1. Superintendent's Report**

Superintendent Gaipman stated that this evening was the last Board Meeting for three Trustees. He noted that for the past three years, the Board has worked very well together and that the out-going Trustees will be missed. Superintendent Gaipman recognized Trustees Young, Holland and Pitre.

E. REPORTS FROM TRUSTEE REPRESENTATIVES

None.

F. NEW BUSINESS/NOTICE OF MOTIONS

None.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. ADJOURNMENT

It was moved and seconded

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 8:32 p.m.

CERTIFIED CORRECT

Secretary-Treasurer

Chairperson



**The Board of Education of School District No. 61 (Greater Victoria)
December 5, 2011 Inaugural Board Meeting – Tolmie Boardroom, 556 Boleskine Road**

INAUGURAL BOARD MEETING MINUTES

Present:

Trustees: Catherine Alpha, Tom Ferris, Bev Horsman, Elaine Leonard, Edith Loring-Kuhanga, Michael McEvoy, Diane McNally, Deborah Nohr, Peg Orcherton,

Administration: John Gaipman, Superintendent of Schools, George Ambeault, Secretary-Treasurer, Sherri Bell, Associate Superintendent, Deborah Courville, Associate Superintendent, Pat Duncan, Associate Superintendent, Kyle Cormier, Director of Human Resources, Seamus Howley, Director of Facilities, Vicki Hanley, Recording Secretary

1. Opening and Blessing

Mr. Butch Dick gave the opening and blessing.

2. Call to Order

George Ambeault, Secretary-Treasurer, called the meeting to order at 7:18 p.m.

3. Trustee Election Report

The Secretary-Treasurer reported that the following Trustees were elected to the Board of Education, for the term of office to expire December, 2014 as a result of an election held on November 19, 2011: Catherine Alpha, Tom Ferris, Bev Horsman, Elaine Leonard, Edith Loring-Kuhanga, Michael McEvoy, Diane McNally, Deborah Nohr and Peg Orcherton.

4. Oath of Office and Oath of Allegiance

The Honourable Mr. Justice J. Michael Hubbard administered the Oath of Office to Trustees in accordance with the *School Act*. The newly elected Trustees made their declaration by reciting the oath individually and affixing their signatures as required.

5. Election of Chair

The Secretary-Treasurer called for nominations for Chair of the Board of Education for the term to November 30, 2012. Nominations were received for Trustee Orcherton. Trustee Orcherton was declared Chair of the Board of Education by acclamation.

Mr. Ambeault invited Trustee Orcherton to preside over the remainder of the meeting.

Chair Orcherton thanked outgoing Chair Ferris for the past three years of leadership and dedication to the children of the district.

Chair Orcherton congratulated all Trustees on being elected to the Board of Education.

6. Election of Vice Chair

Chair Orcherton called for nominations for the Vice-Chair of the Board of Education for the term to November 30, 2012. Nominations were received for Trustees Horsman, Nohr and Loring-Kuhanga. Trustee Horsman accepted the nomination and Trustees Nohr and Loring-Kuhanga declined. Trustee Horsman was declared Vice-Chair of the Board of Education by acclamation.

7. Election of the British Columbia Public School Employers' Association Representative

Chair Orcherton called for nominations for the British Columbia Public School Employers' Association (BCPSEA) representative for the term to November 30, 2012. Nominations were received for Trustees Loring-Kuhanga, Nohr and McNally. Trustees Loring-Kuhanga and Nohr declined the nomination and Trustee McNally accepted. Trustee McNally was declared the BCPSEA representative by acclamation.

8. Election of the British Columbia School Trustees Association Provincial Councillor

Chair Orcherton called for nominations for the British Columbia School Trustees Association (BCSTA) Provincial Councillor for the term to November 30, 2012. Nominations were received for Trustees Nohr and Horsman. Trustees Nohr and Horsman accepted the nomination. A ballot vote was taken and Trustee Horsman was declared the BCSTA Provincial Councillor.

9. Election of the Vancouver Island Labour Relations Association Representative

Chair Orcherton called for nominations for the Vancouver Island Labour Relations Association (VILRA) representative for the term to November 30, 2012. Nominations were received for Trustees Ferris, Nohr, and McNally. Trustees Ferris and Nohr accepted the nomination and Trustee McNally declined. A ballot vote was taken and Trustee Ferris was declared the VILRA representative.

10. Appointment of the Operations, Policy and Planning Committee Members / Election of Chair

Chair Orcherton appointed Trustees Leonard, Ferris, Nohr and McNally to the Operations, Policy and Planning Committee for the term to November 30, 2012. The Committee elected Trustee Leonard to serve as Chair.

11. Appointment of the Education Policy Development Committee Members / Election of Chair

Chair Orcherton appointed Trustees Horsman, McEvoy, Alpha and Loring-Kuhanga to the Education Policy Development Committee for the term to November 30, 2012. The Committee elected Trustee Alpha to serve as Chair.

12. Motion to Destroy Ballots

It was moved and seconded

That the ballots be destroyed.

Motion Carried

13. Trustee Assignment to School Families

This item was postponed until Chair Orcherton can make a more informed decision.

14. Adjournment

It was moved and seconded

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 7:56 p.m.

CERTIFIED CORRECT

Secretary-Treasurer

Chairperson



Education Policy Development Committee and Operations Policy and Planning Committee

January 9, 2012 Combined Meeting – GVSD Board Office, Boardroom

REGULAR MINUTES

Present: TRUSTEES

Catherine Alpha, Chair, Education Policy Development Committee
Elaine Leonard, Chair, Operations Policy and Planning Committee
Tom Ferris
Bev Horsman
Edith Loring-Kuhanga
Michael McEvoy
Diane McNally
Deborah Nohr
Peg Orcherton

ADMINISTRATION

John Gaipman, Superintendent of Schools
Sherri Bell, Associate Superintendent
Pat Duncan, Associate Superintendent
Deb Courville, Associate Superintendent
Debra Laser, Acting Secretary-Treasurer
Janine Roy, District Principal, Learning Initiatives
Doreen Hegan, Recording Secretary

The meeting was called to order at 7:01 p.m. Trustee Alpha Chaired the Education, Policy Development portion of the meeting and Trustee Leonard Chaired the Operations Policy and Planning portion of the meeting.

Trustee Orcherton informed the committee of the change in seating arrangements and location of the podium.

1. APPROVAL OF THE AGENDA

It was moved and seconded

That the January 9, 2012 regular agenda be approved with following changes: move section 5. Education Policy Development Committee before section 4. Presentations. Add two additional speakers, Mr. Larry Wartel and Benula Giasson, under Presentations. Remove 6.A.8. Revision to Regulation 2211-Selection, Transfer, Assignment, Evaluation and Professional Growth of Principals, and add item 6.A.8. Policy 8251 – Trustees' Code of Ethics.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved and seconded

That the Minutes of the Education Policy Development Committee Meeting of Monday, November 7, 2011 be approved.

Motion Carried

It was moved and seconded

That the Minutes of the Operations, Policy and Planning Committee Regular Meeting of Monday, November 14, 2011 be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. EDUCATION POLICY DEVELOPMENT COMMITTEE

A. Student presentation – Cross Enrolment Mount Douglas Secondary School and the LINK

Mr. Shawn Boulding, Principal of Mount Douglas Secondary School introduced Katlyn Howard. Katlyn explained that she has been successful in both her athletic and academic pursuits due to the flexibility in her schedule created by taking some courses at the LINK. The LINK program allows her to work at her own pace, ask instructors questions of clarification and to take tests in alternative formats in order to complete her courses successfully.

Trustees asked questions. Chair Alpha thanked Katlyn for sharing her success story.

B. Student presentation – Lambrick Park Baseball Academy

Mr. Kevin Luchies, Principal of Lambrick Park Secondary School introduced four students: McKenzie Smith who spoke on 'Choice', Brendan Somers who spoke on 'Enabling Graduation', Daryl Blaskovich who spoke on 'Flexibility', and Morgan Jackson who spoke on 'Embellishing Graduation'.

Mr. Luchies explained that the Diamond for Excellence Baseball Academy program provides the opportunity for personal growth with a focus on learning through baseball. The program offers development in five key areas for the student athletes: Personal Growth, Athletic Performance (Motor Skills, Biomechanics, Health and Wellness), Nutrition, Skill Development and Game Strategy. The students indicated that they have become well rounded individuals as a consequence of participating in the baseball program.

Trustees asked questions of the students. Chair Alpha thanked the students for sharing their experiences.

C. Student presentation – Board Authority Authorized (BAA) Course on Marine Biology

Mr. Dave Thomson, Principal of Oak Bay High School introduced Olga Mosca. Olga thanked the committee for the opportunity to come and talk about her success in the marine biology course. She stated that she and her fellow students were involved in helping to shape the course in its first year and that she has continued in the course for its second year. Her dream is to become a biologist and the experience gained in this course has enabled her to assess her future career goals. She will continue her studies at university.

Trustees asked questions. Chair Alpha thanked Olga for sharing her success story.

D. Student presentation – Dual Credit Program in Culinary Arts

Ms. Judy Harrison, Principal of Spectrum Community School introduced Amanda St. Pierre. Amanda stated that she is participating in the dual credit program whereby she is enrolled in a course at Camosun College while still attending high school, that she is working toward her red seal certification and that she works 40 hours per week in the kitchen at the Bear Mountain Golf Club. Amanda advised that the students run the cafeteria at Spectrum serving breakfast and lunch as well as catering events outside of the school. Her goal is to attend the Le Cordon Paris Culinary Arts School in France.

Chair Alpha thanked Amanda for sharing her experience in the program.

E. Student presentation – The LINK, distributed-learning program

Ms Judith Reid, Principal of S. J. Willis Education Centre introduced Alex Nekurak. Alex stated that she has attended the LINK program for 6 years and will graduate this year. She plans to attend Camosun College to further her education. This program has worked well for her because of its flexibility, the wide variety of courses, the one on one help, and the ability to complete the courses at her own pace. In response to Trustee questions, Alex stated that her passion is to work with children and that she is pursuing studies in the Early Learning Care Program.

Chair Alpha congratulated Alex on her accomplishments and thanked her for sharing her story.

F. Student presentation – Pacific Institute for Sports Excellence (PISE)

Mr. Colin Roberts, Principal of Esquimalt High School introduced Christy Moser. Christy highlighted her involvement in choir, concert and Jazz bands, theatre and road cycling. The PISE program has provided a flexible timetable to accommodate her athletic training and competition requirements as well as completing her academic courses. Christy plans to pursue studies in kinesiology or biochemistry.

Chair Alpha thanked Christy for sharing her athletic and academic experiences and goals.

G. Student presentation – Accelerated Credit Enrolment in Industry Training Program (ACE-IT)

Ms. Randi Falls, Principal of Victoria High School introduced Jacob Reed. Jacob stated that his participation in the ACE-IT program allowed him to graduate early and that he plans to attend Camosun College. He accumulated 90 hours of welding work experience in the Greater Victoria School District and is working towards his C ticket. Jacob commented that once he had determined that his goal was a welding ticket, his focus on his other courses increased which resulted in improved achievement.

Chair Alpha thanked Jacob for sharing his story.

H. Student presentation – UStart

Ms. Alana Charlton, Principal Reynolds Secondary School introduced Samantha Kennedy.

Samantha advised that she chose to attend Reynolds because the soccer academy program allows sports and academics to coexist. She stated that while she was in her Grade 12 year, she was able to enrol in a first year University of Victoria course free of charge and to obtain both high school and university credits while playing soccer. She is currently studying general sciences at the University of Victoria with the goal of attending medical school. In response to Trustee questions, Samantha stated that a commitment to learning and working hard will benefit students taking the UStart program.

Chair Alpha commended Samantha for her achievements and thanked her for her presentation.

5. PRESENTATIONS TO THE COMMITTEE

1. John Bird, VCPAC President – Classroom Support Fund An Alternative to Bill 33 Discrimination

Mr. Bird provided an overview of the Victoria Confederation of Parent Advisory Councils (VCPAC) proposal for a Classroom Support Fund stating that his presentation this evening was part of the consultation process. Mr. Bird stated that the basic per student funding does not allow for the diversity in our learning and teaching communities and suggested that there be two key components to the funding formula. The first component would provide the infrastructure; buildings, staff and operating supplies. The second component, the Classroom Support fund, would allow schools to address the unique needs of their learning community and augment the resources supplied by the core funding component.

A discussion took place with respect to the ideas included in the proposal. Mr. Bird requested that any comments or suggestions be sent to info@vcpac.ca.

Trustees thanked Mr. Bird for his presentation.

2. John Bird, VCPAC President – Education Partners’ Council (EPC) – District and School Culture Committee

Mr. Bird on behalf of the Education Partners’ Council recommended that the Board of Education strike a District committee to develop a set of guiding principles for the District based on the concepts of belonging, respect and being valued. It is proposed that these principles would then be used throughout the district to undertake and guide processes such as the development of vision statements, school cultures and codes of conduct.

A discussion ensued. Trustee Leonard suggested that this item be referred to a future Education Policy Development Committee meeting to allow administration time to look into the request and to report back.

3. Larry Wartel – Education Video

Mr. Wartel spoke about the ‘Story of Broke’ video which looks at the nature of debt/deficit and the concepts used to underfund education and other public services. Mr. Wartel requested that a motion go forward to have the video distributed to all teachers in School District No. 61.

Trustee Alpha thanked Mr. Wartel for his presentation and stated that a decision could not be made this evening.

4. Benula Giasson – Acting GVTA President – Foundation Skills Assessment (FSA) Testing

Ms. Giasson provided a historical overview about the changes that have occurred related to FSA testing. Published results have made teachers focus on preparing students for the exams rather than the exams being an assessment tool. The testing will take place January 17-24, 2012 for all Grade 4 and 7 students. Parents have the option to withdraw their children from the testing.

Trustee McNally stated that she will be submitting a Notice of Motion for the board meeting on Monday, January 16, 2012 regarding sending a letter to parents about the FSA testing.

6. FINANCE AND LEGAL AFFAIRS

Trustee Leonard assumed the Chair at 9:25 p.m.

1. 2011/12 Funding Update

Associate Secretary Treasurer Laser provided the Committee with an overview of the final 2011/2012 funding announcement received from the Ministry of Education in December 2011. She stated that the final grant funding shows a net increase of \$144,175 as compared to the 2011/2012 preliminary grant. The final funding will be reflected in the 2011/2012 Amended Annual Budget which will be presented at the February Board of Education meeting. In response to Trustee questions, Ms. Laser responded that any additional funding that is received has in the past been approved by the Board to be carried forward to the following budget year to help offset the projected budget shortfall and consequently, help maintain stability in the school system.

2. Summary of Partner Group Budget Priorities 2012/2013

Chair Leonard stated that the Summary of Partner Group Budget Priorities reflects the responses received to the October 2011 input request from School Planning Councils and Education Partner Groups. The document will be posted to the District website under the Budget/Financial section.

3. Revision to Policy 1150 – Communications Policy

Associate Superintendent Bell presented the suggested revisions to Policy 1150 Communications.

Trustee Leonard informed the committee that the District Leadership Team has been requested to review the policies and regulations with a view to updating them to reflect current practices and terminology.

It was moved and seconded

That the Board of Education of School District No. 61 (Greater Victoria) adopt the revised Policy 1150 Communications.

Motion carried

4. Revision to Policy 1164 – Decision-Making: Authority, Responsibility and Accountability

Associate Superintendent Bell presented the suggested revisions to Policy 1164 Decision Making: Authority, Responsibility and Accountability.

Trustees discussed the process for revising Policy 1164 and indicated that further input is required.

It was moved and seconded

That the Board of Education of School District No. 61 (Greater Victoria) adopt the revised Policy 1164 Decision-Making: Authority, Responsibility and Accountability.

Motion tabled

5. Revision to Regulation 1164 – Decision-Making: Authority, Responsibility and Accountability

Associate Superintendent Bell presented the revised Regulation 1164 Decision-Making: Authority, Responsibility and Accountability. Trustees made comments and then referred the proposed changes back to the District Leadership Team for further consideration.

6. Deletion of Policy and Regulation 1219 – School Consultative Group

Associate Superintendent Bell informed the committee that Policy and Regulation 1219 School Consultative Group are outdated and should be deleted. The current Policy and Regulation 6120.2 School Planning Councils detail similar information.

It was moved and seconded

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy and Regulation 1219 School Consultative Group.

Motion carried

7. Revision to Regulation 6120.2 – School Planning Councils

Associate Superintendent Bell presented the revision to Regulation 6120.2 School Planning Councils for information.

8. Revision to Policy 8251 – Trustees' Code of Ethics

Superintendent Gaipman presented the suggested changes to Policy 8251 Trustees' Code of Ethics. Trustees agreed to the changes to Section A.1, however, it was decided that Section D.7 remain unchanged.

It was moved and seconded

That the Board of Education of School District No. 61 (Greater Victoria) adopts the revised Policy 8251 Trustees' Code of Ethics.

Motion Carried

7. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS - None

8. NEW BUSINESS / NOTICE OF MOTIONS

1. Moved Trustee Loring-Kuhanga

That all Greater Victoria School Board Meetings and Committee Meetings begin with acknowledging that we live, learn and work on the traditional territories of the Esquimalt and Songhees Nations.

2. Moved Trustee Loring-Kuhanga

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Minister of Education requesting that British Columbia Public School Employers' Association (BCPSEA) remove the net zero mandate thereby allowing BCPSEA to bargain with the British Columbia Teachers' Federation (BCTF) in good faith and that the Minister of Education restore special needs funding as per the BC Supreme court ruling on Bills 27 and 28.

3. Moved Trustee Nohr

That the Board of Education of School District No. 61 (Greater Victoria) set three suggested dates to be coordinated with the Greater Victoria Teachers' Association (GVTA) for the purpose of resuming local bargaining.

4. Moved Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Chairperson to write a letter modeled on the Vancouver School Board letter dated January 13, 2009, directed to the parents and guardians of the students in SD61 who are eligible to write the Foundation Skills Assessment (FSA) test, and that the Board ensure that the letter gets to parents and guardians in the fastest way possible way.

5. Moved Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) records in the minutes all votes with the Trustee's name and yes, no or abstain. Absent Trustees names will be recorded as absent for the vote; the mover and seconder will be recorded.

6. Moved Trustee Alpha

That the Board of Education of School District No. 61 (Greater Victoria) Budget Committee will initiate a community consultation process to gather information which will lead to the development of the 2012-2013 Budget.

This process will seek:

1. Current levels of service in the District
2. Impacts of previous cuts to services and programs
3. Additional resources which will supply quality learning and working conditions in our District.

This will include but not be restricted to the following groups:

- Student Support Services (gifted, Ab Ed, ESL)/Non enrolling teachers
- International Student Program
- Classroom Teachers
- Educational Support Workers
- Parents
- Students
- Transportation
- Custodial
- Maintenance
- Clerical Staff
- Principals/Vice Principals
- Senior Administration
- Community Members

Further, the Board instructs the Budget Committee to conduct all consultations in public.

9. GENERAL ANNOUNCEMENTS - None

10. ADJOURNMENT

It was moved and seconded

That the meeting adjourn.

Motion Carried

The meeting adjourned at 11:00 p.m.



*The Greater Victoria School District is committed to
each student's success in learning within
a responsive and safe environment.*

POLICY 1150

COMMUNICATIONS POLICY

The Board of School Trustees Education is committed to the principle of open, two-way communication with its internal and external publics. In accordance with this commitment, the Superintendent shall have the responsibility for ~~establishing and maintaining an on-going communications program with stakeholder groups and the community. The Board shall review the program annually to evaluate its effectiveness and provide the necessary financial support for the program.~~

Greater Victoria School District

Adopted: July 22, 1985

Revised: _____



*The Greater Victoria School District is committed to
each student's success in learning within
a responsive and safe environment.*

DELETE

POLICY 1219

SCHOOL CONSULTATIVE GROUP

The Board of Trustees is committed to consultation with parents and the public to enhance communication as well as to facilitate the development of a sound system of education. Furthermore, the Board believes that parents who are informed and committed to their children's education can and do enhance the quality of learning.

Therefore, the Board requires that each school establish a School Consultative Group whose purpose shall be to provide a regular opportunity for the school to communicate and consult with its parents and community.

Greater Victoria School District

Adopted: January 24, 1979 (Parent Committee)

Revised: July 28, 1986



REGULATION 1219

The Purpose of the School Consultative Group shall be:

- ### The Formation of the School Consultative Group

- ## Meetings

- The School Administration is expected to:**

1. Inform the School Consultative Group about the operation of the school.

Regulation 1219

2. Consult with the School Consultative Group on school philosophy, annual goals and plans, and policies.
3. Provide the School Consultative Group with assistance in the preparation and distribution of meeting agendas, summaries, and other information.

The School Consultative Group is expected to:

1. Support and assist the school.
2. Become knowledgeable about the school and offer advice on the basis of that knowledge.
3. Respect the administration's authority and responsibility to make decisions.
4. Respect that confidential matters related to individual personnel and pupils cannot be discussed by the School Consultative Group.
5. Keep the school informed about the aspirations and general concerns of parents.
6. Foster cooperation and communication between parents and the school .

MODEL

Preamble

The following model is recommended for the organization of School Consultative Groups. The memberships may vary from school to school. However, this model is given to allow as broad representation as possible from within the school community.

Membership

1. All parents or guardians whose children attend the school are members of the School Consultative Group.
2. In addition to parents, the following groups shall be members of the School Consultative Group:
 - a) the school administration
 - b) the school's teaching staff
 - c) the student body (secondary)
3. The CUPE support staff shall be encouraged to be a part of the School Consultative Group.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

4. Where possible, members of the school community who are not parents of students currently in the system shall also be a part of the School Consultative Group.

Composition and Selection of Executive

1. The Group shall elect a slate of officers for each school year. The number of officers shall be based on local organizational needs.
2. The selection of the Executive officers shall be at a general parents' meeting held either by the end of the school year, or at the beginning of the school year.
3. The following groups have the right to be represented on the Executive:
 - a) parents
 - b) the school administration
 - c) the teaching staff
 - d) the student body (secondary)
4. CUPE representation on the Executive is encouraged.
5. Those newly selected officers of the Group shall be fully briefed on the nature and role of the Group by the outgoing chairperson and the school principal.
6. The Group chairperson shall be a parent.
7. Representation on the Executive from each group shall be chosen in the following manner:

<ol style="list-style-type: none">a) Parent representationb) Student representation (secondary)c) Teacher representationd) Administration representatione) CUPE representative	<ul style="list-style-type: none">• by parent body• by student body• by teaching staff• by the principal• by the support personnel from both the 382 and 947 locals in the school.
--	--

Meetings

1. Meetings of the School Consultative Group shall be advertised so that all represented groups are informed of the meetings.
2. There shall be regular reporting on the meetings to all represented groups.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

POLICY 8251

TRUSTEES' CODE OF ETHICS

Whereas the role of School Trustee is fundamental to the education system in that it embodies the trust of the community in the important enterprise of developing directions to shape the minds, bodies, emotions and spirits of its youthful citizens, a Code of Ethics for Trustees is deemed essential.

Therefore, as a School Trustee —

A. I will regard the well-being of every student as my primary obligation.

1. ~~I will make decisions in terms of the educational welfare of children and will strive for public schools which can meet the individual needs of all children regardless of their ability, race, sex, creed, social standing or handicapping conditions.~~ I will make decisions in terms of what is best for the educational welfare of children. I will strive to meet the individual needs of each child regardless of their ability, race, colour, gender, sexual orientation or any other bias or discrimination.

B. I will bring about positive change for all students and for the educational system.

1. I will bring about desired changes through procedures that are both legal and ethical.
2. I will strongly advocate for public education.
3. I will strive to ensure that the educational system will provide the best quality of education possible for its students.

C. I will undertake my duties diligently and with integrity.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

1. I will do everything possible to maintain the integrity, confidence and dignity of the office of School Trustee.
2. I will avoid being placed in a position of conflict of interest and refrain from using my Board position for personal gain.
3. I will endeavour to attend all Board meetings and serve on Standing Committees as appointed by the Chairman in consultation with me.
4. I recognize that the primary function of the Board is to establish policies by which the schools are to be administered and that the administration of the educational program and the conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff in line with Board Policy.

D. I will respect the rights of fellow trustees, employees, students and parents.

1. I will respect the intrinsic worth of fellow trustees, employees, students and parents and act to ensure through reasonable advocacy and other interventions that dignity, individuality and rights of such persons are safeguarded.
2. I will encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, staff and all elements of the community.
3. I will listen to what other Board members and other individuals or groups may have to say before making my final decisions which will be based upon all available facts in each situation.
4. I will endeavour to work with my fellow Board members in a spirit of harmony and cooperation to observe proper decorum and behaviour, to encourage full and open discussions in all matters with my fellow Board members, to treat them with respect and consideration and not to withhold or conceal from them any information which is necessary for Board members to make an informed decision.
5. I will refrain from unjustified personal attacks on the reputation of fellow Trustees or employees of the School District or their opinions, but I reserve the right to make honest and respectful criticism.

6. I will abide by majority decisions of the Board once they are made, but at the time I seek re-election to the Board I shall be free to repeat and support the minority opinion that I upheld when the decision was made.
7. I will hold confidential all matters pertaining to schools that, if disclosed may needlessly injure individuals or the schools. However, I may disclose information to persons who have a legitimate need to know.

E. I will endeavour to be competent and efficient in the performance of my office.

1. I will endeavour to keep informed on all local, provincial and national education developments of significance.
2. I will earnestly try to interpret the needs and attitudes of the people of the community and do my best to translate them into the educational program of the schools.
3. I will encourage active cooperation by citizens, organizations and the media of communications, to help all the people of the communities to have the facts about the current school operation and proposed future development.
4. I will support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff.

Greater Victoria School District

Adopted: July 27, 1987

Revised:

Superintendent's Report on Student Achievement 2011-2012

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15.
- ☐ Must be approved by the Board and submitted by email by January 31

Please use this form to summarize the required elements of the Superintendent's Report.

Once Board approval has been granted, use the "submit by email" to forward to Ministry.

Ministry of Education School Act

Section 22 of the School Act states the following:

" A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year:

Section 79.3 goes on to say:

" On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and...
- B) As soon as practicable, make the report available to the public."

Questions and/or Concerns

Direct questions and/or concerns to the **Achievement Division by email: educ.achievement@gov.bc.ca**

School District No. 61

Greater Victoria School District

1. Improving Areas of Student Achievement

What is improving?

The Dogwood Completion Rate (the number of grade 8 students who graduate within six years) has shown improvement over the previous year's Dogwood completion rate in eight of the last twelve years

Provincial Examinations for English 10, English 12, English 12 First Peoples, BC First Nations 12 and Social Studies 11

FSA Scores for Grade 4 & 7 Writing

Reading, Writing and Numeracy skills of middle and secondary students involved in the action research projects

Language Arts report card marks for Learning Connection schools

What evidence confirms this area of improvement?

Dogwood Completion Rate indicates improvement over the previous years in eight of the last twelve years.

The District average is above the Provincial average in English 10, English 12, English 12 First Peoples, BC First Nations 12, Social Studies 11 Provincial exams.

FSA scores are improving for both grade 4 and 7 writing

Teachers participating in both the reading/writing and the numeracy action research projects indicate that their students' learning improved throughout the project based on the BC Performance Standards.

Language Arts report card marks from Learning Connection (LC) schools show a strong pattern of growth, FSA scores from 08 – 11 indicate that 88% of the LC elementary schools and 100% of the LC middle schools demonstrated improvement in writing.

2. Challenging Areas

What trends in student achievement are of concern to you?

Our data does not indicate any negative trends in our student achievement, however, we are concerned about closing the gap in our Dogwood completion rate between Aboriginal and non-Aboriginal students.

What evidence indicates this area of concern?

Evidence for our Aboriginal students indicates that in eight of the last twelve years we have shown improvement over the previous year's Dogwood completion rate. In each of the last three years the difference between Aboriginal and non-Aboriginal students has been decreased. From 1999/2000 to 2010/11 we have decreased the difference in completion rate between Aboriginal students and non-Aboriginal students by 13.2%. Our District focus is on continuing to decrease this difference.

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Middle and Secondary Action Research Projects: Over seventy teachers engage in collective inquiry supported by year-long professional development, based on teacher assessment of student work. From the assessment, teachers create an action research goal and implement specific strategies that address either a reading/writing connection or a numeracy connection. The program includes model lessons and school-based support through job embedded learning rounds.

Assessment for Learning Action Research Teams (ALART): Annually since 2008, schools have been invited to apply for grants to support teams of teachers and administrators working on assessment strategies. School teams present their work and findings to each other at the end of each school year.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Both the Middle/Secondary Reading and Writing Connection Action Research Project and the Middle/Secondary Numeracy Action Research Project use a common assessment framework and the BC Performance Standards to assess students. Teachers assess their students' work in October and June. Last year, students demonstrated growth in all areas of reading, writing, and numeracy with the greatest growth area being that of "Writing in Response to Reading for Information."

Assessment for Learning Action Research Teams (ALART): Schools apply for a District grant to support their work. The number of ALART projects has increased from eighteen in 2008 to forty-one in 2011.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

K-12 Smart Learning Project: This project aligns assessment for learning with the inquiry process and includes ongoing professional development and support to improve student learning in reading and writing. Teachers gather evidence of current levels of student learning. Then, together with our Learning Initiatives Team, they develop strategies to increase engagement and improve student learning. Ninety-four percent of teachers surveyed reported that they had gained practical knowledge from taking part in this project; ninety-four percent also indicated that they observed student growth in reading.

K-8 School Learning Mentors: Every elementary and middle school is allocated 0.1 FTE for a Learning Mentor. Although this is the ninth year of this practice, what is new this year is the use of an inquiry question to focus action planning for the year. The Learning Mentor's question is developed through the lens of student data, school culture, and school goals. Targeted professional development is offered in response to the Learning Mentor's inquiry which focuses on student learning, coaching, and mentorship. This work enables the Learning Mentors to share teaching strategies, demonstrate new resources, and facilitate job-embedded co-planning and co-teaching with teachers in their school.

Tech Cafés: Tech Café is an after-school professional development opportunity for District educators in the area of technology. Each session offers a practical 'how to' presentation and demonstration from District teachers on a specific technology topic, such as Web 2.0 tools, digital research tools and voice threads. Over one-hundred teachers participated in thirteen Tech Café sessions last year. Due to the overwhelming popularity of the Tech Cafés, they have continued in 2011-2012.

Teaching and Technology: Making the Connection Summer Institute: Our two-day institute focused on the inquiry question "How will technology enhance and amplify our pedagogy to support high levels of achievement for all learners?" In attendance were one-hundred-and-eleven teachers, including thirty-five teacher presenters.

4. Targets *(Summarize the targets set out in your Achievement Contracts)*

NEW

I.) Literacy: Identify your district's target(s) for

Targets:

- To improve reading success for all students with a particular focus on vulnerable or low performing students
- To improve students writing in style, meaning, and form
- To engage teachers in collective inquiry in order to increase students success and engagement in literacy

State the specific evidence and measures of student achievement in *literacy* and the results that have been realized.

Although we continue to exceed the Provincial FSA average for all students in reading at Grade 4 and Grade 7, and in 2010/11 we exceeded the Provincial FSA average for all students in writing at Grade 7, the evidence from individual teachers in our Reading and Writing Connections Project indicates a need to continue our focus on improving literacy for all students, but in particular for our most vulnerable students.

II.) Completion Rates: Identify your district's target(s) for completion rates.

Targets:

- To continue to improve transition rates from grade 11 to 12 for all students
- To continue to improve Dogwood completion rates for Aboriginal students

State the specific evidence and measures of student achievement for *completion rates* and the results that have been realized.

In eight of the last twelve years we have shown improvement in our Dogwood completion rate for all of our students over the previous year's rate. In each of the last three years we have shown improvement over the previous year. The District continues to create multiple pathways to enable students with diverse learning needs to achieve a Dogwood Certificate. Our evidence indicates the following: The number of students enrolled in ACE-IT programs and dual credit programs has increased this year over last year; the number of students enrolled in on-line courses through our Distributed Learning program has increased each year over the last five years; forty-seven Board Authority Authorized (BAA) courses have been approved by the Board over the last five years. Associate Superintendents meet with Secondary Principals on a monthly basis to discuss at risk students and individual interventions. Students cannot be withdrawn without permission from the Associate Superintendents. Our evidence indicates that students withdrawing from school has decreased each year for the last five years, and the number of referrals to District Based Team, a problem-solving team meeting with a goal of keeping students in their neighbourhood school, has increased each year in the last three years.

4. Targets (cont'd)

NEW

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Targets:

- To continue to improve secondary school transition rates for our Aboriginal students
- To continue to improve Dogwood completion rates for our Aboriginal students
- To continue to improve the number of our Aboriginal students completing English 10 in their Grade 10 year

State the specific evidence and measures of *student achievement for aboriginal students* and the results that have been realized.

We have shown improvement over the previous year's Dogwood completion rate for Aboriginal students in eight of the last twelve years. Our Aboriginal students have been above the Provincial average in three of the last five years in achieving a C+ or better in English 10 and English 12. Other evidence indicates that last year every one of our forty-eight schools accessed the District's First Nations curriculum and cultural integration program resources to provide programs of support and create a sense of caring and belonging for our Aboriginal students. Our District-created Aboriginal curriculum resources have been purchased by other Districts. This revenue allows us to provide more curriculum resources in our schools for Aboriginal students. Our Aboriginal Nations Education Department is working with our Languages Department to translate these resources into French to provide cultural curriculum materials for Aboriginal students registered in our French Immersion Program.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

Each school has identified a contact person to monitor the success of Children in Care. The District Principal of Student Services updates the roster of Children in Care in consultation with local MCFD offices and with our District Coordinator of Aboriginal Nations Education who liaises with Surrounded by Cedar. The District Principal of Student Services facilitates the sharing of information between the schools and MCFD, particularly in the area of updating the name and contact information for the social worker assigned to each student. Discussions at Principal and Vice Principal meetings focus on strategies for increasing the success of our most vulnerable students.

What categories of Children in Care have been successfully identified and are being monitored?
(i.e.) continuing custody orders, temporary custody orders, other...

The students who have been identified and are being monitored are children with continuing custody orders, temporary custody orders, or have continuing custody orders through the delegated authority Surrounded by Cedar. Two years ago the District participated in a pilot project to identify Children in Care through notation in BCeSIS. This project was successful in helping us connect with and support students as they transitioned schools and we have continued this practice.

5. Children in Care (cont'd)

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

Each school has a designated contact person who maintains an electronic file with the District Principal of Student Services. In an effort to maintain, as accurate as possible, the names of Children in Care, the District Principal of Student Services then cross references the information with MCFD and Surrounded by Cedar and provides updated information to each school. Each school communicates directly with the foster parents and social worker as necessary to discuss attendance, transportation, social and academic developments and behaviour issues. Our District Coordinator of Aboriginal Nations Education works with Surrounded by Cedar to host an annual meeting of Principals who have students with continuing custody orders with Surrounded by Cedar. The purpose of this meeting is to develop working relationships between each social worker and the school in support of our students. The District First Nations counselors are also connected to the Surrounded by Cedar students at each of their schools.

NEW

What results are being achieved by students within the identified categories?

Children in Care in our District are monitored and supported by the designated contact person for each school. The school contact person is responsible for ensuring that each student in care receives the support needed for a successful education program. Anecdotal reports from the school's contact are that support for Children in Care is resulting in improvements in attendance, achievements and engagement. Final June report cards were submitted to the District Principal of Student Services and first semester secondary report cards will also be collected. This information will allow the District Principal of Student Services and the District Counsellor to collaborate with schools in supporting Children in Care.

6. Early Learning

NEW

Summarize your district's Early Assessment in kindergarten classes.

The Greater Victoria School District's Kindergarten Literacy Assessment Tool was developed by District teachers and a speech pathologist several years ago and is available to kindergarten teachers electronically. The tool allows teachers to assess students in the areas of concepts of print and phonological awareness. The Ministry of Education's "Kindergarten Emergent Literacy Continuum" was presented to kindergarten teachers during a professional development session in 2010-2011.

What strategies are in place to address the needs identified?

Each elementary school has a school based team that discusses and addresses the social, emotional, physical and academic needs of our early learners. Our Special Education Department supports the work of the school based team. To support student readiness for Kindergarten, the District has six Strong Start centers and every one of our elementary schools has a Ready, Set, Learn plans. The District participates in the Lower Island Success by Six meetings and the Regional Literacy Advisory Group. The work with Success by Six has led to a District initiative entitled "1000 x 5" which has most of our elementary schools collecting gently used books from their parent community. These books are then picked up from the schools, leveled and distributed to the Strong Start Programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindergarten.

7. Other Comments

The following programs and interventions are also having an impact on student success and engagement.

Fast Track: Fast Track is a credit recovery program for secondary school students that runs in January and June of each school year with an enrollment of approximately 75 students. The program has an 85% course completion rate.

Settlement Workers in Schools Program (SWIS): Two settlement workers serve families new to Canada through the Settlement Workers in Schools Program (SWIS). Since August 1, 2010 through July 31, 2011 our SWIS workers have assisted 1,056 families. Our SWIS workers are skilled and experienced in all aspects of service to immigrants and refugees. The settlement workers are available to establish and maintain contact with newcomer families in order to determine their needs and issues and to link newcomer families to resources and services in the school and the community. Our SWIS workers also assist the integration of our immigrant students into our schools through promoting culturally sensitive links between school staff and newcomer families.

NEW in FALL 2011: Technology and Learning Project: This project is offered at three of our CommunityLink schools: George Jay Elementary School, Central Middle School, and Victoria High School. The Technology and Learning Project introduced thirty iPads into each of these schools. Some areas that teachers identified that learning will be enhanced through this project include but are not limited to: language development, literacy skills in writing, use of communication tools to collaborate, demonstrate and expand understanding; use of technology tools to convey and build ideas, illustrate connections and relationships, and extrapolate or predict to build new understanding.

NEW in JANUARY 2012: Trades and Apprenticeship Foundational Skills and Knowledge Program (TASK): The TASK Program is a trades awareness program designed in cooperation with the Camosun College South Island Partnership. Students in grades 10 and 11 will be invited to attend this program at Oak Bay High School starting January 30, 2012. Student will experience a variety of trades including minor carpentry, drywall, electrical, floor laying, painting, plumbing, roofing repairs, and general maintenance, and inspection.

Elementary French Immersion Website: The District is the first in the Province to develop an extensive website for teachers to access French Immersion leveled resources including: subject area materials, leveled books, manipulatives, student activities, and audio/visual materials.

Kurzweil: Kurzweil is an assistive technology tool designed to help struggling readers and writers. Kurzweil is installed in all of our schools.

Green Initiatives: All schools and District departments have created a three-year Reducing Our Carbon Footprint Action Plan. Our green initiatives website features photographs, stories and District highlights. Forty-one out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff.

Network of Performance Based Schools (NPBS): Annually since 2004, teachers and administrators have taken part in this Provincial network. Network schools develop a focus question based on classroom based performance standards. At the end of each year, school teams share their results at the lower island showcase. Since 2004, our schools have submitted over one-hundred inquiry questions.

Full Day Kindergarten: Professional development was offered to full day Kindergarten teachers throughout 2010-2011. Three in-school sessions were provided to teachers to prepare them for full day Kindergarten (attendance was over seventy at each session). Furthermore, there was individual teacher support, on-going after school professional development. This school year, sixty-four teachers attended an after school full day Kindergarten workshop.

Board Approval Date:

Submit by Email

7. Other Comments (cont'd)

Book Clubs: We have offered a District book club for educators for many years. In 2010-2011, our professional book club opportunities were embedded in our action research teams. Each team received a professional resource and engaged in literacy and numeracy-focused discussions. Seventy-one District teachers participated in these book club discussions.

Gay Straight Alliances: Student committees implement and support activities within the school that create awareness and understanding concerning gender and sexual orientation issues. All secondary schools participate in GSA activities.

Action Schools! BC: This Ministry of Education and Ministry of Health best practices model is designed to assist schools K-8 in creating action plans to promote healthy living. All elementary schools have participated in the staff training and twenty elementary schools have participated in the Student Leadership training.

W.I.T.S.: This elementary anti-bullying program provides workable and developmentally appropriate social skills for handling conflicts with peers. All elementary schools participate in W.I.T.S.

Friends for Life: This Grade 4 /5 /7 program helps children develop greater life skills in understanding and managing stress and worries. The in-service included 84 teachers. As well, three-thousand grade 4/5 students and eight-hundred grade 7 students have participated in the program.

2010-2011 WE Day and Follow Up Activities: Eighteen schools representing 260 youth and educators attended WE Day in Vancouver. After WE Day, the schools raised \$118,360 for a variety of local and global causes, and 1,190 participants from twelve schools raised 5,640 pounds of food for local food banks through Halloween for Hunger. Other activities included: Ten schools and 1,368 participants took the Vow of Silence, raising awareness for their peers in developing countries overseas who don't have a voice; eight schools and 2,480 participants ended their year with Five Days for Freedom, raising awareness about the freedoms we enjoy every day while celebrating their accomplishments throughout the year; and in two school years our district has raised \$68,000 for our adopted village in Ecuador.

School District No. 61 (Greater Victoria)
2012/2013 Budget Planning Cycle

Date	Meeting/Event	Action
2011		
July	Achievement Contract to Ministry by July 15	District Goals are Established
October/November	Superintendent/Principals/School Planning Councils	School Planning & Goal Setting
October 11 to November 18	Public Input Requests to Determine Priorities Meet With Principals to get Budget Priorities	Letter from Superintendent to SPCs and Partner Groups
2012		
Monday, January 09	Operations Policy and Planning Committee	Summary of Input Received to Determine Priorities
February 1	Provincial Funding Announcement	General Funding Announcement for 2012/2013; Details will not be available at this time.
Wednesday, February 1	Round Table Meeting to Discuss Priorities and to Receive Input on Budget Items	Feedback to Begin Developing Budget Recommendations for Consideration by the Board
March 15	Detailed Announcement of School District Funding	2012/2013 District Financial Position Determined
Wednesday, March 28	Public Board Budget Meeting	Public Board Budget Presentation
March 29 - April 4	SPC's and Partner Groups Review & Provide Feedback to the Board Re Budget Proposals	Feedback is Developed
Wednesday, April 4	Special Budget Meeting to Receive Public Input	Public Input Received
Wednesday, April 18	Special Board Meeting to Debate & Approve the Annual Budget	Approval of the 2012/2013 Annual Budget Bylaw

TO: Board of Education

FROM: George J. Ambeault, Secretary Treasurer

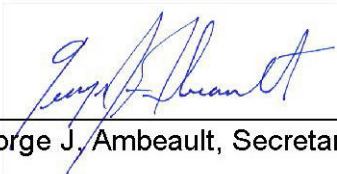
DATE: January 16, 2012

RE: **TRUSTEE REMUNERATION**

In 2005, a motion was passed for the Secretary-Treasurer to automatically review, every three years, the remuneration of Trustees and compare the amount to the average of the five comparable districts which include Central Okanagan, Abbotsford, Langley, Richmond and Burnaby.

That being the case, the Trustee remuneration will be adjusted from \$17,424 per year to \$19,270 per year. The stipends for the Chair and the Vice-Chair will remain unchanged at \$3,000 and \$1,500 per annum. The amount of up to \$2,000 annually per Trustee for meetings, conferences and professional development will remain unchanged.

This item is submitted for information.



George J. Ambeault, Secretary-Treasurer

Ordinary Resolution 0-1

Submitted by: School District No. 82 (Coast Mountains)

BACKGROUND

BCPSEA (British Columbia Public School Employers' Association) Representative Assemblies conduct business that has both political and technical dimensions. It is helpful for the trustee representative to have a senior member of district staff at the meeting to advise and support the trustee.

School districts close to the meeting venue can bring along a district staff member at minimal cost. It is not so for distant/remote districts.

PROPOSED RESOLUTION

Be it resolved that, for BC Public School Employers' Association Representative Assemblies, expenses for travel, accommodation and meals be reimbursed for the trustee representative and for one senior member of district staff.



Greater Victoria Teachers' Association

Telephone: (250) 595-0181 Fax: (250) 595-0189
965 ALSTON STREET, VICTORIA, BRITISH COLUMBIA, V9A 3S5
www.gvta.net

via email

9 January 2012

Ms. Peg Orcherton
Chair, Greater Victoria Board of Education
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Ms. Orcherton:

We are writing on behalf of the more than 1400 teachers in the Greater Victoria School District who are currently engaged in job action and who have not met with their employer at the local bargaining table since June 30, 2011.

Victoria teachers have a number of concerns that can, and should be, discussed locally and for which homegrown solutions must be found. The place to do this, of course, is at the local bargaining table. These matters cannot be resolved to anyone's satisfaction when we're not meeting face to face to discuss the issues, not listening to each other's concerns and not working collaboratively to find ways to resolve our differences.

With this in mind, we would like to suggest that the respective bargaining teams meet for a half-day as soon as possible to restart negotiations and to establish a direction for local bargaining that works for all parties. We feel it is particularly important that one or more trustees also be at this meeting and hope that you, and the rest of the Board of Education, will attend.

We look forward to your response.

Sincerely,

The GVTA Local Bargaining Team