



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting, Monday, January 21, 2013 @ 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 01-02)
- A2. Approval of the Minutes
 - a) Approval of the December 10, 2012 minutes (p 03-09)
- A3. Business arising from the Minutes
- A4. Student Achievement
 - a) Spectrum Community School Lacrosse Academy
Rob House, Principal, Tony Fogelklou, Teacher and Students
- A5. District Presentations
 - a) Mitchel du Plessi, Lansdowne Middle School, Youth and Family Counselor
2012 Representative's Award of Excellence Recipient
Presented by: Trustee Ferris
- A6. Community Presentations (5 minutes per presentation)
- A7. Trustees' Reports

B. CHAIR'S REPORT

C. BOARD COMMITTEE REPORTS

- C1. Education Policy Development Committee
 - a) Minutes from the January 7, 2013 meeting – Information only (p 10-12)

***Note: This meeting is being audio recorded
except for A4. Student Achievement.***

C2. Operations, Policy and Planning Committee

- a) Minutes from the January 14, 2013 meeting – Information only (p 13-17)

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

- a) Superintendent's Report on Achievement 2012-2013 (p 18-29)

Recommended Motion:

To approve the "Superintendent's Report on Achievement 2012-2013" in accordance with Section 79.3 of the *School Act*.

E. REPORTS FROM TRUSTEE REPRESENTATIVES

F. NEW BUSINESS/NOTICE OF MOTIONS

G. COMMUNICATIONS

- G1. Letter to the Minister of Education – December 17, 2012 (p 30-31)

- G2. Letter to the Minister of Education – January 16, 2013 (p 32)

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

I. ADJOURNMENT

Note: This meeting is being audio recorded except for A4. Student Achievement.



**The Board of Education of School District No. 61 (Greater Victoria)
December 10, 2012 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

MINUTES

Present:

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

Administration:

John Gaiptman, Superintendent of Schools, Sherri Bell, Deputy Superintendent, Pat Duncan, Associate Superintendent, Deborah Courville, Associate Superintendent, Dave Brandon, Acting Director, Human Resource Services, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:31 p.m.

Chair Orcherton recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Introductions were made around the Board table.

It was moved and seconded:

That John Gaiptman be appointed both Superintendent of Schools and Secretary-Treasurer for the duration of the December 10, 2012 Board meeting.

Motion Carried Unanimously

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved and seconded:

That the December 10, 2012 Agenda be approved with the following changes:

A6. Trustee Reports

- a) Trustee McNally
- b) Trustee Horsman
- c) Trustee Nohr

Motion Carried

A2. Approval of the Minutes

- a) It was moved and seconded:

That the November 19, 2012 Regular Minutes be approved.

Motion Carried

A3. Business arising from the Minutes

Trustee Nohr advised the public that an advocacy letter is being sent to the Minister of Education requesting additional funding for students with learning challenges or with designations on the autism spectrum as per the motions that were passed at the November 19th 2012 Board of Education meeting.

A4. Trustee Elections

Chair Orcherton turned the meeting over to Acting Secretary-Treasurer Gaipman to conduct the annual elections:

a) Election of Chair

Acting Secretary-Treasurer Gaipman called for nominations for Chair of the Board of Education for the term to November 30, 2013. Nominations were received for Trustees Horsman and Orcherton. Trustee Horsman declined the nomination and Trustee Orcherton was declared the Board of Education Chair by acclamation.

b) Election of Vice-Chair

Acting Secretary-Treasurer Gaipman called for nominations for Vice-Chair of the Board of Education for the term to November 30, 2013. Nominations were received for Trustees Horsman and Nohr. Trustees Horsman and Nohr accepted the nomination. A ballot vote was taken and Trustee Horsman was declared the Vice-Chair of the Board of Education.

c) Election of British Columbia Public Schools Employers' Association Representative

Acting Secretary-Treasurer Gaipman called for nominations for the British Columbia Public Schools Employers' Association (BCPSEA) representative for the term to November 30, 2013. Nominations were received for Trustees McNally and Ferris. Trustees McNally and Ferris accepted the nomination. A ballot vote was taken and Trustee Ferris was declared the BCPSEA representative.

d) Election of British Columbia School Trustees' Association Provincial Councilor

Acting Secretary-Treasurer Gaipman called for nominations for the British Columbia School Trustees' Association (BCSTA) Provincial Councilor for the term to November 30, 2013. 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 Councilor.

e) Election of Vancouver Island Labour Relations Association Representative

Acting Secretary-Treasurer Gaipman called for nominations for the Vancouver Island Labour Relations Association (VILRA) representative for the term to November 30, 2013. Nominations were received for Trustees Ferris, Nohr and McNally. Trustees Ferris and Nohr accepted and Trustee McNally declined. A ballot vote was taken and Trustee Ferris was declared the Vancouver Island Labour Relations Association VILRA representative.

f) Appointment of the Operations, Policy and Planning Committee Members/Election of Chair

Chair Orcherton recommended that the Committee members remain the same. The Operations, Policy and Planning Committee members adjourned and returned to announce that Trustee Leonard will be reappointed as the Chair of the Committee for the term to November 30, 2013.

g) Appointment of the Education Policy Development Committee Members/Election of Chair

Chair Orcherton recommended that the Committee members remain the same. The Education Policy Development Committee members adjourned and returned to announce that Trustee Alpha will be reappointed as Chair of the Committee for the term to November 30, 2013.

h) Destruction of Ballots

It was moved and seconded:

That the ballots be destroyed.

Motion Carried Unanimously

A5. Community Presentations

- a) Rachel Franklin, parent, stated that she wished to encourage the Board to add a question and answer period to Board meetings.

A6. Trustees' Reports

Trustee Horsman reported that she attended the Oak Bay High School strings concert and that she would be attending the Rogers Elementary winter concert. Trustee Horsman acknowledged the recent passing of Brenda Simmonds, retired middle school principal.

Trustee McNally reported that she attended Lake Hill Elementary for a District sharing of the Stuart Shakers self-regulation initiative, Glanford Middle School for their winter concert, Central Middle School to tour the new seismically upgraded building and Rockheights Middle School for the Roots of Empathy program.

Trustee Nohr reported that she attended the Arbutus winter concert, PAC meetings at Margaret Jenkins Elementary and George Jay Elementary and visited the International School Campus where she received a tour.

B. CHAIR'S REPORT

Chair Orcherton thanked Trustees for her re-election as Board Chair and assured everyone that she is looking forward to continuing to fulfill her Chair responsibilities and to work for the good of school District students, parents and staff.

Chair Orcherton reported that she attended two meetings in November for the new Culture and Community Committee and that she looks forward to the good work that this committee will continue to do in the future.

Chair Orcherton updated the public with respect to a letter sent to the Minister of Education in November requesting a meeting to discuss funding issues and pressures. To date, a response has not been received and hence a letter has been sent to Premier Clark requesting a meeting with her.

Chair Orcherton advised that a letter dated December 3, 2012 was received from the Minister of Education which refers to the Cooperative Gains Mandate and the savings plan needed to support collective bargaining with the K-12 education sector's support staff. The Ministry is arranging for conference calls with Superintendents and Secretary-Treasurers and once further information is received a strategy plan will be discussed to determine the next step.

C. BOARD COMMITTEE REPORTS**C1. Joint Operations, Policy and Planning and Education Policy Development Committee**

- a) The December 3, 2012 meeting minutes were presented for information.

- b) Trustee Leonard referred to the minutes from the joint Operations, Policy and Planning and Education Policy Development Committee meeting and presented the following motion.

It was moved and seconded:

- i) That the Board of Education of School District No. 61 (Greater Victoria) form an Ad Hoc Committee to review Bylaw 9360 to make recommendations for enhancements for public engagement including a structure for a possible Question and Answer period. The Ad Hoc Committee will include one representative from ASA, CUPE 382, CUPE 947, Exempt, GVTA, VCPAC, VPVPA and the Superintendent of Schools. The committee will report to the Operations, Policy and Planning Committee and will be at no cost to the Board.

Discussion ensued amongst the Trustees with Trustee McNally proposing an amendment to the original motion adding *"any interested Trustees and two members of the public."*

Further discussion ensued amongst the Trustees with several points of clarification being asked of Trustee Leonard as Chair of the Operations, Policy and Planning Committee.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) form an Ad Hoc Committee to review Bylaw 9360 to make recommendations for enhancements for public engagement including a structure for a possible Question and Answer period. The Ad Hoc Committee will include one representative from ASA, CUPE 382, CUPE 947, Exempt, GVTA, VCPAC, VPVPA, the Superintendent of Schools, any interested Trustees and two members of the public. The committee will report to the Operations, Policy and Planning Committee and will be at no cost to the Board.

Motion Defeated

For: Trustees McNally, Loring-Kuhanga, Nohr and Alpha

Against: Trustees Horsman, Orcherton, Leonard and Ferris

Abstain: Trustee McEvoy

Further discussion ensued amongst the Trustees with Trustee McEvoy proposing an amendment to the original motion by adding *"two members of the public as chosen by the Board Chair"*.

Further discussion ensued with points of clarification being asked of Trustee McEvoy on how he envisions this motion being carried out. Trustee McEvoy provided answers.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) form an Ad Hoc Committee to review Bylaw 9360 to make recommendations for enhancements for public engagement including a structure for a possible Question and Answer period. The Ad Hoc Committee will include one representative from ASA, CUPE 382, CUPE 947, Exempt, GVTA, VCPAC, VPVPA, two members of the public as chosen by the Board Chair and the Superintendent of Schools. The committee will report to the Operations, Policy and Planning Committee and will be at no cost to the Board.

Motion Carried

For: Trustees Ferris, McEvoy, Alpha, Leonard and Orcherton

Against: Trustees McNally, Nohr and Loring-Kuhanga

Abstain: Trustee Horsman

Chair Orcherton called the vote on the original motion as amended.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) form an Ad Hoc Committee to review Bylaw 9360 to make recommendations for enhancements for public engagement including a structure for a possible Question and Answer period. The Ad Hoc Committee will include one representative from ASA, CUPE 382, CUPE 947, Exempt, GVTA, VCPAC, VPVPA, two members of the public as chosen by the Board Chair and the Superintendent of Schools. The committee will report to the Operations, Policy and Planning Committee and will be at no cost to the Board.

Motion Carried

For: Trustees Ferris, McEvoy, Leonard, Horsman and Orcherton

Against: Trustees McNally, Loring-Kuhanga, Nohr and Alpha

Trustee Leonard stated that the following motion was voted on at the Operations, Policy and Planning Committee meeting on December 3, 2012 but was defeated due to a lack of majority and is being brought forward for discussion this evening.

It was moved and seconded:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9368 'Procedure', Article 107.00 to read: "Any Trustee may challenge the ruling of the Chair, according to Robert's Rules of Order. The Trustee making the challenge (with a seconder) will be asked by the Chair to state the challenge; debate will occur according to Robert's Rules of Order; a vote to sustain the Chair will follow debate."

Discussion ensued amongst the Trustees with Trustee Leonard providing an amendment to the motion deleting "*debate will occur according to Robert's Rules of Order;*" and the last word "*debate*".

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9368 'Procedure', Article 107.00 to read: "Any Trustee may challenge the ruling of the Chair, according to Robert's Rules of Order. The Trustee making the challenge (with a seconder) will be asked by the Chair to state the challenge. A vote to sustain the Chair will follow."

Motion Carried

For: Trustees Horsman, McEvoy, Loring-Kuhanga, Ferris, Nohr, Leonard, Orcherton and Alpha

Against: Trustee McNally

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9368, Procedure 107.00 at the meeting of December 10, 2012.

Motion Carried Unanimously

That Bylaw 9368, Procedure 107.00 be amended to read: Any Trustee may challenge the ruling of the Chair, according to Robert's Rules of Order. The Trustee making the challenge (with a seconder) will be asked by the Chair to state the challenge. A vote to sustain the Chair will follow.

READ A FIRST TIME THE 10th day of December, 2012

READ A SECOND TIME THE 10th day of December, 2012

READ A THIRD TIME, PASSED AND ADOPTED THE 10TH day of December, 2012.

Motion Carried

For: Trustees Leonard, Nohr, Alpha, Horsman, Orcherton, Loring-Kuhanga, Ferris and Ferris
Against: Trustee McNally

Trustee Leonard referred to the minutes from the joint Operations, Policy and Planning and Education Policy Development Committee meeting and presented the following motion.

Trustee Horsman provided clarification that the Regulation has been referred back to the District Leadership Team for further work and that Trustees would only be voting on the Policy this evening.

Discussion ensued amongst the Trustees.

It was moved and seconded:

- iii) That the Board of Education of School District No. 61 (Greater Victoria) adopt the revised Policy 5140.1, Child Abuse.

Motion Carried

For: Trustees Ferris, McEvoy, Leonard, Alpha, Horsman and Orcherton
Against: Trustees McNally, Loring-Kuhanga and Nohr

D. DISTRICT LEADERSHIP TEAM REPORTS

- D1.** Superintendent/Acting Secretary-Treasurer Gaipman stated that the annual review of Trustee remuneration is up for review and discussion.

Trustee Ferris recommended tabling the discussion of Trustee remuneration.

It was moved and seconded:

That the discussion of Trustee remuneration be tabled.

Motion Carried

For: Trustees Ferris, McEvoy, Alpha, Horsman and Orcherton
Against: Trustees McNally, Loring-Kuhanga and Nohr
Abstain: Trustee Leonard

E. REPORTS FROM TRUSTEE REPRESENTATIVES

None.

F. NEW BUSINESS/NOTICE OF MOTIONS

None.

G. COMMUNICATIONS

- G1.** Chair Orcherton referred to a letter received on December 3, 2012 from the Minister of Education, Don McRae, regarding the Cooperative Gains Mandate. Chair Orcherton provided an overview of the letter and advised the Board of a conference call occurring on December 11, 2012 in which clarification will be sought by the Superintendent and he in turn will report back to the Board. A discussion ensued amongst the Trustees on how to address this issue. A letter will be sent to the Minister of Education after the conference call in response to the December 3, 2012 letter.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

The following two items came out of the In-Camera portion of this evening's meeting:

- i) Superintendent/Acting Secretary-Treasurer Gaipman reported out that a new Labour Relations Manager for Human Resource Services, Mr. Mark Walsh, has been hired and will be starting December 11, 2012.
- ii) Superintendent/Acting Secretary-Treasurer Gaipman reported out that Cloverdale Traditional School has been upgraded from a medium risk to H1, High Risk, with respect to seismic upgrading and as such will be added to the 2012-2013 Capital Plan.

I. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 9:59 p.m.

CERTIFIED CORRECT

Secretary-Treasurer

Chair



**Education Policy Development Committee Meeting
January 7, 2013 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present: TRUSTEES

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

ADMINISTRATION

John Gaipman, Superintendent of Schools
Sherri Bell, Deputy Superintendent
Pat Duncan, Associate Superintendent
Janine Roy, District Principal, Learning Initiatives
Kristine Marshall, Recording Secretary

The meeting was called to order at 7:05 p.m.

Chair Leonard recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved

That the January 7, 2013 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the December 3, 2012 Combined Operations, Policy and Planning and Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM THE MINUTES

Trustee McNally asked that the December 3, 2012 combined Operations, Policy and Planning and Education Policy Development Committee Meeting regular minutes be revised to include the voting record on the referred motions.

Trustee McNally moved the following motion:

It was moved

That the Board of Education of School District No. 61 (Greater Victoria) record votes on any motion to refer.

Motion Defeated

For: Trustees Alpha, Leonard, Loring-Kuhanga, McNally
Against: Trustees Ferris, Horsman, McEvoy, Nohr, Orcherton

Trustee Nohr advised that she would provide a motion at the next Operations, Policy and Planning meeting regarding a three-year projection for the International Student Program.

Trustee Loring-Kuhanga requested that the December 3, 2012 Combined Operations, Policy and Planning and Education Policy Development Committee Meeting regular minutes be revised to include that Regulation 5140.1 was referred back to DLT for further consultation and to include consultation with Delegated Aboriginal Authorities.

Trustee Nohr asked for a point of clarification regarding installation of Wi-Fi in schools. Trustee Nohr directed a question to Superintendent Gaipman requesting whether or not Principals were made aware of the Board's decision of June 20, 2012 in reference to a moratorium on Wi-Fi. Trustee Nohr requested that Superintendent Gaipman's answer to the question be recorded in the December 3, 2012 Combined Operations, Policy and Planning and Education Policy Development Committee Meeting regular minutes. Discussion ensued and it was stated that the question was answered and that the December 3, 2012 Combined Operations, Policy and Planning and Education Policy Development Committee Meeting regular minutes correctly reflect Superintendent Gaipman's answer. Trustee Nohr indicated she was concerned that the Board's decision was not being respected and was particularly concerned about the length of time it took to implement. Trustee Nohr was not satisfied with neither the answer she had received nor the direction of the present discussion and indicated she would bring this issue forward to the next Operations, Policy and Planning Committee meeting.

4. PUBLIC REQUEST TO THE COMMITTEE - None

5. CORRESPONDENCE REFERRED TO THE COMMITTEE - None

6. GENERAL ANNOUNCEMENTS - None

7. NEW BUSINESS

A. Anti-Bullying Film Festival – Student Video Presentations

Kim Strom, Principal of L'École Shoreline Community Middle School introduced the first and second place winners of the Boys and Girls Club Anti-Bullying Student Film Contest. Chair Alpha welcomed the students and the students presented their videos. The students explained how one of their biggest challenges was narrowing down their video from 4 minutes to 30 seconds while ensuring the ideas of all 30 students were respected. Chair Alpha thanked the students for their initiative and for a job very well done.

8. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:22p.m.

**Operations, Policy and Planning Committee Meeting
January 14, 2013 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present: TRUSTEES

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

Absent: Tom Ferris

ADMINISTRATION

John Gaipman, Superintendent
Debra Laser, Secretary-Treasurer
Deb Courville, Associate Superintendent
Doreen Hegan, Recording Secretary

The meeting was called to order at 7:34 p.m.

Chair Leonard recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved

That the January 14, 2013 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

The minutes from the December 3, 2012 combined Operations, Policy and Planning and Education Policy Development Committee meeting were approved at the Education Policy Development Committee meeting on January 7, 2013.

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS - None

5. SUPERINTENDENT'S REPORT

A. Graduation Rates

Superintendent Gaipman presented an overview of the Aboriginal Education Foundation Skills Assessment results in reading, writing and numeracy for both Grade 4 and Grade 7. The results show that the Greater Victoria School District average is slightly lower than the provincial average in Grade 4, but the results exceed the provincial average in Grade 7.

Superintendent Gaipman also highlighted the graduation rates for both Aboriginal and all students in the school district noting that the graduation rates have steadily increased over a five year period. In 2012, the Aboriginal Education completion rate was 52.8%, of which 29% of the students graduated with honours, and the completion rate for all students was 77.8%, with 47% of the students graduating with honours.

Superintendent Gaipman noted that our District is the only school district in British Columbia to have continuous growth in both Aboriginal and overall graduation rates over the past five years. Our district has reason to be proud.

Trustee McEvoy suggested that Trustees should share this information with the community.

Trustee Orcherton suggested that a press release should be issued highlighting the school district achievements.

6. FINANCE AND LEGAL AFFAIRS

A. 2012/13 Funding Update

Secretary Treasurer Laser provided the Committee with an overview of the final 2012/2013 funding announcement received from the Ministry of Education in December 2012. She stated that the final grant funding shows a net increase of \$2,368,877 as compared to the 2012/2013 preliminary grant. The final funding will be reflected in the 2012/2013 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.

7. FACILITIES PLANNING - None

8. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

9. NEW BUSINESS/NOTICE OF MOTIONS

A. Trustee Nohr – Update Document for Each Department

Trustee Nohr presented her motion. Trustee Leonard informed the Committee that Secretary-Treasurer Laser has updated the document for each department and a copy was provided to Trustees. Trustee Nohr withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) request senior administration to provide an updated document for each department (same format as used at the trustee orientation) for the February, 2013 OPPs meeting.

Motion Withdrawn

B. Trustee Nohr – Downloading of Teacher Pension Costs to School District

Trustee Nohr presented her motion.

Discussion ensued amongst the Trustees. Trustee McEvoy advised that the BCSTA has met with the Minister of Education and has urged the Minister to provide funding to school districts for the teacher pension plan rate increase. Trustee Orcherton stated that she had also raised this issue at her January 10, 2013 meeting with the Minister of Education. Trustee Nohr withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) send a letter to the BCSTA provincial executive requesting that a letter be written on behalf of trustees to the Minister of Education and copied to all Boards expressing disappointment and concern with the recent downloading of teacher pension costs to school districts and ask that the funding for teacher pensions costs come from a different source.

Motion Withdrawn

C. Trustee McNally – Add Board Press Releases Page to Website

Trustee McNally presented her motion. Chair Leonard informed her that there is already a "Media Release" button on the website located on the left side of the home page which links to the Board press releases. Trustee McNally withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) add an additional page to the SD61 website for Board press releases.

Motion Withdrawn

D. Trustee McNally – Post Board Meeting Audio Recordings to the Website

Chair Leonard suggested that this motion be referred to the newly formed Ad Hoc Committee which has been asked to review and make recommendations regarding public processes of the Board.

Trustee McNally stated that she did not want her motion to be referred to the Ad Hoc Committee and presented her motion.

That the Board of Education of School District No. 61 (Greater Victoria) make available the audio recordings of Board meetings to be publicly accessible on the SD61 website via the drop-down menu "Board of Education" / Board Meetings, through a link placed above "Public Meeting Process".

Discussion ensued amongst the Trustees with concerns being expressed regarding the legalities of recording the public and student presentation portions of the meeting.

Trustee Alpha moved that the motion be referred to the January 21, 2013 Board Meeting.

It was moved

That the motion that the Board of Education of School District No. 61 (Greater Victoria) make available the audio recordings of Board meetings to be publicly accessible on the SD61 website via the drop-down menu "Board of Education" / Board Meetings, through a link placed above "Public Meeting Process" be referred to the January 21, 2013 Board Meeting.

Motion Defeated

For: Trustees Nohr, Alpha, Loring-Kuhanga, and McNally
Against: Trustees Orcherton, Leonard, Horsman, and McEvoy

Further discussion ensued. Trustee Orcherton moved that the motion be referred to the Ad Hoc Committee of the Board which will be meeting for the first time at the end of January or early February to consider public board processes.

It was moved

That the motion that the Board of Education of School District No. 61 (Greater Victoria) make available the audio recordings of Board meetings to be publicly accessible on the SD61 website via the drop-down menu "Board of Education" / Board Meetings, through a link placed above "Public Meeting Process" be referred to the Ad Hoc Committee of the Board.

Motion Defeated

For: Trustees McEvoy, Orcherton, Leonard, and Horsman
Against: Trustees Loring-Kuhanga, Nohr, Alpha, and McNally

Chair Leonard referred back to the original motion as presented by Trustee McNally and called for the vote.

It was moved

That the Board of Education of School District No. 61 (Greater Victoria) make available the audio recordings of Board meetings be publicly accessible on the SD61 website via the drop-down menu "Board of Education" / Board Meetings, through a link placed above "Public Meeting Process".

Motion Defeated

For: Trustees Nohr, McNally, Loring-Kuhanga, and Alpha
Against: Trustees McEvoy, Orcherton, Horsman and Leonard

10. GENERAL ANNOUNCEMENTS - None

11. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:20 p.m.



Greater Victoria School

District #61

**Superintendent's Report
on Student Achievement**



2012 - 2013

1. Improving Areas of Student Achievement

What is improving?

- Dogwood Completion Rate for all students.
- Dogwood Completion Rate for Aboriginal students.
- FSA results for grade 7 Aboriginal students in reading, writing, and numeracy.
- FSA results for grade 4 Aboriginal students in numeracy.
- FSA results for all grade 4 students in writing and numeracy.
- FSA results for all grade 7 students in reading, writing, and numeracy.

What evidence confirms this area of improvement?

The Dogwood Completion Rate for all students was the highest on record for our District. Over the last five years the completion rate has shown continual and steady improvement, moving from 70.8% in 2008 to 77.8% in 2012. This is an average improvement of 1.75% per year for an overall improvement of 7%. Additionally in 2012, 47% of students graduated with Honours.

The Dogwood Completion Rate for Aboriginal students was also the highest on record for our District. Over the last five years, the completion rate has also shown continual and steady improvement moving from 32.9% in 2008 to 52.8% in 2012. This is an average improvement of 4.97% per year for an overall improvement of 19.9%. Additionally in 2012, 29% of students graduated with Honours.

We look forward to the release of new Ministry graduation data tracking true graduation rates, for our District, that exclude temporary international students and students in the Youth Detention Center.

DISTRICT COMPLETION RATES					
	2008	2009	2010	2011	2012
Aboriginal	32.9	36.5	40.6	48.8	52.8
All students	70.8	71.1	72.9	76.0	77.8

FSA results for the cohort (how grade 4 students performed three years later in grade 7) showed improvement in:

- Reading - moved from the 87th percentile in grade 4 to the 90th percentile in grade 7
- Writing - moved from the 43rd percentile in grade 4 to the 78th percentile in grade 7
- Numeracy - moved from the 82nd percentile in grade 4 to the 83rd percentile in grade 7

FSA results using actual totals (i.e. performance level unknown numbers removed):

Aboriginal students:

- 66% of grade 7 aboriginal students were meeting or exceeding expectations in reading. This is a 9% improvement over the previous year and is 7% above the provincial average.
- 81% of grade 7 aboriginal students were meeting or exceeding expectations in writing. This is a 2% improvement over the previous year and is 10% above the provincial average.
- 50% of grade 7 aboriginal students were meeting or exceeding expectations in numeracy. This is a 16% improvement over the previous year and is 3% above the provincial average.
- 60% of grade 4 aboriginal students were meeting or exceeding expectations in numeracy. This is a 13% improvement over the previous year.

All students:

This year we exceeded the Provincial FSA results for all students in reading, writing and numeracy in grade 4 and grade 7:

- 89% of grade 4 students were meeting or exceeding expectations in writing. This is 4% above the provincial average. Over the last four years grade 4 students have shown continual improvement in writing, moving from 69% in 2007-08, (11% below the provincial average) to 89% in 2011-12. This is an improvement of 20%.
- 81% of grade 4 students were meeting or exceeding expectations in numeracy. This is 1% above the provincial average. Over the last two years grade 4 students have shown continual improvement in numeracy, moving from 77% in 2009-10, to 81% in 2011-12.
- 82% of grade 7 students were meeting or exceeding expectations in reading. This is 5% above the provincial average. Over the last four years grade 7 students have shown improvement in reading, moving from 79% in 2007-08 to 82% in 2011-12.
- 92% of grade 7 students were meeting or exceeding expectations in writing. This is 5% above the provincial average. Over the last three years grade 7 students have shown improvement in writing, moving from 74% in 2008-09 to 92% in 2011-12.
- 77% of grade 7 students were meeting or exceeding expectations in numeracy. This is 4% above the provincial average. Over the last year grade 7 students have shown improvement in numeracy, moving from 69% in 2010-11 to 77% in 2011-12.

2. Challenging Areas

What trends in student achievement are of concern to you?

Our data indicates an upward trend in student achievement. However, despite the 19.9% improvement in completion rate for Aboriginal students and the 7% improvement in completion rate for all students since 2008, we continue to be acutely focused on, and determined to improve, our Dogwood completion rate for each and every student.

What evidence indicates this area of concern?

We have increased our Dogwood completion rate for all students and for Aboriginal students in each of the last five years. We continue to monitor and track each individual student.

3. Progress / 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: In 2011 – 2012, over fifty teachers engaged in collective inquiry supported by year-long professional development based on teacher assessment of student work. From the assessment teachers created an action research goal and implemented specific strategies that addressed either a humanities connection, a numeracy connection or a science connection. The program included model lessons and school-based support through job embedded learning rounds. In 2012 - 2013, we have sixty teachers involved in Middle and Secondary Action Research Projects focused on reading and writing connections and numeracy.

Enhancing Learning Collaborative Inquiry Teams: Regularly since 2008, schools have applied for grants to support teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student learning. School teams share their journey and their results with each other at the end of the school year.

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

The Middle/Secondary Humanities Action Research Project, the Science Action Research Project and the Middle/Secondary Numeracy Action Research Project use a common assessment framework and the BC Performance Standards to assess students. Although we do not have quantitative evidence regarding these projects we have received anecdotal evidence indicating students' demonstrated growth in all areas of reading, writing, and numeracy.

The Enhancing Learning Collaborative Teams work on school based inquiry projects. Examples of the types of inquiry questions teams are working on include:

- How will focusing on specific teacher feedback and student self-reflections and goal setting affect student writing?
- Will short-term, small-group, daily writing interventions produce a measurable change in written output for designated students at risk?

- Will the use of visual and oral pre-reading strategies improve listening and reading comprehension in English and French Immersion students?
- Will project based learning improve academic achievement for our most vulnerable learners?

The number of inquiry teams has increased each year; from eighteen in 2008, to forty-one in 2011, to seventy-one in 2012.

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 and then, together with our Learning Initiatives Team, they develop strategies to increase engagement and improve student learning. Teachers reported they had gained practical knowledge from taking part in this project; teachers 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. This is the tenth year of this practice, with a continued use of a teacher-developed inquiry question to focus action planning for the year. The Learning Mentor's question is developed through the lens of school culture and school goals. Targeted professional development is offered by the Learning Initiatives Team 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 Cafes: 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 seventy-five teachers participated in five Tech Café sessions last year. Beginning in September, 2012, Technology Edcamps were introduced inviting K – 12 teachers, administrators and district staff to participate in a series of after school sessions focused on enhancing learning using technology. The goal is to create a collaborative network of educators.

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

1.) Literacy:

Identify your District's target(s) for literacy.

- 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.

This year, we exceeded the Provincial FSA results for all students in reading, writing, and numeracy in grade 4 and grade 7. Additionally, FSA results for the cohort (how grade 4 students performed three years later in grade 7) showed improvement for all students in reading, writing, and numeracy. FSA results for grade 7 Aboriginal students exceeded the provincial average in reading, writing, and numeracy and grade 4 Aboriginal students showed improvement in numeracy.

II.) Completion Rates:

Identify your District's target(s) for completion rates.

- To continue to improve grade to grade transition rates.
- To continue to improve Dogwood completion rates for Aboriginal students.
- To continue to improve Dogwood completion rates for all students.

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

In every year since 2008 we have shown continual progress in our Dogwood completion rate for all students, moving from 70.8% in 2008 to 77.8% in 2012. This is the highest completion rate on record for our District.

DISTRICT COMPLETION RATES					
	2008	2009	2010	2011	2012
All students	70.8	71.1	72.9	76.0	77.8

Our evidence also indicates that the number of students withdrawing from school has decreased each year for the last five years. The number of referrals to District Based Team has increased each year in the last three years. District Based Team is a problem-solving team meeting between the principal or vice-principal, the student and parents, and the district support staff. The goal of each meeting is to develop an educational program for each student to ensure successful graduation.

In order to ensure continual progress, the District continues to create multiple pathways to enable students with diverse learning needs to achieve a Dogwood Certificate. Additionally, the Superintendent and Deputy/Associate Superintendents continue to have regular and ongoing meetings with school based administrative teams to identify, monitor, and support vulnerable learners in each secondary school.

III.) Aboriginal Education:

Identify your District's target(s) for aboriginal student improvement.

- To continue to improve grade to grade transition rates for Aboriginal students.
- To continue to improve Dogwood completion rates for Aboriginal students.
- To continue to improve the number of 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.

In every year since 2008 we have shown continual progress in our Dogwood completion rates for Aboriginal students, moving from 32.9 % in 2008 to 52.8% in 2012. This is the highest completion rate on record for our District. Additionally in 2012, 29% of students graduated with Honours. This is 9% above the Provincial average.

DISTRICT COMPLETION RATES					
	2008	2009	2010	2011	2012
Aboriginal	32.9	36.5	40.6	48.8	52.8

The C+ or better rate in English 10 for Aboriginal students was 54% in 2011/12. This is 9% above the provincial average and a 12% improvement over the previous year.

The C+ or better rate in English 12 for Aboriginal students was 64% in 2011/12. This is 12% above the provincial average and an 11% improvement over the previous year.

Each of our forty-eight schools continue to access the District's First Nations curriculum and cultural integration program resources to provide curriculum support for all teachers and create a sense of caring and belonging for our Aboriginal students. Our Aboriginal Nations Education Department continues to work with our Languages Department to translate curriculum resources into French to provide cultural curriculum materials for all 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 continues to have an identified contact person to monitor the success of Children in Care. The District Principal, Student Services, updates the roster of Children in Care in consultation with the Ministry of Children and Family Development and each school. This ensures that updated and accurate information is available to both the school contact person and the social worker assigned to each student.

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 and temporary custody orders, or have continuing custody orders through the delegated authority Surrounded by Cedar.

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

The District Principal, Student Services, continues to maintain accurate records of our Children in Care by collecting monthly information on students from each school and cross referencing that information with the Ministry of Children and Family Development and Surrounded by Cedar. Last year the District Principal, Student Services, implemented monthly reporting on the progress of Children in Care. This year, to provide for more efficient data collection, we have developed a web application for electronic reporting. The web application allows the Principal of each school to report in a consistent manner monthly progress for attendance, behavior, literacy and numeracy.

Each school continues to communicate directly with the foster parents and the social worker as necessary to discuss attendance, transportation, social and academic developments. Our District Coordinator of Aboriginal Nations Education continues to liaise with Surrounded by Cedar and communicate with Principals who have students with continuing custody orders with Surrounded by Cedar. The District First Nations counselors continue to be connected to the Surrounded by Cedar students at each of their schools.

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

Children in Care continue to be monitored and tracked by the designated contact person for each school. The school contact person continues to be responsible for ensuring that each student in care receives the support needed for a successful education program. Last year the District Principal, Student Services, implemented a year end collection of achievement information for Children in Care. This information will allow the District Principal, Student Services, to continue to work with schools to track and support each individual student's progress year over year.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

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. This year our Special Education Department is working with Strong Start Leaders to facilitate early identification of visual and auditory problems before children enter school. Strong Start Leaders created a Book Club focused on self-regulation resources and new books focused on Social/Emotional Learning were purchased for the Centers this year. Every one of our elementary schools has a Ready, Set, Learn plan. The District works with the Lower Island Success by Six and the Regional Literacy Advisory Group. The work with Success by Six led to a District initiative entitled "1000 x 5" which has our elementary and middle 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, with the goal being for each child to read 1000 books before they enter kindergarten. Since March 2011, over 35,000 books have been collected and distributed through our Strong Start Centers and Neighbourhood Houses.

7. Other Comments

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

Beyond the Hurt: Mount Douglas students participated in a 2 day youth facilitator training with the Red Cross called Beyond the Hurt. They presented a workshop to students in grade 7 at Arbutus Middle School on issues related to bullying, strategies for responding to bullying and how to take action to create healthy relationships and healthy schools. This year Lambrick Park, Victoria High and Reynolds Secondary are participating in the Beyond the Hurt Youth Facilitator training and then presenting to middle school students.

Community and Culture Committee: In the Fall of 2012, the District initiated a new structure known as the Culture and Community Committee. Comprised of representatives from all stakeholder groups, the collaborative committee meets monthly to address the question: "How do we create a culture that is more welcoming and safe for everyone in the District?"

The committee worked together to submit a proposal for a Civil Forfeitures Funding grant and is continuing to have dialogue with community associations and agencies regarding student safety, belonging and inclusion.

Cops for Cancer: For the past several years our students and staff have worked together in support of the Tour de Rock to raise funds for pediatric cancer research and programs for children with a history of cancer. This year our students and staff raised and donated a total of \$178,267.00.

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.

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

Friends for Life: This grade 4 /5 /7 program helps children develop greater life skills in understanding and managing stress and worries. The District has offered training for teachers annually since 2007 and since that time 138 teachers have attended.

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.

Green Initiatives: Our Green Initiatives website features photographs, stories and District highlights. This website tells the story of how our District works with all partner groups to promote green initiatives throughout our schools. Forty-two out of forty-eight school sites have implemented a recycling/waste management program that involves students and staff.

Professional Book Clubs: We have offered a District book club for educators for many years. In 2011-2012, educators were invited to participate in an after school book club. Participants received a professional resource and engaged in discussions focused on enhancing literacy skills using technology. Over forty K – 12 educators participated in these book club discussions.

Reading Recovery: Reading Recovery is a short term early literacy intervention designed for Grade 1 students who are experiencing the most difficulty in learning to read and write. Students meet individually with a specially trained teacher for 30 minutes a day for intensive instruction and the instruction typically ranges from 12 – 20 weeks.

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, 2012, 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.

Technology and Learning Project: This project is offered at eight of our CommunityLink schools: George Jay, Craigflower, and Macaulay elementary schools, Rockheights, Shoreline, and Central middle schools, and Victoria and Esquimalt High schools. 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; and the use of communication tools to collaborate, demonstrate and expand understanding and the use of technology tools to convey and build ideas.

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. Grades 10 and 11 students, from across the District, attended this program at Oak Bay High School in January 30, 2012. The program will be held at Reynolds Secondary Schools in January 2013, again for students in grades 10 and 11. Students spend their entire school day, for one full semester, immersed in experiencing a variety of trades including minor carpentry, drywall, electrical, floor laying, painting, plumbing, roofing repairs, and general maintenance and inspection.

2012 WE Day and Follow Up Activities: Sixteen schools representing 275 youth and educators attended WE Day in Vancouver. By participating in We Schools in Action, schools are supporting students to participate in this movement of caring and compassionate young people who feel responsible for meaningful change and who are becoming active global citizens by exercising their leadership potential. To date our District has raised a total of \$94,000 for our adopted villages in Ecuador.

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.

Youth for Change and Inclusion: Youth for Change and Inclusion works to create coalitions of trained student leaders and teachers at secondary schools and to establish and maintain connections between schools and community agencies. School-based students and teachers teams work together to create and implement school action plans with the goal of increasing the welcoming attitude towards diversity at the school. In 2012 five high schools and one middle school have Youth for Change and Inclusion teams.

Via email educ.minister@gov.bc.ca

December 17, 2012

The Honourable Don McRae
Minister of Education
P. O. Box 9045, Stn Prov Govt
Victoria, British Columbia
V8W 9E2

Dear Minister McRae:

I am writing to provide you with information from our Board's point of view regarding your concept of the Cooperative Gains Mandate and the savings plans needed to support this round of collective bargaining with the K-12 education sectors' support staff. I understand that the Minister of Finance's priority for the government is to balance the budget. I am aware that government faces increased fiscal pressure at a time when public sector workers expect to negotiate wage increases. I am not sure that you are aware that Boards of Education face increased fiscal pressure at a time when demands for student support are increasing.

The Cooperative Gains Mandate is intended to protect the Province's fiscal plan while increasing employers' flexibility in funding wage increases and assisting them in reaching voluntarily negotiated collective agreements. Our Board of Education's mandate is to provide quality education for each and every student. This means that we employ the appropriate number of teachers, administrators and support staff and provide programs to fulfill our mandate. To accomplish our goals, annually our needs exceed the present funding structure.

Minister McRae, you ask that the savings be real and measurable. I would like to explain what is real and measurable. Real and measurable is the unexpected and presently unfunded employer contribution increase of 1.3% of salary for the Teachers' Pension Plan totaling \$1.2 million per year for the Greater Victoria School District. Real and measurable is the \$507,000 out of this year's budget as well as an additional \$507,000 out of the 2013/2014 budget for the Cooperative Gains Savings Plan. Minister McRae, let me assure you that if there were savings to be had, we would be using them to support student learning in classrooms. You asked that savings be incremental. I trust you understand that our needs are also incremental. You ask that savings not be generated by transferring costs to the public. I can assure you that we are looking for parental involvement; not parental donations or fees. And you ask that the savings not be generated by reducing service levels to the public. Minister McRae, as Board Chair, I know the staff and the School District and let me assure you that every person contributes to the service levels to our public. Nobody who works in the Greater Victoria School District is superfluous to our needs.

.../2

The Honourable Don McRae

December 17, 2012

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To be clear, the Cooperatives Gains Mandated savings plan would negatively impact the delivery of educational programs for students.

I appreciate that you would like to have saving plans completed by mid-January in order that bargaining can continue. If we were able to create a savings plan by mid-January, it would be used to resolve our budget shortfall for the 2013/2014 school year. If our Board had an additional \$507,000 (1.5%) in our current fiscal year, it would have been directed to support education in our schools.

I would respectfully request that you rescind your letter of December 3, 2012, prior to December 21, 2012. I understand that this would be tight timelines for you; however, it is imperative that Boards of Education in this Province spend their time focused on educating our students.

Sincerely,



Peg Orchardton

Board Chair

cc Trustees, Greater Victoria School District
All Boards of Education, c/o BCSTA
Adrian Dix, Leader of the Opposition
Robin Austin, Education Critic
Brad Hall, President, CUPE 947
Gilles Larose, President, CUPE 382
Barry O'Neill, CUPE BC

[Letter from Minister of Education 2012 12 03](#)



BOARD OF EDUCATION

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112

Via email educ.minister@gov.bc.ca

January 17, 2013

The Honourable Don McRae
Minister of Education
P. O. Box 9045, Stn Prov Govt
Victoria, British Columbia
V8W 9E2

Dear Minister McRae:

I am writing to thank you for the opportunity to meet with you on Thursday, January 10, 2013. I was pleased that you took the time to listen to our Board's concerns and issues, in particular, providing funding for the 1.3% Teachers' Pension Plan rate increase and the release of additional provincial holdback funds.

I thank you for your commitment to fight for public education funding to pay for the Teachers' Pension Plan rate increase and to release additional holdback funds to school districts.

The Greater Victoria Board of Education looks forward to the information that will be made available after the release of the Provincial Budget on February 18, 2013.

Thank you again for meeting with me and for your offer to meet with me again within two weeks after the Provincial Budget information is available. I look forward to hearing from your office to schedule another meeting.

Sincerely,

A handwritten signature in blue ink that reads 'P. Orchardton'.

Peg Orchardton
Board Chair

cc Trustees, Greater Victoria School District