



The Board of Education of School District No. 61 (Greater Victoria)  
Regular Board Meeting, Monday, January 20, 2014 @ 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road

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## **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 December 9, 2013 Regular Board Minutes (p 05-09)
- A3. Business arising from the Minutes
- A4. Student Achievement
  - a) Margaret Jenkins Elementary Celebrates 100 Years  
Barb Hardy and Students
- A5. District Presentations
- A6. Community Presentations (5 minutes per presentation)
  - a) Lise Tetrault, Greater Victoria Teachers' Association, Attendance Management
  - b) Kirk Doherty, Greater Victoria Teachers' Association, Attendance Management
- A7. Trustees' Reports

### **B. CHAIR'S REPORT**

### **C. BOARD COMMITTEE REPORTS**

- C1. Education Policy Development Committee
  - a) Minutes from the January 6, 2014 meeting – Information only (p 10-11)

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

**C2. Operations, Policy and Planning Committee**

- a) Minutes from the January 13, 2014 meeting – Information only (p 12-17)
- b) Attendance Awareness - Tabled motion until Secretary-Treasurer is present:

That the Board of Education of School District No.61 (Greater Victoria) implement the Attendance Awareness Program and proceed to hire a Human Resource Advisor, Wellness and Attendance Awareness, to coordinate the program.

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

- a) Superintendent's Report on Achievement 2013-2014 (p 18-28)

Recommended Motion:

To approve the "Superintendent's Report on Achievement 2013-2014" in accordance with Section 79.3 of the *School Act*.

**D2. Secretary-Treasurer's Report****E. REPORTS FROM TRUSTEE REPRESENTATIVES****F. NEW BUSINESS/NOTICE OF MOTIONS****F1. iPad Safety – Trustee McNally**

- a) i. That the Board ensure that all K-5 classrooms with wifi capability have simplified iPad safety requirements posted where students can read them, and
- ii. that the instructions are clearly interpreted in drawings for non-readers;
- iii. that the classroom teacher review these safety requirements with students as needed and if unsafe operation of the iPad is noted, and
- iv. that all school personnel who will be working with students and iPads be given a copy of the iPad safety information below:

*School Staff Information:*

*Exposure to Radio Frequency Energy: iPad contains radio transmitters and receivers. When on, iPad sends and receives radio frequency (RF) energy through its antenna. The Wi-Fi and Bluetooth® antennas are located behind the screen to the left of the Home button, and behind the Apple logo. iPad has been tested and meets the SAR exposure requirements for Wi-Fi and Bluetooth operation. A cellular antenna is located at the top edge of the iPad Wi-Fi + 3G, when oriented with the Home button at the bottom. For optimal mobile device performance and to be sure that human exposure to RF energy does not exceed the FCC, IC, and European Union guidelines, always follow these instructions and precautions: Orient the device in portrait mode with the Home button at the bottom of the display, or in landscape mode with the*

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*cellular antenna (located under the black edge at the top of the device) away from your body or other objects.*

*Electronic Interference: The wireless transmitters and electrical circuits in iPad Wi-Fi + 3G may cause interference in other electronic equipment. If you have any reason to suspect that interference is taking place, turn iPad off immediately (press and hold the Sleep/Wake button, and then slide the onscreen slider)*

*Medical Devices: iPad contains radios that emit electromagnetic fields....[which] may interfere with pacemakers or other medical devices. If you wear a pacemaker maintain at least 6 inches (approximately 15 cm) of separation between your pacemaker and iPad....iPad has magnets along the left edge of the device and on the right side of the front glass which may interfere with ...medical devices.*

*Medical conditions: If you have any medical condition that you believe could be affected by iPad (for example, seizures, blackouts, eyestrain or headaches), consult with your physician prior to using iPad.*

#### *Seizures, Blackouts, and Eyestrain*

*A small percentage of people may be susceptible to blackouts or seizures (even if they have never had one before) when exposed to flashing lights or light patterns such as when playing games or watching video. If you have experienced seizures or blackouts or have a family history of such occurrences, you should consult a physician before playing games or watching videos on your iPad. Discontinue use of iPad and consult a physician if you experience headaches, blackouts, seizures, convulsion, eye or muscle twitching, loss of awareness, involuntary movement, or disorientation. To reduce risk of headaches, blackouts, seizures, and eyestrain, avoid prolonged use, hold iPad some distance from your eyes, use iPad in a well-lit room, and take frequent breaks.*

#### *Glass Parts*

*The outside cover of the iPad screen is made of glass. This glass could break if iPad is dropped on a hard surface or receives a substantial impact. If the glass chips or cracks do not touch or attempt to remove the broken glass and stop using iPad.*

- b) That the Board ensure all middle school classrooms have summarized points from the iPad safety section in the manual posted in every classroom and that the classroom teacher supervising operation of iPads review the safety information as needed / when unsafe operation is observed.

*Proposed summary: If you hold the iPad in Portrait mode with the short edges at the top and bottom, keep the Home button at the bottom. If you hold the iPad in Landscape mode with the long edges on the top and bottom, hold the iPad so the cellular antenna (located under the black edge at the top of the device) is away from your body. Use the iPad on a table top. Do not hold it against your body.*

- c) That high school classrooms have the iPad safety information from the applicable manual posted and visible to students, and that it be brought to students' attention by the classroom teacher as needed.
- d) That any information posted in classrooms and / or provided to teachers regarding safe operation of iPads be sent to parents by the Administration of every school in which wifi is

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used.

- e) That the link to videos of recorded iPad emissions on the SafeInSchool site be provided to parents by school Principals. (<http://www.safeinschool.org/2012/01/ipad-iphone-wi-fi-radiation-and.html>)

**G. COMMUNICATIONS**

**H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**I. ADJOURNMENT**



The Board of Education of School District No. 61 (Greater Victoria)  
December 9, 2013 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

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## MINUTES

### Present:

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

### Administration:

John Gaipman, Superintendent of Schools/Acting Secretary-Treasurer, Sherri Bell, Deputy Superintendent, Deborah Courville, Associate Superintendent, Pat Duncan, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:33 p.m.

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

It was noted that Superintendent Gaipman was appointed Acting Secretary-Treasurer earlier in the evening at the In-Camera Board of Education meeting.

## A. COMMENCEMENT OF THE MEETING

### A1. Approval of the Agenda

It was moved and seconded:

That the December 9, 2013 Agenda be approved with the following changes/additions:

#### A6. Trustees' Reports

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

#### F. New Business/Notice of Motions

- F2. Trustee McNally – Ipad Safety
- F3. Trustee McNally – Structure of Public Budget Meetings

**Motion Carried Unanimously**

### A2. Approval of the Minutes

- a) It was moved and seconded:

That the November 18, 2013 Regular Minutes be approved.

**Motion Carried Unanimously**

### A3. Business arising from the Minutes - None



#### **A4. Trustee Elections**

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

##### **a) Nominations for Chair**

Acting Secretary-Treasurer Gaipman called for nominations for Chair of the Board of Education for the term to November 30, 2014. Nominations were received for Trustees McNally, Loring-Kuhanga, Orcherton and Leonard. Trustees McNally and Leonard declined the nomination and Trustees Loring-Kuhanga and Orcherton accepted. A ballot vote was taken and Trustee Orcherton was declared the Chair of the Board of Education.

##### **b) Nominations for Vice-Chair**

Acting Secretary-Treasurer Gaipman called for nominations for the Vice-Chair of the Board of Education for the term to November 30, 2014. Nominations were received for Trustees Ferris, McNally, Loring-Kuhanga and Horsman. Trustees Ferris and Loring-Kuhanga declined the nomination and Trustees McNally and Horsman accepted. A ballot vote was taken and Trustee Horsman was declared the Vice-Chair of the Board of Education.

##### **c) Election of British Columbia Public Service Employers' Association Representative**

Chair Orcherton advised Trustees that the representative elected into this position would be in a new dual role that would include the new British Columbia School Trustees' Association bargaining structure and to keep that in mind when nominating trustees as the representative cannot be in a conflict of interest.

Acting Secretary-Treasurer Gaipman called for nominations for the British Columbia Public Service Employers' Association (BCPSEA) Representative for the Board of Education for the term to November 30, 2014. Nominations were received for Trustees Ferris and McNally. Trustees Ferris and McNally 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 Councillor**

Acting Secretary-Treasurer Gaipman called for nominations for the British Columbia School Trustees' Association (BCSTA) Provincial Councillor for the term to November 30, 2014. Nominations were received for Trustees Horsman and McNally. Trustees Horsman and McNally accepted the nomination. A ballot vote was taken and Trustee Horsman was declared the BCSTA Provincial Councillor.

##### **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, 2014. Nominations were received for Trustees McNally, Ferris and Nohr. Trustee Nohr declined the nomination and Trustees McNally and Ferris accepted. A ballot vote was taken and Trustee Ferris was declared the 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 Chair of the Committee for the term to November 30, 2014.

**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, 2014.

**h) Destruction of Ballots**

It was moved and seconded:

That the election ballots be destroyed.

**Motion Carried Unanimously**

**A5. Community Presentations – None****A6. Trustees' Reports**

Trustee McNally expressed her appreciation to the District for supporting the Roots of Empathy program and also reported that she attended a one day course on Freedom of Information and Protection of Privacy.

Trustee Nohr reported that she attended an evening of music at Arbutus Middle School and encouraged Trustees to attend a Victoria Council for Canadians and Social Justice Conference at the University of Victoria on January 23, 2014.

Trustee Horsman reported that she attended a strings concert at Mt. Douglas Secondary and a Victoria Confederation of Parent Advisory Councils meeting at James Bay Community School.

**B. CHAIR'S REPORT**

Chair Orcherton reported that she had been away for a few weeks and while in Hawaii met with two state representatives and a Senator of Education regarding commonalities and issues in public school education. On December 5 to 7, 2013 Chair Orcherton attended the British Columbia School Trustees' Association (BCSTA) Trustee Academy in Vancouver. On December 9, 2013 Chair Orcherton reported that she attended a radio interview at CBC regarding the disposal of 955 Hillside Avenue.

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

- a) The December 2, 2013 meeting minutes were presented for information.
- b) Trustee Alpha referred to the minutes from the joint Education Policy Development and Operations, Policy and Planning 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) put forth a media release about its graduation rates.

**Motion Carried Unanimously**

Deputy Superintendent Bell advised Trustees that a media release had been sent out on Thursday, December 5, 2013 based on direction received at the Joint Committee Meeting.

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

It was moved and seconded:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) approve the 2014-2015 Budget Plan.

**Motion Carried**

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

- c) Trustee Leonard referred to the December 2, 2013 joint Education Policy Development and Operations, Policy and Planning Committee meeting minutes and the following referred motion.

Trustee Loring-Kuhanga provided rationale for her motion. Discussion ensued amongst the Trustees.

It was moved and seconded:

- i) That the Board of Education SD61 Greater Victoria hold a series of question-focused budget meetings constituted as meetings of an Ad Hoc Committee (Bylaw 9140) at no cost to the board and to include members of the current (and future) Budget Committee, as well as any interested trustee to be among those "selected" by the Board, and any interested stakeholder to discuss questions raised about the budget and SD61 expenses. Findings and recommendations from the Ad Hoc Committee to be presented to the Board at public meetings, beginning with further examination of the 8 items from the Secretary-Treasurer's memo of November 12<sup>th</sup>. The term of the Ad Committee to be open until two weeks before the final April Board budget debate and vote.

**Motion Defeated**

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

#### **D. DISTRICT LEADERSHIP TEAM REPORTS**

##### **D1. Superintendent's Report**

Deputy Superintendent Bell provided Trustees with information regarding the Dogwood completion rates over the past six years. Deputy Superintendent Bell stated that the increased graduation rates for School District No. 61 is above the provincial average and believes this is a direct result of how engaged staff, students and parents are, along with the reconfiguration of the school district to better meet the individual needs of students.

##### **D2. Secretary-Treasurer's Report – None**

#### **E. REPORTS FROM TRUSTEE REPRESENTATIVES – None**



**F. NEW BUSINESS/NOTICE OF MOTIONS**

- F1.** A Rezoning Application for a License Retail Liquor Store in Hillside Mall was received from the City of Victoria for information. Discussion ensued amongst the Trustees with it being determined that the Board had no concerns.
- F2.** Trustee McNally – Ipad Safety
- F3.** Trustee McNally – Structure of Public Budget Meetings

**G. COMMUNICATIONS – None****H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

The following item was reported out from the In-Camera portion of this evening's meeting:

- i) Superintendent/Acting Secretary-Treasurer Gaipman reported out that the Board of Education voted unanimously to ratify the CUPE Local 382 2012-2014 Collective Agreement.

**I. ADJOURNMENT**

It was moved and seconded:

That the meeting be adjourned.

**Motion Carried**

The meeting adjourned at 8:56 p.m.

**CERTIFIED CORRECT**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

**Education Policy Development Committee  
January 6, 2014 – Tolmie Boardroom**

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**REGULAR MINUTES**

**Present:**       **TRUSTEES**  
Catherine Alpha, Chair  
Bev Horsman  
Tom Ferris  
Michael McEvoy  
Diane McNally  
Deborah Nohr  
Peg Orcherton  
Edith Loring-Kuhanga

**Regrets:**       Elaine Leonard

**ADMINISTRATION**

John Gaipman, Superintendent  
Sherri Bell, Deputy Superintendent  
Seamus Howley, Director of Facilities  
Jim Soles, Supervisor of Building Projects  
Dave Thomson, Principal of Oak Bay High School  
Janine Roy, District Principal of Learning Initiatives and Recording Secretary

The meeting was called to order at 7:03 p.m.

Chair Alpha 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 6, 2014 regular agenda be approved.

**Motion Carried**

**2. APPROVAL OF THE MINUTES**

It was moved

That the December 2, 2013 combined Education Policy Development and Operations, Policy and Planning Committee Meeting regular minutes be approved.

**Motion Carried**

- 3. BUSINESS ARISING FROM MINUTES – none**
- 4. PUBLIC REQUEST TO THE COMMITTEE – none**
- 5. CORRESPONDENCE REFERRED TO THE COMMITTEE – none**
- 6. MOTIONS REFERRED TO THE COMMITTEE - none**
- 7. GENERAL ANNOUNCEMENTS - none**

## 8. NEW BUSINESS

### A. The New Oak Bay High School

Superintendent John Gaipman introduced Oak Bay High School Project Designer Darryl Johnson and Project Architect Adam Fawkes with Hughes, Condon and Marler Architecture who are part of the Design/Build team of Farmer Construction and HCMA Architecture. Superintendent Gaipman also recognized District staff who have been responsible for the Oak Bay Design/Build project from the beginning, including Director of Facilities Seamus Howley, Supervisor of Building Projects Jim Soles and Principal Dave Thomson.

Director of Facilities Seamus Howley gave an overview of the project's history. Construction has been underway since August 2013 and the building contract was awarded to Farmer Construction. This 21<sup>st</sup> century facility is scheduled to be completed in September 2015. It was recognized that the last new high school constructed in the District was Spectrum Community School in 1976, so it has been a complex and exciting opportunity to develop this innovative facility to meet the needs of current and future students within the Oak Bay community.

Darryl Johnson provided a presentation on the planning and construction of the Oak Bay High School project. Sustainability is a fundamental component of this project by incorporating leading-edge environmental initiatives in relation to Bowker Creek, storm water management, cycling paths and pedestrian walkways. He described the facets of the Arrival Plaza, Student Plaza, Aboriginal Space and the four pillars of excellence of Oak Bay High School incorporated into the building's design: academics, citizenship, arts and athletics. The building will also include community integration: a Performing Arts Center including 430 seat theatre, multi-purpose spaces for learning, athletics areas including two gyms and a fitness facility open to the public after school hours, and a Neighbourhood Learning Centre. The Neighbourhood Learning Center will be open to the community and include a daycare and a teen center. There will be a wide variety of flexible multi-purpose spaces to accommodate learning both inside and outside of classrooms. An overview was given of the school's science wings, general instructional areas in both English and French Immersion, and a collection of classrooms called small learning communities.

Once the walls start to form the construction will happen quickly reported Director of Facilities Seamus Howley. Oak Bay High School Principal Dave Thomson reported that it is unfolding rapidly.

Trustees asked questions and commented on the progress. District staff and Oak Bay High School staff were congratulated for their work with the community to ensure that this is a facility which can be used by both students and community members. Teachers and staff at Oak Bay were recognized for their involvement in the planning from the initial stages, and it was reported that their input was key in many of the details incorporated into the building's design.

Chair Alpha thanked the presenters for their informative presentation. She recognized the importance of sustainability and creating an inclusive community by including a daycare center and a teen center into the design. Chair Alpha expressed appreciation for the work that everyone has done.

## 9. ADJOURNMENT

It was moved

That the meeting adjourn.

**Motion Carried**

The meeting adjourned at 8:23 p.m.



**Operations, Policy and Planning Committee Meeting  
January 13, 2014 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

**Present:**

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

**Absent:**

Michael McEvoy

**Administration:**

John Gaipman, Superintendent of Schools (8:03 p.m.), Sherri Bell, Deputy Superintendent, Pat Duncan, Associate Superintendent, Deb Courville, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Seamus Howley, Director of Facilities, Kim Munro, Director of Human Resource Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:40 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.

Trustee Orcherton informed the Committee that former Trustee John Young is very ill and is in hospital.

Notice of Motion for the Board of Education meeting on January 20, 2014 was given by Trustee Ferris regarding school trustee remuneration and by Trustee Loring-Kuhanga regarding new anti-cyber bullying legislation.

**1. APPROVAL OF THE AGENDA**

It was moved:

That the January 13, 2014 regular agenda be approved with the following changes: 1) remove Benula Larsen, Lise Tetrault, Tara Ehrcke, Jason Gammon, and David Futter from the speakers list and add Kirk Doherty, Attendance Awareness, and Rob Paynter, Teachers and WorkSafeBC Coverage, and 2) add an item under Public Disclosure of In-Camera Items.

**Motion Carried**

**2. APPROVAL OF THE MINUTES**

It was moved:

That the December 2, 2013 Combined Education Policy Development and Operations, Policy and Planning Committee Meeting regular minutes be approved.

**Motion Carried**



### **3. BUSINESS ARISING FROM MINUTES**

Trustee McNally questioned when the Board would hear about WorksafeBC surcharges and Attendance Awareness costs.

### **4. PRESENTATIONS**

#### **Kirk Doherty, Attendance Awareness**

Kirk Doherty, teacher at Lambrick Park, spoke about the proposed attendance awareness program and how it would negatively impact teachers. Mr. Doherty asked the Trustees to reject the attendance awareness motion as it does not address the root cause of teacher absences.

#### **Rob Paynter, Teachers and WorkSafeBC Coverage**

Rob Paynter, parent, asked Trustees to consider developing policy to include voluntary recreational activities in the scope of teacher duties, so that teachers would be insured by WorkSafeBC if injured. Trustee Orcherton advised that insurable activities are defined by WorkSafeBC policies and not by School District policies.

### **5. PERSONNEL**

#### **A. Attendance Awareness**

Kim Munro, Director of Human Resource Services, presented information about the proposed implementation of an attendance awareness program. The program would use informal and formal meetings designed to raise awareness of attendance issues and offer support to employees. Ms. Munro advised that the School District's objective is to create a working environment which promotes positive attitudes towards attendance. In addition, by reducing the average number of days absent by one day, the School District would save approximately \$460,444 per year.

Discussion ensued amongst the Trustees.

Chair Leonard suggested that the motion be tabled until the Secretary-Treasurer will be available to answer financial questions.

It was moved:

That the Board of Education of School District No.61 (Greater Victoria) implement the Attendance Awareness Program and proceed to hire a Human Resource Advisor, Wellness and Attendance Awareness, to coordinate the program.

**Motion Tabled**

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

### **6. SUPERINTENDENT'S REPORT**

#### **A. Sub-Committee on Public Engagement**

Item moved to February 11, 2014 OPPs Meeting.



## **7. FINANCE AND LEGAL AFFAIRS**

### **A. 2013/2014 Funding Update**

Associate Secretary-Treasurer Ball provided the Committee with an overview of the final 2013/2014 funding announcement received from the Ministry of Education in December 2013.

Associate Secretary-Treasurer Ball stated that the final grant funding shows a net increase of \$2,252,936 as compared to the 2013/2014 preliminary grant. The final funding will be reflected in the 2013/2014 Amended Annual Budget which will be presented at the February Board of Education meeting.

### **B. Summary of Partner Group Budget Input 2014/2015**

Associate Secretary-Treasurer Ball stated that the Summary of Partner Group Budget Input reflects the responses received from the input request made to School Planning Councils and Education Partner Groups in October 2013. The document will be posted to the District website under the Budget and Financial Information section.

### **C. Regulation 4304 - Bullying and Harassment**

Kim Munro, Director of Human Resource Services, presented for information Regulation 4304 - Bullying and Harassment which follows the related Policy 4304 - Bullying and Harassment that was approved at the October 15, 2013 OPPs meeting.

### **D. Regulation 1241 - Volunteer Drivers**

Associate Superintendent Courville presented Regulation 1241 - Volunteer Drivers and noted the change to Item #13.

Discussion ensued amongst Trustees. Trustee Loring-Kuhanga suggested that Item #14 be added:

14. If there is a change to the criminal record or driver's abstract it is the responsibility of the driver to inform the Principal.

Superintendent Gaipman agreed to add Item #14 to Regulation 1241.

## **8. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

Chair Leonard informed the committee of the following motion that was passed at the January 13, 2014 special In-Camera Board Meeting:

*"That the Board of Education of School District No. 61 (Greater Victoria) ask the British Columbia Public School Employers Association and the Canadian Union of Public Employees' of BC to reconvene immediately and continue to meet until all outstanding issues, questions and concerns posed by CUPE 947 have been resolved."*

Chair Leonard advised that a letter including the above motion was sent to Mark Hancock, President of CUPE BC and Mike Roberts, Interim CEO of BCPSEA this evening.

## **9. NEW BUSINESS/NOTICE OF MOTIONS**

### **A. Trustee Nohr - Elementary Schools New Process**

Trustee Nohr presented her motion.

Chair Leonard asked Superintendent Gaipman to review the Wi-Fi implementation process at elementary schools.

Superintendent Gaipman stated that the process is the same as the process in place at middle and secondary schools. The Principal works with school staff and the Parent Advisory Council to determine the consultation process for each stakeholder group at the school. Once the consultation process is complete, a proposal is submitted to Superintendent Gaipman for approval. Superintendent Gaipman also explained that the District-held technology budget will fund two access points for each school at a cost of approximately \$1,200. If schools require additional access points, the school is responsible for those costs.

Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) request senior administration to provide a review of the new process for elementary schools to request Wi-Fi installation and also provide a financial accounting for the installation costs and any other District funding that was available to schools for 2012-2013 and 2013-2014.

**Motion Defeated**

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

Against: Trustees Orcherton, Horsman, Ferris, and Leonard

### **B. Trustee Nohr - WorkSafeBC**

Trustee Nohr presented her motion.

Trustee Leonard suggested that the motion be tabled to the February 11, 2014 OPPs meeting when the Secretary-Treasurer will be available to answer financial questions.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) request senior administration to provide a review of WorkSafeBC surcharges for 2012-2013 and 2013-2014.

**Motion Tabled Unanimously**

### C. Trustee Loring-Kuhanga - Budget Meetings

Trustee Loring-Kuhanga presented her motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) structure the public input budget meetings on February 19, April 2, April 9 and the March 26 budget presentation as question-focused round table meetings which would provide for greater discussion and dialogue by the stakeholders and general public.

**Motion Carried**

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

Against: Trustees Orcherton, Ferris, and Leonard

Abstain: Trustee Horsman

Trustee Alpha realized that she had voted incorrectly and asked for a motion to reconsider.

It was moved:

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) structure the public input budget meetings on February 19, April 2, April 9 and the March 26 budget presentation as question-focused round table meetings which would provide for greater discussion and dialogue by the stakeholders and general public" be reconsidered.

**Motion Carried**

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

Against: Trustees Nohr

Discussion ensued amongst the Trustees.

Chair Leonard suggested that the motion be tabled to the February 11, 2014 OPPs meeting when the timetable and format of all scheduled public meetings can be reviewed.

It was moved:

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) structure the public input budget meetings on February 19, April 2, April 9 and the March 26 budget presentation as question-focused round table meetings which would provide for greater discussion and dialogue by the stakeholders and general public" be tabled.

**Motion Tabled**

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

Against: Trustees McNally, Nohr and Loring-Kuhanga

#### **D. Trustee Loring-Kuhanga - Strategic Plan**

Trustee Loring-Kuhanga presented her motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) develop a 5 year strategic plan through a process of engagement and discussion with all stakeholder groups by designating an allotment of time at the monthly Operations, Planning and Policy committee meetings throughout 2014.

**Motion Defeated**

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

Against: Trustees Orcherton, Horsman, Ferris, and Leonard

#### **10. GENERAL ANNOUCEMENTS - None**

#### **11. ADJOURNMENT**

It was moved:

That the meeting adjourn.

**Motion Carried**

The meeting adjourned at 10:25 p.m.



2013-2014

# Superintendent's Report on Student Achievement





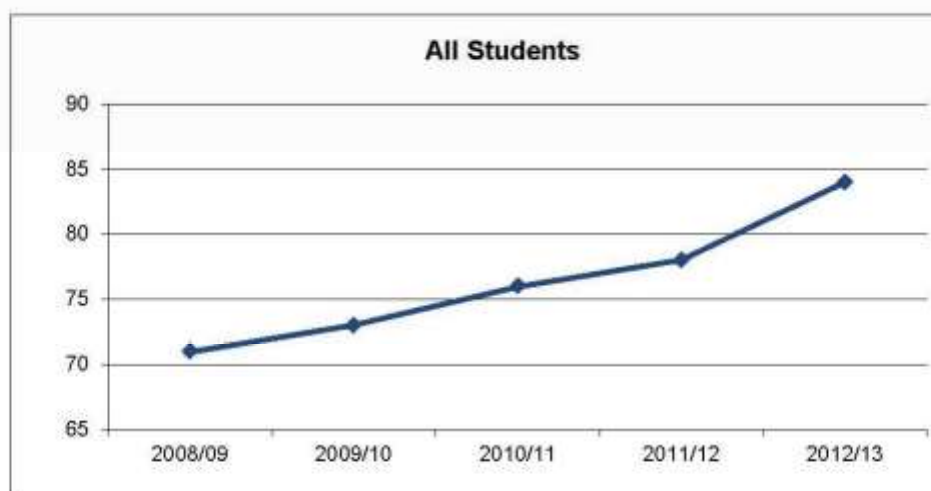
**1. Improving Areas of Student Achievement****What is improving?**

- Dogwood Completion Rate for all students
- Dogwood Completion Rate for all female students
- Dogwood Completion Rate for all male students
- Dogwood Completion Rate for Aboriginal students
- Dogwood Completion Rate for English Language Learners (ELL)
- Dogwood Completion Rate for Special Needs students
- Transition Rates for all students (grade 8 to 11)
- FSA results for Grade 4 students in Reading and Writing exceeded the Provincial results
- FSA results for Grade 4 Aboriginal students in Reading and Writing exceeded the Provincial results
- FSA results for Grade 7 students in Writing exceeded the Provincial results

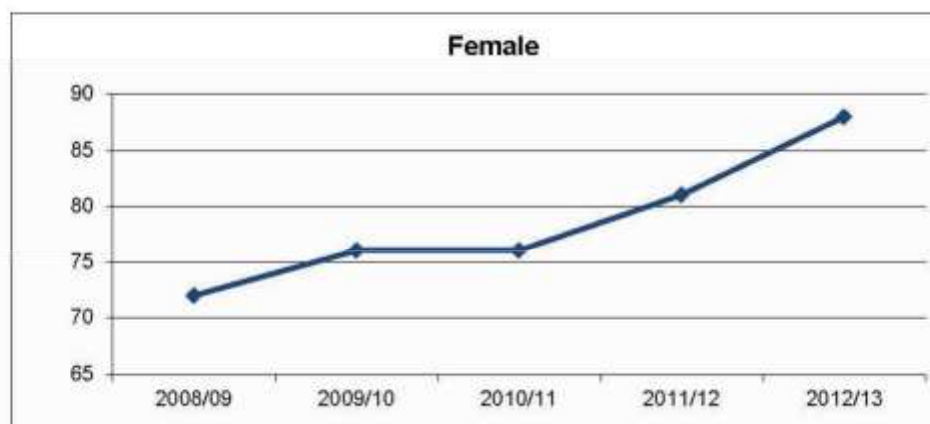
**What evidence confirms areas of improvement?****Dogwood Completion Rates**

The Dogwood Completion Rate for all students was 84.5%. This completion rate is the highest on record for our District and exceeded the Provincial Dogwood Completion Rate. Our Dogwood Completion Rate improved by an outstanding 6.7% from 2011/12 to 2012/13.

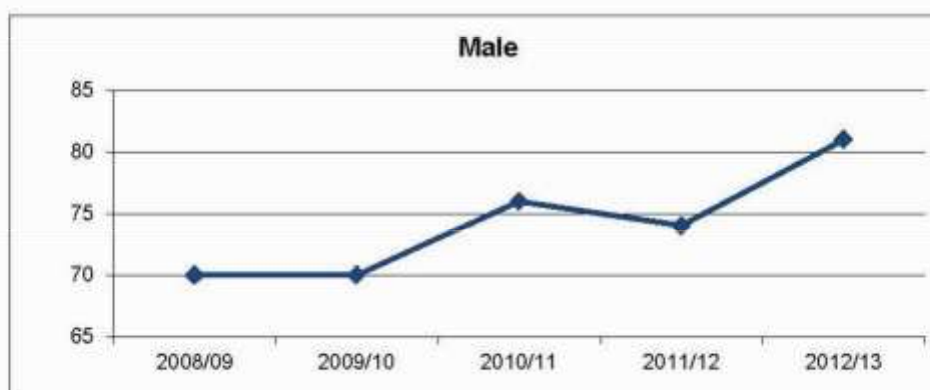
Over the last six years the Dogwood Completion Rate has shown continual and steady improvement, moving from 70.8% in 2008 to 84.5% in 2013. This is an average improvement of 2.28% per year for an overall improvement of 13.7%.



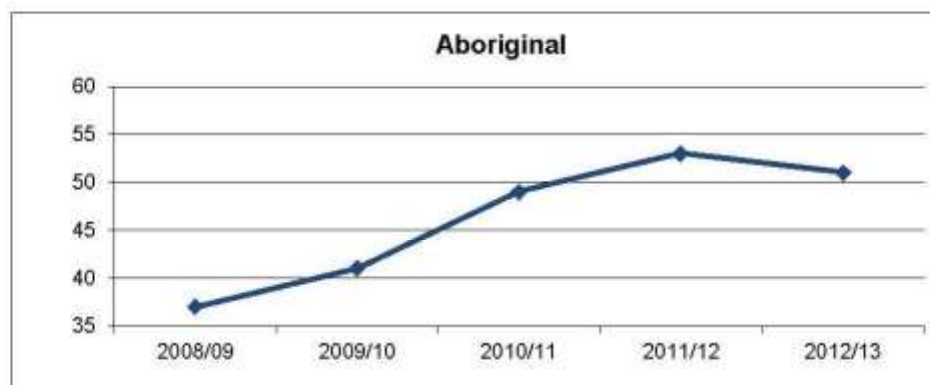
The Dogwood Completion Rate for all female students was 87.9%. This is a 6.6% improvement over the previous year and exceeds the Provincial Completion Rate for all female students by 2.5%.



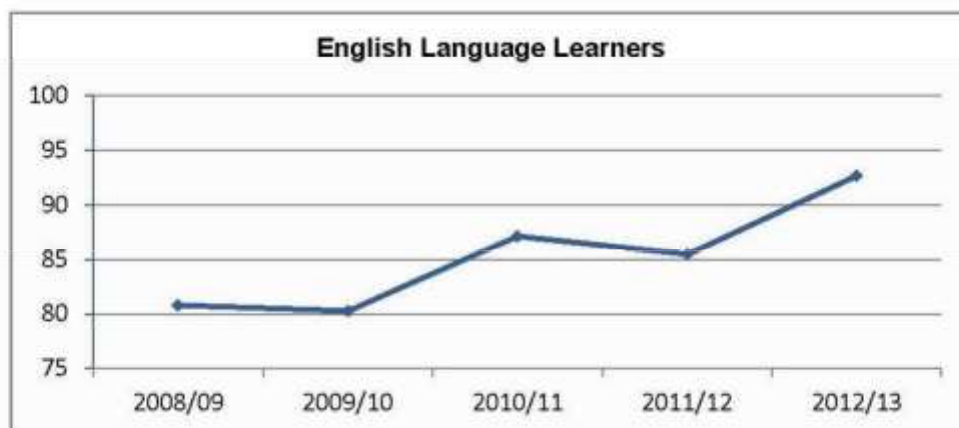
The Dogwood Completion Rate for all male students was 81.4%. This is a 7.2% improvement over the previous year.



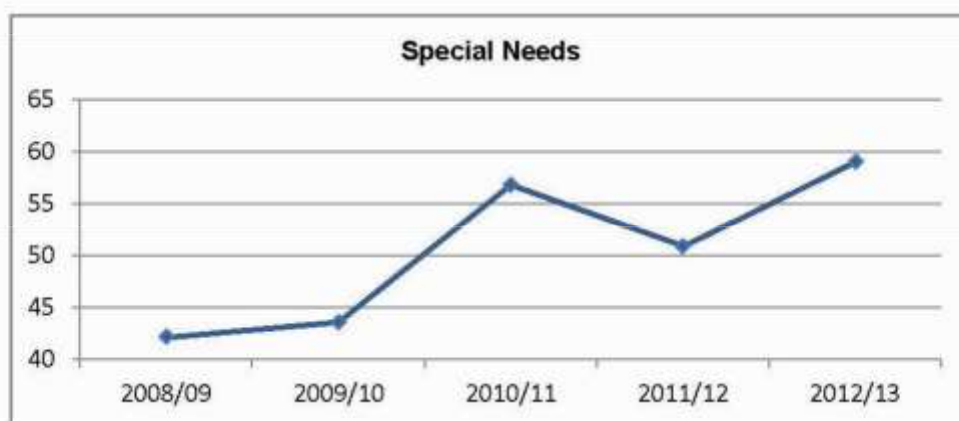
Since 2008 we have shown progress in our Dogwood Completion Rates for Aboriginal students, moving from 32.9% in 2008 to 50.9% in 2013.



The Dogwood Completion Rate for ELL was 92.7%. This is a 7.2% improvement over the previous year and exceeds the Provincial Dogwood Completion Rate by 6.6%.



The Dogwood Completion Rate for Special Needs students was 59%. This is a 8.1% increase over the previous year.



### Transitions Rates

In 2011/12 the Transition Rates for all students improved over the previous year's results. This is the percentage of student who successfully transition to the next grade level.

	Grade 8	Grade 9	Grade 10	Grade 11
2007/08	96	95	90	85
2008/09	97	95	89	81
2009/10	98	96	92	81
2010/11	97	97	93	84
2011/12	98	98	95	87

**FSA Results**

(performance level unknown numbers removed):

Grade 4

Our District exceeded the Provincial FSA results for Grade 4 students in Reading and Writing. Our District also exceeded the Provincial FSA results for Grade 4 Aboriginal students in Reading and Writing.

- 86% of Grade 4 students were meeting or exceeding expectations in Reading; this is 3% above the provincial average
- 90% of Grade 4 students were meeting or exceeding expectations in Writing; this is 4% above the provincial average
- over the last five years Grade 4 students have shown continual improvement in Writing, moving from 75% in 2008/09 to 90% in 2012/13
- 71% of Grade 4 Aboriginal students were meeting or exceeding expectations in Reading; this is a 13% increase over the previous year and is 1% above the provincial average
- 83% of Grade 4 Aboriginal students were meeting or exceeding expectation in Writing; this is a 21% increase over the previous year and is 12% above the provincial average

Grade 7

Our District exceeded the Provincial FSA results for Grade 7 students in Writing.

- 89% of Grade 7 students were meeting or exceeding expectation in Writing; this is 2% above the provincial average

**2. Challenging Areas****What trends in student achievement are of concern to you?**

Our data indicates a strong upward trend in student achievement. Since 2008 the Dogwood Completion Rate for all students has improved 13.7% and for Aboriginal students the completion rate has improved 18%; however we continue to be acutely focused on ensuring that each and every student completes graduation requirements.

**What evidence indicates this area of concern?**

Although our Dogwood Completion Rate has increased for all students in each of the last six years we continue to monitor, support and track each individual student. Until we reach our goal of each and every student completing their graduation requirements our completion rate will continue to be an area of concern.



**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.

**Elementary, Middle and Secondary Teacher Inquiry Projects:** In 2012-2013, over one hundred teachers engaged in collective inquiry supported by year-long professional development. In 2013-2014, we have over one hundred-sixty teachers involved in Elementary, Middle and Secondary Teacher Inquiry Projects focused on literacy and numeracy. After completing an assessment of student work, teachers create a goal and implement specific strategies that address a reading and writing connection, a numeracy connection or a science connection. After participating in professional development and facilitated job-embedded learning rounds, teachers report student growth in engagement, achievement and higher order thinking.

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

**The Changing Results for Young Readers Project, the K-1 Teacher Inquiry Project, the Engaging Readers and Writers with Inquiry Grades 2 - 5 Project, the Engaging Readers and Writers with Inquiry Grades 6 - 12 Project, and the Numeracy Teacher Inquiry Grades 4 - 8 Project:** All projects use teacher-developed assessment frameworks based on the BC Performance Standards to assess students and formulate an inquiry question which becomes the basis for each teacher's case study. At the end of the project, teachers share qualitative assessment and anecdotal evidence indicating student growth in reading, writing and numeracy. Based on analysis of student data and teacher feedback from last year's completed district projects, the areas that are making a difference in improved student literacy and numeracy achievement are teacher participation in pedagogically-focused professional development and job-embedded collaborative co-planning and co-teaching opportunities with colleagues.

**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. This year we have school teams working on 78 inquiry questions.

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

**Changing Results for Young Readers:** This provincially supported project is continuing its second year with teachers from four CommunityLINK elementary schools in our District. This project aligns Assessment for Learning with the inquiry process and includes ongoing collaboration time and support to improve student learning in reading. Teachers gather evidence of current levels of student learning and then, together with the provincial facilitator and our Learning Initiatives Team develop an inquiry question and case study focusing on 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 eleventh year of this practice. This year we are focusing on building professional learning networks through the use of social learning platforms in order to facilitate digital as well as face-to-face collaboration, and using iPads as a tool for reflection, sharing and creation. We are also continuing with using 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, investigate new resources, and facilitate job-embedded co-planning and co-teaching with teachers in their school.

**Technology Edcamps:** Technology Edcamps provided an after-school professional development opportunity for K - 12 District educators in the area of technology and inquiry. Sessions focused on teachers sharing and collaborating around technological tools to support student learning. This offering provided collaboration time with teachers, administrators and district staff focused on enhancing learning using technology with the goal of creating a collaborative network of educators.

#### 4. Targets from the Achievement Contract

##### I.) Literacy:

- To improve reading success for all students with a particular focus on vulnerable or low performing students

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

In 2012/13 we exceeded the Provincial FSA results for Grade 4 students in Reading and Writing and for Aboriginal Grade 4 students in Reading and Writing. Additionally we exceeded the Provincial FSA results for Grade 7 students in Writing. Improvement over the previous year's results were noted in the following:

- 86% of Grade 4 students were meeting or exceeding expectations in Reading which is a 3% increase over the previous year
- 90% of Grade 4 student were meeting or exceeding expectation in Writing which is a 1% increase over the previous year
- 71% of Grade 4 Aboriginal students were meeting or exceeding expectations in Reading which is a 13% increase over the previous year's results
- 83% of Grade 4 Aboriginal students were meeting or exceeding expectations in Writing which is a 21% increase over the previous year's results

##### II.) 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:

This year our Dogwood Completion Rate of 84.5% exceeded the Provincial rate of 83.6%. This is the highest completion rate on record for our District and a 6.7% improvement over the previous year. Our Dogwood Completion Rate has shown continual improvement year over year since 2008, moving from 70.8% in 2008 to 84.5% in 2013. This is an improvement of 13.7% in six years.

This year our Dogwood Completion Rate for Aboriginal students was 50.9%. This is an improvement of 18% since the 2008 Completion Rate of 32.9%.

Our evidence also indicates that the number of students in Grades 9-12 withdrawing from school has shown a continual decline over the last six years moving from 3% to 2006 to 1% in 2012.

The number of Aboriginal students in Grades 9-12 withdrawing from school has shown a continual decline over the last six years moving from 6% in 2006 to 2% in 2012.

### III.) Aboriginal Education:

- To continue to improve Dogwood Completion Rates for Aboriginal students

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

Since 2008 we have shown progress in our Dogwood Completion Rates for Aboriginal students, moving from 32.9% in 2008 to 50.9% in 2013. This is an improvement of 18% in six years.

Each of our 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. In 2009/10 the Aboriginal Nations Division received 137 requests for cultural classroom sessions; in 2012/13 they received 423 requests.

## 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 the school contact person. Discussions at District Principal and Vice Principal meetings continue to 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 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 information on students from each school and cross referencing the names of student with the Ministry of Children and Family Development and Surrounded by Cedar. In September 2013 Students



Services tracked those students from the June 2013 list to determine their whereabouts and to notify each school of the students to include on their lists.

Schools continue to be required to report monthly on the progress of their Children in Care through the District Children in Care web application. Each school also continues to communicate directly with the foster parents and the social workers as necessary to discuss attendance, academic and social progress. 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.

In October Surrounded by Cedar hosts an annual meeting for all Principals who have students in their schools in the custody of Surrounded by Cedar. This gives Principals an opportunity to meet the social workers responsible for their students and continue to build cooperative working relationships.

The District Principal, Student Services, continues to liaise with the two regional managers of Protective Services and Surrounded by Cedar. The purpose of the liaison is to continue to increase the communication level between the respective social workers and our 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.

In 2012/13 there were 24 Children in Care enrolled in Grade 12 (19 non-Aboriginal students and 5 Aboriginal students).

Of those 24 students:

- 1 student moved out of Province (non-Aboriginal student)
- 15 students graduated in June 2013 (12 non-Aboriginal students and 3 Aboriginal students)
- 8 students returned to school in the District (6 non-Aboriginal students and 2 Aboriginal students)

## 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. Our Special Education Department continues to work with Strong Start Leaders to facilitate early identification of visual and auditory problems before children enter school. Strong Start Leaders continue to focus on self-regulation and 'learning through play' facilitated through professional development and new resources. New books and manipulatives were purchased to continue to provide opportunities for play-based learning. Every one of our elementary schools has a Ready, Set, Learn plan.

In addition to working with community agencies as members of the Saanich Early Years Table and the Esquimalt Early Years Table, 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 Neighbourhood Houses in our District, with the goal being for each child to read 1000 books before they enter Kindergarten. Since March 2011, over 50,000 books have been collected and distributed through our Strong Start Centers and Neighbourhood Houses.

## 7. Other Comments

The following are examples of school and district initiatives that have an impact on student success and engagement.

**Community and Culture Committee:** Now in its second year, the committee is working to create a statement of beliefs promoting a positive and nurturing district culture. The committee continues to meet monthly with representatives of all stakeholder groups providing input. The addition of the student voice to the conversation is a valued next step in the committee's journey. The committee is committed to presenting a policy proposal to the Board of Education in January.

**ERASE:** The District is fully committed to ensuring a safe and caring learning environment. As enthusiastic supporters and participants in the Provincial ERASE Anti-Bullying initiative, Greater Victoria hosts the Threat Assessment training for educators and community partners. In addition, we continue to expand our provincial network through participation in the twice yearly Safe School Coordinators meetings. Senior District Staff monitor and respond immediately to any online reports of bullying from students using the online reporting tool.

**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.

**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 in our District through the Settlement Workers in Schools Program (SWIS). The settlement workers are available to establish and maintain contact with newcomer families in order to link them 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.

**Suicide Prevention:** Both middle and secondary school counsellors, Principals and Vice Principals have been provided with information and training by NEED2. NEED2 is an organization that provides suicide prevention and awareness education for youth in our middle and secondary school.



**The Red Cross Beyond the Hurt Youth Facilitator Training:** An award winning program that prepares high school students to deliver workshops to middle school students about issues related to bullying and strategies to create healthy relationships and schools. To date sixty high school students have participated in the program training.

**Trades, Skills, and Careers:** The Greater Victoria School District provides our students with many academic and trades-related dual credit pathways. Through ACE IT and SSA programming, students can connect with post-secondary institutions (PSI) and their community while still in high school. Through the SIP and UStart programs, students have the opportunity to take post-secondary courses at both Camosun College and the University of Victoria that provide them with dual credit – credit at the PSI and credit towards their high school graduation. The TASK Program (Trades Awareness, Skills & Knowledge) is another pathway for students who enjoy hands-on learning but are unsure of which trade area they want to pursue. TASK is a trades awareness program delivered in cooperation with Camosun College. In our third year of implementation, the program is currently being offered at Lambrick Park Secondary for both semesters. TASK provides students with knowledge and hands-on experience in five different trades. TASK students also make invaluable connections with our community through work experience placements. With a solid foundation in carpentry, electrical, welding, sheet metal and plumbing, several of our TASK students have gone on to participate in ACE IT programs, gain full time positions within industry, and be indentured as apprentices.

**2013 Truth and Reconciliation Day:** Our Aboriginal Nations Education Department sponsored 109 youth and educators to attend the Truth and Reconciliation Day in Vancouver. Students came back to their schools eager to share their experience and new knowledge with their peers.

**2013 WE Day and Follow Up Activities:** Fifteen schools representing 290 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 \$100,000 for our adopted villages in Ecuador.

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