



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting, Monday, February 17, 2014 @ 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road

AGENDA

A. COMMENCEMENT OF MEETING

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

A1. Approval of the Agenda (p 01-04)

A2. Approval of the Minutes

a) Approval of the January 20, 2014 Regular Board Minutes (p 05-10)

A3. Business arising from the Minutes

A4. Student Achievement

a) James Bay Community School – Genius Hour
Joy Nugent, Lindsay Swan and Students

A5. District Presentations

A6. Community Presentations (5 minutes per presentation)

- a) Dr. Starla Anderson – Question and Answer Period
- b) Alex Nelson – Residential Schools/BCSTA Motion
- c) Monique Gray-Smith – Residential Schools/BCSTA Motion

A7. Trustees' Reports

B. CHAIR'S REPORT

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

C. BOARD COMMITTEE REPORTS

C1. Education Policy Development Committee

- a) Minutes from the February 3, 2014 meeting – Information only (p 11-13)

- b) Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board Authority Authorized courses: Rugby 10, Rugby 11 and Rugby 12.

(p 14-27)

- c) Tabled Motion:

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Premier of British Columbia urging the Premier to abandon the Province's appeal of the ruling of Justice Griffin in *British Columbia Teachers' Federation v. British Columbia*, 2014 BCSC 121, Date: 20140127, Docket L021662, Registry: Vancouver.

C2. Operations, Policy and Planning Committee

- a) Minutes from the February 11, 2014 meeting – Information only (p 28-32)

- b) Recommended Motions:

- i) THAT THE FOLLOWING DATES FOR THE 2014/2015 SCHOOL YEAR BE APPROVED AND THAT THE 2014/2015 SCHOOL YEAR CALENDAR BE POSTED ON THE SCHOOL DISTRICT'S WEBSITE:

(p 33)

2014/2015 School Year Calendar*

School Opening	September 2, 2014
First non-instructional day	September 22, 2014
Thanksgiving	October 13, 2014
Second non-instructional day (Province wide)	October 24, 2014
Remembrance Day	November 11, 2014
Third non-instructional day	November 21, 2014
Schools close for Winter vacation	December 19, 2014
Schools re-open after Winter vacation	January 5, 2015
Family Day	February 9, 2015
Fourth non-instructional day	February 20, 2015
Schools close for Spring vacation	March 6, 2015
Schools re-open after Spring vacation	March 23, 2015
Good Friday	April 3, 2015
Easter Monday	April 6, 2015
Victoria Day	May 18, 2015
Fifth non-instructional day	May 19, 2015
Administrative Day and School Closing	June 26, 2015

*Sixth non-instructional day to be chosen by each school

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- ii) That the Board of Education of School District No. 61 (Greater Victoria) write a letter to Premier Clark strongly urging the Provincial Government to return to the bargaining table, in good faith, to negotiate class size and composition language and to fully fund the agreed to language.
- iii) 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 for the February 2014 Board meeting.

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

D2. Secretary-Treasurer's Report

a) 2013/2014 Amended Annual Budget Bylaw

(p 34-50)

Recommended Motion:

That the Board of Education of School District No. 61 agrees to give all three readings of the 2013/2014 Amended Annual Budget Bylaw at the meeting of February 17, 2014.

Motion to be Carried Unanimously

Recommended Motion:

That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2013/2014 in the amount of \$207,798,396 be:

Read a first time the 17th day of February, 2014;
Read a second time the 17th day of February, 2014;
Read a third time, passed and adopted the 17th day of February, 2014;

And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

E. REPORTS FROM TRUSTEE REPRESENTATIVES

F. NEW BUSINESS/NOTICE OF MOTIONS

F1. Trustee Nohr – Sundance School

That the Board of Education of School District No. 61 (Greater Victoria) change the date for consideration of Sundance School as one of the suggested cost reductions to sometime after the March 26th Special Board Budget Meeting 2014-2015 when all other reductions will be outlined.

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

F2. Trustee Loring-Kuhanga – 2013 BCSTA AGM Motions

That the BCSTA follow up on all Motions that were passed at the 2013 AGM regarding residential schools and request that the Ministry of Education develop a required high school course for all graduates in public schools similar to the 25 hour course that is provided to all graduating students in the Northwest Territories and Nunavut.

G. COMMUNICATIONS

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)
January 20, 2014 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, Peg Orcherton

Administration:

John Gaipman, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Deborah Courville, Associate Superintendent, Pat Duncan, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Kim Munro, Director, Human Resource Services, Janine Roy, District Principal, Learning Initiatives, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:32 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.

Chair Orcherton recognized and acknowledged the recent passing of former school trustee, John Young and requested a minute of silence in his honor.

Chair Orcherton announced the establishment of the John Young Legacy Scholarship through the Greater Victoria School District and anybody wishing to donate can do so by forwarding cheques to the Financial Services office.

Introductions were made around the Board table.

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved and seconded:

That the January 20, 2014 Agenda be approved with the following changes/additions:

A7. Trustees' Report

- a) Trustee McNally
- b) Trustee McEvoy
- c) Trustee Loring-Kuhanga

G. Communications

- a) Letter from the Victoria Confederation of Parent Advisory Councils

Motion Carried Unanimously

A2. Approval of the Minutes

- a) It was moved and seconded:

That the December 9, 2013 Regular Minutes be approved.

Motion Carried Unanimously

A3. Business arising from the Minutes - None**A4. Student Achievement**

Pat Duncan, Associate Superintendent, introduced and welcomed Barb Hardy, Principal of Ecole Margaret Jenkins Elementary, who was dressed in period costume as Maggie Jenkins. Ecole Margaret Jenkins Elementary School is celebrating the schools' 100 year centennial and Principal Hardy (aka Maggie) gave a brief description of the events that will be taking place at the school throughout the year.

Nelson, a grade 4 student, made a brief presentation sharing some of the research he had done on the history of the school.

Grade 4/5 teacher, Mr. Steven Tolekis, introduced Marilla, Isabel, Nolan, Melissa and Caitlin who shared the project their class is participating in called "The Heritage Project" and explained the Kidblog they are using to post their comments and projects.

Chair Orcherton thanked Principal Hardy, Mr. Tolekis and the students for attending and presenting to the Board.

A5. District Presentations - None**A6. Community Presentations**

- a) Lise Tetrault attended the Board meeting to speak on behalf of the Greater Victoria Teachers' Association. Ms. Tetrault was speaking against the proposed Attendance Awareness Program and urged the Board to lobby the Provincial Government to increase funding to school districts.
- b) Kirk Doherty attended the Board meeting to speak on behalf of the Greater Victoria Teachers' Association. Mr. Doherty was speaking against the proposed Attendance Awareness Program and stated that the current British Columbia Teachers' Federation health and wellness program appears to be working sufficiently without spending money to implement a program in the school district.

A7. Trustees' Reports

Trustee McNally reported that she attended Victoria High School for their information night and a Healthy Saanich Advisory Committee meeting.

Trustee McEvoy reported that he attended an Oak Bay High School Design Committee meeting with Oak Bay Council members and representatives of the district and also wanted to fondly remember former Trustee John Young.

Trustee Loring-Kuhanga reported that before the winter break she was able to attend winter concerts, band concerts, sing-alongs and craft nights at the following schools: Craigflower, Lakehill, Macaulay, Tillicum, Rogers, Strawberry Vale, Central, Esquimalt, Spectrum, and Lambrick Park.

B. CHAIR'S REPORT

Chair Orcherton reported that on December 12, 2013 she met with NDP Education Critic, Rob Fleming to discuss issues facing our Board and the importance of public education.

Chair Orcherton acknowledged how busy December is and thanked Trustees who were able to attend winter concerts and Christmas celebrations on behalf of the Board and reported that she was able to attend a few as well.

Chair Orcherton went on to report that she was interviewed by Alan Perry on CFX on December 30, 2013 and attended an Artist's Opening Reception at Goward House on January 12, 2014 which displayed artwork from Frank Hobbs, Arbutus, Lambrick Park and Mt. Douglas.

Lastly, Chair Orcherton was pleased to report that a strike has been averted with CUPE Local 947 as a tentative agreement was reached on January 17, 2014. The membership will vote to ratify the agreement by the end of January.

C. BOARD COMMITTEE REPORTS

C1. Education Policy Development Committee

- a) Trustee Alpha presented the minutes from the January 6, 2014 Education Policy Development Committee meeting for information.

C2. Operations, Policy and Planning Committee

- a) Trustee Leonard presented the minutes from the January 13, 2014 Operations, Policy and Planning Committee meeting for information.
- b) Trustee Leonard referred to the minutes from the Operations, Policy and Planning Committee meeting and presented the following motion that had been tabled until the Secretary-Treasurer could be present.

Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Laser and Director of Human Resource Services, Kim Munro.

It was moved and seconded:

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 Carried

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

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

a) Superintendent's Report on Achievement 2013-2014

Superintendent Gaipman referred the Board to the Superintendent's Report on Achievement and stated that he would be happy to answer any questions.

It was moved and seconded:

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

Motion Carried

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

D2. Secretary-Treasurer's Report - None

E. REPORTS FROM TRUSTEE REPRESENTATIVES - None

F. NEW BUSINESS/NOTICE OF MOTIONS

F1. iPad Safety – Trustee McNally

Trustee McNally presented her motion and provided her rationale. Discussion ensued amongst the Trustees with questions of clarification being asked of Associate Superintendent Pat Duncan.

It was moved and seconded:

- 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 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 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>)

Motion Defeated

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

Against: Trustees Ferris, McEvoy, Orcherton, Horsman, Leonard

G. COMMUNICATIONS

Chair Orcherton referred Trustees to a letter that she had received from the Victoria Confederation of Parent Advisory Councils (VCPAC) dated January 20, 2014. VCPAC advised Chair Orcherton that Trustee Nohr had distributed incorrect information to their members regarding Foundational Skills Assessment (FSA) score results.

Trustee Nohr stated that she had obtained the information she provided from a link on the Ministry of Education website. Chair Orcherton sought direction from the Board on how to rectify this situation. Discussion ensued amongst the Trustees with direction being given to Superintendent Gaipman to forward the correct information to VCPAC. Trustee Nohr requested that Superintendent Gaipman provide further information at the Education Policy Development Committee meeting on February 3, 2014.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

I. ADJOURNMENT

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 9:43 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer

Education Policy Development Committee
February 3, 2014 – Tolmie Boardroom

REGULAR MINUTES

Present: **TRUSTEES**
Bev Horsman – Chair
Edith Loring-Kuhanga
Michael McEvoy
Diane McNally
Deborah Nohr
Peg Orcherton

Regrets: Catherine Alpha
Tom Ferris
Elaine Leonard

ADMINISTRATION

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

The meeting was called to order at 7:10 p.m.

Chair Horsman 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 February 3, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the January 6, 2013 Education Policy Development Committee 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. Rugby Academy at Esquimalt High School

Mr. Colin Roberts, Principal of Esquimalt High School, Mr. Ed Garlinge, Esquimalt High School teacher and Mr. Tom Woods, community member and member of the Esquimalt High School Rugby Advisory Committee, provided a presentation on creating a rugby academy at Esquimalt High School.

The vision of the Rugby Academy is to create a high caliber program for students interested in rugby. It will provide an athletically challenging program that will be open to 30 students both male and female from grades 9-12. The academy was created from interest expressed by the Esquimalt community and will benefit the community as a whole. Mr. Garlinge will be the head coach and will be assisted by Rugby Canada and on occasion professional athletes.

Students will participate in the academy during the last block of each day all year and will earn 8 credits per year. Members of the Rugby Academy will be required to be full-time, motivated students and will be required to complete the application package. Students will not be denied access to the program due to personal funding challenges.

Mr. Woods spoke about the benefits for students having access to high level coaching and mentoring. This type of academy helps students to stay in school and creates character development.

The proposed Rugby Academy would benefit students academically, athletically, emotionally and socially due to the team building and mentoring aspects of the academy. The program would be cost efficient and the community will ensure that students who cannot afford the program are not turned away.

Trustees asked questions and thanked the presenters.

It was moved

That the Board of Education of School District No. 61 (Greater Victoria) approve the Rugby Academy at Esquimalt High School.

Motion Defeated

Trustees for: Horsman, McEvoy, Orcherton **Trustees against:** Loring-Kuhanga, McNally, Nohr

B. Board Authority Authorized (BAA) Courses: Rugby 10, 11, 12

Mr. Ed Galinge Teacher Esquimalt High School presented the rationale for the Board Authority Authorized (BAA) Courses: Rugby 10, Rugby 11, and Rugby 12.

The rugby courses would be offered in 3 x 80 minute blocks of skills/fitness and 2 x 80 minute blocks of classroom time. They may be concurrent units. Grade 10 will focus on fundamentals, grade 11 will focus on dynamic applications and grade 12 would include advanced strategies and tactics. Assessment will follow the physical education framework.

The rugby courses will focus on holistic athleticism, physical literacy, promoting healthy lifestyles, transferable life skills and character development.

It was moved

That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board Authority Authorized courses: Rugby 10, Rugby 11 and Rugby 12

Motion Carried

Trustees for: Horsman, Loring-Kuhanga, McEvoy, Nohr, Orcherton, **Trustees against:** McNally

C. Foundation Skills Assessment

Superintendent Gaipman presented information about the Foundation Skills Assessment. On January 18, 2010 the Board passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) continues to honour all parent requests to withdraw from the Foundation Skills Assessment testing.

Motion Carried

This motion resulted in fewer students writing the FSA in grade 4 and grade 7. For example, in 2007 7% of students did not write the FSA, and by 2013, 23% of students did not write the FSA.

Deputy Superintendent Sherri Bell explained how to calculate and interpret FSA data. Ms. Bell explained that the current data cannot be compared with data from prior to 2008 since the Ministry made changes to the FSA in 2008. Different timelines, standards, scales and web-based portions of the FSA are now being used. The data prior to 2008 published both performance rates and participation rates, as the only performance data listed was for those students who wrote the exam. The current data now includes 'performance level unknown', which incorporates data from all students in the cohort.

Prior to 2008, the percentage of meeting or exceeding could be calculated easily. Beginning in 2008, calculating the percentage of students meeting and exceeding involves subtracting the number of students in 'performance level unknown', which is the number of students that did not write, from the cohort. It is essential to exclude the number of students who did not write in order when calculating the number of assessed students who are meeting and exceeding expectations.

Trustees asked questions and thanked Ms. Bell for the presentation and clarification.

D. Trustee McNally presented a motion:

That the Board of Education of School District 61 (Greater Victoria) write a letter to the Premier urging her not to appeal a recent decision by Judge Griffin.

Motion Tabled

Trustee McNally spoke to her motion. Motion tabled to the next board meeting by unanimous consent.

ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:18 p.m.



OFFICE OF THE DEPUTY SUPERINTENDENT

Sherri Bell, Deputy Superintendent
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4220 Fax (250) 475-4115

Date: February 3, 2014
To: Education Policy Development Committee
From: Sherri Bell
Deputy Superintendent
Re: Board Authority Authorized (BAA) courses: Rugby 10, 11, 12

The following motion is being provided for your consideration:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board Authority Authorized courses: Rugby 10, Rugby 11 and Rugby 12.

District Name: Greater Victoria

District Number: 61

Developed by: Ed Garlinge, Colin Roberts, Jen Chambers

Date Developed: February 2014

School Name: Esquimalt High

Principal's Name: Colin Roberts

Board/Authority Approval Date:

Board/Authority Signature

Course Name: Principles of Rugby 10 -12

Grade level of Course: 10 - 12

Fine Arts or Applied Skill: "FA" ☐ or "AS" ☒

Number of Course Credits: 4 credits (per grade)

Number of Hours of Instruction: 100 (per grade)

Prerequisites: None

Course Synopsis

This course is designed to have students learn a variety of scientific principles, techniques and methodologies pertaining to the human body. Topics will include anatomy, physiology, biomechanics, care and prevention of athletic related injuries, sports nutrition, sports psychology, and team sport dynamics. The mode will vary from classroom studies to individual and team activities with a focus on the sport of rugby. Through these modes students will learn the practical use of these methodologies and principles. In addition to physical skills learned in this class, important life skills will also be covered. These skills include: goal-setting, leadership, time management, conflict resolution, communication, social responsibility, and community service.

Grade 10

Unit	Title	Time
Unit 1	Fitness: Sports Injuries + Nutrition	20
Unit 2	Rules & Regulations: Variations + Referee Signals	20
Unit 3	Coaching Rugby: Pre-Season Programs	20
Unit 4	Support Play + Team Patterns	20
Unit 5	Introduction to Strategies and Tactics	20

Grade 11

Unit	Title	Time
Unit 1	Fitness: Biomechanics	20
Unit 2	Rules & Regulations: Specific Laws	20
Unit 3	Coaching Rugby: In-Season Programs	20
Unit 4	Defensive Strategies and Tactics	20
Unit 5	Offensive Strategies and Tactics	20

Grade 12

Unit	Title	Time
Unit 1	Fitness: Psychology of Sport	20
Unit 2	Rules & Regulations: Application & Clarification	20
Unit 3	Coaching Rugby: In-Season/Post Season Programs	20
Unit 4	Advanced Strategies and Tactics	20
Unit 5	Rugby Dynamics	20

Rationale

The pursuit of athletic excellence serves to promote physical literacy and provide for a healthy active lifestyle, lifelong learning and the skills and knowledge necessary to motivate students to be self-directed. This course creates an appreciation for the personal benefits of high level training and physical fitness. It is paramount that students learn the principles of training and the specific methodologies that suit their individual development and needs to promote a lifetime of fitness. Although the game of rugby is used as the primary mode to deliver all aspects and outcomes, the learned skills in this course will be transferrable to many life skills.

ORGANIZATIONAL STRUCTURE

- Three 80 minute blocks of rugby skills and fitness training per week will occur within the timetable. Students will be grouped according to grade level, skill level and gender for skills and tactics involving contact. All skills will be taught with appropriate progressions with an emphasis on safety and proper technique.
- Two 80 minute blocks of classroom instruction will occur per week within the timetable. All students will be grouped together for in-class game analysis and lessons pertaining to skills, tactics, and strategies.

The units that are found throughout all grades are not necessarily consecutive or limited to the section in which they are found. There are many cross curricular connections throughout the courses. The outcomes are designed to integrate the theory and practice of the game of rugby, deepening the students' understanding and skills as the grades progress.

Students in each grade will be evaluated and assessed using a similar framework to the board approved courses associated with the Reynolds Soccer Academy and the Spectrum Hockey Skills Academy. Some units will be taught concurrently (e.g. Fitness will be taught throughout the year with other units) while others will follow a natural order of progression (i.e. fundamental skills like passing and catching will be taught before support play and team patterns). All of the prescribed learning outcomes have been created in collaboration with Rugby Canada and the Esquimalt High Rugby Advisory Committee.

LEARNING OUTCOMES

Grade 10

Unit 1: Fitness: Sports Injuries + Nutrition

20 hours

Students will become familiar with the principles of team-building. They will work together in a cooperative and collaborative environment developing the basic skills required to build connections and relationships with others. In addition they will learn about the care and prevention of athletic injuries and develop a sports nutrition plan for themselves.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of team/group dynamics through the application of collaboration skills
- Demonstrate an understanding of the value of interdependence through a variety of multi-disciplinary games
- Demonstrate an understanding of the common sports related injuries and how to care and prevent them
- Develop a nutritional plan specific for themselves and follow it for a period of 10 weeks
- Develop and maintain a fitness log for the duration of pre/in/post season (September to June)

Unit 2: Rules and Regulations: Variations & Referee Signals

20 hours

Students will add to their understanding of the basic laws of Rugby and learn the variations within the laws. They will also learn the conduct within the game and the appropriate methods of communication with a referee.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of U19 rules and how they are different from IRB League rules
- Demonstrate an understanding of 7 a-side Rugby and how the rules differ from 15 a-side
- Demonstrate an understanding of the primary, secondary, and tertiary hand signals a referee uses throughout a game
- Demonstrate an understanding of the touch judge signals and the role of the assistant referee
- Demonstrate appropriate communication and conduct with officials

Unit 3: Coaching Rugby: Pre-Season Programs

20 hours

Students will learn the basics of setting up and completing practices for pre-season programs. They will complete a 4 week pre-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of pre-season practices by creating, implementing and evaluating a 4 week practice plan for a designated age group (age will depend on which group the athlete would like to work with: elementary, middle school, or high school. They also may create a pre-season program which they will run the following year as grade 11's for the younger players)
- Demonstrate an understanding of the role of fitness development in pre-season practices
- Demonstrate an understanding of the role of skill development in pre-season practices
- Demonstrate an understanding of the role of nutrition in pre-season practices

Unit 4: Support Play and Team Patterns

20 hours

Fundamental to the success of all team sports is the development of support play and team patterns. Students will demonstrate an understanding of basic support plays and team patterns such as supporting the ball carrier, rucking over, and deep, wide attack. In addition, they will increase their awareness as to when certain plays are appropriate.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of a ruck and a maul and when it is appropriate to do
- Demonstrate how to support the ball carrier and maintain an attacking position
- Demonstrate a basic understanding of the scrum and know when and where it is used
- Demonstrate a basic understanding of the line out and the various advantages to numbers and options
- Demonstrate a basic understanding of what constitutes a penalty and when/ what type of play to use

Unit 5: Introduction to Strategies and Tactics

20 hours

Students will become familiar with basic defensive and offensive strategies and tactics. A major factor in the game of Rugby is knowing when and where to execute certain team organized patterns. Students will learn how to recognize these opportunities and practice executing them in a variety of conditions.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of flow pattern while on offense
- Demonstrate an understanding of when we might use X pattern on offense
- Recognize how to respond when an attacking team has a one or more man advantage
- Demonstrate an understanding of person to person defense
- Demonstrate an awareness of what needs to happen at the break down

INSTRUCTIONAL COMPONENTS

Direct Instruction
Analysis of Self/Peer feedback/performance
Peer and Partner Instruction
Interactive Instruction
Experiential Learning
Modeling
Brainstorming

Guest Speakers
Indirect Instruction
Self-Evaluation
Rugby Theory and Resource Analysis
Portfolios
Group Work & Independent Study

ASSESSMENT

Assessment will follow the same standards for physical education and current board approved courses (Principles of Soccer at Reynolds and Principles of Hockey Skills at Spectrum)

ASSESSMENT COMPONENTS

Formative
Summative
Self and Peer Evaluation
Participation
Skills/Fitness
Portfolio/Passport

Grade 11**Unit 1: Fitness: Biomechanics****20 hours**

Students will become familiar with the mechanics associated with the structure and function of the human body. Athletes will familiarize themselves with the laws of mechanics as they are applied in order to gain a greater understanding of athletic performance and to reduce sport injuries. In addition, a variety of team-building and cohesion activities will enable students to work together to solve problems associated with mechanical advantage and efficient human performance.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of basic energy transfer systems in the human body
- Demonstrate an understanding of how force vectors work in the human body
- Demonstrate an understanding of the Kinetic Chain Theory and how that effects strength, power, and endurance
- Demonstrate an understanding of how an increased awareness of biomechanics can increase the efficiency of human performance

Unit 2: Rules and Regulations: Specific Laws**20 hours****CURRICULUM ORGANIZER**

Students will move from a general knowledge of general rules of rugby to more specific laws which will enhance their understanding of the game. This increased awareness will create clarity while on the field and improve decision making. The specific laws chosen are aspects of the game which can be confusing and are often highly subjective based on the referee's perspective.

It is expected that students will:

- Demonstrate an understanding of the Advantage law (#8) through proper positioning
- Demonstrate an understanding of the Offside/Onside law (#11) through proper positioning defensively and offensively
- Demonstrate an understanding of the Ball on Ground law (#14)
- Demonstrate an understanding of the Mark law (#18) by practicing a variety of situations
- Demonstrate an understanding of the Penalty and Free kicks law (#21) by practicing a variety of kicks

Unit 3: Coaching Rugby: In-Season Programs

20 hours

Students will learn the basics of setting up and completing practices for in-season programs. They will complete a 4 week in-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of in-season practices by creating, implementing and evaluating a 4 week practice plan for a designated age group (age will depend on which group the athlete would like to work with: elementary, middle school, or high school. They also may create an in-season program which they will run the following year as grade 12's for the younger players)
- Demonstrate an understanding of the role of fitness development for in-season practices
- Demonstrate an understanding of the role of skill development for in-season practices
- Demonstrate an understanding of the role of nutrition for in-season practices

Unit 4: Defensive Strategies and Tactics

20 hours

Students will learn specific defensive strategies and tactics associated with the game of Rugby.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of ABC defense at the breakdown
- Demonstrate an understanding of proper defensive body position
- Demonstrate an understanding of player positional defense at the scrum
- Demonstrate an understanding of player positional defense during lineouts
- Demonstrate an understanding of player positional defense during penalties

Unit 5: Offensive Strategies and Tactics

20 hours

Students will learn specific offensive strategies and tactics associated with the game of Rugby.

It is expected that students will:

- Demonstrate an understanding of scrum plays, and the skills associated with executing those plays
- Demonstrate an understanding of line out plays, and the skills associated with executing those plays
- Demonstrate an understanding of free kick and penalty plays, and the skills associated with executing those plays

INSTRUCTIONAL COMPONENTS

Direct Instruction
Peer and Partner Instruction
Experiential Learning
Brainstorming
Independent Study
Analysis of Self/Peer feedback/performance
Rugby Theory and Resource Analysis

Indirect Instruction
Interactive Instruction
Modeling
Group Work
Guest Speakers
Self-Evaluation
Portfolios

ASSESSMENT COMPONENTS

Formative
Summative
Self and Peer Evaluation
Participation
Skills/Fitness
Portfolio/Passport

Grade 12

Unit 1: Fitness: Psychology of Sport

20 hours

Students will be introduced to theoretical, research, and applied issues in Sport and Exercise Psychology. Focusing on the inner athlete will provide the student with a broad understanding of the field of Sport and Exercise Psychology. Theories that have been developed to help understand behaviours related to sport and exercise participation will be covered. In addition, students will be working in a co-operative group setting where they will explore the effects of visualization and mental preparation on goal setting and human performance.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of the importance of evidence-based practice in the realm of Sport and Exercise Psychology
- Develop the ability to implement basic mental skill strategies
- Demonstrate an understanding of the applicability of Sport and Exercise Psychology
- Demonstrate the effectiveness of team cohesion through group goal setting and accomplishment

Unit 2: Rules and Regulations: Application & Clarifications**20 hours****CURRICULUM ORGANIZER**

Students will continue to refine their understanding of the laws of Rugby by acting as officials for a variety of intramural game activities. Students will also be given the opportunity to take a referee's certification course offered over a weekend in the early Spring.

It is expected that students will:

- Demonstrate an understanding of the Rugby laws by officiating at least 4 intramural games
- Demonstrate an understanding of the laws of Rugby by completing a game analysis form outlining the major calls and events of an international Rugby match
- Demonstrate an understanding of the laws of Rugby by playing the game with focus and clarity

Unit 3: Coaching Rugby: In Season/Post Season Programs**20 hours**

Students will apply the knowledge and experience they have gained by setting up and completing practices for in-season and post season programs. They will complete a 6 week in/post-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of in/post-season practices by creating, implementing and evaluating a 6 week practice plan for a high school or club team
- Demonstrate an understanding of the role of fitness development for in/post -season practices
- Demonstrate an understanding of the role of skill development and refinement for in/post -season practices
- Demonstrate an understanding of the role of nutrition for in/post -season practices

Unit 4: Advanced Strategies and Tactics**20 hours**

Students will learn the specific plays associated with the strategies both defensively and offensively. They will also learn the specific skills related to improve and further develop the tactics needed to execute the appropriate strategies.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of the variety of plays from a scrum
- Demonstrate an understanding of the variety of line outs
- Demonstrate an understanding of the variety of penalty plays
- Demonstrate the necessary running skills, lines of attack, and lines of defensive pressure

Unit 5: Rugby Dynamics

20 hours

Students will learn about the variety of dynamic situations during a game of Rugby. They will be exposed to many situations where they will have to make fast decisions, communicate quickly and effectively execute tactical patterns.

It is expected that students will:

- Demonstrate a higher level of understanding of the game of Rugby through proper positioning and efficient ball movement
- Demonstrate a high level of situational awareness by effectively communicating plays and anticipating opponents' movements
- Demonstrate a high level of understanding of the game of Rugby by being able to play a variety of positions

INSTRUCTIONAL COMPONENTS

Direct Instruction
Peer and Partner Instruction
Experiential Learning
Brainstorming
Independent Study
Analysis of Self/Peer feedback/performance
Rugby Theory and Resource Analysis

Indirect Instruction
Interactive Instruction
Modeling
Group Work
Guest Speakers
Self-Evaluation
Portfolios

ASSESSMENT COMPONENTS

Formative
Summative
Self and Peer Evaluation
Participation
Skills/Fitness
Portfolio/Passport

LEARNING RESOURCES

Videos/YouTube streamed instructional videos
Resource Books
Conference Material
BCRU Newsletters/Website
IRB Newsletters/Website
Authentic Documents (magazines, newspapers, etc.)
PISE Journals and Periodicals
Rugby Canada (guest speakers, coaches, articles, etc.)

WORKS CITED

SD 61 BAA courses
Title: Principles of Soccer 10 and 11
Developed by: Dave Ravenhill/John Atterbury
School: Reynolds Secondary

Title: Spectrum Hockey Skills Academy
Developed by: Darren Smith
School: Spectrum Secondary

SD 73 BAA courses: <http://www3.sd73.bc.ca/education/content/board-authorized-authority-courses>

BC Gov. BAA approved list of courses and synopsis
https://dsweb.bcsta.org/docushare/dsweb/Get/Document-68860/2011-BAA_Database_Extract.pdf

The Association between School-Based Physical Activity, Including Physical Education, and Academic Performance

Date:

Thursday, April 1, 2010

Published By:

U.S. Department of Health and Human Services April 2010

Teaser:

There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth

Link:

http://www.cdc.gov/HealthyYouth/health_and_academics/pdf/pa-pe_paper.pdf

There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth.³⁻¹⁰ To better understand these connections, this review includes studies from a range of physical activity contexts, including school-based physical education, recess, classroom-based physical activity (outside of physical education and recess), and extracurricular physical activity. The purpose of this report is to synthesize the scientific literature that has examined the association between school-based physical activity, including physical education, and academic performance, including indicators of cognitive skills and attitudes, academic behaviors, and academic achievement.

SD 73 BAA list of courses

<http://www3.sd73.bc.ca/education/content/board-authorized-authority-courses>

Human Performance 11 (Brock Secondary School)

Human Performance 11 (Football)

Human Performance 10

Pride Rugby Academy

Dubai British School

Emirates Hills

Dubai

111 000

Tel: 00971554997426

<http://www.pitchero.com/clubs/priderugbyacademy/a/code-of-conduct-4258.html>

The High School Zion Road Rathgar Dublin 6

Tel: 01-4922611

Fax: 01-4924427

<http://www.hsdrugby.com/page11.php>

IRB Website

<http://www.irblaws.com/index.php?&language=EN>

<http://education2.uvic.ca/Faculty/thopper/Web/452/Units2003/Steph%20Hugh/introduction.htm>

Thomas, Russell W., New Zealand Rugby Football Union Skills and Drills Manual

Queen's University

School of Kinesiology and Health Studies

Dr. Amy Latimer

<http://www.queensu.ca/skhs/sites/default/files/PHED165CourseSummary.pdf>



**Operations, Policy and Planning Committee Meeting
February 11, 2014 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Tom Ferris, Bev Horsman, Diane McNally, Deborah Nohr, Peg Orcherton

Absent:

Catherine Alpha, Edith Loring-Kuhanga, Michael McEvoy

Administration:

John Gaipman, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Sherri Bell, Deputy Superintendent, Pat Duncan, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:35 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 February 11, 2014 regular agenda be approved with the following changes: 1) add item 5.A. School Calendar, 2) add item 7. Public Disclosure of In-Camera Item, and 3) withdraw 8.C. Motion - Class Size and Composition Costing.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the January 13, 2014 Operations, Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES - None

4. PRESENTATIONS

Trustee Orcherton acknowledged Superintendent Gaipman for his dedication and hard work over the past twelve years.

Superintendent Gaipman shared that he has had a wonderful experience and that he has great memories to take away from his time with the District.

5. SUPERINTENDENT'S REPORT

A. 2014-2015 School Calendar

Superintendent Gaipman advised that he met with the partner groups to discuss the fixed days for the 2014/2015 school year. The recommended dates must be posted on the District website for 30 days for information and feedback. After the 30 days, the calendar will be presented at the March Board Meeting for approval and will be submitted to the Ministry of Education by March 31, 2014.

It was moved:

That the following dates for the 2014/2015 school year be approved and that the 2014/2015 school year calendar be posted on the School District's website:

School Opening	September 2, 2014
First non-instructional day	September 22, 2014
Thanksgiving	October 13, 2014
Second non-instructional day	October 24, 2014 (Province wide)
Remembrance Day	November 11, 2014
Third non-instructional day	November 21, 2014
Schools close for Winter vacation	December 19, 2014
Schools re-open after Winter vacation	January 5, 2015
Family Day	February 9, 2015
Fourth non-instructional day	February 20, 2015
Schools close for Spring vacation	March 6, 2015
Schools re-open after Spring vacation	March 23, 2015
Good Friday	April 3, 2015
Easter Monday	April 6, 2015
Victoria Day	May 18, 2015
Fifth non-instructional day	May 19, 2015
Administrative Day and School Closing	June 26, 2015

*Sixth non-instructional day to be chosen by each school

Motion Carried Unanimously

B. Sub-Committee on Public Engagement

Chair Leonard referred to draft Bylaw 9360.01: Question Period during General Meetings of the Board of Education and stated that framework items 1, 4, 6 and 8 were agreed upon by consensus during the December 2, 2013 Operations Policy and Planning Committee (OPPs) meeting. Chair Leonard led the discussion on items 2, 3, 5, 7, and 9.

The following items were agreed upon by Trustees:

- Item 2 - no changes
- Item 3 - wording changed to: "During Board meetings all questions must be submitted in written form and signed by the person posing the question, who must be in attendance".
- Item 5 - combined with item 7; wording changed to: "Questions [may] be submitted into a box on the District Leadership Team table, prior to the District Presentation portion of the agenda. Questions will be asked in order of submission. Priority will be given to those who have not presented during the Community Presentation portion of the agenda. If time permits, questions may be submitted in writing from the floor".

Framework items 9, 10, 11, 12 and 13 will be reviewed at the March OPPs meeting.

6. FINANCE AND LEGAL AFFAIRS

A. 2014-2015 Public Budget Meetings

Secretary-Treasurer Laser reviewed the dates and formats of the public budget meetings scheduled to discuss the 2014-2015 operating budget.

7. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

A. B.C. Supreme Court Ruling

Chair Leonard advised that the Board has received a preliminary estimated cost in excess of \$8.3 million representing the cost of applying the 2002 Collective Agreement class size and composition language.

8. NEW BUSINESS/NOTICE OF MOTION

A. Trustee Orcherton - Class Size and Composition

Trustee Orcherton presented her motion and rationale.

Discussion ensued amongst the Trustees. Trustee McNally proposed an amendment. Chair Leonard ruled the amendment out of order and called for a vote on the main motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to Premier Clark strongly urging the Provincial Government to return to the bargaining table, in good faith, to negotiate class size and composition language and to fully fund the agreed to language.

Motion Carried

For: Trustees Orcherton, Horsman, Ferris, and Leonard

Against: Trustees Nohr and McNally

B. Trustee Nohr - Class Size and Composition

Trustee Nohr presented her motion and rationale. Discussion ensued amongst the Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) send a letter to Premier Clark and Minister Fassbender requesting that they do not proceed with the appeal of Justice Susan Griffin's decision, instead, re-instate all funding and class size/composition language to the 2002 levels.

Motion Defeated

For: Trustees Nohr and McNally

Against: Trustees Orcherton, Horsman, Ferris and Leonard

C. Trustee Nohr - Class Size and Composition Costing

Chair Leonard informed the Committee that this motion was withdrawn.

In order to be fully informed about the potential costs to the district, the Board of Education of School District No. 61 (Greater Victoria) request that the Secretary-Treasurer bring forward the costs for the district to re-instate the necessary funding to align ourselves with the 2002 funding formulas and the class size/composition language.

Motion Withdrawn

D. Trustee Nohr - WorkSafeBC

Trustee Nohr presented her motion and rationale.

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 for the February 2014 Board meeting.

Discussion ensued amongst the Trustees. Trustee Nohr clarified that she is looking for the nature of the claims that impact WorkSafeBC surcharges and suggested an amendment to her motion.

It was moved:

To amend the main motion to add the words "with a focus on the nature of the claims" after the word surcharges, remove "and 2013-2014", and replace February 2014 Board meeting with "March 2014 Operations, Policy and Planning Committee meeting".

Motion Defeated

For: Orcherton, Nohr, and McNally

Against: Horsman, Ferris, Leonard

Chair Leonard called for a vote on the main motion.

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 for the February 2014 Board meeting.

Motion Carried

For: Orcherton, Nohr, McNally and Horsman

Against: Leonard and Ferris

E. Trustee Nohr - Department Expenses

Trustee Nohr presented her motion and rationale. Discussion ensued amongst the Trustees.

It was moved:

In order to have a complete understanding of the options for cost savings in this deficit budget year and due to the proposal to close a school, Sundance, the Board of Education of School District No. 61 (Greater Victoria) request senior administration to provide a detailed review of the department expenses for the Superintendent, Deputy Superintendent, Associate Superintendents, Information Technology, Learning Initiatives and Healthy Schools.

Motion Withdrawn

F. Trustee Loring-Kuhanga - Budget Meetings

Chair Leonard stated that the budget meeting format was presented by Secretary-Treasurer Laser earlier this evening.

Discussion ensued amongst the Trustees and it was decided to vote on the 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 Defeated

For: Trustees Nohr and McNally

Against: Trustees Orcherton, Horsman, Ferris and Leonard

G. Trustee Loring-Kuhanga - Cyber-Bullying

Chair Leonard suggested that this motion be referred to the District Leadership Team to allow time to review all relevant policies and regulations before developing new policies and regulations.

Discussion ensued amongst the Trustees.

It was moved:

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) develop policies and regulations regarding cyber-bullying that are current with the proposed federal legislation Bill C-13 by directing the District Leadership Team to review all SD61 relevant policies and regulations and make recommendations to the Board of Education on any additions, changes and/or revisions that align with the Ministry of Education's Safe, Caring and Orderly Schools" be tabled.

Motion Tabled

For: Orcherton, Horsman, Ferris, and Leonard

Against: Nohr and McNally

9. GENERAL ANNOUNCEMENTS - None

10. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:45 p.m.

TO: Operations, Policy & Planning Committee

FROM: John Gaipman, Superintendent of Schools

RE: School Calendar for School Year 2014/2015

DATE: February 11, 2014

The following partner groups, ASA, CUPE 947, Exempt Staff, GVTA, VCPAC and VPVPA (CUPE 382 agreed over the phone) met to discuss the fixed days for the 2014/2015 school year.

As a result of these meetings, the following recommendation is being made:

THAT THE FOLLOWING DATES FOR THE 2014/2015 SCHOOL YEAR BE APPROVED AND THAT THE 2014/2015 SCHOOL YEAR CALENDAR BE POSTED ON THE SCHOOL DISTRICT'S WEBSITE:

2014/2015 School Year Calendar*

School Opening –	September 2, 2014
First non-instructional day –	September 22, 2014
Thanksgiving –	October 13, 2014
Second non-instructional day –	October 24, 2014 (Province wide)
Remembrance Day –	November 11, 2014
Third non-instructional day –	November 21, 2014
Schools close for Winter vacation –	December 19, 2014
Schools re-open after Winter vacation –	January 5, 2015
Family Day –	February 9, 2015
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Schools re-open after Spring vacation –	March 23, 2015
Good Friday –	April 3, 2015
Easter Monday –	April 6, 2015
Victoria Day –	May 18, 2015
Fifth non-instructional day –	May 19, 2015
Administrative Day and School Closing –	June 26, 2015
*Sixth non-instructional day to be chosen by each school	



OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4110

TO: Board of Education

FROM: Debra Laser
Secretary-Treasurer

DATE: February 17, 2014

RE: **2013/2014 AMENDED ANNUAL BUDGET BYLAW**

The Minister has requested that school boards prepare and approve an Amended Annual Budget for the 2013/2014 school year. The Amended Annual Budget takes into account both the revenues and the expenditures arising from the actual September 30, 2013 enrolments, all grant amounts confirmed subsequent to the approval of the annual budget, and all amounts carried forward from the previous fiscal year. As such, the Amended Annual Budget provides a better comparison to the actual results to be reported in the financial statements for the fiscal year ending June 30, 2014. The 2013/2014 Amended Annual Budget reflects an enrolment decrease of 270 FTE as compared to the 2012/2013 school year.

The Amended Annual Budget has been prepared based on the Public Sector Accounting standards which require the budget to include the operating, special purpose and capital funds. Consequently, the budget bylaw amount of \$207,798,396 includes the total budgeted expenses in the operating, special purpose and capital funds.

- Statement 2 of the amended annual budget document consolidates the revenue and expense budget amounts for all funds.
- The operating budget revenue and expenditure details are shown on Schedules 2, 2A, 2B and 2C.
- The special purpose fund revenue and expense details are shown on Schedules 3 and 3A.
- The capital fund revenue and expense details are shown on Schedule 4.

In order to pass the Amended Annual Budget Bylaw at one meeting, the Board must unanimously agree to give the bylaw all three readings at one sitting. The following motions are therefore recommended:

Recommended Motion:

That the Board of Education of School District No. 61 agrees to give all three readings of the 2013/2014 Amended Annual Budget Bylaw at the meeting of February 17, 2014.

Motion to be Carried Unanimously

Recommended Motion:

That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2013/2014 in the amount of \$207,798,396 be:

Read a first time the 17th day of February, 2014;
Read a second time the 17th day of February, 2014;
Read a third time, passed and adopted the 17th day of February, 2014;

And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

Attachments

Amended Annual Budget

School District No. 61 (Greater Victoria)

June 30, 2014

School District No. 61 (Greater Victoria)

June 30, 2014

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2013/2014 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total budget bylaw amount of \$207,798,396 for the 2013/2014 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2013/2014.

READ A FIRST TIME THE 17th DAY OF FEBRUARY, 2014;

READ A SECOND TIME THE 17th DAY OF FEBRUARY, 2014;

READ A THIRD TIME, PASSED AND ADOPTED THE 17th DAY OF FEBRUARY, 2014;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw 2013/2014, adopted by the Board the 17th DAY OF FEBRUARY, 2014.

Secretary Treasurer

School District No. 61 (Greater Victoria)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	18,535,064	18,712,943
Adult	121,186	213,476
Total Ministry Operating Grant Funded FTE's	18,656,250	18,926,419
Revenues	\$	\$
Provincial Grants		
Ministry of Education	163,827,803	164,327,671
Other	234,696	244,489
Tuition	9,156,563	9,507,878
Other Revenue	8,037,026	7,963,365
Rentals and Leases	1,366,514	1,362,350
Investment Income	470,223	364,500
Gain (Loss) on Disposal of Tangible Capital Assets	554,419	
Amortization of Deferred Capital Revenue	5,257,670	5,150,233
Long Term Lease Annual Revenue Recognition	34,420	44,016
Total Revenue	188,939,334	188,964,502
Expenses		
Instruction	171,803,683	171,636,776
District Administration	4,323,064	4,340,716
Operations and Maintenance	29,770,935	30,024,667
Transportation and Housing	1,031,150	1,050,216
Debt Services	6,060	
Total Expense	206,934,892	207,052,375
Net Revenue (Expense)	(17,995,558)	(18,087,873)
Budgeted Allocation (Retirement) of Surplus (Deficit)	17,350,653	17,470,432
Budgeted Surplus (Deficit), for the year	(644,905)	(617,441)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(644,905)	(617,441)
Budgeted Surplus (Deficit), for the year	(644,905)	(617,441)

School District No. 61 (Greater Victoria)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	183,646,252	183,384,290
Operating - Tangible Capital Assets Purchased	800,000	800,000
Special Purpose Funds - Total Expense	15,208,205	14,987,047
Special Purpose Funds - Tangible Capital Assets Purchased	63,504	728,073
Capital Fund - Total Expense	8,080,435	8,681,038
Total Budget Bylaw Amount	207,798,396	208,580,448

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 61 (Greater Victoria)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(17,995,558)	(18,087,873)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(863,504)	(1,528,073)
From Deferred Capital Revenue	(27,143,791)	(3,552,620)
Total Acquisition of Tangible Capital Assets	(28,007,295)	(5,080,693)
Amortization of Tangible Capital Assets	7,557,079	7,472,370
Total Effect of change in Tangible Capital Assets	(20,450,216)	2,391,677
Use of Prepaid Expenses	60,000	10,000
	60,000	10,000
(Increase) Decrease in Net Financial Assets (Debt)	(38,385,774)	(15,686,196)

School District No. 61 (Greater Victoria)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2014

	Operating Fund	Special Purpose Fund	Capital Fund	2014 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	17,350,653	-	49,048,228	66,398,881
Changes for the year				
Net Revenue (Expense) for the year	(16,480,760)	63,504	(1,578,302)	(17,995,558)
Interfund Transfers				
Tangible Capital Assets Purchased	(800,000)	(63,504)	863,504	-
Local Capital	(69,893)		69,893	-
Net Changes for the year	<u>(17,350,653)</u>	<u>-</u>	<u>(644,905)</u>	<u>(17,995,558)</u>
Budgeted Accumulated Surplus (Deficit), end of year	<u>-</u>	<u>-</u>	<u>48,403,323</u>	<u>48,403,323</u>

School District No. 61 (Greater Victoria)

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	154,498,521	153,957,448
Other	234,696	244,489
Tuition	9,156,563	9,507,878
Other Revenue	1,636,126	1,464,800
Rentals and Leases	1,289,586	1,289,243
Investment Income	350,000	250,000
Total Revenue	167,165,492	166,713,858
Expenses		
Instruction	157,016,172	156,828,327
District Administration	4,323,064	4,340,716
Operations and Maintenance	21,275,866	21,165,031
Transportation and Housing	1,031,150	1,050,216
Total Expense	183,646,252	183,384,290
Net Revenue (Expense)	(16,480,760)	(16,670,432)
Budgeted Prior Year Surplus Appropriation	17,350,653	17,470,432
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(800,000)	(800,000)
Local Capital	(69,893)	
Total Net Transfers	(869,893)	(800,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 61 (Greater Victoria)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	152,601,194	152,066,143
AANDC/LEA Recovery	(1,138,331)	(1,135,490)
Other Ministry of Education Grants		
Pay Equity Grants	2,896,617	2,896,617
Education Guarantee	110,199	101,336
Teacher Quality	10,000	10,000
FSA Scorer Training	18,842	18,842
Total Provincial Grants - Ministry of Education	154,498,521	153,957,448
Provincial Grants - Other	234,696	244,489
Tuition		
Summer School Fees	56,059	51,835
Continuing Education	62,040	68,090
Offshore Tuition Fees	9,038,464	9,387,953
Total Tuition	9,156,563	9,507,878
Other Revenues		
Other School District/Education Authorities	5,000	9,788
LEA/Direct Funding from First Nations	1,138,331	1,135,490
Miscellaneous		
First Nation Curriculum Project	8,000	10,960
Instructional Cafeteria Revenue	82,827	84,215
Industry Training Secondary Schools	73,600	51,250
CommunityLINK Parent Contributions	80,000	
Miscellaneous Grants	248,368	173,097
Total Other Revenue	1,636,126	1,464,800
Rentals and Leases	1,289,586	1,289,243
Investment Income	350,000	250,000
Total Operating Revenue	167,165,492	166,713,858

School District No. 61 (Greater Victoria)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Source
 Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$
Salaries		
Teachers	73,680,856	74,928,763
Principals and Vice Principals	10,338,173	10,125,395
Educational Assistants	14,839,800	14,408,754
Support Staff	16,323,323	15,742,429
Other Professionals	3,351,174	3,684,029
Substitutes	8,062,697	7,834,855
Total Salaries	126,596,023	126,724,225
Employee Benefits	29,811,264	28,816,431
Total Salaries and Benefits	156,407,287	155,540,656
Services and Supplies		
Services	5,258,117	5,253,629
Student Transportation	1,049,052	1,108,593
Professional Development and Travel	1,021,714	995,107
Rentals and Leases	61,565	
Dues and Fees	97,912	97,994
Insurance	442,867	455,374
Supplies	15,172,565	15,797,764
Utilities	4,135,173	4,135,173
Total Services and Supplies	27,238,965	27,843,634
Total Operating Expense	183,646,252	183,384,290

School District No. 61 (Greater Victoria)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2014

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	55,992,318	3,073,781	1,945,617	434,975	368,079	5,800,681	67,615,451
1.03 Career Programs	704,450	65,143	315,807	25,908	17,772	47,040	1,176,120
1.07 Library Services	1,495,562	89,783		447,633		55,552	2,088,530
1.08 Counselling	1,852,858	11,536				61,948	1,926,342
1.10 Special Education	7,941,077	608,369	11,361,544	425,576	54,491	1,120,694	21,511,751
1.30 English Language Learning	1,095,254	153,752	465,912	33,567	54,519		1,803,004
1.31 Aboriginal Education	587,654	1,640	621,697	23,214	103,231	67,204	1,404,640
1.41 School Administration		6,036,643		3,367,963		115,988	9,520,594
1.60 Summer School	130,932		2,480	32,462			165,874
1.61 Continuing Education	550,222	84,626	17,092	78,205		16,661	746,806
1.62 Off Shore Students	3,279,098	96,490	87,245	604,084	389,633	233,586	4,690,136
1.64 Other				9,761			9,761
Total Function 1	73,629,425	10,221,763	14,817,394	5,483,348	933,206	7,573,873	112,659,009
4 District Administration							
4.11 Educational Administration		116,410		196,381	549,485	17,468	879,744
4.40 School District Governance				27,401	161,316		188,717
4.41 Business Administration				1,017,951	1,018,096	46,407	2,082,454
Total Function 4	-	116,410	-	1,241,733	1,728,897	63,875	3,150,915
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration							
5.50 Maintenance Operations	51,431		22,406	288,236	584,440	13,786	960,299
5.52 Maintenance of Grounds				8,553,219	104,631	334,492	8,992,342
5.56 Utilities				738,188		74,025	812,213
Total Function 5	51,431	-	22,406	9,579,643	689,071	422,303	10,764,854
7 Transportation and Housing							
7.41 Transportation and Housing Administration				18,599		2,646	21,245
7.70 Student Transportation							
Total Function 7	-	-	-	18,599	-	2,646	21,245
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	73,680,856	10,338,173	14,839,800	16,323,323	3,351,174	8,062,697	126,596,023

School District No. 61 (Greater Victoria)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2014

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	67,615,451	15,964,119	83,579,570	11,717,681	95,297,251	95,071,481
1.03 Career Programs	1,176,120	277,956	1,454,076	771,879	2,225,955	1,983,139
1.07 Library Services	2,088,530	498,922	2,587,452	175,209	2,762,661	2,736,510
1.08 Counselling	1,926,342	464,880	2,391,222	12,088	2,403,310	2,396,105
1.10 Special Education	21,511,751	5,270,597	26,782,348	1,633,086	28,415,434	27,859,400
1.30 English Language Learning	1,803,004	433,794	2,236,798	324,174	2,560,972	2,555,870
1.31 Aboriginal Education	1,404,640	319,088	1,723,728	652,922	2,376,650	2,346,071
1.41 School Administration	9,520,594	2,251,682	11,772,276	414,597	12,186,873	12,082,739
1.60 Summer School	165,874	40,194	206,068	26,010	232,078	254,936
1.61 Continuing Education	746,806	178,280	925,086	213,785	1,138,871	1,417,971
1.62 Off Shore Students	4,690,136	1,098,015	5,788,151	1,615,433	7,403,584	8,106,267
1.64 Other	9,761	2,304	12,065	468	12,533	17,838
Total Function 1	112,659,009	26,799,831	139,458,840	17,557,332	157,016,172	156,828,327
4 District Administration						
4.11 Educational Administration	879,744	186,200	1,065,944	70,332	1,136,276	1,147,530
4.40 School District Governance	188,717	10,177	198,894	109,479	308,373	299,107
4.41 Business Administration	2,082,454	425,543	2,507,997	370,418	2,878,415	2,894,079
Total Function 4	3,150,915	621,920	3,772,835	550,229	4,323,064	4,340,716
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	960,299	204,544	1,164,843	606,551	1,771,394	1,726,881
5.50 Maintenance Operations	8,992,342	2,009,208	11,001,550	3,143,899	14,145,449	14,087,254
5.52 Maintenance of Grounds	812,213	171,062	983,275	237,975	1,221,250	1,213,123
5.56 Utilities	-	-	-	4,137,773	4,137,773	4,137,773
Total Function 5	10,764,854	2,384,814	13,149,668	8,126,198	21,275,866	21,165,031
7 Transportation and Housing						
7.41 Transportation and Housing Administration	21,245	4,699	25,944	3,307	29,251	28,883
7.70 Student Transportation	-	-	-	1,001,899	1,001,899	1,021,333
Total Function 7	21,245	4,699	25,944	1,005,206	1,031,150	1,050,216
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	126,596,023	29,811,264	156,407,287	27,238,965	183,646,252	183,384,290

School District No. 61 (Greater Victoria)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2014

	2014 Amended Annual Budget	2013 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	8,811,986	9,161,555
Other Revenue	6,400,900	6,498,565
Investment Income	58,823	55,000
Total Revenue	15,271,709	15,715,120
Expenses		
Instruction	14,787,511	14,808,449
Operations and Maintenance	420,694	178,598
Total Expense	15,208,205	14,987,047
Net Revenue (Expense)	63,504	728,073
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(63,504)	(728,073)
Total Net Transfers	(63,504)	(728,073)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 61 (Greater Victoria)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2014

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	Community	LINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	206,195	-	93,220	2,129	2,137,021	57,061	402	543	184,814	
Add: Restricted Grants										
Provincial Grants - Ministry of Education	237,805	1,936,018	43,000	747,806	6,200,000	192,000	68,600	414,606	3,772,255	
Other	602				5,221					
Investment Income	238,407	1,936,018	43,000	747,806	6,205,221	192,000	68,600	414,606	3,772,255	
Less: Allocated to Revenue	444,602	1,936,018	73,000	749,935	6,205,221	249,061	69,002	415,149	3,772,255	
Deferred Revenue, end of year	-	-	63,220	-	2,137,021	-	-	-	184,814	
Revenues										
Provincial Grants - Ministry of Education	444,000	1,936,018	73,000	749,935	6,200,000	249,061	69,002	415,149	3,772,255	
Other Revenue	602				5,221					
Investment Income	444,602	1,936,018	73,000	749,935	6,205,221	249,061	69,002	415,149	3,772,255	
Expenses										
Salaries										
Teachers		958,591		250,023					368,662	
Principals and Vice Principals				15,110				37,630	8,969	
Educational Assistants		541,089		240,312		126,943			592,784	
Support Staff				21,317					115,981	
Other Professionals									154,856	
Substitutes		54,332			65,000			35,452	15,077	
Employee Benefits										
Services and Supplies		369,512		118,414	10,725	29,959		14,203	293,685	
Net Revenue (Expense) before Interfund Transfers	420,694	12,494	64,742	104,759	6,098,158	92,159	69,002	327,864	2,222,241	
Interfund Transfers	420,694	1,936,018	64,742	749,935	6,173,883	249,061	69,002	415,149	3,772,255	
Tangible Capital Assets Purchased	23,908	-	8,258	-	31,338	-	-	-	-	
Net Revenue (Expense)	(23,908)	-	(8,258)	-	(31,338)	-	-	-	-	
Interfund Transfers	(23,908)	-	(8,258)	-	(31,338)	-	-	-	-	
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	

School District No. 61 (Greater Victoria)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2014

	2014 Amended Annual Budget			2013 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	517,296		517,296	1,208,668
Rentals and Leases		76,928	76,928	73,107
Investment Income		61,400	61,400	59,500
Gain (Loss) on Disposal of Tangible Capital Assets	554,419		554,419	
Amortization of Deferred Capital Revenue	5,257,670		5,257,670	5,150,233
Long Term Lease Annual Revenue Recognition	34,420		34,420	44,016
Total Revenue	6,363,805	138,328	6,502,133	6,535,524
Expenses				
Operations and Maintenance	517,296		517,296	1,208,668
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,557,079		7,557,079	7,472,370
Interest Payment				
Capital Lease		6,060	6,060	
Total Expense	8,074,375	6,060	8,080,435	8,681,038
Net Revenue (Expense)	(1,710,570)	132,268	(1,578,302)	(2,145,514)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	863,504		863,504	1,528,073
Local Capital		69,893	69,893	
Total Net Transfers	863,504	69,893	933,397	1,528,073
Other Adjustments to Fund Balances				
District Portion of Proceeds on Disposal	(554,419)	554,419	-	
Principal Payment				
Capital Lease	63,833	(63,833)	-	
Total Other Adjustments to Fund Balances	(490,586)	490,586	-	
Budgeted Surplus (Deficit), for the year	(1,337,652)	692,747	(644,905)	(617,441)