

### The Board of Education of School District No. 61 (Greater Victoria) Regular Board Meeting, Monday, June 16, 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 01-03)

- A2. Approval of the Minutes
  - a) Approval of the May 20, 2014 Regular Board Minutes

(p 04-10)

- A3. Business arising from the Minutes
- **A4. Community Presentations** (5 minutes per presentation)
  - a) Vincenza Gruppuso, VCPAC Director, Public Education
  - b) John Bird, VCPAC President, 2014-2015 VCPAC Priorites
- A5. Trustees' Reports
- B. CHAIR'S REPORT
- C. BOARD COMMITTEE REPORTS
  - C1. Education Policy Development Committee
    - a) Minutes from the June 2, 2014 meeting Information only

(p 11-14)

- b) Recommended Motions:
  - i) That the Board of Education of School District No. 61 (Greater Victoria) supports the work of the French Immersion Committee.

<u>Note</u>: This meeting is being audio recorded except for A4. Student Achievement.

(p 15-50)

ii) That the Board of Education of School District No. 61 (Greater Victoria) receives the 2014-2015 Achievement Contract.

### C2. Operations, Policy and Planning Committee

a) Minutes from the June 9, 2014 meeting – Information only

(p 51-54)

(p 55-61)

(p 62-64)

- b) Recommended Motions:
  - That the Board of Education of School District No. 61 (Greater Victoria) approves the revised Policy 3450.1 School (Non-Public) funds.

ii) That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings of Bylaw 9250.2, Notices of Motion at the meeting of June 16, 2014.

**Motion to be Carried Unanimously** 

That Bylaw 9250.2, Notices of Motion be:

Read a first time this 16<sup>th</sup> day of June, 2014;

Read a second time this 16<sup>th</sup> day of June, 2014;

Read a third time, passed and adopted this 16<sup>th</sup> day of June, 2014.

iii) That the Board of Education of School District No. 61 (Greater Victoria) modify its letterhead to include a footer to reflect the composition of the entire Board.

### . DISTRICT LEADERSHIP TEAM REPORTS

### D1. Superintendent's Report

a) Specialty Academy Fees

(p 65-72)

### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the School Planning Councils for the District's Specialty Academy programs.

### D2. Secretary-Treasurer's Report

a) Appointment of Election Official

(p 73)

That the Board of Education of School District No. 61 (Greater Victoria) appoint Tom Moore as Chief Elections Officer to conduct the Trustee Elections on November 15, 2014.

### E. REPORTS FROM TRUSTEE REPRESENTATIVES

### F. NEW BUSINESS/NOTICE OF MOTIONS

### F1. Trustee McNally - WiFi

That the Board of Education of School District No. 61 (Greater Victoria) direct senior administration to consult with school communities to explore the possibility of an elementary school site that could be designated as wifi free so the parents requesting accommodation for their children will have a public school option that meets their needs.

### F2. Trustee McNally - WiFi

That the Board of Education of School District No. 61 (Greater Victoria) provide written rationale of the Board's decision regarding designating an elementary school site as wifi free to the parents requesting accommodation for their children after the Board has made that decision.

- G. COMMUNICATIONS
- H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS
- I. ADJOURNMENT



### The Board of Education of School District No. 61 (Greater Victoria) May 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, Deborah Nohr

### Administration:

Sherri Bell, Superintendent of Schools, Katrina Ball, Acting Secretary-Treasurer, Pat Duncan, Associate Superintendent, David Pitre, Associate Superintendent, Ted Pennell, Director, Information Technology, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:38 p.m.

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

Introductions were made around the Board table.

### A. COMMENCEMENT OF THE MEETING

It was moved and seconded:

That Katrina Ball be appointed Acting Secretary-Treasurer for the duration of the May 20, 2014 Board of Education meeting.

**Motion Carried Unanimously** 

### A1. Approval of the Agenda

It was moved and seconded:

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

### A7. Trustees' Reports

- a) Trustee Horsman
- b) Trustee Loring-Kuhanga
- c) Trustee McNally
- d) Trustee Nohr
- e) Trustee Ferris
- f) Trustee Alpha

### E. Reports from Trustee Representatives

E2. Trustee McEvoy

### F. New Business/Notice of Motions

F3. Trustee Alpha - WiFi

**Motion Carried Unanimously** 

### A2. Approval of the Minutes

a) It was moved and seconded:

That the March 27, 2014 Special Board Minutes be approved.

**Motion Carried Unanimously** 

b) It was moved and seconded:

That the April 22, 2014 Regular Board Minutes be approved.

**Motion Carried Unanimously** 

c) It was moved and seconded:

That the April 23, 2014 Special Board Budget Minutes be approved.

**Motion Carried Unanimously** 

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

### A4. Student Achievement

Associate Superintendent, Dave Pitre, introduced and welcomed David Hovis, Principal of Campus View Elementary School. Mr. Hovis introduced the Campus View Green Team, an environmental club, which is made up of grades 4 and 5 students. The students and parent volunteers, Narda and Anita, were there to share with the Board their experience with Earthfest.

Students Lucy, Danielle, Xochitl, Calder, Muhammed, Ella, Mira, Annali, Reina, Saffron and Liv each spoke about Earthfest and what it meant to them being a part of the Campus View Green Team. On April 28, 2014 the team was invited to the Legislature by MLA Dr. Andrew Weaver to celebrate Earth Day. The team concluded their presentation by singing 'Earth Rock's' for the Board.

Chair Orcherton thanked Mr. Hovis, students and parents for their presentation.

### A5. District Presentations

- a) Trustee McEvoy introduced grade twelve student, Mohammed Abousaleh, from Oak Bay High School. Mohammed is the recipient of the Shulich Leadership Scholarship valued at \$80,000 and one of the most prestigious scholarships awarded in Canada by Canadian Universities. Mohammed has been chosen valedictorian of his graduating class and will attend the University of Victoria this fall. Trustee McEvoy conveyed the Board's congratulations to Mohammed and wished him luck in all of his future endeavors.
- b) Trustee McEvoy introduced grade ten student, Robert Lee, from Oak Bay High School. Robert is the 2014 National Champion of the Michael Smith Science Challenge in which there were 2400 selected participants from across Canada. The contest is designed to challenge students' logical and creative thinking with a minimum amount of memorization. The Michael Smith Science Challenge is the only nationwide competition covering all science subjects taught in grade 10. Robert and his teacher, Stephanie Mann, were both honored and awarded prize money. Trustee McEvoy congratulated Robert on behalf of the Board.

### A6. Community Presentations

a) Camille Victore and Janice Boothman, parents of Margaret Jenkins Elementary School students, attended the Board meeting to speak about Wi-Fi installation in District elementary schools. Ms. Victore and Ms. Boothman urged the Board to designate one English and French Immersion school a Wi-Fi free school.

### A7. Trustees' Reports

- a) Trustee Horsman reported that she attended a grad transition fair at Reynolds High School as well as the unveiling of the 2014 Cops for Cancer team in which Vice-Principal, Dean Norris-Jones, will be a guest rider. Trustee Horsman further reported that she attended a District Gay, Straight Alliance Advisory Committee meeting and the 100 year alumni celebration gala dinner for Victoria High School.
- b) Trustee Loring-Kuhanga reported that she attended the British Columbia School Trustees' Association AGM in Vancouver and thanked Trustees for their support regarding her motion with respect to residential schools.
- c) Trustee McNally reported that she attended a volunteer tea and a meeting with respect to a speech articulation program at Craigflower Elementary, along with the opening of the new Craigflower Bridge.
- d) Trustee Nohr reported that she attended Willows Elementary School for a musical presentation of 101 Dalmatians and the 100 year alumni celebration gala dinner for Victoria High School.
- e) Trustee Ferris reported that he attended the 100 year alumni celebration gala dinner for Victoria High School.
- f) Trustee Alpha reported that she attended a dance performance, Tour through the Decades, at Oaklands Elementary School to celebrate the 100 year anniversary of the school.

### B. CHAIR'S REPORT

Chair Orcherton reported that she attended the interviews for the hiring of the new Associate Superintendent's on April 28, 2014, a play called "Sisters" at Lambrick Park Secondary on May 1, 2014, the Oaklands Elementary 100<sup>th</sup> year anniversary Musical "Past and Present" on May 8, 2014, the kickoff of the Cops for Cancer Campaign at Reynolds Secondary on May 9, 2014 and the Black and Gold Gala Dinner for the Victoria High School 100 year reunion celebration on May 15, 2014.

Chair Orcherton further reported that she attended a Culture and Community Sub-Committee meeting and conducted a radio interview with Terry Moore on CFAX on May 16, 2014 regarding teacher bargaining. On May 16<sup>th</sup> and 17<sup>th</sup> Chair Orcherton continued celebrating the Victoria High 100 year reunion with a wine and cheese evening and a tour through the school.

Chair Orcherton recognized and awarded the following Trustees with their British Columbia School Trustees' Association Long Service Award: Trustees Alpha and Loring-Kuhanga were recognized for 6 years of service, Trustee McEvoy was recognized for 12 years of service and Trustees Ferris and Leonard were recognized for 18 years of service. As well, Chair Orcherton was recognized for 12 years of service. Chair Orcherton mentioned that Trustee Horsman is a life time member of the BCSTA.

### C. BOARD COMMITTEE REPORTS

### C1. Education Policy Development Committee

a) The May 5, 2014 meeting minutes were received for information.

### C2. Operations, Policy and Planning Committee

- a) The May 12, 2014 meeting minutes were received for information.
- b) Trustee Leonard referred to the minutes of the Operations, Policy and Planning Committee meeting and presented the following motions.

### It was moved and seconded:

i) That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Policy 5131.5, Smoking.

**Motion Carried Unanimously** 

### It was moved and seconded:

ii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1330.4, School Facilities - Use of Tobacco.

**Motion Carried Unanimously** 

### It was moved and seconded:

iii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy and Regulation 4219.1, Retirement - All Board Employees.

**Motion Carried Unanimously** 

### It was moved and seconded:

iv) That the Board of Education of School District No. 61 (Greater Victoria) express in a public statement deep concern with the privacy and data control implications of MyEducationBC.

**Motion Carried** 

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

Leonard and Nohr

Abstained: Trustee McEvoy

Trustee Leonard presented the following motion from the Operations, Policy and Planning Committee meeting. Discussion ensued amongst the Trustees with questions of clarification being asked of Chair Orcherton.

### It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) Chair ask three members of the public to establish an ongoing mechanism for the remuneration of trustees for the duration of their term and that it be initiated in December for each new board.

**Motion Carried** 

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

### D. DISTRICT LEADERSHIP TEAM REPORTS

### D1. Superintendent's Report

a) Superintendent Bell presented the Board of Education and Standing Committee meeting dates for the 2014/2015 school year.

### It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2014/2015 Board of Education and Standing Committee meeting dates.

Discussion ensued amongst the Trustees with Trustee Horsman suggesting that the dates for November 2014 be amended to November 3, 2014 for the Education Policy Development Committee Meeting, November 10, 2014 for the Operations, Policy and Planning Committee meeting and November 17, 2014 for the Board of Education meeting. Trustee Horsman commented that a full Board meeting on the 17<sup>th</sup> of November would be appropriate given that the Trustee Elections are being held on November 15, 2014.

### It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2014/2015 Board of Education and Standing Committee meeting dates amending November's meeting dates to November 3, 2014 for the Education Policy and Planning Committee meeting, November 10, 2014 for the Operations, Policy and Planning Committee meeting and November 17, 2014 for the Board of Education meeting.

**Motion Carried Unanimously** 

Chair Orcherton called for the question on the main motion as amended.

### It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2014/2015 Board of Education and Standing Committee meeting dates as amended.

**Motion Carried Unanimously** 

b) Superintendent Bell provided an overview of her meeting with the "Student Representatives". The students requested that they would attend Board and Committee meetings on a rotational monthly basis and share the responsibilities. A further meeting to discuss logistics will be scheduled for early June and Superintendent Bell will report back to the Board. Trustees asked questions of clarification for Superintendent Bell.

### D2. Secretary-Treasurer's Report

a) Acting Secretary-Treasurer Ball reported out the April 25, 2014 poll vote results for the 3<sup>rd</sup> reading of the 2014-2015 Annual Budget Bylaw stating that the motion had passed.

### E. REPORTS FROM TRUSTEE REPRESENTATIVES

### E1. **Trustee Horsman - BCSTA Report**

Trustee Horsman updated Trustees with information from the British Columbia School Trustees' Association and a motion to increase BCSTA fees. Trustee Horsman voted against the fee increase on behalf of the Board, however, the motion carried. BCSTA has advised that with the increase they will be able to run two Trustee academy conferences next year.

### E2. Trustee McEvoy - CSBA Conference

Trustee McEvoy reported that he attended a Canadian School Boards Association (CSBA) conference and provided Trustees with information about a recent ruling with respect to the First Nations Control of First Nations Education Act. Trustee McEvoy, in his capacity as President of CSBA, wrote a letter to Minister Valcourt indicating the deep concern the CSBA had with respect to the FNCFNEA. Trustee McEvoy advised that discussion has been suspended on this Act until further information can be gathered.

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

### F1. Trustee McNally - MyEducation BC

Trustee McNally presented her motion and provided her rationale. Discussion ensued amongst the Trustees with Chair Orcherton providing clarification and reminding Trustees of the motion that passed earlier in the evening to send a letter to the Ministry of Education expressing the Board's concerns with the privacy and data control implications of MyEducationBC.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) encourage the Ministry of Education to support openStudent and abandon their commitment to MyEducationBC / Aspen.

**Motion Defeated** 

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

Abstained: Trustee McEvoy

### F2. Trustee Loring-Kuhanga - Youth Custody Centre

Trustee Loring-Kuhanga presented her motion and provided her rationale.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) request the Province to reverse its decision to close the Youth Custody Centre in View Royal and to keep it open for not only young male offenders but to open it up to include female offenders from the Vancouver Island courts.

A lengthy discussion ensued amongst the Trustees with Trustee Loring-Kuhanga agreeing to change the wording of her motion.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) request the Provincial Government (through Minister Stephanie Cadieux) to reverse its decision to close the Youth Custody Centre in View Royal and keep the facility open for young male offenders and return young female offenders from the Vancouver Island courts.

**Motion Carried Unanimously** 

- **F3.** Trustee Alpha provided two Notices of Motion for the June 2, 2014 Education Policy Development Committee meeting regarding Wi-Fi.
- G. **COMMUNICATIONS** None

**ADJOURNMENT** 

I.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

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

i) Chair Orcherton reported out that Associate Superintendent Pat Duncan will now have the title of Deputy Superintendent Pat Duncan.

	That the meeting be adjourned.	
	That the meeting be adjustmed.	Motion Carried
'		

The meeting adjourned at 9:57 p.m.

### Chair Secretary-Treasurer

**CERTIFIED CORRECT** 



### **Education Policy Development Committee June 2, 2014 – Tolmie Boardroom**

### **REGULAR MINUTES**

Present: TRUSTEES

Bev Horsman - Chair

Tom Ferris Michael McEvoy Diane McNally Peg Orcherton

Regrets: Catherine Alpha

Edith Loring-Kuhanga

Deborah Nohr

**ADMINISTRATION** 

Sherri Bell, Superintendent of Schools Pat Duncan, Deputy Superintendent Dave Pitre, Associate Superintendent

Janine Roy, District Principal of Learning Initiatives

Simon Burgers, District Vice Principal Languages and Multiculturalism

Kristine Marshall, Recording Secretary

The meeting was called to order at 7:01p.m.

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

Trustee Orcherton indicated that Trustee Alpha would not be chairing the Education Policy and Planning Committee meeting this evening. The rationale reported by Trustee Alpha to Trustee Orcherton is that as a teacher in SD 62 (Sooke) it is Trustee Alpha's understanding that due to the BCPSEA lockout she is unable to attend to any Board business held on School District property.

### 1. APPROVAL OF THE AGENDA

It was moved

That the June 2, 2014 regular agenda be approved.

**Motion Carried** 

### 2. APPROVAL OF THE MINUTES

It was moved

That the May 5, 2014 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. Social Justice Collaborative Learning Project.

Ms. Tammy Renyard and Mr. Barry Janzen, Vice-Principals, Spectrum Community School, presented Spectrum's Social Justice Project. The inquiry-based project started with the question, "What does Social Justice mean to me?" One hundred-twenty Grade 9 students participated in the project which integrated English, Social Studies and Art and encouraged collaboration across classrooms. Through research on social justice concepts and involvement in detailed class discussions, students developed their own conceptualization of social justice. Students then created clay tiles to represent their understanding and utilized iPad apps such as Aurasma, an augmented reality app, to link their visual and audio reflections to their artwork. The audience can view the art piece, reflect, and connect to the student who created it using technology. The students' 'voices' are now immortalized into their artwork and are on permanent display outside the school office.

Spectrum students Sydney Elarid, Fiona Luo, and Nikki Leung explained the project and provided feedback about their experiences. "Throughout this process it was interesting to see a variety of different classes working together. More ideas were accumulated and it helped us create this project." "We didn't have to use a certain format. We had choice in what we wanted to create. It wasn't restricted to one type of expression." "The gala event was surreal, seeing your art piece on the wall it made me thankful that my teachers organized all of this." "This project helped us to become more aware of social justice issues that are not necessarily obvious." "Anything is achievable if you put hard work into it. Social justice is achievable."

Trustees asked questions and commended the students, staff, and administrators.

### B. Culture and Community Committee Draft Statement of Principles

Ms. Sherri Bell, Superintendent of Schools, Mr. John Bird President, VCPAC and Mr. Tom Aerts, Principal, Reynolds Secondary School, presented the Culture and Community Committee Draft Statement of Principles. The committee, composed of parents, trustees, school principals, support staff, police and students, utilized an appreciative inquiry process to identify the district's core values. The Draft Statement of Principles derived from this work.

Encompassing relationships, engagement, personal growth and community, the Draft Statement of Principles promotes positive change in School District 61. It is the collective goal of the committee that schools and workplaces will actively embrace and give life to the values and opportunities represented by these principles.

Trustees asked questions, expressed their appreciation and gratitude for the committee's work and encouraged the committee to move forward with the next step, which is implementation.

### C. French Immersion

Trustee Ferris and Mr. Simon Burgers, District Vice Principal, Languages and Multiculturalism discussed French Immersion registration. The French Advisory Committee examined registration processes for French Immersion from a parent's perspective and recommended the following changes: schedule Early French Immersion registration two weeks before regular Kindergarten registration to allow parents to make additional decisions if their child is unable to access a seat in their catchment area, and shift from a first come, first served process to a registration process that keeps intact the five established priorities and introduces a school draw in the event there are more spots needed than can be accommodated. This will provide every early immersion registrant an equal opportunity to pursue French

Immersion at their catchment area school. Eighty percent of BC School Districts have already gone to a lottery process.

These changes are procedural changes not philosophical changes. School District 61 continues to have the largest French Immersion enrollment per total student enrollment in the province and the demand continues to grow. Depending on the school and depending on the year, the demand could exceed the number of spaces.

### It was moved

That the Board of Education of School District No. 61 (Greater Victoria) supports the work of the French Immersion Committee

**Motion Carried Unanimously** 

Trustees asked questions and thanked the presenters.

### D. Community Literacy Plan

Ms. Janine Roy, District Principal of Learning Initiatives, provided the Community Literacy Plan for information, which was prepared by Literacy Outreach Coordinator Jan Dupuis. The Community Literacy Plan continues to support the community literacy initiatives within the geographical boundaries of the Greater Victoria School District.

### E. Achievement Contract

Ms. Sherri Bell, Superintendent of Schools presented the Achievement Contract. The Achievement Contract structure is similar to previous years. The goals of School District 61 remain the same. Superintendent Bell reported that we have many things to be proud of, in particular our graduation rate of 84.5%, which is higher than the provincial rate. Feedback from the Achievement Contract Advisory Committee and School Planning Councils have been incorporated into the Achievement Contract.

### It was moved

That the Board of Education of School District No. 61 (Greater Victoria) receives the 2014-2015 Achievement Contract.

**Motion Carried Unanimously** 

### F. Updates

Ms. Sherri Bell, Superintendent of Schools updated the Education Policy Development Committee on the work of the District Leadership Team and Senior Management Team.

Suicide prevention programs: All Secondary Schools have had some form of suicide prevention programs in their schools this year. 9 out of 10 middle schools had 'Need2' presentations in their schools this year, with the remaining middle school having a Need2 presentation last year to the entire school.

Cyber bullying: Associate Superintendent Dave Pitre is reviewing all the policies and regulations with regards to cyber bullying, and it will continue to be a focus next year.

Student representative: Superintendent Bell meets with the Student Advisory Committee on June 6th and will have an update for the Board at the next Board Meeting.

### G. Notice of Motions Trustee Alpha

Due to Trustee Alpha's absence, the motions were moved to the Board Meeting.

### **ADJOURNMENT**

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:00pm.



### OFFICE OF THE DEPUTY SUPERINTENDENT

Pat Duncan, Deputy Superintendent
556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4220 FAX (250) 475-4115

### **MEMO**

**To:** Education Policy Development Committee

From: Pat Duncan

**Date:** June 2, 2014

**Re:** Achievement Contract

Attached you will find the 2014-2015 Achievement Contract.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receives the 2014-2015 Achievement Contract.



## 2014-2015 Achievement Contract



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

## 2014 - 2015 Achievement Contract

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

### Introduction

Achievement Contracts are the Boards of Education's public commitment to improving student achievement. Achievement Contracts are based on thoughtful consideration of student performance information at the classroom, school, district and provincial level. The Greater Victoria School District Achievement Contract outlines the intentions and directions that have been designed to continuously improve student learning and achievement. The Achievement Contract reflects the unique characteristics, priorities and needs of our district. These outcomes have been, and will continue to be, the foundation for the work of our District.

partner groups, is valued and appreciated. Our District has used the input of these groups, student performance data, and School Growth The involvement of School Planning Councils, school administrators, and the Achievement Contract Advisory Committee, made up of District Plans to develop this contract. The following goals and objectives, beginning with the achievement of each student and culminating in their successful transition to the world beyond Grade 12, continue to guide our directions as a District.



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## District Context

### Demographic Data

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family services; and Hulitan Social Services Society. Schools draw from the urban, semi-urban and suburban areas. Five MLAs represent the Greater Victoria area. As of July 2011, BC Stats reports a total of 102,613 private households in the Greater Victoria School District with approximately 223,488 people residing within.

Students come from diverse socio-economic levels with 21 schools qualifying for CommunityLINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in our District, 17.43% are considered low income.

## Enrollment 2013 - 2014

e enrolled:

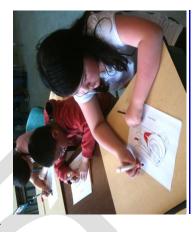
- 8250 Full Time Equivalent Kindergarten through Grade 5 students
- 3866 Full Time Equivalent Grade 6 through Grade 8 students
- 6116 Full Time Equivalent Grade 9 through Grade 12 students
- 56 Full Time Equivalent Adult students
- 1560 Aboriginal ancestry students
- 702 International students
  - 8 Home-school students
- 772 students registered in Distributed Learning Programs
- 1671 students with English Language Learning or English as a Second Dialect
- 3352 Early French Immersion students
- 214 Late French Immersion students
- 2165 students designated for Special Education services
- 229 Children in Care

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## Unique Characteristics & Strengths

colleagues to plan initiatives that arise out of shared school goals. Our District transition process was designed to facilitate students attending schools in their Family of Schools. This results in more seamless transitions from school to school as students move from K-5 through to professional development and collaboration. Principals and Vice Principals have the opportunity to dialogue monthly with their K-12 The Greater Victoria School District organizes all schools into seven Families of Schools providing a structure that allows for K-12 planning, middle and secondary levels.

as the school. For students from Kindergarten through Grade 12, our distributed learning program, The LINK, supports students through a and curling respectively. Beginning in September 2014, Esquimalt Secondary will offer a Rugby Program of Choice. Rockheights Middle catchment area. Two middle schools, Colquitz and Gordon Head, are partnered with the Saanich Municipality. The "Community Space Project" pools resources between our District and the Municipality, thereby creating a facility that meets the needs of the community as well Our District offers a wide range of Programs of Choice. We have a large and flourishing French Immersion program which is available for K-12 students. Entry points are offered at K, Grade 1 and Grade 6. Beginning in 2014/15, our new "Coastal Kindergarten" district Program of Mount Douglas Secondary. Spectrum Community School offers the Advancement via Individual Determination (AVID) program. Four secondary schools (Reynolds, Lambrick Park, Spectrum and Esquimalt) offer Programs of Choice in soccer, baseball/softball, hockey, lacrosse School offers a Program of Choice in hockey and Arbutus Global Middle School is a School of Choice for Grade 6-8 students. At the K-5 level, our District offers two Schools of Choice: South Park Family School and Cloverdale Traditional School. These schools do not have a Choice, which will focus on outdoor learning, will be piloted at James Bay Community School and South Park Family School. At the secondary evel, district programs include Flexible Studies at Reynolds Secondary and a Challenge Program for gifted learners at Esquimalt High and combination of on-line and/or paper-based course options.



## District and School Connections

# Development of School Growth Plans and the Achievement Contract: A District-Wide Conversation

community in the development of the school growth plan. These growth plans are then submitted to the Associate Superintendents, who School Planning Councils (SPCs) play an important role in our District's Achievement Contract framework. SPCs collaborate with the school review and discuss the plans further with school principals. School Growth Plans are shared with the Greater Victoria Board of Education for

Achievement Contract. Invitations to participate on the Achievement Contract Advisory Committee are sent to representatives from the A "Draft" Achievement Contract is developed from the school growth plans on the basis of priorities identified by schools, District student the Allied Specialists Association and the Victoria Principals and Vice Principals' Association. The Achievement Contract Advisory Committee performance data, and trends over time. All District partner groups are invited to become involved in the process of developing the "draft" Victoria Confederation of Parents Advisory Councils, the Greater Victoria Teachers' Association, the Canadian Union of Public Employees 947, meets to consider, review and work together collaboratively in this development. A "Draft" Achievement Contract is provided to each school's SPC to review and consider the information provided in the document. SPCs are asked to pay particular attention to the alignment and coherence between the school's priorities and district goals, and to provide feedback, suggestions and input on any or all of the information they are considering.

actions to support Aboriginal learners. In the Spring of 2013, the ongoing work of the Aboriginal Nations Education Council resulted in the Achievement of success for each Aboriginal student is a separate goal of this Achievement Contract (Goal 2). As well, Goals 1 and 3 integrate Our District entered into its first Aboriginal Education Enhancement Agreement (EA) in June 2005. This agreement includes goals and key performance indicators, with accompanying strategies and structures designed to monitor and support Aboriginal students in our District. renewal of the Agreement, ensuring continued support for the success of our Aboriginal students through to 2018. These district-wide conversations assist in the development of the Achievement Contract. The Achievement Contract is submitted to the Ministry of Education annually on, or before, July 15th. This cycle of analysis, planning, development and review continues throughout the

### Early Learning

Early Learning Programs in our District include six Strong Start Centers, twenty-eight Ready, Set, Learn plans, and ten Welcome to District connects with the Lower Island Success By 6 and the Regional Literacy Task Group. The work with Success By 6 has led to a District Kindergarten partnerships. This work has led to the forging of a stronger collaborative relationship with the early learning community. Our nitiative entitled "1000 x 5," which has most of our elementary schools collecting gently used books from their parent community. These books are then picked up from the schools, levelled and distributed to the Strong Start Programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindergarten.

## Community Literacy Plan

discussion and recommendation process. Following this, an analysis of structures and gaps was undertaken. Goals were set and ranked. In provincial initiatives by providing grant funds, which were targeted for Literacy Outreach Coordinator positions. The community Literacy Task Group, which planned and implemented these initiatives within the geographical area of the District in 2013-2014, is made up of In 2009-10, energies were applied to creating a resource list of community literacy assets and engaging the community in an examination, 2011, Legacies Now 2010 and Literacy BC merged to become Decoda Literacy Solutions and this organization was charged with overseeing representatives from a variety of community organizations including libraries, family resource programs, our District, and local literacy

## Healthy, Safe and Caring Schools

All schools identify specific strategies and structures to build safe and caring school communities and to honour diversity of both visible and invisible differences. These strategies and structures include reviewing, revising and communicating Codes of Conduct, as well as specific programs to develop and/or support social responsibility such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Youth Combatting Intolerance (YCI), Restitution and Student Leadership programs, as well as anti-racism initiatives such as the Holocaust Symposium. All schools have a link on their website to the Ministry ERASE anti-bullying reporting tool and web site. The Healthy, Safe and Caring Schools program, supported by a coordinator, links directly with all schools to provide leadership training models for students and school staff. A number of schools involved staff members and parents in training in the Restitution Model. In addition, the District Principal, Student Services, regularly meets with the Ministry of Children and Family Development (MCFD), Island Health Authority (IHA), and local police departments to exchange information and ideas to provide support to schools.

expertise, resources, and additional counseling. This team also provides education regarding crisis preparedness such as lockdown A District Critical Incident Response Team provides support to schools and families in dealing with critical incidents through the provision of procedures and supporting children and youth dealing with grief, loss and trauma. Training for team members assists in keeping team responses current and appropriate to school needs.



## Innovative and Promising Practices

Over the last several years, a number of strong innovative and promising practices have been put in place, and/or strengthened, including, but not limited to, the following:

- Families of Schools, a way of making a large district smaller and connecting elementary and middle with a secondary school, collaborate in supporting students from Grades K-12;
- A focus on ESD (English Skill Development/Second Dialect) as a means of providing early intervention to Aboriginal children;
- A purposeful and deliberate focus on pedagogical practices and student learning at Principals' Meetings with a focus on skills, competencies and learning strategies based on what we know about learning, the brain, and self-regulation;
- Secondary school principals meet once a month as a group focusing on increasing student achievement;
- Fast Track, a credit recovery program for students in Grades 9-12;
- TASK (Trades and Apprenticeship Foundational Skills and Knowledge Program) is a Trades awareness program designed in cooperation with the Camosun College South Island Partnership. Students in Grades 10 and 11 can experience a variety of trades including minor carpentry, drywall, electrical, floor laying, painting, plumbing, roofing repairs, and general maintenance and inspection;
- Grade 8 Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding Automotive;
- SPOTLIGHTS is a program that focuses on trades and technical training opportunities, leadership and community building;
- Dogwood Completion Project: The District Student Services Office works closely with schools to track and support each student's journey toward completion of graduation program requirements. In particular, vulnerable and at-risk students are closely monitored by school-based and District counseling and administrative staff;
- discussions with the Superintendent, Associate Superintendents, and school-based Principals and Vice Principals regarding unique Close monitoring and tracking of students needing additional support is provided by the Student Services Office. In addition, regular individual pathways are planned and implemented;
- Our District Gay Straight Alliance (GSA) Committee is a Board of Education Advisory Committee that meets to promote inclusive school activities and a safe and welcoming learning environment for all members of school communities;
- Our District designed the Grades 2-8 Oral Reading Comprehension Assessment (ORCA) to assess reading comprehension in the

- Reading Recovery for short term early literacy intervention for Grade 1 students;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on reading, writing, and numeracy;
- District French Immersion website to organize classroom and library resources in French for ease of selection and ordering;
- K 12 professional development focused on enhancing learning using technology and learning outdoors are offered through Learning
- Ministry K-5 Changing Results for Young Readers Project: a year-long modeled professional development for teachers to analyze existing practice in reading and identify elements for change;
- Forty-five out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff. By the end of the 2014-15 school year, all schools will have implemented a full recycling/waste management program;
- All of our elementary schools participate in W.I.T.S, which is an elementary anti-bullying program that provides workable and developmentally appropriate social skills for handling conflicts with peers;
- 'Friends for Life" is a Grade K-7 program that helps children develop greater life skills in understanding and managing stress and
- School-Based Team training for teams of elementary and middle schools teachers;
- Project-based learning workshops for elementary contact teachers for Gifted students;
- Enhancing Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning;
- Project-Based Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning.



## Goals and Objectives

### Goal 1

To improve student learning and achievement.

Objective 1:

- a) To improve learning and achievement in Literacy and Numeracy for each student;
- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

Objective 2:

To increase personal and social responsibility for each student.

### Goal 2

To increase the success of Aboriginal students from Kindergarten to Grade 12.

### Goal 3

To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

## To improve student learning and achievement.

### Objective 1

- a) To improve learning and achievement in Literacy and Numeracy for each student;
- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

### RATIONALE

Analysis of school, district and provincial data along with school growth plans indicates that targeted literacy and numeracy support continue to be important and making a difference for our students. We seek to improve learning and achievement in literacy and numeracy for every student with a particular focus on vulnerable or low performing students.

## SUMMARY OF PROGRESS

Inquiry Projects on Literacy to develop strategies to continue to improve student achievement in reading. Middle and secondary schools Our data indicates a steady and positive trend in student achievement. This year we equaled or exceeded the Provincial FSA results in reading, writing and numeracy for all students in Grades 4 and in reading and writing for all students in Grade 7. As well, the 2012-13 Provincial FSA results for Grade 4 Aboriginal students showed improvement in reading, writing and numeracy. Support for reading was offered to all elementary schools through the provincially-funded Changing Results for Young Readers Project and our District's Teacher were offered support in literacy through our District's Grade 6-12 Engaging Readers and Writers with Inquiry Project. Support for numeracy was offered to elementary and middle schools through our Grade 4 - 8 Numeracy teacher Inquiry Project.

## **ENGAGE and ACT**

Goals and Expected Results	
New or Ongoing Initiatives	

## Ministry K-5 Changing Results for Young Readers Project

- For a second year, additional provincial funding provided the structure of year-long modeled professional development and allocated collaborative planning time to K 5 teachers to analyze existing practice in reading and identify elements for change. Teachers used the inquiry process to focus on strategies for supporting learners in reading, strategies for supporting vulnerable learners and examining current research. Teachers were then provided additional time for collaborative co-planning, co-teaching and reflections with colleagues to specifically target vulnerable students in reading;
- Areas of focus were determined by teachers through observation and teacher reflection;
- Areas of support included: focus on inquiry process; strategies for supporting learners in reading; strategies for supporting vulnerable learners; resource exploration; and time for collaborative planning, co-teaching and reflections with colleagues.

- Ongoing formative assessment and student documentation;
- Teachers sharing their reflections on observed student growth;
- Improved K-5 student learning in reading.

New or	New or Ongoing Initiatives	Goals and Expected Results
K-1 Elen	K-1 Elementary Teacher Inquiry Project on Literacy	<ul> <li>Teachers sharing their observations on their inquiry with other teachers in the project;</li> </ul>
Addit invite on lite invite profe with ( in rea to co- specif focus teach	Additional provincial funding provided the opportunity to invite K – 1 teachers to join a District inquiry project focused on literacy. K – 1 teachers in all elementary schools were invited to a series of sessions which used the inquiry process, professional development, and collaborative reflection time with colleagues to examine strategies for supporting learners in reading and writing. Teachers were provided release time to co-plan, co-teach and reflect with colleagues to specifically focus on vulnerable students in reading. Areas of focus were determined by teachers through observation and teacher reflection.	<ul> <li>Areas of teacher support and growth include: strategies for supporting vulnerable supporting learners in literacy, strategies for supporting vulnerable students, and opportunities for collaborative planning, co-teaching and reflections with colleagues;</li> <li>Improved K-5 student learning in reading and writing.</li> </ul>
Middle a  Middl  Writin  Teach frame and e  Inquir profe for co  Teach stude	<ul> <li>Middle and Secondary Inquiry Projects</li> <li>Middle and secondary inquiry projects focus on reading, writing and numeracy;</li> <li>Teachers develop pre- and post- common assessment frameworks and use these assessments to guide instruction and engage in collective inquiry into teaching and learning;</li> <li>Inquiry teams are provided with release time to engage in inquiry projects supported by year-long modeled professional development and are provided additional time for collaborative co-planning, co-teaching and reflection;</li> <li>Teachers implement specific strategies based on identified student literacy and numeracy needs.</li> </ul>	<ul> <li>Teachers completed a survey to provide their reflections on observed student growth;</li> <li>Improve student achievement in reading and writing;</li> <li>Improve student achievement in understanding of mathematical concepts.</li> </ul>
		Page

New or Ongoing Initiatives	Goals and Expected Results
<ul> <li>Secondary French Immersion</li> <li>To increase secondary French Immersion elective courses;</li> <li>Secondary Language Department Heads will collaborate with the District support to share best practice to meet second language learning needs.</li> </ul>	<ul> <li>Continue to increase the retention rate of students in French Immersion as they transition from middle school (Grade 8) to secondary (Grade 9). The 2012- 2013 retention rate is 81%.</li> </ul>
<ul> <li>French Immersion Teacher Professional Development Opportunities</li> <li>French Immersion professional development opportunities offered to immersion teachers through the following initiatives:  - Teacher mentoring - Math strategies – school-based Power of Ten - French Language Enhancing Learning Grants will provide the opportunity for school-based inquiry by teams of teachers working together with the goal of augmenting language acquisition; - Development of collaborative web presence for teachers to share resources; - Partnership with Sooke and Saanich school districts to share access for teachers to participate in afterschool Professional Development workshops; - Established a Tri-District professional learning day for French Language instruction.</li> </ul>	Continue to increase retention rate and student achievement for all students in French Immersion as a result of meeting the individual learning needs of each student.

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and Expected Results	
ew or Ongoing Initiatives	

Teachers responsible for ELL/ESD programs will use the Annual

Education Plan checklist to support ELL/ESD learners;

Facilitate improved transition of information.

## English as a Second Language

- Implementation of a standardized Aboriginal Annual Education Plan checklist to aid teachers in supporting ELL/ESD students;
- Development of collaborative web presence for teachers to share resources;
- Professional Development for elementary school ELL teachers on the use of a locally developed English as a Second Dialect assessment tool as a means of providing early intervention for Aboriginal children.

### Reading Recovery

- Short-term intervention designed for Grade 1 students with early reading challenges;
- Intensive one-on-one lessons for 30 minutes a day with a trained Reading Recovery teacher, for an average of 20 weeks.
- Overall improvement in literacy for each student who completes the intervention.



To increase personal and social responsibility for each student.

### RATIONALE

Caring Schools section of this report (page 6) outlines some of the initiatives in our schools. Additionally, in 2013 - 2014 twenty-seven schools A school climate that promotes personal and social responsibility is fundamental to student learning and achievement. The Healthy, Safe and had a school goal focused on social responsibility, school and community connectedness, and the development of global citizenship skills.

## SUMMARY OF PROGRESS

Developing personal and social responsibility has been an ongoing objective in our District Achievement Contract. In the recent past, we have focused on environmental and global awareness. Most schools have established "green teams" with representatives from all stakeholder groups. Forty-five out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff. School's growth plan goals for 2013-2014 reflected a shift in emphasis from environmental awareness to self-regulation and personal responsibility. Many schools have also been increasingly focused on digital citizenship as part of their social responsibility goal

## **ENGAGE** and ACT

New or Ongoing Initiatives	es	Goals and Expected Results
Community and Culture Committee	Committee	
District committee composed of a reprint the composed of a reprin	losed of a representative from each	<ul> <li>The committee will consult with District stakeholders to create a</li> </ul>
stakeholder group. Monthly meetings	ithly meetings explored strategies to	welcoming and inclusive culture for all of our students, parents and
enhance District culture.	enhance District culture. The Community and Culture	employees;
Committee will continue	Committee will continue to work to promote individual and	<ul> <li>The committee will create a statement of beliefs that articulates a</li> </ul>
collective growth.		vision for our learning community.

Goals and Expected Results	
New or Ongoing Initiatives	

Increase in the use of self-regulation strategies by all members of

### Self-Regulation

- The District is one of six school districts in BC participating in the Canadian Self-Regulation Initiative. Lake Hill Elementary School is a First Wave School;
- Many schools have targeted their Enhancing Learning Grant to go deeper with their inquiry and investigation of selfregulation practices;
- District-wide self-regulation discussion groups held regular meetings throughout the year. These conversations were open to teachers, educational assistants, administrators, and District staff.

## Healthy, Safe and Caring Schools Program

- The District Healthy Schools Coordinator continues to facilitate connections between schools and community agencies to support the healthy development of students;
- The coordinator supports school social responsibility programs such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, anti-racism initiatives.

our school communities to improve student learning.

To continue to support schools with their social responsibility goals



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### GOAL 2

# To increase the success of Aboriginal students from Kindergarten to Grade 12

### RATIONALE

The Dogwood Completion Rate of the Aboriginal students in our District receives continuous attention. The actions of this goal are meant to Aboriginal parents, and our communities work together to increase the Aboriginal students' sense of place, caring and belonging in the public complement Goals 1 and 3. These actions are consistent with our renewed Aboriginal Education Enhancement Agreement. Our District, our school system. Knowledge and understanding of Aboriginal history, traditions and culture will be valued and honoured by all students.

## SUMMARY OF PROGRESS

eachers accessed our District's Aboriginal Nations curriculum and cultural integration program resources to create a sense of caring and schools must report annually on the curriculum integration cultural sessions and Aboriginal programs that support the implementation of the In 2012-2013, the Enhancement Agreement renewal process was completed ensuring support for Aboriginal students through to 2018. Due to the District's strong and unwavering commitment to the four goals of our Enhancement Agreement, we have shown a strong upward trend belonging for our Aboriginal students and to provide traditional cultural teachings to 10,132 students in the overall school district. All District in our Dogwood Completion Rates for Aboriginal students, moving from 32.9% in 2008 to 51% in 2013. In the 2012-2013 school year, 432 Enhancement Agreement Goals.



### ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
To increase Aboriginal students' sense of place, of caring,	
and of belonging in the public school system	Io Increase Aboriginal studen

- Continue working with Learning Initiatives with Changing Results for Young Readers Project, K-5 Teacher Inquiry on Literacy Project, and Elementary/ Middle/ Secondary Inquiry teams to include Aboriginal content and resources;
- Work in partnership with Victoria Native Friendship Centre/Journeys of the Heart and local nations to organize a gathering for preschool children who are transitioning into Kindergarten;
- Continue Backpack Counseling Club (6 week programs) for students.

# To honour and improve relationships between our District and the Aboriginal community and parents

- Our District partners with the Victoria Native Friendship Centre and the Métis Nation of Greater Victoria to provide cultural and curriculum sessions to schools;
  - Surrounded By Cedar and our District provide support for Aboriginal children in care through a protocol agreement;
- Surrounded By Cedar works with the District Coordinator to support the Back to School Picnic to provide supplies to over 900 students;
- The Victoria Native Friendship Centre provides support for District Aboriginal students through their Youth and Family Counsellor and Aboriginal Education Liaison;

# To increase Aboriginal students' sense of place, of caring, and of

- Io increase Aboriginal students sense of place, of caring, and belonging in the public school system;
   Continue working with Learning Initiatives projects to weave
  - Continue working with Learning Initiatives projects to weave Aboriginal content into school-based work;
- To increase the focus on numeracy for Aboriginal students through the Learning Initiatives team;
- Increase Backpack Clubs to 6 schools.

- Honour and improve relationships between our District and the Aboriginal community and parents;
- Increase the number of schools where the Métis Nation of Greater Victoria provides Métis cultural lessons to students;
- Surrounded By Cedar meets annually with principals and our District Principal, Student Services, to monitor progress and support Aboriginal children in care;
- The Aboriginal Education Liaison and Aboriginal Youth and Family Counsellor activities and support to Aboriginal students are reported in the District CommunityLINK Annual Report;

# New or Ongoing Initiatives

# To honour and improve relationships between our District and the Aboriginal community and parents (continued)

- Our District meets monthly with the Songhees and Esquimalt
- The Aboriginal Nations Education Council meets monthly to review the implementation of the Enhancement Agreement;
- Aboriginal Nations Education Council is developing a District Cultural Protocol Handbook.

# To increase awareness and understanding of Aboriginal history, traditions and culture

- Aboriginal Nations Coordinator increases the number of classroom site visits to provide Aboriginal cultural curriculum content in all schools;
- Aboriginal Nations Coordinator partners with the University of Victoria & Camosun College for class presentations on Aboriginal Education;
- Environmental and traditional tours of Coast Salish territory are conducted by Aboriginal Nations Education Department

## Goals and Expected Results

- Continue monthly Education meetings with Songhees and Esquimalt Nations Education committees;
- Completion of the Cultural Protocol Handbook.



- To increase awareness and understanding of Aboriginal history, traditions and culture;
- All schools report on the activities that support the Enhancement Agreement goals in June of each year. These reports are submitted to the Associate Superintendent;
- ANED documents all teacher requests and the number of students who participate in the district Aboriginal Cultural Curriculum Integration Program;
- Increase the number of environmental and traditional tours of Coast Salish territory from 74 in 2012/13 to 85 in 2013/14;
- Increase the number of requests for class presentations from 433 in 2012/13 to 460 in 2013/14.

New or Ongoing Initiatives	

# To increase success of all Aboriginal students

- Develop a resource that provides schools with the Ministry of Education Learning Standards that reflect Aboriginal content as well as the available Aboriginal Nations Education Department resources to support K-12;
- Liaise with the University of Victoria to have Aboriginal students participate in the Science, Technology, Engineering, Mathematics Coalition and UVIC Mini Summer Camp Programs;
- Continue a middle to secondary school twelve week transition program between Shoreline, Rockheights and Esquimalt High School;
  Implement a Board Authority Authorized course entitled Aboriginal Cultural Connections 12. This course was developed by our District to support Aboriginal ways of knowing, doing and being.

To increase success of all Aboriginal students;

Goals and Expected Results

- Increase the Dogwood completion rate of Aboriginal students;
- To increase the number of secondary schools that offer Aboriginal courses;
- To increase registration of students in the Cultural Connections course through The LINK;
- Access \$3,000 grant from Camosun College to support the Na-sta-maht transition program with 3 schools.



To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

### RATIONALE

achievement of graduation. A significant measure of success for our learners, and our system, is the number of Grade 8 students who achieve graduation within six years. Our goal is to continue to increase the Dogwood Completion Rate for all students and remain above the Goal 3 is dependent upon the actions outlined below, as well as those in Goal 1 (Student Achievement), and Goal 2 (Aboriginal Success). Success in literacy, numeracy and social responsibility are fundamental to student achievement in all areas of learning as well as in provincial average, including the success of students receiving a School Completion Certificate.

### SUMMARY OF PROGRESS

Additionally in 2013, 53% of students graduated with Honours, four percent above the Provincial average. In each of the last six years we Our District continues to create multiple pathways to enable students with diverse Camosun College and the University of Victoria. These programs include the Accelerated Credit Enrollment in Industry Training (ACE-IT), the The 2012-2013 Dogwood Completion Rate was the highest on record for our District. Over the last six years the completion rate has shown continual and steady improvement, moving from 70.8% in 2008 to 84.5% in 2013. This is an extraordinary improvement of 13.7%. earning needs to achieve a Dogwood Certificate. Our District also continues to expand our Career Programs through partnerships with have shown improvement over the previous year. Secondary School Apprenticeships, and U-START.



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ENGAGE ALIG ACI	
New or Ongoing Initiatives	Goals and Expected Results
<ul> <li>Graduation Rate Improvement Plan</li> <li>Regular and ongoing meetings of the District Principal,</li> <li>Student Services, Superintendent and Associate</li> <li>Superintendents with school-based administration teams to identify, monitor and support vulnerable learners in each secondary school. Barriers to course completion and</li> </ul>	<ul> <li>Increase in student course completion rates, grade to grade transition rates and graduation completion rates.</li> </ul>
problem solving by school-based teams results in greater retention of students in their neighbourhood schools.	
<ul> <li>6 Year Cohort – Completion of Graduation Program</li> <li>Develop, monitor and maintain database of six-year cohort students, identifying barriers to graduation and develop individualized pathways to Dogwood completion;</li> </ul>	<ul> <li>District Graduation completion rate will continue to improve.</li> </ul>
<ul> <li>Our District Principal, Student Services, follows up with students by "reconnecting" with those left school. Options and strategies are explored to re-engage students in their education program.</li> </ul>	
<ul> <li>Children in Care</li> <li>Identify, monitor and support each student determined to be in Continuing or Temporary Care. Every school submits a monthly report to Student Services on the attendance, the behaviour and the achievement of children in care;</li> </ul>	<ul> <li>Improvements in attendance, behaviour and achievement of all children in care in our District.</li> </ul>
<ul> <li>In 2013 – 2014 there were 229 Children in Care; 83 of these children are of Aboriginal ancestry.</li> </ul>	

New or Ongoing Initiatives	Goa
District Based Team Meetings	

• School administrators and school-based teams refer students identified as struggling with behaviour, attendance and/or achievement to a District-based team for collaboration and consultation. This team works with the school, and student and parents to develop unique and personalized pathways to school completion. The Student Services Department follows up to ensure that the plan for the student is working.

# Careers and Transition Programming

- our District Career Coordinator continues to facilitate relationships with community partners to enhance targeted enrolment in TASK, ACE-IT, U-START and other dual-credit programs. In 2013-2014 a plan was implemented to focus on increasing awareness of middle school students of the many benefits of pursuing a technical trade and career. A focus was also put on exposing more girls to careers in the trades.
  - Additional provincial funding from the Education Plan Supplement provided the opportunity to create a District Middle School Initiatives Coordinator position. The focus of this position is to increase awareness among all Middle School students of the various opportunities within the trades and technical skill areas. A deliberate focus of the position is also to increase awareness among Middle School girls of the many opportunities within the trades and technical skill areas. Some of the programs created include:

Continue to decrease student withdrawal rate;

ils and Expected Results

- Increase grade to grade transition rates;
- Increase student engagement as evidenced by increased attendance and achievement.
- Increase graduation rate through increased participation in dualcredit programs;
- Retain students at risk of withdrawing from school through experiential, high-interest trades and academic programs.

### New or Ongoing Initiatives

### Grade 8 Mini Trades

Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding, and Automotive.

Carpentry, Welding, and Automotive.
Students learn about each focus area, using relevant
machinery, tools and safety practices. Career program
options are explored throughout the program, introducing
students to options such as SSA, ACEIT, Dual Credit courses
and program options.

### Spotlights

SPOTLIGHTS focuses on trades and technical training opportunities, leadership and community building. These projects are designed to strengthen the connection and relationship between high schools and their feeder (middle) schools. The focus of the SPOTLIGHT is to highlight trade based and technical training career programs. Secondary School students play a role as leaders throughout the program with the middle school students. The final product is donated, or in some way contributed to the community, further enhancing the connection between community and schools.





February 2013: FSA Results Meeting/Exceeding Expectations - Grade 4

READING	Performance Level Unknown	ce Level wn	Not Yet Meeting	eeting	Me	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	287	21	152	11	711	53	199	15	98	83
Aboriginal	37	30	25	20	50	41	10	8	71	70
WRITING	Performance Level Unknown	se Level wn	Not Yet Meeting	eeting	Me	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	310	23	107	8	797	59	135	10	06	87
Aboriginal	39	32	14	11	64	52	5	4	83	71
NUMERACY	Performance Level Unknown	se Level wn	Not Yet Meeting	eeting	Me	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	291	22	226	17	733	54	66	7	62	79
Aboriginal	40	33	40	33	41	34	1	1	51	58

February 2013: FSA Results Meeting/Exceeding Expectations - Grade 7

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READING	Performance Level Unknown	ce Level	Not Yet Meeting	leeting	Ň	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	394	30	198	15	581	45	131	10	82	78
Aboriginal	52	43	32	97	34	28	3	2	24	61
WRITING	Performance Level Unknown	ce Level	Not Yet M	leeting	M	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	420	32	86	8	655	20	131	10	68	87
Aboriginal	09	20	18	15	42	32	1	1	02	71
NUMERACY	Performance Level Unknown	ce Level	Not Yet M	leeting	M	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	410	31	281	22	559	43	54	4	69	92
Aboriginal	57	47	47	39	17	14	0	0	27	50
							-	-	_	

Note: Actual totals have performance level unknown numbers removed

# FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 4 - All Students

rade 4 Reading

Olauc 4 Neaulig	Caulig									
	Performance Level Unknown	Se Own	Not Yet Meetin	ting	Meeting	<b>Б</b>	Exceeding	ng	Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	287	21	152	11	711	53	199	15	98	83
2012	192	14	195	15	782	59	160	12	83	82
2011	216	16	183	14	801	59	152	11	84	81
2010	263	20	183	14	702	53	171	13	83	81
2009	212	16	149	11	801	29	187	14	87	82

**Grade 4 Writing** 

	Performance	a)	Not Yet Meeti	ting	Meeting	92	Exceeding	Jg L	Meeting/Exceeding	Meeting/Exceeding
	Level Unknown	wn							Actual Total District	Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	310	23	107	8	797	59	135	10	06	87
2012	233	18	126	6	888	29	82	9	68	85
2011	251	19	131	10	905	29	89	2	88	87
2010	277	21	214	16	798	61	30	7	62	84
2009	227	17	275	20	812	09	35	8	75	82

Grade 4 Numeracy

	Performance	(I)	Not Yet Mee	eting	Meeting	ng	Exceeding	B	Meeting/Exceeding	Meeting/Exceeding
	Level Unknown	wn							Actual Total District	Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	291	22	226	17	233	54	66	7	62	79
2012	222	17	212	16	262	09	100	8	81	08
2011	240	18	227	17	<i>1</i> 9 <i>L</i>	22	118	6	80	79
2010	267	70	248	19	002	53	104	8	77	92
2009	225	17	194	14	810	09	120	6	83	78

Note: Actual totals have performance level unknown numbers removed

# FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 7 – All Students

Grade 7 Reading

2000	Gunna									
	Performance Level Unknown	e Jwn	Not Yet Meeting	eting	Meeting	<b>8</b>	Exceeding	ng 	Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	394	30	198	15	581	45	131	10	78	78
2012	342	78	172	13	648	50	144	11	82	77
2011	376	28	191	14	641	48	130	10	08	78
2010	400	29	201	14	661	48	128	6	08	62
2009	297	21	231	17	705	20	167	12	64	62

**Grade 7 Writing** 

•	)									
	Performance Level Unknown	ance	Not Yet Me	Meeting	Σ	Meeting	Exce	Exceeding	Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	420	32	86	8	655	20	131	10	68	87
2012	364	28	92	9	157	89	109	8	76	<i>L</i> 8
2011	402	30	71	5	717	54	148	11	76	<i>L</i> 8
2010	421	30	509	15	718	52	42	3	8/	78
5005	338	24	279	20	744	23	39	3	7.4	08

Grade 7 Numeracy

	Derformance		Not Vet Mee	ating	Manting	מפ	Evroading	90	Meeting/Evceeding	Meeting/Exceeding
	Level Unknown	, Mu		9		ō	- -	<u>ν</u>	Total District	Real Total Province
	#	%	#	%	#	%	#	%	%	%
2013	410	31	281	22	655	43	54	4	69	9/
2012	357	27	218	17	654	20	<i>LL</i>	9	77	73
2011	373	28	302	23	009	45	63	5	69	74
2010	404	53	596	21	689	46	51	4	70	75
2009	325	23	291	21	694	20	06	9	73	75

Note: Actual totals have performance level unknown numbers removed

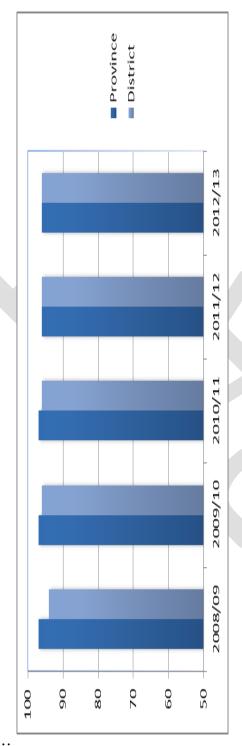
### Page | 31

## Performance Indicators

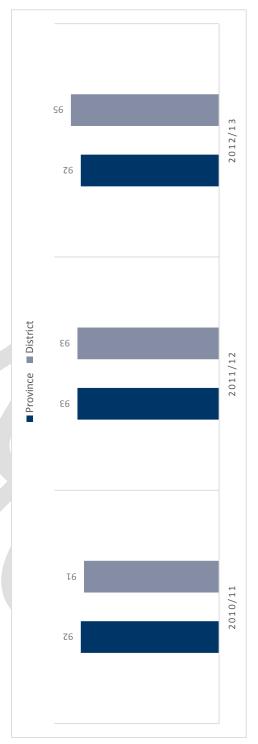
# English 10 and Mathematics 10 Completion

Percentages of students in our District who have successfully completed English 10 and Mathematics 10 compared with the Provincial completion percentages:

English 10:

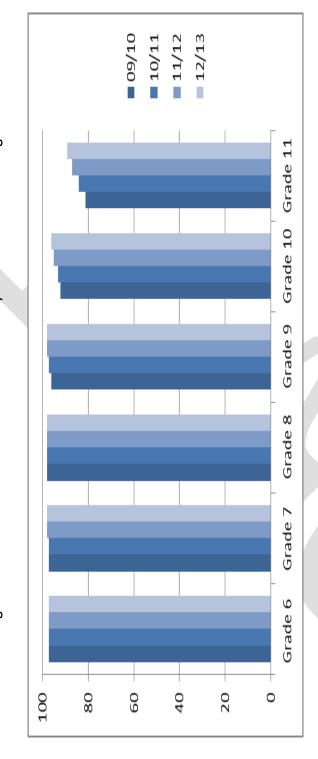


Mathematics 10 (Foundations and Pre-Calculus, Apprenticeship and Workplace):



## **Grade to Grade Transitions**

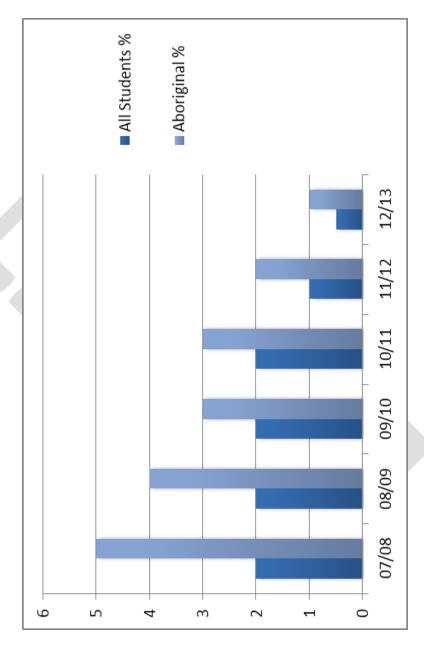
Percentage of all students in our District who have successfully transitioned to the next grade:





# Student Withdrawals: Grades 9 – 12

District percentage of all students and aboriginal students in Grades 9-12 who have withdrawn:



# **Graduation Completion Rates**

ont District be	rcentage of a	II students and	a or aboriginal s	students who r	Our District percentage of all students and of aboriginal students who have completed graduations	a graduation:
	2008	5009	2010	2011	2012	2013
All students	70.8	71.1	72.9	76.0	77.8	84.5
Aboriginal	32.9	36.5	40.6	48.8	52.8	50.9





### Operations, Policy and Planning Committee Meeting June 9, 2014 – GVSD Board Office, Boardroom

### **REGULAR MINUTES**

### Present:

Elaine Leonard, Chair, Operations, Policy and Planning Committee, Tom Ferris, Edith Loring-Kuhanga, Diane McNally, Deborah Nohr, Peg Orcherton, Bev Horseman

### Regrets:

Michael McEvoy, Catherine Alpha

### **Administration:**

Sherri Bell, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Pat Duncan, Deputy Superintendent, Seamus Howley, Director of Facilities, 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 June 9, 2014 regular agenda be approved.

**Motion Carried** 

### 2. APPROVAL OF THE MINUTES

### It was moved:

That the May 12, 2014 Operations, Policy and Planning Meeting regular minutes be approved with the following changes: Item 4B, add the words "Wi-Fi and Technology Use" to the heading and Item 10A, change the word "reimbursement" to "remuneration".

**Motion Carried** 

- 3. BUSINESS ARISING FROM MINUTES None
- 4. **PRESENTATIONS** None
- 5. SUPERINTENDENT'S REPORT

### A. Sub-Committee on Public Engagement

Chair Leonard reminded Trustees that there were two items under "recording of Board meetings" that required further discussion before moving on to Pages 16 and 17 of the report, and stated that the revised Bylaw 9360 'General Meetings of the Board', revised Bylaw

9360.01 'Question Period During General Meetings of the Board of Education' and the recommendations about recording of Board meetings will be reviewed at either the September or the October Operations, Policy and Planning Committee meeting.

Chair Leonard called for a majority vote related to the two recommended items under discussion. Majority support was received to include the following two recommendations:

- No other recordings will be permitted except media outlets.
- In order to support and encourage dialogue that occurs during Board Committee meetings, those meetings will not be recorded.

Chair Leonard referred to Page 16 of the report and invited Trustee comments with respect to the recommendation of providing "a list of all individuals who made application to be on the community presentations/speakers list for any Board meeting be appended to every agenda". Discussion ensued with Chair Leonard calling for a majority vote. Majority support was received for not including the list with the agenda.

Chair Leonard referred to Page 17 of the report and invited Trustee comments with respect to the recommendation that the Board agenda include "a list of all outside organizations that have assigned Trustee representatives". Discussion ensued with Chair Leonard calling for a majority vote. Majority support was received for not including a list of Trustee representatives on the agenda. A suggestion was made to post the list to the District website.

### 6. FINANCE AND LEGAL AFFAIRS

### A. Youth Detention Centre

Trustee Ferris updated the Committee with respect to the discussions taking place about relocating youth from the Victoria Youth Detention Centre to facilities in Burnaby and Prince George.

### B. Policy and Regulation 3450.1 School (Non-Public Funds)

Secretary-Treasurer Laser stated that Policy and Regulation 3450.1 School (Non-Public Funds) have been updated to reflect current accounting and reporting procedures. Trustees asked questions of clarification.

### It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approves the revised Policy 3450.1 School (Non-Public) Funds.

**Motion Carried Unanimously** 

The revised Regulation 3450.1 was received for information.

### C. Bylaw 9250.2 Notices of Motion

Secretary-Treasurer Laser advised that Item #3 of Bylaw 9250.2 Notices of Motion needs to be revised to match the wording of Bylaw 9130 Standing Committees which states that motions should be circulated three working days prior to the meeting.

The Committee supported that the following motions be brought forward to the June 16, 2014 Board of Education meeting:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9250.2, Notices of Motion at the meeting of June 16, 2014.

Motion to be Carried Unanimously

That Bylaw 9250.2, Notices of Motion be:

Read a first time this 16th day of June, 2014;

Read a second time this 16th day of June, 2014:

Read a third time, passed and adopted this 16th day of June, 2014.

### D. Regulation 3517.1 Security - Keys and Regulation 3517.2 Security - Locks

Seamus Howley, Director of Facilities Services presented Regulation 3517.1 Security - Keys and Regulation 3517.2 Security Locks for information stating that the regulations have been reviewed and updated to reflect current procedures.

### 7. FACILITIES PLANING

### A. "Green" Update

Superintendent Bell advised the Committee that the recycling initiative began in both the board office and in the schools in the fall of 2008, and that presently, all but two secondary schools have implemented the full recycling program. The change in behaviour has resulted in a reduction in waste disposal costs.

Seamus Howley, Director of Facilities Services stated that the mechanical system upgrades and new automatic heating controls have contributed to a reduction in greenhouse gas emissions which has led to a reduction in the district carbon footprint. There has been an 8% reduction in the carbon offset purchase from last year. The district has received a \$300,000 grant from the Carbon Neutral Capital Program to upgrade the boilers at George Jay Elementary School in conjunction with the seismic upgrade of the school.

Trustees thanked the Facilities Department for their continued efforts to create energy savings.

### 8. DISCLOSURE OF IN-CAMERA ITEMS - None

### 9. NEW BUSINESS/NOTICE OF MOTIONS

### A. Trustee McNally - Letterhead

Trustee McNally 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) modify its letterhead to include a footer to reflect the composition of the entire Board.

**Motion Carried** 

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

Against: Trustee Leonard

Abstained: Trustees Orcherton and Ferris

### 10. GENERAL ANNOUCEMENTS - None

### 11. ADJOURNMENT

It was moved:

That the meeting adjourn.

**Motion Carried** 

The meeting adjourned at 9:00 p.m.



### OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 PHONE (250) 475-4108 FAX (250) 475-4112

TO:

Operations, Policy and Planning Committee

FROM:

Debra Laser, Secretary-Treasurer

DATE:

June 9, 2014

RE:

Policy and Regulation 3450.1 School (Non-Public) Funds

The school non-public funds are now accounted for as part of the district's accounting system and reported in the trust fund section of the audited financial statements as "School Generated Funds". The Policy and Regulation 3450.1 School (Non-Public) Funds have been revised to reflect the current accounting and reporting procedures.

### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves the revised Policy 3450.1 School (Non-Public) Funds.

The revised Regulation 3450.1 School (Non-Public) Funds is presented for information.

Debra Laser, Secretary-Treasurer



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

### **POLICY 3450.1**

### SCHOOL (NON-PUBLIC) FUNDS

The Board of Education of School District No. 61 (Greater Victoria) Greater Victoria School Board shall assume stewardship supervision of all school (non-public) funds raised and disbursed on behalf in the name of any school in the District.

These funds are to be accounted for handled on a trust fund basis.

These funds shall be subject to audit at the Board's discretion and expense under the provisions of Section 247(3) of the School Act, and an annual report will be required from each school.

### Greater Victoria School District

Adopted:

May 17, 1976

Revised:

June 21, 1976

Revised:

November 1981

Revised:

March 29, 1982

Revised:

June 2014



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

### **REGULATION 3450.1**

### SCHOOL (NON-PUBLIC) FUNDS

### Definition

Non-public funds are school-based funds that are obtained through fundraising activities, student fees or donations (i.e. funds not provided through government grants or other general school district sources) and used for the benefit of student groups or for the general welfare of the school.

### ACCOUNTING AND CONTROL PROCEDURES

### A. Responsibility

The Principal is responsible for the collection and deposit of school non-public funds and must insure that monies held in trust for specific purposes are not used to finance other activities. The Financial Services Department is responsible for the custody and financial control of school non-public funds.

### B. Collection and Deposit

Funds collected at the school must be receipted into the accounting system and a pre-numbered receipt generated. The funds collected must be for a clearly defined purpose and coded accordingly. The funds must be kept in the school safe and then deposited into the school's bank account on a timely basis. The funds will automatically be transferred from the school's bank account into the District bank account daily. The Receipt Distribution report detailing the source of funds, receipt number, amount and account code must be submitted to the Financial Services Department each time a deposit is taken to the bank. The Financial Services Department receives a daily report from the bank listing the transfers from the school bank accounts, and then reconciles the District bank account to the Receipt Distribution report from each school.

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### C. Charitable Donations

Schools must complete a Charitable Trust Cash Donation form for each donor requiring a charitable tax receipt, specify the purpose of the funds collected and then submit the form and cash to the Financial Services Department. Financial Services will issue a charitable tax receipt to the donor and deposit the funds. The donations will be coded to the applicable school's non-public fund accounts.

### D. Disbursements (School)

The Principal is responsible for approving all disbursements and ensuring that the funds are being used for the intended purpose. Schools can be given a Petty Cash advance to be used for non-public fund disbursements. All Petty Cash cheques issued must be pre-numbered and be signed by at least two signing authorities. Disbursements can also be made with purchase orders, cheque requisitions and purchasing cards.

### E. Financial Control (District)

Financial Services maintains the general ledger accounts for the school non-public funds using the district's accounting system. Each school non-public fund account must be for a specific purpose.

### F. Retention of Records

Documents such as cash receipts, bank statements, bank reconciliations, deposit books, cancelled cheques, invoices and other payment vouchers must be retained for at least seven years in compliance with Canada Revenue Agency regulations.

### G. Annual Audit

The non-public funds of all secondary and middle schools and at least five (5) elementary schools shall be reviewed annually by Financial Services staff. The financial statements which include the school non-public funds are audited annually by external auditors at the expense of the Board.

### Greater Victoria School District

Approved: May 1976

Revised: November 1979

Revised: March 1995

Revised: June 2014

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

### **REGULATION 3450.1**

### SCHOOL (NON-PUBLIC) FUNDS

### Definition

Non-public funds are school-based funds that are obtained through fundraising activities or charging of school fees or donations (i.e. funds not provided through government grants or other general school district sources) and that are used for the benefit of student groups or for the general welfare of the school.

### ACCOUNTING AND CONTROL PROCEDURES

### A. Responsibility

The principal is responsible for the custody and financial control of all non-public funds in the school's possession, and must ensure that monies held in trust for specific purposes are not used to finance other activities. The Secretary-Treasurer's Department will provide guidance to any principal who requires assistance in establishing proper accounts and procedures.

### B. Custody

Non-public funds must be kept physically separate from school (public) funds or in a separate bank account. Cash retained on hand for the purpose of accommodating small emergency payments must be controlled through the use of a petty cash fund operated on the imprest basis (same basis used by the school for public funds).

### C. Cash Receipts

Pre-numbered receipts must be issued for all cash received. All cash receipts must be deposited intact, on a regular basis, to a non-public funds bank account. The pre-numbered receipts must be used in sequence and voided receipts retained on file.

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Page 1 of 3

### D. Cheque and Petty Cash Disbursements

All cheques issued must be pre-numbered, used in sequence, and be signed by at least two signing authorities. Prior to payment, vouchers and invoices must be dated to indicate that they have been properly checked for prices, extensions and totals, and receipt of goods or services acknowledged by signature of the principal or delegate. Paid vouchers or invoices must be retained in support of every expenditure made, filed by fund, and cross referenced to appropriate cheque number and payment date. Voided cheques must be retained on file.

### E. Books of Account

A cash book, either hand written or computerized, shall be maintained to record each cash receipt, each bank deposit, each cheque issued, and the fund to which each receipt and disbursement relates.

When very few funds exist, the cash book can be designed to incorporate a control over the cash and bank account balances as well as the individual fund balances.

In larger schools where several funds exist, a separate general ledger is required with postings made regularly from the cash book.

These books of account must be maintained on a regular basis, and totalled and balanced at the end of each month, and a copy of the trial balance retained on file.

Where the volume of transactions warrant, it is recommended that the above be accomplished by utilizing an appropriate accounting software package, such package to be approved by the Secretary-Treasurer.

Bank reconciliations are to be prepared promptly each month, and signed and dated by the Principal or delegate, to indicate review of any problem areas and to address action that needs to be taken in regard to any discrepancies. This review should take place immediately after each reconciliation is prepared and a copy retained on file for record purposes.

### F. Monthly Reporting

The principal should receive a report at the close of each month listing the individual fund balances, which must, in total, agree with the aggregate of

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Page 2 of 3

available assets (bank balance, imprest petty cash fund and investments) and be signed and dated by the Principal to indicate review. Such review should ensure that the assets supporting the fund balances are properly accounted

for, and that monies held in trust for specific purposes are not used to finance other activities. Where the principal has delegated responsibility for any particular fund, that delegate should receive regular monthly reports of that fund.

### G. Retention of Records

Documents such as cancelled cheques, cash receipts, bank statements and deposit books, invoices and other payment vouchers, bank reconciliations, trial balances, correspondence, etc. should be retained for at least six years in compliance with Revenue Canada regulations.

Books of original entry (cash books, general ledger) should be retained indefinitely.

### H. Investments

It is recommended that funds on hand that are in excess of immediate requirements be invested in a manner designed to achieve a maximum rate of return consistent with a minimum level of risk. Accordingly, such investments should be limited to instruments guaranteed by the Government of Canada, a Province of Canada, the Canadian Deposit Insurance Corporation or the Credit Union Deposit Insurance Corporation of British Columbia.

### I. Annual Reporting and Audit

An annual report to June 30, in a format prescribed by the Secretary-Treasurer, is required by the Secretary-Treasurer from each principal on all non-public funds for the Principal's school. The non-public funds of at least three (3) secondary schools and five (5) elementary schools shall be audited annually, at the expense of the Board.

Greater Victoria School District

Approved:

May 1976

Revised:

November 1979

Revised:

March 1995

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



### OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 PHONE (250) 475-4108 FAX (250) 475-4110

TO:

Operations, Policy and Planning Committee

FROM:

Debra Laser, Secretary-Treasurer

DATE:

June 9, 2014

RE:

**BYLAW 9250.2 - NOTICES OF MOTION** 

In reviewing Bylaw 9250.2, Notices of Motion and Bylaw 9130, Standing Committees, it has been determined that point #3 of Bylaw 9250.2 needs to be revised to match the wording of Bylaw 9130, "Where possible the motion(s) should be circulated three (3) working days prior to the meeting."

Point #3 of Bylaw 9250.2 will now read: 'A trustee who is not a member of the Standing Committee may place a Notice of Motion before the committee and may debate the motion and may vote. Where possible the motion(s) should be circulated three (3) working days prior to the meeting as per Bylaw 9130 (Standing Committees).

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9250.2, Notices of Motion at the meeting of June 16, 2014. Motion to be Carried Unanimously

That Bylaw 9250.2, Notices of Motion be:

Read a first time this 16<sup>th</sup> day of June, 2014; Read a second time this 16<sup>th</sup> day of June, 2014:

Read a third time, passed and adopted this 16th day of June, 2014.

Debra Laser, Secretary-Treasurer



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

### **BYLAW 9250.2**

### NOTICES OF MOTION

It is the fundamental principle of parliamentary procedure that due notice should be given for every motion. In order to provide Board members with an opportunity to consider and prepare for discussion of a question at a Board meeting the following procedures shall apply to Notices of Motion:

- 1. Notices of Motion should be submitted to the appropriate Standing Committee of the Board except where the Trustee deems it desirable to present the motion directly to the Board.
- 2. Notices of Motion should be submitted in sufficient time for inclusion in the regular pack-up distribution.
- 3. A trustee who is not a member of the Standing Committee may place a Notice of Motion before the committee and may debate the motion and may vote. Where possible the motion(s) should be circulated two three (2) (3) working days prior to the meeting as per Bylaw 9130 (Standing Committees).

### Greater Victoria School District

Adopted: December 16, 1968

Various revisions

Revised: February 13, 1978

Revised: July 28, 1986

Adopted: February 25, 2002

Revised: March 30, 2009 Reviewed: March 2012

Revised: June 2014



### **BYLAW 9130**

### STANDING COMMITTEES

- 1. School District No. 61, Greater Victoria, shall be operated on the basis of two standing committees reporting to the Board of Trustees. These two committees shall be:
  - a) the Education Policy Development Committee; and
  - b) the Operations Policy and Planning Committee
- 2. The purpose of each standing committee shall be firstly to clarify issues that need to be referred to the Board for review and decision making and, secondly, to present policy recommendations for Board consideration.
- 3. The Chairperson of the Board shall be an exofficio member of both Committees, with voting rights.
- 4. All members of the Education Policy Development Committee shall be exofficio members of the Operations Policy and Planning Committee with voting rights.
- 5. All members of the Operations Policy and Planning Committee shall be exofficio members of the Education Policy Development Committee with voting rights.
- 6. A quorum is a majority of trustee members on the committee.
- 7. Motions may be referred to a Standing Committee by any trustee member of the Board. Where possible the motion(s) should be circulated three (3) working days prior to the meeting.

### Greater Victoria School District

Adopted:

April 27, 1981

Revised:

January 31, 1983

Revised:

October 27, 1997

Adopted:

February 25, 2002

Revised:

March 30, 2009

Reviewed: March 2012

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### Deputy Superintendent's Office

556 Boleskine Road, Victoria, British Columbia, V8Z 1E8 fax 250-475-4115

Pat Duncan, Deputy Superintendent

250-475-4117

TO:

The Board of Education

FROM:

Pat Duncan, Deputy Superintendent

RE:

**Specialty Academy Fees** 

DATE:

June 16, 2014

In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The School Planning Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the School Planning Council after which a Board that offers a specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1<sup>st</sup>. In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship. Attached to this memorandum is the academy schedule of fees, approved and signed by the School Planning Councils for the Esquimalt High School Curling Academy and the Esquimalt High School Rugby, the Lambrick Park Secondary Diamond for Excellence Baseball and Softball Academy, the Rockheights Middle School Hockey Skills Academy, the Reynolds Secondary School Centre for Soccer Excellence Academy, the Spectrum Community School Hockey Skills Academy.

### Attachments:

Academy Schedule of Fees for Esquimalt High School Curling

Academy Schedule of Fees for Esquimalt High School Rugby

Academy Schedule of Fees for Lambrick Park Diamond for Excellence Baseball and Softball

Academy Schedule of Fees for Reynolds Secondary Centre for Soccer Excellence

Academy Schedule of Fees for Rockheights Middle School Hockey Skills

Academy Schedule of Fees for Spectrum Hockey Skills

Academy Schedule of Fees for Spectrum Lacrosse Skills



April 11, 2014

The Esquimalt Curling Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the The Esquimalt Curling Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Esquimalt Curling Academy is \$40 per month for a yearly fee (10 months) of \$400. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

& Busul	Paloma Ponti
Ellen Beisiegel	Paloma Ponti
SPC Member Signature & Name	SPC Member Signature & Name
	·
SPC Member Signature & Name	SPC Member Signature & Name
	Colin Roberts
	lel lost
SPC Member Signature & Name	Principal Signature & Name
Password Protect: "Academy"	



### **Lambrick Park Secondary School**

4139 Torquay Drive, Victoria, B.C. V8N 3L1 Phone: 250-477-0181 Fax #: 250-477-0143

Website: www.lambrickpark.sd61.bc.ca

Email: lambrickpark@sd61.bc.ca

Kevin Luchies, Principal

Signatures:

Joan Thain, Vice Principal

Thomas Thompson, Vice Principal

May 28, 2014

### The Lambrick Park Diamond for Excellence Baseball and Softball Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the The Lambrick Park Diamond for Excellence Baseball and Softball Academy as approved by our School Planning Council and PAC:

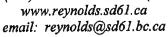
The cost to students for participating in the The Lambrick Park Diamond for Excellence Baseball and Softball Academy is \$150.00 per month for a yearly fee (10 months) of \$1,500.00. Consistent with district policy, no student will be excluded due to financial hardship.

_	
RANDAL HEIN  SPC Member Signature & Name	SPC Member Signature & Name  Set Sims Country  Sunt gives
SPC Member Signature & Name	SPC Member Signature & Name
	Kevin Lucities
SPC Member Signature & Name	Principal Signature & Name



### École secondaire REYNOLDS Secondary School

3963 BORDEN STREET, VICTORIA, BC V8P 3H9 Telephone: (250) 479-1696 FAX: (250) 479-6677





The The Reynolds Centre for Soccer Excellence Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the The Reynolds Centre for Soccer Excellence Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Reynolds Centre for Soccer Excellence Academy is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

SPC Member Signature & Name

Tom April

SPC Member Signature & Name

Principal Signature & Name



### **Rockheights Middle School**

1250 Highrock Avenue Victoria, BC, V9A 4V7 Phone: 1-250-384-7125



The Raven's Code: "I Can...We Will...Be Respectful, Responsible, Reflective"

April 29, 2014

### The Rockheights Hockey Skills Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-2015 fee structure for The Rockheights Hockey Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in The Rockheights Hockey Skills Academy is a \$150 deposit upon acceptance into program and \$200 per month for the months of September, October and November for a yearly fee (10 months) of \$750. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Angel McIntyre

SPC Member Signature & Name

**Sheena Van Egmond** 

SPC Member Signature & Name

Tara Whalen

**PAC Member Signature & Name** 

Maryanne Trofimul

Incina Signatura & Nama

Password Protect: "Academy"



The The Spectrum Hockey Skillls Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the The Spectrum Hockey Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Spectrum Hockey Skills Academy is \$125 per month for a yearly fee (10 months) of \$1250. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

SPC Member Signature & Name

SPC Member Signature & Name

SPC Member Signature & Name

Principal Signature & Name



The The Spectrum Lacrosse Skills Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the The Spectrum Lacrosse Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Spectrum Lacrosse Skills Academy is \$125 per month for a yearly fee (10 months) of \$1250. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

La Volet

SPC Member Signature & Name

SPC Member Signature & Name

SPC Member Signature & Name

Principal Signature & Name



### ESQUIMALT HIGH SCHOOL

847 Colville Road, Victoria, B.C. V9A 4N9

phone 382-9226 fax 361-1263 esquirnatt@sd61.bc.ca

May 31, 2014

The Esquimalt High Rugby Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2014-15 fee structure for the Esquimalt High Rugby Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the Esquimalt High Rugby Academy is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Eloma Donti	
Paloma Ponti SPC Member Signature & Name	SPC Member Signature & Name
Ellen Beisiege/ SPC Member Signature & Name	SPC Member Signature & Name
SPC Member Signature & Name	Colin Roberts Principal Signature & Name



### OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 PHONE (250) 475-4108 FAX (250) 475-4110

TO:

The Board of Education

FROM:

Debra Laser, Secretary-Treasurer

DATE:

June 16, 2014

RE:

**APPOINTMENT OF CHIEF ELECTIONS OFFICER** 

The local government election will be held on Saturday, November 15, 2014.

Pursuant to Section 41(1) and (2) of the *Local Government Act*, the Board of Education must appoint a Chief Elections Officer to conduct the school board trustee election. Once appointed, the Chief Election Officer is given the power to appoint other election officials as required for the administration and conduct of the election.

The following motion is recommended:

That the Board of Education of School District No. 61 (Greater Victoria) appoint Tom Moore as Chief Elections Officer to conduct the Trustee elections on November 15, 2014.

Debra Laser, Secretary-Treasurer

DL: veh