

**EDUCATION POLICY
DEVELOPMENT COMMITTEE
AND
OPERATIONS, POLICY AND
PLANNING COMMITTEE**

Monday, March 3, 2014 at 7:00 P.M.

REGULAR MEETING

Ed Policy Agendas and Minutes available at:

<http://www.sd61.bc.ca/edmeetings.aspx>

NEXT ED POLICY MEETING IS SCHEDULED FOR:

Monday, April 7, 2014 at 7:00 P.M.

OPPS Agendas and Minutes available at:

<http://www.sd61.bc.ca/opsmeetings.aspx>

NEXT OPPs MEETING IS SCHEDULED FOR:

Monday, April 14, 2013 at 7:30 P.M.

Board of Education of School District #61 (Greater Victoria)

**EDUCATION POLICY DEVELOPMENT COMMITTEE
and
OPERATIONS, POLICY AND PLANNING COMMITTEE**

Regular Agenda for Monday, March 3, 2014 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Alpha and Trustee Leonard

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.

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			
2. APPROVAL OF THE MINUTES			
A. Education Policy Development Committee Meeting of Monday, February 3, 2014			Pgs. 1-3
B. Operations, Policy and Planning Committee Meeting of Tuesday, February 11, 2014			Pgs. 4-8
3. BUSINESS ARISING FROM MINUTES			
4. EDUCATION POLICY DEVELOPMENT COMMITTEE – Trustee Alpha, Chair			
A. Board Authority Authorized (BAA): History of Rock and Roll	Tammy Renyard Vice Principal, Spectrum Community School	Motion	Pgs. 9-16
5. OPERATIONS, POLICY AND PLANNING COMMITTEE – Trustee Leonard, Chair			
A. PRESENTATIONS			
B. SUPERINTENDENT'S REPORT			
1. Student Trustee	Sherri Bell	Information	Verbal
2. Sub-Committee on Public Engagement	Elaine Leonard	Discussion	Pgs. 17-33
C. FINANCE AND LEGAL AFFAIRS			
1. WorkSafeBC	Kim Munro	Information	
D. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS			
E. NEW BUSINESS/NOTICE OF MOTION			
1. Trustee McNally - Student Action Plan			

That the Board of Education of School District No. 61 (Greater Victoria) opt out of the BCSTA Stability for Students Action Plan and announce that decision publicly.

2. Trustee Nohr - Class Size and Composition

Whereas the 2002 legislated changes to class size and composition were not made at the specific request of trustees that the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Premier and the Minister of Education requesting the following: withdrawal from the appeal, negotiating through the labour relations board a stay of implementation of the 2002 collective agreement provisions that would disrupt student learning in the current school year, provision for adequate funding to cover all costs relating to grievances and settlements arising from the judgment, provision for adequate funding to ensure that districts are able to return to compliance with the collective agreements that are now in effect and continue negotiations in good faith to achieve a new collective agreement prior to the beginning of the 2014-2015 school year.

3. Trustee McNally - Needs Budget

That the Board of Education of School District No. 61 (Greater Victoria) submit to the Province only a needs budget that includes remedies as needed to cancel the ongoing structural deficit in SD61, and costs for implementing the retroactively restored language in the BCTF Collective Agreement.

4. Trustee Nohr - Department Expenses for 2013-2014

That the Board of Education of School District No. 61 (Greater Victoria) request the Secretary-Treasurer to provide a line item summary of each department's 2013-2014 expenses with a focus on specific projects, initiatives and district activities and excluding staffing as well as basic operational costs to be presented at the March 24, 2014 Board meeting.

F. GENERAL ANNOUNCEMENTS

G. ADJOURNMENT



Education Policy Development Committee
February 3, 2014 – Tolmie Boardroom

REGULAR MINUTES

Present: TRUSTEES

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

Regrets:

Catherine Alpha
Tom Ferris
Elaine Leonard

ADMINISTRATION

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

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

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

1. APPROVAL OF THE AGENDA

It was moved

That the February 3, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the January 6, 2013 Education Policy Development Committee regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – none

4. PUBLIC REQUEST TO THE COMMITTEE – none

5. CORRESPONDENCE REFERRED TO THE COMMITTEE – none

6. MOTIONS REFERRED TO THE COMMITTEE - none

7. GENERAL ANNOUNCEMENTS - none

8. NEW BUSINESS

A. Rugby Academy at Esquimalt High School

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

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

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

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

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

Trustees asked questions and thanked the presenters.

It was moved

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

Motion Defeated

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

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

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

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

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

It was moved

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

Motion Carried

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

C. Foundation Skills Assessment

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

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

Motion Carried

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

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

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

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

D. Trustee McNally presented a motion:

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

Motion Tabled

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

ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:18 p.m.



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

REGULAR MINUTES

Present:

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

Absent:

Catherine Alpha, Edith Loring-Kuhanga, Michael McEvoy

Administration:

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

The meeting was called to order at 7:35 p.m.

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

1. APPROVAL OF THE AGENDA

It was moved:

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

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

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

Motion Carried

3. BUSINESS ARISING FROM MINUTES - None

4. PRESENTATIONS

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

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

5. SUPERINTENDENT'S REPORT

A. 2014-2015 School Calendar

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

It was moved:

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

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

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

Motion Carried Unanimously

B. Sub-Committee on Public Engagement

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

The following items were agreed upon by Trustees:

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

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

6. FINANCE AND LEGAL AFFAIRS

A. 2014-2015 Public Budget Meetings

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

7. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

A. B.C. Supreme Court Ruling

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

8. NEW BUSINESS/NOTICE OF MOTION

A. Trustee Orcherton - Class Size and Composition

Trustee Orcherton presented her motion and rationale.

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

It was moved:

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

Motion Carried

For: Trustees Orcherton, Horsman, Ferris, and Leonard

Against: Trustees Nohr and McNally

B. Trustee Nohr - Class Size and Composition

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

It was moved:

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

Motion Defeated

For: Trustees Nohr and McNally

Against: Trustees Orcherton, Horsman, Ferris and Leonard

C. Trustee Nohr - Class Size and Composition Costing

Chair Leonard informed the Committee that this motion was withdrawn.

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

Motion Withdrawn

D. Trustee Nohr - WorkSafeBC

Trustee Nohr presented her motion and rationale.

It was moved:

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

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

It was moved:

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

Motion Defeated

For: Orcherton, Nohr, and McNally

Against: Horsman, Ferris, Leonard

Chair Leonard called for a vote on the main motion.

It was moved:

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

Motion Carried

For: Orcherton, Nohr, McNally and Horsman

Against: Leonard and Ferris

E. Trustee Nohr - Department Expenses

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

It was moved:

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

Motion Withdrawn

F. Trustee Loring-Kuhanga - Budget Meetings

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

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

It was moved:

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

Motion Defeated

For: Trustees Nohr and McNally

Against: Trustees Orcherton, Horsman, Ferris and Leonard

G. Trustee Loring-Kuhanga - Cyber-Bullying

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

Discussion ensued amongst the Trustees.

It was moved:

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

Motion Tabled

For: Orcherton, Horsman, Ferris, and Leonard

Against: Nohr and McNally

9. GENERAL ANNOUNCEMENTS - None

10. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:45 p.m.



ASSOCIATE SUPERINTENDENT'S OFFICE

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA,
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Phone: 250-475-4117 Fax: (250) 475-4115

MEMO

To: Education Policy Development Committee

From: Pat Duncan Associate Superintendent

Date: March 3, 2014

Re: Board Authority Authorized (BAA) course: History of Rock and Roll

The following motion is being provided for your consideration:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board Authority Authorized course: History of Rock and Roll

BAA: History of Rock and Roll

District Name: Greater Victoria School District

District Number: 61

Developed by: Christopher Parker

Date Developed: September 2013

School Name: Spectrum Community School

Principal's Name: Rob House

Board /Authority Signature _____
Board Chair

Board / Authority Signature _____
Superintendent

Board / Authority Approval Date: _____

Course Code:

Course Name: History of Rock and Roll 12

Fine Arts or Applied Skill: Applied Skill

Number of Course Credits: 4 per semester

Number of Hours of Instruction: 120 hours per semester

Prerequisites: none

Course Synopsis:

History of Rock and Roll 12 is a course that will provide students an opportunity to learn about and appreciate an important genre of contemporary music, rock and roll, and to be able to place rock music into a cultural, social, political, and historical context. The course will cover several styles and trends in rock, and through these trends, the course will examine the impact on society not only in North America, but on a global scale. In addition, students will discover the correlation between rock's roots and history and the popular music of today-a thread of influence that runs from Elvis to Justin Bieber.

History of Rock and Roll 12 will begin by examining rock's blues, soul, country, and gospel roots, the 'Big Bang' of the 1950's and the corporate, social, and political backlash against it, and will examine perhaps the most important era in popular music-the 1960's-a volatile era of social and political change. The course will cover styles as varied as heavy metal, disco, and grunge, and their impact on a global scale. The course will look at the 1980's and the advent of the music video era and its positive and negative impact on the music industry, and will conclude with student-generated and presented units on more recent trends such as rap and hip-hop, alternative, and rock in the 21st Century.

Students are exposed to some form of rock and roll on a regular, if not, daily basis, but this course will enhance both their appreciation and their ability to listen and discuss critically the music in a historical context and also understand the running thread between rock's history and the popular music of today.

Rationale:

This course was developed to encourage students to explore rock music and the impact it has had on society. Through this course, students will learn how past generations of young people expressed themselves through music, how this music was not only a reflection of society, but also how it influenced the politics of a generation and therefore the political landscape on a global scale. Students will be encouraged to relate this to their own experiences, and will appreciate and understand the history of rock music and how it has changed the world.

Requirements for Course (currently available at Spectrum):

Standard school learning space.

Organizational Structure of Course

Unit 1	Foundations of Rock & the 'Big Bang'
Unit 2	Teen Idols, Doo-Wop, and Motown
Unit 3	The rise of the songwriter, Beach Music, Bob Dylan, the Beatles & the British Invasion
Unit 4	America's Response to Britain, and Psychedelia to Woodstock
Unit 5	Hard Rock, Early Heavy Metal, and Glam Rock of the 1970's
Unit 6	Punk, New Wave, MTV and the explosion of music videos
Unit 7	Disco and the Emergence of Women in Rock
Unit 8	Hard Rock Resurfaces, Hair Metal, and Grunge
Unit 9	Rock Cares: Charities and Causes (Live Aid, Concert for New York, etc.)
Unit 10	Canada's Role in Rock and the role of North America's Aboriginal Rock Musicians
Unit 11	Rap, Hip-Hop, Alternative, and Rock into the 21st Century

Unit 1: Foundations of Rock & the 'Big Bang'

Overview:

Students will explore the genres of music that provided a foundation for the explosion of rock & roll in the 1950's.

Learning Outcomes:

It is expected that students will:

- examine the social & cultural factors that synthesized to create a new form of music
- hypothesize how the racial segregation in the US in the early 20th Century created a strong blues foundation for early rock music
- analyze how the racial tensions at this time actually drew white teenagers to black music
- correlate the explosion of rock music with the rise of the 'teenager' as a powerful demographic
- categorize and critique major artists responsible for the explosion of rock in the 1950's
- compare and contrast the atmosphere of rebellion and the establishment of individuality fostered by early rock to their own personal experiences as teenagers

Unit 2: Teen Idols, Doo-Wop, and Motown

Overview:

Students will learn about the development of the artist as 'teen idol,' its relationship to music as a business/industry, the change to a 'softer,' more melodic style known as 'doo-wop,' and the powerful influence of Motown, and the empowerment this gave not only black artists, but also black youth in America.

Learning Outcomes:

It is expected that students will:

- compare and contrast major artists responsible for the 'teen idol' phenomenon of the late 50's-early 60's
- appraise the impact this phenomenon had on rock as a business/industry
- analyze the significance and impact of Motown, and the role it played in the progression and popularity of black artists, crossing racial boundaries
- correlate and compare/contrast teen idols and black artists of this era and those of today

Unit 3: The rise of the singer/songwriter, Beach Music, Bob Dylan, the Beatles & the British Invasion

Overview:

Students will learn about a key development in American popular music-Beach Music-and how it was unique and influential. Students will also learn about one of the more influential songwriters in rock, Bob Dylan, and perhaps the most important period in post 'Big Bang' rock history-the British Invasion.

Learning Outcomes:

It is expected that students will:

- categorize major artists responsible for the rise of rock focusing on the California beach scene
- differentiate the unique sound and style of beach-themed music from other styles evaluate the important role played by Bob Dylan and his influence as a song writer
- assess the impact of the British Invasion on the American music industry, both positive and negative, and its lasting impact on today's artists and audience

Unit 4: America's Response to Britain, and Psychedelia to Woodstock

Overview:

Students will learn about how American bands responded to the British Invasion, how the music and culture of the late 1960's were affected by psychedelia and the increase in drug use by artists and their audiences, and how the 1960's culminated in the ultimate symbol of the hippie generation-the Woodstock concert in 1969.

Learning Outcomes:

It is expected that students will:

- categorize and critique the major American artists who fought for and gained recognition in response to chart domination by British artists
- differentiate the 'psychedelic' sound from other style, discuss when/how it arose, what signified that sound, and identify and describe the major artists responsible
- evaluate the impact of drugs and how drug use impacted not only the music, but the youth culture, the perception of that culture, and the impact on album art and fashion in the music industry
- assess and critique the major artists who performed at Woodstock in 1969, how the concert served as an important cultural landmark and symbol, and how its later incarnations (1994 and 1999) contrasted with the original
- contrast Woodstock's later incarnations (1994 and 1999) with the original

Unit 5: Hard Rock, Early Heavy Metal, and Glam Rock of the 1970's

Overview:

Students will learn about how the idealism of the 1960's turned into the excesses of the 1970's, and how this is reflected in the garishness of glam rock and the rebellion against the hippie generation which resulted in the development of hard rock and heavy metal.

Learning Outcomes:

It is expected that students will:

- assess the importance of major artists who pioneered the genre of hard rock and early heavy metal
- contrast the style of hard rock with that of the previous psychedelic era, and identify the differences in sound and subject matter
- justify the importance of the role of the electric guitar, important guitarists, and how the guitar became the focal point of the sound of hard rock and heavy metal
- categorize and differentiate the major artists in the 'glam rock' phase and its subsequent impact on fashion trends

Unit 6: Punk, New Wave, MTV and the explosion of music videos

Overview:

Students will learn about the emergence of punk rock in America, and the subsequent explosion of punk rock in Great Britain, and how punk's early demise led to a trend called new wave. In addition, students will learn about a phenomenon that would change the music industry worldwide: the music video.

Learning Outcomes:

It is expected that students will:

- compare and contrast the major American and British artists that pioneered punk music
- explain how the rudimentary and simple nature of punk appealed to those only average in musical ability
- correlate the punk movement in England with the socioeconomic and political unrest in the 1970's and its effect on England's youth
- evaluate the impact on the fashion world created by punk music
- hypothesize the reasons for the downfall of punk
- categorize and critique the major artists responsible for the birth of New Wave
- assess the impact, both positive and negative, of the birth of music videos and MTV on not only artists, but the music industry

Unit 7: Disco and the Emergence of Women in Rock

Overview:

Students will learn about the emergence of disco music in the 1970's, and how it was both revered and hated by different groups. This unit will also explore the excesses of the disco era, and its link to clubs such as Studio 54 and the explosion of drug abuse in the music industry. In addition, students will study the emergence of powerful women in music, from Donna Summer, to Blondie, to Pat Benatar.

Learning Outcomes:

- categorize and differentiate important artists pioneering the disco sound
- hypothesize why disco was loved by some and hated by others
- analyze how and why the disco era became the era of excess in terms of drug use
- compare/contrast pioneering female artists to come out of this era, and how they empowered and inspired future female artists

Unit 8: Hard Rock Resurfaces, Hair Metal, and Grunge

Overview:

In this unit, students will learn about how, after the excesses of disco and punk, hard rock made a comeback, yet was then watered down and became a softer, more mainstream trend known as Hair Metal. In addition, students will learn how hard rock music was reborn in Seattle in the early 1990's in the form of Grunge.

Learning Outcomes:

It is expected that students will:

- assess the impact of major artists responsible for the rebirth of hard rock
- compare and contrast 1980's hard rock with that of the 60's and 70's in terms of style and subject matter
- analyze important Hair Metal artists, and contrast their style with that of hard rock artists
- assess the importance of the Seattle Grunge explosion, the major artists involved, and its impact on other artists at the time
- evaluate the impact on the music industry caused by Grunge

Unit 9: Rock Cares: Charities and Causes(Live Aid, Concert for New York, etc.)

Overview:

This unit will examine the numerous charitable causes for which rock musicians have held concerts and donated record sales proceeds. Students will learn about major events such as Live Aid, Farm Aid, and The Concert for New York, about the charities that benefited, the artists involved, and how rock music can, in fact, change the world.

Learning Outcomes:

It is expected that students will:

- evaluate the impact of the major benefit concerts created by artists from the early 1970's to the present day
- assess the impact these concerts have had on the various charities and on the artists involved

Unit 10: Canada's Role in Rock and the role of North America's Aboriginal Rock Musicians

Overview:

In this unit, the focus will be on Canadian artists and the development of a Canadian identity through rock music. Students will learn about the struggles of early Canadian artists, the implementation by the Canadian government of Cancon laws to mandate airplay for Canadian artists, and how Canada's rockers are unique in both style and substance. In addition, students will learn about notable rock artists of aboriginal descent and not only the impact they have had on rock music, but also how Aboriginal issues have impacted the rock music world.

Learning Outcomes:

It is expected that students will:

- categorize and differentiate pioneers in the field of Canadian rock music
- analyze the struggles faced by Canadian artists in the shadow of British and American musicians
- evaluate and assess the rationale for and the details regarding the Canadian government's mandate regarding airplay for Canadian artists (Cancon laws)
- hypothesize, with reference to specific artists, how Canada's rock music is unique and successful in its own right
- identify and evaluate the impact of current Canadian artists and their place in today's musical landscape
- identify, discuss, and differentiate rock musicians of Aboriginal heritage
- assess the impact of Aboriginal artists on rock music
- evaluate how Aboriginal issues have been spotlighted and impacted by exposure through rock music.

Unit 11: Rap, Hip-Hop, Alternative, and Rock into the 21st Century

Overview:

This unit will be student created and led, and the information will be presented by students to their peers, their teachers, and perhaps special guests via a method of their own choice. This unit will provide students the opportunity to research and present information on artists they admire and respect in the genres of hip-hop, rap, and more recent trends in rock such as alternative, and on artists who have gained popularity in the 21st century. The emphasis will be on a personalized learning approach whereby students will have various options regarding how they learn.

Learning Outcomes:

It is expected that students will:

- personalize their learning by choosing the method by which they gather information and learn, as well as how they present this information
- be encouraged to use methods of inquiry and develop higher-level questions at the outset of the unit
- synthesize their knowledge by correlating information they find through this unit with what they have learned from previous units

Assessment Component of Course:

Students will be evaluated by a variety of means, including self and peer assessment, written assignments and quizzes, aural/listening assignments, an inquiry based learning project, and as a final component, a digital portfolio on a/an artist(s) or genre(s) of their choosing.

Learning Resources: (no cost to students)

- Katherine Charleton, *Rock Music Styles: A History*, 4th edition McGraw-Hill Publishing
- Anthony DeCurtis, *The Rolling Stone Illustrated History of Rock & Roll: The Definitive History of the Most Important Artists and Their Music*. 3rd edition. New York: Random House
- David P. Szatmary, *Rockin' in Time*. 6th edition. Prentice Hall
- David Brackett, ed., *The Pop, Rock, and Soul Reader: Histories and Debates*, Oxford University Press
- various online websites and articles
- various Youtube clips (performances, interviews, documentaries)

Clips from the following films may be used:

Films: *The Wild One*, *Blackboard Jungle*, *The Girl Can't Help It*, *Jailhouse Rock*, *The Buddy Holly Story*, *American Graffiti*, *A Hard Day's Night*

Songs from the following albums may be used:

albums: *Elvis Presley*, *The Freewheelin' Bob Dylan*, *The Times They Are a' Changin'*, *Pet Sounds*, *Please Please Me*, *Revolver*, *Sgt. Pepper's Lonely Hearts Club Band*, *Who's Next*, *The Doors*, *Are You Experienced?*, *Disraeli Gears*, *Led Zeppelin*, *Led Zeppelin II*, *Led Zeppelin IV*, *Paranoid*, *The Wall*, *The Dark Side of the Moon*, *Born to Run*, *A Night at the Opera*, *London Calling*, *Thriller*, *Synchronicity*, *Eliminator*, *Saturday Night Fever*, *Back in Black*, *Van Halen*, *British Steel*, *The Number of the Beast*, *Metallica*, *Nevermind*, *American Woman*, *Harvest*, *Reckless*

DRAFT

Revised based on OPPS Meeting
input on February 11, 2014

BYLAW 9360.01

QUESTION PERIOD DURING GENERAL MEETINGS OF THE BOARD OF EDUCATION

The purpose of the Question Period is:

- Additional public opportunities to ask questions
- To have a question on the record
- It is in the public interest
- Public accountability

Framework

1. Individuals wishing to submit a question are encouraged to use the District website prior to the board meeting.
2. Individuals who submit a question in advance may have the question answered prior to the meeting. The question will be recorded as part of the minutes.
3. During board meetings all questions must be submitted in written form and signed by the person posing the question, who must be in attendance.
4. All questions will be directed to the Board Chair.
5. Questions **may** be submitted into a box on the District Leadership Team table, prior to the District Presentation portion of the agenda. Questions will be asked in order of submission. Priority will be given to those who have not presented during the Community Presentation portion of the agenda. If time permits, questions may be submitted in writing from the floor.
6. The Question Period will be limited to 15 minutes.

7. The Board Chair, with assistance from the Superintendent of Schools, may direct the question to the appropriate staff member. If the question is not answered at the meeting, the individual asking the question will be contacted in a timely manner.

8. There will be a limit of one question per person.

9. All questions will be included in the board minutes unless ruled out of order. This includes: questions that were answered in advance, questions that were asked during the meeting, and questions that were not asked during the meeting due to time limitations. Answers will not be included in the minutes.

10. The Board Chair has discretion to call questions out of order without debate or challenge.

11. Answers to questions must not result in additional staff workload.

12. All questions not asked publicly due to time limitations will be recorded in the minutes, and the Superintendent of Schools or delegate will contact the individual who submitted the question in a timely manner.

Greater Victoria School District

Adopted: _____, 2014

BYLAW 9360

GENERAL MEETING OF THE BOARD

1. The Board of Education of School District 61 shall meet in general session on the third Monday of each month except where the third Monday is a statutory holiday, in which case the meeting will take place on the next working day, except for the months of July and August, when no meeting will be held and for the month of December, when the meeting shall be on the second Monday of the month.
2. In addition to the regularly scheduled meetings of the Board in general session, the Board, as elected, shall meet for the first time on the first Monday in December, after the official results of the election of trustees shall have been declared, for the purpose of receiving the results, the swearing in of the new trustees, and the selection of the Chair and Vice-Chair of the Board. This inaugural meeting of the Board shall be called and chaired by the Secretary-Treasurer of the School District.
3. The Chair, the Secretary-Treasurer or any three trustees, may call a special general meeting of the Board, in addition to the regularly scheduled meetings of the Board, upon not less than forty-eight hours' notice in writing to all trustees.
4. A special general meeting of the Board may be called upon less than the normal forty-eight hours' notice, in writing or by telephone, with such meeting being deemed to have been properly convened if a majority of trustees agree to waive the normal forty-eight hours' of written notice.
5. The following procedural matters will be implemented:
 - The meetings will be conducted in two major sections:

The first will encompass the agenda, minutes and acceptance of presentations from the public and employee groups;

The second will be for the consideration of Board Committee Reports and Special Reports to the Board.
 - The meetings should be conducted in a timely manner and time guidelines and limits adhered to with respect to:

- * general meetings of the Board of Education commence at 7:30 p.m. and continue until no later than 11:00 p.m., save as may be extended by majority consent
 - * Starting the meeting on time
 - * The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of five minutes; there can only be three speakers per issue (these numbers may be extended at the discretion of the Chair)
 - * No public debate with presenters; information only will be received
 - * The Question Period is limited to 15 minutes
 - * Limiting the total public time to 45 minutes
6. Wherever possible, the public will be encouraged to attend a Committee meeting rather than a Board meeting. Discussion and debate of issues takes place at two regularly scheduled Standing Committee meetings each month. During the Standing Committee meetings, members of the public make presentations and discussions often ensue with committee members, stakeholder groups, and staff.
 7. In the event that the Board shall fail to conclude the business of the agenda by the time of adjournment the Chair may designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.
 8. There shall be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board in general session.
 9. The agenda shall be prepared and circulated by the Chair of the Board.
 10. The agenda shall be approved by ordinary motion as the first item of business at each meeting.
 11. The Agenda shall contain the following:
 - A. Acknowledgement of Traditional Territories; Approval of the Agenda; Approval of Previous Minutes and Business Arising from the Minutes

Student Achievement Presentations; District Presentations; Community Presentations
 - B. Chair's Report; Trustee Reports (including Reports from Trustee Representatives with Other Public Bodies)

C. Board Committee Reports:

- (1) Education Policy Development Motions
- (2) Operations Policy and Planning Motions

D. District Leadership Team Reports

E. Question Period

F. Public Disclosure of In-Camera Items

G. New Business/Notice of Motions

H. Adjournment

The order of the Agenda shall be as above, unless varied at the meeting by majority vote.

- 12. A copy of the Agenda shall be made available to the Media through the Secretary-Treasurer's office on the date that copies are delivered to trustees, and such Agenda shall have attached the Committee Reports.
- 13. The Board Chair may reschedule any regularly-scheduled general meeting of the Board to a different time and date in order to meet the business requirements of the Board. The Board may, by ordinary resolution, cancel a regular general meeting of the Board.

Greater Victoria School District

Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: * January 19, 2009 (corrected)

Revised: November 2013

Report to the Board of Education

September 9, 2013

**Submitted by the Sub Committee on
Public Engagement:**

**Sherri Bell
John Bird
Brad Hall
Melanie Houston
Donna Jones
Gillian Miller
Rebecca Pearson
Mark Walsh
Deb Whitten**



On December 10, 2012, the following motion was approved by the Board of Education:

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

1. The Sub Committee on Public Engagement was established during the month of January 2013.

The following nine people represented partner groups and community members. CUPE 382 elected not to participate.

Sherri Bell
John Bird
Brad Hall
Melanie Houston
Donna Jones
Gillian Miller
Rebecca Pearson
Mark Walsh
Deb Whitten

The committee met four times between February and May, and reviewed documents through email in May and June.

2. Bylaw 9360 General Meeting of the Board

The committee discussed Bylaw 9360 and recommended changes to the bylaw. The changes to the bylaw are printed in red and found on the next four pages of this report.

DRAFT

BYLAW 9360

GENERAL MEETING OF THE BOARD

1. The Board of Education of School District 61 shall meet in general session on the third Monday of each month except where the third Monday is a statutory holiday, in which case the meeting will take place on the next working day, except for the months of July and August, when no meeting will be held and for the month of December, when the meeting shall be on the second Monday of the month.
2. In addition to the regularly scheduled meetings of the Board in general session, the Board, as elected, shall meet for the first time on the first Monday in December, after the official results of the election of trustees shall have been declared, for the purpose of receiving the results, the swearing in of the new trustees, and the selection of the Chair and Vice-Chair of the Board. This inaugural meeting of the Board shall be called and chaired by the Secretary-Treasurer of the School District.
3. The Chair, the Secretary-Treasurer or any three trustees, may call a special general meeting of the Board, in addition to the regularly scheduled meetings of the Board, upon not less than forty-eight hours' notice in writing to all trustees.
4. A special general meeting of the Board may be called upon less than the normal forty-eight hours' notice, in writing or by telephone, with such meeting being deemed to have been properly convened if a majority of trustees agree to waive the normal forty-eight hours' of written notice.
5. The following procedural matters will be implemented:
 - The meetings will be conducted in two major sections:

The first will encompass the agenda, minutes and acceptance of presentations from the public and employee groups;

The second will be for the consideration of Board Committee Reports and Special Reports to the Board.
 - The meetings should be conducted in a timely manner and time guidelines and limits adhered to with respect to:

- * general meetings of the Board of Education commence at 7:30 p.m. and continue until no later than 11:00 p.m., save as may be extended by majority consent
- * Starting the meeting on time
- * ~~Limiting public presentations to 5 minutes for each individual with a limit of 3 speakers per issue~~
- * The Community Presentations period is limited to a maximum of four speakers, each speaking a maximum of five minutes; there can only be two speakers per issue
- * No public debate with presenters; information only will be received
- * The Question Period is limited to 15 minutes
- * Limiting the total public time to ~~30~~ 35 minutes

~~• Wherever possible, public representatives be directed to appear at committee meetings rather than Board meetings.~~

6. Discussion and debate of issues takes place at two regularly scheduled Standing Committee meetings each month. During the Standing Committee meetings, members of the public make presentations and discussions often ensue with committee members, stakeholder groups, and staff.
7. In the event that the Board shall fail to conclude the business of the agenda by the time of adjournment the Chair may designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.
8. There shall be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board in general session.
9. The agenda shall be prepared and circulated by the Chair of the Board.
10. The agenda shall be approved by ordinary motion as the first item of business at each meeting.
11. The Agenda shall contain the following:

~~A. CONFIRMATION OF AGENDA, PREVIOUS MINUTES AND
BUSINESS ARISING
COMMUNITY/SCHOOL PRESENTATIONS~~

~~— B. BOARD COMMITTEE REPORTS:~~

~~— (1) Education Policy Development Motions~~

~~— (2) Operations Policy and Planning Motions~~

~~— C. DISTRICT LEADERSHIP TEAM REPORTS~~

~~— D. CHAIR'S REPORT~~

~~— E. REPORTS FROM TRUSTEE REPRESENTATIVES WITH OTHER
PUBLIC BODIES~~

~~— F. MOTIONS FROM IN-CAMERA MEETING(S)~~

~~— G. NEW BUSINESS/NOTICE OF MOTIONS~~

A. Approval of the Agenda; Approval of Previous Minutes and Business Arising from the Minutes

Student Achievement Presentations; District Presentations; Community Presentations

B. Chair's Report; Trustee Reports (including Reports from Trustee Representatives with Other Public Bodies)

C. Board Committee Reports:

(1) Education Policy Development Motions

(2) Operations Policy and Planning Motions

D. District Leadership Team Reports

E. Question Period

F. Public Disclosure of In-Camera Items

G. New Business/Notice of Motions

H. Adjournment

The order of the Agenda shall be as above, unless varied at the meeting by majority vote.

12. A copy of the Agenda shall be made available to the Media through the Secretary-Treasurer's office on the date that copies are delivered to trustees, and such Agenda shall have attached the Committee Reports.

13. The Board Chair may reschedule any regularly-scheduled general meeting of the Board to a different time and date in order to meet the business requirements of the Board. The Board may, by ordinary resolution, cancel a regular general meeting of the Board.

Greater Victoria School District

Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: * January 19, 2009 (corrected)

Revised: _____

3. The Question Period

The committee discussed the addition of a Question Period during regular Board meetings. They agreed that a period of time where questions could be asked, with clear parameters, should be included in Board meetings.

The committee then generated a list of questions and issues pertaining to the inclusion of the Question Period and over the course of two meetings developed a framework. The framework then became the draft Bylaw 9360.01, found on the next two pages of this document.

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BYLAW 9360.01

QUESTION PERIOD DURING GENERAL MEETINGS OF THE BOARD OF EDUCATION

The purpose of the Question Period is:

- Additional public opportunities to ask questions
- To have a question on the record
- It is in the public interest
- Public accountability

Framework

1. Individuals wishing to submit a question are encouraged to use the District website prior to the board meeting.
2. Individuals who submit a question in advance may have the question answered prior to the meeting. The question will be recorded as part of the minutes.
3. During board meetings all questions must be submitted in writing on the form provided and the individual person must be in attendance.
4. Questions will not be posed to specific trustees or staff members.
5. Questions will be submitted into a box on the District Leadership Team table, prior to the District Presentation portion of the agenda.
6. The Question Period will be limited to 15 minutes.
7. The Board Chair will be given the questions.
8. The Board Chair will randomly select questions. Priority will be given to those who have not presented during the Community Presentation portion of the agenda.
9. The Board Chair, with assistance from the Superintendent of Schools, may direct the question to the appropriate staff member. If the question is not answered at the meeting, the individual asking the question will be contacted within one week.
10. There will be a limit of one question per person.

11. All questions will be included in the board minutes unless ruled out of order. This includes: questions that were answered in advance, questions that were asked during the meeting, and questions that were not asked during the meeting due to time limitations. Answers will not be included in the minutes.
12. The Board Chair has discretion to call questions out of order without debate or challenge.
13. Answers to questions must not result in additional staff workload.
14. All questions not asked publically due to time limitations will be recorded in the minutes, and the Superintendent of Schools or delegate will contact the individual who submitted the question within a week.

Greater Victoria School District

Adopted: _____, 2013

4. On January 21, 2013, the following motion was referred to the Subcommittee on Public Engagement:

Whereas the Board of Education of School District No. 61 (Greater Victoria) wishes to consider making audio recording of our Board meetings accessible via our District website. And whereas, the Victoria Confederation of Parent Advisory Councils (VCPAC) and other participants at the January 14, 2013 Operations, Policy and Planning Committee meeting expressed the desire to be consulted about this matter. Therefore, be it resolved that the Board task the Ad Hoc Committee for Public Engagement with discussing the posting of audio recordings of our Board meeting.

The committee made the following recommendations regarding the recording of Board meetings:

- Board meetings will be video-taped by school district personnel.
- No other recordings will be permitted except media outlets.
- The video will be posted on the District website as soon as possible after the Board meeting.
- The video will remain on the District website until the next Board meeting.
- The number of site visits will be tracked.
- Live streaming will be considered after the video-recording process is in place for a period of one year.
- In order to support and encourage dialogue that occurs during Board Committee meetings, those meetings will not be recorded.

5. On March 25, 2013, the following motion was referred to the Sub Committee on Public Engagement:

To refer the motion, “That the Board of Education of School District No. 61 (Greater Victoria) provide a list of all individuals who made application to be on the community presentations/speakers list for any standing committee or Board meeting be appended to every agenda, a) names listed in the order in which application was received along with the topic proposed, and b) list to include individuals who have not been placed on the agenda to speak” to the Sub-Committee on Public Engagement.

The committee does not support providing “a list of all individuals who made application to be on the community presentations/speakers lists for any **Standing Committee**” as the standing committees do not require individuals to submit their name to speak. The standing committees include an open dialogue that should be encouraged to continue.

The committee does not support providing “a list of all individuals who made application to be on the community presentations/speakers lists for any **Board Meeting** be appended to every agenda.” There is ample opportunity for the public to speak and ask questions at Board meetings, and the committee could see no sound reason to include a list of speakers who did not speak. As well, oftentimes members of the public will request to speak after the agenda is published and if there is time on the Board agenda, the Chair will allow the individual to speak.

6. On June 7, 2013, the following motion was referred to the Sub Committee on Public Engagement:

That the motion the Board of Education of School District No. 61 (Greater Victoria) Board agenda as set out in Section 10 of Bylaw 9360, General Meeting of the Board, include at E. a list of all outside organizations that have assigned Trustee representatives be referred to the Sub-Committee on Public Engagement.

The issue included in this motion was discussed by the committee while reviewing Bylaw 9360.