

OPERATIONS, POLICY AND PLANNING COMMITTEE

Monday, January 13, 2014 at 7:30 P.M.

REGULAR MEETING

OPPS Agendas and Minutes available at:

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

NEXT OPPs MEETING IS SCHEDULED FOR:

Tuesday, February 11, 2014 at 7:30 P.M.

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

OPERATIONS, POLICY AND PLANNING COMMITTEE

Regular Agenda for Monday, January 13, 2014 – 7:30 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: 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			
1. Combined Education Policy Development Committee and Operations, Policy and Planning Committee Meeting of Monday, December 2, 2013			Pgs. 1-4
3. BUSINESS ARISING FROM MINUTES			
4. PRESENTATIONS			
Benula Larsen, Lise Tetrault, Tara Ehrcke, Jason Gammon, David Futter, Attendance Awareness			
5. PERSONNEL			
A. Attendance Awareness	Kim Munro	Motion	Verbal
6. SUPERINTENDENT'S REPORT			
A. Sub-Committee on Public Engagement	Elaine Leonard	Discussion	Pgs. 5-21
7. FINANCE AND LEGAL AFFAIRS			
A. 2013/14 Funding Update	Debra Laser	Information	Verbal
B. Summary of Partner Group Budget Input 2014/15	Debra Laser	Information	Pgs. 22-29
C. Regulation 4304 Bullying and Harassment	Kim Munro	Information	Pgs. 30-34
D. Regulation 1241 Volunteer Drivers	Deb Courville	Information	Pgs. 35-37
8. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS			
9. NEW BUSINESS/NOTICE OF MOTION			

A. Trustee Nohr - Elementary Schools New Process

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

B. Trustee Nohr - WorkSafeBC

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.

C. Trustee Loring-Kuhanga - Budget Meetings

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.

D. Trustee Loring-Kuhanga - Strategic Plan

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

10. GENERAL ANNOUNCEMENTS

11. ADJOURNMENT



**Combined Education Policy Development Committee
and
Operations, Policy and Planning Committee Meeting
December 2, 2013 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Catherine Alpha, Chair, Tom Ferris, Bev Horsman, Elaine Leonard, Chair, Edith Loring-Kuhanga via conference call, Diane McNally, Deborah Nohr

Regrets:

Michael McEvoy, Peg Orcherton

Administration:

John Gaipman, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Sherri Bell, Deputy Superintendent, Pat Duncan, Associate Superintendent, Deb Courville, Associate Superintendent, Katrina Ball, Assistant Secretary-Treasurer, Janine Roy, District Principal of Learning Initiatives, Kristine Marshall, Recording Secretary

The meeting was called to order at 6:59 p.m.

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

1. APPROVAL OF THE AGENDA

It was moved:

That the December 2, 2013 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the November 4, 2013 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

It was moved:

That the November 12, 2013 Operations, Policy and Planning Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES

Trustee McNally asked for clarification on points 7A and 7B in the November 12, 2013 Operations, Policy and Planning Meeting regular minutes. Secretary-Treasurer Laser confirmed that both points will be addressed at the January meeting.

4. EDUCATION POLICY DEVELOPMENT COMMITTEE - Trustee Alpha, Chair

A. Student Achievement

Superintendent Gaipman presented a summary of the district's graduation rates from 2008 - 2012. The graduation rates have shown consistent improvement over this period. This year, 84.5% of students completed graduation within a 6 year period.

- Female graduation rates increased by 6.6%
- Male graduation rates improved by 7.2%
- English Language Learners (ELL) graduation rates increased by 7.2%
- Graduation with honors improved by 5%
- Students with special needs graduating with a Dogwood Certificate increased by 8.1%

Superintendent Gaipman stated that this growth was the result of the hard work of all staff in the school district over the past five years. He also explained that in order to have improved graduation rates, students must successfully transition from grade to grade. During the past 4 years, the district has seen a consistently improving percentage of students transitioning to the next grade.

Trustees thanked Superintendent Gaipman, expressed their appreciation and asked questions.

Trustee Leonard presented the following motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) put forth a media release about its graduation rates.

Motion Carried Unanimously

Administration was given the direction to send out the media release.

5. OPERATIONS, POLICY AND PLANNING COMMITTEE – Trustee Leonard, Chair

Operations, Policy and Planning Committee meeting began at 8:17p.m.

A. PRESENTATIONS - none

B. SUPERINTENDENT'S REPORT

1. Sub-Committee on Public Engagement

Chair Leonard and Deputy Superintendent Bell presented Bylaw 9360.01: Question Period During General Meetings of the Board of Education. The purpose of the Bylaw is to provide a framework for the question period.

Points 1, 6, and 9, were agreed to; point 4 and point 7 were deleted and point 4 was replaced with "all questions will be directed to the chair." Points 2, 3, 5, 8, 10, 11, 12 and 13 will be reviewed as additional discussion is needed. Point 14 will be changed from within a week to "in a timely manner" and will be reviewed as additional discussion is needed.

C. FINANCE AND LEGAL AFFAIRS

1. 2014-2015 Budget Plan

Secretary-Treasurer Laser reviewed the proposed 2014-2015 budget plan. Public input to determine budget priorities has been sought and summarization of responses has begun. This summary will be provided to trustees at the January 2014 Operations Policy and Planning Committee meeting.

The district will be given detailed funding numbers from the Ministry by March 15, 2014. At that time all expenditure line items will also be calculated.

The Public Board budget presentation together with options to address the budget shortfall will occur on March 26, 2014. April 2, 2014, April 9, 2014 and April 14, 2014 will be dedicated to receiving input on the budget proposals. Approval of the 2014/2015 budget bylaw is planned for April 23, 2014 to provide time to complete the school staffing process for September 2014.

Discussion ensued.

Trustee Horsman presented the following motion.

It was moved:

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

Motion Carried

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

2. Learning Improvement Fund Presentation

Deputy Superintendent Bell presented a summary of the Learning Improvement Fund. It has funded 13 teachers. 188 hours of meeting time, 160 top up hours and 183 new hours have been funded for Educational Assistants. As of December 1, 2013 there is \$70,000 left in the fund and a meeting has been scheduled with the Greater Victoria Teachers' Association to discuss how the remaining funds will be allocated. \$58,000 was provided for professional development which has been used in training teachers and staff to address challenging learning conditions.

D. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

E. NEW BUSINESS/NOTICE OF MOTION

1. Trustee Loring-Kuhanga - Question Focused Budget Meetings

Trustee Loring-Kuhanga presented her motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) hold a series of question-focused budget meetings constituted as meetings of an Ad Hoc Committee (Bylaw 9140) at no cost to the board and to include members of the current (and future) Budget Committee, as well as any interested trustee to be among those "selected" by the Board, and any interested stakeholder to discuss questions raised about the budget and SD61 expenses. Findings and recommendations from the Ad Hoc Committee to be presented to the Board at public meetings, beginning with further examination of the 8 items from the Secretary-Treasurer's memo of November 12th. The term of the Ad Committee to be open until two weeks before the final April Board budget debate and vote.

Motion referred to the December 9, 2013 Board Meeting

Discussion ensued and the motion was referred to the December 9, 2013 Board Meeting.

F. GENERAL ANNOUNCEMENTS - None

G. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:48 p.m.

DRAFT

Revised based on OPPS Meeting
input on December 2, 2013

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. All questions will be directed to the Board Chair.
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 randomly select questions. Priority will be given to those who have not presented during the Community Presentation portion of the agenda.

8. 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.
9. There will be a limit of one question per person.
10. 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.
11. The Board Chair has discretion to call questions out of order without debate or challenge.
12. Answers to questions must not result in additional staff workload.
13. 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: _____, 2013

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.
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- * 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

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F. Public Disclosure of In-Camera Items

G. New Business/Notice of Motions

H. Adjournment

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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

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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.

DRAFT

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.

Partner Group Budget Input 2014/2015 **Responses to November 15, 2013 Input Request** **From School Planning Councils and Education Partner Groups**

1. What areas of the budget need to be protected?

- Maintaining and continue to support the Learning Initiatives Team with its ongoing professional opportunities for teachers
- Maintaining and supporting a literacy/numeracy teacher within each school
- Maintaining and continuing to provide Action Research Grants for teacher school teams
- Maintaining strong administrative teams - principals and vice principals in K-12 schools
- Continue to provide District technology support and instruction for various devices such as iPads for teacher professional development
- Continue to support and fund a healthy Facilities Department to maintain school buildings and school grounds
- The most important area to protect is maintaining staffing levels - teachers and EA's
- Another important area is maintaining good curriculum implementation and support - teachers need time to work together and have reasonable access to resources
- Another very important area is making sure school facilities are well taken care of
- We need to maintain a clean, safe school and grounds with timely upgrades
- In our discussions, we agreed that all areas of the budget should be protected. We were unable to identify areas that are not important or where there is excess. Areas that are in the greatest need of protection are those that most directly impact student learning. The areas we discussed as important to protect include the following:
 - Staffing Levels
 - Curriculum and Programs (learning resources, release time, etc.)
 - In-service/Professional Development
 - Technology
 - Supplies and Equipment
 - Facilities and grounds
- Maintain smaller class sizes in classes with more vulnerable student populations
- Maintain school-based learning support staffing to support vulnerable kids (e.g. time allocation for special education teachers, teacher-counsellors, YFC's, and educational assistants)
- Maintain district educational support structures that further develop/support quality instruction and progressive educational changes throughout the district (i.e. Learning Initiatives, Ab-Ed Support, Lit-Num Mentor teacher allocation, Grad-Rate improvement work, IT personnel & infrastructure, Enhancing Learning & PBL grants, etc.)

- Maintain school and district based leadership (e.g. admin positions/time)
- Maintain effective level of facilities staffing to keep schools' physical space well-maintained
- We recommend that you protect:
 - Pro-D and release time for teachers to improve instructional practice via the 0.1 FTE Literacy/Numeracy mentor teachers and Learning Initiatives
 - Maintain or if possible increase school-based learning support staffing to support vulnerable students (high incidence, low incidence, behavioural, aboriginal, gifted, difficult family situations...) This includes Educational Assistants, Learning Support teachers, Librarians, District Counsellors, Psychologists and Speech/Language Pathologists
 - Maintain or increase all school learning resources and programs (academic supplies, leveled books, paper, photocopying, art supplies, sports supplies/opportunities, library books, music opportunities, technology resources)
 - Maintain school-based leadership at all levels (principal and vice-principal)
 - Maintain custodial coverage at all levels in order to support health and safety, school greening, and energy efficiencies. Custodians make possible, many of our advances in these areas!
 - Maintain facilities and grounds personnel and budgets to a level that keeps schools well maintained (clean, safe, in good repair)
 - Maintain expenditures on technology and if possible increase technical support (hardware, software and training) so that the technology in the classrooms functions and the teachers have the knowledge to take advantage of the technology. Technology in the hands of a skilled teacher is a strong component of supporting and enriching student learning
- Special Education - need for direct instruction by qualified teachers as well as support from educational assistants
- Honor staffing budgets - consistent staffing is important to provide continuity in learning and relationships
- Continue to provide opportunities for professional learning for all staff e.g. Learning Initiatives
- Continue to provide opportunities for release time for teachers, especially to support teacher to teacher mentoring relationships
- Technology is important but technology shouldn't replace the value of human contact. The "people" budget should take priority over the "technology" budget
- Keep facilities budgets intact or increase. Regular maintenance, clean spaces and safe, structurally sound buildings are crucial
- programs to reach "at risk" students – supporting these students benefits all children
- music programs – lots of evidence of the general and wide reaching benefits of a music education
- Librarians – a rare resource as is – little left to cut. They support literacy and information skills. With the new BC curriculum, good library support/librarian services will be even more important

- Day time custodians – health and safety is paramount
- Technology and budget support for its creative and innovative use. It is important that we are staying current, teaching skills to deal with change. Use of technology creates opportunities to save dollars on purchasing text books, etc. Providing access to kids who don't have the technology at home
- Counseling – more anxiety and mental health issues in society in general – support for families so children are able to absorb and learn
- Teachers and educational assistants – school based staff needs to be protected to ensure we maintain the learning environments that students have currently
- Firstly, we wanted to share with the board of education that ALL AREAS need to be protected. The cut backs of the past number of years have left “no fat on the bone” so to speak
- Staffing levels (All staffing groups CUPE, GVTA, Admin)
- Learning resources/tools – in particular technology to enhance learning in the classroom
- Programs of choice for students – CSE, FLEX, FRIM etc.
- Safe and healthy facilities are important as well so maintenance must be maintained
- Maintain current funding and curriculum programming in the schools
- Maintain current level of fine arts programming (band & strings programs) at all levels
- Maintain technology support for the schools and current funding levels
- Increase district and school wide investment in Pro-D in the area of mental health issues
- Increased funding for additional counsellors in high schools
- Programs for vulnerable learners should remain intact: special education, CommunityLink, English Language Learner, etc
- Stay focussed on anything that directly impacts learning in the classroom
- Technology needs to be managed in a sustainable way. Can hardware be standardized in some way to allow for better purchasing power?
- At minimum maintain the staffing levels of district specialists – psychologists, therapists, etc.
- Keep guidance counselors, career counselors in schools
- Continue to offer as much variety for students as possible
- Those that directly affect our children in the classroom and their education
 - This would include, but is not limited to:
 - Teacher support/training that helps our teachers develop so our children can learn
 - Admin support that helps the school function efficiently as an enterprise
 - Protect and keep the student-teacher ratio so that it is as low as possible to ensure our children have the potential to receive a quality, enriching education
 - Having updated resources and technology for student use
 - Protect funding for educational assistants- not any lower than it already is

- Updated technology, tools and office support for school staff for the day to day running of the school
 - Continued opportunities for field trips, sports, sporting equipment, fine arts
- Maintenance expenditures that make the classroom a comfortable, safe and effective environment to learn in
- Staffing levels and levels of support provided to schools: classroom teachers, educational assistants, clerical/custodian, district support staff, school psychologists, speech and language pathologists, occupational therapists and physiotherapists
- District/school learning initiatives that further develop and support quality classroom instruction
- District/school-based early intervention programs and funding that support our the most vulnerable students
- District/school-based ongoing professional development opportunities for teachers and educational assistants
- Administrative teams - principals and vice principals in K-12 schools
- Lunch program funding - to support students who come to school hungry (this supports all students and staff, as hungry children will never reach optimal learning)
- Equalization of maintenance to outdoor spaces between inner city ("urban") schools and schools in wealthier neighbourhoods: having outdoor spaces (basketball courts, play structures) that are weed free, free from dangerous cracks, and playground equipment that is not falling apart (playgrounds need to be funded by the school district)
- Financial support for nature based field trips (including transportation)- especially important for schools where many of the students would normally never have access to trips to places such as Swan Lake, Frances King Park, Bamberton Park, etc
- Supplies (up-to-date text books for each student; physical education equipment; musical instruments; library books)
- Maintenance of enrichment programs such as choir, librarian staffing, learning support staff, special education teachers, etc
- Custodial day time service
- Professional development, especially teacher training in restitution program and use of Smart Boards (resources that were acquired, but which are underused due to lack of education around how to use them)/ self-regulation
- Emergency preparedness (up to date earthquake kits) as ongoing district responsibility with specific budget line item
- Continue developing / funding district initiatives to implement energy efficiencies, such as consulting with services like City Green Solutions in order to maximize building efficiency and minimize operating costs

- Early assessment of children suspected to require additional supports
- Employment of learning support teachers in every school
- Learning resources to support new curriculum (math, science, socials, and language arts)
- Equitable administrative support in each school
- Continued support of the music program and athletics
- Maintenance - All budgets related to a pro-active plan to maintain/repair buildings and grounds
- Budgets that provide for district mail services and cartage services
- Budgets for employee professional development and training
- Operational budgets for employees cleaning schools
- Budgets for core services provided by the facilities department
- District rentals - revenues
- Protect field trips
- Protect teacher collaboration
- Protect fine arts/strings
- No obvious areas to cut. Fair across district and departments.
- Teacher/student ratio - try to minimize “split” classes so teachers can focus on curriculum for a particular grade only. Proper support staff to assist teachers if they have students with special needs in their classroom
- Ensuring that proper, working and up to date text books, materials, technology are in the classroom (or library, or gym) to facilitate appropriate learning
- Provide adequate healthy living/physical education time and teaching to promote healthy kids (who can then become healthy adults). New, updated and safer playground equipment for the school.
- Ensuring teachers have the time and knowledge to recognize the individual learning skills of each child and also of boys vs. girls. Less didactic and more “hands on” type learning is often better for younger children and boys in particular.
- Music/art/language programs as part of regular curriculum
- Safety awareness (earthquake, fire drills, stranger awareness, anti-bullying etc. as part of regular curriculum
- Ensure professional development to support the new BC Curriculum
- Learning resources, including technology, to support 21st century learning and the new curriculum
- Minimal reduction of general supplies
- Programs of choice (soccer schools, enrichment programs, hockey school, etc.)
- Programs that keep doors open for kids and keep them engaged at school
- Work experience/volunteer programs that link students to their community, environment and potential/future careers.

- Learning Initiatives
- Technology support - infrastructure support (wi-fi costs) and tech support
- Music - Board strings/choir programs music education
- Custodians/janitorial time maintained
- No school closures
- Athletic programs - district wide
- Special Education Funding, particularly education assistant support at the classroom level
- Counselling support - particularly at Elementary and Middle School levels which are already low
- Librarians - staffing at elementary is already minimal and must be preserved
- Administration levels at the elementary level
- Facilities and grounds: Health and safety a priority
- Maintenance of inside and outside of building
- Grounds - safety a priority. Aesthetics is important too
- Funding for students with special needs, so classrooms adequately staffed
- Instructional supplies budgets
- Learning initiatives department
- Support for Technology tools

2. Other Comments:

- Educating our children is one of our society's most important investments in our collective future, and it's very difficult to see any areas that can be cut without directly or indirectly impacting students in a negative way, so we believe the school district should continue to advocate to the provincial government for increased funding for public education.
- CUPE 382 is familiar with the work of the facilities department therefore our comments are directed to that area of the budget. Our members are aware of the districts need to save money and we would agree that savings from the budgets related to supplies and replacement may be necessary. In the past, savings have been generated to facilities when schools have closed (i.e. Hampton School). We would understand the districts need to continue closing under populated schools to generate savings.
- We would like to see continued support and commitment towards early childhood education from both the School District and Provincial government. Strong Start Programs are extremely beneficial for the children in our District. Any additional Strong Start Programs would be welcome.
- While technology is important, when the budget is tight, technology does not need as much protection as other areas.
- We are prepared to see schools close if need be to keep educational programs and activities that are currently supported.

- Has there been any further discussion about amalgamating more school districts, ie, does the Greater Victoria area need three?
- It might be possible to achieve some savings by:
 - Continuing to naturalize the grounds so that they require less maintenance
 - Increasing community partnerships (municipalities - community centers, senior centers, sports organizations...) so that the buildings are used throughout the day/night and year and the cost of building maintenance is shared
 - Combining lower island district board offices or departments or buying groups
- Increase rental revenues
- If we were to cut an area, it would be providing release time for in-school hours professional development. Most professions need to remain current and attend Pro D outside their workday
- We may be at a point where cuts will affect classrooms, student achievement and district goals
- It is important for budget cuts to be made as far as possible from the students in the schools
- Preserve funding that is attached to classrooms and learning
- Decreased funding for administration and management increases
- Maintaining staffing and supplies levels is difficult to do when the district can't generate more income. For example, how can pay increases happen when they are not funded?
- Different opinions but try to save all programs but consider more partnerships with community (rentals) and increase International student numbers
- Please note that the committee found it difficult to provide valuable input to the Board because very little information was available about the Board's expenditures. The budget document on the website provided expenditures (ie salaries) but there was no information that could be found that analyses how the Board's expenditures are meeting the educational needs of our children.
- One of our main goals at Sundance is to foster students' love of learning and their full engagement in the learning process. We would like to emphasize the importance and impact teachers have on student learning and their school success. We believe it is essential to preserve district funding that supports ongoing professional development so that all teachers may continue to develop their understanding of student learning, further enhance their teaching skills and further learn how to deliver personalized learning that supports students in classrooms with multiple levels and individual variation in learning needs.
- Communicate the process of how parent shared input affects change or decision making at the district level
- Has the 2-week spring break reduced overall absenteeism for the district?
- Any other district/management level positions that could be streamlined?
- Review stipend for school board trustees

- Priority for increased expenditures:
 - Hiring of more teachers/support staff as needed - music, gym teachers
 - Text books, computers, ipads, smartboards, resources to promote “hands on” - “let me try rather than tell me how” learning, gym equipment, music equipment, art supplies.
- Budget Efficiencies are being achieved:
 - Community involvement - perhaps even incentives for businesses that donate unused outdated or unwanted materials, incentives for companies that provide grants
 - Calling on local authorities (police, fire, etc) and business to come to the schools to provide safety demos, information sessions
- No room for any cuts in any areas - already cutback enough
- Glanford Middle School SPC appreciates the challenges that our school district faces with budget planning. Thank you for the opportunity to provide input.
- Libraries - need reconfiguring to maximize (new) technologies resources. Keep primary/elementary libraries well resourced
- District Resource Centre - is this well used?
- Can we rent empty spaces during the day?

Date: January 13, 2014

To: Operations, Policy and Planning Committee

From: Kim Munro
Director, Human Resource Services

Re: Regulation 4304 Bullying and Harassment

The new Regulation 4304 Bullying and Harassment is being provided for your information.

REGULATION 4304

BULLYING AND HARASSMENT

Bullying and harassment is an occupational health and safety issue (*Workers Compensation Act Section 116 (1)(a)*) that poses a potential risk to the physical and mental health and safety of employees. Bullying and harassment behaviours may also involve breaches of human rights under the *Human Rights Code*, R.S.B.C, 1996, c. 210 – such as when the behaviour towards an employee is based on a protected ground of the code (e.g. race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age).

Workplace bullying and harassment includes any inappropriate conduct or comment by a person towards an employee that the person knew or reasonably ought to have known would cause that employee to be humiliated or intimidated. Bullying and harassment can also be described as the assertion of power through aggression and targets the competence level of the person being bullied or harassed. Although it can include physical abuse or the threat of abuse, bullying and harassment usually causes emotional rather than physical harm.

Unacceptable bullying and harassment actions include, but are not limited to:

- Spreading malicious rumours, gossip or innuendo;
- Excluding or isolating someone socially;
- Intimidating a person;
- Undermining or impeding someone's work;
- Physically abusing or threatening abuse;
- Stealing credit for work ideas;
- Withholding, or not providing information where it is needed by the other person;
- Intruding on a person's privacy by pestering, spying or stalking;

- Insulting or putting down a person - verbally or electronically;
- Making offensive jokes – verbally or electronically.

WHAT IS NOT CONSIDERED BULLYING AND HARASSMENT?

Bullying and harassment should not be confused with exercising managerial authority. Examples of reasonable management action might include decisions relating to job duties, workloads, deadlines, transfers, reorganizations, work assignment, work evaluation, performance feedback, and disciplinary actions.

ROLES AND RESPONSIBILITIES

Management will:

- Promote a respectful and safe working environment;
- Ensure employee adherence to the Bullying and Harassment Policy;
- Investigate complaints of bullying and harassment promptly and impartially;
- Report the incident to police where appropriate;
- Apply appropriate disciplinary action where appropriate.

Employees will:

- Treat others with respect, and contribute to a respectful and safe work environment;
- Report all acts of bullying and harassment.

BULLYING AND HARASSMENT

The Witness:

Any employee who witnesses bullying and harassment must:

1. Offer support to the person subject to the bullying and harassing behaviour and inform them that you witnessed the behaviour. Encourage the person subject to the behaviour to come forward and let them know that you will be a witness and will provide a statement in the event of an investigation.
2. Where the employee subject to the behaviour decides to informally address the individual that may be bullying or harassing, you may be asked to be a witness to the conversation or provide support.
3. Where the employee subject to the behaviour does not wish to make a complaint, it is still important that management is aware of the behaviours that may constitute bullying and harassment in the workplace. Witnesses

to the behaviour must report all incidents of bullying and harassment to their principal/ direct supervisor or to a member of Human Resources.

BULLYING AND HARASSMENT

The Complainant:

If you are being bullied and harassed:

(a) Informal Process:

1. Inform the person perpetuating the bullying and harassing actions that their actions are not acceptable to you as soon as they start to occur.
2. Describe the specific actions that they took that caused you to feel uncomfortable, bullied or harassed.
3. It is important to keep a record of dates and times where you have spoken to the person and inform your principal/ direct supervisor or Human Resources what occurred.
4. During the informal process the principal/ direct supervisor may assist by providing support, advice or mediation.

(b) Formal Process:

Where bullying or harassment has continued to occur after an informal process, where an informal process is not appropriate, or when the nature of the behavior is extreme or dangerous, employees are required to report the behaviour immediately.

1. Speak with your principal/ direct supervisor, or directly with Human Resources where your principal/ direct supervisor is the cause of concern, and report the bullying and harassment.
2. Write out a statement detailing the incident(s), along with any supporting documentation and the names of any witnesses.
3. An investigation will be instigated by your principal/ direct supervisor and/ or Human Resources.
4. All complaints shall be taken seriously and investigated fairly by District employees with experience and/ or training in investigating workplace misconduct.
5. Where it is determined that the alleged bullying or harassment is criminal in nature, the appropriate authorities will be contacted.

6. Staff members that submit a report or complaint of bullying or harassment shall not be subject to any form of reprisal or retaliation as a result of the complaint.

POSSIBLE OUTCOMES

If the findings of the investigation indicate that a violation of the Bullying and Harassment Policy has occurred, immediate and appropriate disciplinary action, up to and including dismissal, shall be recommended. As well, the principal/direct supervisor will monitor the situation between the employees to ensure that the bullying or harassment does not reoccur. Corrective actions shall be proportional to the seriousness or repetitiveness of the offense.

APPEAL PROCESS

If the complainant or respondent have worked with the process and feel that it has failed at some point, or that the corrective action is not consistent with the incident(s) that led to the original complaint, the complainant may appeal to the Superintendent of Schools in writing. The appeal shall be heard by the Superintendent of Schools (or designate) in a timely fashion.

CONFIDENTIALITY

The District will attempt to maintain the confidentiality of the complainant and respondent. While it is not always possible to do so when soliciting witness statements, the District will endeavor to not release any information to other employees which would jeopardize the confidentiality of the parties involved.

COLLECTIVE AGREEMENTS

This Regulation applies to all employees employed by the Board of Education. Certain employee groups, however, may have specific provisions and/or agreements that address harassment. This Regulation is intended to be harmonized with those provisions and/or agreements and they continue to apply. If there are inconsistencies the language in the collective agreement prevails.

Greater Victoria School District

Adopted: January 2014

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



ASSOCIATE SUPERINTENDENTS' OFFICE

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Date: January 13, 2014

To: Operations, Policy and Planning Committee

From: Deborah Courville
Associate Superintendent

Re: Regulation 1241 Volunteer Drivers

The updated Regulation 1241 Volunteer Drivers is being provided for your information.

REGULATION 1241

VOLUNTEER DRIVERS

General

It is the responsibility of the Principal to ensure that there is an adequate screening and authorization process for the use of volunteer drivers for curricular or extra-curricular activities. In specific, the Principal is responsible to ensure that:

1. The activity requiring the transportation of students is either school sponsored or approved by the Ministry of Education.
2. The vehicle to be used is properly licensed and insured. Rate class 001 (Pleasure Use Only) vehicles may be used on not more than six days per month, in total, when driven to or from, or part way to or from, work or school, or for business purposes. (The Rate class is shown on the Vehicle Registration and Insurance Form.)
3. The vehicle to be used will **NOT** carry more than eight passengers. Volunteers are not to be used for driving school buses or passenger vans carrying more than eight passengers.
4. The vehicle must have a school bus designation if the seating capacity is 10 or more people and the driver must have a Class 4 license.
5. A booster seat secured with a shoulder harness must be used when transporting students who are at least 18kg (40 lbs) until their 9th birthday or they reach 145 cm (4'9") tall, whichever comes first. If a shoulder harness is not available students must be secured with a lap belt only (no booster).
6. If the vehicle to be used is equipped with an air bag on the passenger side, then no student under the age of 13 shall travel in the front seat.
7. The driver has a valid license for the class of vehicle driven.
8. The driver has permission to drive from the owner of the vehicle.

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9. The driver is of responsible character, has a good driving record (re: accidents, tickets, charges), is not on medication, is not impaired (e.g. due to alcohol or drugs), and has driving experience commensurate with the trip contemplated.
10. Should the transporting vehicle be driven by a student:
 - (a) the distance to be traveled is within SD61, SD62 and SD63.
 - (b) the vehicle must be rated for insurance purposes at rate class 002 (To and From Work or School), or higher.
 - (c) the character of the drivers is such that they are responsible.
11. The appropriate Adult Volunteer Driver Information and Authorization form (Regulation 3545.2, Attachment 1) is complete and that the original is retained by the school and a copy is given to the authorized volunteer. The Student Volunteer Driver Information and Authorization form (Regulation 3545.2, Attachment 2) is to be used for all students, regardless of age. All high school students are restricted to carrying ONE passenger regardless of the drivers' age or license stage. A "Novice" driver must display an "N" sign.
12. Ensure that all parents/guardians are notified if students will be used as volunteer drivers to transport their children, and provide a process whereby parents/guardians can direct the school that their children are not to participate in such transportation.
13. ~~Any driver other than a parent/guardian, a family member or a student of the school district, must~~ **All drivers must** submit a criminal record check and driver's abstract to the principal. **These record checks are valid for a period of five years.**

Please refer to: Regulation 3545.2 (Attachments 1 and 2)
Greater Victoria School District

Approved: June 27, 1994

Revised: August 1997

Revised: April 27, 1998

Revised: April 2006

Revised: September 2008

Revised: September 2011

Revised: January 2014

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