

EDUCATION POLICY DEVELOPMENT COMMITTEE AND OPERATIONS, POLICY AND PLANNING COMMITTEE

Monday, December 7, 2015 at 7:00 P.M.

REGULAR MEETING

Ed Policy Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/education-meetings/>

NEXT ED POLICY MEETING IS SCHEDULED FOR:

Monday, January 4, 2016 at 7:00 P.M.

OPPS Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/operations-meetings/>

NEXT OPPs MEETING IS SCHEDULED FOR:

Monday, January 11, 2015 at 7:00 P.M.

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

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

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Monday, December 7, 2015 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Nohr 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, November 2, 2015			Pgs. 1-3
B. Operations, Policy and Planning Committee Meeting of Monday, November 9, 2015			Pgs. 4-8
3. BUSINESS ARISING FROM MINUTES			
4. EDUCATION POLICY DEVELOPMENT COMMITTEE – Trustee Nohr, Chair			
A. Regulation 3545.2, Field Trips	Deb Whitten	Information	Pgs. 9-34
B. Concussion Regulation Update	Deb Whitten	Information	Pg. 35
C. Update on Syrian Refugees	Shelley Green	Information	Pgs. 36-58
5. OPERATIONS, POLICY AND PLANNING COMMITTEE – Trustee Leonard, Chair			
A. PRESENTATIONS			
B. FINANCE AND LEGAL AFFAIRS			
1. Cloverdale Capital Project Bylaw	Debra Laser	Motion	Pgs. 59-74
2. Bylaw 9360 General Meeting of the Board	Debra Laser	Motion	Pgs. 75-79
3. a. Ad Hoc Board Standing Committee Review Committee Report	Debra Laser	Motion	Pgs. 80-89
b. Bylaw 9360.2 Meetings of the Standing Committees			
c. Bylaw 9130.1 Education Policy and Directions Committee			
d. Bylaw 9130.2 Operations Policy and Planning Committee			
e. Bylaw 9130.3 Policy Committee			
4. Dissolve Ad Hoc Board Standing Committee Review Committee	Debra Laser	Motion	Pgs. 90
C. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS			

D. NEW BUSINESS

1. Trustee McNally – Bylaw 9360 General Meeting of the Board

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9360 General Meeting of the Board to add the sentence “*Each year thereafter during the term of office, the election of Chair, Vice-Chair, and Board representatives to various agencies where the Trustees have regular representation and the appointment of Trustees to internal and external committees shall take place at the June Board meeting*” at the end of Article 2.

2. Trustee Paynter – Community Plan

That the Board of Education of School District No. 61 (Greater Victoria) participate in the Township of Esquimalt's review of its official community plan.

3. Trustee Watters – Write a Letter to the Minister of Finance

That the Board of Education of School District No. 61 (Greater Victoria) direct the chair to write a letter to the Minister of Finance, copying the Minister of Education, requesting that the Minister of Finance heed the recommendations from the First Report of the Select Standing Committee on Finance and Government Services and increase the funding to K-12 education in the 2016 Budget.

6. NOTICE OF MOTION

7. GENERAL ANNOUNCEMENTS

8. ADJOURNMENT



**Education Policy Development Committee
November 2, 2015 – Doncaster Elementary School, 1525 Rowan Street**

Regular Minutes

Present: **TRUSTEES**
Deborah Nohr, Chair
Tom Ferris
Edith Loring-Kuhanga
Peg Orcherton
Jordan Watters

ADMINISTRATION
Piet Langstraat, Superintendent of Schools
Shelley Green, Deputy Superintendent
Greg Kitchen, Associate Superintendent
James Hansen, Principal, Doncaster Elementary School
Josee Paris, Vice-Principal, Doncaster Elementary School
Cindy Graf, GVTA
Ted Godwin, VCPAC
Read Jorgensen, VPVPA
Solomon Lindsay, Student Representative
Anna Lisa Bond, Middle School Career and Transitions Coordinator
Nicola Priestley, District Career Coordinator
Connie Schmidt, Recording Secretary

The meeting was called to order at 7:00 pm.

Chair Nohr 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 November 2, 2015 regular agenda be approved.

Motion Carried Unanimously

**2. APPROVAL OF MINUTES OF EDUCATION POLICY DEVELOPMENT
COMMITTEE MEETING – October 5th, 2015**

It was moved:

That the October 5, 2015 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING OUT OF THE MINUTES - none

4. PUBLIC PRESENTATIONS - none

5. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Piet Langstraat introduced and welcomed Student Representative Solomon Lindsay from Victoria High School. Solomon is a first year member of the Representative Advisory Council of Students (RACS) and will be attending the meetings of the board scheduled in the month of November 2015. Solomon and Superintendent Langstraat explained that RACS and District administration are exploring ways to engage a broader student cohort in educational decisions.

B. Numeracy Presentation

James Hansen, Principal of Doncaster Elementary School, welcomed the Committee to his school and proceeded to explain the importance of learning and understanding math concepts as early as Kindergarten. This was followed by a presentation by Teacher Donna Montgomery and a group of Kindergarten to Grade 3 students. Led by Ms. Montgomery, the students demonstrated their learning and understanding of math patterns by using manipulatives and interpreting pie charts and bar graphs.

Trustees expressed their appreciation for the hands-on demonstrations and thanked Ms. Montgomery, her students and Mr. Hansen for a lively presentation.

C. The School Documentary Series for Victoria High

Piet Langstraat, Superintendent, shared with trustees a proposed filming project that would involve the school community at Victoria High School or Esquimalt High School. He explained that the overall intention of the project, which will be overseen and supported by the CBC, is to highlight the positive contributions of public education in the lives of Canadian students. He also explained that the project, brought to District Administration by Paperny Entertainment Inc., is currently in the proposal stage.

A discussion ensued and trustees expressed their appreciation for this exciting opportunity for students and their school community.

D. Board Authority Authorized Course: Introduction to Aviation 12

Greg Kitchen, Associate Superintendent, Anna Lisa Bond and Nicola Priestley, District Career Coordinators, presented trustees with the framework of a new

course, Introduction to Aviation 12. They explained that the course will provide students in grades 10, 11, and 12 with an overview of aviation fundamentals. This will be a credit course and will include a certification for the Ground School component. The course will also provide students with the opportunity to pursue a certification for their Private Pilot License on their own time and with their own resources. Introduction to Aviation 12 would be offered at Mount Douglas Secondary School and will be open to all District students.

A question and answer period followed.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: Introduction to Aviation 12

Motion Carried Unanimously

6. NOTICE OF MOTIONS - none

7. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:15 pm.



**Operations, Policy and Planning Committee Meeting
November 9, 2015 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Edith Loring-Kuhanga, Diane McNally, Deborah Nohr, Rob Paynter, Jordan Watters, Ann Whiteaker

Administration:

Piet Langstraat, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Tom Smith, Director of Facilities Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:00 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 November 9, 2015 regular agenda be approved with the following change: move item 9. New Business, A. Trustee McNally – Bylaw 9104, Ad Hoc Committee of the Board to 6.A.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the October 13, 2015 Operations, Policy and Planning Meeting regular minutes be approved with the removal of the second paragraph under 9.B. Trustee Nohr - Culture and Community Ad Hoc Committee.

Motion Carried

3. BUSINESS ARISING FROM MINUTES - None

4. PRESENTATIONS - None

5. SUPERINTENDENT'S REPORT

A. Introduction of Student Representative

Superintendent Langstraat introduced Solomon Lindsay, Student Representative from Victoria High School.

6. FINANCE AND LEGAL AFFAIRS

A. Trustee McNally – Bylaw 9140, Ad Hoc Committee of the Board

Trustee McNally presented her motion and rationale.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria), per Bylaw 9010 *Bylaws of the Board*, accept the attached as a replacement for the current board Bylaw 9140 *Ad Hoc Committee of the Board*.

Chair Leonard referred Trustees to the draft Bylaw 9140, Ad Hoc Committee of the Board.

Items 1, 2, 3 and 7 were agreed upon by consensus. Chair Leonard led the discussion of items 4, 5, 6, 8, and 9 and Trustees agreed upon the following changes to the draft:

4. Ad Hoc Committees of the Board require a Terms of Reference document (template attached), which will be drafted ~~for Board consideration~~ by school district senior administration, and presented to the ~~appropriate Standing Committee of the Board. for debate and recommended approval to the Board as soon as possible after the Ad Hoc Committee is established.~~
5. Trustee members of any Ad Hoc Committee shall be as selected by the Board. ~~, using a process determined by the Board.~~
6. The membership of the Committee shall select a Chair at the first meeting of the Committee. ~~or may choose to rotate the Chair position amongst Committee members.~~
8. The Superintendent or designate ~~shall~~ may be a member of all Ad Hoc Committees. ~~, with voting rights, and the Superintendent may appoint a member of Administration or others staff members to assist an Ad Hoc Committee.~~
9. The Ad Hoc Committee shall be ~~automatically dissolved when its term of appointment is at an end, unless extended by the Board.~~ by motion of the Board. ~~motion.~~

Chair Leonard called for a vote on the motion.

That the Board of Education of School District No. 61 (Greater Victoria), per Bylaw 9010 *Bylaws of the Board*, accept the attached as a replacement for the current board Bylaw 9140 *Ad Hoc Committee of the Board*.

Motion Carried

For: Trustees Leonard, Loring-Kuhanga, McNally, Nohr, Watters, Whiteaker
Against: Trustee Paynter

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on November 16, 2015:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9140, *Ad Hoc Committee of the Board* at the meeting of November 16, 2015.

Motion to be Carried Unanimously

That Bylaw 9140, *Ad Hoc Committee of the Board* be:

Read a first time this 16th day of November, 2015;

Read a second time this 16th day of November, 2015:

Read a third time, passed and adopted this 16th day of November, 2015.

B. Regulation 3548 School District Signing Authority

Secretary-Treasurer Laser presented Regulation 3548 School District Signing Authority. It was explained that this regulation has been written to reflect current practice and to formally replace Board-approved motions pertaining to signing authority from 1999.

Discussion ensued amongst Trustees with questions of clarification being asked of Secretary-Treasurer Laser and Superintendent Langstraat.

Trustees agreed upon one change: under **2. Legal Documents**, add a comma after the words "Vice-Chair of the Board".

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve Regulation 3548, School District Signing Authority.

Motion Carried Unanimously

C. Policy 1325 Partnership & Attachment Ad Hoc Committee Terms of Reference

Associate Superintendent Whitten presented the Terms of Reference and motion. Discussion ensued amongst Trustees.

Trustees agreed to the following changes:

- Under **Membership**, add "One VCPAC representative"
- Under **Procedural Notes**, remove "and" and add a comma between the words "dates" and "location" and add the words "and minutes" after the word "location".

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) agree to the Policy 1325 Partnership and Attachment Ad Hoc Committee Terms of Reference.

Motion Carried Unanimously

D. Needs Budget Ad Hoc Committee Terms of Reference

Secretary-Treasurer Laser referred Trustees to the Needs Budget Ad Hoc Committee Terms of Reference. Discussion ensued amongst Trustees.

Trustees agreed to the following change: under **Deliverables**, add the words “in consultation with education partner groups,” before the words “to be submitted to the ...”

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) agree to the Needs Budget Ad Hoc Committee Terms of Reference.

Motion Carried Unanimously

7. FACILITIES PLANNING

A. McKenzie Interchange Planning

Tom Smith, Director of Facilities Services informed the Committee that he attended the first stakeholders meeting regarding the development and construction of the McKenzie Interchange. He explained that the project is a two-year project beginning in 2017 at a cost of \$85 million funded by the Province of BC and the Government of Canada. Mr. Smith informed Trustees of an opportunity to attend a Public Open House to be held on Tuesday, November 17th at St. Joseph the Worker Parish Hall between 3:00-7:00 p.m.

8. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

9. NEW BUSINESS

A. Trustee Watters – Conduct a Review of External Committee Appointments

Trustee Watters presented her motion and rationale.

It was moved:

That the Board of Education of School District 61 (Greater Victoria) conduct a review of external committee appointments by instructing:

- a) trustees currently appointed to external committees to provide the Chair with recommendations and rationale regarding SD61's continued involvement on the committee to which they are appointed.
- b) the Chair to send correspondence to all external committees for which the board makes appointments and inquire if a SD61 representative continues to be valuable.
- c) the Chair to send correspondence to all district Municipalities and First Nations partners expressing the Board's interest in building relationships and being involved in areas of mutual interest, and inquire if there are any committees upon which SD61's presence would be valuable.
- d) the Chair to make recommendations to the Board, based on the above correspondence, for any changes to the list of external committees that receive appointments.

Discussion ensued amongst Trustees with concerns raised about the potential number of organizations that might express interest for committee representation. Trustee Paynter moved an amendment to the motion.

It was moved:

To amend the main motion by removing the words “and inquire if there are any committees upon which SD61’s presence would be valuable.” from item c.

Motion Defeated

For: Trustees Paynter, Whiteaker

Against: Trustees Leonard, Loring-Kuhanga, McNally, Nohr, Watters

Further discussion ensued amongst Trustees. Chair Leonard called for a vote on the main motion.

That the Board of Education of School District 61 (Greater Victoria) conduct a review of external committee appointments by instructing:

- a) trustees currently appointed to external committees to provide the Chair with recommendations and rationale regarding SD61’s continued involvement on the committee to which they are appointed.
- b) the Chair to send correspondence to all external committees for which the board makes appointments and inquire if a SD61 representative continues to be valuable.
- c) the Chair to send correspondence to all district Municipalities and First Nations partners expressing the Board’s interest in building relationships and being involved in areas of mutual interest, and inquire if there are any committees upon which SD61’s presence would be valuable.
- d) the Chair to make recommendations to the Board, based on the above correspondence, for any changes to the list of external committees that receive appointments.

Motion Carried Unanimously

10. NOTICE OF MOTION - None

11. GENERAL ANNOUNCEMENTS - None

12. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:52 p.m.

MEMO**To:** Education Policy Development Committee**From:** Deb Whitten, Associate Superintendent**Date:** December 7, 2015**RE:** Regulation 3545.2 Field Trips and Attachments for SD 61 Field Trip Regulations

The Regulation 3545.2 and Attachments have been revised to reflect a change in the supervision requirements for walkabout field trips, and a change in the wording for the Student Code of Conduct.

The revised Regulation 3545.2 is presented for information.

REGULATION 3545.2

FIELD TRIPS

Definitions:

School Field Trips

A school field trip is a supervised teacher or school sponsored activity (curricular or extra curricular) where students leave the school premises for part of a day, a day or multiple days. (1 day extracurricular trips require a Roster of Driver and Passenger (Attachment 6) form but not a School Field Trip Request form (Attachment 4)).

Field Trip Calendar

Each school is required to have a calendar of the field trip in the main office for immediate access of information for staff and parents/guardians. Relevant information (time, location) is to be noted for all class or group departures from school.

Walkabouts

Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant times recorded in the field trip calendar without having to complete the School Field Trip Request form (Attachment 4). ~~Normal supervision requirements and ratios apply.~~ **Supervision requirements and ratios for walkabouts may be reduced to 1 adult per 15 students with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity.** Supervising teachers require a contact number (cell phone or walkie talkie).

High Risk Field Trips

Activities that involve a higher degree of risks and dangers than usual. These risk and dangers may be related to:

- the environment (weather, terrain, wildlife)
- an activity (outdoor pursuits, aquatics)
- the group (clothing, equipment)

Examples: ski trips, river rafting, mountain/rock climbing, winter camping, kayaking, canoeing, whale watching, sailing, wind surfing, snorkeling, scuba diving, etc.

A Ski Trip/Snowboard Permission and Consent form must be completed for all ski trips (Attachment 10 of this regulation).

Participation in these activities may involve the possibility of serious injury or death.

Work Experience (Please see regulation 6135.1, Career Development: Career Preparation Programs)

I. Pre-Field Trip Planning

1. The School Field Trip Request form (Attachment 4) must be completed for each school field trip. The principal must approve and sign the request prior to the field trip.
2. The Certificate of Parental Authority (Attachment 7) shall be completed by parents/guardians for each school field trip. There is also an optional "Blanket" Certificate of Parental Authority (Attachment 5) that may be given to parents/guardians to complete in the beginning of the school year. Parents/guardians will be notified of all field trips to be taken. Those parents/guardians who choose not to give blanket approval then must give permission for each field trip. Specific approval by parents/guardians will be required for all school field trips exceeding one day.
3. a) Transportation by regular school buses shall be arranged by submitting a request to the Transportation Coordinator (250-519-2105) two weeks prior to the trip.

b) When private vehicles are used, information regarding the vehicle to which a student passenger is assigned must be kept in the office. It is the responsibility of the teacher to be aware of any changes of student passenger assignments on the return trip to school.

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

- c) There must be verification that the number of passengers does not exceed the number of seatbelts. No child under the age of 13 shall travel in the front seat where an air bag could be deployed.
- 4. a) The principal will ensure that roles and responsibilities of all students and attending adults are clearly defined prior to the school field trip. The school's code of conduct must be reviewed by all participants prior to the field trip.
- b) The principal will ensure guidelines are established with regard to free time on any school field trip.
- 5. Students requiring special medical care must be identified and provisions made for procedures to meet any potential emergent need. There must be adequate notice given to parents/guardians in order that they may provide appropriate student protection from the elements and for the setting. Examples are sunscreen, hats, proper attire and appropriate footwear.
- 6. There must be adequate notice (suggested two weeks) to parents/guardians and administration in advance of each field trip. Field trips that have significant costs require more lead time for parents/guardians. However, it is acknowledged that on occasion, due to special circumstances, two weeks notice cannot always be given.

II. Transportation

A. Car and Driver

It is the responsibility of the principals, vice-principals or field trip supervisor to:

- 1. Verify that the Adult Volunteer Driver Information and Authorization form (Attachment 1) and/or the Student Volunteer Driver and Authorization form (Attachment 2) have been completed.
- 2. Verify that both the **vehicle registration/insurance** ~~driver's insurance~~ and the driver's license are current with a photocopy of each being retained in the office.
- 3. **Verify that a copy of the criminal record check and a driver's abstract have been submitted to the principal.**

3. 4 Verify that the vehicle is adequately insured with a minimum of \$1,000,000 ~~Public~~ Third Party Liability insurance in order to be covered by the Board's \$50,000,000 insurance policy.
4. 5 A booster seat secured with a shoulder harness must be used when transporting students 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).
5. 6 If high school students are driving other students, parents/guardians must be informed, Student Volunteer Driver Information and Authorization form (Attachment 2) completed and a copy of insurance and drivers licence be kept on file in the school office. All high school students are restricted to carrying ONE passenger regardless of the driver's age or licence stage. A "Novice" driver must display a "N" sign.
6. 7 Students may drive within SD61, SD62 and SD63 only.
7. 8 A Roster of Driver and Passenger form (Attachment 6) for each vehicle is filed in the office and carried by the teacher.

B. Bus or Other Permitted Vehicle

It is the responsibility of the principals, vice-principals or field trip supervisor to ensure:

1. That the inspection certification on the vehicle is current and valid prior to students boarding the bus.
2. 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.
3. A Roster of Driver and Passenger form (Attachment 6), bus list section, is completed for each bus and is filed in the office and carried by the teacher.
4. Certificate of Parental Authority for 15 Passenger Van Use form (see Attachment 9), must be completed prior to use.

C. Public or Other Transportation

It is the responsibility of the principals, vice-principals or field trip supervisor to ensure:

1. Grade K - 8 students cannot use public transport unaccompanied.
2. Grade 9 - 12 students can be responsible for their own transportation providing their parents/guardians have given permission and are informed of arrival and departure times.

Other Considerations:

1. When students are using public transportation they should ~~be encouraged to~~ travel in groups.
2. Student attendance ~~requirements are met.~~ **will be monitored throughout the field trip.**

III. **Field Trip Plans** (One Day)

The principal or vice-principal shall ensure that there is:

1. Adequate adult supervision using the following criteria:
 - a) Elementary Schools - Kindergarten to grade 5: a minimum of 2 adults or a ratio of 1 to 10 students.
 - b) Middle Schools - Grades 6 to 8: a minimum of 2 adults or a ratio of 1 to 15 students.
 - c) Secondary - Grades 9 to 12: a minimum of 1 adult per class if within SD61, SD62 and SD63. If outside of SD61, SD62, SD63, the ratio of 1 adult to 15 students shall apply.
 - d) ~~Special Student~~ **Educational** Assistants normally assigned to ~~an individual a~~ **student with** special needs ~~student~~ are not to be included in ratios above unless agreed to by the teacher and the principal.

Special Circumstances:

- a) Students who participate in work experience/career/special programs are exempted from the criteria above.

- b) Field trips that are determined to be potentially more hazardous to students may require additional adult/ student supervision ratios, e.g. ski trips, camping trips, rock climbing, West Coast Trail, etc. and a specific Certificate of Parental Authority (Special School Journey) (Attachment 8).
- c) Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant information (times, locations) recorded in the field trip calendar. ~~{See III (1) a, b, c, for supervision ratios}~~. **Supervision requirements and ratios for walkabouts may be reduced to 1-2 adults with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity. Supervising teachers require a contact number (cell phone or walkie talkie).**
- d) Single day extracurricular activities are exempt from completing the School Field Trip Request form (Attachment 4), but must have a Roster of Driver and Passenger form (Attachment 6) completed. However, extracurricular activities must be recorded in the field trip calendar.

2. A roster of student participants, must be kept in the school office with notation of any students who are absent on the day of the field trip. 'Walkabout' types of field trips do not require a roster as the information is already available in the school office.
3. Provisions must be made to handle emergent situations such as emergency medication, accidents, illness or disciplinary action.
 - a) Preventative expectations/ guidelines must be made known to parents/ guardians and students.
 - b) An emergency phone plan must be in place, when necessary.
 - c) Provisions for emergencies must be available: First Aid Kit, U.P.P. Kit, a cellular telephone is recommended.
4. The school office must be notified of any changes to school trip departure, arrival times, or location of activities with the changes noted in the Field Trip Calendar.
5. There must be a program of instruction given to those students who choose not to participate in the field trip and who remain at school.

IV. **Multiple Day Field Trips**

(All requirements for Multiple Day Field Trips [pages 6 & 7] must be met. Please refer to Overnight Accommodation Policy and Regulation 3545.25)

Prior to any multiple day field trips, the principal must ensure that:

1. a) Parents/guardians are encouraged and given the opportunity for input and planning into the field trip.
- b) A meeting of participants, parents/guardians, administration and supervisors be held prior to the field trip to inform everyone of the terms and conditions of the field trip.
- c) Clear guidelines of expectations and procedures for the field trip are established between the school principal, participating staff and parents/guardians. (See addendum code of conduct "Overnight Accommodation Policy" 3545.25, page 5)
- d) Where male students are involved there must be at least one adult male supervisor, and where female students are involved, there must be at least one adult female supervisor.
- e) Complete guidelines will be filed in the office respecting the conduct of students participating in the field trip. This information must contain the destination, locations, residences, telephone numbers, and relevant information.

V. **Multiple Day Field Trips Outside the Province**

(All requirements for Multiple Day Field Trips [pages 6 & 7] must be met. Please refer to Overnight Accommodation Policy and Regulation 3545.25)

1. For field trips outside of British Columbia, adequate medical insurance coverage must be obtained and information given to all participants prior to the field trip.

Please refer to: Regulation 3545.2 (attachments)

Greater Victoria School District

Approved: July 1980
Revised: March 1991
Revised: October 26, 1998
Revised: April 2006
Revised: April 2008
Revised: September 2008
Revised: September 2011
Revised: December 2015

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

ATTACHMENTS FOR SD61 FIELD TRIP REGULATIONS
REGULATION 1241
REGULATION 3545.1
REGULATION 3545.2
REGULATION 3545.25

Attachment Name	Attachment #
Adult Volunteer Driver Information and Authorization	1
Student Volunteer Driver Information and Authorization	2
Field Trip Planning Checklist	3
School Field Trip Request	4
Certificate of Parental Authority (Blanket)	5
Roster of Driver and Passenger	6
Certificate of Parental Authority (Regular School Journeys)	7
Certificate of Parental Authority (Special School Journeys)	8
Certificate of Parental Authority (15 Passenger Van use))	9
Ski Trip / Snowboard Permission and Consent	10
Student Overnight Accommodation Form	11
Code of Conduct	12

School _____

ADULT
VOLUNTEER DRIVER INFORMATION AND AUTHORIZATION

Name _____ ☐ Parent ☐ Teacher ☐ Other
 Surname Given

If you checked "Parent", name of your son/daughter _____

Address _____ Postal Code _____

Driver's Licence No. _____ Class (002 or better) _____

DRIVING HISTORY:

List driving restrictions _____

List any Motor Vehicle Act offenses for which you have been convicted within the last five years. _____

DRIVER'S DECLARATION

IDENTIFICATION	VEHICLE#1	VEHICLE#2	VEHICLE #3
• I will be driving a vehicle(s) owned by _____ who has given me permission to drive the vehicle for this purpose.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
• The vehicle licence number is _____ and is insured for a MINIMUM of \$1,000,000 Third Party Legal Liability.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
• This vehicle has (indicate #) of operating seatbelts for students.	#	#	#

- ☐ I have a valid B.C. driver's licence.
- ☐ I agree to wear a seatbelt myself, and require all passengers to wear seatbelts in a vehicle required by law.
- ☐ I agree to operate the vehicle safely and in a legal manner.
- ☐ ~~I authorize the school administrator, on behalf of the District, to obtain a copy of my driver's abstract, if required, from the Motor Vehicles Branch.~~ **I have attached a photocopy of my vehicle registration/insurance and driver's licence.**
- ☐ **I must submit a criminal record check and a driver's abstract to the principal.**
- ☐ If the vehicle to be used is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.
- ☐ A booster seat secured with a shoulder harness must be used when transporting students 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).

I hereby certify that the information given in this application and the documentation attached is correct, complete, and true in every respect. **Further, I agree to inform the school administrator of any changes to the information contained in this application during the year.**

Volunteer Driver's Signature _____

Date _____

Phone # _____

OFFICE USE ONLY

 Signature (School Official receiving form)

PRINCIPAL'S DECLARATION

I have reviewed this information and the attached documentation. In accordance with Regulation 1241 and my review, I:

☐ **Authorize**☐ **Do not authorize this applicant**

Principal's Signature _____

Date _____

NOTE: This application must have attached a photocopy of the Driver's Licence and the Vehicle/Registration/Insurance.

This information, which will be stored in a secure area, is being collected pursuant to Section 26(c) of the Freedom of Information and Protection of Privacy Act and Section 103(2)(c)(iv)(B) of the School Act. It will be used for the Volunteer Driver Program only.

School _____

STUDENT
VOLUNTEER DRIVER INFORMATION AND AUTHORIZATION

Name _____ DOB _____
 Surname Given YY/MM/DD

Address _____ Postal Code _____

Driver's Licence No. _____ Class (002 or better) _____

DRIVING HISTORY: Years of driving experience _____

List driving restrictions _____

List any Motor Vehicle Act offenses for which you have been convicted.

DRIVER'S DECLARATION

IDENTIFICATION	VEHICLE#1	VEHICLE#2	VEHICLE #3
<ul style="list-style-type: none"> I will be driving a vehicle(s) owned by _____ who has given me permission to drive the vehicle for this purpose. 	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<ul style="list-style-type: none"> Vehicle owner's signature (authorizing use) _____ 	Phone# (Home) _____	Phone# (Business) _____	
<ul style="list-style-type: none"> The vehicle licence number is _____ and is insured for a MINIMUM of \$1,000,000 Third Party Legal Liability 	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<ul style="list-style-type: none"> This vehicle has (indicate #) operating seatbelts. 	#	#	#

- ☐ I have a valid B.C. driver's licence.
- ☐ I will carry only ONE passenger and drive within SD61, SD62, SD63 only.
- ☐ I have an "N" sign attached to my car.
- ☐ I agree to wear a seatbelt myself, and require my passenger to wear a seatbelt.
- ☐ I agree to operate the vehicle safely and in a legal manner.
- ☐ ~~I authorize the school administrator, on behalf of the District, to obtain a copy of my driver's abstract, if required, from the Motor Vehicles Branch.~~ **I have attached a photocopy of my vehicle registration/insurance and driver's licence.**
- ☐ 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.

I hereby certify that the information given in this application and the documentation attached is correct, complete, and true in every respect. **Further, I agree to inform the school administrator of any changes to the information contained in this application during the year.**

 Student's Signature Date Phone #

I approve of my son/daughter transporting students in his/her/my vehicle.

 Parent/Guardian's Signature Date

PRINCIPAL'S DECLARATION

I have reviewed this information and the attached documentation. In accordance with Regulation 1241 and my review, I:

☐ **Authorize** ☐ **Do not authorize this applicant**

 Principal's Signature Date

NOTE: This application must have attached a photocopy of the Driver's Licence and the Vehicle/Registration/Insurance. This information, which will be stored in a secure area, is being collected pursuant to Section 26(c) of the Freedom of Information and Protection of Privacy Act and Section 103(2)(c)(iv)(B) of the School Act. It will be used for the Volunteer Driver Program only.

Field Trip Planning Checklist

REGULATION 3545.2 (Attachment 3)

~~January 2014~~ **December 2015**

(see over for Definitions)

(to be completed with School Field Trip Request form)

A. GENERAL

1. ☐ All school field trips require the approval of the Principal prior to any planning or information campaign.
2. ☐ School Field Trip Request form completed and sent to Principal for approval and parents informed. (A two week minimum for trips outside SD61, SD62, SD63 and a two day minimum for trips within SD61, SD62, SD63.)
3. ☐ Parental Authority form completed: a) **blanket form from MyED or BCeSIS** filled out in September, and b) parental authority for each field trip for students without blanket permission form.
4. ☐ Adult Supervision
 - **K-5 Schools** – minimum of 2 adults or a ratio of 1 to 10 students.
Student buddies and adult pod supervisors assigned.
 - **Middle Schools** – minimum of 2 adults or ratio of 1 to 15 students.
 - **Secondary Schools** – minimum of 1 adult per class if within SD61, SD62, SD63. Outside SD61, SD62, SD63 ratio of 1 to 15.
 - **Secondary and Middle School Extra-Curricular Athletics** – A teacher or teacher-on-call employed by the GVSD will travel with a school team on any trip which requires an overnight stay.
5. ☐ School code of conduct is reviewed with students and volunteers prior to field trip.
6. ☐ A Roster of Driver and Passenger form for each vehicle is filed in the office and carried by the teacher.
7. ☐ Plans, anticipated costs and procedures for handling emergency situations have been reviewed with students, parents and supervisors. If, in the case of serious misconduct or health issues, the Trip Supervisor determines it is necessary for a student to be sent home from the field trip, in consultation with the Principal, a plan to return the student home will be determined according to the unique needs of the student involved and the circumstances under which the student is leaving the travel group. Students returning home must be accompanied by a responsible adult who is approved by the trip supervisor. In all cases, the parent/guardian (or delegate) must be notified of the plan and costs prior to the student being sent home.
8. ☐ Cell phone numbers for contact during field trip ~~has~~ **have** been given to main office.
9. ☐ Medical alert forms have been completed and first aid kit secured. Supervisors must ensure that medication is available for students with serious allergic reactions or medical conditions. Take a copy of the **Anaphylaxis Action Form (AAF)**, ~~EpiPens~~ **or** ~~and~~ ensure the student has his/her ~~EpiPens~~ **Epinephrine Auto-Injector**. Be aware of anaphylaxis exposure risk and ensure supervising adults are aware of student with anaphylaxis and emergency treatment.
10. ☐ A plan is in place to support students with special needs or behaviour challenges which may have safety implications.
11. ☐ A program of instruction has been provided for students not attending the field trip.
12. ☐ A Ski Trip/Snowboard Permission and Consent form is required for all ski trips.

*Additional supervision is expected
in high risk activities.

B. TRANSPORTATION – Bus

13. ☐ Volunteers are not to be used for driving school buses or passenger vans carrying more than eight passengers.
14. ☐ Regular school bus request submitted to Transportation Coordinator (519-2105) or directly to Garden City (385-0699), Wilson Transport (475-3235) or DVS Tours (386-8652)
15. ☐ Supervisors to ensure inspection certificate on bus is current and valid prior to students boarding the bus and that driver has appropriate license for vehicle capacity.
16. ☐ Grade K to 8 students cannot use public transportation unaccompanied.
17. ☐ 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.
18. ☐ Certificate of Parental Authority for 15 Passenger Van Use form must be completed prior to use.

Private Vehicles

19. ☐ The vehicle to be used will **NOT** carry more than eight passengers.
20. ☐ Verify that Volunteer Driver forms are completed and on file in school office (with copy of **vehicle registration/** insurance and driver's licence).
21. ☐ Any driver must submit a criminal record check and driver's abstract to the principal.
22. ☐ Verify that vehicle is adequately insured (min. \$1,000,000 third party liability).
23. ☐ Verify driver has valid B.C. driver's licence.
24. ☐ Verify number of operating seat belts equals the number of passengers.
25. ☐ A booster seat secured with a shoulder harness must be used when transporting students at least 18 kg (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 (no booster).
26. ☐ If vehicle is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.
27. ☐ If high school students are driving other students, parents must be informed, Student Volunteer Driver form completed and a copy of **vehicle registration/** insurance and drivers licence be kept on file in the school office. All high school students are restricted to carrying **ONE** passenger regardless of the driver's age or licence stage. A "Novice" driver must display a "N" sign.
28. ☐ Students may drive within SD61, SD62 and SD63 only.
29. ☐ A School District employee is ~~entitled~~ **permitted** to drive students 6 times per month. Anything over 6 times per month requires additional "Business Use Insurance".

C. MULTIPLE DAY AND/OR HIGH RISK FIELD TRIPS

(Require a four week minimum approval. Principals may waive this requirement under extenuating circumstances.)

30. ☐ Principal approval of concept is obtained before any fundraising, publicity or information campaign begins.
31. ☐ For high risk activities, students have been instructed in risk assessment and the safety planning process to address key risks related to environment, (weather, terrain, wildlife), activity (outdoor pursuits, aquatics) and group (clothing, equipment and behaviour).
32. ☐ Parents are given opportunity for initial input and provided with all pertinent information.
33. ☐ Parental Authority for Special School Journey form (Reg. 3545.1) is completed.
34. ☐ Detailed trip itinerary is provided to parents and filed in school office (includes a schedule of activities, free time, destination contact and phone numbers and cell phone number of teacher leader.
35. ☐ For overnight field trips there must be at least one adult supervisor the same gender as the students.
36. ☐ Any volunteer wishing to serve as a student chaperone on overnight trips, must submit a criminal record check to the principal.
37. ☐ Student Overnight Accommodation form (Reg. 3545.25) completed for each student and signed by parents.
38. ☐ Code of Conduct form (Reg. 3545.25) is completed and signed by student and parent.
39. ☐ If students are billeted the billeting family are made aware of Regulation 3545.25 and have copies of Student Overnight Accommodation form.
40. ☐ Teacher has phone number (home & cell) of Principal or Vice Principal and should call immediately if an accident/incident occurs.
41. ☐ Provisions are in place for sending a student home due to serious misconduct or health issues. If it becomes necessary for a student to be sent home from the field trip, the group leader, in consultation with the Principal, will develop a plan to return the student home according to the unique needs of the student involved and the circumstances under which the student is leaving the travel group. Students returning home must be accompanied by a responsible adult who is approved by the trip supervisor. In all cases, the parent/guardian (or delegate) must be notified of the plan and costs prior to the student being sent home.
42. ☐ For out of province travel, adequate medical insurance coverage must be obtained.
43. ☐ For international travel a valid Canadian passport is required for all participants.
44. ☐ A safety, emergency, and supervision plan is in place.

DEFINITIONS

a) SCHOOL FIELD TRIPS - Reg. 3545.2

A school field trip is a ~~supervised teacher or~~ school sponsored activity (curricular or extra-curricular) where students leave the school premises for part of a day, a day or multiple days. (1 day extracurricular trips require a "Roster of Driver and Passenger Form" but not a "Field Trip Request Form").

b) FIELD TRIP CALENDAR

Each school is required to have a calendar of field trips in the main office for immediate access of information for staff and parents.

c) WALKABOUTS - Reg. 3545.2

Short supervised walking trips within the vicinity of the school. These trips may be taken with the principal's permission with relevant times recorded in the field trip calendar without having to complete the field trip request form. ~~Normal supervision requirements and ratios apply.~~ **Supervision requirements and ratios for walkabouts may be reduced to 1 adult per 15 students with permission of the principal if the following factors are taken into consideration: age of the students, nature of the activity and location of the activity.** Supervising Teachers require a contact number (cell phone or walkie talkie).

d) HIGH RISK FIELD TRIPS

Activities that involve a higher degree of risks and dangers than usual. These risk and dangers may be related to:

- the environment (weather, terrain, wildlife)
- an activity (outdoor pursuits, aquatics)
- the group (clothing, equipment)

Examples: ski trips, river rafting, mountain/rock climbing, winter camping, kayaking, canoeing, whale watching, sailing, wind surfing, snorkeling, scuba diving, etc. Participation in these activities may involve the possibility of serious injury or death.

e) **WORK EXPERIENCE** - (Ref: "Program Guide for Ministry Authorized Work Experience Courses"
Ministry of Education, March 2005)

That part of the educational program that provides a student 14 years or older the opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career.

- For all school-arranged work experience placements or volunteer service arranged by the school, the "District Work Experience Agreement" form must be completed, signed and filed in a central location in the school (preferably the Career Centre) prior to the start of the placement.
- Students who wish to use paid employment to satisfy the work experience graduation requirement must show that they are working at a site where ~~WCB~~ WorkSafeBC coverage is provided.
- For extended work experience placements (100 – 200 hrs) schools should not place a student with a self-employed person unless that person has purchased ~~WCB~~ WorkSafeBC insurance.
- Monitoring students on work experience should consist of work site visits and phone calls or email with the student's supervisor.
- If a student on work experience is injured on the job a "~~W.C.B.~~ WorkSafeBC Form 6A" must be sent to Human Resources within 24 hours.



SCHOOL FIELD TRIP REQUEST
REQUEST TO PRINCIPAL

(A two week minimum for trips outside SD61, SD62, SD63, and a two day minimum for trips within SD61, SD62 and SD63)

1. Date of Submission:		
2. Trip Supervisor:	Class/Team/Club:	
3. Date of Trip:	Departure Time:	Return:
4. Destination:	Phone #	
5. # of Students:	# of Males:	# of Females:
6. Purpose of Trip:		

<u>NAMES OF SUPERVISORS</u> <input type="checkbox"/> meets required supervision ratio	Staff (S) Parent (P) Volunteer (V)	Gender M/F
1. Trip Supervisor: _____ Cell Phone #: _____		
2. Other Supervisors: _____	_____	_____
3. Other Supervisors: _____	_____	_____
4. Other Supervisors: _____	_____	_____
5. Name of Service Provider: (if applicable) _____ Contact Person: _____ S.P. Phone #: _____ (e.g. SEVEC, Victoria Rowing Club etc.)		

<u>TRANSPORTATION</u> (check all that apply)	<u>Driver</u>	<u>Name of Volunteer/Student</u> <u>Driver(s)</u>	<u>Staff (S)</u> <u>Parent (P)</u> <u>Volunteer (V)</u>	<u>Volunteer</u> <u>Driver</u> <u>Form</u> <u>Completed</u>
<input type="checkbox"/> Walking <input type="checkbox"/> School Bus a) private b) school owned <input type="checkbox"/> Public Transit <input type="checkbox"/> Charter Bus: _____ <input type="checkbox"/> 15 Passenger Van (Class 4 required) <input type="checkbox"/> Private Vehicle(s) <input type="checkbox"/> By Service Provider <input type="checkbox"/> Transportation not provided <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> Professional <input type="checkbox"/> Volunteer (staff/parent/other) <input type="checkbox"/> High School Student(s) <input type="checkbox"/> Other: (specify) _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Estimated Total Cost of Trip: _____ Cost Per Student: _____
Source of Funding: _____
Plan for Non-Participating Students: _____

SAFETY

- ☐ Code of conduct will be reviewed with students.
- ☐ Safety guidelines will be reviewed with students and volunteers.
- ☐ First aid kit will be stocked and carried.
- ☐ Roster of Drivers and Passengers form will be completed.
- ☐ Adult supervision requirements will be met. K-5 schools have assigned student buddies and adult pod supervisors.
- ☐ Medication will be carried for students (if applicable).

- ☐ Trip Supervisor Initial (above items will be completed prior to departure).

FOR MULTIPLE DAY & HIGH RISK TRIPS

- ☐ A detailed trip itinerary attached (includes a schedule of events, free time, destination/accommodation, and phone numbers).
- ☐ If approved, "Code of Conduct" form and "Student Overnight Accommodation" form must be completed for each student and signed by parent and student (Middle and Secondary). (Reg. 3545.25)

For high risk activities, students have been instructed in risk assessment and safety to address key risks related to environment (weather, terrain, wildlife), activity (outdoor pursuits, aquatics) and group (clothing, equipment and behaviour).

- ☐ Trip Supervisor Initial (will ensure the above items are completed prior to departure.)

NOTES:

TRIP SUPERVISOR SIGNATURE: _____

ADMINISTRATOR APPROVAL: _____ DATE: _____

Notes:

1. No student will be denied required educational opportunities due to financial hardship.
2. There will be a program of instruction given to those students choosing not to participate in the field trip.
3. Schools reserve the right to limit student participation due to safety concerns.
4. For out-of-province field trips, the principal is to send a copy of this completed form to the Associate/Deputy Superintendent.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
"BLANKET" CERTIFICATE OF PARENTAL AUTHORITY
FOR SCHOOL FIELD TRIPS

The classroom curriculum is significantly enriched and expanded when students visit and observe for themselves certain aspects of community life and the natural environment. School field trips provide these valuable educational experiences and are planned as an enriched part of the total school program.

Regulations are in place governing the number of supervisors who will accompany students on each school field trip. Every reasonable precaution will be taken to ensure the safety of students.

Should a school field trip be planned which would exceed one day or in which there might be more than normal risk or difficulty of supervision (i.e. ski trip, day at beach), you will be informed with more details and asked for specific approval for that field trip.

BLANKET CERTIFICATE OF PARENTAL AUTHORITY
FOR SCHOOL FIELD TRIPS

NAME OF SCHOOL

DATE

- ☐ I give permission for my son, daughter, or student under my care, to participate in school field trips for the school year. I understand that I will be notified of all field trips to be taken.
- ☐ I prefer to give separate written permission for each field trip my son/daughter may attend.

September 20__ to June 20__

NAME OF STUDENT

SIGNATURE OF
PARENT/GUARDIAN

This form will be kept on file in the school
for the school year specified.



SCHOOL FIELD TRIP
ROSTER OF DRIVER AND PASSENGER
 (required for all curricular and extra-curricular trips)

A. PRIVATE VEHICLES/TAXIS

*Student drivers are restricted to carrying ONE passenger and driving within SD61, SD62 and SD63 only.

- ☐ Verify that Volunteer Driver forms are completed and on file in school office (with copy of **vehicle registration**/insurance and driver's licence).
- ☐ **Verify that a copy of the criminal record check and a driver's abstract have been submitted to the principal.**
- ☐ Verify that vehicle is adequately insured (min. \$1,000,000 third party liability).
- ☐ Verify driver has valid B.C. driver's licence.
- ☐ Verify number of operating seat belts equals the number of passengers.
- ☐ If vehicle is equipped with an air bag on the passenger side, then no student under 13 shall travel in the front seat.

Field Trip Destination: _____

Date: _____ Total # of Students: _____

Teacher in Charge: _____ Cell Phone #: _____

<p>Driver #1: _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #2: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>Driver #3: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #4: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>Driver #5: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>Driver #6: : _____ Cell #: _____</p> <p>Occupants:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>

B. BUS PASSENGER LIST

Field Trip Destination: _____ Date: _____

Total # of Students: _____ Teacher in Charge: _____

[illegible]

Student: _____

Date: _____

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
CERTIFICATE OF PARENTAL AUTHORITY
FOR REGULAR SCHOOL JOURNEYS**

The classroom curriculum is significantly enriched and expanded when students visit and observe for themselves certain aspects of community life and the natural environment. School journeys provide these valuable educational experiences and are planned as a regular part of the total school program.

At least one staff member will accompany each regular school journey, and every reasonable precaution will be taken to ensure the safety of students. No regular school journey will exceed one day.

Should a special school journey be planned which would exceed one day or in which there might be more than normal risk or difficulty of supervision, you will be asked for specific approval for that special journey.

**CERTIFICATE OF PARENTAL AUTHORITY
FOR REGULAR SCHOOL JOURNEYS**

NAME OF SCHOOL:

DATE:

I give permission for my son, daughter, or student under my care, to participate in regular school journeys for the school year:

September 20 ____ to June 20 ____

NAME OF STUDENT

SIGNATURE OF PARENT/GUARDIAN

This form will be kept on file in the
school for the school year specified.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
CERTIFICATE OF PARENTAL AUTHORITY
FOR SPECIAL SCHOOL JOURNEYS**

DESTINATION OF JOURNEY

DATE(S) OF JOURNEY

NAME OF SCHOOL

NAME OF TEACHER IN CHARGE

A special school journey is planned for the date(s) specified above. Although the journey will be supervised, the individual discretion of the student will be relied upon to a certain extent to maintain discipline and safety.

Details regarding the planned journey are attached to this form.

I give permission for my son, daughter, or
student under my care, to participate in
the special school journey identified above.

NAME OF STUDENT

SIGNATURE OF PARENT OR GUARDIAN

Home Phone _____

Bus. Phone _____

Please provide the names of two people who may be contacted in the absence of the student's parents/guardians.

NAME OF ALTERNATE

ADDRESS

TELEPHONE

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
CERTIFICATE OF PARENTAL AUTHORITY
FOR 15 PASSENGER VAN USE

NAME OF SCHOOL

NAME OF DRIVER WITH CLASS 4 LICENSE

DESTINATION

DATE(S) OF TRAVEL

A school journey is planned for the dates specified above and a school bus certified 15 passenger van will be used. The following safety measures in regard to 15 passenger vans must be in place:

- Only a qualified driver with a Class 4 license may drive the van.
- A copy of the vehicle registration / insurance and driver's licence is on file at the school office.
- The driver's criminal record check and abstract must be on file with school principal.
- Pre-trip inspection log must be completed.
- Tire pressure on the van must be checked prior to every trip.
- All occupants must wear seatbelts. If the van is equipped with shoulder belts, then a booster seat secured with a shoulder harness must be used when transporting students at least 18 kg (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 (no booster).
- Cargo will not be allowed on the roof of the van.
- Vans will not be used for transporting students should the school principal feel that the weather is not conducive to driving.

I give permission for my son/daughter or student under my care to travel in a 15 passenger van on the school journey identified above.

NAME OF STUDENT

NAME OF PARENT/GUARDIAN

SIGNATURES:

PARENT / GUARDIAN

PRINCIPAL

TEACHER IN CHARGE

SKI TRIP/SNOWBOARD PERMISSION AND CONSENT FORM

Completion of this form is required for student participation on a ski/snowboarding field trip. A copy of this form must accompany the teacher/supervisor to the mountain.

School: _____ Date of Trip: _____

1. All students and supervisors on ski/snowboarding trips are required to wear helmets at all times while skiing or snowboarding. Snowboarders are required to wear wrist-guards. Lift tickets will not be issued until students have helmets/wrist guards.
2. All students and supervisors who will be skiing or boarding and are "Beginners" (having fewer than three full days of experience) are required to take lessons at the beginning of the day before accessing the hill. As part of the lessons the instructors will determine which areas of the mountain students will be allowed to access. Some students may be limited to lower mountain lifts and easier runs.
3. All students who will be skiing or boarding and are "Intermediate" (having at least three full days of experience) or "Advanced" (very experienced, expert skier or boarder) are required to take lessons as early in the day as the resort can accommodate.
4. Beginners are strictly forbidden from entering terrain parks or other areas of jumps, rails, chutes, etc. All students are forbidden from skiing out of bounds.
5. Any student found to be in contravention of rules, particularly in regard to helmets/wrist guards, lessons, dangerous or risky behaviour, or being out of bounds, will have his or her privileges immediately revoked for the remainder of the day. Further measures will be taken as necessary in terms of disciplinary action at the school, and parents will be informed.
6. Students will abide at all times by the direction of trip supervisors and patrol staff that work for the resort.

Parent/Volunteer Supervisor Consent and Acknowledgement of Risk

1. I accept the mode of transportation for this activity as described on the school itinerary.
2. I freely and voluntarily assume the risks/hazards inherent in a ski/snowboarding activity: e.g. the use of lifts, collisions with natural or man-made objects or other skiers or boarders, travel with or beyond the ski area boundaries.
3. I acknowledge that my child may suffer personal and potentially serious or fatal injury arising from his/her participation.
4. I understand that there may be times when students will not be under direct supervision of the school while skiing or boarding on the mountain.
5. I acknowledge that it is my duty to advise the head Teacher/Sponsor of any medical/health concern of my child that may affect his/her participation.
6. I will supply suitable warm clothing including a hat, mitts/gloves, warm jacket and pants.
7. Based on my understanding, acknowledgement, and consents as described herein, I agree that,

Name of Student (please print): _____ has my permission to participate.

Name of Parent (please print): _____ Signature: _____

Name of Volunteer

Supervisor (please print): _____ Signature: _____

Date: _____ Student BC Care Card #: _____

Emergency Contact Name: _____ Telephone: _____

SKI TRIP/SNOWBOARD PERMISSION AND CONSENT FORM (continued)

Skier/Snowboarder Level (please check one)

- ☐ Beginner - having fewer than three full days of experience and skis conservatively at lower speeds.
Prefers easy, moderate slopes.
- ☐ Intermediate - having at least three full days of experience and skis conservatively at a variety of speeds. Prefers varied terrain including most difficult trails.
- ☐ Advanced - very experienced, expert skier or boarder and skis aggressively, normally at higher speeds.
Prefers steep and more challenging terrain.

I understand that a lesson and/or skiing/boarding with an instructor will be mandatory for my child. I am aware that intermediate advance/expert level students are sometimes permitted by hill staff to attempt tricks and jumps in terrain parks or on runs, and that these activities may pose a much greater risk of injury to these students.

Student Acknowledgment of Risk

I understand that there may be a risk of injury when skiing or snowboarding. I agree to abide by the school's Code of Conduct and the hill's Code of Conduct during this trip. I agree to follow the instructions of teachers and the instructors/ski patrols and to wear a helmet at all times. I agree to wear wrist guards while snowboarding. I also agree not to ski out of bounds. I agree to always ski/board with at least one partner.

Student Signature: _____

STUDENT OVERNIGHT ACCOMMODATION FORM

To be completed by parent/guardian:

School: _____

Student's Last Name: _____ First Name: _____

Parent's/Guardian's Name: _____

Telephone: _____ (H) _____ (W)

Emergency Contact:

Name (1): _____

Name (2): _____

Telephone (1): _____ Fax: _____ Email _____

Telephone (2): _____

Medical Information

CARE Card Number: _____

Travel Insurance: _____ Coverage No. _____

Passport/I.D. Number: _____

Medical Alert Information (allergies, dietary restrictions, medication, existing medical conditions) that you want the supervisors and/or billeting family to know about:

Permission is given to seek medical attention. Parent /guardian will be notified.

Signature of Parent/Guardian _____

- ☐ 1 copy to office
- ☐ 1 copy to teacher
- ☐ 1 copy to billeting family

CODE OF CONDUCT

Trip _____

Date _____

The following rules of conduct shall apply to all:

1. Act as good ambassadors, hence following Rules of Conduct. (remove period)
2. When not with the group, each student must be in the company of at least two other students. (remove period)
3. Students are expected to observe any curfew initiated during the trip
4. Intoxicants in any form are not permitted at any time
5. Host families will be notified of any change of schedules
6. Courtesy and respect will be afforded all persons encountered on trip including hosts and supervisors. (remove period)
7. Any student who feels ill or encounters any problems must inform one of the chaperones immediately
8. Any pre-existing medical conditions must be reported to the supervisor or one of the chaperones prior to trip departure
9. Any accommodations used during the trip are to be kept clean and free from damage
10. ~~There will be no members of the opposite sex in sleeping quarters at any time.~~ Students will not go into sleeping quarters that they are not assigned to without the specific approval of the supervising teacher.

We, the undersigned, understand that our son/daughter, _____
is subject to the above mentioned regulations governing the field trip and that any violation of the regulations will result
in some form of disciplinary action upon return to School District #61.

Dated at Victoria, on this _____ day of _____

Understood and agreed to by _____
Signature of Parent/Guardian

Signature of Student

MEMO**To:** Education Policy Development Committee**From:** Deb Whitten, Associate Superintendent**Date:** December 7, 2015**RE:** Concussion Regulation Update

A draft regulation will be circulated to the Concussion Committee for their review during the week of December 14 – 18, 2015 in preparation for presentation to the Education Policy Development Committee.



Deputy Superintendent's Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
Fax 250-475-4112

Shelley Green, Deputy Superintendent

250-475-4117

To: Operations, Policy and Planning Committee

From: Shelley Green, Deputy Superintendent

Date: December 7, 2015

RE: Syrian Refugee Response Planning

On November 24th Simon Burgers and I met at the Inter-Cultural Association of Greater Victoria with a large group of invited participants who may be involved with the Syrian Refugees to discuss an integrated response plan.

Some of the key elements that came out of this initial meeting were:

- Syrian refugees will arrive in Canada and be supported by GAR (Government Assisted Response Programs) or PSR (Private Support Response Programs)
- We will be informed within all aspects of the GAR but there is not a coordinated connected communication plan with the PSR groups
- As many as 10,000 refugees will arrive in Toronto/Montreal by the end of December and there is a promise of 25,000 arrivals by the end of 2016
- There are no specifics about the amount of refugees that will travel to any one region at this time
- Every province has expressed that they are open to taking in refugees
- When people have expressed safety concerns about accepting refugees our government has responded that
 - The refugees have been fully scrutinized
 - There is a loan component attached to this and the refugees have to pay the government back
 - The refugees are coming from a cluster of camps and have been carefully scrutinized and screened for years
- Currently housing is a very large issue-many possibilities are being explored
- We mentioned that the housing conversation was very important to the school district as school space in some areas is challenging. We agreed to keep in contact.

- There is also a concern about permanent housing in the city
- Some of the refugees will be professionals so there was a conversation about how to support these people in transferring their skills to local regions
- All agencies attending spoke to the supports they were able to put in place when these families arrive
- The media was mentioned and the inter-cultural associated has put forward some speaking points for groups or individuals who speak with the media. They did ask that groups refer the media to them so that the message remains consistent

School District 61

- The Memorandum of Agreement and partnership with ICA is designed to provide settlement services to SD 61 (SWIS- Settlement Workers in Schools)
- This is not new to Victoria-refugee/Landed immigrant are frequent in our School District
- SBT/District Psychologists/Counselors/Youth and Family Counselors/ELL Specialists/Classroom Teachers/Administrators-All meet regularly to discuss students who require supports.-we respond to individual students and their needs
- There is collaboration with all connected agencies through ICA as the main point of contact for every stakeholder group.
- ICA requested the media be redirected to them as they are coordinating the arrival of the families.
- Simon will be attending all of the ICA meetings to keep our school district fully informed

FACT SHEET

RESETTLEMENT OF SYRIAN REFUGEES TO BC

Context

Syria's civil war is the worst humanitarian crisis of our time. Since 2011, it is estimated that 12 million people have been killed or forced to flee their homes, representing over 50% of the country's pre-war population. As of November 2015, over 4.2 million Syrians have registered as refugees, most of them women and children.

The Government of Canada has committed to resettling 25,000 Syrian refugees by the end of the February 2016, the largest refugee resettlement plan since 1980 at the height of the Southeast Asian refugee crisis. Over the last decade, British Columbia has resettled approximately 11% of government assisted refugees (GARs) to Canada. Based on these calculations, up to 3,000 Syrian GARs could be destined for British Columbia.

Canada is committed to resettling 25,000 refugees

- The Government of Canada is committed to resettling refugees to 36 cities across the country, 13 in Quebec and 23 in the rest of Canada. Currently, no other cities have been confirmed.
- The Canadian Government has a goal to resettle 25,000 Syrian refugees by February of 2016.
- Syrian refugees destined for Canada will arrive as privately sponsored refugees (PSRs) or government assisted refugees (GARs).
- Syrian refugees are expected from refugee camps in Jordan, Lebanon, and Turkey.

Worst humanitarian crisis of our time

- Syria's civil war is the worst humanitarian crisis of our time.
- Since 2011, approximately 50% of the pre-war population have been killed or forced to flee their homes.
- Over 4.2 million Syrians have registered as refugees, most of whom are women and children.
- The Government of Canada's commitment to resettle 25,000 Syrian refugees represents 0.006% of Syrians currently registered as refugees (this does not taken into account un-registered refugees).

Refugees pose very little risk to Canada's security

- Refugees and others seeking protection in Canada are not threats to security – they are seeking security and protection from threats to their own lives.
- It is much more difficult to enter Canada as a refugee than as a visitor, because refugees are required to undergo security checks by the CSIS and the RCMP, fingerprinting, and interviews.
- The Government of Canada has a well-established system for thorough background security checks that use the latest technology, including biometrics, finger printing, and data sharing.
- Terrorists rarely use refugee systems to enter a country because the process requires such extensive examination, is time consuming, and is traceable.

The most vulnerable cases are referred to Canada

- Syrian refugees destined to Canada have been referred by the United Nations High Commissioner for Refugees (UNHCR).
- They are among the most vulnerable cases – families with children, single mothers, and persecuted minorities who are in desperate situations and urgent need of protection.

Refugees receive limited, if any, government social assistance

- PSRs are not entitled to government assistance, including provincial assistance, during the period of their sponsorship (usually 1 year upon arriving to Canada).
- Income support must be provided by their sponsors for a minimum of 1 year.
- GARs have access to financial support from the federal government through the Resettlement Assistance Program (RAP).
- This financial assistance is generally for a maximum of 1 year and is received only if they do not have their own financial resources or income.
- The exact rate will depend on the size of the family. In BC, a family of four would receive \$1,349/month to cover the cost of shelter, food, and transportation.
- In addition, GARs are entitled to a one-time set up allowance to cover the cost of items such as clothing, basic household effects and staples, and telephone installation. For a single person this is a maximum allowance of \$905, plus a \$564 loan for house rental and telephone line deposits.

Refugees usually have to pay for their transportation to Canada

- Both PSRs and GARs have, up to now, been expected to repay the Canadian government for their transportation to Canada, as well as the cost of their medical examination before arriving.
- Interest is charged on this loan at a rate set by the Department of Finance each year.
- Loans can be \$10,000 or more, depending on the size of the family and age of the children. Loan repayments begin within the family's first year in Canada.
- In spite of the fact that this has presented an enormous burden to newcomer refugees, according to the Government of Canada, 91% of current refugees have repaid their loans in full, the highest repayment of all government loans.
- The government announced in late November that the transportation costs would not need to be repaid by the 25,000 Syrian refugees. (It remains to be seen whether the loan forgiveness will be transferred to other populations of refugees.)

Communities across BC and Canada are preparing to welcome Syrian refugees

- Immigrant serving agencies such as the Inter-Cultural Association of Greater Victoria (ICA) and Immigrant Services Society of BC have been in existence for over 40 years, working in and with communities to settle and integrate immigrants and refugees. AMSSA has over 80 member agencies that service immigrants and refugees throughout the province.
- Many of these organizations have been meeting with government agencies, school boards, health authorities, etc., to develop a coordinated plan to ensure all supports are in place.

Additional information for consideration

The Government of Canada has identified internal capacity requirements for the resettlement of 25,000 Syrian refugees. These include additional funding for settlement support, government support for frontline services within regions, and government staff to provide the required supports. A proposal is currently before Cabinet.

The Government of Canada has not yet determined the breakdown of Syrian refugee arrivals to each province. The Red Cross, International Organization for Migration (IOM), and the United Nations High Commissioner for Refugees (UNHCR) are involved in discussions on how to increase the number of Syrian refugees to Canada.

A newly established operations centre in Beirut will process 7,000 Syrian refugees by the end of 2015.

Barriers to G5 (Groups of 5) sponsorship of Syrian refugees have been reduced through a streamlined process and reduced paperwork. Approximately 200 new sponsorship applications are being received each week, and the federal government has committed to process them within 10 days. The Central Processing Office (CPO) in Winnipeg is being supported by staff in Vancouver.

The amount of processing done overseas will determine whether Syrian refugees will arrive as Permanent Residents (information collected and processed overseas) or Temporary Residents (information collected overseas and in Canada). Syrian refugees arriving as Temporary Residents will be processed immediately upon arrival (likely within hours) to ensure they are eligible for programs and supports.

Resources

ICA Refugee Fund: <https://www.canadahelps.org/dn/8535>

AMSSA: <http://www.amssa.org/>

ISS of BC: <http://www.issbc.org/prim-corp-nav/our-work-with-refugees/refugee-crisis>

Canadian Council for Refugees: <http://ccrweb.ca/en/home>

Humans of New York, Refugee Stories: <http://www.humansofnewyork.com/>

UNHCR: <http://www.unhcr.ca/>

, CISSA-ACSEI, News and Updates: <http://www.cissa-acsei.org/en/news>

Government of Canada: <http://www.cic.gc.ca/english/refugees/welcome/index.asp>

WelcomeBC: <http://www.welcomebc.ca>

Cultural Orientation Resource Centre: <http://www.culturalorientation.net/learning/backgrounders>

November 2015

Population Profile: Syrian Refugees

 Citizenship and Immigration Canada



Executive Summary

The conflict in Syria, which began in 2011, has caused widespread displacement with more than 4 million Syrian refugees fleeing, mainly to neighbouring countries such as Lebanon, Turkey, Jordan and Iraq.

Conditions in asylum countries vary but overall are quite poor. Iraq, Jordan and Turkey are the only three countries that have formal refugee camps; however, the majority of Syrian refugees (85 percent) live in non-camp environments such as urban centers or makeshift dwellings. Syrian refugees resettled to Canada will come primarily from asylum countries such as Jordan and Lebanon where local integration is not possible due to the overwhelming number of refugees residing in those countries.

In order to prepare for the arrival of refugees, CIC compiled available information on demographics and health characteristics of Syrian refugees. Some of the most common medical conditions found include: hypertension, diabetes and visual or hearing impairment. In addition, mental illness and trauma are common given the experiences in Syria, in transit and in asylum countries. Symptoms may not appear right away and therefore, follow-up is crucial. In terms of languages, of the Syrian refugees resettled to Canada in 2014, 46 percent reported knowing at least one of Canada's official languages, making language skills training an important factor in integration.

It is essential that cultural considerations are given to Syrian refugees when providing services as there are a number of important aspects to consider such as providing culturally appropriate health care, understanding family dynamics, religious beliefs and food and dietary restrictions.

Current information on how Canada is helping Syrian refugees is available on the CIC website: <http://www.cic.gc.ca/english/refugees/crisis/canada-response.asp>.

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Background

Introduction

Since early 2011, armed conflict in the Syrian Arab Republic has led more than 4 million Syrians to seek refuge in the neighbouring countries of Jordan, Lebanon, Iraq, Turkey and Egypt, resulting in significant humanitarian needs. According to the United Nations Refugee Agency (UNHCR), as of July 2015, an additional 7.6 million Syrians are internally displaced, with numbers increasing as the crisis continues unabated.

Situational Overview

Syrian President Bashar al-Assad and the ruling Ba'ath Party have been in power since 2000. Protests began after many years of political repression and government corruption. Protestors called for democratic reforms, the release of political prisoners, multi-party elections and, in many cases, the end of the regime. The Syrian government responded to anti-regime activity with widespread arrests, beatings, interrogations, torture, and the use of live ammunition and snipers on protestors as well as barrel bombs and chlorine gas on areas viewed as anti-regime strongholds.

Since 2011, an estimated 1,500 armed rebel groups, with ever-changing alliances and factions—some secular and some Islamist—have become active in Syria.

Two notable Islamist groups also vying for territorial control in Syria are Jabhat al-Nusra, an arm of Al Qaeda, and the Islamic State of Iraq and the Levant (ISIL).



Figure 1: Map of Syria. Source: Central Intelligence Agency (CIA), 2014.

Syrian Communities in Canada

According to the 2011 National Household Survey, there were 40,840 people in Canada reporting Syrian ethnic origin. The largest percentage of people of Syrian origin live in Quebec (44 percent), followed by Ontario (39 percent). The cities with the highest percentages of people of Syrian origin are Montréal (40 percent), Toronto (20 percent), Ottawa-Gatineau (7 percent), and London (3 percent). Similarly, the majority of Syrian refugees resettled to Canada reside in

Quebec and Ontario, particularly in Montreal and Toronto. These communities could be important sources of emotional support for newly arrived refugees.

Demographic Characteristics

This section provides an overview of general characteristics and demographics of Syrians in their country of origin. In addition, Citizenship and Immigration Canada (CIC) has provided demographic information on Syrian refugees who have resettled to Canada.

Age

As shown in Figure 2, 33 percent of people in Syria are under 15 years old, 20 percent are between 15 and 24 and 43 percent are between 25 and 64 years old. See Figure 2 for the age proportions in Syria. Comparatively, refugees who have resettled to Canada had similar numbers. Of the Syrian refugees resettled to Canada in 2014, 34 percent were under 15 years old, 15 percent were between 15 and 24 years old, and 48 percent were between 25 and 64 years old. See Figure 3 for the ages of resettled Syrian refugees.

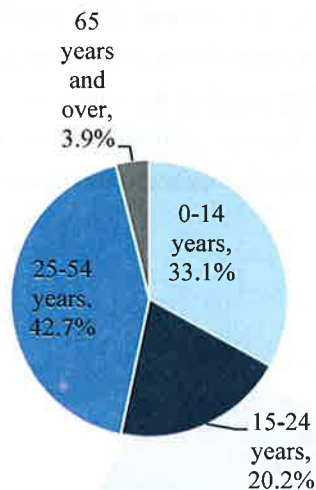


Figure 2: Age distribution in Syria. Source: CIA, 2014.

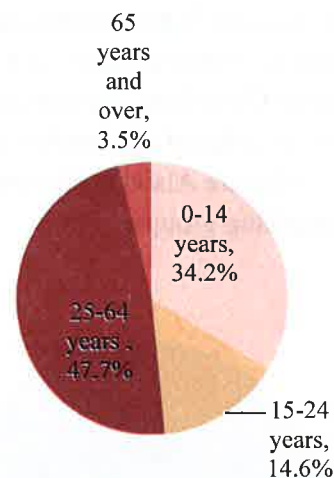


Figure 3: Age distribution of Syrian refugees resettled to Canada in 2014.

Languages

Languages spoken in Syria include Arabic (official language), Kurdish, Armenian, Aramaic, and Circassian (widely understood). French and English are somewhat understood. According to the Cultural Orientation Resource Center, an organization that has provided cultural backgrounders to the U.S. government, Arabic is the native language of 90 percent of the population.

Of the Syrian refugees resettled to Canada in 2014, approximately 46 percent spoke at least one of Canada's official languages.

Literacy

Universal literacy was a major goal of the Syrian government before the conflict. As a result, 84 percent of the population is literate (90 percent of men and 77 percent of women).

Ethnic Groups

Prior to the conflict, Syria's ethnic groups consisted of Arabs (90 percent) and Kurds, Armenians and others (10 percent).

Urbanization

Approximately 56 percent of Syria's population resided in urban areas prior to the conflict, particularly in Damascus, Aleppo, Hama, and Homs, which are the country's four largest cities. Drought and demographic shifts resulting from a rural exodus have been identified as key reasons behind the start of protests and the onset of the crisis.

Religion

The majority religion in Syria is Islam, which makes up 87 percent of the population, including 74 percent who are Sunni Muslim, and 13 percent who are Alawi, Ismaili and Shia Muslim. Approximately 10 percent practice Christianity, with individuals identifying as Orthodox, Uniate and Nestorian Christians. The remaining 3 percent are Druze. The conflict has taken on sectarian dimensions as political opinion has become ascribed based on religious affiliation. For example, individuals who are Alawi are assumed to be pro-Assad, which further exacerbates tensions between opposing groups.

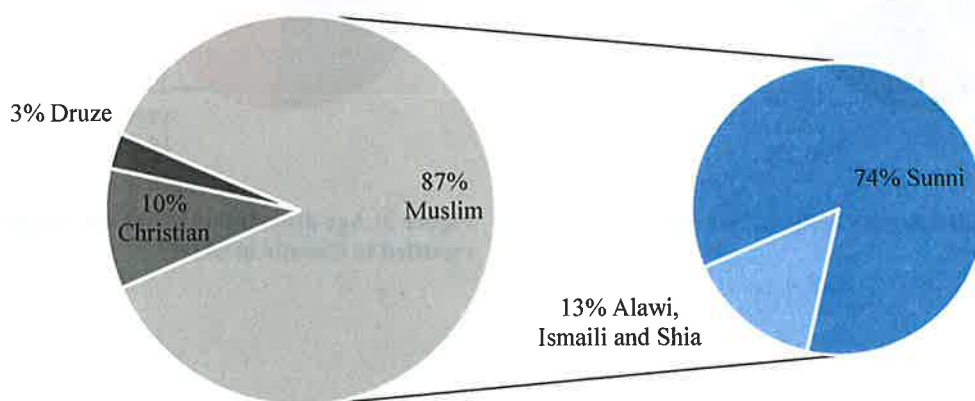


Figure 4: Religions in Syria. Source: CIA, 2014.

Access to Education

In pre-conflict Syria, high rates of primary school attendance were achieved due to free public education. However, rates of primary school attendance in rural areas were significantly lower than the national average, and there were high dropout rates at the secondary school level, especially among girls. Furthermore, the Ba'ath party used Syria's education system as a tool to indoctrinate children with party ideologies, and teachers were generally not permitted to express ideas that opposed government policy.

According to the Cultural Orientation Resource Center, 72 percent of Syrians of secondary school age were enrolled in school before the uprising. The current conflict situation has taken a severe toll on the education system, with school attendance rates down to 6 percent in some areas due to general insecurity, damaged buildings and a lack of teachers.

Prior to the conflict, a combination of public and private universities existed to provide higher education access to men and women in Syria. However, as with primary and secondary school, restrictions on academic and political freedom were largely present. According to the World Bank, post-secondary school enrollment steadily increased over the years prior to the conflict and in 2010, 26 percent of the population in the five-year age group following secondary school had enrolled in post-secondary education. It is highly likely that enrollment has dropped by a large percentage since then.

Countries of Asylum

Size and Demographics of the Refugee Population

In 2015, the number of registered Syrian refugees reached 4 million. The majority of refugees reside in the neighbouring countries of Iraq, Turkey, Lebanon, Jordan and Egypt. The number of refugees in neighbouring asylum countries is illustrated in Figure 5. These countries are most affected by the influx of Syrian refugees across their borders and are struggling to meet the needs of refugees in addition to those of their own populations.

Figure 6 shows the percentage breakdown by age and gender of



Figure 5: Size of refugee population as of August 2015

Syrian refugees based on data from the United Nations Refugee Agency (UNHCR). This chart shows that 52 percent of Syrian refugees are under the age of 18 and are therefore especially vulnerable.

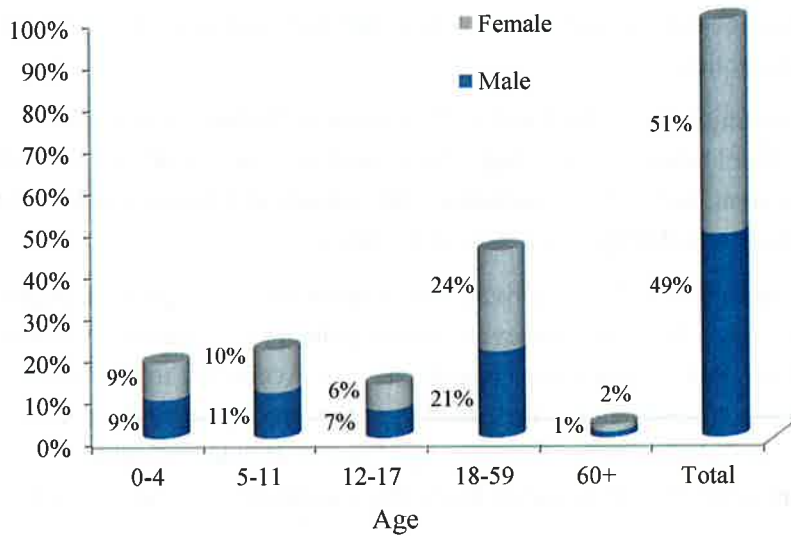


Figure 6: Age and gender breakdown of Syrian refugees, Source: UNHCR

Conditions in Asylum Countries

Living conditions in asylum countries vary greatly but overall are poor, particularly in Lebanon. For example, inadequate shelter during the winter of 2015 resulted in some refugees and their children freezing to death in camps. Iraq, Jordan and Turkey are the only three countries that have formal refugee camps; however, the majority of Syrian refugees (85 percent) live in non-camp environments such as urban centers or makeshift dwellings.

Syrian refugees often lack access to adequate shelter, clean water, health care, schools and income-generating activities. As the conflict continues and refugees deplete their own financial resources, their situation becomes increasingly precarious and tensions with refugee-hosting communities are rising. Access to education is a major challenge and the majority of Syrian children living outside of Syria continue to miss critical educational milestones. About 89 percent of children living in refugee camps are attending school; however, given that the majority of Syrian refugees do not live in camps, overall 68 percent of children living outside of Syria are not attending school.

Lebanon

With a population of almost 6 million people and over 1 million Syrian refugees, Lebanon has the most refugees per capita in the world. Lebanon maintains a no-camp policy, so Syrians are dispersed among 1,700 localities in apartments or houses, abandoned buildings and informal

tented settlements. Adequate shelter, access to health care, and water and sanitation are the greatest challenges in the humanitarian response.

Jordan

Jordan is a country of 8 million people and is host to 628,000 Syrian refugees. Jordan has three official Syrian refugee camps in the northern areas (near the border with Syria): Za'atari Refugee Camp, Azraq Camp and Emirates Jordanian Camp. Within Jordan, 16 percent of refugees live in camps and 84 percent live outside of camps. Health care is available in clinics and hospitals in the largest camps. Outside of camps, it is reported that 38 percent of refugees live in sub-standard shelter. Adequate water, sanitation and hygiene facilities have been particularly challenging in Jordan especially in the congested Za'atari camp.

Turkey

Turkey is a country of 82 million people and is host to 1.9 million Syrians, in addition to other asylum populations such as Iraqis and Afghans (as of August 2015). There are 23 camps across the south of Turkey that are home to approximately 260,000 refugees, while the remaining refugees live outside of camps in housing units such as rented houses or apartments. About 56 percent of the refugees in the camps often live four to six people per housing unit (e.g., a tent or container). Close to 30 percent of refugees in the Turkish camps live with seven people or more in a housing unit. Many refugees are living in insecure dwellings, and 75 percent of families are struggling to meet their basic food needs.

Iraq

Iraq has a population of over 32 million people and is also host to 247,000 Syrian refugees. The majority of refugees live outside of camps (62 percent), mostly in urban centres with little access to assistance, while 38 percent live in camps. Refugees in Iraq receive free medical and educational services, but the country's infrastructure is overwhelmed by the needs of Syrians and Iraqis alike. Much like the other asylum countries, there is low school attendance for Syrian refugee children in Iraq.

Egypt

There are 132,000 Syrian refugees residing in Egypt, while the population is close to 87 million people. Like Lebanon, Egypt does not have refugee camps. Syrians live in urban neighborhoods, renting and sharing accommodation. In general, refugees have access to Egyptian public health and education but face discrimination in accessing these services.

Health Characteristics

The following section includes information from open-source reports on the prevalence of diseases, as well as other health issues impacting resettlement and integration (e.g. immunizations, mental health issues, injuries and disabilities, and sexual violence) among Syrian refugees mostly those living in Lebanon and Jordan. Following this general health section,

aggregate data on health conditions amongst Syrian refugees resettled to Canada is provided. This information is taken from the Department's immigration medical exam (IME).

General Health Conditions among Syrian Refugees

Communicable and Non-communicable Diseases

In 2013, the UNHCR conducted health care consultations in Lebanon, Jordan and Iraq and produced a report outlining some of the most prevalent diseases among Syrian refugees. While the majority of diseases in this report are consistent with CIC's data on resettled refugees, some of the conditions mentioned are not identified in CIC's data but are worth noting. Medical conditions mentioned in the UNHCR research include respiratory tract infections, chronic respiratory diseases, diarrhea, skin infections, urinary tract infections and eye or ear infections.

Vaccine-Preventable Diseases

Vaccine-preventable diseases are particularly difficult to assess, as the majority of refugees will not have their personal documents, such as immunization and medical records. Mass vaccination campaigns for polio and measles were undertaken in Lebanon, Turkey, Iraq and Jordan in 2013; however, an exact estimate of how many Syrian refugees received these vaccines is not available. Therefore, health-care providers should be prepared to provide vaccinations to some refugees.

Trauma and Mental Illness

Mental health and psychosocial support services will be essential for many Syrians after arriving in Canada. Mental health is one of the most prevalent health concerns, as much of the Syrian refugee population has experienced some form of trauma, including losing family members, being subject to or witnessing violent acts, or suffering from conflict-induced physical disabilities due to the use of barrel bombs and torture. According to the UNHCR, 43 percent of Syrian refugees referred for resettlement were submitted under the Survivor of Violence and/or Torture category in 2013 and 2014.

The UNHCR reports a high prevalence of mental health conditions particularly among children and adolescents. The UNHCR (2013) found that mental health is the most prevalent health concern for people ages 5 to 17 in both Lebanon and Jordan. Mercy Corps conducted focus group discussions with adolescents in Jordan and Lebanon and found that trauma is causing high physical and social isolation of refugees, particularly amongst adolescent girls. As a result, 20 percent of the children and adolescents interviewed left their home once a week or less. Boys mentioned broken social networks and a growing sense of hopelessness. They also described their humiliation due to tension between Syrian refugees and the host community.

Syrian attitudes toward mental health have shifted a great deal according to the Cultural Orientation Resource Center. Prior to the crisis, receiving treatment for mental illness had a negative stigma, making people more reluctant to seek treatment or discuss issues. However, as

large numbers of Syrian men, women and children are in psychological distress, they are more open to receiving mental health support. The need for treatment is difficult to predict, as symptoms can arise several months after arrival in the country of resettlement. Therefore, follow-up on mental health issues is crucial.

Injuries and Disabilities

UNHCR research also shows a large number of Syrian refugees with injuries. In 2013, 5 percent of health care consultations in Jordan and 1 percent in Lebanon were for injuries. In Jordan, 11 percent of those injuries were war-related. Some injuries may have caused a physical disability, which will need increased attention upon arrival in a resettlement country. With regard to disabilities, the UNHCR noted that one in 10 refugee households in Jordan have at least one family member who has a disability and that 41 percent of those with a disability are children.

Sexual Violence

Sexual violence and the threat of sexual violence was a concern for many women and girls in Syria before fleeing, if not one of the reasons for fleeing. Rape and other forms of violence affect women and girls as well as men and boys. It is often committed in detention facilities, in the context of household searches or military raids and checkpoints. Sexual violence is also a concern in asylum countries. According to the Cultural Orientation Resource Center, the fear of sexual violence in asylum countries from other refugees or host country nationals causes refugee women and girls to stay home, venturing outside only when accompanied by other family members. Delayed reporting and underreporting are common and, therefore, the magnitude and severity of the situation is unknown. While support, such as counselling, may be required, talking about the subject is often socially unacceptable, and women are unlikely to discuss the matter in front of male family members.

Health Conditions Identified During the Immigration Medical Exam (IME) among Syrian Refugees Resettled to Canada

The IME is conducted prior to resettlement to Canada to screen and detect a limited set of medical conditions applicable to medical requirements. The purpose of the IME is to determine admissibility on the basis of public health/safety and demand on social/health services. It is a single health assessment at a specific point in time, and the data cannot be used to draw conclusions on the health status of a group of individuals nor be generalized to other refugees. Most conditions are not systematically assessed and data relies heavily on self-report. Many individuals may not have received treatment for – or even be aware of – a health condition. In addition, CIC might not be aware of conditions a refugee may have developed between the time of their medical assessment and their arrival in Canada. As well, certain conditions like mental health issues can arise several months after arrival in Canada.

Syrian refugees receive the same medical assessment as all other immigrant categories, which consists of a medical history, physical examination, age-specific laboratory tests and age-specific chest x-ray. Mandatory age-specific laboratory and radiologic tests include:

1. Urinalysis for clients over five years of age
2. Chest x-ray (posterior-anterior view) for clients over 11 years of age
3. Syphilis test for clients over 15 years of age
4. HIV test for clients over 15 years of age

The tables provided below describe aggregate health-related data on a specific group of Syrian refugees who underwent the IME prior to being resettled in Canada. CIC makes every effort to safeguard personal information while also complying with privacy legislation.

Of the Syrian refugees assessed overseas (total=1,439), a little over 16 percent had at least one health condition detected during the IME (see Table 1). Among them, 55 percent were male. The highest proportion of health conditions is found in those 65 years and older – 80 percent of people in that age group had at least one health condition.

Table 1: Syrian refugees with at least one health condition at the time of IME

Age Group (years)	Had at least one condition listed*			Total Individuals		
	Male	Female	All	Male	Female	All
Less than 15	12	12	24 (5%)	255	193	448
15 to under 25	8	3	11 (5%)	126	112	238
25 to under 45	31	24	55 (12%)	227	219	446
45 to under 65	65	41	106 (41%)	151	109	260
65 and older	14	24	38 (80%)	17	30	47
Total	130	104	234 (16%)	776	663	1439

* Although someone may have no condition identified at the time of the IME, it is not a guarantee that the individual does not have some type of health condition, or will not by the time of their arrival in Canada.

The most prevalent health conditions detected during the IME were hypertension, diabetes, visual or hearing impairments and cardiovascular disease (see Table 2). Hypertension had the highest frequency and mostly affected Syrians between 25 and 65 years of age. In addition, the majority of those with a cardiovascular disease were aged 65 years and over. Other chronic health conditions detected among Syrians 45 years and over included diabetes, osteoarthritis and cancer.

Three main communicable diseases are screened during the IME: tuberculosis (TB), syphilis and HIV, with lower proportions of communicable diseases reported than non communicable diseases (or chronic health conditions) (see Table 2).

Although information on the severity of a disease is not systematically collected at the time of the IME, each of the health conditions presented here requires various levels of clinical management and follow-up care. However, certain health issues are worth noting due to their

impact on integration and settlement, either because they require access to specialized care or because they can affect daily living if not managed in a timely manner. These include those with mental health illnesses/mood disorders, vision and hearing impairments, dental conditions and intellectual deficiencies categories. Ten percent of the overall group were represented in this category.

Table 2: Proportion of health conditions among resettled Syrian refugees

Health Condition*	Proportion of Syrian refugee group (%) (n=1,439)
Hypertension	7.6%
Non-specific abnormal findings**	5.0%
Diabetes	2.2%
Visual or hearing impairment	1.5%
Cardiovascular disease	0.9%
Cognitive/behaviour/nervous system disorder	0.8%
Mental illness/mood disorder	0.8%
Cancer	0.6%
Other	0.5%
Communicable disease	0.4%
Osteoarthritis	0.3%
Renal disorder	0.3%

* A more detailed table providing frequencies of health conditions as well as a table describing the specific conditions have been included in the Annex.

** Non-specific abnormal findings relate to medical findings during the medical assessment that were inconclusive or not related to any specific health condition.

Cultural Considerations

Food and Dietary Restrictions

Syrian food consists of a wide range of grains, meat and fruits and vegetables. Common dishes include pita and hummus (chickpea dip), baba ganoush (eggplant spread), mahshe (stuffed grape leaves, zucchini and bell peppers), shawarma (gyro), and salads such as tabouleh and fattoush. Lunch is usually the largest meal of the day, often eaten at 2:00 pm. Syrian Muslims have dietary restrictions that do not allow them to eat pork; additionally, some will not consume alcohol or eat shellfish.

Families

As mentioned, the majority of resettled Syrian refugees who have arrived in Canada are family units consisting of a couple with three or more children. Families are quite extended in Syria; they include not only parents and children but also grandparents, aunts, uncles and cousins. It is

not uncommon for extended and immediate family members to live together in a single dwelling. In general, Syrian society is patriarchal, with the family under the authority of the oldest man.

Religion

In Syria, devout Muslims pray five times a day, in private and at scheduled times. Syrian Muslims may fast during the lunar month of Ramadan, during which eating, drinking and smoking is prohibited from sunrise to sunset. At the end of Ramadan, Muslims celebrate Eid by feasting with family. Devout Christians wear crosses around their necks and attend church regularly. All Muslim and Christian holidays are official holidays in Syria.

Health Care

Health care providers should consider religious and cultural beliefs when providing services. This includes practices such as providing long hospital gowns that cover the lower legs and same-sex health-care providers. This is especially important for women's reproductive health, as it would be more culturally appropriate for female gynecologists and nurses to provide care for Syrian refugee women.

Employment

The Agency for Technical Cooperation and Development (ACTED) recently conducted a labour market analysis on Syrian refugees in Lebanon. ACTED's research provides other resettlement countries with a general idea of job opportunities and challenges for Syrian refugees.

This ACTED study determined that the majority of Syrians worked in the construction and agriculture sectors in Syria. The study found that 70 percent of the Syrian refugees interviewed were working in construction before leaving Syria and were able to find construction jobs in Lebanon. Research conducted by the International Labour Organization (ILO) in 2013 found that the occupational distribution among Syrian refugees residing in Lebanon included domestic/personal services such as driving or housekeeping (27 percent), agricultural activities (24 percent), and construction (12 percent). In addition, Syrians with previous jobs that require higher qualifications such as engineering, finance or education were either not employed or had found jobs in other sectors while living in Lebanon.

ACTED asked interviewees why they could not find employment. The responses varied but included a disability/injury or the reluctance of employers to hire Syrians. When asked which skills would help them find a job, or a better job, improved communication skills (including language, communication and computer skills) were mentioned the most.

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Annex

Table 3: Frequency and rates of health conditions among refugees

Health condition*	Total frequency	Proportion of individuals with at Least One condition (n=234)	Proportion of entire Syrian Refugee Group (%) (n=1439)
Hypertension	110	47.0%	7.6%
Non-specific abnormal findings	72	30.8%	5.0%
Diabetes	32	13.7%	2.2%
Visual or hearing impairment	21	9.0%	1.5%
Cardiovascular disease	13	5.6%	0.9%
Cognitive/ behavioural/ nervous system disorder	11	4.7%	0.8%
Mental illness or mood disorder	11	4.7%	0.8%
Cancer	9	3.8%	0.6%
Other	7	3%	0.5%
Communicable disease	6	2.6%	0.4%
Osteoarthritis	5	2.1%	0.3%
Renal disorders	5	2.1%	0.3%

*If someone had two diagnoses that went into the same group, they were only counted once in the frequency. Cell counts of less than 5 (including 0) have been suppressed as per data protocol for privacy and confidentiality. Non-specific abnormal findings relate to medical findings during the medical assessment that were inconclusive or not related to any specific health condition.

Table 4: Health groupings and categories

Cancer	Cardiovascular disease	Cognitive, behavioural and nervous system disorders	Communicable diseases
<ul style="list-style-type: none"> • Endocrine Gland - Malignant Neoplasm • Female Breast - Malignant Neoplasm • Genitourinary Organs- Malignant Neoplasm • Lymphoid and Histiocytic Tissue - Malignant Neoplasm • Melanoma - Malignant Neoplasm • Nervous System - Malignant Neoplasm • Neoplasm of Unspecified Nature 	<ul style="list-style-type: none"> • Aortic Valve Disease • Cardiomegaly • Cardiomyopathy • Cerebrovascular Disease • Heart - Congenital Anomaly • Heart Failure • Ischemic Heart Disease 	<ul style="list-style-type: none"> • Behaviour Disorder • Infantile Autism • Mental Retardation • Nervous System Disorder 	<ul style="list-style-type: none"> • Hepatitis B • Pulmonary Tuberculosis Infection • Early Syphilis
Vision and hearing impairments	Mental illness and mood disorders	Non-specific abnormal Findings	Other Health Conditions
<ul style="list-style-type: none"> • Impaired Hearing or Deafness • Impaired Vision or Blindness 	<ul style="list-style-type: none"> • Bipolar Disorder • Depression • Schizophrenia 	<ul style="list-style-type: none"> • Non-specific Abnormal Findings • Non-specific Abnormal Results of Function Studies • Non-specific Abnormal Findings on Radiological and Other Examination of Body Structure 	<ul style="list-style-type: none"> • Developmental Delay • Congenital Anomaly • Connective Tissue Disorder • Blood, and Blood-Forming Organ, Disease

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Operations, Policy and Planning Committee

FROM: Debra Laser, Secretary-Treasurer

DATE: December 7, 2015

RE: **2015/2016 ROUTINE CAPITAL PROJECTS
CAPITAL PROJECT BYLAW NO. 127017
CLOVERDALE ELEMENTARY**

The school district has received approval for a Routine Capital Project at Cloverdale Elementary School to upgrade the student drop-off area. Since the funding will be provided using a Certificate of Approval, the Board of Education of School District No. 61 (Greater Victoria) is required to adopt Capital Project Bylaw No. 127017 in the amount of \$105,000 for Cloverdale Elementary School in order to access the funding.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Routine Capital Project Funding Agreement for Capital Project No.127017 to upgrade the student drop-off area at Cloverdale Elementary School (Facility No. 61019) and submit the executed agreement to the Ministry of Education.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings of Capital Project Bylaw No. 127017, being a bylaw for the 2015/2016 Routine Capital Project to upgrade the student drop-off area at Cloverdale Elementary School in the amount of \$105,000.

(Motion to be Carried Unanimously)

Recommended Motion:

That Capital Project Bylaw No. 127017, being a bylaw to provide funding for the 2015/2016 Routine Capital Project to upgrade the student drop-off area at Cloverdale Elementary School in the amount of \$105,000 be:

Read a first time the 14th day of December, 2015;

Read a second time the 14th day of December, 2015;

Read a third time, passed and adopted the 14th day of December, 2015;

And that the Secretary-Treasurer and Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

**CAPITAL PROJECT BYLAW NO. 127017
2015/2016 ROUTINE CAPITAL PROJECTS**

A BYLAW by the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the "Board") to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "*Act*").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved Capital Project No.127017.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the Project substantially as directed by the Minister;
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$105,000 for Project No.127017 is hereby adopted.
2. This Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Project Bylaw No. 127017.

READ A FIRST TIME THE 14th DAY OF DECEMBER, 2015;
READ A SECOND TIME THE 14th DAY OF DECEMBER, 2015;
READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF DECEMBER, 2015.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria), Capital Project Bylaw No. 127017 adopted by the Board the 14th day of December 2015.

Secretary-Treasurer

ROUTINE CAPITAL PROJECT FUNDING AGREEMENT

SCHOOL NAME: Cloverdale Elementary

SCHOOL DISTRICT NAME: School District No. 61 (Greater Victoria)

PROJECT:

Project # 127017

Project Description:

Construct Student Drop-off Area (Traffic Safety Issue)

ROUTINE CAPITAL PROJECT FUNDING AGREEMENT

This Routine Capital Project Funding Agreement made in duplicate and dated for reference the _____ day of _____ 2015.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia**, represented by the Minister of Education

(the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 61 (Greater Victoria)**

(the "Board")

OF THE SECOND PART

THE PARTIES AGREE AS FOLLOWS:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Routine Capital Project Funding Agreement dated for reference date;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412;

"Business Day" means a day, other than a Saturday or Sunday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Capital Project Bylaw" means the bylaw adopted by the Board in support of the Routine Capital Projects identified in paragraph 3.01 of this Agreement;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.05;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major

disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

"Routine Capital Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program developed and administered by the Risk Management Branch of the Ministry of Finance, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedules form an integral part of this Routine Capital Project Funding Agreement:

- A. Monthly Progress Report
- B. Project Closure Report

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 In accordance with the Board's Capital Project Bylaw, the Ministry will provide to the Board capital funding to be used for the purposes of the following Routine Capital project:

Project # 127017 Project Amount : \$ 105,000

Project Details/Benefits:

Construct student drop off/pick up area at Cloverdale Elementary to increase student comfort and safety.

3.02 The Ministry will, in no event, provide more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for each project listed in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) on no account must the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditures properly incurred by the Board in connection with the Routine Capital Project listed in paragraph 3.01;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Routine Capital Project listed in paragraph 3.01 including, without limitation, the matters referred to in subparagraphs 4.01 to 4.05; and
- c) the Board will comply with all applicable policies or directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment; and
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board undertakes to:

- a) comply fully with conditions in paragraph 3.04 when making draws against funds available under the Certificate of Approval;
- b) carry out the Routine Capital Project(s) in a manner that ensures:
 - i) cost effective delivery of the project(s);
 - ii) delivery within budget;
 - iii) completion by March 31, 2016; and
 - iv) the completed project meets the project scope, as provided in paragraph 3.01.

4.02 The Board will:

- a) comply with all policies and best practices of the Province related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
 - b) procure the Capital Project in accordance with the Guidelines; and
 - c) include in any contracts the standard insurance and indemnification clauses required by the Schools Protection Program.
- 4.03 The Board will submit, for each project, a Monthly Progress Report (included in Schedule A), as this report may be updated from time to time; all expenditures must be supported by backup invoices.
- 4.04 The Board will, at the request of the Ministry, prepare additional reports relating to the project.
- 4.05 The Board will notify the Ministry immediately should any unforeseen conditions or circumstances arise that could materially affect the scope, costs or schedule of the project.
- 4.06 The Board will submit a Project Closure Report (included in Schedule B) within 30 days of completion.
- 4.07 The Board hereby indemnifies and saves harmless the Province and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Capital Project.

5. EVENT OF FORCE MAJEURE

- 5.01 An Event of Force Majeure will relieve the Board and the Ministry of their obligations to meet the scope, costs and schedule.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to this project will be in consultation with the Ministry and the Board.

7. NOTICE

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the address or electronic mail address of each party set out below:

a) if to the Board:

School District No. 61 (Greater Victoria)
556 Boleskine Rd, Victoria, BC, V8Z 1E8
Attention: Debra Laser
Email: dlaser@sd61.bc.ca

b) if to the Ministry:

Address: PO Box 9151 Stn Prov Govt, Victoria BC, V8W 9H1
Attention: Ryan Spillett
Email: Ryan.Y.Spillett@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

a) if delivered by hand during business hours (and in any event, at or before 5:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

b) if sent by electronic transmission during business hours (and in any event, at or before 5:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

- i) the receiving party has, by electronic transmission, by hand delivery, acknowledged to the notifying party that it has received such notice; or
- ii) within 24 hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes to either the Ministry or to the Board then parties must be notified within five (5) Business Days.

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen)
in Right of the Province of British Columbia)
by a duly authorized representative of the)
Minister of Education)

For the Minister of Education

Name (Print)

Title

SIGNED on behalf of the Board of Education)
of School District No. 61 (Greater Victoria))
by its duly authorized signatories)

Authorized Signatory (Secretary Treasurer)

Name (Print)

SCHEDULE A
MONTHLY PROGRESS REPORT

SCHEDULE B
PROJECT CLOSURE REPORT

MONTHLY CONSTRUCTION PROGRESS REPORT

PROJECT NO.	REPORT NO.	REPORT DATE:	SCHOOL DISTRICT:
SCHOOL NAME		SCHOOL LOCATION	
PROJECT TYPE			
<input type="checkbox"/> Seismic Upgrade <input type="checkbox"/> Partial Replacement <input type="checkbox"/> Replacement <input type="checkbox"/> New			

Applicants should be aware that information collected is subject to provincial freedom of information legislation.

This Monthly Construction Progress Report is designed to be filled in electronically using word processing software. Each question must be completed using less than 200 words.

1. SCOPE OF WORK:

"The work that needs to be accomplished to deliver a product, service, or result with the specified features and functions."

PROJECT SCOPE SUMMARY: <i>(Provide a summary of the project scope according to the contract documents)</i>		
a.	ADDITIONS:	Reviewed and Accepted: <i>(Provide a summary of the what has been added to the project scope)</i> • – • – • –
b.	DELETIONS:	Reviewed and Accepted: <i>(Provide a summary of the what has been deleted to the project scope)</i> • – • – • –
c.	CONSIDERTATIONS	Items to be added or deleted that have been identified, but not yet approved. • – • –

2. SCHEDULE:

NO.	ITEM	INFORMATION
1.	TARGET COMPLETION DATE:	
2.	PERCENTAGE COMPLETE:	<i>(Based upon cost to date)</i>
3.	SCHEDULE STATUS	<input type="checkbox"/> Ahead of Schedule <input type="checkbox"/> On Schedule <input type="checkbox"/> Delayed
4.	REASONS FOR DELAY:	
5.	ANTICIPATED COMPLETION DATE:	

MONTHLY CONSTRUCTION PROGRESS REPORT

UNITS OF WORK	ESTIMATED COMPLETION DATE	% COMPLETE	AHEAD OF SCHEDULE	ON-TIME	DELAYED
Division 01 — General Requirements					
Division 02 — Existing Conditions (Ex. Alterations to existing natural conditions)					
Division 03 — Concrete (Ex. Footings)					
Division 04 — Masonry (Ex. Concrete block and brick work)					
Division 05 — Metals (Ex. Steel framing)					
Division 06 — Wood, Plastics, and Composites (Ex. House framing)					
Division 07 — Thermal and Moisture Protection (Ex. Insulation and water barriers)					
Division 08 — Openings (Ex. Doors, windows, and louvers)					
Division 09 — Finishes					
Division 10 — Specialties					
Division 11 — Equipment					
Division 12 — Furnishings					
Division 13 — Special Construction					
Division 14 — Conveying Equipment					
Division 22 — Plumbing					
Division 23 — Heating Ventilating and Air Conditioning					
Division 26 — Electrical					
Other...					

3. BUDGET:

NO	ITEM	INFORMATION
a.	AWARDED CONTRACT AMOUNT	
b.	APPROVED CHANGE ORDERS	
c.	CURRENT TOTAL CONTRACT AMOUNT	
d.	SPEND TO DATE	
e.	CONTRACT AMOUNT REMAINING	
f.	ANTICIPATED CHANGE ORDERS	

MONTHLY CONSTRUCTION PROGRESS REPORT

4. ISSUES

NO.	ISSUE	COMMENTS
1.		
2.		
3.		

5. DISPUTES AND CLAIMS

NO.	DISPUTES/CLAIMS	COMMENTS
1.		
2.		
3.		

6. PLANNED ACTIVITIES FOR THE NEXT 30 DAYS:

NO	ACTIVITY	INFORMATION
1.		
2.		
3.		

MONTHLY CONSTRUCTION PROGRESS REPORT

COMPLETED BY:

SIGNATURE OF CONTRACTOR

DATE SIGNED

NAME OF CONTRACTOR

PHONE NO.:

EMAIL:

REVIEWED BY:

SIGNATURE OF SCHOOL DISTRICT PROJECT MANAGER

DATE SIGNED

NAME OF PROJECT MANAGER

PHONE NO.:

EMAIL:

DISTRIBUTION LIST:

ORGANIZATION	NAME/POSITION	EMAIL
School District		
Ministry of Education		
ABC Contracting Ltd.		

Ministry of Education

Notice of Project Closure Report

Submit to Capital Funding Branch when Routine Capital Project is completed		
School District Number	School District Name	
Project Number	Budget Year	Project Title (School)
Project Description		

Account Information

Certificate of Approval No.

COA Expiry Date

Budget Summary

Routine Capital Plan

Approved Budget	Total Expenditures	Difference

I hereby certify that the above noted project has been completed, there are no outstanding claims and all contractors/suppliers have been paid.

Secretary Treasurer

Date Signed

Surplus Routine Capital Plan amount to be transferred to Restricted Capital Account

--

I hereby acknowledge receipt of the Project Completion Report.

Ministry's signature

Date Signed

Please attached before and after pictures of work

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Operations, Policy and Planning Committee

FROM: Debra Laser, Secretary-Treasurer

DATE: December 7, 2015

RE: **BYLAW 9360 – GENERAL MEETING OF THE BOARD**

Further to the motion approved at the October 21, 2015 board meeting directing the Secretary-Treasurer to review Bylaw 9360 *General Meeting of the Board* and recommend changes that would address electronic communication, and the Notice of Motion from Trustee McNally suggesting a change to the timing of the election of Chair, Vice-Chair, and Board representatives and Trustee appointments to external and internal committees, the proposed revisions are presented for discussion.

If the Operations, Policy and Planning Committee reaches agreement with respect to the proposed revisions to Bylaw 9360 *General Meeting of the Board*, the following are the recommended motions for the Board's consideration:

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9360, *General Meeting of the Board* at the meeting of December 14, 2015.

Motion to be Carried Unanimously

That Bylaw 9360, *General Meeting of the Board* be:

Read a first time this 14th day of December, 2015;

Read a second time this 14th day of December, 2015:

Read a third time, passed and adopted this 14th day of December, 2015.

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. **Each year thereafter during the term of office, the election of Chair, Vice-Chair, and Board representatives to various agencies where the Trustees have regular representation and the appointment of Trustees to internal and external committees shall take place at the June Board meeting.**
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 (numbers and time 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
6. Wherever possible, the public will be encouraged to attend a Committee meeting rather than a Board meeting in order to facilitate dialogue with the public before decisions are made. 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. The agenda shall be prepared and circulated by the Chair of the Board.

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

9. 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.
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, partner groups and the public (website) through the Secretary-Treasurer's office on the day after 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.
14. In accordance with Section 67 of the *School Act*, the Board may allow Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other. Such attendance shall only be permitted where Trustee participation is prevented by extraordinary circumstances. Trustees wishing to attend electronically must provide a minimum of 48 hours' notice of such attendance.
15. With the exception of poll votes pursuant to Bylaw 9011, the Board shall not conduct meetings electronically. For the purposes of this bylaw, electronic communications that would constitute a meeting include communications shared among all trustees that materially advance a matter before the Board. This Bylaw does not prohibit the electronic provision of information pertaining to a matter before 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 17, 2014

Revised: December 14, 2015

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Operations, Policy and Planning Committee

FROM: Debra Laser, Secretary-Treasurer

DATE: December 7, 2015

RE: **AD HOC BOARD STANDING COMMITTEE REVIEW COMMITTEE REPORT**
a) **BYLAW 9360.2 – MEETINGS OF THE STANDING COMMITTEES**
b) **BYLAW 9130.1 – EDUCATION POLICY AND DIRECTIONS COMMITTEE**
c) **BYLAW 9130.2 – OPERATIONS POLICY AND PLANNING COMMITTEE**
d) **BYLAW 9130.3 – POLICY COMMITTEE**

The Ad Hoc Board Standing Committee Review Committee was established to recommend to the Board the Standing Committee structure and the composition of the Standing Committees.

The members of the Ad Hoc committee reviewed the standing committee structures of seven school districts including Vancouver, Surrey, Burnaby, Coquitlam, Nanaimo, Sooke and Saanich. The committee framed its discussion around two questions: What is working right in our current standing committee structure? What is lacking? The committee agreed that the structure and meeting schedule of the two existing standing committees is effective but that the Education Policy Development committee should be renamed, and that there is a need to establish a third standing committee to review and develop policy. The Policy Committee would be a working group comprised of two trustees and the Superintendent of Schools and would meet as needed. Other resource people may be invited to assist the Policy Committee as required. The Policy Committee would bring their work for discussion and debate to either the Education Policy and Directions Committee or the Operations Policy and Planning Committee depending upon the content of the policy document.

The Ad Hoc committee is presenting the following recommendations for consideration:

1. Rename The Education Policy Development Committee to Education Policy and Directions Committee.
2. No change to the Operations Policy and Planning Committee.
3. Establish a new standing Policy Committee.

The Standing Committee bylaws have been updated to reflect the proposed recommendations.

If the Operations, Policy and Planning Committee reaches agreement with respect to the proposed revisions to Bylaw 9360.2 *Meetings of the Standing Committees*, Bylaw 9130.1 *Education Policy and Directions Committee*, Bylaw 9130.2 *Operations Policy and Planning Committee* and Bylaw 9130.3 *Policy Committee* the following are the recommended motions for the Board's consideration:

a) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9360.2, *Meetings of the Standing Committees* at the meeting of December 14, 2015.

Motion to be Carried Unanimously

That Bylaw 9360.2, *Meetings of the Standing Committees* be:

Read a first time this 14th day of December, 2015;

Read a second time this 14th day of December, 2015:

Read a third time, passed and adopted this 14th day of December, 2015.

b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.1, *Education Policy and Directions Committee* at the meeting of December 14, 2015.

Motion to be Carried Unanimously

That Bylaw 9130.1, *Education Policy and Directions Committee* be:

Read a first time this 14th day of December, 2015;

Read a second time this 14th day of December, 2015:

Read a third time, passed and adopted this 14th day of December, 2015.

c) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.2, *Operations Policy and Planning Committee* at the meeting of December 14, 2015.

Motion to be Carried Unanimously

That Bylaw 9130.2, *Operations Policy and Planning Committee of the Board* be:

Read a first time this 14th day of December, 2015;

Read a second time this 14th day of December, 2015:

Read a third time, passed and adopted this 14th day of December, 2015.

d) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.3, *Policy Committee* at the meeting of December 14, 2015.

Motion to be Carried Unanimously

That Bylaw 9130.3, *Policy Committee of the Board* be:

Read a first time this 14th day of December, 2015;

Read a second time this 14th day of December, 2015:

Read a third time, passed and adopted this 14th day of December, 2015.

BYLAW 9360.2

MEETINGS OF THE STANDING COMMITTEES

A. Regular Meetings

1. There shall be a regularly-scheduled meeting of each standing committee of the Board to be held within the first three weeks of each month of the school year, the date to be determined by the committee, save and except for the first meeting of each committee in December, which meeting shall be fixed by the Chair~~person~~ of the Board. Standing committees may meet in the month of August each year at the call of the Committee Chair, upon the recommendation of the Superintendent or Secretary-Treasurer.
2. At the first meeting of each standing committee the members of the committee shall select a Chair.
3. The Chair of each committee shall have the right to call additional meetings of the committee, to deal with such matters as may not be concluded at the regularly-scheduled meeting of the committee, but, save by unanimous consent of the committee, such meetings shall not take place less than five days prior to the next regularly-scheduled meeting of the Board in general session.
4. Each regularly-scheduled meeting of the standing committee shall be on the same day and at the same time as is fixed annually by the committee at its first meeting, save upon unanimous agreement of the committee.

B. Agenda

1. There shall be an agenda circulated to committee members not less than forty-eight hours prior to the meeting of the committee, together with all supporting material then available.

2. The agenda shall be prepared ~~and circulated~~ by the Chair of the standing committee **together with the assigned school district senior administrator.**
3. The format of the agenda for the Operations Policy and Planning Committee shall be as follows:

BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

OPERATIONS POLICY AND PLANNING COMMITTEE

REGULAR AGENDA - (Date) (Time)

Board Room, Administration Offices - Tolmie Building

1. APPROVAL OF **THE** AGENDA
2. APPROVAL OF **THE** MINUTES - Meeting of (date)
3. **BUSINESS ARISING FROM THE MINUTES**
4. **PRESENTATIONS TO THE COMMITTEE**
5. **SUPERINTENDENT'S REPORT**
6. PERSONNEL ITEMS Presenter Attachment
 - ~~A. Business arising out of the minutes~~
 - ~~B. Public Presentations to Committee~~
 - ~~C. Correspondence referred to the committee~~
 - ~~D. Unfinished business~~
 - ~~E. New Business~~
 - ~~F. Administration Reports to the Committee~~
7. FINANCE AND LEGAL AFFAIRS
 - ~~A. Business Arising from Minutes~~
 - ~~B. Public Presentations to Committee~~
 - ~~C. Correspondence Referred to Committee~~
 - ~~D. Unfinished Business~~
 - ~~E. New Business~~
 - ~~F. Administration Reports to the Committee~~

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8. FACILITIES PLANNING

- ~~A. Business Arising from Minutes~~
- ~~B. Public Presentations to Committee~~
- ~~C. Correspondence Referred to Committee~~
- ~~D. Unfinished business~~
- ~~E. New Business~~
- ~~F. Administration Reports to the Committee~~

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

10. NEW BUSINESS

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT

~~The order of the Agenda shall be as above, except that, prior to the meeting, the order of Sections 3, 4 and 5 may be varied by the chair, based on the specific agenda topics. The order of the Agenda may also be varied at the meeting by majority vote.~~

4. The format of the agenda for the Education Policy and Directions Committee shall be as follows:

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

EDUCATION POLICY AND DIRECTIONS COMMITTEE

REGULAR AGENDA - (Date) (Time) LOCATION

1. APPROVAL OF THE AGENDA
2. APPROVAL OF THE MINUTES - Meeting of (date)
3. BUSINESS ARISING FROM THE MINUTES
4. PRESENTATIONS TO THE COMMITTEE

- | | | |
|--------------------------|-----------|------------|
| 5. NEW BUSINESS | Presenter | Attachment |
| 6. NOTICE OF MOTION | | |
| 7. GENERAL ANNOUNCEMENTS | | |
| 8. ADJOURNMENT | | |

The order of the Agenda may be varied at the meeting by majority vote.

5. The agenda of each standing committee shall be circulated to each trustee of the Board.
6. The administrative representative to the committee shall provide to the press a copy of the agenda of each standing committee, but not supporting material, after circulation to the trustees. The agenda package will be available on the school district website.

C. In-Camera Meetings (see Bylaw 9360.1, In-Camera Meetings: General Sessions)

D. Standing Committee Reports

1. The business of the committee shall be recorded, including recommended motions for consideration by the Board, and reported to the next regularly-scheduled meeting of the Board in general session, or in-camera, as may be appropriate.
2. The Committee Chair may reschedule any regularly scheduled meeting of the committee, whether general session or in camera, to a different time and date in order to meet the business requirements of the committee. The committee may, by ordinary resolution, cancel a regularly-scheduled meeting of the committee.

Greater Victoria School District

Approved: April 27, 1981
 Revised: January 1997
 Revised: March 28, 2011
 Revised: December 14, 2015

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BYLAW 9130.1

THE EDUCATION POLICY ~~AND DIRECTIONS~~ DEVELOPMENT COMMITTEE

1. Within thirty days from the date of the election of Trustees to the Board of ~~Education Trustees~~ for School District No. 61 (Greater Victoria) and thereafter at the ~~June first~~ Board Meeting in ~~December~~ of each year, the Chairperson of the Board shall appoint four Trustees to comprise the membership of the Education Policy ~~and Directions Development~~ Committee.
2. At the call of the Secretary-Treasurer, or delegate, the Committee shall meet for the purpose of electing its Chair within twenty-one days of the date of its membership having been named, and thereafter in accordance with the provisions of ~~the~~ Bylaws *9360.2 Meetings of the Standing Committees*. Tie votes will be referred to the regular Board Meeting for resolution.
3. Associated with the Committee, by way of auxiliary staff, shall be the Superintendent ~~of Schools~~ or delegate, a Director or ~~Deputy / Associate Assistant~~ Superintendent named by the Superintendent, and other administrative officers as may be required by the Committee.
4. The Education Policy ~~and Directions Development~~ Committee shall meet in accordance with the provisions of Bylaw 9360.2 *Meetings of the Standing Committees* for the purpose of:
 - a) Providing direction to administration on the development of new educational policies and to review Board motions which require translation to educational policy. ~~In addition, the Committee shall, from time to time as it sees fit, make recommendations to the Board in respect of educational policy for the District.~~
 - b) *Considering matters affecting the educational programs of the school district and making recommendations where appropriate.*
 - c) *Receiving and considering reports and recommendations from district staff, partner groups and community groups on educational matters referred by the Board.*
 - d) *Considering such other matters as may be referred by the Board and making recommendations thereon as required.*

5. The Committee shall report to the regular meetings of the Board in general session, or in-camera, as may be appropriate, as provided for in Bylaw 9360.2 *Meetings of the Standing Committees* and as otherwise may be required by the Chairperson of the Board or may be considered relevant by the Committee.

Greater Victoria School District

Adopted: April 27, 1981

Revised: October 27, 1997

Adopted: February 25, 2002

Reviewed: March 2012

Revised: December 14, 2015

BYLAW 9130.2

THE OPERATIONS POLICY AND PLANNING COMMITTEE

1. Within thirty days from the date of the election of Trustees to the Board of ~~Education Trustees~~ for School District No. 61 (Greater Victoria) and thereafter at the ~~first regular~~ **June** Board meeting in ~~December~~ of each year, the Chair~~person~~ of the Board shall appoint four Trustees to comprise the membership of the Operations Policy and Planning Committee.
2. At the call of the Secretary-Treasurer, or delegate, the Committee shall meet for the purpose of electing its Chair within twenty-one days of the date of its membership having been named and thereafter in accordance with the provisions of Bylaw 9360.2 *Meetings of the Standing Committees*. Tie votes will be referred to the regular Board Meeting for resolution.
3. Associated with the Committee, by way of auxiliary staff, shall be the Superintendent of **Schools** or delegate, the Secretary-Treasurer or delegate, the Director of Human Resources **Services**, the Director of Facilities Services, the **Associate Secretary-Treasurer** ~~Director of Financial Services~~, the Director of Information Technology and Planning and any other administrative officers as may be required by the Committee.
4. The Operations Policy and Planning Committee shall meet in accordance with the provisions of Bylaw 9360.2 *Meetings of the Standing Committees* for the purpose of developing for Board consideration major impact areas related to:
 - a) all personnel matters;
 - b) all financial and legal matters;
 - c) all matters related to the facilities required to provide educational programs;
 - d) information technology and planning matters.
5. The Committee shall report to the regular meetings of the Board in general session, or in-camera as may be appropriate, as provided for in said By-law 9360.2, and as otherwise may be required by the Chair~~person~~ of the Board or may be considered relevant by the Committee.

Greater Victoria School District

Adopted: April 27, 1981
Revised and Renamed: November 24, 1997
Adopted: February 25, 2002
Reviewed: March 2012
Revised: **December 14, 2015**

BYLAW 9130.3

POLICY COMMITTEE

1. Within thirty days from the date of the election of Trustees to the Board of Education for School District No. 61 (Greater Victoria) and thereafter at the June Board meeting of each year, the Chair of the Board shall appoint two Trustees to comprise the membership of the Policy Committee.
2. At the first meeting of the Policy Committee the members of the committee shall select a Chair.
3. Associated with the Committee shall be the Superintendent of Schools or delegate and any other staff as may be required by the Committee.
4. The Policy Committee shall meet as required:
 - a) To consider questions of overall school district policy;
 - b) To ensure existing school district policies are updated in accordance with the provisions of the *School Act* and other provincial legislation;
 - c) To make recommendations to the Board on new policies following changes in current practice, enactment of new legislation or introduction of new regulations;
 - d) To consider such other matters as may be referred by the Board and make recommendations thereon as required.
5. The Policy Committee shall report to the Education Policy and Directions Committee or the Operations Policy and Planning Committee as is appropriate.

Greater Victoria School District

Adopted: **December 14, 2015**

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Operations, Policy and Planning Committee

FROM: Debra Laser, Secretary-Treasurer

DATE: December 7, 2015

RE: **AD HOC BOARD STANDING COMMITTEE REVIEW COMMITTEE**

The Ad Hoc Board Standing Committee Review Committee was established to recommend to the Board the Standing Committee structure and the composition of the Standing Committees. Once the Board approves the revisions to Bylaw 9360.2 *Meetings of the Standing Committees*, Bylaw 9130.1 *Education Policy and Directions Committee*, Bylaw 9130.2 *Operations Policy and Planning Committee* and Bylaw 9130.3 *Policy Committee* the work of the ad hoc committee is complete and the ad hoc committee should be dissolved.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) dissolve the Ad Hoc Board Standing Committee Review Committee.
