

OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, January 11, 2016 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

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

**NEXT OPPs MEETING IS SCHEDULED FOR:
Tuesday, February 9, 2016 at 7:00 P.M.**

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

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Monday, January 11, 2016 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Leonard

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

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			
2. APPROVAL OF THE MINUTES			
A. Combined Education Policy Development Committee and Operations Policy and Planning Committee Meeting of Monday, December 7, 2015			Pgs. 1-8
3. BUSINESS ARISING FROM MINUTES			
4. PRESENTATIONS TO THE COMMITTEE			
A. Kathryn Vallance, Crumb Rubber Infill			
B. Dr. Ian Gillespie, Crumb Rubber Infill			
C. Dr. Shawn Davison, Crumb Rubber Infill			
5. SUPERINTENDENT'S REPORT			
A. Introduction of Student Representative - Jaya Scott, Esquimalt High School	Piet Langstraat		Verbal
B. Central Middle School My Place Homeless Shelter	Piet Langstraat	Information	Pg. 9
6. PERSONNEL ITEMS			
7. FINANCE AND LEGAL AFFAIRS			
A. 2015-2016 Funding Update	Debra Laser	Information	Pg. 10
B. Summary of Partner Group Budget Input 2016-2017	Debra Laser	Information	Pgs. 11-16
C. Bylaw 9130 Standing Committees	Debra Laser	Motion	Pgs. 17-19
D. Shoreline Statutory Right-of-Way	Debra Laser	Motion	Pgs. 20-30
E. Assets and Corporate Sponsorship	Mark Walsh	Information	Pgs. 31-33
8. FACILITIES PLANNING			
A. Seismic Program Update	Mark Walsh	Information	Pgs. 34-35
9. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS			
10. NEW BUSINESS			
11. NOTICE OF MOTION			
12. GENERAL ANNOUNCEMENTS			
13. ADJOURNMENT			



**Combined Education Policy Development Committee
and
Operations Policy and Planning Committee Meeting
December 7, 2015 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Deborah Nohr, Chair, Education Policy Development Committee, Elaine Leonard, Chair, Operations Policy and Planning Committee, Diane McNally, Peg Orcherton (left 8:29), Rob Paynter, Jordan Watters

Administration:

Piet Langstraat, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Mark Walsh, Manager, Labour Relations and Legal Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:05 p.m.

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

Chair Nohr introduced Jonah van Driesum, Student Representative from Oak Bay High School.

1. APPROVAL OF THE AGENDA

It was moved:

That the December 7, 2015 regular agenda be approved with the following changes: add item 6.A. Notice of Motion: Trustee Nohr – Technology Stewardship Ad Hoc Committee and move item D.1. New Business: Trustee McNally – Bylaw 9360 General Meeting of the Board to follow B.1. Finance and Legal Affairs: Cloverdale Capital Project Bylaw.

Motion Carried

2. APPROVAL OF THE MINUTES

A. Education Policy Development Committee Meeting

It was moved:

That the November 2, 2015 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

B. Operations Policy and Planning Committee Meeting

It was moved:

That the November 9, 2015 Operations Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. EDUCATION POLICY DEVELOPMENT COMMITTEE – Trustee Nohr, Chair

A. Regulation 3545.2, Field Trips

Associate Superintendent Whitten presented Regulation 3545.2 *Field Trips* and attachments that had been revised to reflect a change in the supervision requirements for walkabout field trips and a change of wording in the student Code of Conduct.

Discussion ensued amongst Trustees and education partners. The following items were raised:

1. Wording of item C in the Special Circumstances section on page 15 should be consistent with the wording of the Walkabouts section on page 10.
2. Breadth of consultation with stakeholder groups, parents and students regarding item 10 in the Code of Conduct on page 34.

Trustee Orcherton moved the following motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to send out the proposed changes to Regulation 3545.2 highlighting the proposed new staffing ratios and the Code of Conduct #10 to all school principals and stakeholder groups, including our student representatives, requesting feedback on the changes. And further, that this feedback come back to an Education Policy Development Committee meeting in the spring for further consideration.

Motion Carried

For: Trustees Leonard, Nohr, Orcherton, Paynter
Against: Trustees McNally, Watters

B. Concussion Regulation Update

Associate Superintendent Whitten informed Trustees that the Concussion Committee will circulate a draft regulation during the week of December 14 - 18, 2015 in preparation for presentation to the Education Policy Development Committee.

C. Update on Syrian Refugees

Deputy Superintendent Green provided Trustees with key elements from a meeting that she and Simon Burgers, District Principal, Languages and Multiculturalism attended on November 24, 2015 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. Questions of clarification were asked of Deputy Superintendent Green.

The Education Policy Development Committee meeting adjourned at 8:29 p.m.

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

The Operations Policy and Planning Committee meeting was called to order at 8:33 p.m.

A. PRESENTATIONS – None

B. FINANCE AND LEGAL AFFAIRS

1. Cloverdale Capital Project Bylaw

Secretary-Treasurer Laser informed Trustees that 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 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.

Discussion ensued amongst Trustees with questions of clarification asked of Secretary-Treasurer Laser.

It was moved:

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.

Motion Carried Unanimously

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on December 14, 2015:

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

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.

2. Bylaw 9360 General Meeting of the Board

Trustee McNally presented her motion and provided her rationale.

It was moved:

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.

Motion Carried Unanimously

Secretary-Treasurer Laser informed the Committee that she has reviewed Bylaw 9360 *General Meeting of the Board* and has recommended changes to 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 were presented for discussion.

Discussion ensued amongst Trustees with questions of clarification asked of Mark Walsh, Manager, Labour Relations and Legal Services.

The Committee supported that the following motion be brought forward to the Regular Board of Education meeting on December 14, 2015:

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 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.

3. a. Ad Hoc Board Standing Committee Review Committee Report

Secretary-Treasurer Laser informed Trustees that the members of the Ad Hoc Board Standing Committee Review Committee reviewed the standing committee structures of several school districts. The ad hoc committee found that the structure and meeting schedule of the two existing standing committees is effective, but made 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 to review and develop policy. This committee would consist of two trustees and the Superintendent of Schools. The committee would meet as needed and report back to either the Education Policy and Directions Committee or the Operations Policy and Planning Committee depending on the content of the policy.

Secretary-Treasurer Laser presented the Standing Committee bylaws that were updated to reflect the proposed recommendations. Discussion ensued amongst Trustees.

b. Bylaw 9360.2 Meetings of the Standing Committees

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on December 14, 2015:

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 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.

c. Bylaw 9130.1 Education Policy and Directions Committee

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on December 14, 2015:

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 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.

d. Bylaw 9130.2 Operations Policy and Planning Committee

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on December 14, 2015:

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 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.

e. Bylaw 9130.3 Policy Committee

Trustee Watters suggested and committee members agreed to include the following article into Bylaw 9130.3 *Policy Committee*:

“The Policy Committee will consult with educational and community partners as deemed appropriate with reference to Policy 1163 *Consultation*.”

The Committee supported that the following motions be brought forward to the Regular Board of Education meeting on December 14, 2015:

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 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.

4. Dissolve Ad Hoc Board Standing Committee Review Committee

Secretary-Treasurer Laser informed the Committee that 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. Since the work of the ad hoc committee has been completed, Secretary-Treasurer Laser recommended that the ad hoc committee be dissolved.

It was moved:

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

Motion Carried Unanimously

C. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

D. NEW BUSINESS

1. Trustee Paynter – Community Plan

Trustee Paynter presented his motion and rationale. Discussion ensued amongst Trustees.

It was moved:

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.

Motion Carried

For: Trustees Leonard, Nohr, Paynter, Watters

Against: Trustee McNally

2. Trustee Watters - Write a Letter to the Minister of Finance

Trustee Watters presented her motion and rationale. Discussion ensued amongst Trustees.

It was moved:

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.

Motion Carried Unanimously

6. NOTICE OF MOTION

A. Trustee Nohr – Technology Stewardship Ad Hoc Committee

Trustee Nohr provided notice of motion for the regular Board of Education Meeting on December 14, 2015.

That the Board of Education of School District No. 61 (Greater Victoria) contact all parents who submitted their names to attend and participate in the Technology Stewardship Ad Hoc Committee and inform the parents that they are welcome to attend beginning with the January, 2016 meeting.

7. GENERAL ANNOUNCEMENTS - None

8. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:51 p.m.

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: My Place Homeless Shelter

DATE: January 11, 2016

Since the Education Policy and Directions Committee meeting of January 4, 2016 at which the My Place Homeless Shelter was discussed, there have been a number of new developments.

1. Discussion with the City Manager, City of Victoria, regarding potential funding sources for enhanced services at Central Middle School.
2. Meeting with the Director of the My Place homeless shelter.
3. Request for a meeting with Roger Butcher, Vancouver Island Regional Director, BC Housing.
4. Enhanced services at Central Middle School
 - a. Sweep of School Grounds – The Grounds Department has been conducting a sweep of the school grounds prior to the beginning of the school day to ensure that school grounds are safe for students and staff.
 - b. Commissionaire Services – Services have been procured to provide for additional security in and around the Central Middle School building.

Mr. Topher MacIntosh, Principal, Central Middle School will be in attendance at the Operations Policy and Planning Committee to provide additional comments regarding recent developments.

Funding Update

OPPs Meeting January 11, 2016
Greater Victoria School District
For the Fiscal Year 2015-2016

Prelim 2015/16 Operating Grant	\$155,697,871
Final 2015/16 Operating Grant	\$159,591,945
Change	\$3,894,074

Funding Update Preliminary versus Final

405.25 FTE More School-Age Students than Forecasted	\$2,882,131
Decreased Adult Enrolment (7.26) FTE	(33,127)
Decreased Grade 8-9 Cross-Enrolment	(13,596)
Increased Teacher Salary Differential	283,404
Increased Targeted Funding (ESL, Sp Ed, Ab Ed, SS)	775,262
Provincial Holdback Release	0
TOTAL CHANGE	\$3,894,074

Funding Update Preliminary versus Final

Greater Victoria School District No. 61
2016-2017 Partner Group Budget Input
Priority Areas to Support Success for All Learners

Special Education / EA / SLP / Psychologists	Clean, Safe, Well-Maintained Schools	Maintain/Reduce Class Size	Fine Arts / Music	Technology Integration into Classrooms / Resources	Pro-D / Teacher training / Learning Initiatives	Curriculum & Content Current	Library Resources (Books, Librarians)	Learning Support and Resources	Counsellors	Classroom Resources / Supplies	Healthy Foods / Lunch Program and cafeteria	Physical Activity	Aboriginal Education	Integrate Outdoors / Environment Into Curriculum	Secretarial Support	Maintain current budget levels in all areas	Vice Principal Admin Time	Numeracy	Earthquake supplies / Kiosks / Emergency Preparedness	ELL	Foreign Language Studies	Trades Development	Office Supplies	Community LINK, including YFCs
x x	x	x x	x	x	x	x	x	x	x		x	x	x	x		x					x		x	x
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14	11	10	10	10	10	8	8	8	6	5	4	4	3	3	3	3	2	2	2	1	1	1	1	1

**Partner Group Budget Input 2016-2017
Responses to October 19, 2015 Input Request
From Parent Advisory Councils and Education Partner Groups**

1. What areas should be given priority in order to support success for all learners?

- Increase speech-language pathologists and psychologists
- Adequate space in schools for itinerants to work with children
- More Pro-D money for speech-language pathologists and psychologists so that they can fulfill the requirements that they have to keep their registration
- No reduction in Local 382 support services, we are bare boned as it is
- No reduction in ongoing maintenance of our school structures
- Preservation of our day time custodial services is important in ensuring a safe and healthy environment
- Minimize impact on maintenance budgets
- Class size, class composition, staff levels, preparation time, release time, professional development funding that matches the administrators
- Programming - Music, Art, Exploratories, Indigenous studies, Foreign language studies, Special needs programming
- Enrichment - gifted, career counseling, field trips, clubs, community engagement
- Learning resources and supplies
- Technology
- Office supplies
- Facilities/Maintenance
- Foreign Language Studies
- Education Assistants
- Maintain current staffing levels
- Keep curriculum and content current
- Consider play before lunch
- Programs that support access to healthy foods/breakfast/lunch programs
- Hands on learning and more outdoor activities
- Environmental studies education
- Time and resources for new curriculum training
- More money for educational assistants and teaching assistants
- Innovative options for resource sharing among schools
- Teaching should focus on effective skill building, critical thinking and reasoning skills, not fact based learning. Students need a good balance of science, art, and a focus towards interdisciplinary efforts preparing the learners for life
- Learning support for all children, including those that learn at a slow pace and those with learning disabilities
More money for testing for learning disabilities (ie psycho-educational testing)
- Library books
- Reading, handwriting, grammar (language arts)
- Experiential learning opportunities (field trips to tie-in/reinforce concepts learned in class)
- Physical activity
- PAC's and parent groups are often subsidizing schools programs as a result of cost cutting requirements. Improve relationships, communications and training within PACs and other parents groups in order to better support learning needs
- Teachers need better training and more support to deal with split classes and those children that need extra attention
- Supports for students with special needs
- Teaching resources and supplies
- Special Education
- English as a second language support
- Building maintenance / repairs / upgrades
- Learning teams
- IT & technology
- Continuing focus on core competencies: our teachers and the administration do a great job ensuring that math, reading and writing, and environmental sciences are taught effectively

- Even more environmental sciences; and science learning that is eco-conscious (it's often free, or really inexpensive to reuse materials). Makerspace is an innovative addition to the school
- Physical education! Time outside to play! Organized sports and team activities
- Culture and the arts, including art-making but also music, creative writing, performance art, and multidisciplinary and process-oriented projects (eg. This can be as simple as paint projects that take time to dry between coats; or projects that take many weeks, for older kids. Theo Jack's class completed a 3 or 4 week project where they got to create their own superheroes. They made art and stories and there was a lot of excitement about each activity. Their adventure culminated in a costume day where they were encouraged to make their own costumes and parents were directed not to buy the costume in the store: everyone just used stuff from around the house. They paraded through the school. They had a lot of fun).
- Personalised learning plans for children with extraordinary learning needs. Integration into the classrooms. Our learning support team at George Jay is great, we appreciate them so much and how they interact with the children is an inspiration. I hope that they know that, and that the school board recognises the need to support teachers and teacher's assistants. Staff satisfaction and retention are important to us. Please make the resources that teachers, support staff, and administrators need to stay engaged with their work available for them.
- Consultation with Indigenous parents and Indigenous curriculum presented in classrooms: George Jay is fortunate to have 33% Indigenous student population. Indigenous parents and grandparents are underrepresented on PAC, so our input does not include their perspective, beyond what we hear from them on the playground and through personal communication. We would like the school to provide an effective, safe, and culturally relevant forum for Indigenous educators, parents, and grandparents to offer their input. The hope is that we could post the results in the form of a "Learning Enhancement Agreement" in the hallway by the office, using SD 63's example as a model (retrieved from <https://www.sd63.bc.ca/programs-and-services/indigenous-education>). As parents, we would like to encourage curriculum and learning supports that are representative of the learning needs of the Lekwungen people, and Metis, Inuit, and all other Nations represented at this school, on Lekwungen territory. Successful transitions for Indigenous students to middle school is an important goal. Supports in place for children and families, so that apprehension from the home ceases to be a practice in our culture is another.
- Social and citizenship learning that engages the kids and helps them to feel excited to participate in Canadian society. Also, honest age-appropriate curriculum that addresses historical and current social injustice, and engages kids to think about empathic action and alternatives. (e.g. social and cultural repercussions of residential school system, and current Indigenous culture and language revitalisation; immigration policies in Canadian History, recognising immigrants' experiences and special roles in Canadian history).
- Gender representation in the school: as appropriate candidates apply for positions in the school, it would be great to see more male role models teaching and supporting teachers in the school, and curriculum that allows for lots of co-operative outdoor play and engages young men (especially in the younger grades)
- In our discussions, we agreed that all areas of the budget should be protected. We were unable to identify areas that are not important or where there is excess. Areas that are in the greatest need of protection are those that most directly impact student learning
- EAG staffing in each classroom for teacher and student support to improve student learning and support all students not just conditional on funding brought in by designated student
- Provide a wide range of enrichment opportunities in sports, physical education, music, and more focus on opportunities to learn about the trades
- Extra programs that allow student to participate and engage with a smaller group of students that have the opportunity for the students to feel a sense of belonging
- Funding for math specialist teachers at all levels including elementary school to support students in being numerate and to support teachers.
- The school district should be responsible for updating technology and furniture to a minimal acceptable standard for all schools, not depending on PAC's ability to raise funds
- Secretarial support
- Maintaining safe, clean schools. Making sure that school grounds are maintained and receive timely upgrades
- Safe and up to date supplies and equipment
- Maintain "human resources" to assist vulnerable learners: learning support teachers; educational assistants; other specialist teachers
- Maintain staff who work in libraries including librarians
- Maintain and/or increase the time of vice principals at the elementary level
- Provide continued support for learning initiatives so teachers can continue to receive professional development
- Focus on "human resources" over material or physical resources
- Technology support and equipment

- Technology, and programs that help teachers learn how to use technology effectively to support student learning in an age when technology is changing what and how we learn.
 - Counselling support, student services - learning and social/emotional supports
-
- More guest speakers and field trips (this happens now in English Flex, but much less for French Immersion students in Flex and for the English-stream students). This would be consistent with the new learning curriculum.
 - New/repaired desks – some are broken and many are ergonomically destructive for students
 - Better WI-Fi – current one is too weak and intermittent
 - Hygienic place to eat (not necessarily a cafeteria) – long tables and benches/chairs, and room to put them. Currently, there is very little space for students to eat in a manner that does not clog the hallways
 - More science lab equipment and supplies
 - Supplies for the foods course
 - Quiet areas in the school (alcoves, niches) where students can go at any time to study. The library is closed until 8:00 a.m. and sometimes closes early
 - Library conversion to learning commons
 - Access to e-books and magazines
 - In-Services to support teachers learning new techniques in supporting numeracy and literacy
 - Reading programs-teaching reading to learn.
 - Earthquake Supplies – consistency and regular updating of KIOSKS
 - Counselling time-more time in schools with vulnerable population
 - More educational assistants in classrooms, based on need, not funding or designation
 - Providing teachers with large classroom budgets for supplies, etc.
 - Mandatory elementary school vice principals
 - Maintaining breakfast and hot lunch programs
 - Adequate custodial staff
 - Music and art program for all schools
 - Maintaining or improving course offerings (and support materials, including technology and school libraries) to ensure that students have opportunities for a well-rounded education that includes the arts, sports and academics
 - Maintaining or improving direct school facilities supports including clerical and custodial and building maintenance staffing
 - If cuts must be made, it should be in 'out of the classroom areas'. I believe that deep cuts have already been made at the class room level. It is time to see if there cuts can be made in other levels such as from a board level and from the top down. Expense accounts should be revised and/or reduced. Bonuses should be done away with.
 - exciting new curriculum means extra adult support needed in every classroom to meet all students needs and interests
 - increase time for SLP/OT/PT and counsellors in every building to meet all student needs; reduce wait times in elementary
 - protect Pro-D days - ensuring everyone has access to the learning opportunities they need to meet their class/student/buildings needs
 - importance of maintaining day custodians and facilities/ground crews to ensure our student learn in a safe, clean environment
 - Maintain or increase funding levels for designated students
 - Maintain or increase funding levels for Aboriginal students to ensure there is continued aboriginal support staff and cultural activities in the school
 - Consider allocation of funds to schools for Emergency Preparedness Kits.

2. Other Comments:

- We are grateful for the opportunity to make comment on the strengths of our educational system and appreciate the positive tone of the questionnaire. We do however express our deep concern that we have been asked to prioritize resources. The educational system is underfunded and our children's education is being eroded as a result. Class sizes and composition are unfairly high placing undue stress on teachers and students. Schools are fighting to maintain valuable programs and enrichment activities that add so much to our children's education and well-being. At a time when a new curriculum is being introduced we should be seeing greater funding for learning resources and technology. "The world is changing – and we have to change too. Technology and innovation are reshaping society – and the future." (<https://curriculum.gov.bc.ca>) How can we ask our children and teachers to explore this new world and curriculum without the resources there to assist them? We recognise that this is a discussion that should be brought forward at higher levels but wished to comment here on why we had such difficulty responding to this questionnaire.
- We agree with the GVTA that maximum support should be given to directly support children and as a result there should be more specialist support.
- We think that workload should be taken into account. 20 years ago the speech-language pathologists' caseloads were half the size and much, much less complicated.
- We would like consideration that itinerants tend not to get the same support as co-workers have, who work with the same team in the same building every day and the parents of many of our children have no further reserves of time or energy to advocate for their children.
- Local 382 seems to take a hit every budget year, facilities in particular. We are certainly doing more with less.
- Do not cut the operating budget as our education system is working on a shoestring budget as is.
- Stop wasting money on iPad's and other very expensive Apple products and instead get more Chrome books or Android tablets to allow wider access to the technologies. This would also have a positive impact on families more likely being able to afford their own devices.
- Stop seismically upgrading schools and instead spend the money building new updated schools.
- At a school like Frank Hobbs, with students from all over the world, it is very important that all students have an equal opportunity to learn and be successful at school. Special education funding is a must for all children to have access and to be able to be successful at school with extra support.
- I wish for a government that provides enough and adequate funding for all the basics of public education.
- It would be great to have a link on the school board web site to access a full list of funding areas and other budget information. Most people do not know how to read comprehensive financial statements.
- I think if education is running at a deficit then areas of the provincial budget should contribute. Education is a #1 priority.
- Establish outdoor classrooms and more nature-based instruction. More French integrated into the program from kindergarten.
- It is impossible to prioritize when all areas are needed. Trustees need to be verbal and speak to the media about this issue.
- Arts are so important. Government needs to restore funding to arts education. I would sign a petition.
- Nothing can possibly be a low priority. There is nowhere else to cut, is there? Best of luck allocating chronically short funds in a chronically undervalued segment of our society. You people are doing the best you can with what you have. Carry on. Maybe one day our world will wake up and recognize we have built an enormously intricate and damaged civilization as a result of repeatedly ignoring the foundation of importance.
- It is important for those students who need extra support to be able to have it; whether it is through ESL / Special Ed and / or Technology. If the new curriculum supports differentiated learning, it is important to support those needs.
- It will be helpful to seek parent and staff input, once funding is secured, to increase impact of the funding, rather than continuing to use the funding in the same way.
- We need the school board to act as our collective voice in protecting all elements of the school system as fundamental and key to our children's education – including a safe and well-maintained building!
- More funding to physical education, field trips to museums and art galleries, parks. Invest in more teaching support in the classrooms.
- I do not think saving for a rainy day is a good idea at the moment; better spend the money on programs for the kids.
- Clearly public education is underfunded in BC. I would love to see the school board put in more effort into lobbying the government for sufficient funds rather than tricking the parents into even more erosion of the public

education system. Building maintenance? Libraries? Everything on your cut list is a fundamental of a basic education system. Please try harder. The problem is political, not financial.

- Public school is supposed to serve the public. Healthy, well-rounded and well-educated children serve the public, our economy and our society. This questionnaire is offensive. Without properly funding our schools to give all of our kids the education they need, I am afraid that all is lost.
- We have tried to provide you with suggestions that are not a burden to the 2016/2017 budget, and are in alignment with our school's vision: Caring to Learn, Learning to Care. Our situation as a school is exceptionally fortunate due to the hard work and dedication of our staff and administration. Leslie Lee has achieved a lot in the way of resources and technology, to facilitate our transition to the new curriculum being offered. Enhanced curriculum as we have described in the points above may be available through collaboration with other schools and districts. We have heard from parents that the playing field at the school needs to be revitalised. We value all of our staff and would like resources to be devoted to support them in their careers.
- As a PAC, we plan to raise money with the assistance of community and agency partners, to supplement the cost of the cultural activities we promote in the school. We will also engage with Canadian Parents for French, to support the learning of children in the French immersion program.
- We understand the scarcity of resources and appreciate the energy and dedication that the district and our administration team have committed to ensuring our children are well-educated in the public school system.
- We also noted there is considerable overlap in the areas mentioned and that this list may not include areas of the budget with which we are less familiar. For instance, there may be opportunities to cost share aspects of operations or maintenance with Saanich, or there may be energy efficiencies that have not yet been implemented. Further, it may be prudent to revisit the facilities rental fees and pro-rate them according to non-profit, private or commercial activity.
- Inject more money into the system.
- Reynolds Secondary is accommodated in a very old building that is too small and not conducive to learning. It certainly is not conducive to the new curriculum which encourages brainstorming and gatherings of students to jointly problem solve. There are very few places for students to gather in a manner that is not disruptive to other students and classes. It is challenging to retrofit the school with needed technology, and the infrastructure is always broken in one way or another. The school needs to be, at least, expanded, and the washrooms need to be fitted with new hardware and appliances.
- Earthquake KIOSKS – centralized earthquake support program for the district to ensure all schools are adequately and regularly supplied.
- Teachers and school administrators are already stretched but after enduring numerous work to rule, labour strikes, and budget cuts that have sullied the public school experience for students and their families it is time to focus back on the students. Class sizes need serious attention. Students with special needs or behavioural issues need support and hours that educational assistants are dedicated to one student shouldn't be divided between others.
- We are a family that can afford to send our child to a private school system but believe strongly in the values, the programming and the teaching that a public school system offers. With further cuts, increased class sizes, less assistants for special needs students and/or behavioural issues alternative schooling situations are becoming more and more attractive. It is a time when we should be focusing back on the student and making the educational system more assessable, attractive and appealing.
- It is my hope that upon graduation from Spectrum Community School that my son will be able to look back at his education with respect, fondness and lasting memories.
- Thank you for allowing us some input to what truly is a very difficult situation.
- I admire the work that you do, your continued hard work and I wish you all the best.
- As parents, we believe in the importance of transparency when the budget cuts are being made and decided upon. By being transparent this will reduce judgements and assumptions being made on the parents' side. Take the time to educate the whole school community on the changes.
- No cuts please. As an Inner City/Urban Centre school, we feel we are severely stretched in our budget as it is. In addition, the community that we draw from, in terms of fundraising efforts, is not able to provide the kind of financial support that other schools, in wealthier parts of the city, may benefit from.

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: January 11, 2016

RE: **BYLAW 9130 – STANDING COMMITTEES**

At the December 14, 2015 regular board meeting, the Board of Education approved renaming the Education Policy Development Committee to Education Policy and Directions Committee. Bylaw 9130 *Standing Committees* needs to be updated to reflect the name change.

If the Operations, Policy and Planning Committee reaches agreement with respect to the proposed revisions to Bylaw 9130 *Standing Committees*, 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 9130, <i>Standing Committees</i> at the meeting of January 18, 2016. Motion to be Carried Unanimously
--

That Bylaw 9130, <i>Standing Committees</i> be:

Read a first time this 18 th day of January, 2016; Read a second time this 18 th day of January, 2016; Read a third time, passed and adopted this 18 th day of January, 2016.
--

BYLAW 9130

STANDING COMMITTEES

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



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

Greater Victoria School District

Adopted: April 27, 1981
Revised: January 31, 1983
Revised: October 27, 1997
Adopted: February 25, 2002
Revised: March 30, 2009
Reviewed: March 2012
Revised: January 18, 2016

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: January 11, 2016

RE: **SHORELINE MIDDLE SCHOOL
STATUTORY RIGHT-OF-WAY FOR PEDESTRIAN PUBLIC ACCESS PATH**

The Town of View Royal has installed a pedestrian public access path over a portion of land at Shoreline Middle School. A Statutory Right-of-Way is required for the portion of land legally described as Lot 1, Section 2, Esquimalt District, Plan 11627, Except Part in Plan 41826, PID: 000-875-759.

Regulation 7110 *Disposal of Real Property* has been considered. The regulation states that easements are not subject to this Regulation.

The Town of View Royal has agreed to pay all costs associated with the maintenance of this path.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve granting a Statutory Right-of-Way to the Town of View Royal for the purpose of installing and maintaining a pedestrian public access path over a portion of land at Shoreline Middle School legally described as Lot 1, Section 2, Esquimalt District, Plan 11627, Except Part in Plan 41826, PID: 000-875-759.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw 16-01 at the January 18, 2016 Board meeting.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Disposal (Right-of-Way) of Real Property Bylaw 16-01, being a bylaw to grant a Statutory Right-of-Way to the Town of View Royal on the property legally described as Lot 1, Section 2, Esquimalt District, Plan 11627, Except Part in Plan 41826, PID: 000-875-759 for the purpose of installing and maintaining a pedestrian public access path.

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

DISPOSAL (RIGHT-OF-WAY) OF REAL PROPERTY BYLAW NO. 16-01

WHEREAS Section 65(5) of the *School Act* requires that a board may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96(1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS pursuant to Section 96(3) of the *School Act*, a board may dispose of land or improvements or both;

NOW THEREFORE be it resolved that the Board of Education of School District No. 61 (Greater Victoria) hereby advises their intention, pursuant to Section 96(3) of the *School Act*, to grant a statutory right-of-way to the Town of View Royal on the property legally described as Lot 1, Section 2, Esquimalt District, Plan 11627, Except Part in Plan 41826, PID: 000-875-759 for the purpose of installing and maintaining a pedestrian public access path on the Shoreline Middle School property.

The granting of this statutory right-of-way at Shoreline Middle School will not adversely affect the educational services or programs provided in School District No. 61 (Greater Victoria).

This bylaw may be cited as School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 16-01.

Read a first time this 18th day of January, 2016

Read a second time this 18th day of January, 2016

Read a third time, passed and adopted this 18th day of January, 2016

Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 16-01 adopted by the Board of Education this 18th day of January, 2016.

Secretary-Treasurer

LAND TITLE ACT
FORM C (Section 233) CHARGE
GENERAL INSTRUMENT - PART 1 Province of British Columbia

PAGE 1 OF 7 PAGES

Your electronic signature is a representation that you are a subscriber as defined by the Land Title Act, RSBC 1996 c.250, and that you have applied your electronic signature in accordance with Section 168.3, and a true copy, or a copy of that true copy, is in your possession.

1. APPLICATION: (Name, address, phone number of applicant, applicant's solicitor or agent)

Randall & Murrell LLP
Barristers & Solicitors
201 - 1006 Fort Street
Victoria

Tel: (250) 382-9282, File: 15-185-M

BC V8V 3K4

Deduct LTSA Fees? Yes ☒

2. PARCEL IDENTIFIER AND LEGAL DESCRIPTION OF LAND:

[PID]

[LEGAL DESCRIPTION]

000-875-759 LOT 1, SECTION 2, ESQUIMALT DISTRICT, PLAN 11627, EXCEPT PART IN PLAN 41826

STC? YES ☐

3. NATURE OF INTEREST

CHARGE NO.

ADDITIONAL INFORMATION

SEE SCHEDULE

4. TERMS: Part 2 of this instrument consists of (select one only)

(a) ☐ Filed Standard Charge Terms D.F. No.

(b) ☒ Express Charge Terms Annexed as Part 2

A selection of (a) includes any additional or modified terms referred to in Item 7 or in a schedule annexed to this instrument.

5. TRANSFEROR(S):

THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT NO. 61, (GREATER VICTORIA)

6. TRANSFEREE(S): (including postal address(es) and postal code(s))

TOWN OF VIEW ROYAL

45 VIEW ROYAL AVENUE

VICTORIA

BC

V9B 1A6

7. ADDITIONAL OR MODIFIED TERMS:

NIL

8. EXECUTION(S): This instrument creates, assigns, modifies, enlarges, discharges or governs the priority of the interest(s) described in Item 3 and the Transferor(s) and every other signatory agree to be bound by this instrument, and acknowledge(s) receipt of a true copy of the filed standard charge terms, if any.

Officer Signature(s)

Execution Date

Y	M	D
15		

Transferor(s) Signature(s)

The Board of School Trustees of School District No. 61, (Greater Victoria), by its authorized signatory:

Per:

Per:

(as to both signatures)

OFFICER CERTIFICATION:

Your signature constitutes a representation that you are a solicitor, notary public or other person authorized by the *Evidence Act*, R.S.B.C. 1996, c.124, to take affidavits for use in British Columbia and certifies the matters set out in Part 5 of the *Land Title Act* as they pertain to the execution of this instrument.

Officer Signature(s)

Execution Date

Transferor / Borrower / Party Signature(s)

15

M

D

(as to both signitures)

15

(as to both signatures)

Town of View Royal, by its authorized signatory:

Per:

Per:

**Capital Regional District, by its
authorized signatory:**

Per:

Per:

OFFICER CERTIFICATION:

Your signature constitutes a representation that you are a solicitor, notary public or other person authorized by the *Evidence Act*, R.S.B.C. 1996, c.124, to take affidavits for use in British Columbia and certifies the matters set out in Part 5 of the *Land Title Act* as they pertain to the execution of this instrument.

LAND TITLE ACT
FORM E

SCHEDULE

NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
Statutory Right of Way		over part on Plan 41424 over part shown as Area A on Plan EPP52711 over part shown as Area A, Area B and Area C on Plan EPP53828

NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
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NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
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NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
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NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
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NATURE OF INTEREST	CHARGE NO.	ADDITIONAL INFORMATION
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TERMS OF INSTRUMENT - PART 2

STATUTORY RIGHT OF WAY

WHEREAS:

- A. The Transferor is the registered owner in fee simple of those lands and premises in the Town of View Royal, British Columbia, which are legally described as:

PID: LEGAL DESCRIPTION:

000-875-759 Lot 1, Section 2, Esquimalt District, Plan 11627, Except Part in Plan 41826

(the "Lands")

- B. There is a public school located on the Lands.
- C. The Town of View Royal (the "Town") is the Transferee and is desirous of installing a pedestrian public access path over a designated area on the Lands which the Town agrees to maintain as set out in this Statutory Right of Way.
- D. The pedestrian public access path is located within the boundary of an area which is defined in three separate registered plans as follows:

All of the area defined and shown on a plan registered under Plan 41424; and
Area A as defined in a plan registered under EPP52711; and
Area A, Area B and Area C as defined and shown on a plan registered under EPP53828

(all collectively the "Statutory Right of Way Area").

- E. The Statutory Right of Way granted by this document is necessary for the installation and maintenance of the Town's pedestrian public access path located in an area later defined in this document, and which constitutes a Statutory Right of Way within the meaning of the *Land Title Act*.

NOW THEREFORE in consideration of the premises and the covenants herein contained, the payment of the sum of \$1.00 paid by the Town to the Transferor and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties covenant and agree, pursuant to Section 218 of the *Land Title Act* of British Columbia as follows:

1. STATUTORY RIGHT OF WAY

- 1.01 The Transferor hereby grants, conveys, and confirms unto the Town, in perpetuity the full free and uninterrupted right, liberty, privilege, permission easement and statutory right of way for the Town, its officers, employees, contractors and agents, in common with the Transferor, at all times hereafter from time to time at their will and pleasure to enter, pass and repass, over the Statutory Right of Way Area, with or without equipment for the purpose

of installing, repairing, maintaining and replacing a pedestrian public access path which is located entirely within the boundaries of the Statutory Right of Way Area.

1.02 The Transferor hereby grants, conveys, confirms unto the Town, in perpetuity, the full free and uninterrupted right, liberty, privilege, permission, easement and statutory right of way for use by the general public, in common with the transferor, at all times hereafter from time to time at their will and pleasure to enter, be on, pass and repass, on foot or by bicycle, but without vehicles, over the to the Right of Way Area for the purpose of using the pedestrian public access path.

1.03 The Transferor covenants and agrees to and with the Town that the Town shall:

- (a) for itself and its servants, agents, workers, contractors and all other licensees of the Town;
- (b) together with machinery, vehicles, equipment, and materials;
- (c) upon, over, under and across the Statutory Right of Way Area;
- (d) as may be considered necessary, useful, or convenient by the Town, in the Town's absolute discretion, for the purposes in section 1.01 and 1.02; and
- (e) in connection with the operations of the Town in relation to the pedestrian public access path;

be entitled at all times to enter, use, pass and repass, labour, construct, erect, install, dig, carry away soil or other surface or subsurface materials, and remove any growth, seedlings, trees, brush, buildings or obstructions now or hereafter in existence on the Statutory Right of Way Area, as the Town deems necessary, in the Town's absolute discretion for the purpose of maintaining the pedestrian public access path within the Statutory Right of Way Area.

1.04 It is mutually agreed between the parties that the Transferor will not erect any buildings or structures or permit any buildings or structures to be erected or plant or permit to be planted any trees, shrubs or other growth on the Statutory Right of Way Area that would obstruct or preclude the reasonable use of the pedestrian public access path.

1.05 The Transferor will permit the Town to peaceably hold and enjoy the rights hereby granted.

1.06 The Town acknowledges that some of the Statutory Right of Way Area falls within a Statutory Right of Way registered against the Lands in favour of the Capital Regional District, and the Town covenants and agrees not to, and not to permit any person, to interfere with or cause damage to any works of the Capital Regional District which are located upon or under the Lands within the Statutory Right of Way Area.

1.07 The Town covenants with the Transferor that it will notify and get written approval from the Capital Regional District at least 3 business days before the Town undertakes excavation or construction of any part of the path that falls within the Capital Regional District's Statutory Right of Way over the Lands. The Capital Regional District acknowledges that such approval shall not be unreasonably withheld, and that such approval shall not be necessary in the event of an emergency which would require immediate action on the part of the Town.

2. REGISTRATION

- 2.01** The Transferee agrees to do everything necessary to ensure that this Agreement is registered against the title to the Lands with priority over all financial charges, liens and encumbrances registered, or the registration of which is pending, at the time of application for registration of this Statutory Right of Way, including all options to purchase, rights of first refusal, mortgages and assignments.

3. SEVERANCE

- 3.01** If any portion of this Agreement is held invalid by a court of competent jurisdiction, the invalid portion shall be severed and the decision that it is invalid shall not affect the validity of the remainder of the Agreement.

4. RUNS WITH LANDS

- 4.01** The Statutory Right of Way set forth herein shall charge the Lands and no part of the fee of the soil shall pass to or be vested in the Town and the Transferor may use and enjoy the Statutory Right of Way Area in common with the Town and the public. The Statutory Right of Way set forth herein shall not terminate if and when a purchaser becomes the owner in fee simple of the Lands, but shall charge the whole of the interest of such purchaser and shall continue to run with the Lands and bind the Lands and all future owner of the Lands and any portion thereof. The Transferor is only liable for breaches of this Agreement that occur while the Transferor is the registered owner of the Lands.

5. INDEMNITY

- 5.01** The Transferor hereby releases, indemnifies and saves harmless the Town, its elected officials, officers, employees, agents and others from and against any and all manner of actions, causes of action, claims, costs, expenses (including actual legal fees), losses, damages, debts, demands and harm, by whomever brought, of whatsoever kind and howsoever arising out of or in any way due to or relating to the granting or existence of this Statutory Right of Way or any breach of its terms by the Transferor.
- 5.02** Notwithstanding section 5.01, the Town acknowledges that it shall be responsible for any damage which the Town may directly cause to any works of the Capital Regional District or those of the Transferor which are located upon the Lands, as a result of the Town's excavation or construction of the pedestrian public access path within the Statutory Right of Way Area, and the Town agrees to repair any such damage at its own expense, and indemnify and save harmless the Capital Regional District or the Transferor, as the case may be, in the event that either party suffers any loss or expense as a result of such damage caused directly by the Town.

6. INTERPRETATION

- 6.01** Wherever the singular or masculine or neuter is used in this Agreement, this same shall be construed as meaning the plural, the feminine or body corporate where the context or the parties hereto so require.

7. FURTHER ASSURANCES

- 7.01 The parties hereto shall execute and do all such further deeds, acts, things, and assurances as may be reasonably required to carry out the intent of this Agreement.

8. WAIVER

- 8.01 Waiver by the Town of any default by the Transferor shall not be deemed to be a waiver of any subsequent default.

9. INUREMENT

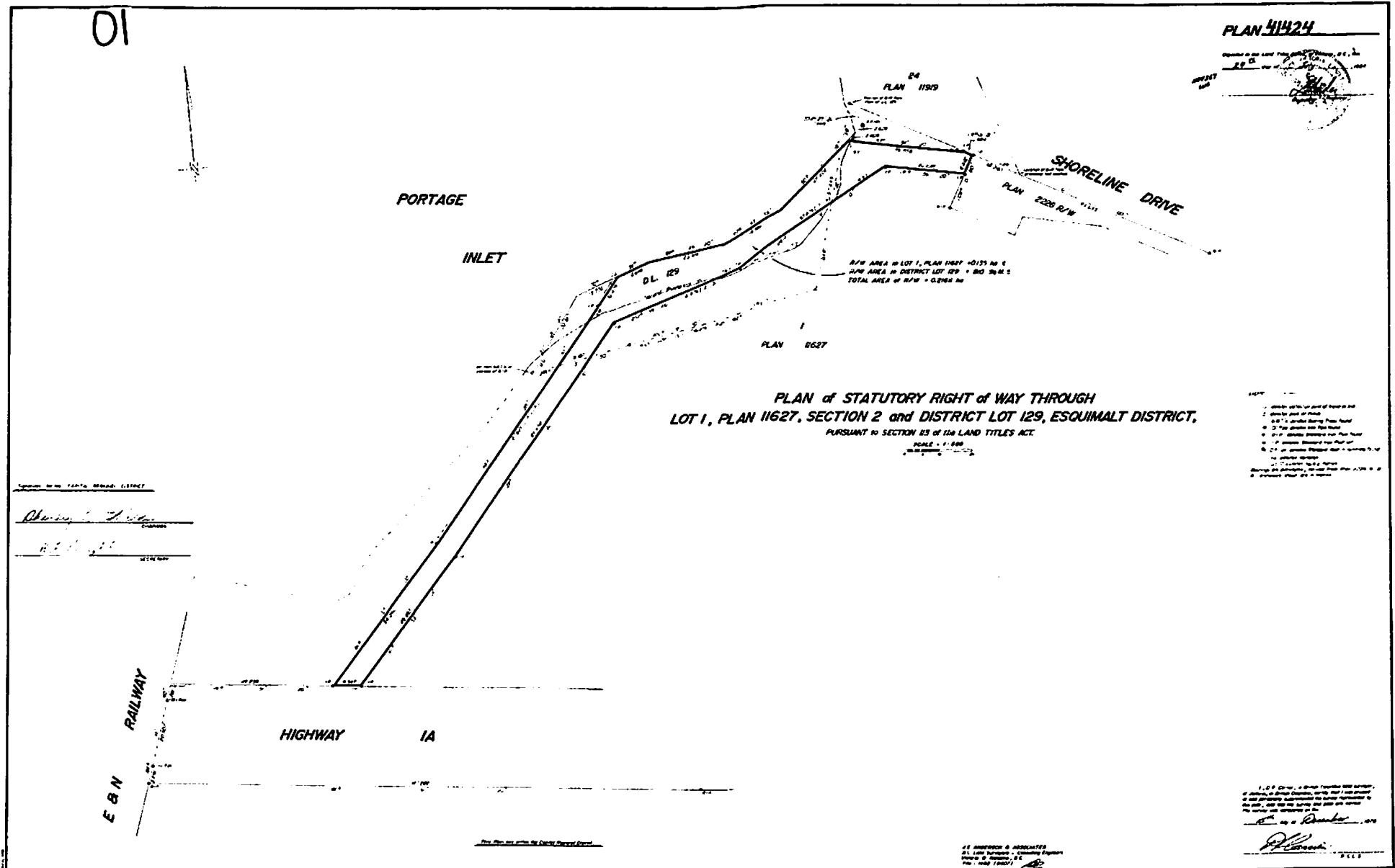
- 9.01 This Agreement shall enure to the benefit of and binding on the parties hereto and their respective successors and permitted assigns.

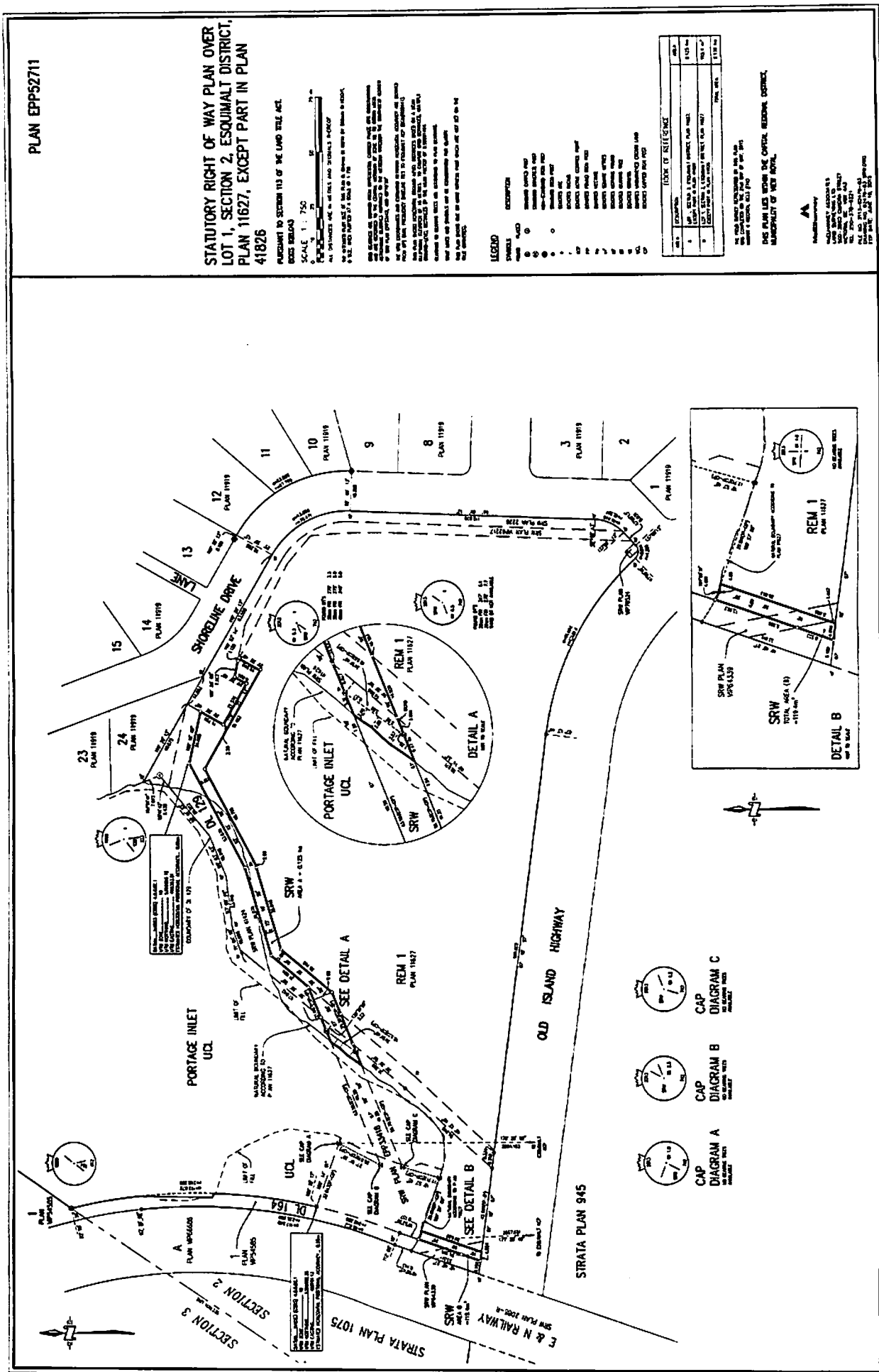
10. REFERENCES

- 10.01 Every reference to each party is deemed to include the heirs, executors, administrators, personal representatives, successors, assigns, servants, employees, agents, contractors, officers, licensees and invitees of such party, wherever the context so requires or allows.

11. EXECUTION

- 11.01 As evidence of their agreement to be bound by the terms of this instrument, the parties hereto have executed the Land Title Office Form C which is attached hereto and forms part of this Agreement.





TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Manager, Labour Relations and Legal Services

DATE : January 11, 2016

RE: **Assets and Corporate Sponsorship**

Background

The Provincial Government requires that public sector entities, including Boards of Education, comply with their “Naming Privileges Policy” (the “BC Policy”). The BC Policy governs the naming of physical assets in recognition of financial or in-kind contributions from individuals, businesses, organizations and others. Public entities may create their own policies but any locally created naming policy must conform with the BC Policy.

I have been asked to provide guidance on the definition of “physical asset” as it is found in the policy.

Naming Privileges Policy Requirements

While the BC Policy does not contain a specific definition of physical asset it is clear that the Policy is intended to cover physical assets of significant value.

Guidance provided on the BC government website indicates that the BC Policy applies to the following:

- Government-owned buildings or part of a building (for example: wings, rooms, laboratories and meeting areas)
- Roads and other transportation infrastructure
- Recreational areas and other public spaces
- Collections of books or art
- Equipment of significant value

The link can be found as follows:

<http://www.gov.bc.ca/gov/content/governments/services-for-government/policies-procedures/naming-privileges-policy>

Minor physical assets such as plaques on theatre chairs and the like have not typically been subject to the BC Policy. Given the guidance above, it is my opinion that continuing such a practice is appropriate.

Moreover, Board Policy 1325.2 appears to provide school based principals some discretion in fund raising. It is as follows:

FUND-RAISING

It is the intent of the Greater Victoria School Board that:

1. School fund-raising activities should enhance the educational program, and/or have educational or cultural value.
2. Children and the schools should not be exploited through sales and canvassing activities.
3. Principals should be given maximum discretionary powers, and be held accountable for their decisions. In making their decisions, principals should have the support of their Parents' Committees.

Potential Board Considerations

It is my opinion that the District may allow the naming of physical assets of a limited value without contravening the BC Policy. I would recommend, however, that if the Board were to create a policy addressing the naming of physical assets that it incorporates a definition of assets or physical assets that limits the definition based on value.

The reason to incorporate a specific definition of asset or physical asset is that the definition of asset, on its own, may be interpreted in a broad fashion. This would create unneeded ambiguity for District staff. For instance, Black's Law Dictionary defines assets, in part, as "property of all kinds, real and personal, tangible and intangible". Despite this broad interpretation, there are a variety of statutes and regulations that specifically define asset for the individual purpose of their own statute and/or regulation. In most cases the definition limits the application of asset as to not capture specific assets or assets of a specific value.

While I have not been able to find a BC school district policy on the naming of assets or physical assets of a smaller nature, a number of Districts have policies on the use or disposal of assets that typically provide differing treatment of assets based on their value.

For instance, SD 74 (Gold Trail) differentiates between an asset worth over \$1,000. SD 81 (Fort Nelson) requires a differentiated treatment of capital assets over \$5,000. Similar to SD 81, SD 61 capitalizes assets when the value is \$5,000 or greater.

Some Districts do define assets. For instance, SD 34 (Abbotsford) Policy 3.110 "Use of District Assets" defines assets as "all equipment, furnishing, tools, and vehicles that are owned leased, or rented by the school district." SD 27 (Cariboo-Chilcotin) defines assets quite broadly and includes all "real property including, but not limited to, teacherages, portables, vehicles, equipment, office furniture, computer equipment, electronic waste, library and text books, and

obsolete inventory and /or supplied, but does not include Land or Improvements (permanent structures).”

Conclusion

Given these examples, I would recommend that the Board direct the Superintendent to recommend policy that would specifically define physical assets to limit its application to physical assets over a set value. I would also recommend that the Board direct the Superintendent to recommend appropriate new policy and or changes to current policy that incorporate the naming of physical assets that do not fall under the BC Policy.

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Manager, Labour Relations and Legal Services

DATE : January 11, 2016

RE: **Seismic Upgrading Program**

Background

Due to recent seismic activity there has been an increased interest in the preparedness of the District related to the seismic upgrading of school buildings.

Given such interest it is an appropriate time to provide the Board with an update on the status of the District's seismic upgrading program.

Seismic Upgrading Program

Over the last decade the District in partnership with the Ministry of Education has pursued a seismic upgrading program (the "Program"). The Program is intended to upgrade operating school facilities considered "high risk". This designation is based on a Ministry Standard and is determined by Structural Engineers with an understanding of this Standard.

Since 2007 the District has upgraded the following schools utilizing Richmond Elementary School as swing space:

- Margaret Jenkins 2009
- Willows 2010
- Central 2011
- Quadra 2014
- George Jay 2015
- Cloverdale Current

In addition, the District seismically upgraded the following high risk schools without utilizing Richmond Elementary for swing space:

- Monterey 2007
- Mount Doug 2009
- James Bay 2010
- McKenzie 2011

- Victoria High 2011 Phase 1
- Lansdowne 2012
- Victoria West 2013
- Tillicum 2015

The District is currently in the planning stages for the following facilities (which are all still subject to Ministry of Education approval):

- Shoreline (2016)
- Victoria High (2017) Phase 2
- Cedar Hill TBD
- Craigflower TBD
- Braefoot TBD Partial
- Lambrick Park TBD
- Reynolds TBD
- Arbutus TBD

The District anticipates that, assuming Ministry support (which has been consistent to date), our Program will be completed in 5 to 7 years which puts the District on track to be completed nearly a decade ahead of the Ministry schedule for seismic upgrading of all high risk schools in the Province.

It is important to recognize the efforts of the Facilities Department and the Ministry of Education in achieving the success that the Program has had.