

**The Board of Education of  
School District No. 61 (Greater Victoria)**

**Regular Board Meeting**

**Monday, February 15, 2016 - 7:30 p.m.**

**Tolmie Boardroom  
556 Boleskine Road**

**(Please note that an In-Camera Board meeting  
will precede the Regular Board meeting)**



The Board of Education of School District No. 61 (Greater Victoria)  
Regular Board Meeting, Monday, February 15, 2016 @ 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road

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**AGENDA**

**A. COMMENCEMENT OF MEETING**

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

**A1. Approval of the Agenda** (p 01-03)

**A2. Approval of the Minutes**

a) Approval of the January 18, 2016 Regular Board Minutes (p 04-10)

**A3. Business arising from the Minutes**

**A4. Student Achievement**

a) Ken Andrews, Principal, Monterey Middle School

**A5. District Presentations**

**A6. Community Presentations** (5 minutes per presentation)

a) Rod Sim, Rotary Club of Oak Bay

b) Howard McElderry, Bays United Football Club

**B. TRUSTEE REPORTS**

**B1. Chair's Report**

**B2. Trustees' Reports**

a) Trustee Orcherton - Health Saanich Advisory Committee (p 11)

b) Trustee Orcherton - BCPSEA AGM Report (p 12-25)

c) Trustee McNally

***Note: This meeting is being audio and video recorded.  
The video can be viewed on the District website.***

**C. BOARD COMMITTEE REPORTS**

**C1. Education Policy and Directions Committee**

- a) Minutes from the February 1, 2016 meeting – Information only (p 26-28)

**C2. Operations Policy and Planning Committee**

- a) Minutes from the February 9, 2016 meeting - Information only (p 29-35)

b) Recommended Motions:

- i) 

That the Board of Education of School District No 61 (Greater Victoria) approve the 1240 Yates Street Temporary My Place Transitional Home Neighbourhood Agreement and authorize the Chair to sign on as a signatory, on behalf of the Board.	(p 36-39)
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- ii) 

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Strategic Plan.	(p 40-46)
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- iii) 

That the Board of Education of School District No. 61 (Greater Victoria) receive an update on the Wellness and Attendance Support Program from Human Resource Services at the June Operations Policy and Planning Committee meeting.
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- iv) 

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2015/2016 Amended Annual Budget Bylaw at the meeting of February 15, 2016. Motion to be Carried Unanimously	(p 47-67)
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<p>That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2015/2016 in the amount of \$226,198,077 be:</p> <p>Read a first time the 15th day of February, 2016                  Read a second time the 15th day of February, 2016                  Read a third time, passed and adopted the 15th day of February, 2016</p> <p>And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.</p>
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- v) 

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2016/2017 school year calendar on the school district’s website for a period of one month:	(p 68)
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<b><u>2016/2017 School Year Calendar*</u></b>	
School Opening	September 6, 2016
First non-instructional day	September 19, 2016
Thanksgiving	October 10, 2016
Second non-instructional day (Province wide)	October 21, 2016
Remembrance Day	November 11, 2016

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Third non-instructional day	November 18, 2016
Schools close for Winter vacation	December 16, 2016
Schools re-open after Winter vacation	January 3, 2017
Fourth non-instructional day	February 10, 2017
Family Day	February 13, 2017
Fifth non-instructional day	February 24, 2017
Schools close for Spring vacation	March 10, 2017
Schools re-open after Spring vacation	March 27, 2017
Good Friday	April 14, 2017
Easter Monday	April 17, 2017
Sixth non-instructional day	May 19, 2017
Victoria Day	May 22, 2017
Administrative Day and School Closing	June 30, 2017
*Seventh non-instructional day to be chosen by each school	

- vi) 

<p>That the Board of Education of School District No 61 (Greater Victoria) approve the following motion for submission to the BCSTA AGM:</p> <p>That the BCSTA urge the BC Ministry of Education to provide additional targeted funding for First Nations children and youth in care.</p>
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 (p 69-70)

**D. DISTRICT LEADERSHIP TEAM REPORTS**

- D1. **Superintendent’s Report** (p 71-91)
- D2. **Secretary-Treasurer’s Report**

**E. QUESTION PERIOD (15 minutes total)**

**F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**G. NEW BUSINESS/NOTICE OF MOTIONS**

- G1. **New Business**
- G2. **Notice of Motions**

**H. ADJOURNMENT**

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The Board of Education of School District No. 61 (Greater Victoria)  
January 18, 2016 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

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**MINUTES**

**Present:**

Trustees Edith Loring-Kuhanga, Chair, Diane McNally, Vice-Chair, Tom Ferris, Elaine Leonard, Deborah Nohr, Peg Orcherton, Rob Paynter, Jordan Watters, Ann Whiteaker

**Administration:**

Piet Langstraat, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, Mark Walsh, Manager, Labour Relations, Katrina Ball, Associate Secretary-Treasurer, Karen Walters-Edgar, Recording Secretary

The meeting was called to order at 7:55 p.m.

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

**A. COMMENCEMENT OF THE MEETING**

**A1. Approval of the Agenda**

It was moved and seconded:

That the January 18, 2016 Agenda be approved with the following additions:

**B1 Chair's Report** a) Selection of Standing Committee Chairs

**B2 Trustees' Reports** c) Trustee Orcherton

**Motion Carried**

**A2. Approval of the Minutes**

a) It was moved and seconded:

That the December 14, 2015 Regular Board Minutes be approved.

**Motion Carried Unanimously**

**A3. Business arising from the Minutes - None**

**A4. Student Achievement**

a) Cindy Harte, Principal, Torquay Elementary School thanked the Board for the opportunity to attend and speak about Torquay Elementary and introduced Vice-Principal, Leann Trenchard and five Torquay students. Ms. Harte provided an overview of the various projects taking place at the school and stated that Torquay has two official goals this year: 1: to develop critical thinking, and 2: to increase student voice and ownership. Ms. Harte invited the first of five students who spoke in turn about what school life at Torquay meant and looked like to them.

Ms. Trenchard commented on how rewarding it was to see students enter Torquay in kindergarten and over time become competent and confident students ready to move on to middle school.

Chair Loring-Kuhanga thanked Principal Harte, Vice-Principal Trenchard and the Torquay students for attending and sharing their information with the Board.

**A5. District Presentations - None**

**A6. Community Presentations**

- a) Don Evans, Executive Director of Our Place Society, introduced himself and his colleague Mary-Anne Sorenson, Manager of Transitional Housing. Ms. Sorensen provided a handout which explained the details of a 4-month initiative to support 40 homeless people from the tent city to transition into more permanent housing. Mr. Evans stated that My Place is transitioning about 5-6 people a day from the tent city into more stable housing. The ultimate goal is to maintain permanent and secure housing for as many people as possible. Mr. Evans also explained that people are provided with daily opportunities to participate in programs and activities such as computer training, job readiness, cooking, budgeting, and arts and crafts. A skilled and experienced team of staff have been hired to carry out My Place operations. Mr. Evans said that this 4-month initiative ends in April and if it does continue, it will have to be housed in a different location.

Chair Loring-Kuhanga thanked Don Evans and Mary-Anne Sorenson for attending and presenting to the Board.

**B. CHAIR'S REPORT**

- B1.** Chair Loring-Kuhanga acknowledged and thanked Trustee Diane McNally for fulfilling the duties of Acting Chair while she was away in Tanzania. Chair Loring-Kuhanga also acknowledged the work of Debra Laser, Secretary-Treasurer and all of the support that she has provided to trustees over the years. Chair Loring-Kuhanga presented Ms. Laser with a bouquet of flowers and a card on behalf of the Board of Education and wished her all the best on her retirement.

Chair Loring-Kuhanga advised that each standing committee needs to elect a Chair. The members of the Operations, Policy and Planning Committee (OPPS) left the board room to elect a new Chair. Upon their return, the OPPS Committee announced that Elaine Leonard was elected to remain Chair. The Education Policy and Directions Committee members also left the board room to elect a new Chair. Upon their return, they announced that Deborah Nohr was elected to remain Chair of this committee.

Chair Loring-Kuhanga congratulated and welcomed Fred Schmidt as the new President of CUPE Local 382.

**B2. Trustees' Reports**

- a) Trustee McNally provided an update on the Homeless Shelter issue and advised that she plans to attend the neighbourhood group meetings as they occur.
- b) Trustee Paynter presented the French Immersion Advisory Committee report.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept the French Immersion Advisory Committee Report as presented by Trustee Paynter.

**Motion Carried Unanimously**

**C. BOARD COMMITTEE REPORTS**

**C1. Education Policy and Directions Committee**

- a) The January 4, 2016 meeting minutes were received for information.
- b) Trustee Nohr referred to the January 4, 2016 meeting minutes and presented the following recommended motion.

It was moved and seconded:

That the Board of Education of School District No. 61. (Greater Victoria) track and compile all additional costs and lost facility rental revenue associated with the Temporary Shelter on 1240 Yates Street with the intent to present these costs to the City of Victoria, BC Ministry of Education and BC Ministry of Housing.

**Motion Carried**

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

- c) Trustee Orcheron advised that she will be attending the British Columbia Public School Employers’ Association AGM on January 29, 2016 as the Board’s representative and asked trustees for their feedback on the Ordinary Resolutions that will be considered at the AGM. Trustees indicated their support for the resolutions.

**C2. Operations, Policy and Planning Committee**

- a) The January 11, 2016 meeting minutes were received for information.
- b) Trustee Leonard referred to the January 11, 2016 meeting minutes and presented the following recommended motions:

It was moved and seconded:

- i) That the Board of Education of School District No. 61 (Greater Victoria) direct the Secretary-Treasurer to prepare a letter for the Board Chair to Mr. Rich Coleman, Minister responsible for Housing, with a copy to the Ministry of Education and the media explaining the District’s surplus.  
**Motion Carried Unanimously**

It was moved and seconded:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9130, *Standing Committees* at the meeting of January 18, 2016.  
**Motion Carried Unanimously**

That Bylaw 9130, *Standing Committees* be:

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.  
**Motion Carried Unanimously**

It was moved and seconded:

- iii) 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.  
**Motion Carried Unanimously**

It was moved and seconded:

- 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.  
**Motion Carried Unanimously**

It was moved and seconded:

- That the Board of Education of School District No. 61 (Greater Victoria) 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 be:  
  
 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;  
  
 and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.  
**Motion Carried Unanimously**

It was moved and seconded:

- iv. That the Board of Education of School District No. 61 (Greater Victoria) 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.  
**Motion Carried Unanimously**

It was moved and seconded:

- v. That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update the website for Ad Hoc Committees:
  - 1) all Terms of Reference documents for all Ad Hoc Committees of the Board be posted on a new School District No. 61 (Greater Victoria) Board of Education Ad Hoc Committees of the Board page under the “Board” menu; and
  - 2) that the Technology Committee Terms of Reference be moved from the “subcommittees” page placed on the Ad Hoc Committee page; and
  - 3) that all Terms of Reference of Ad Hoc Committees with terms that have ended by Board motion be placed in an “Archived Terms of Reference” section on the Ad Hoc Committees page; and
  - 4) that the Policy definition of the Policy subcommittee be placed on the present subcommittee page.**Motion Carried Unanimously**

**D. DISTRICT LEADERSHIP TEAM REPORTS**

**D1. Superintendent’s Report**

- a) Superintendent Langstraat referred Trustees to his written report and provided highlights of his school visits, events and meetings over the past month. He also noted the work being done in preparation for the Special Education Audit that is scheduled for the week of January 25 – 29, 2016.

Superintendent Langstraat presented a summary of the Parent Education Fund requests and asked Deputy Superintendent Green to provide comments. Deputy Superintendent Green explained that 17 school P.A.C.s requested funding and that she had contacted VCPAC President Audrey Smith and Trustee Ann Whiteaker to review the funding requests. It was decided that all 17 schools would be approved for their funding requests, to a maximum of \$250.

**D2. Secretary-Treasurer’s Report**

- a) Secretary-Treasurer Laser advised that the 3<sup>rd</sup> Reading of Bylaw 9360.2, *Meetings of the Standing Committee* was conducted by a poll vote on December 15, 2015 and that the motion passed.
- b) Secretary-Treasurer Laser advised that the 3<sup>rd</sup> Reading of Bylaw 9130.2, *The Operations Policy and Planning Committee* was conducted by a poll vote on December 15, 2015 and that the motion passed.
- c) Secretary-Treasurer Laser explained that the Seismic Project Identification Report (SPIR) has been completed for the Cedar Hill Middle School Seismic Upgrade and that the Ministry of Education will reimburse SPIR costs upon the Board approving a capital project bylaw for the school project.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Capital Project Bylaw No. 114323, being a bylaw for the Cedar Hill Middle School Seismic Upgrade in the amount of \$35,507.  
**Motion Carried Unanimously**

It was moved and seconded:

That Capital Project Bylaw No. 114323, being a bylaw for the Cedar Hill Middle School Seismic Upgrade in the amount of \$35,507 be:  
 Read a first time the 18<sup>th</sup> day of January, 2016;  
 Read a second time the 18<sup>th</sup> day of January, 2016, and  
 Read a third time, passed and adopted the 18<sup>th</sup> day of January, 2016;  
 and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.  
**Motion Carried Unanimously**

- d) Secretary-Treasurer Laser explained that the Seismic Project Identification Report (SPIR) has been completed for the Shoreline Middle School Seismic Upgrade and that the Ministry of Education will reimburse SPIR costs upon the Board approving a capital project bylaw for the school project.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Capital Project Bylaw No. 116653, being a bylaw for the Shoreline Middle School Seismic Upgrade in the amount of \$51,510.  
**Motion Carried Unanimously**

It was moved and seconded:

That Capital Project Bylaw No. 116653, being a bylaw for the Shoreline Middle School Seismic Upgrade in the amount of \$51,510 be:  
  
 Read a first time the 18<sup>th</sup> day of January, 2016;  
 Read a second time the 18<sup>th</sup> day of January, 2016, and  
 Read a third time, passed and adopted the 18<sup>th</sup> day of January, 2016;  
  
 and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.  
**Motion Carried Unanimously**

- e) Secretary-Treasurer Laser explained that the Board of Education approved the 2015/2016 Five Year Capital Plan at the October 19, 2015 Board meeting and that it was submitted to the Ministry of Education. The Ministry of Education has now advised that previously supported seismic upgrade projects that do not yet have Ministry funding approval need to remain on the District’s plan to make sure that they are still represented as priorities. The five year capital plan has been revised to include the previously supported projects.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised 2015/2016 Five Year Capital Plan for submission to the Ministry of Education.  
**Motion Carried Unanimously**

**E. QUESTION PERIOD – None**

**F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None**

**G. NEW BUSINESS/NOTICE OF MOTIONS**

- a) Trustee Watters advised that she will be bringing a Notice of Motion to the Operations Policy and Planning Committee meeting with respect to drafting a response to the letter received from the Greater Victoria Teachers’ Association.

**H. ADJOURNMENT**

It was moved and seconded:

That the meeting be adjourned.

**Motion Carried**

The meeting adjourned at 8:55 p.m.

**CERTIFIED CORRECT**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

**Healthy Saanich Advisory Committee Weds Jan 27/16 REPORT TO THE BOARD**

**UPDATE & COMMENTS FROM THE CHAIR:** the inaugural meeting of the LGBTQ sub-committee is tonight at 7:30 following this meeting. The HSAC meeting will finish at 7:15 pm to allow both Committees members to mix and mingle for a few minutes. Chair Plant will make a recommendation at that meeting to change the sub committee's meeting date to 2 weeks following the HSAC meeting. This will allow time for draft minutes of the sub committee to come to HSAC in a timely manner to allow for follow up and or recommendations by HSAC.

**REGULAR MEETING SCHEDULE:** as required by Section 85(a) of Council Procedure Bylaw 2015, 9321 the committee re-confirmed that the meetings of the Healthy Saanich Advisory Committee continue to be held on the 4<sup>th</sup> Wednesday of each month with the exceptions of July, August and December when there will be no meetings.

**TERMS OF REFERENCE REVIEW:** the Committee reviewed and made changes to the TOR. A clean copy will come back to the next HSAC meeting for final review and vote

**REVIEW OF HEALTHY SAANICH ADVISORY COMMITTEE INFORMATION ON WEBSITE:** discussion around mandate and to update website. Highlight current initiatives and show past initiatives.

**2016 WORKPLANS and GOALS:** Possibilities around new initiatives to promote a healthy, vibrant Saanich ( e.g. multicultural food fest, more public events)

**Saanich Community Association Network (SCAN) UPDATE:** work on proposed new McKenzie Interchange, Viens of Life Water Shed Project, survey to all Community Associations ( how many members in each? How much money do they raise/spend? What are their governance models)

**NEXT MEETING:** February 24, 2016 at 5:30pm

Respectfully Submitted;

Peg Orcherton, Trustee SD 61

BCPSEA AGM January 29, 2016 Coast Coal Harbour Hotel Vancouver BC

I attended the AGM along with Mark Walsh Secretary Treasurer and Colin Roberts SD 61 Human Resources.

BCPSEA has sent out a report from the AGM which is attached for your review. It covers all of the discussion so I will only highlight a couple of points as follows;

- 1) The surplus of \$2,466,575.00 (as reported in the Guided Tour I submitted to Trustees at the January Board meeting) does not remain with BCPSEA. It is returned to Government.
- 2) The Ordinary Resolutions that were passed were passed with the following numbers:

Ordinary Resolution 0 -1 votes cast 44 FOR, 2 Opposed

Ordinary Resolution 0 -2 votes cast 47 For, 0 Opposed (Unanimous)

Ordinary Resolution 0 -3 votes cast 24 For, 21 Against

As directed by our Board I voted in support of all 3 Resolutions.

The *NewsLink Express* and presentation materials are also available online at:  
<http://www.bcpsea.bc.ca/AGM2016.aspx>

Respectfully submitted,

Peg Orcherton Trustee SD 61

## Conference Report: Annual General Meeting

The 22<sup>nd</sup> Annual General Meeting of the BC Public School Employers' Association (BCPSEA) was held on Friday, January 29, 2016 at the Coast Coal Harbour Hotel, 1180 West Hastings Street, Vancouver, BC.

This one-day event opened with reports from BCPSEA Public Administrator Michael Marchbank and CEO Renzo Del Negro, as well as greetings from BC School Trustees Association President Teresa Rezanoff.

During the business session, the assembly considered the 2014-2015 audited financial statements as well as the appointment of the auditors, and carried the following motion:

BE IT RESOLVED that KPMG be appointed auditors to the British Columbia Public School Employers' Association for the 2015-2016 fiscal year.

*Carried*

The members then moved into a Representative Council for review of the proposed 2016-2017 BCPSEA budget:

BE IT RESOLVED that the membership approve the proposed BCPSEA budget for April 1, 2016 through March 31, 2017 as presented.

*Carried*

The assembly moved back into the AGM business session with debate of the following proposed resolutions submitted by School District No. 42 (Maple Ridge-Pitt Meadows):

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Finance requesting that the association be released from the direction of the Public Administrator and that the Trustee Directors be reinstated to the BCPSEA Board of Directors.

*Carried*

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Education requesting that costs incurred by boards of education from the Economic Stability Dividend be fully funded for the duration of the Provincial Framework Agreement.

*Carried*

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Education requesting that the Ministry respect local board autonomy and ensure that board of education implementation of the Attendance Support and Wellness Initiative project will be on a voluntary basis.

*Carried*

BCPSEA will report out to the sector when responses are received with respect to the letters referenced in the three resolutions.

The AGM program included updates from the Ministry of Education by Dave Byng, Deputy Minister of Education, and the Public Sector Employers' Council by Christina Zacharuk, President and CEO. Delegates also attended a panel presentation on the Performance Management Pilot Project with School District No. 69 (Qualicum), and a Shared Services Information Update with representatives from the Ministry of Education and the BC Education Marketplace.

A closing thank you was provided to all delegates for their engagement and participation in the day's events, and appreciation expressed for the members' support for the ongoing work of BCPSEA.

## Report of the CEO

January 29, 2016

For those of you that have been coming to these for a while, you are used to hearing about the history and where we have been. Last year I said I would not do that and I titled my report, "Looking forward... a year later."

I'm going to recap 2015 but I am going to spare you the long-term history and continue to look forward from the perspective of where we should be heading. I make no promises for next year, though — as we all know, "Those who cannot remember the past are condemned to repeat it." I also know some of you need your "historical fix," so in future years I will start getting back into the history as I would hate to see you go through historical withdrawal.

Michael gave a good summary of what we have accomplished this past year so I won't go over those areas beyond where it takes us in this upcoming year.

There has been, and will continue to be, concern over governance; however, I believe the organization has continued to operate in the best interests of school districts while continuing to deliver on its statutory obligations.

We look to find a balance between what we are required to do by statute and what services we can provide to you as our member clients.

It is always important to remind ourselves that our mission is to develop and maintain human resource practices that maximize the benefit for students in our public education system through the effective use of resources and fair terms of employment.

Although we have a specific statutory mandate, we focus on our client service portfolio which includes both statutory and value-added services.

BCPSEA's focus is to help you achieve your goals. Our success comes from your success.

We have and will continue to focus on providing high level human resource services to school districts to achieve this collective success.

Some look at the Sectoral Exempt Staff Compensation Review Project from the perspective of what has not happened — but we like to look at what *has* happened.

We take great pride in the fact that we are able to coordinate this project on your behalf, that we are able to submit a comprehensive sector-wide compensation structure that is both defensible to your constituents as well as constructive with respect to your recruitment and retention needs. A lot of work has gone into this project and will continue to go into this project until it is completed. We will then have a new road map that will set us up well for the future. As Michael mentioned, we are the first sector to undertake a comprehensive review of this nature and it will serve us all well going forward.

I would like to commend Deborah Stewart for all her hard work on this file as it has been a very complex and, at many times, controversial file, but she perseveres and we can see the light at the end of the tunnel.

As we move toward shared services, BCPSEA is pleased to be able to contribute to the success of the initiative. The Employment Practices Liability Program has been in place during this school year and it has worked very well. To date there have been 161 incident reports — 31 of them are currently active. Of the active files there are 28 arbitration files, 3 human rights files, and there are currently no exempt litigation files. We will continue to refine the program as we get feedback from the technical working group and the field, including our Advisory Committee. At this point we are very pleased at where it stands.

I truly believe the EPLP will yield positive results as we move forward with this initiative. I would also like to take this time to acknowledge Jennifer Duprey and Nancy Hill who manage this program on your behalf.

Attendance Support is another initiative that we are quite pleased to be a part of.

As a human resource professional, it is refreshing to be able to focus on an initiative that is designed to provide support to employees, whether unionized or exempt. We all know that a big part of an individual's identity is where they work and the job they perform. This initiative helps employees stay engaged with their workplace so they can either stay at work, which is of great importance to them or, if they are not able to stay at work, get the supports they need to stay engaged and get as healthy as possible. The more people are able to stay engaged and attend work allows for greater consistency in the classroom and greater efficiency in operations. We are in the pilot stage of the project and we are working diligently to assist the pilot districts to finalize their programs. We then hope to be able to add more districts using what we have learned from the pilots. I would like to acknowledge Sue Ferguson and Rosalie Cress who are managing this project on your behalf. I would like to thank the contributions of the pilot districts for going first and I would also like to thank Surrey, Vancouver, and Greater Victoria for the contributions they have made in an advisory capacity to the project. Making this project successful is a collective effort and we appreciate the support.

There are many districts that have asked to get going on this project and we can assist, however, our main focus at this time is the pilot districts so that we have a more streamlined process that we can use to roll out the next wave of districts.

In addition to the data EDAS currently collects, we have been working to expand the system to be able to collect the necessary data to assist with the Attendance Support Initiative. This information will also be useful for bargaining in the future. We are working directly with vendors to coordinate the necessary requirements so that the various systems can collect the relevant data. This is no small task but I know that Hilary Brown and Dora Eng are up to the challenge.

In addition to our primary labour relations services that are delivered through our labour relations liaisons, we also have a series of specialized areas that we are coordinating on your behalf. Laura Buchanan in our office, along with Leanne Bowes and Lauren Kullar,

have been working with the BCTF and the support staff unions through labour–management meetings, collective agreement committees and the PEBT, and have established a high functioning working relationship. Specifically, we have had a series of productive labour–management meetings in the past year and we are confident this will help set the stage for the bargaining relationship in 2019.

We have also had several support staff committees that were the result of the provincial framework that are moving along well. Committees such as the SSEAC, the Education Assistant Committee, the Job Evaluation Committee and the joint work with the PEBT continue to show a high level of cooperation with support staff unions.

We are hopeful that as things transform over the next few years we will be at a place that allows for further productive discussion and outcomes.

Georgina Johnson is back and our HR Learning Series is back on track. We have revised our Productive Workplace Conversations course and, as Michael mentioned, we have added our Motivation-based Interviewing to the offerings. We have also been working on material that will assist with the Attendance Support Program. These programs are built with your needs in mind and, given the current fiscal climate, we believe we can offer these courses in a very cost effective manner for districts. As we move closer to bargaining you will also see our collective bargaining course offerings.

Not only does it provide a series of human resources courses that are designed specifically for this sector, but it also allows us to dialogue with you to understand your needs, which allows us to serve you better in other service areas.

Make a Future continues to be a strong resource in recruitment. It is recognized outside of K-12 for its reach. We added First Nations schools to the portal and we continue to get requests from other sectors, such as independent schools and the post-secondary sector. We were able to add BC Offshore Schools, which allows us to increase revenue to keep costs neutral — and the more exposure we have to external resources the more exposure employees have to the K-12 public system.

We continue to seek ways to improve Make a Future. One example is that we have now upgraded the site to be mobile friendly.

This was done in response to the fact that many new job applicants are applying for jobs from their phones. It is now easier for them to apply for jobs from Make a Future directly from their mobile device.

Andrew Jang and Silvana Sam have partnered with a number of districts to attend career fairs and bring more exposure to the K-12 public system. We will also be reviewing the program in 2016 to see if it is meeting its intended purpose and we will make refinements where we can add value.

To repeat last year, Labour Relations 101 tells us you begin preparing for the next round of bargaining the day after you conclude the last round of bargaining. We will be conducting a series of regional meetings in April and May to start the discussion on how we go about setting our objectives for 2019. We will, of course, also use the Advisory Committee, visits to partner group meetings, and board of education meetings if necessary to facilitate further discussion.

We will be asking you to articulate to us over the next couple of years: What do you want to achieve? What are your service delivery goals now and leading up to 2019 and beyond? Do you need collective agreement changes to achieve your goals? If so, where do we need to make changes to the collective agreement to help facilitate those goals or where do we need to avoid making changes so you can continue to meet your goals? We will work through those questions to help set the mandate for 2019.

As per the Minister's mandate letter, there will be discussions regarding the process of bargaining. Should we be looking at the scope of what is bargained, where it is bargained, etc.?

All of this will shape the objectives that BCPSEA is mandated to bargain.

Our focus will soon be required to shift to bargaining. I know that you are all excited to hear that.

Once again, I want to emphasize BCPSEA is here to serve the sector and we look forward to helping you achieve your goals in the next 4 years and beyond.

Thank you.

# AGM >> 22



## Report of the Chair

January 29, 2016

Good morning and welcome to the 22nd Annual General Meeting of the British Columbia Public School Employers' Association. I now call this meeting to order.

An AGM provides a natural opportunity to reflect on where we've been and where we're going. Our work certainly doesn't occur in isolation of all that is swirling around us. There is no question we are in turbulent times, but we are also in exciting — and what many describe as transformative — times, given the current rate and nature of technological, climate, and social change.

All of these changes, of course, have an effect on how we approach the work that we do in the K-12 public education sector in British Columbia.

With that in mind, your association has a number of proactive initiatives underway that I believe positively position the sector as we move forward and I'd like to highlight a few of those for you.

First and foremost, I know the issue of management compensation is top of mind for many of you. It's important to distinguish between the government compensation policy direction and the work that BCPSEA has been doing. BCPSEA has completed significant work in this area for principal and vice principal positions and a new Regional Salary Model, as recommended by the BCPSEA Exempt Staff Compensation Working Group, will be deemed to be in effect by the start of the next school year. In addition, on January 18 BCPSEA completed the process for approval of salary increases available to these positions retroactive to July 1, 2015 and January 1, 2016 under government's interim relief of the management compensation freeze.

The interim relief increases represent the first phase of transition to the new Regional Salary Model and we await further direction from the Public Sector Employers' Council regarding next steps.

BCPSEA is also in the midst of a comprehensive market compensation survey for the district-based management positions that will result in revised salary structures for these positions, which, once approved by PSEC, will be deemed to be in effect at the start of the next school year. As with the principal and vice principal positions, the interim relief increases for the eligible district-based positions will also represent the first phase of transition to the new salary structures.

If you need more information or want to discuss these compensation initiatives, please seek out staff during this AGM, call or e-mail next week, or access the Exempt Staff Issues bulletins on the BCPSEA website.

It's worth noting, however, that K-12, through BCPSEA, is the first part of the public sector permitted to undertake a market compensation review of this nature and I think it's testament to the work the association has done in this important area over the last several years.

Another important initiative that started in the past year is the Employment Practices Liability Program. The EPLP is a shared services initiative between BCPSEA, the Ministry of Education, and the Ministry of Finance Risk Management Branch.

Under the program, BCPSEA manages the district claims, the retaining of and provision of legal services, the supervision of external counsel, and the management and coordination of all legal files. This initiative will ensure the effective and efficient operational use of financial and human resources and the achievement of best litigation outcomes in a provincially coordinated manner.

The Attendance Support and Wellness Program is another shared services initiative that got off the ground in the past year, and which I know is the subject of a proposed resolution

to be debated at this AGM. This Program is founded on the development of a principle-based integrated attendance support program that includes wellness, disability management, and attendance support components. BCPSEA is providing leadership and centralized advice, resources, and support to assist districts with implementing their own programs.

The first year of the program involves the development, implementation and monitoring of pilot project programs in seven school districts. Next year, best practices will be made available to all districts to assist in implementing their programs.

Given that we are competing in not just a local, but a global marketplace, recruitment of qualified individuals into management, leadership, and specialist positions in our sector is an ongoing challenge. Make a Future – Careers in BC Education, was launched in 2008 and this proactive, multi-faceted initiative is unique in Canada, which is something worth noting.

Make a Future provides support and assistance to school districts in a variety of key areas, including the Integrated Recruitment Portal. In fact, the success of the Portal has attracted new partners, including the Independent First Nations Schools of British Columbia and most recently, a significant number of BC Offshore Schools. I encourage you to seek out Make a Future staff to find out how they can assist your district with your recruitment issues.

Linked to recruitment of course is selection – once we have our candidate short-list, how do we ensure our interview processes facilitate selecting the high-performing candidate? This is where the BCPSEA HR Learning Series Programs come in. BCPSEA is constantly reviewing and updating its program offerings to ensure we meet the training needs of districts. Our programs are customized to the K-12 sector and can be delivered in a group setting in Vancouver or in individual districts or groups of districts. Motivation-based Interviewing is the newest HR Learning Series program, and the first course offering is coming up in March. Please seek out BCPSEA staff or the BCPSEA website for more information on the program and how to register.

I have touched on just a few of the important initiatives that BCPSEA has underway on your behalf. All of these initiatives — many of which are innovative and certainly proactive — are targeted to address some of the areas of transformational change that we are experiencing. This work, as well as the ongoing day to day human resource and labour relations advice and assistance to districts, is designed to assist you in effectively managing the human resource management issues that you need to address in your school districts.

I also want to take this opportunity to address the issue of association governance. We are now in the third year of the current governance structure, which I know continues to be an issue of concern for many of you and is a matter that will be discussed again by the members at this AGM through the proposed resolution put forward by School District No. 42 Maple Ridge-Pitt Meadows.

In considering options to address a structured mechanism for trustee input and feedback, we initiated the BCPSEA School District and Government Advisory Committee, which held its first meeting on October 29, 2015, and met again yesterday, January 28.

The Advisory Committee is comprised of two participants from the Public Sector Employers' Council Secretariat; two participants from the Ministry of Education; seven trustee participants from the BC School Trustees Association; one participant from the BC School Superintendents' Association; one participant from the BC Association of School Business Officials, and is supplemented by BCPSEA staff resources.

The Advisory Committee provides information and input in support of BCPSEA meeting its statutory mandate as well as reviewing its services to school districts, which includes all of the initiatives I have mentioned today — and more.

The meetings we've had to date have been productive and constructive, and we will continue to meet on an ongoing basis.

Your employers' association continues to operate in its full capacity, including regularly scheduled Board meetings. We are committed to continue to work diligently to meet and serve the needs of our members.

In closing, I would like to take this opportunity to say thank you — to your BCPSEA staff who do a tremendous amount of quality work on your behalf, to those districts who make their staff available to work with us on committees, focus groups, working groups, and pilot projects, and to all of you who have participated in our ongoing requests for feedback, our meetings, and our other activities. The issues are complex, the timelines are often tight, and we very much appreciate the time and effort of everyone involved as we engage in this important work together.

Thank you very much.



**Education Policy and Directions Committee  
February 1, 2016 – Tolmie Board Room, 556 Boleskine Road**

**Regular Minutes**

**Present:** **TRUSTEES**  
Deborah Nohr, Chair  
Tom Ferris  
Edith Loring-Kuhanga  
Diane McNally  
Peg Orcherton  
Rob Paynter  
Jordan Watters  
Ann Whiteaker

**ADMINISTRATION**

Piet Langstraat, Superintendent of Schools  
Shelley Green, Deputy Superintendent  
Greg Kitchen, Associate Superintendent  
Deb Whitten, Associate Superintendent  
Mark Walsh, Secretary-Treasurer  
Ted Pennell, Director, Information Technology  
Dave Shortreed, Coordinator, Educational Technology  
Nadine Naughton, Principal, Shoreline Community School  
James Hansen, Principal, Doncaster Elementary School  
Janine Roy, District Principal, Learning Initiatives  
David Futter, GVTA  
Audrey Smith, VCPAC  
Read Jorgensen, VPVPA  
Dana Hlasny, Student Representative  
Solomon Lindsay, Student Representative  
Connie Schmidt, Recording Secretary

The meeting was called to order at 7:02 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**

Trustee McNally advised that she will add a Notice of Motion for the February 9, 2016 Operations Policy and Planning Committee Meeting under item 6. Notice of Motions.

It was moved:

That the February 1, 2016 regular agenda be approved with the following addition:

- 6. Notice of Motions**  
a. Trustee McNally

**Motion Carried Unanimously**

**2. APPROVAL OF MINUTES OF EDUCATION POLICY AND DIRECTIONS  
COMMITTEE MEETING – January 4<sup>th</sup>, 2016**

It was moved:

That the January 4, 2016 Education Policy and Directions 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 welcomed Student Representative Solomon Lindsay from Victoria High School who filled in for Jaya Hlasny, Student Representative from Spectrum Community School. Jaya joined the meeting later and was introduced as a first year member of the Representative Advisory Council of Students (RACS). Jaya will be attending the meetings of the board scheduled in the month of February 2016.

**B. Learner Success**

Superintendent Piet Langstraat outlined a Learner Success plan that highlighted aspects of today's classroom, shared district observations, big ideas, and presented ways to provide support for teachers. He talked about the importance of equitable access and thoughtful distribution of learning resources across the District for both teachers and students. He spoke about collaborative learning and the need for cohesive, meaningful technology support. Dave Shortreed, Coordinator of Educational Technology, assisted with the presentation by showcasing various learning environments and sharing highlights of his conversations with educators.

Principals Nadine Naughton, James Hansen, and Ted Pennell, Director of Information Technology, contributed to Mr. Langstraat's presentation by sharing their observations and experiences.

Superintendent Langstraat invited feedback from trustees, stakeholder group representatives and the public.

### **C. Special Education Audit**

Superintendent Langstraat informed the Board that the Special Education Audit took place January 25 to 29, 2016. He explained that 400 files were audited and all 400 files have passed the audit. He congratulated all Special Education staff in schools and departments for their excellent work and remarkable professionalism.

## **6. NOTICE OF MOTIONS**

Trustee McNally advised that she will bring the following motion to the February 9, 2016 Operations Policy and Planning Committee Meeting:

That the Board of Education of School District No. 61 (Greater Victoria) authorize the Chair to sign on as a signatory, on behalf of the Board, to the 1240 Yates Street Transition Shelter Neighbourhood Agreement.

## **7. GENERAL ANNOUNCEMENTS - none**

## **8. ADJOURNMENT**

It was moved:

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 8:42 pm.



**Operations Policy and Planning Committee Meeting  
February 9, 2016 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

**Present:**

Elaine Leonard, Chair, Diane McNally, Deborah Nohr, Rob Paynter, Jordan Watters

**Administration:**

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Julie Lutner, Senior Manager, Budgets & Financial Analysis, Colin Roberts, District Principal, Human Resource Services, Emily Moore, Human Resource Advisor, Wellness and Attendance Support, Doreen Hegan, Recording Secretary

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

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

**1. APPROVAL OF THE AGENDA**

It was moved:

That the February 9, 2016 regular agenda be approved.

**Motion Carried**

**2. APPROVAL OF THE MINUTES**

It was moved:

That the January 11, 2016 Operations Policy and Planning Meeting regular minutes be approved.

**Motion Carried**

**3. BUSINESS ARISING FROM MINUTES – None**

**4. PRESENTATIONS TO THE COMMITTEE**

**A. Don Evans, Our Place Society**

Mr. Evans advised the Committee that he would be available to respond to questions regarding the 1240 Yates Street Neighbourhood Agreement.

## 5. SUPERINTENDENT'S REPORT

### A. Introduction of Student Representative

Superintendent Langstraat introduced Dana Hlasny, Student Representative from Spectrum Community School.

### B. 1240 Yates Street Neighbourhood Agreement

Superintendent Langstraat invited Trustee McNally to present the updated 1240 Yates Street Neighbourhood Agreement to the Committee. Trustees agreed to replace the words "students and parents, teachers, school CUPE Local 382 and Local 947 workers" with the words "Central Middle School staff, students and parent community" within the Vision statement.

Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No 61 (Greater Victoria) approve the 1240 Yates Street Temporary My Place Transitional Home Neighbourhood Agreement and authorize the Chair to sign on as a signatory, on behalf of the Board.

**Motion Carried Unanimously**

### C. Strategic Plan

Superintendent Langstraat provided the Committee with an overview of the Strategic Plan that has been developed to guide the District over the next five years.

Trustees agreed to reposition Strategic Issue #5 – Aboriginal Learners to follow Strategic Issue #1 – Learner Success.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Strategic Plan.

**Motion Carried Unanimously**

## 6. PERSONNEL ITEMS

### A. Wellness and Attendance Support

Colin Roberts, District Principal of Human Resource Services and Emily Moore, Human Resource Advisor, Wellness and Attendance Support provided an update on the Wellness and Attendance Support Program. Trustees were advised that the purpose of the program is to improve the overall health and well-being of employees, reduce absences, and enhance employee engagement in the workplace, while treating all employees in a consistent and fair manner.

Discussion ensued amongst Trustees with questions of clarification asked of Mr. Roberts and Ms. Moore.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) receive an update on the Wellness and Attendance Support Program from Human Resource Services at the June 2016 Operations, Policy and Planning Committee Meeting.

**Motion Carried Unanimously**

## 7. FINANCE AND LEGAL AFFAIRS

### A. Budget Discussion – Amended Annual Budget 2015-2016

Secretary-Treasurer Walsh informed the Committee that the written narrative accompanying the amended annual budget has been provided in response to the findings and recommendations of the Office of the Auditor General following a performance audit of school district budget preparation and monitoring and control of expenditures.

Katrina Ball, Associate Secretary-Treasurer introduced Julie Lutner, Senior Manager, Budgets and Financial Analysis to the Committee. Ms. Ball then presented the 2015-2016 Amended Annual Budget stating that the amended budget takes into account both the revenues and the expenditures arising from the actual September 30, 2015 enrolments, all grant amounts confirmed subsequent to the approval of the annual budget, and all amounts carried forward from the previous fiscal year.

The Committee was informed that the Amended Annual Budget has been prepared based on Public Sector Accounting Standards which require the budget to include the operating, special purpose and capital funds. Consequently, the budget bylaw amount of \$226,198,077 includes the total budgeted expenses for all three funds.

Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary Treasurer Walsh and Ms. Ball.

The Committee supported that the following motions be brought forward to the February 15, 2016 Board of Education meeting:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2015/2016 Amended Annual Budget Bylaw at the meeting of February 15, 2016.

**Motion to be Carried Unanimously**

That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2015/2016 in the amount of \$226,198,077 be:

Read a first time the 15th day of February, 2016

Read a second time the 15th day of February, 2016

Read a third time, passed and adopted the 15th day of February, 2016

And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

## B. Needs Budget 2016-2017

Secretary-Treasurer Walsh advised Trustees of the consultative process used by the Needs Budget Ad Hoc Committee to seek feedback from educational partner groups, parent advisory councils, and the public regarding the needs budget for 2016-2017. The Ad Hoc Committee compiled a list of needs not met by existing budget and have provided a draft joint letter to the Minister of Education reflecting these needs. Secretary-Treasurer Walsh informed Trustees that the letter would be presented at a future meeting for signatures.

Discussion ensued amongst Trustees. Trustees agreed that the letter should be revised to include the signature of Superintendent Langstraat.

## C. School Calendar 2016-2017

Associate Superintendent Kitchen informed the Committee that he met with partner groups to discuss the fixed days for the 2016-2017 school year. He advised that, subject to the ratification of a memorandum of understanding with the GVTA, the proposed calendar would be recommended for approval.

Mr. Kitchen advised that the proposed calendar must be posted on the District website for 30 days for information and feedback. Following the 30 days, the calendar would be presented for approval at the March 29, 2016 Board Meeting and submitted to the Ministry of Education by March 31, 2016.

Discussion ensued amongst Trustees with questions of clarification being asked of Mr. Kitchen.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2016/2017 school year calendar on the school district's website for a period of one month:

### **2016/2017 School Year Calendar\***

School Opening	September 6, 2016
First non-instructional day	September 19, 2016
Thanksgiving	October 10, 2016
Second non-instructional day	October 21, 2016 (Province wide)
Remembrance Day	November 11, 2016
Third non-instructional day	November 18, 2016
Schools close for Winter vacation	December 16, 2016
Schools re-open after Winter vacation	January 3, 2017
Fourth non-instructional day	February 10, 2017
Family Day	February 13, 2017
Fifth non-instructional day	February 24, 2017
Schools close for Spring vacation	March 10, 2017
Schools re-open after Spring vacation	March 27, 2017
Good Friday	April 14, 2017
Easter Monday	April 17, 2017
Sixth non-instructional day	May 19, 2017

Victoria Day	May 22, 2017
Administrative Day and School Closing	June 30, 2017
*Seventh non-instructional day to be chosen by each school	
<b>Motion Carried unanimously</b>	

**8. FACILITIES PLANNING**

**A. Oak Bay Artificial Turf Field Options**

Secretary-Treasurer Walsh informed the Committee that Facilities Services has been researching an alternative infill to the planned crumb rubber infill for the Oak Bay High School field. Facilities has recommended an alternative product called TPE (Thermoplastic Elastomers), described as virgin rubber in the form of bead-like hard pellets. The product would have the same useful life and ongoing maintenance cost as crumb rubber but would come at a further capital cost.

Secretary-Treasurer Walsh explained that the funding envelope for the Oak Bay High School Project will be reviewed for the possibility of additional funding towards the higher cost alternative. In addition, both Oak Bay High School and Bays United Football Club have indicated the possibility of additional fundraising efforts.

Discussion ensued amongst Trustees with an interest expressed in receiving further information on the TPE product. Secretary-Treasurer Walsh indicated that he would provide further information to the Board.

**9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None**

**10. NEW BUSINESS**

**A. Trustee Nohr – Provincial Targeted Funding Envelope**

Trustee Nohr presented her motion and rationale.

It was moved:

That the Board of Education of School District No 61 (Greater Victoria) approve the submission of a substantive motion, rationale and references to the BCSTA AGM regarding a Provincial targeted funding envelope for First Nations children in care.
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Discussion ensued amongst Trustees. Trustee McNally moved an amendment to the main motion.

It was moved:

To amend the main motion to remove the words “*submission of a substantive motion, rationale and references to the BCSTA AGM regarding a Provincial targeted funding envelope for First Nations children in care*” and add the words “*following motion for submission to the BCSTA AGM: That BCSTA urge the BC Ministry of Education to provide additional targeted funding for First Nations children and youth in care to support their emotional well-being and their academic needs*”.

Further discussion ensued amongst Trustees. Chair Leonard moved an amendment to the amendment of the main motion.

It was moved:

To amend the amendment of the main motion to remove the words “*to support their emotional well-being and their academic needs*”.

**Motion Carried Unanimously**

Chair Leonard called for a vote on the amended motion.

It was moved:

That the Board of Education of School District No 61 (Greater Victoria) approve the following motion for submission to the BCSTA AGM: That BCSTA urge the BC Ministry of Education to provide additional targeted funding for First Nations children and youth in care.

**Motion Carried Unanimously**

## **B. Trustee Nohr – Class Size and Composition Data**

Trustee Nohr presented her motion and rationale.

It was moved:

That the Board of Education of School District No 61 (Greater Victoria) request senior administration to provide a summary report on class size and composition data for 2015-2016 including the number of students with designations per class per school, the number of split grade classrooms per school and any other relevant information to be presented at the March, 2016 Education Policy and Directions Committee.

Discussion ensued amongst Trustees. Trustee McNally moved an amendment to the main motion.

It was moved:

To amend the main motion by removing the words “*summary*”, and “*the number of split grade classrooms per school and any other relevant information*”.

**Motion Defeated**

For: Trustee McNally

Against: Trustees Leonard, Nohr, Paynter, Watters

Further discussion ensued amongst Trustees. Superintendent Langstraat advised the Committee that this information request would require more than two hours of staff time to compile and would; therefore, require full Board approval.

Trustee McNally moved another amendment to the main motion.

It was moved:

To amend the main motion to revise the date from “*March 2016*” to “*June 2016*”.

**Motion Defeated**

For: Trustees McNally, Watters

Against: Trustees Leonard, Nohr, Paynter

Further discussion ensued amongst Trustees, Superintendent Langstraat, and educational partner groups.

Trustee Nohr amended her own motion to remove the words “and any other relevant information”. Chair Leonard called for a vote on the main motion as amended by Trustee Nohr.

It was moved:

That the Board of Education of School District No 61 (Greater Victoria) request senior administration to provide a summary report on class size and composition data for 2015-2016 including the number of students with designations per class per school and the number of split grade classrooms per school to be presented at the March, 2016 Education Policy and Directions Committee.

**Motion Defeated**

For: Trustees Nohr

Against: Trustees Leonard, McNally, Paynter, Watters

**11. NOTICE OF MOTION** – None

**12. GENERAL ANNOUNCEMENTS** - None

**13. ADJOURNMENT**

It was moved:

That the meeting adjourn.

**Motion Carried**

The meeting adjourned at 10:07 p.m.



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: 1240 Yates Street Neighbourhood Agreement

DATE: February 9, 2016

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As trustees are aware, in the weeks since the MyPlace transition home has been opened, Central Middle School and the School District have been in regular communication with Don Evans and the on-site operators of the facility. This communication has allowed the parties to maintain a system of operation that is meeting the needs of students, the school community and the residents in the shelter.

As an ongoing piece of this process, weekly stakeholder meetings have been held which have included Principal Topher Macintosh and Trustee McNally, to discuss and address any surfacing concerns. These meetings have been helpful as they are informative and practical and have connected the District to the members of the neighborhood who are situated close to the shelter. These meetings have been proactive and very positive. All those in attendance have shown a genuine common interest around making the shelter a success while not negatively impacting the neighborhood.

In addition, there has been a proposal for neighborhood partners to come to agreement about the various responsibilities to which they will commit. In consultation with the school and facilities, it is felt that it would be appropriate to be a signatory to the attached agreement to formalize the arrangements that are already informally in place. Notably, there are no specific additional costs to the School District.

Therefore, I recommend the following motion.

<p>That the Board of Education of School District No 61 (Greater Victoria) approve the 1240 Yates Street Temporary My Place Transitional Home Neighbourhood Agreement and authorize the Chair to sign on as a signatory, on behalf of the Board.</p>
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# **1240 YATES STREET TEMPORARY MY PLACE TRANSITIONAL HOME NEIGHBOURHOOD AGREEMENT**

## **VISION**

Neighbours of the 1200 block of Yates Street, including existing residents, Central Middle School staff, students and parent community, fire fighters and other workers, and temporary transitional housing residents, will be welcome and may enjoy comfort and safety in their neighbourhood.

## **GOAL OF THE AGREEMENT**

To provide a means for everyone to work effectively together to achieve the vision.

## **PRINCIPLES**

- Communicate clearly and honestly,
- Work together to address concerns and solve problems in a positive and timely manner,
- Be respectful of all neighbours and engage them in resolving issues, and
- Commit to following through on agreed upon actions.

## **CONTEXT**

The City, Province and Island Health have partnered to open a new temporary emergency facility at 1240 Yates Street from January to April 2016.

The facility will be operated by Our Place Society, a non-profit society, who will manage the building and provide 24/7 support services, accommodation, storage, daily meals and non-clinical supports to its residents, as well as connecting facility users to health and social services. It is not a traditional shelter. Instead, it will serve as a transitional home to connect residents to appropriate and long-term housing options.

In the past, concerns have been expressed with individuals drawn to the area gathering on sidewalks, boulevards and school grounds, openly using and selling drugs and engaging in vandalism and theft, thus, generally contributing to unhealthy and unsafe conditions in the 1200 block. These concerns have increased due to the perceived and real impacts in the neighbourhood as a result of the opening of this facility.

Social issues are a reality and a shared community responsibility. Services such as those provided by Our Place Society are recognized as necessary and valuable in assisting vulnerable populations. Provision of such services may be accompanied by public disturbances, calling upon residents, social agencies, provincial agencies and the City to ensure negative impacts to public and private property are minimized or eliminated.

It is recognized that a Neighbourhood Agreement may help to manage social issues to reduce or eliminate their impacts on the immediate area, but will not address the root causes (poverty, addictions, mental illness, homelessness), nor will it address some of the law enforcement challenges related to illegal activities

## **NEIGHBOUR GROUP**

This agreement is amongst neighbours in the 1200 block of Yates Street and nearby residents. This agreement also includes the City of Victoria, Victoria Police Department, Victoria Fire Department, Our Place Society, BC Housing, Island Health, Fernwood Community Association, Fernwood Neighbourhood Resource Group, Central Middle School, Greater Victoria School District 61, and transitional housing residents, who have agreed to attend Neighbour Group meetings and participate in initiatives to improve the safety and livability of the 1200 block.

The Neighbour Group will initially meet every week and adjust the frequency of ongoing meetings as needed to maintain regular communication and discuss emergent and ongoing issues.

The City of Victoria will provide coordination and facilitation services to the Neighbour Group.

## **COMMITMENTS OF THE NEIGHBOUR GROUP**

Signatories agree to:

- Ensure that crime whether on public or private property is reported and that law enforcement is called promptly,
- Provide a representative to the Neighbour Group,
- Respond to concerns and participate in joint, cooperative initiatives as agreed to from time to time by the Neighbour Group,
- Address issues as and when they arise in a timely manner, and
- Communicate proactively on Neighbour Group matters.

Service agencies further agree to:

- Take appropriate action to deal with any resident who causes disruption at the school and in the immediate neighbourhood,
- Support the school with respect to security and the well-being of students, parents, teachers and other staff,
- Keep their buildings and grounds clean and in good condition,
- Promptly make any repairs needed and remove graffiti,
- Consider modifications to the exterior of their buildings to discourage loitering and camping (e.g. enhanced exterior lighting), and
- Assist in engaging the transitional housing residents to participate in the activities and initiatives of the Neighbour Group.

The Victoria Police Department will:

- Provide a dedicated Community Resource Officer to the Neighbour Group meetings,
- Where staffing levels and call load permit, provide increased visible presence in the general area of the temporary emergency facility,
- Work collaboratively with the Neighbour Group to address issues that may arise, including instructions on how to access and interpret the VicPD Web Site Crime Mapping Program for statistical information,
- Provide crime prevention information and advice to any member of the Neighbour Group, and
- Work together to ensure that effective and appropriate police resources and activities are maintained in the neighborhood around the My Place Transitional Home.

## **DESIRED SIGNATORIES:**

City of Victoria  
Victoria Police Department  
Victoria Fire Department  
BC Housing  
Island Health Authority  
Our Place Society  
School District 61: Greater Victoria  
Central Middle School  
Central Middle School Parents Advisory Committee (PAC)  
Fernwood Community Association  
Fernwood Neighbourhood Resource Group  
Transitional Housing Residents – representative  
Strata and Rental Properties – resident representatives



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: Strategic Plan

DATE: February 9, 2016

---

Please find attached the Strategic Plan.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Strategic Plan.

## **Greater Victoria School District No. 61 Strategic Plan 2016-2018**

### **How was the plan developed?**

The plan was developed on the basis of extensive discussions by Trustees and Senior Staff at Workshops on August 25 and October 27, 2015, and several meetings of the Drafting Group – Jordan Watters, Shelley Green and the facilitator/consultant, Malcolm Weinstein. The plan is also based on an Environmental Scan and SWOT Analysis carried out by the Board and Senior District Leadership, 1154 stakeholder responses to a brief survey prior to the workshops, and several other documents including 'Basic Principles', prepared in 2014 by the District's Culture and Community Committee.

### **Components of the Plan:**

- District Facts
- Mission
- Vision
- Values
- Tag Line
- Strategic Issues
- Strategic Goals
- Strategic Objectives

### **District Facts**

The Greater Victoria School District serves students from Victoria, Esquimalt, View Royal, Oak Bay, parts of Saanich and the Highlands, the City of Victoria, and the Esquimalt and Songhees Nations. Schools draw from urban, semi-urban and suburban areas.

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

#### **Enrollment 2015 - 2016**

- 8549 Full Time Equivalent Kindergarten through Grade 5 students
- 3970 Full Time Equivalent Grade 6 through Grade 8 students
- 5972 Full Time Equivalent Grade 9 through Grade 12 students
- 28 Full Time Equivalent Adult students
- 90.5 Full Time Equivalent Distributed Learning Students
- 1475 Aboriginal ancestry students
- 966 International students
- 16 Home-school students
- 1653 students with English Language Learning or English as a Second Dialect
- 3583 Early French Immersion students
- 233 Late French Immersion students
- 2123 students designated for Special Education services
- 176 Children in Care

## Mission, Vision, and Values

### Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

### Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

### Values

- **Engagement** – Students are actively engaged in their education and connected to our learning community.
- **Equity** – We give each student the opportunity to fulfill their potential.
- **Innovation/Positive Change** – We are innovative. We constantly seek ways to make positive change.
- **Integrity** – We are ethical and fair.
- **Openness and Transparency** – We are open about the decisions we make and how we make them.
- **Partnerships** – We create open and respectful partnerships with each member of our learning community.
- **Respect** – We respect ourselves, others, and our environment.
- **Social Responsibility and Justice** – It is our shared responsibility to work with and inspire students to create a better world.

## Tag Line

*"One Learning Community"*

## Strategic Issues, Goals, and Objectives

### Strategic Issues

Strategic Issues are issues that will be given special focus over the next 3 to 5 years. This does not mean that other work will be ignored; everyday District operations will still be undertaken with diligence and a commitment to excellence. Following are the "big five" Strategic Issues for the District over the next 3 to 5 years:

#### 1. Learner Success

Our top priority is clear – learner success. This means we do everything we can within our means to address each learner's needs and to create physical and emotional environments that support our learners and our staff.

#### 2. Aboriginal Learners

The Greater Victoria School District is committed to closing the gap between Aboriginal and non-Aboriginal learners. The unique needs and strengths of Aboriginal learners must be addressed with sensitivity and vigour.

It is our shared responsibility to continue to have respectful dialogue and build positive working relationships with our Aboriginal partners and to honour the cultural differences and diverse needs of Aboriginal learners.

The Board of Education is firmly committed to meeting the four goals of the Enhancement Agreement.<sup>1</sup>

#### 3. Vulnerable Learners

Many community respondents, as well as Trustees and Senior Staff, expressed concern about the shrinking levels of support for vulnerable learners, particularly those with learning and mental health challenges. As a result of budget reductions and the requirement to fund new provincial initiatives from existing resources, the District must continually find new and creative ways to meet the needs of our learners.

---

<sup>1</sup> 1 - To provide a sense of place, caring, safety and belonging for Aboriginal students in the Greater Victoria School District.

2 - To honour, nurture and support relationships between the Greater Victoria School District, local First Nations, Aboriginal Nations families and the community.

3 - To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the Greater Victoria School District.

4 - To increase success of all Aboriginal students.

Income disparities across the District, lack of resources to implement Individual Education Plans, and other constraints place increasing numbers of children in a vulnerable position. This affects not only their ability to learn but also the quality of learning for everyone. These challenges also place additional pressure on teachers.

#### **4. Community Engagement**

The District has strong relationships with many partners including six municipalities, First Nations and other internal and external communities, including students, families, and staff. We will broaden and deepen relationships with our partners and also develop new partnerships.

Senior staff and Board engagement with our internal community is also critical to learner success. We will ensure stronger ties between students, communities, teachers and staff so all parties feel valued and play a significant role in realizing our dream of being “one learning community.”

#### **5. Exemplary Governance**

Exemplary governance by the Board is essential to the District’s success. The benefits of exemplary governance are clear; strong leadership and community support for public education.

## **Strategic Issues, Goals and Objectives**

### **Strategic Issue #1: Learner Success**

#### **Strategic Goal: Create a Long Term Plan to Enhance Learner Success**

##### **Strategic Objectives**

- 1.1 Increase student literacy
- 1.2 Increase student numeracy
- 1.3 Provide clear opportunities for students and to identify life pathways
- 1.4 Support the mental health needs and well-being of students
- 1.5 Continue to develop appropriate and ethical use of technology
- 1.6 Increase student engagement

### **Strategic Issue #2: Aboriginal Learners**

#### **Strategic Goal: Address the Unique Needs and Strengths of Aboriginal Learners**

##### **Strategic Objectives:**

- 2.1 Engage effectively with Aboriginal communities in our District
- 2.2 Improve the success of Aboriginal learners
- 2.3 Support the implementation of the Aboriginal Enhancement Agreement

### **Strategic Issue #3: Vulnerable Learners**

#### **Strategic Goal: Provide Greater Support for Vulnerable Students with Diverse Needs**

##### **Strategic Objectives**

- 3.1 Develop a District Plan for vulnerable learners
- 3.2 Provide support and educational opportunities to teachers and staff who work with vulnerable learners
- 3.3 Continue to develop respect for learning differences

## **Strategic Issue #4: Community Engagement**

### **Strategic Goal: Actively Engage with our Communities**

#### **Strategic Objectives**

- 4.1 Develop a District Communications and Engagement Plan
- 4.2 Create more effective ways to bring student voices and parent perspectives to our schools and to the Board
- 4.3 Create more effective ways to bring staff voices and perspectives to the Board

## **Strategic Issue #5: Exemplary Governance**

### **Strategic Goal: Strengthen District Governance Practices**

#### **Strategic Objectives**

- 5.1 Create District long-term plans including:
  - District Facilities Plan
  - District Information Technology Plan
  - District International Education Plan
  - District Environmental Plan
- 5.2 Increase the District's capacity for evidence-based decision-making by making better use of data
- 5.3 Annually assess the effectiveness of the Board and the Superintendent



# OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8  
PHONE (250) 475-4106 FAX (250) 475-4112

**TO:** Operations Policy and Planning Committee  
**FROM:** Mark Walsh, Secretary-Treasurer  
**DATE:** February 9, 2016  
**RE:** **2015/2016 AMENDED ANNUAL BUDGET BYLAW**

In April 2015, the Board of Trustees approved the 2015/2016 Annual Budget Bylaw, which was based on the estimated revenue and expenses for the fiscal year. The Minister has requested that school boards prepare and approve an Amended Annual Budget for the 2015/2016 school year. The Amended Annual Budget takes into account both the revenues and the expenditures arising from the actual September 30, 2015 enrolment counts, all grant amounts confirmed subsequent to the approval of the Annual Budget and all amounts carried forward from the previous fiscal year.

The Amended Annual Budget has been prepared based on the Public Sector Accounting Standards which require the budget to include the operating, special purpose and capital funds. Consequently, the budget bylaw amount of \$226,198,077 includes the total budgeted expenses in the operating, special purpose and capital funds.

- Statement 2 of the Amended Annual Budget document consolidates the revenue and expense budget amounts for all funds.
- The operating budget revenue and expense details are shown on Schedules 2, 2A, 2B and 2C.
- The special purpose fund revenue and expense details are shown on Schedules 3 and 3A.
- The capital fund revenue and expense details are shown on Schedule 4.

## OPERATING FUND

The following table summarizes the proposed 2015/2016 Amended Annual Budget – Operating Fund compared to the 2014/2015 Amended Annual Budget – Operating Fund per Schedule 2.

	<b>2015/2016 Amended Annual Budget</b>	<b>2014/2015 Amended Annual Budget</b>
Revenues	\$ 177,247,275	\$ 168,857,465
Expenditures	198,105,574	186,505,114
Net Revenue (Expense)	(20,858,299)	(17,647,649)
Budgeted Prior Year Surplus Appropriation	21,775,666	18,555,980
Interfund transfers	(917,367)	(908,331)
Budgeted Surplus (Deficit), for the year	\$ -	\$ -

Budgeted revenues have increased by \$8.3M from the prior year and budgeted expenses have increased by \$11.6M. The following outlines the major changes in the 2015/2016 Amended Annual Budget – Operating Fund compared to the 2014/2015 Amended Annual Budget – Operating Fund:

## Operating Grant

Per Schedule 2A, the Operating Grant from the Ministry of Education has increased by \$7.3M. This is due to the following factors:

- 1) Overall enrolment has increased from 2014/2015 to 2015/2016, resulting in a revenue increase of \$2.8M, assuming no change in the Funding Levels.

	<b>2015/2016 Amended Annual Budget FTE</b>	<b>2014/2015 Amended Annual Budget FTE</b>
Elementary/Middle/Secondary (school-aged)	18,703	18,429
Continuing Education (school-aged)	11	10
Distributed Learning (school-aged)	92	104
<b>Total school-aged</b>	18,806	18,543
<b>Adult students</b>	70	77
<b>Unique Student Needs:</b>		
Special Needs - Level 1	20	18
Special Needs - Level 2	689	671
Special Needs - Level 3	312	292
English Language Learning	1,653	1,508
Aboriginal Education	1,475	1,463

- 2) In 2015/2016, the Ministry of Education increased the Funding Levels to include funding for labour settlements with teachers and support staff. This resulted in an increase in revenue of \$5.5M.

	<b>2015/2016 Funding Levels per FTE</b>	<b>2014/2015 Funding Levels per FTE</b>
School-Age	7,158	6,900
Continuing Education	7,158	6,900
Distributed Learning	6,030	5,851
Adult Students	4,565	4,430
Special Needs - Level 1	37,700	36,600
Special Needs - Level 2	18,850	18,300
Special Needs - Level 3	9,500	9,200
English Language Learning	1,380	1,340
Aboriginal Education	1,195	1,160

- 3) As per the December 18, 2015 funding announcement from the Ministry of Education, the 2015/2016 holdback was allocated to fund unanticipated enrolment and unique student needs growth Province-wide; therefore, the District did not receive holdback funding in 2015/2016. This resulted in a decrease of \$1.4M compared to 2014/2015.
- 4) Per the 2015 Provincial Budget, the K-12 sector was tasked with identifying administrative savings, which will reduce the Operating Grant received by the District. In 2015/2016, the Ministry of Education held back \$1M in administrative savings.
- 5) In 2014/2015, the Ministry of Education reclaimed 80% of the District's savings realized as a result of teacher job action, which totaled \$1.4M.

## **Offshore Tuition Fees**

Offshore Tuition Fees increased by \$0.8M in 2015/2016. Long-term enrolment increase of 27 FTE and an increase in fees per FTE contributed to this overall increase.

## **Rentals and Leases**

Rental and lease revenue increased in 2015/2016 as a result of the new operating agreement for the Neighbourhood Learning Centre at Oak Bay High School and the new lease agreement for Sundance Elementary School.

## **Salaries**

- 1) Teachers received a 1.25% salary increase January 1, 2015. Furthermore, as at September 30, 2015, there were additional teachers than as at September 30, 2014 due to higher enrolment levels.
- 2) Principals and Vice-Principals received a 2% salary increase July 1, 2015 and January 1, 2016.
- 3) Educational Assistants:
  - CUPE 947 received a 1% salary increase July 1, 2015
  - Allied Specialists received a 1.25% increase January 1, 2015
- 4) Support staff, including CUPE 947 and CUPE 382, received a 1% salary increase July 1, 2015.
- 5) Other Professionals includes an estimated salary increase with the expectation that BCPSEA will remove the exempt compensation wage freeze. Additionally, the 2015/2016 salaries include regular step increments for exempt staff. Furthermore, new hires in ISP and Special Education were included in Other Professionals where they were previously included in Principals and Vice-Principals.
- 6) Substitutes:
  - CUPE 947 received a 1% salary increase July 1, 2015.
  - Teachers received a 1.25% salary increase January 1, 2015. Furthermore, as at September 30, 2015, there were additional teachers than as at September 30, 2014 due to higher enrolment levels, which resulted in additional Teachers Teaching on Call (TTOC) time.

## **Employee Benefits**

Employee benefits increased from 2014/2015 due to the following reasons:

- Wage sensitive benefits increased due to corresponding salary increases for employee groups.
- Our benefits provider Morneau Shepell indicated last year that the District's plan for Extended Health was in a deficit and thus increased the renewal rate effective July 1, 2015 for Teachers and ASAs by 50.6%.
- Morneau Shepell also recommended an increase to the dental rates to bring premiums in line with claims and expenses; therefore Dental Care for Teachers and ASAs increased by 19.4% effective July 1, 2015.
- MSP rates increased by 4.18% effective January 1, 2016.

## **Rentals and Leases**

Rentals and leases decreased by \$50,000 due to a vehicle lease that no longer exists. The budget has been moved to Supplies.

**SPECIAL PURPOSE FUNDS**

The Special Purpose Funds are included in Schedules 3 and 3A. Special Purpose Funds are funds received for specific purposes and must be used for those purposes. The special purpose budgeted revenues are as follows:

	<b>2015/2016 Amended Annual Budget Revenues</b>	<b>2014/2015 Amended Annual Budget Revenues</b>
Annual Facility Grant	\$ 962,452	\$ 879,252
Learning Improvement Fund	3,267,980	3,095,205
Special Education Equipment	44,574	80,234
Scholarships and Bursaries	40,050	40,050
Special Education Technology	221,452	634,254
School Generated Funds	6,205,221	6,205,221
Strong Start	241,109	237,011
Ready, Set, Learn	66,150	66,150
OLEP	398,099	398,099
CommunityLINK	4,148,608	3,784,944
Ledger School	228,698	212,033
Provincial Inclusion Outreach	461,439	455,388
Charitable Trust	202,650	202,200
Estate Trust	13,000	13,000
Attendance Support and Wellness	59,400	-
	<u>\$ 16,560,882</u>	<u>\$ 16,303,041</u>

The following outlines the major changes in the Special Purpose Funds in the 2015/2016 Amended Annual Budget compared to the 2014/2015 Amended Annual Budget:

- 1) Annual Facility Grant revenue increased by \$83,200 in 2015/2016 as a result of carry forward funding from 2014/2015.
- 2) Learning Improvement Fund revenue increased by \$172,775 as a result of an increase in the 2015/2016 grant of \$220,532, partially offset by \$47,757 of carry forward funding in 2014/2015 from 2013/2014.
- 3) Special Education Equipment revenue decreased by \$35,660 due to a carry forward from 2013/2014 included in 2014/2015; there was no carry forward in 2014/2015 to be used in 2015/2016.
- 4) Special Education Technology SET-BC Region 1 is part of SET-BC Provincial Resource Program. In 2015/2016, salaries for four employees were moved from SET-BC Region 1 to SET-BC Provincial Centre, resulting in reduced revenue of \$412,802.
- 5) CommunityLINK revenue increased by \$363,664 partially due to an increase in funding of \$52,992 and an increase in carry forward funding from 2014/2015 to be used in 2015/2016 in order to reduce the carry forward available in 2016/2017.
- 6) Attendance Support and Wellness increased in 2015/2016. A Special Purpose Grant of \$118,800 was received at the end of 2014/2015. Of these funds, \$59,400 will be used in 2015/2016 and the remaining \$59,400 will be used in 2016/2017.

## **CAPITAL FUND**

The Capital Fund is included in Schedule 4. The capital fund includes capital expenditures related to land, buildings, computer hardware and software, vehicles and equipment that are funded from Ministry of Education capital grants, local capital, operating funds, and special purpose funds.

The following outlines the major changes in the Capital Fund in the 2015/2016 Amended Annual Budget compared to the 2014/2015 Amended Annual Budget:

### **Capital Additions**

In 2014/2015, budgeted building improvements/seismic upgrades and replacements totaled \$35.5 million per Statement 4, primarily at Oak Bay High School, George Jay, Tillicum and Cloverdale Elementary Schools and remaining expenditures at Quadra Elementary School. The completion of Oak Bay High School and George Jay Elementary school resulted in an increase in the Amortization of Deferred Capital Revenue and Amortization of Tangible Capital Assets per Schedule 4.

In 2015/2016, budgeted building improvements/seismic upgrades and replacements total \$12.5 million per Statement 4, including Tillicum and Cloverdale Elementary Schools, Esquimalt Secondary School and remaining expenditures at Oak Bay High School and George Jay Elementary School.

### **Local Capital**

Local Capital includes 25% of the gain on disposal of surplus properties and interest earned on the local capital balance. Tangible capital assets purchased from local capital are budgeted to be \$800,000 in 2015/2016 per Schedule 4.

The agreement to sell the fee simple interest in the parcel of real property situated at 950 Kings Road was finalized in January 2016 for proceeds of \$500,000, which have been allocated 75% to Ministry of Education Restricted Capital (\$375,000) and 25% to Local Capital (\$125,000).

## **AMENDED ANNUAL BUDGET BYLAW**

In order to pass the Amended Annual Budget Bylaw at one meeting, the Board must unanimously agree to give the bylaw all three readings in one sitting. The following motions are therefore recommended:

### **Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2015/2016 Amended Annual Budget Bylaw at the meeting of February 15, 2016. Motion to be Carried Unanimously
---

### **Recommended Motion:**

That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2015/2016 in the amount of \$226,198,077 be:  Read a first time the 15th day of February, 2015; Read a second time the 15th day of February, 2015; Read a third time, passed and adopted the 15th day of February, 2016;  And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.
--

Attachments

Amended Annual Budget

**School District No. 61 (Greater Victoria)**

June 30, 2016

# School District No. 61 (Greater Victoria)

June 30, 2016

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\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2015/2016 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2015/2016.
3. The attached Statement 2 showing the estimated revenue and expense for the 2015/2016 fiscal year and the total budget bylaw amount of \$226,198,077 for the 2015/2016 fiscal year was prepared in accordance with the Act .
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2015/2016.

READ A FIRST TIME THE 15th DAY OF FEBRUARY, 2016;

READ A SECOND TIME THE 15th DAY OF FEBRUARY, 2016;

READ A THIRD TIME, PASSED AND ADOPTED THE 15th DAY OF FEBRUARY, 2016;

\_\_\_\_\_  
Chairperson of the Board

(Corporate Seal)

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw 2015/2016, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 61 (Greater Victoria)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	18,805.730	18,542.836
Adult	70.000	76.553
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>18,875.730</b>	<b>18,619.389</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	173,245,582	165,629,534
Other	1,698	1,401
Tuition	12,070,028	11,172,695
Other Revenue	7,952,338	7,845,750
Rentals and Leases	1,657,687	1,537,109
Investment Income	578,247	578,631
Gain (Loss) on Disposal of Tangible Capital Assets	125,000	
Amortization of Deferred Capital Revenue	5,999,951	5,356,399
<b>Total Revenue</b>	<b>201,630,531</b>	<b>192,121,519</b>
<b>Expenses</b>		
Instruction	185,479,556	174,832,730
District Administration	4,346,898	4,531,431
Operations and Maintenance	33,506,920	31,389,262
Transportation and Housing	1,092,966	1,057,590
Debt Services	6,737	8,033
<b>Total Expense</b>	<b>224,433,077</b>	<b>211,819,046</b>
<b>Net Revenue (Expense)</b>	<b>(22,802,546)</b>	<b>(19,697,527)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>21,775,666</b>	<b>18,555,980</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(1,026,880)</b>	<b>(1,141,547)</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,026,880)	(1,141,547)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(1,026,880)</b>	<b>(1,141,547)</b>

**School District No. 61 (Greater Victoria)**

Statement 2

Amended Annual Budget - Revenue and Expense  
 Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	198,105,574	186,505,114
Operating - Tangible Capital Assets Purchased	800,000	800,000
Special Purpose Funds - Total Expense	16,395,882	16,107,302
Special Purpose Funds - Tangible Capital Assets Purchased	165,000	195,739
Capital Fund - Total Expense	9,931,621	9,206,630
Capital Fund - Tangible Capital Assets Purchased from Local Capital	800,000	128,876
<b>Total Budget Bylaw Amount</b>	<b>226,198,077</b>	<b>212,943,661</b>

Approved by the Board

Signature	Chairperson of the Board of Education	Date Signed
Signature	Superintendent	Date Signed
Signature	Secretary/Treasurer	Date Signed

DRAFT

**School District No. 61 (Greater Victoria)**

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(22,802,546)</b>	<b>(19,697,527)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(965,000)	(995,739)
From Local Capital	(800,000)	(128,876)
From Deferred Capital Revenue	(12,526,665)	(35,554,668)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(14,291,665)</b>	<b>(36,679,283)</b>
Amortization of Tangible Capital Assets	8,302,624	7,671,378
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(5,989,041)</b>	<b>(29,007,905)</b>
Use of Prepaid Expenses	60,000	60,000
	<b>60,000</b>	<b>60,000</b>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(28,731,587)</b>	<b>(48,645,432)</b>

**School District No. 61 (Greater Victoria)**

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2016

	Operating Fund	Special Purpose Fund	Capital Fund	2016 Amended Annual Budget
	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	21,775,666	-	46,413,291	<b>68,188,957</b>
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	(20,858,299)	165,000	(2,109,247)	<b>(22,802,546)</b>
Interfund Transfers				
Tangible Capital Assets Purchased	(800,000)	(165,000)	965,000	-
Local Capital	(117,367)		117,367	-
<b>Net Changes for the year</b>	<u>(21,775,666)</u>	<u>-</u>	<u>(1,026,880)</u>	<u><b>(22,802,546)</b></u>
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	<u>-</u>	<u>-</u>	<u><b>45,386,411</b></u>	<u><b>45,386,411</b></u>

**School District No. 61 (Greater Victoria)**

Schedule 2

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	161,523,361	154,259,745
Other	1,698	1,401
Tuition	12,070,028	11,172,695
Other Revenue	1,549,638	1,443,500
Rentals and Leases	1,652,550	1,530,124
Investment Income	450,000	450,000
<b>Total Revenue</b>	<u>177,247,275</u>	<u>168,857,465</u>
<b>Expenses</b>		
Instruction	170,041,126	159,577,875
District Administration	4,346,898	4,531,431
Operations and Maintenance	22,624,584	21,338,218
Transportation and Housing	1,092,966	1,057,590
<b>Total Expense</b>	<u>198,105,574</u>	<u>186,505,114</u>
<b>Net Revenue (Expense)</b>	<u>(20,858,299)</u>	<u>(17,647,649)</u>
<b>Budgeted Prior Year Surplus Appropriation</b>	<u>21,775,666</u>	<u>18,555,980</u>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(800,000)	(800,000)
Local Capital	(117,367)	(108,331)
<b>Total Net Transfers</b>	<u>(917,367)</u>	<u>(908,331)</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

# School District No. 61 (Greater Victoria)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	159,591,945	152,259,373
AANDC/LEA Recovery	(1,023,960)	(1,057,954)
Other Ministry of Education Grants		
Pay Equity	2,896,617	2,896,617
Funding for Graduated Adults	13,409	142,867
Teacher Quality	-	-
FSA Scorer Training	15,600	18,842
Curriculum Implementation	29,750	-
<b>Total Provincial Grants - Ministry of Education</b>	<b>161,523,361</b>	<b>154,259,745</b>
<b>Provincial Grants - Other</b>	<b>1,698</b>	<b>1,401</b>
<b>Tuition</b>		
Summer School Fees	27,169	-
Continuing Education	50,000	10,000
Offshore Tuition Fees	11,992,859	11,162,695
<b>Total Tuition</b>	<b>12,070,028</b>	<b>11,172,695</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	1,023,960	1,057,954
Miscellaneous		
First Nation Curriculum Project	8,064	5,552
Instructional Cafeteria Revenue	58,217	45,571
Industry Training Secondary Schools	45,400	45,400
CommunityLINK Parent Contributions	80,000	80,000
Miscellaneous Revenue	333,997	209,023
<b>Total Other Revenue</b>	<b>1,549,638</b>	<b>1,443,500</b>
<b>Rentals and Leases</b>	<b>1,652,550</b>	<b>1,530,124</b>
<b>Investment Income</b>	<b>450,000</b>	<b>450,000</b>
<b>Total Operating Revenue</b>	<b>177,247,275</b>	<b>168,857,465</b>

**School District No. 61 (Greater Victoria)**

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Source  
Year Ended June 30, 2016

	2016 Amended Annual Budget	2015 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	78,667,866	72,719,875
Principals and Vice Principals	10,653,761	10,227,697
Educational Assistants	15,526,747	15,488,083
Support Staff	16,879,839	16,216,902
Other Professionals	3,542,048	3,087,341
Substitutes	8,167,379	7,715,560
<b>Total Salaries</b>	<b>133,437,640</b>	<b>125,455,458</b>
<b>Employee Benefits</b>	<b>33,515,109</b>	<b>30,039,332</b>
<b>Total Salaries and Benefits</b>	<b>166,952,749</b>	<b>155,494,790</b>
<b>Services and Supplies</b>		
Services	6,376,197	6,156,390
Student Transportation	1,111,252	1,058,790
Professional Development and Travel	1,044,662	979,533
Rentals and Leases	26,398	77,188
Dues and Fees	91,944	107,291
Insurance	451,949	445,234
Interest	-	-
Supplies	17,926,369	18,067,894
Utilities	4,124,054	4,118,004
<b>Total Services and Supplies</b>	<b>31,152,825</b>	<b>31,010,324</b>
<b>Total Operating Expense</b>	<b>198,105,574</b>	<b>186,505,114</b>

**School District No. 61 (Greater Victoria)**

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2016

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	60,087,252	3,328,429	1,673,998	346,142	367,449	5,772,852	71,576,122
1.03 Career Programs	561,331	88,318	265,058	23,867	-	32,616	971,190
1.07 Library Services	1,602,932	36,831	-	419,763	-	57,611	2,117,137
1.08 Counselling	1,934,409	10,787	-	-	-	66,047	2,011,243
1.10 Special Education	7,706,541	499,325	12,386,723	431,317	140,504	1,128,836	22,293,246
1.30 English Language Learning	1,098,064	134,872	432,811	17,591	-	56,754	1,740,092
1.31 Aboriginal Education	629,127	12,823	641,759	24,813	108,744	92,538	1,509,804
1.41 School Administration	-	6,320,385	-	3,784,510	-	70,702	10,175,597
1.60 Summer School	99,118	-	12,856	14,466	-	-	126,440
1.61 Continuing Education	238,291	89,110	12,156	79,833	-	6,877	426,267
1.62 Off Shore Students	4,657,686	8,072	79,184	667,080	478,628	314,121	6,204,771
1.64 Other	-	-	-	10,106	-	-	10,106
<b>Total Function 1</b>	<b>78,614,751</b>	<b>10,528,952</b>	<b>15,504,545</b>	<b>5,819,488</b>	<b>1,095,325</b>	<b>7,598,954</b>	<b>119,162,015</b>
<b>4 District Administration</b>							
4.11 Educational Administration	-	37,443	-	159,135	585,840	17,298	799,716
4.40 School District Governance	-	-	-	28,189	188,874	-	217,063
4.41 Business Administration	-	87,366	-	1,042,887	983,811	47,174	2,161,238
<b>Total Function 4</b>	<b>-</b>	<b>124,809</b>	<b>-</b>	<b>1,230,211</b>	<b>1,758,525</b>	<b>64,472</b>	<b>3,178,017</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	53,115	-	22,202	312,399	577,131	14,331	979,178
5.50 Maintenance Operations	-	-	-	8,743,623	111,067	420,941	9,275,631
5.52 Maintenance of Grounds	-	-	-	754,327	-	66,085	820,412
5.56 Utilities	-	-	-	-	-	-	-
<b>Total Function 5</b>	<b>53,115</b>	<b>-</b>	<b>22,202</b>	<b>9,810,349</b>	<b>688,198</b>	<b>501,357</b>	<b>11,075,221</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	-	-	-	19,791	-	2,596	22,387
7.70 Student Transportation	-	-	-	-	-	-	-
7.73 Housing	-	-	-	-	-	-	-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19,791</b>	<b>-</b>	<b>2,596</b>	<b>22,387</b>
<b>9 Debt Services</b>							
9.92 Interest on Bank Loans	-	-	-	-	-	-	-
9.94 Interest on Temporary Borrowing	-	-	-	-	-	-	-
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>78,667,866</b>	<b>10,653,761</b>	<b>15,526,747</b>	<b>16,879,839</b>	<b>3,542,048</b>	<b>8,167,379</b>	<b>133,437,640</b>

**School District No. 61 (Greater Victoria)**

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2016

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2016 Amended Annual Budget	2015 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	71,576,122	18,201,484	89,777,606	14,584,865	104,362,471	95,763,494
1.03 Career Programs	971,190	245,070	1,216,260	1,065,513	2,281,773	2,250,867
1.07 Library Services	2,117,137	545,877	2,663,014	134,968	2,797,982	2,750,656
1.08 Counselling	2,011,243	525,943	2,537,186	10,963	2,548,149	2,452,959
1.10 Special Education	22,293,246	5,739,365	28,032,611	1,542,906	29,575,517	28,928,955
1.30 English Language Learning	1,740,092	441,568	2,181,660	219,308	2,400,968	2,400,597
1.31 Aboriginal Education	1,509,804	361,903	1,871,707	633,714	2,505,421	2,440,171
1.41 School Administration	10,175,597	2,462,733	12,638,330	433,470	13,071,800	11,769,688
1.60 Summer School	126,440	33,042	159,482	4,470	163,952	-
1.61 Continuing Education	426,267	107,145	533,412	73,414	606,826	786,818
1.62 Off Shore Students	6,204,771	1,565,619	7,770,390	1,942,256	9,712,646	10,020,912
1.64 Other	10,106	2,506	12,612	1,009	13,621	12,758
<b>Total Function 1</b>	<b>119,162,015</b>	<b>30,232,255</b>	<b>149,394,270</b>	<b>20,646,856</b>	<b>170,041,126</b>	<b>159,577,875</b>
<b>4 District Administration</b>						
4.11 Educational Administration	799,716	165,472	965,188	65,176	1,030,364	1,088,407
4.40 School District Governance	217,063	11,146	228,209	116,236	344,445	443,363
4.41 Business Administration	2,161,238	481,658	2,642,896	329,193	2,972,089	2,999,661
<b>Total Function 4</b>	<b>3,178,017</b>	<b>658,276</b>	<b>3,836,293</b>	<b>510,605</b>	<b>4,346,898</b>	<b>4,531,431</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	979,178	230,837	1,210,015	687,073	1,897,088	1,650,334
5.50 Maintenance Operations	9,275,631	2,201,375	11,477,006	3,803,204	15,280,210	14,345,532
5.52 Maintenance of Grounds	820,412	187,154	1,007,566	313,066	1,320,632	1,221,748
5.56 Utilities	-	-	-	4,126,654	4,126,654	4,120,604
<b>Total Function 5</b>	<b>11,075,221</b>	<b>2,619,366</b>	<b>13,694,587</b>	<b>8,929,997</b>	<b>22,624,584</b>	<b>21,338,218</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	22,387	5,212	27,599	3,307	30,906	28,301
7.70 Student Transportation	-	-	-	1,062,060	1,062,060	1,029,289
7.73 Housing	-	-	-	-	-	-
<b>Total Function 7</b>	<b>22,387</b>	<b>5,212</b>	<b>27,599</b>	<b>1,065,367</b>	<b>1,092,966</b>	<b>1,057,590</b>
<b>9 Debt Services</b>						
9.92 Interest on Bank Loans	-	-	-	-	-	-
9.94 Interest on Temporary Borrowing	-	-	-	-	-	-
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>133,437,640</b>	<b>33,515,109</b>	<b>166,952,749</b>	<b>31,152,825</b>	<b>198,105,574</b>	<b>186,505,114</b>

**School District No. 61 (Greater Victoria)**  
 Amended Annual Budget - Special Purpose Revenue and Expense  
 Year Ended June 30, 2016

Schedule 3

	<b>2016 Amended Annual Budget</b>	<b>2015 Amended Annual Budget</b>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	10,099,961	9,842,570
Other Revenue	6,402,700	6,402,250
Investment Income	58,221	58,221
<b>Total Revenue</b>	<b>16,560,882</b>	<b>16,303,041</b>
<b>Expenses</b>		
Instruction	15,438,430	15,254,855
Operations and Maintenance	957,452	852,447
<b>Total Expense</b>	<b>16,395,882</b>	<b>16,107,302</b>
<b>Net Revenue (Expense)</b>	<b>165,000</b>	<b>195,739</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(165,000)	(195,739)
<b>Total Net Transfers</b>	<b>(165,000)</b>	<b>(195,739)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

**School District No. 61 (Greater Victoria)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2016

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	83,200			559,274		2,523,130	49,109		
<b>Add:</b>									
Restricted Grants									
Provincial Grants - Ministry of Education	879,252	3,267,980	44,574		221,452		192,000	66,150	398,099
Other				40,050		6,200,000			
Investment Income	879,252	3,267,980	44,574	40,050	221,452	6,205,221	192,000	66,150	398,099
<b>Less: Allocated to Revenue</b>	962,452	3,267,980	44,574	40,050	221,452	6,205,221	241,109	66,150	398,099
<b>Deferred Revenue, end of year</b>	-	-	-	559,274	-	2,523,130	-	-	-
<b>Revenues</b>	962,452	3,267,980	44,574	50	221,452	6,200,000	241,109	66,150	398,099
Provincial Grants - Ministry of Education			44,574	50		6,200,000			
Other Revenue	962,452	3,267,980	44,574	40,000		5,221			
Investment Income				40,050		6,205,221			
<b>Expenses</b>									
Salaries									
Teachers		2,003,142							
Principals and Vice Principals					4,464				
Educational Assistants		505,778			169,681		132,093		
Support Staff					2,153				
Other Professionals									45,656
Substitutes		89,060				40,000			35,452
Employee Benefits		2,597,980			176,298	40,000	132,093		81,108
Services and Supplies	957,452	670,000	44,574	40,050	38,049	6,600	32,757	16,123	16,123
Tangible Capital Assets Purchased	957,452	3,267,980	44,574	40,050	7,105	6,008,621	76,259	66,150	295,868
<b>Net Revenue (Expense) before Interfund Transfers</b>	5,000	-	-	-	221,452	6,055,221	241,109	66,150	393,099
<b>Interfund Transfers</b>	(5,000)					150,000			5,000
Tangible Capital Assets Purchased	(5,000)					(150,000)			(5,000)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 61 (Greater Victoria)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2016

	CommunityLINK	Ledger School	Provincial Inclusion Outreach	Charitable Trust	Estate Trust	Attendance Support and Wellness	Corporation of the District of Oak Bay	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	523,361	5,170	6,781	2,650	37,739	118,800	-	3,909,214
<b>Add:</b>								
Restricted Grants								
Provincial Grants - Ministry of Education	3,825,247	223,528	454,658	200,000	13,000	-	45,324	9,572,940
Other							20	6,445,324
Investment Income	3,825,247	223,528	454,658	200,000	13,000	-	45,344	16,076,555
<b>Less: Allocated to Revenue</b>	4,148,608	228,698	461,439	202,650	13,000	59,400	-	16,560,882
<b>Deferred Revenue, end of year</b>	<u>200,000</u>	-	-	-	<u>37,739</u>	<u>59,400</u>	<u>45,344</u>	<u>3,424,887</u>
<b>Revenues</b>	4,148,608	228,698	461,439	202,650	13,000	59,400	-	10,099,961
Provincial Grants - Ministry of Education								6,402,700
Other Revenue								58,221
Investment Income	4,148,608	228,698	461,439	202,650	13,000	59,400	-	16,560,882
<b>Expenses</b>								
Salaries								
Teachers	342,335	108,899	120,271					2,574,647
Principals and Vice Principals	55,421	4,506	9,164					73,555
Educational Assistants	478,018	47,553	85,468					1,418,591
Support Staff	87,119		20,112					109,384
Other Professionals	38,026					49,666		133,348
Substitutes	14,413	4,032	697					183,654
Employee Benefits	1,015,332	164,990	235,712			49,666		4,493,179
Services and Supplies	253,107	42,273	57,415			9,734		1,126,058
Tangible Capital Assets Purchased	2,875,169	21,435	168,312	202,650	13,000			10,776,645
<b>Net Revenue (Expense) before Interfund Transfers</b>	4,143,608	228,698	461,439	202,650	13,000	59,400	-	16,395,882
<b>Interfund Transfers</b>	5,000	-	-	-	-	-	-	165,000
Tangible Capital Assets Purchased	(5,000)	-	-	-	-	-	-	(165,000)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-

# School District No. 61 (Greater Victoria)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2016

	2016 Amended Annual Budget			2015 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	1,622,260		1,622,260	1,527,219
Municipal Grants Spent on Sites			-	-
Federal Grants			-	-
Other Revenue			-	-
Rentals and Leases		5,137	5,137	6,985
Investment Income		70,026	70,026	70,410
Gain (Loss) on Disposal of Tangible Capital Assets	125,000		125,000	-
Amortization of Deferred Capital Revenue	5,999,951		5,999,951	5,356,399
District Entered			-	-
<b>Total Revenue</b>	<b>7,747,211</b>	<b>75,163</b>	<b>7,822,374</b>	<b>6,961,013</b>
<b>Expenses</b>				
Operations and Maintenance	1,622,260		1,622,260	1,527,219
Amortization of Tangible Capital Assets				
Operations and Maintenance	8,302,624		8,302,624	7,671,378
Interest Payment				
Capital Lease		6,737	6,737	8,033
<b>Total Expense</b>	<b>9,924,884</b>	<b>6,737</b>	<b>9,931,621</b>	<b>9,206,630</b>
<b>Net Revenue (Expense)</b>	<b>(2,177,673)</b>	<b>68,426</b>	<b>(2,109,247)</b>	<b>(2,245,617)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	965,000		965,000	995,739
Local Capital		117,367	117,367	108,331
<b>Total Net Transfers</b>	<b>965,000</b>	<b>117,367</b>	<b>1,082,367</b>	<b>1,104,070</b>
<b>Other Adjustments to Fund Balances</b>				
District Portion of Proceeds on Disposal	(125,000)	125,000	-	
Tangible Capital Assets Purchased from Local Capital	800,000	(800,000)	-	
Principal Payment				
Capital Lease	110,630	(110,630)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>785,630</b>	<b>(785,630)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(427,043)</b>	<b>(599,837)</b>	<b>(1,026,880)</b>	<b>(1,141,547)</b>

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TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: 2016/2017 School Calendar

DATE: February 9, 2015

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Associate Superintendent Greg Kitchen and Mark Walsh, Labour Relations Manager/Secretary-Treasurer met with the following partner groups: ASA, CUPE 947, CUPE 382, GVTA, VCPAC and VPVA to discuss the fixed days for the 2016/2017 school year.

Recommended Motion:

THAT THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) APPROVE THE POSTING OF THE FOLLOWING 2016/2017 SCHOOL YEAR CALENDAR ON THE SCHOOL DISTRICT'S WEBSITE FOR A PERIOD OF ONE MONTH:

**2016/2017 School Year Calendar\***

School Opening –	September 6, 2016
First non-instructional day –	September 19, 2016
Thanksgiving –	October 10, 2016
Second non-instructional day –	October 21, 2016 (Province wide)
Remembrance Day –	November 11, 2016
Third non-instructional day –	November 18, 2016
Schools close for Winter vacation –	December 16, 2016
Schools re-open after Winter vacation –	January 3, 2017
Fourth non-instructional day –	February 10, 2017
Family Day –	February 13, 2017
Fifth non-instructional day –	February 24, 2017
Schools close for Spring vacation –	March 10, 2017
Schools re-open after Spring vacation –	March 27, 2017
Good Friday –	April 14, 2017
Easter Monday –	April 17, 2017
Sixth non-instructional day –	May 19, 2017
Victoria Day –	May 22, 2017
Administrative Day and School Closing –	June 30, 2017

\*Seventh non-instructional day to be chosen by each school



**SUBSTANTIVE MOTION TO AGM SUBMISSION FORM**

Deadline for submission: Sunday, February 14, 2016

**TITLE**

**PROVINCIAL TARGETED FUNDING ENVELOPE FOR FIRST NATIONS CHILDREN IN CARE**

**SPONSOR**

Board of Education of SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

Please indicate if the proposed resolution relates to an existing Foundational Statement or Policy Statement in *BCSTA's Policies*.

- Relates to Foundational Statement No. \_\_\_\_\_
- Relates to Policy Statement No. \_\_\_\_\_
- Propose to make this resolution a new policy statement.
- This is an action resolution and does not change or contradict any existing Foundational or Policy Statement.

**MOTION**

That BCSTA urge the BC Ministry of Education to provide additional targeted funding for First Nations children and youth in care.

**RATIONALE**

Provide a succinct description of why this motion is needed, plus any relevant background information. Provide references to additional background material, e.g., legislation, websites, etc.

Increased funding at the federal and the provincial level for First Nations wellness and supports as well as provincial funding for support of students' educational and emotional well-being would contribute to building a more effective system for children in care and contribute to returning children to their families.

The Truth and Reconciliation Commission's Report, December, 2015, identified the areas of emotional well-being and educational opportunities for First Nations children and youth as issues that require transformation.

We have an opportunity and responsibility to redress the discrimination and racism that has resulted in decades of inequality for our First Nations students. Inadequate federal services has negatively impacted the emotional well-being and academic potential for many First Nations children including children and youth in care who have attended BC schools.

## OPTIONAL REFERENCES

Provide references to additional background material, e.g., legislation, websites, etc..

\* <http://www.cbc.ca/news/aboriginal/canada-discriminates-against-children-on-reserves-tribunal-rules-1.3419480> Canadian Human Rights Tribunal, Cindy Blackstock

\* <http://www.straight.com/news/624096/mary-ellen-turpel-lafond-says-human-rights-ruling-confirms-what-generations-aboriginal> Advocate for for children and youth in care

\* [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf) Truth and Reconciliation Commission's Preliminary Report #6-17

\* <https://www.google.ca/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=A+Path+Forward+BC+First+nations+and+Aboriginal+People's+Mental+Wellness+and+Substance+Use>

\* <https://www.leg.bc.ca/parliamentary-business/committees/40thParliament-4thSession-cay> Concrete Actions for Systemic Change, Final Report on Child and Youth Mental Health in BC, Jan. 27, 2016

\* [https://www.bced.gov.bc.ca/abed/principles\\_of\\_learning.pdf](https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf) First Peoples Principles of Learning, Learning ultimately supports well-being of self

\* <http://www.fnesc.ca/resources/publications/> FNESC: December, 2014 Accountability Framework Discussion Paper.

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: February 15, 2016

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There are a number of items that the Superintendent wishes to bring to the attention of the Board of Education.

#### Special Education Audit

A Special Education Audit was conducted during the week of January 25 – 29, 2016. Attached, for the information of the Board of Education, are the results of the audit.

The Superintendent would like to commend the Special Education team for the exemplary work that was conducted in preparation for the audit.

#### Aboriginal Education

The Superintendent and the Deputy Superintendent met with Aboriginal Nations Education staff to begin a discussion regarding success for aboriginal learners.

The Chair of the Board and the Superintendent had the opportunity to meet with Chief Andy Thomas and members of his staff to discuss the education of students who are members of the Esquimalt Nation.

The Superintendent will be bringing a report on Aboriginal student outcomes to the May 2, 2016 Education Policy and Directions meeting.

In addition, an Aboriginal Learners operational plan will be brought to the Board of Education at a future date.

#### Student Town Hall Meeting at Esquimalt High School

The Superintendent has been working with Jaya Scott, Student Representative, to prepare for a Student Town Hall Meeting at Esquimalt High School. Jaya Scott distributed a survey to all students. The results are attached for the information of the Board of Education. The date for the Student Town Hall meeting has been set for March 10<sup>th</sup> from 1:48 p.m. to 3:11 p.m. at Esquimalt High School. The Superintendent would like to extend an invitation to Trustees to attend.

#### Mental Wellness

The Superintendent along with Associate Superintendent Deb Whitten met with Island Health and senior leaders from Sooke and Saanich to discuss a comprehensive plan to support student mental wellness. This is a component of the Vulnerable Learners operational plan that will be brought to the Board at a future date.

### Rotary Clubs of Greater Victoria

The Superintendent has been in discussion with members of the Oak Bay Rotary Club regarding a broad initiative involving the Rotary Clubs in the Greater Victoria area. The Superintendent will be meeting with representatives in the near future to discuss the possibility of a broad ranging initiative to support students across the District.

### Nature Based Education

A discussion took place at the October, 2015 Education Policy and Directions (formerly Education Policy) meeting regarding Coastal Kindergarten and plans for broader nature based education programming in schools. Senior leadership has had in-depth discussions regarding future possibilities for nature based education. As a result, Aaron Maxwell, Vice Principal, Arbutus Middle School has been tasked with undertaking a study of promising practices both within the Greater Victoria School District and throughout the province.

A report of Mr. Maxwell's finding as well as recommendations from the Superintendent will be brought to the June, 2016 Education Policy and Directions meeting.

### Temporary Homeless Housing

On Monday, February 15 a public meeting will be held at the Youth Custody Centre regarding its use as a temporary housing facility for the homeless. Deputy Superintendent Shelley Green will be in attendance on behalf of the District.

### School Visits

As the Board is aware, the Superintendent has visited all schools in the Greater Victoria School District. On an ongoing basis the Superintendent will continue to visit schools every Friday morning.

### Superintendent Evaluation

The Superintendent has requested that an annual evaluation occur of the work undertaken by the Superintendent.

At the December 14, 2015 meeting of the Board of Education, the Superintendent was directed to gather proposals for an external party to assist in the conducting of the evaluation.

Accordingly, the Superintendent has been in correspondence with the following individuals:

1. Mike Roberts, CEO, BCSTA
2. Steve Cardwell, Director of Executive Educational Leadership Program, University of British Columbia
3. Leroy Sloan – Sloan Consultants Ltd., Former Superintendent SD 23, Former Deputy Minister of Education, Alberta

Attached, for the consideration of the Board of Education are proposals from Steve Cardwell and Leroy Sloan.

It is recommended that the Board of Education consider the proposals and determine which process is best suited to the needs of the Board and Superintendent.



*We distributed this survey and received 138 responses, from a student body of about 600. For each question, the rank from each survey was added together to provide a total.*

*Special Thanks to Mira Kuroyedov for compiling the results.*

### **We Need Your Help!**

The Superintendent of School District 61 is coming to Esquimalt to find out what issues are important to students at our school. Please help us prepare by ranking the following topics from 1 to 5, (5 being extremely, 1 not at all) according to how much you would like to discuss it with the Superintendent.

Thank you!

A) Environmental Sustainability

1                      2                      3                      4                      5

*(Ranked 3<sup>rd</sup>, 478 points awarded total)*

B) Mental Health and Support Programs

1                      2                      3                      4                      5

*(Ranked 1<sup>st</sup>, 488.5 points total)*

C) Things that could improve the transition from middle to high school

1                      2                      3                      4                      5

*(Ranked 6<sup>th</sup>, 357 points total)*

D) Things that would make our school community more connected

1                      2                      3                      4                      5

*(Ranked 5<sup>th</sup>, 414.5 points total)*

E) Things that are missing from your school experience

1                      2                      3                      4                      5

*(Ranked 4<sup>th</sup>, 451.5 points total)*

F) Things that would motivate you to come to school

1                      2                      3                      4                      5

*(Ranked 2<sup>nd</sup>, 487 points total)*

*\* Suggestion of free food and coffee*

G) Is there something we missed? If you want to talk about something with the Superintendent which is not on this sheet, please comment below and let us know!

*Comments and Suggestions included the following:*

- *Changing School start time/length of day (2)*
- *School clubs and/or events (2)*
  - *“another issues is school clubs or events”*
  - *Second student suggested shifting general school focus off the sports clubs and towards our other clubs*
- *Bring in more guest speakers (1)*
- *Transition from high school to the ‘real world’ (2)*
- *Help with homework (understanding English for international students) (2)*
- *LGBTQ issues (3)*
  - *Take student sex off attendance sheets*
- *Mental health education and acceptance (1)*
- *More realistic expectation for A &W math – (student reading levels) (1)*
- *Funding equity (2)*
- *Funding and awards (scholarships) for the music program (2)*
- *Concerns around disorganization of fire drills (need revamp) (1)*

February 8, 2016

Piet Langstraat  
Superintendent  
Greater Victoria School District  
Victoria, BC

Dear Piet,

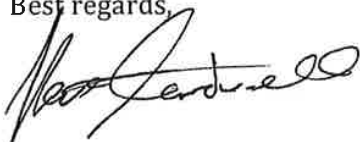
I am responding to your invitation to submit a proposal with regard to your performance planning and review. I have prepared a document with a background and process for conducting a review. This includes data gathering, the use of a self-reflection tool, a 360-feedback instrument and face-to-face interviews. I am proposing that, if accepted, this process get underway soon. The main part of the data collection would then occur during March and April. I would provide you with a draft report in early May and finalize this soon after.

We have had several conversations over the past several months with regard to your goal setting and planning. These have been via emails, telephone and in person. I appreciated the opportunity to join you on stage at SJ Willis a few weeks ago. Your willingness to put yourself out there and be interviewed by me in front of your senior staff and school-based administrators is commendable. You are certainly modeling an approach that others should follow. This transparency and openness to feedback is a mark of a strong and confident leader.

I would like to discuss this proposal with you and am very open to suggested changes in approach and in timing. Some of this can be done via email and possibly Skype. However, I would want to visit the district once or twice during the process.

Thank you for considering this proposal. I look forward to hearing from you soon.

Best regards,



Steve.

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Steve Cardwell  
Director – Transformative Educational Leadership Program  
UBC  
[steve.cardwell@ubc.ca](mailto:steve.cardwell@ubc.ca)  
604-562-5411

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## **Proposal for Performance Planning and Review Cycle**

### **Background**

The Superintendent is responsible for ensuring that the priorities, mission, and vision set by the Board on behalf of the community are realized. The review of the Superintendent's performance and progress in this respect is critical to the success and effective operation of the district. The Performance planning review process upon which the Board and Superintendent will embark is designed to help continue to focus on the key work of the Board and district.

In April 2013, the Office of the Auditor General released a report with regard to Superintendent performance reviews. The independent auditor of the legislative assembly reported on Board governance practices and, in particular, how Boards fulfill their responsibilities in evaluating the performance of the superintendent.

<http://www.bcauditor.com/pubs/2013/report2/school-district-board-governance-examinations>.

A mutually symbiotic relationship exists between the Board and the Superintendent. They have the collective responsibility to ensure success for each and every student. The Superintendent's goals should be aligned with the vision and strategic direction of the Board. The Board and the Superintendent should work in partnership in order to achieve the priorities of the district and provide high quality, safe and responsive learning environments with a primary focus for student success.

The BC School Trustees' Association (BCSTA), in a document titled: *Performance Planning and Review for School Superintendents* (2008) indicates that, "Boards of Education and Superintendents have a shared responsibility for student achievement." To this end, "An effective Board - Superintendent relationship is critical to fulfilling that responsibility. The pillars of this relationship are open communication, trust, and clarity of role expectations – all of which are enhanced through a performance, planning and review process."

### **Process**

A process for reviewing the performance of a superintendent requires prior agreement on the plan, including: (1) goals, strategies, evidence & key outcomes, (2) feedback & input on progress, and (3) planning for the subsequent performance planning & review cycle.

At the outset, implementing a process can assist in building a strong positive relationship between the Board and the Superintendent. Using a professional, systematic approach to the performance planning and review cycle can provide focus and clarity for the Board and the Superintendent. It can assist the Board to achieve key priorities and provide the Superintendent with feedback on his or her goals and optimize future outcomes.

This process is intended to be evidence-based, formative, developmental and forward-looking. It asks questions such as: *How are we doing? How do we know this? How can we improve?* It will provide an opportunity to identify and strengthen successful practices and improve in areas that might not be working.

As well as individual abilities and efforts, the Superintendent's performance is affected by the context and circumstances of the district.

There should be no surprises. The Board and Superintendent should be committed to a process. As per the Auditor General's recommendations, this should be a formalized annual review. Clear procedures should be in place to help establish goals, and expectations.

The first step in this process is to reference and understand the Board's goals and priorities, stated student achievement priorities, district initiatives, and goals determined by the Superintendent.

A process for data gathering must be determined focusing on key results and competencies. *Key results* should be written as specific and measurable statements.

Measurement of *key competencies* involves behaviours and attitudes. This is where 360 feedback through surveys and interviews can assist. However, it should be noted that this is perceptual information.

The intent and process for the performance planning cycle and review must be open and transparent. The analysis of evidence and the feedback must be handled with competence and sensitivity. The disposition of the reports must also be clear. The process itself should be reviewed and adjusted as necessary for future performance planning cycles.

The Board and the Superintendent must agree on how the results of the review are to be shared, including what will be made public.

It also must be recognized that the performance review, while striving for accuracy, is an imprecise process and, as such, the result should not be treated as an absolute truth. The process and subsequent result will serve as a source for further discussion and dialogue. This should also reflect a commitment to continued and cyclical reviews, ideally through an annual approach rather than treating this experience as a stand-alone event. The process will lose purpose and effect if it is carried out on an irregular and infrequent basis instead.

However, the actual process needs to be efficient and manageable. Keeping the Planning and Performance Cycle review process focused on a few key areas will help to mitigate the time needed for each cycle.

Piet Langstraat, Superintendent of Schools  
Greater Victoria School District

The review process will provide the Board and the Superintendent with a summary of the results and competencies that have been achieved with respect to the key areas identified in the performance review process.

This information can be used to identify trends in performance, strengths, and areas requiring further development. It should also identify areas where the Board can further support the Superintendent.

The summary will serve as a formal report that will acknowledge the Superintendent's contributions and challenges and provide direction and guidance as needed. It will set the path for the development of a new Performance Planning and Review Cycle.

### **1. Preliminary steps**

Meet with the superintendent to review the process, overall timeline and ensure that the steps are clear and agreed upon.

Collect a portfolio of relevant documents and related materials, such as the Board's vision, mission, and district directions, and the Superintendent's goals, priorities and responsibilities as defined in policy.

Clarify and answer any questions about the process.

Through the Superintendent, seek partner group input and inform all staff about the process.

### **2. Focus**

- a. Determine the focus on key areas that are the most important at this time and during the review cycle.
- b. Identify a *Self-Assessment Reflection Tool* that will help determine the focus utilizing the BCSSA *Dimensions of Practice* or the BCPVPA *Leadership Standards* (or equivalent).

#### **BC School Superintendents Association (BCSSA): Dimensions of Practice:**

- 1. Leadership and District Culture**
- 2. Policy and Governance**
- 3. Communications and Community Relations**
- 4. Organizational Leadership**
- 5. Leading Learning**
- 6. Human Resources Development and Management**
- 7. Accountability**

[Source: BCSSA Dimensions of Practice, 2014]

**The BC Principals and Vice Principals Association (BCPVPA) Leadership Standards:**

**Domain 1: Moral Stewardship**

**Standard 1:** Values, Vision, & Mission

**Standard 2:** Ethical Decision Making

**Domain 2: Instructional Leadership**

**Standard 3:** Supervision for Learning

**Standard 4:** Curriculum, Instruction & Assessment

**Domain 3: Relational Leadership**

**Standard 5:** Intrapersonal Capacity

**Standard 6:** Interpersonal Capacity

**Standard 7:** Cultural Leadership

**Domain 4: Organizational Leadership**

**Standard 8:** Management & Administration

**Standard 9:** Community Building

[Source: BCPVPA Standards, May 2015]

- c. Using the *Self-Assessment Reflection Tool*, co-develop a question protocol: *360 Feedback Instrument* for individual feedback on key leadership competencies.
- d. Identify lead people with whom the Superintendent interacts on a regular basis to be included in a set of 360 follow-up interviews.
- e. Determine a schedule for interviews and for monitoring progress throughout the review cycle.

### 3. Data gathering

- a. Superintendent contemplates the portfolio of materials gathered at the outset and completes the *Self-Reflection Assessment* using the agreed upon instrument. This will be used to help identify 2-3 key areas, which will be used to review as part of the Superintendent's growth planning. In conjunction with the above, the Superintendent will also identify: (1) Key expectations, (2) Key leadership competencies, (3) Personal goal.
- b. The Superintendent will write a *Reflection Summary* with respect to each of these areas. The focus is on key results of current work in the district:
  - Strategies
  - Timeline
  - Resources required
  - Indicators and measures of success
  - Reflection
  - What did I learn?
- c. Several lead people with whom the superintendent interacts will complete the *360 Feedback Instrument* (6-8).
- d. A series of one-on-one interviews with a selection of key people (3-4) will be conducted. The focus will be on key competencies of the superintendent.
- e. Conduct a summary interview with the superintendent on the work completed this year.

Schedule regular communication “check in” meetings with the Superintendent via phone, video-conference or in-person on progress towards achieving the selected key results and competencies.

#### **4. Reporting**

Analyze and summarize the results of the four input sources:

- *Self-Reflection Assessment with written summary*
- *Reflection Summary*
- *360 Feedback Instrument and interview comments (identifiers removed if requested)*
- *Summary interview with the Superintendent*

Share a draft report with the Superintendent to ensure that it is reflective and true to the process.

Provide a final report to the Board. Both the Board and Superintendent should review the report independently.

#### **5. Follow-up**

Develop a new Performance Planning Cycle for the next year.

Provide ongoing support and advice to the Superintendent as needed.

Acknowledge the superintendent’s efforts and contributions to the school district.

Reinforce positive actions.

Encourage and recognize progress.

Offer feedback and input where areas might need to be refocused

Piet Langstraat, Superintendent of Schools  
Greater Victoria School District

**Timeline**

Portfolio assembly	February
Meeting with the Superintendent	February 26 (4 hours)
Data gathering process	March (8 hours)
Meeting with the Superintendent Interviews	March 31/April 1 (12 hours)
Report writing	April (8 hours)
Present draft report to Superintendent	May 2 (2 hours)
Delivery of final report	May 9 (1 hour)

**Costs**

35 hours at \$150/hour payable on acceptable completion and submission of invoice.  
Travel expenses on submission of receipts.

## Performance Planning and Review Cycle

### Key expectations:

1. Identify 3 to 5 specific and observable outcomes to be achieved this year.  
Outcomes should be related to district directions (Mission, Vision, Goals) and student success.

### Key Results:

2. Describe the key results achieved.
3. Identify factors contributing to the outcomes.

### Key competencies:

4. Identify 3 to 5 key competencies as a focus for this year.  
Should be related to professional standards such as the BCSSA *Dimensions of Practice* and BCPVPA *Leadership Standards for Professional Practice, Statements of Effective Administrative Practice* or other appropriate set of guidelines for professional practice.

### Year-end review:

5. Describe how the key competencies have been addressed.
6. Identify factors contributing to the outcomes.

### Personal goal:

7. Identify one aspect with respect to your own well-being that you will address this year.

### Year-end review:

8. Describe how successful you have been in reaching this goal.
9. Identify factors contributing to the outcome.

Reference: [Performance Planning and review for School Superintendents \(BCSTA\)](#)

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## Dr. Leroy V. Sloan

Dr. Sloan obtained his B.Ed. and M.Ed. in Educational Administration from the University of Saskatchewan and his Ph.D. in Educational Administration from the University of Alberta. He has served in a variety of educational leadership positions including Principal, Director, Associate Superintendent, Superintendent/CEO and Alberta Education's Deputy Minister.



During his nine years as Superintendent of Schools in Kelowna B.C., student achievement increased dramatically, and the district won the Conference Board of Canada's \$10,000 award for the best business/education partnership in Canada and a provincial award for its special education program. Students graduating with better than a B average increased from 22% to 43.7%, and provincial scholarship winners increased from 13 to 95 students per year.

While serving as Deputy Minister for Alberta Education, the department won two of the province's eight Premier's Awards of Excellence in 1996 and again in 1997. As Deputy Minister, Dr. Sloan was responsible for managing a budget of over \$2.8 billion serving more than 500,000 students.

At the post-secondary level, Dr. Sloan has worked in program evaluation and as Director of the University of Alberta's Native teacher education program. He has taught numerous graduate level courses at the University of Alberta, San Diego State University and Royal Roads University. For two years he served as Alberta coordinator for the SDSU MA program and organized summer programs for over 100 MA students each year. He also served in a similar capacity for two years with Royal Roads University's Alberta MALT-ED program, which enrolled approximately 80 Master's students.

Dr. Sloan served as the Senior Education Advisor to the Alberta School Boards Association for six years. In this role, he provided a variety of services to Alberta school boards including executive search services, CEO and board evaluations, policy and strategic planning and extensive board development. He was a partner in an inter-provincial trustee development initiative, The Board Learning Center, which was awarded a \$100,000 federal grant to develop on-line training materials for school boards across Canada. Children's Services boards in Alberta subsequently purchased the rights to access these modules. He represented the ASBA on a number of provincial committees, including the Teacher Salary Qualification Board, the Alberta Initiative for School Improvement Steering Committee, the Review Committee on Outcomes and the Accountability Pillar Design and Implementation Advisory Committee. He has secured significant provincial grants for the ASBA for two initiatives, one called the Students Are Our Bottom Line project, which developed a balanced reporting template for use on school district web sites and facilitated evidence-based decision making, and the second to train boards relative to their fiscal oversight responsibilities.

He is now the president of Sloan Consultants Ltd., providing governance and leadership services across Canada both within and external to the education sector. He has developed a unique policy process which has been adopted by the majority of the school boards in Alberta and Saskatchewan as well as boards in Ontario and BC. He has also developed popular CEO and board evaluation processes which are being used in a variety of organizations. His company also conducts executive searches and training for boards and administrators. He has been a frequent keynote speaker at provincial and national conferences.

He was raised on a small mixed farm in Saskatchewan. His three daughters have given him 23 grandchildren.

## **Former and Current Consulting Client List for Dr. Leroy V. Sloan (Related and Past Experience)**

### **British Columbia**

*British Columbia School Trustees Association (BCSTA), Coast Mountains School District, Coquitlam School District  
Maple Ridge-Pitt Meadows School District, Nanaimo School District, Royal Roads University, Vancouver School  
District, Vernon School District, West Vancouver School District*

### **Alberta**

*Alberta Catholic School Trustees' Association, Alberta Education, Alberta Leadership Academy (ATA),  
Alberta Ministry of Children's Services, Alberta School Boards Association, Aspen View Public School  
District No.78, Association of School Business Officials of Alberta, ATCO Electric, Battle River Regional  
Division No. 31, Buffalo Trail Regional Division No. 28, Calgary Board of Education, Calgary Roman Catholic  
Separate School District No. 1, Canadian Rockies Regional Division No. 12, CASS College of Alberta School  
Superintendents, Central Alberta Regional Consortium, Chinook's Edge School Division No. 73,  
Christ the Redeemer CS Regional Division No. 3, Clearview School Division No. 71, College of Alberta School  
Superintendents, East Central Alberta CSSR Division No. 16, East Central Alberta Francophone  
Education Region #3, Edmonton and Area Child and Family Services Authority Region 6, Edmonton Catholic  
Separate School District No. 7, Edmonton Northlands, Elk Island PS Regional Division No. 14, Ft McMurray Public  
School District No. 2833, Ft. McMurray RCSSD No. 32, Ft. Vermillion School Division #52, Golden Hills School  
Division No. 75, Grande Prairie RCSSD No. 28, Grande Yellowhead Public School Division No. 77, Grasslands  
Regional Division No. 6, Greater Southern SC Francophone ER No. 4, Greater St. Albert RCSSD No. 734,  
High Prairie School Division No. 48, Holy Family Catholic Regional Division No. 37, Holy Spirit RCS Regional  
Division No. 4, Horizon School Division No. 67, Keystone Children's Services Authority, Lakeland RCSSD No. 150  
Lethbridge School District #51, Living Waters CRD #42, Livingstone Range School Division No. 68  
Medicine Hat CS Regional Division No. 20, Medicine Hat School District No. 76, Northern Gateway Regional  
Division No. 10, Northern Lights School Division No. 69, Northland School Division No. 61, Northwest Alberta Child  
and Family Services: Region 8, Northwest Francophone Education Region #1, Palliser Regional Division #26  
Peace River School Division No. 10, Peace Wapiti School Division No. 76, Pembina Hills Regional Division No. 7  
Prairie Land Regional Division No. 25, Prairie Rose School Division No. 8, Red Deer Catholic Regional  
Division No. 39, Red Deer Public Schools, Rocky View School Division No. 41, Society of Local Government  
Managers of Alberta (SLGMA), South Eastern Alberta Teachers' Convention Association, Southern Francophone  
Catholic Education Region, St. Albert Public School District No. 5565, St. Paul Education Regional Division No. 1  
St. Thomas Aquinas RCS Division No. 38, Sturgeon School Division No. 24, Westwind School Division No. 74  
Wetaskiwin Regional Division No. 11, Wild Rose School Division #66, Wolf Creek School Division No. 72*

### **Saskatchewan**

*Christ the Teacher RCSSD #212, East Central Region Teachers' Conference (Saskatchewan), Good Spirit SD #204  
Holy Family RCSSD #140, Holy Trinity RCSSD #22, Horizon SD #205, League of Educational Administrators,  
Directors and Superintendents (LEADS), Lloydminster RCSSD #89, Lloydminster SD #99, Meadow Lake School*

*Division (pre amalgamation), Northern Lights SD #113, Northwest SD #203, Prairie South SD #210, Prairie Spirit SD #206, Prairie Valley SD #208, Regina SD #4, Rosetown School Division (pre amalgamation), Saskatchewan Council of Educational Administrators, Saskatchewan Rivers School Division #119, Saskatchewan School Boards Association, Saskatchewan School-based Administrators Association, Saskatoon SD #13*

**Manitoba**

*Frontier School Division, Hanover School Division, Lakeshore School Division, Louis Riel School Division, Manitoba Association of School Business Officials, Manitoba School Boards Association, Mountain View School Division, Park West School Division, Seine River School Division, St. Boniface School Division, Western School Division*

**Northwest Territories**

*South Slave District Education Council, Yellowknife Education District No.1, Yellowknife Separate Education District (NWT)*

**Nunavut**

*Department of Education*

**Ontario**

*Hamilton-Wentworth District School Board, Ontario Public School Boards Association (OPSBA), Ottawa-Carlton District School Board, Simcoe District School Board, Trillium Lakelands District School Board, Upper Canada District School Board*

**Quebec**

*Quebec English School Boards Association*

**Other**

*Canadian Association of School Administrators, Canadian School Boards Association, San Diego State University Western Canadian Educational Administrators*

## Sloan Board Evaluation Model

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The Sloan Board evaluation model is based on clear expectations and accountability. Only the Minister of Education and the Corporate Board has the authority to hold the Board accountable for performing its assigned role. The Board evaluation process typically begins with a half day workshop with the Board and CEO to develop a clear role description for the Board or to review a currently existing one and to develop a Board evaluation process, criteria and timelines document based on this role description. In any event the role defined by the Board will be in accordance with legislative and contractual requirements. Typical Board roles include:

1. Accountability to the Provincial Government
2. Accountability to the Community
3. Accountability for Student Learning
4. Fiscal Accountability
5. Board-Superintendent Relations (First Team)
6. Policy Role
7. Political Advocacy
8. Strategic Planning Role
9. Board Development Role (Increasing Capacity)
10. Selected Retained Responsibilities

The Board evaluation is typically conducted annually in conjunction with the CEO evaluation and subsequent to the conclusion of the CEO evaluation.

### **Purpose**

The purpose of the annual Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board this past year?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate?
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Superintendent relations?
6. How well have we adhered to our governance policies?
7. How well have we addressed our areas for emphasis?
8. What have we accomplished this past year? How do we know?

The answers to these questions provide the data for the development of a positive path forward (PPF). The PPF is typically a one page document which articulates 12-20 actions the corporate Board agrees to

take during the coming year to become more effective in carrying out its role. The PPF is approved by Board motion in a legally constituted Board meeting subsequent to the Board evaluation workshop.

## **Principles**

The following principles form the basis for the Board self-evaluation process:

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board, and strengthens the Board-Superintendent relationship.
3. An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.

## **Process**

The Board approved evaluation process will be customized to meet the Board's needs while addressing the eight questions noted above. Typically, prior to the evaluation workshop trustees will be given a pre-assignment which involves completing 5-6 questionnaires to address questions 1,2,3 5, and 8 above. Results are collated and during the evaluation workshop the overall responses are reviewed and proposed actions developed with the assistance of the external consultant. Action items in the Minutes for the past year are reviewed to address questions 6, 7 and 8. The Board annual work plan created in the initial workshop is reviewed and edited as required to address question 4.

In addition the PPF from the previous year is reviewed to hold the corporate Board accountable for the decisions made at the last evaluation workshop to improve Board performance.

Some Boards have inserted an added dimension which provides feedback to trustees who are given roles of special responsibility such as chair and vice chair.

## **Professional Services & Costs**

Professional services are billed at a rate of \$1500 per day plus expenses and GST. Expenses include all travel (from Spruce Grove, Alberta), accommodation and meals.

An initial workshop of one full day is required to develop with the entire Board and Superintendent the Board Evaluation Process, Criteria and Timelines document. A second evaluation workshop including the Superintendent, the entire Board and the external consultant of one day in length is required to complete the assessment of performance and develop the PPF acceptable to the corporate Board.

## Sloan CEO Evaluation Model

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The Sloan Model is based on clear expectations and accountability. The process begins with a full-day workshop with the Board and CEO to develop a clear role description, which includes the critical roles assigned to the Superintendent and the identification of quality indicators for each major role category. The Superintendent cannot be expected to hit a target that does not exist.

The deliverable from this initial workshop is a CEO Evaluation Process, Criteria and Timelines document, which includes the CEO role description and is approved as policy by the Board. Typically the CEO role is the policy; and the Evaluation Process, Criteria and Timelines document is included as an appendix to the policy. Subsequent to the workshop, the Board approves the policy and appendix by Board motion in a legally constituted meeting of the Board. The role of each CEO is customized in accordance with the Board's will within legislative and contractual constraints. The Superintendent is an active participant in the workshop, and in all instances to date, the Superintendent has concurred with the Evaluation Process, Criteria and Timelines document ultimately approved by the Board.

### Features of the Evaluation Model

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness, while others will identify areas where greater emphasis is required due to changes in the environment.
2. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when standards of performance are clear and evidence is provided so the evaluator (Board) can assess whether or to what extent each standard (quality indicator) has been met. Such evidence is provided in relation to the quality indicators identified in the process document.
4. Is aligned with and based upon the Superintendent's roles and responsibilities. Therefore, the Evaluation Process, Criteria and Timelines document is included as an appendix to the CEO role description.
5. Is linked to the Division's goals. One key role of the CEO is to implement the Board's will as defined in the division's strategic plan.
6. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. Evaluations also take into consideration the previous evaluation and an assessment of the Superintendent's success in addressing identified growth areas.
8. Uses multiple data sources. Subjective data are augmented with more objective data, such as audit reports and student achievement data.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding the CEO-Board relationship, including the CEO's work relative to Board agendas, committee and Board meetings, etc.
10. Ensures formal, written Board feedback is provided at least annually. Such feedback will be timely, supported by specific examples, and will focus on areas over which the Superintendent has authority.
11. The evaluation workshop at the year end is facilitated by the external consultant.
12. The deliverable emanating from the evaluation workshop is a written (typically 12-20 page) report approved by the Board as an accurate assessment of the CEO's performance during the evaluation period.

### **Process for Evaluations**

It is the responsibility of the Superintendent to provide evidence that each quality indicator has been met during the evaluation period. This evidence portfolio must be provided to the Board at least one week in advance of the evaluation workshop. This evaluation workshop will involve the Board, the Superintendent and the external facilitator. The Superintendent will only be absent from the room for the period when the Board constructs the conclusion section. The evidence presented by the Superintendent will be in the form of internal or *external reports*. An internal report is one that comes from the Superintendent, whether developed by a senior administrator such as the CFO or personally by the Superintendent. Examples of external reports include the external audit report and management letter, and the leadership practices interview responses and proposed insert. The Board will review the evidence provided by the Superintendent and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon *direct Board observations*. For example, this would be most evident in the section Board/Superintendent Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- the evaluation process,
- evaluation context,
- assessments relative to each of the criteria (quality indicators) noted in the Board-approved Superintendent Evaluation Process, Criteria and Timelines document,
- an examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,

- identification of any growth goals (if deemed appropriate) relative to the upcoming year (such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities such as an increased emphasis on capital construction due to an increased number of approvals), and
- a 'conclusions' section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position and not any minority opinion. This report will be approved by Board motion. A signed copy will be provided to the Superintendent, and a second signed copy will be placed in his/her personnel file held by the Division.

### **Professional Services & Costs**

Professional services are billed at a rate of \$1500 per day plus expenses and GST. Expenses include all travel (from Spruce Grove, Alberta), accommodation and meals.

An initial workshop of one full day is required to develop with the entire Board and Superintendent the CEO Evaluation Process, Criteria and Timelines document. A second evaluation workshop including the Superintendent, the entire Board and the external consultant of one day in length is required to complete the assessment of performance and develop the evaluation report acceptable to the corporate Board.

Most frequently, the Board and Superintendent wish to have leadership practices interviews conducted by the external consultant and a proposed insertion developed for the evaluation report which accurately captures the perceptions of those interviewed. These are typically 20-30 minute phone interviews. Typically one day is billed to conduct the interviews and develop the proposed insert.