

EDUCATION POLICY AND DIRECTIONS COMMITTEE AND OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, March 7, 2016 at 7:00 P.M.

REGULAR MEETING

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

Ed Policy Agendas and Minutes available at:

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

**NEXT ED POLICY MEETING IS SCHEDULED FOR:
Monday, April 4, 2016 at 7:00 P.M.**

OPPS Agendas and Minutes available at:

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

**NEXT OPPs MEETING IS SCHEDULED FOR:
Monday, April 11, 2016 at 7:00 P.M.**

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

**EDUCATION POLICY AND DIRECTIONS COMMITTEE
and
OPERATIONS POLICY AND PLANNING COMMITTEE**

Dialogue with the Public is welcome during Standing Committee Meetings.

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

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Nohr and Trustee Leonard

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

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			
2. APPROVAL OF THE MINUTES			
A. Education Policy and Directions Committee Meeting of Monday, February 1, 2016			Pgs. 1-3
B. Operations Policy and Planning Committee Meeting of Tuesday, February 9, 2016			Pgs. 4-10
3. BUSINESS ARISING FROM MINUTES			
4. EDUCATION POLICY AND DIRECTIONS COMMITTEE – Trustee Nohr, Chair			
A. PRESENTATION TO THE COMMITTEE			
1. Oak Bay Students – Gender Identity and Gender Expression			
B. NEW BUSINESS			
1. Introduction of Student Representative Jenna Jiang, Mount Douglas Secondary School	Piet Langstraat		
2. Measuring Outcomes of Students with Diverse Learning Needs	Kyla Cleator Marvella Preston-Bain	Information	
C. NOTICE OF MOTION			
1. Trustee Watters – Gender Identity and Gender Expression			Pgs. 11-18

That the Board of Education of School District No. 61 (Greater Victoria) accept the policy proposal on Gender Identity and Gender Expression presented by the District Gender and Sexuality Alliance (GSA) and refer it to the Policy Sub-Committee for further development and consultation with partner groups as per Bylaw 9210 (The Development of Policy) and Policy 1163 (Consultation).

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

A. PRESENTATIONS

1. Rod Sim, Oak Bay Rotary Foundation

B. SUPERINTENDENT'S REPORT

C. PERSONNEL ITEMS

- | | | | |
|---------------------------|------------|-------------|--------|
| 1. Director of Facilities | Mark Walsh | Information | Verbal |
|---------------------------|------------|-------------|--------|

D. FINANCE AND LEGAL AFFAIRS

- | | | | |
|-------------------------------------|-----------------|-------------|------------|
| 1. 2016-2017 Budget Planning | Mark Walsh | Information | Pgs. 19-20 |
| 2. Technology for Learning Strategy | Piet Langstraat | Information | Pgs. 21-22 |

E. FACILITIES PLANNING

- | | | | |
|--------------------------|------------|-------------|------------|
| 1. Water Safety Planning | Mark Walsh | Information | Pgs. 23-25 |
|--------------------------|------------|-------------|------------|

F. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS

G. NEW BUSINESS

H. NOTICE OF MOTION

I. GENERAL ANNOUNCEMENTS

J. ADJOURNMENT



**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 4th, 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**

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

Motion Carried unanimously

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.

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.

Gender Identity and Gender Expression Policy Proposal

Presented to the Greater Victoria School District
By the District Gender and Sexuality Alliance (GSA)

March 7, 2016

RATIONALE

The Greater Victoria School District 61 Board of Education recognizes the need and obligation to provide a safe and supportive environment for all members of the school community who are transgender and/or gender non-conforming. The Board is committed to the rights of all students and staff to learn and work free from fear, discrimination, and harassment, while also promoting pro-active strategies and guidelines to ensure that transgender and gender non-conforming students, employees and families are welcomed and included in all aspects of education and school life, and are treated with respect and dignity. This requires that appropriate expectations, behaviours, language, and actions are defined in order to ensure support and inclusion, and prevent marginalization or discrimination.

As is the case for all people, each person who is transgender or gender non-conforming is unique, with different needs and concerns reflecting their individual characteristics as well as the environmental matrix of their family, cultural community, etc. Supports that work for one individual cannot be assumed to be appropriate for another. Determining what each individual needs is a case-by-case determination and it is not possible to be prescriptive for all situations.

The following policy statement is intended to provide guidelines for ensuring that transgender and/or gender non-conforming students, staff and families have equitable access to all aspects of school life. In particular, the rights and needs of students who are transgender and/or gender non-conforming are at the centre of, and are to be served by, these guidelines. A key principle behind these guidelines is that self-identification is the sole measure of a student's gender identity.

In addition to gender identity and expression, this policy also addresses sexual orientation as a person's sexuality is a part of a gender continuum. Homophobia, like transphobia, is a manifestation of a binary view of the world that conflates biology, gender expression, gender identity and sexual orientation, relegating people to rigid categories where female and male, girl and boy are seen as binary opposites. Finally, it is important to remember that gender also intersects with race, culture, age, and ability in complex ways, and that we must always be mindful of these intersections in our efforts to ensure safe and supportive schools.

Specific supports, in addition to those outlined here, may be required to enable the full participation of students and staff, expression of their identity, or protection of their safety. Adaptations or accommodations should be individualized in a manner that meaningfully involves the student or staff member in the decision making process.

1. LEADERSHIP

In order to provide leadership on the issues of gender identity and gender expression, the Board will:

1. Support inclusion of all students and staff in all aspects of school life (academic, social, and extracurricular), and enable the free and full expression of their gender identity.
2. Ensure discriminatory actions and complaints regarding discrimination or harassment relating to perceived or actual gender identity, or gender expression, will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures
3. Ensure that all staff and administrators are familiar with the Gender Identity and Gender Expression Policy, and that they are provided support for its implementation upon request.
4. Consult with the District Gender & Sexuality Alliance to ensure that policy, priorities, and operations are consistent with the Gender Identity and Gender Expression policy.
5. Ensure that gender based discrimination and transphobia is treated the same as any other form of discrimination.
6. Advocate for the needs of transgender and gender non-conforming students at a provincial level, including the inclusion of gender identity and expression in curriculum.

2. LEARNING RESOURCES

The Board is committed to providing an inclusive learning environment for transgender and gender non-conforming students where students and staff have access to educational resources that are respectful of diverse gender identities and gender expressions.

3. STUDENT SUPPORT

The Board is committed to ensuring that transgender and gender non-conforming students and staff are supported in our schools.

The establishment of school-based clubs dedicated to gender and sexual minority inclusion will continue to be encouraged and supported in all schools.

4. COMMUNICATIONS

The Board will ensure that communications to students, staff, parents, guardians, and the community recognize that some students live in gender diverse families that represent a diversity of gender identity, expression and sexualities.

5. STUDENT INFORMATION AND PRIVACY

The Board believes that all students and staff deserve to have their information and privacy protected and respected.

The Board believes that students have the right to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share.

6. SEX-SEGREGATED ACTIVITIES

The Board is committed to reducing, and where possible eliminating, the practice of segregating students based on sex and/or gender in order to ensure the full inclusion of transgender and/or gender non-conforming students.

7. ACCESSIBILITY

The Board recognizes that students have the right to freely access bathroom and change room facilities that are gender neutral.

The Board recognizes that students have the right access to bathroom and change room facilities that corresponds to their gender identity or the group in which they are most comfortable.

8. DRESS

The Board recognizes that students and staff have the right to dress in a manner consistent with their gender identity or gender expression.

RECOMMENDATIONS FOR IMPLEMENTATION

1. LEADERSHIP

In order to provide leadership on the issues of gender identity and gender expression:

- a. Principals will ensure that gender expression and gender identity are included in their school's Code of Conduct.

2. LEARNING RESOURCES

In order to provide an inclusive learning environment for transgender and gender non-conforming students:

- a. Principals will build collections of resources that address gender identity and gender expression in positive ways and that are accessible to students, staff, and families.
- b. Principals will ensure that diverse learning resources are provided in order that students and families are able to see themselves reflected positively in the curriculum.
- c. Principals will ensure that sexual health education resources are trans inclusive and developmentally appropriate, current and relevant, and are incorporated into sexual health instruction, including but not limited to sexual health instruction.
- d. Principals will ensure staff are familiar with the correct use of gender-neutral pronouns and that the use of such pronouns is supported in both verbal and written communication and course work.
- e. Principals will work with Parent Advisory Councils (PACs) to make sure parents are aware of the policy and relevant resources.

3. STUDENT SUPPORT

So that transgender and gender non-conforming students are supported in our schools:

- a. Principals will ensure that at least one staff person or administrator in each school is assigned to be a Safe Contact who is able to act as a resource person for transgender, gender non-conforming and sexual minority students, staff and families, and that students and staff are informed of the name and location of the Safe Contact. The Safe Contact person will be provided with training.
- b. The Superintendent will ensure that counsellors and staff are trained to respond competently to the needs of transgender, gender non-conforming, and sexual minority students as well as to the needs of students with transgender, gender non-conforming, and sexual minority family members, care givers, and loved ones.
- c. The Superintendent will ensure that counsellors and staff are provided with information on support programs and culturally competent services for transgender and gender non-conforming students. These will not include services that attempt to change a student's gender identity. This will be updated on an ongoing basis.
- d. Principals will ensure that, upon the request of a student or group of students, a club dedicated to gender and sexual minority will be formed.

4. COMMUNICATIONS

So that communications are supportive and inclusive:

- a. The Superintendent will ensure that district forms and communications reflect the potential diversity of gender identities and sexual orientations of students, staff, parents and guardians.
- b. Principals will ensure that school forms and communications reflect the potential diversity of gender identities and sexual orientations of students, staff, parents and guardians.
- c. The Superintendent will ensure that all district staff will be addressed by the names and pronouns they prefer to use.
- d. Principals will ensure that all students and school-based staff will be addressed by the names and pronouns they prefer to use.

5. STUDENT INFORMATION AND PRIVACY

In order to respect and protect student information and privacy:

- a. Principals will ensure that the student is the primary referent for gender identity.
- b. Principals will respect a student's wishes in regards to sharing information about their gender identity including with their parent or guardian.
- c. Principals will ensure that, where permitted by law, requests made by a student, and/or their parent/guardian, to change the student's official record to reflect their preferred name and/or gender identity will be accommodated.
- d. Principals will ensure that, at the request of a student and/or their parent/guardian, their preferred name and pronoun will be included on class lists, timetables, student files, identification cards, etc
- e. Principals will ensure that student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization. Where disclosure is required by law, all efforts will be taken to protect the students' identity.
- f. The Superintendent will ensure that sex (gender) is removed from class lists.

6. SEX-SEGREGATED ACTIVITIES

In order to support the full inclusion of transgender and/or gender non-conforming students:

- a. Principals will ensure that in situations where students are segregated by sex, including competitive athletic activities, transgender and gender non-conforming students will have the option to be included in the group that corresponds to their gender identity or the group in which they are most comfortable.

7. ACCESSIBILITY

In order to support the full inclusion of transgender and/or gender non-conforming students:

- a. Principals will ensure that all students have access to bathroom and change room facilities that are safe and free of harassment and violence.
- b. Principals will ensure that at least one single-stall gender neutral bathroom that is

accessible to students. The bathroom will have a sign indicating it is gender neutral and it must be accessible to students (i.e., not be locked, not available on special permission, not located in staff room...).

- b. Principals will ensure that students have access to the bathroom or changing facility to that corresponds to their gender identity or the group in which they are most comfortable.

8. DRESS

In order to support the full inclusion of transgender and/or gender non-conforming students and staff:

- a. Principals will ensure that any school dress code shall take into account gender diversity and shall not penalize students or staff for crossdressing or other gender non-conforming choices regarding clothing.

DEFINITIONS

These definitions are adapted from Questions & Answers for Parents and Family Members of Gender Variant and Transgendered Youth, Vancouver School Board, 2011.

Cisgender (Cis): A term referring to people who identify with the sex they were assigned at birth.

Cisnormativity: The assumption that all, or almost all, individuals are cisgender. Cisnormativity leads to the marginalization of trans and gender non-conforming people.

LGBTQ2+: An acronym referring to people who identify as lesbian, gay, bisexual, transgender, queer/questioning or two-spirited.

Gender: A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender expression: The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity: A person's internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

Gender nonconforming: A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth.

Gender Queer or Non-Binary: is a catch-all category for gender identities that are not exclusively masculine or feminine—identities which are thus outside of the gender binary and cisnormativity. Gender Variant and Gender Fluid also fit this definition.

Intersex: Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

Pronouns: The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

Queer: An umbrella term (often used in place of the LGBTQ+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender).

Sex: A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Trans or Transgender: An umbrella term used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans people may choose to medically transition by taking hormones, having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.

Transphobia: Fear, ignorance and mistreatment of people who are, or are perceived to be, trans or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

Transition: A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit: An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.



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: March 7, 2016
RE: **2016-2017 BUDGET PLANNING**

The following 2016-2017 Operating Budget Forecast was presented at the January 11, 2016 Operations Policy and Planning Committee meeting. For the year ending June 30, 2016, it was projected that there would be an operating budget deficit of \$8.5 million. However, there were also several one-time budget surpluses identified to completely offset the operating budget deficit resulting in a balanced budget.

2016-2017 Operating Budget Forecast

2016-2017 Projected Budget Deficit	(\$8.5M)?
June 30, 2015 Unrestricted Operating Surplus	4.1M
ISP Carry Forward Funding	1.2M
Employee Benefits Premium Holiday	1.1M
Capital Equipment Purchases to Local Capital	0.8M
2015-2016 Enrolment Increase Fixed Cost Allocation	0.6M
Increased ISP Enrolment	0.2M
Utilities Cost Savings	0.5M
2016-2017 Projected Budget Shortfall	\$0

Financial Services is currently in the process of building the 2016-2017 Annual Operating Budget. As part of that process, revenue and expense variances that have been consistent year over year will be identified in an effort to reduce the projected budget deficit.

The Ministry of Education is set to make its 2016-2017 funding announcement on March 15, 2016. Following the announcement, the preliminary 2016-2017 Annual Operating Budget will be finalized and presented at the March 29, 2016 Board of Education meeting.

Several public budget meetings have been scheduled to allow for discussion of the proposed 2016-2017 Annual Operating Budget:

Tuesday, March 29, 2016 at 7:00 p.m.

Board Office, Tolmie Board Room, 556 Boleskine Road
Presentation of the proposed 2016-2017 Annual Operating Budget

Wednesday, April 6, 2016 at 7:00 p.m.

SJ Willis Auditorium, 923 Topaz Avenue
Round table discussion of the proposed budget

Monday, April 11, 2016 at 7:00 p.m.

Board Office, Tolmie Board Room, 556 Boleskine Road
An opportunity for members of the public to address the Board with respect to the proposed budget

Wednesday, April 20, 2016 at 7:00 p.m.

Board Office, Tolmie Board Room, 556 Boleskine Road

Special Board Meeting to debate and approve the 2016-2017 Annual Budget Bylaw

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: March 7, 2016

RE: **Technology for Learning Strategy**

Attached to this memo the Board will find the Technology for Learning Strategy. The broad strokes of this strategy were laid out in the February Education Policy Directions Committee Meeting. At that meeting I indicated to the Board that I would provide an update on funding the specifics of the strategy during the March meeting.

This memo was prepared in conjunction with both our previous and current Secretary-Treasurers and the Financial Services Department. The intention of this memo is to highlight both the one-time and ongoing costs associated with the Plan as well as inform the Board where the funding will be allocated from.

Finally, while the majority of the funding will stem from current budgeted sources there are two areas that will involve Board approval for expenditure. The first area will be a Capital Project and the second area will be an ongoing cost item that will need to be built into the budget as an ongoing expenditure.

Costs

There are 3 main costs associated with the Strategy:

1. Infrastructure;
2. Support for educators;
3. Student access to technology.

Infrastructure

Equity is a central component of the strategy and a fundamental value of the Board. This strategy will only work if all schools are able to participate. Without appropriate access to infrastructure the strategy cannot succeed. Therefore, the plan envisions both providing District wide access to wireless as well as District wide access to fixed projection devices. Finally, teachers require mobile technology to utilize the fixed infrastructure. Some schools may have already self-funded aspects of this program. Given our commitment to equity those schools may not receive funding from aspects of the infrastructure plan.

1. District wide access to wireless

This aspect of the plan is fully funded from the portion of the Annual Facilities Grant (the "AFG") that was budgeted for Information Technology. In the event that further density is required the funding would stem from the AFG. The cost is approximately \$200,000.

2. Fixed Projection Devices

This aspect of the plan will need to be funded from the Local Capital Reserve. Currently, we are in the process of determining the costs. This involves determining how many classrooms are currently without such devices and then determining the appropriate devices that are necessary as well as the associated costs. Our rough estimate at this point is approximately \$1.9 million. To proceed with this aspect of the plan the Board will need to pass a motion to allow the use of Local Capital Reserve for the project.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve up to \$1,900,000 spending for fixed projection devices as identified in the Technology for Learning Strategy from the Local Capital Reserve.

3. Educator Devices

We have researched a number of Districts who have purchased devices for their educators. Further, we have spent time determining the appropriate necessary device for our educators. Currently, we believe that a PC lap-top for teachers and access to a device for EAs is appropriate. This would be a completely voluntary program.

Given this requirement and the need to replace these devices over time, we feel that a leasing arrangement is appropriate in the circumstances. Our estimate for the cost of this leasing arrangement is approximately \$250,000 per year over a five year period. It is our intention to fund this amount on an ongoing basis from increased interest revenue and a reallocation of department supplies budgets.

Educator Support

The District is also committed to ensuring that our educators receive support to learn and work together in implementing the strategy. We are planning to provide funding to schools to support teachers. We envision providing approximately \$10,000 per school with variation depending on the size of the school. We will be asking our principals to consult with their staff to determine the best use of this funding. Examples may include release time for teachers to work together, release time to work with teachers at other schools, a portion of FTE assigned to a mentor teacher etc. We are not being prescriptive except that a school conversation must occur with respect to the funding.

Given the intended funding level we anticipate a cost of approximately \$475,000. We have reviewed various budgets and have found sufficient funds to provide this support. We will accomplish this by reallocating current budgets for the 2016-17 school year as well as utilizing unused carry forward amounts and identified variances. There will be no staff displacements as a result of this reallocation.

Student Success

Finally, we intend to support students by increasing the ratio of mobile devices available to students. We will achieve this by reallocating our Evergreen Program (computer purchase program) to focus on mobile devices. This is in addition to our current inventory of mobile devices in schools. In addition, we will alter our policies to allow for increased use of personal devices. This will ensure that we will be able to focus our purchases in areas of need. This shift has no additional costs.



OFFICE OF THE SECRETARY-TREASURER

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

TO: Operations, Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: March 7, 2016

RE: **Water Safety Planning**

Attached to this memo is a directive from the Ministry of Education regarding water safety. Specifically, the Ministry has requested that Districts work with their local health authorities to develop plans for ongoing water safety evaluation.

The District intends to work with our local health authority with regard to this matter. In advance of these discussions, Facilities Services and Health and Safety will prepare an overview of our facilities with regard to the matter and tentatively plan testing.

As further background, the District has been proactive with regard to water safety. For instance, we have tested facilities in the past to determine lead levels in our water. Further, we have followed previously suggested best practices such as flushing our water systems on a daily basis to evacuate sitting water.



February 24, 2016

Ref: 186335

All Superintendents
All Secretary-Treasurers

At the request of the Provincial Health Officer, I am writing to remind all school districts of the importance of ensuring water quality within all schools complies with Water Management Best Practices and the *Drinking Water Protection Act*.

While we have no evidence of children being adversely affected in BC, it is nonetheless important to reduce population lead exposure. The extent to which the potential for lead to enter the water supply varies depending on the type of water (soft water), acidity and length of exposure.

School Districts should work with local health authorities to establish a plan to evaluate water quality especially in schools built before the 1989 revision of the BC Plumbing Code restricting the use of lead and potable water lines, as well as to mitigate any risks identified. The plan should include:

1. Evaluating and prioritizing facilities based on age and water supply.
2. Establishing and carrying out testing of priority facilities.
3. Mitigating risks.
4. Regularly re-sampling to verify effectiveness.
5. Communicating findings.
6. Establishing a long-term management plan.

If elevated lead levels are found, a number of actions can be taken to mitigate risk. The most appropriate actions for your facilities will depend on a number of factors and should be discussed with your local drinking water officer

.../2

Should you have questions, I am providing the following Health Authority Contacts:

Fraser Health:	1-604-587-3828 or 1-604-527-4806
Interior Health:	1-866-457-5648
Island Health:	1-866-665-6626
South Island	1-866-665-6626
Central Island	1-866-770-7798
North Island	1-877-887-8835
Northern Health:	1-250-565-2000
Vancouver Coastal Health:	1-604-675-3900 or 1-604-527-4893

Thank you to your attention to this important matter.

Sincerely,



Dave Byng
Deputy Minister