

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

Regular Board Meeting

Tuesday, March 29, 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, Tuesday, March 29, 2016 @ 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road

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 01-04)

A2. Approval of the Minutes

a) Approval of the February 15, 2016 Regular Board Minutes (p 05-11)

A3. Business arising from the Minutes

A4. Student Achievement

A5. District Presentations

a) Mr. Bill Valentine, Board Member, DASH BC
Presenting a 2015 Premier's Award for After School Sport and Arts Initiative

A6. Community Presentations (5 minutes per presentation)

a) Mitchel du Plessis, Youth and Family Counselor, Gender Identity and Expression Policy

b) Jillian Wedel, Out in Schools, Gender Identity and Expression Policy

B. TRUSTEE REPORTS

B1. Chair's Report

a) BCSTA - Input Survey for MOU between BCSTA and the MOE (p 12-20)

B2. Trustees' Reports

a) Trustee Whiteaker - BCSTA Provincial Council (p 21)

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

- b) Trustee Orcherton - Healthy Saanich Advisory Committee (p 22)
- c) Trustee Whiteaker - Saanich Arts, Culture and Heritage Advisory Committee (p 23)
- d) Trustee McNally

C. BOARD COMMITTEE REPORTS

C1. Joint Education Policy and Directions and Operations Policy and Planning Committee

- a) Minutes from the March 7, 2016 meeting – Information only (p 24-29)
- b) Recommended Motions:
 - i) That the Board of Education of School District No. 61 (Greater Victoria) accept the policy and regulation 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*). (p 30-37)
 - ii) 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. (p 38-39)

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent’s Report (p 40-41)

- a) 2016/2017 School Calendar

Recommended Motion:

That the following dates be approved:	
<u>2016/2017 School Year Calendar*</u>	
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
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

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

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) Foundation Skills Assessment

D2. Secretary-Treasurer’s Report (p 42)

- a) 2016/2017 Annual Budget Presentation
- b) School Enhancement Program (p 43-44)

E. QUESTION PERIOD (15 minutes total)

F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G. NEW BUSINESS/NOTICE OF MOTIONS

G1. New Business

- a) Trustee Ferris - Victoria High School Turf Field

That the Board of Education of School District No. 61 (Greater Victoria) direct the Secretary-Treasurer to investigate the process by which the Board, in conjunction with the Victoria High School Alumni Association, might apply for federal infrastructure money for the development of the new field at Victoria High School.

G2. Notice of Motions

- a) Trustee McNally provided the following motion for the April 4, 2016 Education Policy and Directions Committee meeting.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to a) report on District support in place, if any, for students who no longer have youth bus passes as a result of government action and who use public transportation to get to any Academy or BAA course, including the new Aviation course at Mt. Douglas High School, b) report the number of students who need this support to access District and c) effects if any on attendance at programs, particularly the SJ Willis Alternative program.

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

- b) Trustee McNally provided the following motion for the April 4, 2016 Education Policy and Directions Committee meeting.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to report to the Board on the number of mental health initiatives and providers in schools in SD61, including

- a) a list of all single program (one-off) presentations to students in SD61 schools by school and by presenter for 2014-15 and 2015-16
- b) a list of ongoing provision of “mental health” service to students contracted by SD61 in entirety or as a partnership, including social workers consulting to schools (if any), number of counsellors at schools and numbers of that group who do mental health counselling for students, psychiatric nurses visiting schools (if any)
- c) background information on funding for all the above
- d) stated objectives of any program or service above
- e) how efficacy of change in students from mental illness to mental health is measured
- f) the District’s accepted definition of mental illness
- g) the District’s accepted definition of mental health

H. ADJOURNMENT

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



The Board of Education of School District No. 61 (Greater Victoria)
February 15, 2016 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

MINUTES

Present:

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

Regrets:

Trustee Rob Paynter

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Katrina Ball, Associate Secretary-Treasurer, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:35 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.

Introductions were made around the Board table.

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved and seconded:

That the February 15, 2016 Agenda be approved with the following additions:

B2. Trustees' Reports

- d) Trustee Watters
- e) Trustee Whiteaker
- f) Trustee Nohr

Motion Carried Unanimously

A2. Approval of the Minutes

a) It was moved and seconded:

That the January 18, 2016 Regular Board Minutes be approved.

Motion Carried Unanimously

A3. Business arising from the Minutes - None

A4. Student Achievement

- a) Ken Andrews, Principal, Monterey Middle School introduced Vice-Principal, Karen MacEwan and thanked the Trustees for the opportunity to attend and speak to them about student engagement at Monterey Middle School. Mr. Andrews and Ms. MacEwan each spoke about the many initiatives taking place at the school in order to get students and staff more engaged including increasing student's use of digital technology as well as digital citizenship and more outdoor nature based learning experiences.

Chair-Loring-Kuhanga thanked Principal Andrews and Vice-Principal MacEwan for attending and presenting to the Board.

A5. District Presentations - None

A6. Community Presentations

- a) Howard McElderry, President of Bays United Football Club attended the Board meeting to speak to Trustees about the use of artificial turf fields and more specifically the field slated to be installed at Oak Bay High School. Mr. McElderry spoke in support of an alternate infill option for the artificial turf field.

B. TRUSTEE REPORTS

B1. Chair's Report

Chair Loring-Kuhanga welcomed Mark Walsh to the Board table as the new Secretary-Treasurer for the School District.

Chair Loring-Kuhanga acknowledged and thanked everyone involved in the creation of the new District Strategic Plan and stated she was looking forward to reviewing it this evening.

Chair Loring-Kuhanga thanked the staff, students and parents of Central Middle School and District staff and Trustees for working with the City of Victoria and embracing the temporary homeless shelter across from the school.

Chair Loring-Kuhanga reported that she and Superintendent Langstraat met with Chief Andy Thomas and staff of the Esquimalt Nation on February 10, 2016 to discuss matters of mutual interest.

Chair Loring-Kuhanga reported that a Sub-Committee to review District policies has been created to address and revise some outdated policies. The Committee will be comprised of district staff and two Trustees.

B2. Trustees' Reports

- a) Trustee Orcherton submitted a Healthy Saanich Advisory Committee Report for information.
- b) Trustee Orcherton submitted a British Columbia Public School Employers Association AGM Report for information.

- c) Trustee McNally reported that she has been working with Associate Superintendent Deb Whitten and a student representative on the new Partnership Policy and attending meetings with regard to the temporary shelter on Yates Street. Trustee McNally further reported that she visited Gordon Head Middle School.
- d) Trustee Watters reported that she attended Monterey Middle School for the battle of the books event.
- e) Trustee Whiteaker reported that she attended the SD61 Sings event at Alix Goolden Hall along with Trustee Ferris.
- f) Trustee Nohr reported that she attended Monterey Middle School for the battle of the books event and visited Margaret Jenkins Elementary School. Trustee Nohr further reported that she will be attending Craigflower Elementary School for some classroom visits.

C. BOARD COMMITTEE REPORTS

C1. Education Policy and Directions Committee

- a) Trustee Nohr presented the February 1, 2016 meeting minutes for information.

C2. Operations Policy and Planning Committee

- a) Trustee Leonard presented the February 9, 2016 meeting minutes for information.
- b) Trustee Leonard referred to the minutes from the Operations Policy and Planning Committee meeting and presented the following recommended motions.

It was moved and seconded:

- 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 style="text-align: right;">Motion Carried Unanimously</p>
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Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees with Trustees agreeing by consensus to make some final changes to the Strategic Plan.

It was moved and seconded:

- ii)

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Strategic Plan. <p style="text-align: right;">Motion Carried</p>

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

Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion.

It was moved and seconded:

- 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 13, 2016 Operations Policy and Planning Committee meeting.

Discussion ensued amongst the Trustees with a recommendation being made to amend the motion.

It was moved and seconded:

- iii) That the motion "*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 13, 2016 Operations Policy and Planning Committee meeting*" be amended to include the word "a written" after the word "receive."
Motion Carried

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

Chair Loring-Kuhanga called for the vote on the main motion as amended.

It was moved and seconded:

- iii) That the Board of Education of School District No. 61 (Greater Victoria) receive a written update on the Wellness and Attendance Support Program from Human Resource Services at the June 13, 2016 Operations Policy and Planning Committee .
Motion Carried Unanimously

Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion.

It was moved and seconded:

- 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 Carried Unanimously

Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh and Associate Secretary-Treasurer Ball.

It was moved and seconded:

- 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.
Motion Carried Unanimously

Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees with questions of clarification being asked of Superintendent Langstraat and Secretary-Treasurer Walsh.

It was moved and seconded:

- 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:
- | <u>2016/2017 School Year Calendar*</u> | |
|---|--------------------|
| 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 |
| 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

Trustee Leonard referred to the February 9, 2016 meeting minutes and presented the following recommended motion.

It was moved and seconded:

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

Discussion ensued amongst the Trustees with a recommendation being made to amend the motion.

It was moved and seconded:

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

care” be amended to include the words “*by requesting additional funding from the Treasury Board*” at the end of the last sentence.

Motion Carried

For: Trustees Orcherton, Leonard, McNally, Loring-Kuhanga, Nohr, Watters, Whiteaker

Abstain: Trustee Ferris

Chair Loring-Kuhanga called for the vote on the main motion as amended.

It was moved and seconded:

- vi) That the Board of Education of School District No. 61 (Greater Victoria) approve the following motion for submission to the BCSTA AGM:

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

Motion Carried

For: Trustees Orcherton, Leonard, Loring-Kuhanga, McNally, Watters, Nohr

Against: Trustees Ferris, Whiteaker

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent’s Report

Superintendent Langstraat provided Trustees with a written report and highlighted some of his meetings and school visits over the past month.

Superintendent Langstraat thanked everyone involved with the Special Education audit that took place in January and commended the exemplary work conducted in preparation for that audit.

Superintendent Langstraat advised Trustees that he along with Deputy Superintendent Shelley Green met with the Aboriginal Nations Education staff to begin discussions regarding success for aboriginal learners. Superintendent Langstraat stated that a report will be provided for the May 2, 2016 Education Policy and Directions Committee meeting.

Superintendent Langstraat advised Trustees that the Senior Leadership Team has been discussing the Coastal Kindergarten pilot program and plans for a broader nature based education program in schools. Superintendent Langstraat has tasked Aaron Maxwell, Vice-Principal of Arbutus Middle School to prepare a study of promising practices within Greater Victoria and throughout the province. A report of Mr. Maxwell’s findings will be provided for the June 6, 2016 Education Policy and Directions Committee meeting.

Lastly, in follow up to a request made by Trustees at the December 14, 2015 Board of Education meeting, Superintendent Langstraat provided Trustees with three proposals from external parties who could assist with conducting an evaluation of his work. A discussion ensued amongst the Trustees with questions of clarification being asked of Superintendent Langstraat and Secretary-Treasurer Walsh.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to bring forward a written plan with respect to item 5.3 of the Strategic Plan, *Develop a plan to assess the effectiveness of the Board and the Superintendent*, for the March 29, 2016 Board of Education meeting.

Motion Carried

For: Trustees Leonard, Orcherton, McNally, Loring-Kuhanga, Ferris, Whiteaker
Against: Trustees Nohr, Watters

D2. Secretary-Treasurer's Report - None

E. QUESTION PERIOD - None

F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

G. NEW BUSINESS/NOTICE OF MOTIONS

G1. New Business - None

G2. Notice of Motions - None

H. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 9:58 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer

The British Columbia Ministry of Education & the British Columbia School Trustees Association

Annual Review and Report of the Co-Governance Relationship Memorandum of Understanding

On December 5, 2014 the BC School Trustees Association and the Ministry of Education signed a Memorandum of Understanding (MOU) intended to define the working relationship between the two organizations. The MOU was signed as an aspirational framework reflecting the shared commitment of both parties to realize the full potential of a co-governed public education system and to continually improve BC's world class education system.

This report is an annual review of the results that have been realized as a result of the MOU and demonstrates the continued commitment to the co-governance relationship and its principles.

The parties agreed to five principles in the MOU that would form the foundation for their relationship in the years ahead. Below is a summary that details the work that has been completed since the Co-Governance Relationship MOU was established last year.

1. Public Confidence

"The Province and BCSTA will seek shared opportunities to publicly demonstrate and communicate the achievements, strengths and potential opportunities for improvement in K-12 education with the goal of maintaining and improving public trust and confidence in the public education system across the province. Both parties recognize this is best achieved through a shared focus on improved learning outcomes for students and a demonstrated commitment to respect, integrity, public service, accountability and the responsible management of public resources."

Key Actions:

- Both parties collaborated to host the 1st Annual Partner Liaison Meeting on October 21st enabling the sector's management partners to convene and discuss key initiatives to improve and modernize the K-12 public education system.
- The Ministry of Education has included BCSTA executive members in major planning, policy decisions, and implementation activities related to improvement of the K-12 education system such as the accountability framework and shared services.
- We are working together to understand, address and monitor ministry recommendations from the 2015 Ernst and Young review of the Vancouver Board of Education, including implications for all school districts.

**The British Columbia Ministry of Education
& the
British Columbia School Trustees Association**

**Annual Review and Report of the
Co-Governance Relationship Memorandum of Understanding**

2. Commitment to Action

"In the interests of all British Columbians, the parties are committed to discharge their responsibilities within their respective areas of jurisdiction while understanding and respecting the jurisdiction of the other party."

Key Actions:

- Joint Ministry and BCSTA executive meetings are held quarterly where 4 priorities were established and communicated:
 - o Clarify the respective roles and responsibilities of the Ministry of Education and Boards of Education.
 - o Acknowledge that both organizations are jointly accountable for the efficient and effective delivery of education and are committed to working together to ensure the best possible outcomes for students
 - o Develop guidelines to describe and report on school district financial health; and
 - o Recognize and showcase the remarkable contributions of BC educators in bringing world class innovation to our schools
- Commitment to work together to understand and respond to auditor general reports on:
 - o 2013: School District Board Governance
 - o 2015: Aboriginal Education
 - o 2016: K-12 Budgeting and Monitoring

3. Partnership

"The parties recognize each other's strengths and capabilities. To maximize efficiency and effectiveness, the parties are committed to cooperate in the spirit of partnership particularly in the development of policies, programs, projects and funding options. The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles. The Province and BCSTA will also cooperate in the development and distribution of information required for effective discharge of this agreement."

Key Actions:

- Established Sector Advisory Council comprised of education partners with the objective of providing advice on policy considerations and ensuring sector perspectives are included in Ministry initiatives.

**The British Columbia Ministry of Education
& the
British Columbia School Trustees Association**

**Annual Review and Report of the
Co-Governance Relationship Memorandum of Understanding**

- Jointly established an Education Sector Calendar of key partner events (<https://etrak.bcsta.org/EduCal/>)
- BCSPA, along with other sector partners came together support on September 28, 2015 to announce K-12 curriculum supports program, so that teachers have the support they need to implement the new curriculum.
- Planned BCSTA participation on the MOE working group focussed on improving the reporting and understanding of school district financial health.

4. Consultation and Notification

"Any party proposing a change in policies or programs that will affect the other party will consult and collaborate with the other party to the fullest extent possible given the specific circumstances and any respective legislative and confidentiality obligations. This commitment includes, but is not limited to timely notification of the proposed change. The parties recognize that there may be extraordinary circumstances that limit the timeliness of consultation and notification. In such circumstances the other party will be provided with the rationale for the unusual limitations to consultation. New responsibilities will not be assigned to Boards of Education until resourcing implications have been discussed between the parties."

Key Actions:

- Both parties work in collaboration to keep each other aware of any major initiatives and associated information that will directly affect the other party.
- The Ministry has committed to engage and consult with BCSTA (and the sector) on the development of the continuing professional development program prior to establishing the regulations and program policies.
- Program areas consult and work with BCSTA and other management partners at regular and scheduled meetings to discuss new projects and programs that may impact the sector at a provincial level.

5. Flexibility

"Policies or programs will be developed with consideration to the varying needs and circumstances of local Boards of Education in different areas of the province where appropriate and where it is not to the detriment of the education system as a whole."

Key Actions:

- Ministry, BCSTA and BCASBO staff to work to develop school district financial health indicators that support best practices and enhance transparency.
- Established a cross sector working group (including BCSSA, BCPVPA and BCSSA) to support leadership development to strengthen the knowledge of trustees on topics such as legislation, governance, financial accountability and risk management.

**The British Columbia Ministry of Education
& the
British Columbia School Trustees Association**

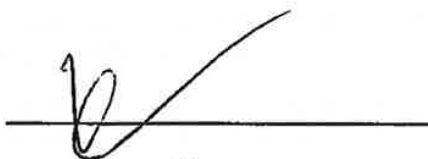
**Annual Review and Report of the
Co-Governance Relationship Memorandum of Understanding**

Going Forward – Priorities for 2016

- Ministry and BCSTA working in collaboration with FNEESC and other sector partners to respond to Auditor General report to support Aboriginal students' education in B.C.
- Work together to proclaim Public Education Day in the spring 2016, acknowledging the importance of public education in BC.
- Work with the Ministry's Knowledge Management & Accountability Division to update the BCSTA's 2010 edition of the "Guide to School Legislation in BC".
- Continued collaboration around communication of joint announcements.
- Work collaboratively to address Child and Youth Mental Health to support the coordinated work of government.
- Participation in the Leadership Development Working Group to present recommendations to Sector Advisory Council.



Dave Byng
Deputy Minister
Ministry of Education



Teresa Rezansoff
President
BC Trustees Association

Signed (date) February 18, 2016

BCSTA CO-GOVERNANCE MOU SURVEY

CO-GOVERNANCE MEMORANDUM OF UNDERSTANDING BOARD OF EDUCATION REVIEW AND INPUT PROCESS 2015

SECTION A

Please review each of the five (5) principles of the MOU listed below and provide your board's feedback as to: How the principle is successfully being addressed by BCSTA and the Ministry of Education. How the principle is not being successfully addressed by BCSTA and the Ministry of Education. Identifying any further Key Actions not already included in the review document.

A1.) Public Confidence

"The Province and BCSTA will seek shared opportunities to publicly demonstrate and communicate the achievements, strengths and potential opportunities for improvement in K-12 education with the goal of maintaining and improving public trust and confidence in the public education system across the province. Both parties recognize this is best achieved through a shared focus on improved learning outcomes for students and a demonstrated commitment to respect, integrity, public service, accountability and the responsible management of public resources." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A2.) Commitment to Action

"In the interests of all British Columbians, the parties are committed to discharge their responsibilities within their respective areas of jurisdiction while understanding and respecting the jurisdiction of the other party." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A3.) Partnership

"The parties recognize each other's strengths and capabilities. To maximize efficiency and effectiveness, the parties are committed to cooperate in the spirit of partnership particularly in the development of policies, programs, projects and funding options. The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles. The Province and BCSTA will also cooperate in the development and distribution of information required for effective discharge of this agreement." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A4.) Consultation and Notification

“Any party proposing a change in policies or programs that will affect the other party will consult and collaborate with the other party to the fullest extent possible given the specific circumstances and any respective legislative and confidentiality obligations. This commitment includes, but is not limited to timely notification of the proposed change. The parties recognize that there may be extraordinary circumstances that limit the timeliness of consultation and notification. In such circumstances the other party will be provided with the rationale for the unusual limitations to consultation. New responsibilities will not be assigned to Boards of Education until resourcing implications have been discussed between the parties.” Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A5.) Flexibility

"Policies or programs will be developed with consideration to the varying needs and circumstances of local Boards of Education in different areas of the province where appropriate and where it is not to the detriment of the education system as a whole." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

SECTION B Going Forward: Priorities for 2016

The BCSTA Board of Directors and the Ministry of Education have identified six (6) priorities under the MOU for 2016. Ministry and BCSTA working in collaboration with FNEESC and other sector partners to respond to Auditor General report to support Aboriginal students' education in B.C. Work together to proclaim Public Education Day in the spring 2016, acknowledging the importance of public education in BC. Work with the Knowledge Management & Accountability division to update the BCSTA's 2010 edition of the "Guide to School Legislation in BC". Continued collaboration around communication of joint announcements. Work collaboratively to address Child and Youth Mental Health to support the coordinated work of government. Participation in the Leadership Development Working Group to present recommendations to Sector Advisory Council. Boards are invited to provide feedback to the Board of Directors as to:

B1.) How might these priorities (as listed above) be moved forward under the co-governance MOU during 2016?

B2.) What additional items does your board recommend the BCSTA and the Ministry of Education focus on under the MOU during 2016?

SECTION C

In conclusion, the Board of Directors would also like to receive from your board any general recommendations as to future focus under the MOU, or suggestions as to subsidiary protocol agreements (short or long term) that might be implemented toward enhancing the strength of the co-governance MOU.

C1.) Your board's general recommendations regarding the MOU:

C2.) Your board's suggestions as to possible subsidiary agreements under the MOU:

Thank you!

Thank you for taking the time to discuss the Memorandum of Understanding and to respond to this survey. Your Board of Directors will ensure the consolidated results of the survey are provided back to all member boards as soon as possible. We will also look for further opportunities to discuss the overall co-governance relationship between BCSTA and the Ministry of Education toward strengthening the role of boards of education within the K-12 education sector. - BCSTA Board of Directors

BCSTA Provincial Council

February 19-20, 2016

Report submitted by Ann Whiteaker

The Office of the Auditor General of British Columbia presented on the different types of Audits the Office is responsible for and how they differ. (This presentation is available on the BCSTA website and was emailed to you on February 24.) The Auditor General conducts different types of audits, - performance audits, compliance audits, financial audits, and informative audits. While some of these are punitive many are not and provide the legislature and the public valuable information to guide decision making and build understanding. These reports can be viewed <http://www.bcauditor.com/>

Council met and debated several resolutions previously presented to the Board. All motions passed easily with the exception of the West Vancouver motion in regards to marketing “new” curriculum. Debate on this motion was lengthy and speakers brought attention to the challenges their districts are having in informing the public on the changes happening in education and why these changes were a welcome change. In the end, the risk of government using the resolution as free license to support Liberal marketing campaigns and taking funds from classrooms saw the resolution defeated.

In the afternoon, the Council debated several questions regarding Audits. Of note in these discussions was the challenge some Districts have with numerous Audits occurring repeatedly or simultaneously. Trustees commented that this added strain to already trimmed administration demands. Additional criticism was made of punitive audits and the challenges the cost of compliance left District budgets in over several years. Generally comments were positive about audits and Districts expressed that they found the audits useful.

More detailed information on deliberations can be found on the BCSTA website.

Healthy Saanich Advisory Committee (HSAC) meeting February 24/16 5:30 pm

Report to the Board of Education Regular Meeting March 29/16

UPDATES AND COMMENTS FROM THE CHAIR: Councillor Colin Plant advised the Committee that in order for Council to move on the committee's recommendation to provide \$500.00 to Haliburton Farms for their Seedy Saturday event, a specific motion has to come from the Committee. Motion was duly made and carried. There will not be a March meeting of the Committee.

AGRICULTURAL TASKFORCE PRESENTATION: Jane Evans and Cam Scott (Planners with Saanich municipality) provided an overview of the work undertaken, to date, to get this Taskforce up and running. The mandate of the Taskforce is to develop a Policy for food security. The TOR was established in October 2014 with the Taskforce having 9 members. Just this month the Taskforce accepted a Draft dealing with background and timelines. Their first meeting is next week with an Open House planned for April. They indicated a couple more Open Houses will happen with the hope of having a plan for Council to consider by April 2017. As they go through various stages they will update the HSAC.

LGBTQ SUB-COMMITTEE MOTIONS: 7 motions from the sub-committee were discussed and voted upon. All of the motions were supported by the HSAC. The motions covered various areas; that Council adopt the TOR for the LGBTQ sub-committee, that the LGBTQ sub-committee will draft a Proclamation declaring March 31 2016 a Trans Day of Visibility and requesting HSAC recommends that Council consider this proclamation, that Council consider having the Pride and Trans Flags flown at Municipal Hall during Pride week July 1 – 10, that Council consider having staff install signage at Saanich buildings indication Saanich buildings are welcoming and safe for members of the LGBTQ community, that Council consider having all Saanich staff who interact with the public receive sensitivity training, that Council consider having staff organize an All Body Swim at a Saanich Recreation facility, and lastly, that Council consider marketing and advertising materials produced by Saanich to be more reflective of the diversity of Saanich citizens and utilize gender neutral language.

WORKPLAN 2016: discussion on what initiatives are coming down the pipe and how do we fit in new ideas without the Committee being overwhelmed and not achieving objectives. This discussion follows from January meeting discussion. Kelli-Ann will put together a 'calendar' of known initiatives for the Committee and there will be a clean copy of the stated goals (areas of interest) in order for the Committee to properly plan.

SCAN UPDATE: Shawn provided a brief overview of a meeting with Saanich's CEO

RECREATION HIGHLIGHTS: members reviewed the report from Kelli-Ann and were pleased with the initiatives that are ongoing and successful

Meeting adjourned at 7:24pm. Next Meeting is Wednesday April 27, 2016

Respectfully submitted,

Peg Orcheron, Trustee SD 61

Saanich Arts, Culture and Heritage Advisory Committee

February 25, 2016

Report submitted by Ann Whiteaker

James Lamb, (manager of the CRD Arts Development Service – ADS www.crd.bc.ca/service/arts-funding) presented to the group. The ADS receives funding from 8 municipalities which it then oversees the disbursement of funds into the communities through operating, project and I.D.E.A. grants. This group also maintains the website www.landmarkspublicart.ca/ which identifies locations of public art in the communities and allows the user to create self-guided walking tours of these public exhibits. I will be connecting with James in the near future to determine if there are curriculum opportunities for our students as they seek to update the website.

We also heard from the Archives committee who highlighted that this is the 110 anniversary of Saanich Municipality in incorporation. This group also maintains a website and uses “history pin” an application which allows for mapping of historical sites and items. The group also has a teaching kit available to lend to teachers to cover local history topics. Currently this is only being accessed by Independent schools. The group is hoping to create an appropriate teaching tool which can be brought into the class as they have identified the challenge of organizing transportation for students. Opportunities may be available for students to use the history pin application in their communities to research and demonstrate their learning about and in their community.

The committee is beginning work on 2017 Centennial celebrations and is looking for ideas and partnerships to bring this alive in the community. There is opportunity for interested schools, teachers or students to partner with the committee / Saanich to build celebration events in partnership.

The group will also be participating in the April 17 Bicycle festival and encourages the schools to encourage students and families to participate.



**Combined Education Policy and Directions Committee
and
Operations Policy and Planning Committee Meeting
March 7, 2016 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Deborah Nohr, Chair, Education Policy and Directions Committee, Elaine Leonard, Chair, Operations Policy and Planning Committee, Tom Ferris, Diane McNally, Peg Orcherton, Rob Paynter, Jordan Watters, Ann Whiteaker

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, Ted Pennell, Director of Information Technology, Marvella Preston-Bain, District Principal of Special Education, Simon Burgers, District Principal of Languages and Multiculturalism, Connie Schmidt, Recording Secretary

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

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

Introductions were made around the Board table and the Administration table.

1. APPROVAL OF THE AGENDA

Trustee Paynter added a motion under item G. New Business and Trustee Ferris added a notice of motion under item H. Notice of Motion of the Operations Policy and Planning Committee portion of the agenda.

It was moved:

That the March 7, 2016 regular agenda for the Operations Policy and Planning Committee meeting be approved with the following additions:

G. New Business

1. Trustee Paynter - Minimum Hours of Instruction

H. Notice of Motion

1. Trustee Ferris - Federal Infrastructure Money

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the February 1, 2016 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

It was moved:

That the February 9, 2016 Operations Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES - None

4. EDUCATION POLICY DEVELOPMENT COMMITTEE – Trustee Nohr, Chair

A. PRESENTATION TO THE COMMITTEE

1. Oak Bay Students – Gender Identity and Gender Expression

Two students from Oak Bay High School, representing the District Gender and Sexuality Alliance (GSA), presented Trustees with information about the Gender Identity and Gender Expression Policy Proposal. The students spoke to the rationale of the proposal and provided a brief summary of the development process.

Chair Nohr thanked the students for their presentation.

B. NEW BUSINESS

1. Introduction of Student Representative – Jenna Jiang, Mount Douglas Secondary School

Superintendent Langstraat introduced and welcomed Jenna Jiang, Student Representative from Mount Douglas Secondary School. Jenna will be attending the March 2016 meetings of the Board.

2. Measuring Outcomes of Students with Diverse Learning Needs

Marvella Preston-Bain, District Principal of Special Education, provided trustees with information about measuring outcomes of students with diverse learning needs. Ms. Preston-Bain's presentation covered a variety of topics, including successful inclusion, educational provisions, on-going assessment of and for learning, methods of assessment and reporting, and big data.

Questions of clarification were asked of Ms. Preston-Bain and Superintendent Langstraat. Trustees thanked Ms. Preston-Bain for her informative presentation.

C. NOTICE OF MOTION

1. Trustee Watters – Gender Identity and Gender Expression

Trustee Watters thanked the Oak Bay High School students for their earlier presentation. She then presented her motion on Gender Identity and Gender Expression:

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).

Discussion ensued amongst Trustees.

Trustee Ferris recommended the motion be amended to include the words “and regulation” after the first instance of the word “policy.”

It was moved:

That the main motion “*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)*” be amended to include the words ‘and regulation’ after the first instance of the word ‘policy’.

Motion Carried Unanimously

Chair Nohr called the question on the main motion as amended.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) accept the policy and regulation 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).

Motion Carried Unanimously

The Education Policy and Planning Committee meeting adjourned at 8:13 p.m.

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

The Operations Policy and Planning Committee meeting was called to order at 8:17 p.m.

A. PRESENTATIONS

1. Rod Sim, Oak Bay Rotary Foundation

Rod Sim, Director and Secretary of the Oak Bay Rotary Foundation, thanked Trustees and District administration for their support and the invitation to share the Foundation’s plan to

award the Sno'uyutth Legacy Scholarship to a graduating student of First Nations, Inuit or Métis descent who pursues post-secondary training upon graduation from Oak Bay High School, starting in September 2016. Mr. Sim explained that the annual cash amount of the scholarship will be \$500 for 2016 and that the Foundation intends to grow the endowment account to \$25,000 and increase the annual cash payment to \$1,000 as soon as possible. He also informed Trustees that the Foundation hopes to expand the scope of the Sno'uyutth Legacy Scholarship to include all secondary schools in Greater Victoria.

Trustees expressed their appreciation and thanked Mr. Sim for his presentation.

B. SUPERINTENDENT'S REPORT

C. PERSONNEL ITEMS

1. Director of Facilities Services

Secretary Treasurer Walsh announced that Mr. David Loveridge was hired as the new Director of Facilities Services. Mr. Loveridge will join the District on March 21, 2016.

D. FINANCE AND LEGAL AFFAIRS

1. 2016-2017 Budget Planning

Secretary-Treasurer Walsh spoke to the 2016-2017 Operating Budget Forecast that was presented to Trustees at the January 11, 2016 Operations Policy and Planning Committee meeting. He explained that the Financial Services department is currently in the process of building the 2016-2017 Annual Operating Budget and will focus on identifying revenue and expense variances in an effort to reduce the projected budget deficit. Secretary-Treasurer Walsh and Superintendent Langstraat also discussed centralizing contingencies and reviewing appropriate levels of carryforward funds across the District.

Discussion ensued amongst Trustees.

Secretary-Treasurer Walsh requested feedback and received support from Trustees to eliminate the separate Public Budget Meeting scheduled for 7:00 p.m. on March 29, 2016 and rather include the budget presentation and discussion within the Secretary Treasurer's Report section of the Regular Board Meeting scheduled for the same day at 7:30 p.m.

Secretary-Treasurer Walsh also requested and received feedback on the most cost-effective methods of advertising the upcoming budget meetings. Trustees directed Secretary-Treasurer Walsh to explore the options following confirmation of the District's statutory requirements.

2. Technology for Learning Strategy

Superintendent Langstraat presented Trustees with the funding specifics of the Technology for Learning Strategy. Superintendent Langstraat and Secretary-Treasurer Walsh outlined the expected costs and sources of funding for the main areas of the strategy: infrastructure (wireless access, fixed projection devices, and educator devices), support for educators, and student access to technology. It was explained that sources of funding would include

the Annual Facility Grant (AFG), increased investment income, the reallocation of existing expense budgets, and the use of one-time carryforward budgets.

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

Regarding the source of funds for fixed projection devices, Secretary-Treasurer Walsh recommended the following 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.

Discussion ensued amongst Trustees.

It was moved:

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.

Motion Carried Unanimously

Superintendent Langstraat and Secretary-Treasurer invited further feedback from Trustees and stakeholder groups and advised that the funding plan would be presented to the Board at the March 29, 2016 Regular Board meeting.

E. FACILITIES PLANNING

1. Water Safety Planning

Secretary-Treasurer Walsh informed Trustees that the Ministry of Education has requested that school districts work with their local health authority to develop a plan for ongoing water safety evaluation. He explained that the District has been proactive in testing facilities to determine lead levels in the water. While waiting for direction from Island Health, Secretary-Treasurer Walsh advised that the Facilities Services department and District Health and Safety will prepare an overview of District facilities with regard to this matter and tentatively plan testing.

F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

G. NEW BUSINESS

1. Trustee Paynter – Minimum Hours of Instruction

Trustee Paynter presented his motion and rationale.

That the Board of Education of School District No. 61 (Greater Victoria) request that the Superintendent take such actions as are necessary to ensure that all students are provided with the minimum hours of instruction in future school years.

Discussion ensued amongst Trustees. Chair Leonard called for a vote on the motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) request that the Superintendent take such actions as are necessary to ensure that all students are provided with the minimum hours of instruction in future school years.

Motion Defeated

For: Trustee Paynter

Against: Trustees Leonard, McNally, Nohr, Whiteaker

H. NOTICE OF MOTION

1. Trustee Ferris – Federal Infrastructure Money

Trustee Ferris provided a notice of motion for the March 29, 2016 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Secretary-Treasurer to investigate the process by which the Board, in conjunction with the Vic High Alumni Association, might apply for Federal infrastructure money for the development of the new field at Vic High.

I. GENERAL ANNOUNCEMENTS – None

J. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The Operations Policy and Planning Committee meeting adjourned at 10:17 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 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.

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: March 29, 2016

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

1. Strategic Plan Media Launch

As Trustees are aware, a media launch of the Strategic Plan is scheduled for Wednesday, March 30 at 10:30 a.m. in the Board Room. Media has been invited and promotional materials have been prepared.

2. Esquimalt Student Town Hall Meeting

A Student Town Hall meeting was held at Esquimalt High School on Thursday, March 10. Thank you to those Trustees who were able to attend.

3. Feedback for the Superintendent

As Trustees are aware, discussion has taken place regarding an evaluation for the Superintendent. At the last Board Meeting a decision was made to postpone the evaluation until next school year.

The Superintendent believes that ongoing professional feedback is important to growth and development. As a result, the Superintendent is recommending that he coordinate the following to take place prior to the end of June, 2016:

- a) 360 degree feedback instrument administered to a cross-section of stakeholders
- b) Completion of professional growth process (initiated in September, 2015)
- c) Written self-evaluation

The Superintendent further recommends that the information gathered through this process be shared at the in-camera portion of the June 20, 2016 meeting of the Board of Education. Finally, the Superintendent intends to present to the Board a detailed evaluation plan for the 2016 – 2017 school year that will encompass a process for feedback for the Superintendent and the Board of Education.

4. Education Plan Supplement - see attachment.



March 18, 2016

Ref: 186672

To: All Superintendents of Schools
All School Districts

Re: Further Information Regarding the Education Plan Supplement

I am writing this letter as a follow-up to the operating grants letter sent to Secretary-Treasurers by George Farkas, Assistant Deputy Minister of the Resource Management Division.

In his letter, George indicated that the \$10.5 million Supplement for the Education Plan is again in place for 2016/17. These funds are being provided to ensure that districts continue to support educational transformation in the areas of curriculum, assessment and reporting, deepening the work already occurring locally.

Districts may consider ways to leverage these dollars with other existing structures and initiatives to further the implementation of the redesigned curriculum.

This funding has been provided to support the three year curriculum implementation plan announced in the fall of 2015. Details regarding expenditures for 2017/18 and 2018/19 will be provided in the future.

Thank you for your leadership and continued support of education transformation and modernizing our education system for the benefit of students now and in the future.

Sincerely,

Jennifer McCrea
ADM, Sector Liaison & Student Safety
&
A/ADM, Learning Division
Ministry of Education

cc: Secretary-Treasurers – All School Districts
Board Chairs – All School Districts

George Farkas, Assistant Deputy Minister
Resource Management Division

Ministry of
Education

Learning Division

Mailing Address:
PO Box 9887 Stn Prov Govt
Victoria BC V8W 9T6

Location:
620 Superior St
V8W 9H3



OFFICE OF THE
SECRETARY-TREASURER

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

TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: March 29, 2016

RE: **Secretary-Treasurer's Report**

The purpose of this memo is to provide background on a variety of actions that the Secretary-Treasurer's Office has been involved with over the last month.

On February 20, 2016 I attended training on Robert's Rules of Order with the Parliamentarians Association of British Columbia. The purpose of the session was to gain greater skill in providing advice to the presiding officer of Board and committee meetings.

On February 25 and 26, 2016 I attended the zone meeting of the BC Association of School Business Officials (BCASBO). The purpose of the meeting was to hear presentations from a number of Ministry of Education employees as well as network with other island Secretary-Treasurers and financial staff. Presentations included highlights of future capital request applications as well as discussions on administrative savings.

Following the District template, I provided two letters of support to childcare operators to seek funding to acquire portables to increase available childcare spaces with preference being given to District students. There is no monetary commitment on behalf of the Board.

Working with Financial Services we prepared the budget using the Ministry's March 15th 2016 funding announcement. (see Budget Presentation).

On March 1, 2016 the Ministry of Education audited our administrative savings plan. No concerns were raised as a result of the audit and as such the plan is on track to meet Ministry requirements.

On March 10, 2016 I presented on Facilities matters to the student town hall at Esquimalt High School focusing on environmental issues and answering questions of students.



March 15, 2016

Ref: 186656

All Superintendents
All Secretary-Treasurers
All School Districts

Re: School Enhancement Program (formerly Routine Capital) – 2016/17 Call for Projects

This letter is to invite you to submit your proposals for the School Enhancement Program (SEP) for the 2016/17 fiscal year. The goal of this program is to help school districts extend the life of their facilities and school-based assets.

Eligible projects must be more than \$100,000, but not exceed \$3,000,000 and may include:

- Electrical upgrades (power supply and distribution systems);
- Energy upgrades;
- Health and Safety upgrades (fire systems, indoor air quality);
- Mechanical upgrades (heating, ventilation, plumbing); and
- Roofing upgrades

Projects submitted must be completed by March 31, 2017.

Priority will be given to projects with the greatest opportunity to improve facilities (greatest impact on FCI, VFA priority). Consideration will also be given to whether the project proposals:

1. Address issues affecting safety or the effective functioning of the school;
2. Are in schools identified with identified long-term utilization;
3. Are in schools with high capacity utilization;
4. Are in schools with unique significant importance to the District such as those in rural areas with limited alternatives;
5. Where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment.

.../2

**Ministry of
Education**

Capital Delivery
Planning and Major Projects
Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

SEP projects must meet Generally Accepted Accounting Principles (GAAP) for capital improvements. Investments not eligible for SEP funding include, but are not limited to, day to day wear and tear, painting, flooring, parking and driveway repairs, and playfield repairs.

A maximum of five projects will be considered from each school district. The Project Proposal Data Sheet is attached. Please return your completed sheet to your Planning Officer by April 15, 2016.

The ministry will review all submissions and respond to Districts by May 31, 2016.

Sincerely,



Nicole Pharand-Fraser, Director
Construction and Routine Capital Branch

Attachments: Project Proposal Data Sheet

pc: All Facility Managers
Renée Mounteney, Executive Director, Capital Delivery Branch
All Regional Directors, Capital Delivery Branch
All Planning Officers, Capital Delivery Branch
Ian Aaron, Director, School District Financial Reporting Branch
Linda Seabrook, Lead Financial Accountant-Reporting, School District Financial Reporting Branch