

# **OPERATIONS POLICY AND PLANNING COMMITTEE**

**Monday, June 13, 2016 at 6:00 P.M.**

**\*\*Please Note Earlier Start Time\*\***

## **REGULAR MEETING**

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

**OPPs Agendas and Minutes available at:**

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



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

**OPERATIONS POLICY AND PLANNING COMMITTEE**

*Dialogue with the Public is welcome during Standing Committee Meetings.*

**Regular Agenda for Monday, June 13, 2016 – 6:00 p.m.**

Board Room - Administration Offices, Tolmie Building

**Chairperson: Trustee Leonard**

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

	<b>Presenter</b>	<b>Status</b>	<b>Attachment</b>
<b>1. APPROVAL OF THE AGENDA</b>			
<b>2. APPROVAL OF THE MINUTES</b>			
A. Operations Policy and Planning Committee Meeting of Monday, May 9, 2016			Pgs. 1-5
<b>3. BUSINESS ARISING FROM MINUTES</b>			
<b>4. PRESENTATIONS TO THE COMMITTEE</b>			
A. Susan Abells/Kristina Leach, Microhousing Victoria			
B. Tasha Diamant, School Dress Code			
<b>5. SUPERINTENDENT'S REPORT</b>			
<b>6. PERSONNEL ITEM</b>			
A. Wellness and Attendance Support Program Update	Colin Roberts	Information	Pgs. 6-9
<b>7. FINANCE &amp; LEGAL AFFAIRS</b>			
A. Ministry of Education Funding Announcement	Mark Walsh	Motion	Pgs. 10-17
B. Report of the Policy Sub-Committee	Mark Walsh	Motion	Pgs. 18-35
<b>8. FACILITIES PLANNING</b>			
A. McKenzie Interchange Update	Mark Walsh	Information	Pg. 36
B. School Security and Access	Mark Walsh	Information	Pg. 37
C. Water Quality	Mark Walsh	Information	Pgs. 38-39
D. Capital Plan Submission Update	Mark Walsh	Motion	Pgs. 40-42
E. Vic High Field Update	Mark Walsh	Information	Pg. 43
<b>9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS</b>			
<b>10. NEW BUSINESS</b>			
A. Trustee Paynter – Trustee Professional Development Fund Allocation			

That commencing at the end of the 2015/16 fiscal year the Trustee Professional Development Fund allocations will be returned to general revenue for allocation in the next fiscal year.
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**B. Trustee Whiteaker - By-law 9360 General Meeting of the Board**

That the Board of Education of School District No. 61 (Greater Victoria) amend By-law 9360 General Meeting of the Board, Section 11 to include a section for correspondence.

**C. Trustee Loring-Kuhanga - Policy 7110.1 Leasing of Closed Schools**

That the Board of Education of School District No. 61 (Greater Victoria) refer Policy 7110.1 to the Policy Sub-Committee or the Ad Hoc District Facilities Committee for review and update to include the District's surplus facilities and leased properties in order to protect our assets on a long-term basis.

**D. Trustee Watters – School Dress Code**

That the Board of Education of School District No. 61 (Greater Victoria) task the Superintendent with developing regulations and/or administrative guidelines for the creation, review and enforcement of school dress codes in order to ensure that any dress codes in our district reflect the Board's commitment to gender equity in both intention and practice, and that they are in alignment with Policy 4303 Discrimination.

**E. Trustee Loring-Kuhanga – Utilization Rate for Seismic Upgrades**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Ministry of Education disagreeing with the 95% utilization rate as a prerequisite to seismic upgrades.

**11. NOTICE OF MOTION**

**A. Trustee Ferris – Annual Trustee Elections** (for June 20<sup>th</sup> Board Meeting)

That the Board of Education of School District No. 61 (Greater Victoria) rescind the motion from December 14, 2015 that moved the annual Trustee elections from the November board meeting to the June board meeting.

**12. GENERAL ANNOUNCEMENTS**

**13. ADJOURNMENT**



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

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**REGULAR MINUTES**

**Present:**

Elaine Leonard, Chair, Tom Ferris, Edith Loring-Kuhanga, 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, David Loveridge, Director of Facilities Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:09 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 May 9, 2016 regular agenda be approved.

**Motion Carried**

**2. APPROVAL OF THE MINUTES**

It was moved:

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

**Motion Carried**

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

**4. PRESENTATIONS TO THE COMMITTEE - None**

**5. SUPERINTENDENT'S REPORT**

**A. Introduction of Student Representative**

Superintendent Langstraat introduced Dawson Gittens, Student Representative from Lambrick Park Secondary School.

## **B. Home Learners' Link Update**

Associate Superintendent Whitten provided Trustees with an update on Home Learners' Link (HLL). She explained that enrolment of school-aged students in HLL has declined over several years while the number of students with mental health concerns has risen thereby creating an increasingly challenging situation for HLL staff. Ms. Whitten advised that the practice of providing supplemental staffing to address this situation is not sustainable.

Ms. Whitten informed Trustees of consultation with parents and staff to discuss educational options for 2016-2017 and to establish a long-term vision for distributed learning, alternative education, and continuing education. As a result of the consultation process, the following steps were recommended:

- Offer a flexible and supportive alternative learning environment for ages 6-11 at SPARK
- Offer a flexible and supportive alternative learning environment for ages 12-14 at a middle school with equitable access to middle school learning experiences
- Conduct a comprehensive review of all of our alternative education programs

Trustees asked questions of clarification of Associate Superintendent Whitten.

## **6. PERSONNEL ITEMS - None**

## **7. FINANCE AND LEGAL AFFAIRS**

### **A. Report of the Policy Sub-Committee**

Secretary-Treasurer Walsh presented the report of the Policy Sub-Committee. He explained how Trustees will rotate onto the Policy Sub-Committee for a specified time period and that each subset of Trustees would be responsible for two major subsections of the Policy Manual.

Secretary-Treasurer Walsh shared that the Policy Sub-Committee will create a template to track the following actions with respect to policy:

- Recommendations made to standing committees
- Consultation with partner groups
- Last revision date

Trustees were advised that the Policy Sub-Committee will be making a recommendation that job descriptions not be contained in policies and regulations, except for a few specific senior leadership positions. The Sub-Committee also determined that many of the policies and regulations may be more appropriate as administrative procedures.

Discussion ensued amongst Trustees with concern raised about the sentence, "This gap is explained by both administrative cut-backs and the onerous process of altering policy and regulation of an administrative nature" as written in the section titled *General Scope: Job Descriptions and Administrative Procedures*. It was agreed that this sentence would be removed from the report.

It was moved:

That the Board of Education of School District No.61 (Greater Victoria) accept the recommendations of the Sub-Committee that the Superintendent be directed to create an administrative procedures manual and publicly available job descriptions to replace policy and regulations in appropriate circumstances.

**Motion Carried Unanimously**

## **B. Policy 1150 Communications Policy**

Secretary-Treasurer Walsh informed the Trustees that the Policy Sub-Committee reviewed Policy 1150 Communications Policy and determined that it is appropriate to specifically reference areas of typical responsibility for the Superintendent and Chair.

The changes were reviewed by Trustees with clarification provided that the final sentence of the policy should read, "While areas of responsibility overlap, typically the Board Chair has jurisdiction over political communications, and the Superintendent has jurisdiction over the operational communications."

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) adopt the revised Policy 1150, Communications Policy.

**Motion Carried Unanimously**

## **C. Oak Bay – Naming of Outdoor Classroom**

Mr. Dave Thomson, Principal of Oak Bay High School informed Trustees of the significant consultation process that was completed around the naming of the Bowker Creek Outdoor Classroom. Mr. Thomson shared that the new teaching platform on Bowker creek would be an ideal spot to recognize Glen Atkinson, who passed away suddenly just over a year ago. Glen was an iconic teacher, coach, performer, mentor and friend to thousands of students and adults for nearly 40 years. Oak Bay High School plans to honour Glen's contribution to generations of students by naming the new teaching platform "The Glen Atkinson (Memorial) Outdoor Classroom" and placing a plaque on the rock that sits in the centre of the classroom.

Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve naming the new teaching platform on Bowker Creek at Oak Bay High School "The Glen Atkinson (Memorial) Outdoor Classroom".

**Motion Carried Unanimously**

# **8. FACILITIES PLANNING**

## **A. Long-Term Facilities Plan Framework**

Secretary-Treasurer Walsh presented the Trustees with the framework for the Long-Term Facilities Plan. He explained the goal of having a preliminary draft report ready for the June

2017 Operations Policy and Planning meeting, so that further consultation and changes could be incorporated by September 2017.

Discussion ensued amongst Trustees with concern raised around the structure of the steering committee and working group. Superintendent Langstraat advised that he could see the steering committee functioning as an ad hoc committee of the Board with the ability to bring others into the consultation process as needed.

The following motion was not moved:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Long-Term Facilities Plan Framework report.

However, Trustees provided direction to Secretary-Treasurer Walsh to bring forward the Long-Term Facilities Plan Framework, along with a draft Terms of Reference for the ad hoc committee, to the Regular Board of Education meeting on May 16, 2016.

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

## **10. NEW BUSINESS**

### **A. Trustee Loring-Kuhanga – Committee Structure**

Trustee Loring-Kuhanga presented her motion and rationale. Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) create a four standing committee structure consisting of Education Directions and Technology; Policy; Finance, Facilities and Legal Affairs; and Human Resources and direct the Secretary-Treasurer to make the recommended changes to the appropriate bylaws and membership structures and times to be presented at the June 13, 2016 Operations Policy and Planning Committee meeting.

**Motion Carried**

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

### **B. Trustee Loring-Kuhanga – First Nations Stakeholders**

Trustee Loring-Kuhanga presented her motion and rationale. Discussion ensued amongst Trustees including what opportunities exist for stakeholders to provide input at both Standing Committee and Board meetings.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) invite the Esquimalt and Songhees Nations, as First Nations stakeholders, to attend committee and regular Board meetings.

**Motion Carried Unanimously**



### C. Trustee Nohr – Update Policy 3451 – Donations to Schools

Trustee Nohr presented her motion and rationale.

Chair Leonard suggested that Trustee Nohr address the policy update while she is a member of the Policy Sub-Committee and during the review the 3000 subset of policies and regulations from June to September 2016.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) refer Policy 3451- Donations To Schools to the Policy Sub-Committee for an update and establish criteria for advertising presence in our schools.

**Motion Carried Unanimously**

### D. Trustee Watters – District Code of Conduct

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

Trustee Nohr moved to postpone Trustee Watters' motion indefinitely.

It was moved:

That the motion that, "The Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish a process for developing a District Code of Conduct." be postponed indefinitely.

**Motion Defeated**

For: Trustees Loring-Kuhanga, Nohr, Paynter

Against: Trustees Ferris, Leonard, McNally, Watters

Chair Leonard called for a vote on Trustee Watters' motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish a process for developing a District Code of Conduct.

**Motion Carried Unanimously**

### 11. NOTICE OF MOTION - None

### 12. GENERAL ANNOUNCEMENTS - None

### 13. ADJOURNMENT

It was moved:

That the meeting adjourn.

**Motion Carried**

The meeting adjourned at 9:25 p.m.

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TO: The Operations Policy and Planning Committee

FROM: Colin Roberts and Emily Moore

DATE: June 13, 2016

RE: Wellness and Attendance Support Program

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This memo is to bring trustees information on the Wellness and Attendance Support Program in the District (the "Support Program").

### **Background**

The support program consists of the three elements:

1. Attendance support;
2. Employee Wellness;
3. Disability Management

The purpose of our program is to improve the overall health and wellbeing of our employees, reduce absenteeism, and enhance employees' engagement in the workplace, all while treating our employees in a consistent and fair manner. Our desire is to minimize avoidable absences and work with employees to ensure a healthy and vibrant workplace.

As you are aware the District received funding from the Ministry to provide the Support Program. Greater Victoria is an advisory District for the program along with Vancouver and Surrey.

### **Attendance Support Program (ASP) Brochure**

During the February meeting the board recommended that the portion of the mission statement being used in the ASP Brochure be removed. We took the board's recommendation and removed it from the "Program Overview" section.

The Board also mentioned that as a district we do not have high absences when compared to other districts. As a result of that comment, we are proposing that the following paragraph be added to the brochure:

#### **A Message to All Staff**

*We would like to recognize and thank all employees for their continuous hard work and dedication to education. While we acknowledge that the District has lower absences than the provincial average, we will continue to offer support to those employees who need it.*

**\*\*The ASP Brochure is attached for reference**

## Data

Applicable to all employees in the District, those who have absences above the 95th percentile of their employee group will be identified as a potential candidate for the program.

The table below demonstrates year-to-date (September to May) absence patterns from the last 4 years

Group	Sept - May				Sept - May				Sept - May				Sept - May			
	2015/16				2014/15				2013/14				2012/13			
	Total Absences	EE Count	Average Absence	% of days in session (167)	Total Absences	EE Count	Average Absence	% of days in session (169-13=156)	Total Absences	EE Count	Average Absence	% of days in session (169-13=156)	Total Absences	EE Count	Average Absence	% of days in session (169)
<b>Teachers</b>	9,975.45	1,379	7.23	<b>4.33%</b>	8,695.23	1,365	6.37	<b>4.08%</b>	9,137.94	1,369	6.67	<b>4.28%</b>	9,177.74	1,381	6.65	<b>3.93%</b>
<b>CUPE 382</b>	1,747.97	218	8.02	<b>4.80%</b>	1,791.29	219	8.18	<b>5.24%</b>	1,947.39	214	9.10	<b>5.83%</b>	1,697.41	214	7.93	<b>4.69%</b>
<b>CUPE 947</b>	7,858.28	808	9.73	<b>5.82%</b>	8,235.81	804	10.24	<b>6.57%</b>	7,774.58	800	9.72	<b>6.23%</b>	7,752.96	801	9.68	<b>5.73%</b>
<b>AO</b>	503.80	117	4.31	<b>2.58%</b>	484.75	119	4.07	<b>2.61%</b>	510.66	120	4.26	<b>2.73%</b>	619.53	121	5.12	<b>3.03%</b>
<b>ASA</b>	143.76	30	4.79	<b>2.87%</b>	152.14	33	4.61	<b>2.96%</b>	195.50	33	5.92	<b>3.80%</b>	112.00	33	3.39	<b>2.01%</b>
<b>Exempt</b>	129.97	38	3.42	<b>2.05%</b>	142.65	39	3.66	<b>2.34%</b>	111.91	37	3.02	<b>1.94%</b>	101.00	35	2.89	<b>1.71%</b>
<b>Total</b>	20,359.22	2,590	7.86	<b>4.71%</b>	19,501.87	2,579	7.56	<b>4.85%</b>	19,677.98	2,573	7.65	<b>4.90%</b>	19,460.64	2,585	7.53	<b>4.45%</b>

We have seen improvements in almost all employee groups, and while they have not been substantial at this point, the program is still in the early stages. Of the employees that were met with and entered into the program in January, we have seen a 31% increase in attendance. We anticipate that as the program continues to progress and evolve we will continue to see improvements in attendance.

Ultimately, we are satisfied that the program will meet both its human resource goals of a healthy and supported workforce as well as achieve cost savings that can be better used for students services.

## Wellness

To complement the Attendance Support Program we have been actively promoting Homewood Health, the district's EFAP provider, since the beginning of the school year. This has been done through newsletters, emails to staff, and bringing awareness to principals. As a result of this effort we have seen a 27% increase in usage from last year. In addition to Homewood Health, the district has also arranged membership discounts at several gyms throughout Victoria and published monthly newsletters on health & wellness. We are confident that the increase in our EFAP usage, along with our other wellness initiatives, has had a direct impact on our improved attendance for the 2015/16 school year.

## *Responsibilities*

### **Employees**

- Understand your obligation to attend work regularly & perform duties for which you were hired.
- Strive to maintain good health and actively participate in a recovery plan when applicable.
- Report work absences and provide medical documentation as needed.
- Keep your supervisor and HR informed about your recovery and issues that may impact your ability to be at work.

### **Supervisors**

- Model positive attendance practices.
- Communicate expectations, to ensure employees understand importance of regular attendance & the consequences of their absence.
- Ensure awareness of the process to report work absences.
- Offer assistance to employees where attendance is becoming an issue, to help the employee achieve improvement.

### **Human Resource Services**

- Guide & act as a resource to all parties.
- Ensure that the ASP continues to be implemented in a consistent, fair, and respectful manner across the District.
- Oversee cases that involve modified work duties and accommodation issues.

## *Our Goals are to...*

*Improve the overall health and wellbeing of our employees*

*Reduce Absenteeism*

*Enhance employee's engagement in the workplace*

*Treat our employees in a consistent and fair manner*



## *Our Plan*



**Attendance  
Support Program**

## Program Overview

The Attendance Support Program assists employees experiencing attendance challenges due to illness, injury, or other personal circumstances, to help them perform their job role to the best of their ability. Our desire is to minimize avoidable absences and work with employees to ensure a healthy and vibrant workplace. A healthy and productive workforce is vital to successful learning outcomes for our students.

## Types of Absences

### Non-Culpable

These types of absences are often beyond the employee's control, and may be referred to as involuntary or innocent absences.

### Culpable

These types of absences occur when an employee is absent for reasons that are within their control and are deemed unacceptable.

## A Message to All Staff

We would like to recognize and thank all employees for their continuous hard work and dedication to education. While we acknowledge that the District has lower absences than the provincial average, we will continue to offer support to those employees who need it.

## ASP Process

Employees who have absences above the 95th percentile of their employee group will be identified as a potential candidate for the program.

### STEP 1: CASUAL CHECK IN

Initial conversation between the employee, their union rep, and their supervisor to check in and discuss concerns about absences.

*If attendance is still a concern*



### STEP 2: AWARENESS MEETING

A meeting between the employee, their union rep, and their supervisor to review ongoing attendance concerns and draft an action plan.

*If attendance is still a concern*



### STEP 3: SUPPORT MEETING

A meeting between the employee, their union rep, and their supervisor to discuss ongoing concern about attendance, review & update action plan, and offer added support where needed.

*If attendance is still a concern*



## ASP Process Continued...

### STEP 4: INTERVENTION MEETING

A meeting between the employee, their union rep, and their supervisor to discuss ongoing concern about attendance, review & update action plan, and offer added support where needed. Additional meetings at this step may be required.

*If attendance is still a concern*



### STEP 5: ASP COMPLETION

A meeting to thank the employee for continued and sustained improvement in their attendance or, if there has been no improvement, a referral to Labour Relations within the Human Resources Department.

Please note that employee resources (e.g. Homewood Solutions) will be made available to employees at every step in the process.

OFFICE OF THE  
**SECRETARY-TREASURER**

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

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TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 13, 2016

RE: **Ministry of Education Funding Announcement**

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**Background:**

As the Committee is aware, the Ministry of Education announced that they will be providing increased funding to Districts through a redirection of the 2016-17 administrative savings required from Districts. The funding announcement does not result in overall increased revenue to the District but rather, will provide the District with a reduction in charges for Ministry initiatives, such as the Next Generation Network. The Board is not required to pass a new budget. The Ministry expects that the reduction in costs be reflected in the February amended budget. The Ministry subsequently announced that this funding will be permanent.

The resulting increase in resources for our District is \$827,353.

As we noted during our initial budget process, the District is currently expecting a structural deficit of approximately 5.9 million dollars in 2016-17. During the passage of the budget, however, we were able to utilize our expected accumulated surplus (from a variety of sources including variances, increasing enrollment and increased revenue from ISP) to cover the structural deficit for the 2016-17 year as well as begin planning for the expected deficit in 2017-18.

We noted that we were in the process of reviewing our budget variances to determine an accurate reflection of our structural deficit. This work is ongoing and we intend to bring initial findings to the Operations Policy and Planning Committee along with administrative guidelines that govern contingencies and carry forward amounts.

We also noted that the District will be purchasing mobile devices for teachers. Our plan included the purchase of these devices through a lease with the costs being spread over a number of years. This cost, while covered by additional revenue, is ongoing. Further, there are financing charges associated with such an arrangement.

Senior administration has since discovered a number of issues related to facilities that require immediate attention by the Board including school security and access, water quality, and technical education facilities (e.g. trades shops).

Given the current process that we are endeavoring into with respect to the review of budget variances and the immediate needs of our facilities, we are recommending that the Board not invest in ongoing operational expenses until such time as we have completed the review.

**Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) approve that:

- a. \$550,000 of the newly available funding for 2016-17, plus identified budget variances, be allocated to fund the purchase of mobile devices for teachers and that the previously approved annual expense budget of \$250,000 for the cost to lease mobile devices be released and applied against the structural deficit;
- b. \$200,000 of the newly available funding for 2016-17 be allocated to address water quality issues in schools, as well as school security and access issues;
- c. \$77,353 of the newly available funding for 2016-17 be allocated to fund the purchase and/or repair and maintenance of shop equipment following a review by Facilities Services and the administration responsible for Career Programming of the immediate and future needs of District shop facilities.



June 2, 2016

Ref: 188043

To: All Superintendents  
All Secretary Treasures

**Re: May 31, 2016 \$25 million in redirected administrative savings for school districts**

This letter is a follow-up to the Minister of Education's May 31 announcement of \$25 million redirected from Administrative Savings to frontline education services.

Minister Mike Bernier has been in active discussions with the Minister of Finance and his colleagues regarding the hard work done by districts to implement administrative savings. The result is that government has been receptive to our advocacy work on behalf of boards of education, enabling Minister Bernier to make this important announcement to redirect funding back into student services. **I can now advise that government has confirmed this level of funding as a permanent commitment for K-12 education; it is not only for the 2016/17 school year.**

In 2016/17, the \$25 million will be provided as reduced charges to districts for various cost items, such as the Next Generation Network, the School Protection Program, and potentially others. Each district will have reduced charges equal to a specific allocation, which is the same as their incremental administrative savings target for 2016/17 (see attachment for district allocations). This will free up funds in district budgets that can be used on any area a district chooses, without limitations.

District operating grants are not increasing with this announcement. Nor is the operating block increasing for 2016/17. The Ministry will be paying these charges (or partial charges) on behalf of districts. We will also track these amounts during the year so that we can demonstrate that districts have fully received their benefit. Most of these charges will not be confirmed until later in the fall 2016, which is when they are normally calculated. See the Q/A attachment for more details on the process.

In addition, administrative savings plans are not required for the incremental \$25 million in 2016/17. However, districts are still required to report on the ongoing \$29 million savings set in 2015/16.

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I trust that our education partners will see this as a further positive step in our joint efforts to ensure BC students have the best learning opportunities in our education system.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Dave Byng', with a stylized flourish at the end.

Dave Byng  
Deputy Minister

Attachments

cc: School Board Chairs

**School District Allocations for \$25M Redirected Administrative Savings**

School District	School District Allocations 2016/17
5 Southeast Kootenay	277,377
6 Rocky Mountain	168,700
8 Kootenay Lake	252,383
10 Arrow Lakes	36,091
19 Revelstoke	51,315
20 Kootenay-Columbia	178,204
22 Vernon	382,586
23 Central Okanagan	967,983
27 Cariboo-Chilcotin	259,687
28 Quesnel	168,780
33 Chilliwack	603,535
34 Abbotsford	846,484
35 Langley	851,770
36 Surrey	3,128,483
37 Delta	690,188
38 Richmond	871,987
39 Vancouver	2,251,318
40 New Westminster	295,560
41 Burnaby	1,027,783
42 Maple Ridge-Pitt Meadows	631,773
43 Coquitlam	1,338,556
44 North Vancouver	665,252
45 West Vancouver	284,472
46 Sunshine Coast	182,072
47 Powell River	105,664
48 Sea to Sky	224,674
49 Central Coast	28,001
50 Haida Gwaii	50,678
51 Boundary	77,888
52 Prince Rupert	123,861
53 Okanagan Similkameen	118,102
54 Bulkley Valley	110,533
57 Prince George	622,655
58 Nicola-Similkameen	122,301
59 Peace River South	205,328
60 Peace River North	307,317
61 Greater Victoria	827,353
62 Sooke	450,041
63 Saanich	329,692
64 Gulf Islands	99,976
67 Okanagan Skaha	266,527
68 Nanaimo-Ladysmith	593,079
69 Qualicum	197,263
70 Alberni	184,456
71 Comox Valley	354,941
72 Campbell River	255,596
73 Kamloops/Thompson	673,698
74 Gold Trail	97,792
75 Mission	280,146
78 Fraser-Cascade	96,520
79 Cowichan Valley	348,411
81 Fort Nelson	48,645
82 Coast Mountains	248,728
83 North Okanagan-Shuswap	302,206
84 Vancouver Island West	40,077
85 Vancouver Island North	89,257
87 Stikine	27,319
91 Nechako Lakes	253,903
92 Nisga'a	38,961
93 CSF	386,075
Provincial Total	25,000,000

## Questions and Answers

### May 31, 2016 announcement of \$25 million redirected to front-line education

#### Q.) What exactly is government doing?

Government is redirecting \$25 million in administrative savings into frontline services for students, by reducing certain charges to districts and therefore, freeing up funds in district budgets. **This level of funding will be provided moving forward – not just this year.**

#### Q.) How much money will each district be able to keep?

That is directly based on a district's incremental administrative savings target for 2016/17 – that is, their portion of the \$25 million in savings. Each district's benefit is equal to that savings allocation.

For example, Surrey with many schools and many students –and with a big operating budget -- will have \$3.1 million of room in its budget. A district like Qualicum will have \$197,263 of room in its budget.

#### Q.) Will funding flow as a grant to districts?

No. The \$25 million will be made available through reduced district charges for certain costs to the Ministry. To use the previous example, this year, Surrey will not have to pay \$3.1 million worth of charges to the province and instead, will be able to use that money to invest in their priorities. The Qualicum school district will be able to invest \$197,263 of its money in key priorities.

How it will work in practice, within the Ministry of Education:

- As charges are put through the funding payment system, such as for the Next Generation Network, we will reduce a district's charge by as much as possible, to achieve their allocation.
- If NGN isn't enough, then we'll go to the next largest charge-back which is likely the School Protection Program. We will reduce that charge by as much as possible to achieve a district's allocation.
- Most districts will only need 1 or 2 charges to make up their amounts, but others may need more. It will depend on their total allocation and their various charges. Other candidates for reducing charges are MyEd BC and the new Employment Practices Liability Program.

- It is likely the majority of a district's NGN charge will provide their funding room. But some districts may still have residual charges. Districts may wish to estimate what they will still need to pay for their charges.

**Q.) So you're not telling districts what to use the money for?**

That's correct. Districts can use their funds for whatever purpose they choose. Some might use it for busing, others to bring on extra classroom supports or to directly support students. But we expect most of it to flow into classrooms and services for kids.

**Q.) Does this mean we don't have to demonstrate savings of \$25M and report to the ministry?**

Districts will be required to provide reports for their ongoing \$29 million savings targets established in 2015/16, but will not have to submit savings reports related to the incremental \$25 million in 2016/17.

**Q.) Will districts have to revise and re-submit their 2016/17 budget by June 30, 2016.**

Districts may wish to do this but it is not a requirement. Districts are free to manage this change in funding information through internal working budgets, and capture any changes in their amended budget submission in February 2017.

**Q.) If districts won't have to pay certain charges, who is paying those bills? Where's the money coming from?**

The Ministry of Finance is supporting the Ministry of Education to cover the amounts districts owe for services.

**Q) Why didn't you just give the money to the districts?**

This achieves the same end result— districts have more resources to invest in priorities.

**Q) Will districts in Funding Protection get this financial benefit?**

Yes, all districts will benefit. A district's 2016/17 operating grant will remain unchanged, they'll just have lower bills to pay.

**Q) What bills will the ministry be paying?**

The ministry will review the various charges districts receive throughout the year and will reduce the charges to equal each district's amount. The types of charges would be:

Information Technology charges like Next Generation Network and MyEd BC, and insurance programs like the School Protection Program. The ministry will track these savings in order to demonstrate to districts the savings they have received during the school year. Most of the charges will occur in late fall/early winter after the fall enrolment count.

**Q.) Will districts be able to expect similar funding room next year?**

While budgets for future years will be confirmed next February, we recognize the pressures faced by school districts and we certainly have no intention of reducing funding going forward.

OFFICE OF THE  
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TO: Operations Policy and Planning Committee

FROM: The Policy Sub-Committee

DATE: June 13, 2016

RE: **Monthly Report**

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**Background:**

The Policy Sub-Committee (the "Committee"), met on May 30, 2016. Present at the meeting were Trustees Watters and Leonard, Superintendent Langstraat and Secretary-Treasurer Walsh.

The Committee has a number of updates and specific recommendations stemming from the review of policy.

**Updates:**

Student Transfers and Policy 5117 - Student Attendance Areas (Directed to the Sub-Committee by the Education Policy and Directions Committee on April 4, 2016):

The Committee has determined that the Superintendent will lead a consultation process with stakeholders with respect to Student Transfers and Policy 5117 and report back to the Committee.

Policy 3451 - Donations to Schools (Directed to the Sub-Committee by the Board on May 16, 2016):

The Committee has determined that the next group of rotating trustees should address the matter.

Policy 1300 - Acceptable Use of District Technology and Networked Information:

The Committee has determined that the policy should be sent to the District Operations Team for review.

**Recommendations:**

**General Issues:**

The Committee has determined that as it updates policies that it is appropriate to include references to appropriate legislative and/or policies associated with the policy.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-Committee to include appropriate legislative and/or policy references as appropriate when providing recommended updates to the Board.
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**Specific Policies Reviewed with Recommended Changes***Policy 3323 - Soliciting Prices - Tenders or Quotations:*

This item arises as a result of review from the District Operations Team. The Policy has not been revised in a significant amount of time. The policy proposal is intended to refresh the substance of the policy as well as its name. It is intended to reflect the manner in which the current system functions.

Upon approval of the policy change by the Board, the regulation will be referred to the District Operations Team and brought back to the Board for information.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3323 - *Purchasing Services*.

**Specific Policies Reviewed with No Recommended Changes***Policies 1163 – Consultation, 1250 - Trustee/School Liaison and 1311.1 - Polling at Schools:*

The Committee felt that these policies did not require updating and should be kept in full and given a new review date. The Committee has, however, requested that the Superintendent review the regulations associated with policy 1311.1.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) accept the recommendation of the Policy Sub-Committee that policies 1163 - *Consultation*, 1250 - *Trustee/School Liaison* and 1311.1 - *Polling at Schools* be considered reviewed with no changes.

**Specific Policies Reviewed and Recommended for Deletion***Policy 1164 - Decision-Making: Authority, Responsibility and Accountability:*

The Committee felt that that the policy is out of date and given the various specific responsibilities of the superintendent in managing the school district on behalf of the Board that it would be unnecessary to update the policy.

Given the policy mainly addresses senior leadership the committee feels it is appropriate to bring the matter directly to the Operations Policy and Planning Committee for review and comment.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1164 - *Decision-Making: Authority, Responsibility and Accountability*.

*Policy 1220 - Community Advisory Committees:*

The Committee reviewed the policy and are recommending its deletion. The policy was passed in 1971. The policy does not align with the manner in which the Board currently consults with our community and stakeholders. Further, the committee felt that By-Law 9140 Ad Hoc Committee of the Board allows sufficient flexibility to set a structure similar in nature to Policy 1220 and that the overlap is redundant.

Given that the Committee feels that there are structures in place to ensure the consultation envisioned in the policy are still available the Committee felt it was appropriate to bring the matter directly to the Operations Policy and Planning Committee.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1220 - *Community Advisory Committees*.

*Policy 1240 - School Volunteers:*

The Policy was last revised in 1991. The Committee felt the policy regulations and guidelines associated with the policy should be reviewed.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review Policy 1240 - *School Volunteers* and its associated regulations and guidelines including consultation with our stakeholders to ensure that the District is encouraging volunteers in schools while continuing to respect our collective agreement obligations.

*Policy 1260 - Community Education:*

It is the Committees recommendation to delete Policy 1260. The Committee feels that Policy 1260, which was adopted initially in 1973 and currently has been suspended since 1995, contains important values but its operational impacts are no longer relevant to the current system, including our funding model. Given the Policy has been suspended for over 20 years, the Committee recommends its deletion.

The Committee felt that given the Policy is not in force at this time that is was appropriate to present directly to the Operations Policy and Planning Committee for consideration.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1260 - *Community Education*.

Recommended Motion:

That the Operations Policy and Planning Committee receive the report of the Policy Sub-Committee as presented.



## **POLICY 3323**

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### **~~SOLICITING PRICES – TENDERS OR QUOTATIONS~~ PURCHASING SERVICES**

~~To acquire goods or services budgeted for the School District, the Purchasing Agent shall solicit prices from suppliers in the form of verbal quotations, written quotations or sealed tenders.~~

The Board of Education is committed to the effective use of public funds when procuring goods and services to create a safe, responsive and inclusive learning community.

The objectives of the purchasing services policy are to:

1. Maintain standards of transparency, ethics, and integrity
2. Maximize value for money, ensuring quality goods and services
3. Ensure accountability, consistency, and alignment in public-sector procurement practices
4. Commit to fair and effective competition, innovation, and continuous improvement
5. Identify sustainable and socially responsible procurement solutions
6. Provide efficient processes, flexibility, and support to the District and its suppliers

*Greater Victoria School District*

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Adopted: June 1964  
Amended: April 1970  
Amended: June 2016

## POLICY 1163

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### CONSULTATION

#### Policy

The Board values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the Board expects district, school and program level decisions will be made using appropriate consultation processes. The process selected will optimize the opportunity for educational and community partners to provide input within the predetermined timeframe.

#### Definition

*Consultation* is an important step in decision-making (See Appendix A). It is a process, not an outcome, which involves interaction between decision makers and those affected by the decisions. It promotes a two-way flow of information and ideas to arrive at better solutions and, consequently, more effective implementation of policy and programs.

#### Beliefs and Principles

**Student-focused:** The benefits of consultation are realized when educational and community partners are focused on the best interests of the students.

**Understanding and Commitment:** Consultation processes function more effectively when all parties understand them, have a basic commitment to them, and have access to them.

**Ownership:** The implementation of decisions is more effective when educational and community partners have shared in their development.

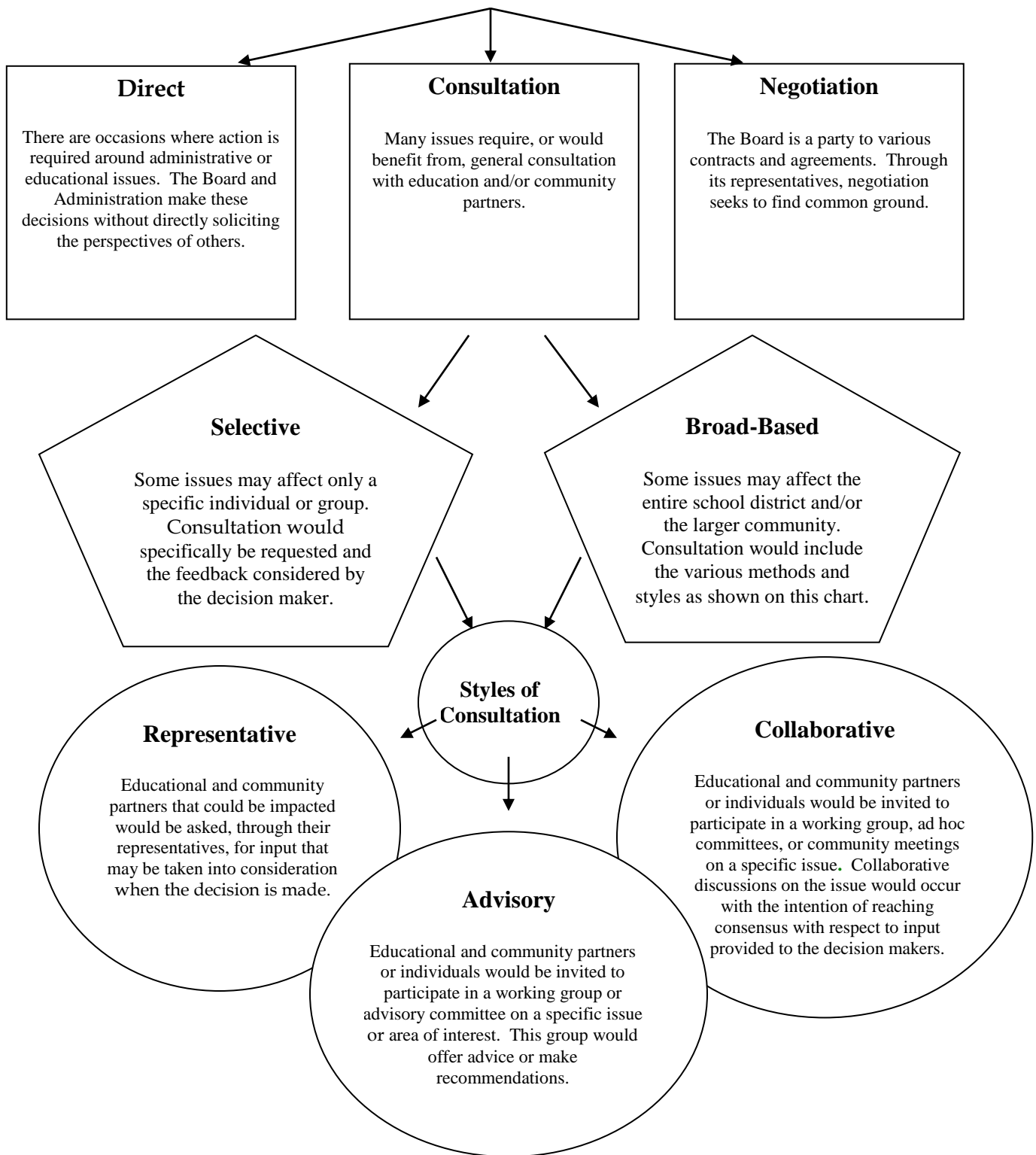
**Timeliness:** Consultation is more effective when it is commenced at the time that the issue being considered is identified.

**Transparency:** Communication, trust and open-mindedness are critical elements in consultation processes.

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## APPENDIX A - VISUAL DISPLAY OF POSSIBLE APPROACHES TO DECISION MAKING



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*Greater Victoria School District*

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Approved: January 1990  
Revised: September 1995  
Revised: June 2005  
Reviewed: March 2012  
**Reviewed: June 2016**

## **POLICY 1250**

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### **TRUSTEE/SCHOOL LIAISON**

The Board considers individual and direct trustee contact with the schools of the District to be a significant responsibility within trusteeship. Recognizing the difficulty for each trustee visiting every school each year, the Chair of the Board shall make a division of schools among the nine trustees, Trustees become particularly responsible for liaison with those schools which they have been assigned. However, their right to visit any school is acknowledged and the action encouraged.

*Greater Victoria School District*

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Approved: November 26, 1979

Reviewed: March 2012

Reviewed: June 2016

## **POLICY 1311.1**

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### **POLLING AT SCHOOLS**

The Board places great importance on the proper conduct of all Elections:  
Federal, Provincial, School Board and Municipal.

All requested District facilities will be made available to those conducting a poll  
and District staff shall cooperate fully to ensure that polls are run effectively and  
with due attention to the needs of the public.

*Greater Victoria School District*

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Adopted:     October 26, 1987

Reviewed:    June 2016

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## POLICY 1164

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### DECISION-MAKING: AUTHORITY, RESPONSIBILITY and ACCOUNTABILITY

#### I Background and Rationale

- A. **In October, 1990, the Board of Trustees adopted a Strategic Plan to direct the District's development. A belief statement, a mission statement and sixteen strategies defined the overall structure in which each student is to receive personalized attention in the learning process. Adherence to the mission statement requires the District's development to focus on the processes and outcomes of learning.**
- B. **In March, 1991, the Board of Trustees approved a proposal to reorganize the District's operational and administrative structures in support of the Strategic Plan. This reorganization was based on two essential principles of operation to ensure that the processes and outcomes of learning are achieved. These principles are:**
  - i) the decentralization of decision-making required so that decisions about learning are made closest to the level of implementation;
  - ii) responsibility and accountability for the decisions made on the part of each district employee.
- C. **From April, 1991 to March, 1992, definition was sought as to the type and extent of decentralized decision-making and as to how each employee would be held responsible and accountable for the quality and results of his/her decisions. The results of extensive consultation concluded that a balance of decentralization and centralization in decision-making is required so that the responsibility and**

accountability for the results of the decisions would be clearly understood. It was also concluded that the authority, responsibility

and accountability for decision-making must be within the parameters established by the British Columbia Schools Act, the Board's contractual obligations and Board Policies that define the position descriptions for the Superintendent of Schools, Secretary-Treasurer, members of the District Leadership Team and school principals. The process for decision-making must be in accordance with Board Policy 1163: ***"The Process of Consultation"***.

## **II Policy Statements**

The Board of Trustees believes that all decisions must support and further the implementation of the District's Mission and Beliefs Statement. Such decisions must be made by those responsible and accountable for their implementation and results. To ensure responsibility and accountability for the implementation and result of such decisions, there must be a balance of **centralization** and **decentralization** in the decision-making process.

**Centralized decisions** are those that provide the direction and standard of operation for the District. They are made by the Board of Trustees, the Superintendent of Schools, the Secretary-Treasurer and the heads of district departments (including Assistant Superintendents, Directors of Business, Facilities, Human Resource Services, School Development). Other members of district departments involved in decision-making have been delegated such responsibility by their respective department head. The accountability for the results of the decisions in the operation of the department rests with the department head.

The District Leadership Team is comprised of the above-listed personnel. It is structured to make corporate administrative decisions as required. The Superintendent is accountable for the results of the decisions made by the District Leadership Team.

### **A. Board of Trustees**

Responsible and accountable for those decisions that set the direction of the School District's operation. Such decisions include: the establishment of policies for all aspects of operations; the adoption of a strategic plan (belief statement, mission statement, primary goal and strategic directions); the setting of the annual operating budget;



the establishment of position descriptions for the Superintendent of Schools, Secretary-Treasurer and members of the District Leadership Team, principals, vice-principals and teachers, evaluation criteria for these positions.

**B. Superintendent of Schools**

Responsible and accountable for those decisions that operationalize Board policy through the preparation of regulations; the monitoring of annual department goals and professional work plans for each district leadership team member, and the implementation of evaluation criteria and practices to determine the quality and results of the decisions made by the Secretary-Treasurer, members of the District Leadership Team, school principals.

**C. Secretary-Treasurer**

Responsible and accountable for those decisions that operationalize the financial, legal and general business activities of the Board at all levels of the system.

**D. Heads of District Departments**

**(Assistant Superintendents, Directors of Business, Facilities, Human Resource Services, School Development, including Secretary-Treasurer);**

Responsible and accountable for those decisions that operationalize the district directions established for the specific operations inherent in his/her respective department's mandate.

**E. District Leadership Team**

Responsible for those decisions that operationalize the district directions as defined in the Strategic Plan.

**Decentralized decisions** are those that provide the functional direction for the learning environment and conditions in each school. Such decisions are made in accordance with Board Policy and regulations, the Board's contractual obligations and the District's standards of operation.

The primary decisions are made by the principal and the teacher within their respective mandates. In some situations, the teachers and the principal may make decisions collaboratively together with support staff, parents and students. The accountability for such decisions lies with the position having the legal authority to make the decisions. The major decision areas are:

The **teacher** is responsible and accountable for:

- those decisions that enable students to learn. Such decisions include those associated with the selection of materials and the implementation of teaching and learning strategies and assessment and evaluation strategies.
- the results of individual student achievement and must be able to explain the reasons for such from an educational perspective.

The **principal** is responsible and accountable for:

- those school policy and procedural decisions that enable the school's instructional program to be carried out effectively.
- those school policy and procedural decisions that provide for the safe, effective and efficient operation of the school.
- those decisions associated with the development and preparation of an annual school improvement plan.

In accordance with Policy 1163, the principal is responsible for ensuring that thorough consultation with teachers, parents and students (as age permits) and support staff occurs prior to the making of decisions that affect the program, operation or direction of the school.

The **Board of Trustees** believes that a balance of centralization and decentralization in the making of decisions will enable schools to have the autonomy they require to develop strong learning environments responsive to the needs of their communities within the direction of the District's beliefs and mission statements.

*Greater Victoria School District*

Adopted: April 27, 1992



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

## **POLICY 1220**

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### **COMMUNITY ADVISORY COMMITTEES**

The Board may authorize formation of ad hoc community advisory committees focusing on specific issues concerning education within the school district.

The purpose of the advisory committees shall be to inform the Board of the educational wishes of the whole community.

An advisory committee may be initiated by the Board, or by the Board at the request of the community through a significant expression of interest in any educational topic.

The composition of an advisory committee shall be determined by a constitution ratified by the Board. An advisory committee shall include representation by one member of the Board. It should also include representation from the public, students, and professional educators.

Professional educators shall not comprise a majority of any advisory committee.

The Board shall provide supportive services for advisory committees.  
An advisory committee shall be responsible to the Board, and shall make an evaluative report to the Board.

*Greater Victoria School District*

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Approved: June 21, 1971



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

## **POLICY 1240**

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### **SCHOOL VOLUNTEERS**

It is Board policy to encourage the involvement of volunteers in District schools. This involvement must not violate the contractual agreements between the Board and its professional and support staff.

*Greater Victoria School District*

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Approved: March 9, 1981

Revised: September 24, 1984

Revised: June 1991

## **POLICY 1260**

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### **COMMUNITY EDUCATION RATIONALE**

The Board believes in the promotion and practice of democracy in our schools and community and therefore declares itself a Community Education District.

Community Education is an educational process that concerns itself with everything that affects the well-being of all citizens within a given community. The definition extends the role of the school from one of traditional concepts of teaching children to one of identifying the needs, problems, and resources of the community and then acting as a catalyst in the development of facilities, programs and leadership towards improving the entire community. Community Education is the educational concept and the community school is the vehicle by which the many services of Community Education are provided.

### **POLICY**

The Greater Victoria School District endorses the concept of Community Education which is defined as a process of involving the public in addressing lifelong educational issues in order to enhance the process of individual, family and community betterment. Schools belong to the community, and education should be a partnership with community members, groups and agencies to meet the needs of both education and the community.

Community Schools would facilitate the concept of Community Education by providing a variety of programs and services, either directly or in cooperation with other community agencies and municipalities. These programs and services would include: enhancement of the K - 12 curriculum by the use of community resources as an integral part of the learning process, child and youth development programs, family services such as day care and Parent Education classes, continuing education services consisting of adult basic education, occupational training and career development and general interest programming and leisure services.

The Board will budget annually to enable the comprehensive Community Schools and/or regional Community Schools to provide programs and services. This budget will include provision for salary for Community School coordinators, supplies, clerical support staff, custodial staff, and inservice for staff and society participants.

Community Education may be implemented through either the neighbourhood school using the School Initiated Planning Process with expanded representation from the community or through a Comprehensive Community School or Regional Community School designated as such by the Board.

A Comprehensive Community School and/or Regional Community School shall have a full-time Community School coordinator.

In the operation of a Comprehensive Community School and/or Regional Community School, the Community School Society shall be consulted on decisions regarding:

- i. the appointment and transfer of the Community School Principal
- ii. the appointment, hiring or placement of other administration and staff
- iii. school organization
- iv. curriculum
- v. budget
- vi. facility usage
- vii. safety standards

A designation of a school as a Comprehensive Community School and/or a Regional Community School shall be for a five-year term which may be renewed if there is a positive evaluation. The evaluation process shall include a review of Community School organization and development as well as the effectiveness of programs planned and delivered.

## **OBJECTIVES**

The objectives of Community Education in the Greater Victoria School District include, but are not limited to the following:

- to use schools as lifelong learning centers
- to use community resources to enhance and enrich curriculum
- to improve community relations
- to better utilize the Districts and Community resources
- to strengthen interagency cooperation and coordination

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- to use and develop community resources
- to promote equitable and accessible educational opportunities for people of all ages and abilities accordingly identified
- to contribute to the development of the community
- to recognize and respond to needs identified in the community

*Greater Victoria School District*

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Adopted: August 20, 1973

Various Revisions

Revised: September 26, 1983

Revised: April 23, 1990

Suspended: September 1995

OFFICE OF THE  
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TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 13, 2016

RE: **McKenzie Interchange Update**

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**Background:**

The Ministry of Transportation and Infrastructure recently announced their preferred option for the anticipated McKenzie Interchange Project. The plan involves moving the Galloping Goose Trail which would require the acquisition of a strip of Board-owned land adjacent to both Marigold and Spectrum.

As the project has been planned, facilities staff have attended a variety of open houses on the matter. Following the announcement of the preferred plan, facilities staff met with the Ministry to assess the plan and its potential impact on Board property.

On May 25, 2016, a meeting was held to consult with the parent groups of the two impacted schools. Present at the meeting were school and facilities staff, Ministry staff and trustees. The purpose of the meeting was to discuss the plan, its impact and the potential changes to the schools. During the meeting parents put forward a number of items that they felt were important to the respective schools including:

1. The future layout and impact on the natural environment including future landscaping;
2. Safety Issues including lighting, pathways, air quality and sound mitigation;
3. Amenities including support for a playground.

District staff have now had initial discussions with the Ministry regarding the disposition of the land. Any disposition requires both Board and the Minister of Education's approval. Included in the current discussions are price, health and safety matters, land improvements as well the possibility of school based amenities. It is anticipated that the discussions will continue with recommendations brought initially to an in camera meeting followed by the matter being addressed in public.



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TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 13, 2016

RE: **School Security and Access**

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**Background:**

Recently, the District had break-ins at two facilities. The break-ins were a result of an individual gaining access to a spare board custodian key that accesses a lock box on the outside of the school containing access to a school master key and alarm code. To be clear, we do not believe the activity is related to any current employee of the District. Currently, we are unable to track who has accessed the lock box.

A number of years ago our District began moving to a system where individuals gain access to a facility through the use of a programmable key fob. The key fob can be programed to allow individuals access to appropriate facilities as required. It also allows for the cancellation of access when a fob is lost or not returned. It also allows the District to track who has accessed our building and when.

Unfortunately, only 25 of our facilities are currently set up on a key fob system.

**Action:**

As a result of the recent break-ins the District has removed all of our external lock-box access points and required spare board employees to attend at facilities or be met by a foreman to be given access to a facility. This action has solved the immediate security issue but is expensive and inefficient.

To solve this issue we are intending to reallocate sums from our Annual Facilities Grant to increase the rate of key fob system installations. The funding, however, is limited by other maintenance needs. Therefore, while we are currently costing a plan we are aware that it will take multiple years without a further injection of funding. While the cost of the systems will vary on the size of the facility the average cost is \$25,000.

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TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 13, 2016

RE: **Water Quality**

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**Background:**

At the March 2016 Operations Policy and Planning Committee meeting, I provided a backgrounder on the District's new requirement to test all facilities for water quality issues associated with lead. I indicated that in advance of a meeting with VIHA, required by the Ministry directive, we were planning a District testing regime. I also indicated that the District has utilized best practices, flushing our water systems each day to ensure that standing water is evacuated prior to consumption. Finally, I indicated that while limited testing had occurred in the District, the testing that had occurred did not suggest issues.

Following the meeting, we tested two facilities on an expedited basis which also did not raise concerns. While we have not yet had the opportunity to create a formal plan with VIHA we proceeded to test a few water exit sites in each of our schools. This testing came back on Friday May 27, 2016. While the majority of our schools indicated no issues, a number of schools returned results that indicated elevated levels of lead either before or after the flush.

The following week we ordered extensive further testing at the sites that raised concerns. We ordered 600 tests. The results will be provided at the Operations Policy and Planning Committee meeting. While the specific results are being analyzed for presentation, we are aware that a number of schools will require either immediate attention (schools that have provided results that are concerning both pre- and post-flush) as well as attention in the short term (schools where the pre-flush results are a concern but not the post-flush results).

Further, we are now expanding our test procedures to determine if potential issues are stemming from internal (e.g. school pipes) or external (e.g. municipal potable water supply) sources to ensure that our planning can address the core issue at all impacted sites.

**Action:**

For the immediate attention schools, we will be replacing water fountains with new filtered water fountains with a filtration system sufficient to meet our challenge. Currently, a number of schools have already installed the fountains and simply need a filtration system. In other examples, we will have to provide a fountain. The cost is approximately \$1,200 for a fountain with filter or \$3,000 for a fountain, filter and bottle filler but we expect to see a smaller unit cost with a bulk purchase. In addition, we will be adding a non-potable water warning to all outlets in the impacted schools that are not upgraded. While the problem is not widespread, it is sufficient enough that the resources to fund the "fix" are anticipated to be significant.





## OFFICE OF THE SECRETARY-TREASURER

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PHONE (250) 475-4108 FAX (250) 475-4112

TO: The Operations Policy and Planning Committee  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: June 13, 2016  
RE: **Capital Plan Update**

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### Background:

At the May 16, 2016 Board meeting, the Board passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct staff to prepare an interim capital plan by the Board to submit to the Ministry of Education, while the long-term facilities plan is created.

Subsequently on May 24, 2016, the Ministry of Education indicated a change in the manner that capital plans are submitted, including a change in the timeline to early September (see the attached letter).

Given the significant changes to the scope of capital planning, as well as the timing of the capital plan submission, it is the District's intention, with the Board's approval, to create the 2016-17 capital plan submission for approval in September rather than submit an interim plan now and then submit a new plan in September. The 2016-17 capital plan submission will include projects with a range of scope and value to address urgent District requirements.

Currently, the Facilities Services department is in the process of hiring an additional staff member to assist in the execution of capital projects and to free up existing staff to assist with the assessment of current maintenance projects and the planning of multiple major and minor capital projects. The information collected as a result of having additional staff available will feed both the Capital Plan as well as the District Facilities Plan. Ultimately, the District is planning to get a number of capital projects "shelf ready" in order to utilize any capital dollars that may become available from the Ministry in both the long- and short-term.

Further, with respect to the seismic program, the District is currently working with the Ministry to ensure that our capacity and utilization rates align so that we can continue to work together to finish our seismic upgrade plan. As noted in the letter of May 24, 2016, the Ministry is asking the District to prepare a project report on Reynolds Secondary for consideration for future funding. Additional information on the seismic plan will be provided to the Board in the Fall of 2016.

### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) rescind the motion of May 16, 2016 directing staff to create an interim capital plan, and further direct staff to prepare a new capital plan in accordance with Ministry of Education instructions for submission in September.



May 24, 2016

Ref: 186886

To: Secretary-Treasurer and Superintendent  
School District No. 61 (Greater Victoria)

**Re: Ministry Response to Annual Capital Plan Submission**

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This letter is in response to the Board's Annual Capital Plan submission and provides direction as to the next steps for advancing capital projects that align with provincial capital priorities.

The Ministry reviewed all the 5-year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the programs of:

- Seismic Mitigation & Safety,
- Expansion,
- Building Envelope,
- Carbon Neutral Capital,
- School Enhancement, and
- Buses

I am pleased to advise Ministry support for advancing project development or delivery of the following projects:

SUPPORTED SCHOOL PROJECT(S)		
School Name	Project Type	Next Steps & Timing
Reynolds Secondary	Seismic Mitigation	Deliver final Project Definition Report by January 31, 2017, for future funding decision
Victoria West Elementary School	School Enhancement	Proceed to design, tender & construction and complete by March 2017

Follow-up meetings will be scheduled by your assigned Regional Director to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No works or expenditures can proceed without a signed project agreement or other signed authorization from the Ministry.**

.../2

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**Ministry of  
Education**

Capital Delivery  
Planning and Major Projects  
Division

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I also look forward to the completion of your Long Range Facilities Plan that will highlight the District's top priority facilities to support the delivery of providing educational programs to the students of Greater Victoria.

As a brief follow-up from a recent correspondence, the Ministry has recently revised the procedures on the Bylaws and the Annual Capital Plan submission which are briefly summarized below;

1. The Ministry eliminated the requirement for the Boards of Education to pass Bylaws for each individual capital project. For additional information, please visit our website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

2. The Annual Capital Plan submission deadline was initially revised to August 31, 2016, and based on recent feedback, the submission deadline will now be extended to September 9, 2016, to better align school district capital planning with government's fiscal cycle. The Capital Plan Instructions will be issued to you shortly with further details.

Should you have any questions regarding the Ministry's Capital Plan process, we would be more than happy to set-up a meeting with you to go over any questions you may have. At any time, please do not hesitate to contact your Regional Director, Rachelle Ray at [Rachelle.Ray@gov.bc.ca](mailto:Rachelle.Ray@gov.bc.ca) to schedule a time to meet to discuss your inquiries.

Thank you for your dedication to the students of the Greater Victoria School District.

Sincerely,



Renée Mounteney, MBA  
Executive Director, Capital Delivery Branch  
Planning and Major Projects Division

Cc: Rachelle Ray, Regional Director, Capital Delivery Branch  
Damien Crowell, Planning Officer, Capital Delivery Branch

OFFICE OF THE  
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TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 13, 2016

RE: **Vic High Field Update**

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**Background:**

At the March 29, 2016 Board meeting, the Board passed the following motion:

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.
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Following this motion, Director of Facilities, David Loveridge, Associate Superintendent, Deb Whitten and I have been in contact with the Vic High Alumni Association with respect to the potential to access funds.

**Action:**

The District will be applying to the Canada 150 Fund. Information on this fund can be located online at <http://canada.pch.gc.ca/eng/1424795454758>. The District will have this application completed by June 15, 2016 and will keep the Board apprised of any resulting actions.