

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

Regular Board Meeting

Monday, June 20, 2016 - 7:30 p.m.

**Tolmie Boardroom
556 Boleskine Road**

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



**The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting, Monday, June 20, 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 01-06)
- A2. Approval of the Minutes**
- a) Approval of the May 16, 2016 Regular Board Minutes (p 07-14)
- A3. Business arising from the Minutes**
- A4. Trustee Elections**
- a) Election of Chair
- b) Election of Vice-Chair
- c) Election of British Columbia Public School Employers' Association Representative
- d) Election of British Columbia School Trustees' Association Provincial Councillor
- e) Motion to Destroy the Ballots
- A5. Student Achievement**
- a) Lois Bender, Principal, Marigold Elementary School
One with Nature - Integrating Numeracy and Learning Outdoors
- A6. District Presentations**
- a) Laurie Bayly - Craigflower Elementary School - *Spirit of Alliance*
- b) Brenda Watson, Teacher, Oak Bay High School - First Nations Poetry

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

A7. Community Presentations (5 minutes per presentation)

- a) Renay Maurice - "Dress Codes" in our Public Schools
- b) Tasha Diamant - School Dress Codes
- c) David Futter, GVTA, Wellness and Attendance Support Program

B. TRUSTEE REPORTS**B1. Chair's Report****B2. Trustees' Reports**

- a) Trustee Orcherton – Healthy Saanich Advisory Committee (p 15)
BCPSEA/BCSTA Conference Call – May 24/16 (p 16)
- b) Trustee McNally
- c) Trustee Watters – Victoria Youth Justice and Family Court Committee
- d) Trustee Whitaker - BCPSEA, Saanich Arts Heritage and Culture Committee (p 17)

C. BOARD COMMITTEE REPORTS**C1. Education Policy and Directions Committee**

- a) Minutes from the June 6, 2016 meeting – Information only (p 18-22)
- b) Recommended Motions:
 - i)

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Studies 12*.

 (p 23-41)
 - That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Experience 12*.
 - ii)

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy of Education*.

 (p 42-44)

C2. Operations Policy and Planning Committee

- a) Minutes from the June 13, 2016 meeting - Information only (p 45-51)

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

b) Recommended Motions:

- | | | |
|------|---|-----------|
| i) | 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 according to Ministry of Education instructions for submission in September. | (p 52-54) |
| ii) | <p>That the Board of Education of School District No. 61 (Greater Victoria) approve that:</p> <ul style="list-style-type: none"> 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. | (p 55-62) |
| iii) | 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. | (p 63-65) |
| iv) | That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3323 - <i>Purchasing Services</i> . | (p 66) |
| v) | That the Board of Education of School District No. 61 (Greater Victoria) accept the recommendation of the Policy Sub-Committee that policies 1163 - <i>Consultation</i> , 1250 - <i>Trustee/School Liaison</i> and 1311.1 - <i>Polling at Schools</i> be considered reviewed with no changes. | (p 67-71) |
| vi) | That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1164 - <i>Decision-Making: Authority, Responsibility and Accountability</i> . | (p 72-75) |
| vii) | That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1220 - <i>Community Advisory Committees</i> . | (p 76) |

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- viii)

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.

 (p 77)
- ix)

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

 (p 78-80)
- x)

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.

 (p 81-84)
- xi)

That the Board of Education of School District No. 61 (Greater Victoria) refer Policy 7110.1 to the Policy Sub-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.

 (p 85)
- xii)

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.

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

- a) Monthly Report (p 86)

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.

- b) Specialty Academy Fees (p 87-91)

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the parents' advisory council for the school where the board proposes to offer a specialty academy.

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- c) 2016/2017 Board of Education & Standing Committee Meeting Dates (p 92)

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2016/2017 Board of Education Proposed Dates and the Standing Committee meeting dates.

- d) Board Planning (p 93)

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Board planning dates for 2016-17.

- e) 2015-2016 Parent Education Fund (p 94-96)

D2. Secretary-Treasurer's Report

- a) Monthly Report (p 97)

That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's report as presented.

- b) District Facilities Plan Committee (p 98-99)

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) amend the District Facilities Plan Committee Terms of reference to include the membership of the Esquimalt and Songhees nations.

- c) Water Safety Update (p 100-105)

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 – Annual Trustee Elections

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.

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

b) Trustee McNally - Choices Neighborhood Agreement

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to sign the Choices Neighborhood agreement as presented.

G2. Notice of Motions

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)
May 16, 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 Orcherton, Rob Paynter, Jordan Watters, Ann Whiteaker

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Greg Kitchen, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, David Loveridge, Director, Facilities Services, Karen Walters-Edgar, 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 May 16, 2016 Agenda be approved with the following additions:

- B2. Trustees' Reports**
d) Trustee Nohr

Motion Carried Unanimously

A2. Approval of the Minutes

- a) It was moved and seconded:

That the April 18, 2016 Regular Board Meeting Minutes be approved.

Motion Carried Unanimously

- b) It was moved and seconded:

That the April 20, 2016 Special Board Budget Meeting Minutes be approved.

Motion Carried Unanimously

A3. Business arising from the Minutes - None

A4. Student Achievement**a) Mount Douglas School Highlights of Aviation & Design Program**

Vice Principal Phil Pitre highlighted the Aviation and Design Program and the positive experience of the students. Mr. Pitre introduced Mt. Doug teacher John Sumner and four Aviation & Design students from Spectrum and Mt. Doug. Each student then spoke about their work experience and what the program means to them. They highlighted the transformational and relevant nature of the program.

Chair Loring-Kuhanga thanked Mr. Pitre, Mr. Sumner and Mt. Doug/Spectrum students for their program presentation.

A5. District Presentations - None**A6. Community Presentations****a) Chief Ron Sam, Songhees Nation**

Chief Ron Sam spoke about the importance of inspiring young Aboriginal students to be successful in their learning and to be engaged in the educational decision-making process. Chief Sam expressed the significance of the opportunity for the Songhees Nation to work together with the District. He stated that the Songhees Nation is excited about the possibility of having a seat at the Board table to provide a First Nations perspective on the important topic of education.

Chair Loring-Kuhanga thanked Chief Ron Sam for his presentation.

b) Audrey Smith, VCPAC President

VCPAC President Audrey Smith spoke about engagement within the District. Mrs. Smith provided some examples of how more meaningful engagement could be established with partner groups. She added that VCPAC would like to see engagement from all stakeholders using a more collaborative process rather than just requesting feedback after information has been put forward.

Chair Loring-Kuhanga thanked Ms. Smith for her presentation.

B. TRUSTEE REPORTS**B1. Chair's Report**

Chair Loring-Kuhanga highlighted a number of items in her report:

- Needs Budget letter to the Minister of Education available for signing by stakeholders
- Concerns about downloaded cost pressures from the Provincial government
- Process for the annual review of the Superintendent of Schools
- Reminder to trustees to provide annual written committee reports at June meeting

a) Letter from Minister of Education - Mike Bernier

Chair Loring-Kuhanga provided a copy of the April 25, 2016 letter received from Education Minister Mike Bernier. The letter was in response to the District's December 15, 2015 letter to the Minister of Finance.

B2. Trustees' Reports**a) Trustee Orcherton**

Trustee Orcherton submitted a written report in regard to attendance at the Healthy Saanich Advisory Committee Meeting of April 27, 2016.

b) Trustee Watters

Trustee Watters provided highlights from her written reports on attendance at the Aboriginal Nations Education Council Meetings from January to May, 2016 and the District Gender and Sexuality Alliance Club from January to May, 2016.

Trustee Watters spoke about the student-led *Love is Love* conference taking place on May 20, 2016 at Lambrick Park School.

Trustee Watters also informed that she attended a brunch in regard to the International Day of Homophobia/Transphobia (IDAHOT) with Trustee McNally. She added that many of the LGBTQ leaders in the community commended the District for the good work being done on this issue.

c) Trustee McNally

Trustee McNally provided highlights on attending Hillcrest Elementary School's 50th anniversary spring concert. She stated that the concert was dedicated to a Hillcrest student who is stricken with cancer.

d) Trustee Nohr

Trustee Nohr reported a visit to Margaret Jenkins, as well as attendance at the Oak Bay Council's Young Stars Awards and a Craigflower field trip to the Legacy Gallery.

C. BOARD COMMITTEE REPORTS**C1. Education Policy and Directions Committee**

- a) The May 2, 2016 meeting minutes were received for information.
- b) Trustee Nohr referred to the May 2, 2016 Education Policy and Directions Committee meeting minutes and presented the following recommended motions:

- i) That the Board of Education of School District No. 61 (Greater Victoria) ask for an exemption for students regarding BC Transit Fare increases of June 21st, 2016.
- ii) That the Board of Education of School District No. 61 (Greater Victoria) request that the Board Chair work with the Chairs of School Districts 62 and 63, with the three districts liaising with BC Transit for student exemptions to the fare increases.

Trustees agreed that the recommended motions in C1. b) i) Student Exemptions - BC Transit Fare Increases and ii) Tri-District Student Exemptions were incorrectly recorded on the May 16, 2016 Board meeting agenda and in the May 2, 2016 Education Policy and Directions Committee meeting minutes.

The two motions were corrected as follows:

It was moved and seconded:

- i) That the Board of Education of School District No. 61 (Greater Victoria) support the student initiative on June 21, 2016 at the BC Transit office to lobby for student exemption from the recent fare increase.
Motion Carried Unanimously

It was moved and seconded:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to liaise with the Sooke and Saanich School Boards to coordinate a request to BC Transit for a student exemption.
Motion Carried Unanimously

The motion in C1. b) iii) Education Policy and Directions Meeting Time Change was struck from the May 16, 2016 Board meeting agenda, as it should have been recorded in the May 2, 2016 Education Policy and Directions Committee meeting minutes as a notice of motion for the June 6, 2016 Education Policy and Directions Committee meeting.

- iii) That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education Policy and Directions meetings in the months of September, October, November, and December, 2016 with a new start time of 4:30 - Bylaw 9360.2 (4): a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

C2. Operations Policy and Planning Committee

- a) The May 9, 2016 meeting minutes were received for information.
- b) Trustee Leonard referred to the May 9, 2016 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) 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

It was moved and seconded:

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

It was moved and seconded:

- iii) 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

It was moved and seconded:

- iv) 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.

Trustees discussed the motion and Trustee Watters moved an amendment.

It was moved and seconded:

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

Chair Loring-Kuhanga proposed an amendment to the amendment.

It was moved and seconded:

- iv) That the Board of Education of School District No. 61 (Greater Victoria) add the words "*and Superintendent*" following the words Secretary-Treasurer to the amended motion.

Motion Carried Unanimously

Further discussion ensued and trustees voted on the amendment to the main motion as amended.

It was moved and seconded:

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

Motion Carried

For: Trustees Loring-Kuhanga, McNally, Nohr, Paynter, Watters

Against: Trustees Ferris, Leonard, Orcherton, Whiteaker

Trustees discussed the motion as amended.

It was moved and seconded:

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

Motion Defeated

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

Against: Trustees Ferris, Leonard, Orcherton, Paynter, Whiteaker

It was moved and seconded:

- v) 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

It was moved and seconded:

- vi) 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

It was moved and seconded:

- vii) 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

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

In his written report, Superintendent Langstraat summarized the highlights of his school visits for the past month.

Superintendent Langstraat spoke to his attendance at the following meetings and events:

- Met with Deputy Minister regarding a South Island partnership and how to increase opportunities for our students to access career opportunities;
- Discussed with the Rotary Club in regard to working on a collaborative project;
- Discussed with Royal Roads University regarding a post-secondary connection to a professional learning program for school administrators;
- Met with the Assistant Deputy Minister to discuss a professional learning program for school administrators.

It was moved and seconded:

- That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's Report as presented.
Motion Carried Unanimously

D2. Secretary-Treasurer's Report

In his written report, Secretary-Treasurer Walsh highlighted the recent activities of his department as well as meetings attended over the past month.

It was moved and seconded:

- That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's Report as presented.
Motion Carried Unanimously

a) **Seismic Program Update**

Secretary-Treasurer Walsh provided background information with regard to Shoreline's deferred seismic upgrading as well as seismic updating information on other schools in the District. He also provided a table that indicated seismic rating definitions, as provided by the Ministry of Education.

The following motion was put forward by Secretary-Treasurer Walsh:

It was moved and seconded:

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.

Motion Carried Unanimously

Chair Loring-Kuhanga moved the following motion:

It was moved and seconded:

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.

Trustees discussed the motion. Trustee Watters moved to refer this motion to the June 13, 2016 Operations Policy and Planning Committee meeting.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) refer Chair Loring-Kuhanga's motion, "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." to the June 13, 2016 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

b) **District Facilities Plan Ad Hoc Committee**

Secretary-Treasurer Walsh provided a handout with regard to the Ad Hoc Committee Terms of Reference.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Terms of Reference as presented.

Discussion ensued amongst Trustees. Trustee Whiteaker moved an amendment to the Terms of Reference.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) amend the Terms of Reference by adding **1e**: "Explains significant variances, risks to the forecasts and proposed changes to the spending plans requiring approval."

Motion Carried Unanimously

Trustees voted on the main motion as amended.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Terms of Reference as amended.

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****a) Chair 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 an Ad Hoc 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.

Trustees agreed that this Notice of Motion should be referred to the June 13, 2016 Operations Policy and Planning Committee meeting for discussion.

b) Trustee Whiteaker - Bylaw 9360, Section 11 - Correspondence

Trustee Whiteaker put forward the following Notice of Motion for the June 13, 2016 Operations Policy and Planning Committee meeting:

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

H. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 10:45 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer

Healthy Saanich Advisory Committee Meeting Wednesday May 25, 2016 4:30 - 6:35 pm

There was no quorum at this meeting so Agenda items were presented and discussed but no action taken. Adoption of April 27/16 meeting minutes deferred.

Updates and Comments from the Chair: The Mayor of Saanich as indicated to Councillors that after 2 years there will likely be changes to Chairs of Committees. *LGBTQ update:* one of the recommendations to Council regarding participation in PRIDE is time sensitive and without quorum at this Committee tonight it cannot be voted on by the June Saanich Council meeting. However, Chair Plant suggested he can bring this forward as a motion from himself if he can get a seconder to simply ask that HSAC members or anyone else can participate in the activity. Kelli-Anne Armstrong, Senior Manager Recreation Services, advised that some other groups (Saanich Police and Youth LGBTQ) have expressed interest in attending and made plans to do so. Two other points raised with respect to the LGBTQ Sub-Committee, a Needs Assessment is being considered (what's working/what's not) and what the future of this sub-committee should be, does HSAC wish to do something else or recommend continuing this sub-committee? *For consideration: Community Day/Town Hall* discussion occurred. The last Community Day/Town Hall happened in fall of 2013 where community members came out to say what is important to them in Saanich. Perhaps HSAC can recommend a series of Town Halls to follow up and see if anything new (e.g. affordable housing, homelessness issues). Committee could pick a topic or series of topics.

SCAN Update: no report as no representative from SCAN available

Older Adult Parks and Recreation Strategy: A facilitated discussion (1 hour) by Sandra Pearson (Manager Community Services) and Julie Wallace (Community Services Programmer) split the Committee members into groups for brainstorming ideas. Similar process to Saanich Youth Initiative. Very active participation.

Recreation Highlights: Kelli-Anne Armstrong presented her monthly report.

Adjournment: 6:35 pm

Respectfully Submitted,

Peg Orcherton, Trustee

May 24, 2016 Conference Call (BCPSEA Trustee Representatives and Board Chairs) 3:30 – 4:30

The purpose of this call was to provide feedback to and questions for the BCSTA Trustee Representatives on the BCPSEA advisory committee in advance of their meeting May 26. Mike Roberts (CEO BCSTA) and Teresa Rezanoff (President BCSTA) led discussions.

Representing SD 61 on the call was Peg Orcherton BCPSEA Rep and Diane McNally Vice-Chair

Agenda Item #1: 2019 Teacher Bargaining. Preliminary discussions occurred.

Agenda item #2: BCPSEA Update regarding;

- Regional meetings: Trustees advised they found these Regional meetings helpful, they would like them continued and for newer Trustees, more background information should be provided for these meetings.

- Shared Services: EPLP (Employer Practices Liability Program) future updates on amounts calculated per District and amounts per pupil funding should be considerably cheaper. At this point it appears there is an over estimation of costs however the program is being reviewed and will continue to be reviewed. It may take up to 5 years before we know actual costs.

- Attendance Support Program Review (ASP): not too much to report other than to again express the importance to our Employee groups that this is not a program meant to be negative or disciplinary. Some comments (SD 61) this program needs to be looked at over time and we need to develop trusting relationships for the program to succeed.

- Exempt Compensation: SD 61 reported we are waiting for more information from Deborah Stewart at BCPSEA before our Sub Committee can move forward on this. Mike thanked us for the reminder as everyone is waiting for that information. SD 61 also asked if pay increases are tied to merit. The response was, yes eventually. There were other points raised about the chances of getting provincial financial support for these increases as, while the compensation increases are definitely needed and overdue, by having to fund the uplifts themselves, this is yet another pressure on Boards costs. An acknowledgement was made of this fact and we were advised discussions are continuing with MOE (Ministry of Education) regarding this.

Respectfully submitted,

Peg Orcherton

Trustee BCPSEA Rep SD 61

Trustee 2015/2016 year end reports

Submitted by Trustee Ann Whiteaker

BCSTA Provincial Council

As a member of the BCSTA, SD 61 is entitled to one vote on the Provincial Council. The Council meets three times a year to provide direction to the Executive between AGMs on advocacy and emergent issues, review and receive committee reports and share information and perspectives from across the province.

The October Synopsis can be found here https://dsweb.bcsta.org/docushare/dsweb/Get/Document-78600/2015_10-Synopsis.pdf

Minutes for the past year may be found <https://dsweb.bcsta.org/docushare/dsweb/View/Collection-13445>

Saanich Arts Heritage and Culture Committee

The Saanich Arts Culture and Heritage Committee develop and recommend policies to the Saanich Municipal Council, provide feedback on their Strategic plan, provide community perspective on programs and services related to arts, culture or heritage as well as promote and poster public awareness for local talent, heritage and preservation.

The Committee is made up of nine community members, and one Saanich Councillor. Both SD61 and 63 may appoint a non-voting Trustee as liaison to the committee.

Minutes of meetings may be found here

http://www.saanich.ca/living/mayor/boards/comm_agendas.html#arts



**Education Policy and Directions Committee
June 6, 2016 – Strawberry Vale Elementary School, 4109 Rosedale Avenue**

Regular Minutes

Present: **TRUSTEES**
Deborah Nohr, Chair
Tom Ferris
Diane McNally
Peg Orcherton
Jordan Watters
Ann Whiteaker

ADMINISTRATION

Piet Langstraat, Superintendent of Schools
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Mark Walsh, Secretary-Treasurer
Read Jorgensen, VPVPA
Cindy Graf, GVTA Representative
Audrey Smith, VCPAC
Jeff Davis, Director, International Student Program
Aaron Maxwell, Vice-Principal, Arbutus Global Middle School
Cindy Sanderson, Principal, Strawberry Vale Elementary School
Willow Mak, Student Representative
Connie Schmidt, Recording Secretary

The meeting was called to order at 7:00 pm.

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

1. APPROVAL OF THE AGENDA

It was moved:

That the June 6, 2016 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved:

That the May 2, 2016 Minutes of the Education Policy and Directions Committee meeting be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM THE MINUTES - none

4. PUBLIC PRESENTATIONS TO THE COMMITTEE - none

5. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Piet Langstraat welcomed Student Representative Willow Mak from S. J. Willis School. The Superintendent expressed his appreciation of having a student voice at the table. Willow will be attending scheduled Board meetings for June 2016.

Willow provided trustees with a brief update on the BC Transit bus pass issue and shared that students are currently in the process of gathering statements and making videos that will be presented to BC Transit.

B. Nature Education Presentation

Superintendent Piet Langstraat introduced Aaron Maxwell, Vice-Principal at Arbutus Global Middle School, and explained that earlier in the year he and Mr. Maxwell began exploring the idea of environmental education across the District.

Supported by a slide show, Mr. Maxwell then presented his research about “Environmental Education – A K-12 Model” designed to “help kids reconnect with nature, starting with the Greater Victoria School District.” He highlighted various nature related programs and projects that are already taking place in the District. Mr. Maxwell outlined the benefits of a K-12 model and how it ties in with the District’s Strategic Plan. He also spoke to topics such as Student Perspectives of Learning; Continuum of Learning K-12; Environmental Education as a Culture that Values Connecting with Nature; Diversity of Roles; Building a Community Beyond School and District Walls; as well as connecting with community agencies and institutions such as Wild BC, University of Victoria, Saanich Parks and Recreation.

A discussion followed and trustees expressed their appreciation of Mr. Maxwell’s presentation.

C. BAA Courses - Introduction to the International Certificate 12 - Experiential Learning 12

Superintendent Langstraat introduced Jeff Davis, Director of the International Student Program.

Mr. Davis explained that the Ministry of Education and the K to 12 International Education Sector have embarked on three projects that support two-way flow of students, one of which is the Global and Intercultural Focus Program. The two proposed BAA courses are directly related to this program. Mr. Davis continued to explain that the aim is for these BAA courses to become Ministry courses in 2017-2018. Greater Victoria School District is among a group of school districts that plan to offer these BAA courses in 2016-2017, pending Board approval. He advised trustees that just recently the proposed two BAA courses have been renamed to *Global and Intercultural Studies 12* and *Global and Intercultural Experience 12*.

A discussion ensued. Trustees agreed that the recommended motions should be amended to reflect the new course titles:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: ~~*Introduction to the International Certificate 12-Global and Intercultural Studies 12.*~~

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Studies 12.*

Motion Carried Unanimously

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: ~~*Experiential Learning 12-Global and Intercultural Experience 12.*~~

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Experience 12.*

Motion Carried Unanimously

D. Policy 100 – Philosophy and Goals of Education

Mark Walsh, Secretary-Treasurer, presented the reviewed Policy 100 – Philosophy and Goals of Education.

A discussion ensued and the following edits to the policy were made: 1. Omitting the words “AND GOALS” in the policy title; 2. Adding the words “in 2016” to the first paragraph; Starting a fourth paragraph with the sentence “The Board is committed to the following values:”

Trustee Watters then suggested that the recommended motion be amended to reflect the omission of the words “and Goals”:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy and Goals of Education*.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy of Education*.

Motion Carried Unanimously

E. Regulation 3545.2 – Field Trips and Attachments

Deb Whitten, Associate Superintendent, presented the revision of Regulation 3545.2 - Field Trips and Attachments for SD 61 Field Trip Regulations. She explained that the revised regulation reflects a change in the supervision requirements for walkabout field trips as well as a change in the wording for the Student Code of Conduct. She also shared that the feedback from all stakeholder groups has been incorporated.

A discussion followed and trustees suggested the following edits to the draft revision: 1. On page 18, adding the words “and needs” to read: “[...] if the following factors are taken into consideration: age and needs of the students, [...]” 2. On page 26, replacing “son/daughter” with “son or daughter or student.” 3. On page 39, replacing “his/her” with “their.”

F. Regulation 1325 - Partnership

Deb Whitten, Associate Superintendent, presented the revised Policy 1325 - Partnership.

A short discussed followed.

G. MOTION

Trustee Orcherton assumed the Chair role while trustee Nohr presented the rationale for her motion:

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 - Bylaw 9360.2 (4): a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

A discussion ensued and it was agreed to amend the motion by omitting the words "Bylaw 9360.2 (4)."

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 ~~Bylaw 9360.2 (4)~~: a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30: a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

Motion Defeated

For: Trustee Nohr

Against: Trustees Ferris, McNally, Orcherton, Watters, Whiteaker

6. GENERAL ANNOUNCEMENTS - none

7. ADJOURNMENT

It was moved:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:10 pm.



Briefing Note for the Education Policy & Directions Committee June 6, 2016:

BAA Course Proposal – Global and Intercultural Studies 12 (Introduction to the Intercultural Certificate 12)

BAA Course Proposal – Global and Intercultural Experience 12 (Experiential Learning 12)

Background: The Greater Victoria School District's International Student Program recognizes that hosting international students in our schools creates an abundance of learning opportunities. The Ministry of Education and the K to 12 International Education Sector have embarked on three projects that support two-way flow of students:

1. The Global and Intercultural Focus Program
2. Student-Teacher Mobility
3. The Ambassador Scholarship Program

The two proposed BAA courses are directly related to the Global and Intercultural Focus Program.

Long Term Vision: 2017-2018: All secondary schools in BC will offer a Global and Intercultural Focus Program available to all BC learners. The Program has four components

The two proposed BAA courses: **Global and Intercultural Studies 12 & Global and Intercultural Experience 12**. The four additional components are:

- Second Language Requirement
- Intercultural Competencies Coursework: (three existing courses each with an intercultural component)
- Experiential Learning Component (at home or abroad)
- Capstone Project

BAA Course Proposal – Global and Intercultural Studies 12 (Developed by Greater Victoria, Kootenay Lake, and Burnaby)

BAA Course Proposal – Global and Intercultural Experience 12 (Developed by Greater Victoria, Kootenay Lake, and Burnaby)

The aim is for both BAA courses to become provincial courses in 2017-2018. Greater Victoria, Kootenay Lake, Sooke, Peace River North, and Burnaby School Districts plan to offer these courses as BAAs in 2016-2017 pending Board approval. Thank you in advance for taking the time to review these proposed courses.

BAA Course Proposal – Global and Intercultural Studies

Board/Authority Authorized Course Framework

District Name: Greater Victoria School District No. 61		Date of submission: June 6, 2016
Course developed by: Global and Intercultural Focus Program Working Group		Date developed: Jan – May 2016
School name: N/A International Student Program	Administrator's name: Jeff Davis	Number of hours of Instruction: 120
Course name: Global and Intercultural Studies	Grade Level: 12	Number of credits: 4

Course Synopsis:

This course is designed for students in grade 10-12 and will ideally be integrated into a 2-3 year planning schedule by students in order to fully complete the Global and Intercultural Focus Program requirements.

Students develop their intercultural knowledge and competencies through explorations of their individual, cultural, community, provincial, and national identities, and those of people from cultural and/or national identities that differ from our own. Through this course students will gain the knowledge, awareness, and skills to navigate across cultures and understand the dynamics of global interconnectedness.

Students will develop an understanding of culture, how it is shaped and how it shapes society, as well as their own view of the world. In reflecting upon and analyzing their personal cultural values first, they develop a foundation for probing and understanding those of peers from other cultural backgrounds. This then provides a departure point for better understanding the place of Canada in the world and subsequently how others from around the world perceive Canada and Canadians. Some students may choose to focus on how different groups within Canada perceive each other and interact. Subsequently, within this context, they will gain insight on the interconnectedness of global issues and how culture influences those issues.

Through developing a self-awareness of their own and other cultures, as well as gaining interpersonal and intercultural communication skills, students will be more readily able to interact and flourish in a globalized world. The skills, knowledge, and attitudes learned will then be applied in order to prepare and/or reflect on intercultural experiences, whether at home or abroad.

Ultimately, students will be empowered and encouraged to apply these skills locally and globally, and to

act as diversity leaders and global citizens.

Rationale for offering the course:

Student and family expectations, School system expectations and Societal expectations (local, national and global) and all within our modern context have changed and are changing and will continue to change. This course is thoughtfully designed based on new curriculum, emerging societal demands and, significant global issues – the integration of concepts, skills, attitudes, cross curricular learning, relevance and personal motivation constructs defaults the framework of this course to a higher-order learning environment. As a result, the writers have paid attention to the following key issues:

- The transforming curriculum... Know, Do, Understand... is woven throughout the course design
 - Learners at the centre: BC's renewed provincial curriculum places learners at the centre of the learning landscape, and encourages motivation, curiosity and active engagement. Renewed provincial curriculum is inclusive of all learners – it addresses the needs of diverse learners in various contexts, allows for personalization and creative approaches, and enables students to take increased responsibility for their learning.
 - Core competencies – Thinking, Communication, Personal and Social.
 - Curricular competencies - redesigned Grades 10–12 curriculum is intended to support both disciplinary and interdisciplinary learning and encourages locally developed curriculum.
 - Aboriginal culture – the explicit and implicit voice and perspective of Aboriginal people is embedded into all parts of the curriculum in a meaningful and authentic manner.
 - Enable a variety of learning environments – experiential – local contexts and place based learning.
 - Interdisciplinary inquiries – World History, Human and Physical Geography, Economics and Business, Education frameworks, Language Learning, Political frameworks, Comparative Cultures, Comparative Religions, Global issues.
- “The Educated Citizen” e.g. are aware of the rights of the individual
 - Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
 - Creative, flexible, self-motivated and who have a positive self image;
 - Capable of making independent decisions;
 - Skilled and who can contribute to society generally, including the world of work;
 - Productive, who gain satisfaction through achievement and who strive for physical well being;
 - Cooperative, principled and respectful of others regardless of differences;
 - Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.
- The continuing transformation of the Multicultural fabric of Canada
 - By 2031 46% of Canadians over 15 will have been born outside of Canada (per Statistics Canada “Projections of the Diversity of the Canadian Population” c2010)
 - Diversity is the norm and proactive citizens support positive impact on local, national and

global issues, including conflict reduction

- The need for Post Secondary pathways that lead to productive, successful and fulfilling adult living in the local, national and global economy
 - Parents and staff (and the students themselves) are more aware of the need to prepare their children for a global world and will seek opportunities to instill in their children an appreciation for diversity
 - We are competing globally for more and more jobs
 - There is increasing global competition/cooperation across economic and business sectors
 - Work Experience hours that are more relevant and motivational
 - Dual credit potential courses in support of a career pathway(s)
 - 'Real' learning that enhances deepening each student's personal portfolio
 - Increasing requirement for post-secondary applicants to provide their volunteer, leadership and community activity profile
 - Students develop critical and creative learning skills, inquiry-based research skills, as well as global and intercultural competencies necessary for success within an increasingly global, knowledge-driven economy
- The impact of Technology on communication and the development of relationships
 - Social media offers student connections across the globe
 - 'Face to Face' interactions in systems development without being there

Organizational Structure:

A. UNDERSTANDING CULTURE & SELF

20-30 hours

1. Our place in the world (scales of culture) / self-awareness, value orientation
2. Define culture, inclusion, diversity, stereotyping
3. Intercultural competence
4. Cultures of interest

Learning outcomes	<ul style="list-style-type: none">• Understand and be able to explain personal values• Understand and be able to explain the components of culture• Identify cultures of interest and describe values and beliefs associated with these cultures• Analyze and share a culture of choice and in comparison to self• Demonstrate increased self-knowledge and self-awareness of how their own cultural background influences their personal values, beliefs, and perceptions.• Develop an understanding of how culture is developed and influences society.• Able to compare and contrast cultures: their values, beliefs, and perceptions.• Develop attitudes of appreciation, empathy and respect for diversity and differing perspectives.• Demonstrate critical and creative thinking skills as well as open-mindedness in considering differing points of view, communication and thinking styles.
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Suggested Instructional Strategies	<ul style="list-style-type: none"> • Iceberg metaphor • Hofstede's dimensions • Personal ancestral analysis • Reflection journal • Presentation of culture of choice
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B. AFFILIATION AND BELONGING – COMMUNITY, PROVINCE, NATION, WORLD 20-30 hours

1. Establishing affiliation – community, province, nation, world, other
2. Aboriginal Perspectives
3. Global Systems (environmental, geopolitical, economic, educational)
4. UN Sustainability goals

Learning outcomes	<ul style="list-style-type: none"> • Understand, define and respect aspects of local community, provincial, national and/or other affiliations • Understand aboriginal perspectives and knowledge as an integral part of the historical and contemporary foundation of BC and Canadian culture • Analyze and reflect on the impact of one's own culture and other cultures on values, assumptions, perceptions, expectations and behaviour • Compare and contrast systems across the globe • Understand emerging global concerns and aims
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Deardorff's outcomes • Online real time research • Debate Structure • Letter writing to MLAs and MPs • Interviews with different members of family and/or community • Review of historical and contemporary curricula with explicit reference to cultural influences, actions, learnings, etc. • Guest speakers who represent the different cultural perspectives from within Canada, or from abroad

C. UNDERSTANDING OF THE OTHER 20-30 hours

1. Dominant and minority group dynamics
2. How and when individuals/groups become the Other
3. How people outside of a dominant cultural group see that group

Learning outcomes	<ul style="list-style-type: none"> • Understand conflict and power relationships • Explore the current state of international student perspectives, immigrant perspectives, refugee perspectives and Aboriginal perspectives regarding interface with dominant Canadian culture(s) • Understand and explain how and why stereotypes are formed and discuss ways to reduce prejudice, discrimination, racism and sexism • Understand a diversity of worldviews, values, behaviours, traditions and experiences <u>within</u> Canada AND the interaction of those cultures with one another
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	<ul style="list-style-type: none"> • Understand a diversity of worldviews, values, behaviours, traditions, experiences of cultures <u>outside</u> of Canada and how this global diversity plays out in intercultural and international encounters
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Probe subjective vs objective perspectives • Role play • Case studies • Small group work (homogeneous and heterogeneous groups) • Reflection journal • Simulation (e.g. BaFa-BaFa) • Guest speakers • Researching coverage of Canada in foreign news sources for comparative analysis • 'De-academized' version of Said's <i>Orientalism</i> • Guest speakers

D. NEGOTIATING INTERCULTURAL SPACE

20-30 hours

In My school/Community & Countries of Interest:

1. Intercultural learning
2. Define communication
3. Interpersonal communication skills / intercultural communication skills
4. Verbal and non-verbal communication
5. Survival skills in communication
6. Conflict resolution
7. Language and power
8. Impact of technology on communication

Learning outcomes	<ul style="list-style-type: none"> • Understand the roles of culture, language, power and communication on the development of personal, social and cultural identities • Discuss how culture influences non-verbal communication and how non-verbal communication influences intercultural communication • Examine how culture affects classroom communication and communication throughout the community • Practice and improve listening skills • Practice being an effective team member • Communicate ideas effectively with diverse audiences • Develop and use skills in conflict resolution • Select and effectively use appropriate technology and media to communicate with diverse audiences. • Critically analyse the global flow of information—the context within which it emerges, underlying cultural values and biases
Suggested	<ul style="list-style-type: none"> • Series of language immersion lessons where no English is spoken, used

Instructional Strategies	<ul style="list-style-type: none"> • Role play • Case studies of language related conflicts • Debate Structure
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E. REFLECT, PREPARE, ACT

20-30 hours

1. Explore different potential intercultural experience(s) at home and abroad
2. Understand the basis and value of service learning
3. Understand the basis and value of study abroad and exchange
4. Understand the basis and value of intercultural engagement and/or social justice activism

Learning outcomes	<ul style="list-style-type: none"> • Understand the merits of an intercultural experience at home or abroad and analyze behaviour traits that lead to success • Explore local support networks for various cultural groups • Learn to effectively give and receive constructive criticism • Improve written and oral communication skills • Act as diversity leaders within their community • Recognize their capacity to advocate for and contribute to improvement locally, regionally, or globally
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Guest speaker(s) or interviews/meetings with the international student program • Guest speaker(s) or interviews/meetings from the Immigrant Welcome Centre • Guest speaker(s) from the school's Rotary Interact Club • Meeting with Aboriginal Elders and/or Chiefs • Analyze the international student program protocols and suggest improvements • Review policy work of the Canadian government and the BC government • Research and present best practices for support • Volunteer work in the school and/or community with international students and/or new Canadians • Research local, national and global opportunities that encourage intercultural and global learning

Suggested Assessment Components:

- Case study presentation
- Co-curricular Group Project
- Daily Reflection Journal
- Debate presentation
- Degree of success in volunteer capacity
- Participation in Oral discussions
- Peer assessment protocols
- Portfolio development
- Position papers
- Role Play

- Self assessment protocols

(this is considered as the minimal expectation for assessment and will be added to as teachers deliver this new course)

Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data, information and releases to impress upon the learner how technology is optimizing the learning state, the relevancy of the learning and the need to act and continue learning and leading.

Online sites & Documents:

Aboriginal Worldviews and Perspectives in the Classroom

https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

An Inventory of Useful Learning Strategies

http://educanet2.ch/pec/.ws_gen/57/Learning_strategies.pdf

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Bennett, J. 2011. Developing Intercultural Competence.

http://www.intercultural.org/documents/competence_handouts.pdf

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

The Intercultural Development Inventory.

<https://idiinventory.com/>

Kairos Canada, 2015. The Blanket Exercise.

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pearson Education Canada. Canadians in the Global Community.

http://www.pearsoned.ca/school/secondary/soc_sci/global.html

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.

<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

C. Articles, Media, and Presentations:

Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling.

Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.

Dewey, John (1938), Experience and Education. Collier, New York.

Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.

Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)

Grassroots Films, 2010. The Human Experience. (film)

Hifstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.

Hofner Saphiere, Diana, 1997. Ecotonos: A Simulation for Collaborating Across Cultures. Cultural Detective.

Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>

Keilburger, C. and Keilburger, M. 2012. My Grandma Follows Me on Twitter and Other First World Problems.

Jacques, Martin (2003), The Global Hierarchy of Race.

<http://www.theguardian.com/world/2003/sep/20/race.uk>

Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.

Morrison, Terri, & Conway, Wayne, 2006. Kiss, Bow or Shake Hands: The Art of Doing Business in More Than 60 Countries. Adams Media.

Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.

Redundancia: A Foreign Language Simulation. Cultural Detective.

Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.

Shaules, Joseph, 2015. The Intercultural Mind. Intercultural Press.

Stringer, D. & Cassiday, P. 2009. 52 Activities for Improving Cross-Cultural Communication, Intercultural Press.

Thiagarajan, Sivasailam, 2006. Barnga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.

van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Althouse Press.

District contact person's name: Jeff Davis	Phone number: 250 516 -6148	Contact's email address: jedavis@sd61.bc.ca
Authorization by superintendent (or designate) to seek board approval:		Date:
Authorization by chair, Board of school Trustees:	Name:	Date:

BAA Course Proposal – Global and Intercultural Experience

Board/Authority Authorized Course Framework

District Name: Greater Victoria School District No. 61		Date of submission: June 6, 2016
Course developed by: Global and Intercultural Focus Program Working Group		Date developed: Jan – May 2016
School name: N/A International Student Program	Administrator's name: Jeff Davis	Number of hours of Instruction: 100 hours
Course name: Global and Intercultural Experience	Grade Level: 12	Number of credits: 4

Course Synopsis:

This course is designed for students in grade 10-12 and would typically be taken after the completion of Global and Intercultural Studies 12.

It is intended that this Global and Intercultural Experience course will position students to derive the maximum educational benefit from whatever real-world intercultural experience the student has chosen to comprise their applied learning component of the Global and Intercultural Focus Program (GIFP). It will not always be possible to align the course with every student's intercultural experience, but this is the intended design to garner the most benefit from the reflective process).

This course will expand upon and apply the concepts introduced in the *Global and Intercultural Studies 12* course, while focusing on experiential learning. The goals of the course are to assist students in: adapting to the global community; acquiring a knowledge and skill-set transferable to both domestic and international environments; and integrating their existing life skills and knowledge to the future living, studying and working environments they will face.

Through the practicum experience, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

A critical component of the course is the opportunity for students to apply their knowledge and skills through direct experience either locally or abroad. The idea of learning through our experiences has a long standing tradition in education, dating back to Aristotle in Ancient Greece, and as an integral component of indigenous ways of knowing and learning. David A. Kolb states that experiential learning is a "continuing inquiry into the nature of experience and the process of learning from it" (Kolb, 2015, p. xviii). A facilitated reflection process encourages students to become more self-aware of their own cultures, values, and communication styles, and the impact these influences can have on their perception and negotiation of intercultural relations. After making these connections, students will be

able to carry their learning process into future experiences and intercultural contexts.

Rationale for offering the course:

Today's increasingly interconnected and interdependent global society demands that students develop a much more sophisticated global awareness and understanding than previous generations of students. As the 'global' is arguably now the 'local', the importance of intercultural competence has become paramount. Active, socially responsible citizenship in multicultural and diverse domestic environments requires that students develop an appreciation of the diversity of cultures, and gain skills that will help them become more culturally sensitive and aware. This process requires students to learn about other areas of the world, as well as to engage in a reflective process in which they examine the ways in which their own cultures influence their worldviews and perceptions of other people and cultures. While it is important to learn much about political and economic interactions of nation states and global organizations, being interculturally competent also includes the necessity to possess tools to understand the cultures of the people living in those nation states.

Further, the continuous change and evolution of cultures and environments requires that students have the flexibility to adapt and to determine which new skills will be required for increasingly diverse contexts. The ability to incorporate differing values, perspectives and opinions in one's decision-making and critical and creative thinking leads to a higher functioning society, one that is better apt to compete within a global knowledge economy as well as thoughtfully address societal and environmental issues. Finally, such learning complements the core competencies identified by the Ministry of Education, namely Communication, Thinking and Personal and Social.

"Experience plus reflection equals Learning" John Dewey (1938)

The course is built on the premise that through direct experience combined with critical reflection students can deepen and personalize their learning. It is proposed that active engagement within a global or intercultural cultural context will lead to a meaningful process of discovery for students. As the exploration of personal identity and cultural awareness are an introspective and transformative process, the results of the learning experience is internalized and forms the basis for future experience and learning.

Organizational Structure:

*There is flexibility in how these units are ordered, given that different intercultural experiences (e.g., study abroad, hosting a homestay student, etc.) will follow different timelines. Ideally, the course is taken as the experience is happening so students can work through the units applying them to their experience and engaging in sharing and discussion with their classmates who may have selected a different experience.

A. EXPERIENTIAL LEARNING CYCLE

15 hours

1. The Experiential Learning Cycle

2. Understanding Ourselves: The Reflective Process
3. Reflective Writing & Journaling

Learning outcomes	<ul style="list-style-type: none"> • Gain a familiarity with Kolb's experiential learning cycle and be able to identify the different steps in the process • Understand role of experiential learning in Indigenous worldviews, perspectives and ways of knowing. • Understand the purpose and the importance of the reflective process in enhancing experiential learning. • Identify dispositions and ways of being that will enhance and deepen the reflective process • Identify different ways that meaningful reflection can occur – writing, journaling, blogging, etc. • Understand principles and criteria of reflective writing
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Use Kolb's experiential cycle to analyse and debrief an important memory or event in student's life • Elder visit to discuss experiential learning • Guest speakers • Journal entry/writing of family history • Mini field experience to local location that is 'foreign' or a new cultural experience (visit to place of worship, new cultural location, etc.) • Reflective writing exercise (blog, journal, tape recording) • Peer review of reflective writing examples • Personal memoir readings and analysis

B. GEOGRAPHIC AREA/CULTURE FOCUS

20 hours

1. Identify region or culture focus
2. Research, set goals and anticipate challenges
3. Practice: Tools and adaptation techniques

Learning outcomes	<ul style="list-style-type: none"> • Identify helpful resources that will help student gain background knowledge and information about their region or cultural focus • Understand how physical geographic factors have influenced the development of culture in their area of choice • Understand historical and current challenges and issues facing the region or culture of choice • Identify potential skills and tools that will be required to be culturally sensitive in this environment/with this group of people • Identify and articulate personal challenges that student may encounter in this intercultural context or setting.
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Geographic Webquest on destination region or focus culture • Historical timeline of key events in destination region or focus culture • Photo essay of destination region or focus culture • Blog post or creation of website about destination region or focus culture

	<ul style="list-style-type: none"> • Position paper presenting some aspects of the destination region or focus culture • Reflective writing articulating hopes and potential challenges for the experiential learning experience • Interview with person from destination region or focus culture • Novel, short story, poetry or non-fiction readings from destination region or focus culture • Research local artists or musicians from region/cultural group • Documentary or foreign film viewing • Research news coverage of region/culture • Language practice (Duolingo) • Museum visit • Prediction & Anticipation Guides about potential challenges
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C. REVIEWING AND APPLYING KNOWLEDGE

20 hours

**Each of the parts in this unit are covered in Introduction to the Global Competencies Certificate 12, and are re-presented in this course for application to the student's intercultural experience.*

1. Global and Intercultural Engagement & Understanding
2. Intercultural Communication
3. Cultural Awareness and Adaptation

Learning outcomes	<ul style="list-style-type: none"> • Show evidence of expanded knowledge and understanding of learning addressed in the <i>Global and Intercultural Studies 12</i> course including: racism, stereotyping, generalizing; internationalization versus interculturalization; engaged citizenship; cultural assumptions; non-verbal versus verbal communication; systems of power and hierarchy; indigenous worldviews, ways of knowing and epistemologies • Gain a further understanding of their own cultural position and on the differences between universal, cultural and personal aspects of life • Understand and articulate ways that our own cultural identities and worldviews shape the way we perceive others groups of people and cultures • Identify and articulate connections between values and culture, as well as visible versus invisible aspects of culture • Understand the concept of Global and Local divide in development and wealth (e.g., North-South) • Understand both the advantages and disadvantages of an increasingly complex geopolitical and socio-economic systems. • Articulate and show evidence of the ability to practice mindful, sensitive and responsive communication skills • Identify skills and methods that will help them find their bearings abroad, and to adapt to local situations relevant to their focus culture or region. • Explain process of culture shock and adaptation, and identify ways of dealing with new experiences and settings in healthy, adaptive ways. • Understand holistic philosophies of dealing with stress – including physical, emotional, intellectual and spiritual effects
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	<ul style="list-style-type: none"> • Explain importance of empathy, patience and flexibility in intercultural/global experiences.
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Who Am I? – History of my name • Reflection journal • Iceberg Activity – value systems • Guest speakers • Compare & Contrast Canadian values/worldviews/culture vs. focus region or culture • Position paper on impact of globalization on culture and indigenous peoples • Media analysis of focus culture/geographic region • Exploration of the indigenous Medicine Wheel (ex. Anishinaabe framework) and other holistic approaches to health and healing • Research news coverage of focus culture or region Canada and analyse for bias, stereotypes and worldviews. • Elder Visit • Medicine Wheel – Personal Analysis of Health • Role play & Simulations of anticipated challenges • Artifact Box – collection of important things to help adapt and thrive in new environment Empathy – Blanket Exercise with debrief • Practice of Action-Reflection-Response Strategy and Reflection as Cultural Analysis, • Blindfolded-partner drawing activity & debrief

D. GLOBAL/INTERCULTURAL LEARNING EXPERIENCE

25 hours minimum

1. Preparations for safe and rewarding experience
2. Guidance and support
3. On-going process of planning, action, observation, reflection

The 25 hour minimum applies to the class setting, e.g. preparation for, instruction regarding and reflective discussion of the global/intercultural experience

In addition, students must successfully complete a teacher-approved global/intercultural experience. See examples below table.

Learning outcomes	<ul style="list-style-type: none"> • Make thoughtful and insightful connections between their learning and the practicum experience • Articulate personal goals that the student would like to achieve through their experiential practicum activities • Demonstrate the ability to practice and engage in the recursive stages of the experiential cycle • Identify personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting • Discuss challenges that arise during the experience and suggest possible courses of action, and ways of problem-solving
Suggested	<ul style="list-style-type: none"> • Reflective Writing – journal entries, website, blog posts, tape recordings,

Instructional Strategies	<ul style="list-style-type: none"> video journal, podcasts • Online forum discussions and dialogue • Letter writing
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Example Qualifying Intercultural Activities

- Experience in an Intercultural Setting
 - Short-term Study Abroad or Cultural Exchange Programs (min. 10 days)
 - Long-term Student Exchange (e.g., 1 semester or longer)
 - Work Abroad (at teacher's discretion)
 - Extended visits with local and/or global intercultural communities (min. cumulative 10 days)
- Service Learning (min. 4 months)
 - International Student 'Buddy' Program
 - Immigration/Refugee Community Welcome/Support Group
 - Immigration Services Society volunteer (ex. Welcome House)
 - Aboriginal Friendship Center
 - Habitat for Humanity project
 - ELL summer camp volunteer
 - Volunteer work at Community Centres or Programs that would be considered an intercultural or global environment
- Club Participation (min. 4 months)
 - Participation in a school club such as International Club, Culture Clubs where students would be immersed in a global or intercultural setting
- Hosting Homestay or Exchange Student Host Family (min. 6 months)

Note: If a student has completed Planning 10 and the Worksafe BC Certificate and their Global/Intercultural Experience is being completed in B.C. then the student may, if appropriate, apply the hours from the Global/Intercultural Experience to the Work Experience program.

E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING

10-15 hours

1. Review, Reflect, Critique and Process
2. Synthesize, Present and Celebrate
3. Set Goals for the Future

Learning outcomes	<ul style="list-style-type: none"> • Improve written and oral communication skills • Understand the merits of an intercultural experience • Make thoughtful and insightful connections between their overall theoretical learning and the practicum experience • Articulate personal growth and transformation that has occurred through the learning process • Identify and reflect upon personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting • Discuss challenges that arose during the experience, as well as problem solving and critical thinking strategies that were effective tools in dealing with situations • Demonstrate an understanding of the ways in which our own cultural identities
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	<p>influence the way we operate and behave in the world</p> <ul style="list-style-type: none"> • Demonstrate a critical mindset and an ability to recognize systems of power and hierarchy within intercultural relationships and communication • Identify areas of personal growth and development needed to succeed in future intercultural settings and experiences.
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Editing and sharing of reflective writing and journaling from experiential practicum experience • Small group or online discussion and sharing and debrief of experiences • Goal-setting activities • Debrief with supervisors or other participants of experience • Portfolio development

Suggested Cumulative Assessment Protocols:

Students will choose ONE of:

- Portfolio presentation of artifacts, images and reflective writing
- Formal writing piece that combines theoretical frameworks with practical examples from experience
- Series of reflective writing examples that demonstrate reflective and experiential learning process (journal, blog posts, poetry book)
- Creation of website, series of podcasts, or video that demonstrates theoretical and practical learning
- Pecha Kucha or oral presentation that demonstrates and articulates learning as an ongoing narrative
- Creation of a cumulative artistic artifact (musical composition, visual essay, art piece) with an artist statement that shows evidence of theoretical and experiential learning
- Other potential cumulative product accepted by local (i.e., district or independent school GIFF coordinator).

Students will also complete:

- Personal 'Global Competencies Action Plan' to identify areas of growth, development and investigation in the future

Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data that reflects the current geopolitical situation in the focus region, and its current socio-cultural influences. As well, it is important that students are impressed upon the need for multiple and diverse sources in the research process, and the ability to detect bias, perspective and worldviews within the source information.

This list is a work in progress.

Online sites & Documents:

Aboriginal Worldviews and Perspectives in the Classroom

https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

An Inventory of Useful Learning Strategies

http://educanet2.ch/pec/ws_gen/57/Learning_strategies.pdf

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Bennett, J. 2011. Developing Intercultural Competence.

http://www.intercultural.org/documents/competence_handouts.pdf

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

The Intercultural Development Inventory.

<https://idiinventory.com/>

Kairos Canada, 2015. The Blanket Exercise.

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pearson Education Canada. Canadians in the Global Community.

http://www.pearsoned.ca/school/secondary/soc_sci/global.html

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.

<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

C. Articles, Media, and Presentations:

Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling.

Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.

Dewey, John (1938), Experience and Education. Collier, New York.

Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.

Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)

Grassroots Films, 2010. The Human Experience. (film)

Hofstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.

Hofner Saphiere, Diana, 1997. Ecotonos: A Simulation for Collaborating Across Cultures. Cultural Detective.

Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>

Keilburger, C. and Keilburger, M. 2012. My Grandma Follows Me on Twitter and Other First World Problems.

Jacques, Martin (2003), The Global Hierarchy of Race.
<http://www.theguardian.com/world/2003/sep/20/race.uk>

Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.

Morrison, Terri, & Conway, Wayne, 2006. Kiss, Bow or Shake Hands: The Art of Doing Business in More Than 60 Countries. Adams Media.

Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.

Redundancia: A Foreign Language Simulation. Cultural Detective.

Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.

Shaules, Joseph, 2015. The Intercultural Mind. Intercultural Press.

Stringer, D. & Cassiday, P. 2009. 52 Activities for Improving Cross-Cultural Communication, Intercultural Press.

Thiagarajan, Sivasailam, 2006. Barnga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.

van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Althouse Press.

District contact person's name: Jeff Davis	Phone number: 250 516 6148	Contact's email address: jedavis@sd61.bc.ca
Authorization by superintendent (or designate) to seek board approval:		Date:
Authorization by chair, Board of school Trustees:	Name:	Date:



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

POLICY 100

PHILOSOPHY AND GOALS OF EDUCATION

The Board of School Trustees of School District No. 61 (Greater Victoria) believes that education is a continuing and interactive process involving the home, the school, and the community.

The Board believes that for the schools of the District, the purpose of education is to provide students with the intellectual, social, personal, and vocational experience necessary to the development of a positive self-image as well as the skills and knowledge to become valued and contributing members of a complex and changing society.

This purpose can be achieved by having in the schools an environment that leads to involvement, achievement, creativity, and a joy of learning and teaching for pupils and teachers alike. Learning and teaching are inter-related and should result in development of self-esteem, self-discipline and the understanding by all pupils of their capabilities and skills.

In order to realize this purpose, our school programs will help students to:

INTELLECTUAL DOMAIN

1. Acquire knowledge and skills in communication, literature, mathematics, the natural and social sciences, and the visual and performing arts.
2. Develop the skills of inquiry, reasoning, and creative and critical thinking.
3. Develop a desire for learning.

SOCIAL DOMAIN

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4. Learn to respect others, to get along with others, and to respect the property of others.
5. Acquire knowledge and develop appreciation of their rights and responsibilities in society.

PERSONAL DOMAIN

6. Understand and practice the precepts of health and safety.
7. Develop a feeling of positive self-worth.
8. Learn the constructive use of leisure time.
9. Develop a sense of responsibility.
10. Develop the qualities of self-reliance and independence.

VOCATIONAL DOMAIN

11. Develop skills and knowledge to assist in the career development process.
12. Develop the qualities of industry and initiative.

Greater Victoria School District

Approved: November 26, 1984

Revised: October 28, 1985

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POLICY 100

PHILOSOPHY OF EDUCATION

The Board of Education of School District No. 61 (Greater Victoria) undertook a comprehensive process to develop a 3 - 5 year strategic plan in 2016.

The Board developed a Mission Statement that states: *We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.*

The Vision of the Board states: *Each student within our world class learning community has the opportunity to fulfill their potential and pursue their aspirations.*

The Board is committed to the following values:

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

Greater Victoria School District

Approved: November 26, 1984

Revised: October 28, 1985

Revised: April 18, 2016

Revised: June 20, 2016

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**Operations Policy and Planning Committee Meeting
June 13, 2016 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Deborah Nohr, 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, David Loveridge, Director of Facilities Services, Colin Roberts, District Principal, Human Resource Services

The meeting was called to order at 6:00 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 June 13, 2016 regular agenda be approved with the following changes: Item 4.b. - Public Presentation was moved after Item 6 - Personnel Item. Item 7 - Finance and Legal Affairs was moved after Item 8 - Facilities Planning.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

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

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Susan Abells/Kristina Leach, Microhousing Victoria

The two representatives of Microhousing Victoria presented the architectural and social background of microhousing as well as the mandate of their particular organization. They requested that the Board instruct administration to work with the group to find potential sites within the District that may suit the mandate of the group.

Trustees asked clarifying questions of the representatives and directed the District Facilities Plan Committee to include the group in their discussions and report back to the Board at the appropriate time.

B. Tasha Diamant, School Dress Code

The presenter highlighted concerns about the use of dress codes in schools. She expressed concerns that in some cases such codes were being applied in a manner that was discriminatory and that such discrimination was predominantly aimed at young women. She expressed support for the District reviewing dress codes.

5. SUPERINTENDENT'S REPORT - None

6. PERSONNEL ITEMS

A. Wellness and Attendance Support Program Update

Colin Roberts, District Principal, Human Resource Services, Emily Moore, Human Resource Advisor, Wellness and Attendance Support

Mr. Roberts reviewed the highlights of the memo provided to the Committee. He highlighted that while the program has not necessarily had an immediate significant financial impact that Human Resource Services has seen a recent impact in the employee use of support services and a decrease in absenteeism with individuals within the program. He also highlighted a significant decrease in workdays lost to WorkSafe claims and provided the Committee a breakdown of the anticipated financial impact.

Trustees asked questions of clarification and indicated a wish to have Mr. Roberts continue to report the progress of the program.

7. FACILITIES PLANNING

A. McKenzie Interchange Update

Director of Facilities Services Loveridge reviewed the memo provided to the committee and provided an update on the current status of discussions regarding the project with community members and the Ministry of Transportation and Infrastructure.

Trustees asked clarifying questions of the Director of Facilities Services. The Director of Facilities Services indicated that he expected to have further information prior to the end of June 2016.

B. School Security and Access

Secretary-Treasurer Walsh reviewed the memo provided to the Committee. He highlighted security concerns that have recently arisen in the District and the District's plan to address the concerns.

Trustees asked clarifying questions of the Secretary-Treasurer and the Director of Facilities Services.

C. Water Quality

Secretary-Treasurer Walsh reviewed the memo provided to the Committee as well as a memo provided the committee during the meeting by David Loveridge, Director of Facilities Services. He highlighted previous updates provided to the Board and the process by which the District has proceeded to create a testing regime.

He explained to the Board that internal testing has indicated that there may be water quality issues associated with lead in a number of our facilities. Secretary-Treasurer Walsh highlighted the testing is only preliminary and that the numbers need to be verified by an external party. He also expanded on the intended plan to address the issue including the financial implications of the proposed solution.

Trustees asked clarifying questions of the Secretary-Treasurer and Director of Facilities Services. The Director of Facilities Services indicated that he was confident that the mitigation program including further testing would be completed by the end of the summer.

D. Capital Plan Submission Update

Secretary-Treasurer Walsh reviewed the memo provided to the Committee. Trustees asked clarifying questions of the Secretary-Treasurer. The Superintendent apprised the committee of a number of meetings that he had with Ministry officials regarding capital issues and expressed continued the collaborative relationship between District and Ministry staff in capital planning.

It was moved:

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.

Motion Carried Unanimously

E. Vic High Field Update

Director of Facilities Services Loveridge explained to the Board the current process of assisting the Vic High Alumni group in applying for a Canada 150 infrastructure grant.

Trustees asked clarifying questions of the Director of Facilities Services and requested updates as the process unfolds.

8. FINANCE & LEGAL AFFAIRS

A. Ministry of Education Funding Announcement

Secretary- Treasurer Walsh reviewed the memo prepared for the committee highlighting the recommendations with respect to the expenditure of the recently announced funding by the Ministry of Education.

Mr. Walsh reviewed the ongoing budgeting process within the District regarding the exact long term nature of the structural deficit. He also reviewed the current status of facility concerns in

the District including water quality. Finally, he highlighted ongoing maintenance issues regarding District shops and highlighted that facilities and senior administration are reviewing shops to ensure our services are well maintained, safe and sustainable over the long term.

Trustees asked clarifying questions of the Secretary-Treasurer and Superintendent. VCPAC highlighted the need for increased spending on the classroom.

It was moved:

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.

Motion Carried Unanimously

B. Report of the Policy Sub-Committee

Secretary-Treasurer Walsh reviewed the report of the Policy Sub-Committee for June 2016 providing a number of updates as well as recommended motions and rationale for the motions:

- i) 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.
Motion Carried Unanimously
- ii) That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3323 - *Purchasing Services*.
Motion Carried Unanimously
- iii) 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.
Motion Carried Unanimously

- iv) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1164 - *Decision-Making: Authority, Responsibility and Accountability*.
Motion Carried Unanimously
- v) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1220 - *Community Advisory Committees*.
Motion Carried Unanimously
- vi) 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.
Motion Carried Unanimously
- vii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 1260 - *Community Education*.
Motion Carried Unanimously
- viii) That the Operations Policy and Planning Committee receive the report of the Policy Sub-Committee as presented.
Motion Carried Unanimously

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

10. NEW BUSINESS

A. Trustee Paynter – Trustee Professional Development Fund Allocation

Trustee Paynter presented his motion and rationale.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria), commencing at the end of the 2015/16 fiscal year, return the Trustee Professional Development Fund allocations to general revenue for allocation in the next fiscal year.

Trustees discussed the matter and requested further information from the Secretary Treasurer.

It was moved:

That the motion, “*That the Board of Education of School District No. 61 (Greater Victoria), commencing at the end of the 2015/16 fiscal year, return the Trustee Professional Development Fund allocations to general revenue for allocation in the next fiscal year.*”, be referred to the September 2016 Operations Policy and Planning Committee meeting.
Motion Carried Unanimously

B. Trustee Whiteaker - By-law 9360 General Meeting of the Board

Trustee Whiteaker presented her motion and rationale. Trustees discussed the types of correspondence that would be captured by the motion. The Superintendent provided his understanding of the motion and the steps that administration would take in the event that the motion was successful.

It was moved:

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.

Motion Carried Unanimously

C. Trustee Watters - Policy 7110.1 Leasing of Closed Schools

Trustee Watters presented her motion and rationale.

It was moved:

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.

Trustee Watters moved an amendment.

It was moved:

To amend the main motion by deleting "or the Ad Hoc District Facilities Committee."

Motion Carried Unanimously

Trustees voted on the amended main motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) refer Policy 7110.1 to the Policy Sub-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.

Motion Carried Unanimously

D. Trustee Watters – School Dress Code

Trustee Watters presented her motion and rationale.

It was moved:

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.

Motion Carried Unanimously

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

The Motion was not moved.

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 20th 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 - None

13. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:35 p.m.



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: June 20, 2016

RE: **Capital Plan Update**

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

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

**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

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 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
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: June 20, 2016

RE: **Ministry of Education Funding Announcement**

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.

.. /2

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,



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
SECRETARY-TREASURER

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

TO: The Board of Education
FROM: The Policy Sub-Committee
DATE: June 20, 2016
RE: Monthly Report

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.

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

~~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

Adopted: June 1964

Amended: April 1970

Amended: June 2016

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POLICY 1163

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.

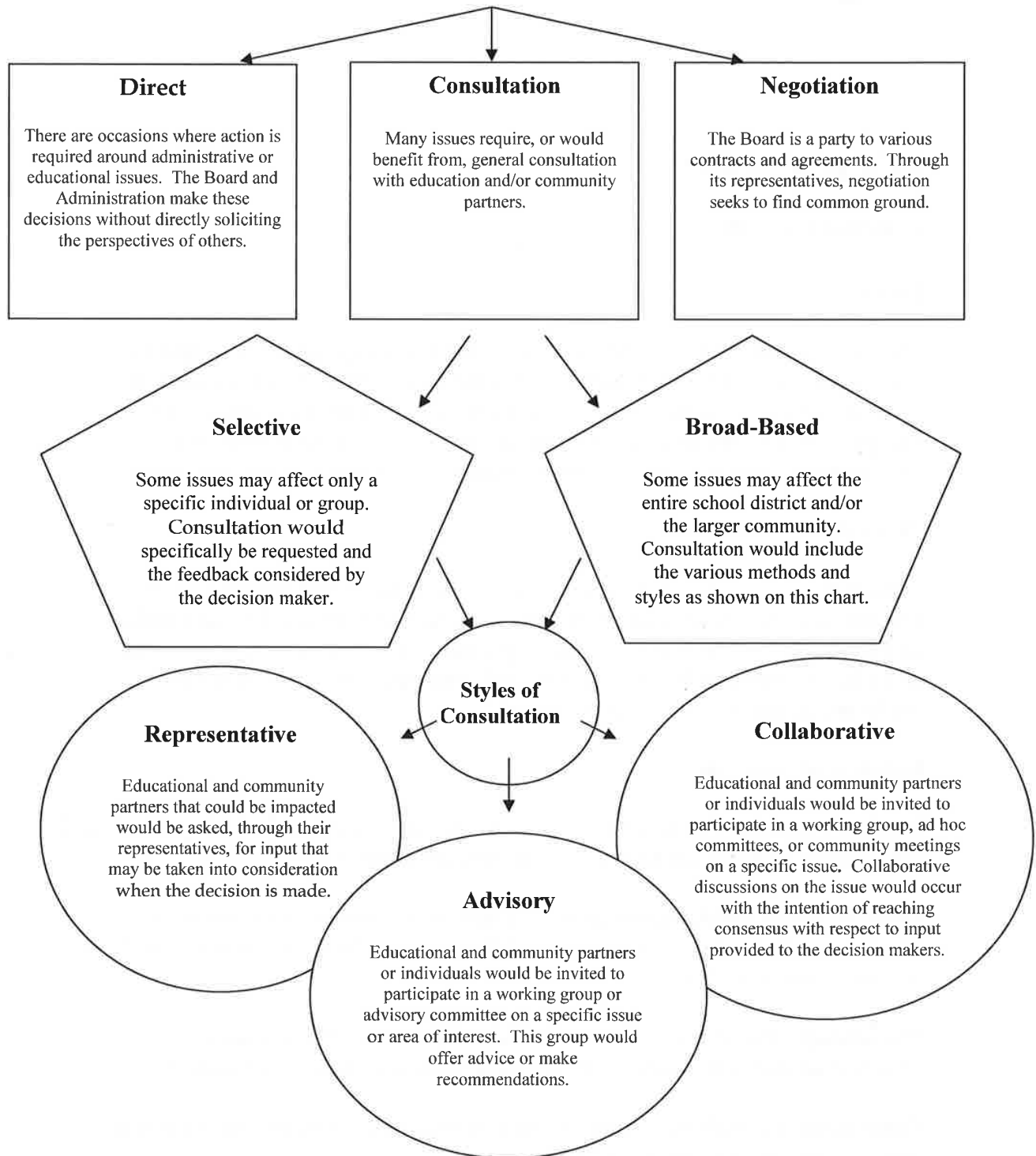
Ownership: The implementation of decisions is more effective when educational and community partners have shared in their development.

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

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



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each student's success in learning within
a responsive and safe environment.*

POLICY 1250

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

Approved: November 26, 1979

Reviewed: March 2012

Reviewed: June 2016



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POLICY 1311.1

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

Adopted: October 26, 1987

Reviewed: June 2016

POLICY 1164

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

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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;

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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

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POLICY 1220

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

Approved: June 21, 1971

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POLICY 1240

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

Approved: March 9, 1981
Revised: September 24, 1984
Revised: June 1991

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POLICY 1260

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.

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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

Adopted: August 20, 1973

Various Revisions

Revised: September 26, 1983

Revised: April 23, 1990

Suspended: September 1995

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BYLAW 9360

GENERAL MEETING OF THE BOARD

1. The Board of Education of School District 61 shall meet in general session on the third Monday of each month except where the third Monday is a statutory holiday, in which case the meeting will take place on the next working day, except for the months of July and August, when no meeting will be held and for the month of December, when the meeting shall be on the second Monday of the month.
2. In addition to the regularly scheduled meetings of the Board in general session, the Board, as elected, shall meet for the first time on the first Monday in December, after the official results of the election of trustees shall have been declared, for the purpose of receiving the results, the swearing in of the new trustees, and the selection of the Chair and Vice-Chair of the Board. This inaugural meeting of the Board shall be called and chaired by the Secretary-Treasurer of the School District. Each year thereafter during the term of office, the election of Chair, Vice-Chair, and Board representatives to various agencies where the Trustees have regular representation and the appointment of Trustees to internal and external committees shall take place at the June Board meeting.
3. The Chair, the Secretary-Treasurer or any three trustees, may call a special general meeting of the Board, in addition to the regularly scheduled meetings of the Board, upon not less than forty-eight hours' notice in writing to all trustees.
4. A special general meeting of the Board may be called upon less than the normal forty-eight hours' notice, in writing or by telephone, with such meeting being deemed to have been properly convened if a majority of trustees agree to waive the normal forty-eight hours' of written notice.

5. The following procedural matters will be implemented:

- The meetings will be conducted in two major sections:

The first will encompass the agenda, minutes and acceptance of presentations from the public and employee groups;

The second will be for the consideration of Board Committee Reports and Special Reports to the Board.

- The meetings should be conducted in a timely manner and time guidelines and limits adhered to with respect to:
 - * general meetings of the Board of Education commence at 7:30 p.m. and continue until no later than 11:00 p.m., save as may be extended by majority consent
 - * Starting the meeting on time
 - * The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of five minutes; there can only be three speakers per issue (numbers and time may be extended at the discretion of the Chair)
 - * No public debate with presenters; information only will be received
 - * The Question Period is limited to 15 minutes

6. Wherever possible, the public will be encouraged to attend a Committee meeting rather than a Board meeting in order to facilitate dialogue with the public before decisions are made. Discussion and debate of issues takes place at two regularly scheduled Standing Committee meetings each month. During the Standing Committee meetings, members of the public make presentations and discussions often ensue with committee members, stakeholder groups, and staff.

7. In the event that the Board shall fail to conclude the business of the agenda by the time of adjournment the Chair may designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.

8. The agenda shall be prepared and circulated by the Chair of the Board.

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9. There shall be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board in general session.
10. The agenda shall be approved by ordinary motion as the first item of business at each meeting.
11. The Agenda shall contain the following:
 - A. Acknowledgement of Traditional Territories; Approval of the Agenda; Approval of Previous Minutes and Business Arising from the Minutes

Student Achievement Presentations; District Presentations; Community Presentations
 - B. Chair's Report; Trustee Reports (including Reports from Trustee Representatives with Other Public Bodies)
 - C. Board Committee Reports:
 - (1) Education Policy Development Motions
 - (2) Operations Policy and Planning Motions
 - D. District Leadership Team Reports
 - E. Question Period
 - F. Public Disclosure of In-Camera Items
 - G. New Business/Notice of Motions
 - H. Adjournment

The order of the Agenda shall be as above, unless varied at the meeting by majority vote.
12. A copy of the Agenda shall be made available to the media, partner groups and the public (website) through the Secretary-Treasurer's office on the day after copies are delivered to trustees, and such Agenda shall have attached the Committee Reports.

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13. The Board Chair may reschedule any regularly-scheduled general meeting of the Board to a different time and date in order to meet the business requirements of the Board. The Board may, by ordinary resolution, cancel a regular general meeting of the Board.
14. In accordance with Section 67 of the *School Act*, the Board may allow Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other. Such attendance shall only be permitted where Trustee participation is prevented by extraordinary circumstances. Trustees wishing to attend electronically must provide a minimum of 48 hours' notice of such attendance.
15. With the exception of poll votes pursuant to Bylaw 9011, the Board shall not conduct meetings electronically. For the purposes of this bylaw, electronic communications that would constitute a meeting include communications shared among all trustees that materially advance a matter before the Board. This Bylaw does not prohibit the electronic provision of information pertaining to a matter before the Board.

Greater Victoria School District

Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: January 19, 2009 (corrected)

Revised: November 17, 2014

Revised: December 14, 2015



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

POLICY 7110.1

LEASING OF CLOSED SCHOOLS

Any intention to lease a closed school for more than three years and less than ten years, including renewals, shall be discussed at a public Operations Policy and Planning Committee meeting prior to being presented at a public Board of Education meeting.

Greater Victoria School District

Adopted: April 19, 2010

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TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: June 20, 2016

I would like to highlight for the Board a number of activities that I have participated in since the last Board meeting.

On May 17th I met with Ralf St. Clair, Dean of Education, University of Victoria. Our discussion focussed on the professional growth of school and district leaders.

On May 19th I had the opportunity to present at the Ignite event on leadership.

From May 23rd to May 27th I met with a number of schools and universities in Monterrey, Mexico affiliated with our International Student Program.

On May 31st I had the privilege of attending the Kiwanis Student Appreciation Luncheon.

On June 1st I attended the Enhancing Learning Grants sharing event. The action research undertaken by teachers, and the results of their work, was both educational and inspiring.

On June 2nd I, along with a number of trustees, attended the Aboriginal graduation ceremonies.

On June 3rd I had the pleasure of being present for the Tillicum Elementary School 100 year celebration.

On June 9th I met with Dave Byng, Deputy Minister. Following that meeting I met with Maureen Dockendorf, Superintendent, Early Learning. That afternoon, I attended and emceed the District Retirement Tea.

On June 15th, along with Associate Superintendent Deb Whitten, I met with the staff of SJ Willis to continue the discussion of future plans for programming.

Finally, on June 16th I met with Tessa Graham, Executive Director, Provincial Office of the Early Years, MCFD to discuss possibilities for early childhood programming.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's Report as presented.



SHELLEY GREEN, DEPUTY SUPERINTENDENT
GREG KITCHEN, ASSOCIATE SUPERINTENDENT
DEB WHITTEN, ASSOCIATE SUPERINTENDENT

250-475-4117
250-475-4133
250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

To: The Board of Education

From: Greg Kitchen, Associate Superintendent

RE: Specialty Academy Fees

Date: June 20, 2016

In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The Parent Advisory Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the Parent Advisory Council after which a Board that offers a specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1st. In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

Attached to this memorandum is the Academy Schedule of Fees, approved and signed by each of their Parent Advisory Councils, for:

- Esquimalt High School Rugby Academy
- Lambrick Park Diamond for Excellence Baseball and Softball Academy
- Reynolds Secondary Centre for Soccer Excellence Academy
- Spectrum Hockey Skills Academy

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the parents' advisory council for the school where the board proposes to offer specialty academy.


The Esquimalt High School Rugby Academy

Section 82.1 of the School Act states: "Boards may offer Specialty Academies with the approval of the Parent Advisory Council" and "Boards and Parent Advisory Councils must also annually approve fees for specialty academies."

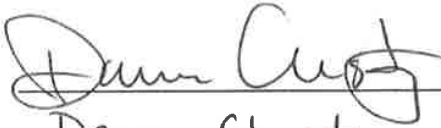
The following is the 2016-17 fee structure for the **Esquimalt High School Rugby Academy** as approved by our Parent Advisory Council:

The cost to students for participating in the Rugby Academy is
\$100.00 per month for a yearly fee (10 months) of
\$1000.00. Consistent with district policy, no student
will be excluded due to financial hardship.

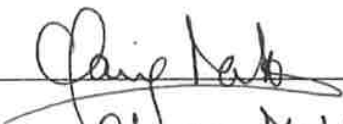
Signatures:



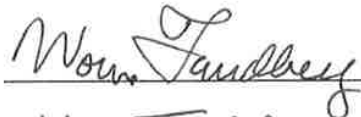
Paula Switzer.
PAC Member Signature & Name



Dawn Christy
PAC Member Signature & Name



Claire Matthews
PAC Member Signature & Name



Norm TANDOR
PAC Member Signature & Name

PAC Member Signature & Name



Tammy Renyard
Principal Signature & Name



Lambrick Park Secondary School

4139 Torquay Drive, Victoria, B.C. V8N 3L1

Phone: 250-477-0181 Fax #: 250-477-0143

Website: www.lambrickpark.sd61.bc.ca

Email: lambrickpark@sd61.bc.ca

Kevin Luchies, Principal

Ingrid Fawcett, Vice Principal

Chris Koutougos, Vice Principal

June 9, 2016

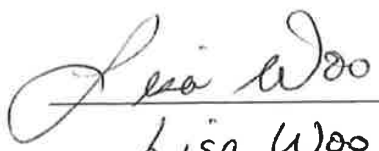
The Lambrick Park Diamond for Excellence Baseball and Softball Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the Parent Advisory Council" and "Boards and Parent Advisory Councils must also annually approve fees for specialty academies."


The following is the 2016-17 fee structure for the The Lambrick Park Diamond for Excellence Baseball and Softball Academy as approved by our Parent Advisory Council:

The cost to students for participating in the The Lambrick Park Diamond for Excellence Baseball and Softball Academy is \$150.00 per month for a yearly fee (10 months) of \$1,500.00. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:



Lisa Woo
PAC President Signature & Name



LESLEY DAVENPORT
PAC Vice-President Signature & Name



Principal Signature & Name



KEVIN LUCHIES



The Reynolds Centre for Soccer Excellence Academy

Section 82.1 of the School Act states: "Boards may offer Specialty Academies with the approval of the Parent Advisory Councils" and "Boards and Parent Advisory Councils must also annually approve fees for specialty academies."

The following is the 2016-17 fee structure for the Reynolds Centre for Soccer Excellence Academy as approved by our PAC:

The cost to students for participating in the Centre for Soccer Excellence Program is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Shellayne Vos
PAC Member Signature & Name

Derek Cockburn
PAC Member Signature & Name

Kelly Acker
PAC Member Signature & Name

Mahia Frost
PAC Member Signature & Name

Tom Aerts
Principal Signature & Name



June 14, 2016

The Spectrum Hockey Skills Academy

Section 82.1 of the School Act states: "Boards may offer Specialty Academies with the approval of the Parent Advisory Council" and "Boards and Parent Advisory Councils must also annually approve fees for specialty academies."

The following is the 2016-17 fee structure for the The Spectrum Hockey Skills Academy as approved by our Parent Advisory Council:

The cost to students for participating in the The Spectrum Hockey Skills Academy is \$150 per month for a yearly fee (10 months) of \$1500. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Russ Forster
R Forster
PAC Member Signature & Name

Elizabeth A. Forster
Elizabeth A. Forster
PAC Member Signature & Name

Jeananne Brehon
J Brehon
PAC Member Signature & Name

Ruth Kampen
Ruth Kampen
PAC Member Signature & Name

Raymond Moss
Raymond Moss
PAC Member Signature & Name

Rob House
Rob House
Principal Signature & Name

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: 2016/17 Board of Education & Standing Committee Meeting Dates

DATE: June 20, 2016

Education Policy & Directions	Operations, Policy & Planning Committee	Board of Education	<i>Board of Education Proposed Dates</i>
Monday, Sept. 12/16 (combined with OPPS)	Monday, Sept. 12/16 (combined with Ed Policy)	Monday, Sept. 19/16	Monday, Sept. 26/16
Monday, Oct. 3/16	Tuesday, Oct. 11/16	Monday, Oct. 17/16	Monday, Oct. 24/16
Monday, Nov. 7/16	Monday, Nov. 14/16	Monday, Nov. 21/16	Monday, Nov. 28/16
Monday, Dec. 5/16 (combined with OPPS)	Monday, Dec. 5/16 (combined with Ed Policy)	Monday, Dec. 12/16	Monday, Dec. 12/16
Monday, Jan. 9/17	Monday, Jan. 16/ 17	Monday, Jan. 23/17	Monday, Jan. 23/17
Monday, Feb. 6/17	Tuesday, Feb. 14/17	Monday, Feb. 20/17	Monday, Feb. 27/17
Monday, Mar. 6/17 (combined with OPPS)	Monday, Mar. 6/17 (combined with Ed Policy)	Monday, Mar. 13/17	Monday, Mar. 13/17
Monday, Apr. 3/17	Monday, Apr. 10/17	Tuesday, Apr. 18/17	Monday, Apr. 24/17
Monday, May 1/17	Monday, May 8/17	Monday, May 15/17	Tuesday, May 23/17
Monday, June 5/17	Monday, June 12/17	Monday, June 19/17	Monday, June 26/17

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2016/2017 Board of Education Proposed Dates and the Standing Committee meeting dates.

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Board Planning

DATE: June 20, 2016

An opportunity exists for the Board of Education and its senior staff to plan for a series of Board Retreats. The purpose of these retreats would be to afford the Board the opportunity to plan for the upcoming school year and to review this plan at regular intervals.

The retreats would focus on the Strategic Plan and the annual plans to realize the goals set out in the plan. The final retreat of the year would provide an opportunity to reflect on the year and to determine whether the goals of the Board had been met.

Meetings could be scheduled during the day or in the evening depending on the availability of trustees. The following dates are provided for the consideration of the Board of Education.

Monday, August 29 – Review of Strategic Plan and goal setting for the 2016 – 2017 school year.

Monday, January 30 – Review of progress toward the annual goals. Realignment of goals should this be necessary.

Monday, June 19 – Year end review. Determination of the extent to which goals have been realized.

Setting aside dedicated time to focus on the Strategic Plan and the work required to successfully implement the goals and objectives will provide the Board of Education the opportunity to continue to align the efforts of the District.

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) approve the proposed Board planning dates for 2016-17.
--



Deputy Superintendent's Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
Fax 250-475-4112

Shelley Green, Deputy Superintendent

250-475-4117

Date: June 20, 2016

To: Board of Education

From: Shelley Green,
Deputy Superintendent

Re: Parent Education Fund

For the 2015 - 2016 school year, the Board of Education established a Parent Education Fund to support parent education opportunities. Each individual PAC could apply for up to \$250, twice a year. Criteria were developed for the requests to be reviewed and evaluated and PACs were advised that they could submit their application by January 31st, 2016 and/or by May 31st, 2016. Recipients of the Parent Education Fund grant were required to submit a summary report about their initiative.

A total of \$7,000 was put aside for the 2015-2016 school year.

In the January 31st, 2016 application process, \$4,310 was spent from the Parent Education Fund.

Currently, we have 9 requests for the Parent Education Fund, for a total of \$2,250.

If these are all the requests we receive, and we agree to each request, then the total spending for the Parent Education Fund in the 2015 -2016 school year will be \$6,560.

2015-16 Parent Education Fund

School	1 st Grant \$	Spent Grant \$	Report	2 nd Grant \$
Esquimalt	✓	✓		
Lambrick				
Mt. Doug				
Oak Bay				
Reynolds	✓	✓		✓
SJ Willis				
Vic High	✓	✓		
Arbutus	✓	✓	✓	
Cedar Hill				
Central				✓
Colquitz				
Glanford				
Gordon Head				
Lansdowne	✓	✓		
Monterey				
Rockheights				
Shoreline				
Braefoot	✓	✓	✓	✓
Campus View	✓	✓	✓	
Cloverdale	✓	✓	✓	
Craigflower				
Doncaster				
Eagle View	✓	✓	✓	
Frank Hobbs	✓	✓		
George Jay	✓	✓		✓
Hillcrest				
James Bay				
Macaulay	✓	✓	✓	
Margaret Jenkins	✓	✓	✓	
Marigold				
McKenzie				
Northridge	✓	✓	✓	✓
Oaklands	✓	✓	✓	✓
Quadra				
Rogers	✓	✓		
SJD				
South Park	✓	✓	✓	✓

2015-16 Parent Education Fund

School	1 st Grant \$	Spent Grant \$	Report	2 nd Grant \$
Strawberry Vale	✓			✓
Tillicum	✓	✓		
Torquay	✓	✓	✓	
Vic West	✓	✓	✓	✓
View Royal				
Willows				

Round 1

Total - **21** Grants

Total spent = **\$4310**

Round 2

Total - **9** Grants

Total **9 X \$250 = \$2250**



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: June 20, 2016

RE: **Monthly Report**

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

On May 16, 2016 along with Director of Facilities David Loveridge, I completed touring our leased facilities. Our lessees were accommodating of our visits and I would like to recognize their hospitality.

During the week of May 24 to 27 I attended the British Columbia Association of School Business Officials Annual General Meeting. The theme of the conference was innovation. There were a variety of presentations on innovative practices in the education area. I attended sessions on risk management and capital planning. In addition, the Ministry of Education had a number of staff available and it was an excellent opportunity to discuss various issues of finance, capital and shared services etc. The Ministry took the time to recognize the excellent work of our facilities and financial services departments in the area of capital.

In June 1, Mr. Loveridge, Superintendent Langstraat and I met with Ministry of Education capital staff and had an excellent discussion on our District's capital future. On June 2, Mr. Loveridge and I met with representatives of Amersco, a planning company out of Ontario. On June 13, Ted Pennell and I met with representatives of Canon to review a proposal for print services. On June 7 Deb Whitten and I met with Kim Abbott and Caroline Ponsford of the Ministry of Education for a tour of Oak Bay. It was an excellent opportunity to present some District ground level perspective on school services. I would like to recognize the spirit of collaboration that I have encountered in my interactions with Ministry staff since becoming Secretary Treasurer.

I attended a number of retirement celebrations as well as had a number of school visits and was honoured to represent District administration at Shoreline's year end concert along with Trustee Nohr.

Finally, as trustees are likely aware, I have spent a great deal of time answering media, staff and parent inquiries regarding lead. Mr. Loveridge and I have worked very hard to provide immediate and up to date information as it has come available and I would like to honour the work of Mr. Loveridge, his staff and all of the custodians in our District working to ensure our water is safe.

Purpose:

The Facilities Plan Committee is an ad hoc committee established by the board for the purpose of developing a long term District Facilities Plan.

Deliverables:

The Facilities Plan Committee has two deliverables:

1. To recommend to the Board a District Facilities Plan that:
 - a. Aligns with the goals and vision of the Board's Strategic Plan;
 - b. Incorporates principles of sustainability both operationally and environmentally;
 - c. Focuses on supporting students;
 - d. Incorporates principles of equity across the District;
 - e. Explains significant variances, risks to the forecasts and proposed changes to spending plans requiring approval.
2. To address the following specific areas in reference to the District Facilities Plan:
 - a. Program and Educational Need;
 - b. Demographics and Catchment;
 - c. Condition, Utilization and Future Need;
 - d. Community, Partnerships, and Enterprise;
 - e. Lands and Lease.

Membership:

The committee will be comprised of the following members:

- One Trustee appointed by the Board Chair;
- The Superintendent or delegate, the Secretary Treasurer, and the Director of Facilities;
- One appointed member from each of the District's employee groups;
- One VCPAC representative;
- A Greater Victoria student.
- One Representative from the Esquimalt Nation
- One Representative from the Songhees Nation

Timeline:

The Facilities Plan Committee will report at the Operations Policy and Planning Committee meetings of October 2016, January 2017, March 2017 with progress updates. A draft report will be provided at the June 2017 Operations Policy and Planning Committee meeting for comment. A final report will be provided by October 2017 to the Operations Policy and Planning Committee with the intention of final passage by the Board in October 2017.

The Facilities Plan Committee may also present to the Education Policy and Directions Committee as necessary.

Voting:

As the purpose is to gather data to prepare a report for Board consideration there is no voting.

Procedural notes:

- Meeting dates, locations, agendas and minutes to be available on the District website

Date Adopted: June 20, 2016



FACILITIES SERVICES

491 CECILIA AVENUE, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3400 FAX (250) 920-3461

June 14, 2016

Dear Parents and Staff,

I would like to express my appreciation for the concerns raised about the water issues in schools. I want to assure all staff and parents that the District takes the matter very seriously and intends to have the issue fully addressed in the short term.

I have had a number of questions regarding the District's recent lead testing. Given the questions, I felt that it was appropriate to provide information further to the memos provided at the Operations meeting which are also attached for convenience.

The District currently has a four part plan to address the issue on a short and long-term basis:

1. Direct our custodians at schools with post-flush concerns to perform a longer flush of the system in the morning and then flushes throughout the day;
2. Hire an external testing company to confirm our results;
3. Install automatic flushing systems where appropriate;
4. Replace water fountains in impacted schools with fountains with sufficient filtration systems and install filtration in water sources used for drinking (e.g. staffrooms).

Question: What is flushing?

Answer: It is the process of expelling water that has been sitting for a time.

Question: Why do you flush?

Answer: Flushing expels sitting water and any settled sediments.

Question: My school is a school with a pre-flush issue but not a post-flush issue what does this mean?

Answer: This means that the precautionary measures taken by the District to expel water prior to the beginning of school are effective.

Question: My school is a school with a post-flush issue, what does this mean?

Answer: This means that the lead levels in the water testing conducted internally by the District were above acceptable limits at the time of the testing.

Question: Will you be closing down water fountains in the impacted facilities?

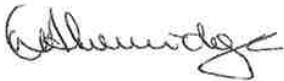
Answer: No, the District feels that with more thorough flushing throughout the day that the issue in the short term (to the end of school) can be addressed.

(2)

Question: How are you addressing the problem?

Answer: By installing appropriate filtration in impacted facilities.

Yours Sincerely,



David Loveridge, CD1 BEng PEng

Cc: Senior Leadership
All Principals



OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
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: **Water Quality**

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.



FACILITIES SERVICES

491 CECILIA AVENUE, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3400 FAX (250) 920-3461

TO: The Operations Policy and Planning Committee
FROM: David Loveridge, Director of Facilities
DATE: June 13, 2016
RE: **Water Safety**

Water Testing Update:

The memo to the OPPS committee on Water Testing for the 13 June 2016 meeting indicated that an update on the testing and the results would be provided at tonight's meeting.

On 16 May 2016, Staff completed a preliminary sampling of one drinking water fountain in every school across the District. Based on these very preliminary results of this sampling (i.e. not making major assumptions based upon one data point), the decision was made to go into a more fulsome sampling of all fountains in those schools that showed elevated readings in our first sampling. In addition, we asked staff to take water samples at the water line entry point for every school where we had concerns based upon the first sample results. During the week of 30 May 2016, samples were taken in 34 Schools and Board facilities. Since that time, Staff has been working with an independent laboratory in Victoria to complete the more than 700 water samples that were taken during the second round of sampling and to analyze the results of those tests. This process has not been completed as of this date.

The aim of this second water sampling process was simply to identify schools where we might have issues with lead levels in the school's drinking water. The process we have been using to date is an internal maintenance process using our own staff and given the number of individuals involved, we have challenges with the reliability of the results for good long term decision making, including verifiable custody and control of the samples, and consistency of sampling techniques.

What the current sampling process does give us, however, is a list of those schools where we must go into a more formal testing regime using an external testing agency and where we will take immediate steps to address any concerns we have to ensure the safety of our staff and our students. In addition, the process followed to date has been graduated in nature and provides us some comfort, that in many schools we don't have any concerns and that in some schools that the regular flushing process of the water fountain system by our staff is providing us with water quality benefits.

A list of the schools where we have current concerns has been attached as Annex A to this memo. It contains the list of those schools where we have concerns and where additional Phase 2 testing and actions are being taken. It is important to reiterate that it does not mean that there is lead in the water at this point in time and that as the full results of our internal tests come in and are analyzed, a number of these schools may drop off our list of schools where we have concerns. The opposite is also true, in that it may lead us into more formal testing and further actions as detailed below.

Next Steps:

Staff is planning to follow the next steps in addressing the water quality concerns in our schools:

1. Complete the ongoing testing process of schools of concern and analyze the results;
2. Tender for an external testing agency to complete water quality testing in all schools where higher than expected levels of lead have been identified during our internal testing process;
3. Prepare information sheets for our parents, students and staff and the public as a whole;
4. Post the results for all schools water tests results on the District website;
5. With Board approval, seek additional Ministry funding to address water quality issues through:
 - a. Replacement of all fountains with ANSI certified filtered water fountains that remove to below acceptable levels;
 - b. Acquisition of automatic water flushing systems for installation in all schools.
6. If Ministry funding is not made available, to seek approval for use of AFG or Reserve funding for this capital requirement;
7. Continue and increase daily flushing of all systems to derive benefits from this process
8. Closing of any fountains where internal test results continue to cause concern for staff; and
9. Update the Board at a later date on status of testing and actions taken to address concerns.

Annex A to
OPPS Update
dated 13 June 2016

	School #	School Name	Pre-Flush Concerns	Post-Flush Concerns	Intake Concerns
1	5	Arbutus School 62	X	X	
2	13	Braefoot School 51	X	X	
3	6	Cedarhill School 25	X	X	
4		Craigflower			
5	28	Doncaster	X	X	
6	12	Esquimalt School 48	X		X
7	44	Frank Hobbs			
8	11	Hillcrest School 52	X	X	X
9	14	James Bay School 33			X
10	45	Lake Hill	X	X	
11	46	Lambrick			X
12	4	Lansdowne School 36	X	X	
13	18	Macaulay School 40			
14	8	Margaret Jenkins Sch 12	X	X	X
15	19	Marigold School 46	X		
16	42	Monterrey	X		X
17	3	Mt Douglas School 49			
18	10	Richmond School 19	X	X	
19	17	Rogers School 66			
20	7	Shoreline School 58	X	X	
21	2	SJ Willis Ftn Foyer S# 31	X	X	
22	9	South Park School 22	X	X	X
23	63	Spectrum	X	X	
24	1	Tolmie	X	X	
25	15	Torquay School 65	X	X	
26	40	Uplands	X	X	
27	1	Vic West School 04	X		
28	41	Victor	X		

LEASED/OTHER FACILITIES

29	7	Bank Street			
30	6	Warehouse			
31	4	Sundance			
32	3	Burnside			
33	2	Cecelia			
34	5	Lampson			

Waiting for Test Results