

OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, May 8, 2017 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

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

**NEXT OPPs MEETING IS SCHEDULED FOR:
Monday, June 12, 2017 at 7:00 P.M.**

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

OPERATIONS, POLICY AND PLANNING COMMITTEE

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Monday, May 8, 2017 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Watters

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

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			Pgs. 1-2
2. APPROVAL OF THE MINUTES			
A. Operations, Policy and Planning Committee Meeting of Monday, April 10, 2017			Pgs. 3-8
3. BUSINESS ARISING FROM MINUTES			
4. PRESENTATIONS TO THE COMMITTEE			
A. Larry Layne - Community Allotment Gardens and Solar Installations			
B. Winona Waldron, GVTA – Elementary School lunch monitors			
5. SUPERINTENDENT'S REPORT			
A. Introduction of Student Representative - Fiona Luo, Spectrum Secondary School	Piet Langstraat		
B. Student Registration and Transfer Ad Hoc Committee Report	Piet Langstraat		Pgs. 9-15
C. Update on Public Engagement Strategy	Katie Hamilton		Pgs. 16-18
6. PERSONNEL ITEMS			
7. FINANCE AND LEGAL AFFAIRS			
8. FACILITIES PLANNING			
A. Draft Shop Facility and Equipment Renewal	Greg Kitchen		Pgs. 19-28
9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS			
10. NEW BUSINESS			
A. Trustee Watters - Support for Childcare			
That the Board of Education of School District No. 61 (Greater Victoria) instruct the Chair to write to the Ministry of Children and Family Development requesting their support for childcare applications for capital funding, and expressing the Board's support for childcare at district schools.			
B. Trustee Questions			Pgs. 29

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT



**Operations Policy and Planning Committee Meeting
April 10, 2017 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Jordan Watters, Chair, Diane McNally, Rob Paynter, Elaine Leonard, Ann Whiteaker, Edith Loring-Kuhanga

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Colin Roberts, Director, Human Resource Services, David Loveridge, Director, Facilities Services, Katie Hamilton, Manager, Community Engagement and Communications, Julie Lutner, Senior Manager, Budgets and Financial Analysis

The meeting was called to order at 7:04 p.m.

Chair Watters 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 by Trustee Watters:

That the April 10, 2017 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

That the March 6, 2017 Combined Education Policy and Directions and Operations Policy and Planning Meeting regular minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Susan Abells, Microhousing Victoria

Susan Abells reviewed her powerpoint on Anomura Microhousing.

It was moved by Trustee McNally:

- i) That the Board of Education of School District No. 61 (Greater Victoria) authorize senior administration to engage with Anomura to develop a feasibility study of land use with respect to their proposal for temporary social housing.

A discussion ensued amongst the Trustees.

It was moved by Trustee Leonard:

- ii) That the motion “*That the Board of Education of School District No. 61 (Greater Victoria) authorize senior administration to engage with Anomura to develop a feasibility study of land use with respect to the proposal for temporary social housing*” be tabled to the June 2017 Operations Policy and Planning Committee meeting.

Motion Defeated

For: Trustee Leonard

Against: Trustees Watters, McNally, and Paynter

Chair Watters called for the vote on the main motion.

- iii) That the Board of Education of School District No. 61 (Greater Victoria) authorize senior administration to engage with Anomura to develop a feasibility study of land use with respect to the proposal for temporary social housing.

Motion Carried

For: Trustees Watters, McNally, and Paynter

Against: Trustee Leonard

B. Kate Berniaz and Lise Richard, Active and Safe Routes to School Project

Ms. Berniaz and Ms. Richard presented on the work being done between the Capital Regional District and the School District on the Active and Safe Routes to School Project highlighting areas the School District could improve to encourage less travel by car to school.

5. SUPERINTENDENT’S REPORT

A. Introduction of Student Representative

Superintendent Langstraat introduced Justin Lo, Student Representative from Mount Douglas Secondary School.

6. PERSONNEL ITEMS

A. Procedures for Responding to Parental Concerns

Colin Roberts, Director, Human Resource Services provided an overview of the procedures that that District follows when responding to concerns received from parents whose children attend schools in the district. Trustees asked questions of clarification.

7. FINANCE AND LEGAL AFFAIRS

A. Budget 2017-2018

Secretary-Treasurer Walsh provided highlights of the proposed 2017-2018 budget that was presented on April 5, 2017 and reviewed the budget options to be considered by the Board.

The Board will deliberate and approve the budget bylaw on April 19, 2017. Trustees asked questions of clarification of Secretary-Treasurer Walsh.

It was moved by Trustee McNally:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve rental rate increases for School District No. 61 facilities as follows: \$330K for facilities and field rentals and \$295K for out-of-school care licenses to support reinvestment in facilities and childcare opportunities.

A discussion ensued with a proposed amendment.

It was moved by Trustee Paynter:

- ii) That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) approve rental rate increases for School District No. 61 facilities as follows: \$330K for facilities and field rentals and \$295K for out-of-school care licenses to support reinvestment in facilities and childcare opportunities*" be amended to delete the words "*rental rate increases for School District No. 61 facilities as follows: \$330K for facilities and field rentals and \$295K for out-of-school care licenses*" and add "*the proposed District facilities rental rates effective July 1, 2017*".

Motion Carried Unanimously

Chair Watters called for the vote on the motion as amended.

- iii) That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed District facilities rental rates effective July 1, 2017 to support reinvestment in facilities and childcare opportunities.

Motion Carried Unanimously

B. Public Budget Information 2017-2018

Katie Hamilton, Manager, Community Engagement and Communications reviewed the strategies that will be employed to make the 2017-2018 budget information more accessible and to foster greater understanding of where the funds are invested across the school district. Trustees asked questions of clarification.

C. March 31, 2017 Quarterly Financial Report

Secretary-Treasurer Walsh presented the quarterly financial report for the period ending March 31, 2017 which shows the Annual Operating Budget and the year-to-date actual revenue and expenditure as a percentage of the operating budget. The year-to-date results are comparable to the prior year and reflect the nature of school district operations. Trustees asked questions of clarification of Secretary-Treasurer Walsh.

D. Report of the Public Engagement Ad Hoc Committee

Katie Hamilton, Manager, Community Engagement and Communications presented the recommendations related to public engagement during Board of Education meetings and provided an overall update on the progress made to date on the Public Engagement and Communications Plan. The Plan will be presented to the Board of Education in June 2017.

Trustees discussed the proposed changes to Bylaw 9360 *General Meeting of the Board* and asked questions of clarification.

It was moved by Trustee McNally:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Bylaw 9360 *General Meeting of the Board* to reflect the opportunity for stakeholder partners to comment (but not vote) on agenda items at Board of Education meetings.

Motion Carried Unanimously

The Committee supported moving motions ii) and iii) below to the April 24, 2017 board meeting.

- ii) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9360, *General Meeting of the Board* at the meeting of April 24, 2017.

Motion to be Carried Unanimously

- iii) That Bylaw 9360, *General Meeting of the Board* be:

Read a first time the 24th day of April, 2017;
Read a second time the 24th day of April, 2017;
Read a third time, passed and adopted the 24th day of April, 2017.

It was moved by Trustee McNally:

- iv) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to enhance the information available to the public and stakeholders about their role and voice at meetings, the ability to address the Board and participate at Standing Committees as well as update the agenda package and information at the meeting itself, and improve the District website and develop an orientation program on governance for partner representatives and Trustees.

Discussion ensued amongst the Trustees with a proposed amendment.

It was moved by Trustee Watters:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to enhance the information available to the public and stakeholders about their role and voice at meetings, the ability to address the Board and participate at Standing Committees as well as update the agenda package and information at the meeting itself, and improve the District website and develop an orientation program on governance for partner representatives and Trustees*" be amended to delete the words "*and develop an orientation program on governance for partner representatives and Trustees*".

Motion Carried

For: Trustees Watters, Leonard, and Paynter
Against: Trustee McNally

Chair Watters called for the vote on the motion as amended.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to enhance the information available to the public and stakeholders about their role and voice at meetings, the ability to address the Board and participate at Standing Committees as well as update the agenda package and information at the meeting itself and improve the District website.

Motion Carried

For: Trustees Watters, Leonard, and Paynter

Against: Trustee McNally

It was moved by Trustee Paynter:

- v) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to extend the timeline of the Public Engagement and Communications Committee to include the 2017-2018 school year.

Motion Carried Unanimously

E. BC Transit Update

Secretary-Treasurer Walsh explained that BC Transit has discontinued one of the two programs for youth and that students have expressed concerns about the increase in cost, lack of convenience of purchase and lack of photo id. The District has met with BC Transit and is looking into the possibility of selling passes to students at schools. More information will be provided at a future meeting.

F. Policy Sub-Committee Report

Secretary-Treasurer Walsh stated that the Policy Sub-Committee has continued to review policies that should be deleted and replaced with job descriptions that will be included in the administrative procedures manual. Policy 2123.040 *Manager Building Operations*, Policy 2123.045 *Supervisor of Maintenance* and Policy 2123.046 *Supervisor of Construction* should be deleted.

It was moved by Trustee Leonard:

- i) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2123.040 *Manager Building Operations*.

Motion Carried Unanimously

It was moved by Trustee Leonard:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2123.045 *Supervisor of Maintenance*.

Motion Carried Unanimously

It was moved by Trustee Leonard:

- iii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2123.046 *Supervisor of Construction*.

Motion Carried Unanimously

G. Student Learning Grant

Superintendent Langstraat explained that the Government recently provided a Student Learning Grant in the amount of \$955,761 to support student learning and to assist in implementing the new curriculum. He stated that the plan is to use the funding to increase student access to technology by providing devices initially to schools with gaps in their access to technology and to create a multi-year strategy to ensure diffuse equitable access to student devices. The District will work with its partners on this initiative. Trustees asked questions.

8. FACILITIES PLANNING – None

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

10. NEW BUSINESS – None

11. NOTICE OF MOTION

- i) Trustee McNally - Allocation of 2017/2018 One-Time Operating Budget Surplus

That the Board of Education of School District No. 61 (Greater Victoria) approve allocating the 2017/2018 one-time operating budget surplus of \$1.4 million as follows:

Support for Student Technology	\$400K
Inclusive Learner Spaces	\$400K
Environmental Upgrades	\$200K
Shop Upgrades	\$400K

12. GENERAL ANNOUNCEMENTS - None

13. ADJOURNMENT

It was moved Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:03 p.m.

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: May 8, 2017

RE: Student Enrolment Priorities

The purpose of this memo is to update the Board of Education about the work of the Student Registration and Transfer Ad Hoc Committee, including public consultation efforts to inform recommendations regarding the student enrolment process.

BACKGROUND:

Approved in October 2016, the Student Registration and Transfer Committee is an ad-hoc committee established by the Board of Education for the purpose of establishing student registration and transfer priorities for students attending school in the Greater Victoria School District. The Student Registration and Transfer Committee has two deliverables:

1. To recommend to the Board priorities for student registration and transfer requests, including district programs such as French Immersion and International Student Programs.
2. To recommend appropriate changes to policy and regulations.

The membership of the committee includes individuals with various perspectives related to student enrolment:

- Two Trustees appointed by the Board Chair
- The Superintendent or delegate
- District Principal of Modern Languages and Multiculturalism
- Director of International Student Program or designate
- One VCPAC representative
- Three PAC representatives (preference given to one from each schooling level- elementary, middle, and secondary) to be selected by lottery from a list of those schools interested in participating. The lottery will take place prior to the first meeting of the Committee.
- Three Principals (preference given to one from each schooling level - elementary, middle, and secondary with at least one from a dual track school)
- Two student representatives

Under the School Act, the School District is required to articulate student enrolment priorities in a policy approved by the Board of Education. Student enrolment priorities have not been reviewed in decades.

Current priorities for registration and transfer are:

1. A returning student (catchment or non-catchment)
2. Sibling of a student in attendance at the time of registration and in September of the next school year
3. A catchment area child
4. A non-catchment area child
5. A non-school district child

These priorities apply to general registration and transfer requests but do not apply to programs of choice. Programs such as sports academies and leadership programs that are open to all students in the District to apply have a selection process based on an application that must meet specific criteria.

Current Pathways

Each elementary and middle school has a designated middle school and high school. The automatic progression from one to the next is called a pathway. Current practice is that if a student transfers to a non-catchment school they will then follow the same pathway that a catchment student would from elementary to middle school, or middle school to high school until graduation.

Each residential address has an English or French catchment and associated pathway. Should a student leave the French Immersion track but not live in the English catchment for the school they are attending, they must return to their English catchment school or apply for a transfer.

International Student Enrolment

The International Student Program follows a separate placement process from the process noted above for local students. The Greater Victoria School District is recognized internationally for its quality education system and there are many educational and community benefits offered to our local students by having international students in our schools. Students from other countries expose students to different cultures and languages, and students form relationships that create opportunities to excel in the global economy. Placements are dispersed across Greater Victoria schools based on requests, space, programs and homestay options.

ISSUES AND ANALYSIS:

As part of this review, the Committee reviewed School Act requirements, school space and facilities information, student enrolment data, as well as historical information related to registration and transfer requests at all levels. In addition to this data and background information, a community consultation process was undertaken to solicit input from parents and students about the student enrolment process. The objectives of engaging the public in this process were to:

1. Raise awareness and understanding of growing student population in the District and the need to review student enrolment priorities.
2. Support a transparent and fair process that is responsive to input received.
3. Encourage high and broad participation of over 1,000 parents across the School District in providing input.
4. Close the loop with all stakeholders by making input, recommendations and decisions accessible to all.
5. Utilize this process to capture how parents like to receive information and provide input.

The consultation process occurred from March 16 – April 10 and input was collected through an online survey for both parents and students. The survey focused on capturing what is most important when prioritizing how students are accepted when space is limited. Broad awareness was established through schools, social media, news media and working with community organizations. In addition, the survey was promoted in community centres, coffee shops and through community organization channels. The District also worked with the Inter-Cultural Association (ICA) to translate surveys in Arabic, Mandarin, Punjabi, Spanish, and Tagalog.

These coordinated efforts resulted in 3,450 respondents to the parent survey and 418 respondents to the student survey, and a 70% completion rate. In terms of parent respondents, 75% were parents of current students, 15% parents of future students and 5% self-categorized as “other” and were generally grandparents or parents of former students.

Who we heard from:

Parent respondents were geographically dispersed:

Municipality	Respondents (#)	Respondents (%)
Saanich	1,267	39.99%
Victoria	954	30.11%
Oak Bay	453	14.3%
Esquimalt	191	6.03%
View Royal	168	5.34%
Out of District	74	2.3%
Highlands	12	0.38%
Other/Don't know	49	1.55%

The majority of families had two or more children. The family composition of parent respondents was as follows:

26% one child
56% two children
16% three or more

- 59% of parent respondents had children in elementary school, 33% had children in middle school and 23% had children in high school.
- 33% of respondents had a child enrolled in French Immersion.
- 32% of respondents had a child enrolled in a school outside of their catchment.
- Roughly half (55%) of parent respondents were aware of the current enrolment priorities.

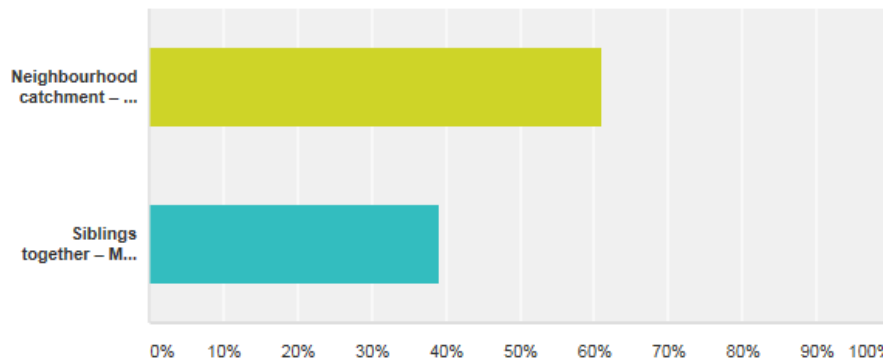
In addition to the parent respondents, 418 students responded to the student survey. 95% were high school age and 80% had one or more siblings. 31% were in French Immersion and 67% attended their catchment school. 72% of student respondents were unaware of the current priorities.

What we heard:

The majority of parent respondents felt that a child attending a neighbourhood catchment school was more important than siblings attending the same school at the same time. Although less of a majority, 54% of student respondents prioritized catchment over attending a school at the same time as a sibling.

Which of these two priorities is most important to you?

Answered: 2,971 Skipped: 469

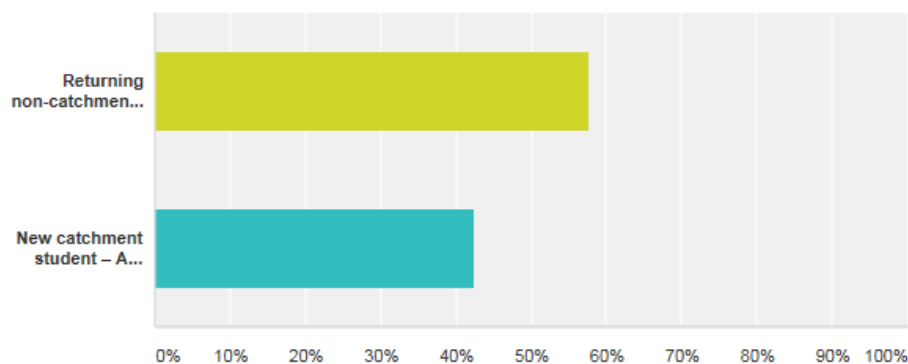


Answer Choices	Responses
Neighbourhood catchment – My child is able to attend the school in my neighbourhood catchment area	60.96% 1,811
Siblings together – My children are able to attend the same non-catchment school together at the same time	39.04% 1,160
Total	2,971

The majority of parent respondents felt a returning non-catchment student was a higher priority than a new catchment student. In addition, 72% of student respondents prioritized returning students as more important.

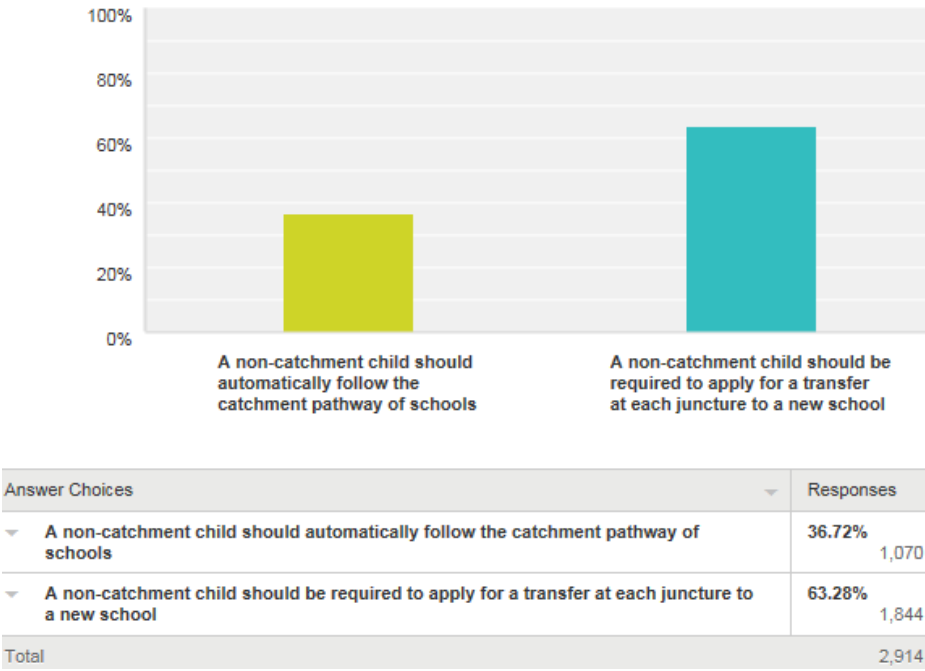
Which of these two priorities is most important to you?

Answered: 2,971 Skipped: 469



Answer Choices	Responses
Returning non-catchment student – A non-catchment child who attended the school the year prior	57.69% 1,714
New catchment student – A child that moves into the neighbourhood catchment	42.31% 1,257
Total	2,971

In term of pathways, when asked whether non-catchment students transitioning from elementary to middle, and middle to secondary should have to apply to transfer, the majority of respondents felt they should. Student respondents were split 50-50 on this question.



In addition to the quantitative survey results, thousands of qualitative comments were offered. A number of themes emerged:

- Wide range of comments about the French immersion program
- Concerns that international students are preventing local students from attending catchment schools
- Various transportation considerations – ability to walk or bike to school, family commute routes, etc.
- Concerns about fraudulent identification practices by parents wanting to enroll students at specific schools
- Desire for improved registration process in terms of improved information and online options
- Ensuring there is a clear process and/or considerations for students with individual needs, outside of the student enrolment priorities
- Reopening of closed schools
- A perceived inequity amongst schools in terms of programs and investments being made

The Superintendent will share this information with respective staff and committees to inform other relevant processes.

Recommended student enrolment priorities:

Based on the review of all information related to student enrolment and community input, it is recommended that the current student enrolment priorities be revised to reflect greater priority for students living within catchment. In comparison to the current priorities, it would prioritize catchment students over siblings of students currently enrolled. The new student enrolment priorities for new registrations and transfer requests would be as follows:

1. re-enrolling students
2. a catchment area child
3. siblings
4. a non-catchment area child
5. a non-school district child

These enrolment priorities would apply to new registrations and transfer requests for English and French programs, and would apply to elementary to middle, and middle to secondary transitions.

Student Transitions

The enrollment priorities apply to all students in transition from elementary to middle school, and from middle school to high school. In the event space is limited and a school cannot accept all non-catchment student requests, priority will be given to those non-catchment students currently in the determined pathway of schools over other non-catchment, non-pathway students.

French Immersion and Programs of Choice:

The historical practice of requiring a student leaving a French Immersion track (that does not live within the English catchment for the school they are attending) to return to their English catchment school or apply for a transfer, will remain the same. This practice will also apply to any student attending a program of choice at a non-catchment school (e.g. sports academy or leadership program).

Implementation of new enrollment priorities:

The new student enrolment priorities will be applied to all new registrations, transfer requests and elementary to middle, and middle to secondary transitions for the 2018-2019 school year.

International Students

In recognition of a growing student population and to ensure an equitable placement of international students at schools across the District, the number of international student registrations will be capped at 1,050 FTE for 2017-2018 and will be reviewed annually by the Superintendent and Director of International Programs, based on annual enrolment projections.

In schools where there is an increase in catchment students, international student placements will be reduced. This has occurred at Oak Bay High School for the 2017-2018 school year, where international student placements have been reduced by 70 seats in the coming year.

RECOMMENDATIONS:

That the Board of Education consider the following motions at the June 2017 Board of Education meeting:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following student enrolment priorities to take effect for all student enrolment during the 2018-2019 school year:

1. re-enrolling students
2. a catchment area child
3. siblings
4. a non-catchment area child
5. a non-school district child

That the Board of Education of School District No. 61 (Greater Victoria) Education direct the Superintendent to revise the appropriate policies and regulations to reflect changes to the student enrolment priorities and process.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review the current registration process to improve registration information and documentation requirements for registration, as well as identify possible options for online registration.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to cap the number of international student registrations to 1,050 FTE for 2017-2018 and that the student numbers be reviewed annually based on annual student enrolment projections.

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: May 8, 2017

RE: **Report of the Public Engagement Ad Hoc Committee – Update on progress made to date**

The purpose of this memo is to provide an overall update on the progress made to date on the Public Engagement and Communications Plan.

BACKGROUND

In 2016, the Board of Education introduced a new strategic plan that includes goals of actively engaging communities and practicing exemplary governance. As part of this work, an ad-hoc Public Engagement committee was formed with three deliverables:

1. To develop a vision and principles based on input of stakeholders and the public, to improve the School District's communications and public engagement.
2. To oversee development of a draft public engagement and communications plan for the Board's consideration.
3. To include recommendations within the public engagement and communication plan for public and stakeholder input during Board of Education meetings.

Development of Public Engagement and Communications Plan

A lot of work has occurred on the development of the Public Engagement and Communications Plan since the committee was formed in the fall of 2016. The plan will deliver on the first two deliverables noted in the Committee Terms of Reference. The third deliverable has been completed.

A best practices/literature review has been completed seeking advice and examples from a variety of associations and organizations including, but not limited to:

- International Association of Public Participation
- Alberta School Boards Association
- University of British Columbia and University of Victoria
- Engagement frameworks for the Municipality of Saanich and Victoria
- Various BC school districts
- National School Public Relations Association

A comprehensive audit of the District communications tools currently in place is almost complete including a review of web, media, social media, phone and survey tools. This audit provides a

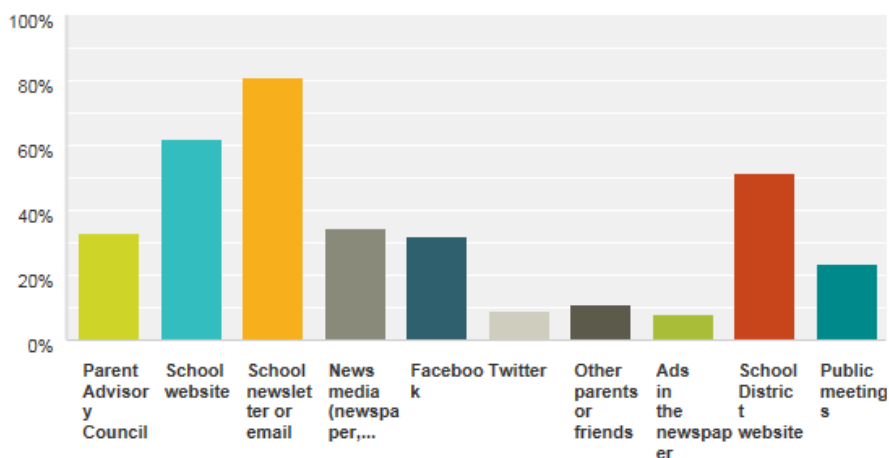
baseline understanding of how tools are currently being used, where gaps and opportunities may exist, and where new tools may be required.

The Public Engagement and Communications Plan will also include recommendations about internal communications as the organization aims to improve internal dialogue amongst its 3,000 employees. A number of meetings with staff in various internal support areas are underway to understand how information is shared internally and what barriers might exist between the District supports and school themselves.

In terms of parent engagement, the District sought input as part of the Student Enrolment Priorities survey about how parents feel about the level of information and opportunities or input into District decision-making they have. They were also being asked to outline how they like to receive information and provide input to the District on discussions affecting their child's education. The following visuals capture the input received. Note: Each respondent could select multiple options.

What are the best ways the Greater Victoria School District can keep you informed? Please select all that apply.

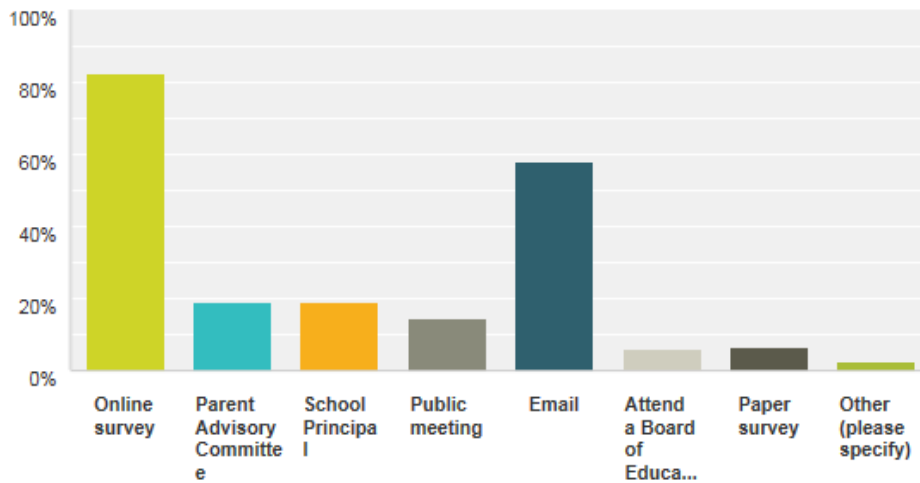
Answered: 2,893 Skipped: 547



Answer Choices	Responses	
Parent Advisory Council	33.15%	959
School website	62.22%	1,800
School newsletter or email	80.85%	2,339
News media (newspaper, television, radio)	34.57%	1,000
Facebook	31.80%	920
Twitter	9.02%	261
Other parents or friends	11.23%	325
Ads in the newspaper	7.78%	225
School District website	51.71%	1,496
Public meetings	23.33%	675
Total Respondents: 2,893		

What is your preferred method of providing feedback or input to the School District?

Answered: 2,893 Skipped: 547



Answer Choices	Responses	
Online survey	82.72%	2,393
Parent Advisory Committee	18.98%	549
School Principal	18.91%	547
Public meeting	14.55%	421
Email	57.93%	1,676
Attend a Board of Education Meeting	5.77%	167
Paper survey	6.33%	183
Other (please specify)	2.66%	77
Total Respondents: 2,893		

Two parent focus groups were also held at the end of April to better understand what barriers exist for parents to participate more actively in their child's education, and how best to work with parents to increase their engagement. Members of the public engagement committee, the Director of Information Technology, and the President of Victoria Confederation of Parent Advisory Councils (VCPAC) attended.

The Public Engagement and Communications Plan will provide a detailed overview of current practice, opportunities for improvements, as well as tools that will guide future communications including an annual calendar of topics as well as a detailed list of specific areas across the organization that require communications support, e.g. International Student Program, Crisis and Emergency Communications, and Back to School activities. It will also identify opportunities for improving communications with key community partners such as municipalities, the Real Estate Board and community associations. The Plan will be accompanied by the corresponding administrative procedures and policies required to support effective implementation and will be presented to the Board of Education in June 2017. This timing will position the School District well to introduce improved communications and public engagement procedures for the 2017-2018 school year.

MEMO

TO: Operations Policy and Planning Committee

FROM: Greg Kitchen, Associate Superintendent

DATE: May 8, 2017

RE: Draft Shop Facility and Equipment Renewal

BACKGROUND

The Shop Facility and Equipment Renewal Plan was developed in collaboration with staff and after a thorough examination of facilities and programs. While the plan is currently in draft form, we anticipate finalizing the document shortly and beginning the work. This plan will guide the School District in a renewal of our shop facilities and equipment.

ISSUES AND ANALYSIS

The District took a number of steps in the development of this plan. An independent consultant reviewed all shop facilities and provided us with a status report. Shop Teachers and Principals were consulted throughout the process and will continue to play a vital role in implementing the plan.

In addition to input from staff, Associate Superintendent Kitchen toured and reviewed all Middle and Secondary School shops. Current programs were reviewed as well as an examination of the new Applied Design and Skills and Technology curriculums and an analysis of student interest and course enrolment numbers.

This plan will address current facility and program needs as well as establish a vision for the future of our shops and providing learning opportunities for our students.



GREATER VICTORIA SCHOOL DISTRICT

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Shop Facility and Equipment Renewal

Guiding Principles

- All Middle and Secondary Schools will provide a “shop” experience for students
- District Facilities will be responsible for the maintenance and replacement of equipment
- Shops will be identified as **Explore** (base) level and **Train** (advanced) level
- The type and level of shop will be based on facility limits and student interest after consulting with staff
- Future direction of individual shops will be made in consultation with Facility and Educational staff
- Equipment will not be added or removed without approval
- Health and Safety of staff and students is critical
- We aspire to provide all students with hands on learning experiences
- Grandfathering of equipment will be considered in unique situations and will require approval

Conditions for “Grandfathering” of Equipment

- Not a Health and Safety issue
- Good working condition
- Appropriate space within the shop
- Supports student development and engagement
- Contributes to program
- Teacher is confident and experienced with equipment
- Not needed elsewhere in the District
- Approval required for any “grandfathering” of equipment
- Major repairs or replacement will require approval

Secondary School Shops

Selection of shop programs at each school will be based on facility limits, student interest and school/district priorities. Shop facilities and equipment will be minimally maintained at an Explore (base) level. Select shops will be equipped and maintained at a Train (advanced) level. Program placement will be determined in consultation with Facility and Educational staff.

Victoria High School

- Auto-body (Train)
- Mechanics (Explore)
- Metalwork (Explore)
- Woodwork (Train)
- Electrical (Train)

Future Consideration – Engineering and Design

Esquimalt Secondary School

- Metalwork (Explore)
- Electronics (Explore)
- Woodwork (Explore)
- Mechanics (Train)

Future Consideration – Sheet Metal with Marine Focus

Lambrick Park Secondary

- Metalwork (Explore)
- Woodwork (Train)

Future Considerations – Expansion of TASK Program

Reynolds Secondary

- Woodwork (Explore)
- Metalwork (Explore)
- Electronics (Explore)

Future Considerations – Electronics and Robotics

Spectrum Community School

- Metalwork (Train)
- Woodwork (Explore)
- Mechanics (Explore)
- Electrical (Train)

Future Considerations – Expansion of Welding Program

Oak Bay High School

- Mechanics (Explore)
- Woodwork (Explore)

Future Considerations – Engineering and Robotics

Mount Doug Secondary

- Mechanics (Explore)
- Woodwork (Explore)
- Bicycle Repair (Explore)
- Aviation (Train)

Future Consideration – Engineering and Robotics

SJ Willis School

- Currently students have limited access to a shop experience on site

Future Consideration - Expansion of opportunities for students to programs

Secondary School Woodwork Shop – Base Level Equipment

Stationary Power Equipment

Table Saw (sawstop)	2
Jointer	2
Planer	2
Mitre Saw (10" sliding compound)	1
Mitre Saw/Chop Saw (7 ¼" sliding compound)	1
Scroll Saw	3
Disc Sander	2
Belt Sander (vertical/horizontal)	2
Drill Press	3
Lathe	4
Thickness Sander	1
Mortiser	1
Pedestal Grinder	1
Band Saw	2
Spraybooth	1
Air Compressor	1

Mobile Power Equipment

Router (with table)	1
Belt Sander (1")	1
Oscillating Spindle Sander	1
Palm Sanders	6
Jigsaw	1
Routers	2
Corded Drills	2
Cordless Drills	2
Impact Drivers	2
Brad Nailer (16g)	1

Narrow Crown Stapler	1
Wood Burners	4
Circular saw (7 ¼")	2
Biscuit Joiner	1

Hand/ Bench Tools

Bevel Edge Chisels (1/4", 3/8", 1/2", 5/8" 3/4", 1")	6 sets
Carving Chisels	6 sets
Back Saws	12
Crosscut Saws	2
Marking Gauges	12
Jack Planes	24
Bench Vises (with dogs)	24

Secondary School Metalwork Shop – Base Level Equipment

Stationary Power Equipment

Foundry Furnace	1
Forge	1
Welding Booth	4
MIG Welder	4
Arc Welder	4
Plasma Cutter	1
Spot Welder	1
Belt Sander	1
Milling Machine	1
Metal Lathe	4
Drill Press	3
Horizontal Band Saw	1
Air Compressor	1
Pedestal Grinder	2
Sand Blaster	1

Mobile /Bench Equipment

Bench Vises	24
Beverly Shear	1

Tubing Bender	1
Slip Roller	1
Whitney Punch	1
Oxyacetylene Welder	2
Anvil	1
Buffing Wheel	1
Box Pan	1
Brake	1
Sheet Metal Shear	1

Mobile Power Equipment

Cutoff Chop Saw	1
Corded Drills	2
Soldering Irons	6
Angle Grinder	4

Secondary School Automotive Shop – Base Level Equipment

Stationary Power Equipment

Pedestal Grinder	1
Brake Lathe	1
Drill Press	2
Hoist/Lift	3
Diagnostic Equipment (scope/scanner)	1
Tire Balancer	1
Tire Machine	1
Oil Disposal Container	1
Solvent Tank	1
Parts Washer Cabinet	1
Pressure Washer	1
Disposal Drums (filter, rags, gas & solvent)	1
Hydraulic Press	1
Air Compressor	1
Sand Blaster	1

Mobile Equipment

Battery Tester	1
Transmission Jack	2
Engine Hoist	1
Floor Jacks	3
Jack Stands	20
Tall Car Stands	4

Hand Power Tools

Cordless Drill	2
Impact Driver	1
Pneumatic Impact Guns	4
Heat Gun	1

Other

Briggs & Stratton Engines	16
Subscription to Alldata or Mitchell	1

Middle School Shops

Shops vary considerably based on whether they were previously a junior high or an elementary school. Former junior high shops tend to be larger and often have more advanced equipment. Some middle schools have two shops and provide multiple shop disciplines. In most cases where middle schools have a metal shop, there is an opportunity to reduce some of the more advanced metalwork equipment and move the metal shop in the direction of a maker space with a metal experience.

Our intent is to equip and maintain Middle School shops at a base level. Further discussions need to take place regarding direction of some middle school shops. The principle of “grandfathering” of equipment will apply to some of these shops.

Current configuration of Middle School Shops:

Arbutus Global Middle School

- Separate Woodwork and Metalwork shops

Colquitz Middle School

- Woodwork shop only

Central Middle School

- Large multi-discipline shop that includes Metal, Wood, Power Mechanics and Electrical

Glanford Middle School

- Woodwork shop only

Gordon Head Middle School

- Woodwork shop only

Cedar Hill Middle School

- Separate Woodwork and Metalwork shops

Monterey Middle School

- Woodwork shop only

Lansdowne Middle School

- Woodwork shop only

Rockheights Middle School

- Woodwork shop only

Shoreline Community School

- Separate Woodwork and Metalwork shops

Middle School Wood Shop – Base Level Equipment**Stationary Power Equipment**

Table Saw (sawstop)	1
Jointer	1
Planer	1
Mitre Saw (10")	1
Mitre Saw/Chop Saw (7 1/4")	1
Scroll Saw (or more as shop size dictates)	6
Disc Sander	2
Belt Sander (vertical/horizontal)	2
Drill Press (more if the shop space exists)	3
Band Saw	2
Router (with table)	1
1" Belt Sander	1
Oscillating Spindle Sander	1
Air Compressor	1
Pedestal Grinder	1

Mobile Power Equipment

Palm Sander	6
Jigsaw	1
Routers	2
Corded Drills	2
Cordless Drills	2
16g Brad Nailer	1
Wood Burners	4

Hand/Bench Tools

Bevel Edge Chisels (1/4" 3/8" 1/2 5/8" 3/4 1')	2 sets
Carving Chisels	6 sets
Back Saws	12
Crosscut Saws	2
Marking Gauges	12
Jack Planes	12
Bench Vises (with dogs)	24

Middle School Metal Shop – Base Level Equipment

Stationary Power Equipment

Cutoff Chop Saw	1
Plasma Cutter	1
Spot Welder	1
Spot Welder	1
MIG Welder	1
Drill Press	2
Horizontal Band Saw	1
Air Compressor (could service multiple shops)	1
Pedestal Grinder	1

Mobile/Bench Equipment

Bench Vises	24
Beverly Shear	1
Whitney Punch	1
Anvil	1

Sheet Metal Shear	1
Brake	1
Box Pan	1
Buffing Wheel	1

Mobile Power Equipment

Corded Drills	2
Soldering Irons	6
Angel Grinder	1

DRAFT

OFFICE OF THE SUPERINTENDENT

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Pieter Langstraat, Superintendent

Phone (250) 475-4162

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TO: The Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: May 8, 2017

During this portion of the Committee Meeting, Trustees will have the opportunity to raise questions. Where possible, an immediate response will be provided. In the event that research is necessary before a response is provided, the matter will be postponed until a researched response can be provided.