

# **OPERATIONS POLICY AND PLANNING COMMITTEE**

**Monday, June 12, 2017 at 7:00 P.M.**

## **REGULAR MEETING**

**(Please note that a Special In-Camera Board Meeting  
will precede the Regular OPPs 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, September 18, 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, June 12, 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.*

	<b>Presenter</b>	<b>Status</b>	<b>Attachment</b>
<b>1. APPROVAL OF THE AGENDA</b>			Pgs. 1-2
<b>2. APPROVAL OF THE MINUTES</b>			
A. Operations, Policy and Planning Committee Meeting of Monday, May 8, 2017			Pgs. 3-5
<b>3. BUSINESS ARISING FROM MINUTES</b>			
<b>4. PRESENTATIONS TO THE COMMITTEE</b>			
<b>5. SUPERINTENDENT'S REPORT</b>			
A. Introduction of Student Representative Gabrielle Rutman, Esquimalt High School	Piet Langstraat		
B. Equity Ad Hoc Committee Report	Piet Langstraat	Motion	Pg. 6
<b>Recommended Motion:</b>			
That the Board of Education of School District No. 61 (Greater Victoria) accept the recommendations of the Equity Ad Hoc Committee.			
C. Student Registration and Transfer Ad Hoc Committee Report	Piet Langstraat	Motion	Pgs. 7-16
<b>Recommended Motion:</b>			
That the Board of Education of School District No. 61 (Greater Victoria) accept the recommendations of the Student Registration and Transfer Ad Hoc Committee.			
<b>6. PERSONNEL ITEMS</b>			
A. Job Descriptions in Policy and Regulations	Colin Roberts	Motion	Pgs. 17-36
<b>Recommended Motion:</b>			
That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2127.060 <i>Psychologist</i> , Policy 2127.062 <i>Speech and Language Specialist</i> , and Policy 2127.063 <i>District Counsellors</i> .			

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**7. FINANCE AND LEGAL AFFAIRS**

**8. FACILITIES PLANNING**

A. District Facilities Plan Draft Recommendations	Mark Walsh	Information	Pgs. 37-51
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**9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**10. NEW BUSINESS**

Pg. 52

A. Trustee Questions

**11. NOTICE OF MOTION**

**12. GENERAL ANNOUNCEMENTS**

**13. ADJOURNMENT**



**Operations Policy and Planning Committee Meeting  
May 8, 2017 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

**Present:**

Jordan Watters, Chair, Diane McNally, Rob Paynter, Deborah Nohr, Ann Whiteaker

**Regrets:**

Elaine Leonard

**Administration:**

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katie Hamilton, Manager, Community Engagement and Communications, Simon Burgers, District Principal, Languages and Multiculturalism, Jeff Davis, Director, International Student Programs

The meeting was called to order at 7:03 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 Paynter:

That the May 8, 2017 regular agenda be approved.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee McNally:

That the April 10, 2017 Operations Policy and Planning Meeting regular minutes be approved as corrected.

**Motion Carried Unanimously**

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

**4. PRESENTATIONS TO THE COMMITTEE**

**A. Larry Layne - Community Allotment Gardens and Solar Installations**

Larry Layne presented ideas about installing solar panels on school roofs and also indicated support for community garden allotments at schools. Trustees asked questions of clarification.

**B. Winona Waldron, GVTA - Elementary School Lunch Monitors**

Winona Waldron presented concerns about student monitors in Elementary schools.

Winona's presentation was about the health and safety risks of having grade 4 and 5 students supervising younger students at lunch time without adequate adult supervision. I

Ms. Waldron suggested that teachers' were being required to perform supervision duties contrary to Article D.22 of the collective agreement. She indicated that the GVTA felt that adult supervision was required.

Trustees asked questions of clarification.

## **5. SUPERINTENDENT'S REPORT**

### **A. Introduction of Student Representative**

Superintendent Langstraat introduced Fiona Luo, Student Representative from Spectrum Secondary School.

### **B. Student Registration and Transfer Ad Hoc Committee Report**

Superintendent Langstraat reviewed the work of the Student Registration and Transfer Ad Hoc Committee including public consultation efforts to inform recommendations regarding the student enrolment process. Superintendent Langstraat explained that the recommendations are being brought to the May Board meeting and the Operations Policy and Planning Committee in June to provide Trustees time to think about them prior to considering them at the June 2017 Board of Education meeting. He also indicated that he would be bringing further enrollment information to the May Board meeting.

Superintendent Langstraat responded to questions from Trustees and members of the public.

### **C. Update on Public Engagement Strategy**

This item was moved to a future meeting.

## **6. PERSONNEL ITEMS – None**

## **7. FINANCE AND LEGAL AFFAIRS – None**

## **8. FACILITIES PLANNING**

### **A. Draft Shop Facility and Equipment Renewal**

Associate Superintendent Kitchen reviewed the process of developing the draft Shop and Facility and Equipment Renewal Plan. The finalized plan will address current middle and secondary school facility needs as well as establish a vision for the future of shops in providing learning opportunities for students. Trustees asked questions of clarification.

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

## 10. NEW BUSINESS

### i) Trustee Watters - Support for Childcare

Chair Watters presented her motion and rationale.

It was moved by Trustee Watters:

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 providers applications for capital funding, and expressing the Board's support for childcare at district schools.

**Motion Carried Unanimously**

### ii) Trustee Watters - School Lunch Monitors

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review lunch monitor guidelines, training, student/supervisor ratio; and costs for additional programming and bring this report to either the Operations Policy and Planning Committee or the Education Policy and Directions Committee or to the Board.

**Motion Carried Unanimously**

### iii) Trustee Questions – None

## 11. NOTICE OF MOTION

### i) Trustee McNally - Ad Hoc Committee Terms of Reference

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a draft Terms of Reference for an ad hoc committee to be formed to explore the feasibility of reopening schools currently leased or used for other purposes to be presented at the September Operations Policy and Planning Committee meeting.

## 12. GENERAL ANNOUNCEMENTS - None

## 13. ADJOURNMENT

It was moved Trustee McNally:

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 10:50 p.m.

TO: Operations Policy and Planning Committee

FROM: The Equity Ad Hoc Committee

RE: Recommendations regarding:

- The distribution of financial resources
- Human Resources allocations
- Planning

DATE: June 12, 2017

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Background:

The Equity Ad Hoc Committee (the “Committee”), was established by the Board for the purpose of examining the practices of the District to determine the extent to which equitable opportunities are being provided for students.

The Committee met six times over the course of the 2016/2017 school year. The Committee examined a variety of data, including socio-economic indicators of need by catchment area.

The Equity Ad Hoc Committee has the following recommendations for the Board:

Recommendations:

1. Amend the Equity Ad Hoc Committee’s Terms of Reference to a) extend the timeline of the Committee through the 2017/2018 school year, and to b) add that the Committee will provide recommendations in advance of the 2018/2019 budget process;
2. Encourage the Superintendent to revive and staff the Greater Victoria Foundation for Learning as a means of generating more funds to be used for creating more equity across the district.

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: June 12, 2017

RE: Student Enrolment Priorities

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The purpose of this memo is to recommend changes to student enrolment priorities for the Greater Victoria School District. A Student Registration and Transfer Ad Hoc Committee composed of parents, principals, trustees and students has been reviewing the current student enrolment priorities and related data and projections to inform recommendations regarding the student enrolment process.

### **EXECUTIVE SUMMARY:**

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 within the Greater Victoria School District have not been reviewed in decades. Until recently, declining enrolment had meant most schools could accommodate a family's choice of schools. However, with growing enrolment in recent years, and an expected 2,000 new students within the next 10 years, space is becoming limited at some schools. In addition to this, recent provincial changes to class size and composition have recently impacted the availability of space in our schools.

Over the past 10 months the Student Registration and Transfer Ad Hoc Committee has reviewed data related to student enrolment, including; catchment and sibling data, transfer requests, space and facilities information, demand for French Immersion and various stakeholder perspectives. The committee updated the Operations Policy and Planning Committee in May 2017, and work has actively continued on consideration of the priorities since that time. The Board of Education also directed that the committee's work continue after recommendations to enrolment priorities are made, and to review catchment boundaries, French Immersion demand and the potential for reopening schools.

The Student Registration and Transfer Ad Hoc Committee is recommending new student enrolment priorities to take effect in the 2018-2019 school year that place greater emphasis for catchment students attending their catchment school, while supporting the continuity of family relationships currently within schools. This recommendation is consistent with what was heard within the recent survey of parents about catchment priority, at the same time prioritizing siblings staying together in a school if space is limited.



The proposed student enrolment priorities for new registrations and transfer requests would be as follows:

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

These enrolment priorities would apply to new registrations, transfer requests and student transitions between elementary and middle, and middle and high school for English and French programs. The recommended priorities support catchment students attending their neighbourhood school, while including priority for siblings together in a school at the same time. These recommendations differ from the current priorities in that non-catchment siblings would no longer have priority over new catchment students. These priorities in combination with a review of catchment boundaries, the growing demand for French Immersion and potential for reopening schools will help minimize impacts during transition over the coming years.

#### **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 registration and transfer priorities 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. Non-catchment siblings currently have priority over new catchment students.

#### 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. It is also current practice that siblings of catchment and out-of-catchment students will receive enrolment priority over other students, and will automatically continue through the pathway of schools to middle school and high school.

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 10 month 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. Data is outlined below related to many of these considerations.

### Student enrolment projections:

Enrolment projections indicate there will be an increase of 2,000 students within the next 10 years.

Total Enrolment Projection																				
Enrolment History																				
Total				Regular Program						District Program(s)				Self Contained Special Ed.						
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-5	6-8	9-12	K-12	SCSE	Total	
2012	1395	1374	1343	1332	1322	1308	1290	1287	1320	1423	1675	1939	2624	8074	3897	7661	19632	85	19717	
2013	1421	1386	1370	1365	1330	1326	1278	1306	1336	1427	1573	1899	2511	8198	3920	7410	19528	77	19605	
2014	1431	1477	1385	1387	1345	1356	1304	1273	1326	1414	1579	1748	2362	8381	3903	7103	19387	92	19479	
2015	1455	1478	1488	1387	1405	1346	1334	1334	1340	1434	1579	1791	2266	8559	4008	7070	19637	74	19711	
2016	1449	1469	1496	1494	1407	1403	1313	1353	1380	1449	1653	1811	2312	8718	4046	7225	19989	75	20064	
Enrolment Projections																				
Total				Regular Program						District Program(s)				Self Contained Special Ed.						
	K	1	2	3	4	5	6	7	8	9	10	11	12	K-5	6-8	9-12	K-12	SCSE	Total	
2017	1469	1475	1492	1513	1519	1417	1362	1334	1412	1481	1640	1905	2357	8885	4108	7383	20376	75	20451	
2018	1461	1488	1490	1503	1533	1526	1384	1379	1384	1515	1659	1876	2437	9001	4147	7487	20635	75	20710	
2019	1438	1480	1506	1502	1524	1543	1478	1401	1431	1472	1695	1893	2411	8993	4310	7471	20774	75	20849	
2020	1486	1458	1496	1518	1523	1536	1499	1496	1451	1516	1647	1934	2426	9017	4446	7523	20986	75	21061	
2021	1471	1505	1475	1507	1540	1534	1510	1519	1549	1535	1692	1881	2469	9032	4578	7577	21187	75	21262	
2022	1494	1491	1522	1487	1528	1550	1485	1529	1573	1632	1712	1927	2413	9072	4587	7684	21343	75	21418	
2023	1474	1513	1507	1535	1510	1538	1525	1504	1585	1660	1810	1949	2459	9077	4614	7878	21569	75	21644	
2024	1502	1494	1530	1520	1556	1521	1490	1544	1559	1675	1839	2047	2481	9123	4593	8042	21758	75	21833	
2025	1481	1522	1511	1542	1541	1568	1493	1509	1602	1649	1855	2077	2579	9165	4604	8160	21929	75	22004	
2026	1505	1501	1538	1523	1563	1553	1515	1513	1566	1693	1829	2094	2611	9183	4594	8227	22004	75	22079	

### District-wide catchment and non-catchment student attendance, by school level

Elementary Schools	
English - In Catchment	67.5%
English - Out of Catchment	32.5%
French - In Catchment*	75.7%
French - Out of Catchment*	24.3%
Middle Schools	
English - In Catchment	61.7%
English - Out of Catchment	38.3%
French - In Catchment	42.5%
French - Out of Catchment	57.5%
Secondary Schools	
English - In Catchment	52.5%
English - Out of Catchment	47.5%
French - In Catchment	51.0%
French - Out of Catchment	49.0%

\* Each French Immersion Elementary Catchments incorporate multiple schools

2016 student transfer requests:

The majority of all transfer requests occur at the entry point of kindergarten, and elementary to middle and middle to secondary transitions.

School Levels	# of transfers	Transition points
Elementary	161	123 kindergarten (76%)
Middle	216	209 grade six (97%)
Secondary	350	293 grade nine (84%)
<b>TOTAL</b>	<b>727</b>	

2016 and 2017 sibling registrations:

Kindergarten Siblings Registration – Regular Program		
	2016	2017
Non-Catchment Siblings	111	90
Catchment Siblings	286	305
<b>Total Registrations</b>	<b>397</b>	<b>395</b>

Kindergarten Siblings - French Immersion Program			
	Total Seats	Total Registration	Total Siblings
<b>2016</b>	380	456	161
<b>2017</b>	360	471	155

Non-catchment sibling transfers:

Non-Catchment Sibling Transfer Requests (Grades 1-12)		
	2016	2017
	96	77

Secondary District programs:

Registration for district programs is done by application using specific program criteria. Access to these programs is not determined by student enrolment priorities.

Program	School	In Catchment	Out of Catchment	Out of District	Total Students
<b>Flex Program</b>	Reynolds	53	37	7	97
<b>Soccer Academy</b>	Reynolds	49	72	11	132
<b>Hockey Academy</b>	Spectrum	40	27	14	81
<b>Rugby Academy</b>	Esquimalt	24	8	0	32
<b>Challenge Program</b>	Equimalt	55	53	10	118
<b>Baseball Academy</b>	Lambrick	18	48	17	83
<b>Softball Academy</b>	Lambrick	5	23	15	43
<b>Challenge Program</b>	Mt. Doug	82	119		201
<b>Hairdressing</b>	Vic High	5	7	0	12

In addition to this data and background information, a survey was undertaken to solicit input from parents and students about the student enrolment process.

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 input on 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.

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.

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 a child in elementary school, 33% had a child in middle school and 23% had a child in high school.
- 33% of respondents had a child enrolled in French Immersion. As a comparator to the composition of the Greater Victoria School District itself, 20% of students enrolled in the District are in the French Immersion program.
- Roughly half (55%) of parent respondents were aware of the current enrolment priorities.
- 32% of respondents had a child enrolled in a school outside of their catchment area. As a comparator to the composition of the Greater Victoria School District itself.

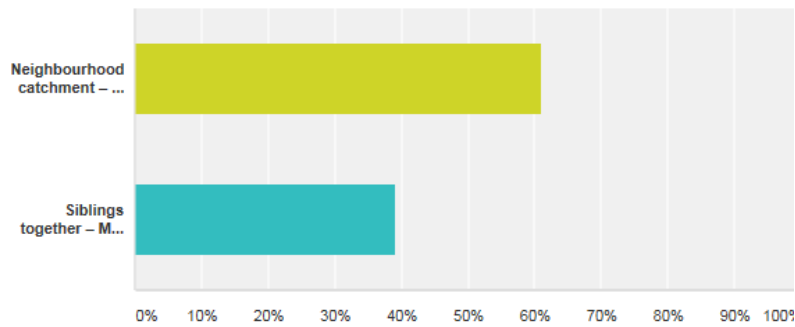
In addition to the parent respondents, 418 students responded to the student survey. 95% were high school age and 80% had one or more siblings. 31% were in French Immersion and 67% attended their catchment school. 72% of student respondents were unaware of the current priorities.

#### Online Survey

In terms of the survey that was conducted, the majority of parent respondents felt that a child attending a neighbourhood catchment school was more important than non-catchment 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

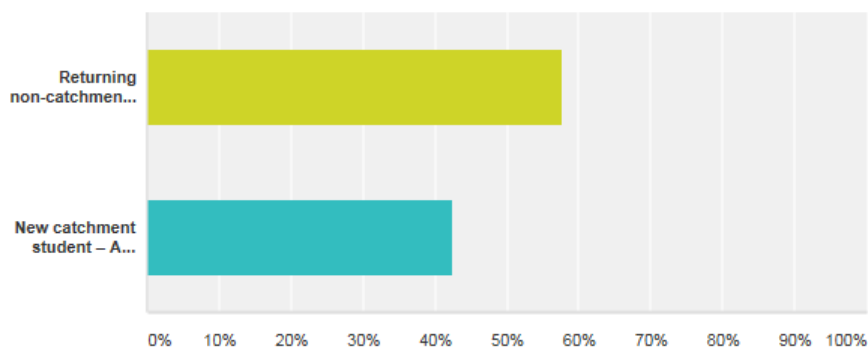


Answer Choices	Responses
Neighbourhood catchment – My child is able to attend the school in my neighbourhood catchment area	60.96% 1,811
Siblings together – My children are able to attend the same non-catchment school together at the same time	39.04% 1,160
Total	2,971

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.

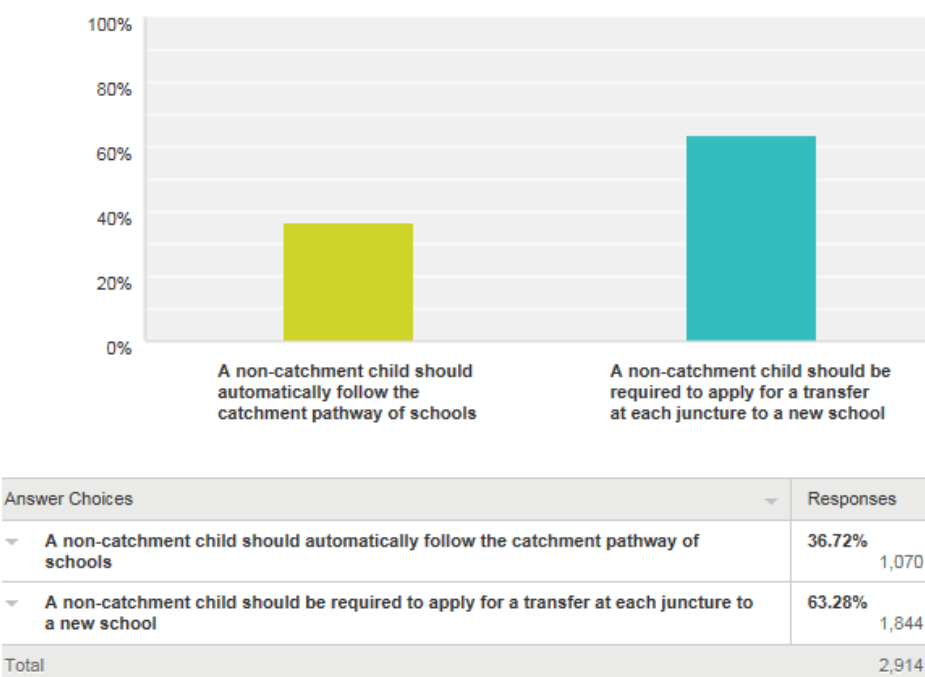
### Which of these two priorities is most important to you?

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 terms 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.



## RECOMMENDATIONS:

- 1) That the Board of Education approve the following student enrolment priorities and corresponding considerations to take effect for student enrolment during the 2018-2019 school year:

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

- 2) That the Board of Education direct the Superintendent to revise the appropriate policies and regulations to reflect changes to the student enrolment priorities and process, including:

English and French program families who could not access their catchment school will have the first right of refusal at their catchment school when, or if, a seat becomes available. Should the family choose to stay in their present non-catchment school, or a seat does not become available at their catchment school, they will be treated as a catchment student at their non-catchment school and pathway.

A student leaving a French Immersion program at a school that is not their English catchment school will have to apply for a transfer to attend the English program. 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).

The enrolment 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.

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 Student Programs, based on annual enrolment projections.

- 3) That the Board of Education 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.

TO: Operations Policy and Planning Committee

FROM: Colin Roberts, Director, Human Resource Services

DATE: June 12, 2017

RE: Job Descriptions in Policy and Regulations

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The purpose of this memo is to provide the Board with a further update on job descriptions contained in Board Policy and Regulations that are in need of revision.

The following job descriptions will be removed from Board Policy and Regulations and reclassified under Administrative Procedures.

This action will also provide opportunity to update the reclassified job descriptions as necessary to ensure that the documents accurately reflect the responsibilities of these positions.

The following Policies will be deleted:

- Policy 2127.060 - Psychologist
- Policy 2127.062 - Speech and Language Specialist
- Policy 2127.063 - District Counsellors

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2127.060 <i>Psychologist</i> , Policy 2127.062 <i>Speech and Language Specialist</i> , and Policy 2127.063 <i>District Counsellors</i> .
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The following Regulations will be deleted:

- Regulation 2127.060 - Psychologist
- Regulation 2127.062 - Speech and Language Specialist
- Regulation 2127.063 - Elementary School Counsellor
- Regulation 2127.064 - Learning Support Teacher
- Regulation 2127.066 - Home/Hospital Visiting Teacher
- Regulation 2224 - Teacher Librarian

The Regulations are provided for information.

## **POLICY 2127.060**

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### **PSYCHOLOGIST**

The Board of Education may appoint one or more psychologists whose function shall be to work with students, parents, professional staff and others in order to provide psychological services for individuals who need special assistance.

The psychologist(s) shall have specific responsibilities as outlined in Administrative Regulation 2127.060 and in the Ministry of Education Special Education Services Manual of Policies, Procedures and Guidelines.

#### *Greater Victoria School District*

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Approved: November 20, 1972 (as 2127.010)

Renumbered: October 20, 1975

Revised October 15, 2012

Reference: Ministry of Education Special Education Services Manual of Policies, Procedures, and Guidelines



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

## **POLICY 2127.062**

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### **SPEECH AND LANGUAGE SPECIALIST**

The Board of School Trustees may appoint one or more speech and language specialists whose function shall be to work with pupils, parents, and professional staff in order to provide diagnostic and remedial services for individuals who have speech and language disorders.

The speech and language specialists(s) shall have specific responsibilities as outlined in Administrative Regulation 2127.062.

*Greater Victoria School District*

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Approved: May 1979



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

## **POLICY 2127.063**

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### **DISTRICT COUNSELLORS**

The Board of School Trustees may appoint one or more District counsellors whose function shall be to work with pupils, parents, professional staff and others in order to provide counselling services for individuals who require special assistance.

The District counsellor(s) shall have specific responsibilities as outlined Administrative Regulation 2127.063.

*Greater Victoria School District*

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Approved: May 1979

## **REGULATION 2127.060**

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### **PSYCHOLOGIST**

#### **General**

Reporting to the District Principal, Special Education, the Psychologist is accountable for providing identification, assessment, and planning services to students of school age (Kindergarten to Grade 12) when there are serious learning and/ or behavioural difficulties. The purpose is to support students, parents, and school personnel in assisting student acquisition of academic, adaptive, and social skills necessary for successful school completion. The psychologist acts in accordance with the Ministry of Education Special Services Manual of Policies, Procedures and Guidelines.

#### **Specific Responsibilities**

##### **Identification, Assessment, Planning**

With informed parental consent, provides psychoeducational assessment, which may include: review of existing documentation; observation(s); interview(s) with student, parent, relevant school personnel; administration of valid, reliable, and adequately standardized cognitive, achievement, behavioural, adaptive behavioural, or other assessment instruments, or other evaluative techniques, appropriate to the referral; the findings of which are written in a report which is provided to the School Based Team and the parents.

Provides information that supports the identification of the students in the district

who may qualify as "students with special needs."

Provides information that supports the identification of students for adjudication by the Ministry of Education Examination Branch.

Provides information additional to that provided by teaching personnel for adapting the instructional program for those students who exhibit serious educational problems, and identifies the essential characteristics of a suitable program for the student.

Gives a functional, classroom-oriented description of the conditions under which a student learns best, and focuses on methods of intervention, changes in teaching strategies or adaptations in classroom management procedures to meet the learning needs of the student, based on the psychoeducational assessment.

Involves the parent(s)/ guardians(s), designated teachers, and the student where appropriate, in the process, to provide information regarding the needs of the student, and to establish a consistent approach to solving the referral problem.

Participates in school-based team meetings in the schools assigned to the psychologist, as required.

Involves the student and family in problem-solving about other factors which may be adversely affecting the education functioning of the student.

Consults with school and district personnel, and community agencies, as appropriate.

### **Relationships**

Develops and maintains positive, collaborative working relationships with school, school-based team itinerant, and district staff.

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Establishes a productive working relationship with professionals and personnel of outside agencies when this is relevant to provision of service and/ or treatment for specific students.

**Supervision**

The Psychologists are provided with feedback on an on-going basis by the District Principal, Special Education on the basis of performance of their specific responsibilities.

*Greater Victoria School District*

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Approved: February 1969 (as 2135.1, later 2127.010)

Various revisions

Revised: February 1978

April 25, 1994

October 15, 2012

Reference: Ministry of Education Special Education Services Manual of Policies, Procedures, and Guidelines describes standards for psychology services in schools.



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## **REGULATION 2127.062**

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### **SPEECH-LANGUAGE PATHOLOGIST - SCHOOL SERVICES (KINDERGARTEN TO GRADE 12)**

#### **General**

Reporting to the Director of School Services, and with the authority of the Protocol Agreement between the Ministries of Education, Health and the Solicitor General, the Speech-Language Pathologist is accountable for providing identification, assessment, consultation and therapy services to students of school age when there are communication deficits. This service is intended to support students in acquiring communication skills central to academic achievement as well as to foster social development and independent well being. This is in accordance with the School Act, and the Speech-Language Pathologist's Code of Ethics and Standards of Practice.

#### **Specific Responsibilities**

##### **1.0 Identification and Assessment**

With informed parental consent the Speech Language Pathologist provides formal and informal assessment of language, speech, voice and fluency difficulties which impact on the learning and adjustment of children in school.

Assessment may include review of existing documentation, observation(s), interview(s) with student, parent, relevant school personnel; administration of valid, reliable, and adequately standardized assessment instruments, or other evaluation techniques, as appropriate to the referral; the findings of which are written in a report which is provided to the parents and the school.

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The Speech-Language Pathologist provides information that helps identify the students in the district who qualify for additional help as "students with special needs."

## **2.0 Treatment Services**

The Speech-Language Pathologist provides direct therapy intervention of language, speech, voice and fluency disorders for children in need within school settings. This involves students and their families in the remediation process.

The Speech-Language Pathologist will set up home and school programs for parents and/or other significant individuals to facilitate treatment implemented by the Speech-Language Pathologist.

## **3.0 Consultation**

The Speech-Language Pathologist consults with teachers, parents/guardians, medical personnel, and other professionals to facilitate treatment of educational support programs implemented by the Speech-Language Pathologist. This includes counselling the child and parents regarding the specific communication difficulty/difficulties and their effect on academic achievement, social development and overall self-esteem.

The Speech Language Pathologist works as a member of a school-based team.

The Speech Language Pathologist is available to conduct in-services/workshops addressing particular areas of interest and/or concern to parents or staff upon request.

#### **4.0 Relationships**

Develops and maintains positive, collaborative working relationships with school, school-based team, itinerant, and district staff. Establishes a productive working relationship with professionals and personnel of outside agencies when this is relevant to provision of service and/or treatment for specific students.

#### **5.0 Evaluation**

The Speech-Language Pathologists are evaluated by the Director of School Services on the basis of performance of their specific responsibilities.

#### *Greater Victoria School District*

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Approved: April 1973 (as 2127.021)

Revised: April 1979  
April 25, 1994

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## **REGULATION 2127.063**

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### **ELEMENTARY SCHOOL COUNSELLOR (K-7)**

#### **General**

Reporting to the Principal to whom they are assigned, the Elementary School Counsellor is accountable for the provision of the following services: Counselling, Consultation, Coordination, and Education. The role of the Elementary School Counsellor is a dynamic and flexible one, which is influenced by the special needs of the client, each school, and the community as a whole.

#### **Specific Responsibilities**

##### **1.0 Counselling**

Works with individuals and with groups.

Counsels individuals to enhance self-awareness and to develop coping skills that facilitate personal, social, and educational goals.

Addresses the following issues: Self-esteem, crisis intervention, child abuse, parenting, peer relationships, separation, loss, suicide, problem solving and conflict resolution.

Maintains a balance among the developmental, remedial, and intervention aspects of the counselling role.

##### **2.0 Consultation**

Works closely with teachers, administrators, parents, agency representatives, and other professionals. Establishes effective ways of creating goals and procedures that promote the

emotional, social, and academic well being of children.

Consults in the following areas: class program development (e.g. self-esteem, violence prevention, discussion groups, etc.), class management strategies, mediation, liaison with administrators, parent groups, school based teams, and the main-streaming and integration of special needs' students.

### **3.0 Coordination**

Participates as a member of the school based team.

Coordinates the provision of services to students, parents, and teachers to ensure that the learning, personal, and social needs of students are met.

Coordinates in the following ways: the provision of case management for designated students, the provision of teacher in-services, peer counselling programs, assessment referrals, inter-agency participation, referrals to community resources, and the provision of current information on available services within the community.

### **4.0 Education**

Facilitates on request, class discussions on affective issues such as communication, anger management, problem solving, conflict resolution, and relaxation strategies.

Assists in the training of peer helpers.

Provides professional development on counselling related techniques to school staff.

Acts as a resource in the development of programs such as Second Step and Family Life.

Enhances the counselling process through informational, organizational, and curricular means.

## **5.0 Evaluation**

Elementary School Counsellors are evaluated on the basis of the performance of the above responsibilities by the principal to whom they are assigned in consultation with the principals of the schools served.

### **Basic Qualifications for Elementary School Counsellors**

Candidates for the position of elementary School Counsellor should meet the recommended educational and experiential standards of the British Columbia School Counsellors' Association in order to ensure the best quality counselling service for students. To achieve this goal Elementary School Counsellors should possess a relevant Masters degree in Counselling Psychology or a related field, with training in elementary school counselling techniques. As well, they should be professionally trained teachers with teaching experience, preferably at the elementary level.

#### *Greater Victoria School District*

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Approved: April 1973 (as 2127.013)  
Renumbered: November 1973  
Revised: April 25, 1994

## **REGULATION 2127.064**

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### **LEARNING SUPPORT TEACHER**

In Greater Victoria School District, the Learning Support Teacher works in a role that combines Learning Assistance and Special Education services. The Learning Support Teacher provides:

- a) Learning Assistance, including assessment, instruction and consultation, to classroom teachers and their students who have mild to moderate difficulties in learning and behaviour;
- b) Special Education services to students with designated special needs;
- c) A co-ordinated and integrated set of support services through the School Based Team that includes collaborative consultation with staff regarding educational programs and support for students with learning difficulties or special needs.

The Ministry considers this appropriate provided the supports available to the students served are consistent with guidelines and appropriate to the needs of the students (Special Education Services: A Manual of Policies, Procedures and Guidelines, page 23).

The role of the Learning Support Teacher is very complex as it involves working closely with a team to support learners with learning difficulties of special needs. In order to fulfill this role effectively, and ensure these learners make maximum educational gains, a teacher must demonstrate competency and knowledge in the following areas:

- a) high and low incidence disabilities and their effect on development, learning and behaviour;
- b) assessment and evaluation;
- c) development and implementation of Individual Educational Plans;
- d) collaborative planning and case management;
- e) ethical issues and the legal rights of students and parents/guardians regarding special education and related services.

*This regulation does not include remedial academic support positions in specific content areas (for example the secondary math specialist), as these content teachers will be part of the collaborate team with special education teachers to meet the needs of special needs students.*

## **A. Educational Requirements**

Effective September 2008, newly assigned teachers to special education must be a member of the BC College of Teachers, and within three years of the date of appointment, shall have one of the following:

- a) a special education teaching area e.g. five courses (15 units or 30 credits) from an accredited university. Coursework in Autism Spectrum Disorders and Level B Assessments are highly recommended.
- b) Diploma in special education from an accredited university;
- c) Masters degree in special education.

## **B. Practice**

The responsibilities of teachers assigned to special education encompass program development, instruction, assessment, evaluation and reporting, collaborative consultation and case management for students with special needs.

### **1. Collaborative Consultation and Case Management**

*Collaborative Consultative services and Case Management includes:*

- coordinating a team of professionals and parents, organizing team meetings, facilitating the development and implementation of the Individual Education Plans;
- actively participating and contributing expertise to the school based team;
- complying with school, district, and ministry accountability.

### **2. Program Development and Instruction**

*The teacher assigned to special education, in concert with appropriate staff, are responsible for:*

- developing and implementing Individual Education Plans;
- working collaboratively with teachers, support staff, parents and community agencies and other district and community resource personnel;
- adapting and modifying curriculum, instruction, or environmental factors in the classroom;



- providing instruction and/or remediation in academic, social skills and behaviour;
- using technology to support student learning;
- supporting the learner with learning difficulties or special needs within an integrated classroom setting;
- evaluating and selecting appropriate instructional materials.

### **3. Assessment, Evaluation, and Reporting**

*The purpose of assessment, evaluation and reporting is to support planning and implementation of educational programs and to inform parents of student progress which includes:*

- applying knowledge of ethics in the assessment of individuals with disabilities;
- consideration of factors such as cultural, behavioural, and learning diversity;
- administering, scoring, and interpreting norm-referenced, criterion-referenced, and curriculum-based assessments to Level B, as well as task analysis, observation, portfolio, and environmental assessments;
- synthesizing and interpreting assessment findings for program planning, and program evaluation decisions;
- synthesizing information from parents, interviews with students, student records, behavioural observations, other service providers, and health-related information to aid the assessment;
- reporting student progress to parents for students who are receiving direct service;
- complying with ministerial orders in reporting for students with special needs.

*Greater Victoria School District*

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Approved: April 1979  
 Revised: October 2005  
 Revised and renamed: May 2008

## **REGULATION 2127.066**

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### **HOME/HOSPITAL VISITING TEACHER**

**Immediate Supervisor: Principal, George Jay Elementary School**

#### **Responsibilities:**

1. The provision of individual instruction in hospitals or homes for those pupils who are not attending school due to illness, physical and/or psychological disabilities.
2. The provision of home instruction in cooperation with the school and/or Correspondence Branch for those girls who are pregnant or who have very young babies and wish to continue their studies.
3. The provision of home instruction for pupils who have been suspended or who are waiting for assessment and placement in a different school more suited to their needs.
4. The maintenance of close liaison with the home school, social agencies and professions concerned with education, physical and emotional care of pupils.
5. The provision of consultation to parent(s) or guardian(s) in making referrals to appropriate educational, health and social agencies.

*Greater Victoria School District*

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Approved: June 1980

## **REGULATION 2224**

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### **TEACHER LIBRARIAN**

#### **Immediate Supervisor: School Principal**

#### **A. Qualifications**

The teacher-librarian should have in common with all teachers, the ability to relate well with support personnel, and the ability to work cooperatively with other staff members. In order to effectively recognize the library, select materials, and train support staff, the teacher-librarian should have completed courses or demonstrated competency in the following areas:

- i. Organization of library materials
- ii. Basic reference service
- iii. Support for resource-based learning and teaching
- iv. Selection and evaluation of materials
- v. Young adult literature or children's literature
- vi. Cooperative program planning and teaching
- vii. Information technology

Teachers newly appointed to the position of teacher-librarian must have a teaching certificate and, in addition, within two years of the date of appointment, have obtained one of the following:

- a) a library education teaching area e.g. four courses from a recognized university;
- b) diploma in school librarianship from a recognized university;
- c) Master's degree in library science.

## **B. Function:**

### **1. General Function**

The responsibilities of the teacher-librarian encompass areas including program and instruction, learning resource management and leadership in resource-based learning:

#### **Program and Instruction**

- participating as a teaching partner in helping teachers to address identified learning outcomes through a knowledge of resource-based learning
- working cooperatively with classroom teachers in order to assist students in developing skills in information retrieval and critical thinking so that they may become informed decision-makers and life-long learners
- promoting reading, language development and literature appreciation
- supporting the integration of instructional technology and media literacy and becoming familiar with current technological developments in information retrieval

#### **Learning Resource Management**

- establishing and maintaining effective systems for the selection, acquisition, processing and circulation of resources
- managing the library facilities, services and budget in order that these may contribute to the stated goals of the school district and Ministry of Education
- cooperatively developing school library policies and procedures
- participating in an information network with District schools, the District Resource Centre, the public library and information agencies
- organizing and directing clerical staff, parent and student volunteers in the school library

#### **Leadership in Resource-based Learning**

- providing leadership and promoting strategies for the effective use of a wide variety of learning resources which support and extend the curriculum
- applying skills in evaluating and selecting learning resources to reflect the curricular, informational and recreational needs of the school and its learners

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- participating in and contributing to school and District activities which advocate support for school libraries and resource-based learning
- promoting school library programs in the school and in the community
- seeking opportunities for personal growth in school librarianship and participating in collegial networks
- developing the potential of parent and student volunteers

*Greater Victoria School District*

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Approved: February 22, 1982

Policy 6163.1 - School Library, suspended March 9, 1992

Revised: September 28, 2000



## OFFICE OF THE SECRETARY-TREASURER

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TO: Operations Policy and Planning Committee  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: June 12, 2017  
RE: **Long Term District Facilities Plan Draft Recommendations**

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### **Background**

Currently, the Long Term District Facilities Plan (the “Facilities Plan”) is nearing completion. As previously reported to the Operations Policy and Planning Committee, the focus of the Facilities Plan is to provide a framework for future planning. Currently, the recommendations in relation to the Facilities Plan are complete for review and comment by the Committee.

Two significant developments have arisen that have impacted or will impact the Facilities Plan.

First, the new collective agreement language has impacted school functional capacities. Further, we are awaiting whether the language will impact Ministry operating capacities. These changes (and potential changes) will impact our school utilization rates.

Second, student enrollment priorities are a critical input for planning facilities for the future as the Facilities Plan must accommodate future growth in the student population overall, and at each specific school. Should the District continue to follow the current student enrollment priorities and realize the growth in student population that is projected, the District will have to expand existing schools or add portables. Should enrolment priorities shift to a catchment priority model, district facilities can be rationalized to meet the needs of local students and families, and facilitate choice (e.g. out-of-catchment transfers) where space allows. For instance, based on current projections and current student enrolment priorities, a number of our middle schools will not be able to accommodate both catchment students and out of catchment pathway students continuing through the pathway. If the current student enrollment priorities remain in place, the District would need to consider additional facilities at these sites. If the registration priorities shift, facility planning will focus on rationalization rather than construction.

For the purpose of feedback, the draft introductory section along with exemplar projections are provided.

# Long Term District Facilities Plan



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  - 1.5 Summary of Recommendations
2. Demographics, Utilization and Capacity
3. Programming and Future Needs
4. Facility Condition
5. Community Partnership and Enterprise
6. Land and Leasing
7. Enrollment Projections

### **1. Executive Summary**

#### **1.1 School District Long Term Facilities Plan – Purpose and Process**

The Greater Victoria School District Long term Facilities Plan forms the basis of the School District’s Capital investment decisions for supporting a long term vision for the District. This plan takes into consideration:

1. Demographics, Utilization and Capacity;
2. Programming and Future Needs;
3. Facility Condition;
4. Community Partnership and Enterprise;
5. Land and Leasing; and
6. Enrollment Projections.

Following extensive consultation in the Greater Victoria Community, the Board of Education of School District No. 61 (Greater Victoria) instituted a strategic plan (the “Plan”). Section 5 of the Plan requires that the Board pass a Long Term Facilities Plan (the “Facilities Plan”). In addition, the Ministry of Education has highlighted that District’s should implement long-term facility plans that support Districts’ capital priorities.



In the fall of 2016, the Board instituted a District Facilities Plan Committee (the “Committee”), comprising of a Board member, administration and stakeholders in the District. The purpose of the Committee was to provide input to the Facilities Plan and set priorities and provide input and feedback on the draft plan prior to its presentation to the Board.

## **1.2 School District No. 61 Mission, Vision, Values and Profile**

### **Mission**

We nurture each student’s learning and well-being in a safe, responsive, and inclusive learning community.

### **Vision**

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

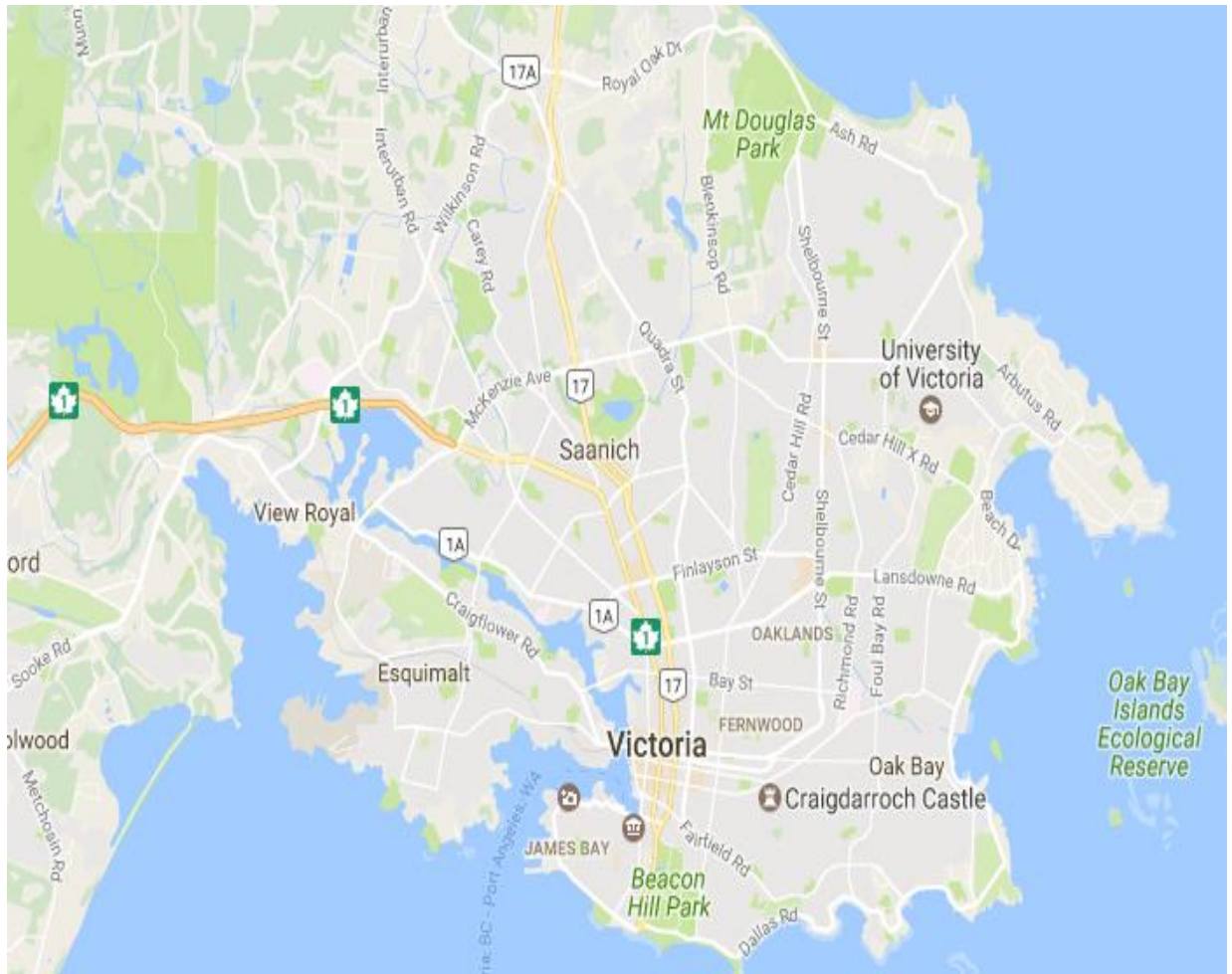
### **Values**

- **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.

The Greater Victoria School District serves students from Victoria, Esquimalt, View Royal, Oak Bay, parts of Saanich and the Highlands, the City of Victoria, and the Esquimalt and Songhees Nations. Schools draw from urban, semi-urban and suburban areas.

Our District is proud to provide quality education for approximately 19,000 students in 27 Elementary Schools, 10 Middle Schools, and 7 Secondary Schools. Each year, over 650 adult learners register with our Continuing Education Program. Our District also offers a variety of Programs of Choice and three Elementary Schools of Choice

Students come from diverse socio-economic backgrounds with 21 schools qualifying for Community LINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in the District, 17.43% are considered low income.



### 1.3 School District No.61 Programs and Services

The Greater Victoria School District's believes in being "One Learning Community". Our District provides various opportunities for diverse learning due to our large geographical territory.

Educational programs within the Greater Victoria School District consist of:

Early French Immersion  
Alternative Education  
Continuing Education

Late French Immersion  
The Link  
Girl's Alternative

As a District we have multiple career preparation programs such as:

Auto Mechanics

Business

Electrical

Law

Autobody

Hairdressing

Information Technology

R&B Band

Culinary

Computer Assisted Drafting (CAD)

Recreation, Sport and Health

Outdoor Recreation

Carpentry/Joinery

Electrical/Electronics

Metal Fabrication & Machining

Lastly we also provide our students with a vast number of advanced programs and academies:

Flexible Studies: Leadership in Learning

Rugby Academy

Soccer Academy

Early Learning: Strong Start

Challenge Program

Softball Academy

Hockey Academy

Aboriginal Education

Additionally, the Greater Victoria School District offers an International Student Program for students worldwide. This program meets the highest standards of academic rigour and provides invaluable life skills to further a student's chances for success.



#### **1.4 Long Term Facilities Plan Guiding Principles**

Given the broad scope of the Long-Term Facilities Plan our District is recommending that generalized recommendations be the outcome of the Facilities Plan. This is for a number of reasons:

1. First, a number of areas of the Facilities Plan require external inputs for completion. An excellent example is the Student Registration and Transfer Committee. Without the final process for registration and transfer priority we will not be able to make final enrollment projections or space recommendations; and
2. A number of areas require specific consultation that will likely reach beyond the timelines of the Plan such as the Shops Plan.

#### **1.5 Summary of Recommendations**

##### **1. General Recommendation**

1. That the District Facilities Ad Hoc Committee be continued to monitor and provide ongoing feedback of the activities pursuant to the Plan.

##### **Rationale:**

Given that the Facilities Plan is likely to recommend significant ongoing activities associated with the Plan, the Facilities Plan Ad Hoc Committee is the appropriate venue for the ongoing work to flow through. While the Board will ultimately be the decision making body the Facilities Plan Ad Hoc Committee, given their connection to the final recommendations will also be able to ensure ongoing accountability.

##### **2. Demographics, Utilization and Capacity**

##### **Recommendations:**

1. The District ensures that when planning major retrofits, upgrades, rebuilds or general Annual Facilities Grant planning that appropriate space for itinerant teachers and other professionals be a priority.

##### **Rationale:**

First, itinerant staff have a significant role in the service to students and are important members of multiple staffs.

Second, this issue has been expressed consistently as a priority by staff. Appropriate work space is important in the context of supporting staff, attracting new staff and retaining staff in a competitive recruitment environment.

Third, dedicated space will likely lead to productivity gains by reducing the organizational time currently associated with space planning.

Finally, administration should have clear guidance in capital planning to guide future decisions.

2. The Superintendent recommends changes to Policy 5117 – School Attendance Areas to include:
  - a. That the functional capacity of schools be calculated to determine a school's physical capacity (building only) to host students in accordance with Ministry of Education mandated class types and sizes. The functional capacity is a fixed capacity number that is not likely to vary greatly from year to year,
  - b. That an operational capacity of schools (including an adjustment for portables), be set on a yearly basis and could be stated as a maximum enrolment number or a percentage above the established functional capacity for each school;
  - c. That when a school reaches 90% of the established functional capacity that a catchment review be instigated to determine whether:
    - i. The school operating capacity can be modified to accommodate additional students,
    - ii. The school will be able to continue supporting its catchment population for the foreseeable future or should the catchment area be modified,
    - iii. Further space is required (where neighboring schools cannot accommodate additional students).
  - d. That when a school reaches 100% of the established functional capacity that a program review commence to determine whether:
    - i. Programs should be moved;
    - ii. Specific programs should be discontinued; or
    - iii. A program can be supported for the foreseeable future.

**Rationale:**

First, the District has a policy that envisions the setting of school capacities on a yearly basis. This has not been applied in the robust manner that would allow predictability for staff, parents and students. Setting a limit will ensure this predictability for future planning.

Second, depending on the outcome of the Student Registration and Transfer Committee Process, programs that involve a high number of transfers may need to be reviewed.

3. That the District write to the Ministry of Education highlighting the difference between the Ministry's capacity and the District's determination of functional capacity highlighting the differences and the educational benefits of the determination of the needs of the District.

**Rationale:**

Given the complex needs of our students and staff, basic capacity formulae may not meet the needs of our students. Moreover, given our seismic needs, we will continue to seek approval for projects even where Ministry determined capacities may be lower than typically desired to support a project.

4. That the District ensure that enrollment priorities as a result of the Student Registration and Transfer Committee be applied and that schools above 90% functional capacity be reviewed following the completion of the setting of priorities.

**Rationale:**

This recommendation requires the Student Registration and Transfer Committee work to be completed.

The work of the Student Registration and Transfer Committee will impact future enrollment trends. Once this work is completed we will be able to fully understand our space issues.

5. That the District retain Richmond, Lampson, and Sundance/Bank Street for the possibility of future use.

**Rationale:**

While generally the District can accommodate the number of current students, it is clear that demographic changes and municipal planning are impacting enrollment in a positive manner. It is too early to determine whether a specific facility will be required to re-open. Nevertheless, early projections indicate that there may be areas where local resident populations exceed available space.

**3. Programming and Future Needs**

**Recommendations:**

1. That all Facilities planning, including major retrofits, upgrades, new builds and Annual Facility Grant planning incorporate the principles of equity, sustainability and environmental responsibility.

**Rationale:**

First, this recommendation anticipates an environmental education plan that incorporates principles of sustainability. This would include anticipating environmental upgrades from local capital dollars when larger projects are being anticipated.

Second, it also calls for the prioritization of dollars on capital projects that promote sustainability (e.g. boilers, smart technology prior to other less impactful investments).

Finally, by incorporating equity in our planning we are able to support schools with lesser ability to self-fund projects that are priorities.

2. That the Superintendent and the Board review, revise and then apply Policy and Regulation 3110 – *Presentation of New Educational Programs* when considering any new program.

**Rationale:**

Currently, the Board has a policy and regulation that require specific actions to occur prior to the introduction of new programming. This recommendation is meant to reaffirm that policy and regulations take principles of long term sustainability and review into all programming decisions.

3. That the District review its current shop programs to ensure that the level of shop programming available in our schools is supportable for the long-term.

**Rationale:**

This recommendation would require a review of our shop programming.

First, it would address current health and safety issues, utilization of various programs as well as the current funding model to support shops at both Secondary and Middle Schools.

Second, it would create recommendations of the appropriate lay-out at various levels of the various types of shops. It would also review if a rationalization of shop programming.

4. That students be canvassed on their preference on school amenities, facilities and programming.

**Rationale:**

Our schools are intended to serve our students. In order to properly plan capital we should be proactive in determining the current and future needs of our students and attempt to incorporate those voices in our planning.

#### **4. Facility Condition**

##### **Recommendations:**

1. Ensure that the District has a plan to address our capital maintenance deficit.

##### **Rationale:**

We currently have a significant capital maintenance deficit. This means that the amount of money invested in our facilities on a yearly basis has been historically and continues to be less than that required to maintain our facilities to an established service level. We need to ensure that we are able to anticipate this degradation and plan a preventive maintenance schedule as well as a robust repair schedule that will shrink this deficit and allow us to maintain our facilities at an established Board approved Facility Condition Index (FCI).

2. Ensure that the District recovers full costs (capital and operating) from its rentals and leases.

##### **Rationale:**

The District's current model is based on recovering operating costs. This means that in the past we have attempted to cover the costs of the operating expenses (administration, custodial) associated with our rental activities but little else. Traditionally, the capital depreciation (wear and tear) caused by rental use of our facilities and associated fields and amenity spaces (theatres, etc) has not been addressed.

This recommendation would ensure proper cost recovery while continuing community access to and use of our facilities and associated lands.

#### **5. Community Partnership and Enterprise**

##### **Recommendations:**

1. That the District ensure that sufficient revenue gained from rentals and leases is invested in the capital maintenance of our facilities associated with the rental or lease. The District should ensure competitive market rates for rentals and leases for outside uses where possible.

##### **Rationale:**

This requirement would ensure that the District is accountable to its capital renewal commitments.



2. That the District support childcare providers on our sites.

**Rationale:**

As we increase in enrollment, we are increasingly looking to our childcares to share more of the space that they have had sole access to. The District, however, is committed to partnerships with our community partners. This recommendation would put into the Facilities Plan, the current draft childcare planning document already being contemplated by the District.

3. That the District continue to seek partnership opportunities with our local municipal and ministry partners in the spirit of maximizing access, investments and increasing community hubs.

**Rationale:**

The District has surprisingly few shared spaces with our community partners. Given the limits of land in Greater Victoria such partnerships may be required to ensure that our communities have access to services.

In addition, such partnerships may provide increased services to our students (health or other government services) or lessened or shared costs (community programming).

Finally, the Ministry has highlighted that school should be community hubs. This Ministerial direction has been enacted at Oak Bay in the form of the Neighborhood Learning Centre. Given the capital needs over the next number of years the District will likely have the opportunity to expand this model.

## **6. Land and Leasing**

**Recommendations:**

1. That the Board identify parcels of land that are not anticipated to be needed for educational purposes for potential medium term lease to a community partner.

**Rationale:**

The District has significant capital needs, from basic maintenance issues to needed enhancements. Our classroom needs are also growing.

While government funding should cover many of these issues, the reality is that District needs will not likely be fully met by these funds alone. The District has a few options. It could have a referendum. This option is costly and has strict limits that make the option largely untenable. Another option would be to use the assets at its disposal.

The Board has a significant inventory of lands. Given the age of the District, it owns significant parcels of land both contiguous to schools and not contiguous to schools that are not required for the provision of education. These lands could be leased in a manner (50-60 years) that would preserve the asset for future while gaining dollars for current capital needs.

Such lease arrangements could also help alleviate ongoing housing issues in the area and help increase enrollment.

Given the inherent political nature of the recommendation, the Facilities Plan does not recommend any specific parcel but rather recommends reviewing the possibilities

2. That Policy 7110.1 – Leasing of Closed Schools be updated to prohibit the long-term lease of a District property for less than market value.

**Rationale:**

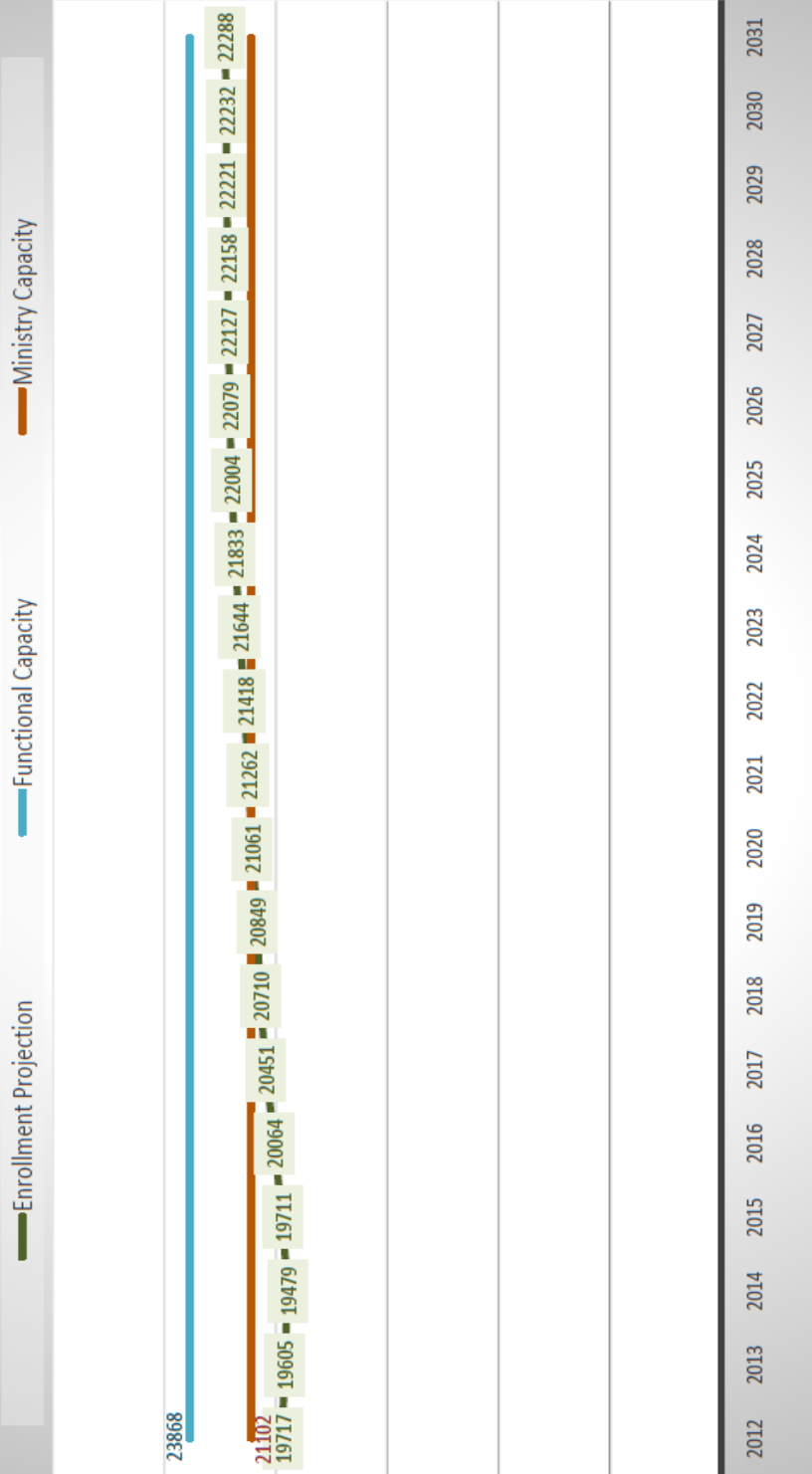
While restrictive, administration should be guided by the principle that District assets need to be protected whether or not the asset may be needed for immediate District use.

**7. Enrollment Projections**

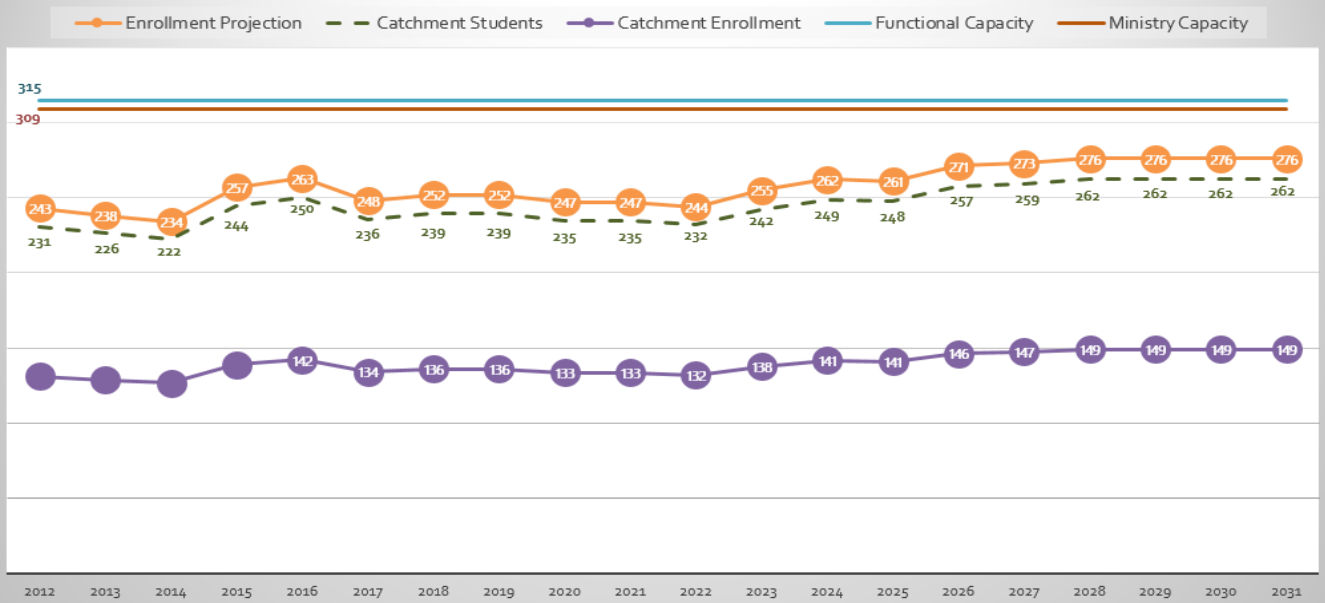
Below is an example of enrollment projections that the District will use for schools. These numbers have been reviewed by principals but still require the lens of the final outcome of the Student Registration and Transfer Committee as well as our municipal partners.

The intention of the graphic is to reflect a school's functional capacity (including portables), its Ministry operating capacity as well as its demographic trends. The intention would be to provide an appendix which contains all school projections, facility condition and basic background information about the school.

## GVSD Enrolment Projection



## Braefoot Elementary Enrollment Projection



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: June 12, 2017

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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.