

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

**Regular Board Meeting**

**Monday, June 26, 2017- 7:30 p.m.**

**Tolmie Boardroom  
556 Boleskine Road**

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



**The Board of Education of School District No. 61 (Greater Victoria)  
Regular Board Meeting, Monday, June 26, 2017 @ 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road**

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**AGENDA**

**A. COMMENCEMENT OF MEETING**

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

**A1. Approval of the Agenda** (p 01-05)

**A2. Approval of the Minutes**

a) Approval of the May 23, 2017 Regular Board Minutes (p 06-13)

**A3. Business arising from the Minutes**

a) 3<sup>rd</sup> reading of amended Bylaw 9360, *General Meeting of the Board* (p 14-18)

That amended Bylaw 9360 – *General Meeting of the Board* be:

Read a third time, passed and adopted the 26<sup>th</sup> day of June 2017 and that the amended Bylaw 9360 be enacted effective June 26, 2017.

**A4. Student Achievement**

a) Renee Pick, Principal, Cloverdale Traditional School  
Cloverdale School 100 years – Cloverdale Traditional School 10 years

**A5. District Presentations**

a) Melanie Houston, Allied Specialists' Association

**A6. Community Presentations** (5 minutes per presentation)

- a) Jason Gammon, President, GVTA – Restored Contract Language
- b) Joyce Preston – Enrolment Priorities
- c) Katy Smith – Enrolment Priorities
- d) Suzette Goldsworthy – Enrolment Priorities

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

**B. CORRESPONDENCE**

- B1. Letter from the Mayor of the City of Victoria** (p 19)

**C. TRUSTEE REPORTS****C1. Chair's Report****C2. Trustees' Reports**

- a) Aboriginal Nations Education Council Committee – Trustee McNally (p 20-22)
- b) French Immersion Advisory Committee – Committee will be meeting in the fall
- c) Needs Budget Ad Hoc Committee – Committee waiting for Classroom Enhancement Funding prior to meeting
- d) Saanich Arts, Culture and Heritage Advisory Committee – Trustee McNally (p 23-24)
- e) Saanich Parks, Trails & Recreation – Trustee Whiteaker (p 25)
- f) Victoria Family Court and Youth Justice Committee – Report submitted at April 2017 Board meeting
- g) Public Engagement Ad Hoc Committee Report – Trustee Orcherton (p 26)
- h) Trustee McNally – Monthly Activity Report (p 27-28)

**D. BOARD COMMITTEE REPORTS****D1. Education Policy and Directions Committee**

- a) Minutes from the June 5, 2017 meeting – Information only (p 29-31)

**D2. Operations Policy and Planning Committee**

- a) Minutes from the June 12, 2017 meeting – Information only (p 32-38)
- b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the June 12, 2017 Operations Policy and Planning Committee meeting.

- i) That the Board of Education of School District No.61 (Greater Victoria) 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.

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- ii) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review the Greater Victoria Foundation for Learning mandate and bring recommendations back to the Operations Policy and Planning Committee.
- iii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2127.060 Psychologist, Policy 2127.062 Speech and Language Specialist, and Policy 2127.063 District Counsellors . (p 39-58)
- iv) That the Board of Education of School District No.61 (Greater Victoria) accept the Long Term District Facilities Plan report in draft format. (p 59-73)
- v) That the Board of Education of School District No.61 (Greater Victoria) accept the recommendations of the Student Registration and Transfer Ad Hoc Committee as follows: (p 74-103)
- 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

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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.

## **E. DISTRICT LEADERSHIP TEAM REPORTS**

### **E1. Superintendent's Report**

- a) Monthly Report (p 104)

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

- b) Specialty Academy Fees (p 105-111)

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the School Planning Councils for the District's Specialty Academy programs.

- c) 2017/2018 Board of Education and Standing Committee Meeting Dates (p 112)

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2017/2018 Board of Education Proposed Dates and the Standing Committee meeting dates.

- d) Trustee Questions (p 113)

### **E2. Secretary-Treasurer's Report**

- a) Monthly Report (p 114)

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

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b) 2018/2019 Capital Plan

(p 115-117)

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2018/2019 Greater Victoria School District No. 61 Five Year Capital Plan.

c) Classroom Enhancement Fund Update

(p 118)

**F. QUESTION PERIOD (15 minutes total)**

**G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**H. NEW BUSINESS/NOTICE OF MOTIONS**

**H1. New Business**

**H2. Notice of Motions**

**I. ADJOURNMENT**

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**The Board of Education of School District No. 61 (Greater Victoria)  
May 23, 2017 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

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**MINUTES**

**Present:**

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

**Administration:**

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, Katie Hamilton, Manager, Community Engagement and Communications, David Loveridge, Director of Facilities Services

The meeting was called to order at 7:40 p.m.

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

**A. COMMENCEMENT OF THE MEETING**

**A1. Approval of the Agenda**

It was moved by Trustee Orcherton and seconded:

That the May 23, 2017 Agenda be approved with the following additions: Item A6. f) Rob Klassen, CUPE Local 382, Facilities Re-organization, Item H1. c) New Business – Trustee McNally – Written Protocol for Email Responses and Item H1. d) New Business – Trustee Whiteaker – Bylaw 9360 - 11.C.

**Motion Carried Unanimously**

**A2. Approval of the Minutes**

a) It was moved by Trustee Ferris and seconded:

That the April 19, 2017 Special Board Budget Minutes be approved.

**Motion Carried Unanimously**

b) It was moved by Trustee Whiteaker and seconded:

That the April 24, 2017 Regular Board Minutes be approved.

**Motion Carried Unanimously**

**A3. Business arising from the Minutes – None**

**A4. Student Achievement**

Cammy Coughlin, Principal, Hillcrest Elementary School and Nancy McAleer, Vice-Principal presented highlights of how their school incorporates aboriginal traditions into the new curriculum and the steps that the school staff have taken towards this goal. Chair Loring-Kuhanga thanked Ms. Coughlin and Ms. McAleer for their presentation.

**A5. District Presentations – None**

**A6. Community Presentations**

- a) Erica Woodin presented concerns about the proposed changes to the student registration process.
- b) Drea Prizeman presented concerns about the proposed changes to the student registration process.
- c) Anna McKean presented concerns about the proposed changes to the student registration process.
- d) Jason Gammon, GVTA President, encouraged the Board to consider re-opening Richmond Elementary School.
- e) Winona Waldron, GVTA, presented concerns about student lunch monitors in District elementary schools.
- f) Rob Klassen, CUPE Local 382, presented concerns about the facilities re-organization.

**B. CORRESPONDENCE**

**B1. Letter from Ministry of Education re Service Delivery Project Report**

A letter was received from the Ministry of Education for information.

**B2. 2015-2016 Burnside Gorge Annual Report**

The 2015-2016 Burnside Gorge Annual Report was received for information.

**C. TRUSTEE REPORTS**

**C1. Chair's Report**

Chair Loring-Kuhanga provided an overview of her activities over the last month and highlighted various school and public events that she attended.

**C2. Trustees' Reports**

- a) Trustee McNally reviewed her various activities over the last month.

**D. BOARD COMMITTEE REPORTS**

**D1. Education Policy and Directions Committee**

- a) The May 1, 2017 meeting minutes were received for information.



## b) Recommended Motions:

It was moved by Trustee Whiteaker and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the May 1, 2017 Education Policy and Directions Committee meeting.

**Motion Carried**

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

- i) That the Board of Education of School District No.61 (Greater Victoria) approve the Board Authority Authorized course: Yoga for Mindfulness 10 - 12.

**Motion Carried**

- ii) That the Board of Education of School District No.61 (Greater Victoria) approve the Board Authority Authorized course: Astronomy 11.

**Motion Carried**

- iii) That the Board of Education of School District No.61 (Greater Victoria) approve the Board Authority Authorized course: Travel Languages 11.

**Motion Carried**

- iv) That the Board of Education of School District No.61 (Greater Victoria) approve the Board Authority Authorized course: Political Science 12.

**Motion Carried**

## D2. Operations Policy and Planning Committee

- a) The May 8, 2017 meeting minutes were received for information.

## b) Recommended Motions:

It was moved by Trustee Watters and seconded:

- i) 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**

It was moved by Trustee Watters and seconded:

- ii) 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.

The President of VCPAC stated that they looked forward to having time to provide feedback into the fall.

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

It was moved by Trustee Orcherton and seconded:

That the motion "*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*" be amended to replace "*additional programming*" to "*alternatives*."

**Motion Carried Unanimously**

Further discussion ensued amongst the Trustees with a recommendation being made to amend the amended motion.

It was moved by Trustee Nohr and seconded:

That the motion "*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 alternatives and bring this report to either the Operations Policy and Planning Committee or the Education Policy and Directions Committee or to the Board*" be amended to delete the word "*either*" and add "*November 2017*" in front of the word "*Operations*", delete "*or the Education Policy and Directions Committee or to the Board*" and add the word "*meeting*" after the word "*Committee*".

**Motion Carried**

For: Trustees Orcherton, Leonard, Paynter, Whitaker, Loring-Kuhanga, McNally  
Nohr, and Ferris

Against: Trustee Watters

Further discussion ensued amongst Trustees with questions of clarification being asked.

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

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 alternatives and bring this report to the November 2017 Operations Policy and Planning Committee meeting.

**Motion Carried Unanimously**

## **E. DISTRICT LEADERSHIP TEAM REPORTS**

### **E1. Superintendent's Report**

- a) Superintendent Langstraat presented his monthly report and responded to Trustee questions.

It was moved by Trustee Watters and seconded:

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

**Motion Carried Unanimously**

b) Student Enrolment Priorities Report

Superintendent Langstraat expressed appreciation for the feedback that has been provided and indicated that information was being compiled to be brought to the June 12, 2017 Operations Policy and Planning Committee meeting. In addition, he indicated that the Student Registration and Transfer Committee would be meeting regularly to discuss feedback.

Superintendent Langstraat highlighted the challenges of French Immersion on the issue of student registration.

Discussion ensued amongst the Trustees with questions of clarification being asked and a motion being recommended.

It was moved by Trustee Orcherton and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Student Registration and Transfer Committee to include within its mandate French Immersion Programs, catchment area review and the possibility of re-opening closed schools.

**Motion Carried Unanimously**

c) Trustee Questions

Trustee asked question regarding non-enrolling ratios, the impact of the Supreme Court of Canada decision, childcare providers in our District and shared services.

**E2. Secretary-Treasurer's Report**

- a) Secretary-Treasurer Walsh presented his monthly report and expressed appreciation for the work of the Facilities Department in planning for additional classrooms for September.

It was moved by Trustee Ferris and seconded:

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

**Motion Carried Unanimously**

b) Technology Packages for New Enrolling Classrooms

Secretary-Treasurer Walsh explained that in the event funding is not provided by the Ministry of Education, a funding source is required to purchase and install technology packages into new enrolling classrooms and approval is being requested to access local capital funds for this purpose.

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve spending up to \$500,000 from local capital for technology packages for new enrolling classrooms.

Discussion ensued amongst the Trustees with questions of clarification being asked and a recommendation being made to amend the motion.

It was moved by Trustee Orcherton and seconded:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) approve spending up to \$500,000 from local capital for technology packages for new enrolling classrooms*" be amended to add "*should funding not materialize from the Ministry of Education.*" after the word "*classrooms*".

**Motion Carried**

For: Trustees Orcherton, Leonard, Whiteaker, Paynter, Loring-Kuhanga, McNally, Watters, and Ferris

Against: Trustee Nohr

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

That the Board of Education of School District No. 61 (Greater Victoria) approve spending up to \$500,000 from local capital for technology packages for new enrolling classrooms should funding not materialize from the Ministry of Education.

**Motion Carried Unanimously**

For: Trustees Orcherton, Whiteaker, Paynter, Loring-Kuhanga, McNally, Watters, and Ferris

Against: Trustees Nohr and Leonard

## F. QUESTION PERIOD

Secretary Treasurer Walsh provided answers to the following questions:

1. A question was asked about where portables are being built and by whom.
2. A question was asked about providing TTOC's with technology packages in classrooms.
3. A question was asked about re-opening closed schools.

## G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

## H. NEW BUSINESS/NOTICE OF MOTIONS

### H1. New Business

- a) Trustee McNally - Lunch Hour Supervision

It was moved by Trustee McNally and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) request the Chair to write a letter to the Minister of Education, copying other Party leaders, requesting that the Ministry of Education fund CUPE Education Assistants to supervise SD61 K-5 students during student lunch times in classrooms that rely on students to do this supervision.

Discussion ensued amongst the Trustees with a recommendation being made to refer the motion to a Committee meeting.

It was moved by Trustee Leonard and seconded:

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) request the Chair to write a letter to the Minister of Education, copying other Party leaders, requesting that the Ministry of Education fund CUPE Education Assistants to supervise SD61 K-5 students during student lunch times in classrooms that rely on students to do this supervision"* be referred to the November 2017 Operations Policy and Planning Committee meeting.

**Motion Defeated**

For: Trustees Ferris, Leonard, Loring-Kuhanga, and Orcherton  
Against: Trustees McNally, Watters, Paynter, and Nohr  
Abstain: Trustee Whiteaker

Further discussion ensued amongst the Trustees with the Chair calling for the vote on the main motion.

That the Board of Education of School District No. 61 (Greater Victoria) request the Chair to write a letter to the Minister of Education, copying other Party leaders, requesting that the Ministry of Education fund CUPE Education Assistants to supervise SD61 K-5 students during student lunch times in classrooms that rely on students to do this supervision.

**Motion Carried**

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

b) Trustee McNally - Ad Hoc Committee Terms of Reference

The motion was withdrawn as redundant due to item E1. b).

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.

**Motion Withdrawn**

c) Trustee McNally – Written Protocol for Email Responses

It was moved by Trustee McNally and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair and the Superintendent (or their delegates, and other personnel they wish to include) to 1. develop a written protocol for replies to email comments and inquiries from SD61's stakeholders that clarifies i. when the Chair will write a response and when the Superintendent / District Administration will write the response ii. when all trustees can expect talking points / backgrounders on emergent issues iii. how and when all trustees will be informed that responses have been sent iv. timeline for reply v. timeline for Vice Chair to be considered acting Chair if Chair is not able to be contacted.

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

It was moved by Trustee Leonard and seconded:

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair and the Superintendent (or their delegates, and other personnel they wish to include) to 1. develop a written protocol for replies to email comments and inquiries from SD61's stakeholders that clarifies i. when the Chair will write a response and when the Superintendent / District*

*Administration will write the response ii. when all trustees can expect talking points / backgrounders on emergent issues iii. how and when all trustees will be informed that responses have been sent iv. timeline for reply v. timeline for Vice Chair to be considered acting Chair if Chair is not able to be contacted"* be amended to read "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop protocols to reply to inquiries from School District No. 61 stakeholders."*

**Motion Carried Unanimously**

Further discussion ensued amongst the Trustees with a recommendation being made to refer the motion to the Public Engagement Ad Hoc Committee.

It was moved by Trustee Watters and seconded:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop protocols to reply to inquiries from School District No. 61 stakeholders"* be referred to the Public Engagement Ad Hoc Committee.

**Motion Carried Unanimously**

d) Trustee Whiteaker – Bylaw 9360 – 11.C.

It was moved by Trustee Whiteaker and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9360, *General Meeting of the Board*, 11.C., to add that verbal Trustee Reports shall be a maximum of two minutes and that any Trustee Reports requiring more than two minutes shall be submitted in writing only, and that amended Bylaw 9360, *General Meeting of the Board* be:

Read a first time this 23rd day of May, 2017; and  
Read a second time this 23rd day of May, 2017

**Motion Carried**

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

**H2. Notice of Motions – None**

## **I. ADJOURNMENT**

It was moved by Trustee Leonard and seconded:

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 10:40 p.m.

**CERTIFIED CORRECT**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer



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

## **BYLAW 9360**

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### **GENERAL MEETING OF THE BOARD**

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

5. The following procedural matters will be implemented:

- The meetings will be conducted in two major sections:

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

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

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

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

In addition to the opportunities to present at Standing Committees, employee partner groups including the Greater Victoria Teachers' Association (GVTA), the Canadian Union of Public Employees (CUPE) Local 947 and Local 382, the Victoria Parent Advisory Councils (VCPAC), Esquimalt and Songhees Nations, Youth Representatives Committee, and the Victoria Principals and Vice-Principals Association (VPVPA), are able to provide comment on specific motions prior to them being voted on by the

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Board. The Board Chair will ask stakeholder representatives whether they would like to provide comment on motions prior to the Board of Education considering the motion. Each stakeholder representative will have up to two minutes to provide comment through the Chair.

7. In the event that the Board shall fail to conclude the business of the agenda by the time of adjournment the Chair may designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.
8. The agenda shall be prepared and circulated by the Chair of the Board.
9. There shall be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board in general session.
10. The agenda shall be approved by ordinary motion as the first item of business at each meeting.
11. The Agenda shall contain the following:

Guidelines for the meeting format including outlining opportunities for public and stakeholder comments

- A. Acknowledgement of Traditional Territories; Approval of the Agenda; Approval of Previous Minutes and Business Arising from the Minutes  
  
Student Achievement Presentations; District Presentations; Community Presentations
- B. Correspondence
- C. Chair's Report; Trustee Reports (including Reports from Trustee Representatives with Other Public Bodies). **Verbal Trustee Reports shall be a maximum of two minutes and any Trustee Reports requiring more than two minutes shall be submitted in writing only.**
- D. Board Committee Reports:
  - (1) Education Policy and Directions Motions
  - (2) Operations Policy and Planning Motions

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E. District Leadership Team Reports

F. Question Period

G. Public Disclosure of In-Camera Items

H. New Business/Notice of Motions

I. Adjournment

The order of the Agenda shall be as above, unless varied at the meeting by majority vote.

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

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*Greater Victoria School District*

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Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: January 19, 2009 (corrected)

Revised: November 17, 2014

Revised: December 14, 2015

Revised: June 20, 2016

Revised: April 24, 2017

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Edith Loring-Kuhanga  
Board Chair, School District 61  
556 Boleskine Rd  
Victoria, BC V8V 1X4

May 19, 2017

Dear Edith,

On behalf of Council, I am writing to you today to ask that the School District work collaboratively with the City and neighboring municipalities as it relates specifically to child care spaces on School District properties.

As you are aware, it is becoming increasingly difficult for families to access quality childcare in Victoria. This particularly affects lower-income and single-parent households that don't have the ability to stay home during those important, formative younger years.

The City of Victoria's Official Community Plan sets the goal to make "high quality, affordable formal education available and accessible for students of all ages." As such, we will continue to work with our partners in the Federal and Provincial governments, and with our related local stakeholders to ensure we are exhausting every effort to meet that goal.

Through advocacy for initiatives like the \$10aDay Child Care Plan, and support for programs like Farm to School BC, the City is proactive in its commitment to quality childcare and education.

On behalf of Council, we would like to reaffirm our commitment to widespread, affordable childcare by asking that School District 61 work with us, and neighboring municipalities, to ensure that child care spaces are available to those that need them.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Helps".

Lisa Helps  
Victoria Mayor

**Aboriginal Nations Education Division and Aboriginal Nations Education Council**  
**Assigned Trustee Representative Report to the Board: Diane McNally**  
**June 2017**

*As per the motion carried by the Board: “TTB approve that all Trustees appointed by the Chair to an **external body be required to submit a written report to the Board via the Chair once per school year**, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.”*

**Aboriginal Nations Education Division**

**History and Purpose:**

“In 1979, the Greater Victoria School District in partnership with the Victoria local of the United Native Nations formed a Commission to review and make recommendations regarding the education and cultural needs of Aboriginal students. The findings of this Commission led to the creation of the Native Indian Education Division, which has since become known as the Aboriginal Nations Education Division (ANED).

“ANED through the funding provided by the Ministry of Education Aboriginal Education Fund enables our school district to deliver enhanced education programming and to provide support for Aboriginal students. This enhanced funding also provides culturally appropriate program and services to support the success of Aboriginal students and to provide opportunities for students and teachers to experience and to learn about Aboriginal history and culture in the Greater Victoria School District.

“The Aboriginal Education Enhancement Agreement The Spirit of Alliances: A journey of good hearts and good minds, provides the foundation for the work that we do in Aboriginal Education with the Greater Victoria School District and the Aboriginal community. The vision and goals for Aboriginal Education cannot be achieved without the alliance of all groups. The guiding principles and goals of The Spirit of Alliances provides the framework that can bring systemic change to our education system and provide students with opportunities to learn in an enhanced environment that honors and acknowledges the history and culture of Aboriginal peoples.”

“ANED provides a variety of courses, programs and services to meet specific needs. We aim to strengthen cultural and individual identities and provide academic support for students.”

The Aboriginal Education Division makes periodic presentations to the Board about its work. It is not clear that a Trustee rep needs to be assigned as a liaison to this internal Division, though as the assigned representative and liaison, I have had excellent learning opportunities presented to me and have sought some out, and as a result

deepened my awareness of what the ANED library has to offer, as well as increasing my awareness of issues that still surface in our schools and how ANED staff assist teachers with such issues in a helpful, patient and open manner.

On February 17 met with Coordinator of Aboriginal Nations Education Nella Nelson as Board Representative to ANED and ANEC. Reading from the ANED library: K-5 titles: ShiShietko (Nicola Campbell), Home to Medicine Mountain (Chiori Santiago), When I Was Eight (Christy Jordan-Fenton and Margaret Pokiak-Fenton), Not My Girl (Jordan-Fenton and Pokiak-Fenton), The Secret Path (Gord Downie and Jeff Lemire). Middle school titles: Goodbye Buffalo Bay (Larry Loyie); They Called Me Number One: Bev Sellars. Currently reading an external title, Incorporating Language and Culture, A Holistic Approach to Head Start Programs (Edith Loring-Kuhanga).

On April 6 attended SJ Willis ANED Showcase and Sharing: "How did we meet our goals for weaving Aboriginal worldviews into the curriculum?"

On June 14, attended the profound and deeply affecting Sacred Circle presentation at Esquimalt High School, a collaborative presentation based on the writing of Wedlii Speck, which involved many students, the Songhees and Esquimalt Nations, and SD61 staff.

## **Aboriginal Nations Education Council**

### **History and Mandate**

The Council is made up of a diverse group of individuals. The Council grew out of a group that met to contribute to and steer the development of the SD61 Aboriginal Education Enhancement Agreement. The first Agreement was signed on June 21, 2005. The mandate of the Council has, from my perspective, shifted since then, but that may not be the case, and it is not my place or role to define that.

From the SD61 ANED website: "On June 30, 2010 the existing EA expired and an EA Focus Group Committee was formed to implement its renewal. Through a series of meetings with community agencies, school administration, ANED staff, students and parents, feedback and input was collected to explore the impact the EA has had over the past five years."

The Council meets at the Victoria Native Friendship Centre, and is chaired by Janice Simcoe (Camosun College). Participants include members of Aboriginal communities, organizations, family members (including author Monique Gray-Smith), students, and elders (currently Constance O'Leary, Metis Nation of Victoria) No SD61 student attended for the January to June meetings. The Education officers from both the Songhees and Esquimalt Nations are members; Dorothea Harris, Esquimalt Education Officer began attending in April.

SD61 is represented by Nella Nelson, Coordinator of Aboriginal Education; Paola Bell, ANED Administrative Assistant; Deputy Superintendent Shelley Green; District Principal of Aboriginal Education Craig Schellenberg; teachers; a SD61 Board of Education Trustee.

The Council meets generally monthly and addresses a variety of topics and concerns. I was unable to attend the May meeting at which the Guide was to be finalized. No meeting was held in June 2017. Meetings since January focussed on a round table review of the Education Guide for Teachers, 3 years in development.

**Saanich Arts, Culture and Heritage Advisory Committee  
Assigned Trustee Report to the Board: Diane McNally  
June 2017**

*As per the motion carried by the Board: “TTB approve that all Trustees appointed by the Chair to an **external body be required to submit a written report to the Board via the Chair once per school year**, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.”*

**Saanich Arts, Culture & Heritage Advisory Committee**

**Purpose:** The Arts, Culture & Heritage Advisory Committee advises Saanich Council and recommends policies on:

- Community Arts
- Culture
- Heritage Promotion

**This includes advising on services, facilities and specific community interests.**

**Mandate from the Committee TOR:**

The Arts, Culture and Heritage Advisory Committee will, consistent with the purpose described above, undertake the following:

- Develop and recommend policies to Council and respond to Council requests for advice and information.
- Review and provide feedback on the Strategic Plan.
- Provide a community perspective on services, programs, events, and facilities related to arts, culture, and heritage promotion, education and awareness.
- Foster public awareness, recognition, and support for local artistic talent, heritage, and archival preservation

Since January 2017, Saanich Arts, Culture and Heritage Advisory Committee has met five times (one meeting was cancelled), once a month on a Thursday at 9:30 am, chaired by Susan Brice. The last meeting this school year was on June 22.

Minutes will show that I attended four of the five meetings. I have asked questions about local First Nations involvement in the arts, heritage and culture aspects of plans the committee makes. Involvement seems minimal or non existent, but the context and consultation protocols are not apparent.



Discussions are generally interesting in meetings of this friendly Committee but only one event had any relevance for SD61, the June multi-district student art show at the Cedar Hill Rec Centre.

Given the purpose of the Committee stated above, and the Mandate in the TOR document, liaison between SD61 and this Committee might be better served by a request from the SD61 Board to the Committee Chair requesting that the Committee send a representative to present to the SD61 Board or a SD61 Standing Committee, or send an email to the Chair with information if there is a topic of mutual interest.

Ongoing Trustee presence at the Committee meetings appears to have little if any relevance for the SD61 Board, and Trustee presence does not help the Committee move its advisory business forward. My recommendation is to no longer assign a Trustee representative to the **Saanich Arts, Culture and Heritage Advisory Committee**.

## **Saanich Parks Trails and Recreation Advisory Committee**

**Submitted by Ann Whiteaker**

The Parks, Trails & Recreation Advisory Committee advises Saanich Council and makes recommendations on policies in the areas of parks, trails and recreation matters within the District of Saanich.

The committee has been reviewing the work being done on the Saanich Parks, Recreation and Culture Master Plan, recent rental fee increases, Cedar Hill recreation center opportunities along with various other concerns to the many trails, parks and recreation services.

Terms of reference can be found here <http://www.saanich.ca/EN/main/local-government/committees-boards/parks-trails-recreation-advisory-committee.html>

Minutes can be found here <http://www.saanich.ca/EN/main/local-government/committees-boards/parks-trails-recreation-advisory-committee/2017-schedule-agendas-minutes.html>

While this committee does excellent work and I enjoy the various tours of trails and facilities, there is little direct benefit to SD 61's continued participation on this committee. Consideration should be given to the continued participation in this committee.

## Public Engagement Ad Hoc Committee Report to the Board June 26, 2017 Regular Board Meeting

This Ad Hoc Committee was established in December 2016 and has the following voting members; two Trustees appointed by the Board Chair ( McNally and Orcherton) as well as the Superintendent and the Manager of Communications and Community Engagement. The Committee has met 13 times.

The Committee has been tasked with the following 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 the Board of Education meetings.

The Committee determined that the third deliverable would be its first priority and after consultation with all of our stakeholder groups brought a recommendation to the Board at the April 2017 Operations Standing Committee and then the April Board meeting. The recommendation from the report and motion was accepted and Bylaw 9360 was changed to reflect a proper process and codify past practice allowing Stakeholders voice but no vote at the Board table.

The Committee has held two Focus groups with parents to explore parent engagement in their children's education, parents' perception and knowledge about the Board of Education and District senior administration, and how the District and schools provide information and invite parent involvement. The results of the focus group research as well as a review of best practices and historical practices are only part of the information gathering that will help the drafting of the Public Engagement Plan. This is the second deliverable and is currently where the Committee is focusing.

The work of the Committee is wide reaching and multi-faceted and will require the Committee to continue to meet on a regular and ongoing basis into the next school year. Reports have been regularly prepared for the Trustees, stakeholders and the public at the monthly Operations Standing Committee meetings.

Respectfully submitted;

Peg Orcherton Trustee on behalf of the Committee (Trustee Diane McNally, Superintendent Piet Langstraat and Communications Manager Katie Hamilton)

**June 2017 Trustee Activity Report**  
**Diane McNally**

May 24: Public Engagement Committee; Lansdowne PAC (Vic High group of schools)

May 25: Farm to School Food Network / Youth Food Network presentation and meal (Vic High garden) Colquitz

May 26: Met with Winnie Lee, Director of Operations Intercultural Association Refugee Services and Immigrant Welcome Centre – many services for immigrants and refugees' settlement workers in schools

May 30: Public Engagement Committee; Leadership meeting SJ Willis

June 1: Aboriginal student and family grad picnic George Jay Elementary School – speech representing Board of Education; attended Aboriginal Student Graduation, Songhees Wellness Centre

June 2: Appreciated lentil soup at Vic High Community Soup Day, sponsored by Harbourside Rotary and Shellie Gudgeon – meals are all vegan and gluten free so everyone can eat

June 5: Education Policy Standing Committee– although not a voting member of the Committee, attend all Ed Policy meetings for invaluable information about District programs and discussions that provide background for votes at Board meeting

June 6: Pleased to represent the board as Vic High Graduation speaker

June 7: Pubic Engagement Committee

June 8: Attended District Retirement Tea to honour the years of dedication to public education of retiring SD61 employees

June 9: Represented SD61 Board at Oaklands Elementary (Vic High group of Schools) during Lt. Gov. Guichon's visit to the school

June 12: Attended Operation's Policy and Planning Standing Committee as voting member

June 13: One Learning Community meeting; Rockheights year end concert

June 14: Sacred Circle presentation, Esquimalt High School; profound collaborative

presentation based on writings of Wedledi Speck, involving ANED, Songhees elder Butch Dick, SD61 Aboriginal educator Sarah Rhude, Jen Treble, music teacher, many more; many students from several Nations and non-Indigenous students as well

June 19: Public Engagement Committee; Board Planning meeting

June 21: Attended Aboriginal Day events

June 22: Attended Craigflower year end feast

June 26: Public Engagement Committee; Board meeting

June 27: Attended Choices Transitional Shelter meeting (near Eagleview Elementary)



**Education Policy and Directions Committee  
June 5<sup>th</sup>, 2017 – Tolmie Board Room**

**Minutes**

**Present: TRUSTEES**

Ann Whiteaker, Chair  
Tom Ferris  
Edith Loring-Kuhanga  
Diane McNally  
Deborah Nohr  
Peg Orcherton  
Rob Paynter  
Jordan Watters (arrived at 8:25 p.m.)

**ADMINISTRATION**

Piet Langstraat, Superintendent of Schools  
Shelley Green, Deputy Superintendent  
Deb Whitten, Associate Superintendent  
Greg Kitchen, Associate Superintendent  
Kyla Cleator, District Vice Principal  
Simon Burgers, District Principal, Languages and Multiculturalism  
Darren Companion, GVTA Representative  
Jeanette Alexander, ASA Representative  
Kerrie Proudlove, CUPE 947 Representative

**Regrets:** Gabrielle Rutman, Student Representative, Esquimalt High School

The meeting was called to order at 7:00 p.m.

Chair Whiteaker welcomed everyone to tonight's meeting.

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

**1. APPROVAL OF THE AGENDA**

It was moved by Trustee Orcherton:

That the June 5<sup>th</sup>, 2017 Education Policy and Directions agenda be approved.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee Ferris:

That the May 1<sup>st</sup>, 2017 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

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

#### 4. PUBLIC PRESENTATIONS TO THE COMMITTEE - None

#### 5. NEW BUSINESS

##### A. Introduction of Student Representative

Superintendent Langstraat stated that Esquimalt High School Student Representative, Gabrielle Rutman, sends her regrets, as she is attending her Grad ceremony tonight.

##### B. Middle School Review Ad Hoc Committee Update

Associate Superintendent, Deb Whitten, provided an overview of the work to date of the Middle School Review Ad Hoc Committee.

Trustees asked questions of clarification and provided feedback.

##### C. Inclusive Education Review

District Vice Principal - Inclusive Learning, Kyla Cleator, introduced the team of Inclusive Learning representatives:

- District Learning Support teacher - Teri Bembridge
- Itinerant teacher of DHH students - Suzanne Bancroft
- Elementary Counsellor - Melinda Budgell
- Gifted Education teacher - Mitch Barnes
- Itinerant teacher of the Visually Impaired students - Daphne Hitchcock
- Speech and Language Pathologist - Camille Traverse
- Behaviour Consultant - Dana Marchant
- District Psychologist - Christina Pelletier

Trustees asked questions of clarification and provided feedback.

As there were many questions trustees and the public wanted to ask, the Chair suggested that all outstanding questions be submitted to Deputy Superintendent Shelley Green, who will provide responses at the September Education Policy and Directions meeting.

Chair Whiteaker thanked Kyla and the Inclusive Learning team for their presentations.

##### D. Partnerships and Pathways

Associate Superintendent, Greg Kitchen presented the plan regarding Partnerships and Pathways. Career and Transition Coordinators, Nicola Priestley and Anna Lisa Bond responded to questions and comments.

Trustee Edith Loring-Kuhanga suggested that for Goal B, Objective 3, the wording should be changed to include Aboriginal Communities: **Strengthen an open and transparent relationship with Esquimalt & Songhees Nations and Aboriginal Communities that supports career and life opportunities for Aboriginal students.**

## E. French Advisory - Terms of Reference

Simon Burgers, District Principal, Languages and Multiculturalism explained that historically the establishment of the French Advisory Committee has not been required on an annual basis and it is being proposed that the French Advisory Committee be established on an ad hoc basis when considerations about French language programming arise. He also reviewed the draft Terms of Reference - the Purpose, the Deliverables and the membership composition of the Ad Hoc Committee. An amendment was made to the draft Terms of Reference on page 24 of the Education Policy and Directions Agenda package to add a Greater Victoria Teachers' Association and a Canadian Parents for French representative to the membership list.

Trustee asked questions of clarification and provided feedback.

It was moved by Trustee McNally:

- |  |
|--|
| That the Board of Education of School District No. 61 (Greater Victoria):<br>1. No longer require the establishment of an annual French Advisory Standing Committee;<br>2. Establish a French Advisory Committee on an ad hoc basis when considerations arise. |
|--|

A discussion ensued. Input from the public expressed concern about the proposed change from a standing committee to an ad hoc committee.

Clarification was provided by the Superintendent and Simon Burgers.

Trustee Loring-Kuhanga put forth the following motion:

It was moved by Trustee Loring-Kuhanga:

- |  |
|--|
| That the Board of Education of School District No. 61 (Greater Victoria) establish a French Advisory Ad Hoc Committee to meet at least annually, or as required. |
|--|

**Motion Deferred**

Trustee Ferris recommended that the motion be deferred until the September Education Policy and Directions meeting. Trustees agreed to defer the motion.

## 6. NOTICE OF MOTIONS - None

## 7. GENERAL ANNOUNCEMENTS - None

## 8. ADJOURNMENT

It was moved by Trustee Ferris:

- |                                |
|--------------------------------|
| That the meeting be adjourned. |
|--------------------------------|

**Motion Carried Unanimously**

The meeting adjourned at 10:31 p.m.





**Operations Policy and Planning Committee Meeting  
June 12, 2017 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

**Committee Members Present:** Jordan Watters, Chair, Diane McNally, Rob Paynter, Elaine Leonard, Edith Loring-Kuhanga (ex-officio member)

**Other Trustees Present:** Ann Whiteaker, Deborah Nohr

**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

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 Leonard:

That the June 12, 2017 regular agenda be approved with the addition of Item 4.A) Alex Randell - Torquay Concerns under Presentations to the Committee.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee Leonard:

That the May 8, 2017 Operations Policy and Planning Meeting regular minutes be approved.

**Motion Carried Unanimously**

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

**4. PRESENTATIONS TO THE COMMITTEE**

**A. Alex Randell - Torquay Concerns**

Mr. Randell expressed concerns about the loss of out of school programming due to reclaiming classroom space for classroom purposes.

## B. SUPERINTENDENT'S REPORT

### A. Equity Ad Hoc Committee Report

Superintendent Langstraat explained that the Equity Ad Hoc 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 and presented the recommendations of the Equity Ad Hoc Committee:

It was moved by Trustee Paynter:

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

**Motion Carried Unanimously**

Trustees asked questions of clarification and provided feedback.

It was moved by Trustee Paynter:

That the Board of Education of School District No. 61 (Greater Victoria) direct 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.

Discussion ensued among the trustees with a proposed amendment.

It was moved by Trustee Leonard:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct 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*" be amended to delete the words "*and staff*" and add the words "*and bring recommendations back to the Operations Policy and Planning Committee*" after the word "district".

**Motion Carried Unanimously**

Trustees and members of the public provided feedback with a further amendment being proposed.

It was moved by Trustee Loring-Kuhanga:

That the amended motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to revive the Greater Victoria Foundation for Learning as a means of generating more funds to be used for creating more equity across the district and bring recommendations back to the Operations Policy and Planning Committee*" be amended to change the word "revive" to "review", delete the words "*as a means of generating more funds to be used for creating more equity across the district*" and add the word "mandate" after the word "Learning".

**Motion Carried Unanimously**

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

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review the Greater Victoria Foundation for Learning mandate and bring recommendations back to the Operations Policy and Planning Committee.

**Motion Carried**

For: Trustees Leonard, Watters, and Paynter

Against: Trustee McNally

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

Superintendent Langstraat explained that the Student Registration and Transfer Ad Hoc Committee has been reviewing the current student enrolment priorities and related data and projections to inform recommendations regarding the student enrolment process and presented the recommendations of the Student Registration and Transfer Ad Hoc Committee.

He also highlighted the connection between the District Facilities Plan and the work of the Student Registration and Transfer Ad Hoc Committee.

Members of the community provided feedback to the Committee. Trustees provided feedback and asked questions of clarification.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) 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;

and that all families registered for September 2017-18 will have their families grandfathered, including pathways, until they have no more siblings in the school system.

Trustees and members of the public provided comments. Trustees stated that they wanted to hear the presentation of the District Facilities Plan Update prior to voting.

It was moved by Trustee Loring-Kuhanga:

That the motion “*That the Board of Education of School District No. 61 (Greater Victoria) 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;*

*and that all families registered for September 2017-18 will have their families grandfathered, including pathways, until they have no more siblings in the school system”*  
be tabled to after 8.A of the agenda.

**Motion Carried Unanimously**

## C. PERSONNEL ITEMS

### A. Job Descriptions in Policy and Regulation

Colin Roberts, Director Human Resource Services explained that job descriptions contained in Board Policy and Regulations are being removed from Board Policy and Regulations, revised as needed and reclassified under Administrative Procedures. The following Policies will be deleted:

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

Trustees provided comments and feedback.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2127.060 *Psychologist*, Policy 2127.062 *Speech and Language Specialist*, and Policy 2127.063 *District Counsellors*.

**Motion Carried Unanimously**

For information, 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

## D. FINANCE AND LEGAL AFFAIRS – None

## E. FACILITIES PLANNING

### A. District Facilities Plan Draft Recommendations

Secretary-Treasurer Walsh explained that the focus of the District Facilities Plan is to provide a framework for future planning. The recommendations in relation to the Facilities Plan are complete and are being presented for review and comment. The completed District Facilities Plan will be presented at the September Operations Policy and Planning Committee meeting.

Trustees and members of the public asked questions of clarification and provided feedback.

It was moved by Trustee Loring-Kuhanga:

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

**Motion Carried Unanimously**

The motion from Item C was put back on the table.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) 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;

and that all families registered for September 2017-18 will have their families grandfathered, including pathways, until they have no more siblings in the school system.

Discussion ensued with a proposed amendment.

It was moved by Trustee Whiteaker:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) 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;*

*and that all families registered for September 2017-18 will have their families grandfathered, including pathways, until they have no more siblings in the school system"* be amended to delete the words "*until they have no more siblings in the school system"* and add the words "*for five years*" after the word "*pathways*".

**Motion Defeated**

For: Trustee Watters and Paynter  
Against: Trustee McNally and Loring-Kuhanga

Chair Watters called for the vote on the main motion.

That the Board of Education of School District No. 61 (Greater Victoria) 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;

and that all families registered for September 2017-18 will have their families grandfathered, including pathways, until they have no more siblings in the school system.

**Motion Defeated**

For: Trustee Leonard  
Against: Trustees Loring-Kuhanga, Paynter, Watters and McNally

It was moved by Trustee Loring-Kuhanga:

That the Board of Education of School District No. 61 (Greater Victoria) accept the recommendations of the Student Registration and Transfer Ad Hoc Committee as follows:

- 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.

**Motion Carried**

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

**F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None**

**G. NEW BUSINESS**

**A) Trustee Questions – None**

**H. NOTICE OF MOTION – None**

**I. GENERAL ANNOUNCEMENTS – None**

**J. ADJOURNMENT**

It was moved Trustee Leonard:

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 10:30 p.m.

# HUMAN RESOURCE SERVICES

556 Boleskine Road, Victoria, BC V8Z 1E8

Phone: 250-475-4191 / Fax: 250-475-4113

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TO: Board of Education

FROM: Colin Roberts, Director, Human Resource Services

DATE: June 26, 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

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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

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## 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

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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.

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## **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

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## 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*

Approved: June 1980

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## **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

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## OFFICE OF THE SECRETARY-TREASURER

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

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TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 26, 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. Executive Summary
  - 1.1 School District Long Term Facilities Plan – Purpose and Process
  - 1.2 School District No. 61 Mission, Vision, Values and Profile
  - 1.3 School District No. 61 Programs and Services
  - 1.4 Long Term Facilities Plan Guiding Principles
  - 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.

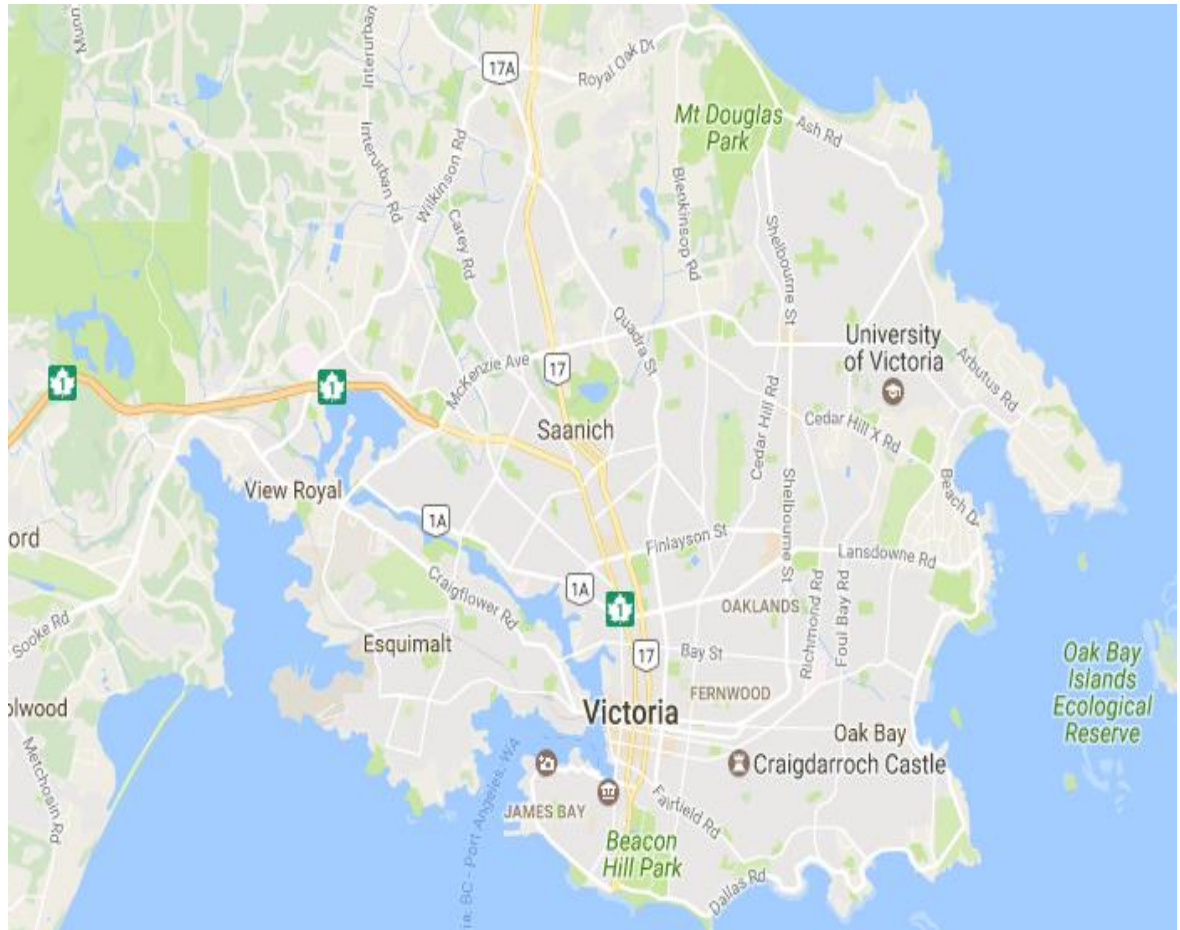
### **Values**

- **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	Culinary
Business	Computer Assisted Drafting (CAD)
Electrical	Recreation, Sport and Health
Law	Outdoor Recreation
Autobody	Carpentry/Joinery
Hairdressing	Electrical/Electronics
Information Technology	Metal Fabrication & Machining
R&B Band	

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

Flexible Studies: Leadership in Learning	Challenge Program
Rugby Academy	Softball Academy
Soccer Academy	Hockey Academy
Early Learning: Strong Start	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:**

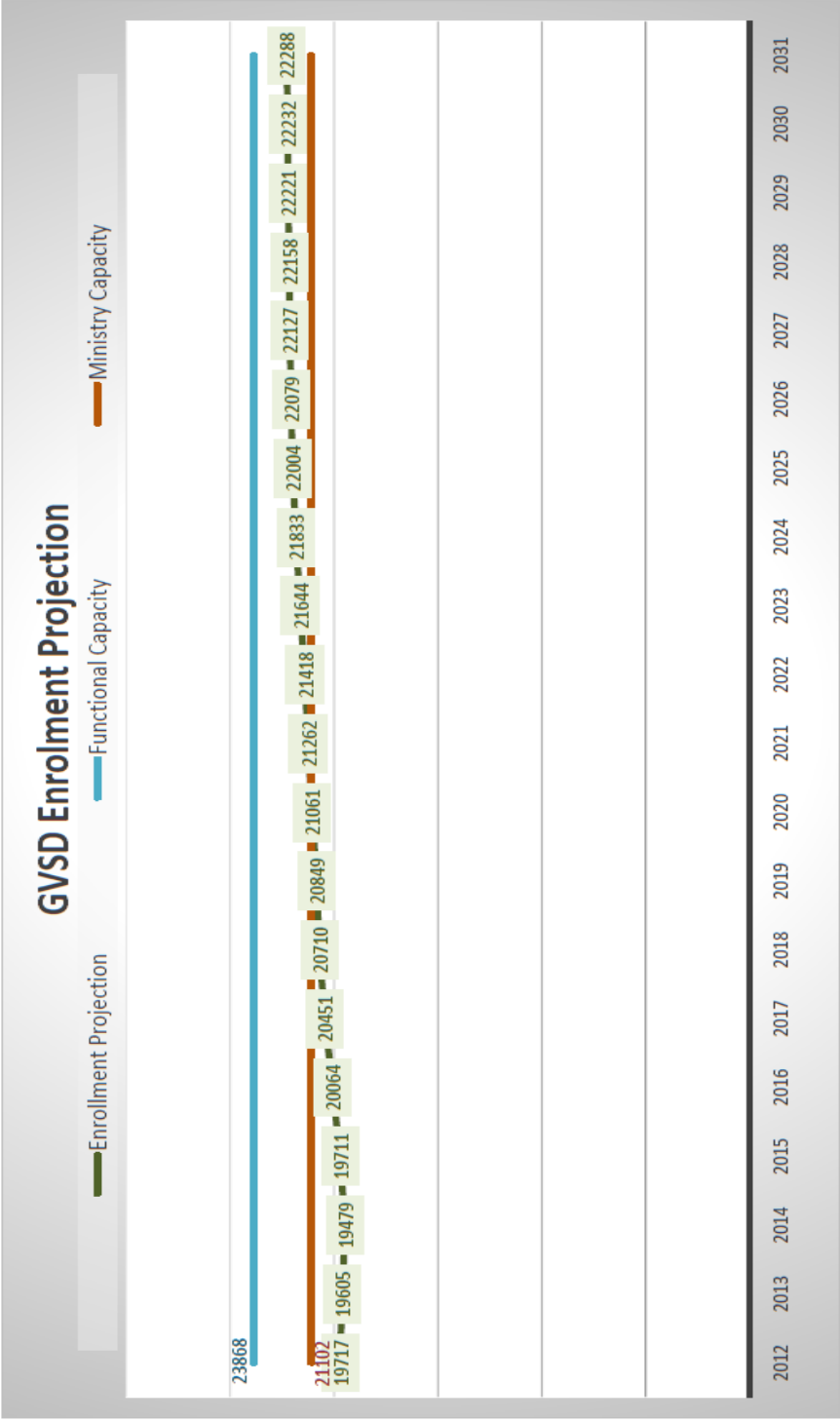
While restrictive, administration should be guided by the principle that District assets need to be protected whether or not the asset may be needed for immediate District use.

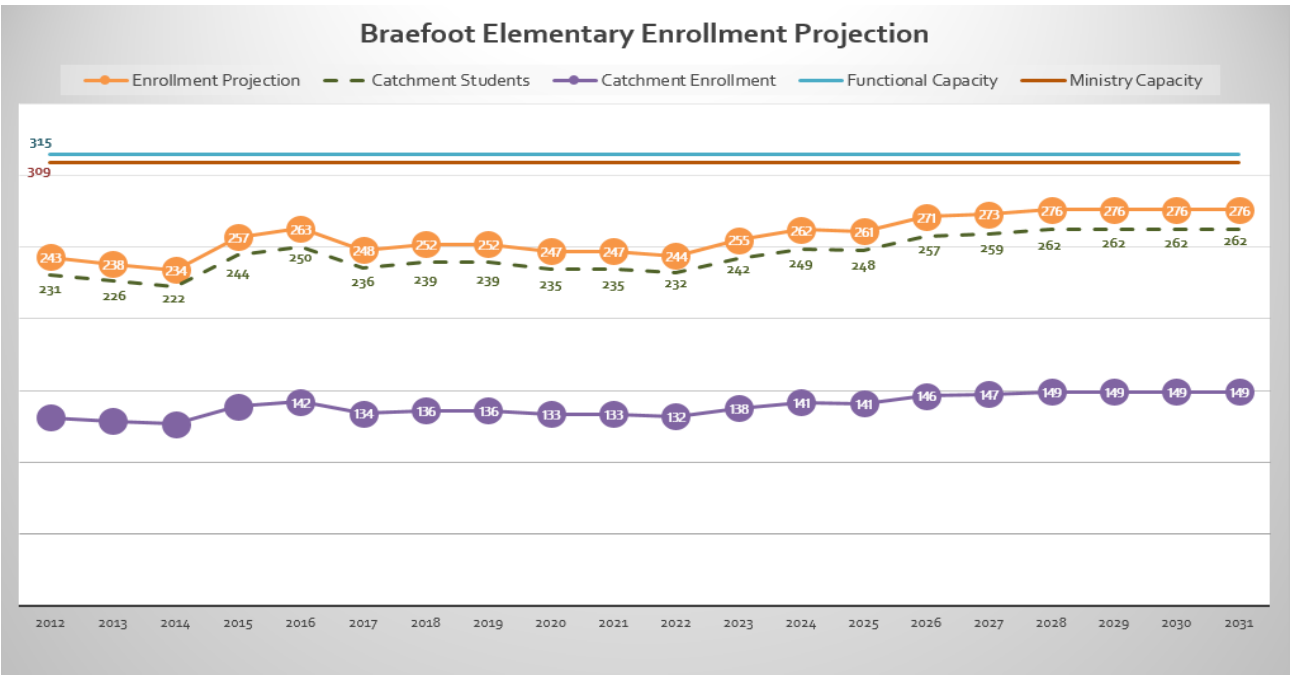
**7. Enrollment Projections**

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.









## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

DATE: June 26, 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.

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	1470	1480	1387	1405	1346	1334	1334	1340	1434	1579	1791	2266	8559	4008	7070	19637	74	19711
2016	1449	1463	1496	1494	1407	1403	1313	1353	1380	1445	1653	1811	2312	8718	4046	7225	19993	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	1482	1513	1519	1417	1362	1334	1412	1481	1640	1805	2357	8885	4108	7383	20376	75	20451
2018	1461	1488	1490	1503	1533	1526	1384	1379	1384	1515	1559	1876	2437	9001	4147	7487	20636	75	20710
2019	1438	1490	1506	1502	1524	1543	1478	1401	1431	1472	1605	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	20906	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	1717	1927	2413	9072	4587	7684	21343	75	21418
2023	1474	1513	1507	1535	1510	1538	1525	1504	1585	1660	1810	1949	2499	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	21800
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

<b>Elementary Schools</b>	
English - In Catchment	67.5%
English - Out of Catchment	32.5%
French - In Catchment*	75.7%
French - Out of Catchment*	24.3%
<b>Middle Schools</b>	
English - In Catchment	61.7%
English - Out of Catchment	38.3%
French - In Catchment	42.5%
French - Out of Catchment	57.5%
<b>Secondary Schools</b>	
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.

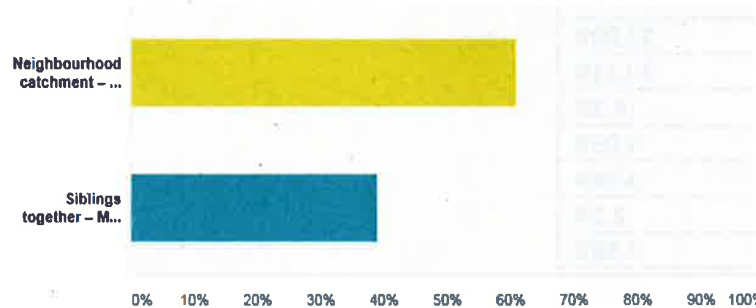
In addition to the parent respondents, 418 students responded to the student survey. 95% were high school age and 80% had one or more siblings. 31% were in French Immersion and 67% attended their catchment school. 72% of student respondents were unaware of the current priorities.

#### 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

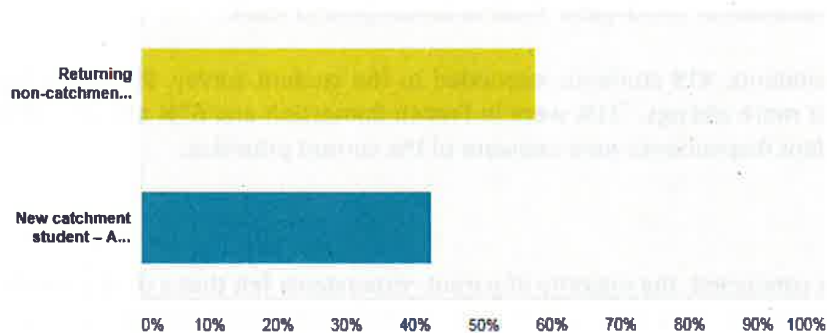


Answer Choices	Responses
Neighbourhood catchment – My child is able to attend the school in my neighbourhood catchment area	60.96% 1,811
Siblings together – My children are able to attend the same non-catchment school together at the same time	39.04% 1,160
Total	2,971

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.

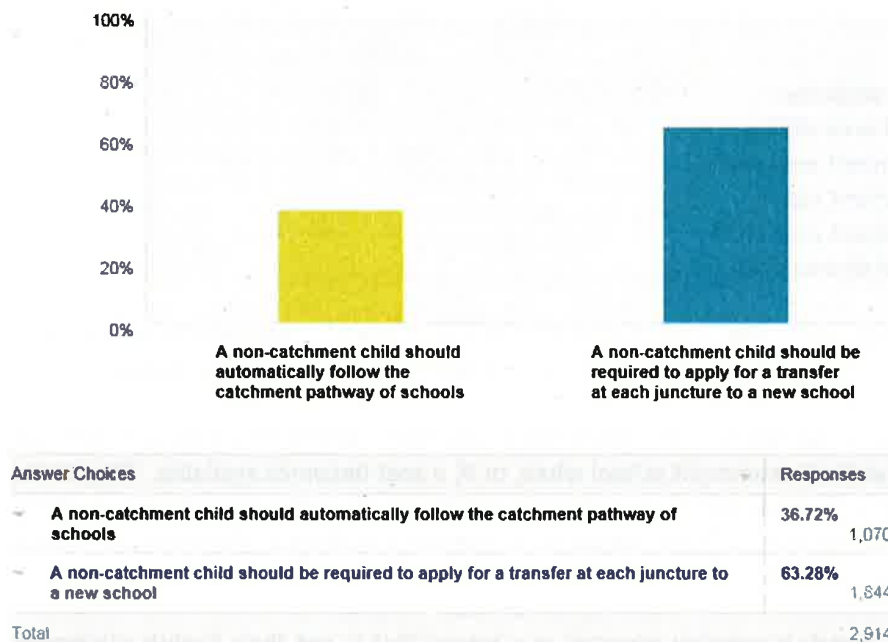
### Which of these two priorities is most important to you?

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.

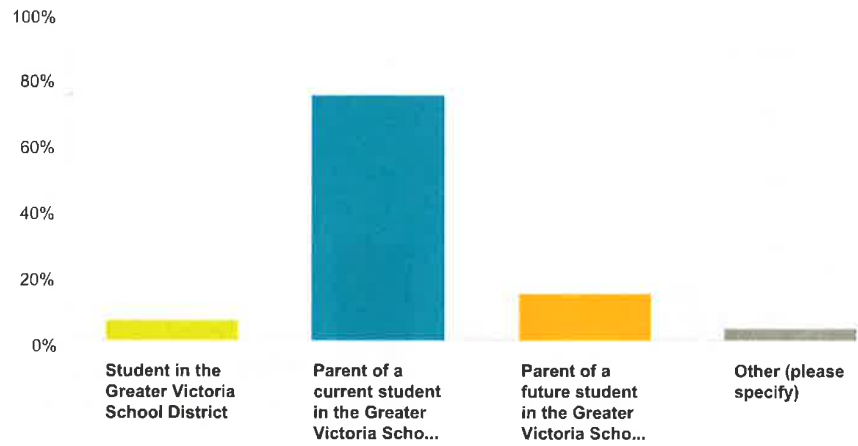
In recognition of a growing student population and to ensure an equitable placement of international students at schools across the District, the number of international student registrations will be capped at 1,050 FTE for 2017-2018 and will be reviewed annually by the Superintendent and Director of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

## Student Enrolment Priorities - Parent Survey

### Q1 Are you a student or a parent?

Answered: 3,440 Skipped: 0



#### Answer Choices

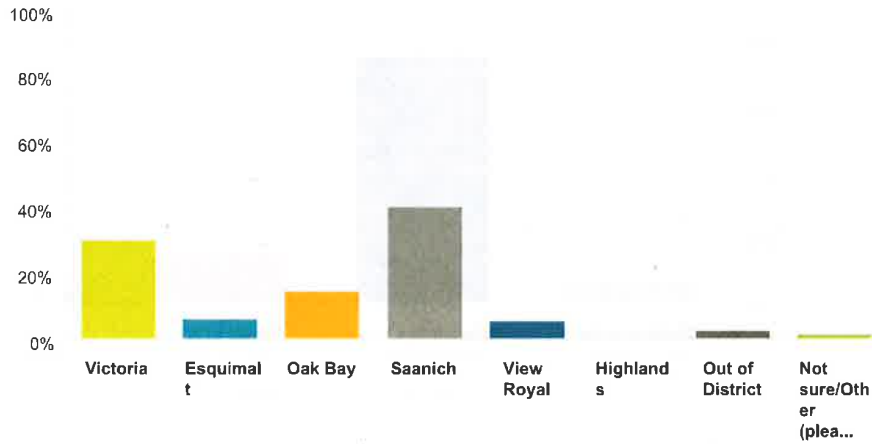
#### Responses

Student in the Greater Victoria School District	6.63%	228
Parent of a current student in the Greater Victoria School District	74.71%	2,570
Parent of a future student in the Greater Victoria School District	14.48%	498
Other (please specify)	4.19%	144
Total		3,440

## Student Enrolment Priorities - Parent Survey

### Q2 In which area of Greater Victoria do you live? CRD Map

Answered: 3,168 Skipped: 272

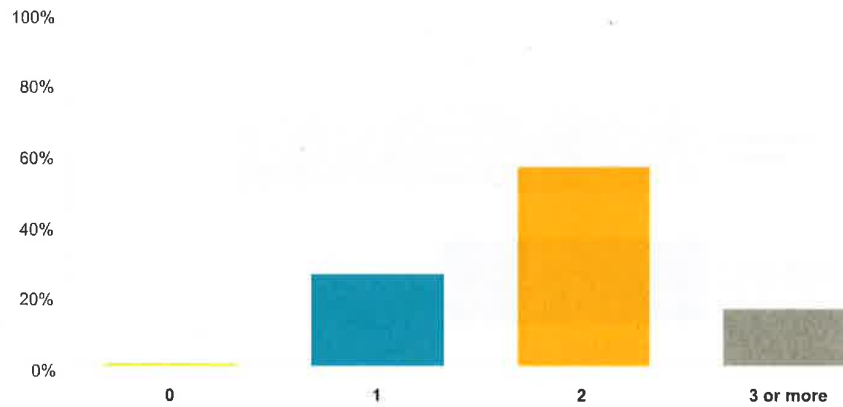


Answer Choices	Responses	
Victoria	30.11%	954
Esquimalt	6.03%	191
Oak Bay	14.30%	453
Saanich	39.99%	1,267
View Royal	5.30%	168
Highlands	0.38%	12
Out of District	2.34%	74
Not sure/Other (please specify)	1.55%	49
<b>Total</b>		<b>3,168</b>

Student Enrolment Priorities - Parent Survey

Q3 How many children do you have?

Answered: 3,168 Skipped: 272

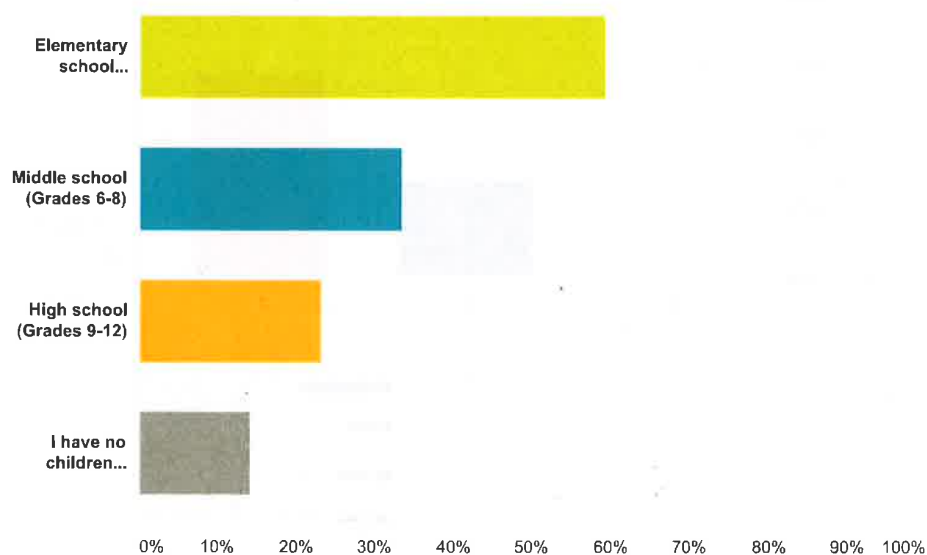


Answer Choices	Responses	
0	0.98%	31
1	26.07%	826
2	56.47%	1,789
3 or more	16.48%	522
Total		3,168

## Student Enrolment Priorities - Parent Survey

### Q4 Please indicate what grade level your child (or children) is currently enrolled in. Choose all that apply.

Answered: 3,168 Skipped: 272



#### Answer Choices

Elementary school (Kindergarten to grade 5)

Middle school (Grades 6-8)

High school (Grades 9-12)

I have no children enrolled currently

#### Responses

59.31% 1,879

33.46% 1,060

23.11% 732

14.20% 450

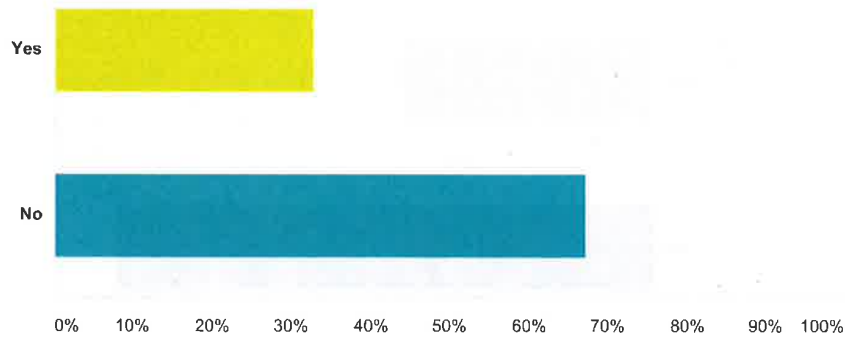
**Total Respondents: 3,168**



## Student Enrolment Priorities - Parent Survey

### Q5 Are any of your children enrolled in French Immersion?

Answered: 3,168 Skipped: 272

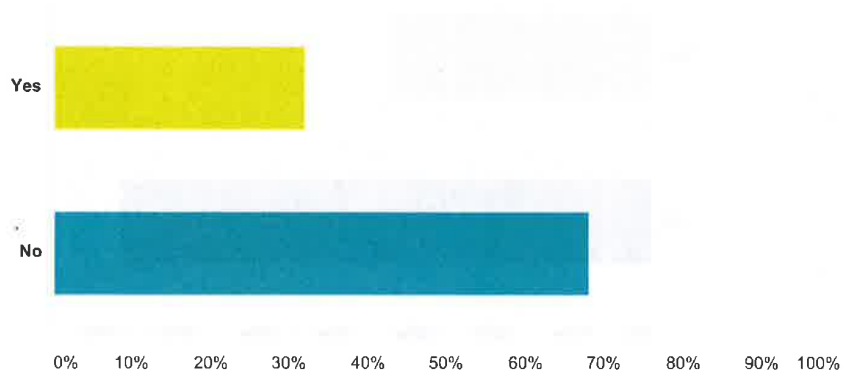


Answer Choices	Responses	
Yes	32.70%	1,036
No	67.30%	2,132
Total		3,168

## Student Enrolment Priorities - Parent Survey

### Q6 Do any of your children currently attend a school outside of your neighbourhood catchment area?

Answered: 3,168 Skipped: 272

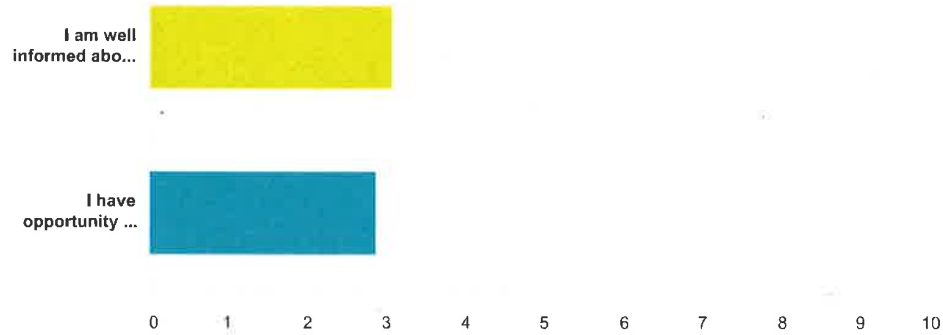


Answer Choices	Responses	
Yes	31.98%	1,013
No	68.02%	2,155
Total		3,168

## Student Enrolment Priorities - Parent Survey

### Q7 Please rate the following statements regarding how informed and involved you feel in School District decisions.

Answered: 3,123 Skipped: 317



	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Weighted Average
I am well informed about School District decisions affecting my child's education	7.14% 223	21.75% 679	33.57% 1,048	31.84% 994	5.70% 178	3,122	3.07
I have opportunity to provide input into School District decisions affecting my child's education	8.13% 253	24.74% 770	41.45% 1,290	23.43% 729	2.25% 70	3,112	2.87

## Student Enrolment Priorities - Parent Survey

### Q8 Is there anything you would like to add about this topic?

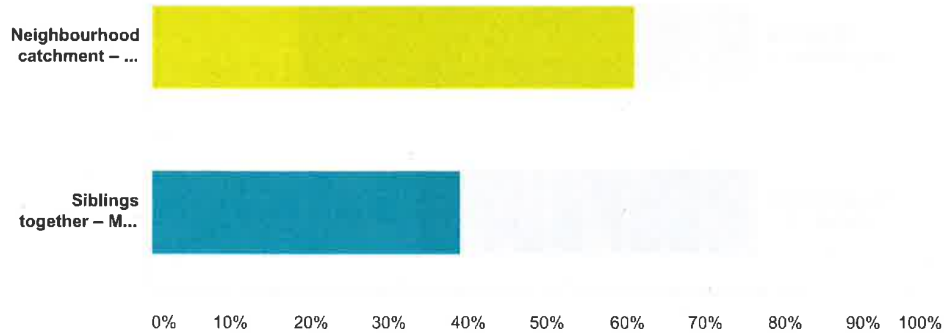
Answered: 557 Skipped: 2,883



## Student Enrolment Priorities - Parent Survey

### Q9 Which of these two priorities is most important to you?

Answered: 2,971 Skipped: 469

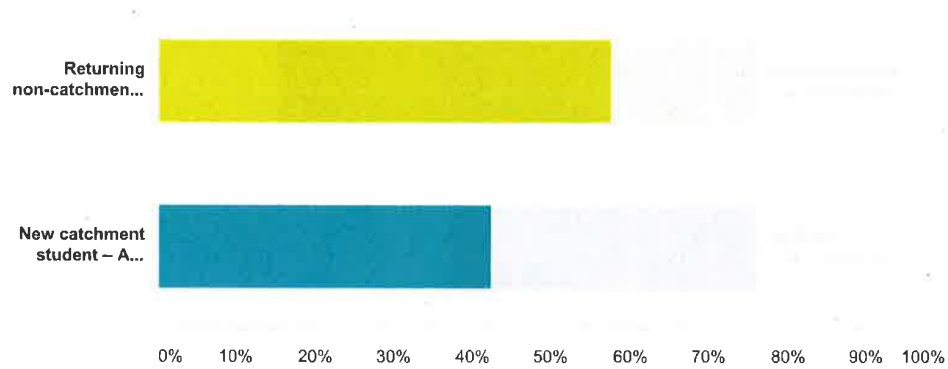


Answer Choices	Responses	
Neighbourhood catchment – My child is able to attend the school in my neighbourhood catchment area	60.96%	1,811
Siblings together – My children are able to attend the same non-catchment school together at the same time	39.04%	1,160
Total		2,971

## Student Enrolment Priorities - Parent Survey

### Q10 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

## Student Enrolment Priorities - Parent Survey

**Q11 Please rank the following student enrolment priorities in order of their importance to you, with 1 being the most important and 3 being the least important.**

Answered: 2,971 Skipped: 469



	1	2	3	Total	Score
My child is able to attend my neighbourhood catchment school	43.92%	22.75%	33.32%		
	1,305	676	990	2,971	2.11
My children are able to attend the same school together at the same time	21.34%	50.69%	27.97%		
	634	1,506	831	2,971	1.93
My child can return to the non-catchment school they attended the year prior without risk of being bumped by a new catchment student	34.74%	26.56%	38.71%		
	1,032	789	1,150	2,971	1.96

Student Enrolment Priorities - Parent Survey

**Q12 Are there considerations that you feel  
are more important than these?**

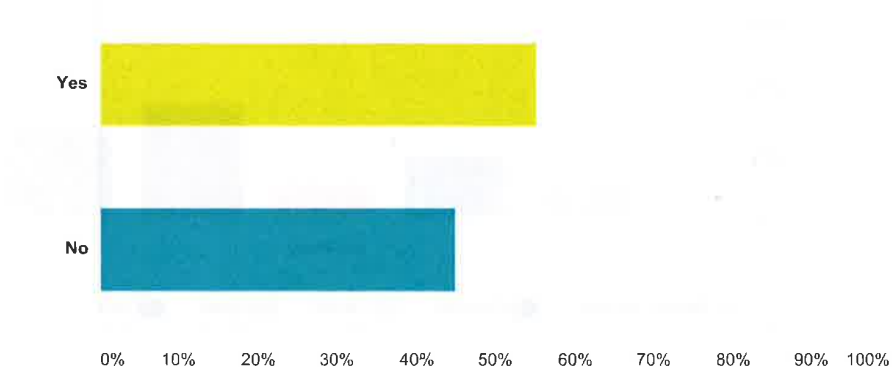
Answered: 924 Skipped: 2,516



## Student Enrolment Priorities - Parent Survey

**Q13 When space is limited in a school and decisions must be made about which children are enrolled, the student enrolment priorities the Greater Victoria School District currently follows 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 year3. A catchment area child4. A non-catchment area child5. A non-school district child Were you aware of these priorities before now?**

Answered: 2,914 Skipped: 526

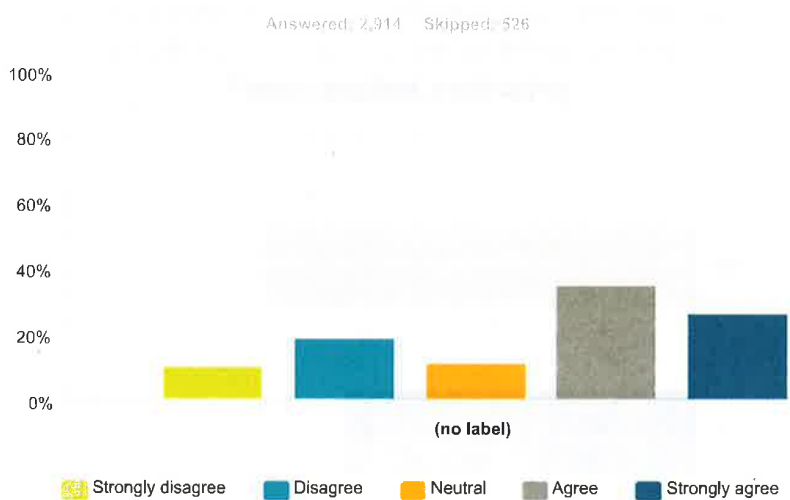


Answer Choices	Responses	
Yes	55.22%	1,609
No	44.78%	1,305
<b>Total</b>		<b>2,914</b>

## Student Enrolment Priorities - Parent Survey

**Q14 What is your level of agreement with the student enrolment priorities currently being followed:**

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



	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Weighted Average
(no label)	9.85%	18.39%	10.95%	34.73%	26.08%	2,914	3.49
	287	536	319	1,012	760		

Student Enrolment Priorities - Parent Survey

**Q15 Do you have any comments about the current student enrolment priorities?**

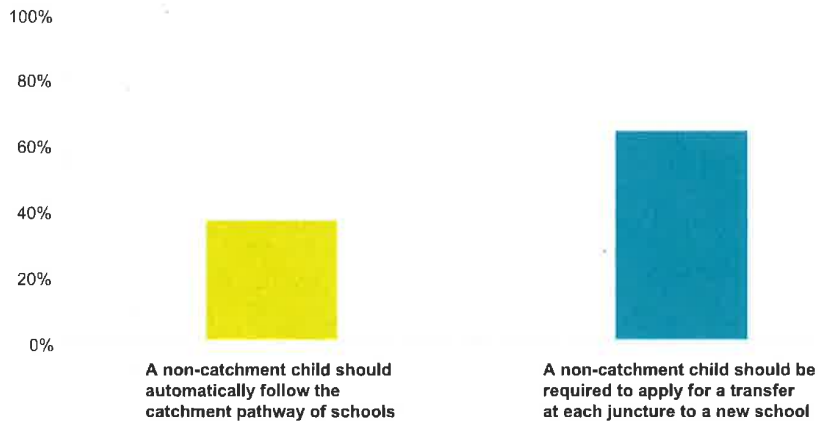
Answered: 1,066 Skipped: 2,374

Student Enrolment Priorities - Parent Survey

**Q16 If a child attends an elementary school outside of their neighbourhood catchment, should that child automatically continue through the "pathway" middle school and high school if this means a student living in the neighbourhood catchment area may not be able to attend their catchment school?**

**Or should a non-catchment student be required to apply to transfer at each juncture to middle school or high school? Please select your preferred option.**

Answered: 2,914 Skipped: 526



**Answer Choices**

- A non-catchment child should automatically follow the catchment pathway of schools
- A non-catchment child should be required to apply for a transfer at each juncture to a new school

**Responses**

36.72% 1,070  
63.28% 1,844

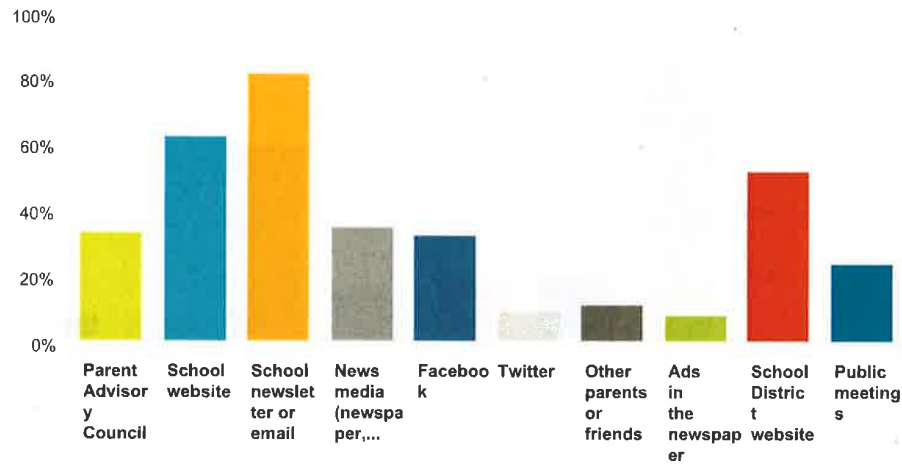
**Total**

**2,914**

## Student Enrolment Priorities - Parent Survey

### Q17 What are the best ways the Greater Victoria School District can keep you informed? Please select all that apply.

Answered: 2,893 Skipped: 547

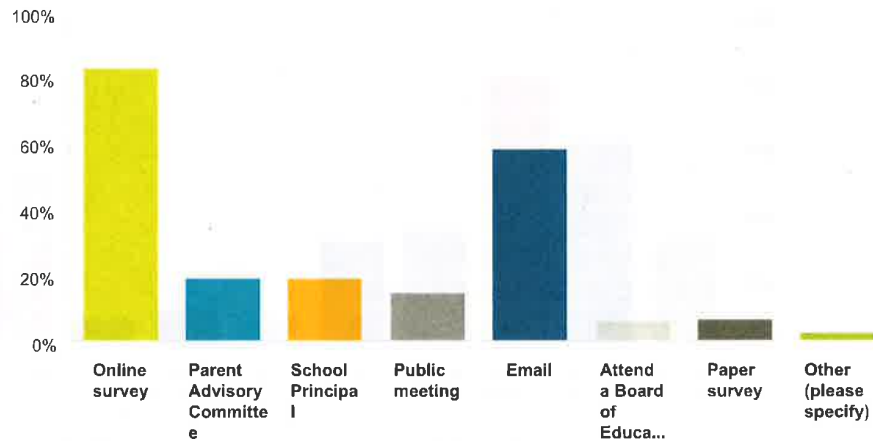


Answer Choices	Responses	
Parent Advisory Council	33.15%	959
School website	62.22%	1,800
School newsletter or email	80.85%	2,339
News media (newspaper, television, radio)	34.57%	1,000
Facebook	31.80%	920
Twitter	9.02%	261
Other parents or friends	11.23%	325
Ads in the newspaper	7.78%	225
School District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

## Student Enrolment Priorities - Parent Survey

### Q18 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
<b>Total Respondents: 2,893</b>		

Student Enrolment Priorities - Parent Survey

**Q19 Is there anything else you would like share about student enrolment?**

Answered: 908 Skipped: 2,532

## Oak Bay Students Registered 2017

Grade 12 299 students

Grade 11 380 students

**Grade 10 315 students**

Grade 9 284 students

**TOTAL 1278 students**

## Grade 9 Demand 2017

Monterey Middle English 143

Lansdowne Middle FRIMM 43

Central Middle FRIMM 18

New In-Catchment Sibling Registrations 3

New In-Catchment Registrations 19

ISP (International Student Program) 7

In-Catchment Sibling Transfer Requests 4

In-Catchment Transfer Requests 26

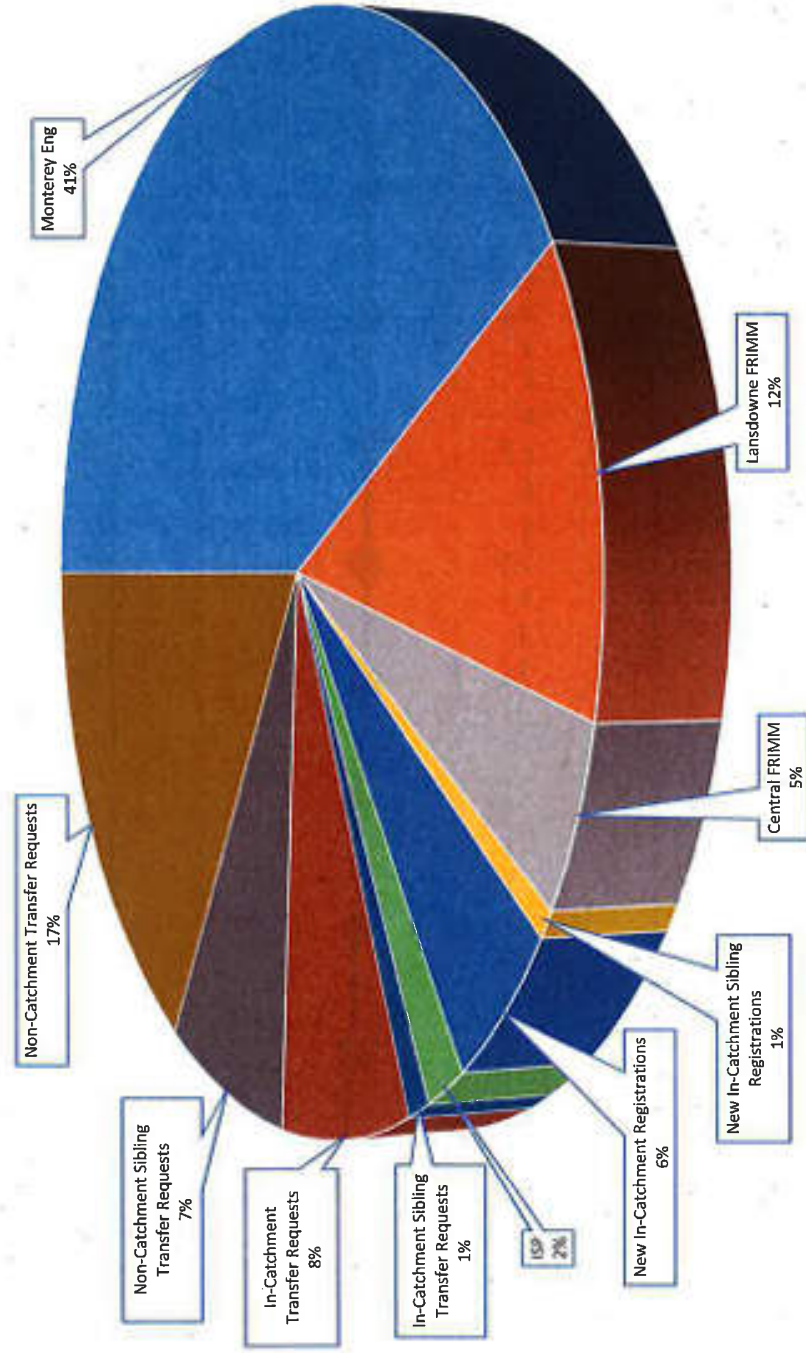
Non-Catchment Sibling Transfer Requests 25

Non-Catchment Transfer Requests 58

**TOTAL 346**

*Oak Bay capacity is approximately 1300 students, or 325 students per grade.*

## Oak Bay 2017 Grade 9 Demand





## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: June 26, 2017

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

### Events and Meetings

The Superintendent has attended a number of events and met with a number of individuals since the last Board meeting. These have included:

- District Committees
  - Equity
  - Public Engagement
  - Student Registration and Transfer
- Additional Meetings and Events
  - Aboriginal Graduation Ceremony
  - Auditor General's Office
  - BCSSA Island Chapter Meeting
  - BCPSEA Regional Forum
  - Camosun College SIP Steering Committee
  - City of Victoria
  - District Retirement Tea
  - First Nations Advisory Council
  - Generative Dialogue Sessions at schools
  - Learning Support Teachers
  - Out of School Day Care Providers
  - Stakeholder Meetings (CUPE 947, VPVPA & GVTA)
  - Victoria High School Town Hall Meeting
  - University of Victoria – Special Education Cohort

**MEMO**

**To: The Board of Education**

**From: Greg Kitchen, Associate Superintendent**

**Date: June 2017**

**RE: Specialty Academy Fees**

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In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The Parent Advisory Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the Parent's Advisory Council, after which a Board that offers specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1<sup>st</sup>.

In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

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

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

**Recommended Motion:**

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



FOUNDED 1913  
"ESSE QUAM VIDERI"

# ESQUIMALT HIGH SCHOOL

847 Colville Road, Victoria, B.C. V9A 4N9

phone 382-9226 fax 361-1263 esquimalt@sd61.bc.ca

May 9, 2017

## The Esquimalt High School Rugby Academy

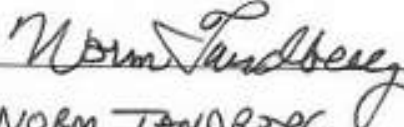
Section 82.1 of the School Act states: "Boards may offer specialty academics with the approval of the Parent Advisory Council" and "Boards and Parent Advisory Councils must also annually approve fees for specialty academics."

The following is the 2017-18 fee structure for the **Esquimalt High School Rugby Academy** as approved by our Parent Advisory Council:


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

### Signatures:

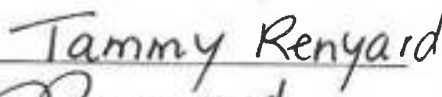
  
\_\_\_\_\_  
PAULA SWITZER  
PAC Member Signature & Name

  
\_\_\_\_\_  
NORM TANDBERG  
PAC Member Signature & Name

  
\_\_\_\_\_  
Swati Scott  
PAC Member Signature & Name

  
\_\_\_\_\_  
R. P. CRAIG  
PAC Member Signature & Name

\_\_\_\_\_  
\_\_\_\_\_  
PAC Member Signature & Name

  
\_\_\_\_\_  
Principal Signature & Name



---

The Reynolds Centre for Soccer Excellence Academy

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

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

The cost to students for participating in the Centre for Soccer Excellence Program is \$100 per month for a yearly fee (10 months) of \$1,000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Shellayne Vos  
PAC Member Signature & Name

Derek Cockburn  
PAC Member Signature & Name

Kelly Acker  
PAC Member Signature & Name

Mahia Frost  
PAC Member Signature & Name

Tom Aerts  
Principal Signature & Name



## Lambrick Park Secondary School

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

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

Website: [www.lambrickpark.sd61.bc.ca](http://www.lambrickpark.sd61.bc.ca)

Email: [lambrickpark@sd61.bc.ca](mailto:lambrickpark@sd61.bc.ca)

*Tina Pierik, Principal*

*Irene Ives, Vice Principal*

*Barry Janzen, Vice Principal*

May 17, 2017

### The Lambrick Park Diamond for Excellence Baseball and Softball Academy

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

The following is the 2017-2018 fee structure for the Lambrick Park Diamond for Excellence Baseball and Softball Academy as approved by our Parent Advisory Council:

***The cost to students for participating in the Lambrick Park Diamond for Excellence Baseball and Softball Academy is \$150.00 per month for a yearly fee (10 months) of \$1500.00. Consistent with district policy, no students will be excluded due to financial hardship.***

Signatures:

Lisa Woo  
PAC President Signature & Name

LESLEY DAVENPORT  
PAC Vice-President Signature & Name

Tina Pierik  
Principal Signature & Name

2017-2018 School Year

**LPSS SCHOOL COSTS POLICY**

PRESENTED AFTER CONSULTATION WITH TEACHERS, STUDENTS AND PARENTS

GRADE: \_\_\_\_\_ HOMEROOM #: \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent Email address: \_\_\_\_\_

Activity Fund	<input type="checkbox"/>	\$30.00 (optional)
Yearbook	<input type="checkbox"/>	\$40.00 (optional)
LAMPAC	<input type="checkbox"/>	\$50.00 per student or \$75.00 per family (Voluntary contribution in lieu of fundraising)
Grad Ceremony	<input type="checkbox"/>	\$60.00 (optional cost - due September 25, 2017)
Grad Banquet	<input type="checkbox"/>	\$90.00 (optional cost - due April 28, 2018) Postdated cheques accepted)

**NEW STUDENTS TO LAMBRICK PARK SECONDARY SCHOOL**

Textbook Deposit	<input type="checkbox"/>	\$20.00 (refundable upon leaving LPSS)
Locks	<input type="checkbox"/>	\$ 7.00 (rental of locker while attending Lambrick Park)

Total: \$ \_\_\_\_\_

School Authorization \_\_\_\_\_

(School Use Only)

**In order to expedite processing of school costs, please fill in information below. Thank you.**

Date: \_\_\_\_\_

Received From:

Name: \_\_\_\_\_

Name (student): \_\_\_\_\_

Amount: \$ \_\_\_\_\_

School Authorization: \_\_\_\_\_

(School Use Only)

PAC VICE-PRESIDENT

LESLEY BAUGHN

109

PAC President

Lisa Woo Lisa Woo

**Student Activity Fund (Optional)****\$30.00**

The student activity fund helps defray the costs of activities planned throughout the year by the students' council. It supports and / or includes dances, special assemblies, athletics extra-curricular activities, student ID cards, student awards, etc.

**Lock / Locker Rental****\$ 7.00**

This rental is required from Grade 9 students and other students new to Lambrick Park Secondary wishing to use a locker. This rental includes the use of a locker and the use of a mandatory school issued combination lock.

**Textbook Deposit****\$20.00**

A refundable deposit of \$20 is requested from all new Lambrick Park students. This deposit is for educational resource materials such as textbooks, reused workbooks, novels and other resource materials. This deposit will be refunded, all, or in part, upon the return of the educational resource material.

**Yearbook (\$40)**

This is an optional purchase for which a waiver is unavailable.

**LAMPAC Contribution (\$50 per student or \$75 per family)**

Your parent community (LAMPAC) supports the school's extracurricular and student programs in all departments. Rather than doing a lot of fundraising activities, we ask each family for an annual voluntary donation to meet our goal of \$20,000 per year. The amount listed is a recommended donation, but any amount that you would like to contribute is very gratefully accepted.

**Graduation Expenses (Grade 12 only) (Optional)**

This amount covers the cost of the rental of the University of Victoria auditorium, certificates, grad t-shirts, grad activities and prizes, caps and gowns, and programs for the ceremony in June.

The Grad Banquet is an additional, optional event, the exact cost of which will be determined later in the school year.

**Course Costs**

There will not be any course fees or other charges imposed simply because a student elected to take a particular course.

Students must not be required to pay fees for basic materials for projects which are necessary to meet course requirements. Under Board Policy, students may only be charged for projects with material costs that exceed the prescribed learning outcomes of the course and should have parental permission prior to undertaking these projects. Courses such as Woodworking, Art, and Clothing & Textiles will be structured in such a way that students can meet the prescribed learning outcomes for the course without being charged a fee.

Students who elect to use superior materials for projects may be charged a fee for the cost of the materials. Students may also be charged for materials used when they elect to work on their own or family vehicles.

Students may also be charged for personal safety equipment (e.g. steel toed boots).

From time to time, students may also be charged for the cost of a specific field trip; however, Lambrick Park Secondary School has in place a fair and confidential procedure for dealing with requests for waiving this cost.

No student will be denied education opportunities offered at Lambrick Park Secondary School. Nor will a student be denied access to the opportunity to participate in school activities because of an inability to pay costs/deposits. Please contact the Principal or Vice Principal if finances are an issue and a solution will be worked out. Parent's and student's privacy will be protected.



June 1, 2017

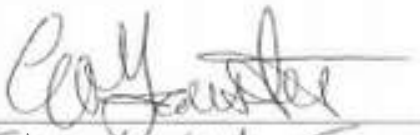
### The Spectrum Hockey Skills Academy


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


The following is the 2017-18 fee structure for the The Spectrum Hockey Skills Academy as approved by our Parent Advisory Council:

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

#### Signatures:


  
Elizabeth A. Forster  
PAC Member Signature & Name

  
Russ Foster  
PAC Member Signature & Name

  
Jeanne Brehon  
PAC Member Signature & Name

  
Raymond Moss  
PAC Member Signature & Name

  
Audrey L. Smith  
PAC Member Signature & Name

  
Rob House  
Principal Signature & Name



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: 2017/18 Board of Education & Standing Committee Meeting Dates

DATE: June 26, 2017

<b>Education Policy and Directions</b>	<b>Operations Policy and Planning Committee</b>	<b>Board of Education</b>
Monday, Sept. 11/17	Monday, Sept. 18/17	Monday, Sept. 25/17
Monday, Oct. 2/17	Tuesday, Oct. 10/17	Monday, Oct. 23/17
Monday, Nov. 6/17	Tuesday, Nov. 14/17	Monday, Nov. 27/17
Monday, Dec. 4/17	Monday, Dec. 11/17	Monday, Dec. 18/17
Monday, Jan. 8/18	Monday, Jan. 15/ 18	Monday, Jan. 29/18
Monday, Feb. 5/18	Tuesday, Feb. 13/18	Monday, Feb. 26/18
Monday, Mar. 5/18 (combined with OPPS)	Monday, Mar. 5/18 (combined with Ed Policy)	Monday, Mar. 12/18
Monday, Apr. 9/18	Monday, Apr. 16/18	Monday, Apr. 23/18
Monday, May 7/18	Monday, May 14/18	Monday, May 28/18
Monday, June 4/18	Monday, June 11/18	Monday, June 25/18

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2017/2018 Board of Education Proposed Dates and the Standing Committee meeting dates.

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: June 26, 2017

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During this portion of the Board 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.



## OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Board of Education  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: June 26, 2017  
**RE: Monthly Report**

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The purpose of this memo is to update the Board on some of the activities of the Secretary Treasurer's office over the last month.

With regard to Facilities, we have continued to focus on ensuring that our schools are ready for September and the expansion of classroom space, portable permitting and builds, meetings with daycare providers and meetings to find a solution with regards to the Burnside Education Centre project.

With regard to Financial Services, I attended the annual BCASBO Conference along with other Financial Services staff members at the end of May focusing on organizational growth. The conference was an excellent opportunity to directly liaise with Ministry of Education officials and we had positive discussion on capital issues and were able to have more understanding of the CEF process.

With regard to IT, we have finalized our student device purchases and are moving forward with ensuring devices will be ready in school by September. Finally, I am a member of a provincial telecommunication contract liaison group that focuses on ensuring that Districts are able to access services at the most affordable rates and that the services meet our requirements. I met with this group as well.

I attended a BCPSEA Regional Forum meeting that focused on preparing for bargaining in 2019.

I proudly attended and spoke at the Esquimalt High School graduation ceremony on behalf of District administration and attended the District Retirement Tea, honoring all District retirees for 2017.

I met with representatives from the Office of the Auditor General in preparation for an upcoming audit with respect to expense practices. We agreed to work with the Auditor General's office by being a pilot District.



# FACILITIES SERVICES

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

TO: The Board of Education

FROM: David Loveridge, Director of Facilities Services

DATE: June 26, 2017

RE: 2018/2019 Five Year Capital Plan

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As per the Ministry of Education's 2018/2019 Capital Plan Instructions, the Board of Education of School District No. 61 (Greater Victoria) is required to submit their 2018/2019 Five Year Capital Plan to the Ministry of Education by June 30, 2017.

As in previous years, School Districts have been advised that the 2018/2019 Capital Plan should address capital projects where school districts require school additions, replacements, major renovations, site acquisitions, seismic mitigation projects, building envelope projects, mechanical/energy system upgrades or school bus purchases.

Rationale for priority ranking includes the Ministry's seismic review, a review of our schools Facility Condition Index (FCI) previously completed by Ministry appointed auditors (VFA), and confirmation that projects included in prior Capital Plan submissions remain valid and a priority for our District.

The proposed 2018/2019 Five Year Capital Plan lists projects for the fiscal years 2018/2019 to 2022/2023 responding to our District's priority capital needs. Priority has again been given to projects that represent our District's seismic requirements as identified in the Ministry's seismic review, previously identified Building Envelope Projects, Mechanical/Energy System Upgrades, and School Enhancement Projects recommended by Facilities staff.

The Ministry has advised the Board that it requires Boards to have a "School District Long Range Facilities Plan" in place so that there is context for discussions with the Ministry regarding priority project requests. As you are aware, Staff is in the process of completing the Long Term District Facilities Plan with a draft targeted for review in the Fall of 2017.

The Ministry's primary interest is in the submission of District funding requests for "Routine Capital" and other "High Risk" seismic projects for approval in 2018/2019 and 2019/2020. As such, staff are confident that the priorities included in the SD#61 capital plan submission for the coming year are supportable without a District Facilities plan in place. It will be important to have a School District Long Term Facilities Plan in place for the 2019/2020 Capital Plan Submission, when a number of our seismic requirements are seeking Government approval .

The 2018/2019 Five Year Capital Plan submission includes the following projects that have been identified, in priority order within their respective categories:

- **Seismic Mitigation Program (SMP)**

<b>Project</b>	<b>Estimated Cost</b>
Shoreline Middle School - Seismic Upgrade	\$ 6,500,000
Campus View Elementary School - Seismic Upgrade	\$ 2,015,000
Victoria High School - Seismic Upgrade	\$ 35,000,000
Cedar Hill Middle School - Seismic Upgrade or Replacement	\$ 25,000,000
Braefoot Elementary School - Seismic Upgrade	\$ 2,920,000
Reynolds Secondary School - Seismic Upgrade	\$ 7,425,000
Arbutus Middle School - Seismic Upgrade	\$ 8,928,000
Lambrick Park Secondary School - Seismic Upgrade	\$ 3,222,400
Craigflower Elementary School - Seismic Upgrade	\$ 4,163,250
Macaulay Elementary School - Seismic Upgrade	\$ 3,000,000
<b>TOTAL</b>	<b>\$98,173,650</b>

- **Building Envelope Program (BEP)**

<b>Project</b>	<b>Estimated Cost</b>
Lambrick Park Secondary School - Building Envelope Remediation	\$ 1,150,000
Mount Douglas Secondary School - Building Envelope Remediation	\$ 650,000
<b>TOTAL</b>	<b>\$ 1,800,000</b>

- **School Enhancement Program (SEP)**

<b>Project</b>	<b>Estimated Cost</b>
Victoria High School - Heating system upgrade, including boiler replacement, DDC upgrade, and heating distribution system replacement and upgrading.	\$ 2,000,000
Mount Douglas Secondary – Window Replacement	\$ 800,000
Mount Douglas Secondary – Gymnasium floor replacement	\$ 300,000
<b>TOTAL</b>	<b>\$ 3,100,000</b>

- **Carbon Neutral Capital Program (CNCP)**

<b>Project</b>	<b>Estimated Cost</b>
Willows Boiler Replacement and Heating Upgrade	\$ 300,000
<b>TOTAL</b>	<b>\$ 300,000</b>

These projects are all supported by our current long range enrollment forecasts, Ministry supported Seismic studies and facility condition audits, and our internal review of our facilities.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2018/2019 Greater Victoria School District No. 61 Five Year Capital Plan.
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OFFICE OF THE  
**SECRETARY-TREASURER**

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

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TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 26, 2017

**RE: Classroom Enhancement Fund Update**

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The Ministry of Education has completed their review of the school district staffing and overhead submission and has approved a Classroom Enhancement Fund grant of \$16,147,190. The allocation includes \$14,786,552 to hire up to 153.3 FTE teachers and \$1,360,638 in overhead costs. Overhead costs include classroom furniture and technology, recruitment costs, TTOC replacement costs and custodial time. We have one outstanding issue which we are continuing to discuss with the Ministry of Education which is not interfering with September planning.

The Ministry of Education has also approved \$3,131,400 for capital upgrades (portable moves/builds, renovations etc. This reflects upgrades for a number of schools including: Northridge, Quadra, Reynolds, Central, Cloverdale, Frank Hobbs, Lansdowne, Macaulay, Margaret Jenkins, Oak Bay, Oaklands, South Park, Tillicum, Willows, and Campus View. Technology packages were considered in the overhead component above.

While we will be making adjustments in other schools, we anticipate that those costs will come from the Annual Facilities Grant (e.g. remaining millwork). Further, the Ministry has also indicated that a second call for capital will be available at some point to address further needs.