OPERATIONS POLICY AND PLANNING COMMITTEE

Tuesday, October 10, 2017 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

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

NEXT OPPs MEETING IS SCHEDULED FOR:
Tuesday, November 14, 2017 at 7:00 P.M.

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

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Tuesday, October 10, 2017 – 7:00 p.m.
Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Watters

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

	Presenter	**Status**	**Attachment**
1. APPROVAL OF THE AGENDA			Pgs. 1-2
2. APPROVAL OF THE MINUTES			
A. Operations Policy and Planning Committee Meeting of Monday, September 18, 2017			Pgs. 3-8
3. BUSINESS ARISING FROM MINUTES			
4. PRESENTATIONS TO THE COMMITTEE			
5. SUPERINTENDENT'S REPORT			
A. Introduction of Student Representative - Ben Rutkowski - Victoria High School	Shelley Green		Verbal
B. Technology Strategic Plan (30 minutes)	Shelley Green	Information	Pgs. 9-34
6. PERSONNEL ITEMS			
7. FINANCE & LEGAL AFFAIRS			
A. 2017-2018 Enrolment Update (5 minutes)	Mark Walsh	Information	Pgs. 35-36
B. 2018-2019 Budget Plan (10 minutes)	Mark Walsh	Information	Pgs. 37-38
C. September 30, 2017 Quarterly Financial Report (10 minutes)	Mark Walsh	Information	Pgs. 39-41
D. Trustee Expense Reimbursement Ad Hoc Committee	Mark Walsh	Information	
8. FACILITIES PLANNING			
A. Facilities Plan Ad Hoc Committee TOR (10 minutes)	Mark Walsh	Motion	Pg. 42

Recommended Motion:

> That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Facilities Plan Ad Hoc Committee Terms of Reference.

B. Carbon Neutral Report 2016 (10 minutes)	David Loveridge	Information	Pgs. 43-50
9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS			
10. NEW BUSINESS			
A. Trustee Questions			Pg. 51

11. GENERAL ANNOUNCEMENTS

12. ADJOURNMENT

Operations Policy and Planning Committee Meeting
September 18, 2017 – GVSD Board Office, Boardroom

REGULAR MINUTES

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

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, David Loveridge, Director, Facilities Services, Colin Roberts, Director, Human Resource Services

The meeting was called to order at 7:01 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 September 18, 2017 regular agenda be approved.
> **Motion Carried Unanimously**

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

> That the June 12, 2017 Operations Policy and Planning Meeting regular minutes be approved.
> **Motion Carried Unanimously**

3. BUSINESS ARISING FROM MINUTES

Trustees asked questions of clarification regarding the timing of a number of reports returning to the Committee.

4. PRESENTATIONS TO THE COMMITTEE

A. District Archives Update

Secretary-Treasurer Walsh acknowledged Judi Stevenson and Wayne Bembridge who have been volunteering their time to help manage the school district Historical Archives and Art Collection and noted that Ms. Stevenson has been a driving force in protecting, maintaining and promoting the District's rich history for many years. Secretary-Treasurer Walsh stated that the focus to date has been on inventory, security and preservation and that the next goal is to ensure that the Art Collection and Historical Archives are made available as a learning

resource for our students and also made available to our community in an appropriate and secure fashion.

5. SUPERINTENDENT'S REPORT

A. Introduction of Student Representative

Superintendent Langstraat welcomed and introduced Saskia Van Beers and Meghan Scott the student representatives from Esquimalt High School.

6. PERSONNEL ITEMS

A. Teacher Staffing Update

Colin Roberts, Director, Human Resource Services, provided an overview of the teacher recruitment efforts related to the implementation of the Letter of Understanding No. 17 which details the terms and conditions associated with the restoration of previous contract language, and noted that for the period January 1, 2017 through September 12, 2017, a total of 340 teachers have been offered employment with the Greater Victoria School District. Trustees asked questions of clarification and expressed their appreciation to the Human Resources Department for all of their work.

7. FINANCE AND LEGAL AFFAIRS

A. Parent Education Fund Report

Deputy Superintendent Green advised that there were 20 approved requests and that the total spending from the Parent Education Fund in 2016-2017 was $5,000. The balance remaining of $2,000 will be added to the 2017-2018 budget of $7,000 to support parent education opportunities. Trustees asked questions of clarification.

B. Trustee Expenses and Remuneration

Secretary-Treasurer Walsh stated that for 2019 and subsequent years, the one-third portion of trustee remuneration which is currently not taxable because it is considered to be an expense allowance will be taxable. As a result, trustees will begin to submit expense reimbursement claims for expenses associated with carrying out their duties as of July 2018.

Trustees discussed the recommendation that professional development requests associated with a Trustee's personal professional goals be approved by the Chair or Vice-Chair, and the recommendation that trustee remuneration be adjusted on an ongoing basis to match all increases received by the BCTF/GVTA. Trustees expressed general support for the proposals but expressed a desire for more discussion on the mechanisms for expense and professional development claims.

It was moved by Trustee Leonard:

> That the Board of Education of School District No. 61 (Greater Victoria) increase trustee remuneration by $1,500 effective January 1, 2019 to offset the impact of the Federal income tax change.
>
> **Motion Carried**

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

It was moved by Trustee Paynter:

> That the Board of Education of School District No. 61 (Greater Victoria) strike an ad hoc committee of administration and trustees to discuss the processes, procedures and practices regarding the reimbursement of business expenses and professional development for trustees and report back to the October 2017 Operations Policy and Planning Committee.

It was moved by Trustee Leonard:

> That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) strike an ad hoc committee of administration and trustees to discuss the processes, procedures and practices regarding the reimbursement of business expenses and professional development for trustees and report back to the October 2017 Operations Policy and Planning Committee.*" be postponed to follow agenda item 7.B.4.
>
> **Motion Carried Unanimously**

It was moved by Trustee Leonard:

> That the Board of Education of School District No. 61 (Greater Victoria) accept expense reimbursement claims as of July 2018 for trustee expenses associated with carrying out their duties.
>
> **Motion Carried**

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

It was moved by Trustee Leonard:

> That the Board of Education of School District No. 61 (Greater Victoria) approve that trustees shall submit professional development requests and that professional development expenses shall be treated independently of trustee business expenses.

Discussion ensued with a suggested amendment.

It was moved by Trustee McNally:

> That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) approve that trustees shall submit professional development requests and that professional development expenses shall be treated independently of trustee business expenses*" be amended to replace the word "*requests*" with "*intentions*".
>
> **Motion Defeated**

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

Trustees voted on the main motion.

> That the Board of Education of School District No. 61 (Greater Victoria) approve that trustees shall submit professional development requests and that professional development expenses shall be treated independently of trustee business expenses.
> **Motion Carried Unanimously**

It was moved by Trustee Leonard:

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to amend Regulation 8230 - *Trustee Remuneration and Expenses* for changes to the expense reimbursement and professional development procedures, and to reflect that trustee remuneration be adjusted on an ongoing basis for any salary percentage increases received by the BCTF/GVTA, and that trustee remuneration be amended as of January 2018 to reflect the BCTF/GVTA increases that have occurred since the beginning of the current Board's term.

Discussion ensued among the Trustees with an amendment being proposed.

It was moved by Trustee McNally:

> That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to amend Regulation 8230 - Trustee Remuneration and Expenses for changes to the expense reimbursement and professional development procedures, and to reflect that trustee remuneration be adjusted on an ongoing basis for any salary percentage increases received by the BCTF/GVTA, and that trustee remuneration be amended as of January 2018 to reflect the BCTF/GVTA increases that have occurred since the beginning of the current Board's term*" be amended to remove the reference to the BCTF.
> **Motion Carried**

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

Trustees voted on the main motion as amended.

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to amend Regulation 8230 - *Trustee Remuneration and Expenses* for changes to the expense reimbursement and professional development procedures, and to reflect that trustee remuneration be adjusted on an ongoing basis for any salary percentage increases received by the GVTA, and that trustee remuneration be amended as of January 2018 to reflect the GVTA increases that have occurred since the beginning of the current Board's term.
> **Motion Carried**

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

Trustees voted on the postponed motion.

> That the Board of Education of School District No. 61 (Greater Victoria) strike an ad hoc committee of administration and trustees to discuss the processes, procedures and practices regarding the reimbursement of business expenses and professional development for trustees and report back to the October 2017 Operations Policy and Planning Committee.
>
> **Motion Carried Unanimously**

8. FACILITIES PLANNING

A. Long Term Facilities Plan

Secretary-Treasurer Walsh explained that the focus of the Long Term Facilities Plan is to provide a framework for future planning. The recommendations in relation to the Long Term Facilities Plan were presented in June 2017 and will be brought to the Board for consideration as the various initiatives are brought into action. The Long Term Facilities Plan is now available for review and feedback and will be brought to the Board in October 2017.

Trustees expressed appreciation, asked questions of clarification and provided feedback.

B. Esquimalt High School All-Weather Field

Secretary-Treasurer Walsh explained that the Esquimalt High Alumni Association and school staff are interested in raising money for the installation of an all-weather field at Esquimalt High School. Esquimalt High School is not slated for any significant capital improvements and consequently external funding sources will be required to raise the estimated cost of $1.8 million dollars. The Board is being asked to provide support in principle for upgrading the upper Esquimalt High School field. Trustees asked questions of clarification.

It was moved by Trustee Whiteaker:
> That the Board of Education of School District No. 61 (Greater Victoria) support in principle the upgrading of the upper Esquimalt High School field and direct the Superintendent to have discussions with community partners regarding the capital requirements of the project.
>
> **Motion Carried Unanimously**

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

10. NEW BUSINESS

A. Trustee Questions

a. Trustees asked questions about the International Student Program recruitment planning. The Superintendent indicated that he would bring a response to either the September Board meeting or the October Operations Policy and Planning meeting.

b. Trustees asked questions about a policy regarding the acquisition and display of art. Administration responded that a policy and regulation would be brought forward at a later date.

c. Trustees asked questions regarding student engagement.

11. NOTICE OF MOTION – None

12. GENERAL ANNOUCEMENTS – None

13. ADJOURNMENT

It was moved Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:20 p.m.

Greater **VICTORIA** School District

TO: Operations Policy and Planning Committee

FROM: Ted Pennell, Director of Information Technology / Louise Sheffer, Director, Learning Team

DATE: October 10, 2017

RE: Technology Strategic Plan

The Technology Strategic Plan defines a set of technology-related goals and strategies that will be implemented over the next three years to provide opportunities and supports for each member of our learning community. The plan is focused primarily on learning and teaching and assumes that the existing infrastructure, technology systems and user devices effectively work together to support the goals of the strategy. This strategy supports the following big ideas: equitable access for students and educators, a technology learning network for staff, responsible use of technology for students, technology that supports one learning community and exemplary technology operations and governance.

While this plan has defined goals and strategies, we also view it as a living, dynamic document that will continue to evolve beyond the terms of our currently stated strategies and timelines. This plan was developed with significant input from many district stakeholders including students, teachers, parents and staff. Some of the key documents that were used to create this plan included the Greater Victoria School District Strategic Plan, the Technology for Learning Strategy, recommendations from the Technology Stewardship Committee and the BC Education plan.

Technology Strategic Plan

Updated: October 2017

DRAFT

School District Mission	School District Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations

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Technology Strategic Mission	Technology Strategic Vision
To provide our learning community with the necessary technological competencies for an ever-changing world.	An equitable and inclusive learning environment which provides opportunities and supports for each member of our learning community.

Summary of Goals and Main Strategies	
Goal #1	**Increase equity of access to technology for all learners.**
	Strategies 1.1 Provide equitable access to technology for learning across schools. 1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs. 1.3 Provide assistive technology solutions that support inclusive learning practices. 1.4 Provide equitable access to grade-specific coding opportunities for students. 1.5 Provide equitable access to software for teaching and learning, with support across all schools.
Goal #2	**Increase the network of support for adoption and integration of technology for learning for staff.**
	Strategies 2.1 Promote distributed leadership across schools within a technology for learning network. 2.2 Promote staff learning through school based collaboration. 2.3 Support Teacher Librarians within a technology for learning network for each school.
Goal #3	**Promote responsible student use of technology for learning.**
	Strategies 3.1 Develop comprehensive digital citizenship guidelines for district and schools that support students and staff in a positive digital culture. 3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.
Goal #4	**Communicate and collaborate using technology to facilitate one learning community.**
	Strategies 4.1 Design district guidelines for student digital portfolios and provide more

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	opportunities for students to communicate their learning. 4.2 Communicate and collaborate across schools through the use of digital spaces. 4.3 Engage school communities, including parents, through the use of online spaces.
Goal #5	**Ensure exemplary technology operations and governance.**
	Strategies 5.1 Create a digital business strategy for district and school operations. 5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology strategic plan.

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Goal 1: Increase equity of access to technology for all learners.

Goal 1: Summary of Strategies and Associated Action Plan

Strategies

1.1 Provide equitable access to technology for learning across schools.
- ❏ Inventory existing school hardware to determine baseline levels of mounted projectors, educator laptops, Chromebooks and iPads for EAs, and student mobile technology (The Technology for Learning Strategy)
    - ❏ Consult with educators on system requirements for mounted projectors and educator laptops
    - ❏ Deploy an equitable student ratio of 4:1 for iPads in K-3, 4:1 ratio of Chromebooks for grade 4-8, and 6:1 ratio of Chromebooks in Grade 9-12

1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.
- ❏ Inventory existing student lab technology across high schools, conduct needs assessment with schools to determine the unique requirements for media programs.
- ❏ Evaluate requested software for equitable distribution across schools.
- ❏ Use collaborative digital spaces to support teachers with program design and implementation.

1.3 Provide assistive technology solutions that support inclusive learning practices
- ❏ Inventory and evaluate current hardware/software solutions to inform all schools.
- ❏ Collaborate with Inclusive Learning Team to integrate technologies that best support a universal design for learning.
- ❏ Develop an IEP-based criterion to determine 1:1 technology requirements

1.4 Provide equitable access to grade-specific coding opportunities for students.
- ❏ Facilitate pro-d opportunities for teachers to increase their knowledge and understanding around computational thinking and coding practices that integrate within their existing curriculum
- ❏ Create leveled coding support resources on the Technology for Learning page.
- ❏ Design and build bookable coding toolkits that can augment classroom experiences.
- ❏ Design a district coding showcase to promote student coding success stories.

1.5 Provide equity of access to software for teaching and learning, with support across all schools.
- ❏ Inventory, evaluate, and select software offered to educators and students.
    - ❏ Develop a working group that includes members from district teams
    - ❏ Develop a process and criteria to evaluate equitable software distribution
    - ❏ Develop a coordinated purchase plan for software
- ❏ Design process for evaluating software for teaching and learning in schools.
    - ❏ A process where the district ensures that they are maximizing the value of standardized software applications and software systems for students, teachers and staff

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❏ Maintain an ongoing review process to ensure current software offerings are up-to-date and relevant for teaching and learning

1.1 Provide equitable access to technology for learning across schools.

❏ Inventory existing school hardware to determine baseline levels of mounted projectors, educator laptops, Chromebooks and iPads for EAs, and student mobile technology (The Technology for Learning Strategy)
  ❏ Consult with educators on system requirements for mounted projectors and educator laptops
  ❏ Deploy an equitable student ratio of 4:1 for iPads in K-3, 4:1 ratio of Chromebooks for grade 4-8, and 6:1 ratio of Chromebooks in Grade 9-12

1.1 Timeline	(what amount of time is required for the strategy)

❏ June 2018

1.1 Resources	(What is required to fulfill the strategy?)

❏ Mounted TEC packages in enrolling classrooms that don't already have existing mounted projectors
❏ Eligible teacher receive a laptop and EA a Chromebook
❏ Student iPads and Chromebooks based upon equitable ratio distribution
❏ Support for teachers using technology for learning network (see strategy 2.1)
❏ Upgraded network infrastructure to enhance mobile technology in classroom

1.1 Reporting	(What information is collected and how will it be collected?)

What?	How?
❏ Number of classrooms equipped with mounted technology compared to TEC packages each school received. ❏ Data traffic from district provided mobile technology ❏ Teacher laptop requests ❏ Chromebooks and iPads purchased for schools	❏ SD61 inventory app for TEC packages ❏ Network traffic measurement tool ❏ Educator laptop request report ❏ Purchase records and deployment numbers

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1.1 Evidence and Targets	(what can be measured to validate success of the strategy?)

- ❏ Equity of access - the difference between the number of classrooms with existing technology and all classroom newly equipped
- ❏ The difference in activity on the network infrastructure
- ❏ The increase of teachers with laptops and equity of opportunity

1.1 Outcomes	(What outcomes can be expected as a result of the strategy)?

- ❏ Equal hardware access and opportunity across schools for staff and students
- ❏ Adoption and transition from computer lab models to more flexible learning environments

1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.

- ❏ Inventory existing student lab technology across high schools, conduct needs assessment with schools to determine the unique requirements for media programs and provision appropriate hardware.
- ❏ Evaluate requested software for equitable distribution across schools.
- ❏ Use collaborative digital spaces to support teachers with program design and implementation.

1.2 Timeline

- ❏ June 2018

1.2 Resources

- ❏ Multi-media computer and screen equitably distributed across our high schools
- ❏ Bundled software that is required for the media labs

1.2 Reporting

What?	How?
❏ Ratio of accessible up-to-date desktops for students in high schools	❏ IT inventory ❏ Input and feedback from multi-media

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❏ Current use of multimedia software ❏ Number of up-to-date monitors ❏ Number of student enrolled in multimedia programs in high schools ❏ Student learning artifacts	program teachers ❏ MyEd reports ❏ Collaborative digital sharing of student and showcase student work

1.2 Evidence and Targets   (what can be measured to validate success of the strategy?)

❏ Increase accessibility and opportunity for high school students to engage in contemporary multi-media programs through baseline standards for media lab hardware and software.

1.2 Outcomes

❏ All high schools will have hardware equity to enable the use of contemporary multimedia applications.
❏ All high school students will have equal opportunities to develop marketable digital skills

1.3 Provide assistive technology solutions that support inclusive learning practices.

❏ Inventory and evaluate current hardware/software solutions to inform all schools.
❏ Collaborate with Inclusive Learning Team to integrate technologies that best support a universal design for learning.
❏ Develop an IEP-based criteria to determine 1:1 technology requirements

1.3 Timeline

Oct 2017 to June 2019

1.3 Resources

❏ Update inventory of hardware and software currently available and share it with schools
❏ Funding new and evaluated hardware and software for schools
❏ Funding to provide every vulnerable learner that meets defined criteria with appropriate assistive technology

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1.3 Reporting

Data Collected	How?
❏ Number of software applications and licences available to our learners ❏ Inventory of current available hardware ❏ Number of learners using software (ie-Read and Write, Kurzweil, etc)	❏ IT report of available packaged software ❏ Catalogue and organization of ❏ Feedback survey of use, going to students and teachers

1.3 Evidence and Targets   (what can be measured to validate success of the strategy?)

❏ Every learner has access to technology in an universal design for learning framework
❏ Identify gaps in need between between the learner and classroom access and hardware/software options
❏ Increased use of district wide licensed programs such as Read & Write

1.3 Outcomes

❏ Increase access to inclusive, differentiated technology mediated learning in classrooms
❏ Quick evaluation of standards and adoption of new tools for classroom
❏ Universal supportive technology that is accessible for all learners

1.4 Provide equitable access to grade-specific coding opportunities for all students.

❏ Facilitate professional development opportunities for teachers to increase their knowledge and understanding around computational thinking and coding practices that integrate within their existing curriculum
❏ Create leveled coding support resources on the Technology for Learning page.
❏ Design and build bookable coding toolkits that can augment classroom experiences.
❏ Design a district coding showcase to promote student coding success stories.

1.4 Timeline

Oct 2017 to June 2019

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1.4 Resources

- ❏ Technology support teachers
- ❏ Lighthouse Labs - Train the Trainer 2 workshops
- ❏ Coding support pages on the Technology for Learning site
- ❏ Continued outreach with Coding Quest
- ❏ Books and hands-on coding tools
- ❏ Coding toolkits for schools

1.4 Reporting

Data Collected
- ❏ Total number of coding support requests
- ❏ Requests to book coding kits
- ❏ Students involved in showcasing projects
- ❏ Teacher needs assessment

How?
- ❏ Fill and train technology support teacher roles
- ❏ Develop effective, grade-level specific coding resources on Tech for learning site
- ❏ Develop and create a baseline of coding tools that are scalable across multiple grade levels
- ❏ Purchase and inventory items for bookable coding toolkits

1.4 Evidence and Targets   (what can be measured to validate success of the strategy?)

- ❏ All teachers will be able to access grade level specific coding resources
- ❏ Teachers will be able to book coding toolkits and coding support teachers for training
- ❏ Teachers will be able to access coding training through pro-d opportunities

1.4 Outcomes

- ❏ June 2018: Develop a universal understanding around computational thinking concepts and how they relate to existing curriculum
- ❏ June 2019: Meet or exceed curricular competencies for ADST coding across all K-9 classrooms.

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1.5 Provide equitable access to software for teaching and learning, with support across all schools.

- ❏ Inventory, evaluate, and select software offered to educators and students.
  - ❏ Develop a working group that includes members from district teams
  - ❏ Develop a process and criteria to evaluate equitable software distribution
  - ❏ Develop a coordinated purchase plan for software
- ❏ Design process for evaluating software for teaching and learning in schools.
  - ❏ A process where the district ensures that they are maximizing the value of standardized software applications and software systems for students, teachers and staff
- ❏ Maintain an ongoing review process to ensure current software offerings are up-to-date and relevant for teaching and learning

1.5 Timeline

- ❏ June 2018

1.5 Resources

- ❏ IT support team
- ❏ A database for all software currently in use in the district
- ❏ Monthly software spotlight page on the Tech for Learning site

1.5 Reporting   (What information is collected and how will it be collected?)

❏ Full inventory of all district software ❏ Software request page with guidelines and more information for applicants	❏ Collaboration with IT support

1.5 Evidence

- ❏ Increased access and transparency in all district approved software

1.5 Outcomes

- ❏ Easier determinations of value-gained from approved software
- ❏ Software is purchased at the best price (scale-based pricing)
- ❏ Staff are aware of standardized software offerings and availability
- ❏ Benefits of standardization are obtained (broad support)

Goal 2: Increase the network of support for adoption and integration of technology for learning.

Goal 2: Summary of Strategies and Associated Action Plan

Strategies

2.1 Promote distributed leadership across schools within a collaborative technology for learning network.
- ❏ Facilitate professional learning and a culture of contribution across schools through collaboration, workshops, conferences and release time.
- ❏ Design and fill district technology support teacher positions to target school levels.
- ❏ Support professional learning opportunities that can be integrated with district teams and school based professional learning funding.
- ❏ Connect school learning cultures to each other for inspiration and support
- ❏ Support schools in the transition from computer lab learning to technology-integrated classroom learning with student iPads or Chromebooks

2.2 Promote staff learning through school-based collaboration.
- ❏ Equip schools with the resources to respond to staff voice and choice for professional development.
- ❏ Provide release time for staff to foster a culture of contribution through supported exploration, sharing, and mentorship opportunities.
- ❏ Promote teacher leaders in classrooms to collaborate with colleague for ongoing professional development.

2.3 Support Teacher Librarians within a technology for learning network for each school.
- ❏ Design and hire a district teacher librarian to support the transition from libraries to a personalized learning commons hub model in each school.
- ❏ Equip Teacher Librarians with a technology for learning network within and across schools.
- ❏ Evaluate each school's requirements for a transition to a learning commons, including furniture and layout, technology, online space, and role of the TL in a school.
- ❏ Facilitate the equitable access to online resources and software for schools.

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2.1 Promote distributed leadership across schools within a technology for learning network.

- ❏ Facilitate professional learning and a culture of contribution across schools through collaboration, workshops, conferences and release time.
- ❏ Design and fill district technology support teacher positions to target school levels.
- ❏ Support professional learning opportunities that can be integrated with district teams and school based professional learning funding.
- ❏ Connect school learning cultures to each other for inspiration and support
- ❏ Support schools in the transition from computer lab learning to technology-integrated classroom learning with student iPads or Chromebooks

2.1 Timeline

- ❏ June 2019

2.1 Resources

- ❏ Funding to support the technology for learning network
    - ❏ Funding for FTE position, release time, and supporting professional development resources

2.1 Reporting   (What information is collected and how will it be collected?)

Data Collected	How?
❏ Qualitative data through school based feedback ❏ Teachers active within a technology for learning network ❏ Engage teachers to attend and present at professional development opportunities ❏ Monitor support requests for technology in the classroom ❏ GSuite user adoption - teachers and students	❏ Share and discuss input and feedback from schools ❏ School focused needs assessments ❏ Pro-D registration numbers ❏ Help Desk ticket assessments ❏ Compare G-Suite data to MyEd

2.1 Evidence and Targets   (what can be measured to validate success of the strategy?)

- ❏ Awareness of the Tech for Learning support network for every teacher
- ❏ Support any interested teachers to attend high quality professional development

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opportunities (ie. Google Summit, iPad conferences, etc)
- ❏ Responsive interactions to Help Desk requests and school tech
- ❏ Increase support capacity by tracking most common help requests and integrate these into FAQs and broader support systems
- ❏ Increased number of school-based teacher leaders who self-identify to be comfortable and confident using technology

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2.1 Outcomes

- ❏ Develop a network and culture of contribution to support teachers using technology for teaching and learning
- ❏ Empower teacher leaders in the support of other teachers' technology for learning adoption

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2.2 Promote staff learning through school based collaboration.

- ❏ Equip schools with the resources to respond to staff voice and choice for professional development.
- ❏ Provide release time for staff to foster a culture of contribution through supported exploration, sharing, and mentorship opportunities.
- ❏ Promote teacher leaders in classrooms to collaborate with colleague for ongoing professional development.

2.2 Timeline

- ❏ October 2016 to June 2018

2.2 Resources

- ❏ Professional Learning Support Funds - .1 FTE or equivalent to elementary/Middle, .144 FTE or equivalent to high
- ❏ District team support for in-school collaboration time
- ❏ Principal/vice-principal support on how to best foster collaboration in schools

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2.2 Reporting	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Number of school who choose FTE or release time ❏ How much release time is used and for what reason ❏ How much is carried over in school accounts ❏ Qualitative school based discussions and observations. "Is this working?"	❏ Finance and HR reports ❏ Informal conversations, staff meetings, and facilitated collaboration time for input and feedback on directions ❏ School based Professional development day feedback

2.2 Evidence
Support and facilitate local leadership within schools Strengthen the culture of collaboration and contribution within schools

2.2 Outcomes
The targeted use of professional learning release time that is in line with district and school strategic plans and directions.

2.3 Support Teacher Librarians within a technology for learning network for each school.
❏ Design and hire a district teacher librarian to support the transition from libraries to a personalized learning commons hub model in each school. ❏ Equip Teacher Librarians with a technology for learning network within and across schools. ❏ Evaluate each school's requirements for a transition to a learning commons, including furniture and layout, technology, online space, and role of the TL in a school. ❏ Facilitate the equitable access to online resources and software for schools.

2.3 Timeline
October 2016 to June 2018

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2.3 Resources
❏ New district teacher librarian support teacher ❏ TL release time for collaboration and needs assessment

2.3 Reporting	(What information is collected and how will it be collected?)

Data Collected
   ❏ Number of times Teacher librarians connect with each other across schools
   ❏ Role and space
   ❏ Use of ERAC sites
   ❏ Use and design of destiny sites
   ❏ Qualitative school based observations and conversations
	How?
	   ❏ HR reports
	   ❏ ERAC report
	   ❏ Follett Destiny sites

2.3 Evidence and Targets	(what can be measured to validate success of the strategy?)
❏ School library websites will all offer well-organized digital resources for students ❏ Students and teachers can access school library websites with greater purpose ❏ Increased use of ERAC resources	

2.3 Outcomes
❏ Improved equity across all school library websites ❏ Improved TL support consistency across all schools ❏ Support for TLs with the transition to a learning commons model

Goal 3: Promote responsible student use of technology for learning.

Goal 3: Summary of Strategies and Associated Action Plan

Strategies
3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture.
   ❏ Provide schools with the necessary guidelines and supports for integrating both district and student own devices into classroom learning.
   ❏ Co-create with staff a working definition of Digital Citizenship as a competency that weaves throughout the curriculum.

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❏ Development of digital literacy and digital citizenship curriculum that supports technology use in schools.

3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.

❏ Ensuring that students can appropriately and effectively use technology for learning.
❏ Align with BC digital literacy standards and International Society for Technology in Education (ISTE) student standards for frameworks for technology for learning use.

3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture.

❏ Provide schools with the necessary guidelines and supports for integrating both district and student owned devices into classroom learning.
❏ Co-create with staff a working definition of Digital Citizenship as a competency that weaves throughout the curriculum.
❏ Development of digital literacy and digital citizenship curriculum that supports technology use in schools.

3.1 Timeline

❏ September 2018

3.1 Resources   (What is required to fulfill the strategies)

❏ Time with teachers to co-create guidelines
❏ Learning team, IT department, technology for learning network involvement

---

3.1 Reporting   (What information is collected and how will it be collected?)

Data Collected	How?
❏ Number of schools/calssrooms adopting and welcoming a Bring Your Own Device (BYOD) culture. ❏ Anecdotal evidence from schools on the BYOD experience. ❏ Student to technology ratio at various levels ❏ Schools shared definition of digital citizenship ❏ The number and type of devices connected to district technology resources.	❏ School surveys and staff involvement on conversations ❏ School conversations with staffs on progress and culture of a positive digital culture. ❏ Student survey on impacts of technology on the brain and body, interactions, and staying safe online. ❏ Infrastructure reports, site traffic, and device activity across the school day

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3.1 Evidence and Targets	(what can be measured to validate success of the strategy?)

- ❏ A common understanding of respectful and appropriate behavior in person and online when using technology for learning.
- ❏ Staff and students engage in active self-regulation with technology for learning.
- ❏ Understanding of how technology can affect our minds and bodies
- ❏ Understand the impacts of decisions for presenting our best online self.

3.1 Outcomes

- ❏ Students will be self-aware of the impacts on their behavior when using technology and understand the impacts of their decisions online
- ❏ Students will be be able to learn in new collaborative ways.
- ❏ Teachers will have access to reliable technology in their classrooms.
- ❏ Students and staff can explain the benefits of a balanced approach to using technology for learning.

3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.

- ❏ Ensuring that students can appropriately and effectively use technology for learning.
- ❏ Align with BC digital literacy standards and International Society for Technology in Education (ISTE) student standards for frameworks for technology for learning use.

3.2 Timeline

- ❏ June 2018

3.2 Resources	(What is required to fulfill the strategies)

- ❏ Information Technology Dept., Learning Team, and Technology for learning network

3.2 Reporting	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Needs assessment from teachers on supports needed for digital safety/citizenship and technology use	❏ Survey teachers, students and parents ❏ Collect anecdotal evidence

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3.2 Evidence

- ❏ Grade level specific digital competencies will help teachers better understand what key technology skills should be targeted for their specific grade
- ❏ Establish technology competency for students to assist in school level transitions
- ❏ Schools will have easier access to district-wide strategies to support technology use and digital safety / citizenship

3.2 Outcomes

- ❏ Students and staff will be able to effectively use their own devices for learning and teaching while connected to district technology resources
- ❏ Teachers will have quick access to appropriate support documents for their grade level
- ❏ Students will be better prepared for transition,

Goal 4: Communicate and collaborate using technology to facilitate one learning community.

Summary of Strategies and Associated Action Plan

Strategies
4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.
- ❏ Use of CSL, FreshGrade, and Google Sites to document and share learning and assessment.
- ❏ Consult with teachers to design district guidelines that best support learners, teachers, and parents to engage with these tools effectively.
- ❏ Develop district frameworks to promote high quality assessment within digital portfolios that is connected to the revised curriculum and reporting order.
- ❏ Create more opportunities for students to communicate their learning.
- ❏ Design grade-level appropriate self-assessment criteria to support the new curriculum reporting order for the core competencies.

4.2 Communicate and collaborate across schools through the use of digital spaces.
- ❏ Create a safe and transparent digital space to share exemplary teaching and learning
- ❏ Redevelop the Learning Hub into a digital commons that facilitates a broad culture of contribution and collaboration
- ❏ Increase the use of video to share stories and highlight exceptional teaching and learning
- ❏ Design grade-level appropriate self-reflection & assessment criteria support the

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requirements of the new curriculum reporting order for the core competencies.

4.3 Engage school communities, including parents, through the use of online spaces.

❏ Develop shared digital communication standards for schools that are in line with the District Communication Strategy.
❏ Evaluate and streamline the district website for increased clarity and access to information for school communities.
❏ Increase consistency regarding website standards, social media engagement, and school mobile app use within school communities.
❏ Develop more digital communication and service opportunities for parents.

4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.

❏ Use of CSL, FreshGrade, and Google Sites to document and share student learning and assessment.
❏ Consult with teachers to design district guidelines that best support learners, teachers, and parents to engage with these tools effectively.
❏ Develop district frameworks to promote high quality assessment within digital portfolios that is connected to the revised curriculum and reporting order.
❏ Design grade-level appropriate self-assessment criteria to support the new curriculum reporting order for the core competencies.

4.1 Timeline
June 2019

4.1 Resources	(What is required to fulfill the strategies)

❏ District communication strategy
❏ Increased access to teacher e-portfolio pro-d

4.1 Reporting	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Increase parent satisfaction in how communication about student learning is being shared ❏ Increase meaningful conversation with parents/students about their learning ❏ Deepen their understanding about their	❏ Parent survey(s) ❏ Redesign parent portals ❏ Parent support documents to improve e-portfolio engagement

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child's learning and how to best support this at home.	

4.1 Evidence

- ❏ Equal access to hardware and software across schools for staff and students
- ❏ Increased digital literacy for staff and students
- ❏ Deployed technology is used regularly and effectively
- ❏ Increase in inclusive and differentiated learning in classrooms
- ❏ Successful transitions from computer lab models to more flexible learning environments

4.1 Outcomes

- ❏ Students have support using various options for communicating and sharing learning
- ❏ Parents have access to provide descriptive ongoing feedback that supports student success.
- ❏ Parents are supported to create more meaningful and purposeful comments that support and reinforce student learning.

4.2 Communicate and collaborate across schools through the use of digital spaces.

- ❏ Create a safe and transparent digital space to share exemplary teaching and learning
- ❏ Redevelop the Learning Hub into a digital commons that facilitates a broad culture of contribution and collaboration
- ❏ Increase the use of video to share stories and highlight exceptional teaching and learning
- ❏ Design grade-level appropriate self-reflection & assessment criteria support the requirements of the new curriculum reporting order for the core competencies.

4.2 Timeline

- ❏ June 2018

4.2 Resources   (What is required to fulfill the strategies)

- ❏ Redesigned Learning Hub that includes collaborative spaces and a showcase to highlight exemplary teaching and learning
- ❏ More prominent inclusion of video across the website
- ❏ Accessible frameworks and templates for all K-9 grades that support student self-assessment

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4.2 Reporting	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Number of teachers using digital spaces ❏ Website data traffic statistics ❏ Video views data ❏ Total number of schools engaged in sound student self-assessment practices	❏ Face to face feedback in schools ❏ Work with IT to get website stats ❏ Monitor video data ❏ Survey schools regarding core competency assessment readiness (Spring 2017)

4.2 Evidence

- ❏ More actively used Learn site.
- ❏ Increased use of video as a district communications medium.
- ❏ Increased standardization with student self-assessment practices

4.2 Outcomes

- ❏ Increasing accessibility of frameworks and networks to support teacher and student learning and collaboration
- ❏ Reinforced "culture of contribution" framework via a well-designed educator hub
- ❏ A more uniform understanding and application of core competency self-assessment models in all schools.

4.3 Engage school communities, including parents, through the use of online spaces.

- ❏ Develop shared digital communication standards for schools that are in line with the District Communication Strategy.
- ❏ Evaluate and streamline the district website for increased clarity and access to information for school communities.
- ❏ Increase consistency regarding website standards, social media engagement, and school mobile app use within school communities.
- ❏ Develop more digital communication and service opportunities for parents.

4.3 Timeline

June 2019

4.3 Resources	(What is required to fulfill the strategies)

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> ❏ District communication strategy
> ❏ IT department and communications liaison
> ❏ Learn site to showcase exemplars of social media engagement, apps, etc.

4.3 Reporting	(What information is collected and how will it be collected?)
Data Collected ❏ School website profiles ❏ Total number of social media accounts ❏ Website focus group(s) with various stakeholders	How? ❏ Website audits ❏ Stakeholder feedback

4.3 Evidence
❏ Improved school web presences ❏ More engaged digital school communities ❏ Improved efficiency of school communication

4.3 Outcomes
❏ Increased engagement and awareness within school communities ❏ Streamlined, easier to navigate district website ❏ Improved school website presence and effective use of social media

Goal 5: Ensure exemplary technology operations and governance.

Goal 5: Summary of Strategies and Associated Action Plan

Strategies
5.1 Create a digital business strategy for district and school operations.
> ❏ Assess current district and school business operational environments and determine opportunities and priorities for digital transformation.
> ❏ Develop a digital business strategy.

5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology strategic plan.
> ❏ Assess current policies and regulations and update accordingly.
> ❏ Develop administrative procedures where necessary.

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5.1 Create a digital business strategy for district and school operations.

- ❏ Assess current district and school business operational environments and determine opportunities and priorities for digital transformation.
- ❏ Develop a digital business strategy.

5.1 Timeline

- ❏ June 2018

5.1 Resources	(What is required to fulfill the strategies)

- ❏ Key stakeholders including senior leadership, school and district administrative officers, directors, managers and program leads.
- ❏ District & school based documentation on existing business processes.

5.1 Reporting	(What information is collected and how will it be collected?)

❏ Existing business processes.	❏ Qualitative discussions with key stakeholders

5.1 Evidence

- ❏ The development of a digital business strategy that enables new methods of engagement and service delivery that is supported by a robust and accessible digital infrastructure.

5.1 Outcomes

- ❏ Increasing the School District's digital maturity for operations across all business areas.
- ❏ An established road map that enhances stakeholder engagement and service delivery through existing infrastructure and technology assets.
- ❏ The development of a digital workforce.
- ❏ The elimination of paper-based and labour intensive business processes and inefficient workflow.

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5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology strategic plan.

- ❏ Assess current policies and regulations and update accordingly.
- ❏ Develop administrative procedures where necessary.

5.2 Timeline

December 2017

5.2 Resources   (What is required to fulfill the strategies)

- ❏ Information Technology Department and Secretary Treasurer's Office.
- ❏ Existing technology-related policies and regulations,

5.2 Reporting   (What information is collected and how will it be collected?)

Data Collected	How?
❏ Collecting data related to IT policy creation and technology best practices in K-12 education ❏ Existing SD61 IT-related policies and regulations	❏ Literacy review ❏ SD61 Policy and regulation review

5.2 Evidence

- ❏ Review IT-related incidents and ensure that the policies and regulations are meeting the needs of district stakeholders

5.2 Outcomes

- ❏ Updated policy and regulations
- ❏ Development of new administrative procedures
- ❏ Ensure that district stakeholders are aware of updated policy as it related to them

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Technology Strategic Plan Timelines	
2015 - 2017 Phase One	1.1 Provide equitable access to technology for learning across schools.
	2.2 Promote staff learning through school based collaboration.
2017 - 2018 Phase Two	1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.
	1.5 Provide equitable access to software for teaching and learning, with support across all schools.
	2.1 Promote distributed leadership across schools within a technology for learning network.
	2.3 Support Teacher Librarians within a technology for learning network for each school.
	3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture.
	3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.
	4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.
	5.1 Create a digital business strategy for district and school operations.
	5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology strategic plan.
2018 - 2019 Phase 3	1.3 Provide assistive technology solutions that support inclusive learning practices.
	1.4 Provide equitable access to grade-specific coding opportunities for all students.
	4.2 Communicate and collaborate across schools through the use of digital spaces.
	4.3 Engage school communities through the use of online spaces.

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Greater
VICTORIA
School District

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: October 10, 2017

RE: **2017-2018 Enrolment Update**

As Trustees are aware, the District submits the final enrolment numbers to the Ministry of Education at the end of September in the "1701 report".

Attached to this memo are the projected and current year enrolment numbers and a comparison to the prior year. The current year enrolment numbers will be finalized on October 27, 2017 once the Ministry of Education completes the duplicate resolution process.

Greater Victoria School District No. 61
2017/2018 Enrolment Summary

	2016/17 Actual Enrolment	2017/18 Projected Enrolment	2017/18 Actual at Oct 3 (not finalized)	2017-2018 Actual vs 2016-2017 Actual Enrolment	2017-2018 Actual vs 2017-2018 Projected Enrolment
	FTE	FTE	FTE	FTE	FTE
Elementary					
Full-Day Kindergarten	1,449.0	1,451.0	1,480.0	31.0	29.0
1 to 5	7,251.0	7,309.0	7,322.0	71.0	13.0
Total Elementary	8,700.0	8,760.0	8,802.0	102.0	42.0
Middle	3,996.0	4,037.0	4,101.0	105.0	64.0
Secondary	5,976.0	5,975.8	6,015.4	39.4	39.6
Victor	18.0	18.0	15.0	(3.0)	(3.0)
Continuing Education	4.3	4.3	30.3	26.0	26.0
Distributed Learning	67.9	29.1	29.8	(38.1)	0.6
Alternative Education	117.0	117.0	136.0	19.0	19.0
	207.1	168.4	211.0	3.9	42.6
				-	
Total School-Age	18,879.1	18,941.2	19,129.4	250.2	188.2
Adults	28.4	19.1	19.3	(9.2)	0.1
	18,907.5	18,960.3	19,148.6	241.1	188.3

Greater VICTORIA School District

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: October 10, 2017

RE: 2018-2019 Budget Plan

The Greater Victoria School District consults with parents, students, staff and education partners on the upcoming budget in an effort to understand their values and priorities. Actively involving members of the public in the budget development process helps the District to determine how best to invest in our One Learning Community.

In previous years, the District has done outreach through letters, surveys, meetings and email. Moving forward, in this digital age, we are expanding on how we engage with our community. The budget consultation process will now utilize mediums such as websites, social media and other online platforms to inform, educate and increase public awareness of our budget and its impacts.

School District No. 61 (Greater Victoria)
2018/2019 Budget Plan

Date	Meeting/Event	Action
2017		
October 23 to November 22	Outreach to community and education partners	Communication from the School District to community and education partners
2018		
January 15 (Mon)	Operations Policy and Planning Committee meeting	Summary of input received
February 13 (Tues)	Operations Policy and Planning Committee meeting	Further information received
March 15	Detailed announcement of School District funding from Ministry	2018/2019 District financial position determined
March 19 - April 3	*Spring Break*	*Schools closed*
April 4 (Wed)	Public Board budget meeting	Public Board budget presentation
April 5 - April 25	Education partner groups review and provide feedback on budget proposals	Feedback is developed
April 16 (Mon)	Operations Policy and Planning Committee Special Budget meeting	Public budget input presentations
April 25 (Wed)	Special Board meeting to debate and approve the annual budget	Approval of the 2018/2019 annual budget bylaw

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: October 10, 2017

RE: **September 30, 2017 Quarterly Financial Report**

Background

In June 2016, the Ministry of Education Special Advisor's Report was published presenting findings from the review of School District No.83 (North Okanagan Shuswap). Management committed to reviewing and updating key School District policies and to considering recommendations of the Special Advisor where applicable. One of the recommendations related to providing quarterly financial reports in order to assist the Board in the area of financial oversight.

In addition to the financial reports already being provided to the Board as part of the annual budget process and the audited financial statements, quarterly financial reports are being prepared. The format of the quarterly report is consistent with Schedule 2A "*Schedule of Operating Revenue By Source*" and Schedule 2B "*Schedule of Operating Expense by Object*" of the financial statements.

The quarterly report ending September 30, 2017 shows the Annual Operating Budget and Year-to-Date actual revenue and expenditure as a percentage of the operating budget. The prior year information has been included for comparative purposes.

Revenue

Ministry of Education Operating Grant as a percentage of the Operating Budget is 11.32%, which is consistent with the prior year. The revenue is recognized when it is received.

Other Ministry of Education Grants as a percentage of the Operating Budget is 8.15% and is affected by the timing of grant payments made by the Ministry to the school district.

Offshore Tuition Fees as a percentage of the Operating Budget are 91.09% and reflect fees received for the International Student Program.

Summer School Fees are fees received for the July summer school program and reflect all of the revenue that is expected to be received. In the prior year, summer school started at the end of June and consequently part of the revenue for the July 2016 summer school program was reported in the 2015 fiscal year.

The reduction in Continuing Education fees is the result of the Provincial Government announcement that tuition fees for Adult Basic Education and English Language Learning have been eliminated.

Rentals and Leases and Investment Income are comparable to the prior year.

Miscellaneous Revenue includes other grants received such as from Fortis BC and the Industry Training Authority as well as general donations made to the school district. The timing for receiving this revenue varies from year to year.

Expenditure by Object

Teachers, Educational Assistants and Substitute Salaries to date are approximately 10% of the Operating Budget. As the school year starts in September, it is expected that 1/10th of the expenditures would be incurred to date as they are paid over 10 months.

Principals and Vice Principals, Support Staff and Other Professionals are all paid over 12 months. Therefore it is expected that salaries would approximate 25% of the Operating Budget to date.

Total Salaries and Benefits are 13.29% of the Operating Budget and are comparable to the prior year.

In the prior year, Professional Development and Travel includes a $201,126 contribution to the Greater Victoria Teachers' Association for professional development.

Capital Asset Purchases are expenditures from the operating fund that will be transferred to the capital fund. The prior year expenditure includes the purchase of teacher laptops for which there is no comparable expenditure in the current year.

Overall Services and Supplies are 20.34% of the Operating Budget and are comparable to the prior year.

The local capital transfer represents funding budgeted to create a technology replacement reserve. The entry will be processed at year end.

Overall, the year-to-date results are comparable to the prior year and reflect the nature of school district operations.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
QUARTERLY FINANCIAL REPORT
SEPTEMBER 30, 2017
ACTUAL AS A PERCENTAGE OF THE OPERATING BUDGET

	2017/2018 Annual Operating Budget	Actual September 30, 2017	Percentage of Operating Budget	2016/2017 Annual Operating Budget	Actual September 30, 2016	Percentage of Operating Budget
REVENUE						
Ministry of Education Operating Grant	165,787,614	18,770,819	11.32%	159,710,017	18,178,518	11.38%
Other Ministry of Education Grants	3,723,970	303,681	8.15%	3,355,772		0.00%
Offshore Tuition Fees	13,206,732	12,029,654	91.09%	11,035,159	11,877,159	107.63%
Local Education Agreement Tuition	927,465	246,593	26.59%	1,023,960	247,921	24.21%
Summer School Fees	17,696	56,880	321.43%	27,169	18,696	68.81%
Continuing Education Fees	58,124	6,045	10.40%	58,124	20,732	35.67%
Rentals and Leases	1,694,784	475,266	28.04%	1,674,784	375,336	22.41%
Investment Income	650,000	214,019	32.93%	650,000	183,330	28.20%
Miscellaneous Revenue	70,055	107,805	153.89%	136,240	48,939	35.92%
Budgeted Prior Year Operating Surplus Appropriation	4,104,887			5,910,764		
Total Operating Revenue	190,241,327	32,210,762	16.93%	183,581,989	30,950,631	16.86%
EXPENDITURE BY OBJECT						
Teachers Salaries	82,684,954	8,199,842	9.92%	79,934,858	8,050,414	10.07%
Principals and Vice Principals Salaries	12,255,821	2,868,515	23.41%	11,438,642	2,625,696	22.95%
Educational Assistants Salaries	17,240,139	1,568,329	9.10%	15,722,720	1,477,389	9.40%
Support Staff Salaries	17,038,427	3,525,735	20.69%	16,828,220	3,523,999	20.94%
Other Professionals Salaries	3,697,241	1,000,362	27.06%	3,645,069	889,725	24.41%
Substitutes Salaries	7,181,346	722,802	10.06%	6,666,719	656,077	9.84%
Employee Benefits	32,198,765	5,015,818	15.58%	31,288,112	4,734,793	15.13%
Total Salaries and Benefits	172,296,693	22,901,403	13.29%	165,524,340	21,958,093	13.27%
Services	4,527,695	1,735,649	38.33%	4,319,957	1,643,985	38.06%
Student Transportation	998,933	3,994	0.40%	998,933	21,220	2.12%
Professional Development and Travel	571,601	152,149	26.62%	580,786	318,225	54.79%
Rentals and Leases	79,238	-	0.00%	98,188	-	0.00%
Dues and Fees	88,207	74,205	84.13%	84,712	83,932	99.08%
Insurance	442,842	62,965	14.22%	442,842	101,252	22.86%
Supplies	5,593,711	989,104	17.68%	5,750,864	830,184	14.44%
Utilities	4,642,407	297,406	6.41%	4,981,367	354,340	7.11%
Capital Asset Purchases	800,000	335,349	41.92%	800,000	874,576	109.32%
Local Capital Transfer	200,000	-	0.00%		-	
Total Services and Supplies	17,944,634	3,650,821	20.34%	18,057,649	4,227,714	23.41%
Total Operating Expenditure	190,241,327	26,552,224	13.96%	183,581,989	26,185,807	14.26%

Facilities Plan Ad Hoc Committee
Terms of Reference

Purpose:

The Facilities Plan Committee is an ad hoc committee established by the board for the purpose of developing a Long Term Facilities Plan.

Deliverables:

The Facilities Plan Committee will monitor the implementation of the Long Term Facilities Plan recommendations.

Membership:

The committee will be comprised of the following members:

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

Timeline:

The Facilities Plan Committee will report at the Operations Policy and Planning Committee up to two times per year.

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

Voting:

As the purpose is to monitor the implementation of the Long Term Facilities Plan there is no voting.

Procedural notes:

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

Date Adopted:

Recommended Motion:

> That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Facilities Plan Ad Hoc Committee Terms of Reference.

2016 CARBON NEUTRAL ACTION REPORT

Greater VICTORIA School District

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Greater
VICTORIA
School District

Executive Summary

On behalf of the Board of Education No. 61 (Greater Victoria) I am pleased to submit our Carbon Neutral Action Plan for 2016. Our 2016 report clearly demonstrates our District's ongoing commitment to the reduction of our greenhouse gas emissions. Our Board, as in previous years, continues to work diligently, to improve the learning environment for students and staff through it's demonstrated support and leadership in the reduction of our carbon footprint.

The integration of environmentally sustainable considerations continues to influence all of our business decisions supported by our Board approved Environmental Change Policy.

Recognizing the importance of reducing our carbon footprint, a focus on energy savings and greenhouse gas emission reductions continue to be a priority in our ongoing commitment towards carbon neutrality. Projects that include the installation of high efficiency condensing boilers, heating control upgrades, installation of energy efficient windows, fleet upgrades and ongoing waste reduction initiatives remain the focus of our Facilities Department. We continue to demonstrate to students, staff and community the importance of environmental sustainability fully supported by our Board of Trustees' ongoing commitment towards carbon neutrality.

As part of our 2016 energy savings program we have replaced more of our older inefficient heating systems, installed new heating controls and are in the planning stages to replace our aging fleet.

In the coming year, we plan to continue these very successful energy savings initiatives and start the implementation of an energy awareness campaign. These initiatives will allow us to move forward in our efforts to further reduce our carbon footprint while providing opportunities to modernize our schools and fleet.

As reported previously, our District continues to receive tremendous support from students, staff and parents for initiatives that embrace and model sustainability, social responsibility and reductions to our carbon footprint. The students' passion for change and enthusiasm in reducing our impact on the environment is an inspiration to us all. We are extremely proud of our achievements to date and look forward to continued success in this area.

For the 2016 reporting period the total offsets are 4,449 tons. With an adjustment of 228 tons, for a net offset of 4,677. The total investment for these offsets is $116,925.

The Board of Education No. 61 (Greater Victoria) clearly recognizes its role as a leader in environmental stewardship and will continue to support initiatives that will reduce energy consumption and reduce our impact on the environment.

Declaration statement: This Carbon Neutral Action Report for the period January 1st, 2016 to December 31st, 2016 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2016 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2017 and beyond.

By June 30, 2017 the Greater Victoria's School District's final *Carbon Neutral Action Report* will be posted to our website at https://healthyschools.sd61.bc.ca

Greater Victoria School District 61 Greenhouse Gas Emissions by Source for the 2016 Calendar Year

Metric tonnes
CO2 equivalent (tCO2e)

Legend: Buildings, Supplies, Fleet
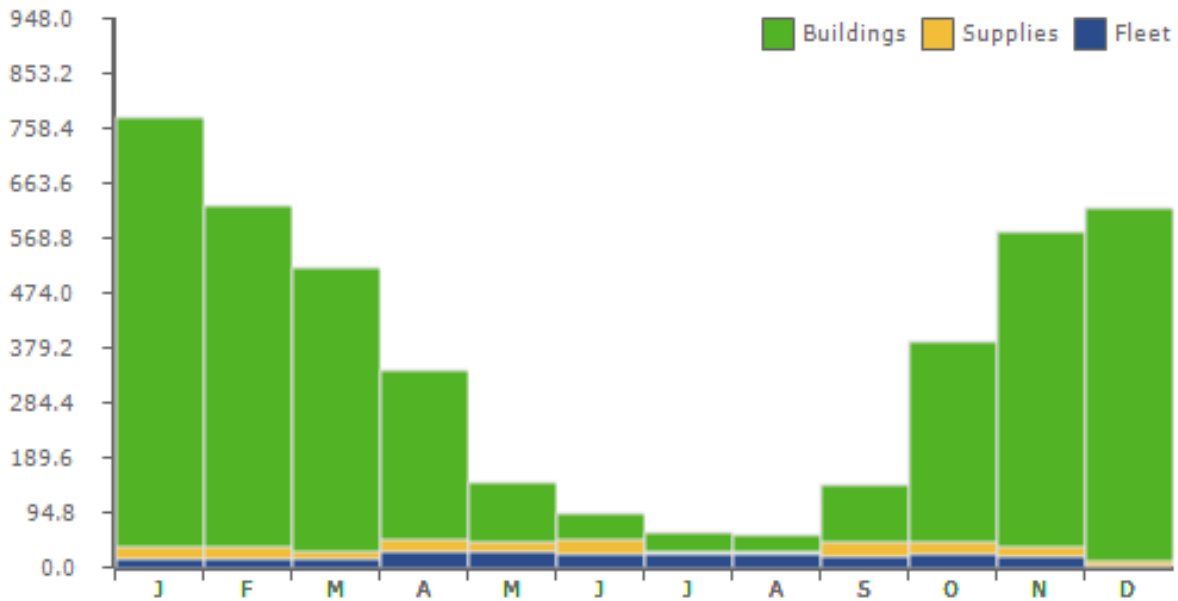
Total Emissions: 4,467
Offsets Applied to Become Carbon Neutral in 2016
Total Emissions that require offset purchase: 4,677
Total offsets: 4,449 Total offset investment: $116,925.
Total Adjustments: 228

*Tonnes of carbon dioxide equivalent (tCO2e) is a standard unit of measure in which all types of greenhouse gases are expressed based on their global warming potential relative to carbon dioxide.

** Under the *Carbon Neutral Government Regulation* of the Greenhouse *Gas Reduction Targets Act*, all emissions from the sources listed above must be reported. As outlined in the regulation, some emissions do not require offsets.

Offsets Applied to Become Carbon Neutral in 2016

Greater Victoria School District #61 offsets applied to become Carbon Neutral in 2016

Total Emissions: 4,467 tonnes

Total Offsets: 4,449 tons

Total Adjustments: 228

Total emissions that require an offset investment: **$116,925 for 2016**

**Under the *Carbon Neutral Government Regulation* of the *Greenhouse Gas Reduction Targets Act,* all emissions from the sources listed above must be reported. As outlined in the regulation, some emissions do not require offsets.

Changes to Greenhouse Gas Emissions and Offsets Reporting from Previous Years

Year	Totals	Emissions	Offsets Purchased
2010	6082	6096	$152,050
2011	6950	6974	$173,750
2012	6362 + 22	6387	$159,050
2013	5545 - 172	5373	$134,325
2014	5041-20	5021	$125,525
2015	4823-19	4804	$120,100
2016	4,449+228	4,677	$116,925

Emissions Reduction Activities

Actions Taken to Reduce Greenhouse Gas Emissions in 2016

- Boiler replacement at Facilities Maintenance Building (Removal of 1956 boiler and installation of new condensing boilers with DDC controls)
- Boiler replacement and Ventilation upgrades at Monterey Middle School (Removal of 1970 boiler and installation of new condensing boilers with DDC controls, replacement of all classroom unit ventilations with new energy-efficient units)
- Window replacements at Doncaster Elementary (removal of original single-pane windows from the 1945/63/64 wings, installation of new energy-efficient double pane windows)
- Window replacements at Rockheights Middle School (removal of original single-pane windows from the 1966 wing, installation of new energy-efficient double pane windows)

Plans to Continue Reducing Greenhouse Gas Emissions

In 2017 we will work towards reducing our energy consumption and greenhouse gas emissions by focusing on upgrading and replacing the aging heating systems and controls, replacing aging windows, upgrading our aging fleet and implementing an energy awareness campaign across the school district.

As a public sector organization our ability to continue to reduce greenhouse gas emissions is dependent on government funding. Our Board remains committed to support energy saving initiatives through Ministry of Education funding received for major capital improvements and the Ministry of Education's Annual Facilities Grant (AFG) and the newly introduced Carbon Neutral Capital Plan (CNCP).

- The Greater Victoria School District No. 61 has a link for Green Initiatives on the School District Website: https://healthyschools.sd61.bc.ca

Retirement of Offsets:

In accordance with the requirements of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation, the Greater Victoria School District is responsible for arranging for the retirement of the offsets obligation reported above for the 2016 calendar year, together with any adjustments reported for past calendar years. The Organization hereby agrees that, in exchange for the Ministry of Environment ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to $25 per tonne of offsets retired on its behalf plus GST.

Executive sign-off:

_____

Signature   Date

_____

Name (please print), CEO, COO or   Title
Superintendent

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8
Pieter Langstraat, Superintendent
Phone (250) 475-4162
Fax (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: October 10, 2017

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