

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

Regular Board Meeting

Monday, November 27, 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, November 27, 2017 @ 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road**

AGENDA

**Estimated
Times**

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.

- | | | |
|---------|---|-----------|
| 7:30 pm | A1. Approval of the Agenda | (p 01-04) |
| 7:35 pm | A2. Approval of the Minutes | |
| | a) Approval of the October 23, 2017 Regular Board Minutes | (p 05-09) |
| | A3. Business arising from the Minutes | |
| 7:40 pm | A4. Trustee Elections | |
| | a) Election of Chair | |
| | b) Election of Vice-Chair | |
| | c) Election of British Columbia Public School Employers' Association Representative | |
| | d) Election of British Columbia School Trustees' Association Provincial Councilor | |
| | e) Motion to Destroy the Ballots | |
| | A5. Student Achievement | |
| | A6. District Presentations | |
| 8:05 pm | A7. Community Presentations (5 minutes per presentation) | |

B. CORRESPONDENCE

8:10 pm

C. TRUSTEE REPORTS

C1. Chair's Report

(p 10-16)

C2. Trustees' Reports (2 minutes per verbal presentation)

a) Trustee McNally

(p 17)

8:20 pm

D. BOARD COMMITTEE REPORTS

D1. Education Policy and Directions Committee

a) Minutes from the November 6, 2017 meeting – Information only

(p 18-20)

b) Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the November 6, 2017 Education Policy and Directions Committee meeting.

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve the following recommended motion:
1. That the Superintendent and Associate Superintendent, Deb Whitten, work with elementary principals and their staff to identify schools interested in implementing a "Whole School Inclusive Service Delivery" model for the 2018-19 school year;
 2. That the Superintendent and Associate Superintendent, Deb Whitten, work with the Inclusive Learning Team and the Ministry of Education to provide profile funding to schools for students with an "H" Ministry designation;
 3. That the Superintendent and Associate Superintendent, Deb Whitten continue to meet the itinerant staff, school-based and elementary principals, to discuss other supports, including the Base+ model.

(p 21-22)

8:40 pm

D2. Operations Policy and Planning Committee

a) Minutes from the November 14, 2017 meeting – Information only

(p 23-27)

b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the November 14, 2017 Operations Policy and Planning Committee meeting.

- i) That the Board of Education of School District No.61 (Greater Victoria) support in principle of reinvigorating the Greater Victoria Foundation for Learning and direct the Superintendent to bring back a revised constitution and bylaws as applicable for consideration. (p 28-47)
 - ii) That the Board of Education of School District No. 61 (Greater Victoria) approve naming the library at Tillicum Community School "The Lori Burley Learning Commons". (p 48)
 - iii) That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3170 *Board Reserves* and accept Regulation 3170 *Board Reserves* for information. (p 49-53)
 - iv) That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Committee Terms of Reference. (p 54-56)
 - v) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9210, *The Development of Policy* at the meeting of November 27, 2017. (p 57-61)
- That Bylaw 9210, *The Development of Policy* be:

Read a first time this 27th day of November, 2017;
 Read a second time this 27th day of November, 2017;
 Read a third time, passed and adopted this 27th day of November, 2017.
- vi) That the Board of Education of School District No. 61 (Greater Victoria) dissolve the Needs Budget Ad Hoc Committee. (p 62)
 - vii) That the Board of Education of School District No. 61 (Greater Victoria) establish an Advocacy Ad Hoc Committee to develop effective advocacy action plans in partnership with our stakeholders.

c) Public Engagement Plan (p 63-74)

E. DISTRICT LEADERSHIP TEAM REPORTS

9:00 pm

E1. Superintendent's Report

- a) Monthly Report (p 75)

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.
- b) Language Programming Review (p 76-88)
- c) Trustee Questions (p 89)

9:15 pm

E2. Secretary-Treasurer's Report

- a) Monthly Report

(p 90)

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

9:20 pm

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

9:35 pm

H. NEW BUSINESS/NOTICE OF MOTIONS

H1. New Business

H2. Notice of Motions

- a) Trustee Orcherton

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to create a policy on how the Board recognizes individuals who make significant contributions to the District.

9:45 pm

I. ADJOURNMENT



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

MINUTES

Present:

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

Regrets: Trustee Rob Paynter

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, David Loveridge, Director, Facilities Services, Lisa McPhail, Communications Officer, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:36 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 October 23, 2017 Agenda be approved.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Nohr and seconded:

That the September 25, 2017 Regular Board Minutes be approved.

Motion Carried

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

A3. Business arising from the Minutes - None

A4. Student Achievement - None

A5. District Presentations

Secretary-Treasurer, Mark Walsh, introduced the Director of Facilities Services, David Loveridge, who presented to the Board an overview of the projects undertaken by facilities staff over the summer break. Trustees asked questions of clarification of Mr. Loveridge.

Chair Loring-Kuhanga thanked Mr. Loveridge for his presentation.

A6. Community Presentations

- a) Jady Marshall, a 2016 graduate of Oak Bay High School, attended the Board meeting to speak to Trustees about dress codes.

B. CORRESPONDENCE

B1. Letter from Minister of State for Child Care

A letter from the Ministry of State for Children and Family Development in British Columbia was presented for information purposes.

C. TRUSTEE REPORTS

C1. Chair's Report

Chair Loring-Kuhanga reported to the Board her various activities over the past month including a PAC meeting at Margaret Jenkins Elementary School, the fall conference of the Vancouver Island School Trustees' Association and a meeting with MLA, Mitzi Dean.

Chair Loring-Kuhanga thanked parent volunteers for all that they do and the facilities staff for creating 84 new classrooms this summer.

C2. Trustees' Reports

- a) Trustee McNally provided a written report of her activities over the past month.
- b) Trustee Watters provided a written report of her activities over the past month.

D. BOARD COMMITTEE REPORTS

D1. Education Policy and Directions Committee

- a) The October 2, 2017 meeting minutes were received for information.

D2. Operations Policy and Planning Committee

- a) The October 10, 2017 meeting was held but no business was conducted due to a lack of quorum. The meeting agenda was discussed and is available on the District website

E. DISTRICT LEADERSHIP TEAM REPORTS

E1. Superintendent's Report

- a) Superintendent Langstraat presented his monthly report.

It was moved by Trustee Orcherton 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) Trustee Questions

Superintendent Langstraat responded to Trustee questions regarding food purchases and catering for meetings and advised Trustees he would obtain additional information and report back at a future Board meeting.

E2. Secretary-Treasurer's Report

a) Secretary-Treasurer Walsh presented his monthly report.

It was moved by Trustee Orcherton 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) Facilities Plan Ad Hoc Committee Terms of Reference

Secretary-Treasurer Walsh provided an update on the status of the Facilities Plan Ad Hoc Committee and the revised Terms of Reference.

It was moved by Trustee Ferris and seconded:

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

Discussion ensued amongst the Trustees with a recommendation being made to amend the Terms of Reference to include one VCPAC representative plus one parent representative from each elementary, middle and secondary school and invite any other interested parties.

It was moved by Trustee Nohr and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Facilities Plan Ad Hoc Committee Terms of Reference to include one VCPAC representative plus one parent representative from each elementary, middle and secondary school and invite any other interested parties.

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

It was moved by Trustee Leonard and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Facilities Plan Ad Hoc Committee Terms of Reference to include three VCPAC representatives, one from each elementary, middle and secondary school.

Motion Carried

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

Against: Trustees Nohr and McNally

Further discussion ensued amongst the Trustees with a recommendation being made to amend the first amendment by striking the words "*and invite any other interested parties.*"

It was moved by Trustee Orcherton and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Facilities Plan Ad Hoc Committee Terms of Reference to strike the words "*and invite any other interested parties*" from the amended motion, "*one VCPAC representative from each elementary, middle and secondary school and invite any other interested parties.*"

Motion Carried Unanimously

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 the revised Facilities Plan Ad Hoc Committee Terms of Reference and to include the words "*three VCPAC representatives, one from each elementary, middle and secondary school.*"

Motion Carried Unanimously

c) 2017-2018 Enrolment Update

Secretary-Treasurer Walsh directed Trustees to their agendas and the update provided with regards to student enrolment. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh.

F. QUESTION PERIOD - None

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

H. NEW BUSINESS/NOTICE OF MOTIONS

H1. New Business

a) Trustee Watters – SD61 Dress Codes

Trustee Watters presented her motion and provided a rationale.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to instruct Principal's to suspend the enforcement of school dress codes pending the One Learning Community Ad Hoc Committee consultation and recommendations on dress codes.

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

It was moved by Trustee Whiteaker and seconded:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to instruct Principal's to suspend the enforcement of school dress codes pending the One Learning Community Ad Hoc Committee consultation and recommendations on dress codes*" be amended to strike the words "*suspend the enforcement of school dress*"

codes” and replace with “report any enforcement of school dress codes to the Superintendent’s office.”

Motion Defeated

For: Trustees Whiteaker, Watters, and McNally

Against: Trustees Loring-Kuhanga, Nohr, Orcherton, Ferris, and Leonard

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

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to instruct Principal's to suspend the enforcement of school dress codes pending the One Learning Community Ad Hoc Committee consultation and recommendations on dress codes.

Motion Defeated

For: Trustees Whiteaker, Watters, and McNally

Against: Trustees Ferris, Loring-Kuhanga, Nohr, Leonard, and Orcherton

b) Trustee Watters – SOGI (Sexual Orientation and Gender Identity)

Trustee Watters presenter her motion and provided a rationale. Discussion ensued amongst the Trustees with direction being given to post the letter in the Times Colonist as well as on the District website and social media.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) publish a letter, as per the BCSTA message of support to Boards of Education, for SOGI policies and initiatives in fostering safer and more inclusive communities for all British Columbians.

Motion Carried Unanimously

H2. Notice of Motions - None

I. ADJOURNMENT

It was moved by Trustee Ferris and seconded:

That the meeting be adjourned.

Motion Carried

The meeting adjourned at 9:05 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer

A Professional Learning Guide for Trustees and Boards of Education

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INTRODUCTION

1. GOVERNANCE

Boards of education have, as their primary function, the governance of the school district and oversight of student achievement through a strong strategic plan that directs resources, informs policy development, and aligns the work of staff.

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2. VISION, CULTURE AND PLANNING

Boards of education work collaboratively with community, staff and students to develop a collective district vision for a desired future that reflects shared values and beliefs. These, in turn, shape district culture focused on student achievement and success

- ✓ Strategic planning
 - *Considerations for Effective Strategic Planning*
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3. THE BOARD'S RESPONSIBILITY FOR STUDENT SUCCESS

Boards of Education have the responsibility to provide stewardship over the policies, resources and actions of the school district to ensure students are provided with the best possible educational experiences to meet their individual needs.

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4. ABORIGINAL EDUCATION

Boards of education are vital in providing leadership and forming partnerships with the Aboriginal community that will improve educational outcomes for Aboriginal students.

- ✓ Pathways to Success
- ✓ Exponential Benefits of Supporting Aboriginal Students
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- ✓ Key Aboriginal Political and Administrative Bodies
- ✓ Understanding Terminology

5. FINANCIAL AND FACILITY PLANNING AND ACCOUNTABILITY

Boards of education are accountable to the public for ensuring the prudent use of resources in their school district.

- ✓ Overview of Fiduciary Responsibilities
- ✓ Financial Accountability
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 - *Additional Documentation regarding Funding*

6. HUMAN RESOURCES AND LABOUR RELATIONS

School districts are the direct employer of teachers, support staff, school/district administrators and senior executives. However, many key functions are effectively controlled at the provincial level. To effectively set policy and direction for district employees, understanding these structures is essential.

- ✓ The K - 12 Context
- ✓ Governance of Human Resources
- ✓ Superintendent (CEO) as the Board's Key Employee
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7. COMMUNICATIONS AND COMMUNITY RELATIONS

Through external and internal consultation, discussion and reporting, boards of education communicate in a manner that builds confidence in their school district

- ✓ Communication Plans
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- ✓ Communication Strategies
 - *Board Identity or “Brand”*
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8. BOARD DEVELOPMENT AND LEADERSHIP

Trustees have a significant leadership role in their school district. Effective boards create an environment that fosters leadership and builds capacity throughout the system.

- ✓ Leading and Managing Change
- ✓ Utilizing Data and Evidence
- ✓ Capacity Building
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- ✓ Trustee Orientation
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 - *Structures to Support Provincial Leadership*
 - *BCSTA Committees*
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9. LEGAL ACCOUNTABILITY

Boards of Education are subject to a wide range of legal obligations and responsibilities, arising from both legislation and common law (court rulings).

- ✓ Legislative Requirements (the School Act, Regulations, Ministerial Orders and Orders in Council, Teachers Act, Child, Family and Community Service Act, Financial Disclosure Act, Human Rights Code, Local Government Act, Ombudsperson Act, Financial Information Act)
- ✓ Risk Management (Schools Protection Program)
- ✓ Liability
- ✓ Social media, email legalities

DIRECTORY OF PARTNER AND STAKEHOLDER GROUPS

GLOSSARY OF ACRONYMS, TERMS AND VOCABULARY

November 2017 Trustee Report
Diane McNally, Trustee, SD61 Greater Victoria Board of Education

Met with Mitzi Dean, MLA Esquimalt-Metchosin, Oct 23 with Board Chair Edith Loring Kuhanga and Trustee Deborah Nohr – topics in public education .

Attended announcement from Hon Carla Qualtrough, Minister of Public Services and Procurement, October 30 James Bay Community School re Canada Child benefit.

Saanich Arts, Culture and Heritage : No longer attending as no apparent relevance for SD61 Board.

Choices / Yates St Transitional Shelters

- November 1 attended View Royal community meeting at Eagleview School. Spoke as an individual in favour of the proposed Our Place Therapeutic Recovery Community on the site of the current Choices Transitional Shelter (old YDC building) site. As Trustee, no reports of concerns from the school re Choices, and as the TRC will be a closed abstinence based facility, no issues expected if it goes forward. (Rezoning proposal led by BC Housing soon).
- November 8 attended community meeting at Central Middle School re re-opening of Yates St Transitional Shelter.

BCSTA: Nov 7 attended BCSTA Bylaw Review Committee Vancouver (committee a result of SD61 motion that carried at April 2017 BCSTA AGM).

Schools

- November 10 Vic High Remembrance Day Ceremony
- November 10 Oaklands Remembrance Day Ceremony

Public Engagement Committee / ad hoc committees

- November 9 Public Engagement Ad Hoc Committee

Aboriginal Nations Education Committee : Next meeting January

Trustee Professional Development

ANED: Ongoing: ANED reading list:

- Indian Residential Schools & Reconciliation Teacher Resource Book 2 11/12 (FNESC, FNSA 2015)

Minutes

Present: TRUSTEES

Ann Whiteaker, Chair
Tom Ferris
Deborah Nohr
Peg Orcherton
Jordan Watters

ADMINISTRATION

Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Piet Langstraat, Superintendent of Schools
Harold Caldwell, District Principal, Inclusive Learning
Marnice Jones, Health Schools Coordinator, Inclusive Learning
Jennifer Chambers, Teacher, Inclusive Learning
Louise Sheffer, Director, Learning Team
Craig Schellenberg, Aboriginal District Principal
Nella Nelson, Aboriginal Nations Coordinator
Jeanette Alexander, ASA Representative
Jennifer Whitehouse, CUPE 947 Representative
Winona Waldron, GVTA Representative
Karen Walters-Edgar, Meeting Recorder

Guest: Georgina Hope, Teacher, Victoria High School

The meeting was called to order at 7:02 p.m.

Chair Whiteaker welcomed everyone to tonight's meeting.

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

A1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the November 6th, 2017 Education Policy and Directions agenda be approved.

Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris:

That the October 2nd, 2017 Education Policy and Directions Committee meeting Regular Minutes be approved.

Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. NEW BUSINESS

B1. Introduction of Student Representative

Superintendent Langstraat introduced Student Representative, Nicole Quast, from Oak Bay High School. Nicole also said that she looked forward to attending November's Standing Committee meetings and also the Board meeting.

B2. Truth and Reconciliation

Deputy Superintendent, Shelley Green, explained how the District is responding to the Truth and Reconciliation Report. She also reviewed how things are progressing in our district and spoke to the Calls to Action to be honoured by all levels of government.

Deputy Superintendent Green introduced Craig Schellenberg, Aboriginal District Principal. Mr. Schellenberg presented a PowerPoint on First Peoples Principles of Learning - Education and Reconciliation. Ms. Georgina Hope, Victoria High School teacher, also provided a Google presentation of her classroom showing her students creating and sharing stories about their lives with fellow students and how they built confidence amongst themselves in sharing these stories with each other. Mr. Schellenberg also wanted to thank Shoreline Middle School teacher, Brenda Pohl for continued work on First Peoples Principles of Learning with the increased engagement of Indigenous students, and all students, in the classroom.

Deputy Superintendent Green stated that Truth and Reconciliation is about the ways of knowing and learning. We know that in learning you can take a risk and bring in new ways of knowing, e.g., speaking more slowly, and that it is ok not to understand content and context. Understanding and meaning is created as students, teachers and subject join together.

Trustees asked questions of clarification and provided feedback.

B3-A. Supports for Children/Families in Elementary Schools

Associate Superintendent, Whitten provided background information on supports for children and families in Elementary Schools.

Associate Superintendent Whitten provided three potential frameworks of inclusive learning models and explained her rationale for presenting the recommended motion.

It was moved by Trustee Ferris:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following recommended motion:

1. That the Superintendent and Associate Superintendent, Deb Whitten, work with elementary principals and their staff to identify schools interested in implementing a "Whole School Inclusive Service Delivery" model for the 2018-19 school year;
2. That the Superintendent and Associate Superintendent, Deb Whitten, work with the Inclusive Learning Team and the Ministry of Education to provide profile funding to schools for students with an "H" Ministry designation;
3. That the Superintendent and Associate Superintendent, Deb Whitten continue to meet the itinerant staff, school-based and elementary principals, to discuss other supports, including the Base+ model.

Motion Carried

B3-B. Elementary Counselling

Trustee Watters presented a memo from the Equity Ad Hoc Committee in regard to Elementary Counselling. Trustee Watters explained that the “Base+ model” presented by Superintendent Langstraat and Associate Superintendent Whitten is a way of providing equitable and consistent Elementary Counselling supports at all of our elementary schools.

B4. Wellness Supports - SOGI Update

Harold Caldwell, District Principal - Inclusive Learning, introduced his colleagues Marnice Jones, Healthy Schools Coordinator, and Jennifer Chambers, Inclusive Learning teacher. Ms. Jones and Ms. Chambers provided background information for trustees via a PowerPoint presentation. Ms. Jones and Ms. Chambers explained the mental health needs and well-being supports and strategies that are in place for all students.

Trustees thanked the Inclusive Learning Support Team for their presentation.

C. NOTICE OF MOTIONS - None

D. GENERAL ANNOUNCEMENTS - None

E. ADJOURNMENT

It was moved by Trustee Ferris

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:25 p.m.

MEMO

From: Deb Whitten, Associate Superintendent

To: Board of Education

Date: November 27, 2017

RE: Supports for children and families in elementary school

The purpose of this memo is to provide a report and recommendation on elementary counselling supports as per the September 25, 2017 Board motion:

That the Board of Education of School District No. 61 (Greater Victoria) request that the Superintendent provide a report and recommendation on elementary counselling supports for elementary children and their families for the November 2017 Education Policy and Directions meeting.

The Superintendent and I met with elementary counsellors to discuss current supports for elementary children and their families. The counsellors shared current struggles with regards to the staffing allocations and the time required to create and maintain files for students with a 'H' designation (Intensive Behaviour Intervention/Serious Mental Illness).

As a result changes have been made regarding the submission of the files for students with an 'H' designation. In addition to these changes, the Superintendent and I have explored other options to increase the support for students and their families in elementary schools.

There are three models are: a 'Base + model' of support for elementary schools; a 'Whole School Inclusive Service Delivery model'; and a 'Profile' funding structure for the 'H' designation. The models will provide sustainable, proactive and preventative counselling and supports to students and families in elementary school.

Recommendations:

1. The Superintendent and Associate Superintendent Whitten work with elementary principals and their staff to identify schools interested in implementing a 'Whole School Inclusive Service Delivery' model for the 2018-2019 school year.

2. The Superintendent and Associate Superintendent Whitten work with the Inclusive Learning Team and the Ministry of Education to provide profile funding to schools for students with an 'H' Ministry designation.
3. The Superintendent and Associate Superintendent Whitten continue to meet with the itinerant staff, school based teams and elementary principals to discuss other supports including the Base + model.



**Operations Policy and Planning Committee Meeting
November 14, 2017 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Committee Members Present: Jordan Watters, Chair, Diane McNally, Rob Paynter, Elaine Leonard

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, Lisa McPhail, Communications Officer

The meeting was called to order at 7:00 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 November 14, 2017 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

That the September 18, 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. Anomura Housing Society – Presentation Withdrawn

B. Emergency Preparedness

Greg Kitchen, Associate Superintendent introduced Marketa Lund, VCPAC Director, who reviewed the work being undertaken to ensure that the school district is able to respond to any emergency situation. Trustees thanked Greg and Marketa for their presentation.

5. SUPERINTENDENT'S REPORT

A. Introduction of Student Representative

Superintendent Langstraat welcomed and introduced Nicole Quast student representative from Oak Bay High School and highlighted some of the initiatives that the Student Representative Council has worked on.

B. Foundation Update

Superintendent Langstraat explained that the Greater Victoria Foundation for Learning has been inactive for a number of years and has the potential to provide substantial benefit to the District and recommended that the Board of Education support a more active role for the Greater Victoria Foundation for Learning in supporting enhanced programming and supports for students in the District. Trustees asked questions of clarification.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) support in principle reinvigorating the Greater Victoria Foundation for Learning and direct the Superintendent to bring back a revised constitution and bylaws as applicable for consideration.

Motion Carried

For: Trustee Watters, Leonard and Paynter

Against: Trustee McNally

C. Equity Committee Update

Christopher Macintosh, Principal, Central Middle School and Chair of the Equity Ad Hoc Committee explained that the 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 to make recommendations for supporting equity in the district and presented the following recommendations from the Equity Ad Hoc Committee:

- That the Board support standardizing emergency response materials across the district, so that each school is afforded the same level of emergency preparedness.
- That the Board utilize the Foundation as a viable mechanism for improving equity across the district, especially as it relates to emergency preparedness.
- That the Board advocate that the government fully fund emergency response materials in schools.

Trustees asked questions of clarification.

D. Correspondence Protocol

Superintendent Langstraat explained that a protocol for responding to correspondence addressed to the Board of Education has been developed to foster a responsive and transparent process for receiving and responding to public correspondence and reviewed the correspondence matrix.

E. Public Engagement Plan

Katie Hamilton, Communications Contractor explained that one of the main deliverables of the Public Engagement Ad Hoc Committee was to oversee the development of the Public Engagement and Communications Plan and provided an overview of the Plan which includes five goals with associated strategies to be implemented over the next three years. Ms. Hamilton stated that the Plan was informed by a best practice and literature review, a review of current communications tools and historical practice in the District, and inputs from parents about how they like to receive information from the District. Trustees asked questions of clarification and thanked Ms. Hamilton for her presentation.

6. PERSONNEL ITEMS – None

7. FINANCE AND LEGAL AFFAIRS

A. Tillicum Library Naming Request

Brent Kelly, Acting Principal, Tillicum Community School acknowledged the passing of Lori Burley, long time Principal and explained that the school community would like to name the school library in Lori's honour as a fitting tribute to her legacy. Trustees expressed support for the request.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve naming the library at Tillicum Community School "The Lori Burley Learning Commons".

Motion Carried Unanimously

B. Policy and Regulation 3170 Board Reserves

Secretary-Treasurer Walsh stated that the Ministry of Education is requiring school districts to develop a policy to guide the accumulation, reporting and spending of operating surplus reserve funds and reviewed the draft Policy and Regulation 3170 *Board Reserves*. Trustees asked questions of clarification.

It was moved by Trustee Paynter:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3170 Board Reserves and accept Regulation 3170 Board Reserves for information*" be referred to the December 4, 2017 Operations Policy and Planning Committee meeting.

Motion Defeated

For: Trustee Paynter

Against: Trustee Watters, Leonard and McNally

Further discussion ensued with Trustees directing staff to make a few minor changes to the regulation.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3170 *Board Reserves* and accept Regulation 3170 *Board Reserves* for information.

Motion Carried

For: Trustees Watters, Leonard and McNally

Against: Trustee Paynter

C. Audit Committee Terms of Reference

Secretary-Treasurer Walsh explained that the Ministry of Education is asking all school districts to establish an Audit Committee by June 30, 2018. The purpose of the Audit Committee is to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, risk assessment and mitigation strategies, internal and external audit functions, including operational audits, and compliance matters. Secretary Walsh reviewed the proposed terms of reference for the Audit Committee. Trustees asked questions of clarification and directed staff to add the process for selecting a Chair of the Audit Committee to the terms of reference.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Committee Terms of Reference.

Motion Carried Unanimously

D. Policy Sub-Committee Report

The Operations Policy and Planning Committee supported the revisions under Section C.1 of Bylaw 9210 *The Development of Policy* to include “Definitions” (an explanation of the meaning of terms used in the policy), “Responsibilities” (an explanation of the responsibilities relating to the policy) and “References” (a listing of the sources of information used to develop the policy) and recommended the following motions to the November Board meeting for consideration.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9210, *The Development of Policy* at the meeting of November 27, 2017.

That Bylaw 9210, *The Development of Policy* be:

Read a first time this 27th day of November, 2017;

Read a second time this 27th day of November, 2017:

Read a third time, passed and adopted this 27th day of November, 2017.

8. **FACILITIES PLANNING** – None

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

10. NEW BUSINESS

A. Trustee Questions – None

B. Needs Budget Committee

Trustee Leonard assumed the position of Chair so that Chair Watters could move a motion.

Chair Watters explained that in order to coordinate and expand the areas of advocacy to government, the Needs Budget Ad Hoc Committee should be replaced with an Advocacy Ad Hoc Committee.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) dissolve the Needs Budget Ad Hoc Committee.

Motion Carried Unanimously

C. Advocacy Ad Hoc Committee

Chair Watters reviewed her proposed terms of reference for the Advocacy Ad Hoc Committee and explained her rationale. Trustees asked questions of clarification and expressed support but stated that the draft terms of reference should be reviewed and revised by the Superintendent.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) establish an Advocacy Ad Hoc Committee to develop effective advocacy action plans in partnership with our stakeholders.

Motion Carried Unanimously

11. NOTICE OF MOTION – None

12. GENERAL ANNOUNCEMENTS – None

13. ADJOURNMENT

It was moved by Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:22 p.m.

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

DATE: November 27, 2017

RE: Greater Victoria Foundation for Learning

The Greater Victoria Foundation for Learning (Foundation) has been largely inactive for a number of years. It is the opinion of the Superintendent that the Foundation has the potential to provide substantial benefit to the District.

Our public schools provide excellent teaching and learning that allow students to be highly successful. There are opportunities beyond what is considered to be “basic education”, however, that would augment the programming and supports that can be achieved through funding provided by the provincial Ministry of Education and targeted federal funding.

The role of the Foundation is to identify initiatives that make a real difference for students above and beyond what the District is currently able to offer and to generate financial support for these initiatives from the broader community.

The Constitution for the Greater Victoria Foundation for Learning is attached for the information of the Board of Education. A reinvigorated Foundation would be administered by the Associate Superintendent, Partnerships and Pathways who in turn would support the Directors of the Foundation.

It is the recommendation of the Superintendent that the Board of Education support a more active role for the Greater Victoria Foundation in supporting enhanced programming and supports for students in the District.



CERTIFIED COPY
Of a document filed with the
Province of British Columbia
Registrar of Companies

CAROL PREST

CONSTITUTION

BC Society • Societies Act

NAME OF SOCIETY: **GREATER VICTORIA FOUNDATION FOR LEARNING**

Incorporation Number:

S0042323

Business Number:

86291 7390.BC0001

Filed Date and Time:

January 6, 2017 05:07 PM Pacific Time

The name of the Society is GREATER VICTORIA FOUNDATION FOR LEARNING

The purposes of the Society are:

- a) to receive gifts, bequests, trusts, funds and property and beneficially, or as a trustee or agent, to hold, invest, develop, manage, accumulate and administer funds and property for the purpose of disbursing funds and property exclusively to The Board of School Trustees of School District No. 61 (Greater Victoria) provided that it remains a "qualified donee" as defined by the Income Tax Act; and
- b) to conduct any and all activities and exercise any and all such powers as are necessary for the achievement and furtherance of the purposes of the Foundation.


CAROL PREST

GREATER VICTORIA FOUNDATION FOR LEARNING
BYLAWS

PART 1 - INTERPRETATION

- 1.1 In these bylaws and the constitution of the Foundation, unless the context otherwise requires:
- "address of the Foundation" means the address of the Foundation as filed from time to time with the Registrar in the Notice of Address;
- "Advisory Council" means the council appointed by the Board in accordance with these bylaws;
- "appointed director" means a person appointed in accordance with these bylaws as an appointed director or appointed as a replacement director for an appointed director;
- "Board" means the directors acting as authorized by the constitution and these bylaws in managing or supervising the management of the affairs of the Foundation and exercising the powers of the Foundation;
- "Board resolution" means a resolution passed at a meeting of the Board by a simple majority of the votes cast by those directors entitled to vote at such meeting;
- "bylaws" means the bylaws of the Foundation as filed in the Office of the Registrar;
- "consent resolution of directors" means a resolution passed by a simple majority of the directors in accordance with Section 54(2) of the *Societies Act*. Such approval may be evidenced either by written resolution or email confirmation;
- "constitution" means the constitution of the Foundation as filed in the Office of the Registrar;
- "directors" means only those persons who are or who have become either appointed, elected, founding or replacement directors in accordance with these bylaws and have not ceased to be directors, and a "director" means any one of them;
- "elected director" means a person elected as an elected director in accordance with these bylaws or elected or appointed as a replacement director for an elected director;
- "Foundation" means the pre-existing society continued under the *Societies Act* under the name GREATER VICTORIA FOUNDATION FOR LEARNING;
- "Income Tax Act" means the *Income Tax Act* R.S.C. 1985 c. 1 (5th supp.) as amended from time to time;
- "members" means only those persons who are members or who have subsequently become members in accordance with these bylaws and, in either case, who have not ceased to be members, and a "member" means any one of them;
- "Members' Moderator" means a person appointed as the Members' Moderator in accordance with these Bylaws;
- "ordinary resolution" means any of the following:
- (i) a resolution passed at a general meeting by a simple majority of the votes cast by the voting members in good standing, whether cast in person or by proxy;
 - (ii) a resolution consented to in writing, after being sent to all of the voting members, by at least 2/3 of the voting members in good standing; or

- (iii) a resolution passed by a simple majority of the votes cast by mail or another means of communication, including by fax, email or other electronic means;

"Patron" means a person appointed by the Board to be a Patron of the Foundation;

"President" means a person elected to the office of President in accordance with these bylaws but such office holder may, with the approval of a Board resolution or consent resolution of directors, use the title Chair, Chairperson, Chairwoman or Chairman in substitution for, or in addition to, the title "President";

"registered address" of a member or director means the address of that person as recorded in the register of members or the register of directors;

"Registrar" means the Registrar of Companies of the Province of British Columbia;

"Secretary" means a person appointed to the office of Secretary in accordance with these bylaws;

"*Societies Act*" means the *Societies Act* of British Columbia, as amended from time to time;

"special resolution" means any of the following:

- (i) a resolution passed at a general meeting by at least 2/3 of the votes cast by the voting members in good standing, whether cast in person or by proxy;
- (ii) a resolution consented to in writing by all of the voting members in good standing; or
- (iii) a resolution passed by at least 2/3 of the votes cast by the voting members in good standing by mail or another means of communication, including by fax, email or other electronic means;

"Treasurer" means a person appointed to the office of Treasurer in accordance with these bylaws; and

"writing" includes words printed, typewritten, painted, engraved, lithographed, photographed or represented or reproduced by any mode of representing or reproducing words in visible form.

1.2 The definitions contained in the *Societies Act* on the date these bylaws become effective apply to these bylaws and the constitution except where the wording of the definitions contained in the *Societies Act* differs from the wording of the definitions contained in these bylaws, and in such cases, the wording of the definitions contained in these bylaws shall take precedence provided that the meaning thereof is not inconsistent with the meaning of definition contained in the *Societies Act*.

1.3 Words incorporating the singular number include the plural and vice versa; words importing gender include the masculine, feminine and neuter genders; and words importing a person include an individual, partnership, association, body corporate, trustee, executor, administrator and legal representative.

PART 2 – MEMBERSHIP

2.1 Membership in the Foundation shall be restricted to the persons whose names were on the register of members as at the date of transition to the *Societies Act*, and to those persons who have requested admission and are subsequently admitted by ordinary resolution which may set out specific terms and criteria of membership.

2.2 There shall be one class of members. In the absence of any determination establishing a specific term for a member, a member shall continue as a member until ceasing to be a member pursuant to bylaw 2.5.

2.3 The amount of the membership dues shall be determined by the Board. In the absence of any determination of membership dues it shall be deemed that there are no annual or other membership dues. Once the amount of any membership dues has been determined, that amount shall be deemed to be the annual membership dues in each succeeding membership year until such amount is changed.

2.4 A member may withdraw from the Foundation by delivering his or her resignation in writing to the Secretary of the Foundation or delivering it to the address of the Foundation.

2.5 A person shall immediately cease to be a member of the Foundation:

- (a) upon the date which is the later of the date of delivering his or her resignation in writing to the Secretary of the Foundation or to the address of the Foundation or the effective date of the resignation stated therein;
- (b) upon his or her death;
- (c) upon ceasing to hold a position or meet the criteria by virtue of which he or she is a member;
- (d) in the case of a corporation, society or association, upon dissolution, bankruptcy or receivership;
- (e) upon the expiration of the term currently determined stipulating the length of time for which he or she is to be a member; or
- (f) upon being removed.

2.6 A member may be removed by a resolution passed by not less than 2/3 of the members entitled to vote. A member shall not be disciplined.

2.7 The membership of a person in the Foundation is not transferable.

2.8 All members shall be in good standing except a member who has failed to pay his or her current membership dues, or any other subscription or any debt due and owing by such member to the Foundation, and such member is not in good standing as long as the debt remains unpaid.

PART 3 - MEETINGS OF MEMBERS

3.1 The voting members in good standing shall appoint from among themselves a Members' Moderator who shall hold office until the close of the next annual general meeting; but if no successor is appointed, the person previously appointed as Members' Moderator continues to hold office until such time as a successor is appointed provided that he or she continues to be a voting member in good standing.

3.2 The Members' Moderator shall be responsible for making the necessary arrangements for:

- (a) the issuance of notices of meetings of members;
- (b) the keeping of minutes of all meetings of members; and

(c) the maintenance of the register of members.

3.3 The Members' Moderator may be removed by an ordinary resolution.

3.4 The general meetings of the Foundation shall be held at such time and place, in accordance with the *Societies Act*, as the directors shall decide.

3.5 The Members' Moderator shall give not less than 7 days written notice of a general meeting to its members entitled to receive notice; but those members may waive or reduce the period of notice for a particular meeting by unanimous consent in writing.

3.6 Notice of a general meeting shall specify the place, the day and the hour of the meeting.

3.7 The accidental omission to give notice of a general meeting to, or the non-receipt of notice by, any of the members entitled to receive notice does not invalidate proceedings at that meeting.

3.8 An annual general meeting shall be held at least once in every calendar year. Notwithstanding the foregoing, an annual general meeting is deemed to have been held if:

- (a) all of the matters required by *the Societies Act* to be dealt with at an annual general meeting are dealt with in a resolution as permitted by Section 72 of *the Societies Act*; and,
- (b) all of the members entitled to vote consent in writing to that resolution on or before the date by which the annual general meeting must be held under section 71 of *the Societies Act*.

3.9 Every general meeting other than an annual general meeting is an extraordinary general meeting.

3.10 The directors may, whenever they think fit, convene an extraordinary general meeting. As required by Section 75 of the *Societies Act*, the directors shall convene an extraordinary general meeting of members upon receipt of a written request requesting such a meeting and signed by at least 10% of the voting members in good standing.

PART 4 - PROCEEDINGS AT GENERAL MEETINGS

4.1 Special business is:

- (a) all business at an extraordinary general meeting except the adoption of rules of order; and
- (b) all business that is transacted at an annual general meeting, except:
 - (i) the adoption of rules of order;
 - (ii) consideration of the financial statements prepared in accordance with the *Societies Act*;
 - (iii) consideration of the report of the directors;
 - (iv) consideration of the report of the auditor, if any;
 - (v) the election or appointment of directors;

- (vi) the appointment of the Members' Moderator;
- (vii) the appointment of the auditor if desired; and
- (viii) such other business that, under these bylaws or any governing statutes, ought to be transacted at an annual general meeting, or business which is brought under consideration by the report of the directors if the report was issued with the notice of the meeting.

4.2 In order to have quorum at a general meeting:

- (a) 1/3 of the members or three members, whichever is greater, must be present or, where proxies are allowed, represented by the member's appointed proxy; or
- (b) if the Foundation has fewer voting members than the quorum provided for in 4.2 (a), the quorum for the transaction of business at a general meeting is all of the voting members in good standing.

4.3 No business, other than the election of a person to chair the meeting and the adjournment or termination of the meeting, shall be conducted at a general meeting at a time when a quorum is not present.

4.4 If at any time during a general meeting there ceases to be a quorum present, business then in progress shall be suspended until there is a quorum present or until the meeting is adjourned or terminated.

4.5 If within 30 minutes from the time appointed for a general meeting a quorum is not present, the meeting, if convened on the requisition of members, shall be terminated; but in any other case, it shall stand adjourned to the same day in the next week, at the same time and place, and if, at the adjourned meeting, a quorum is not present within 30 minutes from the time appointed for the meeting, the members present shall constitute a quorum.

4.6 The Members' Moderator shall chair all general meetings; but if at any general meeting the Members' Moderator is not present within 15 minutes after the time appointed for the general meeting, or requests that he or she not chair that meeting, the voting members in good standing that are present may choose one of their number to chair that general meeting.

4.7 If a person presiding as chair of a general meeting wants to step down as chair for all or part of that meeting, he or she may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the members present at such meeting, he or she may preside as chair.

4.8 A general meeting may be adjourned from time to time and from place to place, but no business shall be transacted at an adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.

4.9 It is not necessary to give notice of an adjournment or of the business to be transacted at an adjourned meeting except where a meeting is adjourned for more than 14 days, in which case notice of the adjourned meeting shall be given as in the case of the original meeting.

4.10 Any issue at a general meeting which is not required by these bylaws or the *Societies Act* to be decided by a special resolution shall be decided by an ordinary resolution.

4.11 A voting member in good standing is entitled to one vote.

4.12 A corporation, association or society which is a member may vote by its duly authorized representative who is entitled to speak and vote and in all other respects exercise the rights of a member and that representative shall be reckoned as a member for all purposes in connection with any meeting of the Foundation. The chairman of a meeting shall be entitled to require any such representative to first produce a certified copy of a resolution of the board of directors or other governing body of the corporation appointing him as its representative.

4.13 A member that is chairing a general meeting may vote but, if he or she does so and the result is a tie, shall not be permitted to vote again to break the tie and the resolution being voted on shall be deemed to have failed.

4.14 Voting shall be by show of hands or voice vote recorded by the secretary of the meeting, unless proxy votes are to be recorded or if any two voting members in good standing present at the meeting make a request for a secret vote, a secret vote by written ballot shall be required.

4.15 Voting by proxy is permitted provided that the proxy has previously been appointed in writing by the member appointing the proxy and the proxy has the written appointment at the meeting. However, a permanent proxy or a proxy entitling a person or member to vote at other than one meeting and any adjournment of that meeting is void. In the case of written proxy votes on specific issues such written proxy votes are also to be counted and added to the total of voices by hand or voice.

4.16 No resolution proposed at a general meeting need be seconded and the person chairing such a meeting may move or propose a resolution.

4.17 A resolution in writing which is identified as an ordinary resolution and has been submitted to all the members and signed by a minimum of 2/3 of the members who would have been entitled to vote on it in person or by proxy at a general meeting of the Foundation is as valid and effectual as an ordinary resolution as if it had been passed at a meeting of members duly called and constituted and shall be deemed to be an ordinary resolution. Such a resolution may be in two or more counterparts which together shall be deemed to constitute one ordinary resolution in writing. Such ordinary resolution shall be filed with minutes of the proceedings of the members and shall be effective on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

4.18 A resolution in writing which is identified as a special resolution and has been signed by all the members who would have been entitled to vote on it in person or by proxy at a general meeting of the Foundation is as valid and effectual as a special resolution as if it had been passed at a meeting of members duly called and constituted. Such a resolution may be in two or more counterparts which together shall be deemed to constitute one special resolution in writing. Such special resolution shall be filed with minutes of the proceedings of the members and shall be deemed to be passed on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

PART 5 - DIRECTORS

5.1 The number of directors shall be three or such other number, not being less than three, as may be determined from time to time by ordinary resolution.

5.2 Every director shall subscribe to and support the purposes of the Foundation. No person shall be a director of the Foundation unless duly elected or appointed a director in accordance with these bylaws and shall cease to be a director if notice of a change in directors is not filed with the Registrar of Companies in

compliance with the *Societies Act* within 60 days of such election or appointment. Any election or appointment of a director is invalid unless:

- (a) the individual, so appointed or elected, either consents in writing; or
- (b) is present at the meeting at which he or she is appointed or elected and consents verbally.

5.3 The persons whose names are listed as directors with the Registrar on the date these bylaws were filed with the Registrar will serve as directors until such time as the terms for which they were elected or appointed for expire.

5.4 Elected directors may be elected by the members at a general meeting and take office commencing at the close of such meeting.

5.5 The term of office of elected directors shall normally be three (3) years. However, the members may determine that some or all elected directors may serve without specific term or may have a term other than three (3) years to be determined by the members in their discretion. For purposes of calculating the duration of an elected director's term of office, the term shall be deemed to commence at the close of the annual general meeting in which such director was elected. If the director was elected at an extraordinary general meeting, for purposes of calculating the term of office only, such term shall be deemed to have commenced at the close of the annual general meeting next following such extraordinary general meeting.

5.6 In elections where there are more candidates than vacant positions for directors, election shall be by secret ballot with the name of each duly nominated candidate appearing individually on the ballot. Candidates shall be deemed to be elected in order of those candidates receiving the most votes.

5.7 No member shall vote for more directors than the number of vacant positions for elected directors. Any ballot on which more names are voted for than there are vacant positions shall be deemed to be void.

5.8 The members may from time to time, by ordinary resolution, appoint additional directors to be known as appointed directors, and such ordinary resolution shall set out the term of office and may set out criteria to be met in order for the appointed director to serve.

5.9 Elected or appointed directors may serve repeated consecutive terms.

5.10 A person need not be a member of the Foundation in order to serve as a director of the Foundation.

5.11 Every director shall retire from office at the close of the annual general meeting in the year in which his or her term expires.

5.12 The members may by ordinary resolution remove a director before the expiration of such director's term of office and may elect or appoint a person as a replacement director and determine the term of such replacement director.

5.13 If a director ceases to hold office during his or her term for any reason, other than removal as aforesaid, the Board may appoint a person as a replacement director to take the place of such director until the next annual general meeting.

5.14 No act or proceeding of the Board is invalid by reason only of there being less than the prescribed number of directors in office.

5.15 A person shall immediately cease to be a director of the Foundation:

- (a) upon delivering his or her resignation in writing to the Secretary of the Foundation or to the address of the Foundation;
- (b) upon his or her death;
- (c) upon the expiration of the term currently determined stipulating the length of time for which he or she is to serve as a director;
- (d) upon ceasing to meet the criteria attached to his or her appointment; or
- (e) upon being removed as a director by the members.

5.16 If no successor is elected or appointed to replace the person who otherwise would cease to be a director and the result is that the number of directors would fall below three, the person previously elected or appointed as director continues to hold office until such time as a successor director is elected or appointed.

5.17 A director may be reasonably remunerated for services rendered in his or her capacity as a director as determined by a Board resolution and a director may be reimbursed for all expenses necessarily and reasonably incurred by him or her while engaged on the affairs of the Foundation. A director may also receive compensation for services provided to the Foundation in another capacity. Provided, however, that a majority of the directors must not receive or be entitled to receive compensation from the society for services provided to the Foundation in another capacity.

5.18 As required by Section 56 of the *Societies Act*, a director who has a direct or indirect material interest in a contract or transaction, or a proposed contract or transaction, of the Foundation, or a matter that is or is to be the subject of consideration by the directors, if that interest could result in the creation of a duty or interest that materially conflicts with that Director's duty or interest as a director of the Foundation, shall

- (a) disclose fully and promptly to the other directors the nature and extent of the director's interest,
- (b) abstain from voting on a Board resolution or consenting to a consent resolution of directors in respect of the contract, transaction or matter,
- (c) leave any meeting of the Board when
 - (i) the contract, transaction or matter is discussed, unless asked by the other directors to be present to provide information, or
 - (ii) the other directors vote on the contract, transaction or matter; and
- (d) refrain from any action intended to influence the discussion or vote.

A disclosure under (a) must be evidenced in at least one of either the minutes of a meeting of directors, a consent resolution of directors, or a record addressed to the directors that is delivered to the delivery address, or mailed by registered mail to the mailing address, of the registered office of the Foundation.

PART 6 - PROCEEDINGS OF THE BOARD

- 6.1 A meeting of the Board may be held at any time and place determined by the Board, provided that 1 days' notice of such meeting shall be sent in writing to each director. However, no written notice shall be necessary if all directors were present at the preceding meeting when the time and place of the meeting were determined or are present at the meeting or waive notice thereof in writing or give a prior verbal waiver to the Secretary of the Foundation.
- 6.2 For the purposes of the first meeting of the Board held immediately following the appointment or election of a director or directors at a general meeting, or for the purposes of a meeting of the Board at which a director is appointed to fill a vacancy in the Board, it is not necessary to give notice of the meeting to the newly elected or appointed director or directors for the meeting to be properly constituted.
- 6.3 The President may at any time, and the Secretary, on the request of any two directors shall, convene a meeting of the Board.
- 6.4 The Board may from time to time fix the quorum necessary to transact business, and unless so fixed the quorum shall be one-third of the directors in office at the time when the meeting convenes; but in no instance may the number necessary for a quorum be less than two.
- 6.5 The President shall chair all meetings of the Board; but if at any meeting the President is not present within 15 minutes after the time appointed for the meeting, or the President requests that he or she not chair that meeting, the directors present may choose one of their number to chair that meeting.
- 6.6 If the person presiding as chair of a meeting of the Board wants to step down as chair for all or part of that meeting, he or she may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the directors present at such meeting, he or she may preside as chair.
- 6.7 No resolution proposed at a meeting of the Board must be seconded. The person chairing a meeting may move or propose a resolution.
- 6.8 Any issue at a meeting of the Board which is not required by these bylaws or the *Societies Act* to be decided by a resolution requiring more than a simple majority shall be decided by a Board resolution.
- 6.9 A director chairing a meeting may vote but, if he or she does so and the result is a tie, he or she shall not be permitted to vote again to break the tie and the resolution being voted on shall be deemed to have failed.
- 6.10 Voting shall be by show of hands or voice vote recorded by the secretary of the meeting except that, at the request of any one director, a secret vote by written ballot shall be required.
- 6.11 A consent resolution of directors is as valid and effectual as if it had been passed at a meeting of the Board duly called and constituted. Such consent resolution of directors may be in two or more counterparts which together shall be deemed to constitute one resolution in writing. Such resolution shall be filed with minutes of the proceedings of the Board and shall be effective on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.
- 6.12 A director who contemplates being or is temporarily absent from Canada may, by post or electronic means such as facsimile or email, send or deliver to the address of the Foundation a waiver of notice of any meeting of the Board for a period not longer than one year and may, at any time, withdraw the waiver in like manner. Until the waiver is withdrawn:

- (a) no notice of meetings of the Board need be sent to that director; and
- (b) any and all meetings of the Board, notice of which has not been given to that director shall, if a quorum is present, be valid and effective.

PART 7 - PATRONS

- 7.1 The Board may appoint prominent persons and office holders to be Patrons of the Foundation.
- 7.2 The function and number of Patrons and the terms of each appointment shall be determined by the Board. Patrons shall not have the legal powers to direct the acts and operations of the Foundation and will not be acting in the capacity of directors of the Foundation.

PART 8 - ADVISORY COUNCIL

- 8.1 The Board may constitute an Advisory Council to provide advice and counsel to the Board on broad issues of policy and profile and may appoint worthy persons to it and determine the terms of each appointment.
- 8.2 The Board shall determine the size, composition and specific functions of the Advisory Council.
- 8.3 The Advisory Council shall not have the legal powers to direct the acts and operations of the Foundation and its members will not be acting in the capacity of directors of the Foundation.
- 8.4 The Advisory Council may hold meetings at such time and place as is determined by the Board and shall conform to any rules that may from time to time be imposed on it by the Board.

PART 9 - COMMITTEES

- 9.1 The Board may create such standing and special committees as may from time to time be required which may be in whole or in part composed of directors as the Board thinks fit. The Board may delegate any, but not all, of its power to such committees and any such committee shall limit its activities to the purpose or purposes for which it is appointed, and shall have no powers except those specifically conferred by the Board. Unless specifically designated as a standing committee, any special committee so created must be created for a specified time period only. Upon completion of the earlier of the specified time period or the task for which it was appointed, a special committee shall automatically be dissolved.
- 9.2 A committee, in the exercise of the powers delegated to it, shall conform to any rules that may from time to time be imposed by the Board, and shall report every act or thing done in exercise of those powers at the next meeting of the Board held after it has been done, or at such other time or times as the Board directs.
- 9.3 The members of a committee may meet and adjourn as they think proper and meetings of committees shall be governed, with the necessary alterations, by the rules set out in these bylaws governing proceedings of the Board.

PART 10 - DUTIES OF OFFICERS

- 10.1 At the first meeting of the Board held after an annual general meeting, the Board shall elect from among the directors a President who shall hold office until the first meeting of the Board held after the next following annual general meeting. The President shall be responsible for chairing general meetings of the Board.

10.2 At the first meeting of the Board held after an annual general meeting the Board may appoint a Secretary and Treasurer who do not need to be directors and determine the duties, responsibilities, term and remuneration, if any, of the Secretary and Treasurer.

10.3 The Secretary shall be responsible for making the necessary arrangements for:

- (a) the issuance of notices of meetings of the Board and Advisory Council;
- (b) the keeping of minutes of all meetings of the Board and Advisory Council;
- (c) the custody of all records and documents of the Foundation except those required to be kept by the Treasurer or the Members' Moderator;
- (d) the custody of the common seal of the Foundation;
- (e) the maintenance of the register of directors; and
- (f) the conduct of the correspondence of the Foundation.

10.4 The Treasurer shall be responsible for making the necessary arrangements for:

- (a) the keeping of such financial records, including books of account, as are necessary to comply with the *Societies Act*; and
- (b) the custody and control of the assets of the Foundation, including the implementation of the instructions of the Board as to the investment of the assets of the Foundation and the Foundation's banking transactions; and
- (c) the rendering of financial statements to the directors, members and others when required.

10.5 A person may be removed as an officer by a Board resolution or consent resolution of directors.

10.6 Should the President or any other officer for any reason not be able to complete his or her term, the Board shall elect or appoint a replacement without delay.

10.7 If the Secretary is absent from any meeting of the Board, the directors present shall appoint another person to act as secretary at that meeting.

10.8 A person may be appointed to two or more of the offices of the Foundation at any one time.

10.9 The Board may appoint and remove such other officers as it deems necessary and determine the duties, responsibilities, title, term and remuneration, if any, of all officers.

PART 11 - CHIEF EXECUTIVE OFFICER

11.1 The Board may select and appoint a chief executive officer of the Foundation, determine his or her title and set the terms of his or her duties, responsibilities and employment.

PART 12 - MANAGEMENT OF THE FOUNDATION

12.1 The property and the affairs of the Foundation shall be managed by the Board.

12.2 The Board may exercise all such powers and do all such acts and things as the Foundation may exercise and do, and which are not by these bylaws or by statute or otherwise lawfully directed or required to be exercised or done by the members in general meeting, but subject, nevertheless, to the provisions of:

- (a) the *Societies Act*;
- (b) these bylaws; and
- (c) rules, not being inconsistent with these bylaws, which are made from time to time by the Foundation in general meeting.

12.3 No rule made by the Foundation in general meeting invalidates a prior act of the Board that would have been valid if that rule had not been made.

12.4 The Board may from time to time on behalf of and in the name of the Foundation:

- (a) raise and borrow money in such manner and amounts, on such security, or without security, from such sources and upon such terms and conditions as they think fit;
- (b) guarantee the repayment of money by any other person or corporation or the performance of any obligation of any other person or corporation; and
- (c) incur, or secure the payment or repayment of or the performance of, any indebtedness or obligation in such manner and upon such terms and conditions in all respects as the Board thinks fit, and, without limiting the generality of the foregoing, by the issue of bonds, notes, income bond, perpetual or redeemable debentures or any mortgage, charge or other security whether specific or floating, on the undertaking or on the whole or any part of the property and assets (both present and future) of the Foundation or indebtedness or other obligation of the Foundation, provided, however, that no debenture shall be issued by the Foundation without first being authorized by special resolution.

12.5 The Board on behalf of the Foundation may acquire, accept, solicit and receive, by purchase, lease, contract, donation, legacy, gift, grant, devise, bequest or otherwise, any kind of real or personal property, including without limitation shares in and securities of other corporations, licences, royalties, inventions, patents of invention, patent rights, copyrights, trademarks, formulae, processes, know-how and other industrial property and similar rights of all kinds; hold, use, control, manage, develop, sell, let, lease, license and otherwise deal with and dispose of, or hold as a trustee, all or any such property; and enter into, conduct and carry on agreements, trusts, contracts and undertakings in connection therewith or incidental thereto for the further attainment of the Foundation's purposes.

12.6 The Board shall take such steps as it deems necessary to enable the Foundation to receive donations, bequests, funds, property, trusts, contracts, agreements and benefits ("collectively referred to herein as "assets") for the purpose of furthering the purposes of the Foundation. The Board may accept an asset which has a liability attached to it. The Board may postpone conversion and retain any assets in the form donated to the Foundation notwithstanding that such assets are not income producing and any asset so retain shall be an authorized investment for all purposes of the Foundation and a director shall not be liable for any loss resulting from such postponement and retention. The Board in its sole and absolute discretion may refuse to accept any donation, bequest, trust, loan, contract or property.

12.7 The Foundation may invest and deal with the monies and assets of the Foundation not immediately required by the Foundation both inside and outside of Canada in such manner as the Board may from time to time determine. In investing the funds of the Foundation, the Board shall not be limited to securities

and investments in which trustees are authorized by law to invest, but may make any investments which in its opinion are prudent. In determining whether an investment is prudent, the Board may consider the extent to which an investment furthers purposes and funding of the Foundation in addition to issues of pure economic return. Subject to the provisions of the *Societies Act*, a director shall not be liable for any loss which may result from any such investment.

12.8 The Board may invest in real and personal property, shares, bonds, debentures and other securities including mutual or other pooled investment funds and evidences of indebtedness and obligations issued or guaranteed by any individual or entity (regardless of any relationship which might exist between the individual or entity and the Foundation) and in evidences of any interest in respect of any such real and personal property, share, bonds debentures and other securities and evidence of indebtedness and obligations and the Board may invest and lend money at interest on the security of real or personal property or without security and may change or alter any investments, and while the Foundation is the holder or owner thereof the Board may, on behalf of the Foundation, exercise all rights, powers and privileges of ownership, including all voting rights, if any, with respect thereto. The Board shall be authorized to invest in "non-qualified investments" and "non-qualifying securities" as defined in the *Income Tax Act*.

12.9 The Foundation shall have the power to make expenditures and loans whether or not secured or interest bearing for the purpose of furthering the purposes of the Foundation. The Foundation shall also have the power to enter into trust arrangements or contracts for the purpose of discharging obligations or conditions either imposed by a person donating, bequeathing, advancing or lending funds or property to the Foundation, or assumed by the Foundation in expectation of such donations, bequests, advances or loans. Such arrangements or contracts shall be in accordance with the terms and conditions that the Board may prescribe.

12.10 In order to carry out the purposes of the Foundation the Board may, on behalf of and in the name of the Foundation, raise or secure the payment or repayment of money in any manner it decides including the granting of guarantees, and in particular, but without limiting the foregoing, by the issue of debentures.

12.11 The Board shall be entitled, in its discretion, to hold and deposit the funds and other assets of the Foundation in one or more accounts, whether co-mingled with other funds and assets or not, in such manner as the Board in its discretion may determine from time to time.

12.12 The Board shall be entitled to retain, rely on the advice of and delegate powers and discretions to lawyers, accountants, financial advisors, investment advisors, agents and similar persons as they determine may be helpful to assist them in performing their duties and, without limitation, may delegate to an investment advisor any and all discretionary investment powers and in doing so shall not be liable.

12.13 The members may restrict the borrowing powers of the Board.

PART 13 - EXECUTION OF DOCUMENTS

13.1 The Board may provide a corporate seal for the Foundation, and shall provide for the custody of the seal with the Secretary or for a temporary period, when authorized by a Board resolution or consent resolution of directors, with such other person as determined by the Board. The Board shall also have power from time to time to destroy a seal and substitute a new seal in its place.

13.2 The seal of the Foundation shall be affixed only when authorized by the Board, and then only in the presence of the person or persons prescribed by the Board, or, if no person or persons are prescribed, in the presence of any two directors.

13.3 Contracts, documents or any instruments in writing requiring the signature of the Foundation shall normally be signed by two officers or directors of the Foundation or such other number of officers or

directors as may be determined from time to time by Board resolution or consent resolution of directors. Further, the Board may from time to time by Board resolution or consent resolution of directors appoint a person or persons, any of whom may not be a director or officer, to sign specific contracts, documents and instruments in writing.

PART 14 - AUDITOR

- 14.1 This Part applies only where the Foundation is required or has resolved to have an auditor.
- 14.2 The first auditor shall be appointed by the Board which shall also fill any vacancy occurring in the office of auditor.
- 14.3 At each annual general meeting, the Foundation shall appoint an auditor to hold office until he or she is re-appointed or his or her successor is appointed at the next following annual general meeting.
- 14.4 An auditor may be removed by ordinary resolution.
- 14.5 An auditor shall be promptly informed in writing of his appointment or removal.
- 14.6 The auditor may attend general meetings.

PART 15 - NOTICES

- 15.1 Notice of a general meeting shall be given at least 7 days and not more than 60 days in advance, to every person shown on the register of members as a member on the day the notice is given. No other person is entitled to be given notice of a general meeting. Notwithstanding the foregoing and pursuant to Section 79 of the *Societies Act*, a member of a society may, in any manner, waive the member's entitlement to notice of a general meeting or may agree to reduce the period of that notice. Attendance at a general meeting is a waiver of the member's entitlement to notice of the meeting unless the member attends the meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called.
- 15.2 Any notice required to be given may be given to a member, a director or a member of a committee either by delivery, electronic means such as facsimile or email, or by first class mail posted to such person's or representative organization's registered address.
- 15.3 A notice sent by mail shall be deemed to have been given on the third day following that on which the notice was posted. In proving that notice has been given it is sufficient to prove the notice was properly addressed and put in a post office receptacle with adequate postage affixed, provided that if there shall be, between the time of mailing and the deemed receipt of the notice, a mail strike or other labour dispute which might reasonably be expected to delay the delivery of such notice by the mails, then such notice shall only be effective when actually received. Any notice delivered by hand or sent by electronic means such as facsimile or email shall be deemed to have been given on the day it was so delivered or sent.
- 15.4 If a number of days notice or a notice extending over any other period is required to be given, the day the notice is given or deemed to have been given shall not, but the day on which the event for which notice is given shall, be counted in the number of days required.

PART 16 - MISCELLANEOUS

- 16.1 The members shall from time to time determine to what extent and at what times and places and under what conditions or regulations the documents, including the books of account, of the Foundation and

minutes of meetings of the Board and Advisory Council shall be open to the inspection of members of the Foundation not being directors. In the absence of such determination by the members, the documents, including the books of account, of the Foundation shall not be open to inspection of any member of the Foundation not being a director. No person, other than a member or a director, shall inspect any records of the Foundation, including those required to be kept under Section 20 of the *Societies Act*, unless required to do so by law.

16.2 Any meeting of the Foundation, Board, Advisory Council or any committee or group may also be held, or any members, directors or committee member may participate in any meeting of the Foundation, Board, Advisory Council or any committee in which he or she is entitled to participate, by conference call or similar communication equipment or device so long as all the directors, council or committee members or other persons participating in the meeting can hear and respond to one another. All such members, directors, council or committee members or other persons so participating in any such meeting shall be deemed to be present in person at the stated location of such meeting and shall be entitled to vote by a voice vote recorded by the secretary of such meeting.

16.3 The rules governing when notice is deemed to have been given set out in these bylaws shall apply with the necessary changes to determine when a consent resolution of directors shall be deemed to have been submitted to all of the directors and when a written ordinary resolution shall be deemed to have been submitted to all of the members.

16.4 The Foundation shall have the right to subscribe to, become a member of and cooperate with any other society, corporation, foundation or association whose purposes or objectives are in whole or in part similar to the Foundation's purposes.

16.5 The Foundation may establish and maintain one or more branch societies with the powers, not exceeding the powers of the Foundation that the Foundation confers.

PART 17 - INDEMNIFICATION

17.1 Subject to the provisions of the *Societies Act*, each director or officer of the Foundation shall be indemnified by the Foundation against expenses reasonably incurred by him or her in connection with any action, suit or proceeding to which he or she may be made a party by reason of his or her being or having been an officer or director of the Foundation, except in relation to matters as to which he or she shall be finally adjudged in such action, suit or proceeding to have been derelict in the performance of his or her duty as an officer or director. "Derelict" shall mean grossly negligent, criminally negligent or intentionally engaged in tortious conduct with the intent to defraud, deceive, misrepresent or take advantage improperly of an opportunity available to the Foundation.

17.2 Subject to the provisions of the *Societies Act*, the Board is authorized from time to time to give indemnities to any director or other person who has undertaken or is about to undertake any liability on behalf of the Foundation or any society or corporation controlled by it, and to secure such director or other person against loss by mortgage and charge on the whole or any part of the real and personal property of the Foundation by way of security, and any action from time to time taken by the directors under this paragraph shall not require approval or confirmation by the members.

17.3 The Board in its discretion may submit any contract, act or transaction for approval, ratification or confirmation at any annual general meeting or at any extraordinary general meeting of the members called for the purpose of considering the same and any contract, act or transaction that may be approved, ratified or confirmed by a resolution passed by a majority of the votes cast at any such meeting (unless any different or additional requirement is imposed by the *Societies Act* or these bylaws) shall be as valid and as binding upon the Foundation and upon all the members as though it had been approved, ratified and confirmed by every member of the Foundation.

17.4 Subject to the provisions of the *Societies Act*, no director or officer for the time being of the Foundation shall be liable for the acts, neglects or defaults of any other director or officer of the Foundation or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Foundation through the insufficiency or deficiency of title to any property acquired by order of the directors for or on behalf of the Foundation, or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Foundation shall be placed out or invested, or for any loss or damage arising from the bankruptcy, insolvency or tortious act of any person, firm or corporation with whom or which any funds or property of the Foundation shall be lodged or deposited, or for any other loss, damage or misfortune whatsoever which may happen in the execution of the duties of his or her respective office or trust or in relation thereto, unless all or any of the same shall happen by or through the wilful act, default or neglect of such director or officer.

17.5 The Foundation shall, to the full extent permitted by the *Societies Act*, indemnify and hold harmless, every person heretofore, now or hereafter serving as a director or officer of the Foundation and his or her heirs and legal representatives.

17.6 Expenses incurred with respect to any claim, action, suit or proceeding may be advanced by the Foundation prior to the final disposition thereof in the discretion of the Board and upon receipt of an undertaking satisfactory in form and amount to the Board by or on behalf of the recipient to repay such amount unless it is ultimately determined that he or she is entitled to indemnification hereunder.

17.7 The Foundation shall apply to the Court for any approval of the Court which may be required to make the indemnities herein effective and enforceable. Each director and officer of the Foundation on being elected or appointed shall be deemed to have contracted with the Foundation upon the terms of the foregoing indemnities. Such indemnities shall continue in effect with regard to actions arising out of the term each director or officer held such office notwithstanding that he or she no longer continues to hold such office.

17.8 The failure of a director or officer of the Foundation to comply with the provisions of the *Societies Act* or of the constitution or these bylaws shall not invalidate any indemnity to which he or she is entitled under this Part.

17.9 The Foundation may purchase and maintain insurance for the benefit of any or all directors or officers against personal liability incurred by any such person as a director or officer.

PART 18 – CLAUSES TRANSFERRED FROM THE CONSTITUTION

18.1 The activities of the Foundation shall be carried on without purpose of gain for its members and any income, profits or other accretions to the Foundation shall be used in promoting the purposes of the Foundation. This provision was previously unalterable.

18.2 Upon the winding-up or dissolution of the Foundation, the funds and property remaining after the payment of all costs, charges and expenses properly incurred in the winding-up or dissolution, including the remuneration of a liquidator, and after payment to employees of the Foundation of any arrears of salaries or wages, and after payment of any debts of the Foundation, shall be distributed to The Board of School Trustees of School District No. 61 (Greater Victoria) provided that it is at that time a "qualified donee" allowed under the Income Tax Act. If that shall not be possible, then any funds and property remaining shall be distributed to such charities, registered under the provisions of the Income Tax Act, or such "qualified donees" allowed under the Income Tax Act, as shall be designated by the Board. Any of such funds or property remaining which had originally been received for specific purposes shall, wherever possible, be distributed to "qualified donees" or charities registered under the provisions of the Income Tax Act carrying on work of a similar nature to such specific purposes. This provision was previously unalterable.

PART 19 - BYLAWS

19.1 On being admitted to membership, each member is entitled to and upon request, the Foundation shall provide him or her with a copy of the constitution and bylaws of the Foundation.

19.2 These bylaws shall not be altered or added to except by special resolution.



CERTIFIED COPY
Of a document filed with the
Province of British Columbia
Registrar of Companies

Carol Prest

CAROL PREST

STATEMENT OF DIRECTORS AND REGISTERED OFFICE

BC Society • Societies Act

NAME OF SOCIETY: **GREATER VICTORIA FOUNDATION FOR LEARNING**

Incorporation Number: S0042323

Business Number: 86291 7390 BC0001

Filed Date and Time: January 6, 2017 05:07 PM Pacific Time

REGISTERED OFFICE ADDRESS INFORMATION

Delivery Address:

1250 - 1500 GEORGIA ST WEST
VANCOUVER BC V6G 2Z6

Mailing Address:

1250 - 1500 WEST GEORGIA STREET
PO BOX 62
VANCOUVER BC V6G 2Z6

DIRECTOR INFORMATION

Last Name, First Name Middle Name:

FERRIS, TOM

Delivery Address:

2811 PRIOR ST
VICTORIA BC V8T 3Y2

Last Name, First Name Middle Name:

GREEN, SHELLEY

Delivery Address:

9661 THIRD ST
SIDNEY BC V8L 3A3

Last Name, First Name Middle Name:

LANGSTRAAT, PIETER

Delivery Address:

4660 SUNNYMEAD WAY
VICTORIA BC V8Y 2Y3

Last Name, First Name Middle Name:

LEONARD, ELAINE

Delivery Address:

7640 WALLACE DR
SAANICHTON BC V8M 1N5

TILLICUM

Community School

3155 Albina Street, Victoria, BC V9A 1Z6 Telephone: 250-386-1408



TO: Operations, Policy and Planning Committee

FROM: Brent Kelly, Acting Principal, Tillicum Community School

DATE: October 10, 2017

RE: **Request to Name the Library at Tillicum Community School**
"The Lori Burley Learning Commons"

Lori Burley, a long time educator and administrator in The Greater Victoria School District, passed away in August. Lori served as Principal of Tillicum Community School for the past twelve years. Lori touched thousands of lives in the Tillicum School community. Her passion, dedication and caring were always evident. Lori is tremendously missed by the entire Tillicum School Community.

In consultation with the staff and PAC, we have reached the conclusion that naming the school library in Lori's honour would be a fitting tribute to her legacy. Lori's family is supportive of this possibility.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves naming the library at Tillicum Community School "The Lori Burley Learning Commons".

Thank you for your consideration.

Sincerely,

Brent Kelly

Acting Principal

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 27, 2017

RE: **Policy and Regulation 3170 Board Reserves**

In March 2017, the Ministry of Education released a letter to all BC School Districts outlining policies to strengthen the financial accountability framework of school districts. In response to the requirement to develop a policy to guide the accumulation, reporting and spending of operating surplus reserve funds, Policy and Regulation 3170 *Board Reserves* have been created.

The Board of Education determines the amount of reserves that are maintained by schools and departments. Maintaining total operating reserves, excluding amounts budgeted for future years' operations and outstanding purchase order commitments, up to 4.5% results in a reserve balance of up to \$8.6M. Within this total amount, the cumulative department reserve balance will be between \$1.9M (1%) and \$4.8M (2.5%). These reserves will serve the following purposes:

- Provide a source of funds for the Board to meet its ongoing financial obligations.
- Provide resources for new initiatives.
- Provide a source of funds that can be used for extraordinary or emergent expenditures.

Regulation 3170 has been reviewed and discussed by school principals and the senior leadership team. To provide schools time to transition to the carry forward limits of \$40,000 for elementary and middle schools and \$80,000 for secondary schools, the limits will be effective as of June 30, 2019. Where a school anticipates a school project in excess of \$10,000, a written request can be made to the Superintendent of Schools or designate for approval to maintain a higher reserve balance.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 3170 <i>Board Reserves</i> and accept Regulation 3170 <i>Board Reserves</i> for information.
--

POLICY 3170

BOARD RESERVES

Adopted:
Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Board of Education is responsible for managing its financial resources to provide educational services to its students while maintaining a sound financial position.

2.0 DEFINITIONS

- 2.1 Operating reserves represent resources that can be used to provide future services and are created when expenditures are less than the revenue earned.
- 2.2 Restricted Surplus represents operating reserve funds upon which the Board of Education has approved restrictions on spending.

3.0 POLICY

The Board of Education determines the amount of operating reserves that are maintained by schools and departments. The Board of Education has identified its operating reserve categories as follows:

- 3.1 Instructional - operating reserves accumulated by schools and other instructional areas including the International Student Program, Continuing Education, Distributed Learning, English Language Learning, Aboriginal Nations Education, and Student Services (Inclusive Learning, Learning Support and the Learning Team).
- 3.2 Board Departments and System Administration - operating reserves accumulated by Facilities Services, Human Resource Services, Financial Services, Information Technology and by the Board's administrative functions.

- 3.3 Restricted Surplus - operating reserves retained by the Board of Education to address any anticipated future years' operating budget deficit (not beyond the next three fiscal years) or for emergent matters.

4.0 RESPONSIBILITIES

- 4.1 The Board of Education must comply with the Ministry of Education's expectations regarding financial governance and accountability.
- 4.2 The Board of Education is required by legislation to prepare an annual balanced budget which may include the use of restricted surplus funds.
- 4.3 The Board of Education must follow Public Sector Accounting Standards.

5.0 REFERENCES

- 5.1 *Statement of Education Policy Order (Mandate for the School System, OIC 1280/89)*

REGULATION 3170

BOARD RESERVES

1. The Board of Education has determined that its total operating reserves, excluding amounts budgeted for future years' operations (not beyond the next three fiscal years) and outstanding purchase order commitments should be maintained up to 4.5% of the total operating budget. These reserves will serve the following purposes:
 - Provide a source of funds for the Board to meet its ongoing financial obligations.
 - Provide resources for new initiatives.
 - Provide a source of funds that can be used for extraordinary or emergent expenditures.
2. Individual schools are expected to utilize their funding allocations in the current year and can maintain operating reserves as follows:
 - Elementary and Middle Schools - \$40,000
 - Secondary Schools - \$80,000

The limits above do not include purchase orders placed with the Purchasing Department by June 30th.

Where a school anticipates a school project in excess of \$10,000, a written request can be made to the Superintendent of Schools or designate for approval to maintain a higher reserve balance.

3. The International Student Program, Continuing Education, Distributed Learning, English Language Learning, Aboriginal Nations Education, Student Services (Inclusive Learning, Learning Support and the Learning Team), Facilities Services, Human Resource Services, Financial Services, Information Technology and the Board's administrative functions may, subject to the approval of the Superintendent of Schools or designate, cumulatively maintain a total operating reserve of between 1.0% and 2.5% of the total operating budget.
4. Any amounts in excess of the operating reserve limits will be included in general operating revenue.
5. A report about the Board Reserves shall be provided to the Board of Education as part of the annual presentation of the audited financial statements in September.

Greater Victoria School District

Approved: 2017

OFFICE OF THE
SECRETARY-TREASURER

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

TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 27, 2017

RE: **Audit Committee Terms of Reference**

In March 2017, the Ministry of Education released a letter to all BC School Districts outlining policies to strengthen the financial accountability framework of school districts. All school districts are being asked to establish an Audit Committee by June 30, 2018. The purpose of the Audit Committee is to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, risk assessment and mitigation strategies, internal and external audit functions, including operational audits, and compliance matters.

The Audit Committee Terms of Reference document has been developed to define the responsibilities of the Audit Committee. In preparing the terms of reference, a review of information about audit committees provided by the *Audit Committee Institute - Canada* and *The Institute of Internal Auditors* was completed. In addition, terms of reference documents prepared by other school districts were also reviewed.

While there are a number of compliance issues that will be addressed by the Audit Committee, it will also focus on reviewing major District initiatives to determine if desired outcomes are achieved, and make recommendations for changes as required.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Committee Terms of Reference.
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Audit Committee Terms of Reference

Purpose

The purpose of the Audit Committee is to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, risk assessment and mitigation strategies, internal and external audit functions, including operational audits, and compliance matters.

Responsibilities

The Audit Committee will carry out the following responsibilities:

Financial Statements and Other Financial Information

The Audit Committee will:

- Review and recommend approval of the School District's annual audited financial statements to the Board of Education
- Review quarterly financial reports

Internal Control and Risk Management

The Audit Committee will understand the scope of the external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses. The Audit Committee will assess risk matters and determine the adequacy of risk mitigation strategies implemented by Management.

External and Internal Audit

The Audit Committee will:

- Recommend the appointment and compensation of the external auditor to the Board of Education
- Review the audit engagement letter
- Review and confirm the independence of the external auditors
- Ensure that direct and open communications exist among the audit committee, management and the external auditor
- Meet with the external auditor to review and approve the annual audit plan, including scope, materiality levels, areas of audit risk and timelines
- Receive and review the results of the annual financial statement audit including the post audit management letter together with management's responses
- Receive, review and make recommendations related to operational audit results
- Review the results of the internal audit of the elementary, middle and secondary schools' accounting records and processes
- Advise the Board of Education with respect to the plan, conduct and reporting of the annual external audit and the internal audit function

Compliance Matters

The Audit Committee will ensure that Management has the proper review system in place to ensure that the District's financial statements, reports and other financial information disseminated to the public and government organizations satisfy legal requirements.

Membership

The Audit Committee will be comprised of the following members:

- Three (3) Trustees appointed by the Board Chair
- Up to three (3) community members with financial or business backgrounds determined by the Chair of the Audit Committee
- Superintendent, Secretary-Treasurer, Associate Secretary-Treasurer, and Director of Finance, Budgets and Financial Reporting

Meetings

The Audit Committee will meet at least twice a year, with authority to convene additional meetings, as circumstances require. A Committee chair will be selected at the first meeting of the school year. The Audit Committee will invite auditors or others to attend meetings and provide pertinent information, as necessary. Meeting agendas will be prepared and provided in advance to members. Minutes will be prepared.

Reporting

The Audit Committee will report to the Board of Education.

Date Adopted:

OFFICE OF THE
SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4110

TO: Board of Education

FROM: The Policy Sub-Committee

DATE: November 27, 2017

RE: **BYLAW 9210 – THE DEVELOPMENT OF POLICY**

In order to provide greater clarity related to the development and implementation of a policy as well as to standardize the format, it is being recommended that under Section C.1 of Bylaw 9210 *The Development of Policy* that the form of a policy presented for approval and adoption by the Board be expanded to include “Definitions” (an explanation of the meaning of terms used in the policy), “Responsibilities” (an explanation of the responsibilities relating to the policy) and “References” (a listing of the sources of information used to develop the policy). The header of the policy template will also be updated to include the current Board mission statement.

If the Operations Policy and Planning Committee reaches agreement with respect to the proposed revisions to Bylaw 9210 *The Development of Policy*, the following are the recommended motions for the Board’s consideration:

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9210, *The Development of Policy* at the meeting of November 27, 2017.

Motion to be Carried Unanimously

That Bylaw 9210, *The Development of Policy* be:

Read a first time this 27th day of November, 2017;

Read a second time this 27th day of November, 2017:

Read a third time, passed and adopted this 27th day of November, 2017.

BYLAW 9210

THE DEVELOPMENT OF POLICY

RATIONALE

1. The Board believes it is necessary to set out guidelines for policy development which are flexible but which at the same time will provide consistency and an orderly procedure.
2. The Board believes that to fulfill its democratic mandate in representing the public interest it must be involved in or give leadership in all stages of policy development and implementation.

A. ARTICLE ONE - INITIATING A POLICY

1. A proposal for a new policy may be in the form of a draft policy proposal, a statement of intent with respect to the policy proposed, or a direction that a policy be developed in a specified area.
2. All policy proposals shall be submitted to the appropriate Board Committee in accordance with this Article at least two working days prior to the next meeting date of that committee.
3. Policy proposals in the Greater Victoria School District may be submitted by:
 - a) Trustees;
 - b) employee or employee group;
 - c) student or parent;
 - d) a resident of the district.
4. The Board Committee shall decide by majority vote whether or not any further consideration should be given to the policy proposal.
5. If the Board Committee declines to give consideration to the policy proposal, a trustee may submit it in the form of a Notice of Motion to the next meeting of the Board for consideration under the appropriate Standing Committee report.
(Bylaw 9368 *Procedures at Board Meetings*).

6. If the Board Committee decides to give further consideration to a policy proposal, it shall
 - a. recommend the process by which the proposed policy will be further developed;
 - b. give preliminary directions as to the content and format of the proposed policy; and
 - c. recommend the composition or recommend the manner of composition of any Ad Hoc committee charged with the development of the policy.
7. The Board committee shall submit its decisions on a policy proposal to the next meeting of the Board for the Board's consideration. The Board may confirm, reject, or modify the policy proposal, the directions as to the content and format of the proposed policy, and the process for the further development of the policy. The Board may direct that further public input be obtained concerning the policy proposal.

B. ARTICLE TWO - DEVELOPMENT OF A POLICY PROPOSAL

1. A Working Committee shall prepare a draft policy proposal after consulting with and obtaining the input of persons or groups significantly affected by the policy proposal.
2. The Working Committee shall submit the policy proposal to the appropriate Board Committee, supported by a report which will summarize both the information gathered by the Working Committee and the input of consulted parties.
3. The Board committee shall review the draft policy and make such changes to it as it considers appropriate or refer it back to the Working Committee for revision or for further development.
4. If the Board Committee approves the draft policy in principle, it shall submit the draft policy and the report and recommendations of the Working Committee to the next meeting of the Board.
5. The Board may approve the policy as drafted by the Board Committee, reject the policy, make such revisions to the policy as it deems appropriate, require further public input or give such other directions or make such other referrals as it deems appropriate.

C. ARTICLE THREE - ADOPTION AND IMPLEMENTATION OF A POLICY

1. A policy presented for approval and adoption by the Board shall be in the following form:

RATIONALE FOR POLICY

- the rationale for the policy shall be set out in successively lettered paragraphs

DEFINITIONS

- an explanation of the meaning of terms used in the policy

POLICY STATEMENT

- the substance of the policy shall be set out in successively numbered paragraphs

RESPONSIBILITIES

- an explanation of the responsibilities relating to the policy

REFERENCES

- a listing of the sources of information used to develop the policy

2. The Board may give such directions, if any, for the implementation of the policy as it deems appropriate and may require that regulations drafted by the administration be brought back to the Board for approval.
3. If the Board does not give specific directions for administrative regulations the Superintendent shall prepare such regulations in accordance with By-law 9220.
4. Administration shall prepare a report with respect to the implementation of a policy which report shall be presented to the Board on or before the earlier of the following dates:
 - a. that date one year after the adoption of the policy
 - b. that date fixed by the Board for presentation of such a report

5. The Board may review the implementation of the policy or give such directions to Administration or a Board committee for reports on or directions for the implementation of the policy.

Minor Updating Process

From time to time minor updating of a policy is needed to reflect current nomenclature and other operational requirements. Types of minor updating are new position descriptions, gender language, number sequences and organization of manuals where required. Minor updating will be done without submission of each updated policy to the Board. The Board will be advised in writing of any such updates for their information. This process will not change the intent of any documents.

Greater Victoria School District

Adopted: February 26, 1990
Revised: January 1997
Adopted: February 25, 2002
Reviewed: March 2012
Revised: November 2017

Needs Budget Ad Hoc Committee Terms of Reference

Purpose:

The Needs Budget Ad Hoc Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to support the Board in its advocacy role related to public education funding.

Deliverables:

The Needs Budget Ad Hoc Committee will create a “needs budget” document, in consultation with education partner groups, to be submitted to the Ministry of Education along with the annual budget document. The “needs budget” is intended to illustrate the shortfall in public education funding in meeting the needs of the school system.

Membership:

The committee will be comprised of the following voting members:

- Four Trustees appointed by the Board Chair
- The Superintendent or designate
- The Secretary-Treasurer

As required, the Chair may invite other resource people.

Timeline:

The Committee will create the “needs budget” document to be presented at the April 2016 Operations, Policy and Planning (OPPS) Committee meeting. Updates will be provided to the OPPS Committee as work on the document proceeds.

Voting:

Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place.

Procedural Notes:

- Other trustees may attend and contribute to the discussions without voting privileges

Date Adopted: November 16, 2015

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: Public Engagement and Communications Plan

DATE: November 27, 2017

Over the past year the Public Engagement Ad Hoc Committee has met over 15 times. One of the main deliverables of the Committee is to oversee the development of the Public Engagement and Communications Plan. The Plan is attached.

Communicating with and engaging the public are key to achieving our vision of One Learning Community. As a School District serving about 20,000 students and a population of over 200,000, the District has a responsibility to provide essential information and tools for parents and community to use in understanding and engaging with the public education system.

The plan was informed by a best practices and literature review, a review of current communications tools and historical practice at the District and inputs from parents about how they like to receive information from the District.

The Public Engagement and Communications Plan outlines a mission and vision and five goals with associated strategies to be implemented over the next three years.

Public Engagement and Communications Plan

Last Updated: November 22, 2017

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

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Executive Summary

Communicating with and engaging the public are key to achieving our vision of One Learning Community. As a School District serving about 20,000 students and a population of over 200,000, we have a responsibility to provide essential information and tools for parents and community to use in understanding and engaging with the public education system. We know parents and community partners are key to a student's success.

Board of Education, School District level, and school decision-making should be open and transparent to encourage broad understanding and involvement of students, parents and community. Our schools, Board policy, and District operational decisions are stronger when informed by the needs of the broad community. We must be clear about when and how the public has opportunities to provide input into decisions, and how that public input will be used.

As a District that is responsive to the changing needs of students, staff and the community, we must find ways to be innovative in how we do our work, and strengthen relationships and community networks. As one of the largest employers and land-owners in the Greater Victoria region, we also have an important role in the fabric and vibrancy of neighbourhoods. Schools bring people together. They are a community resource and hub for education, recreation, entertainment, and community connectedness.

It's important that we are mindful of and responsive to what the community needs and the role the District has in supporting community well-being.

Mission	Vision
We ensure the School District, the Board and our schools are accessible and connected with the community. We encourage public input into decision-making.	Our world class public education system reflects the needs and wants of the community we serve. Parents are informed, and the District and Board share and receive quality information through open relationships with parents, students and our local community.

Summary of Goals and Main Strategies	
Goal #1	Increase public understanding and participation in Board of Education decision-making by making meetings, process and decisions as clear as possible.
	Strategies 1.1 Advertise and promote Board of Education, Standing committee and ad-hoc committee meetings in multiple channels including District and school websites, social media, traditional media and newsletters. 1.2 State online and in print how and when the public can address Board of Education and Standing Committees to express their views and provide input.

	<p>1.3 Update technology and seating in Boardroom to make it more accessible to the public including ensuring clear vision for attendees and quality technology so all dialogue is heard.</p> <p>1.4 Update and improve policies, regulations and administrative procedures to provide greater transparency and certainty about communications and consultation.</p> <p>1.5 Issue “Board Highlights” to District staff and media, then post on website after each Board meeting.</p> <p>1.6 Adopt best-practice (IAP2) public participation values or principles for guiding how and when public input will be used to inform decision-making.</p> <p>1.7 Develop protocol for correspondence directed to Board of Education. Protocol should include turnaround times, tracking and monitoring and roles and responsibilities of Board Chair, Trustees and staff.</p> <p>1.8 Webcast standing committee meetings, in addition to Board of Education meetings.</p>
Goal #2	<p>Staff is informed and supported as “One Learning Community” and consistently communicates with parents, students and staff.</p> <p>Strategies</p> <p>2.1 Create internal mechanisms for information sharing, including exploration of an intranet for staff recognition, celebrating achievements and quickly sharing “need to know” information with all staff.</p> <p>2.2 Develop an e-newsletter from Superintendent that would be distributed routinely, at a minimum quarterly.</p> <p>2.3 Develop comprehensive orientation program for all new employees that provides an overview of the District values, vision and mission, as well as the community we serve and district composition (geography, students, funding, etc.).</p> <p>2.4 Support staff in developing communications and engagement skills, offering “lunch and learns”, and training/professional development opportunities about topics such as writing for the web, welcoming schools, media training and consultation planning.</p> <p>2.5 Develop annual communications calendar that outlines upcoming dates of note, school-based and District-wide events, activities and deadlines, for internal planning purposes.</p> <p>2.6 Ensure media releases are distributed to all staff, community partners and employee groups, in addition to media.</p> <p>2.7 Publicly acknowledge and celebrate the success and innovation of staff through District website, media opportunities, and e-newsletter.</p>

<p>Goal #3</p>	<p>Parents are engaged because information is easy to access and opportunities to engage are accessible, effective and considerate of the needs of all District parents.</p> <p>Strategies</p> <p>3.1 Develop professional brand standards and templates to support staff in consistently communicating with the community.</p> <p>3.2 Develop calendar for The Board of Education that can help forecast annual decisions or initiatives that highlights upcoming plans to support District Parent Advisory Council (VPCAC) and parents efforts to work with the District to communicate with all parents in our District.</p> <p>3.3 Implement an annual “welcome back to school” communications strategy each school year.</p> <p>3.4 Refresh District website with user in mind. Review all content and structure to streamline online experience.</p> <p>3.5 Review current core processes to remove steps, communicate effectively and provide increased digital access opportunities.</p> <p>3.6 Improve information related to emergency preparedness, responsiveness and school emergencies, including ensuring that all schools utilize the same emergency notification system consistently.</p> <p>3.7 Reduce barriers to participation by using plain language, considering childcare needs, transportation routes, and language considerations, and identify ways of reducing any cultural barriers to parent engagement amongst new immigrants and refugee families.</p> <p>3.8 Recognizing that families often have children in multiple schools, seek to establish consistency amongst schools for specific services or elements. E.g. emergency notification systems</p> <p>3.9 Develop annual Parent Advisory 101 workshop for Parent Advisory Councils to engage with Superintendent and discuss ways to work together in the context of the District Parent Advisory Council (VCPAC) Constitution and the School Act.</p>
<p>Goal #4</p>	<p>Students are involved in the design and delivery of the education system; “for students, by students”.</p> <p>Strategies</p> <p>4.1 Superintendent, Trustees or District staff as designated, will meet regularly with secondary Student Representatives Committees to discuss issues and opportunities for students across all secondary schools.</p> <p>4.2 Superintendent, Trustees or District staff as designated to have meaningful presence in various schools, and at various school levels, on a regular basis. For example, teaching classes.</p> <p>4.3 Create opportunities for annual town halls or social “Soup with Super” type of events in each secondary school hosted by the Superintendent with opportunities for Trustees to attend.</p>

	<p>4.4 Explore participatory budgeting process to encourage student involvement in District or school decision-making, school budgets and potential participation in District budget discussions.</p> <p>4.5 Explore use of digital/social platforms to reach students with District information of relevance and interest to secondary students, including emergency information or notifications.</p> <p>4.6 Utilize video to engage students in various topics, and work with students to help create videos that educate community and parents about district initiatives and activities.</p>
Goal #5	Community partnerships support parent engagement, high student achievement and development of responsible, engaged citizens.
	<p><i>Strategies</i></p> <p>5.1 Share strategic priorities and progress towards reaching goals, with each municipality by end of 2017-2018 school year.</p> <p>5.2 Educate community about value of public education and associated challenges and opportunities through routine and strategic media relations efforts.</p> <p>5.3 Host staff-to-staff workshop with municipal partners to share long term planning information.</p> <p>5.4 Support staff in understanding the community we serve: provide information about industry, socio-economic, planned land-use changes, job creation etc.</p> <p>5.5 Reflect on partnership type models like CityStudio and @CityHallSchool to create hands-on learning opportunities with real community projects partnered with government and community organizations.</p> <p>5.6 Build stronger relationships with agencies that rely on or share District related information. These would include the Real Estate Board, Property Manager associations, Police, Health and Community Associations.</p>

Strategic Plan Timelines	
<p>December 2017</p> <p>Year One</p>	<p><u>Strategies under Goal #1</u></p> <p><input type="checkbox"/> 1.1 Advertise and promote Board of Education, Standing committee and ad-hoc committee meetings in multiple channels including District and school websites, social media, traditional media and newsletters.</p> <p><input type="checkbox"/> 1.2 State online and in print how and when the public can address Board of Education and Standing Committees to express their views and provide input.</p> <p><input type="checkbox"/> 1.3 Update technology and seating in Boardroom to make it more accessible to the public including ensuring clear vision for attendees and quality technology so all dialogue is heard.</p> <p><input type="checkbox"/> 1.4 Update and improve policies through on-going subcommittee, update and improve regulations and administrative procedures to provide greater transparency and certainty about communications and consultation efforts.</p> <p><input type="checkbox"/> 1.5 Issue “Board Highlights” to District staff and media, then post on website within 48 hours after each Board meeting.</p> <p><input type="checkbox"/> 1.6 Adopt public participation values or principles (e.g.IAP2 – Spectrum of Public Participation) for guiding how and when public input will be used to inform decision-making.</p> <p><input type="checkbox"/> 1.7 Develop protocol for correspondence directed to Board of Education. Protocol should include turnaround times, tracking and monitoring and roles and responsibilities of Board Chair, Trustees and staff.</p> <p><input type="checkbox"/> 1.8 Webcast standing committee meetings, in addition to Board of Education meetings.</p> <p><u>Strategies under Goal #2</u></p> <p><input type="checkbox"/> 2.1 Create internal mechanisms for information sharing, including exploration of an intranet for staff recognition, celebrating achievements and quickly sharing “need to know” information with all staff.</p> <p><input type="checkbox"/> 2.2 Develop an e-newsletter from Superintendent that would be distributed routinely, at a minimum quarterly.</p> <p><input type="checkbox"/> 2.4 Support staff in developing communications and engagement skills, offering “lunch and learns”, and training/professional development opportunities about topics such as writing for the web, welcoming schools, media training and consultation planning.</p>

☐ 2.5 Develop annual communications calendar that outlines upcoming dates of note, school-based and District-wide events, activities and deadlines, for internal planning purposes.

☐ 2.6 Ensure media releases are distributed to all staff, community partners and employee groups, in addition to media.

☐ 2.7 Publicly acknowledge and celebrate the success and innovation of staff through District website, media opportunities, and e-newsletter.

Strategies under Goal #3

☐ 3.3 Implement an annual “welcome back to school” communications strategy each school year.

☐ 3.2 Develop annual District communications calendar that outlines upcoming dates of note, events, activities and deadlines, for internal planning purposes. As well, develop calendar for The Board of Education that can help forecast annual decisions or initiatives that highlights upcoming plans to support District Parent Advisory Council (VCPAC) and parents.

☐ 3.4 Refresh District website with user in mind. Review all content and structure to streamline online experience. As well, ensure currency of all web content available.

☐ 3.6 Improve information related to emergency preparedness, responsiveness and school emergencies, including ensuring that all schools utilize the same emergency notification system consistently.

☐ 3.7 Reduce barriers to participation by using plain language, considering childcare needs, transportation routes, and language considerations, and identify ways of reducing any cultural barriers to parent engagement amongst new immigrants and refugee families.

☐ 3.8 Recognizing that families often have children in multiple schools, seek to establish consistency amongst schools for specific services or elements. E.g. emergency notification systems

☐ 3.9 Develop along with District Parent Advisory Council (VCPAC) annual Parent Advisory 101 workshop for Parent Advisory Councils to engage with Superintendent and discuss ways to work together and build capacity.

Strategies under Goal #4

☐ 4.1 Superintendent, Trustees or District staff as designated, will meet regularly with secondary Student Representatives Committees to discuss issues and opportunities for students across all secondary schools.

☐ 4.2 Superintendent, Trustees or District staff as designated to have meaningful presence in various schools, and at various school levels, on a regular basis. For example, teaching classes.

	<p><input type="checkbox"/> 4.3 Create opportunities for annual town halls or social “Soup with Super” type of events in each secondary school hosted by the Superintendent with opportunities for Trustees to attend.</p> <p><input type="checkbox"/> 4.4 Explore participatory budgeting process to encourage student involvement in district or school decision-making, school budgets and potential participation in District budget discussions.</p> <p><input type="checkbox"/> 4.5 Explore use of digital and social platforms to reach students with District information of relevance and interest to secondary students, including emergency information or notifications.</p> <p><input type="checkbox"/> 4.6 Utilize video to engage students in various topics, and work with students to help create videos that educate community and parents about district initiatives and activities.</p> <p><u>Strategies under Goal #5</u></p> <p><input type="checkbox"/> 5.1 Share strategic priorities and progress towards reaching goals, with each municipality by end of 2017-2018 school year.</p> <p><input type="checkbox"/> 5.2 Educate community about value of public education and associated challenges and opportunities through routine and strategic media relations efforts.</p> <p><input type="checkbox"/> 5.3 Host staff-to-staff workshop with municipal partners to share long term planning information.</p> <p><input type="checkbox"/> 5.4 Support staff in understanding the community we serve: provide information about industry, socio-economic, planned land-use changes, job creation etc.</p> <p><input type="checkbox"/> 5.6 Build stronger relationships with agencies that rely on or share District related information. These would include the Real Estate Board, Property Manager associations, Police, Health and Community Associations.</p> <p><i>Please note: All initiatives will remain on-going for year two and three of plan.</i></p>
<p>July 2018</p> <p>Year Two</p>	<p><u>Strategies under Goal #2</u></p> <p><input type="checkbox"/> 2.3 Develop comprehensive orientation program for all new employees that provides an overview of the District values, vision and mission, as well as the community we serve and district composition (geography, students, funding, etc.).</p> <p><u>Strategies under Goal #3</u></p> <p><input type="checkbox"/> 3.1 Develop professional brand standards and templates to support staff in consistently communicating with the community.</p>

	<p><input type="checkbox"/> 3.2 Develop annual District communications calendar that outlines upcoming dates of note, events, activities and deadlines, for internal planning purposes. As well, develop calendar for The Board of Education that can help forecast annual decisions or initiatives that highlights upcoming plans to support District Parent Advisory Council (VCPAC) and parents.</p> <p><input type="checkbox"/> 3.5 Review current core processes to remove steps, communicate effectively and provide increased digital access opportunities.</p> <p><u>Strategies under Goal #5</u></p> <p><input type="checkbox"/> 5.5 Reflect on partnership type models (e.g. CityStudio and @CityHallSchool) to create hands-on learning opportunities with real community projects partnered with government and community organizations.</p>
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STAKEHOLDERS	INTERESTS
Municipalities <ul style="list-style-type: none"> • Victoria • Saanich • Esquimalt • Oak Bay • Highlands • View royal Indigenous <ul style="list-style-type: none"> • Aboriginal Nations Education Council • Esquimalt Nation • Songhees Nation 	<ul style="list-style-type: none"> • Land, shared land and permitting • Partnerships • Youth engagement • Childcare • Community access to school facilities
Interest groups <ul style="list-style-type: none"> • Environmental • Cultural • Recreation • Childcare • Health 	<ul style="list-style-type: none"> • Curriculum • Access to school properties
Community Organizations and Leaders	<ul style="list-style-type: none"> • Partner to deliver or inform curriculum • Access to school facilities and students – behavior change and operations • Advance mandates focused on youth – Aboriginal education, health, safety

Parents and Families <ul style="list-style-type: none"> • VCPAC - Victoria Confederation of Parent Advisory Councils • Parent Advisory Councils 	<ul style="list-style-type: none"> • Stay current on student learning and progress • Easy access to information needed to support student
Community/lay people <ul style="list-style-type: none"> • Parents and non-parents without children in schools • Taxpayers • School neighbours • Landlords, realtors • Alumni 	<ul style="list-style-type: none"> • Interested in school property and changes • Value for tax dollars • Public education system and student achievement overall • School locations, catchments, access.
Students <ul style="list-style-type: none"> • Future/new students • Elementary • Middle • Secondary • French immersion • Adult • International Students 	<ul style="list-style-type: none"> • Access to supports and opportunities for achievement • Input into decisions that affect them
Staff <ul style="list-style-type: none"> • Teachers • Principals and Vice-Principals • Administrative Support staff • Facilities staff • Exempt support staff 	<ul style="list-style-type: none"> • Input into decisions that affect them • Recognition of achievement • Working conditions • Supports available • Culture and team-building
Unions & Associations <ul style="list-style-type: none"> • GVTA – Greater Victoria Teachers’ Association • CUPE 947 • CUPE 382 • ASA – Allied Specialists Associations 	

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: November 27, 2017

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
 - District Facilities Planning Committee
 - Policy Sub Committee
 - Public Engagement Committee
 - Trustee Expense & Pro D Ad Hoc Committee
- Additional Meetings and Events
 - BCSSA Island Chapter Meeting
 - Deputy Minister and Superintendents Meeting
 - Generative Dialogue Sessions
 - Holocaust Symposium
 - Mitzi Dean, MLA
 - New Principals Meeting
 - Service Delivery Project Meeting
 - Stakeholder Meetings (ASA, CUPE 947, VPVPA, GVTA and ASA)
 - Spectrum Community School
 - Student Representatives Meeting
 - Third Annual Ministry Partners Liaison Meeting
 - Towards Universal Early Child and Learning in BC Meeting

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Language Review

DATE: November 27, 2017

Over the past number of weeks District staff have been discussing language programming in the Greater Victoria School District (GVSD). There are a number of elements to this discussion.

1. French Immersion

French Immersion was established in the GVSD in the early 1980s. Since that time the program has grown across the District.

Attached for the information of the Board of Education is a map that outlines the current distribution of French Immersion programming in the GVSD. It is apparent to the Superintendent that French Immersion programming is not evenly distributed across the district.

This raises questions of equitable access to programming for all of our students across the District.

2. Core French Instruction

Core French curriculum in British Columbia is envisioned for grades 5 – 12. The attached document, "Introduction to Core French" provides an overview of the British Columbia curriculum.

By way of the following motion in April, 1997 the Board of Education of the GVSD mandated that Core French instruction be provided to all grade 4 students in the District not enrolled in French Immersion.

That the Board continue to mandate provision of second language instruction in Grades 4 - 7 for a minimum of 60 minutes per week; and

That the Board designate French as the second language to be offered in elementary grades; and

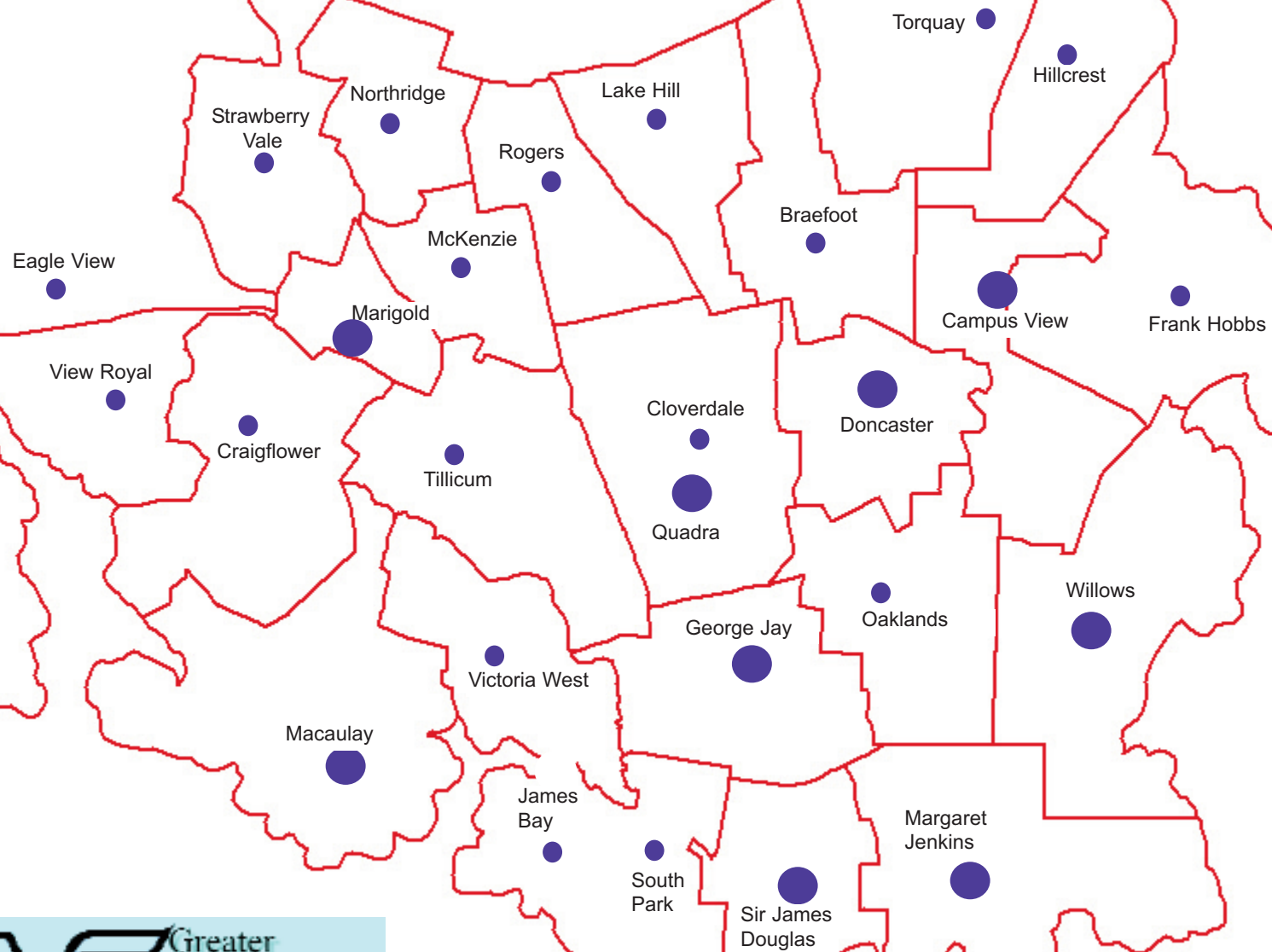
That the Board direct the Superintendent to explore creative ways to respond to community demand for a variety of language options; and

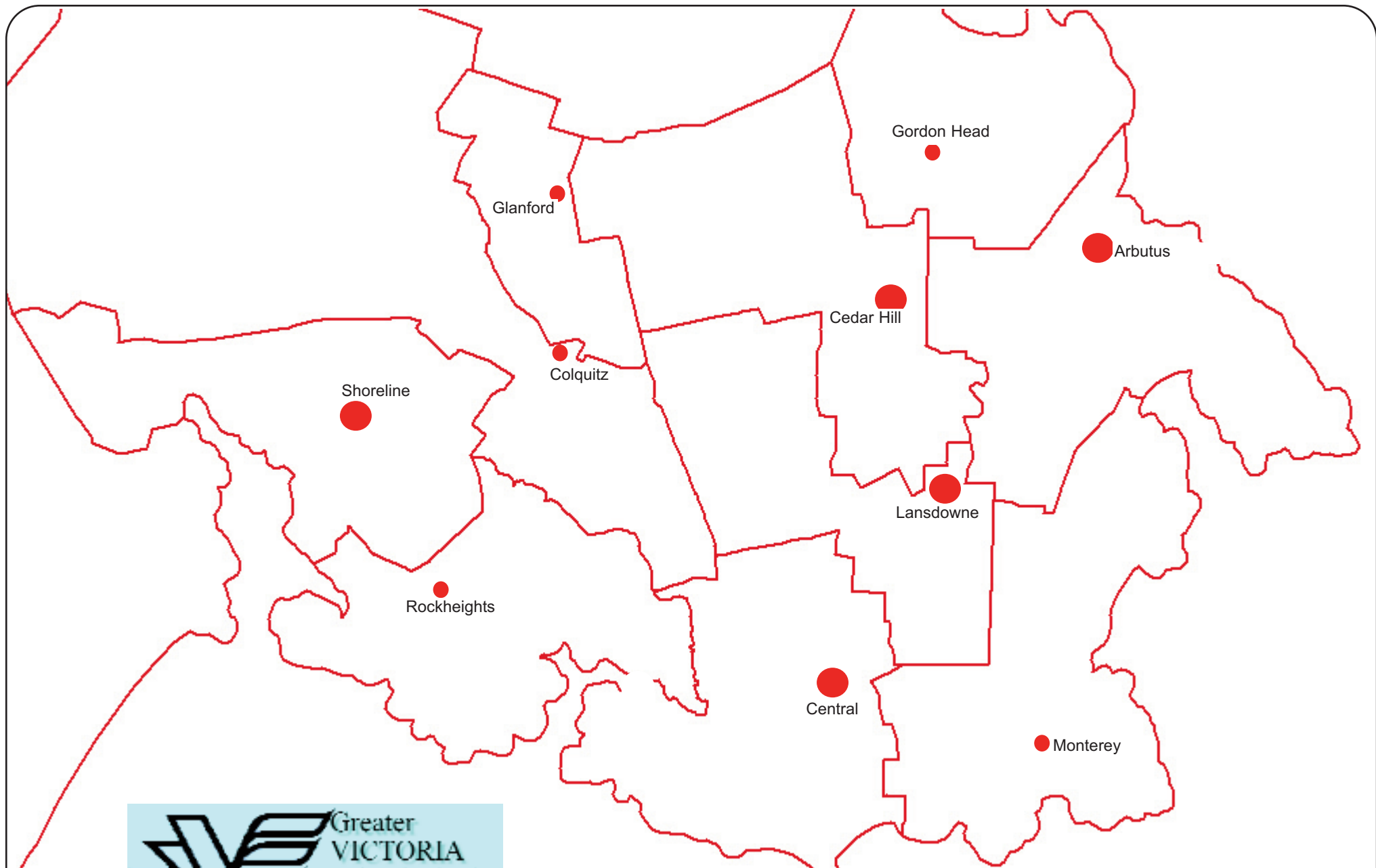
That the Board direct the Superintendent to conduct a district-wide review of Elementary French as a second language program.

Motion Carried

3. Additional Languages

Additional language opportunities are provided to students at the secondary level. The attached table outlines language opportunities at our secondary schools.







Spectrum

Reynolds

Lambrick Park

Mount
Douglas

Esquimalt

Victoria
High

Oak Bay

Introduction to Core French

The redesigned Core French curriculum presents what students are expected to know, do, and understand in Grades 5 through 12. It provides a framework through which teachers can engage students in learning experiences that offer opportunities to become proficient users of French, gain new perspectives, and participate in Francophone communities.

Features of the Core French curriculum

Integration of components

The redesigned Core French curriculum represents an integrated approach to language acquisition. No component exists in isolation; instead, they are linked and interconnected:

- ***Reading, writing, listening, speaking, and interacting*** — These five competencies remain extremely important. However, since they are rarely in isolation from one another in authentic communication contexts, they are integrated throughout the redesigned curriculum rather than being addressed as separate competencies. Each element of the curriculum supports the simultaneous development of multiple competencies.
- ***Grammar*** — With a focus on the purposeful use of language, grammatical instruction is limited to a supportive role and is introduced as a means to facilitate communication.
- ***Culture*** — Language is inextricably bound to culture. Instead of being something to learn about, culture is a vehicle for acquiring a deeper understanding of the language, of others, and of oneself. Authentic communication always takes place in a cultural context, and language acquisition activities in the classroom must therefore be situated within that context. Exploration takes place in the target language so that language acquisition and cultural understanding are unified and developed simultaneously. By exploring French and the Francophone world, learners will develop an understanding of the many different Francophone perspectives and an appreciation of other cultures, as well as their own.
- ***Language-learning strategies*** — Language-learning strategies are seen as a vehicle for helping students succeed in their language acquisition journey, and are no longer a separate add-on but are integrated throughout the curriculum.

Flexible teaching and learning

The redesigned Core French curriculum allows more flexibility. For example, the curriculum components can be combined in different ways to provide a diverse range of learning opportunities. Within each grade, there is no single “correct” way to combine pieces from each of the three elements; instead, the model allows for a great deal of flexibility in combining the pieces to create lessons, units, and/or learning experiences. Similarly, the new curriculum was

not designed around any particular approach to language instruction, but rather encourages a range of modern approaches¹ to language acquisition.

Use of a wide variety of text types

The Core French curriculum encourages the use of a wide variety of text types. Text in the Core French curriculum is defined as any piece of oral, visual and/or written communication. Texts may be delivered through many different modes, such as face-to-face communication, audio and video recordings, print materials, or digital media. Examples of texts include, but are not limited to:

Aboriginal story, advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, instructions, interviews, invitations, letters, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, stories, surveys, text messages, etc.

Teachers are encouraged to use a wide range of grade-appropriate text types in their classrooms.

Teachers may choose to use authentic texts and/or modified texts with their students. Purposes for using modified texts could include:

- To increase student comprehension (e.g. by simplifying the text)
- To increase student exposure to target vocabulary and patterns (e.g. by repeating key vocabulary or grammatical structures throughout a text)
- To increase the saliency of high-frequency vocabulary and patterns (e.g. by underlining, bolding, or highlighting)

First Peoples Principles of Learning

The Core French curriculum is infused with the **First Peoples Principles of Learning**. These principles were developed with First Peoples educators and community members, and have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula. The First Peoples Principles of Learning not only honour British Columbia's First Peoples and their perspectives on pedagogy, but also lend themselves well to the learning of a second language, since they promote experiential and reflexive learning, as well as self-advocacy and personal accountability in learners. This helps to create a classroom based on the concepts of community, shared learning, and trust, which are vital to second language acquisition. The First Peoples Principles of Learning are not an add-on or separate unit, but are woven through the curriculum.

Benefits beyond linguistic ability

The Core French curriculum supports the notion that Core French students not only gain the ability to communicate effectively in French, but also benefit in many other ways, including:

- improved overall cognitive development and creative thinking
- development of cultural awareness and understanding
- a deepened understanding of their own identity

¹ For example, comprehensible input/storytelling and communicative-experiential, inquiry-based, and neurolinguistic approaches.

- enhanced understanding of their first language
- development of language-learning strategies that can be transferred to additional languages



Design of the Core French curriculum

The redesigned Core French curriculum has the same format as all other areas of learning and is based on the Know-Do-Understand model of learning. Students learn through Content (Know), Curricular Competencies (Do), and Big Ideas (Understand). More information about the model is available at www.curriculum.gov.bc.ca.

Content

Content represents the core knowledge students will have — what they are expected to “Know.” In language acquisition, it represents the pieces students must have to be able to use the language at a given grade level (i.e., to apply the curricular competencies). In each grade, each of the Content learning standards could support multiple Curricular Competencies (the “Do” component of the curriculum). For example:

Grade 7

 Curricular Competencies	 Content
<ul style="list-style-type: none"> ▶ Use intonation and tone effectively to convey meaning in French ▶ Seek clarification of meaning with a variety of statements and questions ▶ Demonstrate comprehension by following directions to complete a task, by responding to questions, or by asking relevant follow-up questions ▶ Ask and answer simple questions in context ▶ Share information using more than one mode of presentation 	<ul style="list-style-type: none"> ◆ key vocabulary and structures to ask and respond to different types of questions

Students build on their Content knowledge from year to year. Some Content learning standards appear over more than one year because they may take longer to fully acquire or they may support increasingly complex Curricular Competencies. When identical Content learning standards appear across multiple grades, Elaborations further clarify how deeply the Content learning standard is expected to be covered at each grade. The examples below illustrate how the curriculum grows with students and expands the scope and depth of learning.

	8	9	10	11	12
Content	basic past and present timeframes	past, present and future timeframes	past, present and future timeframes	past, present and future timeframes	multiple forms of past, present and future timeframes
Elaboration	past and present tenses of common verbs	past, present, and future tenses of common verbs	past, present, and future tenses of regular and irregular verbs; differentiate between <i>passé composé</i> and <i>imparfait</i>	regular and irregular verbs; multiple forms, including <i>conditionnel</i> ; nuances between verb forms (e.g., <i>passé composé</i> vs. <i>imparfait</i> , <i>future proche</i> vs. <i>future simple</i>)	explore nuances among tenses and moods, including <i>passé composé</i> , <i>imparfait</i> , <i>plus-que-parfait</i> , <i>passé simple</i> , <i>conditionnel</i> , and <i>subjonctif</i>

Curricular Competencies

Curricular Competencies are what students should be able to “Do” with their Content knowledge. Language acquisition is very process-driven, and “Doing” plays an important role. Since the goal is proficiency in using the language rather than learning *about* the language, more elements are included in the Curricular Competencies column of the Core French curriculum than in the Content column. Through purposeful communication in class, learners develop competencies in listening to understand, communicating effectively, presenting their ideas in French with confidence and fluency, and understanding the connections between language and culture.

Students also build on their Curricular Competencies from year to year. The example below illustrates how the curriculum grows with students and expands the scope and depth of learning.

	8	9	10	11	12
Curricular Competencies	Understand simple stories	Understand and retell simple stories	Understand and retell stories	Narrate a story orally or in writing	Narrate stories orally and in writing

Big Ideas

The Big Ideas are generalizations and principles discovered through experiencing the Content and Curricular Competencies of the curriculum — the “Understand” component of the Know-Do-Understand model of learning. Big Ideas represent the “aha!” and the “so what?” of the curriculum — the deeper learning.

From year to year, students discover new Big Ideas and also build on the Big Ideas from previous years. The example below, around the theme of culture, illustrates how the curriculum grows with students and expands the scope and depth of learning as students progress through the grades.

	5	6	8	10	11
Big Ideas	Francophone culture is a vibrant part of many Canadian communities.	Learning about a Francophone community helps us develop cultural awareness.	Learning about other cultural communities allows us to better understand our own cultural community.	Acquiring French allows us to appreciate and value cultural diversity and fosters attitudes of acceptance.	Language and culture are interconnected and intertwined.

Elaborations

Elaborations have been provided (as hyperlinks) for many of the Content learning standards and the Curricular Competencies. They offer additional clarification or support for teachers, with definitions, clarifications, examples, or information about the depth and breadth to which aspects should be covered at a given grade. Elaborations may be particularly useful to teachers who are new to teaching Core French.

Important Considerations

Diverse contexts

Throughout British Columbia, students learn French in many contexts. Schools where Core French is offered are organized in different ways — for example, K–5, 6–9, and 10–12, or K–7 and 8–12. Schools also allocate different amounts of time for Core French, and some include programs such as Intensive French². These contexts affect staffing and the types and amounts of resources and supports available to teachers and students. As well, Core French teachers range from beginning generalists to highly experienced specialists. Although these diverse factors may result in variations in instruction, the flexibility of the new Core French curriculum is designed to support teachers and learners in a wide range of contexts.

² Intensive French can be considered an extension of Core French. In British Columbia, the program starts at Grade 6 with four hours daily of French instruction for half of the year, while the fifth hour is dedicated to math taught in English. The other half of the year has one hour of French instruction per day with the rest of the week dedicated to a compacted curriculum of all other studies in English. French is taught using literacy strategies around familiar topics. Taught in many provinces across Canada, and in school districts around British Columbia, Intensive French methodology is based on the neurolinguistic approach and on research by Dr. Claude Germain and Dr. Joan Netton.

Inclusion

There are various learning needs in classrooms across the province. This is also true in the Core French classroom, where students can benefit from acquiring another language. In particular, English Language Learners (ELL) can benefit from being included in the Core French classroom, as many of them already possess language-learning strategies, and Core French may be the only area of learning in which they feel they are able to perform on par with (or above) their non-ELL classmates. For these students, acquiring French can provide a sense of confidence and pride.

Language of instruction

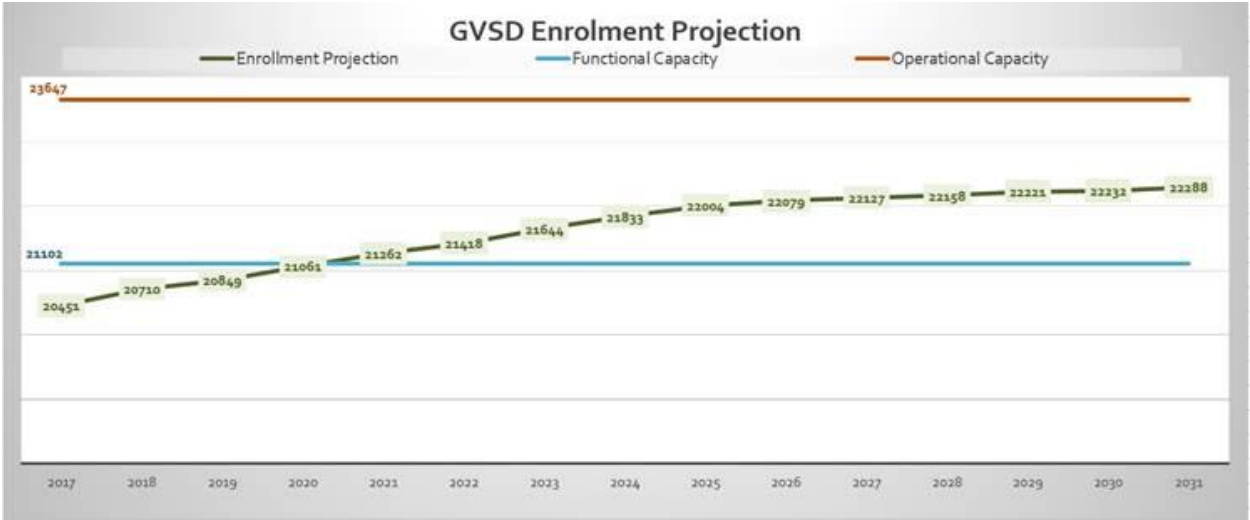
It is important that French be used as the language of instruction for the Core French curriculum. As French is a minority language in British Columbia, opportunities for students to use the language outside of the classroom are likely to be limited. Research shows that increasing exposure to and use of the target language is essential to increasing proficiency. Therefore, while it is also understood that students at times may need some discussions or examples in English, both teachers and students are encouraged to use French at every opportunity.

Interacting with the wider Francophone community

In language education, all aspects of learning are enriched when students interact with members of that language community. Interaction can mean different things in different contexts — for example, inviting community members into the classroom (in person or virtually); making connections with other French classes and schools; attending festivals, films, concerts, plays, and other cultural and community events; frequenting stores, restaurants, and community centres where French is used; and interacting with the online Francophone community through blogs, chats, and Twitter. Teachers are encouraged to provide a variety of these experiences for their students. Students, particularly in the upper grades, are also encouraged to seek and initiate community interactions to help build their identity as French speakers and to foster opportunities to continue their acquisition of French beyond graduation.

SECONDARY SCHOOLS:	SECOND LANGUAGE COURSES	GRADES OFFERED
ESQUIMALT HIGH	Core French	9 to 12
	French Immersion	9 to 12
	Spanish	9 to 10
	Espagnol	10
LAMBRICK PARK	Core French	9 to 12
	Spanish	11
MOUNT DOUG	Core French	10 to 12
	Spanish	9 to 12
OAK BAY HIGH	Core French	9 to 12
	French Immersion	9 to 12
	Spanish	9 to 12
	Introductory Spanish	11
	Japanese	10 to 12
	Introductory Japanese	11
REYNOLDS	Core French	9 to 10
	French Immersion	9 to 12
	Spanish	9 to 12
SPECTRUM	Core French	9 to 12
	Introductory French	11
	Spanish	9 to 12
	Introductory Spanish	11 to 12
	Japanese	11 to 12
VICTORIA HIGH	Introductory Japanese	11 to 12
	Core French	9 to 12
	French Immersion	9 to 12
	Spanish	9 to 12
	Introductory Spanish	11
	Japanese	10 to 12
	Introductory Japanese	11 to 12

The distribution of both French Immersion and language programming across the District has a direct impact on the future planning of program placement and school boundaries. While this is an important consideration student enrolment growth in the District has been, and is predicted to be, manageable within the current boundaries for at least the next two school years. This provides the Board of Education with the time to fully review the provision of language instruction in the GVSD. The chart below illustrates the projected student enrolment for the District.



The Superintendent is recommending that the Board of Education pass the following motion:

That the Board of Education of Education of School District No.61 (Greater Victoria) direct the Superintendent to establish a process for reviewing the provision of language instruction in the Greater Victoria School District.

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: November 27, 2017

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

TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 27, 2017

RE: **Monthly Report**

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.

Those activities include:

- Meeting with Board Chair and MLA, Mitzi Dean
- MOE / BCSTA Partner Liaison Meeting
- BCASBO Fall Conference
- Media Interviews re portables and custodians/cleaning
- Policy Sub-Committee
- Superintendent Recruitment Search meetings
- Many school visits including Willows and Quadra Learning Studios
- Meeting with a number of our stakeholders as well as municipal partners
- Lecturing at UVIC as well as at the GAFE summit at Oak Bay