

# **OPERATIONS POLICY AND PLANNING COMMITTEE**

**Monday, January 15, 2018 at 7:00 P.M.**

## **REGULAR MEETING**

**OPPs Agendas and Minutes available at:**

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

**NEXT OPPs MEETING IS SCHEDULED FOR:  
Tuesday, February 13, 2018 at 7:00 P.M.**

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

**OPERATIONS POLICY AND PLANNING COMMITTEE**

*Dialogue with the Public is welcome during Standing Committee Meetings.*

**Regular Agenda for Monday, January 15, 2018 – 7:00 p.m.**

Board Room - Administration Offices, Tolmie Building

**Chairperson: Trustee Watters**

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

Estimated Times		Presenter	Status	Attachment
7:00-7:05	<b>1. APPROVAL OF THE AGENDA</b>			Pgs. 1-2
7:05-7:10	<b>2. APPROVAL OF THE MINUTES</b> A. Operations Policy and Planning Committee Meeting of Monday, December 11, 2017			Pgs. 3-7
	<b>3. BUSINESS ARISING FROM MINUTES</b>			
7:10-7:15	<b>4. PRESENTATIONS TO THE COMMITTEE</b> A. Vic High Alumni Association - Stadium Update	Keith McCallion		
7:15-7:20	<b>5. SUPERINTENDENT'S REPORT</b> A. Recognition of Student Representative - Antonia Kowalewski, Reynolds Secondary School	Piet Langstraat		Verbal
7:20-7:30	B. French Language Review Process	Shelley Green	Information	Pgs. 8-9
7:30-7:40	C. Advocacy Ad Hoc Committee Terms of Reference	Piet Langstraat	Motion	Pgs. 10-11
	Recommended Motion:			
	i) That the Board of Education of School District No. 61 (Greater Victoria) approve the Advocacy Ad Hoc Committee Terms of Reference.			
7:40-7:50	D. Equity Committee Update	Piet Langstraat	Motion	Pgs. 12
	Recommended Motion:			
	i) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to conduct an internal needs assessment of SD61 facilities accessibility infrastructure including ramps, lifts, automatic doors, elevators, wheelchair accessible washrooms, etc. with the intent of developing an Accessibility Strategy for District facilities.			
7:50-8:00	E. BCPSEA AGM	Piet Langstraat	Information	Verbal

## 6. PERSONNEL ITEMS

## 7. FINANCE AND LEGAL AFFAIRS

8:00-8:10	A. 2017-2018 Funding Update	Mark Walsh	Information	Pgs. 13-15
8:10-8:20	B. December 31, 2017 Quarterly Financial Report	Mark Walsh	Information	Pgs. 16-18
8:20-8:30	C. 2018-2019 Partner Group Budget Input Summary	Mark Walsh	Information	Pgs. 19-25
8:30-8:40	D. Funding Formula Discussion	Mark Walsh	Information	Pgs. 26-31
8:40-9:00	E. Policy Sub-Committee Report	Piet Langstraat	Motion	Pgs. 32-60

Recommended Motion:

- i) 

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1240 *School Volunteers* as reviewed without revisions and receive Regulation 1240 *Volunteers in the Schools* as revised.
- ii) 

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 2211 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Principals* and Policy 2213 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Vice-Principals* as reviewed without revisions and receive Regulation 2211 *Selection, Transfer, Assignment, Evaluation and Professional Growth of Principals* and Regulation 2213 *Selection, Transfer, Assignment, and Evaluation of Vice-Principals* as revised.

## 8. FACILITIES PLANNING

9:00-9:05	A. Seismic Update - Richmond and Uplands	David Loveridge	Information	Pgs. 61
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## 9. NEW BUSINESS

## 10. NOTICE OF MOTION

## 11. GENERAL ANNOUNCEMENTS

## 12. ADJOURNMENT



**Operations Policy and Planning Committee Meeting  
December 11, 2017 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

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

**Other Trustees Present:** Deborah Nohr

**Administration:**

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Ted Pennell, Director of Information Technology

The meeting was called to order at 7:03 p.m.

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

**1. APPROVAL OF THE AGENDA**

It was moved by Trustee Leonard:

That the December 11, 2017 regular agenda be approved.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee Leonard:

That the November 14, 2017 Operations Policy and Planning Meeting regular minutes be approved.

**Motion Carried Unanimously**

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

**4. PRESENTATIONS TO THE COMMITTEE - None**

**5. SUPERINTENDENT'S REPORT**

**A. Introduction of Student Representative**

Superintendent Langstraat welcomed and introduced Daniel Davenport student representative from Lambrick Park Secondary School and highlighted some of the initiatives that the Student Representative Council has worked on.

## **B. Update on Childcare License Rate Discussions**

Superintendent Langstraat discussed the ongoing consultation with childcare providers regarding the rate structure and highlighted proposed rate changes. Trustees asked questions of clarification of the Superintendent.

## **6. PERSONNEL ITEMS**

### **A. Teacher Staffing Update**

Superintendent Langstraat presented the Committee with a brief summary of progress on teacher staffing since the September 2017 Operations Policy and Planning Committee meeting. Trustees asked questions of clarification to the Superintendent and Secretary Treasurer.

## **7. FINANCE AND LEGAL AFFAIRS**

### **A. Regulation 8230, *Trustee Remuneration and Expenses***

Secretary-Treasurer Walsh stated that the working group has suggested changes to Regulation 8230 *Trustee Remuneration and Expenses* for the Board to consider. He highlighted the major changes. Discussion ensued amongst the Trustees.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) accept the revised Regulation 8230 *Trustee Remuneration and Expenses* for information.

Discussion ensued amongst trustees. Questions were raised by Trustees about the some of the language. An amendment was moved.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) revise the draft revised Regulation 8230 *Trustee Remuneration and Expenses*, to remove the last two paragraphs of section 1.0 and delete section 3.10 and renumber the remaining portion of section 3.

**Motion Carried Unanimously**

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) accept the amended revised Regulation 8230 *Trustee Remuneration and Expenses* for information.

**Motion Carried Unanimously**

### **B. Policy Sub-Committee Report**

Secretary-Treasurer Walsh stated that the Policy Sub-Committee have redrafted Policy and Regulation 5118.2 *Student Enrollment and Transfer* for Information based on the Ad Hoc Committees recommendations.

Trustees and stakeholders asked questions of clarification and the Superintendent indicated that he would make two minor edits to the regulation.

It was moved by Trustee Leonard:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 5118.2 *Student Enrollment and Transfers* and accept Regulation 5118.2, *Student Enrollment and Transfers* for information.

**Motion Carried Unanimously**

Policy and Regulation 6114 *Maintenance of Order* changes have been revised to reflect current practices. Superintendent Langstraat presented the rationale for the changes. Trustees asked questions of clarification. Superintendent Langstraat indicated that he would make minor edits to reflect gender inclusion.

It was moved by Trustee Leonard:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6114 *Maintenance of Order* and accept Regulation 6114 *Maintenance of Order* for information.

**Motion Carried Unanimously**

Superintendent Langstraat indicated that Policy and Regulation 3110 *Presentation of New Educational Programs* changes have been revised to reflect current practices.

It was moved by Trustee Leonard:

- iii) That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 3110 *Presentation of New Educational Programs* and accept Regulation 3110 *Presentation of New Educational Programs* for information.

**Motion Carried Unanimously**

iv) Director of Information Technology Pennell provided the draft Policy 1300 *Acceptable Use of Digital Technology* and associated regulation for initial consideration. He indicated that following the meeting they would be sent to stakeholders for comment prior to a return to the committee in February. Trustees and stakeholders asked questions of clarification.

## 8. FACILITIES PLANNING – None

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

## 10. NEW BUSINESS

### A. Trustee Questions – None

### B. Ad Hoc Committees

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

It was moved by Trustee Watters:

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

Superintendent to ensure that, effective January 2018, all Ad Hoc Committees of the Board are listed on the District website along with the committee's Chair, the Chair's contact information, future meeting dates, meeting minutes, and the Terms of Reference, and that the Ad Hoc Committees' meeting times and dates are reflected in the District calendar.

Discussion ensued amongst trustees. The Superintendent presented Trustees with information with respect to the administrative impact of the motion. An amendment was moved

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) amend the motion to read "direct the Superintendent to ensure that, effective January 2018, all Ad Hoc Committees of the Board are listed on the District website along with the committee's Chair, the Chair's contact information, future meeting dates of Ad Hoc Committees *open to the public*, meeting ~~minutes~~ *summaries*, and the Terms of Reference, and that the Ad Hoc Committees' meeting times and dates are reflected in the District calendar.

An amendment to the amendment was moved.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) amend the amendment to read "reports" rather than "summaries".

**Motion Carried**

Trustees voted on the amendment as amended.

That the Board of Education of School District No. 61 (Greater Victoria) amend the motion to read "direct the Superintendent to ensure that, effective January 2018, all Ad Hoc Committees of the Board are listed on the District website along with the committee's Chair, the Chair's contact information, future meeting dates of Ad Hoc Committees *open to the public*, meeting ~~minutes~~ *reports*, and the Terms of Reference, and that the Ad Hoc Committees' meeting times and dates are reflected in the District calendar.

**Motion Carried**

A further amendment was made.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) amend the motion to read "direct the Superintendent to ensure that, effective January 2018, all Ad Hoc Committees of the Board are listed on the District website along with the committee's Chair, the Chair's contact information, future meeting dates of Ad Hoc Committees open to the public, meeting reports and the Terms of Reference. ~~and that the Ad Hoc Committees' meeting times and dates are reflected in the District calendar.~~

**Motion Carried**

Trustees voted on the main motion as amended.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to ensure that, effective January 2018, all Ad Hoc Committees of the Board

are listed on the District website along with the committee's Chair, the Chair's contact information, future meeting dates of Ad Hoc Committees open to the public, meeting reports and the Terms of Reference.

**Motion Carried**

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) dissolve Policy 1325 Partnership and Attachment Ad Hoc Committee.

**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 9:30 p.m.





## **Deputy Superintendent's Office**

556 Boleskine Road,  
Victoria, British Columbia, V8Z 1E8  
Fax 250-475-4112

Shelley Green, Deputy Superintendent

250-475-4117

**Date:** Monday, January 15, 2018  
**To:** Operations Policy and Planning Committee  
**From:** Shelley Green, Deputy Superintendent  
**Subject:** French Language Review Process

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### **Background:**

In May 2017 the Board passed the following motion:

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

Administration determined that such a process required a more thorough review of language programming in the District more broadly and the following motion was passed at the November 2017 meeting:

That the Board 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.

### **Process:**

The process for the review is as follows:

1. A working group of administration will review Baragar data, facilities capacities and local information to determine the long term needs of our schools and make recommendations for program moves, balancing of programs and/or expansion of programs as required;

2. A working group of educators will review our current language program and create a report that highlights the current structure and its strengths and challenges with recommendations for improvement; and
3. A working group of educators will explore alternative models of language provision to provide for longer term discussion.

**Timelines:**

A draft information report will be presented at the April 2018 Education Policy and Directions Committee meeting for the Board's review.

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: January 15, 2018

RE: Advocacy Ad Hoc Committee

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Background:

At the November 2017 board meeting, the Board passed the following motion:

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.

Previously, the Board's formal committee that focused on advocacy was tasked with creating a needs budget. The purpose of the advocacy committee is a bigger mandate than funding alone and the Terms of Reference presented reflect this expanded mandate.

The membership of the committee is weighted to trustees and District administration. This weighting is intended to reflect the accountability of trustees to the public. It is the intention of the Committee to involve partners and members of the community on an issue by issue basis.

The committee is also not intended to generally be open to all members of the public. Given the Committee will be a working committee and report on a regular basis it is recommended a smaller meeting structure with guests invited as required by the Chair.

The recommended motion is as follows:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Advocacy Ad Hoc Committee Terms of Reference.
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## **Advocacy Ad Hoc Committee Terms of Reference**

### **Purpose:**

The Advocacy Ad Hoc Committee (the “Committee”) is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop advocacy action plans in partnership with our stakeholders to support public education initiatives.

### **Deliverables:**

The Committee will create and monitor action plans to advocate for a variety of issues in public education. The Committee will address a variety of issues including appropriate funding, service provision, curriculum, governance, and other matters as directed by the Board of Education.

### **Membership:**

The committee may be comprised of the following voting members:

- Three Trustees appointed by the Board Chair
- The Superintendent or designate and another member of senior administration
- District Communications Staff

### **Timeline:**

The Committee shall report actions plans as required. The Committee shall be reviewed at minimum on yearly basis at the Education Policy and Directions Committee.

### **Voting:**

Decisions will be made by consensus if possible. If no consensus is reached, a majority vote will take place. Only trustees shall be voting members of the Committee.

### **Procedural Notes:**

- All trustees may attend and contribute to the discussions without voting privileges
- The Chair of the Committee shall be decided at the inaugural meeting of the Committee and yearly thereafter;
- Generally, the Committee shall be open to members of the Committee and trustees;
- Guests and or members of the public shall be invited to meetings at the discretion of the Chair of the Committee

**Date Adopted:** January 29, 2018

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: January 15, 2018

RE: Equity Ad Hoc Committee

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Background:

This memo is to provide background on the activities of the Equity Ad Hoc Committee. One of the areas that the Committee has identified as a concern in the area of equity is accessibility. Specifically, the Committee believes that all schools should have equitable accessibility for our students, staff and community including appropriate ramps, elevators, lifts, accessible washrooms and other appropriate infrastructure and/or equipment.

In order for the Committee to make specific recommendations on the issue, however, it requires an accessibility inventory across the District. Given the inventory will require staff time, the Committee is recommending the following motion to the Board so that the Committee can have sufficient information to create a report:

*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to conduct an internal needs assessment of SD61 facilities accessibility infrastructure including ramps, lifts, automatic doors, elevators, wheelchair accessible washrooms, etc. with the intent of developing an Accessibility Strategy for District facilities.*

# Funding Update

OPPs Meeting January 15, 2018  
Greater Victoria School District  
For the Fiscal Year 2017-2018

<b>Prelim 2017/18 Operating Grant</b>	<b>\$166,715,079</b>
<b>Final 2017/18 Operating Grant</b>	<b>\$168,736,108</b>
<b>Change</b>	<b>\$2,021,029</b>

## **Funding Update** Preliminary versus Final

181.95 FTE More School-Age Students than Forecasted	\$1,329,060
Decreased Adult Enrolment (0.27) FTE	(1,237)
Decreased Grade 8-9 Cross-Enrolment	(4,992)
Decreased Teacher Salary Differential	(656,011)
Net Increased Targeted Funding (ELL, SPED, ANED, SS)	1,354,209
<b>TOTAL CHANGE</b>	<b>\$2,021,029</b>

## Funding Update Preliminary versus Final



TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: January 15, 2018

RE: **December 31, 2017 Quarterly Financial Report**

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## **Background**

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

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

The quarterly report ending December 31, 2017 shows the Annual Operating Budget and Year-to-Date actual revenue and expenditure as a percentage of the operating budget. The prior year information has been included for comparative purposes.

## **Revenue**

Ministry of Education Operating Grant as a percentage of the Operating Budget is 40.80%, which is consistent with prior year. The revenue is recognized when it is received.

Other Ministry of Education Grants as a percentage of the Operating Budget is 32.57% and is affected by the timing of grant payments made by the Ministry to the school district. In the prior year only a portion of the student transportation grant had been received whereas the current year includes a portion of the pay equity grant as well.

Offshore Tuition Fees as a percentage of the Operating Budget are 103.30% and reflect fees received for the International Student Program. The fees received reflect an increase in enrolment over the budgeted level.

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

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

Rentals and Leases as a percentage of the Operating Budget are 58.15% and reflect an increase in revenue as compared to the prior year.

Investment Income as a percentage of the Operating Budget is 71.95% and reflects an increase in interest rates from 1.7% to 2.2% and a higher investment balance as compared to the prior year.

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

### **Expenditure by Object**

Teacher, Educational Assistants and Substitute Salaries to date are approximately 40% of the Operating Budget. As the school year starts in September, it is expected that 4/10<sup>th</sup> of the expenditures would be incurred to date as they are paid over 10 months.

Principals and Vice Principals, Support Staff and Other Professionals are all paid over 12 months. Therefore it is expected that salaries would approximate 50% of the Operating Budget to date.

Total Salaries and Benefits are 41.07% of the Operating Budget and are comparable to the prior year.

Overall Services and Supplies are 42.33% of the Operating Budget and are comparable to the prior year.

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

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

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

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**QUARTERLY FINANCIAL REPORT**  
**DECEMBER 31, 2017**  
**ACTUAL AS A PERCENTAGE OF THE OPERATING BUDGET**

	<b>2017/2018 Annual Operating Budget</b>	<b>Actual December 31, 2017</b>	<b>Percentage of Operating Budget</b>	<b>2016/2017 Annual Operating Budget</b>	<b>Actual December 31, 2016</b>	<b>Percentage of Operating Budget</b>
<b>REVENUE</b>						
Ministry of Education Operating Grant	165,787,614	67,641,107	40.80%	159,710,017	65,506,733	41.02%
Other Ministry of Education Grants	3,723,970	1,213,062	32.57%	3,355,772	14,019	0.42%
Offshore Tuition Fees	13,206,732	13,642,822	103.30%	11,035,159	13,331,983	120.81%
Local Education Agreement Tuition	927,465	493,185	53.18%	1,023,960	495,842	48.42%
Summer School Fees	17,696	56,880	321.43%	27,169	17,696	65.13%
Continuing Education Fees	58,124	15,791	27.17%	58,124	49,259	84.75%
Rentals and Leases	1,694,784	985,482	58.15%	1,674,784	843,272	50.35%
Investment Income	650,000	467,644	71.95%	650,000	385,047	59.24%
Miscellaneous Revenue	70,055	382,750	546.36%	136,240	192,261	141.12%
Budgeted Prior Year Operating Surplus Appropriation	4,104,887			5,910,764		
Total Operating Revenue	190,241,327	84,898,723	44.63%	183,581,989	80,836,112	44.03%
<b>EXPENDITURE BY OBJECT</b>						
Teachers Salaries	82,684,954	32,851,579	39.73%	79,934,858	32,100,806	40.16%
Principals and Vice Principals Salaries	12,255,821	5,729,959	46.75%	11,438,642	5,523,737	48.29%
Educational Assistants Salaries	17,240,139	6,306,047	36.58%	15,722,720	5,917,811	37.64%
Support Staff Salaries	17,038,427	7,609,813	44.66%	16,828,220	7,366,409	43.77%
Other Professionals Salaries	3,697,241	1,962,982	53.09%	3,645,069	1,743,828	47.84%
Substitutes Salaries	7,181,346	3,256,876	45.35%	6,666,719	3,012,715	45.19%
Employee Benefits	32,198,765	13,038,877	40.49%	31,288,112	12,263,106	39.19%
Total Salaries and Benefits	172,296,693	70,756,133	41.07%	165,524,340	67,928,412	41.04%
Services	4,527,695	3,666,263	80.97%	4,319,957	3,538,336	81.91%
Student Transportation	998,933	248,155	24.84%	998,933	348,703	34.91%
Professional Development and Travel	571,601	626,313	109.57%	580,786	679,146	116.94%
Rentals and Leases	79,238	-	0.00%	98,188	-	0.00%
Dues and Fees	88,207	81,551	92.45%	84,712	93,992	110.95%
Insurance	442,842	349,224	78.86%	442,842	101,552	22.93%
Supplies	5,593,711	3,030,036	54.17%	5,750,864	2,262,001	39.33%
Utilities	4,642,407	1,310,571	28.23%	4,981,367	1,279,219	25.68%
Capital Asset Purchases	800,000	462,332	57.79%	800,000	1,659,102	207.39%
Local Capital Transfer	200,000		0.00%			
Total Services and Supplies	17,944,634	9,774,445	54.47%	18,057,649	9,962,051	55.17%
Total Operating Expenditure	190,241,327	80,530,578	42.33%	183,581,989	77,890,463	42.43%

OFFICE OF THE  
**SECRETARY-TREASURER**

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TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: January 15, 2018

RE: **2018-2019 Partner Group Budget Input**

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Prior to developing the budget for the next school year, an invitation was sent to school PACs and educational partner groups in October 2017 to provide input by responding to the following questions:

1. What areas should be given priority in order to support success of all students?
2. What areas do you feel progress is being made and should be continued?
3. How do you feel the budget process could be improved for greater public participation and ease of understanding?
4. Do you have any general comments you would like to add?

The input received has been summarized under each question and will be used to guide decision making for the 2018-2019 budget process.

**Partner Group Budget Input 2018-2019  
Responses to November 22, 2017 Input Request  
From Parent Advisory Councils and Education Partner Groups**

**1. What areas should be given priority in order to support success for all learners?**

- Taking the pressure off of PACs to fundraise for expensive yet necessary things like emergency preparedness supplies, playground equipment and technology such as a sound system for the gym.
- Earthquake preparedness: The District PAC has put forward a proposal to get all of the schools in the district a standard container of earthquake supplies. As I understand it, this would be a onetime expense for the District of approximately \$500,000... the equivalent of adding 3 or 4 portables to the district. This would set the PACs up to only replace the perishables in the earthquake containers each year – water, food, batteries, and the like. This would be much more feasible for PACs. We believe that this is an issue of equity, which has been a cornerstone of Mr. Langstraat's time in the District. Can you imagine the state of the schools if the fire equipment depended on how successful each PAC was in fundraising? Willows and Oak Bay would have state of the art equipment; Lansdowne and Reynolds would be OKish, but probably vulnerable; George Jay and Esquimalt High would probably be sharing a fire extinguisher. It would be intolerable, but that is the situation that we face in disaster preparations.
- Inclusion: Lansdowne does not have any horror stories about lack of support for students with special needs, but we certainly hear stories of students being sent home because there is no suitable teacher or EA available to stand in when the regular staff member calls in sick. We would strongly support having more emphasis placed (that is, money) on making sure that this situation does not happen. We need to get to a place where schools are never in a position of having to send a student home for lack of staff and we need to do it without burning out our current staff or compromising the safety of students and staff.
- More staff training and support for the new curriculum. Two areas seem to jump out – math and group work. The change in the math approach is such that we have hosted two parent education nights with a math teacher who can explain the new approach. It still leaves most parents unable to offer any real help to their student with homework – we just have not learned the approaches that our students do. Awkward as this can be for parents, it must be very much more difficult for teachers. I am personally impressed with the understanding that my children have of math and am particularly happy that my daughter has never been trained to be “bad at math because she is a girl”. I'd like to see that success reinforced.
- The other area of concern that we hear from parents is group work – there is such a heavy emphasis on it and it leads to very unequal workloads. At the middle school level, far too many of the group work situations seem to devolve into 2 girls in the group carrying most of the work, typically for the boys. Unfortunately, this is also a widespread situation in the work world. We feel that the new curriculum is indeed preparing students for the work world... but one that has an entrenched gender inequity. (Note: this is not just a gender issue... it is also the classic free rider conundrum in economics. It makes good economic sense for some to ride on the coattails of more diligent or stronger students and end up with a B, instead of a C. Unfortunately, it also means that the students who carry the group end up with a B instead of an A.) It seems to us that there are marking and work assignment strategies that could address this imbalance, but that it will take some research and support/training to allow teachers to transition.
- Safe and sustainable transportation to school: We have seen some success over the last year in working with HasteBC and would like to see the momentum continued. The single biggest contribution that the District could make would be installing more bike racks. Though we are well equipped, the current racks are used to capacity and we would dearly love to install two more. We understand the CRD will provide one and we would be willing to pay for a second (at roughly \$350). The biggest cost is installation, done through the district; we were told the cost would likely be about \$800 for each rack. The other area that we would dearly love District support would be in convincing BC Transit to make student bus passes available to our schools, not just colleges and universities. This would make a profound positive impact on many of the families that we represent.
- We are concerned about whether there has been sufficient consideration about privacy issues related to the use of Google tools. This may be a fairly straightforward thing for staff or a hired consultant to review. It is the old saw about "if you can't tell what the product is, you are the product". We feel like our students are ending up as part of Google's ongoing research and that there may be consequences that we just don't know enough about.
- It would be nice to know what areas of funding the School District currently supports! I would like to see the School District improve communication with parents to more than emergency notices during strikes and controversies. Coming to a PAC meeting and having a newsletter or Facebook group would be good. An annual online survey would be good too. A school district rep for each school.
- I would like to see more funding for everything, but hard to say what to prioritize when I don't know all the components!
- Offhand, I hear that janitors, facilities maintenance and office admin are under staffed and stressed out.
- In the big picture, I would like to see the school district be visionary, positive, communicative and student focused.

- I would like the school district to have a mandate to be make our schools healthy and sustainable, and champion the school environment to be fun and progressive.
- I would like to see efforts made to have classrooms support what boys need... more movement, more outdoors, more inclusion/acceptance of topics that interest boys.
- Library, more books for students.
- More homework because it helps to remember what they learned in school during the day.
- There is currently very little funding for field trips, and PACs find themselves in the position of paying for bussing, lessons, field trips, speakers, and performing arts, especially in schools with many low-income families but who do not meet Community Link funding requirements. It would be delightful to offer all children the opportunity to take swimming lessons, skating lessons, or play horseshoes, etcetera, without the burden being on the parents in the community who have a little bit of money to help support PAC initiatives.
- Our school struggles with literacy and actively seeks out volunteers in parents and church groups to do one-on-one reading with the children who struggle. This is a basic need in education, and it would be lovely to see it met with programs and staff properly versed in literacy initiatives.
- I recently read in the paper that funding may be provided under the NDP government for playground apparatus. This is spectacular news. Parents should NOT have to fundraise for a playground for their children. The minimal funds we are able to raise should go toward things such as birthday pencils, extra bussing for field trips, inflatables for fun days, lunches for children who can't afford them, and so many other things.
- Provide classroom funds for teachers. I don't personally know what they have in this regard, but I know our PAC gives each teacher \$140 per year so they can enhance learning in their classrooms. These educators go to university to learn what they need to do their jobs; let's let them choose what kind of extras they would like by providing each teacher a bit of a slush fund per year to buy extras as they see fit.
- New class size and composition -- smaller class size means the teacher's attention isn't stretched too thin among the students.
- Technology for learning -- it's great the students have access and can learn what these tools can do.
- Having gym (or outdoor walking time) as part of the daily schedule to get the kids moving.
- Clean classrooms/schools -- students aren't successful with just the curriculum and technology; they also need clean classrooms (ie: desk or table tops, floors, carpets, etc) so they are not absent from school due to illness. There was an article in the Saanich News on Oct 27, 2017 - Teachers concerned over carpet cleaning cutbacks. As a parent, I am also concerned about this.
- Ongoing additional support to teachers (i.e.: pro-d, collaborative time, additional EA support).
- Food programs for all students (i.e.: healthy breakfast)
- Additional counselling/YFC support within schools
- Bigger gym/second gym for big schools
- My only request is that the surplus is put towards cleaning the schools.
- We feel that emergency preparedness is of utmost importance within the district due to the inequalities we feel are present district wide. A standardized model of earthquake preparedness kit and equal access to resources is a key component in ensuring that all students have what they need in the case of an emergency.
- Library resources should also be looked at as a key location where access to success can be ensured. The health of the school's library should not depend solely on the wealth of the school and the parents of the children who go to the school.
- Addressing of infrastructure inequalities should also be given priority. Including accessibility inequalities throughout the district. This should include a central inventory of all schools accessibility needs and requirements
- Proper EAG support in classrooms.
- More Librarian time.
- More learning support time.
- Providing home ec supplies/class resources.
- Continuity of staff and teachers: since my children entered SD61 in 2007 there seems to be an upward trend of moving staff and administration. Although some transition is expected (retirements, health issues, general moves, etc) in the past 3 years there seems to be less continuity in staffing of administration and teachers.
- Supplies and access: students should have equitable access to learning materials and resources both within schools and across the district. In conjunction with this, teachers need to know that they will be able to access the resources and supplies in order to facilitate their planning and therefore deliver excellent education.
- Access to extra-curricular activities: for many students it is access to extracurricular activities that keeps them engaged in school. Research shows this becomes increasingly relevant in later school years, ie secondary grades and has a direct positive impact on graduation rates, civic engagement, and college completion. Conflicts between the Ministry of Education and the Teachers Unions has had a negative impact on teacher engagement in extra-curricular activities. One impact has been the increased reliance on volunteers to provide and support these activities which has resulted in disengagement between teachers, administration, and students participating in these activities. Teachers need to be encouraged to reengage with the school and students outside of the classroom.

- Play space: school grounds should have play spaces, equipment that gets students playing with one another. SD61 should work closely with the government to obtain funds for play grounds in both elementary and middle schools.
- Counselling time.
- Learning support.
- Educational assistants.
- Secondary students need to talk to a counsellor for many reasons. They need guidance on course selection, career path support, post-secondary requirements as well as mental and emotional support. The waitlist to see someone is always too long.
- Educational assistants who can help when a student cannot get in to see their teacher or someone else would increase achievement and feeling of a supportive environment.
- More educational assistants. Each class should have at least one regardless of designations.
- Full time librarian, PE teacher, speech therapy
- Making enough space for those who need learning support outside the classroom.
- Better forecasting of community needs. Pay to fix rather than close schools; redraw catchment boundaries; possibly reopen Lampson as an SD61 elementary school.
- Later years, focus on career, real life skills (how to do taxes, what is an RRSP, how to use a credit card responsibly)
- Learning support / Assessments / Psychologists
- Counselling supports
- Technology
- Esquimalt Family of Schools needs to be prioritized = Equity
- Invest in recruitment of new employees and retention of current employees.
- Provide appropriate classrooms and spaces for individual or small-group support.
- Address facilities maintenance needs in a timely manner and increase custodial time in schools.
- Increased funding for teachers' autonomous professional development.
- Increased specialist teachers including counsellors, librarians, psychologists, learning support and ELL.
- Increased French language resources.

## **2. What areas do you feel progress is being made and should be continued?**

- Music program; tech packages in classrooms; iPads
- We feel that the District and our school are making strides in many areas, including the ones above. We applaud the training that the principals and vice principals just had on disaster preparedness. They were certainly impressed with it. We are hoping that our school will be one of the ones having a reunification drill in the spring, but are strongly supportive even if you don't get to us until later. It was great to have a district staff member come out to our PAC meeting to discuss the District's efforts.
- The new curriculum is clearly taking hold and there is much discussion amongst teachers and administration on Pro-D days in particular.
- We've been impressed with the progress on equitable digital equipment for the schools. That has been a shining example of progress and we are pleased that District funding has meant that the PAC is no longer on the hook for supplying what is really basic equipment (and thereby creating a hard to maintain patchwork of gear and standards).
- We have been impressed with Lansdowne's commitment to reconciliation with First Nations and assume that that is driven at least in part by the District. There is a lot of Indigenous content being used and special events often have an Indigenous focus.
- We have been supportive of our school program of Positive Digital Culture, rather than banning cellphones and devices. This may be an area that deserves more support or at least research. Devices are not going away.
- Lastly, we are not sure of the level of District involvement in the safe and sustainable transportation initiative, but a year into the program we have results that show real progress. HasteBC says that programs of this sort are successful if they move even 1 or 2% of students to more sustainable and active transportation options. We have had a 6% decrease in the number of students being driven to school in a car and a 9% increase in the use of public transit, which is truly stellar.
- I am not aware of anything positive regarding the school district, they need to tell us about the good things they are doing!
- Learning outside is great.
- Creating more classrooms for students.
- Obviously, as there is a surplus, your fiscal planning is an area of progress.
- The Aboriginal content in the new curriculum is a stellar addition. It fosters community and removes old stigma. I do know that some teachers have trouble incorporating it into their lesson plans, however, as they feel they may

offend the Nations. Follow Alberta's lead and create lesson plans to pass along to teachers, if you haven't already, so that there is no confusion.

- I was delighted to see a PAC President and Principals meeting this year. What a great way to connect the volunteers in the community and help them feel supported. That should be a yearly occurrence. PACs often operate in a vacuum.
- I am delighted by the class sizes and class composition this year.
- Technology for learning.
- Technology within schools.
- Integration of Indigenous Learning within the district/Province.
- Vocabulary/professional learning/awareness within inclusion and tolerance that is well appreciated.
- Within the district we feel there has been a progressive movement towards including all students within the classroom and the disruption of programs that sought to separate those with different learning needs and instead work towards including them in the classrooms.
- Continuing to encourage schools to encompass fluid learning spaces to facilitate positive learning for all students.
- Technology for kids to an appropriate level for all levels.
- Student teacher ratios: The smaller teacher/student ratios enhance learning opportunities.
- Leadership teams: special learning projects and identified teacher leaders contribute immensely to the school environment and reward teachers and administrators that look at progressive methods for teaching students and keeping the school environment vibrant.
- Digital communication with families: the standardization of school websites allows for better ease of access to information and continuity of information.
- Technology equity.
- Equity for schools in need across the district.
- The technology spending has been effective.
- In light of smaller class size, supporting additional blocks to allow all interested students to take courses is appreciated.
- Smaller class sizes are great, just need to iron out some kinks.
- Doing pretty good at keeping up with technology and incorporating it into learning.
- Technology

### **3. How do you feel the budget process could be improved for greater public participation and ease of understanding?**

- Liked the info-graphic they prepared this year
- Distribute the budget to parents, with reasons as to the suggested priorities, then ask for feedback.
- The public should have access to information related to the budget.
- As I have no knowledge of this process, I can't make an informed comment.
- Each parent to receive an email (less paper) so they have the opportunity to complete questionnaires like this one. I find it easier to receive an email (with ample time to respond), follow a link and participate then to go looking for information (ie: school district website). I don't get to read a newspaper in a timely manner.
- Providing the budget information graphic is a good start.
- More input/awareness via social media. However, recognizing the need for context and understanding to provide informative input.
- The budget process could be more transparent.
- Communication.
- Graphics are better than long explanations. People are busy and read in 'sound-bytes'.
- School trustees or SD61 administration could visit schools and engage students in feedback sessions about spending priorities.
- Improve financial literacy at the younger age groups so it is less intimidating as they age.
- Engage high school students, across all streams, in the budget planning process.
- Budget on website - easy access.
- Communicate more clearly to all school community members with sufficient time to provide participation on our calendars.
- Clear communication to PACs what the district is providing funding to cover what costs.
- The budget process has not been communicated. Email the process meeting dates, etc. so we can properly participate.



#### 4. Do you have any general comments you would like to add?

- I am concerned that the rent increase being considered for preschools and after school care will result in the closure of those programs which, while not directly part of the school system, are very closely connected. The benefits of these community programs are too great to risk jeopardizing their financial viability.
- As a general comment, we have repeatedly heard from VCPAC reps about how good the relationship with District has become in the last year or two. Kudos to you! Parents can be a demanding lot, we know. (But we don't intend to stop.) And on a personal note, I am very pleased with how good school is -- my kid's love to go to school and are clearly learning. That makes me very happy.
- We are all frustrated with how underfunded our education system is, but there seems to be such a divide between the district, staff, our school, teachers, parents.
- I would like to think of the district as being a friendly, approachable, helpful place. This needs great visionary leadership, and great communication.
- We would achieve so much more if we all felt like we were on the same team and united for our kids. Mutual respect and understanding... but first communication!!!
- Thank you for taking the public's opinion.
- I am all for inclusive learning and building empathy and community by incorporating all learners into classrooms. However, I am concerned by the way things are handled when our IEP students run off the rails. Instead of taking them out of the situation that is distressing in the classroom, I have heard from my child that all the other children must leave the classroom to allow space for said child to calm down. I find this to be ridiculous and disruptive. One solution may be to have someone available on staff to remove the child that is having the issue, presumably an EA, and do not interrupt the learning of the other students.
- Full-time librarians -- librarians engage with each classroom in the school and have numerous other tasks to attend to (keeping up-to-date on new books, arranging guest speakers, etc), which take time.
- Wifi (with a strong signal) in all rooms (ie: library, gym) as not all teaching is done in a classroom
- I found the attachment with this email (Snapshot 2017 - 18) helpful!!
- Playground structures are a necessary component of a student's school experience
- Public Education Rocks!
- Generally, we feel there are real inequalities and under-representation throughout the district. Some schools do not even have a PAC -- how are those schools to be prepared for an emergency? It is hard as a parent to go into another school and see a lot of resources that are not available at your own school because a) our school is small b) our community is not able to raise the funds that can be raised by schools in wealthier districts. Overall, we feel a move towards meeting some of these inequalities would be money well spent.
- Schools are crowded and we are missing pull-out spaces for kids.
- School buses/transportation a big concern.
- I have been involved with PAC activities since 2007. I believe we are on an upswing in terms of workplace moral. From 2010-2016 there was increasing animosity between the Ministry, the School District, and teachers. Unfortunately students, families and administration were caught in the mess. This past 2 years this seems to be improving however work needs to be done on improving relationships and enhancing communication.
- I believe the new transfer process guidelines will have an unexpected outcome of exclusion and actually are in contradiction to the new policies of inclusion and acceptance. For many students, natural transitions allowed them to move to different schools so they weren't following others that may have bullied or harassed them, or forced them to stay in a particular social stream now these opportunities are gone and the added stress is awful for both students and families. Even to identify your student as needing a special consideration is breaching confidentiality and making students unnecessarily vulnerable.
- School equity is much appreciated and acknowledged at Rockheights.
- There are costs required for competitive groups in our schools. If they are not paid they cannot participate. Things like LVISSA and BCSSA as well as insurance. These should be covered by consistent predictable funding. PAC funds are unpredictable.
- Projecting ahead to keep up with demand for new teachers, TTOCs
- Consider making educational assistants a salaried position. 25hr/week is not very desirable.
- I appreciate all of the district talk re: equity. I would like to see it reflected in staffing and vice principal FTEs in the Esquimalt Family of Schools.

**Greater Victoria School District No. 61**  
**2018-2019 Partner Group Budget Input**  
**Priority Areas to Support Success for All Learners**

	Technology Integration into Classrooms / Resources	Special Education / EA / SLP / Psychologists	Counsellors	Library Resources (Books, Librarians)	Classroom Resources / Supplies	Professional Development - New Curriculum	Clean, Safe, Well- Maintained Schools	Emergency Preparedness	Infrastructure Inequality	Playground Funding	Extra Curricular	Physical Activity	Fine Arts / Music	Healthy Foods / Lunch Program and cafeteria	Safe Transportation to School	ELL
	x							x					x			
	x	x				x		x							x	
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	x			x	x		x			x	x	x				
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<b>Total</b>	9	8	5	4	4	3	3	3	3	2	2	1	1	1	1	1



December 8, 2017

Ref: 197976

Gordon Swan - President  
BC School Trustees Association  
4<sup>th</sup> floor – 1580 West Broadway  
Vancouver, BC V6J 5K9  
E-mail: gswan@bcsta.org

Dear Gordon:

As you know, Government has launched a funding model review to fulfill its commitment to ensure B.C.'s K-12 public education system receives stable and predictable funding. The new funding allocation system (FAS) will be guided by a set of shared principles developed by the Ministry and BCSTA. The review is focused primarily on the mechanism of allocating funds to public Boards of Education. The BCSTA and the Technical Review Committee (TRC) will be actively engaged throughout the funding model review. Details on the funding model review can be found on the Ministry [website](#).

An Independent Advisory Panel, to be appointed in early 2018, will be tasked with providing the Minister of Education with a final report and recommendations for a new funding model. The recommendations will be based on a technical and perspectives survey, cross-jurisdictional research, Ministry subject-matter experts and stakeholder feedback, TRC input, together with supporting analytics. Your members should already have received an invitation to participate in the survey.

Sector engagement and feedback is key to help inform the final report and recommendations for a future funding model. The Ministry invites BCSTA to provide formal written submissions, both from your Executive, your branches, and from individual members, to help the Ministry inform the Panel on the issues facing the current FAS. We also invite you and your members to attend regional sessions to be scheduled once the Panel is appointed. I am pleased to confirm that the Ministry is providing a one-time \$10,000 grant to facilitate the attendance of your members in the engagement sessions between March and May 2018. I am sure you and your executive will also want to meet with the Panel, and the Ministry is happy to help coordinate their attendance at meetings, conferences or other events that you may be holding.

.../2

With regard to a written submission, please note the following:

- There is no standard format or template to follow – please determine the format and approach that works best for your organization;
- Be sure to outline your organization's views on the greatest challenges/barriers in the current funding model as well as any improvements you would like to see in the future, together with those elements that are working well and should be retained;
- Final submissions can be emailed to [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca) or mailed to Resource Management and Executive Financial Office Division, PO Box 9151, Stn Prov Govt, Victoria BC V8W 9H1 (Attn: Jonathan Foweraker); and
- Deadline is February 28, 2018 at 4:00pm.

On behalf of the Ministry of Education, I thank you for taking the time to participate in the funding model review in British Columbia.

Sincerely,



Reg Bawa  
Assistant Deputy Minister

cc: Mike Roberts, CEO  
BC School Trustees Association  
E-mail: [mroberts@bcsta.org](mailto:mroberts@bcsta.org)

## Public Sector K-12 Education Funding Model Review Draft - Principles

### Purpose

Ministry of Education and Boards of Education have shared accountability for student success within the BC K-12 education sector, and the funding allocation system distributes available funding in a manner that supports continuous improvement of student outcomes.

### Principles

<i>Responsive</i>	Allocates resources amongst Boards of Education in consideration of unique local and provincial operational requirements
<i>Equitable</i>	Facilitates access to comparable levels of educational services and opportunities for all students across the province
<i>Stable and Predictable</i>	Supports strategic, multi-year planning for educational programming and school district operations
<i>Flexible</i>	Respects the autonomy of Boards of Education in the spending of their allocations to further student success, while ensuring accountability for improved outcomes
<i>Transparent</i>	Is calculated using a clear and transparent methodology
<i>Fiscally-Responsible</i>	Can be adjusted based on provincial economic circumstances, recognizing the need to provide ongoing services to students

## Public Sector K-12 Education Funding Model Review

### Draft - Principles

*These principles to be included in the Funding Allocation System Manual and to be incorporated into a broader Financial Framework for Enhancing Student Success.*

#### Details

##### *Responsive*

Allocates resources amongst Boards of Education in consideration of unique local and provincial operational requirements

- a. Distribution of funding between Boards of Education should improve student success across the province;
- b. Funding allocations should reflect individual school district operational requirements; and
- c. Funding allocations should consider educational requirements established by the Ministry of Education, either provincially or for individual Boards of Education

##### *Equitable*

Facilitates access to comparable levels of educational services and opportunities for all students across the province

- a. Allocations should help ensure that students have access to similar types of programs and services, regardless of where they live;
- b. Allocations should ensure that vulnerable and students with special needs have access to supports and services to support their educational success, regardless of where they live;
- c. Allocations should result in measured improvements and with demonstrated accountability for results; and
- d. Funding should be distributed consistently amongst districts, where there are provincial standards or programming required by the Ministry of Education.

##### *Stable and Predictable*

Supports strategic, multi-year planning for educational programming and school district operations

- a. School year annual funding amounts are confirmed as early as possible (prior to the start of the school year) to support the annual budgeting process;

## Public Sector K-12 Education Funding Model Review Draft - Principles

- b. Where possible, future year funding forecasts are communicated to Boards of Education, to facilitate notional long-term planning; and
- c. Any major changes in the funding allocation model or in the services that Boards of Education must provide should contain an adjustment period and/or transitional funding arrangements.

### *Flexible*

Respects the autonomy of Boards of Education in the spending of their allocations to further student success, while ensuring accountability for improved outcomes

- a. Enables Boards of Education to implement flexible approaches in delivering educational services to students;
- b. Restrictions on spending allocated funding should be limited with the exception of those to meet provincial education requirements and good financial governance;
- c. Special grants should be exceptional and time-limited; and
- d. Boards of Education should be provided with an explanation of the principles behind any targeted or restricted funding.

### *Transparent*

Funding allocations are calculated using a transparent process whose methodology is available

- a. The allocation of funding should seek to be understandable to those administering the funds and promote processes that build public confidence;
- b. The funding distribution model should be as simple and transparent as possible, without foregoing other principles; and
- c. There should be a clear understanding of when funds are general, special, or targeted, and any associated reporting requirements.

### *Fiscally Responsible*

Can be adjusted based on provincial economic circumstances, recognizing the need to provide ongoing services to students

## **Public Sector K-12 Education Funding Model Review Draft - Principles**

- a. The funding distribution model is responsive to, and considers the perspective of taxpayers, while balancing the need for continuity of educational programming.

DRAFT



TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: January 15, 2018

RE: Policy Sub-Committee Report

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Background:

This memo is to update the Committee on the ongoing work of the Policy Sub-Committee.

**Policy and Regulation 1240:**

On June 20, 2016, the Board passed the following motion:

*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review Policy 1240 - School Volunteers and its associated regulations and guidelines including consultation with our stakeholders to ensure that the District is encouraging volunteers in schools while continuing to respect our collective agreement obligations.*

Subsequent to that motion the Superintendent met with stakeholders on three occasions. The conversations were positive with many perspectives being brought to the discussions.

It was found that the Board Policy is in line with the direction of the Board and did not need to be changed. The Regulation, however, did not align with the direction and limited volunteers beyond any restrictions in our collective agreements.

The draft regulations have addressed this incongruence. Following Board reception of these regulations, the Superintendent will draft administrative procedures that give further direction to the system on the appropriateness of volunteers (e.g. the difference between reading to students and assessing their work).

Ultimately, the changes will provide clarity to the system and encourage volunteers while upholding the vital role of our employees and respecting any limits in collective agreements.

The following is the recommended motion:

<p>That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1240 <i>School Volunteers</i> as reviewed without revisions and receive Regulation 1240 <i>Volunteers in the Schools</i> as revised.</p>
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### **Policies 2211 and 2213 and Regulations 2211 and 2213:**

One of the priorities of senior administration and the Victoria Principals and Vice-Principals Association was to modernize our evaluation process.

We have worked over two years with our VPVPA partners to ensure that our regulation is focused on continuous improvement.

Given this work we have found that the Board Policy continues to be relevant. The Regulation has received a major update.

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 2211 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Principals* and Policy 2213 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Vice-Principals* as reviewed without revisions and receive Regulation 2211 *Selection, Transfer, Assignment, Evaluation and Professional Growth of Principals* and Regulation 2213 *Selection, Transfer, Assignment, and Evaluation of Vice-Principals* as revised.



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

## **POLICY 1240**

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### **SCHOOL VOLUNTEERS**

It is Board policy to encourage the involvement of volunteers in District schools. This involvement must not violate the contractual agreements between the Board and its professional and support staff.

*Greater Victoria School District*

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Approved: March 9, 1981  
Revised: September 24, 1984  
Revised: June 1991  
Reviewed: January 2018

## REGULATION 1240

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### VOLUNTEERS IN THE SCHOOLS

#### Definitions:

**District Staff**, in this regulation, includes the Superintendent, senior administrative staff, managers, principals, and designates for each of these positions.

#### Exceptions

1. Note that this regulation does not apply to the following individuals:
  - 1.1. Students who serve as volunteers in the school in which they are enrolled.
  - 1.2. Dignitaries, performers, presenters, and other similar guests who attend a school on a one-time basis at the invitation of school personnel and whose interaction with the students during their visit is closely monitored by authorized school personnel.
  - 1.3. At the discretion of the principal, individuals who volunteer on an occasional basis and who have limited, supervised contact with students (e.g. transporting band equipment with no students in the vehicle, collecting tickets at the door of a school event)

#### Regulation

1. The principal will inform all staff, volunteers, and the school's parent advisory council, the Board's policy on volunteers in the schools and these attendant regulations, as required.
2. Under the direction of the District staff, volunteers may be used for various school programs, activities and functions and for a variety of tasks. Pursuant to the *School Act*, volunteers will not perform tasks that displace an employee.
3. Volunteers will abide by all District policies and regulations including health and safety standards. District oversight will be provided in appropriate circumstances.

4. Individuals wishing to volunteer at a school must seek approval from the school principal or designate. School administration, as appropriate, must be informed of volunteers that will be present in a school including the dates and times of the volunteering.
5. The District shall screen volunteers using the attached School Volunteer Information Form. The school principal is responsible to ensure this step is taken when school based volunteers are utilized.
6. The principal will require a person interested in being a volunteer to obtain a criminal record check when working alone with a student, on overnight field trips or volunteering on an ongoing basis. The principal may provide a letter to take to the local police station indicating that the purpose of the record check is to allow the person to volunteer in a school. The District will reimburse fees incurred by volunteer applicants in obtaining a Criminal Record Check.
7. Volunteers cannot be assigned to tasks that would compromise student, volunteer, or employee personal information. Volunteers will be held to the same standard of confidentiality as employees of the District.
8. Building/maintenance volunteer projects must be approved by the Director of Facilities and follow the appropriate oversight provided.
9. Volunteers cannot be paid for the services they provide.
10. Principals have the right to refuse a volunteer's services and the right to revoke volunteer status.

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*Greater Victoria School District*

Approved: March 1983  
Revised: March 25, 1991  
Revised: September 1994  
Revised: April 21, 2008  
Revised: January, 2018

## SCHOOL VOLUNTEER INFORMATION

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

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Number of days per month that you wish to volunteer: \_\_\_\_\_

Areas in which you wish to volunteer:

Driving: \_\_\_\_\_ Library: \_\_\_\_\_ Classroom: \_\_\_\_\_ Extra-curricular: \_\_\_\_\_

Other (please specify) \_\_\_\_\_

Areas of expertise: \_\_\_\_\_

Personal and work related character references:

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Have you ever been convicted of a criminal offence for which you have not been subsequently pardoned?

Yes \_\_\_\_\_ No \_\_\_\_\_

I agree that the information provided on this form is true and accurate.

\_\_\_\_\_  
Volunteer's Signature

I have reviewed the information on this form.

\_\_\_\_\_  
Principal's Signature

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

## **REGULATION 1240**

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### **VOLUNTEERS IN THE SCHOOLS**

1. The principal shall become familiar with the contractual agreements that the Board has with its employee groups.
2. The principal shall discuss with all CUPE and teaching staff, volunteers and the school's parent advisory group, the Board policy on volunteers in the schools and these attendant regulations, as required.
3. Under the direction of the school's professional staff, volunteers may be used for various school programs, activities and functions and for a variety of tasks. Tasks performed by volunteers within these programs, activities and functions are temporary in nature (i.e. they are not tasks normally carried out by GVTA, ASA or CUPE 947 members in the delivery of these programs, activities and functions.)

In order to understand and apply this regulation, two questions should be asked:

- Does the delivery of the program, activity or function depend on the participation of a volunteer?
- Is the volunteer doing the job of an employee?

If the answer is "yes" to either one of the above questions, volunteers should not be used.

4. Volunteers will not perform tasks that are within any contractual agreements and/or job descriptions of CUPE 382 unless mutually agreed to by CUPE 382 employees and the Board.
5. It must be clear that volunteers are to assist with tasks. They are not to have sole responsibility for duties that need to be carried out in the delivery of services.
6. The school's professional staff must not assign volunteers to tasks that would compromise student and/or family confidentiality.

7. The principal shall screen all volunteers using the attached School Volunteer Information Form.
8. The principal will require a person interested in being a volunteer to obtain a criminal record check when working alone with a student, on overnight field trips or volunteering on an ongoing basis. The principal may provide a letter to take to the local police station indicating the purpose of the record check is to allow the person to volunteer in a school.
9. Volunteers do not receive a stipend or fee for the services provided.
10. A review of this regulation shall occur when requested by either VCPAC or one of our district unions or associations.

*Greater Victoria School District*

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Approved: March 1983  
Revised: March 25, 1991  
Revised: September 1994  
Revised: April 21, 2008



## SCHOOL VOLUNTEER INFORMATION

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

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Number of days per month that you wish to volunteer: \_\_\_\_\_

Areas in which you wish to volunteer:

Driving: \_\_\_\_\_ Library: \_\_\_\_\_ Classroom: \_\_\_\_\_ Extra-curricular: \_\_\_\_\_

Other (please specify) \_\_\_\_\_

Areas of expertise: \_\_\_\_\_

Personal and work related character references:

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Have you ever been convicted of a criminal offence for which you have not been subsequently pardoned?

Yes \_\_\_\_\_ No \_\_\_\_\_

I agree that the information provided on this form is true and accurate.

\_\_\_\_\_  
Volunteer's Signature

I have reviewed the information on this form.

\_\_\_\_\_  
Principal's Signature

## **POLICY 2211**

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### **SELECTION, APPOINTMENT, ASSIGNMENT, EVALUATION, TRANSFER AND DUTIES OF PRINCIPALS**

The Board believes that the quality and effectiveness of its schools is closely related to the competence and effectiveness of its school principals. Effective school principals are knowledgeable educational leaders, having acquired sound administrative skills and practices over time. The principalship is, therefore, viewed as a career position, one which initially requires specific training, education and considerable experience. It also requires continual in-service and professional development throughout one's tenure as a principal.

Those selected as principals are expected to possess generic administrative and educational leadership skills and can be assigned to a number of different schools throughout their careers. However, assignment to specific schools will be made after careful consideration of the compatibility of the requirements of the school with the skills of the principal.

The Board believes an assignment should allow sufficient time for the principal to assess school and community needs, to bring about change as required and to bring continuity and stability to the school's community.

Duties of the principal are those outlined in the School Act and Regulations and the Board's Policy and Regulations.

Regular supervision and evaluation of principals will be carried out by appropriate District office administrators.

Policy numbers 2212 and 2212.1 have been deleted and the information incorporated into 2211.

*Greater Victoria School District*

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



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

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Approved: September 28, 1987

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

## **POLICY 2213**

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### **SELECTION, APPOINTMENT, ASSIGNMENT, EVALUATION, TRANSFER AND DUTIES OF VICE-PRINCIPALS**

The Board recognizes that, in addition to the position of principal which it establishes in each school in accordance with the School Act, the vice-principal or vice-principals make an important contribution to the school's administrative team.

The Board understands that vice-principals shall perform such duties as are assigned to them by the principal in accordance with the School Act and the Board's Policies and Regulations. These duties shall involve experiences concerned with the preparation of vice-principals for principalships and other leadership roles.

Generally, the position of vice-principal will be viewed as a training position of up to a five-year term; however, in certain instances, the term may be extended. As a training position the Board recognizes the need for leadership experiences in a variety of school situations or settings.

The Board further recognizes that a vice-principal shall exercise the functions of the principal during the principal's absence.

Regular supervision and evaluation of vice-principals will be carried out by the principals.

*Greater Victoria School District*

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Approved: May 25, 1981

# OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: **Regulation 2211 – Selection, Transfer, Assignment, Evaluation and Professional Growth of Principals**

DATE: January 15, 2018

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Regulation 2211 has been updated to reflect the District's current selection, transfer, assignment, and evaluation processes for principals. The "Selection" heading has been updated to include further involvement of the Superintendent and the Deputy Superintendent. The "Transfer and Assignment" language was updated. "Evaluation" and "Professional Growth" have been completely replaced by "Performance Appraisal and Professional Learning". The Regulation details both the performance appraisal process and the professional learning process for principals.

## **Supporting Documents**

- i. Proposed Changes to Regulation 2211 (with edits shown)

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## REGULATION 2211

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### SELECTION, TRANSFER, ASSIGNMENT, EVALUATION AND PROFESSIONAL GROWTH OF PRINCIPALS

#### 1.0 Selection

The process for the selection of principals shall be as follows:

- ~~1.1.1. Each October the school staff and the parents shall submit to Human Resource Services a description of the school needs and desired leadership qualities in the principal of their school. When the position of principal is anticipated to be vacant at a school, the Superintendent of Schools or designate shall meet with the school staff and Parent Advisory Council to solicit input concerning the requirements of the position. This input will include the personal and professional characteristics of the principal that are desired by the school staff and Parent Advisory Council.~~
- ~~2. Vacancies for principalships shall be advertised in a fax or e-mail staffing notice to each school, in major relevant newspapers in the province, on the district and other websites, and faxed to ABNET (Aboriginal Education Branch) and UBC (Master of Education First Nations program). Qualifications being equal, greater consideration will be given to persons with experience in the Greater Victoria School District.~~
- 3.1.2. Shortlisting will be conducted by a committee consisting of the Superintendent, Deputy Superintendent and Associate Superintendents. ~~The process will be facilitated by the District Principal/Educational Staffing.~~
- 4.1.3. Selection will be conducted through a dual interview process consisting of an Advisory and a Selection Committee.
  - The Advisory committee will consist of a principal representative from VPVPA who will act as the Chair, and a district representative from the GVTA, CUPE 947, CUPE 382, VCPAC, ASA and a student. Their role

will be to provide an overview of the strengths of the applicants as potential Principals.

- The Selection Committee will consist of the Superintendent, *Deputy Superintendent and the Associate Superintendents, a Principal, and one Trustees appointed by the Chair.* ~~The interview will be facilitated by the District Principal/Educational Staffing. Their role will be to~~ *The Selection Committee will factor input from the Advisory Committee, and by general agreement, and select the applicants for the District Eligible Administrator Pool (DEAP) for Principals. The Committee will then recommend the candidates to the Board.*

5.1.4. ~~Candidates who have been successfully screened, shortlisted and interviewed~~ are assigned to the District Eligible Administrator Pool (DEAP). ~~Successful internal applicants will remain in the pool for two years. Successful external applicants remain in the pool for one year. After one year, external applicants are reviewed and their references checked. Positive references allow external applicants to remain in the eligibility pool for a second year.~~

6.1.5. After being in the pool for two years, all applicants must re-apply. *An extension may be provided to individuals within three months of the end of the two year period subject to current references being provided.*

## 2.0 Transfer and Assignment

~~The transfer and assignment of principals should be a positive process contributing to an energetic and progressive school environment and to the continuing professional growth of school administrators.~~

1.2.1. The transfer and assignment of principals shall be made by the ~~Associate Superintendents~~ Superintendent considering the *needs of the School District and the particular needs of the school as determined in consultation with parents and staff.* ~~following:~~

- a) ~~the needs of the School District;~~
- b) ~~the professional development of the individual administrator;~~

~~c) — the particular needs of the school as determined in consultation with  
parents and staff.~~

2.2. *As a guideline, 6 - 8 years shall be considered as the preferred length of  
assignment for a principal in a given school.*

2.2.3. Principal transfers and assignments will normally be made prior to the  
assignment and transfer of vice-principals and teaching staff.

~~3. — Prior to the official announcement of regular transfers, the Associate  
Superintendents shall discuss assignment and/or transfer in terms of  
career development with personnel to be affected.~~

4.2.4. ~~Principal assignment changes are recommended to the Superintendent  
and discussed with the Board. Principal assignment changes will be  
communicated to the Board as information.~~

5.2.5. Principal vacancies that remain following transfers may be filled by  
assigning candidates from the District Eligible Administrator Pool, taking  
into consideration the needs of the school and the District.

### ~~3.0 — Evaluation~~

~~1. — The first year of the first appointment to a position as a principal shall be  
probationary.~~

~~2. — A formal evaluation of the principal shall take place during the first, or  
probationary year, the fifth year of the assignment, and in the final year of  
each additional five-year period.~~

~~3. — The formal evaluation will be based on the following criteria:~~

#### **Mission, Beliefs and Goals**

##### **The Principal:**

~~1. — Involves parents, students and staff in developing mission, beliefs and  
goals.~~



2. — Promotes parent, student and staff commitment to goals.
3. — Promotes congruency of school mission, beliefs and goals with District and Ministry mission, beliefs and goals.
4. — Monitors school goals.
5. — Facilitates the achievement of school goals. Deploys resources to assist in goal completion.
6. — Ensures literature and school based research are used to plan and evaluate goals.
7. — Promotes a staff development program congruent with school goals.
8. — Initiates and manages appropriate change strategies.
9. — Demonstrates knowledge of student growth and development, current trends in curriculum and effective instructional practices.

#### **Culture**

10. — Promotes a collaborative culture.
11. — Promotes sharing and discussion of curriculum and program issues.
12. — Promotes a climate of continuous improvement.
13. — Promotes tolerant, considerate, caring and respectful relationships.
14. — Models and encourages innovation.
15. — Provides individual support.
16. — Supervises and evaluates staff effectively.
17. — Sets and promotes high expectations.

18. — Provides intellectual stimulation.

19. — Acknowledges accomplishment and contribution.

20. — Maximizes instructional time.

### **Management**

21. — Represents the Board in supporting Ministry and District policies, regulations and directives.

22. — Complete and accurate records are maintained and provided as required by the School Act & Regulations, Ministerial Orders, Board Policy, Regulations and Directives.

23. — Respects and effectively administers collective agreements.

### **School Structure and Organization**

Incorporated into other headings.

### **Decision Making**

24. — Develops and maintains decision making processes that build consensus and are characterized as democratic, participatory, empowering and timely.

### **Community/Family Involvement**

25. — Promotes parent involvement.

26. — Builds community support.

27. — Communicates effectively with parents.

### **Personal Attributes**

- 28. ~~Effective interpersonal skills: tact and diplomacy, humor, sensitivity, approachability, poise under pressure~~
- 29. ~~Effective communication skills: listening, oral and written communication.~~
- 30. ~~Effective problem solving skills: managing conflict, being politically astute, exercising good judgment~~
- 31. ~~Effective organizational skills~~
- 32. ~~High visibility~~
- 33. ~~Integrity~~

#### **4.3.0 Professional Growth Performance Appraisal and Professional Learning**

- 1. Professional growth plans will be submitted to a Director of Education on an annual basis. Growth plans will be developed from sources of data that could include:
  - assessment data
  - school plans
  - regular surveys of staff, parents and students
- 3.1 *The evaluation of a principal performance will be conducted on a yearly basis using either a summative evaluation in the form of a performance appraisal or a formative evaluation in the form of a professional learning plan.*
- 3.2 *An individual shall receive a performance appraisal during the second year of appointment as a principal and every five years thereafter. A principal may also be evaluated using a performance appraisal at any time if deemed necessary by the Superintendent, or if requested by the principal.*
- 3.3 *When a principal is evaluated through a performance appraisal a summative report shall be provided.*
- 3.4 *In all other years a principal shall participate in a formative evaluation.*

#### **4.0 Principal Performance Appraisal Process**

*The performance appraisal will be comprised of the following:*

- 4.1 Examination of professional learning goals. These goals will be derived from the B.C. Principals' and Vice-Principals' Association (BCPVPA) Leadership Standards.*
- 4.2 The creation of a portfolio by the principal of evidence of work completed in each of the domains of the BCPVPA Leadership Standards.*
- 4.3 Completion of a 360 degree survey tool.*
- 4.4 A written self-assessment completed by the principal.*
- 4.5 An interview conducted by the Superintendent or designate with the principal to review the items listed above.*
- 4.6 The principal who will be involved in a performance appraisal shall be informed as to when the appraisal will take place. Typically this will be early in the school year.*
- 4.7 A meeting will take place prior to commencing the performance appraisal to discuss the elements of the process. This meeting will include a discussion of a timeline for completion of the various elements of the performance appraisal.*
- 4.8 Upon completion of the elements of the performance appraisal a meeting shall take place between the Superintendent or designate and the principal to review all information that has been gathered to ensure that the information is accurate and complete.*
- 4.9 A draft copy of the written performance appraisal shall be prepared by the Superintendent or designate and discussed with the principal. The principal shall be provided with the opportunity to bring additional relevant information forward.*
- 4.10 The written performance appraisal shall be provided to the principal. Should the principal disagree with any part of the final report, the principal may request to have a letter of explanation attached to the final copy of the report.*

## **5.0     *Principal Professional Learning Process***

*The principal professional learning process will be comprised of the following:*

- 5.1     The principal will annually prepare a professional learning plan with goals derived from the BCPVPA Leadership Standards. The plan will be reviewed with the Superintendent or designate.*
- 5.2     The Superintendent or designate, and the principal, shall meet bi-monthly to review progress toward attaining the professional learning goals.*
- 5.3     The Superintendent or designate will provide appropriate supports to assist the principal in attaining the professional learning goals.*
- 5.4     The Superintendent or designate will provide the principal with a yearly summary of progress related to the principal's professional learning goals.*

*Greater Victoria School District*

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Approved:     September 1987  
Revised:        March 1990  
Revised:        June 1992  
Revised:        September 1993  
Revised:        June 1996  
Revised:        March 2003  
Revised:        January 2018

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: **Regulation 2213 - Selection, Transfer, Assignment, and Evaluation of Vice-Principals**

DATE: January 15, 2018

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Regulation 2213 has been updated to reflect the District's current processes for vice- principal selection, evaluation, and assignment. The "Selection" heading has been updated to include further involvement of the Superintendent and the Deputy Superintendent. The "Transfer and Assignment" section now includes a guideline for the preferred length of assignment. "Evaluation" and "Professional Growth" have been completely replaced by "Performance Appraisal and Professional Learning". The Regulation details both the performance appraisal process and the professional learning process for vice-principals.

### **Supporting Documents**

- i. Proposed Changes to Regulation 2213 (with edits shown)

## REGULATION 2213

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### SELECTION, TRANSFER, ASSIGNMENT AND EVALUATION OF VICE-PRINCIPALS

#### 1.0 Selection

The selection procedures for Vice-Principals will be as follows:

- ~~1.1.1~~ *Vacancies for vice-principalships will be faxed or e-mailed to schools, and posted on the District website. When the position of vice principal is vacant at a school, the Superintendent of Schools shall meet with the school principal to review the position requirements. This input will include both the personal and professional characteristics desired in the vice principal.*
- ~~2.1.2.~~ Shortlisting will be conducted by a committee consisting of the Superintendent, Deputy Superintendent, Associate Superintendents, and Principal representatives selected by the ~~Associate Superintendents~~ Superintendent or designate. ~~The District Principal/Educational Staffing will facilitate the process.~~
- ~~3.1.3.~~ The Superintendent, Deputy Superintendent, Associate Superintendents, and Principal representatives selected by the ~~Associate Superintendents~~ will interview the shortlisted candidates. ~~The District Principal/Educational Staffing will facilitate the process. The committee's selection will be presented to the Board for information.~~ The Committee will then recommend the candidates to the Board.
- ~~4.1.4.~~ Candidates who have been successfully screened, shortlisted and interviewed are assigned to the District Eligible Administrator Pool (DEAP). Internal applicants may remain in the pool for two years. External applicants remain in the pool for one year. After one year, the external applicants are reviewed and their references checked. Positive references allow external applicants to remain in the eligibility pool for a second year.
- ~~5.1.5.~~ After being in the pool for two years, all applicants must re-apply. *An extension may be provided to individuals within three months of the end of the two year period subject to current references being provided.*

## **2.0 Transfer and Assignment**

- 2.1. *When the position of vice principal is vacant at a school, the Superintendent of Schools shall meet with the school principal to review the position requirements. This input will include both the personal and professional characteristics desired in the vice principal.*
- 2.2. *As a guideline, 4 - 6 years shall be considered as the preferred length of assignment for a vice principal in a given school.*
- 2.3. Upon the completion of the transfer and assignment of principals, the transfer and assignment of vice-principals will be undertaken.
  1. ~~All vice-principals will be invited each October to submit their intention form.~~
  2. ~~The professional development of the vice-principal requesting the transfer will be considered.~~
  3. ~~The parent, staff and principal expectations for the administrative team of the school will be considered.~~
  4. ~~The Associate Superintendents Superintendent or designate will consult with both principals and the vice-principal involved in the proposed transfer during all stages of the process.~~
- 5.2.4. Vice-principal vacancies that remain following transfers may be filled by assigning candidates from the District Eligible Administrator Pool, taking into consideration the needs of the school and the District.

## **3.0 ~~Evaluation~~**

1. ~~The first year of the first appointment to a position as vice principal shall be probationary.~~
2. ~~A formal evaluation of the vice principal will take place in the first year of the appointment, in the fifth year of the appointment, and in the final year of each additional five year period.~~



- ~~3. Following a successful performance in the probationary year and upon recommendation of the principal to the Director of Education, the assignment of the vice principal will be renewed.~~
- ~~4. It is desirable that there be at least two different administrative experiences in different school environments within the first five year term.~~
- ~~5. The evaluation of the vice principal will be based on the following criteria:~~

#### **Mission Beliefs and Goals**

~~In concert with the Principals and administrative team, the Vice Principal shares or accepts the responsibility to:~~

- ~~1. Involve parents, students and staff in developing mission, beliefs and goals.~~
- ~~2. Promote parent, student and staff commitment to goals.~~
- ~~3. Promote congruency of school mission, beliefs and goals with District and Ministry mission, beliefs and goals.~~
- ~~4. Monitor school goals.~~
- ~~5. Facilitate the achievement of school goals. Deploy resources to assist in goal completion.~~
- ~~6. Promote literature and the use of school-based research to plan and evaluate goals.~~
- ~~7. Promote a staff development program congruent with school goals.~~
- ~~8. Develop and manage appropriate change strategies.~~
- ~~9. Demonstrate knowledge of student growth and development, current trends in curriculum and effective instructional practices.~~

#### **Culture**

- ~~10. Provide a positive role model as a teacher.~~
- ~~11. Promote a collaborative culture.~~

- ~~12. Promote sharing and discussion of curriculum and program issues.~~
- ~~13. Promote a climate of continuous improvement.~~
- ~~14. Promote tolerant, considerate, caring and respectful relationships.~~
- ~~15. Model and encourage innovation.~~
- ~~16. Provide individual support.~~
- ~~17. Supervise and evaluate staff effectively.~~
- ~~18. Set and promote high expectations.~~
- ~~19. Provide intellectual stimulation.~~
- ~~20. Acknowledge accomplishment and contribution.~~
- ~~21. Maximize instructional time.~~

### **Management**

- ~~22. Represent the Board in supporting Ministry and District policies, regulations and directives.~~
- ~~23. Maintain and provide complete and accurate records as required by the School Act and Regulations, Ministerial Orders, Board Policy, Regulations and Directives.~~
- ~~24. Respect and effectively administer collective agreements.~~

### **Decision-Making**

- ~~25. Develop and maintain decision-making processes that build consensus and are characterized as democratic, participatory, empowering and timely.~~

### **Community/Family Involvement**

- ~~26. Promote parent involvement.~~
- ~~27. Build community support.~~

~~28. Communicate effectively with parents.~~

### **Personal Attributes**

~~The Vice Principals has:~~

~~29. Effective interpersonal skills as demonstrated by using tact, diplomacy, humour, sensitivity, approachability and poise under pressure.~~

~~30. Effective problem-solving skills as demonstrated by using appropriate conflict management strategies, being politically astute and exercising good judgment.~~

~~31. Effective listening, oral and written communication skills.~~

~~32. Effective organizational skills.~~

~~33. High visibility.~~

~~34. Integrity.~~

## **3.0 Performance Appraisal and Professional Learning**

3.1 *The evaluation of vice-principal performance will be conducted on a yearly basis using either a summative evaluation in the form of a performance appraisal or a formative evaluation in the form of a professional learning plan.*

3.2 *An individual shall receive a performance appraisal during the second year of appointment as a vice-principal and every five years thereafter. A vice-principal may also be evaluated using a performance appraisal at any time if deemed necessary by the Superintendent, or if requested by the vice-principal.*

3.3 *When a vice-principal is evaluated through a performance appraisal a summative report shall be provided.*

3.4 *In all other years a vice-principal shall participate in a formative evaluation.*

#### **4.0 Vice-Principal Performance Appraisal Process**

*The performance appraisal will be comprised of the following:*

- 4.1 Examination of professional learning goals. These goals will be derived from the B.C. Principals' and Vice-Principals' Association (BCPVPA) Leadership Standards.*
- 4.2 The creation of a portfolio by the vice-principal of evidence of work completed in each of the domains of the BCPVPA Leadership Standards.*
- 4.3 Completion of a 360 degree survey tool.*
- 4.4 A written self-assessment completed by the vice-principal.*
- 4.5 An interview conducted by the principal with the vice-principal to review the items listed above.*
- 4.6 The vice-principal who will be involved in a performance appraisal shall be informed as to when the appraisal will take place. Typically this will be early in the school year.*
- 4.7 A meeting will take place prior to commencing the performance appraisal to discuss the elements of the process. This meeting will include a discussion of a timeline for completion of the various elements of the performance appraisal.*
- 4.8 Upon completion of the elements of the performance appraisal a meeting shall take place between the principal and the vice-principal to review all of the information that has been gathered to ensure that the information is accurate and completed.*
- 4.9 A draft copy of the written performance appraisal shall be prepared by the principal and discussed with the vice-principal. The vice-principal shall be provided with the opportunity to bring additional relevant information forward.*
- 4.10 The written performance appraisal shall be provided to the vice-principal. Should the vice-principal disagree with any part of the final report, the vice-principal may request to have a letter of explanation attached to the final copy of the report.*

## **5.0 Vice-Principal Professional Learning Process**

*The Vice-Principal professional learning process will be comprised of the following:*

- 5.1 The vice-principal will annually prepare a professional learning plan with goals derived from the BCPVPA Leadership Standards. The plan will be reviewed by the Superintendent or designate.*
- 5.2 The Superintendent or designate, and the vice-principal, shall meet bi-monthly to review progress toward attaining the professional learning goals.*
- 5.3 The Superintendent or designate will provide appropriate supports to assist the vice-principal in attaining the professional learning goals.*
- 5.4 The Superintendent or designate will provide the vice-principal with a yearly summary of progress related to the vice-principal's professional learning goals.*

*Greater Victoria School District*

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Approved: September 1987  
Revised: February 1990  
Revised: October 1994  
Revised: May 1997  
Revised: March 2003  
Revised: January 2018

TO: Operations Policy and Planning Committee

FROM: David Loveridge, Director of Facilities Services

DATE: January 15, 2018

RE: **SEISMIC UPDATE – RICHMOND AND UPLANDS**

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## Background:

As part of the process of the boundary review and facilities planning, we asked our consultants to review the seismic risk of both Richmond and Uplands Schools. Seismic ratings for these schools have not been part of the Ministry of Education seismic evaluations as both of these schools were closed prior to the provincial ratings being completed. The new seismic ratings and reports have now been posted on the District website under Facilities.

The ratings for these two schools are as follows:

1. Richmond School:

Richmond consists of 3 blocks that are rated separately, namely the Gymnasium, the original 1967 classrooms and the 1972 classroom addition. After a recent review, each component of Richmond is rated **H1** (the highest risk rating). Specific estimates for the cost of seismic remediation have not been calculated in detail. Given our recent experience with a similar type school (Braefoot), we estimate that remediation may be in the range of \$7M-\$10M.

These numbers are a rough order of magnitude estimate for discussion only and may fluctuate widely as the seismic requirements are determined in detail.

2. Uplands School:

Uplands consists of 2 blocks, the classrooms and the gymnasium. As for Richmond above, specific estimates for the cost of seismic remediation have not been completed, but the cost would be significant. Uplands, given its single level and building type would be similar to Campus View Elementary, and would likely be less expensive than Richmond, but still likely in the \$3M-\$7M range.