

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

**Regular Board Meeting**

**Monday, January 29, 2018- 7:30 p.m.**

**Tolmie Boardroom  
556 Boleskine Road**

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



The Board of Education of School District No. 61 (Greater Victoria)  
Regular Board Meeting, Monday, January 29, 2018 @ 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road

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AGENDA

Estimated  
Times

**A. COMMENCEMENT OF MEETING**

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

- 7:30-7:35pm      **A1. Approval of the Agenda** (p 01-05)
- 7:35-7:40pm      **A2. Approval of the Minutes**
- a) Approval of the December 18, 2017 Regular Board Minutes (p 06-11)
- A3. Business arising from the Minutes**
- 7:40-8:00pm      **A4. Student Achievement**
- a) Gord Mitchell, Principal, Colquitz Middle School and students  
                         "Colquitz Community Connections"
- A5. District Presentations**
- a) Mr. Ed Ashmore, retired SD61 Teacher/Coach
- 8:00-8:15pm      **A6. Community Presentations** (5 minutes per presentation)
- a) Aaron Parker, Keith McCallion and Roger Skillings  
                         Vic High Alumni Association, track revitalization project
- b) Darrion Companion, First Vice-President, GVTA, open closed schools
- c) Ryan and Geri-Lynne Slogotski, SD61 Parents, catchment boundaries

**B. CORRESPONDENCE**

- B1. Letter from the District of Saanich** (p 12-19)

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

8:15-8:20pm **C. TRUSTEE REPORTS**

**C1. Chair’s Report**

**C2. Trustees’ Reports** (2 minutes per verbal presentation)

- a) Trustee Ferris – French Advisory Committee Report (p 20)
- b) Trustee McNally – Trustee Report (p 21)
- c) Trustee McNally – BCSTA Bylaw Review Committee Minutes (p 22-24)

8:20-8:25pm **D. BOARD COMMITTEE REPORTS**

**D1. Education Policy and Directions Committee**

- a) Minutes from the January 8, 2018 meeting – Information only (p 25-27)
- b) Recommended Motion: (p 28-38)
  - i) 

That the Board of Education of School District No.61 (Greater Victoria) approve the Board Authority Authorized course: <i>History Through Sport 12</i> .
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8:25-8:45pm **D2. Operations Policy and Planning Committee**

- a) Minutes from the January 15, 2018 meeting – Information only (p 39-43)
- b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the January 15, 2018 Operations Policy and Planning Committee meeting.
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- i) 

That the Board of Education of School District No.61 (Greater Victoria) approve the Advocacy Ad Hoc Committee Terms of Reference as amended.
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 (p 44)
- ii) 

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.
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 (p 45)
- iii) 

That the Board of Education of School District No. 61 (Greater Victoria) direct the Public Engagement Ad Hoc Committee to review the partner group budget consultation process.
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- iv) That the Board of Education of School District No.61 (Greater Victoria) direct the Chair to write to the Minister of Education and copy BCSTA to request the funding formula review survey sent to Board Chairs be sent to all Trustees.
- v) 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. (p 46-54)
- vi) 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 Learning of Principals* and Regulation 2213 *Selection, Transfer, Assignment, Evaluation and Professional Learning of Vice-Principals* as revised. (p 55-74)

**E. DISTRICT LEADERSHIP TEAM REPORTS**

8:45-8:50pm

**E1. Superintendent’s Report**

- a) Monthly Report (p 75)  
 That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent’s report as presented.

- b) Trustee Questions (p 76)

8:50-9:05pm

**E2. Secretary-Treasurer’s Report**

- a) Monthly Report (p 77)  
 That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer’s report as presented.

- b) Northridge Elementary Expansion (p 78-79)  
 That the Board of Education of School District No. 61 (Greater Victoria) approve the expenditure of up to \$350,000 on the construction of permanent classroom space at Northridge Elementary School.

- c) Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 (p 80-83)  
 Recommended Motions:  
 That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 at the meeting of

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January 29, 2018.  
 Motion to be Carried Unanimously

That Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 be:  
 Read a first time the 29<sup>th</sup> day of January, 2018;  
 Read a second time the 29<sup>th</sup> day of January, 2018;  
 Read a third time, passed and adopted the 29<sup>th</sup> day of January, 2018;  
 and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

9:05-9:20pm **F. QUESTION PERIOD** (15 minutes total)

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

9:20-9:45pm **H. NEW BUSINESS/NOTICE OF MOTIONS**

**H1. New Business**

a) Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Ministry of Education requesting a Classroom Enhancement Fund Capital application process for the 2018-2019 school year.

b) Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) request that the BCSTA call on the Provincial Ministry of Education to develop standards for practice for education assistants in B.C., in consultation with the BCTF and CUPE B.C.

c) Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Minister of Education urging development of a strategy for ending public funding of all private schools by September 2021.

d) Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) submit the extra-ordinary resolution "Removal of Honourary President" as presented, to the BCSTA AGM: That the BCSTA amend Bylaw 2 (a) as follows: Strike from 2. Officers (a) i "The Minister of Education who shall be the Honourary President of the Association", and the following reference to the Honourary President.

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e) Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair and Superintendent to develop an evaluation process to assess Board and Trustee performance with the objective of driving improvement, and that this evaluation take place as soon as possible.

f) Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) submit the following motion to the BCSTA AGM *“be it resolved that the BCSTA urge the Ministry of Education work with the Ministry of Children and Families and individual Districts to expedite the process for access to capital dollars for childcare spaces for Districts who wish to house childcare programming or childcare providers on their lands.”*

**H2. Notice of Motions**

**I. ADJOURNMENT**

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The Board of Education of School District No. 61 (Greater Victoria)  
December 18, 2017 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

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**MINUTES**

**Present:**

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

**Administration:**

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

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

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

**A. COMMENCEMENT OF THE MEETING**

**A1. Approval of the Agenda**

It was moved by Trustee Orcherton and seconded:

That the December 18, 2017 Agenda be approved with the following addition:

**C2. Trustee Reports**  
b) Trustee McNally

**Motion Carried Unanimously**

**A2. Approval of the Minutes**

It was moved by Trustee Leonard and seconded:

That the November 27, 2017 Regular Board Minutes be approved.

**Motion Carried Unanimously**

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

**A4. Student Achievement – None**

**A5. District Presentations - None**

**A6. Community Presentations**

- a) Jason Gammon, President of the GVTA, presented the Board with a mural commemorating the 100<sup>th</sup> anniversary of the British Columbia Teachers' Federation.

- b) Audrey Smith, President of the Victoria Confederation of Parent Advisory Councils, attended the Board meeting to reiterate to Trustees the role of VCPAC within the District.

**B. CORRESPONDENCE - None**

**C. TRUSTEE REPORTS**

**C1. Chair's Report**

- a) Vice-Chair Ferris requested that the members from each standing committee exit the room to choose a chair. When the members returned it was announced that Trustee Nohr would be the Chair of the Education Policy and Directions Committee and Trustee Watters would be the Chair of the Operations Policy and Planning Committee.

**C2. Trustees' Reports**

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

**D. BOARD COMMITTEE REPORTS**

**D1. Education Policy and Directions Committee**

- a) The December 4, 2017 meeting minutes were received for information.
- b) Trustee Whiteaker referred to the minutes from the Education Policy and Directions Committee meeting and presented the following recommended motion.

It was moved by Whiteaker and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve #2 and #3 of the recommended motions from the December 4, 2017 Education Policy and Directions Committee meeting.

**Motion Carried Unanimously**

Trustee Whiteaker referred to the meeting minutes from the Education Policy and Directions Committee meeting and presented the following recommended motion.

- i) That the Board of Education of School District No.61 (Greater Victoria) directs the Superintendent to convene a working group, which includes, VCPAC, VPVPA, GVTA, CUPE, ASA, Aboriginal Nations Council and Student Representatives, to create administrative procedures that support the values and beliefs of the District with regard to dress, and to also review Recommendation #1 contained in the Guiding Principles memo of December 4th, 2017 regarding dress.

Trustee Watters indicated that the motion was out of order. Discussion ensued amongst the Trustees and Vice-Chair Ferris ruled that the motion was appropriate.

Trustee Watters challenged the Chair's ruling.



It was moved by Trustees Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) challenge the Chair's ruling that the motion "*That the Board of Education of School District No.61 (Greater Victoria) directs the Superintendent to convene a working group, which includes, VCPAC, VPVPA, GVTA, CUPE, ASA, Aboriginal Nations Council and Student Representatives, to create administrative procedures that support the values and beliefs of the District with regard to dress, and to also review Recommendation #1 contained in the Guiding Principles memo of December 4th, 2017 regarding dress*" is appropriate.

**Motion Defeated**

For: Trustees Whiteaker, Watters and McNally

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

Further discussion ensued amongst the Trustees with a recommendation being made to amend the motion. Vice-Chair Ferris ruled the suggested amendment out of order as it was a substantial change.

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

- i) That the Board of Education of School District No.61 (Greater Victoria) directs the Superintendent to convene a working group, which includes, VCPAC, VPVPA, GVTA, CUPE, ASA, Aboriginal Nations Council and Student Representatives, to create administrative procedures that support the values and beliefs of the District with regard to dress, and to also review Recommendation #1 contained in the Guiding Principles memo of December 4th, 2017 regarding dress.

**Motion Defeated Unanimously**

Further discussion ensued amongst the Trustees with the following motion being moved.

It was moved by Trustee Loring-Kuhanga and seconded:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to draft a dress code Policy and Regulation that complies with all legislation and bring it back to the One Learning Community Ad Hoc Committee and all stakeholders.

Further discussion ensued amongst the Trustees with an amendment being suggested.

It was moved by Trustee Paynter and seconded:

That the motion "*That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to draft a dress code Policy and Regulation that complies with all legislation and bring it back to the One Learning Community Ad Hoc Committee and all stakeholders*" be amended to strike the words "*that complies with all legislation.*"

**Motion Carried**

For: Trustees Orcherton, Leonard, Paynter, Nohr, Ferris, McNally, Watters and Whiteaker

Abstain: Trustee Loring-Kuhanga

Vice-Chair Ferris called for the vote on the main motion as amended.

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to draft a dress code Policy and Regulation and bring it back to the One Learning Community Ad Hoc Committee and all stakeholders.

**Motion Carried Unanimously**

It was moved by Whiteaker and seconded:

- ii) That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub-committee to review and revise as necessary Policy and Regulation 1421 - *Naming School Sites* and provide recommendations to the Education Policy and Directions Committee on potential changes and that the Board place a moratorium on the naming of schools until the review has occurred.

**Motion Carried Unanimously**

It was moved by Whiteaker and seconded:

- iii) That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent of Schools to create a policy on how the Board, under *District Presentations* on a Regular Board meeting agenda, recognizes individuals who make significant contributions to the District.

**Motion Carried Unanimously**

## D2. Operations Policy and Planning Committee

- a) The December 11, 2017 meeting minutes were received for information.
- b) Trustee Watters referred to the minutes from the Operations Policy and Planning Committee meeting and presented the following recommended motions.

It was moved by Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the December 11, 2017 Operations Policy and Planning Committee meeting.

**Motion Carried Unanimously**

It was moved by Watters and seconded:

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

**Motion Carried Unanimously**

It was moved by Watters and seconded:

- ii) 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**

It was moved by Watters and seconded:

- iii) 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**

It was moved by Watters and seconded:

- iv) 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**

It was moved by Watters and seconded:

- v) 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 Unanimously**

It was moved by Watters and seconded:

- vi) That the Board of Education of School District No. 61 (Greater Victoria) dissolve Policy 1325 Partnership and Attachment Ad Hoc Committee.  
**Motion Carried Unanimously**

## E. DISTRICT LEADERSHIP TEAM REPORTS

### E1. Superintendent's Report

- a) Superintendent Langstraat presented his monthly report and provided some brief highlights.

It was moved by Trustee Watters and seconded:

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

- b) Superintendent Langstraat responded to Trustee questions regarding statistics for temporary teachers on call.

### E2. Secretary-Treasurer's Report

- a) Secretary-Treasurer Walsh presented his monthly report.

It was moved by Trustee Leonard and seconded:

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

- b) Secretary-Treasurer Walsh directed Trustees to the information contained within their agenda with regards to the annual water testing results for lead in drinking water within our District. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh.

**F. QUESTION PERIOD - None**

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

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

**H1. New Business**

- a) Trustee Whiteaker reminded Trustees that new motions for the February 16, 2018 BCSTA Provincial Council meeting must be submitted by January 12, 2018.

**H2. Notice of Motions - None**

**I. ADJOURNMENT**

It was moved by Trustee Leonard and seconded:

That the meeting be adjourned.

**Motion Carried**

The meeting adjourned at 8:42 p.m.

**CERTIFIED CORRECT**

\_\_\_\_\_  
Chair

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

District of Saanich  
Legislative Services  
770 Vernon Ave.  
Victoria BC V8X 2W7

t. 250-475-1775  
f. 250-475-5440  
saanich.ca



LEGISLATIVE SERVICES

File: 1420-30

January 10, 2018

Greater Victoria School District No. 61  
Board of Trustees  
556 Boleskine Road  
Victoria, BC V8Z 1E8

School District 63 (Saanich)  
Board of Trustees  
2125 Keating Cross Road  
Saanichton, BC V8M 2A5

Dear Sirs/Madams:

**Re: GOVERNANCE REVIEW TASK FORCE STANDING COMMITTEE RECOMMENDATIONS**

This letter is to confirm that on December 18, 2017, Saanich Council considered a report of the Governance Review Task Force Standing Committee, and resolved as follows:

*"That Council write to School Trustees in School Districts 61 and 63 and engage the Saanich Youth Council to discuss the possibility of growing an interest in local municipal government at age appropriate grade levels."*

An excerpt of the meeting minutes is attached for your information. Saanich Council thanks you for your consideration of this matter.

Sincerely,

A handwritten signature in blue ink that reads "Richard Atwell".

Richard Atwell,  
Mayor of Saanich

Im

Attachment

cc: P. Thorkelsson, Chief Administrative Officer  
Council  
A. Goddard, Saanich Youth Council

**PUBLIC INPUT ON COUNCIL AGENDA ITEMS**

Public Input on  
Council Agenda  
Items

1420-30  
Governance  
Review Task  
Force Standing  
Committee

T. Heemskerk, Frechette Street

Governance Review Task Force Standing Committee Recommendations

- Saanich should be receptive to a regional police force; a Citizens' Assembly on amalgamation is an appropriate approach to move forward.

J. Schmuck, Rock Street

Governance Review Task Force Standing Committee Recommendations

- A more aggressive approach to updating Local Area Plans and a defined schedule for updates should be considered; it may be appropriate to change the wording "no further action is required" to "work is currently underway".

E. Dahli, Mount Baker View Road

Governance Review Task Force Standing Committee Recommendations

- It could be difficult to get all members of SCAN together to review the items referred to the group.

A. Beck, James Heights

Governance Review Task Force Standing Committee Recommendations

- Referring items to the Finance Standing Committee and future Council could mean a missed opportunity to have an in-depth public discussion; there is no citizen representation on the Finance Standing Committee.
- Council must be seen as directing the desired service levels and the cost perimeters at the beginning of the budget process.

J. Anderson, Lauder Road

Governance Review Task Force Standing Committee Recommendations

- The recommendations from the Governance Review Task Force will get the dialogue started; there will need to be persistent attention and continued effort in the coming year.

R. Wickson, Inez Drive

Governance Review Task Force Standing Committee Recommendations

- There may be opportunities to engage the Community Associations differently when developing Local Area Plans.
- Consideration should be given to having voting locations in shopping malls.

B. Kennedy, Crosshaven Close

Governance Review Task Force Standing Committee Recommendations

- Regional policing should be considered rather than integration; members of the Citizens' Assembly should be unbiased.
- It may be appropriate to have a referendum to ask residents if they wish to regionalize.

J. Legh, Arundel Drive

Governance Review Task Force Standing Committee Recommendations

- There is a need for an amalgamated police force in the region.

1420-30  
Governance  
Review Task  
Force Standing  
Committee

**RECOMMENDATIONS FROM COMMITTEES**

**RECOMMENDATIONS FROM THE COMMITTEE OF THE WHOLE MEETING  
HELD DECEMBER 18, 2017**

Governance Review Task Force Standing Committee Recommendations

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Councillor Haynes returned to the meeting at 8:18 p.m.

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**MOVED by Councillor Plant and Seconded by Councillor Haynes: "That the following motions from the Committee of the Whole meeting held on December 18, 2017 be ratified:**

**Recommendation: Internal Governance – Leadership  
Enhance function of Advisory Committees.**

"That:

1. Council re-evaluate the roles and responsibilities of the existing Advisory Committees including the opportunity to better align the committees with the Strategic Plan and the recommendations provided by the Governance Review Citizen Advisory Committee;
2. any changes be considered after the update to the Strategic Plan, and associated changes to that process are implemented following the 2018 election; and,
3. the three recommendations in the GRCAC report: term limits on Advisory Committee members of six years maximum; annual review of the Terms of Reference for each committee; and a co-chair arrangement with a Council member and citizen member elected by the committee, be considered as soon as possible in order that they can be actionable for the 2019 Advisory Committee appointments."

**Recommendation: Internal Governance – Leadership  
Limit the use of in camera meetings and explain why an agenda item is being addressed.**

"That no further action be taken as the purpose of In Camera meetings is legislated by the *Community Charter* and recent changes to meeting procedures have been made to ensure that Council agendas list the subject matters being considered at an in camera meeting."

**Recommendation: Internal Governance – Leadership  
Compile and release Council meeting agenda packages earlier.**

"That Council provide direction to staff that agenda packages be available end of day Wednesday the week prior to a Council meeting."

**Recommendation: Internal Governance – Leadership  
Provide leadership training for Councillors at a minimum of once per term.**

"That staff continue to provide a list of training opportunities that are available to Council for its consideration."

**Recommendation: Internal Governance – Leadership**

***Adopt Policy Governance as an alternative governance model to enhance leadership and accountability.***

“That Council consider having a training/information session for Council conducted by someone in municipal government who has experience and is knowledgeable in “policy governance” as it relates to municipal government.”

**Recommendation: Internal Governance – Leadership**

***Appoint an ongoing Citizens’ Strategic Plan Advisory Committee.***

“That Council forward to the new Council post-election, that the addition of a Citizens’ Strategic Plan Advisory Committee and any renewed approach to Strategic Planning be considered.”

**Recommendation: Internal Governance – Leadership**

***Create a list of the types of decisions related to setting direction, and the type that can easily be made by staff, within the criteria and accountability framework set by Council.***

“That Council support the work underway by staff regarding the additional options for delegation of authority and will further consider the matter as part of the Strategic Planning process.”

**Recommendation: Internal Governance – Leadership**

***Conduct minor updates to the Official Community Plan every five years with a holistic review every ten years. After each OCP update, refresh each Local Area Plan within three years.***

“That Council agree in principle with the need to update the Official Community Plan and Local Area Plans as resources become available and as individual community needs indicate.”

“That Council support the current direction to staff to expedite the Local Area Plan review process.”

**Recommendation: Internal Governance – Leadership**

***Place the job descriptions for the CAO and Directors on the website, along with departmental service delivery plans, targets, performance measures and progress updates.***

“That job descriptions not be posted on the District’s website and staff continue to update the website to make access to information as simple as possible and that any missing items referenced in the Governance Review Citizen Advisory Committee report be included in the Annual Report.”

**Internal Governance – Bylaws**

***Adopt the best practices outlined in “Bylaw Enforcement Best Practices Guide for Local Governments, Special Report No. 36 to the Legislative Assembly of BC, March 2016, by the Office of the Ombudsman.***

“That Council request staff prepare a summary report of best practices that have been adopted by Saanich and define a process to identifying which



other best practices should be advanced for Council's consideration for adoption."

**Internal Governance – Bylaws**

*Review Saanich's bylaw procedures and determine whether Bylaw Offence Notices are an appropriate bylaw enforcement tool for the municipality.*

"That Council request staff to include a recommendation on the use of Bylaw Offence Notices as part of the bylaw processes review currently in progress."

**Internal Governance – Budget Process**

*Prior to the formulation of the budget, conduct a major citizen consultation and educational process ("Budget 101") on the budget once each Council term.*

"That this item be referred to the Finance Standing Committee to review and provide recommendations, with options, for Council's consideration."

**Internal Governance – Budget Process**

*Once per Council term, conduct a top to bottom review of the financial and service delivery structure as part of the budgeting process.*

"That this item be referred to a future Council, post 2018 election, for consideration as part of a Strategic Planning session."

**Community Engagement – Voter Engagement**

*Explore options to enhance voter participation through: more mobile voting; advance voting; information provided for electors; and online voting when the option becomes available in the Province.*

"That no further action is required because Council has provided direction to staff to prepare a report for the 2018 Local Government election that will include voter options."

**Community Engagement – Voter Engagement**

*Promote youth participation in both voting and running for elected office, request that the Province and local school districts highlight more local government topics in the school system. Consider reaching out during municipal election periods to teach students about local government.*

"That Council write to School Trustees in School Districts 61 and 63 and engage the Saanich Youth Council to discuss the possibility of growing an interest in local municipal government at age appropriate grade levels."

**Community Engagement – Public Participation**

*Review and update the Public Process Handbook to better reflect IAP2 best practices and to provide a clear and robust explanation of what, when, why and how Saanich will engage.*

"That no further action is required because the current policy for public engagement reflects International Association of Public Participation (IAP2) best practices and the District's program provides clear details of its public engagement strategies for specific projects on its website."

**Community Engagement – Communications**

*Continue to strengthen communications strategies through online channels and improved translation services.*

“That no additional work is required as there is ongoing broad based work in progress to address the District’s multicultural population’s communications needs.”

**Community Engagement – Communications**

*Establish a menu of options for citizens to receive information about topics they choose, in the format they choose.*

“That the next Citizen and Business Survey include a section to gather data on the type of information individuals what to receive and the preferred format to receive that information.”

**Community Engagement – Communications**

*Redesign development application notice signs that are displayed on properties to be clear and easy to understand by the general public.*

“That this item be referred to Planning staff for consideration by Council prior to implementation.”

**Community Engagement – Community Associations**

*Formalize Community Associations by establishing Terms of Reference.*

“That this item be referred to the Saanich Community Association Network (SCAN) for further comment.”

**Community Engagement – Community Associations**

*Assign Council liaisons to Community Associations that rotate on a regular basis.*

“That this item be referred to the Saanich Community Association Network (SCAN) for comment and indication of their level of interest.”

**Regional Governance – Regional Districts**

*Continue to participate fully at the Capital Regional District table.*

“That Saanich acknowledge that it is fully committed to its participation and role at the Capital Regional District.”

**Regional Governance – Regional Districts**

*Request that the Province review the Community Charter to give regional districts clearer powers and authorities in the delivery of coordinated regional services.*

“That this item be referred to the Union of British Columbia Municipalities (UBCM) at its discretion.”

**Regional Governance – Shared Services/Joint Services Agreements**

*Continue to look for opportunities to share and participate in services provided by other municipalities in the CRD.*

“That Saanich continue to work towards shared services.”

**Regional Governance – Shared Services/Joint Services Agreements**

*Continue to look for opportunities to provide services to other municipalities through joint services or shared services agreements.*

“That Saanich continue to work towards shared and joint services and support neighbouring communities with Saanich provided services by agreement.”

**Regional Governance – Shared Services/Joint Services Agreements**

*Remain receptive to any initiatives for the creation of a regional police force.*

“That Saanich remain receptive to any initiatives for the creation of a regional police force and request the Mayor write to local Mayors requesting participation in discussions on the potential of a regional police force.”

**Regional Governance – Amalgamation and Restructuring**

*Call on the Province to establish and fund a Citizens’ Assembly on Amalgamation with interested municipalities.*

“That Council call on the Province of British Columbia to establish and fund a Citizens’ Assembly on Amalgamation with interested municipalities.”

**Regional Governance – Amalgamation and Restructuring**

*In 2027, or a decade after a Citizens’ Assembly is convened, convene a second ad hoc Governance Review Citizen Advisory Committee.*

“That this item be referred to the Council elected in 2026 to consider at its discretion.””

Council made the following comments:

- The recommendations to form a Citizens’ Assembly on Amalgamation and to explore a regional police force are welcome.
- An open engagement process should take place when discussing regional policing and the potential for amalgamation.
- The concerns of residents will be considered when further addressing the recommendations.

**The Motion was then Put and CARRIED**

**Recommendation: Internal Governance – Leadership**

*Establishing a two term limit for serving on Council.*

**MOVED** by Councillor Haynes and **Seconded** by Councillor Brice: “That the motion from the December 18, 2017 Committee of the Whole meeting in relation to establishing term limits for serving on Council be amended to: That Council write to the Union of British Columbia Municipalities (UBCM) recommending that the UBCM consider term limits for municipal elected officials.”

Council made the following comments:

- It is appropriate that discussion take place at the UBCM.

**The Motion, as Amended, was then Put and CARRIED**

\*\*\*\*\*

The Director of Corporate Services left the meeting at 8:47 p.m.

\*\*\*\*\*

## MEMORANDUM

TO: The Board of Education  
FROM: Tom Ferris, Trustee  
RE: French Advisory Committee Semi-Annual Report  
DATE: January 29, 2018

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The first meeting of the French Advisory Committee of the school year occurred on December 5<sup>th</sup>, 2017, after the preparation of the Agenda. New members were welcomed and the French Advisory Committee Terms of Reference were explained and explored. The newly revised enrolment priorities were reviewed in context of how they would introduce changes to early and late immersion registration process for parents. Simon shared this year's district focus on supporting teachers in second language programs. Some of these included: a late French Immersion working group, resources purchased for late immersion schools, resources purchased for middle school core French programs, T.P.R.S. learning series for all second language teachers, learning series and book club for immersion teachers with Dr. Roy Lyster (national and international expert on supporting students with language acquisition in an immersion context), Modern Language Enhancing Learning Grants, supports for newly introduced social studies curriculum for secondary teachers, in addition to supporting immersion teachers in taking part in numerous learning opportunities (literacy, numeracy, technology) our Learning Team has facilitated for teachers in the district. CPF representative shared French language learning opportunities for parents in addition to planned events such as Concours and upcoming French movie nights. Committee members were apprised of the French Language review that is being conducted by the district. Simon will call the next meeting of the FAC when there is information to share from this review process and feedback to solicit.

## **January 2018 Trustee Report**

**Diane McNally, Trustee, SD61 Greater Victoria Board of Education.**

**Saanich Arts, Culture and Heritage** : No longer attending as no apparent relevance for SD61 Board or SD61 students. See agendas here: <http://www.saanich.ca/EN/main/local-government/committees-boards/arts-culture-heritage-advisory-committee.html>

### **Choices / Yates St Transitional Shelters**

- Yates Street “My Place” transitional home has re-opened with a cohort of people from the First Met mats. Attended initial meeting January 9.
- “Choices” residents remains stable numbers as new housing construction needs a longer than expected timeline. After residents leave, next step is BC Housing application for rezoning, to View Royal Council, to allow the Our Place Recovery Community plan to move forward.

**BCSTA:** BCSTA Bylaw Review Committee teleconference January 12. (Committee a result of SD61 motion that carried at April 2017 BCSTA AGM). Report attached.

### **Schools**

- Attended Reynolds PAC Substance Use presentation for District parents (and others) – Island Health personnel

### **Public Engagement Committee / ad hoc committees**

- January 16 attended district Leadership Team meeting as a result of Public Engagement Ad Hoc Committee discussion re increasing trustee – staff contact

**Aboriginal Nations Education Committee** : Attended January 29 Blue Heron House second (final) ANEC strategic planning meeting

**Trustee Professional Development:** Naloxone training (community training with SOLID)



## **BYLAW REVIEW COMMITTEE MEETING MINUTES [DRAFT]**

**Friday, January 12, 2018**

WebEx and Telephone Conference

**12:00 pm– 2:00 pm**

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### **PRESENT:**

Carolyn Broady	Chair, Board of Directors
Nadine Frenkel	SD91 (Nechako Lakes)
Diane McNally	SD61 (Greater Victoria)
Rick Price	SD48 (Sea to Sky)
Bob Holmes	SD36 (Surrey)
Shawn Wilson	SD36 (Surrey) (non-voting)

### **ABSENT:**

Amber Byklum	SD6 (Rocky Mountain)
Ron Burton	SD41 (Burnaby)

### **STAFF:**

Audrey Ackah	Legal Counsel
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### **1. Welcome**

### **2. Adoption of Proposed Agenda**

Moved:	Rick Price
Seconded:	Nadine Frenkel

That the agenda be adopted as amended.

Status:	Carried
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### **3. Approval of Minutes of November 7, 2017 Meeting**

Moved:	Bob Holmes
Seconded:	Rick Price

That the minutes of the November 7, 2017 meeting be approved as presented.

Status: Carried

#### **4. Budget Update**

The Committee reviewed the January 12, 2018 Budget Update.

Moved: Nadine Frenkel  
Seconded: Diane McNally

That the January 12, 2018 Budget Updated be received as presented.

Status: Carried

#### **5. Work plan**

The Committee reviewed the Work Plan.

#### **6. Reports**

(a) Aboriginal Education Committee

The Bylaw Review Committee discussed the report regarding the Aboriginal Education Committee. The Committee's report to the Board of Directors will include a statement encouraging the Board of Directors to, when possible, honour people of indigenous backgrounds when appointing trustees to the Aboriginal Education Committee.

(b) Substantive Motions and Ballot Voting

The Committee discussed the report regarding Substantive Motions and Ballot Voting. The Committee decided not to propose amendments to the bylaw provision which enables the assembly to use ballot votes on substantive motions when called for by any twenty delegates.

(c) Ballot Voting Allocation

The Committee reviewed the report regarding Ballot Voting Allocation and confirmed the Committee will recommend adjusting the allocation of ballot votes in accordance with the November 12, 2017 report of Trustee Holmes.

#### **7. Recommendation to the Board of Directors regarding Bylaws**

(a) Honorary President

Trustee McNally provided the Committee with information regarding the rationale behind amending the bylaws to remove the honorary president provision. The Committee considered the matter but decided to refrain from recommending an amendment to this provision of the Bylaws.



(b) Review of Draft Bylaw Amendment Proposal

The Committee reviewed and discussed the draft bylaw amendment proposal contained in the agenda package for the January 12, 2018 meeting. The Committee decided to make the following modifications to the draft bylaw amendment proposal:

- i. Honorary Life Membership (Bylaw 1): The Committee will provide the Board of Directors with the following options for how the Board may wish to implement the change to the honorary life membership:
  - 1. *All who are conferred Life Membership after the close of the 2018 AGM will not be entitled to vote.*
  - 2. *After the close of the 2019 AGM, all life members will cease to have a vote.*
  - 3. *After the close of the AGM to be held in April of 2018, all life members will cease to have a vote.*

The majority of Committee members present at the meeting prefer option 1. The Committee's report to the Board of Directors will include all 3 above-noted options as well as the rationale for each option.

- ii. Professional Learning Committee (Bylaw 11): The Committee decided to refrain from referencing non-voting members of the Professional Learning Committee in Bylaw 11.
- iii. Election of Officers (Bylaw 15): The Committee decided to refrain from amending the manner in which AGM-related timelines are calculated. The current bylaws provide flexibility in case the AGM schedule changes in future.
- iv. District Branch Association (Bylaw 19): The Committee recommends that the Board of Directors confirms the Branch Association to which SD93 wishes to belong.

## **8. Future Meetings**

The Committee will use email to communicate about its report to the Board of Directors. If the Committee determines that additional Committee meetings are required, the Committee will schedule another meeting.

## **9. Other Business**

No other business was identified.

## **10. Adjournment**

Moved: Rick Price  
Seconded: Nadine Frenkel

That the meeting be adjourned.

Status: Carried

The meeting adjourned at 1:07 pm



**Education Policy and Directions Committee  
January 8<sup>th</sup>, 2018 – Tolmie Board Room**

**MINUTES**

**Committee Members Present:** Deborah Nohr, Chair, Tom Ferris, Peg Orcherton, Ann Whiteaker

**Other Trustees Present:** Diane McNally, Rob Paynter, Jordan Watters

**ADMINISTRATION:** Piet Langstraat, Superintendent of Schools, Shelley Green, Deputy Superintendent, Mark Walsh, Secretary-Treasurer, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, Harold Caldwell, District Principal - Learning Support Team, Jeanette Alexander, ASA Representative, Ilda Turcotte, GVTA Representative, Maryanne Trofimuk, VPVPA Representative, Karen Walters-Edgar, Meeting Recorder

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

Chair Nohr welcomed everyone to tonight's meeting.

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

**A1. APPROVAL OF THE AGENDA**

*It was moved by Trustee Orcherton:*

That the January 8<sup>th</sup>, 2018 Education Policy and Directions agenda be approved with the following addition:

**C, NOTICE OF MOTION**

- a) Trustee Watters

**Motion Carried Unanimously**

**A2. APPROVAL OF THE MINUTES**

*It was moved by Trustee Orcherton:*

That the December 5<sup>th</sup>, 2017 Education Policy and Directions Committee meeting Regular Minutes be approved.

**Motion Carried Unanimously**

**A3. BUSINESS ARISING FROM THE MINUTES - None**

**B. NEW BUSINESS**

**B1. Introduction of Student Representative**

Superintendent Langstraat welcomed and introduced Student Representative, Antonia Kowalewski, from Reynolds Secondary School.

**B2. Truth and Reconciliation** - Chair Nohr explained that this item will be deferred to the February Ed Policy and Directions meeting as presenter Sarah Rhude is ill.

**B3. BAA Course - *History Through Sport 12***

Associate Superintendent, Greg Kitchen, introduced presenters Kate Baker (Teacher) and Randi Falls (Principal) from Oak Bay Secondary. Associate Superintendent Kitchen stated that this is the first BAA course defined under the new Ministry template, so the flow looks different from previous authorized courses. Associate Superintendent Kitchen stated that *History Through Sport 12* is a course that enables students to explore world history through the lens of sports and its connection to and influences on political, social and economic development and change.

Kate provided and spoke to her PowerPoint presentation.

Trustees asked questions of clarification to Ms. Baker and provided feedback.

*It was moved by Trustee Ferris:*

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *History Through Sport 12*.

**Motion Carried Unanimously**

Chair Nohr thanked Kate Baker and Randi Falls for their presentation.

**B4. Learning Supports Annual Report/Learning Support Plan**

Associate Superintendent introduced Learning Support Team District Principal, Harold Caldwell. District Principal Caldwell spoke to his PowerPoint presentation. District Principal Caldwell stated that the plan has been in the works for the past 2 years, so most of what is contained in the PowerPoint is work we did last year, but put in a template form with information added to it.

Trustees asked questions and discussed the issue at length. Associate Superintendent Whitten and District Principal Caldwell provided clarification.

**B5. Early Learning / Child Care**

Superintendent Langstraat provided a handout of a discussion paper for Early Learning vs. Child Care. Superintendent Langstraat guided everyone through the highlights. In summary, Superintendent Langstraat stated that there is a fundamental difference between child care and early learning. The Greater Victoria School District needs to give consideration to the extent to which the District wishes to offer early learning preschool programming. The Superintendent stated that the other points to consider are:

- Child care is distinctly different, however, the District has a role in determining how this type of programming is delivered throughout our district.
- There are guiding principles that ensure that the District has control over both lands and buildings
- There are a number of elements of child care and early learning that the District must consider: 1. Use of lands and buildings; 2. Governance structures; 3. Quality of programming including existing programming; 4. Staffing levels and staff qualifications; 5. Funding structures.

Trustees asked the Superintendent questions of clarification.

**B6. Removal of Honorary President**

Trustees McNally provided her rationale for the motion. Trustees discussed the motion.

*It was moved by Trustee McNally:*

That the Board of Education of School District No. 61 (Greater Victoria) submit the extraordinary resolution "Removal of Honorary President" as presented to the BCSTA AGM.

That the BCSTA amend Bylaw 2 (a) as follows:

Strike from **2. Officers (a) i "The Minister of Education who shall be the Honorary President of the Association,"** and the following reference to the Honorary President.

**Motion Defeated**

For: Trustee Whiteaker

Against: Trustees Ferris, Nohr and Orcherton

**C. NOTICE OF MOTION**

Trustee Watters advised that she would be providing a motion for the February 5<sup>th</sup> Education Policy and Directions meeting.

**D. GENERAL ANNOUNCEMENTS - None**

**E. ADJOURNMENT**

It was moved by Trustee Orcherton

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 9:05 p.m.



SHELLEY GREEN, DEPUTY SUPERINTENDENT	250-475-4117
GREG KITCHEN, ASSOCIATE SUPERINTENDENT	250-475-4220
DEB WHITTEN, ASSOCIATE SUPERINTENDENT	250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA, V8Z 1E8 FAX: 250-475-4115

**FROM: Greg Kitchen, Associate Superintendent**

**TO: The Board of Education**

**DATE: January 29, 2018**

**RE: Board/Authority Authorized Courses - History Through Sport 12**

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*History Through Sport 12* is a course that enables students to explore world history through the lens of sports and its connection to and influences on political, social and economic development and change.

Students will receive 4 graduation credits for grade 12 upon successful completion of History Through Sport. The course is organized around “5 Big Ideas” and is made up of seven units or areas of study. Students are expected to demonstrate a number of curricular competencies ranging from using historic inquiry processes and identifying prevailing conditions and actions to explaining different perspectives on past or present people, plans, issues and events.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: History Through Sport 12.
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## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD61
<b>Developed by:</b> Kate Baker	<b>Date Developed:</b> June – October 2017
<b>School Name:</b> Oak Bay High School	<b>Principal's Name:</b> Ms. Randi Falls
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> History Through Sport	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 3 hours/week

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Basic classroom setting with tech package and Chromebooks. The goal is to run this as a paperless course.

**Course Synopsis:** In this course we will explore world history through the lens of sports and its connections to and influences on political, social, and economic development and change. We will look beyond the action of competition and focus on the main themes behind the scenes. Some of the themes include, but are not limited to: the impact of immigration, industrialization and urbanization on sport; racial prejudice, exclusion and integration in sport; athleticism and the evolving ideas about masculinity and womanhood, the links between sport, patriotism and national identity, and sport as an arena for political protest. The course will examine sports' social role within local, national, and international communities, and its relationship to class, gender, leisure, race, and politics.

**Goals and Rationale:** This course will be taught within a linear timetable. The class will run 3 times a week at 56 minutes a block - that is a total of 168 minutes a week of instructional time.

There is approximately 37 weeks of instructional time in the 2018-2019 school calendar year.

Since the discussion topics will be grouped under 7 common unit titles, approximately 5-6 weeks of instructional time can be devoted to each unit. Please see table included in *Elaborations* for detailed units and discussion topics.

**Aboriginal Worldviews and Perspectives:** Please see topics in Unit 5 for Canadian connections. Please see topics in Unit 3 and Unit 4 for global connections.

**BIG IDEAS**

Gathering data on current governing bodies and sport bodies to compare and contrast	Minorities in sport hold a valuable place in world history and the strive for equality	Preparing to and hosting a large scale sporting event has major impacts on the city's environment and economy	Analyzing the journey sport has taken through history to strive for equal representation of all and any abilities	There is a dark side to the history of sport
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>▪ Use historic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas from a variety of sources; and communicate findings and decisions</li> <li>▪ Assess the significance of people, locations, events and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</li> <li>▪ Assess the justification for competing historical accounts after investigating points of contention, reliability of sources and adequacy of evidence</li> <li>▪ Assess how prevailing conditions and the actions of individuals or groups affect events, decisions and developments</li> <li>▪ Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews and beliefs</li> <li>▪ Recognize implicit and explicit ethical judgments in a variety of sources</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>▪ Basic structure of Canadian government</li> <li>▪ Current political sport controversies</li> <li>▪ Environmental awareness of major structures and long- term affects</li> <li>▪ Economic patterns of tourism</li> <li>▪ First Nations history and reconciliation</li> <li>▪ Global conflicts</li> <li>▪ Religious, ethnic, cultural conflicts</li> <li>▪ Human rights movements</li> </ul>



- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond</li></ul> |  |
|---|--|

## Big Ideas – Elaborations

Unit	Title	Discussion Topics
1	The Olympics, Sport Bids, and The Black Sheep	<ul style="list-style-type: none"> <li>• The History Behind the Olympics</li> <li>• The Dirty History of Sport</li> <li>• Canadian Sport History Spotlight</li> </ul>
2	Traditions and Landmarks	<ul style="list-style-type: none"> <li>• Cultural Traditions in Sport</li> <li>• Historical Landmarks and Venues</li> </ul>
3	Politics and National Identity in Sport	<ul style="list-style-type: none"> <li>• Sport Governing Bodies</li> <li>• World History Through a Sporting Lens</li> <li>• The Spirit of Nationalism</li> </ul>
4	The Evolution of Minorities in Sport	<ul style="list-style-type: none"> <li>• Equal Representation in Sport Development</li> <li>• The Journey to Improved Representation of Minorities in Sport</li> <li>• Influential Women in Sport</li> </ul>
5	First Nations	<ul style="list-style-type: none"> <li>• The Truth and Reconciliation Commission</li> <li>• The World and North American Indigenous Games</li> </ul>
6	The Environment and Economy	<ul style="list-style-type: none"> <li>• The Environment and Lifelong Impacts of the Large Sporting Stage</li> <li>• The Economic Impacts of Hosting a Large Scale Sporting Event</li> </ul>
7	Modernized Sport and The Underdog	<ul style="list-style-type: none"> <li>• The Introduction of Modernized Sport</li> <li>• Everyone Loves an Underdog</li> </ul>

## Curricular Competencies – Elaborations

### Unit/Topic/Module Descriptions

- **The Governing Bodies and The Politics behind Sport** - FIFA, IOC, ITC, NHL, FIBA, MLB
- **The History Behind the Olympics** - From Greece to Pyeongchang 2018
- **The Dirty History of Sport** - Doping and Sport Marketing - endorsements, Lance Armstrong, Marion Jones, Maria Sharapova, Ben Johnson, Barry Bonds, Mark McGuire, East German Olympic Team, Russia
- **The Journey to Improved Representation of Minorities in Sport** - African Americans, First Nations, Aboriginals (Australia/New Zealand), Afrikaans, LGBTTIQQ2SA, Broadcasting Standards
- **Influential Women in Sport** - The Move to Gender and Cultural Equality in Sport - Billie Jean King, the Hijab, Barbara Slater, Serena Williams, Pat Summitt, 2012 Olympics, Katherine Switzer
- **World History Through a Sporting Lens** - Rugby World Cup in South Africa, Hitler's Olympics (Jesse Owens), Summit Series of Hockey, Arthur Ashe, India vs. Pakistan Cricket World Cup Semi Finals
- **The Spirit of Nationalism Represented Through Sport** - Canada and hockey, England and football, South Africa and rugby, India and field hockey, Cuba and volleyball, China and table tennis, Japan and sumo
- **Historical Landmarks and Venues in the Sporting World** - Olympic Stadium, Wrigley Field, University of Oregon, Yankee Stadium, Montreal Forum, Maple Leaf Gardens, Indie 500, Old Trafford, Tour de France, Wembley Stadium, The Colosseum
- **Cultural Traditions in Sport** - Haka, superstitions, names behind the trophies
- **The Introduction of Modernized Sport** - A Reflection of Today's Society - gaming, Quidditch, Ultimate Frisbee, Spelling Bees, Cheerleading, Dodgeball
- **Everyone Loves an Underdog** - when a nation, community, or city rallies behind their team through parades, riots, and other events
- **The Environmental and Lifelong Impacts of the Large Sporting Stage** - Where to build? What happens during the event? What happens after the event? Water sports and marine life, building structures and erosion, structurally sound venues, removal of native plant life
- **The History of the World and North American Indigenous Games**
- **The Economic Impacts of Hosting a Large Scale Sporting Event** - homelessness, tourism, marketing, socio-economic issues, building a workforce
- **Canadian History Spotlight** - Olympics (Calgary, Montreal, Vancouver), 1994 Commonwealth Games, Victoria's 2020 bid, WWII and Hockey
- **Equal Representation in Sport Development** - Paralympics (Broadcasting Inequalities), Special Olympics, Wheelchair Rugby, Visually Impaired Curling and Soccer, Invictus Games
- **The Truth and Reconciliation Commission** - Residential Schools and Sport

**Content – Elaborations**

**Sample Lesson and Assignment**

Lesson Title - Making Social and Political Statements Using Sport as a Platform

Component	Description	Rationale
General Information	Topic - World History Through a Sporting Lens Instructional Time - 3 blocks (1 lesson, 1 research, 1 presentations)	From Unit 3 - Politics and National Identity in Sport
Purpose and Learning Objectives	Students will gain knowledge of historical social and political issues on a global level and how athletes expressed their views on the issues. Students will express their opinions on the issues and if the athlete’s method of expression was appropriate, accepted and impactful	Students will present their findings to the class. Therefore, the class will gain knowledge of multiple events where athletes used their platform to express their social and political views
Resources	Class set of Chromebooks or computer lab Teacher tech package and personal computer Article - <i>Colin Kaepernick refuses to stand for national anthem to protest police killings</i> YouTube Video - <i>Why didn't Colin Kaepernick stand for the national anthem?</i>	Open discussion starting with Colin Kaepernick’s name. Who knows him? What did he do? Why? 5-10 minutes Read the article 10 minutes Watch video - 2 minutes  Discussion in regard to the information the students already “knew”
Procedures, Content, Activities	<ol style="list-style-type: none"> <li>1. Introduce the topic, World History Through a Sporting Lens, and Colin Kaepernick. Ask how they are related. Ask the students what they think we will be discussing</li> <li>2. Colin Kaepernick. Who is he? What did he do? Why? Just open brainstorming to find out knowledge base</li> <li>3. Read Article</li> <li>4. Watch Video</li> <li>5. Discuss student opinion about Kaepernick’s actions</li> <li>6. Ask what students think they will be researching and if they have any examples</li> </ol>	<p>This process is to lead the students to many social and political issues that have occurred and/or are occurring around the world</p> <p>Students will analyze how effective the statement was an if using a sporting platform to express social and political opinions is appropriate</p> <p>The rationale behind this activity is to get the students interested and invested in social and political issues around the world. Students will be researching the</p>

Content – Elaborations		
	<ol style="list-style-type: none"> <li>7. Give students a list of names to quickly look up. Jesse Owens, Tommie Smith, John Carlos, Taiwanese athletes at the 1960 Olympics</li> <li>8. Have students research other athletes who made political statements using their sport as a platform. Compile a class list of examples</li> <li>9. Students will work in groups of 3 and topic options will be selected to research</li> <li>10. Students will research an athlete and construct a presentation to give to the class based on their social/political opinion, how it was made, why, and its effect</li> </ol>	<p>issues through the eyes of an athlete they are interested in.</p> <p>In turn, students gain knowledge of social and political issues from around the world and through time as they listen to their classmates presentations.</p>
Assessment Methods	See rubric on following page as an assessment example for this assignment	

**Recommended Instructional Components:**

- Discussion/Seminar groups
- Research Projects
- Interviews
- Statistics Research and Interpreting Data
- Debates
- Presentations
- Inquiry Questions
- Podcast Analysis

**Recommended Assessment Components:**

Seminar Discussions and Presentations	15%
Unit Tests - written response on a common theme	20%
Research Project - 1 per term	20%
Assignments	20%
Final Exam	25%

**Making Social and Political Statements Using Sport as a Platform**

Assessment Rubric

<b>PRESENCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-body language & eye contact						
-contact with the public						
-poise						
-physical organization						
<b>LANGUAGE SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation, accent)						
-spoken loud enough to hear easily						
<b>ORGANIZATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-clear objectives						
-logical structure						
-signposting						
<b>MASTERY OF THE SUBJECT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-pertinence						
-depth of commentary						
-spoken, not read						
-able to answer questions						
<b>VISUAL AIDS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-transparencies, slides						
-handouts						
-audio, video, etc.						
<b>OVERALL IMPRESSION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-very interesting / very boring						
-pleasant / unpleasant to listen to						
-very good / poor communication						

**Learning Resources:** There is no formal textbook to accompany this course. Course material will be composed of news articles, student research, videos, podcasts, book excerpts, websites and other media. The goal is to run a paperless course with materials being posted, documented and submitted through Google Classroom.



**Operations Policy and Planning Committee Meeting  
January 15, 2018 – 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:** Ann Whiteaker, Tom Ferris

**Administration:**

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

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

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

**1. APPROVAL OF THE AGENDA**

It was moved by Trustee Paynter:

That the January 15, 2018 regular agenda be approved.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee Leonard:

That the December 11, 2017 Operations Policy and Planning Meeting regular minutes be approved.

**Motion Carried Unanimously**

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

**4. PRESENTATIONS TO THE COMMITTEE**

**A. Vic High Alumni Association - Stadium Update**

Keith McCallion, Roger Skillings and Aaron Parker reviewed the work that has taken place related to planning and fundraising for the new stadium at Victoria High School.

**5. SUPERINTENDENT'S REPORT**

**A. Recognition of Student Representative**

Superintendent Langstraat welcomed Antonia Kowalewski student representative from Reynolds Secondary School.



## **B. French Language Review Process**

Deputy Superintendent Green provided an overview of the French Language Review process explaining that three separate working groups have been set up; one to review Baragar data, facilities capacities and local information to determine the long term needs of our schools; one to review the current language program, and one to explore alternative models of language provision. A draft report will be presented at the April 2018 Education Policy and Directions Committee meeting. Trustees asked questions of clarification.

## **C. Advocacy Ad Hoc Committee Terms of Reference**

Superintendent Langstraat explained that the Advocacy Ad Hoc Committee has been created to develop advocacy action plans and reviewed the draft terms of reference for the Committee. Trustees provided feedback, asked questions and suggested edits.

It was moved by Trustee Leonard:

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

**Motion Carried Unanimously**

## **D. Equity Committee Update**

Superintendent Langstraat reviewed the work of the Equity Ad Hoc Committee and explained that the Committee has identified a concern in the area of accessibility including appropriate ramps, elevators, lifts, accessible washrooms and other appropriate infrastructure and/or equipment and stated that in order for the Committee to make recommendations on the issue, an inventory of accessibility across the District is needed.

It was moved by Trustee Leonard:

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.

**Motion Carried Unanimously**

## **E. BCPSEA AGM**

Secretary-Treasurer Walsh explained that the issue of BCPSEA governance changes is a topic at the BCPSEA AGM. Trustee Representative Paynter is looking for feedback from the Trustees that he will present at the AGM. Trustees provided comments to Trustee Paynter.

## **6. PERSONNEL ITEMS – None**

## 7. FINANCE AND LEGAL AFFAIRS

### A. 2017-2018 Funding Update

Secretary-Treasurer Walsh provided the Committee with an overview of the final 2017-2018 funding announcement received from the Ministry of Education in December 2017. Secretary-Treasurer Walsh advised that the final grant funding shows a net increase of \$2,021,029 as compared to the 2017-2018 preliminary grant primarily due to enrolment growth. The final grant funding will be reflected in the 2017-2018 Amended Annual Budget which will be presented at the February Board of Education meeting. Trustees asked questions of clarification of Secretary-Treasurer Walsh.

### B. December 31, 2017 Quarterly Financial Report

Secretary-Treasurer Walsh presented the quarterly financial report for the period ending December 31, 2017 which shows the Annual Operating Budget and the year-to-date actual revenue and expenditure as a percentage of the operating budget. The year-to-date results are comparable to the prior year and reflect the nature of school district operations. Trustees asked questions of clarification of Secretary-Treasurer Walsh.

### C. 2018-2019 Partner Group Budget Input Summary

Secretary-Treasurer Walsh explained that the Summary of Partner Group Budget Input for 2018-2019 reflects the responses received from the input request made to Parent Advisory Councils and Education Partner Groups in November 2017. Included with the summary of responses was a scatter gram identifying priority areas. The documents will be posted to the District Website under the Financial section. Questions were asked about the format.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Public Engagement Ad Hoc Committee to review the partner group budget consultation process.  
**Motion Carried Unanimously**

### D. Funding Formula Discussion

Secretary-Treasurer Walsh explained that the Ministry of Education has launched a funding model review to ensure that the K-12 public education system receives stable and predictable funding and is inviting feedback on the issues experienced with the current funding allocation system. A discussion ensued about changes that could be made to how funds are allocated to Boards of Education. Trustees requested access to the Ministry of Education's survey provided to Board Chairs.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write to the Minister of Education and copy BCSTA to request the funding formula review survey sent to Board Chairs be sent to all Trustees.  
**Motion Carried Unanimously**

## E. Policy Sub-Committee Report

- i) Superintendent Langstraat stated that further to the board motion passed on June 20, 2016, Policy 1240 *School Volunteers* and its associated regulation have been reviewed. The policy does not need to be changed; however the regulation has been revised. Trustees asked questions of clarification.

It was moved by Trustee Leonard:

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.

**Motion Carried Unanimously**

- ii) Superintendent Langstraat explained that one of the priorities of senior administration and the Victoria Principals and Vice-Principals Association was to modernize the evaluation process and work has taken place over a two year period to ensure that the regulations focus on continuous improvement. Policy 2211 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Principals* and Policy 2213 *Selection, Appointment, Assignment, Evaluation, Transfer and Duties of Vice-Principals* continue to be relevant; however, Regulation 2211 *Selection, Transfer, Assignment, Evaluation and Professional Learning of Principals* and Regulation 2213 *Selection, Transfer, Assignment, Evaluation and Professional Learning of Vice-Principals* have been revised.

It was moved by Trustee Leonard:

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 Learning of Principals* and Regulation 2213 *Selection, Transfer, Assignment, Evaluation and Professional Learning of Vice-Principals* as revised.

**Motion Carried Unanimously**

## 8. FACILITIES PLANNING

### A. Seismic Update - Richmond and Uplands

David Loveridge, Director of Facilities Services explained that as part of the process of the boundary review and facilities planning, consultants were asked to review the seismic risk of both Richmond and Uplands Schools. The new seismic ratings indicate high risk. Specific estimates for the cost of remediation have not been calculated; however, based on experience with similar type schools, the cost for both schools is estimated to be in the range of \$10M to \$17M. Trustees asked questions of clarification.

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

## 10. NEW BUSINESS

### A. Trustee Questions – None

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 9:15 p.m.

## **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 input from 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 issues. This Committee may also address other matters as directed by the Board of Education.

### **Membership:**

The committee will be comprised of the following 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 recommend actions plans to the Board of Education through a Standing Committee. 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: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

DATE: January 29, 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.*

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

DATE: January 29, 2018

RE: Policy Sub-Committee Report

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Background:

This memo is to update the Board 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:

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.

**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 Learning of Principals* and Regulation 2213 *Selection, Transfer, Assignment, Evaluation and Professional Learning 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

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

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## 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.

*Greater Victoria School District*

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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

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## 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

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## **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*





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

## **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

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## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

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

DATE: January 29, 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 LEARNING 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 a vacancy is known, 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.*
- ~~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~~ *The Chair will provide an overview of the strengths of the applicants as potential Principals to the selection committee.*

- ~~The Selection Committee will consist of the Superintendent, Deputy Superintendent and the Associate Superintendents, a Principal, and Trustees. 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. The Superintendent will then inform the Board of the successful applicants.*

~~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 after considering the needs of the schools as determined in consultation with current school administration, 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.
- ~~3.2.4 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. The Superintendent or designate will consult with the principals involved in the proposed transfer during all stages of the process.~~
- ~~4.2.5 Principal assignment changes are recommended to the Superintendent and discussed with the Board. Principal assignment changes will be communicated to the Board as information after all affected principals have been informed.~~
- 5.2.6 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 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, the results of which will be made available to the principal only.*
- 4.4 A self-assessment completed by the principal in preparation for an interview conducted by the Superintendent or designate with the principal to review the items listed above.*
- 4.5 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.*
- 4.6 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.*
- 4.7 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.*
- 4.8 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.*
- 4.9 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.*

- 4.10 *All successful principal performance appraisals will be communicated to the Board as information.*

## **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: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

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

DATE: January 29, 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)

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## REGULATION 2213

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### SELECTION, TRANSFER, ASSIGNMENT, EVALUATION AND PROFESSIONAL LEARNING 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 a vacancy is known, the Superintendent of Schools shall meet with the school principal to review the position requirements.*
- ~~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, the results of which will be made available to the vice-principal only.*
- 4.4 A self-assessment completed by the vice-principal in preparation for an interview conducted by the principal with the vice-principal to review the items listed above.*
- 4.5 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.*
- 4.6 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.*
- 4.7 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.*
- 4.8 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.*
- 4.9 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: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: January 29, 2018

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

#### Events and Meetings

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

- District Committees
  - Equity Committee
  - Policy Sub Committee
  - Public Engagement Committee
  
- Additional Meetings and Events
  - Aboriginal Nations Education Council Planning Meeting
  - Big Bang Analytics - Ministry
  - Campus View Elementary
  - Childcare Working Group
  - Cloverdale Traditional School
  - Esquimalt Nation
  - Foundation for Learning
  - Generative Dialogue Sessions
  - Gordon Head Middle School
  - Lambrick Park Secondary – Elizabeth May Meeting
  - Ministry of Education – Provincial Enrolment Projections
  - Partners meeting with Island Health
  - Service Delivery Project Meeting
  - Shoreline Middle School Staff Meeting
  - Student Representatives Meeting
  - Welcome to Kindergarten



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: January 29, 2018

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



OFFICE OF THE  
**SECRETARY-TREASURER**

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

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TO: The Board of Education  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: January 29, 2018  
**RE: Monthly Report**

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

Those meetings and activities include:

- Learning Studio Visits with MCFD and the Ministry of Education
- Ministry of Education – conference calls re funding
- Generative Dialogue Sessions
- School Seismic Upgrade Meetings
- UVIC – lecturing to education faculty students
- Meetings with Municipal Partners (Saanich and Victoria)
- Policy Sub-Committee
- School Visits
- Attendance at the BCPSEA AGM



OFFICE OF THE  
**SECRETARY-TREASURER**

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

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TO: The Board of Education  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: January 29, 2018  
**RE: Northridge Elementary Expansion**

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Background:

As part of our Classroom Enhancement Fund (CEF) capital funding envelope we received funding from the Ministry to add space at Northridge. At the same time the out of school care provider made application to the Ministry of Children and Families for funding for out of school care spaces at Northridge.

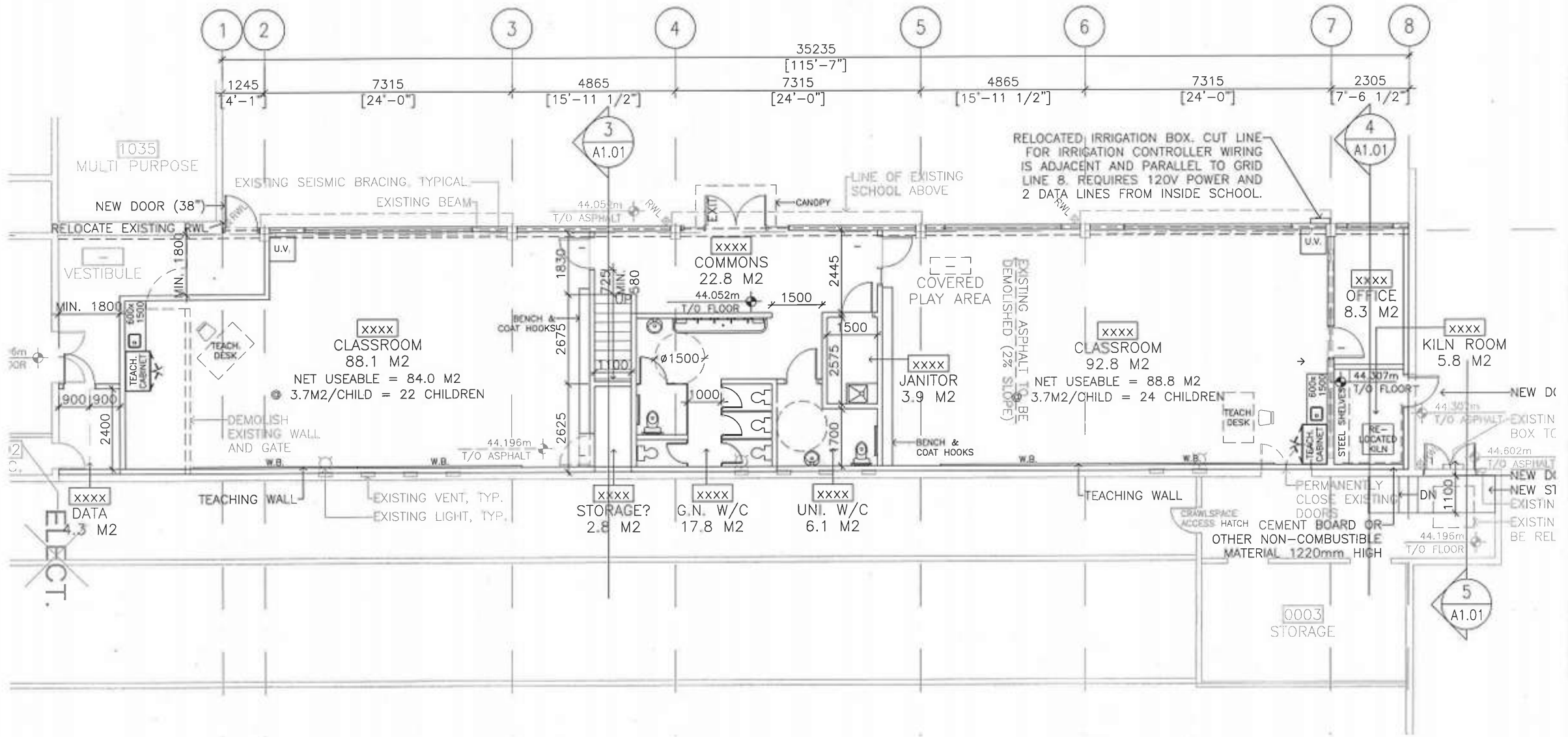
Initially we were planning to add a Learning Studio at the site. Given that the additional funds for the out of school care space have now been approved, Staff feels that a more permanent structure is appropriate.

Recommendation:

We are recommending that we add two additional spaces on a permanent basis to Northridge Elementary. The conceptual drawings are attached to this memo. In order to complete this in-fill at Northridge, additional funding of approximately \$350K will be required. Under current Ministry of Education rules, the District cannot utilize Annual Facilities Grant (AFG) funding for the purpose of adding space to a school and as such, the Northridge in-fill project cost shortfall will require the use of local capital funding.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the expenditure of up to \$350,000 on the construction of permanent classroom space at Northridge Elementary School.
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OFFICE OF THE  
**SECRETARY-TREASURER**

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

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TO: Board of Education  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: January 29, 2018  
**RE: CAPITAL BYLAW NO. 2017/18-CPSD61-02 CAPITAL PLAN 2017/18**

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The Ministry of Education has amended the list of approved five-year capital plan projects to include funding for water quality upgrades at various schools under the School Enhancement Program for 2017-2018. An amended bylaw is required for the 2017-2018 Five-Year Capital Plan reflecting the amended capital plan response letter dated January 24, 2018.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 at the meeting of January 29, 2018.

Motion to be Carried Unanimously

That Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 be:

Read a first time the 29<sup>th</sup> day of January, 2018;  
Read a second time the 29<sup>th</sup> day of January, 2018;  
Read a third time, passed and adopted the 29<sup>th</sup> day of January, 2018;  
and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.



January 24, 2018

Ref: 193727

To: Secretary-Treasurer and Superintendent  
School District No. 61 (Greater Victoria)

**Re: Amendment No. 1 - Ministry Response to the Annual Five-Year Capital Plan Submission**

This is an amendment to the March 17, 2017, letter (Ref: 192579) is in response to the Board of Education's Annual Five-Year Capital Plan submission and provides direction as to the next steps for advancing capital projects that align with provincial capital priorities.

The Ministry reviewed all of the Five-Year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the following Ministry programs:

- Seismic Mitigation
- Expansion
- Building Envelope
- Carbon Neutral Capital
- School Enhancement
- Bus Replacement

I am pleased to advise Ministry support for advancing project development or delivery of the following projects:

<b>SCHOOL PROJECT(S)</b>		
<b>School Name</b>	<b>Program &amp; Project Type</b>	<b>Next Steps &amp; Timing</b>
Campus View Elementary	Seismic Mitigation	Deliver final Project Definition Report by May 30, 2017, for future funding decision
Braefoot Elementary	Seismic Mitigation	Deliver final Project Definition Report by June 30, 2017, for future funding decision
Cedar Hill Junior Middle School	Seismic Mitigation	Deliver final Project Definition Report by June 30, 2017, for future funding decision
Frank Hobbs Elementary	School Enhancement – Window Upgrade	Proceed to design, tender & construction and complete by March 2018

.../2

**Ministry of Education**

Capital Management Branch  
Resource Management and  
Executive Financial Office

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

Victoria High	School Enhancement – Heating and Ventilation Upgrades	Proceed to design, tender & construction and complete by March 2018
47 Schools	School Enhancement – Water Quality Upgrade	Proceed to design, tender & construction and complete by March 2018
Glanford Middle School	Carbon Neutral Capital - Boiler	Proceed to design, tender & construction and complete by March 2018

Follow-up meetings were previously conducted by your assigned Regional Director to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No work or expenditures may proceed without a signed Capital Project Funding Agreement (CPFA), Annual Program Funding Agreement (APFA), or other formal authorization from the Ministry.**

The 47 schools water quality upgrade school enhancement project identified above was not contained in the original response letter sent March 17, 2017, to the Board of Education's Annual Five-Year Capital Plan submission.

As a brief follow-up from the previous year, the Ministry has revised the procedures regarding capital bylaws and approved Five-Year Capital Plans. The requirement for the Boards of Education to adopt a capital bylaw for each individual capital project has been eliminated. Instead, the Board may adopt a single Capital Bylaw for its approved 2017/18 Five-Year Capital Plan, in accordance with s. 143 of the *School Act*. For additional information, please visit the Capital Bylaw website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

Should you have any questions regarding the Ministry's Capital Plan process, please do not hesitate to contact your Regional Director, Rachelle Ray at [Rachelle.Ray@gov.bc.ca](mailto:Rachelle.Ray@gov.bc.ca).

Thank you for your dedication to the students of the Greater Victoria School District.

Sincerely,



Ryan Spillett  
Director, Capital Projects Unit  
Capital Management Branch

Cc: Rachelle Ray, Regional Director, Capital Management Branch  
Damien Crowell, Planning Officer, Capital Management Branch

**CAPITAL BYLAW NO. 2017/18-CPSD61-02**  
**CAPITAL PLAN 2017/18**

A BYLAW by the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of 01/24/2018 from the 2017/18 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No.61 (Greater Victoria) Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18.

READ A FIRST TIME THE 29th DAY OF JANUARY, 2018;  
READ A SECOND TIME THE 29th DAY OF JANUARY, 2018;  
READ A THIRD TIME, PASSED AND ADOPTED THE 29th DAY OF JANUARY, 2018.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Capital Bylaw No. 2017/18-CPSD61-02 Capital Plan 2017/18 adopted by the Board the 29th day of January, 2018.

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