

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

Regular Board Meeting

Monday, March 12, 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, March 12, 2018 @ 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road**

AGENDA

**Estimated
Times**

A. COMMENCEMENT OF MEETING

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

7:30-7:32pm **A1. Approval of the Agenda** (p 01-04)

7:32-7:40pm **A2. Approval of the Minutes**

 a) Approval of the February 26, 2018 Regular Board Minutes (p 05-12)

A3. Business arising from the Minutes

A4. Student Achievement

A5. District Presentations

A6. Community Presentations (5 minutes per presentation)

 a) Gillian Gaffney, PAC President, L'Ecole George Jay Elementary School

B. CORRESPONDENCE

B1. Letter to Minister of Education re Employer Health Tax (p 13)

7:40-7:45pm **C. TRUSTEE REPORTS**

C1. Chair's Report

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

 a) Trustee McNally

(p 14)

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

7:45-7:55pm **D. BOARD COMMITTEE REPORTS****D1. Joint Education Policy and Directions Committee**

a) Minutes from the March 5, 2018 meeting – Information only (p 15-19)

b) Recommended Motion:

- i) That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent of Schools to write a policy on inclusion and return a draft policy to the Education Policy and Directions Committee at a future meeting.

7:55-8:15pm

D2. Joint Operations Policy and Planning Committee

a) Minutes from the March 5, 2018 meeting – Information only

b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the March 5, 2018 Operations Policy and Planning Committee meeting.

- i) That the Board of Education of School District No. 61 (Greater Victoria) endorse in principle the Bowker Creek Blueprint. (p 20-25)

- ii) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to bring back operationalized recommendations for K-5 lunch hour supervision after consultation with our stakeholders.

- iii) That the Board of Education of School District No.61 (Greater Victoria) approve granting a Statutory Right-of-Way to FortisBC Energy Inc. for the purpose of installing and maintaining a gas pipeline on the Oak Bay High School properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273. (p 26-27)

- iv) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw No. 18-01 at the March 12, 2018 Board meeting.

- v) That the Board of Education of School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 18-01, being a bylaw to grant a Statutory Right-of-Way to FortisBC Energy Inc. on the properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380,

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

PID: 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273 for the purpose of installing and maintaining a gas pipeline, be:

Read a first time the 12th day of March, 2018;
Read a second time the 12th day of March, 2018;
Read a third time, passed and adopted the 12th day of March, 2018;

And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

- vi) That the Board of Education of School District No. 61 (Greater Victoria) direct staff to work with the 2020 Canadian Francophone Games Organizing Committee to find suitable accommodations and event venue options that would help support the games.
- vii) That the Board of Education of School District No. 61 (Greater Victoria) direct staff to return with a detailed facilities use proposal including a financial analysis for Board review and approval prior to making a final commitment for the use of District facilities in support of the 2020 Canadian Francophone Games in Victoria.

E. DISTRICT LEADERSHIP TEAM REPORTS

8:15-8:25pm

E1. Superintendent's Report

- a) Monthly Report (p 28)

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

- b) Trustee Questions (p 29)

8:25-8:45pm

E2. Secretary-Treasurer's Report

- a) Monthly Report (p 30)

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

- b) Submission to Expert Panel Re: Funding Review (p 31-39)

8:45-9:00pm

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

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

9:00-9:05pm **H. NEW BUSINESS/NOTICE OF MOTIONS**

H1. New Business

- a) Trustee McNally – Policy for Animal in Schools (p 40-45)

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to develop Policy in regard to animals kept as “classroom pets,” and that the Committee take into account the BC SPCA’s statements on animals in classrooms and the possibility that classroom pets are not desirable at all, in the development of the Policy, and that the Superintendent draft a Regulation to implement the Policy when finalized by the Board.

- b) Trustee Ferris – Support for the North American Indigenous Games

That the Board of Education of School District No. 61 (Greater Victoria) support in principle working with the North American Indigenous Games to house participants in our schools and direct the Superintendent to work with the organizers on how students may be housed in our facilities on a cost recovery basis.

H2. Notice of Motions

I. ADJOURNMENT

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



**The Board of Education of School District No. 61 (Greater Victoria)
February 26, 2018 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

MINUTES

Present:

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

Regrets:

Trustee Diane McNally

Administration:

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

The meeting was called to order at 7:35 p.m.

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

Introductions were made around the board table.

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved by Trustee Whiteaker and seconded:

That the February 26, 2018 Agenda be approved with the following amendment:

H1. New Business

a) Trustee McNally – Policy for Animals in School - item moved to the March 12, 2018 Board of Education meeting.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Nohr and seconded:

That the January 29, 2018 Regular Board Minutes be approved.

Motion Carried Unanimously

A3. Business arising from the Minutes

a) Chair Loring-Kuhanga referred Trustees to the information contained in the agendas and provided further information.

It was moved by Trustee Loring-Kuhanga and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 1250 *Trustee School, First Nation, Municipal Liaison*.

Motion Carried Unanimously

A4. Student Achievement

- a) Rob Parker, Principal, and Aaron Maxwell, Vice-Principal, Arbutus Global Middle School attended the Board meeting to speak to Trustees about a student project at their school called "Diving into Inquiry."

Chair Loring-Kuhanga thanked Mr. Parker and Mr. Maxwell for attending and presenting to the Board.

A5. District Presentations - None

A6. Community Presentations

- a) Susan Abells and Franc D'Ambrosio from Anomura Housing Society attended the Board meeting to present options for affordable housing and collaborating with the school district on a pilot project.

B. CORRESPONDENCE

B1. Letter to Minister of Education re Classroom Enhancement Fund

A letter to the Minister of Education was provided for information purposes.

B2. Letter to Ministry of Education re surveys

A letter to the Ministry of Education was provided for information purposes.

B3. Letter from Minister of Education re request for funding

A letter from the Minister of Education was provided for information purposes.

C. TRUSTEE REPORTS

C1. Chair's Report

Chair Loring-Kuhanga reported her activities over the past month and announced the hiring of Shelley Green as the new Superintendent effective August 1, 2018. Chair Loring-Kuhanga further reported that the District will be recruiting a new Director of Facilities and Associate Superintendent.

C2. Trustees' Reports

- a) Trustee Watters provided a written report of her activities over the past month.
- b) Trustee Whiteaker provided a written report of the BCSTA Provincial Council meeting she attended as the Board representative.
- c) 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 February 5, 2018 meeting minutes were received for information.
- b) Trustee Nohr referred to the minutes from the Education Policy and Directions Committee meeting and presented the following recommended motions.

It was moved by Trustee Orcherton and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the February 5, 2018 Education Policy and Directions Committee meeting.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- i) That the Board of Education of School District No.61 (Greater Victoria) call on the BCSTA to urge the Ministry of Education to embed consent as a key concept in the K-12 curriculum.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- ii) That the Board of Education of School District No.61 (Greater Victoria) call on the Ministry of Education, the Ministry of Child and Family Development, the Ministry of Public Safety, and the Ministry of Mental Health, to work together to develop a Gender-based Violence Prevention Strategy for Youth.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- iii) That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent of Schools to review Regulation 1163 - *Consultation*.

Motion Carried Unanimously

D2. Operations Policy and Planning Committee

- a) The February 13, 2018 meeting minutes were received for information.
- b) Trustee Watters referred to the Operations Policy and Planning meeting and presented the following recommended motions.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve #1, #2, #3, #6, #7, #8, #9, #10, #11, #12 and #13 of the recommended motions from the February 13, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- i) That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to work with the Policy Sub-Committee to develop a Policy and Regulation on Equity for the Board's consideration.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- ii) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to cost the provision of lunch-hour supervision as presented in the report of the Deputy Superintendent dated February 13, 2018 to be returned to the March 2018 Operations Policy and Planning Committee meeting.
- Motion Carried Unanimously**

It was moved by Trustee Watters and seconded:

- iii) That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following amended 2018/2019 school year calendar on the School District's website for a period of one month:

2018/2019 School Year Calendar*

School Opening 2018	September 4,
First non-instructional day 2018	September 17,
Thanksgiving	October 8, 2018
Second non-instructional day (Province-wide)	October 19, 2018
Remembrance Day 2018	November 12,
Third non-instructional day 2018	November 23,
Schools close for Winter vacation 2018	December 21,
Schools re-open after Winter vacation	January 7, 2019
Family Day	February 18, 2019
Fourth non-instructional day	February 22, 2019
Schools close for Spring vacation	March 15, 2019
Schools re-open after Spring vacation	April 1, 2019
Fifth non-instructional day	April 12, 2019
Good Friday	April 19, 2019
Easter Monday	April 22, 2019
Sixth non-instructional day	May 17, 2019
Victoria Day	May 20, 2019
Administrative Day and School Closing	June 28, 2019

*Seventh non-instructional day to be chosen by each school

Motion Carried Unanimously

Trustee Watters referred to the Operations Policy and Planning meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh.

It was moved by Trustee Watters and seconded:

- iv) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2017/2018 Amended Annual Budget Bylaw at the meeting of February 26, 2018.
- Motion Carried Unanimously**

It was moved by Trustee Watters and seconded:

- v) That the Board of Education of School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2017/2018 in the amount of \$240,201,341 be:

Read a first time the 26th day of February, 2018;
Read a second time the 26th day of February, 2018;
Read a third time, passed and adopted the 26th day of February, 2018;

And that the Chairperson and the Secretary Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- vi) That the Board of Education of School District No. 61 (Greater Victoria) approve in principle the revised Policy 1421 - *Naming School Sites* and accept in principle the revised Regulation 1421 - *Naming School Sites* and send the draft policy and regulation to our stakeholders for comment to be returned to the May 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- vii) That the Board of Education of School District No. 61 (Greater Victoria) approve in principle Policy 1422 - *Recognition of Significant Contributions to the District* and accept in principle Regulation 1422 - *Recognition of Significant Contributions to the District* and send the draft policy and regulation to our stakeholders for comment to be returned to the May 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- viii) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 6112 - *School Day*.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- ix) That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 7110.1 - *Leasing of Closed Schools*.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- x) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to bring potential sites associated with the Report of February 14, 2018 relating to Anomura Housing to the next appropriate Board meeting.

Motion Carried Unanimously

Discussion ensued amongst the Trustees with a motion being moved and a rationale provided.

It was moved by Trustee Orcherton and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to begin consultation with stakeholders and the public to determine possible use of school property for social housing and further, to place a moratorium on any housing initiatives until the completion of our Facilities and Catchment review.

Motion Defeated

For: Trustees Orcherton and Leonard

Against: Trustees Watters, Whiteaker, Ferris, Loring-Kuhanga, Nohr and Paynter

Further discussion ensued amongst the Trustees with a motion being moved and a rationale provided.

It was moved by Trustee Paynter and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Minister of Education to express concerns about the potential impact of the health payroll tax and to request that it be fully funded by the Ministry of Education.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- xi) That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion, which was passed by the SD61 Board on May 23, 2017 but never acted upon: That the Board of Education of School District No. 61 (Greater Victoria) request the Chair to write a letter to the Minister of Education, copying other Party leaders, requesting that the Ministry of Education fund CUPE Education Assistants to supervise SD61 K-5 students during student lunch times in classrooms that rely on students to do this supervision.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- xii) That the Board of Education of School District No. 61 (Greater Victoria) submit the following motion at the BCSTA 2018 AGM:
- THAT the BCSTA investigate the provision of corporate sponsored opportunities for senior staff in B.C. and provide a report to the 2018-19 BCSTA AGM regarding the extent of offerings and develop a model policy for addressing the issue.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- xiii) That the Board of Education of School District No. 61 (Greater Victoria) write to the Premier and Minister of Education requesting that the BC Transit Act be amended to include the appointment of a trustee of one of the School Districts falling within the Capital Regional District as a member of the regional transit commission for the greater Victoria metropolitan area.

Motion Carried Unanimously

E. DISTRICT LEADERSHIP TEAM REPORTS**E1. Superintendent's Report**

- a) Superintendent Langstraat presented his monthly report and advised Trustees that he will be at Esquimalt High School on March 7, 2018 for a Town Hall meeting and invited Trustees to attend.

It was moved by Trustee Ferris 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) Deputy Superintendent Green referred Trustees to the letter contained in the agendas from the Municipality of Saanich and advised that she followed up on the matter with Saanich and at this time there is no action required.

- c) Trustee Questions - None

E2. Secretary-Treasurer's Report

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

It was moved by Trustee Ferris and seconded:

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

Motion Carried Unanimously

- b) Secretary-Treasurer Walsh referred Trustees to the information contained in the agendas with regards to constructing learning studios at Oaklands Elementary School and Quadra Elementary School. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh.

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the expenditure of up to \$250,000 from local capital for the construction of a learning studio at Oaklands Elementary School.

Motion Carried Unanimously

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the expenditure of up to \$250,000 from local capital for the construction of a learning studio at Quadra Elementary School.

Motion Carried Unanimously

F. QUESTION PERIOD - None**G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None**

H. NEW BUSINESS/NOTICE OF MOTIONS

H1. New Business

- a) Trustee McNally – Policy for Animal in Schools

This item has been moved to the March 12, 2018 Board of Education meeting agenda.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to develop Policy in regard to animals kept as “classroom pets,” and that the Committee take into account the BC SPCA’s statements on animals in classrooms and the possibility that classroom pets are not desirable at all, in the development of the Policy, and that the Superintendent draft a Regulation to implement the Policy when finalized by the Board.

H2. Notice of Motions - None

I. ADJOURNMENT

It was moved by Trustee Ferris and seconded:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:05 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer



BOARD OF EDUCATION

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

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112**

March 1, 2018

via email: educ.minister@gov.bc.ca

The Honourable Rob Fleming
Minister of Education
PO Box 9045, STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Fleming:

The Board of Education of School District No. 61 (Greater Victoria) is writing to express concern regarding the cost implications of the recently announced employer health tax.

Our school district has faced funding pressures for many years and has had to make numerous challenging budget decisions. Upon your appointment as Minister of Education, we were encouraged to see that three of the priorities for the Ministry of Education included enhancement to K-12 education funding, additional annual funding for school supplies and the development of a stable and sustainable model for the K-12 education system.

The 2018 Provincial budget included the elimination of medical services plan premiums effective January 1, 2020 and the introduction of an employer health tax based on 1.95% of payroll effective January 1, 2019. While our Board will see a savings of approximately \$500,000 for the current school year, our Board wishes to bring to your attention that the employer health tax will result in an estimated increased cost to the school district of \$500,000 in 2018/2019, \$1,500,000 in 2019/2020 and an ongoing cost of \$1,000,000 in 2020/2021.

Given your Government's commitment to public education we are requesting that the increased costs associated with the new tax be funded. We also understand that you have indicated in the media that you are examining the issue and are hopeful that the impact can be mitigated. While our District is anticipating being able to balance our budget for the 2018-19 school year we still have areas that require reinvestment to support our students. We are particularly focused on the areas of inclusive education, mental health and operations and maintenance. The impact of the new tax will lessen our ability to address these areas.

We thank you for your consideration and look forward to the matter being addressed in the near future.

Yours truly,

A handwritten signature in dark ink, appearing to read 'Edith Loring-Kuhanga'.

Edith Loring-Kuhanga
Board Chair

cc: Board of Education
Piet Langstraat, Superintendent of Schools
Mark Walsh, Secretary-Treasurer
GVSD Partner Groups
BC School Boards, c/o BCSTA
Local Media

March 2018 Trustee Report

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

Saanich Arts, Culture and Heritage : No longer attending as little or 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” 2.0 version transitional home continues with a cohort of people from the First Met mats, which has opened up more mat spaces for people on the street. Attended community meeting March 6. People at My Place expected to move into Mt Edwards approximately end of May when the second floor is finished. Teacher Alan Barwin from Central Middle School attended March 6 and explained some of what the Central Social Justice class is doing, and past activities.
- “Choices” residents will have moved into the Super 8 housing by the end of March. Next step is BC Housing application for rezoning, to View Royal Council, which if successful would allow the Our Place Recovery Community plan (14-24 months, no substance use) to move forward. Sited on former YDC building, down Talcott Road from Eagleview School. Never any complaint from the school in two years of operation as a transitional shelter (opened Feb 23/16) as Choices.

Schools: March 7 attended South park PAC. Mayor Lisa Helps also in attendance. Crossing guards a concern for the school, with Beacon Community Services ending their provision of the crossing guards at the end of this school year..

Ad Hoc Committees

- **Public Engagement Ad Hoc Committee** : Continuing work of the committee. Unable to attend meeting with DLT.
- **Advocacy Ad Hoc Committee:** Unable to attend first two meetings. Next meeting April 4.

Aboriginal Nations Education Committee : ANEC meeting March 8 cancelled. Next meeting TBA.

Trustee Professional Development / Related Community:

- Attending SICORN (South Island Community Overdose Response Network) Meetings- planning for Overdose Awareness Day.
- “Mapping My Way Home: A Gitksan History” by Neil J. Sterritt. Sterritt is a member of Fireweed (Giskaast) Clan, House of Gitludaahlxw, and was the president of the Gitksan-Wet’suwet’en Tribal Council from 1981 to 1987. Much of his work has been upholding aboriginal and Gitksan rights, especially in the precedent-setting 1997 Supreme Court of Canada case Delgamuukw v. BC. Book donated to ANED library.



**Combined Education Policy and Directions Committee and
Operations Policy and Planning Committee Meeting
March 5, 2018 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Education Policy and Directions Committee Members Present: Deborah Nohr, Chair, Tom Ferris, Peg Orcherton, Ann Whiteaker

Operations Policy and Planning Committee Members Present: Jordan Watters, Chair, Diane McNally, Rob Paynter, Elaine Leonard

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, Nella Nelson, Coordinator Aboriginal Nations Education, Craig Schellenberg, District Principal, Aboriginal Nations Education, Louise Sheffer, District Principal

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

Chair Nohr 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 Orcherton:

That the March 5, 2018 combined Education Policy and Directions Committee and Operations Policy and Planning Committee regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Orcherton:

That the February 5, 2018 Education Policy and Directions Committee Meeting regular minutes be approved with amendments.

Motion Carried Unanimously

It was moved by Trustee Leonard:

That the February 13, 2018 Operations Policy and Planning Meeting regular minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. EDUCATION POLICY AND DIRECTIONS COMMITTEE - Trustee Nohr, Chair

A. PRESENTATIONS TO THE COMMITTEE – None

B. NEW BUSINESS

1. Recognition of Student Representative

Superintendent Langstraat welcomed Megan Scott and Saskia Van Beers student representatives from Esquimalt High School.

2. Aboriginal Education - Annual Review

Deputy Superintendent Green, Nella Nelson, Coordinator, Aboriginal Nations Education, Craig Schellenberg, District Principal, Aboriginal Nations Education and Louise Sheffer, District Principal presented the Aboriginal Education Annual report. Trustees asked questions of clarification.

3. Policy on Inclusion

Trustee Orcherton presented her rationale.

It was moved by Trustee Orcherton:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to write a policy on inclusion and return a draft policy to the Education Policy and Directions Committee at a future meeting.

Motion Carried Unanimously

C. NOTICE OF MOTION – None

5. OPERATIONS POLICY AND PLANNING COMMITTEE - Trustee Watters, Chair

A. PRESENTATIONS

1. Artemis Place Society

Representatives of Artemis Society sent their regrets and will present at a future meeting.

2. Strawberry Vale Preschool

Kimberley Guiry, President Strawberry Vale Preschool presented on behalf of the organization. She indicated that the group has traditionally maintained their facility and are seeking a rental rate similar to their previous rate. Chair Watters thanked them for the presentation.

3. Bowker Creek Initiative

Jody Watson, CRD Harbours and Watersheds Coordinator updated the Committee on the current status and work plans related to the restoration of Bowker Creek and requested the Committee's endorsement of the "Bowker Creek Blueprint" which is a

commitment to incorporate the principles and goals into future planning. Trustees thanked Ms. Watson for her presentation.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) endorse in principle the Bowker Creek Blueprint.

Motion Carried

For: Trustees McNally, Paynter and Watters

Abstained: Trustee Leonard

B. SUPERINTENDENT'S REPORT – None

C. PERSONNEL ITEMS – None

D. FINANCE AND LEGAL AFFAIRS

1. Lunch-Hour Supervision Costing

Deputy Superintendent Green reviewed the lunch-time monitor and playground supervision considerations and explained that the cost of thirty extra supervisors would be approximately \$173,850. Trustees asked questions and provided comments.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to bring back operationalized recommendations for K-5 lunch hour supervision after consultation with our stakeholders.

Motion Carried Unanimously

E. FACILITIES PLANNING

1. Fortis Right-of-Way Agreement

David Loveridge, Director, Facilities Services explained that a statutory-right-of-way has been requested by FortisBC Energy Inc. related to the installation of a natural gas pipeline at Oak Bay High School to provide gas service to the school and to the tennis bubbles owned and operated by the District of Oak Bay.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve granting a Statutory Right-of-Way to FortisBC Energy Inc. for the purpose of installing and maintaining a gas pipeline on the Oak Bay High School properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273.

Motion Carried Unanimously

The Committee supported that the following motions be brought forward to the March 12, 2018 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw No. 18-01 at the March 12, 2018 Board meeting.

Motion to be Carried Unanimously

That the School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 18-01, being a bylaw to grant a Statutory Right-of-Way to FortisBC Energy Inc. on the properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID: 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273 for the purpose of installing and maintaining a gas pipeline, be:

Read a first time the 12th day of March, 2018;

Read a second time the 12th day of March, 2018;

Read a third time, passed and adopted the 12th day of March, 2018;

And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

2. 2020 Canadian Francophone Games in Victoria

David Loveridge, Director, Facilities Services explained that the Canadian Francophone Games offer an opportunity for participating young Francophone Canadians to compete in events in three specific areas: arts, sports and leadership every three years in a selected Canadian municipality. The Victoria Organizing Committee has been granted the right to host these games in Greater Victoria in 2020 and is seeking support from the Greater Victoria School District to potentially house and feed the participants and to provide venues for the various sporting, arts and leadership events that make up the games.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with the 2020 Canadian Francophone Games Organizing Committee to find suitable accommodations and event venue options that would help support the games.

Motion Carried Unanimously

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to return with a detailed facilities use proposal including a financial analysis, including a cost recovery model, for Board review and approval prior to making a final commitment for the use of District facilities in support of the 2020 Canadian Francophone Games in Victoria.

Motion Carried Unanimously

3. Horticultural Update

David Loveridge, Director, Facilities Services presented on the issue of the District's forest assets. He highlighted issues of conditions and the financial challenges of having an inventory of over 5500 trees. He particularly highlighted safety concerns at Frank Hobbs and Hillcrest Elementary Schools. Trustees asked questions of clarification.

F. NEW BUSINESS

1. Trustee Questions

A question was asked regarding the promotion of the parent education fund.

G. NOTICE OF MOTION – None

H. GENERAL ANNOUNCEMENTS – None

I. ADJOURNMENT

It was moved by Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:25 p.m.

5.0 ACTIONS TO IMPROVE THE CREEK CORRIDOR—SUMMARY

5.1 CURRENT CREEK CORRIDOR

Each of 17 creek reaches are described in Appendix B, and options for creek restoration and greenway development are provided. Detailed recommendations to improve the Bowker Creek corridor for the specific reaches are found in Appendix B, and land managers and watershed stewards should refer to this appendix for the necessary details. Municipalities, community groups and land owners can use the actions in this appendix to incorporate into organizational plans and operating budgets.

The recommendations range from small restoration efforts such as invasive species removal that can begin immediately, to large changes such as creek daylighting or channel re-alignment that can be undertaken as land uses change, as funding comes available, or as infrastructure needs to be upgraded. These actions form a blueprint for change along the creek corridor, and are expected to be implemented over time as opportunities arise. Timeframes for completing this work could range from 50 to 100 years, with some opportunities arising in the short term.

In general, restoration of above-ground sections would require widening the creek corridor to create more gradually sloped banks and an expanded riparian area, as well as the removal of invasive plant species and planting of native trees and shrubs. A widened creek corridor with gradual banks will expand the floodplain and reduce flooding in surrounding areas. If space is available, the creek channel can be made more sinuous to approximate its former pattern. Detailed restoration designs would be based on the available land and the ongoing land uses. Greenways (public paths for walking and in some cases cycling) should be incorporated wherever possible (Map 5). Figure 7 shows one major demonstration restoration project undertaken to date.

If creek daylighting occurs it will displace established land uses. Therefore, daylighting is expected to happen only with re-development or with changing priorities for land use. In some locations, daylighting could occur with the purchase of key properties.

5.2 ENVISIONING THE FUTURE OF THE CREEK CORRIDOR

A vital part of the Blueprint is illustrating the future possibilities to the public, municipal staff and municipal politicians. Figure 8 provides a vision of possible designs for key areas such as the Shelbourne Corridor and other potential urban creek streets and natural creeks in greenways or parks. Large open areas that have not been developed represent the most likely potential for major restoration efforts that would significantly improve the creek corridor and overall watershed health as well as providing significant community amenities and natural areas in an otherwise fully developed watershed. Figures 9 through 12 show potential future visions for specific creek sections in Fireman's Park (Figure 9), Oak Bay High School and Recreation Centre (Figure 10), various properties from Richmond Road to Trent Street (Figure 11), and the former Richmond Elementary School (Figure 12). In many cases, existing land uses mean that this type of restoration cannot occur in the short term. However as this Blueprint is made for the long term (50–100 years), these maps are included as a vision of one potential future.



Figure 7. A demonstration restoration project at St. Patrick's Elementary School. Before, during and after photographs. The project was completed in 2005. Final pictures were taken in 2008.

Figure 8. 100-Year Vision for the Creek Corridor

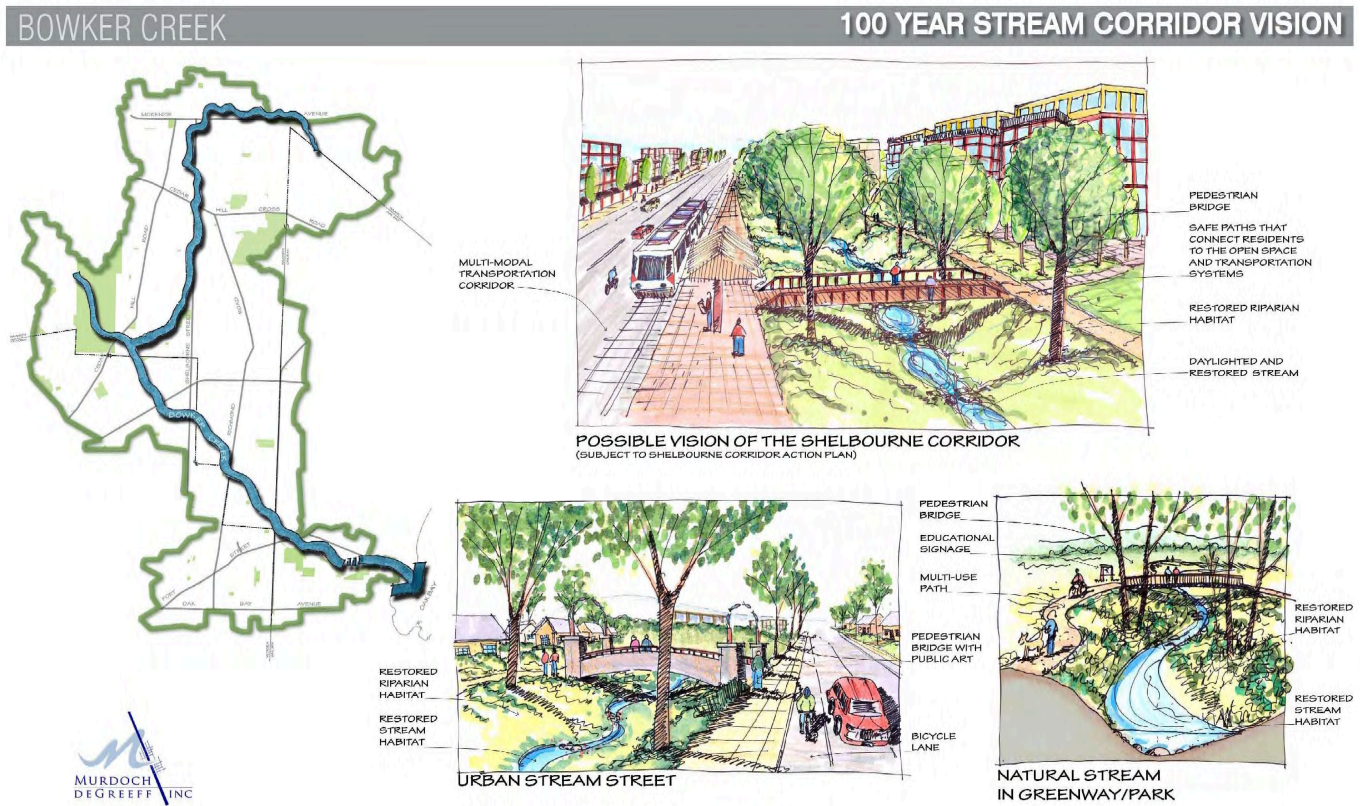


Figure 9. A Possible Long-Term Vision for Fireman's Park in Oak Bay (Reach 2)



Figure 10. A Possible Long-Term Vision for Oak Bay High and Oak Bay Recreation Centre (Reaches 3, 4 & 5)



Figure 11. A Possible Long-Term Vision for Richmond Road to Trent Street (Reach 7)
(Including properties by St. Patrick's Elementary School, Royal Jubilee Hospital, and BC Hydro)

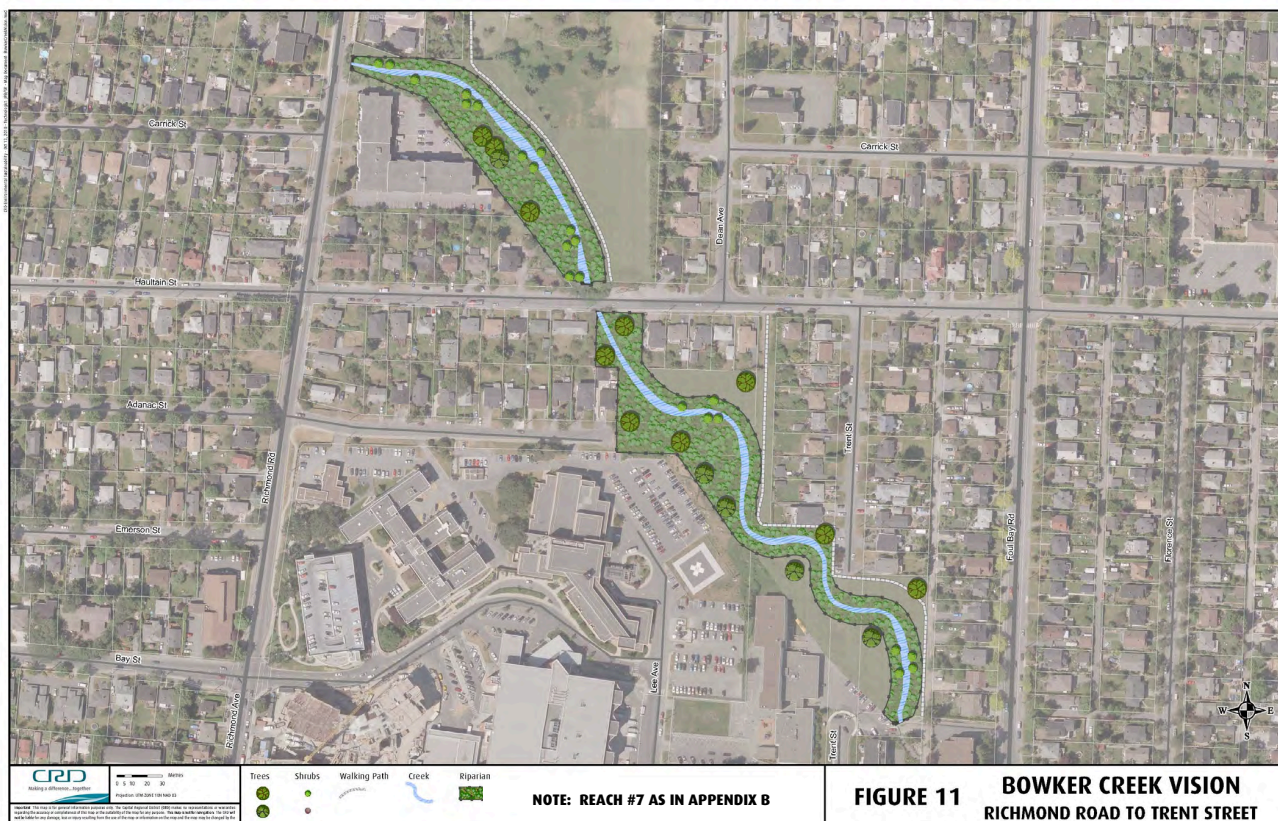


Figure 12. A possible long-term vision for the former Richmond Elementary School location (Reach 9)
(Note that the creek no longer bisects the property.)





OFFICE OF THE SECRETARY-TREASURER

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

TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: March 12, 2018

RE: **OAK BAY HIGH SCHOOL
STATUTORY RIGHT-OF-WAY FOR FORTIS GAS LINE**

FortisBC Energy Inc. "Fortis" has installed a natural gas pipeline at Oak Bay High School to provide gas service to the new High School and to tennis bubbles owned and operated by the District of Oak Bay. That pipeline installation is complete.

The pipeline crosses two portions of land that are on title to the Board of Education of School District No. 61 (Greater Victoria). Fortis proposes to establish a 3.0 metre wide Right-of-Way within Oak Bay High School's property to accommodate the newly installed gas pipeline.

A Statutory Right-of-Way is required for two portions of land legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273.

Regulation 7110 *Disposal of Real Property* has been considered. This regulation states that easements are not subject to this Regulation.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve granting a Statutory Right-of-Way to FortisBC Energy Inc. for the purpose of installing and maintaining a gas pipeline on the Oak Bay High School properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw No. 18-01 at the March 12, 2018 Board meeting.

Motion to be Carried Unanimously

That the School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 18-01, being a bylaw to grant a Statutory Right-of-Way to FortisBC Energy Inc. on the properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID: 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273 for the purpose of installing and maintaining a gas pipeline, be:

Read a first time the 12th day of March, 2018;

Read a second time the 12th day of March, 2018;

Read a third time, passed and adopted the 12th day of March, 2018;

And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**

DISPOSAL (RIGHT-OF-WAY) OF REAL PROPERTY BYLAW NO. 18-01

WHEREAS Section 65(5) of the *School Act* requires that a board may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96(1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS pursuant to Section 96(3) of the *School Act*, a board may dispose of land or improvements or both;

NOW THEREFORE be it resolved that the Board of Education of School District No. 61 (Greater Victoria) hereby advises their intention, pursuant to Section 96(3) of the *School Act*, to grant a statutory right-of-way to FortisBC Energy Inc. on the properties legally described as Lot 2, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID: 006-524-265, and Lot 3, Section 28, Victoria Land District, Plan 2376 except part in Plan 8380, PID 006-524-273 for the purpose of installing and maintaining a gas pipeline to provide gas services to the new Oak Bay High School, and to tennis bubbles owned and operated by the District of Oak Bay.

The granting of this statutory right-of-way at Oak Bay High School will not adversely affect the educational services or programs provided in School District No. 61 (Greater Victoria).

This bylaw may be cited as School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 18-01.

Read a first time this 12th day of March, 2018

Read a second time this 12th day of March, 2018

Read a third time, passed and adopted this 12th day of March, 2018

Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 18-01 adopted by the Board of Education this 12th day of March, 2018.

Secretary-Treasurer

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: March 12, 2018

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
 - Advocacy Ad Hoc Committee
 - Policy Sub Committee
- Additional Meetings and Events
 - City of Victoria
 - CUPE 947
 - Esquimalt High Student Town Hall
 - Foundation for Learning Meeting
 - Funding Formula Meeting
 - Generative Dialogue Sessions
 - Ministry of Education All Superintendents' Meeting
 - VISTA Spring Conference
 - VCPAC



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: March 12, 2018

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



OFFICE OF THE SECRETARY-TREASURER

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

TO: The Board of Education
FROM: Mark Walsh, Secretary-Treasurer
DATE: March 12, 2018
RE: **Monthly Report**

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

Those meetings and activities include:

- Meetings with Municipal Partners (CRD and Victoria)
- Funding Formula Review Committee Meetings (Trustees and Stakeholders)
- Ministry of Education – conference calls re funding
- Committee Meetings (Advocacy, Facilities, Environmental)
- Meetings with Out of School Care Providers
- Media Interviews
- VISTA Conference @ Esquimalt High School
- Town Hall Meeting @ Esquimalt High



OFFICE OF THE SECRETARY-TREASURER

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

TO: The Board of Education
FROM: Mark Walsh, Secretary-Treasurer
DATE: March 12, 2018
RE: **Draft Submission to the Expert Panel**

Background:

Attached to this memo is a **draft only** submission to the expert panel for the Board's consideration. There are a couple of issues to note.

First, we have strived to include the comments of our stakeholders and have been very clear where they have disagreed with the recommendations so that we did not misrepresent their positions. In addition, there were a number of submissions and comments that are associated with our internal processes. These comments will be added as part of our budget process.

Second, given the likelihood of the panel having to wade through hundreds of submissions we have attempted brevity and provided some educational aspects for them to consider. We have tried to be engaging without being informal.

Third, we expect some further comments from our partners between the issuance of the agenda and the meeting and will forward them on for consideration.



BOARD OF EDUCATION

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

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112**

DATE *****

PROPER NAME AND ADDRESS FOR EXPERT PANEL

RE: Board of Education Submission to the Expert Panel on Funding

Dear Chair Trumpy,

I am writing to provide a formal submission on behalf of our Board of Education regarding the funding formula review.

Background

With the release of the timeline for feedback and the visit by the panel to our District, our Board wanted to ensure that we had sufficient information and feedback to provide a fully informed submission for your consideration.

Our process included a day set aside for senior District staff to provide an overview of the history of the funding framework, as well as the current model, its evolution and some of its challenges. One of our sessions involved our stakeholders including representation from our teachers' union, support staff unions, principals and vice-principals' association, paraprofessional association, and our District Parent Advisory Council (DPAC).

While our submission represents the voice of our Board only, the voices of our stakeholders are reflected and we have noted areas of specific disagreement.

Given this process, we are confident that we are able to provide a fully informed submission that reflects the needs of our District.

Our submission is based around some broad themes that contain more specific suggestions within them. While the scope of your mandate does not include increased funding, there are a couple of areas where we simply cannot avoid including commentary on increased funding with the hope that they are worthy of consideration.

Recommendations

Recommendation 1:

That the Ministry of Education build into the funding formula a mechanism that covers the following inflationary pressures faced by school districts:

- a. all Provincially negotiated settlements for unions and associations;
- b. all approved wage increases for exempt staff and administrators;
- c. all government mandated increases (e.g. increased payroll taxes, Hydro increases, etc); and

d. a Consumer Price Index inflation factor.

"Inflation is when you pay fifteen dollars for the ten-dollar haircut you used to get for five dollars when you had hair."

- *Sam Ewing, former professional baseball player*

Rationale:

Districts are currently paying 15 dollars for the haircut they were getting for 5 dollars in 2001 with relatively minor funding increases to cover the difference. Hydro increases, unfunded wage increases, benefit increases, operations and maintenance cost increases, etc. are currently unaccounted for in the funding formula.

Districts rely on flexibility to provide the best educational program to meet local needs; however, the current model is not sufficient enough to cover costs we have little control over. Furthermore, schools within our District rely on PAC fundraising and donations to supplement their funding as there has been no funding provided for the inflationary cost of services and supplies.

The impact of such a commitment in the funding formula would be of great value and increase transparency in the system as a whole. It would allow for longer term planning in program implementation, as well as operations.

Recommendation 2:

That the Ministry of Education cease funding "Group 2" private schools:

Prime Goal of Public Schools - Supported by the Family and Community

Intellectual Development - to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, curiosity about the world around them and a capacity for creative thought and expression.

- *Statement of Education Policy Order (Mandate for the School System)*

Rationale:

At the meeting of the Vancouver Island School Trustees Association on March 3, 2018, responding to a question from a trustee, the Ministry stated that such a recommendation was appropriate for this process and our Board is committed to this concept.

While we understand that parents make choices for a variety of reasons, we know the power of public education to society writ large. Given the mandate of the school system as set out in the Order in Council, we feel that students from diverse socio-economic backgrounds will contribute to this success.

We understand that "Group 2" independent schools are typically the "elite" private schools that fund their students in excess of the average per student cost in the public system. We feel that eliminating this funding is appropriate given the resources available to these schools while ensuring that this would not have an impact on other types of more modest private schools. While the Board ultimately believes that all students should be in the public system, this short term step should be taken while the broader issue is addressed.

Recommendation 3:

That the Ministry of Education provide nominal three-year funding allocations to school districts:

“In addition, while the budget submitted to the ministry is a one-year budget, we recommend that in the near term, the District begin the process of establishing a rolling three-year budget that is aligned with the strategic plan.”

- School District No. 83 - Special Advisor Report June 3, 2016 (page 30)

Rationale:

More districts are moving towards strategic planning, and rightly so. The Ministry also is increasingly critical of board reserves, conservative enrolment estimates, etc. If we move towards multiple-year notional allocations, boards could plan for multiple years at a time, make more targeted strategic plan resource reallocations and reduce the need to have significant reserves.

A three-year model would increase funding predictability for districts, but would still need to address increased enrolment and have built-in inflation protection (note Recommendation 1). If funding allocations are enrolment based, enrolment projections should be provided by the Ministry and applied consistently across all districts within the Province. The current funding model drives conservatism and results in the growth of reserves.

A model with notional allocations would serve the interests of accountability. Both the District and the Ministry would be able to specifically track results from these multi-year targeted resources.

Recommendation 4:

That the Ministry of Education immediately review the compliance model currently in place:

“We are from the Ministry and we are here to help”

- Unattributed quote

Rationale:

Boards of education are responsible for putting the appropriate structures in place to ensure fiscal accountability. Boards are audited on a yearly basis and the vast majority of audits illustrate that there is competent staff and appropriate oversight.

The Ministry, however, has a variety of additional reporting and compliance requirements that create an administrative burden for school districts. Inclusive learning audits, enrolment audits, Classroom Enhancement Fund (CEF) reporting, Special Purpose Fund reporting, etc. all require a significant amount of administrative work.

The time spent meeting compliance requirements instead of providing service to students is significant. While our Board does not wish to suggest that compliance is not important, and we would also point out our respect for the skills and competence of our provincial partners, looking at historical results should illustrate competence in this area.

Recommendation 5:

That the Ministry of Education move to a Profile Funding Model for Inclusive Education:

“The fundamental principle of inclusive education is the valuing of diversity within the human community.... When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world.... We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.”

- Norman Kunc

Rationale:

As our District moves to a more inclusive model for providing services, we focus on all students regardless of whether they receive additional funding. The current model is based on a “medical model” of diagnosing weaknesses followed by lagging funding for supports to help fill the gaps.

The current model is flawed for a number of reasons. First, the staff time needed to diagnose students in our District is approximately 18 hours per student. That means that each student being diagnosed loses out on 18 hours of direct responsive support services. Professionals should have the flexibility to assess student needs and classroom conditions and respond with appropriate supports rather than focus on redundant administrative tasks. Further, some parents do not want to go through the rigorous process required to designate a student, even though their child requires significant supports. This makes early intervention a challenge.

Second, the current model drives behaviours that do not necessarily support an inclusive model, such as parents and others in the system demanding that funding received for a student be targeted to that specific student, even where additional funding could actually assist multiple students. Furthermore, some parents or guardians feel that designating a child places a label on them which may present as limitations in their future. Therefore, no additional funding is received for that child.

Third, the current funding categories do not capture all student needs. For example, students with significant communication disorders and severe deficits in skills such as memory, language, cognition, etc. do not fit the current categories despite their significant needs.

Finally, the current model fails to take into account modern pedagogy and an inclusive model. If the basis for our supports for diverse learners is highlighting their weaknesses, how do we support their strengths? This model also does not ensure accountability, it assures compliance. We can prove *what* we are doing but not *how* we are doing in our service of students.

We know that the profile funding model works, as other jurisdictions have successfully adopted this model.

We note that our stakeholders hold diverse opinions on this particular issue with some supporting the continuance of the diagnosis model and others in favour of the profile funding model.

Recommendation 6:

That the Ministry of Education provide flexibility in resource allocation.

What do Trustees Do?

British Columbia is a large province with many communities, each having different priorities, needs and unique educational requirements. British Columbians elect their Boards of Education to improve student achievement according to the diverse needs of these communities. As locally elected representatives, the trustees on these boards best understand their respective communities' particular strengths, challenges and demands.

Trustees engage their communities in building and maintaining a school system that reflects local priorities, values and expectations. School trustees listen to their communities; guide the work of their school district; and set plans, policies and the annual budget. Reflecting the strength of local representation, boards report back to their communities on how students are doing: boards are directly accountable to the people they serve.

BCSTA Website

Rationale:

The purpose of a locally elected board of education is to reflect the needs and wants of local communities. Targeted allocations limit the ability to respond to those needs. They often also create additional reporting requirements and limit the ability to plan for the longer term.

Additionally, as stated in Recommendation 3, more boards are moving towards strategic planning. Flexibility in resource allocation allows boards to align resources with strategic goals in order to achieve learning outcomes and ensure student success.

The current funding model has become more and more piece-meal over time as a result of incremental efforts to address emerging shortfalls of the funding model. Stakeholders analogized the current model to a house with many separate additions and patches. The ideal funding model would address the whole house and all of its needs.

We note that some of our stakeholders were not supportive of this aspect of our submission and felt increased targeting would be beneficial as it would ensure transparency and accountability, as well as assurance that cost pressures and new initiatives are not downloaded onto school districts.

Recommendation 7:

That the Ministry of Education ensure that changes to the funding formula do not negatively impact any school district.

primum non nocere - do no harm

Rationale:

The opportunity to review the funding formula is an amazing opportunity to which our Board is excited to play a part. However, this opportunity also presents risks. While our District respects the opportunity for change, we believe that any new model must take the current levels of provincial funding (leaving aside local revenue) as the new floor.

An obvious example would be support for the restored collective agreement languages. Some districts have received more funding per capita than others due to their 1991 collective agreement language and the Provincial/BCTF agreement.

If the collective agreement language remains and the formula is standard across the Province, a District like ours would be negatively impacted. It simply would not serve the Government to implement a model that would start off by harming Districts.

Recommendation 8:

That the Ministry of Education engage school districts to review the Distributed Learning Model.

“Human behaviour flows from three main sources: desire, emotion, and knowledge”

- Plato

Rationale:

Our Board disagrees with Plato on this one. We know that human behaviour also flows from the funding formula. For instance, funding for schools means more schools; no funding for schools means fewer schools, compliance requirements create paperwork etc.

On the issue of Distributed Learning (DL), we are proud of the services we provide. Nevertheless, the current model rewards competition between school districts to attract students. Shrinking programs do not enable school districts to provide a broad range of classes and the DL program requires subsidy from other priority areas due to the small class sizes.

While we do not have a specific recommendation, we would like to see the Ministry of Education come up with a solution that will enable the Province to better serve the DL community.

Recommendation 9:

That the Ministry of Education review the Annual Facilities Grant.

*When the walls come tumblin' down
When the walls come crumblin' crumblin'
When the walls come tumblin' tumblin' down*

- John Mellancamp

Rationale:

While not specifically addressed by the funding formula review process, it is imperative that the funding of the annual facilities grant (AFG) be reviewed.

Currently, there is no connection between growing enrolment or inflation and the amount of AFG each district receives. Aging facility infrastructure currently requires school districts to redirect operating funds otherwise intended for educational purposes. The use of technology and the creation of unique learning environments tied specifically to supporting positive outcomes for students could also be addressed with improved AFG funding.

Recommendation 10:

That the Ministry of Education seek to create a Common Provincial Agreement for Teachers for provincial issues.

7 (1) The collective agreement entered into under this Act with respect to teachers must include all Provincial matters and local matters that have been agreed on by the parties.

(2) Subject to subsection (3), the employers' association and the Provincial union must designate the Provincial matters and local matters to be determined by collective bargaining.

(3) All cost provisions, within the meaning set out in subsection (4), are deemed to be Provincial matters.

(4) In subsection (3), "cost provisions" includes all provisions relating to
(a) salaries and benefits,
(b) workload, including, without limitation, class size restrictions, and
(c) time worked and paid leave, that affect the cost of the collective agreement.

(4.1) In addition to the matters referred to in subsection (3), matters referred to in section 28 (1) (a) and (b) of the [School Act](#) respecting workload, including, without limitation, class size restrictions, are deemed to be Provincial matters.

(5) If the employers' association and the Provincial union are unable to agree on a designation under subsection (2) in the negotiations for the first Provincial agreement only, on the request of both parties or on his or her own motion, the minister responsible for the administration of the [Labour Relations Code](#) may appoint a person to arbitrate a dispute with respect to the designation.

- PELRA

Rationale:

The *Public Education Labour Relations Act* identifies matters that are strictly for provincial bargaining and matters that are locally bargained. The issue, however, is that much of the provincial contract language is ironically locally bargained language from the early 1990s. Everything from class composition to leaves of absence falls in this category.

The implication of not having a common agreement is that local school districts cannot modernize language and large inequities between districts are created. For instance, our District has relatively restrictive class composition language; therefore, we get more funding than some districts. While increased supports are welcomed, the model should reflect consistent contract language across all districts.

There are also administrative burdens that may be relieved by a common agreement. Currently, the variety of local contract languages across the Province limits shared services initiatives between districts, including labour relations, payroll and HR services, and software efficiencies. By creating a common provincial agreement, these costs could be shared between districts, creating efficiencies and savings.

Conclusion

The Board would like to thank the panel for the opportunity to provide recommendations for consideration. Our District is a District that suffered greatly at the time of the change to the per pupil amount. We had declining enrollment and excess capacities in our schools. We cut and cut and cut and cut. We attempted to keep the impacts away from the classroom. This of course impacted operations, central supports, schools closed and ultimately the classroom was impacted. The long term impact of lack of investment in our facilities is now apparent.

Ironically, we are now a school district that does have benefits from the current model. We have increasing enrollment and are largely right sized from a facilities perspective. Nevertheless, the changes noted above would serve us well. This is assuming that the concept of creating a new floor is enshrined in your planning. It would be disheartening as a District to have suffered

greatly from the original shift in funding, made changes and adapted to the model only to be hit again once a new model is in place.

In closing, we appreciate the task of the panel and wish you the best of luck in completing your work.

All of which is respectfully submitted.

DRAFT

January 9, 2018

Mr. Greg Kitchen, Associate Superintendent
School District 61 Greater Victoria
556 Boleskine Road
Victoria, B.C.
V8Z 1E8

Cc: Mr. Piet Langstraat, Superintendent, Mr. Greg Kitchen, Associate Superintendent, Ms. Marketa Lund, Director, Victoria Confederation of Parent Advisory Councils

Re: Policies regarding Animals in Schools

Dear Mr. Kitchen,

The BC SPCA recognizes the work put into regulation 6163.6, Animals in Schools (last updated February 2012), and appreciates the considerations included therein. Given the recent wildfires in the interior of British Columbia, the BC SPCA is asking local government and school districts to consider animal well-being in emergency management planning.

The BC SPCA's recommendations for an update to regulation 6163.6, and other relevant regulations, are attached to this document. If you have any questions, please do not hesitate to get in touch.

With sincere thanks for your commitment to humane education,



Amy Morris, MPP
Manager of Public Policy and Outreach
BC SPCA

BC SPCA Policy Recommendation for School Use of Animals

Background

The BC SPCA recognizes that students learn about empathy and animal welfare through both formal and informal educational activities. Providing students the opportunity to interact with animals in a structured, educational way can be a valuable life lesson and experience. Certain animals can be part of the educational setting as classroom pets and through educational visits and scientific observation, though care and consideration are crucial to the good welfare of the animals. See “Profound Encounters” (Appendix B) for more discussion on this subject.

Considerations

Legal obligations regarding care of animals and ethical considerations pertaining to humane treatment of animals require consideration when developing policies. The Boards of Education in Vancouver, Burnaby and Kelowna have approved policies to address some of these practices. In 2010, the BC Teachers Federation approved a policy to “encourage teachers to consider the use of alternatives to animal dissection in meeting the learning outcomes in the science curriculum.”¹

For these reasons, the BC SPCA opposes the following practices in classroom education:

- The use of any animal, including cadavers or tissues, for dissection in education
- The use of live animals for science projects, unless the animal is a domesticated species that has been bred and raised according to the Five Freedoms²; and the purpose of the project is to demonstrate animal care practices or enriched animal environments that result in a higher quality of life for companion animals
- Bringing of wild or exotic animals into a classroom or other unnatural setting for educational presentations
- Breeding and hatching programs in schools that include (but are not limited to) incubation and artificial environments as these animals require specialized care and a calm environment generally not provided in a classroom
- The keeping of classroom pets, unless the teacher is already the owner of the animal, and other conditions are met, including **considerations for emergency management** (see Appendix A)

Instead, the BC SPCA encourages:

- Alternatives to dissection, such as computer simulations and physical models³, which have equal or better pedagogical merit to animal dissection⁴.
- Educational activities involving visits by domesticated companion animals and their guardians in the classroom are acceptable as long as the animal is provided with the Five Freedoms and the primary purpose of the visit is social justice or animal welfare education.

¹ See policy 9.T.05 available at: <http://www.bctf.ca/uploadedFiles/public/AboutUs/MembersGuide/guide.pdf>

² The Five Freedoms are an internationally recognized set of principles describing the needs of all animals in captivity: Freedom from hunger and thirst; Freedom from discomfort; Freedom from pain, injury and disease; Freedom to express normal behaviour; Freedom from fear and distress. <http://web.archive.nationalarchives.gov.uk/20110615095037/http://www.fawc.org.uk/freedoms.htm>

³ A guide to animal alternatives suitable for meeting BC science curriculum learning outcomes is available at: <http://frogslarecool.com/choices.htm>.

⁴ Animals in Science Policy Institute. 2015. Comparative Studies of Animal and Non-Animal Methods in Teaching. Available at: <http://www.animalsinscience.org/projects/completed/ubcalternatives/literature-review/>

Policy Recommendation

The BC SPCA recommends the following policy for adoption by school districts and other governing bodies for kindergarten to grade 12:

Ethical Animal Use Policy

The Board of Education affirms the right of students to choose not to participate in or observe animal dissections or any other use of animals for cultural, religious or ethical beliefs. District schools will provide alternative strategies and activities which meet the science curriculum learning outcomes.⁵

General:

- Animals will not be killed as part of any activity associated with the school, whether or not it occurs on school property.

Dissection⁶:

- Alternatives will be made available in all classes that use live (or once-living) animals. Animal use includes, but is not limited to: dissection, live animal experiments, insect collections, or any classroom activity that involves animals or their body parts.
- The alternative assignment will require the same amount of time and effort as the dissection exercise and should be limited to the same academic aim.
- The instructor, rather than the student, is responsible for proposing the alternative assignment.
- Alternatives will not include watching another student dissect, taking a lower grade, dropping the class, or changing majors.
- The testing procedure will not require the use of dissected specimens for those who choose an alternative.

Classroom Animals and Classroom Visits:

- Classroom visits of animals will be conducted only using domesticated companion animals for the purpose of education about animal welfare; the use of wild or exotic animals are not permitted.
- The keeping of classroom pets is only permitted when the teacher is already the owner of the animal, and additional conditions are met as described in Appendix A.
- Breeding and hatching programs that include (but are not limited to) incubation are not permitted.
- The use of live animals for science projects will not be permitted, unless the animal is a domesticated species that has been bred and raised according to the Five Freedoms and the purpose of the project is to demonstrate humane animal care practices or enriched animal environments that result in better welfare.

Implementation:

- At the beginning of each term, the teacher or instructor will inform all students of their right to use an alternative to dissection or animal use.
- This policy will be incorporated into existing curriculum guidelines and the student handbook (if applicable).
- Students will not be penalized in any way for voicing their objections to dissection or for requesting an alternative.
- The school administration agrees to monitor and ensure implementation of this policy and address complaints of non-compliance in a timely manner.

⁵ Adapted from the Burnaby Board of Education Student choice policy. Available at: <http://www.sd41.bc.ca/wp-content/uploads/2014/08/540.pdf>

⁶ Acknowledgements to the National Animal Vivisection Society for their sample student choice policy, available at: <http://www.navs.org/education/sample-student-choice-policy>

Appendix B – Profound Encounters

Classroom Animals: More Than Responsible Pet Care

Craig Naherniak, General Manager, Humane Education, BC SPCA

Many of us have watched a young child's first experience meeting an animal. The child becomes completely absorbed by the creature, often extending a hand to make contact. This intimate expression of profound relationship between child and animal is a fundamental part of human development and world building -- a way we humans understand ourselves in relation to other beings.

Humans have always had a need to have contact with other creatures. Stephen Kellert, professor of Social Ecology at Yale University, suggests in *The Biophilia Hypothesis* that "this need has been critical in the development of human emotion, intellect and personality." [\(1\)](#) In 99 percent of human history we internalized and gained experiential knowledge of the world around us that wasn't just humanly contrived. Urbanization has curtailed this contact and part of our development, leading Paul Shepard to suggest that our modern estrangement from nature has caused humans to suffer a kind of psychological retardation. [\(2\)](#)

Educators have a unique opportunity to nurture a child's innate curiosity about animals by providing opportunities for contact with nature. This contact can take many forms, including field trips to parks, playground walks, visiting speakers and, with the greatest care, classroom animals. While caring for classroom animals can be a valuable experience it can have serious negative consequences both for children and for the animals if the situation is not handled well. Besides monitoring classroom animals closely, teachers need to examine their own attitudes, beliefs and behaviour.

Teachers must be vigilant and work to combat the enormous social pressure to view animals as toys or as human-like babies in need of hugging or cuddling. Most animals, for example, do not like to be cradled on their backs. Yet young children, particularly girls, will often hold animals, such as rabbits, in this manner. Dogs do not have as part of their inter-species social repertoire a need for being hugged. Most dogs have been socialized to accept hugging from humans - especially from children - but they only tolerate such behaviour.

Knowing the ritualized social behaviours of animals helps us to relate to them in a manner more appropriate to their needs. Realizing, for example, that guinea pigs run from people because they are a prey species (fleeing is their primary defense mechanism) helps us to understand why these creatures appear shy and skittish. Recognizing a hamster's hamsterness or a rabbit's rabbitness is the key to developing a respect for the animal's own sense of purpose and inclination.

If there is one thing that is most important for children to realize, it is that they share a world with other beings who have needs similar but not identical to theirs. This understanding helps to develop the child's confidence, empathy and respect for others--both with animals and with classmates.

Classroom experiences with animals can be especially beneficial for urban children since they often have fewer opportunities than do rural children to have direct experience with animals on their own. While for rural children a positive experience with a classroom animal can offer an alternative to the mainly utilitarian view of animals on farms. How the teacher directs the experience will make the difference in terms of what the children and the animal get out of their time together.

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Appendix A – Conditions for the keeping of classroom pets

The BC SPCA condones the keeping of domesticated companion animals in schools only when all of the following conditions are met:

- the animal is not permitted to breed;
- inclusion of an animal in classroom activities is contingent upon the teacher of that class already being that animal's guardian;
- the animal is kept in order to contribute to a structured humane education curriculum;
- the animal is not a nocturnal species (and accordingly has a sleep pattern that is compatible with the school day);
- the teacher and, when necessary, a second adult caregiver take sole responsibility for the care and welfare of the animal. This includes care over the weekend, holidays and school breaks;
- the animal is removed from the building during any emergency evacuation, drill or otherwise;
- the caregivers thoroughly research the animal's nutritional, social and environmental needs prior to acquiring it;
- the animal's Five Freedoms are ensured at all times;
- the animal has access to regular and emergency veterinary care;
- the animal is handled only when the following criteria are met:
 - when it does not endanger or adversely stress the animal; and
 - when the animal is handled according to species-specific handling instructions;
 - when handling the animal is directly related to the curriculum being taught; and
 - when the handling is supervised by an experienced teacher or adult caregiver.

If the experience for the animal is not positive it can lead to negative lessons about how animals are to be treated.

If, for example, a teacher extols the importance of showing respect to the classroom animal and then turns around and stomps on a spider, the children learn mixed messages about how other life forms ought to be treated. Likewise, if the cleaning or feeding of a classroom animal is haphazard or delayed because of other commitments, it demonstrates to children that responsible care of animals is flexible and not all that important. In addition, should a teacher surrender the classroom animal at the end of the school year to a shelter, students may learn that animals are disposable. It must be demonstrated by actions as well as words that having an animal as a companion is a commitment for that animal's entire lifetime.

If an animal is kept with the utmost care and respect in a classroom atmosphere, children's curiosity and empathy can be confirmed and encouraged to flourish. The responsibility of the teacher as a humane role model cannot be understated.

Notes

1. The Biophilia Hypothesis, Stephen R. Kellert and Edward O. Wilson, eds. (Washington, DC: Shearwater Books), 1993.
2. Nature and Madness, Paul Shepard (San Francisco: Sierra Club Books), 1982.