

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

Regular Board Meeting

Monday, April 23, 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, April 23, 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 pm | A1. Approval of the Agenda | (p 01-05) |
| 7:35 pm | A2. Approval of the Minutes | |
| | a) Approval of the March 12, 2018 Regular Board Minutes | (p 06-11) |
| | b) Approval of the April 12, 2018 Special Board Budget Minutes | (p 12-13) |
| | A3. Business arising from the Minutes | |
| | A4. Student Achievement | |
| | a) Carmen Gauvreau, Principal - South Park Family School
"An Evolving Model of Inclusive Education" | |
| | A5. District Presentations | |
| 7:50 pm | A6. Community Presentations (5 minutes per presentation) | |
| | a) Bonnie Smith, Music in the Air/Music Everywhere | |
| | b) Carolyn Howe, 2 ND VP, GVTA, Education Funding Review | |

B. CORRESPONDENCE

- | | |
|--|-----------|
| B1. Letter from the Minister of Education re funding formula | (p 14) |
| B2. Letter to Minister of Education re payroll tax | (p 15) |
| B3. Burnside Gorge Community Association – Annual Report | (p 16-20) |
| B4. Ministry of Education re 2016/17 Service Delivery Initiative Report | (p 21) |

7:55 pm **C. TRUSTEE REPORTS****C1. Chair's Report****C2. Trustees' Reports** (2 minutes per verbal presentation)

- a) Trustee McNally (p 22-23)

8:00 pm **D. BOARD COMMITTEE REPORTS****D1. Education Policy and Directions Committee**

- a) Minutes from the April 9, 2018 meeting – Information only (p 24-25)
- b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the April 9, 2018 Education Policy and Directions Committee meeting.

- i) That the Board of Education of School District No.61 (Greater Victoria) approve the 3 Board Authority Authorized courses: Introduction to Electronics/Electrical 10, Introduction to Auto Body 10 and Junior Art Metal. (p 26-65)

- ii) That the Board of Education of School District No.61 (Greater Victoria) endorse the priority areas of focus identified by the Advocacy Ad Hoc Committee and task that committee with developing action plans on each item to be brought back to a future Education Policy and Directions meeting.

8:15 pm **D2. Operations Policy and Planning Committee**

- a) Minutes from the April 16, 2018 meeting – Information only (p 66-73)
- b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the April 16, 2018 Operations Policy and Planning Committee meeting.

- i) That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to create a report on the feasibility of the Lambrick Park Fieldhouse project and return the findings back to the Operations Policy and Planning Committee upon completion.

- ii) That the Board of Education of School District No.61 (Greater Victoria) approve Policy 5132 *Student Dress Code* and accept Regulation 5132 *Student Dress Code*. (p 74-77)

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

- iii) That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed changes to Bylaw 9360, *General Meeting of the Board*. (p 78-84)
- iv) That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9360, *General Meeting of the Board* at the meeting of April 23, 2018.
Motion to be Carried Unanimously
- v) That Bylaw 9360, *General Meeting of the Board* be:

Read a first time this 23rd day of April, 2018;
Read a second time this 23rd day of April, 2018:
Read a third time, passed and adopted this 23rd day of April, 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) support the reinvigoration of the Greater Victoria Foundation for Learning and support in principle the updated Bylaws of the Foundation. (p 85-112)
- vii) That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1300 *Acceptable Use of Digital Technology* as revised and receive the revised Regulation 1300.2 (renumbered from Regulation 4216.2) *Employee Acceptable Use of Digital Technology*, revised Regulation 1300.3 (renumbered from Regulation 5131.9) *Student Acceptable Use of Digital Technology* and deleted Regulation 5131.9(a) *Student Acceptable Use of Electronic Communications Systems in Schools Attachment* as reviewed. (p 113-145)
- viii) That the Operations Policy and Planning Committee send the draft Submission to the Expert Panel on the Funding Formula to the April 23, 2018 Regular Board meeting for discussion. (p 146-154)
- ix) That the Board of Education of School District No. 61 (Greater Victoria) empower the Superintendent to negotiate partnerships with Childcare providers to apply for funding from the Ministry of Children and Families to build purpose built space on our sites with a space guarantee for 10 years less a day. (p 155)

E. DISTRICT LEADERSHIP TEAM REPORTS

9:00 pm

E1. Superintendent's Report

- a) Monthly Report (p 156)

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

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

b) Amended 2018-19 School Calendar

(p 157)

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following amended 2018/2019 school year calendar.

2018/2019 School Year Calendar*

School Opening	September 4, 2018
First non-instructional day	September 17, 2018
Thanksgiving	October 8, 2018
Second non-instructional day (Province-wide)	October 19, 2018
Remembrance Day	November 12, 2018
Third non-instructional day	November 23, 2018
Schools close for Winter vacation	December 21, 2018
Schools re-open after Winter vacation	January 7, 2019
Fourth non-instructional day	February 15, 2019
Family Day	February 18, 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

c) Trustee Questions

(p 158)

9:15 pm

E2. Secretary-Treasurer's Report

a) Monthly Report

(p 159)

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

b) Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19

(p 160-163)

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19 at the meeting of April 23, 2018.

Motion to be Carried Unanimously

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

That Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19 be:

Read a first time the 23rd day of April, 2018;
 Read a second time the 23rd day of April, 2018;
 Read a third time, passed and adopted the 23rd day of April, 2018;
 and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

9:25 pm **F. QUESTION PERIOD** (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

9:40 pm **H. NEW BUSINESS/NOTICE OF MOTIONS**

H1. New Business

a) Trustee McNally – SOGI

(p 164)

That the Board of Education of School District No. 61 (Greater Victoria) write a letter of response to Ken Hill affirming our support for SOGI - related human rights in our policy and practice, using the SD69 letter as a template.

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)
March 12, 2018 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

MINUTES

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

Regrets:

Trustee Peg Orcherton

Administration:

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

The meeting was called to order at 7:37 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.

Introductions made around the board table.

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved by Trustee Leonard and seconded:

That the March 12, 2018 Agenda be approved.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Leonard and seconded:

That the February 26, 2018 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) Gillian Gaffney, PAC President at L'Ecole George Jay Elementary School, along members of the George Jay community, attended the Board meeting to speak to Trustees about the parent resource room inside the school. Ms. Gaffney is requesting that the parent room remain unchanged for the next school year.

B. CORRESPONDENCE**B1. Letter to Minister of Education re Employer Health Tax**

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

C. TRUSTEE REPORTS**C1. Chair's Report**

Chair Loring-Kuhanga expressed appreciation to those involved for helping organize and host the Spring VISTA conference at Esquimalt High School and wished everyone a happy spring break.

C2. Trustees' Reports

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

D. BOARD COMMITTEE REPORTS**D1. Joint Education Policy and Directions Committee**

- a) The March 5, 2018 meeting minutes were received for information.
- b) Trustee Nohr referred to the Education Policy and Directions committee meeting minutes and presented the following recommended motion.

It was moved and seconded:

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

D2. Joint Operations Policy and Planning Committee

- a) The March 5, 2018 meeting minutes were received for information.
- b) Trustee Watters referred to the Operations Policy and Planning Committee meeting minutes 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 recommended motions #1, 2, 3, 6 and 7 from the March 5, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

It was moved and seconded:

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

Motion Carried Unanimously

It was moved and seconded:

- 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.

Motion Carried Unanimously

It was moved and seconded:

- 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.

Motion Carried Unanimously

Trustee Watters referred to the Operations Policy and Planning Committee meeting minutes and presented the following two recommended motions.

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 Disposal (Right-of-Way) of Real Property Bylaw No. 18-01 at the March 12, 2018 Board meeting.

Motion Carried Unanimously

It was moved by Trustee Watters and seconded:

- 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, 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.

Motion Carried Unanimously

It was moved and seconded:

- 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.

Motion Carried Unanimously

It was moved and seconded:

- 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, 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

E. DISTRICT LEADERSHIP TEAM REPORTS

E1. Superintendent's Report

- a) Superintendent Langstraat presented his monthly report and further reported that he attended a town hall meeting at Esquimalt High School.

It was moved by Trustee Nohr 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 Trustees questions regarding an update with respect to the foundation for learning meeting and upcoming town hall meetings.

E2. Secretary-Treasurer's Report

- a) Secretary-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 provided Trustees with a 'draft' submission to the Ministry of Education appointed independent expert panel with respect to funding. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh and feedback and direction being provided. Secretary-Treasurer Walsh advised Trustees that the feedback will be incorporated into the 'draft' submission and this item will be brought to the April 16, 2018 Operations Policy and Planning Committee meeting for further discussion.
- c) Secretary-Treasurer Walsh provided Trustees with an update with respect to the temporary closure of the gymnasium at SJ Willis Education Centre. 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 McNally presented her motion and provided a rationale.

It was moved by Trustee McNally and seconded:

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 BCSPCA'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.

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

It was moved by Trustee Whiteaker and seconded:

That the motion "That the Board of Education of School District No. 61 (Greater Victoria)) direct the Policy Sub Committee to develop Policy in regard to animals kept as "classroom pets," and that the Committee take into account the BCSPCA'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" be amended to strike the word "account" and replace it with "consideration" and to strike the words "and the possibility that classroom pets are not desirable at all, in the development of the Policy."

Motion Carried

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

Against: Trustee Paynter

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

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 consideration the BCSPCA's statements on animals in classrooms and that the Superintendent draft a Regulation to implement the Policy when finalized by the Board.

Motion Carried Unanimously

- b) Trustee Ferris presented his motion and provided a rationale.

It was moved by Trustee Ferris and seconded:

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.

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

It was moved by Trustee Loring-Kuhanga and seconded:

That the motion "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" be amended to add "2020" after the word "Games."

Motion Carried Unanimously

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

That the Board of Education of School District No. 61 (Greater Victoria) support in principle working with the North American Indigenous Games 2020 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.

Motion Carried Unanimously

H2. Notice of Motions - None

I. ADJOURNMENT

It was moved by Trustee Leonard and seconded:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:50 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer



**The Board of Education of School District No. 61 (Greater Victoria)
April 12, 2018 Special Board Budget Meeting - Tolmie Boardroom, 556 Boleskine Road**

MINUTES

Present:

Trustees Diane McNally, Deborah Nohr, Rob Paynter, Jordan Watters, Ann Whiteaker

Regrets:

Trustees Edith Loring-Kuhanga, Chair, Tom Ferris, Vice Chair, Elaine Leonard, Peg Orcherton

Administration:

Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director, Finance, Budgets and Financial Reporting

The meeting was called to order at 7:15 p.m.

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

It was moved by Trustee McNally and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) appoint Trustee Jordan Watters as Chair of the April 12, 2018 Special Board Budget meeting.

Motion Carried Unanimously

A. COMMENCEMENT OF MEETING

A1. Approval of the Agenda

It was moved and seconded:

That the April 12, 2018 Agenda be approved.

Motion Carried Unanimously

B. 2018-2019 Annual Budget Presentation

Secretary-Treasurer Walsh reviewed the 2018-2019 Annual Budget presentation and provided highlights of the proposed budget including changes from the 2017-2018 school year. Secretary-Treasurer Walsh advised that the District is anticipating a structural deficit of \$3.9M in 2018-2019. He explained that the Board has already approved the appropriation of \$3.7M of the 2016-2017 surplus to offset the anticipated deficit and that an additional \$0.2M will need to be appropriated from the 2017-2018 surplus in order to balance the budget.

Secretary-Treasurer Walsh presented the revised draft community use rental rates for the Board to consider in the budget process.

Trustees asked questions of clarification and provided feedback to Secretary-Treasurer Walsh.

Secretary-Treasurer Walsh reviewed the next steps in the budget process.

C. ADJOURNMENT

It was moved by Trustee McNally and seconded:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:05 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer



March 13, 2018

Ref: 201035

Edith Loring-Kuhanga, Chair
Board of Education
School District No. 61 (Greater Victoria)
Email: eloring@sd61.bc.ca

Dear Ms. Loring-Kuhanga:

Thank you for your letter dated February 14, 2018, regarding the recent funding formula survey sent from the Ministry of Education.

The Ministry of Education developed the Perspectives Survey to better understand individuals' viewpoints regarding the current funding model. In October, the Ministry asked board chairs, superintendents and secretary-treasurers for a list of individuals who should be invited to participate in the perspectives survey. In the absence of additional names, the survey was sent to the board chair, the superintendent and the secretary-treasurer of each school district. A copy of the survey is attached and the outcomes from the survey will be posted on the Ministry website in the near future.

We would still appreciate hearing your feedback on the current funding model (e.g. areas of challenge, suggestions for improvement, etc.). Stakeholders are able to provide a written submission by email to k12fundingreview@gov.bc.ca. In addition, you have been invited to participate in a regional working session with the Independent Review Panel, including one session in Victoria scheduled for **March 16, 2018**. We hope you take this time to contribute your feedback through these channels. Additional information on the Funding Model Review process is available here:

<https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review>.

If you have any questions or require further information, please contact Reg Bawa, Assistant Deputy Minister, Resource Management and Executive Financial Office Division, by phone at (250) 356-1883 or by email at Reg.Bawa@gov.bc.ca.

Again, thank you for writing.

Sincerely,

Rob Fleming
Minister

Attachment

Ministry of
Education

Office of the Minister

Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria



Vancouver Island School Trustees' Association (VISTA)

c/o School District 69 (Qualicum); PO Box 430; Parksville, BC; V9P 2G5

March 16, 2018

Honourable Rob Fleming
Minister of Education
1020 Hillside Avenue
Victoria, BC V8T 2A3

via e-mail: EDUC.Correspondence@gov.bc.ca

Dear Minister Fleming:

On behalf of the members of the Vancouver Island School Trustees' Association (VISTA) I want to thank you very much for attending the VISTA 2018 Spring Conference in Victoria on March 2nd.

VISTA members appreciated hearing from you on the budget and the various education issues that are so important to Boards of Education in knowing how best to support their districts to enhance student learning. Trustees also greatly appreciated your taking questions at the end of your remarks.

During the business meeting portion of the conference held on Saturday, March 3rd, trustees passed the following motion:

THAT the President of the Vancouver Island School Trustees' Association be requested to write a letter to the Minister of Education to express grave concern over the imposition of the payroll tax on school districts and;

THAT, as per the Minister's invitation on March 2nd, express Boards' interest to work with the Ministry of Education to find a quick resolution to ensure no education dollars are used for such a tax and;

THAT the Ministry of Education work to ensure school districts are exempt from the payroll tax.

As you have already heard from our provincial organization, this payroll tax will have substantial financial implications for districts who have been struggling for the past 10 years to maintain excellent learning environments for students with inadequate funding by the previous government. You have always been a strong advocate for public education and we urge you to work with BC Boards of Education to ensure that school districts are exempt from this new tax so that no education dollars have to be redirected to cover that cost.

Sincerely,

Eve Flynn, President

cc: VISTA Members
Gordon Swan, President, BCSTA

SD61 (Greater Victoria)
SD62 (Sooke)
SD63 (Saanich)
SD64 (Gulf Islands)
SD68 (Nanaimo-Ladysmith)
SD69 (Qualicum)

SD70 (Alberni)
SD71 (Comox Valley)
SD72 (Campbell River)
SD79 (Cowichan Valley)
SD84 (Vancouver Island West)
SD85 (Vancouver Island North)



Burnside Gorge Community Association

471 Cecelia Road, Victoria, BC V8T 4T4
T. 250-388-5251 | F. 250-388-5269
info@burnsidegorge.ca | www.burnsidegorge.ca

March 23, 2018

Edith Loring-Kuhanga
School District #61
556 Boleskine Road
Victoria, BC V8Z 1E8

Dear Edith,

I am pleased to share the enclosed Burnside Gorge Community Association (BGCA) Annual Report for the 2016-2017 fiscal year.

We are proud of the work we do across our communities and have experienced success and positive outcomes for those we serve. On behalf of the BGCA Board of Directors and staff, I would like to extend our thanks for your contribution. Your continued support of the work that we do is greatly appreciated by all of us here and those we serve. We look forward to celebrating many future successes with you.

The BGCA provides a wide continuum of services and programs that respond to the needs of residents in the Burnside Gorge area as well as children, youth, families and seniors throughout Greater Victoria. We hope to continue being of service to our community for many years to come.

Sincerely,

Suzanne Cole
Executive Director



ANNUAL REPORT 2016-2017

BOARD OF DIRECTORS

Mark Brajer
Dr. Jennifer Gratton
Melissa Huston, Vice-President
Tracy James
Samuel Jang
Andrew Johnson
Rosanne Nguyen
Michelle Peterson
John Sanderson, Treasurer
Brian Shaughnessy
Avery Stetski, President



BURNSIDE GORGE COMMUNITY ASSOCIATION

Charitable registration #:
135261972 RR0001

471 Cecelia Road
Victoria, BC, V8T 4T4

Phone: 250.388.5251
Fax: 250.388.5269
Email: info@burnsidegorge.ca

Website: burnsidegorge.ca
Facebook:
[burnsidegorgecommunityassociation](https://www.facebook.com/burnsidegorgecommunityassociation)
Twitter: @BurnsideGorge

A MESSAGE FROM THE BOARD



It's been another busy year in Burnside Gorge and as always, it's a challenge to pick out the highlights!

We are consistently searching for ways to improve our community and we've had some wonderful opportunities with the My Great Neighbourhoods grants provided by the City of Victoria. Many of you have surely seen the mural project along the Galloping Goose Trail, just behind Selkirk Place. Designed by local artist, Lori Garcia-Meredith, the project was completed with the help of community volunteers over the summer of 2017.

Annual community traditions have had continued success. Events such as the Selkirk Waterfront Festival and Santa's Pancake Breakfast create opportunities for families to come out and celebrate community together. Initiatives such as the Gorge Waterway Cleanup and Friends of Cecelia Ravine Park provide opportunities for residents to be active stewards of our natural areas.

Fall of 2016 was our first year participating in the Ride for Refuge to raise funds for capital replacement and asset development programs for youth and families. The event was a tremendous success and we surpassed our goal. We are so grateful to all those who participated and supported our fundraising efforts.

It is also incredibly gratifying and heart-warming to see increasing levels of engagement as the community strengthens and grows in solidarity. We have seen residents becoming more active in the land use processes and initiatives. We were also delighted by the number of companies who attended the community business mixer held in April. We hope our community members continue to seize opportunities to have their voices heard and to join us in activities that are both fun and meaningful.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." – Margaret Mead

LOOKING BACK AT 2016-2017

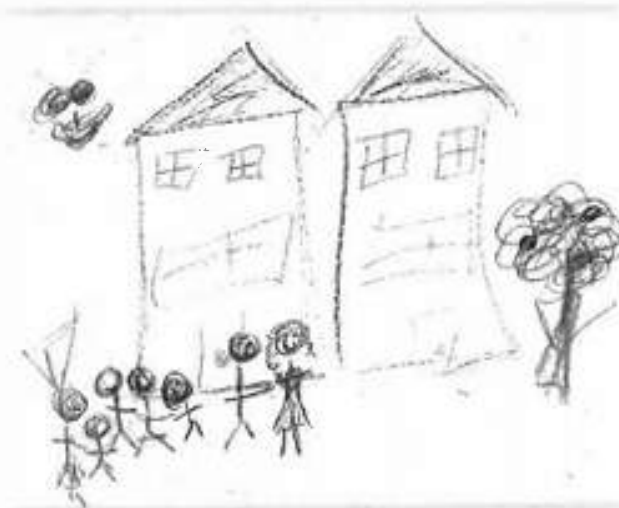
COUNSELLING & SUPPORT

Our Housing Outreach team worked with more than 300 families who were either homeless or at risk of homelessness.

270 rent supplements were used to stabilize families to maintain or secure housing.

More than 550 youth received support and counselling services in schools and in the community.

57 families in Family Self Sufficiency, a three-year financial literacy & asset development program, have saved more than \$330,000 to date with debt reduction of more than \$140,000.



COMMUNITY BUILDING

There were over 4000 visits to our Family Centre to enjoy early childhood programming.

Over 4200 meals were served to families at our weekly dinners.

Our Seniors Lunch & Learn program served more than 700 meals throughout the year.

More than 2700 people came out to enjoy one of our many special events offered throughout the year such as the Gorge Waterway Cleanup, Santa's Pancake Breakfast, and Selkirk Waterfront Festival.

Volunteers donated more than 3600 hours to support our events, programs and services.

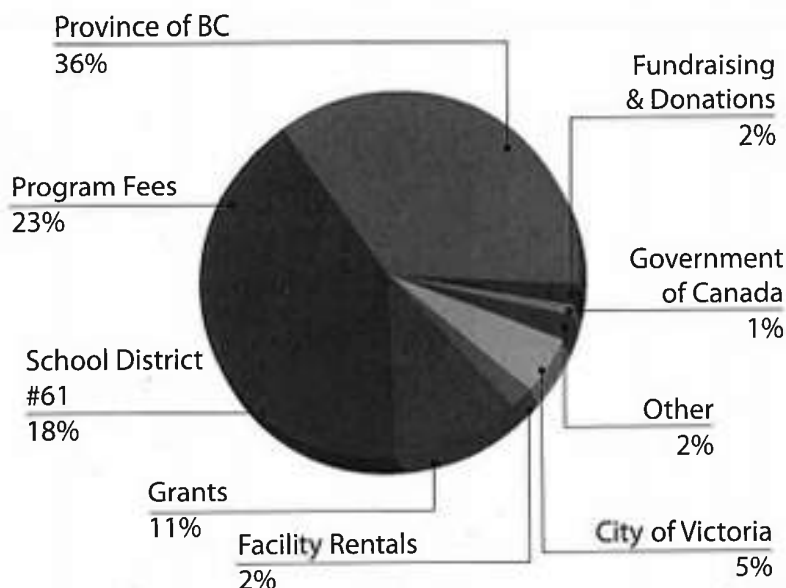
CHILDREN & YOUTH

119 children registered in childcare including preschool and out of school care at Burnside, Tillicum and Quadra school sites.

400 children and youth attended our licensed and unlicensed Pro-D, spring, and summer camps.



REVENUE



	2016-2017	2015-2016
Government & Contracts	\$1,210,150	\$1,216,259
Fees	\$454,159	\$383,578
Facility Rentals	\$32,331	\$193,235
Grants	\$210,609	\$185,133
Fundraising & Donations	\$34,649	\$30,070
Other	\$45,528	\$32,939
Total	\$1,987,426	\$2,041,214

EXPENSES

For the Year Ending August 31	2016-2017	2015-2016
Salaries & Benefits	\$1,540,922	\$1,579,436
Program Supplies	\$241,076	\$199,369
Office & General	\$77,722	\$121,619
Rent, Maintenance & Security	\$54,852	\$77,611
Instructor Fees	\$8,486	\$9,025
Sundry	\$6,029	\$2,606
Bursaries	\$2,500	\$2,500
Amortization	\$20,644	\$19,810
Total	\$1,952,231	\$2,011,976

THANK YOU – FRIENDS OF BURNSIDE GORGE

PLATINUM \$10,000+

Children's Health Foundation, Coast Capital Savings, Jawl Foundation, Provincial Employees Community Services Fund, United Way of Greater Victoria, Vancity, Victoria Foundation

SILVER \$1,000--\$4,999

Coast Capital Insurance, Community of Christ Church, Congregation Emanu-El, Ian & Nikki Bridger, ICBC Dunedin Claim Centre, Ivari, Optimist Club of Victoria, ParticipACTION, RBC Royal Bank, Burnside Dispensary, Tim Hortons, Western Financial Group, Workday



GOLD \$5,000-\$9,999

BC Investment Management Corp, CFA Santa's Anonymous, Victoria Real Estate Board

BRONZE \$500-\$999

370/380 Waterfront Crescent Strata, Avery Stetski & Sandra Warr, BC Pension Corporation, Chew Fidelity Ltd, Christ Church Cathedral, Greenheart Health & Wellness, Jawl Properties Ltd, Kardel Consulting, Peninsula Co-op, Pizzeria Prima Strada, Robert Worth Family Fund, Sara Spencer Foundation

GOVERNMENT/COMMUNITY PARTNERS

BC Housing, Capital Regional District, City of Victoria, Island Health, Min. of Children & Family Development, Min. of Sports, Recreation, Arts & Culture, Public Health Agency of Canada, School District 61, Service Canada

Deep gratitude & thanks to all of those who help to make a difference in our communities!

BURNSIDE GORGE: A UNIQUE AND INNOVATIVE COMMUNITY CENTRE

The Burnside Gorge Community Association offers a continuum of services and programs that respond to the needs of residents in the Burnside Gorge area and children, youth, families and seniors throughout Greater Victoria.

Child Care – Pre-school, out-of-school care, winter, spring and summer day camps.

Youth and Family Services – School and community based counselling services for families who struggle with parenting, homelessness, finances and other issues that are a barrier to meeting their children's needs; youth outreach to at-risk youth and youth transitioning from government care to independence; early childhood and family drop-in programs including a weekly community dinner and a Resource Room for low-income families to access free clothing, food and toiletries.

Housing and Asset Development – Direct housing and financial support to families in housing and financial crisis; long term asset building programs for families in subsidized housing; financial literacy workshops to youth and adults throughout the CRD.

Recreation and Special Events – Range of fitness and recreation opportunities for children, youth, families and seniors; community and special events; adventure day camps for youth during spring, summer and winter breaks.

Community Development – Burnside Gorge Community News; Community History projects; Public Art projects; environmental initiatives such as Friends of Cecelia Ravine and the Cecelia Ravine Community Gardens.



March 5, 2018

Ref: 201128

VIA MAIL

To: All Board Chairs

RE: 2016/17 Service Delivery Initiative Annual Report

Dear Colleagues,

We are pleased to present the 2016/17 Service Delivery Initiative Annual Report. The Annual Report highlights key accomplishments and successes achieved by the Service Delivery Initiative in the 2016/17 school year, which saw many opportunities transition to a second year of operations. Many key opportunities that were implemented in the 2015/16 school year – for example, the Employment Practices Liability Program, BC Education Marketplace, and Attendance Support and Wellness Initiative – have continued operations or have been refined through evaluations. Meanwhile, new work through pilot projects in the areas of transportation, energy management and HR/payroll were initiated. The report provides a comprehensive update on all of these opportunities, including the benefits achieved.

The Annual Report has been reviewed and endorsed by sector and partner organizations, including the BC School Trustees Association, BC School Superintendents Association, BC Association of School Business Officials and BC Public School Employers' Association, as well as the Service Delivery Steering Committee.

A hard copy of the Report is enclosed and can also be found on the [Service Delivery Initiative website](#).

Thank you for your continued interest in and support of this initiative.

Sincerely,

Reg Bawa
Assistant Deputy Minister
SDSC Co-Chair

Greg Frank
Secretary-Treasurer, SD36 (Surrey)
SDSC Co-Chair

Enclosure: 2016/17 Service Delivery Initiative Annual Report

April 2018 Trustee Report
Diane McNally, Trustee, SD61 Greater Victoria Board of Education.

Much appreciation to Secretary Treasurer Walsh and Financial Services staff for Trustee information session Budget Background April 10 1-3 pm.

Participated in selection committee for new Associate Superintendent April 13. Congratulations Colin Roberts, currently Director of SD61 HR .

Community Liaison Assignments:

- Saanich Arts, Culture and Heritage : No longer attending; no apparent relevance for SD61 Board / students. Agendas and minutes here:
<http://www.saanich.ca/EN/main/local-government/committees-boards/arts-culture-heritage-advisory-committee.html>
- CRD Board: Attended April 11. Agendas on City website.

Schools:

- March 13 Central Middle School PAC. Presentation on childhood anxiety.
- March 16 George Jay pole unveiling ceremony.
- April 6 Vic High noon staff consultation meeting
- April 7 community open house 12-3 pm
- April 11 Vic High student open house
- April 18 2nd Vic High community consultation open house 5-8 pm

Ad Hoc Committees

- Public Engagement Ad Hoc Committee : April 20 meeting continuing work of the committee
- Advocacy Ad Hoc Committee: Attended April 4 meeting.

Aboriginal Nations Education Committee : April 12 meeting cancelled due to death of Esquimalt Nation Chief Andy Thomas. Next meeting TBA.

Trustee Professional Development / Related Community:

- Attended April 5 SICORN (South Island Community Overdose Response Network) planning for Overdose Awareness Day; next meeting April 23
- .April 10 first of 5 information sessions organized by Umbrella Society (providers of assistance for substance use disorders); next meeting April 24
- Yates Street "My Place" 2.0 version transitional home continues with cohort of people from First Met mats, which has opened up more mat spaces for people on the street. Community meeting April 3. Current cohort at My Place expected to move into Mt Edwards approximately end of May when 2nd floor finished. Our Place seeking City

permission to increase numbers to 60 at My Place. Shelter status may be ongoing as city has chosen different location for new Fire Hall.

- “Choices” closed; residents now living in former Tally Ho. Next step BC Housing application for rezoning to View Royal Council; 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 school in 2 years of operation as a transitional shelter (opened Feb 23/16) as Choices.

Trustee questions

- What resources does SD61 have in place for children who are victims of familial sexual abuse?
- Asking SD61 senior administration to refer to CPF 2009 document re Late Immersion in every discussion so of French Immersion directions in SD61 - Yes? No?
- Could the Parent Education Fund page be updated to show PAC projects for 2017-2018?
- Could presentation material from senior administration be posted on the meeting agenda page before meetings so previewing is possible?



**Education Policy and Directions Committee
April 9th, 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: Shelley Green - Deputy Superintendent, Deb Whitten - Associate Superintendent, Greg Kitchen - Associate Superintendent, Careers, Louise Sheffer, District Principal - Learning Team, Simon Burgers - District Principal, Languages and Multiculturalism, Darren Companion, GVTA 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.

A. COMMENCEMENT OF MEETING

A1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the April 9, 2018 Education Policy and Directions agenda be approved with the following amendment : Defer Trustee McNally's motion, item **C3 - Trustee Elections, October 2018**, to a future Education Policy and Directions meeting.
Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Whiteaker:

That the March 5th, 2018 Education Policy and Directions Committee meeting Minutes of the combined Education Policy and Directions meeting and the Operations Policy and Planning Regular meeting be approved.
Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. PRESENTATIONS TO THE COMMITTEE - None

C. NEW BUSINESS

C1. Introduction of Student Representative

Deputy Superintendent Green welcomed and introduced to the Ed Policy Committee, student representative, Carmen Ho, from Spectrum Community School.

C2. French Language Review Committee PowerPoint presentation

Deputy Superintendent Shelley Green led trustees through her PowerPoint presentation in regard to the key questions and pertinent information the French Language Review Committee has compiled to date.

Trustees asked questions and discussed issues of concern. Deputy Superintendent Green provided points of clarification. Trustees directed Deputy Superintendent Green to provide the next level of detail at the May Ed Policy and Directions Committee meeting.

C3. Board Authority Authorized (BAA) Courses - Vic High

Associate Superintendent, Greg Kitchen, provided background information with regard to the 3 Grade 10 level BAA courses. Associate Superintendent, Greg Kitchen introduced Vic High teacher, Stewart Wheeler, who explained that in order for these courses to continue within the framework of the new Ministry authorized course guidelines, they will need to be approved as BAA courses.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 3 Board Authority Authorized courses: Introduction to Electronics/Electrical 10, Introduction to Auto Body 10 and Junior Art Metal.

Motion Carried Unanimously

C4. Advocacy Ad Hoc Committee

Trustee Watters provided her rationale for the motion. Trustees discussed the motion.

It was moved by Trustee Orcherton:

That the Board of Education of School District No. 61 (Greater Victoria) endorse the priority areas of focus identified by the Advocacy Ad Hoc Committee and task that committee with developing action plans on each item to be brought back to a future Education Policy and Directions meeting.

Motion Carried Unanimously

D. NOTICE OF MOTION - None

E. GENERAL ANNOUNCEMENTS - None

F. ADJOURNMENT

It was moved by Trustee Whiteaker:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:15 p.m.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD61- Greater Victoria School District	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Stewart Wheeler	Date Developed: Dec 15 th 2017
School Name: Victoria High School	Principal's Name: Aaron Parker
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Electronics and Electrical 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Lab/classroom and Technology Education shop. Electronics tools and equipment, Electrical trade tools and equipment

Course Synopsis:

This course is an introduction to electronic and electrical theories, processes and skills development. Topics covered include: Basic electronic concepts and applications, Basic component Identification, Units of measurement and prefixes, Basic electronic diagrams, Calculation & Measurement in circuits, Operation and application of basic amplifiers, oscillators, and timer circuits, Introduction to Residential Electrical wiring – types and functions, Electrical wire types and uses. Electrical circuit design and wiring techniques, Prototype circuit building, testing, and modification of circuits including troubleshooting strategies, Project production including: planning, material/ parts list, assembly and testing, Electrician tool types and proper use, and Implications of electronics and electricity in today's society.

BAA Course Framework Template

Goals and Rationale:

This is a course that introduces students to the electronics profession and electrical trade. It allows student to start to form an understanding of what the electrical trade is about, both in theory and practical circumstances and applications. This course also introduces students to the opportunity of electrical apprenticeship and training such as Secondary School Apprenticeship and ACE IT/YTIT

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within Connectedness and Relationship. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centred Approach*) of electrical scenarios while still having to follow Electrical Code and safety requirements. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping*). Although this is a classroom/shop based course – there is an open discussion and reflection on the impact of the production and use of electricity in world today. Topics include alternative sources of energy production and their impact on the environment, and providing power/electricity to remote areas of BC and around the world. The impact of construction of the Site C Dam is specifically discussed (*Engagement with the Land, Nature and the Outdoors*).

BIG IDEAS

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.
Complex tasks require different technologies and tools at different stages.

Employability skills in relation to understanding, accountability, implementation, review and improvement

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design <i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in a period of research and empathetic observation in order to understand design opportunities <p>Defining</p> <ul style="list-style-type: none"> Choose a design opportunity Identify potential users and relevant contextual factors Identify criteria for success, intended impact, and any constraints <p>Ideating</p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures Choose an idea to pursue, keeping other potentially viable ideas open <p>Prototyping</p> <ul style="list-style-type: none"> Identify and use sources of inspiration and information Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Ohm's law electrical theory using parallel and series circuits breadboard circuitry production of simple circuits from schematic drawings measurement using diagnostic and testing instruments function and application of components construction sequences involved in making a working circuit function and use of hand tools and operation of stationary equipment various types and gauges of wire and their use in residential wiring various wiring and connection techniques found in residential wiring according to the Canadian Electrical Code types of controls and loads used in residential wiring layout and plan the electrical for a small house according to the Canadian Electrical Code Universal symbols found on a set of electrical plans basic electrical panel layout, components and design

<ul style="list-style-type: none"> • Prototype, making changes to tools, materials, and procedures as needed • Record iterations of prototyping <p>Testing</p> <ul style="list-style-type: none"> • Identify sources of feedback • Develop an appropriate test of the prototype • Conduct the test and decide on changes <p>Making</p> <ul style="list-style-type: none"> • Identify and use appropriate tools, technologies, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • • Use materials in ways that minimize waste <p>Sharing</p> <ul style="list-style-type: none"> • Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology • Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment • Evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space • Identify new design issues <p>Applied Skills</p> <ul style="list-style-type: none"> • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed <p>Applied Technologies</p> <ul style="list-style-type: none"> • Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks • Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use 	<ul style="list-style-type: none"> • the impact of electronics on society • the impact of electrical production on the environment and alternative energy production sources.
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- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

Big Ideas – Elaborations

Unit/Topic	Title	Time
Unit 1	Electronics Theory	10 hours
Unit 2	Employability Skills	10 hours
Unit 3	Electronics Circuit Breadboarding	10 hours
Unit 4	“Flasher” Printed Circuit Board	10 hours
Unit 5	Electrical Theory	15 hours
Unit 6	Electrical Wiring Practice	25 hours
Unit 7	Electrical Plan Development	15 hours
Unit 8	Final Electrical Mock-up	25 hours
	Total Hours	120

Unit 1:

Electronics Theory

- Basic electronic concepts and applications – powers source, Load, conductors, controls
- Basic component Identification- resistors, capacitors, switches, transistors, batteries, LEDs, diodes
- Units of measurement - Voltage, Amperage, Ohms, Farads, Wattage
- Prefixes and calculation– Mega, Kilo, milli, micro, nano, pico
- Basic electronic diagrams – Pictorial, Schematic, Block
- Calculation & Measurement in circuits – Ohms Law.

Unit 2:

Employability Skills

- Understanding what “soft skills” art in the workplace.

BAA Course Framework Template

- Understanding what are job/trade specific skills. Employee needs versus employer needs.
- Understanding and developing electrical trade skills.
- Student developed list of employability skills required for classroom projects/units.
- Self-assessment and evaluation of employability skills – ongoing and spot.

Unit 3:

Electronics Circuit Breadboarding

- Understanding the construction and layout of a breadboard.
- Breadboarding techniques
- Basic circuit breadboarding practice
- Using a multimeter to measure voltage, amperage, and resistance in a circuit.
- Building progressive circuits using a breadboard.
- Problem solving techniques when using a breadboard

Unit 4:

“Flasher” Printed Circuit (PC) Board

- Understanding how PC boards are made
- Understanding the process of PC board development
- Laying out a PC board
- Understanding how etchants are used in PC board construction
- Using Etchant to produce a PC Board
- Assembling a PC Board
- Testing and Problem solving techniques of PC Board function
- Self –Assessment of PC Board design and construction process

Unit 5:

Electrical Theory

- Understanding the connection between electronics and electrical – similarities and differences
- Overview of residential wiring – common uses in a home
- Basic electrical tools and equipment

- Residential electrical wire gauges and uses
- Correlation between wire gauges and amperage breakers used in a home
- Hot, Neutral, and Bare bond wires – theory and application
- Building an electrical cord
- Electrical connectors, connections and techniques
- Practical lab twisting and marretting wires together

Unit 6:

Electrical Wiring Practice

- The use of specific electrical tools and equipment
- Drawing pictorial diagrams to for understanding how circuits are built
- Measurement of wire length requirements
- Characteristics and use of plastic and metal single device and octagon boxes
- Using wire connectors and “pigtailing” techniques
- Installing lamp holders, switches, smoke alarms, receptacles
- Installing different types of switches
- Drawing and building, circuits with lamp holders, single pole single throw switches, 3-way switches, 4 way switches, smoke alarms, regular and split receptacles – according to the Canadian Electrical Code.
- Student designed circuits using controls and loads.
- Student work is inspected at each step to develop 100% accuracy in work being completed.
- The teacher will evaluate each student as they complete each circuit.

Unit 7:

Electrical Plan Development

- Common symbols found on an electrical plan for a home
- Application of the Canadian Electrical Code laying out the electrical for residences.
- Understanding and using scale and measurement in residential drawings.
- Layout of lights, fans, switches, receptacles. Baseboards, and other common electrical items in a residence
- Planning and laying out of branch circuits on residential electrical plans.
- Calculating and design an electrical breaker panel for a residence.

Unit 8:**Final Electrical Mock-up – Individual stations**

- Layout, installation, and testing of a set scenario common to an residence.
- Applying the Canadian Electrical Code to the layout and installation – box layout, drilling, stapling, wire length, branch circuits
- Application of inspection practices and structure for residential wiring
- Designing and installing branch circuits. Project requires 3 branch circuits which include a kitchen receptacle, 4 way switch with lamp, split receptacle, regular receptacle, and 2 smoke alarms.
- Installing various wire types according to the Canadian Electrical Code.
- Students work is inspected at every step to ensure 100% accuracy
- Employability skills are reviewed and assessed periodically by both student and teacher, which include – use of time, teamwork, tool use, material use, attitude and conduct towards safety, clean-up.

Curricular Competencies – Elaborations

- **research:** seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- **Defining:** setting parameters
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- **Ideating:** forming ideas or concepts
- **sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- **plan:** for example, pictorial drawings, sketches, flow charts

- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- **appropriate test:** consider conditions, number of trials
- **technologies:** things that extend human capabilities

Content – Elaborations

- **Ohms' law:** describes how voltage, current, and resistance are related: $V = IR$
- **electrical theory:** source, load, control, conductor, voltage, current, resistance, insulator, alternating current (AC), and direct current (DC)
- measurement using diagnostic and testing instruments: for example, multimeter, power supplies, test probes, signal-generating devices
- **components:** for example, light-emitting diode (LED), resistor, diode, light-dependent resistor (LDR), capacitor, voltage amplifiers, audio amplifiers, rectifiers
- **working circuit:** including current, amperage, load, resistance, power, control
- **hand tools:** for example, screwdriver, pliers, cutter, wire stripper, desoldering pump, snips, punch, soldering iron
- **stationary equipment:** for example, punches, drill press,
- **types:** solid, stranded
- **gauges:** 14/2, 14/3, 12/2, 10/3, 8/3
- **controls:** single pole single throw switches, 3-way switches, 4 way switches
- **loads:** lamps, receptacles, split receptacles, smoke alarms
- **gauges of wires:** 14/2, 14/3, 12/2, 10/3, 8/3
- **symbols:** for example, lights, various receptacles, smoke alarms, fans, single pole single throw switches, 3-way switches, 4 way switches, electrical panel

Recommended Instructional Components:

- Classroom Theory
- Classroom/Lab Prototyping
- Inquiry Questions
- Lab/Shop Projects
- Individual and Pair/Collaboration project

Recommended Assessment Components:

Electronics Theory	10%
Electronics Circuit Breadboarding Labs	15%
“Flasher” Printed Circuit Board	10%
Electrical Theory	10%
Electrical Wiring Practice	15%
Electrical Plan Development	15%
Final Electrical Mock-up	15%
Employability Skills Development	<u>10%</u>
	100%

The course has three forms assessment being used, depending on the curricular area being covered and what the intended learning outcome is.

Formative assessment is done through a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student attainment. Most of this assessment is done through worksheets, labs and quizzes.

Due to the fact that electrical trade work is expected to be done to 100% accuracy for safety reasons, a portion of the assessment in the practical areas where accuracy is required before continuing to the next level, the student will be given either a complete (0/10) or complete (10/10) evaluation. Student will be given multiple opportunities to successfully complete all portions of this course which require a 100% completion.

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

BAA Course Framework Template

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7
Project Completed but contains 2 safety/work quality items	8
Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

Learning Resources: There is no formal textbook to accompany this course. The following resources will be accessed

- Canadian Electrical Code
- ECS- Electrical Code Simplified – BC Book1
- Teacher Developed Curriculum
- Online Website
- BC Hydro “Electrojuice” Electrical safety video
- Electronics and Electrical Tools and Equipment



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Greater Victoria School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD61
Developed by: Kevin Blecic	Date Developed: December 11, 2017
School Name: Victoria High School	Principal's Name: Aaron Parker
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Auto Body 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.

Course Synopsis:

This course is an introductory course in Auto Collision offered to Grade 9 and 10 students. Skills and activities that are introduced include: welding, panel and dent repair, surface preparation, painting, auto detailing, automotive skill set checklists, and plastic and paint labs. Once the introductory skills sets have been taught, students will have an opportunity to bring in their own smaller projects upon approval by the instructor, or work on a larger designated vehicle project.

BAA Course Framework Template

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Thursday at a 84 minute block and on Friday at a 62 minute block.. That is a total of 398 minutes a week of instructional time.

There is an approximate 19 weeks of instructional time in the semester timetable during the 2018-2019 school calendar year. The modules will be grouped under 7 units each requiring different instructional hours. Please see table included in *Elaborations* for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centred Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their fender project. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping*). Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <ul style="list-style-type: none"> Engage in a period of research and empathetic observation in order to understand design opportunities <p>Defining</p> <ul style="list-style-type: none"> Choose a design opportunity Identify potential users and relevant contextual factors Identify criteria for success, intended impact, and any constraints <p>Ideating</p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures Choose an idea to pursue, keeping other potentially viable ideas open <p>Prototyping</p> <ul style="list-style-type: none"> Identify and use sources of inspiration and information Choose a form for prototyping and develop a plan that includes key stages and resources 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> General shop safety and orientation Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection. WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. Basic hand and power identification. Basic measurement skills in imperial and metric systems that related to Auto Collision. Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. Proper set up and shut down procedures for oxy-acetylene welding and M.I.G Welding equipment. Produce different weld types (Butt, Edge, Lap) Identification of types of materials or substrates (including steel, aluminum and plastic). Auto Body terminology in basic dent repair. Auto Body terminology in refinishing.

<ul style="list-style-type: none"> ● Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability ● Prototype making changes to tools, materials, and procedures as needed ● Record iterations of prototyping <p><u>Testing</u></p> <ul style="list-style-type: none"> ● Identify sources of feedback. ● Develop an appropriate test of the prototype. ● Conduct the test, collect and compile data, evaluate data, and decide on changes. ● Iterate the prototype or abandon the design idea. <p><u>Making</u></p> <ul style="list-style-type: none"> ● Identify and use appropriate tools, technologies, materials, and processes for production. ● Make a step-by-step plan for production and carry it out, making changes as needed. ● Use materials in ways that minimize waste. <p><u>Sharing</u></p> <ul style="list-style-type: none"> ● Decide on how and with whom to share their product and processes. ● Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology. ● Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment. ● Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space. ● Identify new design issues. 	<ul style="list-style-type: none"> ● Historical and potential future impact of energy, power, and transportation systems on society and the environment.
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Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments.
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed.

Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks.
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

Big Ideas – Elaborations

Unit/Topic	Title	Time
Unit 1	Safety (Basic Shop Safety, Shop Orientation, WHMIS)	5hours
Unit 2	Basic hand tool/power tool use and safety, Measurement, New Driver Curriculum	5 hours
Unit 3	Gas Welding (Oxy/Acetylene)	20 hours
Unit 4	Basic Fender Repair and Refinishing	55 hours
Unit 5	Basic Auto Body and Automotive Checklist	10 hours
Unit 6	M.I.G Welding	5 hours
Unit 7	Personal Projects	20 hours
	Total Hours	120

Unit 1:

Safety (Basic Shop Safety, Shop Orientation, WHMIS)

- General shop safety
- Introduction of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection.
- Shop Orientation to allow students to become familiar where supplies are kept and potential hazards.
- WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation.

Unit 2:

Basic hand tool/power tool use and safety, Measurement, New Driver Curriculum

- Students will gain the knowledge of basic hand and power tool safety and identification.
- Students will learn basic measurement skills in imperial and metric systems that relate to Auto Collision.
- Students will gain knowledge of basic fasteners in imperial and metric systems in relationship to the Auto Collision industry.

Unit 3:**Gas Welding– Oxy-Acetylene (Statue Project)**

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will first develop fusion welding and brazing skills on welding coupons.
- Students will practice three main gas welds (butt, lap, and edge)
- Students will practice one main braze welds (lap weld)
- Students will first develop welding and brazing skills necessary to design and build their own sculpture using new or re-cycled materials. This is achieved by having students practice welding and brazing on small pieces of steel sheet metal.
- Students are shown samples of past projects made by students and shown samples of sculptures and images found online.
- Students are introduced to different types of materials used and what is available to them (ferrous & non-ferrous metals).
- Students develop ideation sketches that are submitted to teacher for feedback and direction
- *Plan and Material Preparation:* Students will develop a production plan and material list for the project (submitted to teacher for feedback and direction)
- Students craft sculpture and adapt as required to refine the finished product.
- Student provide final product self-evaluation and reflection on what went well

Unit 4:**Basic Fender Repair and Refinishing**

- Students are introduced to the project and shown past samples of work done by past students
- Students learn the basic steps to finishing a fender from analyzing body damage to final prep and paint.
- Student learn basic body repair techniques (Body on and off hammering Techniques) First in and last out.
- Students learn basic grinding, and proper light weight filling techniques.
- Students learn to apply a urethane primer.
- Student learn the proper sanding techniques before base coat is applied.
- Students learn to properly mix paint from a formula to apply to their fender.
- Students will apply a base coat to their fenders as shown by the teacher.
- Students will apply a design to their fender from an image that is either drawn by them or taken from an online source.
- Students will cut out and mask off their final design and apply paint to their design.
- Students will apply clear coat.
- Student will complete a final polish and finish to their fender.

- Student provide final product self-evaluation and reflection on what went well and challenges met.

Unit 5:

Basic Auto Body and Automotive Checklist

- Students will learn how to use specific automotive tool and equipment
- Students will learn to complete a basic vehicle inspection
- Students will learn how to properly wash and detail a vehicle
- Students will learn how to remove a door panel and reinstall it.
- Students will properly learn how lift a vehicle with a floor jack and secure it properly
- Students will learn how to properly remove a tire from a vehicle and re install it.
- Students will learn how to properly balance a tire.
- The teacher will evaluate each student as they complete each competency.

Unit 6:

Mig. Welding (Metal Inert Gas Welding)

- Students will learn to setup and shut down a Mig setup properly with proper safety equipment.
- Students will conduct a series of weld beads on welding coupons for practice.
- Students will learn to weld a lap, butt, and plug weld.

Unit 7:

Personal Projects

- Students will be given personal projects that are assigned by the teacher.
- Students will use their learned skills to complete these projects.
- Student provide final product self-evaluation and reflection on what went well.

Curricular Competencies – Elaborations

- research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- Defining: setting parameters
- constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- Ideating: forming ideas or concepts
- sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- plan: for example, pictorial drawings, sketches, flow charts
- iterations: repetitions of a process with the aim of approaching a desired result
- sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- appropriate test: consider conditions, number of trials
- technologies: things that extend human capabilities
- share: may include showing to others, use by others, giving away, or marketing and selling
- product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic and fiberglass

Recommended Instructional Components:

Theory
Demonstrations
Labs (Skills sets) in shop
Discussions
Research Designs

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques were done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7
Project Completed but contains 2 safety/work quality items	8

BAA Course Framework Template

Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

- **Social & Career Responsibility:** Students are expected to ‘pull their weight’ when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Term 1 Self Evaluation

Name: _____

Assessment Scale: 0 = Not meeting expectations 10 = Exceeds expectations. Try to be realistic and accurate with your self-assessment. If I find that your assessment is far away from what I have concluded we should have a discussion. ***Circle the number that you feel you deserve.***

Work Ethic & Attitude: Are you coming prepared and ready to work in class. Do you have a plan with what you are going to work on each day and are you able to work independently?

1 2 3 4 5 6 7 8 9 10

Classroom engagement: When you are learning something new in this class, are you actively engaging with the activity and trying to see how it might be useful to you in the future or is it just some ‘tool thing’

1 2 3 4 5 6 7 8 9 10

Productivity: How effective do you use class time. Would you hire someone who has your work ethic? Are you using your phone or socializing more than you are working?

1 2 3 4 5 6 7 8 9 10

Skill Development: Are you using the time offered in class to try and get better at developing skills or are you just trying to get an assignment finished? For example: how many welding samples did you try? Have you tried to improve your sanding technique or are you just ‘getting it done’?

1 2 3 4 5 6 7 8 9 10

Final Product: How is your final product and project work? Is it something you are proud of and want to take home and keep?

1 2 3 4 5 6 7 8 9 10

BAA Course Framework Template

Please provide some more information about your final product work. If it is something you have taken home and are proud of, what did you do with it. If it is not something you are proud of, what can we do differently to have you engage in a meaningful way a create something that you care about in this class?

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their fender project.
- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body video's and you tube clips.

Additional Information:

Victoria High School is one of two schools that offer Auto Collision in the Province. The senior Auto Body program has been running since the mid 1980's originally starting at SJ Willis by Ed Wignall. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs please do not hesitate to contact me either by email at kablecic@sd61.bc.ca or at Victoria High School 2503885456 ext. 613.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Graeme Hamilton	Date Developed: Dec 11 2017
School Name: Victoria High School	Principal's Name: Aaron Parker
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Junior Art Metal	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis: This course is an introduction to Art Metal & jewelry making processes in the Metal Shop. Students will have an opportunity to create jewelry and unique personal projects. Although there is overlap with some skill development with other Metalwork courses (such as welding) the application of these skills is unique and focused on an aesthetic qualities. Techniques include; welding, brazing, soldering, enameling, etching (glass and copper), sand-casting, blacksmithing, and jump-ring making. Student are able to engage in meaningful Applied Design during this course when creating projects which they can wear, use or display at home and in everyday life.

BAA Course Framework Template

Goals and Rationale:

This is an Applied Design, Skills, and Technologies course taught in the Metalwork facility of the school. It is designed to be an introductory course that leads into the new (2018) grade 12 Art Metal and Jewelry course curriculum as developed by the B.C. Ministry of Education. The aim of this course is to teach students about metalwork processes that are used to create jewelry and artistic products as well as providing an opportunity for students to design and craft their own artistic projects. Applied Design is a fundamental element of study that is incorporated throughout the course and in all Course Units.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centred Approach*), for example students can utilize cultural symbols within the class. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping*). Although this is a classroom/shop based course – there is an open discussion and reflection on the impact of metalworking technologies on the natural world and the importance of craft traditions to bolster cultural heritage.

In this course students are encouraged to utilize materials in a thoughtful and respectful manner that is not wasteful and has the least negative environmental impact as possible. Students are encouraged to use materials found outside of class and in the natural environment or that are recycled and re-purposed. There is also ample opportunity for students of First Nations heritage to utilize cultural symbols within the class; such as using a stencil design that has been created by a member of their community, however it is up to the student to bring this art in as it is not the teachers place to appropriate symbols, designs or other artwork representing First Nations cultural heritage without permission from the band in question. I would encourage such development of cultural integration in the future in partnership with local First Nations communities. Perhaps a district initiative with funding to help facilitate this could be possible.

Course Name:

Grade:

BIG IDEAS

<p>DESIGNING</p> <p><i>Student led design leads to individual ownership of the final product</i></p>	<p>TESTING</p> <p><i>Students learn that making prototypes and practicing new skills leads to a higher quality final product</i></p>	<p>MAKING</p> <p><i>Having a production plan and a thoughtful creative process contributes to higher quality work</i></p>	<p>SHARING</p> <p><i>Sharing final products with other students helps to foster a sense of pride in one's work and inspires other students in their creative process</i></p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The following section outlines aspects of the new Grade 12 Art Metal curriculum (with the Applied Design focus) which are being integrated into and throughout this Introductory level Art Metal Course.</p> <p><u>Designing</u></p> <ul style="list-style-type: none"> • Learn basic sketching and design techniques • Keep log of designs and ideas as well as research ideas for designs <p><u>Testing</u></p> <ul style="list-style-type: none"> • Develop an appropriate test of the prototype • Iterate the prototype or abandon the design idea <p><u>Making</u></p> <ul style="list-style-type: none"> • Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available • Use project management processes when working individually or collaboratively to coordinate production 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • General shop safety and student expectations • How to identify and safely use basic hand-tools used in the Art Metal classroom; such as scribes, squares, hammers, hack-saws and jewelers saws • How to communicate design ideas using rough sketches • Proper use of Oxy Acetalene welding equipment and use of propane torches • How to sand and polish using different abrasives • How to use the sand blaster to do etched glass <p>Advanced skill development:</p> <ul style="list-style-type: none"> • Safely using the forge to do blacksmithing • Make a pattern for aluminum sand-casting

BAA Course Framework Template

<p><u>Sharing</u></p> <ul style="list-style-type: none"> • Share their progress while making to increase feedback, collaboration • Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes • Identify new design issues, including how they or others might build on their concept <p><u>Applied Skills</u></p> <ul style="list-style-type: none"> • Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments • Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time <p><u>Applied Technologies</u></p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests 	
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Big Ideas – Elaborations

- **Designing:** Learning to design and visually communicate can be a useful life skill as well as being an indispensable skill for artistic endeavours. At the beginning of the course students are taught how to freehand sketch Isometric (3-D) drawings. Later this skill is used when they are planning the designs for their projects.
- **Testing:** Students often want to get their projects finished as soon as possible; they are keen to have a final product. Often they will try to engage in a process before developing the skill enough to be successful, which sometimes ruins the work which they have already done. For example, learning to weld on scrap material before welding a shelf bracket (see sample photos below) will ensure higher levels of success.
- **Making:** Learning by doing has always been at the foundation of Technology Education. After a student actually creates a project using their own hands, they can start to appreciate how and why it is important to design, test and plan how a project will be made.

Learning to how to plan the production of a product, step by step, is one of the most challenging aspects of Technology Education. This is why most projects are developed in sequential order for students to follow. If a student is able to design, make prototypes, plan and then build a project using materials in a thoughtful manner, they are operating at a high level of functioning
- **Sharing:** When students are able to share their finished projects with others, a certain amount of pride and ownership can take place. Other students can become inspired by seeing what others have made and seeing the possibilities that exist. Using photographs to document past student projects can be a powerful tool to inspire new students. There is also a great amount of higher level learning that occurs when students are able to mentor others. This is not always possible, but when a student is finished their work and they demonstrate the proper demeanor and temperament, it can be a valuable exercise to have them help others within the class who need help catching up.

Curricular Competencies – Elaborations

Unit 1:

- **Sculpture Project – Oxy-Acetalene**
 - Safety orientation and testing
 - Students will first develop welding and brazing skills necessary to design and build their own sculpture using new or re-cycled materials. This is achieved by having students practice welding and brazing on small pieces of steel sheet metal.
 - Students are shown samples of past projects made by students and shown samples of sculptures and images found online.
 - Students are introduced to different types of materials used and what is available to them (ferrous & non-ferrous metals).
 - Students develop ideation sketches that are submitted to teacher for feedback and direction
 - *Plan and Material Preparation:* Students will develop a production plan and material list for the project (submitted to teacher for feedback and direction)
 - Students craft sculpture and adapt as required to refine the finished product.
 - Student provide final product self-evaluation and reflection on what went well and challenges met.
 -

Unit 2:

- **Key Fob/Chain**
 - Students are introduced to the project and shown past samples of work done by past students
 - Students develop ideation sketches which are submitted for feedback and input by teacher for final design
 - Project design is laid out on material in preparation for production.
 - Students will be able to drill hole(s), hacksaw, file, sand and polish their key fob.
 - Student provide final product self-evaluation and reflection on what went well and challenges met.

Unit 3:

- **Etched Glass/Mirror**
 - Teacher introduces project by providing samples of past student work and explains production process.
 - Students research designs online and either printout a design on the computer or develop their own if their artistic skill is adequate.
 - Students draw and cutout design on glass/mirror in preparation for sandblasting
 - Student make a stand out of wood material provided
 - Students will be able to prepare materials for and use the sandblaster to etch glass and treat the edges of the glass so it is no longer sharp. Students may also learn how to cut glass.
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Unit 4:

- **Band Rings**

- Students will make simple band rings out of sheet stock which is soldered, sanded and then polished. Prototypes are made from copper, good ones from Nickel Silver.
- Students will be able to use a ring sizer to determine the length of material required, learn how to silver solder, and sand and polish final product using job specific tools such as a ring mandrel.
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- **The following projects are alternatives for final projects to be made during the remainder of the term**

Unit 5:

- **Jump Ring projects (Chain Mail projects)**

- A variety of projects can be made using this process. Some students create a simple project and find that enough while others spend the rest of the semester dedicated to jump-ring projects of increasing difficulty, including soldering the individual links as in traditional necklace making.
- Students learn how to create many multiple rings by coiling wire around a mandrel rod then cutting the individual rings using a piercing (jewelers) saw.
- Students then learn to create one or multiple patterns used to create a myriad of artistic artifacts such as bracelets, necklaces or 'hacky-sacks'.

Unit 6:

- **Blacksmithing**

- Students first learn basic blacksmithing techniques by drawing material to a taper and then creating a 'Rat-Tail' which is used in a jig to create scroll patterns. These 'S' scrolls are then used to make simple shelf brackets.
- After developing basic blacksmithing skills students are able to research design and build more elaborate projects such as candle stick holders or furniture in the Grade 12 Metalwork course or for the remaining time available in the semester.

Unit 7:

- **Etched Copper**

- Students learn how the copper etching process is achieved and how to make their own acid etched designs in a safe manner using etch resistant pens.
- These projects can be used in many different ways such as making pendants.

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Unit 8:

- **Enameled Copper Beads**

- Students learn how to cut copper tubing into small lengths (beads) that are then enameled with glass powder by using propane torches.
- These beads are then braided into bracelets and necklaces using hemp twine or other string material.
- More advanced enameling processes can be developed in conjunction with the skills used in Copper etching.

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Unit 9:

- **Tool Making – Heat Treating**

- Students learn how to heat treat carbon steel in order to make tools such as wood, cold and embossing chisels as well as wood carving knives.

Assessment Component

Each project is assessed individually and usually in conjunction with the student by including a self-reflection component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the classroom. In order to be successful students must attend regularly and participate.
- **Applied Design:** The value and importance of the design process is imbedded within most projects undertaken in this course. Although students are all learning essentially the same skills, how they incorporate these processes into their final products has a large impact on the final success and ownership of their final products. Keeping and submitting ideation sketches, production plans, final plans and prototype development documentation are all used for assessment purposes.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques were done in the appropriate manner.
- **Social & Career Responsibility:** Students are expected to 'pull their weight' when cleaning up and helping to maintain the Tech Ed classroom. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived at through consultation with the student before term reports are generated.

- **Theory:** Students do have tests which are focused on proper tool identification, identification of materials and processes such as the heat treatment of metals. These are often in the form of 'Pop Quizzes' or semester end theory review and testing to help reinforce important concepts.
- **Research:** Students may have the opportunity to do a self-directed research project which could be done in conjunction with or separate from other project work to help them engage in a deeper more meaningful way with this course. For example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project development. As well, if the teacher deems it appropriate a research project could be incorporated into the class using time in the library for such topics as: recycling metals, heat treatment of metals, advanced casting processes etc.

Content – Elaborations



Key Fob/Chain samples



Jump Ring/Chain Mail samples



Basic Sculpture samples (fridge magnets)



Blacksmithing 'Rat Tail' Scroll

Key Fob Project Art Metal

Name: _____
Block: _____

Tools Required

Hacksaw/ coping saw
Scriber/ prick punch/ center punch
Bastard cut file / smooth cut file/ round cut file
Emory cloth of various grits/ rubbing and glazing compound/ metal polish

Steps to follow: After completing each step worth marks report to your instructor to be checked off and your mark recorded on this sheet.

Ideating:

1. Sketch 6 key fob ideas on the squares provided on the back of this sheet (remember that your design will need to be cut out and should not be too intricate) /6
2. Choose your 3 favorite ideas and re-draw in good copy /6
3. Choose your final design and draw it in the template box /5
4. Layout your key ring hole evenly from 2 edges at least 5mm away /3

Layout and breaking out stock:

5. Cut out your final design
6. Obtain 50mm wide aluminum flat bar from your instructor
7. Layout 40mm with a square and scriber
8. Place aluminum in a vice and cut with a hacksaw
9. Tape your design onto the material and prick punch the outline /10

Making:

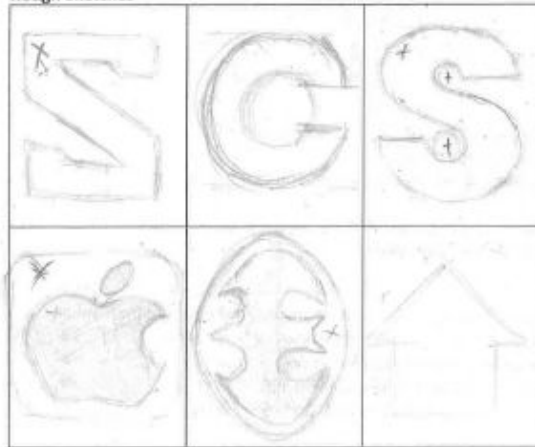
10. Use a center punch to mark your key ring hole and use drill press for your hole /5
11. Place your key fob into a vice and cut out your design
12. Using a bastard file continue to shape your design down to your punch marks
13. Using a smooth file, finish the final shape of your design /20

Finishing

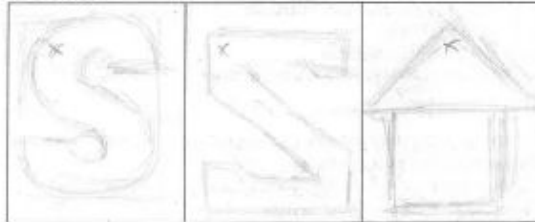
14. Using emory cloth remove all deep scratches and step-up in grit until you have a clean and flat surface and edges
15. Finish by using a Rubbing and then Glazing compound and finally Metal polish /45
16. Hand in your final project with your name written on masking tape

Final keyfob mark /100

Rough Sketches



3 Favorites



Final Design Template



BAA Course Framework Template

Band Ring

Name: _____ Grade: _____

Upon completion of this project you will be able to do...

- Solder silver
 - Shape silver
 - Polish and file
 - Size a ring
- } Safely

Tools: -Jeweler's Saw -Files & Sandpaper
 -Mandrel -Flat jaw pliers
 -Propane torch -Bench Pin
 -Tripoli (buffing compound) -Wooden hammer
 -Buffer, Drill press & Dremel -Easy solder & Flux


Materials: One piece of 3' Nickel Silver

After watching the demo..... it's your turn! Each step must be checked  by the teacher.

☐ Step 1.

Get your piece of nickel silver and ANNEAL it.



Be careful it's hot! 

☐ Step 2.

Bend your piece around a MANDREL and size it accordingly.

->See me before you cut. I want to make sure it's the right size.<-

My initials _____

Mark it and cut the excess with a JEWELER'S SAW and BENCH PIN.



Wear your safety glasses while cutting. 

☐ Step 3.

Bend your ring so the joint is flat. File the inside edges if needed. Make sure there isn't a gap between the ends. Align the ends perfectly.

Step 4.

SOLDER the ring together by using FLUX, a propane torch and a very small piece of solder. Apply the flux to the joint. Apply solder. Heat the ring first and then the solder. Allow to cool.



Be Careful it's hot! Remember, you only need a very small amount of solder.



Step 5.

Shape your ring back into a circle on the mandrel using a wooden hammer. Drop into the NICKEL PICKLE. You must ONLY use the copper tongs.



*YOU MUST WEAR EYE PROTECTION! PICKLE IS VERY TOXIC,
THEREFORE, DON'T BREATHE IT, DRINK IT, OR TOUCH IT!*



After it's white, rinse in the sink using the tongs and dry.

Step 6.

Start filing outside, and inside. Go from files to sandpaper, deepest grit first.

For sanding the inside, use the drill press and sanding rod, wear gloves because the ring can get HOT!



You know when you're done when you can't see the solder joint and every side is filed.

Wear safety glasses when using the drill press.



Step 7.

Start to buff, and use Tripoli on both buffers. The outside will be done on the buffer with a ring clamp. The inside will be done on the Dremel, also wear gloves because the ring will get HOT! Once all the scratches are gone, wash your ring, and hand it in with the marking sheet.




Remember to wear safety glasses.



Evaluation

"What did I get?"

Evaluation sheet & all  checked	/1
Correct size for you	/4
Correct shape (round)	/5
Solder joint and aligned	/5
Invisible joint	/5
Finishing (sanding & buffing)	/10
Total	/30



**Operations Policy and Planning Committee Meeting
April 16, 2018 – GVSD Board Office, Boardroom**

REGULAR MINUTES

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

Other Trustees Present: Deborah Nohr, Ann Whiteaker

Administration:

Shelley Green, Deputy Superintendent, Mark Walsh, Secretary-Treasurer, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director of Finance, Budgets and Financial Reporting, Ted Pennell, Director of Information Technology, Colin Roberts, Director of Human Resource Services

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

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

1. APPROVAL OF THE AGENDA

It was moved by Trustee Leonard:

That the April 16, 2018 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

That the March 5, 2018 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Lambrick Park Fieldhouse

Tina Pierik, Principal at Lambrick Park, and Rocky Vitale, Teacher at Lambrick Park, presented the committee with information about a proposed Lambrick Park Indoor Athletic Facility. The proposed project would see a 62,000 square foot facility housing a 300-seat theatre, weight room, indoor turf field, and classrooms built on vacant land at Lambrick Park. Ms. Pierik and Mr. Vitale explained that the cost of construction is estimated at \$15M and would be completely funded by donations and community partnerships. Trustees asked

questions and requested further information before providing approval to proceed with project planning.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to create a report on the feasibility of the Lambrick Park Fieldhouse project and return the findings back to the Operations Policy and Planning Committee upon completion.

Motion Carried Unanimously

Trustees thanked Ms. Pierik and Mr. Vitale for their presentation.

B. District Community Living Partnership

Caileigh Swan, Employment Specialist from Community Living, and Mark Walsh, Secretary-Treasurer of the Greater Victoria School District, presented the committee with information about a proposed partnership between Community Living and the School District. The partnership would see individuals with developmental disabilities employed in the Facilities Services Department. Trustees asked questions of clarification. Secretary-Treasurer Walsh explained that the partnership would be funded by the reallocation of existing budget. Trustees thanked Ms. Swan and Secretary-Treasurer Walsh for their presentation.

C. Quadra Warehouse and Artemis Place Society

Rachel Calder, Executive Director for Artemis Place Society, and Deb Whitten, Associate Superintendent for the Greater Victoria School District, presented the committee with information about the potential move of Artemis Place Society from Dean Heights Annex at Lansdowne Middle School to the Quadra Warehouse. Trustees thanked Ms. Calder and Ms. Whitten for their presentation.

5. SUPERINTENDENT'S REPORT

A. Recognition of Student Representative

Deputy Superintendent Green welcomed Antonia Kowalewski, student representative from Reynolds Secondary School.

B. Policy and Regulation 5132 *Student Dress Code*

Associate Superintendent Whitten presented an overview of the process that led to the creation of draft Policy and Regulation 5132 *Student Dress Code*. Ms. Whitten stated that the draft policy and regulation are intended to reflect the feedback received during the extensive consultation process and to set the basic guidelines for schools. Trustees provided comments and asked questions.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 5132 *Student Dress Code* and accept Regulation 5132 *Student Dress Code*.

Discussion ensued amongst Trustees with a suggested edit to the Policy.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 5132 *Student Dress Code* by striking Sub-section 3.2 under Section 3.0 Policy.

Motion Defeated

For: Trustee McNally

Against: Trustees Leonard, Paynter, and Watters

Discussion ensued amongst Trustees with a suggested edit to the Policy.

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 5132 *Student Dress Code* by adding Sub-section 1.3 'The District recognizes that positive relationships are based on mutual respect' under Section 1.0 Rationale.

Motion Defeated

For: Trustee Leonard

Against: Trustees McNally and Watters

Abstain: Trustee Paynter

Discussion ensued amongst Trustees with a suggested edit to the Policy.

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 5132 *Student Dress Code* by adding the words 'and to support learning' following the word 'activity' in Sub-Section 3.1.1 under Section 3.0 Policy.

Motion Defeated

For: Trustee Leonard

Against: Trustees McNally, Paynter and Watters

Discussion ensued amongst Trustees with a suggested edit to the Policy.

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 5132 *Student Dress Code* by adding *Safe, Caring Orderly Schools - A Guide* to Section 5.0 References.

Motion Defeated

For: Trustees Leonard and Paynter

Against: Trustees McNally and Watters

Discussion ensued amongst Trustees.

Chair Watters called for a vote on the main motion.

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 5132 *Student Dress Code* and accept Regulation 5132 *Student Dress Code*.

Motion Carried

For: Trustees McNally, Paynter and Watters

Against: None

Abstain: Trustee Leonard

C. Equity Committee Report

Deputy Superintendent Green presented the six budget recommendations developed by the Equity Ad Hoc Committee for the Board's consideration. Trustees asked questions of clarification. Deputy Superintendent Green advised that the Inclusive Learning Strategy would be presented at the May 14, 2018 Operations Policy and Planning Committee meeting.

6. PERSONNEL ITEMS – None

7. FINANCE AND LEGAL AFFAIRS

A. Budget 2018-2019

Secretary-Treasurer Walsh provided highlights of the proposed 2018-2019 budget presented on April 12, 2018. Secretary-Treasurer Walsh also presented details of the proposed community user rental rate increases to be implemented by the District over the next four years. The Board will deliberate and approve the 2018-2019 Budget Bylaw on April 25, 2018. Trustees asked questions of clarification of Secretary-Treasurer Walsh.

B. Bylaw 9360 *General Meeting of the Board*

Secretary-Treasurer Walsh provided an overview of the proposed changes to Bylaw 9360 *General Meeting of the Board* as a result of the General Local Government/School Election being held on October 20, 2018 rather than in mid-November as in previous years.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed changes to Bylaw 9360 *General Meeting of the Board*.

Motion Carried Unanimously

The Committee recommended the following motions be presented for consideration at the regular Board meeting on April 23, 2018:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9360, *General Meeting of the Board* at the meeting of April 23, 2018.

Motion to be Carried Unanimously

That Bylaw 9360, *General Meeting of the Board* be:

Read a first time the 23rd day of April, 2018;
Read a second time the 23rd day of April, 2018;
Read a third time, passed and adopted the 23rd day of April, 2018;

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

C. Greater Victoria Foundation for Learning

Greg Kitchen, Associate Superintendent, presented the revised bylaws of the Greater Victoria Foundation for Learning. Trustees provided comments and asked questions of clarification.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) support the reinvigoration of the Greater Victoria Foundation for Learning and support in principle the updated Bylaws of the Foundation.

Motion Carried

For: Trustees Leonard, Paynter and Watters

Against: Trustee McNally

D. Policy 1300 *Acceptable Use of Digital Technology*, Regulation 1300.2 *Employee Acceptable Use of Digital Technology*, and Regulation 1300.3 *Student Acceptable Use of Digital Technology*

Ted Pennell, Director of Information Technology, provided an overview of the consultation process with stakeholders and the resulting proposed changes to the policy and regulations related to acceptable use of digital technology.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1300 *Acceptable Use of Digital Technology* as revised and receive the revised Regulation 1300.2 (renumbered from Regulation 4216.2) *Employee Acceptable Use of Digital Technology*, revised Regulation 1300.3 (renumbered from Regulation 5131.9) *Student Acceptable Use of Digital Technology*, and deleted Regulation 5131.9(a) *Student Acceptable Use of Electronic Communications Systems in Schools Attachment* as reviewed.

Trustees provided comments and asked questions of clarification.

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 1300 *Acceptable Use of Digital Technology* by adding Sub-Section 4.3.8 'Following safety requirements as outlined in device manuals' under Sub-Section 4.3 under Section 4.0 Responsibilities.

Motion Defeated

For: Trustees McNally and Paynter

Against: Trustees Leonard and Watters

Chair Watters called for a vote on the main motion.

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1300 Acceptable Use of Digital Technology as revised and receive the revised Regulation 1300.2 (renumbered from Regulation 4216.2) Employee Acceptable Use of Digital Technology, revised Regulation 1300.3 (renumbered from Regulation 5131.9) Student Acceptable Use of Digital Technology, and deleted Regulation 5131.9(a) Student Acceptable Use of Electronic Communications Systems in Schools Attachment as reviewed.

Motion Carried Unanimously

E. Submission to the Expert Panel on the Funding Formula

Secretary-Treasurer Walsh presented the revised draft letter reflecting comments received following the presentation of the draft letter at the Board meeting on March 12, 2018. Secretary-Treasurer Walsh explained that only minor revisions were made to the document, aside from the addition of a full recommendation for children in care. Discussion ensued amongst Trustees.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to submit the Board's response to the Expert Panel on the Funding Formula as presented.

Motion Defeated

For: Trustees Paynter and Watters

Against: Trustee McNally

Abstain: Trustee Leonard

Further discussion ensued amongst Trustees.

It was moved by Trustee McNally:

That the Operations Policy and Planning Committee send the draft Submission to the Expert Panel on the Funding Formula to the April 23, 2018 regular Board meeting for discussion.

Motion Carried

For: Trustees McNally, Paynter and Watters

Against: None

Abstain: Trustee Leonard

F. Election Costs

Secretary-Treasurer Walsh provided an update on preparations for the upcoming General Local Government/School Election to be held on October 20, 2018. Secretary-Treasurer Walsh explained that the District has been in contact with all municipalities regarding cost-share agreements and is estimating increased costs of \$100K from the previous election. Secretary-Treasurer Walsh also advised that discussions are currently underway with a potential Chief Election Officer. Trustees asked questions of clarification.

8. FACILITIES PLANNING

A. Childcare Partnership Opportunities

Secretary-Treasurer Walsh provided background information on last year's opportunity for childcare providers to apply for funding from the Ministry of Children and Families to preserve and/or expand care at a number of District sites. Secretary-Treasurer Walsh requested direction from the Board to continue planning with long-term community association partners for the next intake of funding. Trustees asked questions of clarification.

It was moved by Trustee Paynter:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to negotiate partnerships with childcare providers to apply for funding from the Ministry of Children and Families to build purpose built space on our sites with a space guarantee for 10 years less a day.

Motion Carried Unanimously

B. Quadra Warehouse and Artemis Place Society

Secretary-Treasurer Walsh provided information on space limitations at Lansdowne Middle School and the school's potential need for the Dean Heights Annex space currently occupied by Artemis Place Society. Secretary-Treasurer Walsh advised that the District has discussed the issue with Artemis and have proposed Quadra Warehouse as an alternate location. Secretary-Treasurer Walsh informed the Committee of the required facility upgrades at Quadra Warehouse and presented two options for the Board's consideration. Trustees asked questions of clarification.

C. Seismic Update (SRG3)

Secretary-Treasurer Walsh advised that the District has received funding to assess the seismic risk in schools impacted by the implementation of new building code standards called SRG3 (Seismic Retrofit Guidelines). Secretary-Treasurer Walsh explained that the new standards may result in higher risk ratings for some schools in our District. 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 Paynter:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:27 p.m.

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

DATE: April 23, 2018

RE: Student Dress Code

The Board passed the following motion on December 18, 2017:

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.

This motion followed extensive consultation, committee work as well as previous recommendations being brought to the Board on a number of earlier occasions. The policy and regulation were brought to the Policy Sub-Committee to ensure a timely return to the Board.

The attached draft policy and regulation are intended to reflect the feedback of a variety of voices and set basic guidelines for schools. Notably, the requirements highlight dress that is appropriate and safe for specific activities and does not contain inappropriate drug and alcohol references nor offensive or discriminatory messaging. Finally, the policy was drafted to clearly recognize the specialized nature of the Board program at Cloverdale Traditional School.

The Regulations also incorporate feedback about the manner in which dress codes would be enforced. It also outlines the duties of the Superintendent, principals, students and staff, including the annual review of the procedures.

Recommended motion:

That the Board of Education of School District No.61 (Greater Victoria) approve Policy 5132 *Student Dress Code* and accept Regulation 5132 *Student Dress Code*.

POLICY 5132

STUDENT DRESS CODE

Drafted: February 2018

Adopted:

Revised: Pending

Frequency of Review: Annually

1.0 RATIONALE

- 1.1 The District is committed to providing students with learning environments that are safe, responsive, and inclusive.
- 1.2 The District recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are intensely personal.

2.0 DEFINITIONS

3.0 POLICY

- 3.1 Students may attend school and school-related functions in dress of their choice under the conditions that the choices:
 - 3.1.1 Conform with established health and safety requirements for the intended activity; and
 - 3.1.2 Do not promote drugs or alcohol; display offensive language or images; or encourage discrimination.
- 3.2 Cloverdale Traditional Elementary School may have a standard school uniform.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*.
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and regulations are enforced.

5.0 REFERENCES

- i. Regulation 5132 - Student Dress Code
- ii. Policy 4305 – Gender Identity and Gender Expression
- iii. Regulation 4305 - Gender Identity and Gender Expression
- iv. The B.C. Human Rights Code

Regulation 5132

STUDENT DRESS CODE

Background

The Superintendent shall:

- Ensure that all schools are safe, caring, and orderly
- Ensure Dress Code enforcement is in compliance with District Policy
- Develop positive and welcoming cultures
- Develop, implement, and continually evaluate practices that are equitable, ethical, and fair
- Train staff to enforce the Dress Code in a way that creates the least embarrassment for the student and the least impact on student learning

Procedures

1. The Principal shall:

- 1.1 Ensure that the Student Dress Code is limited to the criteria outlined in the District Policy subsections 3.1.1 (health and safety concerns); and 3.1.2 (drug and alcohol, offensive language or images and discrimination concerns).
- 1.2 Develop school procedures; in consultation with students, staff and parents, that:
 - 1.2.1 Communicates and reinforces clear expectations of student dress;
- 1.3 Supports the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type and size;
- 1.4 Provide continued opportunities for discussion and feedback regarding the procedures;
- 1.5 Annually review the procedures with students, staff and parents.

2. Students Shall:

- 2.1 Have the opportunity to advise and consult with the principal on matters related to student dress;
- 2.2 Have the opportunity to annually review the procedures with the principal.

3. Teachers shall:

- 3.1 Have the opportunity to advise and consult with the principal on matters related to student dress;
- 3.2 Have the opportunity to annually review the procedures with the principal.

4. Parents shall:

- 4.1 Have the opportunity to advise and consult with the principal on matters related to student dress;
- 4.2 Have the opportunity to annually review the procedures with the principal.

Guidelines

5. Staff Shall Respond to Student Dress Code Violations in a manner that:

- 5.1 Treats the violation as minor on the continuum of school rule violations;
- 5.2 Does not require the removal of students from a classroom or a loss of class time;
- 5.3 Does not require a parent or guardian to bring extra clothes for their child;
- 5.4 Does not require the student to wear clothing provided by the school and instead ask the student to wear additional clothing of their own to obscure the violating dress choice.



OFFICE OF THE SECRETARY-TREASURER

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

TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: April 23, 2018

RE: **BYLAW 9360 – GENERAL MEETING OF THE BOARD**

As a result of the general local government election being held on October 20, 2018, rather than mid-November as in previous years, administration is recommending changes to Section 2 of Bylaw 9360 *General Meeting of the Board* related to the timing of the inaugural meeting. The change would change the meeting from “the first Monday in December” to “within 30 days” after the official results of the election of trustees shall have been declared. The header of the policy template will also be updated to include the current Board mission statement.

The *School Act* contains the following requirements:

General term of office

49 The term of office of a trustee elected at a general school election

(a) begins on the first Monday after November 1 following the election or when the person takes office in accordance with section 50 (3), whichever is later, and

(b) ends immediately before the first Monday after November 1 in the year of the next general school election or when at least 3 trustees elected at or appointed following that election have taken office, whichever is later.

And:

Oath of office

50 (1) A person elected or appointed as a trustee must make a prescribed oath of office, by oath or solemn affirmation, within the following applicable time limit:

(a) in the case of a person elected by acclamation, within 50 days after the date set for general voting day had an election by voting been required;

(b) in the case of a person elected by voting, within 45 days after the declaration of the results of the election;

(c) in the case of a person appointed to office, within 45 days after the effective date of the appointment.

If the Operations Policy and Planning Committee reaches agreement with respect to the proposed revisions to Bylaw 9360 *General Meeting of the Board*, the following are the recommended motions for the Board's consideration:

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed changes to Bylaw 9360, *General Meeting of the Board*.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9360, *General Meeting of the Board* at the meeting of April 23, 2018.

Motion to be Carried Unanimously

That Bylaw 9360, *General Meeting of the Board* be:

Read a first time this 23rd day of April, 2018;
Read a second time this 23rd day of April, 2018;
Read a third time, passed and adopted this 23rd day of April, 2018.

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

BYLAW 9360

GENERAL MEETING OF THE BOARD

1. The Board of Education of School District 61 shall meet in general session on the fourth Monday of each month except where the fourth Monday is a statutory holiday, in which case the meeting will take place on the next working day, except for the months of July and August, when no meeting will be held and for the month of December, when the meeting shall be on the second Monday of the month.
2. In addition to the regularly scheduled meetings of the Board in general session, the Board, as elected, shall meet for the first time within 30 days on the first Monday in December, after the official results of the election of trustees shall have been declared, for the purpose of receiving the results, the swearing in of the new trustees, and the selection of the Chair and Vice-Chair of the Board. This inaugural meeting of the Board shall be called and chaired by the Secretary-Treasurer of the School District. Each year thereafter during the term of office, the election of Chair, Vice-Chair, and Board representatives to various agencies where the Trustees have regular representation and the appointment of Trustees to internal and external committees shall take place at the November Board meeting.
3. The Chair, the Secretary-Treasurer or any three trustees, may call a special general meeting of the Board, in addition to the regularly scheduled meetings of the Board, upon not less than forty-eight hours' notice in writing to all trustees.
4. A special general meeting of the Board may be called upon less than the normal forty-eight hours' notice, in writing or by telephone, with such meeting being deemed to have been properly convened if a majority of trustees agree to waive the normal forty-eight hours' of written notice.

5. The following procedural matters will be implemented:

- The meetings will be conducted in two major sections:

The first will encompass the agenda, minutes and acceptance of presentations from the public and employee groups;

The second will be for the consideration of Board Committee Reports and Special Reports to the Board.

- The meetings should be conducted in a timely manner and time guidelines and limits adhered to with respect to:
 - * general meetings of the Board of Education commence at 7:30 p.m. and continue until no later than 11:00 p.m., save as may be extended by majority consent
 - * Starting the meeting on time
 - * The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of five minutes; there can only be three speakers per issue (numbers and time may be extended at the discretion of the Chair)
 - * No public debate with presenters; information only will be received
 - * The Question Period is limited to 15 minutes

6. Wherever possible, the public will be encouraged to attend a Committee meeting rather than a Board meeting in order to facilitate dialogue with the public before decisions are made. Discussion and debate of issues takes place at two regularly scheduled Standing Committee meetings each month. During the Standing Committee meetings, members of the public make presentations and discussions often ensue with committee members, stakeholder groups, and staff.

In addition to the opportunities to present at Standing Committees, employee partner groups including the Greater Victoria Teachers' Association (GVTA), the Canadian Union of Public Employees (CUPE) Local 947 and Local 382), the

Victoria Parent Advisory Councils (VCPAC), Esquimalt and Songhees Nations, Youth Representatives Committee, and the Victoria Principals and Vice-Principals Association (VPVPA), are able to provide comment on specific motions prior to them being voted on by the Board. The Board Chair will ask stakeholder representatives whether they would like to provide comment on motions prior to the Board of Education considering the motion. Each stakeholder representative will have up to two minutes to provide comment through the Chair.

7. In the event that the Board shall fail to conclude the business of the agenda by the time of adjournment the Chair may designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.
8. The agenda shall be prepared and circulated by the Chair of the Board.
9. There shall be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board in general session.
10. The agenda shall be approved by ordinary motion as the first item of business at each meeting.
11. The Agenda shall contain the following:

Guidelines for the meeting format including outlining opportunities for public and stakeholder comments

A. Acknowledgement of Traditional Territories; Approval of the Agenda;
Approval of Previous Minutes and Business Arising from the Minutes

Student Achievement Presentations; District Presentations; Community
Presentations

B. Correspondence

C. Chair's Report; Trustee Reports (including Reports from Trustee
Representatives with Other Public Bodies)

D. Board Committee Reports:

- (1) Education Policy and Directions Motions
- (2) Operations Policy and Planning Motions

E. District Leadership Team Reports

F. Question Period

G. Public Disclosure of In-Camera Items

H. New Business/Notice of Motions

I. Adjournment

The order of the Agenda shall be as above, unless varied at the meeting by majority vote.

12. A copy of the Agenda shall be made available to the media, partner groups and the public (website) through the Secretary-Treasurer's office on the day after copies are delivered to trustees, and such Agenda shall have attached the Committee Reports.
13. The Board Chair may reschedule any regularly-scheduled general meeting of the Board to a different time and date in order to meet the business requirements of the Board. The Board may, by ordinary resolution, cancel a regular general meeting of the Board.
14. In accordance with Section 67 of the *School Act*, the Board may allow Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other. Such attendance shall only be permitted where Trustee participation is prevented by extraordinary circumstances. Trustees wishing to attend electronically must provide a minimum of 48 hours' notice of such attendance.

15. With the exception of poll votes pursuant to Bylaw 9011, the Board shall not conduct meetings electronically. For the purposes of this bylaw, electronic communications that would constitute a meeting include communications shared among all trustees that materially advance a matter before the Board. This Bylaw does not prohibit the electronic provision of information pertaining to a matter before the Board.

Greater Victoria School District

Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: January 19, 2009 (corrected)

Revised: November 17, 2014

Revised: December 14, 2015

Revised: June 20, 2016

Revised: April 24, 2017

Revised: April 23, 2018



SHELLEY GREEN, DEPUTY SUPERINTENDENT
GREG KITCHEN, ASSOCIATE SUPERINTENDENT
DEB WHITTEN, ASSOCIATE SUPERINTENDENT

250-475-4117
250-475-4220
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556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

To: Board of Education
From: Greg Kitchen, Associate Superintendent
Date: April 23, 2018
RE: Greater Victoria Foundation for Learning

The Board passed a motion (November 2017) in regard to the reinvigoration of the Greater Victoria Foundation of Learning, and directed the Superintendent to bring back a revised constitution and bylaws. In accordance with this motion, steps have been taken to reinvigorate the Foundation.

At the Operations Policy and Planning meeting on April 16th, a presentation was made which outlined the purpose, guiding principles, structure, sample projects and needs of the Foundation.

There were also discussions on the Bylaws and recommendations were made.

Foundation Constitution and revised Bylaws are attached.

Recommended Motion:

That the Board of Education of school District No. 61 (Greater Victoria) support reinvigorating the Greater Victoria Foundation for Learning and support in principles the updated Bylaws of the Foundation.

Schedule "A"
SOCIETIES ACT
CONSTITUTION

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

GREATER VICTORIA FOUNDATION FOR LEARNING

BYLAWS

PART 1

INTERPRETATION

- 1.1 In these Bylaws, unless the context otherwise requires:
- a) “Board” means the Directors acting as authorized by the Constitution and these Bylaws in managing or supervising the management of the affairs of the Society and exercising the powers of the Foundation;
 - b) “bylaws” means the bylaws of the Foundation as filed with the Office of the Registrar
 - c) “Directors” means the directors of the Society for the time being pursuant to Part 5 hereof;
 - d) “Foundation” means the pre-existing society continued under the *Societies Act* under the name GREATER VICTORIA FOUNDATION FOR LEARNING
 - e) “Members” means the members of the Society for the time being;
 - f) “ordinary resolution” means any of the following:
 - i. A resolution passed at a general meeting by a simple majority of votes
 - ii. A resolution consented to in writing, after being sent to all of the voting members, by at least 2/3 of the voting members.
 - g) “registered address” of a member means the address of that person as recorded in the register of members or register of directors.
 - h) “special resolution” means any of the following:
 - i. a resolution passed at a general meeting by at least 2/3 of the votes cast by the voting members.
 - ii. a resolution consented to in writing by all of the voting members;
 - iii. if the bylaws authorize indirect or delegate voting or voting by mail or another means of communication, including by fax, email or other electronic means, a resolution passed by at least 2/3 of the votes cast, in accordance with the bylaws, on the resolution;
 - i) “Society” means GREATER VICTORIA FOUNDATION FOR LEARNING
 - j) “*Societies Act*” means the *Societies Act* of the Province of British Columbia, as amended from time to time.

- 1.2 The definitions in the *Societies Act*, on the date these Bylaws become effective, apply to these Bylaws.
- 1.3 Words importing the singular include the plural and vice versa; and words importing a gender include the masculine, feminine, and neuter genders; and words importing a person include an individual, partnership, association, body corporate, trustee, executor, administrator and legal representative.

PART 2

MEMBERSHIP

- 2.1 The Members of the Society shall be only those persons who are serving from time to time as the Directors of the Society.
- 2.2 A person shall cease to be a Member of the Society upon ceasing to be a Director of the Society.
- 2.3 The membership of a person in the Foundation is not transferable.
- 2.4 Every Member shall uphold the constitution and comply with these Bylaws.

PART 3

MEETING OF MEMBERS

- 3.1 The general meetings of the Foundation shall be held at such time and place, in accordance with the *Societies Act*, as the Directors decide.
- 3.2 Note of a general meeting shall specify the place, the day, and the hour of the meeting.
- 3.3 An annual general meeting shall be held at least once every calendar year. Notwithstanding the foregoing, an annual general meeting is deemed to have been held if:
 - (a) All of the matters required by *the Societies Act* to be dealt with at an annual general meeting are dealt with in a resolution as permitted by section 72 of *the Societies Act*; and,
 - (b) All of the members entitled to vote consent in writing to the resolution on or before the date by which the annual general meeting must be held under section 71 of *the Societies Act*.
- 3.4 Every general meeting, other than an annual general meeting, is an extraordinary general meeting.

- 3.5 The Directors may, whenever they think fit, convene an extraordinary general meeting.
- 3.6 The accidental omission to give notice of a meeting to, or the non-receipt of a notice by, any of the Members entitled to receive notice does not invalidate proceedings at that meeting.

PART 4

PROCEEDINGS AT GENERAL MEETINGS

- 4.1 Special business is
- a) all business at an extraordinary general meeting except the adoption of rules of order, and
 - b) all business that is transacted at an annual general meeting, except
 - i) the adoption of rules of order;
 - ii) the consideration of the financial statements;
 - iii) the report of the Directors;
 - iv) the report of the auditor, if any;
 - v) the election of Directors;
 - vi) the appointment of the auditor, if required; and
 - vii) such other business as, under these Bylaws, ought to be transacted at an annual general meeting, or business which is brought under consideration by the report of the Directors issued with the notice convening the meeting.
- 4.2 No business, other than the election of a chair and the adjournment or termination of the meeting, shall be conducted at a general meeting at a time when a quorum is not present.
- 4.3 If at any time during a general meeting there ceases to be a quorum present, business then in progress shall be suspended until there is a quorum present or until the meeting is adjourned or terminated.
- 4.4 A quorum shall be the greater of one third of the Members or three Members. If the Foundation has fewer than three voting Members, the quorum for that transaction of business is all voting members in good standing.
- 4.5 If within 30 minutes from the time appointed for a Members' meeting a quorum is not present, the meeting shall stand adjourned to the same day in the next week, at the same time and place, and if at the adjourned meeting a quorum is not present within 30 minutes from the time appointed for the meeting, the Members present constitute a quorum, provided there are at least three Members present.

- 4.6 The President of the Society, the Vice-President, or, in the absence of both, one of the Directors present, shall preside as chairperson of a general meeting.
- 4.7 If a person presiding as chair of a general meeting wants to step down as chair for all or part of that meeting, they may designate an alternate to chair such meeting or portion thereof.
- 4.8 A general meeting may be adjourned from time to time and from place to place, but no business shall be transacted at an adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.
- 4.9 When a meeting is adjourned for 14 days or more, notice of the adjourned meeting shall be given as in the case of the original meeting.
- 4.10 Except as provided in these Bylaws, it is not necessary to give notice of adjournment or of the business to be transacted at an adjourned general meeting.
- 4.11 No resolution proposed at a meeting need be seconded, and the chairperson of a meeting may move or propose a resolution.
- 4.12 In case of an equality of votes, the chairperson shall not have a casting or second vote in addition to the vote to which he or she may be entitled as a Member, and the proposed resolution shall not pass.
- 4.13 A Member in good standing is entitled to one vote.
- 4.14 Any issue at a general meeting which is not required by these bylaws or the *Societies Act* to be decided by a special resolution shall be decided by an ordinary resolution.
- 4.15 Voting is by show of hands, unless the Members otherwise decide.
- 4.16 Voting by proxy is not permitted.
- 4.17 A corporate Member may vote by its authorized representative, who is entitled to speak and vote, and in all other respects exercise the rights of a Member, and that representative shall be reckoned as a Member for all purposes with respect to a meeting of the Society.

PART 5

DIRECTORS

- 5.1 The Board of Directors shall be comprised of the following individuals:
 - a) four (4) representatives from the Victoria community
 - b) one (1) trustee who is elected by the board of trustees from the Greater Victoria School District - Board of Education.
 - c) the superintendent or designate of the Greater Victoria School District
 - d) one (1) principal from the Greater Victoria School District

- 5.2 The Directors shall manage, or supervise the management of, the affairs and business of the Society in accordance with the Constitution and shall be authorized to exercise all such powers and do all such acts and things as the Society may exercise and do, and which are not by these bylaws or by statute or otherwise lawfully directed or required to be exercised or done by the Society in general meeting, but subject, nevertheless, to the provisions of:
- a) all laws affecting the Society;
 - b) these Bylaws; and
 - c) rules, not being inconsistent with these Bylaws, which are made from time to time by the Society in general meeting.
- 5.3 No person shall be a director of the Foundation unless duly elected or appointed a Director in accordance with these bylaws. Any election or appointment of a Director is invalid unless:
- a) the individual, so appointed or elected, either consents in writing; or
 - b) is present at the meeting at which he or she is appointed or elected and consents verbally.
- 5.4 Directors may be elected or appointed by members at a general meeting and take office commencing at the close of such a meeting.
- 5.5 The members may from time to time, by ordinary resolution, appoint additional directors to be known as appointed directors, and such ordinary resolution shall set out the term of office subject to Bylaw 5.8
- 5.6 The members may by ordinary resolution remove a director before the expiration of such director's term of office and may elect or appoint a person as a replacement director until the next annual general meeting.
- 5.7 If a director ceases to hold office during his or her term for any reason, other than removal as aforesaid, the Board may appoint a person as a replacement director to take the place of such director until the next annual general meeting.
- 5.8 A Director's term of office shall commence immediately after the close of the annual general meeting at which he or she was elected or appointed and his or her term of office shall expire at the close of the second (2nd) annual general meeting of the Society after the annual general meeting at which he or she was elected or appointed.
- 5.9 A Director is eligible for re-election or re-appointment when his or her term expires.
- 5.10 A person shall cease to be a Director of the Society
- a) by delivering his or her resignation in writing to the Secretary of the Society or by mailing or delivering it to the address of the Society;
 - b) by expiration of his or her term;
 - c) on his or her death, or mental incapacity; or

- d) on being removed by the Members in accordance with the provisions of the *Societies Act*,
- 5.11 If a Director resigns or otherwise ceases to hold office, the remaining Directors may, by a majority vote, appoint a duly qualified person, as a replacement Director to fill the vacancy until the expiration of the term of the Director ceasing to hold office.
- 5.12 If no successor is elected or appointed to replace the person who otherwise would cease to be a director and the result is that the number of directors would fall below three, the person previously elected or appointed as director continues to hold office until such time a successor director is elected or appointed.
- 5.13 No act or proceeding of the Directors is invalid only by reason of there being less than the prescribed number of Directors in office.
- 5.14 No Director shall be remunerated for being or acting as a Director, but a Director may be reimbursed for all expenses necessarily and reasonably incurred by him or her while engaged in the affairs of the Society.

PART 6

PROCEEDINGS OF DIRECTORS

- 6.1 The Directors may meet together regularly at such places as they think fit for the dispatch of business, they may adjourn and otherwise regulate their meetings and proceedings as they see fit, and may hold meetings, in whole or in part, by telephone, telephone conference call, and audio/visual telecommunications.
- 6.2 The Directors may from time to time fix the quorum necessary for the transaction of regular business. Quorum may only be fixed if the School Board Trustee or the Superintendent/their designate, as Directors, are part of the quorum. Unless fixed, the quorum shall be a majority of the Directors then in office. Directors participating by telephone or telephone conference call shall be considered part of the quorum.
- 6.3 The President shall be chairperson of all meetings of the Directors unless the Directors otherwise decide. If the person presiding as chair of a meeting wants to step down as chair for all or part of that meeting, he or she may designate and alternate to chair such a meeting or portion thereof.
- 6.4 The President may at any time, and the Secretary on the request of at least two directors shall, convene a meeting of Directors.
- 6.6 Questions arising at any meeting of the Directors and committee of Directors shall be decided by a majority of votes unless otherwise specified by the *Societies Act* or other provisions in the Bylaws.
- 6.7 In case of an equality of votes, the President does not have a second or casting vote.
- 6.8 No resolution proposed at a meeting of Directors or committee of Directors needs to be seconded, and the chair of a meeting may move or propose a resolution.

- 6.9 Voting shall be by a show of hands or voice vote recorded by the secretary of the meeting except that, at the request of any one director, a secret vote by written ballot shall be required.
- 6.10 A resolution in writing, signed by all the Directors and placed with the minutes of the Directors, is as valid and effective as if regularly passed at a meeting of Directors.
- 6.11 All acts done by any meeting of the Directors, or by any person acting as a Director, shall notwithstanding that it be afterwards discovered that there was some defect in the qualification, election or appointment of any such Directors or person acting as aforesaid, or that they or any of them were disqualified, be as valid as if every such person had been duly elected or appointed and was qualified to be a Director.

PART 7

DUTIES AND POWERS OF DIRECTORS

- 7.1 The Directors may delegate any, but not all, of their powers to committees consisting of such persons as they think fit, and may name the committee.
- 7.2 A committee so formed in the exercise of the powers so delegated shall conform to any rules that may from time to time be imposed on it by the Directors, and shall report every act or thing done in exercise of those powers to the Directors.
- 7.3 Subject to directions of the Directors, each committee shall determine its own procedure.
- 7.4 The members of a committee may meet and adjourn as they think proper.
- 7.5 A Director shall
- a) act honestly and in good faith and in the best interests of the Society; and
 - b) exercise the care, diligence and skill of a reasonable and prudent person in exercising power and performing functions as a Director.
- 7.6 A Director who is directly or indirectly interested in a proposed contract or transaction with the Society shall disclose fully and promptly the nature and extent of his or her interest all of the Directors and shall otherwise comply with the requirements of the *Societies Act*.
- 7.7 The Directors shall enter in the register the names of applicants for incorporation, and the name of every other person admitted as a Member of the Society, together with the following particulars of each:
- a) the full name and residence address;
 - b) the date on which a person is admitted as a Member; and
 - c) the date on which a person ceases to be a Member

- 7.8 The Directors shall prepare all reports, including financial reports, required by law to be prepared by the Society for the annual general meeting. An annual report will be presented to the Board of Education.
- 7.9 Financial reports of the Society must be audited once a year. The Board of Directors shall determine the choice of auditors and the remuneration of auditors. The auditor's report shall be presented to the directors at each annual general meeting. The auditor's report shall be presented to the Board of Education annually.
- 7.10 The Directors shall on behalf of the Society file all financial and other reports that have to be filed after the annual meeting as required by the *Societies Act* and *Income Tax Act* or other law.
- 7.11 The Directors, on behalf of the Society, shall keep proper accounting records in respect of all financial or other transactions and, without limiting the foregoing, shall keep records of:
- a) all money received and disbursed by the Society and the manner in respect of which the receipt and disbursement took place;
 - b) every asset and liability of the Society; and
 - c) every other transaction affecting the financial position of the Society.
- 7.12 The Directors may invest the assets of the Society as the Directors in their absolute discretion consider advisable and shall not be limited to those investments authorized by law for trustees.
- 7.13 The Board of Directors may from time to time retain investment counselors, professional advisors and other persons for the purpose of counseling the Society with respect to the investment of its assets.
- 7.14 The Board of Directors may, in consultation with investment counselors and professional advisors, adopt by resolution a policy with respect to the investment objectives and guidelines for the investment of assets of the Society and such policy may be rescinded or amended from time to time by resolution of the Board of Directors.

PART 8

OFFICERS

- 8.1 The Officers of the Foundation shall be as follows:
- a) President;
 - b) Vice-President;
 - c) Secretary;
 - d) Treasurer;

and such other Officers as may be determined by the Board of Directors from time to time.

- 8.2 At the first meeting of the Board held after an annual general meeting, the Board shall elect, from among the directors, a President who shall hold office until the first meeting of the Board held after the next annual general meeting.
- 8.3 At the first meeting of the Board held after an annual general meeting, the Board may appoint a Secretary and Treasurer who do not need to be directors and determine the duties, responsibilities, and term, of the Secretary and Treasurer.
- 8.4 An Officer may hold position for a one (1) year term. The Directors may confirm renewal.
- 8.5 A person may be removed as an officer by a Director's ordinary resolution.
- 8.6 A person may be appointed to two or more offices of the Foundation at any one time

PART 9

PROVISIONS FROM THE SOCIETY'S PRE-TRANSITION CONSTITUTION

- 9.1 The activities of the Foundation shall be carried on without purpose of gain for its members and any income, profits or other accretions to the Foundation shall be used in promoting the purposes of the Foundation. This provision was previously unalterable
- 9.2 Upon the winding up or dissolution of the Foundation, the funds and property remaining after the payment of all costs, charges and expenses properly incurred in the winding-up or dissolution, including the remuneration of a liquidator, and after payment to employees of the Foundation of any arrears of salaries or wages, and after payment of any debts of the Foundation, shall be distributed to The Board of School Trustees of School District No. 61 (Greater Victoria) provided that it is at that time a "qualified donee" allowed under the Income Tax Act, as shall be designated by the Board. Any of such funds or property remaining which had originally been received under specific purposes shall, whenever possible be distributed to "qualified donees" or charities registered under the provisions of the Income Tax Act carrying on work of a similar nature to such specific purposes. This provision was previously unalterable.

PART 10

- 10.1 On being admitted to membership, each member is entitled to and upon request, the Foundation shall provide him or her with a copy of the constitution and bylaws of the Foundation.
- 10.2 These bylaws shall not be altered or added to except by special resolution

SCHEDULE "1"

GREATER VICTORIA FOUNDATION FOR LEARNING BYLAWS

PART 1 - INTERPRETATION

1.1

In these bylaws and the constitution of the Foundation, unless the context otherwise requires:

"address of the Foundation" means the address of the Foundation as filed from time to time with the Registrar in the Notice of Address;

"Advisory Council" means the council appointed by the Board in accordance with these bylaws;

"appointed director" means a person appointed in accordance with these bylaws as an appointed director or appointed as a replacement director for an appointed director;

"Board" means the directors acting as authorized by the constitution and these bylaws in managing or supervising the management of the affairs of the Foundation and exercising the powers of the Foundation;

"Board resolution" means a resolution passed at a meeting of the Board by a simple majority of the votes cast by those directors entitled to vote at such meeting;

"bylaws" means the bylaws of the Foundation as filed in the Office of the Registrar;

"consent resolution of directors" means a resolution passed by a simple majority of the directors in accordance with Section 54(2) of the *Societies Act*. Such approval may be evidenced either by written resolution or email confirmation;

"constitution" means the constitution of the Foundation as filed in the Office of the Registrar;

"directors" means only those persons who are or who have become either appointed, elected, founding or replacement directors in accordance with these bylaws and have not ceased to be directors, and a "director" means any one of them;

"elected director" means a person elected as an elected director in accordance with these bylaws or elected or appointed as a replacement director for an elected director;

"Foundation" means the pre-existing society continued under the *Societies Act* under the name GREATER VICTORIA FOUNDATION FOR LEARNING;

"*Income Tax Act*" means the *Income Tax Act* R.S.C. 1985 c. 1 (5th supp.) as amended from time to time;

"members" means only those persons who are members or who have subsequently become members in accordance with these bylaws and, in either case, who have not ceased to be members, and a "member" means any one of them;

"Members' Moderator" means a person appointed as the Members' Moderator in accordance with these Bylaws;

"ordinary resolution" means any of the following:

- (i) a resolution passed at a general meeting by a simple majority of the votes cast by the voting members in good standing, whether cast in person or by proxy;

- (ii) a resolution consented to in writing, after being sent to all of the voting members, by at least 2/3 of the voting members in good standing; or
- (iii) a resolution passed by a simple majority of the votes cast by mail or another means of communication, including by fax, email or other electronic means;

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

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

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

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

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

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

"special resolution" means any of the following:

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

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

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

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

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

PART 2 – MEMBERSHIP

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

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

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

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

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

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

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

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

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

PART 3 - MEETINGS OF MEMBERS

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

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

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

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

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

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

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

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

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

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

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

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

PART 4 - PROCEEDINGS AT GENERAL MEETINGS

- 4.1 Special business is:
- (a) all business at an extraordinary general meeting except the adoption of rules of order; and
 - (b) all business that is transacted at an annual general meeting, except:
 - (i) the adoption of rules of order;
 - (ii) consideration of the financial statements prepared in accordance with the *Societies Act*;
 - (iii) consideration of the report of the directors;
 - (iv) consideration of the report of the auditor, if any;
 - (v) the election or appointment of directors;
 - (vi) the appointment of the Members' Moderator;
 - (vii) the appointment of the auditor if desired; and
 - (viii) such other business that, under these bylaws or any governing statutes, ought to be transacted at an annual general meeting, or business which is brought under consideration by the report of the directors if the report was issued with the notice of the meeting.
- 4.2 In order to have quorum at a general meeting:
- (a) 1/3 of the members or three members, whichever is greater, must be present or, where proxies are allowed, represented by the member's appointed proxy; or
 - (b) if the Foundation has fewer voting members than the quorum provided for in 4.2 (a), the quorum for the transaction of business at a general meeting is all of the voting members in good standing.
- 4.3 No business, other than the election of a person to chair the meeting and the adjournment or termination of the meeting, shall be conducted at a general meeting at a time when a quorum is not present.
- 4.4 If at any time during a general meeting there ceases to be a quorum present, business then in progress shall be suspended until there is a quorum present or until the meeting is adjourned or terminated.
- 4.5 If within 30 minutes from the time appointed for a general meeting a quorum is not present, the meeting, if convened on the requisition of members, shall be terminated; but in any other case, it shall stand adjourned to the same day in the next week, at the same time and place, and if, at the adjourned meeting, a quorum is not present within 30 minutes from the time appointed for the meeting, the members present shall constitute a quorum.

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

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

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

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

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

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

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

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

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

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

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

4.17 A resolution in writing which is identified as an ordinary resolution and has been submitted to all the members and signed by a minimum of 2/3 of the members who would have been entitled to vote on it in person or by proxy at a general meeting of the Foundation is as valid and effectual as an ordinary resolution as if it had been passed at a meeting of members duly called and constituted and shall be deemed to be an ordinary

resolution. Such a resolution may be in two or more counterparts which together shall be deemed to constitute one ordinary resolution in writing. Such ordinary resolution shall be filed with minutes of the proceedings of the members and shall be effective on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

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

PART 5 - DIRECTORS

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

5.2 Every director shall subscribe to and support the purposes of the Foundation. No person shall be a director of the Foundation unless duly elected or appointed a director in accordance with these bylaws and shall cease to be a director if notice of a change in directors is not filed with the Registrar of Companies in compliance with the *Societies Act* within 60 days of such election or appointment. Any election or appointment of a director is invalid unless:

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

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

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

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

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

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

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

5.9 Elected or appointed directors may serve repeated consecutive terms.

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

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

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

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

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

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

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

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

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

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

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

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

PART 6 - PROCEEDINGS OF THE BOARD

6.1 A meeting of the Board may be held at any time and place determined by the Board, provided that 1 days' notice of such meeting shall be sent in writing to each director. However, no written notice shall be necessary if all directors were present at the preceding meeting when the time and place of the meeting were determined or are present at the meeting or waive notice thereof in writing or give a prior verbal waiver to the Secretary of the Foundation.

6.2 For the purposes of the first meeting of the Board held immediately following the appointment or election of a director or directors at a general meeting, or for the purposes of a meeting of the Board at which a director is appointed to fill a vacancy in the Board, it is not necessary to give notice of the meeting to the newly elected or appointed director or directors for the meeting to be properly constituted.

6.3 The President may at any time, and the Secretary, on the request of any two directors shall, convene a meeting of the Board.

6.4 The Board may from time to time fix the quorum necessary to transact business, and unless so fixed the quorum shall be one-third of the directors in office at the time when the meeting convenes; but in no instance may the number necessary for a quorum be less than two.

6.5 The President shall chair all meetings of the Board; but if at any meeting the President is not present within 15 minutes after the time appointed for the meeting, or the President requests that he or she not chair that meeting, the directors present may choose one of their number to chair that meeting.

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

6.7 No resolution proposed at a meeting of the Board must be seconded. The person chairing a meeting may move or propose a resolution.

6.8 Any issue at a meeting of the Board which is not required by these bylaws or the *Societies Act* to be decided by a resolution requiring more than a simple majority shall be decided by a Board resolution.

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

6.10 Voting shall be by show of hands or voice vote recorded by the secretary of the meeting except that, at the request of any one director, a secret vote by written ballot shall be required.

6.11 A consent resolution of directors is as valid and effectual as if it had been passed at a meeting of the Board duly called and constituted. Such consent resolution of directors may be in two or more counterparts which together shall be deemed to constitute one resolution in writing. Such resolution shall be filed with minutes of the proceedings of the Board and shall be effective on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

6.12 A director who contemplates being or is temporarily absent from Canada may, by post or electronic means such as facsimile or email, send or deliver to the address of the Foundation a waiver of notice of any meeting of the Board for a period not longer than one year and may, at any time, withdraw the waiver in like manner. Until the waiver is withdrawn:

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

PART 7 - PATRONS

7.1 The Board may appoint prominent persons and office holders to be Patrons of the Foundation.

7.2 The function and number of Patrons and the terms of each appointment shall be determined by the Board. Patrons shall not have the legal powers to direct the acts and operations of the Foundation and will not be acting in the capacity of directors of the Foundation.

PART 8 - ADVISORY COUNCIL

8.1 The Board may constitute an Advisory Council to provide advice and counsel to the Board on broad issues of policy and profile and may appoint worthy persons to it and determine the terms of each appointment.

8.2 The Board shall determine the size, composition and specific functions of the Advisory Council.

8.3 The Advisory Council shall not have the legal powers to direct the acts and operations of the Foundation and its members will not be acting in the capacity of directors of the Foundation.

8.4 The Advisory Council may hold meetings at such time and place as is determined by the Board and shall conform to any rules that may from time to time be imposed on it by the Board.

PART 9 - COMMITTEES

9.1 The Board may create such standing and special committees as may from time to time be required which may be in whole or in part composed of directors as the Board thinks fit. The Board may delegate any, but not all, of its power to such committees and any such committee shall limit its activities to the purpose or purposes for which it is appointed, and shall have no powers except those specifically conferred by the Board. Unless specifically designated as a standing committee, any special committee so created must be created for a specified time period only. Upon completion of the earlier of the specified time period or the task for which it was appointed, a special committee shall automatically be dissolved.

9.2 A committee, in the exercise of the powers delegated to it, shall conform to any rules that may from time to time be imposed by the Board, and shall report every act or thing done in exercise of those powers at the next meeting of the Board held after it has been done, or at such other time or times as the Board directs.

9.3 The members of a committee may meet and adjourn as they think proper and meetings of committees shall be governed, with the necessary alterations, by the rules set out in these bylaws governing proceedings of the Board.

PART 10 - DUTIES OF OFFICERS

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

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

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

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

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

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

- (c) the rendering of financial statements to the directors, members and others when required.

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

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

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

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

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

PART 11 - CHIEF EXECUTIVE OFFICER

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

PART 12 - MANAGEMENT OF THE FOUNDATION

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

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

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

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

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

- (a) raise and borrow money in such manner and amounts, on such security, or without security, from such sources and upon such terms and conditions as they think fit;
- (b) guarantee the repayment of money by any other person or corporation or the performance of any obligation of any other person or corporation; and
- (c) incur, or secure the payment or repayment of or the performance of, any indebtedness or obligation in such manner and upon such terms and conditions in all respects as the Board thinks fit, and, without limiting the generality of the foregoing, by the issue of bonds, notes, income bond, perpetual or redeemable debentures or any mortgage, charge or other security whether specific or floating, on the undertaking or on the whole or any part of the property and

assets (both present and future) of the Foundation or indebtedness or other obligation of the Foundation, provided, however, that no debenture shall be issued by the Foundation without first being authorized by special resolution.

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

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

12.7 The Foundation may invest and deal with the monies and assets of the Foundation not immediately required by the Foundation both inside and outside of Canada in such manner as the Board may from time to time determine. In investing the funds of the Foundation, the Board shall not be limited to securities and investments in which trustees are authorized by law to invest, but may make any investments which in its opinion are prudent. In determining whether an investment is prudent, the Board may consider the extent to which an investment furthers purposes and funding of the Foundation in addition to issues of pure economic return. Subject to the provisions of the *Societies Act*, a director shall not be liable for any loss which may result from any such investment.

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

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

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

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

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

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

PART 13 - EXECUTION OF DOCUMENTS

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

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

13.3 Contracts, documents or any instruments in writing requiring the signature of the Foundation shall normally be signed by two officers or directors of the Foundation or such other number of officers or directors as may be determined from time to time by Board resolution or consent resolution of directors. Further, the Board may from time to time by Board resolution or consent resolution of directors appoint a person or persons, any of whom may not be a director or officer, to sign specific contracts, documents and instruments in writing.

PART 14 - AUDITOR

14.1 This Part applies only where the Foundation is required or has resolved to have an auditor.

14.2 The first auditor shall be appointed by the Board which shall also fill any vacancy occurring in the office of auditor.

14.3 At each annual general meeting, the Foundation shall appoint an auditor to hold office until he or she is re-appointed or his or her successor is appointed at the next following annual general meeting.

14.4 An auditor may be removed by ordinary resolution.

14.5 An auditor shall be promptly informed in writing of his appointment or removal.

14.6 The auditor may attend general meetings.

PART 15 - NOTICES

15.1 Notice of a general meeting shall be given at least 7 days and not more than 60 days in advance, to every person shown on the register of members as a member on the day the notice is given. No other person is entitled to be given notice of a general meeting. Notwithstanding the foregoing and pursuant to Section 79 of the *Societies Act*, a member of a society may, in any manner, waive the member's entitlement to

notice of a general meeting or may agree to reduce the period of that notice. Attendance at a general meeting is a waiver of the member's entitlement to notice of the meeting unless the member attends the meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called.

15.2 Any notice required to be given may be given to a member, a director or a member of a committee either by delivery, electronic means such as facsimile or email, or by first class mail posted to such person's or representative organization's registered address.

15.3 A notice sent by mail shall be deemed to have been given on the third day following that on which the notice was posted. In proving that notice has been given it is sufficient to prove the notice was properly addressed and put in a post office receptacle with adequate postage affixed, provided that if there shall be, between the time of mailing and the deemed receipt of the notice, a mail strike or other labour dispute which might reasonably be expected to delay the delivery of such notice by the mails, then such notice shall only be effective when actually received. Any notice delivered by hand or sent by electronic means such as facsimile or email shall be deemed to have been given on the day it was so delivered or sent.

15.4 If a number of days notice or a notice extending over any other period is required to be given, the day the notice is given or deemed to have been given shall not, but the day on which the event for which notice is given shall, be counted in the number of days required.

PART 16 - MISCELLANEOUS

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

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

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

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

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

PART 17 - INDEMNIFICATION

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

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

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

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

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

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

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

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

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

PART 18 – CLAUSES TRANSFERRED FROM THE CONSTITUTION

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

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

PART 19 - BYLAWS

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

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

TO: Board of Education

FROM: Ted Pennell, Director of Information Technology

RE: Policy and Regulations 1300 – Acceptable Use of Digital Technology

DATE: April 23, 2018

Background

The current “Acceptable Use” Policy and Regulations are out of date and require updating to reflect changes within the scope of digital technology.

- Policy 1300 – Acceptable Use of Technology and Networked Information
- Regulation 4216.2 - Employee Acceptable Use of Electronic Communications Systems in Schools
- Regulation 5131.9 – Student Acceptable Use of Electronic Communications Systems in Schools

Revisions

Policy 1300 and Regulation 4216.2 and Regulation 5131.9 have been revised to reflect current practice with digital technology and renumbered so that the regulations correspond with the revised Policy 1300.

- Policy 1300 has been revised.
- Regulation 4216.2 has been revised and renumbered to Regulation 1300.2.
- Regulation 5131.9 has been revised and renumbered to Regulation 1300.3.
- The policy and regulations were formatted in to the new format.
- A definitions section has been added to Policy 1300 for clarity and removed from each regulation in order to support better alignment to Policy 1300.
- The attachment for Regulation 5131.9 – 5131.9(a) will be deleted and incorporated in to a Digital Citizenship Policy component within school’s codes of conduct.
- Because of the rapid changes within technology, an annual review of the regulations is recommended.

Timeline of Events

- December 11, 2017 - Draft revised “Acceptable Use” policy and regulations were presented to the Trustees at the December OPPs meeting for review and comments with the expectation to incorporate their feedback and bring the revised policy documents back to the February OPPs meeting.
 - The Committee requested that the District use that time to gather feedback from District stakeholders.
- December 21, 2017 - Draft documents were shared with stakeholders
- January 24, 2018 - Stakeholder feedback was completed
- April 16, 2018 – Present draft documents to the Board of Education at OPPs meeting

Supporting Documents

- i. Proposed Changes to Policy 1300 and Regulations 1300.2 and 1300.3
- ii. Current Policy 1300 and Regulations 4216.2 and 5131.9 & 5131.9(a)

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1300 *Acceptable Use of Digital Technology* as revised and receive the revised Regulation 1300.2 (renumbered from Regulation 4216.2) *Employee Acceptable Use of Digital Technology*, revised Regulation 1300.3 (renumbered from Regulation 5131.9) *Student Acceptable Use of Digital Technology* and deleted Regulation 5131.9(a) *Student Acceptable Use of Electronic Communications Systems in Schools Attachment* as reviewed.

POLICY 1300

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

1.0 RATIONALE

- 1.1 The Board of Education recognizes that digital technology is an integral part of the educational curriculum, bringing value to support student achievement, business excellence and staff development. Through software applications, cloud-based solutions and electronic mail, the District Technology Resources significantly enhances educational experiences and supports communications, along with learning opportunities for students and staff while also providing schools with rich online resources.

Access to the digital network, however, is also associated with hazards that may not be considered appropriate in the context of students or a Board of Education setting. As a means of encouraging responsible and ethical use of digital technology, while filtering digital content, monitoring activity and protecting the personal information of students and staff, the Board of Education has established standards and guidelines for all users.

2.0 DEFINITIONS

- 2.1 ***BYOD (Bring Your Own Device)*** refers to the practice of enabling students and staff to bring personally owned devices (such as laptops, tablets and smart-phones) to school, for the sole purpose of educational use.
- 2.2 ***Data*** include, but are not limited to, student records, employee records, confidential, personal, or professional information and communications, or any other electronically stored information that passes through or is stored electronically on District Technology Resources.
- 2.3 ***Digital Learning and Collaboration Tools*** facilitate the storage and sharing of content and are accessed using technology devices, usually through an internet connection.

2.4 District Technology Resources include:

- 2.4.1 Access to the District's wired and wireless network from any location, such as schools, workplaces, home or other offsite locations,
- 2.4.2 Board of Education-provisioned hardware, such as desktop computers, laptop computers, tablets and printers (and including removable and/or external storage devices),
- 2.4.3 Access to the Board of Education's technology support services, and
- 2.4.4 Board of Education-provisioned software and applications, including cloud-based resources

2.5 Personally Owned Technology is any device that is not provided by the Board of Education, including (but not limited to) personal computers, smart phones and tablets.

2.6 Personal Information of students and staff is protected under the *Freedom of Information and Protection of Privacy Act*. The Board of Education is bound, under its obligation to this Act, to carefully manage all personal information within its custody and control how it is collected, used and released. This includes restrictions on the release of personal information without permission.

2.7 Users include (but are not limited to) students, parents, guardians, staff members, volunteers, guests, Parent Advisory Committee members, Board of Education members given authorized access to District Technology Resources, regardless of whether access is onsite or offsite.

2.8 Spamming is the action of sending irrelevant or unsolicited bulk messages indiscriminately to a large number of recipients through electronic messaging systems like e-mails and other digital delivery systems.

3.0 POLICY

- 3.1 This policy and all related procedures apply to all users who access District Technology Resources, including use of personally-owned devices.
- 3.2 Users are subject to the expectations of use and standards of behavior set out in the accompanying regulation and operational procedures, and any other applicable law, related policies and procedures (at all times) when accessing District Technology Resources for any purpose.
- 3.3 District Technology Resources are intended for educational, instructional or business-related use, to facilitate the goals and objectives of the Board of Education.
- 3.4 Engaging in personal use is a choice users make that may involve the sacrifice of personal information. The Board of Education cannot guarantee that personal information is secure while using District Technology Resources.
- 3.5 Users shall take all reasonable precautions to prevent a breach of privacy by ensuring that data, as defined by this policy, is secure and safe. In addition, users shall not knowingly commit a breach of privacy and will only use data for the purposes intended in 3.3.
- 3.6 The Board of Education owns all District Technology Resources and may access data and information that users create, store, send, or receive when using District Technology Resources, in accordance with the accompanying procedure.
- 3.7 The Board of Education is not responsible for:
 - 3.7.1 anything accessed by the user through District Technology Resources that is not created, published or authored by the Board of Education;
 - 3.7.2 any claims, losses, damages, costs, or other obligations arising from the use of District Technology Resource (whether or not accessed by a personal owned device), including, but not limited to, the loss or damage of user information or personal devices;

- 3.7.3 any additional charges borne by the user to their personal device, or any unauthorized charges borne by the user on a Board of Education-issued device, when using or attempting to use District Technology Resources.

- 3.8 Users who do not comply with this policy and accompanying procedures will be subject to the appropriate disciplinary actions.

4.0 RESPONSIBILITIES

- 4.1 **District Administration** is responsible for:

- 4.1.1 Implementing and operationalizing the Acceptable Use of Digital Technology Policy.
- 4.1.2 Supporting and providing direction to users about the policy application.
- 4.1.3 Keeping the expectations of use and standards of behavior updated in regulations and operational procedures, and informing users of any changes.

- 4.2 **Teachers and Educational Assistants** are responsible for:

- 4.2.1 The overall management of student use of computing and information technology facilities and resources within their areas of responsibility.

- 4.3 **All Users of District Technology Resources and/or Technology Services** are responsible for:

- 4.3.1 Ensuring that District Technology Resources are only accessed by those to whom the technology resource is assigned;
- 4.3.2 Ensuring that any use of personal and Board of Education-provisioned devices that access District resources are password-protected to restrict unauthorized access to these devices;

- 4.3.3 Using District Technology Resources in an appropriate, responsible and ethical manner, consistent within the professional, educational, and informational contexts for which they are provided;
- 4.3.4 Refraining from using technology in a malicious manner or with intent to bring harm to District Technology Resources;
- 4.3.5 Complying with the *Freedom of Information and Protection of Privacy Act*, as it relates to the management of personal and private information;
- 4.3.6 Modeling the appropriate use of technology;
- 4.3.7 Ensuring that inappropriate and irresponsible use of technology is immediately reported to their supervisors or for students, an appropriate adult.

5.0 REFERENCES

- 5.1 BC Ministry of Education *School Act*, sections 6(1)(2), 7(1), 10, 16, 95(3)
- 5.2 *Freedom of Information and Protection of Privacy Act*, sections 22(1), 22(2), 30, 32
- 5.3 Criminal Code, sec. 184, 430(1), 430(5)
- 5.4 BC Human Rights Code, sec 7
- 5.5 *Copyright Act*, sec. 3
- 5.6 BC Ministry of Education: Safe, Caring and Orderly Schools
- 5.7 Policy 5140.1 – Child Abuse
- 5.8 Policy 5131.0– Personal Safety and Security in the Greater Victoria School District
- 5.9 Individual SD61 School Codes of Conduct



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

POLICY 1300

ACCEPTABLE USE OF DISTRICT TECHNOLOGY AND NETWORKED INFORMATION

The computing and telecommunication facilities and services provided by the Greater Victoria School Board is intended for teaching, learning and administrative purposes. As such School District computing and telecommunication resources are used to enhance educational programs and to conduct School District business.

It is the intent of the Greater Victoria School Board that:

1. Each student, employee and other person having access to any School District computing resource is required to use such resources in a legal, ethical, responsible and professional manner
2. The publication and posting of information on any School District network or the World Wide Web is to be in accordance with ethical and legal standards and those derived directly from standards of common sense and courtesy that apply to the use of any public resource.
3. Access to District computing and telecommunication resources is a privilege, not a right.
4. Access to District computing and telecommunication resources may be withdrawn if employees or students do not comply with the Board policy governing the acceptable use of District technology and networked information.

Greater Victoria School District

Adopted: June 26, 2000

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

REGULATION 1300.2

EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

1. RATIONALE

In connecting employees to a variety of electronic resources, including access to the Internet and connections with other users, the Board of Education recognizes the importance of providing clear guidelines surrounding digital technology usage.

The Board of Education's technology tools, systems and networks are intended for educational purposes, as well as for business and administrative functions directly in support of the Board of Education's operation. The Board of Education will ensure that employees and other users are aware of the guidelines and expectations related to technology, as stated below.

2. RESPONSIBILITIES

2.1 The Director of Information Technology will:

2.1.1 Establish and maintain sustainable service offerings which include:

- Hardware, software and configuration standards,
- Operational strategies for hardware and software (ie computer installation, user accounts administration and virus protection strategies).

2.1.2 Provide access to District Technology Resources (websites, e-mail, etc.) to users outside of the Board of Education.

2.1.3 Monitor activity on the District Technology Resources and follow established processes and procedures when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.

- 2.1.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.1.5 Provide resources and training to help govern the appropriate use of District Technology Resources.
- 2.1.6 Ensure that parents/guardians are aware of the individual student's responsibility to use District Technology Resources in an ethical and educational manner.
- 2.1.7 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through District Technology Resources.
- 2.1.8 Endeavor to provide a reliable, sustainable technology environment.

2.2 School/Site Administrators will:

- 2.2.1 Ensure that current information regarding the appropriate use of technologies is made available to staff, students and parents.
- 2.2.2 Ensure adequate supervision of students using District Technology Resources through an approved process.
- 2.2.3 Ensure that school-based technology activities adhere to Board of Education policies, procedures and standards.
- 2.2.4 Approve site-based technology activities.

2.3 Board of Education Employees

It is the responsibility of every employee to:

- 2.3.1 Read, be aware of, and comply with:
 - Policy 1300 – *Acceptable Use of Digital Technology*
 - Regulation 1300.2 – *Employee Acceptable Use of Digital Technology*
 - Regulation 1300.3 – *Student Acceptable Use of Digital Technology*

2.3.2 Report incidences of technology misuse to the site principal/manager.

3. ETHICAL GUIDELINES

The use of District Technology Resources is a privilege, not a right, and usage may be revoked at any time for inappropriate conduct.

3.1 All employees will:

- 3.1.1 Protect their provisioned account credentials from others and will not use other users' passwords and accounts;
- 3.1.2 Exercise good judgment and use technology for educational or Board of Education related administrative purposes;
- 3.1.3 Respect Board of Education property and be responsible for its use;
- 3.1.4 Be courteous and communicate online with the same level of respect as in face-to-face situations at all times;
- 3.1.5 Respect copyright and software licensing laws;

3.2 Employees are prohibited from:

- 3.2.1 Attempting to gain unauthorized access to Board of Education accounts, or to go beyond their authorized access;
- 3.2.2 Revealing their password to anyone;
- 3.2.3 Using inappropriate language in electronic correspondence;
- 3.2.4 Engaging in prejudicial or discriminatory activity;
- 3.2.5 Posting student work, photographs and/or video images on any website without prior written consent from the student and/or parent/guardian;
- 3.2.6 Posting student's personal information, such as class lists, marks and demographics, in a non-secure environment;

- 3.2.7 Copying or downloading copyrighted and/or intellectual property materials, such as movies, music and images;
- 3.2.8 Posting false or defamatory information;
- 3.2.9 Knowingly accessing illegal, harassing, obscene, pornographic, racist, libelous, threatening resources that are sexually explicit or promote physical violence;
- 3.2.10 Using electronic mail to send obscene, anonymous, threatening, libelous, discriminatory, or inflammatory messages;
- 3.2.11 Accessing, transmitting and/or duplicating materials, in violation of Canadian laws;
- 3.2.12 Using District Technology Resources for commercial, political or illegal purposes;
- 3.2.13 Vandalizing or attempting to destroy Board of Education data;
- 3.2.14 Engaging in spamming activities using District Technology Resources.

4. SECURITY

- 4.1 Users must not download computer software or information relating to compromising District Technology Resources. This type of activity will be considered a violation of Policy 1300 – *Acceptable Use of Digital Technology*.
- 4.2 Any user identified as a **security risk** may be denied access to District Technology Resources until further adjudication is performed.
- 4.3 All incidences of vandalism must be reported to the School/Site Administrator. Where appropriate, the Board of Education will seek reimbursements for costs incurred.
- 4.4 The Board of Education reserves the right to monitor all user activity of District Technology Resources.

5. DISCIPLINARY CONSEQUENCES

According to Canadian common law and provincial privacy legislation, employees are afforded certain privacy rights related to their use of District Technology Resources. However a search and investigation of any user's Board of Education issued computer account will be conducted if there is reasonable suspicion that the terms of this policy have been violated.

Allegations of unacceptable use of District Technology Resources will be addressed according to established policies and procedures. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- 5.1 Temporary or permanent revocation of access to some or all of the District Technology Resources;
- 5.2 Disciplinary action according to applicable Board of Education policies;
- 5.3 Legal action according to applicable laws and contractual agreements.

6.0 EVALUATION

Due to the dynamic nature and associated risks of digital technology, this regulation will be reviewed and revised if necessary on an annual basis.

Greater Victoria School District

Approved:

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REGULATION 4216.2

EMPLOYEE ACCEPTABLE USE OF ELECTRONIC COMMUNICATIONS SYSTEMS IN SCHOOLS

Definitions:

"Computer resources" all computer hardware, software (including email, Internet access), and communications equipment.

"Internet" the global interconnection of data networks or bulletin board systems that commonly use (but are not limited to) the Internet Protocol.

"Offensive material" includes, but is not limited to, pornography, hate literature or any material that contravenes the *BC Human Rights Act*.

"Sensitive Information" personal, confidential or protected information whose release is unauthorized i.e. information that is reasonable likely to be excepted or excluded from access under the *Freedom of Information and Protection of Privacy Act*.

"Scheduled Hours of Work" does not include approved rest and/or meal periods.

"User" all persons authorized to access the District computer resources.

The following guidelines on the use of District electronic communication systems must be followed in accordance with the Regulation.

1. Central system or network account holders are responsible for all usage of their accounts and, therefore, must keep their passwords confidential to protect themselves, their files and the School District's files. Account holders must not distribute others user id and password or reveal others personal information.

2. School District computer resources must not be used in a manner that may annoy or harass others; for example, distributing obscene, abusive, racist, threatening, unsolicited e-mail messages, or sexually/harassing messages or material.
3. Sensitive information must not be transmitted via or exposed to Internet access without taking appropriate measures to ensure data remains confidential.
4. All electronic communication, including email, (both internal and external) are the property of the School District and are subject to provisions under the *Freedom of Information and Protection of Privacy Act*.
5. Computer resources must not be used for personal use during scheduled hours of work.
6. The use of computer resources during non-scheduled hours of work for personal reasons must be in accordance with these regulations and must not incur additional cost to the School District, whether through the consumption of computer cycles, labour costs, printers, paper, storage media or other resources.
7. Non-acceptable usage of computer resources includes activities that:
 - May lead to personal financial gain.
 - Could be interpreted as gambling.
 - Are used to conduct private business.
 - Obscure the origin of any message under an assumed computer network address.
 - Access illegal or offensive computer networks.
 - Access or distribute unlicensed software or documentation.
 - Initiate or distribute chain letters, advertising or unauthorized solicitations.
 - Have not been approved during working hours by the employee's supervisor.
 - Access electronic systems or information inappropriately or without authorization.
 - Vandalize the system or system accounts.
 - Produce product and/or service advertisement or political lobbying.
 - Utilize network-intensive resources such as network games.
 - Violate or attempt to violate, the security of the system or attempt to subvert other systems.
 - Deliberately or recklessly expose systems to computer infections.
 - Contravene any laws or regulations.

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8. Account holders must respect the rights of other users and consider the impact of their conduct on others.
9. Computer resource usage must be able to survive public scrutiny and/or disclosure. Users must avoid activities that might bring the School District into disrepute.
10. Computer resource use may be monitored without warning and inappropriate usage may be cause for cancellation of privileges and/or disciplinary action up to and including dismissal, or cancellation of contract.
11. Employees are responsible to ensure they have reviewed these Regulations prior to making use of School District computer resources.

Reference: Policy 1300

Greater Victoria School District

Approved: June 26, 2000

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REGULATION 1300.3

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

1.0 RATIONALE

This regulation outlines the Board of Education's mission to reduce the risks posed by Internet usage as a starting point for promoting positive digital citizenship among students. The Board of Education's expectations for student online behavior are no different than for face-to-face interactions in school, and are governed by Board of Education regulations and government legislation. Successful, technologically savvy digital citizens live safely and civilly in an increasingly digital world, and recognize that information posted on the Internet is public, permanent and of lasting social impact.

The Board of Education will make every reasonable effort to mitigate risk associated with digital technology usage, through student education and supervision, employee training and support, and through network filtering and monitoring. Yet with the understanding that digital citizenship is a shared responsibility between students, parents, educators, schools and governments, and given the dynamic nature of digital technology, the Board of Education's responsibility has limits. To that end, the following procedures are in effect.

2.0 RESPONSIBILITIES

2.1 The Director of Information Technology will:

2.1.1 Establish and maintain sustainable service offerings, which include:

- Hardware, software and configuration standards,
- Operational strategies for hardware and software (ie. computer installation, user accounts administration and virus protection strategies).

- 2.1.2 Provide access to District Technology Resources (websites, e-mail, etc.) to users outside of the Board of Education.
- 2.1.3 Monitor activity on District Technology Resources and follow established processes and procedures to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.
- 2.1.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.1.5 Provide resources and training to help govern the appropriate use of technology.
- 2.1.6 Ensure that parents/guardians are informed of the individual student's responsibility to use District Technology Resources in an ethical and educational manner.
- 2.1.7 Take measures to prevent objectionable and illegal access of information. Internet access includes the potential for encountering information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through its Digital Technology Resources.
- 2.1.8 Endeavour to provide a reliable, sustainable technology environment.

2.2 School/Site Administrators:

School and Site Administrators provide student access to District Technology Resources to maximize educational opportunities. As such, administrators are responsible for the following:

- 2.2.1 Ensure the equitable provision of digital access to all students;

- 2.2.2 Notify parents about policies governing student use of District Technology Resources.
- 2.2.3 Ensure that students and parents are informed of the digital citizenship policy which is included in each school's code of conduct prior to allowing student access to District Technology Resources;
- 2.2.4 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity;
- 2.2.5 Ensure that students and staff are trained in the safe use of District Technology Resources and that they understand the inherent risks associated with using technology;
- 2.2.6 Ensure that all student access to the Internet, while on school property, is through District Technology Resources and their Board of Education-provisioned account;
- 2.2.7 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.

2.3 Teachers and Educational Assistants:

In order to facilitate student access and to ensure the appropriate use of District Technology Resources, teachers and educational assistants will:

- 2.3.1 Review and comply with the Board of Education's Policy 1300 *Acceptable Use of Digital Technology*
- 2.3.2 Know the status of the students' parental consent;
- 2.3.3 Instruct students in the effective and ethical use of the Internet, social networking tools and other collaborative technologies;

2.3.4 Provide guidance to students for minimizing online risks;

2.3.5 Encourage parents' involvement in developing their children's digital citizenship;

2.3.6 Monitor student use of District Technology Resources.

2.4 Students:

Students are responsible for reviewing and complying with the digital citizenship policy which is included in each school's code of conduct. This provides students with the following:

- Access to the Board of Education network
- Access to Board of Education software solutions
- Access to the Internet
- Access to the school library catalogue
- Access to electronic file storage
- Access to printing

3.0 ETHICAL GUIDELINES

3.1 Students may obtain access to the District Technology Resources, including the Internet, and are expected to display appropriate behavior and accountability. As such, students must:

3.1.1 Review the digital citizenship policy in order to gain access to the District Technology Resources and understand compliance with the policy as a condition of their access;

3.1.2 Use assigned devices as directed by their teachers;

3.1.3 Show consideration to other students when digital resources are scarce;

- 3.1.4 Protect access to their individual network accounts under the use of a private, personal password. Ensure that their password is not shared;
- 3.1.5 Refrain from deliberately disrupting system performance or interfering with the work of other students;
- 3.1.6 Refrain from intentionally damaging equipment, including (but not limited to) rearranging keyboards and key caps, and tampering with monitors, printers, or any other peripheral equipment;
- 3.1.7 Leave devices and peripherals in their designated places;
- 3.1.8 Leave equipment, device and room in good condition for the next student or class;
- 3.1.9 Always log off devices after finishing work.

3.2 Ethical Conduct

The use of District Technology Resources is a privilege and usage may be revoked at any time for inappropriate conduct. All students will:

- 3.2.1 Exercise good judgment and use technology for educational or school-related purposes only;
- 3.2.2 Respect copyright and software licensing laws;
- 3.2.3 Refrain from unauthorized reading, modifying or deleting personal files owned by other users;
- 3.2.4 Refrain from illicitly accessing, tampering with or experimenting with systems outside of the school network;

3.2.5 Refrain from using technology to engage in or share obscene, profane, inflammatory, embarrassing, threatening, or disrespectful language or media of any kind;

3.2.6 Refrain from using technology to engage in personal attacks.

4.0 SECURITY

The Board of Education uses internet filtering and monitoring as a means of preventing access to material that is obscene, illegal and/or harmful to minors. This filtering applies to all devices accessing the Internet through District Technology Resources, regardless of whether the devices are Board of Education-assigned or personally owned. If monitoring leads to the discovery that a student has failed to follow the regulations, then a fair and reasonable investigation will be carried out. As a preventative measure, the following terms must be adhered to:

4.1 Information will not be posted by students if it:

4.1.1 Violates the privacy of others;

4.1.2 Jeopardizes the health and safety of students;

4.1.3 Is obscene, libelous or discriminatory;

4.1.4 Causes disruption of school activities;

4.1.5 Plagiarizes the work of others; or

4.1.6 Is a commercial advertisement.

4.2 Students will not change or delete files belonging to others.

4.3 Real-time messaging and online chat may only be used with the permission of the teacher.

- 4.4 Students will not reveal their personal information (such as last name, home address, email address, images, school name, phone number or anything that personally identifies themselves) while in correspondence with unknown parties.
- 4.5 Students are responsible for reporting any inappropriate material they receive, or any material that makes them feel uncomfortable.
- 4.6 Students are prohibited from viewing, sending and accessing illegal material, or any other Internet-based material that is inconsistent with the educational mission of the Greater Victoria School District.
- 4.7 Students are prohibited from downloading inappropriate or illegal material.
- 4.8 Students should **never** agree to meet with anyone encountered online.

5.0 PERSONALLY OWNED COMPUTING/NETWORK DEVICES (BYOD)

- 5.1 Where applicable, appropriate virus-checking software must be installed, updated, and made active prior to any personally owned computing device being placed on the Board of Education's network.
- 5.2 Personal devices should be brought to school fully charged.
- 5.3 Students should avoid bringing peripheral devices, such as chargers and charging cables to school.
- 5.4 No device connected to the Board of Education's network will have software that monitors, analyzes, or may cause disruption to District Technology Resources.
- 5.5 The Board of Education is not responsible for any device or data loss, theft, damage or other associated costs of replacement or repair as a result of a student bringing their own device to school.

- 5.6 Board of Education employees will not be responsible for supporting or troubleshooting a student-owned device.
- 5.7 Students will take full responsibility for any personally owned device and will appropriately secure all devices when not in use.

6.0 DISCIPLINARY CONSEQUENCES

The Board of Education reserves the right to monitor and inspect all activities connected to District Technology Resources, including activities from personal devices. A search and investigation associated with any student's Board of Education-provisioned computer account will be conducted if there is reasonable suspicion that the terms of this regulation have been violated. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- 6.1 Parents will be contacted and provided with the opportunity to be informed of, and defend or explain student misconduct;
- 6.2 Temporary confiscation of the student's personally owned device(s) by school authorities;
- 6.3 Temporary revocation of access to some or all District Technology Resources, including (but not limited to) internet access, wireless access, use of personal device and printing.
- 6.4 Disciplinary action according to applicable Board of Education policies.
- 6.5 Legal action, according to applicable laws.

7.0 EVALUATION

Due to the dynamic nature and associated risks of digital technology, this regulation will be reviewed on an annual basis.

Greater Victoria School District

Approved:

REGULATION 5131.9

STUDENT ACCEPTABLE USE OF ELECTRONIC COMMUNICATIONS SYSTEMS IN SCHOOLS

Preamble:

Electronic communications systems including computers, telecommunications devices and other forms of technology are providing opportunities for gaining interaction with a wide array of valuable educational tools, strategies and information resources. Much of this interaction takes place over the Internet which is not governed for content or activity by any central policy. It is essential that all users of electronic communications systems, including the Internet, view activities and the exchange of information through these media critically as to its legitimacy, veracity and application.

The use of electronic communications systems, including the Internet must be used only for those purposes that support the goals, objectives and activities as prescribed by the school district. All users must be aware of their responsibilities with respect to acceptable use.

The Board is committed to providing a wide range of access to students who are using school district electronic communications systems. The responsible use of these district systems is the overriding goal of this regulation. The benefits of access to resources through the Internet and communications networks outweigh the risks involved, and the Board will encourage the use of electronic communications systems and the Internet to provide appropriate learning opportunities for all users.

Definitions:

"Electronic communications systems" include all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of voice, data or graphic images. These devices include but are not limited to computers,

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servers, local area networks, intranets, the Internet, electronic mail systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras and fax machines.

“Educational purposes” are those purposes which directly support student learning as outlined in the prescribed learning outcomes mandated by the Ministry of Education.

RESPONSIBILITIES:

A. Responsibility of the School

It is the responsibility of the school Administration to:

1. Inform parents of the educational benefits as well as the potential risks involved in communications with any persons using electronic communications systems.
2. Provide parents with a standard Acceptable Use Agreement for parents/guardians and students to sign before students are given Internet access.
3. Distribute *Expectations for Students Using School or District Electronic Communications Systems*, review these with all Grades 6-12 students and require students and their parents/guardians to sign a *Student Use Agreement – (Grades 6-12)*.
4. Distribute *Expectations for Students Using School or District Electronic Communications Systems* to parents of students in Grades K-5 for their information.
5. Distribute *“My Rules for Online Safety”* and review these with all Grades K-5 students and require students and their parents/guardians to sign a *Student Use Agreement - (Grades K-5)*.
6. Provide a statement of consequences of inappropriate use, including taking appropriate disciplinary action when the policy or regulations are contravened.

B. Responsibility of the Teacher

It is the responsibility of the teacher to:

1. Review and comply with District’s and the school’s Electronic Communications Systems Use policy.

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2. Instruct all students in the nature of the risks involved in communicating with others through this medium, including not publicizing photos of or giving out personal information about oneself or others.
3. Give students guidelines for minimizing risks (similar to safety instruction, meeting strangers, etc.).
4. Monitor student use of the computer and the use of electronic communications systems and the Internet.

C. Responsibility of the Parent/Guardian

It is the responsibility of the parent/guardian to:

1. Be aware of the educational benefits of access to resources through the Internet and communications networks.
2. Be aware of the risks inherent in that access, while encouraging safe and acceptable practices of use.
3. Be aware of the consequences set out by the school and the district for unacceptable and inappropriate use.
4. Read the acceptable use guidelines and the school/district policy and regulation as they apply to electronic communications systems as well as computer/Internet access. If a parent/guardian wishes to permit their son/daughter to have access to these tools, they must indicate their permission by signing the Acceptable Use Agreement.

D. Responsibility of the Student

It is the responsibility of the student to:

1. Sign the Acceptable Use Agreement in order to gain access to and use of electronic communications systems and understand compliance with this is a condition of access, and noncompliance will have consequences.
2. Protect access to their individual network accounts under the use of a private, personal password. Ensure that their personal password is not shared and agree not to use the password of any other individual.
3. Conduct all his/her activities in accordance with the policies, regulations and guidelines set out for the use of school computers and electronic communications systems both during and outside of school hours.
4. Conduct all activities in a responsible, ethical, legal and courteous manner.

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Approved: June 26, 2000

Revised: September 26, 2005

Expectations for Students using School or District Electronic Communications Systems

The following are expectations for students using electronic communications systems including but not limited to accessing the Internet and e-mail through the District's/Schools' networks.

Students in Grades 6-12, signing this document agree to the following terms and conditions.

School rules apply: As a student, I understand that there are school rules related to expected conduct, the use of appropriate language including making fair and respectful comments, and guidelines for responsible behaviour. I understand that any other "School Rules" related to using technology must also be followed.

More specifically, without limiting the above, I agree that:

- ☐ I understand that having access to use e-mail will be at the discretion of my school.
- ☐ I will use electronic communications systems for lawful educational purposes only
- ☐ I will handle with care and consideration any electronic communications equipment so as to avoid or minimize any physical damage or damage to data.
- ☐ I will use network services in such a way that performance is not disrupted or terminated.
- ☐ I will use my time and required materials so as not to be wasteful.
- ☐ I will use every effort so as not to corrupt the files or systems of other users.
- ☐ I will respect the privacy of other users.
- ☐ I will use language that is not considered offensive or threatening to others.
- ☐ I will avoid receiving, keeping or distributing inappropriate materials, including material that is obscene, pornographic, sexist, racist, belligerent or harmful to others.
- ☐ I will inform my teacher or principal if I come across any sites, material, information or situations that I believe contain inappropriate material.
- ☐ I will not meet with any strangers I talk to on the Internet without first consulting my parent or guardian.
- ☐ I will not distribute personal information about myself or anyone else through the District or school server including names, school, interests, extracurricular activities, home or school address or phone numbers. I may however, post school projects and work on the Internet as approved by my teacher.
- ☐ I will only use what I believe to be authorized, legal copies of information and software.
- ☐ If provided, I agree to keep any network service password secret and I agree that I will not use someone else's password to access the system.

Plagiarism & Copyright:

- ☐ I agree that I will not copy any information and claim it as my own.
- ☐ I will ask the original author for written permission to use the graphics or any copyrighted works, including works of art, compositions, text, symbols, sayings, cartoons, excerpts, and quotations.
- ☐ I agree that I will give written credit for sources of information for my work.

Consequences of unacceptable use: The consequences for breaking any rules that apply to use of any electronic communications system, include but may not be limited to the following:

- Loss of privileges to access and use any electronic communications systems.
- Possible disciplinary action through the School Code of Conduct.

I understand that I am personally responsible for my actions, errors, and omissions in using a District electronic communications system and accessing the Internet. I further understand the consequences for failing to comply with the terms and conditions of these regulations, may well exceed school disciplinary action, and may include criminal investigations, civil suits or both.

Student Use Agreement – (Grades 6-12)

I have read, understand and will abide by the “*Expectations for Students Using School or District Electronic Communication Systems*”. I will use resources responsibly, respect the rights of others and will not use these systems for unethical or illegal activities. I further understand that any violation of the district policy or regulation using electronic communications systems is unethical and may constitute a criminal offense. Should I commit any violations, my access privileges may be revoked, school disciplinary action may be taken, and possible legal action may be taken. I understand that this document will remain in my school file for as long as I am enrolled at this school or until terminated by either party by notification in writing.

Student's Name: _____ Date: _____

PLEASE PRINT

School Name _____ Teacher Name: _____ Div. _____

I have read the “Expectations for Students Using Electronic Communications Systems” and agree to abide by the provisions therein.

I have read “*Expectations for Students Using School or District Electronic Communication Systems*” and agree to those rules for being a responsible computer user.

Student Signature: _____ Student ID# _____

Parent/Guardian Permission Form – (Students in Grades 6-12)

I have read the attached “*Expectations for Students Using School or District Electronic Communication Systems*”. I understand that our daughter or son may access District electronic communications systems which allow them to access resources, communicate with others and to publish their work. I further understand that, should our child's work be published, it will appear with copyright notice prohibiting use without written permission. I also understand that filtering or blocking software which may be applied to the electronic communications systems to prevent gaining access to inappropriate material is not foolproof and cannot guarantee 100% effectiveness.

	YES	NO
We grant permission for our daughter or son to access electronic communications systems at school.		
We grant permission for our daughter or son to publish their work and/or photos online, including full name identifiers.		
We grant permission for our daughter or son to publish their work and/or photos online, without full name identifiers. (first name or initials may be used as an identifier).		

** I understand that it is the responsibility of my child to avoid accessing the Internet or computers while at school as described above, until receipt of an Acceptable Use Agreement signed by both student/child and parent or guardian.*

Parent/Guardian's Name: _____ Signature _____

PLEASE PRINT

Address: _____ Phone: _____ Date: _____

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

Student Use Agreement – (Grades K-5)

“My Rules for Online Safety”

Using a computer at school can be very good. There are stories, pictures, sounds, music, games and lots of other useful information on many topics that can be downloaded right to your classroom. You are lucky to be able to use a computer at your school. Being able to use a computer comes with accepting responsibility. There are rules for being able to use a computer at school. These rules help you use the computer in the best and safest possible ways.

Here are the rules for using a computer at your school:

School rules apply: As a student, I understand that there are school rules related to expected conduct, the use of appropriate language including making fair and respectful comments, and guidelines for responsible behaviour.

More specifically, without limiting the above, I agree that:

- ☐ I will not give out personal information such as my name, address, telephone number or the location of my school without my teacher’s permission.
- ☐ I will never send a person my picture or anything else without first checking with my teacher.
- ☐ I will tell my teacher right away if I come across any upsetting words, nasty pictures or something scary on the Internet that makes me feel uncomfortable.
- ☐ I will never agree to get together with someone I “meet” online without first checking with my teacher and parent.
- ☐ I will not answer any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that.
- ☐ I will not send mean messages to anyone, even friends, even as a joke.
- ☐ I will talk with my teacher and parents so that they can set up rules for going online either at school or home. We will decide upon appropriate areas for me to visit.

I understand that if I break any of the rules I may be told that I cannot use the computers at school anymore. This agreement will remain in my school file for as long as I am enrolled at this school. It can be removed by either my parents or the school Principal if either decides to remove my privileges.

Student's Name: _____ Date: _____
PLEASE PRINT

School Name _____ Teacher Name: _____ Div. _____

I have read “***My Rules for Online Safety***” and agree to those rules for being a responsible computer user.

Student Signature: _____ Student ID# _____

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

Parent/Guardian Permission Form – (Students in Grades K-5)

I **personally** have read the attached “*Expectations for Students Using School or District Electronic Communication Systems*”, so that I am aware of the expectations of my child for using technology at the Middle and Secondary school levels. (The “*Expectations for Students Using School or District Electronic Communications Systems*” document **does not have to be shared with students in Grades K-5**. This is for parental information only.)

I have read and discussed with my child, “My Rules for Online Safety”.

I understand that our daughter or son may access School or District electronic communications systems which allow them to access resources and communicate with others. I understand that filtering or blocking software which may be applied to the electronic communications systems to prevent gaining access to inappropriate material is not foolproof and cannot guarantee 100% effectiveness.

	YES	NO
We grant permission for our daughter or son to access electronic communications systems at school.		
We grant permission for our daughter or son to publish their work and/or photos online, including full name identifiers.		
We grant permission for our daughter or son to publish their work and/or photos online, without full name identifiers. (first name or initials may be used as an identifier).		

** I understand that it is the responsibility of my child to avoid accessing the Internet or computers while at school as described above until receipt of an Acceptable Use Agreement signed by both student/child and parent or guardian.*

Parent/Guardian's Name: _____ Signature _____
PLEASE PRINT

Address: _____ Phone: _____ Date: _____

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



OFFICE OF THE SECRETARY-TREASURER

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

TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: April 23, 2018

RE: **SUBMISSION TO THE EXPERT PANEL ON THE FUNDING FORMULA**

Background:

On February 26, 2018, trustees and stakeholders attended consultation sessions to review the current funding formula and discuss the potential impacts of a funding formula change. The feedback received during these sessions was used to draft a letter to the expert panel on the funding formula.

At the regular meeting of the Board on March 12, 2018, the draft letter was presented for review and additional comment.

Discussion:

The draft letter was presented to the Operations Policy and Planning Committee meeting on April 16, 2018 to reflect comments received following the presentation of the draft letter on March 12, 2018. Most of the revisions made were minor, except for a major revision to include a specific recommendation for children in care. The Operations Policy and Planning Committee recommended that the letter be brought to the Board for further discussion.



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 or no control over. Furthermore, schools within our District rely on donations and 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 while having no appreciable impact on the learning outcomes of students.

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. Moreover, the requirement to substantiate designations through this rigorous process effectively caps the number of students who may be designated in a given school year, and introduces a systemic bias towards prioritising assessments which will result in the greatest amount of funding. 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, while our staff do an excellent job under the current model, we feel that a shift in the funding model would be more supportive of an inclusive learning environment. 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 the profile funding 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 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.

Recommendation 11:

That the Ministry of Education provide funding support for Children in Care.

"Of B.C. students in continuing care who began Grade 8 in 2009/10, only about 51 per cent graduated within six years. This compares to a nearly 89 per cent graduation rate for all other students in the province."

- Room for Improvement: Toward Better Education Outcomes For Children in Care. Representative for Children and Youth, October 2017

The Greater Victoria School District currently has approximately 200 children and youth in care. Outcomes for these students are in keeping with the provincial graduation rates identified by the Representative for Children and Youth.

There are a number of factors that contribute to lower graduation rates for children and youth in care. These factors include the quality of data that is shared between ministries, the caseloads of social workers that restrict their ability to liaise with schools, and the mobility of children and youth in care. These factors are clearly beyond the scope of the Funding Framework Review.

Nevertheless, the first recommendation of the Representative for Children and Youth in the *Room for Improvement* report is, "That the Ministry of Education allocate specific funding to each school district based on the number of children and youth in care, funding that would be dedicated to support the learning of these students. This should be a priority of the ministry as it undertakes a review of the K to 12 education system's current funding formulas."

A funding framework that takes into consideration the unique needs of children and youth in care is the first step in designing a comprehensive approach to supporting this population of students who require additional resources and support in order to be successful.

Conclusion

The Board would like to thank the panel for the opportunity to provide recommendations for consideration. Our District is ~~a District~~one 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 and, central supports, schools were closed, and, ultimately, the classroom was impacted. The long term impact of a 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.



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: April 23, 2018

RE: **Childcare Partnership Opportunities**

Background:

Last year, the Board supported a number of providers in applying for funding from the Ministry of Children and Families to preserve and/or expand care at a number of our sites including Cloverdale, Torquay, Frank Hobbs, Braefoot and Northridge. In the case of Braefoot, Torquay and Northridge we envision that the District will be able to access the facilities during the day thus expanding amenity space at our schools.

Currently, we are in the final stages of planning for these sites and are hopeful that each build, with the exception of Cloverdale will be a Learning Studio built by us. This may not be possible depending on the flexibility of the school, provider and MCFD with Learning Studios being delivered later than September 2018. Please see the attached schedule for more information.

Discussion

We are seeking Board direction to proactively continue this planning for the next intake of funding. Specifically, we envision George Jay, James Bay, Victoria West and potentially Tillicum to be possible locations for partnership. There may be more but these four examples all would be partnerships with community associations with whom we have long term relationships. With the exception of Victoria West we envision access to daytime space for our schools in the event that they are built.

Again, the commitment from the Board would be for 10 years less a day of license and our ongoing capital maintenance of the sites with flexible access for the providers. In the event that they were successful, the builds would be placed in order per the attached building schedule.

Recommended Motion

<p>That the Board of Education of School District No. 61 (Greater Victoria) empower the Superintendent to negotiate partnerships with Childcare providers to apply for funding from the Ministry of Children and Families to build purpose built space on our sites with a space guarantee for 10 years less a day.</p>

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: April 23, 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
 - Public Engagement Ad Hoc Committee
- Additional Meetings and Events
 - Breakfast with SJ Willis Staff & Students
 - Funeral Service for Chief Andy Thomas
 - GVTA
 - Provincial Funding Framework Panel Regional Meetings
 - Generative Dialogue Sessions
 - Ministry of Education
 - VCPAC
 - Victoria High School Consultation Meetings



SHELLEY GREEN, DEPUTY SUPERINTENDENT
GREG KITCHEN, ASSOCIATE SUPERINTENDENT
DEB WHITTEN, ASSOCIATE SUPERINTENDENT

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250-475-4220

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

To: Board of Education
From: Greg Kitchen, Associate Superintendent
Date: April 23, 2018
RE: Amended 2018-19 School Calendar

On February 2nd the Ministry of Education announced an amendment to the School Calendar Regulation.

We developed an amended calendar in consultation with our partner groups and input from the public.

Please see the recommended 2018/19 school calendar below:

Amended 2018/2019 School Year Calendar*

School Opening	September 4, 2018
First non-instructional day	September 17, 2018
Thanksgiving	October 8, 2018
Second non-instructional day (Province-wide)	October 19, 2018
Remembrance Day	November 12, 2018
Third non-instructional day	November 23, 2018
Schools close for Winter vacation	December 21, 2018
Schools re-open after Winter vacation	January 7, 2019
Fourth non-instructional day	February 15, 2019
Family Day	February 18, 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

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: April 23, 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: April 23, 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:

- Ministry of Education meetings re funding
- Meetings with Municipal Partners
- Committee Meetings (Audit, Policy Sub-Committee, Facilities, Advocacy)
- Public Consultation Meetings for upgrade of Victoria High School
- Budget Information Sessions (Trustees, Stakeholders and VPVPA)
- Interviews for Associate Superintendent Position
- Meeting with Cool Aid Society
- Meeting with Anomura Housing Society
- Meeting with Artemis Place Society
- Meeting with multiple community associations



OFFICE OF THE
SECRETARY-TREASURER

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

TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: April 23, 2018

RE: **CAPITAL BYLAW NO. 2018/19-CPSD61-01 CAPITAL PLAN 2018/19**

In a letter dated March 26, 2018 to the Secretary-Treasurer and Superintendent, the Ministry of Education has provided a response to the District's Annual Five-Year Capital Plan submission for 2018/19. In order to advance project development or delivery of the capital projects supported by the Ministry, the Board of Education is required to adopt a single Capital Bylaw for its approved 2018/19 Five-Year Capital Plan, in accordance with s. 143 of the *School Act*.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19 at the meeting of April 23, 2018.

Motion to be Carried Unanimously

That Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19 be:

Read a first time the 23rd day of April, 2018;
Read a second time the 23rd day of April, 2018;
Read a third time, passed and adopted the 23rd day of April, 2018;
and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

CAPITAL BYLAW NO. 2018/19-CPSD61-01
CAPITAL PLAN 2018/19

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 Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon Ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation or policy 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 2018/19 Capital Plan as approved by the Minister, to include the supported project(s) in the letter addressed to the Secretary-Treasurer and Superintendent dated March 26, 2018 is hereby adopted.
- 2. This Bylaw may be cited as School District No.61 (Greater Victoria) Capital Bylaw No. 2018/19-CPSD61-01 Capital Plan 2018/19.

READ A FIRST TIME THE 23rd DAY OF APRIL, 2018;
READ A SECOND TIME THE 23rd DAY OF APRIL, 2018;
READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF APRIL, 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. 2018/19-CPSD61-01 Capital Plan 2018/19 adopted by the Board the 23rd day of April, 2018.

Secretary-Treasurer



March 26, 2018

Ref: 201086

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

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2018/19

This letter is in response to your School District's Annual Five-Year Capital Plan submission for 2018/19 that was sent to the Ministry on June 30, 2017, and provides direction as to the next steps for advancing your 2018/19 capital projects.

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

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)

The Ministry is pleased to advise you of support for advancing project development or delivery of the following capital projects for your School District for 2018/19:

SCHOOL PROJECT(S)			
School Name	Program - Project Type – Project Description	Amount Funded by Ministry	Next Steps & Timing
Shoreline Middle	SMP	To Be Confirmed by Ministry	Deliver final Project Definition Report by September 10, 2018 for future funding decision
Mount Douglas High	SEP – Flooring – Flooring replacement	\$300,000	Proceed to design, tender & construction and complete by March 31, 2019
Mount Douglas High	SEP – Building Enclosure – Ph. 1 Window replacement	\$500,000	Proceed to design, tender & construction and complete by March 31, 2019

.../2

**Ministry of
Education**

Capital Management Branch

Resource Management and
Executive Financial Office
Division

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

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Additionally, the Project Definition Reports for Braefoot Elementary, Cedar Hill Junior Middle, and Victoria High School, as requested by the Ministry in last year's Capital Plan Response Letters are overdue. Please provide this as soon as possible in order to ensure that Ministry staff can prepare to advance these projects for final funding decision in the coming months.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer 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.**

As a reminder, the requirement for the Boards of Education to adopt a Capital Bylaw for each individual capital project has been eliminated, and instead, the Board is to adopt a single Capital Bylaw for its approved 2018/19 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>

With the 2018/19 Five-Year Capital Plan approvals now completed by the Ministry, you can expect to receive the Capital Plan Instructions for the upcoming 2019/20 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) by early April 2018. The deadline for those capital project submissions will be June 30, 2018, which will be considered for funding support by the Ministry for the 2019/20 fiscal year.

Should you have any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process, please do not hesitate to contact your respective Regional Director or Planning Officer at the [Capital Management Branch Contact List](#).

Sincerely,



Joel Palmer, Executive Director
Capital Management Branch
Ministry of Education

Cc: Ryan Spillett, Director Capital Projects, Capital Management Branch
Michael Nyikes, Director Capital Programs & Policies Unit, Capital Management Branch
Damien Crowell, Planning Officer, Capital Management Branch
Rachelle Ray, Regional Director, Capital Management Branch
Rosa Cutler, Planning Officer, Capital Management Branch



SCHOOL DISTRICT No.69 (QUALICUM)

April 16, 2018

Ken Hill

Via email: soldier@shaw.ca

Dear Mr. Hill:

This will confirm receipt of your email dated April 5, 2018 by all members of the Board of Education of School District 69 (Qualicum).

This Board of Education supports the ideals embedded within the SOGI 1 2 3 Curriculum.

We are aware of the position of Culture Guard.

Sincerely,

Eve Flynn
Board Chair

c: Board of Education
Rollie Koop, Superintendent of Schools

File: 0530-01