

OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, May 14, 2018 at 7:00 P.M.

REGULAR MEETING

**(Please note that a Special In-Camera Board Meeting
will precede the Regular OPPs Meeting)**

OPPs Agendas and Minutes available at:

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

**NEXT OPPs MEETING IS SCHEDULED FOR:
Monday, June 11, 2018 at 7:00 P.M.**

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

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the public is welcome during standing committee meetings.

Regular Agenda for Monday, May 14, 2018 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Watters

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

Estimated Times		Presenter	Status	Attachment
7:00-7:05	1. APPROVAL OF THE AGENDA			Pgs. 1-2
7:05-7:10	2. APPROVAL OF THE MINUTES A. Operations Policy and Planning Committee Meeting of Monday, April 16, 2018			Pgs. 3-10
	3. BUSINESS ARISING FROM MINUTES			
7:10-7:15	4. PRESENTATIONS TO THE COMMITTEE A. Andrew Poucher – Haegart Park			
7:15-7:20	B. Roger Skillings – Vic High Seismic			
7:20-7:25	C. Ian McKinnon – Vic High Seismic			
7:25-7:30	D. Tony Sprackett – Vic High Seismic			
	5. SUPERINTENDENT'S REPORT			
7:30-7:35	A. Recognition of Student Representative Carmen Ho, Spectrum Community School	Piet Langstraat		Verbal
7:35-7:40	B. Crossing Guard Update	Piet Langstraat	Information	Pg. 11
7:40-8:00	C. Vic High Consultation Update	Piet Langstraat	Motion	Pgs. 12-28
	Recommended Motion: i) <div style="border: 1px solid black; padding: 5px;">That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide a detailed report to the June Operations Policy and Planning Committee for two options on Victoria High School that preserve the current building. First, a seismic upgrade with internal improvements ("Seismic Plus"); and second, a seismic upgrade with internal improvements, additional capacity and a Neighborhood Learning Centre ("Seismic Plus with Capacity").</div>			
8:00-8:10	D. View Royal/Eagle View Boundary Review	Piet Langstraat	Information	Pg. 29
	6. PERSONNEL ITEMS			
	7. FINANCE AND LEGAL AFFAIRS			
8:10-8:20	A. Policy and Regulation 1421 <i>Naming School Sites</i>	Mark Walsh	Motion	Pgs. 30-38

Recommended Motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 1421 *Naming School Sites* and accept revised Regulation 1421 *Naming School Sites* as reviewed.

8:20-8:30 B. Policy and Regulation 1422 *Recognition of Significant Contributions to the District* Mark Walsh Motion Pgs. 39-42

Recommended Motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy 1422 *Recognition of Significant Contributions to the District* and accept new Regulation 1422 *Recognition of Significant Contributions to the District* as reviewed.

8:30-8:40 C. Equity Committee Policy and Regulation Jordan Watters Motion Pgs. 43-45

Recommended Motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 110 *Equity* and accept Regulation 110 *Equity* as reviewed.

8:40-8:50 D. Inclusion for Learning Strategy Mark Walsh Motion Pgs. 46-51

Recommended Motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) approve spending \$875,700 of Local Capital to implement the Inclusion for Learning Strategy.

8:50-9:00 E. Executive Expense Audit Report Piet Langstraat Motion Pgs. 52-70

Recommended Motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) send the *An Independent Audit of Executive Expenses at School District 61* report to the Audit Committee for further review.

8. FACILITIES PLANNING

9:00-9:10 A. District Bus Transportation David Loveridge Information Pgs. 71-76
9:10-9:20 B. Facility Accessibility Report David Loveridge Information Pgs. 77-87
9:20-9:25 C. Playground Equipment Funding Process David Loveridge Information Pgs. 88-89

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

10. NEW BUSINESS

9:25-9:30 A. Trustee Questions Pg. 90

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT



**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

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: May 14, 2018

RE: **Crossing Guards**

The Superintendent will provide a verbal report on the status of Crossing Guards at the Operations Policy and Planning Committee meeting.

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: May 14, 2018

RE: Victoria High School Consultation Update

The Board of Education is currently considering the future of Victoria High School. It is anticipated that the Board of Education will make a determination on a preferred option for submission to the Ministry of Education by the end of June, 2018 in order to align with government approval and funding processes.

The first step in this process has been to gather broad stakeholder input in order to narrow the range of options for the consideration of the Board of Education. To this end, a multi-faceted engagement strategy was undertaken. The attached document, "Planning for the Future of Victoria High School: Engagement Summary Report" provides a summary of the process and key findings. Binders of all of the input data have been prepared for the Board of Education and the information will be available on the website.

The Superintendent will share an analysis of the input received through the consultation process at the Operations Policy and Planning Committee meeting.

As a result of the input process, the Superintendent is recommending the further exploration of two options:

- Seismic Upgrading and Enhancement of Current Space (Seismic Plus)
- Seismic Upgrading, Enhancement of Space and Building of New Space Including Increased Capacity of 200 Seats, Neighbourhood Learning Centre (Seismic Plus With Capacity)

It is further recommended that the Board direct the Superintendent to prepare information on amenities and costing for each of these alternatives.

Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide a detailed report to the June Operations Policy and Planning Committee for two options on Victoria High School that preserve the current building. First, a seismic upgrade with internal improvements (“Seismic Plus”); and second, a seismic upgrade with internal improvements, additional capacity and a Neighborhood Learning Centre (“Seismic Plus with Capacity”).

Planning for the Future of Victoria High School: Engagement Summary Report



May 2018

INTRODUCTION

The Greater Victoria School District is planning for seismic upgrades to Victoria High School. Opened in 1914, the high school has an H-1 seismic ranking, the highest level of priority need.

The School District must submit seismic options to the Ministry of Education, with an associated business case, for final funding approval. The Greater Victoria School District sought community input to raise awareness of the decision that must be made and to better understand the community's values and considerations to help inform future decision-making by the Board of Education.

There are a number of considerations when planning for upgrades to a high school including educational needs, capacity and student enrolment projections. Other considerations include operating and capital costs, heritage, environment, community values, and community amenities.

THE PROCESS

Increasing community engagement is a priority area for the Board of Education, and the need for public awareness of the upcoming decision and potential options was identified as necessary to their decision-making. The School District also noted that they did not have any current input about what was important to the community when considering the seismic options for Vic High.

As an initial step in the process, the District undertook early consultation with students, staff, community members, and other stakeholders to help shape options for the Board's consideration and ultimately a business case and preferred option to submit to the Ministry of Education for funding approval.

The public engagement process launched March 15, 2018, with the initial communication and outreach to the public, school community, interested stakeholder groups and media. The survey closed Monday, April 30, 2018. The engagement summary provides a summary of what was heard from all perspectives. Detailed comments are also included.

For more information, visit the project website at <https://www.sd61.bc.ca/news-events/community/vic-high-planning-for-the-future/>

WHAT WE DID

Communications and awareness efforts

The process was broadly communicated to raise awareness and build relationships with interested stakeholders. Activities included:

- A project business card and poster were created to encourage people to visit the SD61 website
- Front page of SD61 website
- Shared on SD61 Facebook and Twitter throughout active engagement period March 16 – April 30, 2018. Paid Facebook ads were also utilized
- Technical briefing for media, media releases and outreach to media to schedule news talk shows
- Letters emailed to all catchment parents (Vic High, Central Middle School, Lansdowne Middle School, George Jay Elementary, James Bay Community School, Oaklands Elementary, Sir James Douglas Elementary, South Park).

- Emails and invitations to meet with Vic High Alumni, Fernwood Community Association Victoria Confederation of Parent Advisory Councils (VCPAC), Hallmark Society and Victoria Heritage Trust, and information to share amongst their networks
- Ads in local community newspapers (Victoria News) and the daily paper (Times Colonist) over two consecutive weeks
- Frequently Asked Questions on SD61 website based on questions being received from the public
- Email invitations to Community Association Liaison Committee
- Several schools also shared the information within their social media, newsletters and websites.

Engagement activities

- A series of stakeholder meetings were held to involve and update key groups including the Vic High Alumni, Victoria Confederation of Parent Advisory Councils (VCPAC), Parent Advisory Councils for Vic High catchment middle and elementary schools, City of Victoria staff and Council, and Victoria Hallmark Society.
- A series of open houses were held at Vic High with students, staff, and the community. The events provided opportunity for attendees to learn more about the seismic need and process, share their values, concerns and feedback through interactive activities, and speak with staff. Tours of the school, guided by students and staff, were offered at the two community open houses.

1. Vic High staff session, Friday, April 6, 2018	40 staff attended
2. Public open house, Saturday, April 7, 2018	315 people attended
3. Vic High student session, Wednesday, April 11, 2018	250 students attended
4. Public open house, Wednesday, April 18, 2018	173 people attended
- An online survey was also available from April 7 – 30 to provide opportunity for those who could not/preferred not to attend an event. The online survey had 1,057 respondents and three print surveys were submitted. Earlier District consultation in 2017 with the school community indicated that online surveys are the preferred method for providing input to the District.
- Some emails and letters were submitted to the School District directly and have been included in the engagement summary package.

KEY TOPICS

Participants were presented with information about the building, long-term facilities plan, student enrolment projections and current catchment boundaries, the seismic upgrading program, and a range of options that may be considered by the Board of Education. Participants were then asked:

Long term facilities plan	Inform
Seismic upgrades in Greater Victoria schools	Inform
Student enrolment	Inform
Catchment area	Inform
Range of options for future of Vic High	Inform
When planning for the future of Victoria High School, what are you most excited about?	Consult
When planning for the future of Victoria High School, what excites you about the process and what concerns do you have?	Consult
What elements of the current Vic High School building do you feel are the most challenging?	Consult
What elements of the building do you value the most?	Consult
Please tell us why you feel this way.	Consult
Are there any other ideas/needs that should be considered when planning for the future of Victoria High School?	Consult

WHO PARTICIPATED

Over 1,700 people participated in the open houses, staff and student events, and online survey.

WHAT WE HEARD

There were a number of themes overall in the open-ended survey comments:

- **Environmental considerations in the planning for any options.** Specific mentions were of energy savings, green or environmental design, retaining green space, reducing operating costs through better environmental design, and concern about the impact of demolition waste associated with demolishing the existing building.
- **The opportunity/need for students within the catchment area to attend the school.** Several associated considerations were raised, including: supporting community connectedness, transportation, affordability and being responsive to the growing population and density downtown.
- There were many comments about **memories and experiences** within the school, and generational connections within families. Many noted several generations of a family attending or working within the school. The school's connection with WW1 and WW2 was mentioned several times.
- **The architectural heritage significance** of the school within the community, in terms of the unique building style, the increasing loss of historic buildings, and the significance of this school building in Victoria, BC and Canada.
- The building is seen by many as a **Fernwood neighbourhood landmark**.
- **Protecting the heritage building** as noted as a learning opportunity for students in terms of expressing community values, cultural inheritance, and not being wasteful.
- Desire to see **increased community access**, in the form of after-hours access, community center/gathering space, affordable housing and child care.
- Planning should be **future-oriented** in terms of planning for future student enrolment and evolving learning needs.

- Some mentioned that the **lowest cost option** should be selected to ensure funds are available for upgrading of other schools or other infrastructure projects. Meanwhile, others felt heritage preservation was worth the additional cost.
- **Prioritizing student safety** was mentioned often.
- Several questioned whether the **existing building could be retained and re-used, and a new building be built** on site.
- **School amenities and the “best learning environment for students”** received many mentions with specific considerations for technology, flexibility of space, performing arts and sports.

NEXT STEPS

All of the input collected in this process will be shared with the Board of Education, and the public, and will inform further development of options and associated information for the Board of Education’s consideration.

Planning for the Future of Victoria High School



Process

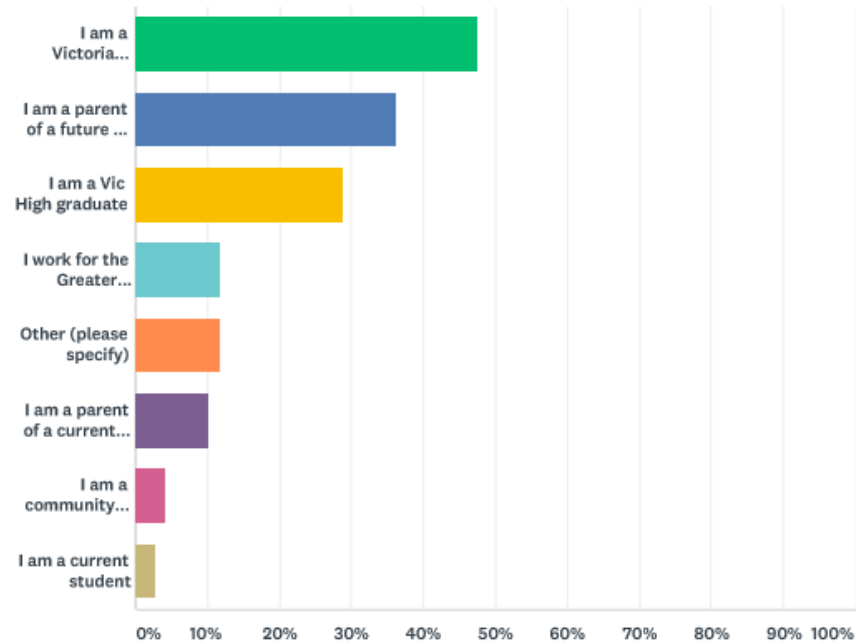
- Individual Meetings
 - City of Victoria Council
 - VCPAC
 - Hallmark Society
 - Vic High Alumni
- Open Houses
 - Students
 - Staff
 - 2 Public

Process

- Online Survey
 - Community
 - Parents
 - Students
- Total Participants – Over 1700

Q1 What is your connection to the Greater Victoria School District? Please check all that apply

Answered: 1,057 Skipped: 0

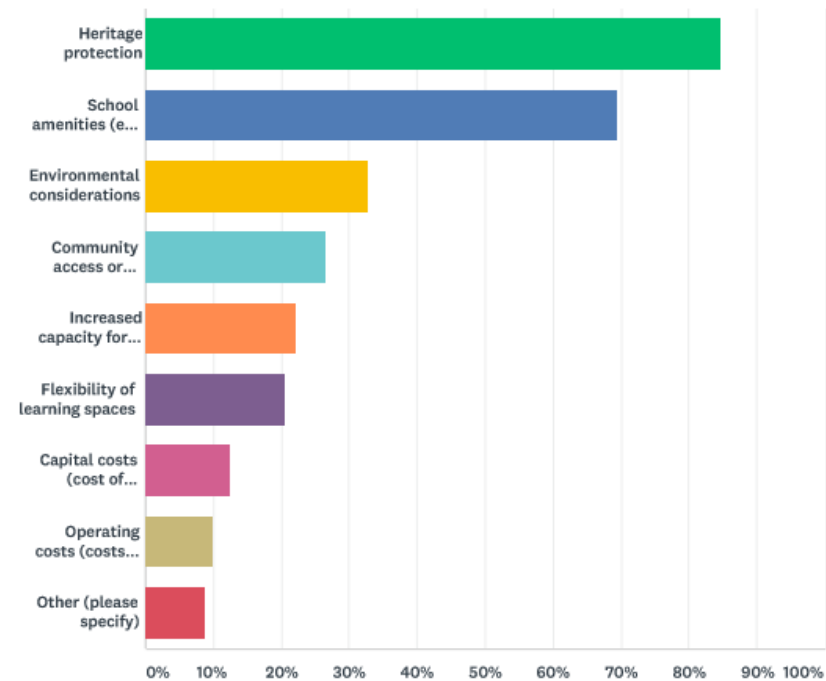


ANSWER CHOICES	RESPONSES	
I am a Victoria resident	47.59%	503
I am a parent of a future Vic High student	36.14%	382
I am a Vic High graduate	28.86%	305
I work for the Greater Victoria School District	11.92%	126
Other (please specify)	11.73%	124
I am a parent of a current Vic High student	10.31%	109
I am a community partner (business, organization or government)	4.16%	44
I am a current student	2.84%	30
Total Respondents: 1,057		

Alumni

Q8 When considering options and planning for the future of Victoria High, which THREE of these items do you value most?

Answered: 249 Skipped: 56

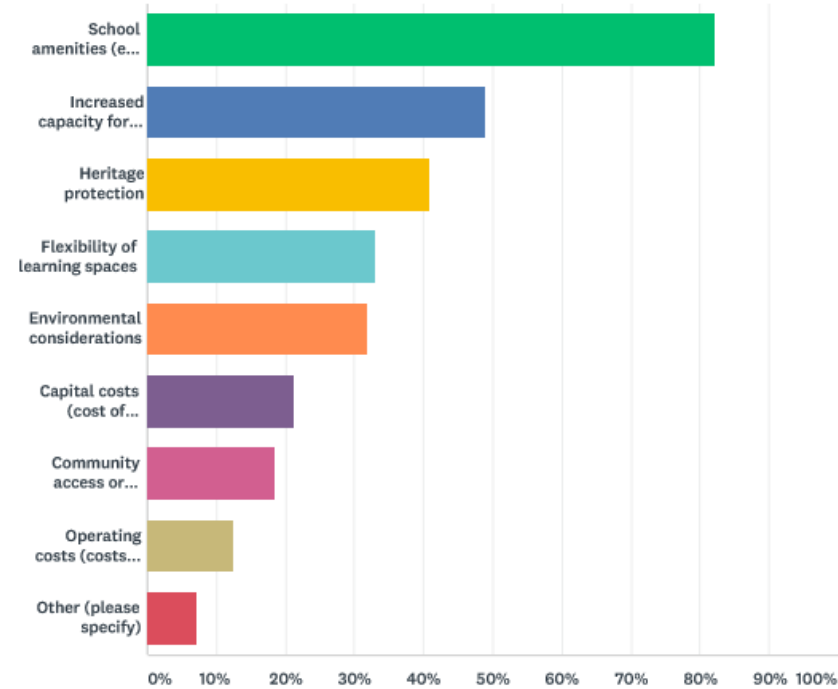


ANSWER CHOICES	RESPONSES	
Heritage protection	84.74%	211
School amenities (e.g. performing arts, athletics, technology)	69.48%	173
Environmental considerations	32.93%	82
Community access or amenities (e.g. childcare, neighbourhood learning centre)	26.51%	66
Increased capacity for catchment students	22.09%	55
Flexibility of learning spaces	20.48%	51
Capital costs (cost of building school)	12.45%	31
Operating costs (costs of operating school e.g. heating/electricity)	10.04%	25
Other (please specify)	8.84%	22
Total Respondents: 249		

Future Parents

Q8 When considering options and planning for the future of Victoria High, which THREE of these items do you value most?

Answered: 327 Skipped: 55



ANSWER CHOICES	RESPONSES	
School amenities (e.g. performing arts, athletics, technology)	82.26%	269
Increased capacity for catchment students	48.93%	160
Heritage protection	40.98%	134
Flexibility of learning spaces	33.03%	108
Environmental considerations	32.11%	105
Capital costs (cost of building school)	21.41%	70
Community access or amenities (e.g. childcare, neighbourhood learning centre)	18.35%	60
Operating costs (costs of operating school e.g. heating/electricity)	12.54%	41
Other (please specify)	7.03%	23
Total Respondents: 327	24	

Themes

- Environmental considerations in the planning for any options
- Opportunity/need for students within the catchment area to attend the school
- Memories and experiences
- Heritage significance
- Fernwood neighbourhood landmark
- Heritage building as a learning resource
- Increased community access
- Lowest cost option

Themes

- Future-oriented in terms of planning for enrolment and evolving learning needs
- Student safety
- Retain existing building and reuse plus a new building on site
- School amenities and best learning environment for students

Enrolment Projections

- By 2032
 - Oak Bay 998
 - Capacity 1300
 - Reynolds 1400
 - Capacity 1100
 - Victoria 1390
 - Capacity 800
- Total Shortfall $3788 - 3100 = 688$

Recommended Options for Further Exploration

- Seismic Plus
 - Seismic Upgrading
 - Enhanced space
 - Up to 50 additional seats
- Seismic Plus With Capacity
 - Seismic Upgrading
 - Enhanced space
 - 200 additional seats
 - Neighbourhood Learning Centre

TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: May 14, 2018

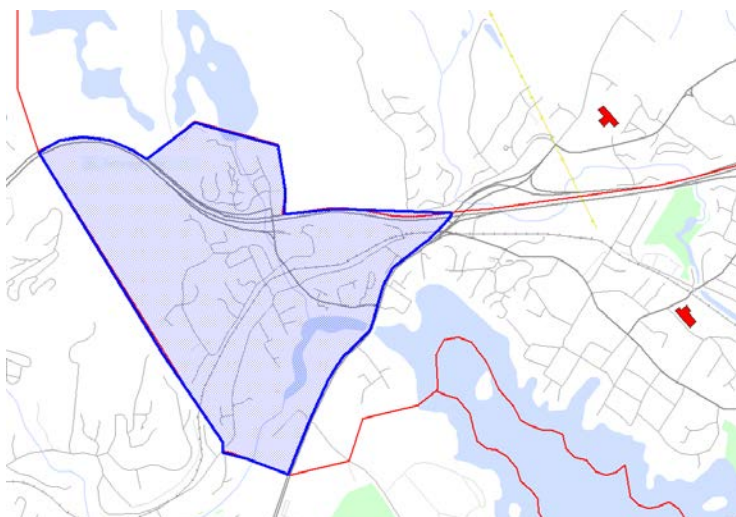
RE: **Eagle View/View Royal Boundary Review**

The community of Thetis Vale has grown substantially over recent years. At the time of the last review of school boundaries, this area was much less densely populated and was included in the View Royal Elementary School catchment area.

A number of residents of the community have expressed an interest in including Thetis Vale in the Eagle View Elementary School catchment area citing such things as ease of access to student transportation routes.

The Superintendent, with the assistance of the Director of Human Resources, has undertaken a study to determine whether or not such a change would be feasible. This study includes an examination of enrolment projections, discussions with the Municipality of View Royal on future building starts, and capacities at both of the schools.

A meeting has been scheduled for 6:30 p.m., May 31 at Eagle View to gather input from the community and to share information gathered to date.



OFFICE OF THE
SECRETARY-TREASURER

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

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh

DATE: May 14, 2018

RE: **Policy and Regulation 1421 *Naming School Sites***

Background:

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

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

The revised Policy and Regulation 1421 *Naming School Sites* were presented to the Operations Policy and Planning Committee on February 13, 2018 and the following motion was carried:

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

Revisions:

The Policy Sub-Committee is recommending two major changes to Policy and Regulation 1421 *Naming School Sites*. One recommendation is to cease naming parts of sites. The other recommendation is to cease naming schools after individuals. In order for individuals who have made major contributions to the District to continue to receive recognition, the Sub-Committee is recommending new Policy and Regulation 1422 *Recognition of Significant Contributions to the District*. The new Policy and Regulation 1422 *Recognition of Significant Contributions to the District* have been addressed in a separate memo and motion.

Stakeholder Feedback:

Specific Feedback on Policy 1421 *Naming School Sites*

Recommended Change:

In reference to Section 4.0 Responsibilities:

- 1) Add context or circumstances when the provision in Section 3.2 under heading 3.0 Policy may be enacted.

Rationale:

Policy 1421 *Naming School Sites*, Section 3.2, indicates that the GV Board of Education can rename school sites or portions thereof; however, no context or circumstances are noted when this provision can be enacted. This should be addressed in section 4.0 Responsibilities.

Specific Feedback on Regulation 1421 *Naming School Sites*

Recommended Change:

In reference to the list in Section 1:

- 2) Change the number of Indigenous community members from “2” to “3”.
- 3) Add the words “non-Indigenous” following the word “local” in the last bullet.

Rationale:

The Indigenous community is the local community in our neighbourhood, so if they are trying to get input outside the Indigenous community it should be specific. Also, I think there should be 3 representatives from both communities. It looks like a balanced vote that way.

General Feedback

- 1) I will keep this short and sweet as I am not entirely clear on why these changes are necessary. Why can we not name schools after individuals anymore? There is no real rationale provided by the school board in this communication. I don't see why we can't do both - name schools after significant individuals AND local areas of significance.
- 2) I'm very much against the renaming of schools. Good or bad, these people are part of Canada's history and have made it what it is today.
- 3) It's unclear to me why we would want to give up our options for naming sites after individuals - what is the argument for doing so? Given the way this is proposed, it would seem as if it would be okay to name a site after some corporate entity (for example, Arby's Roast Beef High School), but not after some well-respected Canadian figure from the past or present. It makes me wonder about what kind of an example we are setting for our children.
- 4) Speaking only for myself, as an historian who just put together an Ideafest panel here on campus last month on issues of “renaming”, and thus someone with a real interest in this topic, I admit I am baffled by the rationale behind this motion. Think of something like Terry Fox Secondary School in Coquitlam. What a perfect name for a school, honouring an incredible Canadian with a special connection to young people. SD61 would have such options taken off the table –

why? If the fear is that the historical tide might turn, causing questions of renaming to arise, then I would argue that ANY name you choose could face the same potential: a place name can be equally contested if we think of indigenous names for certain locations, for example.

I am saddened to think of foreclosing the possibility of naming after individuals because I think this is indeed an appropriate way to acknowledge contributions to our community. I would hope that SD61 would put a great deal of thought, research and sensitivity into CHOOSING an individual to name a school after, of course, but to categorically deny the possibility of individual names seems misguided.

- 5) A rationale for the change is not included which I do believe is necessary. Context is an important component of the review and decision-making process.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 1421 <i>Naming School Sites</i> and accept revised Regulation 1421 <i>Naming School Sites</i> as reviewed.
--

POLICY 1421

NAMING SCHOOL SITES

The Greater Victoria Board of Education may, with the support of the school community, name a school site or portion thereof:

1. for a person deemed to have made a significant contribution to the school or the larger community.
2. for a place of local historical or geographical significance.

The Greater Victoria Board of Education may, at any time, remove the name of a school site or portion thereof.

Greater Victoria School District

Adopted: June 25, 1984

Revised and Renamed: February 27, 1995

Revised and Renamed: February 15, 2010

POLICY 1421

NAMING SCHOOL SITES

~~Drafted:~~

Adopted: ~~June 25, 1984~~

Revised: 1. February 27, 1995, 2. February 15, 2010, 3. February 26, 2018

Frequency of Review: Annual

1.0 RATIONALE

1.1 The Board values community input on naming school sites and strives to establish names with local significance.

2.0 DEFINITIONS

3.0 POLICY

3.1 The Greater Victoria Board of Education

3.1.1 May name a school site or portion thereof for a place of local historical or geographical significance.

3.1.2 May not name a school or portion thereof after an individual.

3.2 The Greater Victoria Board of Education may rename school sites or portions thereof.

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 1421 – Naming School Sites
- ii. Policy 1163 – Consultation
- iii. Regulation 1163 – Consultation

~~The Greater Victoria Board of Education may, with the support of the school community, name a school site or portion thereof:~~

- ~~1. for a person deemed to have made a significant contribution to the school or the larger community.~~
- ~~2. for a place of local historical or geographical significance.~~

~~The Greater Victoria Board of Education may, at any time, remove the name of a school site or portion thereof.~~

POLICY 1421

NAMING SCHOOL SITES

Adopted: June 25, 1984

Revised: 1. February 27, 1995, 2. February 15, 2010, 3. May 28, 2018

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Board values community input on naming school sites and strives to establish names with local significance.

2.0 DEFINITIONS

3.0 POLICY

- 3.1 The Greater Victoria Board of Education
 - 3.1.1 May name a school site or portion thereof for a place of local historical or geographical significance.
 - 3.1.2 May not name a school or portion thereof after an individual.
- 3.2 The Greater Victoria Board of Education may rename school sites or portions thereof.

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 1421 – Naming School Sites
- ii. Policy 1163 – Consultation
- iii. Regulation 1163 – Consultation

REGULATION 1421

NAMING SCHOOL SITES

When naming a school site, the Board of Education of School District No. 61 (Greater Victoria) will appoint a committee to recommend a suitable name. This will be done pursuant to Policy and Regulation 1163 - Consultation.

The school community may request that the Greater Victoria Board of Education approve a specific name for the school site or portion thereof. The request must be accompanied by a report detailing the results of a consultative process carried out pursuant to Policy and Regulation 1163 - Consultation.

When a school site or portion thereof is to be named after a deceased person, the committee, wherever possible, will seek the consent of the closest surviving relative.

Greater Victoria School District

Adopted: February 27, 1995

Revised and Renamed: February 15, 2010

Regulation 1421

NAMING SCHOOL SITES

~~Drafted:~~

Adopted: February 27, 1995

Revised: 1. February 15, 2010, 2. May 28, 2018

Frequency of Review: Annual

1. When naming a school site, the Board of Education of School District No. 61 (Greater Victoria) will appoint a committee to oversee consultation for the development of ~~recommend~~ a suitable name. This will be done pursuant to Policy 1163 and Regulation 1163 - Consultation. The committee should include, at the minimum, the following:

- a) A Trustee
- b) The Superintendent or their delegate
- c) The School Principal
- d) A member of the school's teaching staff
- e) A member of the school's Parent Advisory Council
- f) Up to 2 members of the Indigenous community
- g) Up to 3 members of the local community

~~1.2.~~ The ~~committeeschool community~~ may request that the ~~Greater Victoria Board of Education~~ approve a specific name for the school site or portion thereof. The request must be accompanied by a report detailing the results of a consultative process carried out pursuant to Policy 1163 and Regulation 1163 - Consultation.

~~When a school site or portion thereof is to be named after a deceased person, the committee, wherever possible, will seek the consent of the closest surviving relative.~~

REGULATION 1421 NAMING SCHOOL SITES

Adopted: February 27, 1995

Revised: 1. February 15, 2010, 2. May 28, 2018

Frequency of Review: Annual

1. When naming a school site, the Board of Education of School District No. 61 (Greater Victoria) will appoint a committee to oversee consultation for the development of a suitable name. This will be done pursuant to Policy 1163 and Regulation 1163 – Consultation. The committee should include, at the minimum, the following:
 - a) A Trustee
 - b) The Superintendent or their delegate
 - c) The School Principal
 - d) A member of the school's teaching staff
 - e) A member of the school's Parent Advisory Council
 - f) Up to 2 members of the Indigenous community
 - g) Up to 3 members of the local community
2. The committee may request that the Board approve a specific name for a school site. The request must be accompanied by a report detailing the results of a consultative process carried out pursuant to Policy 1163 and Regulation 1163 – Consultation.

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh

DATE: May 14, 2018

RE: **Policy and Regulation 1422 *Recognition of Significant Contributions to the District***

Background:

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

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

The new Policy and Regulation 1422 *Recognition of Significant Contributions to the District* were presented to the Operations Policy and Planning Committee on February 13, 2018 and the following motion was carried:

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

Revisions:

The Policy Sub-Committee is recommending two major changes to Policy and Regulation 1421 *Naming School Sites*. One recommendation is to cease naming parts of sites. The other recommendation is to cease naming schools after individuals. Revised Policy and Regulation 1421 *Naming School Sites* have been addressed in a separate memo and motion.

In order for individuals who have made major contributions to the District to continue to receive recognition, the Policy Sub-Committee is recommending new Policy and Regulation 1422 *Recognition of Significant Contributions to the District*.

Stakeholder Feedback:

We received no stakeholder feedback specific to Policy and Regulation 1422 *Recognition of Significant Contributions to the District*. Feedback received for Policy and Regulation 1421 *Naming School Sites* has been documented in a separate memo.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1422 <i>Recognition of Significant Contributions to the District</i> and accept Regulation 1422 <i>Recognition of Significant Contributions to the District</i> as reviewed.
--

POLICY 1422

RECOGNITION OF SIGNIFICANT CONTRIBUTIONS TO THE DISTRICT

Drafted: January 29, 2018

Adopted:

Revised:

Frequency of Review:

1.0 RATIONALE

- 1.1 The Board values the significant contributions of staff, students, and community and is committed to ensuring the appropriate recognition.

2.0 DEFINITIONS

3.0 POLICY

- 3.1 The Greater Victoria School District and individual schools may formally recognize the contributions of individuals or groups but not name portions of the school.

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 1422 – Recognition of Significant Contributions to the District
- ii. Policy 1421 – Naming School Sites

REGULATION 1422

RECOGNITION OF SIGNIFICANT CONTRIBUTIONS TO THE DISTRICT

Drafted: January 29, 2018

Adopted:

Revised:

Frequency of Review:

1. Individuals or groups can be recognized at the school level.
2. Individual trustees can recognize individuals or groups through regular trustee reports during board meetings.
3. Members of the public and members of staff may submit a request to the Chair of the Board for individuals or groups to be recognized at board meetings.
4. Recognition can occur in a variety of ways including but not limited to: plaques, scholarships, benches, recognition nights, community presentations at board meetings, and letters of thanks.

To: Operations Policy and Planning Committee

From: Piet Langstraat, Superintendent of Schools

Date: May 14, 2018

RE: **Equity Committee Policy and Regulation**

Background:

The Equity Ad Hoc Committee (“the Committee”) was established by the Board for the purpose of examining the practices of the District to determine the extent to which equitable opportunities are being provided for students, and to make recommendations for supporting equity in the district.

At the February 26, 2018 board meeting, the following motion was carried:

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

As a result of this direction, the Superintendent developed a draft Policy and Regulation on Equity, which was provided to the Policy Sub-Committee for review and discussion. The Policy Sub-Committee then requested the Equity Ad-Hoc Committee review and revise the draft Policy. The Equity Committee discussed the policy and regulation at its May 3, 2018 meeting.

Recommendation:

The attached Policy and Regulation 110 *Equity* reflect the sum of this work. The Equity Committee recommends that the Board approve the Policy and accept the Regulation on equity.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 110 *Equity* and accept Regulation 110 *Equity* as reviewed.

POLICY 110

EQUITY

Drafted: March 19, 2018

Adopted: Pending

Revised:

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Board recognizes that the District contains equity seeking schools and equity seeking populations.
- 1.2 The Board recognizes that equal, where everyone is treated the same, is not always equitable and that more equitable communities can be created by fostering a barrier-free environment where individuals benefit equally. It recognizes that some people may require additional or unique approaches in order to achieve equal benefit.

2.0 DEFINITIONS

- 2.1 **Equity** is defined as having fair and equal opportunity in accordance to individual needs, to participate in and enjoy the benefits of an educational program.
- 2.2 **Equity Seeking Population** is defined as persons more likely to experience barriers to accessing and succeeding in learning environments.
- 2.3 **Equity Seeking Schools** is defined as schools where a substantial population of students experience barriers to positive education outcomes and experiences.

3.0 POLICY

- 3.1 The Board shall strive to identify and eliminate barriers and give each student the opportunity to fulfill their potential by:
 - 3.1.1 Recognizing and valuing diversity;
 - 3.1.2 Implementing equity and diversity initiatives;
 - 3.1.3 Using equity as the lens through which it makes decisions regarding the distribution of financial resources, human resources, and programming; and
 - 3.1.4 Educating staff about the principles of equity and diversity.

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 110 - *Equity*

Regulation 110

EQUITY

This regulation is created for the purpose of providing clear guidance around the mechanisms to be used to monitor equity within the district and guide decision-making around resource allocations of all kinds in development with the District budget.

1.0 DATA-INFORMED DECISION MAKING

1.1 ~~Schools~~ Principals will:

- identify and address systemic barriers that limit or prevent opportunities for students; and
- r~~R~~eport student achievement data annually to the Board.

1.2 The Board will utilize a data-informed decision making process to:

- identify and address systemic barriers that limit or prevent opportunities for students;
- identify and create a list of equity-seeking elementary, middle, and secondary schools and populations before the budget is determined using an objective mechanism which ranks schools by at least two indicators of need using Baragar data-a mechanism (eg. Socio-Economic Indicator and Prevalence of Low Income) and School District Data for the net cross boundary loss for each school; and
- m~~M~~aintain records of equity seeking schools and populations and the method utilized to make those determinations.

2.0 RESOURCE ALLOCATION

2.1 Resource allocation refers to the distribution of human resources and financial resources.

2.2 Resources will be allocated equitably across socio-economically advantaged and disadvantaged schools.

2.3 A Base Plus Approach will be applied in resource allocation. This approach~~It~~ refers to allocation that:

- Requires the minimum level of service be provided to all schools and populations as a base and that additional services be provided to equity seeking schools and populations.

2.4 Funds allocated to schools for the purpose of equity will be tracked.

MEMO

From: Sean McCartney, District Principal, Inclusive Learning
To: Operations Policy and Planning Committee
Date: May 14, 2018
RE: **Inclusion for Learning Strategy**

Background:

Attached to this memo is the Inclusion for Learning Strategy. This strategy, envisioned in the Board's Strategic Plan and the Learning Support Plan, is focused on providing the appropriate infrastructure and supplies to ensure that all schools can equitably provide an Inclusive Learning environment. Specifically, Goal 1 Strategy 1.3 of the Learning Support Plan is to "Create spaces in every school that ensure the safety and dignity of all learners".

Discussion:

The plan lays out the requirements for both infrastructure (eg. appropriate spaces that need to be built, including space for professionals) and appropriate supplies for use within those spaces.

The Learning Support team and a team from Facilities have reviewed all of our schools to determine the varying needs to meet the goals of the Inclusion for Learning Strategy. These needs are reflected in the attached grid entitled "Inclusive Learning Spaces". Trustees will note that a number of our schools require very little in terms of modification and supplies, while other schools have significant needs. This strategy is intended to centrally address the issue in an equitable fashion.

The Facilities cost estimate to complete the capital renovations required for the plan is approximately \$875,000 and will take approximately 18-24 months to complete. The operating cost estimate for the required supplies is approximately \$100,000 and supplies would be provided as the spaces are completed.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve spending \$875,700 of Local Capital to implement the Inclusion for Learning Strategy.



Inclusion for Learning Strategy

Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Inclusion in the GVSD

The Greater Victoria School District is committed to inclusion in all of our schools.

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their school and classroom. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

Inclusive schools require fluid and flexible learning spaces beyond the general classrooms that can be used to meet the demands of ever changing student needs. We want all students to receive supports in general classrooms as much as possible. However, we also recognize that more targeted and specialized interventions need to be offered to individuals or smaller groups in other inclusive learning spaces.

Strategic Priorities

1. Student Success

- Raise the achievement of all students by ensuring equity of access to flexible supports and spaces in classrooms and across schools.
- Create exceptional, flexible learning environments that equitably support and appropriately challenge all students to reach their potential.

Inclusion for Learning Strategy

2. Educator Success

- Create exceptional, flexible learning environments for teachers and other professionals to provide more targeted and specialized interventions to individuals or small groups.
- Provide further opportunities for educator collaboration.
- Showcase and celebrate examples of innovative promising practice in learning and teaching.

Action Plan: Infrastructure & Supplies

Equip every school with five flexible use spaces. Ensure that each flexible use space is age-appropriately equipped, through consultation with professionals including SBT members, SLPs & OTs.

List of flexible spaces: each space will have a door, window, phone and appropriate equipment for use

1 Sensory Space: self-regulation space (eg. For body breaks)

1 Calm Space: self-regulation space (eg. For de-escalation)

1 Learning Support Space: for small group learning support and/or flexible learning space

2 Professional Spaces: for school and/or itinerant staff working with individuals or small groups

*These must be private spaces to ensure safety and dignity of all learners.

Proposed Steps for Implementation:

Step 1: complete work on highest need schools – target completion, Sept 2018

Step 2: complete remaining Elementary schools (2018-19 school year)

Step 3: complete remaining Middle / Secondary schools (timeline TBA)

#	Schools	Physical Building Classrooms	Current Portable Classrooms	Total Usable Classrooms (Physical + Portable)	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Facility Budget	Equipment Budget	Notes
Middle Schools												
1	Cedar Hill	26	0	26	1	1	1			\$12,000.00		Two classrooms are below the 65m2. They have a teacher's work room (102) and one room labelled as TBD
2	Arbutus	21	0	21	3	3	2	1		\$6,600.00		One of the Prof spaces share with the LS. One SS is on the stage
3	Rockheights	16	0	16	1	2	1	1		\$6,600.00		
4	Glanford	18	0	18		1	1	1		\$40,000.00		One portable used for OSC and one for storage.
5	Monterey	18	0	18	3	2		2		\$6,600.00		Huge multipurpose room. Brailist starting Sept 2018 for approx 3 year. Room determined
6	Shoreline	17	0	17	3	2	1	1		\$6,600.00		Two of the learning support rooms are in classrooms
7	Lansdowne	24	2	26	1	2	1	1		\$12,000.00		One prof space needs small amount of work to be functional. There is another space that has a half ceiling open to classroom and could be another Prof or calm space.
8	Central Middle	21	0	21	1	4		1		\$12,000.00		Not included in building classroom are 3 small spec ed spaces...note the extra art room
9	Colquitz	22	0	22	2	1	1			\$12,000.00		Share their SS and Learning room as calm spaces when needed. Also have 5 pod offices and additional seminar room that can be used for calm/prof rooms.
10	Gordon Head	14	0	14	1	2				\$40,000.00		Portable used as storage. Not included in building classroom count is small resource room
Secondary Schools												
#	Schools	Building Classrooms	Portable Classrooms	Total Usable Classrooms (Physical + Portable)	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Budget		Notes
1	Esquimalt	24	1	25	2	1	1			\$12,000.00		2 spaces that could be learning spaces
2	Lambert Park	19	3	22	2	1				\$45,000.00		Rm 1036 is a lag multi-purpose that can be reno into few spaces. Rm 1033 is teacher office. Rm 1099 - library - can renovate to create flex learning spaces. (One of the portables is "storage" at present, I do believe.)
3	Mount Doug	22	6	28		2	1			\$35,000.00		Shared Calming and Sensory space
4	Reynolds	30	3	33		3				\$25,000.00		There are two resource/LA rooms (2148, 2076) and one work room (2080) and upper multi-purpose on map
5	Spectrum	27	2	29	3	4		2		\$12,000.00		
6	Oak Bay HS	30	0	30	4					\$12,000.00		Proposed spaces for calming (2nd floor), prof space (rm 1064) and sensory space (rm 1151)
7	Vic High	22	0	22								
#	Schools	Building Classrooms	Portable Classrooms	Total Usable Classrooms	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Budget		Notes - potential usable rooms
ELEMENTARY												

Critical

Work Required

Minimal / No Work

Can't build we enclose the portable to serve a better function than storage!

1	Braefoot	17	0	17	2	2	1	1		\$40,000.00	Computer room is the learning support space. Bear den was just built at top of the stair with partial-height wall. Assessment center is learning support. Would like to split room into smaller/private work spaces. (Changeroom conversion would provide much needed Professional Space(s))	
2	Campus View	18	6	24	2	2				\$25,000.00	Large Multi-purpose room (82m2), gym has a stage area, 1057, 1058 gym change rooms, 2 storage areas (1038, 1063)	
3	Cloverdale Traditional	16	0	16	2	1	1			\$35,000.00	Teachers work room (2045), LA Room (1017) and good size space down stair room 1030 (used a linen closet space)	
4	Craigflower	11	0	11	1	1	1			\$40,000.00	4 small rooms are 1016 - sp ed (25m2), 1033 - resource room (32m2), 1037 - work room (13m2), 1038 - work room (11m2), 2011 - sp ed (25m2), 2001 - sp ed (29m2)	
5	Doncaster	21	0	21	1	1	1			\$15,000.00	There are spaces available with renovations.	
6	Eagle View	13	0	13	1	1				\$30,000.00	They have a multi-purpose room that could be carved as sensory or calm space. There are not many spaces here. Could look at gym change rooms	
										\$53,000.00	TBA	
7	Ecole Macaulay	24	1	25	1	4				\$12,000.00	Three sp ed spaces (Rms 1025, 1024, 2035 - 26m2, 29m2, 24m2) and couns room 2004 - 39m2. Have large LS room that could be divided to make 2 small flex spaces (room 2054).	
8	Ecole Marigold	14	1	15	1	1		1		\$12,000.00	Calm space is really small. Learning space is small and at times uses Prof space when available.	
9	Ecole Willows	27	2	29	1	2				\$10,500.00	No room in school, except for minor modifications perhaps. Some spaces for "Bear Dens" but things are already squeezed.	
										\$53,000.00	TBA	
	Frank Hobbs	17	1	18	2	2	1	1		\$6,600.00	Current Portable used for Strings Program, 1047 - Work Room (18.17m2), 1064 - LA/Resource Room (60m2), 1063 - office (20m2), Girls and Boys changerooms	
10												
11	George Jay	25	0	25	1	4	1	1		\$40,000.00	Two rooms in the building classroom count will need reno to be converted back to classroom (Resource and Sp Ed). Have six spaces, 2017 - seminar room (31m2), 3016-work room (12.63m2), 2032 - Resource Room (14.35m2), 2034 - resource room (48m2), 2027 - sp ed (45m2), 2030-work room (15m2)	

Is Room 1022(11) (Computer) now a classroom? Can we move some Storage(s) into the existing Changerooms and re-purpose 1036, 1035, 1059/1061?

Additional Divisions in 2018

They have most of what they need, but they have identified some changes that are pretty simple in nature which would offer benefits.

They have most of what they need, but simple changes could add tremendous benefit.

12	Hillcrest	20	0	20	1	2	1		\$15,000.00	There is a learning space that is shared with a prof space. Also a calming space that is shared with a sensory room. There is areas that can be renovated to accommodate the remaining spaces. Small storage room could become a calming room.
13	James Bay	12	0	12	1	2	1		\$12,000.00	Classroom Building Count did NOT include a LG Activity Space (197m2), 1074-Parent's resource room (45m2), 1014-Couns (14m2), 1071 - Resource Room (25m2).
14	Lake Hill	15	0	15	1	1	1		\$6,000.00	Medical room could be calming room. School has two vacant classrooms currently for 2018 school year
15	Margaret Jenkins	21	0	21	3	2	1		\$6,600.00	In order to get two office spaces will need to move current VP office. Has two attached sensory spaces.
16	McKenzie	13	0	13	2	1	2	1	\$6,600.00	Two small rooms, one computer room off library and one LA room not included in building classroom count
17	North Ridge	13	0	13	2	1	1	1	\$6,600.00	
18	Oaklands	21	0	21	2	2	1	1	\$6,600.00	
19	Quadra	23	0	23	4	1	1	1	\$7,000.00	
20	Rogers	17	0	17	2	3	1	1	\$6,600.00	
21	Sir James Douglas	22	0	22	2	2			\$40,000.00	Current music room not a viable classroom due to gym noise
22	South Park	11	0	11		1	1		\$22,000.00	Severe shortage of useable space at present. Has one room that will need insulation to be usable. Demand is very high.
23	Strawberry Vale	17	0	17	2	2	1	1	\$30,000.00	They have other space that will work for the prof space and calming spaces, just need minor renos.
24	Tillicum Isle	19	0	19	2	4			\$15,000.00	Note that Cindy has been in discussions with Sean regarding the computer classroom 117
25	Torquay	16	0	16	1	3		1	\$25,000.00	They have the space, rooms need to be determined
26	Vic West	16	1	17	2	2	1	1	\$5,600.00	
27	View Royal	21	0	21	3	1	1	1	\$6,600.00	Need to remove Set BC to have a calming room. One Prof office is half time.
Totals Elementary and Middle		851	29	880	70	80	28	25	\$875,700.00	
									\$875,700.00	

\$875,700.00

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh

DATE: May 14, 2018

RE: **Executive Expense Audit Report**

Background:

In June 2017, the Office of the Auditor General (OAG) conducted an audit of employer-paid executive expenses at the Greater Victoria School District. The objective of the audit was to determine whether or not employer-paid expenses for executive complied with applicable school district policies and were consistent with core government policy. The audit covered all reimbursed expenses for six (6) executive positions in the two fiscal years ending June 2016 and June 2017. The executive positions included the Superintendent, Deputy Superintendent, Associate Superintendents (2), Secretary-Treasurer, and Director, International Student Program.

Summary of Findings:

The OAG did not find any instances where the reimbursement of executive expenses was outside of school district policies.

The following recommendations to enhance school district policies and procedures were made:

- improve the clarity of its reimbursement policy by adding details about the type of entertainment expenses that are payable by the district
- require staff to review and sign their Reimbursement Policy and Card Use Guidelines to document that they have read and understand the policies related to the payment of employee expenses
- adopt practices consistent with Treasury Board's Core Policy and Procedures Manual, which requires employees to pay for their business expenses first and then be reimbursed
- enforce its policy requirement that all entertainment-type expense claims include details of the names of guests and their organizations, and the business purpose for the meeting
- disclose all executive business expenses, as required by the Financial Information Act

Management Response:

Management responded to the recommendations made by the OAG as follows:

The Greater Victoria School District plans to review and enhance the language in its reimbursement policies and procedures including adding clarity to the type of entertainment expenses that are payable by the District. In reviewing transactions, the District will ensure that the requirements of these policies and procedure are consistently enforced. The District also plans to update its processes to ensure that the reimbursement policies and procedures, as well as the purchasing card use guidelines, are reviewed and signed off by all employees on a periodic basis.

The Greater Victoria School District has established its own policies and procedures following the spirit and intent of the Treasury Board's Core Policy and Procedures Manual (CPPM). The District will review its practices for consistency with core government policy. However, given that the District has not had any issues with the occasional use of its Purchasing Cards for business travel expenses, the District plans to continue to use Purchasing Cards in this manner and ensure close monitoring of potential expenses that could fall outside of District policies and procedures.

The Greater Victoria School District will change its long-term practice around the disclosure of executive business expenses to ensure that it is in compliance with the Financial Information Act and meets the expectations of the Ministry of Education. This change will be effective for the 2018-2019 fiscal year.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) send the <i>An Independent Audit of Executive Expenses at School District 61</i> report to the Audit Committee for further review.

May 2018



AN INDEPENDENT AUDIT OF EXECUTIVE EXPENSES AT SCHOOL DISTRICT 61

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of British Columbia

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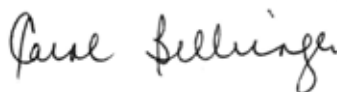
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The Honourable Daryl Plecas
Speaker of the Legislative Assembly
Province of British Columbia
Parliament Buildings
Victoria, British Columbia
V8V 1X4

Dear Mr. Speaker:

I have the honour to transmit to the Speaker of the Legislative Assembly of British Columbia the report, *An Independent Audit of Executive Expenses at School District 61*.

We conducted this audit under the authority of section 11 (8) of the *Auditor General Act* and in accordance with the standards for assurance engagements set out by the Chartered Professional Accountants of Canada (CPA) in the CPA Handbook – Canadian Standard on Assurance Engagements (CSAE) 3001 and Value-for-money Auditing in the Public Sector PS 5400.



Carol Bellringer, FCPA, FCA
Auditor General
Victoria, British Columbia
May 2018

The Office of the Auditor General of British Columbia would like to acknowledge with respect that we conduct our work on Coast Salish territories. Primarily, this is on the Lkwungen-speaking people's (Esquimalt and Songhees) traditional lands, now known as Victoria, and the WSÁNEĆ people's (Pauquachin, Tsartlip, Tsawout, Tseycum) traditional lands, now known as Saanich.

AUDITOR GENERAL'S COMMENTS

THIS IS THE first report we're publishing as part of our new Compliance, Controls and Research (CCR) initiative. CCR delivers narrow-scoped performance audit projects that primarily focus on management controls and compliance. Our aim is to conduct smaller audits that provide value to the people of British Columbia, while ensuring our staff are fully engaged in meaningful work. Having an array of smaller projects helps us to stay nimble with our staffing resources.

For this CCR audit, we looked to see whether or not employer-paid expenses for executives at School District 61 (SD61) in Victoria comply with school district policies and follow the spirit and intent of core government policy.

We found that SD61 is doing a good job of managing the payment of executive expenses. SD61's financial records were complete and accurate, and we didn't find any instances of inappropriate or non-business expenses. With an eye to continuous improvement, we've offered the district some ways that it could enhance its policies and procedures. And, while payments were appropriate, we did find two variations from government expectations.

First, SD61 is taking on the financial risk of its employees' expenses by allowing employees to use corporate purchasing cards for work-related expenses. This means that the district is liable for repayment of the expenses. However, according to government policy, employees should pay for their expenses first and then get reimbursed by the district.

Second, SD61 didn't disclose all of its executive's expenses that it was required to because of its interpretation of the *Financial Information Act*. The district's approach has been to disclose only those expenses where an employee could be seen to have received a personal benefit (such as attending a conference or training course). We disagreed with



CAROL BELLRINGER, FCPA, FCA
Auditor General

AUDITOR GENERAL'S COMMENTS

this interpretation of the Act and the Ministry of Education confirmed our interpretation: all travel and accommodation expenses should be disclosed—even those for business meetings.

We encourage the other school districts in the province to read our report and ensure they're appropriately managing, and fully disclosing, their employees' expenses. It is important that payments for executive expenses be transparent and disclosed consistently across all school districts so that everyone is held equally accountable for funds entrusted and spent. The public should have confidence that district leaders are ethical and spending education dollars wisely.

I would like to thank everyone at SD61 for their cooperation with this audit.



Carol Bellringer, FCPA, FCA
Auditor General
Victoria, B.C.
May 2018


REPORT HIGHLIGHTS



Expense records were

COMPLETE
and
ACCURATE

ALL
EXPENSES
were
APPROPRIATE



Misinterpretation of the Act led to
INCOMPLETE
PUBLIC DISCLOSURE
of expenses



SD61 taking on
UNNECESSARY
FINANCIAL RISK
from employee's expenses

5 recommendations to enhance
SD61'S POLICIES
and **PROCEDURES**

3.
4.
5.
6.
7.
8.
9.



Encourage
ALL SCHOOL
DISTRICTS to
READ REPORT



Executive expenses should be
TRANSPARENT
and
DISCLOSED
CONSISTENTLY

RECOMMENDATIONS

WE RECOMMEND THAT SCHOOL DISTRICT 61:

- 1** improve the clarity of its reimbursement policy by adding details about the type of entertainment expenses that are payable by the district.
- 2** require staff to review and sign their Reimbursement Policy and Card Use Guidelines to document that they have read and understand the policies related to the payment of employee expenses.
- 3** adopt practices consistent with Treasury Board's Core Policy and Procedures Manual, which requires employees to pay for their business expenses first and then be reimbursed.
- 4** enforce its policy requirement that all entertainment-type expense claims include details of the names of guests and their organizations, and the business purpose for the meeting.
- 5** disclose all executive business expenses, as required by the *Financial Information Act*.

RESPONSE FROM SCHOOL DISTRICT 61

THE GREATER VICTORIA School District plans to review and enhance the language in its reimbursement policies and procedures including adding clarity to the type of entertainment expenses that are payable by the District. In reviewing transactions, the District will ensure that the requirements of these policies and procedure are consistently enforced. The District also plans to update its processes to ensure that the reimbursement policies and procedures, as well as the purchasing card use guidelines, are reviewed and signed off by all employees on a periodic basis.

The Greater Victoria School District has established its own policies and procedures following the spirit and intent of the Treasury Board's Core Policy and Procedures Manual (CPPM). The District will review its practices for consistency with core government policy. However, given that the District has not had any issues with the occasional use of its Purchasing Cards for business travel expenses, the District plans to continue to use Purchasing Cards in this manner and ensure close monitoring of potential expenses that could fall outside of District policies and procedures.

The Greater Victoria School District will change its long-term practice around the disclosure of executive business expenses to ensure that it is in compliance with the Financial Information Act and meets the expectations of the Ministry of Education. This change will be effective for the 2018-2019 fiscal year.

BACKGROUND

WHAT ARE EXECUTIVE EXPENSES?

EMPLOYERS WILL GENERALLY pay for employees' work-related expenses. This ensures that employees don't personally pay for the goods and services needed to do their jobs. Employers typically pay for things like business meeting meals, business travel costs and conference fees. These employer-paid expenses are distinct from an employee's regular salary and benefits.

For this audit, we looked specifically at employer-paid expenses for senior-level management, including senior personnel involved in the recruitment of international students. For the purposes of this report, these are collectively called *executive expenses*.

Each school district is responsible for establishing its own policies and procedures, following the spirit and intent of—but not necessarily strictly adhering to—Treasury Board's Core Policy and Procedures Manual (CPPM). This means that school district executive expenses must be:

- ♦ verifiable and for valid business reasons
- ♦ accurately calculated
- ♦ completely recorded for transparent disclosures and ongoing audits

WHY AN AUDIT OF EXECUTIVE EXPENSES?

Those at the top of an organization have significant influence over its culture and values. The public needs to have confidence that public sector executives adhere to the ethical principles of transparency and accountable spending. This sets the tone for responsible governance and is a good indicator of an organization's practices for payments of staff expenses as a whole.

We chose to look at executive expenses in the education sector because the sector is large, complex and decentralized. There are 60 school boards across the province, governing the operations of 60 school districts—each with its own executive staff.

“The Core Policy and Procedures Manual (CPPM) combines government-wide financial policy, management policy and financial administration procedures into a single online resource. The CPPM outlines government objectives, standards and directives for sound management and promotes consistent, prudent financial practices.” ~ [Core Policy & Procedures Manual](#)

BACKGROUND

Expense disclosure requirements for the public sector

In addition to following the spirit and intent of the CPPM, school districts must publicly disclose details of their finances. The *Financial Information Act* requires that school districts produce Statements of Financial Information listing total payments made to employees earning base salaries of \$75,000 or more, including the total amount paid for their expenses.

Disclosing employer-paid expenses for executives makes the payments transparent to the public. It is important that school districts disclose this information consistently so the amounts can be compared to the other school districts. Disclosure is also a mechanism that helps promote the province's [Taxpayer Accountability Principles](#) of accountability, cost-consciousness and appropriate compensation.

WHO WE LOOKED AT

This audit is a first step in examining a sample of executive expenses in districts across the province. For our first examination, we selected a school district in Victoria—School District No. 61 (SD61).

AUDIT OBJECTIVE AND CONCLUSION

AUDIT OBJECTIVE

WE CARRIED OUT this audit to determine if employer-paid expenses for executives at SD61:

- ♦ comply with applicable school district policies
- ♦ follow the spirit and intent of core government policy

AUDIT CONCLUSION

We concluded that SD61's employer-paid expenses for executive staff comply with applicable school district policies and follow the spirit and intent of core government policy, with the following notes:

- ♦ SD61's policy related to payment of entertainment-type expenses could be clarified and the documentation requirements enforced.
- ♦ SD61's policy for employee use of corporate purchasing cards for employee business expenses differs from core government policy.

We also found that SD61's interpretation of regulatory disclosure requirements resulted in not all school district executive expenses being included in the Schedule of Remunerations and Expenses as part of their disclosures under the *Financial Information Act*.

SCOPE AND APPROACH

THE AUDIT WAS conducted in the summer of 2017. We interviewed SD61 staff and looked at SD61's financial records and statements for the 2015/16 and 2016/17 fiscal years. We looked at a sample of disclosed expense payments for six executives and staff, as well as SD61's policies and procedures for employer-paid expenses, to see whether SD61 had:

- ◆ policies and procedures to ensure the appropriate payment of executive expenses
- ◆ training to support the policies and procedures
- ◆ documentation to support payment of expenses
- ◆ disclosures of employer-paid expenses as required

Our sample covered 127 distinct executive expense payments worth approximately \$45,000 out of a total population worth about \$98,000.

We also compared the total of publicly disclosed expenses (as required under the *Financial Information Act*) for the six executives we sampled with the total of their expenses in the financial records to assess whether all of their expenses were disclosed.

The report is dated May 1, 2018. This is the date the audit team completed obtaining the evidence used to determine the findings and conclusions of the report.

KEY FINDINGS AND RECOMMENDATIONS

SD61 has clear policies and procedures, but they could be enhanced

WE EXPECTED THAT SD61 would have clear policies for the payment of executive expenses, and procedures to implement and enforce these policies. We also expected that executive staff members would be able to access and understand the policy documents.

Overall, we found that SD61 has developed clear policies and procedures for employer-paid executive expenses. However, we found that their expense reimbursement policy could be improved by adding more specific direction to staff related to the payment of entertainment-type expenses.

In addition, SD61's communication of policies and procedures on payment of executive expenses met our expectations. However, we found that SD61 could do more to verify that staff have read and understood the policies.

Clear policies and procedures are the starting point for fiscally responsible spending. And clear documentation and standardized steps for those policies and procedures ensure that staff share a common understanding of appropriate reimbursement practices. However, we found that the policy lacked specific detail regarding the eligibility of certain entertainment-type expenses for reimbursement.

Policy documents should be accessible to all staff so that they are aware of, and understand, the reimbursement policies. Staff should have a

solid understanding of these policies to reduce misinterpretation and prevent claims for ineligible expenses.

We found that SD61 policies and procedures are accessible to staff and have been implemented. Executive staff have corporate purchasing cards, and the instructions on how to use them are consistent with policies.

SD61 does not offer formal training on these policies, but it was clear through discussions with executive staff that they could easily access the policy resources, and that they understood them. However, this understanding was not verified by the district. In lieu of training, it's important for staff to document that they have read and understood the reimbursement policy.

RECOMMENDATION 1: *We recommend that School District 61 improve the clarity of its reimbursement policy by adding detail about the type of entertainment expenses that are payable by the district.*

KEY FINDINGS AND RECOMMENDATIONS

RECOMMENDATION 2: *We recommend that School District 61 require staff to review and sign their Reimbursement Policy and Card Use Guidelines to document that they have read and understand the policies related to the payment of employee expenses.*

SD61's executive expenses are appropriately paid, but procedures could be improved

Specifically, we expected SD61's procedures to:

- ♦ ensure executive expenses are for valid business purposes
- ♦ follow the spirit and intent of Treasury Board's policy and procedures for employer-paid expenses, as outlined in the CPPM

Staff at school districts are expected to act in the best interests of the public. Policies and procedures that are consistent with the CPPM help to ensure the spirit and intent of government policy is followed. Well-designed financial controls, outlined in the procedures, help a school district detect and prevent payments for expenses that are not for business purposes. Policies and procedures also help create a culture of cost-consciousness, accountability and appropriate compensation.

We determined that all employer-paid expenses we examined were for valid business purposes. We also found that SD61 policies and procedures are generally consistent with the CPPM.

We found two areas of note with respect to payment procedures:

- ♦ The district's use of purchasing cards for employee business expenses differs from CPPM guidance.
- ♦ There were a few instances in which the district did not consistently enforce its own policy.

The CPPM states that office purchases, such as textbooks or stationery, should be made with a purchasing card. Purchasing cards are corporate credit cards; the employer is liable for charges made on these cards.

For employee business expenses, such as those incurred on a business trip, the CPPM directs that staff use either their personal credit card or a travel card issued by the employer in the employee's name. Employees are responsible for paying the balance on their card directly and are reimbursed by their employer based on an approved expense claim. By using different cards for different purposes, the employer does not take on the liability for employee expenses that may not be reimbursable. Also, general corporate purchases and employee expenses are kept separate.

We found that SD61 executives use purchasing cards for their business expenses. This practice follows SD61's policy, but it differs from CPPM guidance. Each school district is responsible for establishing its own policies and procedures, following the spirit and intent of—but not necessarily strictly adhering to—the CPPM.

KEY FINDINGS AND RECOMMENDATIONS

School district staff told us that they do not believe it is practical to expect employees to pay for employee business expenses and then to submit an expense claim. They note that the use of purchasing cards for business expenses has not caused any issues in the school district. This is consistent with our findings. However, we believe that this practice puts SD61 at risk of assuming liability for potentially inappropriate employee expenses and that this risk would be better mitigated by requiring employees to pay for their business expenses first and then be reimbursed.

Payment of entertainment-type expenses was one area where the district did not consistently enforce its policy. For example, SD61 policy states that when submitting claims for entertainment-type expenses, employees are to include the following details:

- ♦ the names of guests and their organizations
- ♦ the business purpose for the meeting

However, we found times when the district paid for entertainment-type expenses even though the claims did not include all of these details. As such, this district policy was not being enforced, potentially undermining its authority. If the requirement to include and validate the business purpose of the expense is important, it should be enforced.

RECOMMENDATION 3: *We recommend that School District 61 adopt practices consistent with Treasury Board's Core Policy and Procedures Manual, which requires employees to pay for their business expenses first and then be reimbursed*

RECOMMENDATION 4: *We recommend that School District 61 enforce its policy requirement that all entertainment-type expense claims include details of the names of guests and their organizations, and the business purpose for the meeting.*

SD61's expenses are accurate and comply with policies

We expected that employer-paid expenses would be:

- ♦ within the district policy's dollar limits, and accurately calculated
- ♦ formally approved, as required by policy
- ♦ for allowable expense categories (e.g., mileage, meals while on business travel)

SD61 should not over-pay or under-pay for actual business costs. Setting dollar limits on allowable expenses encourages staff to be cost-conscious in their business expense choices. Appropriate approvals and expense categories ensure appropriate oversight and confirm the expenses are for valid business reasons.

Our review of claims showed that SD61 payments for expenses were accurately calculated and within dollar limits. Overall, we found that claims had appropriate approvals and were for categories allowable by the policy.

KEY FINDINGS AND RECOMMENDATIONS

SD61's expenses are not fully disclosed

We expected that employer-paid expenses would be fully and accurately disclosed, consistent with the requirements of legislation. Each year, school districts prepare a statement of financial information that is made public as required by the *Financial Information Act*. When we compared the amounts disclosed in SD61's 2015/16 public report with its financial records, we found that the district had not included approximately \$104,000 of employer-paid executive expenses. When we compared the district's draft disclosure for the 2016/17 public report with its financial records, we found that the draft disclosure did not include approximately \$41,000 in executive expenses.

SD61 staff told us that they understand disclosure under the Schedule of Remuneration and Expenses as limited to those expenses that provide a personal benefit to the employee. We understand that this has been their practice for over 18 years and is based on their interpretation of the Financial Information Act Regulation.

The regulation states that disclosure of expenses "is not limited to expenses that are generally perceived as perquisites, or bestowing personal benefit, and may include expenditures required for employees to perform their job functions." School district staff interpreted may as not requiring disclosure of expenses related to an employee's job function. For example, the director of International Student Programs travels internationally to recruit students and, as such, the travel expenses have not been publicly disclosed.

However, expenses deemed to provide a personal benefit, such as attending a conference or workshop, have been publicly disclosed.

We interpret this regulation differently, and our view is shared by the Ministry of Education. The regulation is intended to ensure that all payments made for employee expenses are transparent to the public, regardless of being a perquisite, a personal benefit or related to an employee's job function.

The Financial Information Act states:

Within 6 months after the end of each fiscal year of a corporation, it must prepare a statement of financial information for that fiscal year that includes the following:

- (a) a schedule showing
 - (i) in respect of each employee earning more than a prescribed amount [\$75,000], the total remuneration paid to the employee and total amount paid for the employee's expenses, and
 - (ii) a consolidated total of all remuneration paid to all other employees

RECOMMENDATION 5: We recommend that School District 61 disclose all executive business expenses, as required by the Financial Information Act.

AUDIT QUALITY ASSURANCE

WE CONDUCTED THIS audit under the authority of section 11 (8) of the *Auditor General Act* and in accordance with the standards for assurance engagements set out by the Chartered Professional

Accountants of Canada (CPA) in the CPA Handbook – Canadian Standard on Assurance Engagements (CSAE) 3001 and Value-for-money Auditing in the Public Sector PS 5400. These standards require that we comply with ethical requirements, and conduct the audit to independently express a conclusion on whether or not the subject matter complies in all significant respects to the applicable criteria.

The Office applies the CPA Canadian Standard on Quality Control 1 (CSQC), and accordingly, maintains a comprehensive system of quality control,

including documented policies and procedures regarding compliance with ethical requirements, professional standards, and applicable legal and regulatory requirements. In this respect, we have complied with the independence and other requirements of the code of ethics applicable to the practice of public accounting issued by the Chartered Professional Accountants of BC that are founded on the principles of integrity, objectivity and professional competence, as well as due care, confidentiality and professional behaviour.



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TO: Operations, Policy and Planning Committee

FROM: David Loveridge, Director of Facilities Services

DATE: May 2018

RE: **District Bus Transportation**

Background

There are two bussing contracts and BC Transit that service the Greater Victoria School District.

1. Garden City who have historically serviced six schools; Esquimalt, Spectrum, Colquitz, Shoreline, View Royal and Eagle View; and
2. Third Wave who provide “door to door” service that transports District special needs students.

Garden City

Initial Ministry of Education walk limits of **4 km** for Elementary and **4.8 km** for Middle/High students have been used by the District since at least 1990. The Ministry of Education no longer sets specific walk limits for school districts, however to date, the Greater Victoria School District has continued to use previous designated Ministry walk limits to determine eligibility for providing bus transportation services to our students. Currently, there are three distinct bus routes that Garden City services.

a. Shoreline/View Royal/Esquimalt Route

Initially, the Shoreline/View Royal/Esquimalt students were bussed as the walk route was along the old island highway and was deemed unsafe by District staff as there was no sidewalk access and traffic volumes were significant. This area has changed drastically over the years with new sidewalks, a paved Galloping Goose Trail that runs adjacent to both schools as well as new traffic lights. Around the 2014/15 application process the ridership to Esquimalt started to decline significantly, as a result, BC Transit passes were offered to the few Esquimalt students instead of bussing.

b. Eagle View/Colquitz/Spectrum Route

Many students whom are within the suggested Ministry walk limits that attend Colquitz/Spectrum have historically been approved to ride the Garden City bus as there has been room on the bus in years past. Up until the 2017/18 school year, the School

District has bussed students within the walk limits to Colquitz/Spectrum whom lived along Burnside Rd West and between Little Road and Helmcken Road as the area had no sidewalks, narrow shoulder and lots of traffic. This area has recently been improved and bussing was removed for students within the walk limits to Spectrum for the 2017/18 year.

c. Highlands

There are a number of students in the highlands area that are outside the Ministry walk limits that we continue to bus via Garden City. This bus also services a number of students that live in the area of Prospect Lake, Burnside Rd West and Woodsend Drive. We have continued to bus these students even though they are **within** the Ministry walk limits as there are no sidewalks, the shoulder is narrow and there are no BC Transit bus stops within a safe walking distance.

The following changes to the Garden City Transportation were conveyed to parents in September 2008;

1. There is a maximum seating capacity of 50 students per bus. This will mean that some students who do not meet the “priority rider” criteria may not have access to this bus service; and
2. All approved riders will receive a bus pass to access transportation service. Failure to show a valid bus pass may result in the student not being transported.

There are currently two types of riders on the Garden City busses:

1. Priority Rider – students that live within the school catchment area and beyond the Provincial walk limits (4 km for Grades K-5, and 4.8 km for Grades 6-12); and
2. Courtesy Rider
 - a. Students that are transported if the legal capacity of the bus provides for available surplus seating. If we cannot accommodate all requests, priority will be based on: distance, student age and date application is received.
 - b. A courtesy rider is also a student who hops on the bus with no approval. There are a number students that are dropped off at bus stops who live out of district and others that catch a ride to a friends house and hop the bus with their friends. These courtesy riders present a number of issues, including
 - i. no permission from parents to ride the bus,
 - ii. behavioural incidents that can’t be traced, and
 - iii. no accurate bus roster which is contractually mandatory for our bus provider.
 - c. In 2010, a letter was sent to all parents detailing changes to Garden City transportation. These changes were implemented to balance the budget for the upcoming school year. They eliminated one bus that serviced the Spectrum/Colquitz/Eagle View run and decreased the size of the bus that services the View Royal/Shoreline/Esquimalt.
 - d. In making these reductions the District decreased the number of buses from **four** to **three**, however, we continued to provide transportation for “courtesy riders” who live within the Ministry Walk limits if there was availability on the bus.

Third Wave

Prior to the 2017/18 application process, students with a permanent physical or cognitive disability were referred to bussing by either the school Principal or District/Inclusive Learning support teacher. Third Wave serviced out of catchment students that were attending District Programs or whom Inclusive Learning staff determined required bussing due to being a good fit at a particular school or program. Many of the students serviced by Third Wave require before and/or out of school care which means that the District is picking them up at one address and delivering them at the end of the day to another address or vice versa. The guidelines for secondary or daycare addresses require the address to be in the catchment to either the attending school or their home address. There is no rule on how many times a secondary address can be changed.

Third Wave tries to ensure that students are not on the bus for longer than 60 minutes in either direction, but we have had challenges meeting this goal as a result of the variables involved in providing door to door service, changing pick up and drop-off locations due to daycare and local traffic conditions. As a result, many of these students are on the bus for longer than 60 minutes in each direction and the School District ends up incurring overtime charges as a result. Last year alone, the District paid approximately **\$70,000** in overtime charges. The routing and matching of compatible students is key. We are constantly trying to transport all catchment students from the same school on the same bus, but we are constantly required to modify routes, run additional busses, or incur overtime costs due to the matching/placement of students, wheelchair accessibility limits, or exception requests that are approved by the board office.

For the 2017/18 school year, the only District Program that Third Wave provides bus services for is the Victor School. In the spring of 2017, there was an understanding between Inclusive Learning staff that any out of catchment students who are currently receiving bussing would continue to be bussed until the students transitioned to their catchment school or moved onto middle / high school. This understanding does not align with current practice and comes with a significant cost as these students are now being bussed from out of their catchment area to their previous Behaviour Support program's school, when in reality the students should now be attending their catchment school which would have no accompanying bus transportation service and cost. Students with an intensive behaviour intervention designation attending a program normally were not offered bussing when they transitioned to middle school, but there were a few exceptions (a number of students at Cedar Hill Middle have in the past and currently receive BC Transit Passes).

Discussion

Since the Facilities Service Department took over responsibility for Bus Transportation, a number of changes have been implemented to this service. These include:

1. Bussing Webpage. A new webpage has been created that is dedicated to providing our parents and students all of the information they need about the bus transportation services provided by the District including, links to the new policies and regulations, bus rider rules and expectations, news about bussing and a place to go for bus cancellations as well as a link to our new Bus Registration Portal;

2. Rider Database. A rider database has been created with contact information for all parents and caregivers which allows Facilities Bus Transportation to communicate directly with the parents of our students regarding bussing issues;
3. Online Registration Portal. A new on-line application process for both Third Wave and Garden City riders has now closed. All schools and current riders were notified of the new application process and a bus registration link is now on the bussing portion of the District website.
4. New Policy and Regulation. A new Bus Transportation Policy and its associated regulation have been drafted and are in the process of being reviewed by staff and will be submitted to the Board's Policy Sub-Committee and the Board for review and approval shortly.

While reviewing the bus transportation service, it became clear very early on that both types of bussing services (Garden City and Thirdwave) required the establishment of firm rules and guidelines that District Staff can follow to ensure fairness and consistency to families across the District and some predictability to the District around ridership and costs. For example:

1. Walk Limits. Walk limits for Garden City have not been adhered to on a consistent basis. Rather the area of the City is considered and students are allowed to ride if there is capacity on the bus. As many as two Garden City bus routes can be eliminated with the associated savings (\$170K+ per year) if this simple rule is adhered to consistently across the District.
2. Who Rides. There is limited supervision and tracking of who rides the bus and there is no verifiable system in place to check up on who in fact is riding the busses on a daily basis.
3. Exceptions. Many parents are asking for exceptions to the bus transportation approval process due to "personal circumstances". These approvals are costing the District money as we end up transporting students that are not eligible for bussing and/or bussing students out of catchment to caregivers residence or the other parents home who have chosen to live outside of the student's school catchment area and in many cases outside of the District. There is no exception approval process in place and that means that same type of issues/cases are treated differently.

Garden City

Below is a list of Garden City riders for the Shoreline/Esquimalt/View Royal Catchment. This bus can be eliminated if the School District adhered to the Ministry walk limits.

2017/18 Garden City Riders - Shoreline / Esquimalt / View Royal				
School	No. Students	Below walk limit	Above walk Limit (Require Bussing)	Garden City/BC Transit
Shoreline	11	11	0	Garden City
View Royal	18	18	0	Garden City
Totals	29	29	0	

Below is a list of Garden City riders for the Colquitz / Spectrum / Eagle View Catchment. One bus can be eliminated if the School District adhered to the Ministry walk limits.

2017/18 Garden City Riders - Colquitz / Spectrum / Eagle View				
School	No. Students	Below walk limit	Above walk Limit (Require Bussing)	Garden City/BC Transit
Eagle View	6	0	6	Garden City
Colquitz	54	22	32	Garden City
Spectrum	8	4	4 (No sidewalk 3.5km)	Garden City
Totals	68	26	42	

BC Transit

Below is a list of current BC Transit Riders for Spectrum and Esquimalt. The six students that are currently provided bus passes could potentially ride the Garden City bus if the walk limits are adhered to.

2017/18 BC Transit Riders		
School	Non Special Needs Riders	Outside Walk Limits
Spectrum	13	6
Esquimalt	2	0

Special Needs – BC Transit Passes

The following is a list of special needs students that receive BC Transit Passes. Note that all the students are within the Ministry walk limits of their schools, except the 5 students at Cedar Hill. These students are IBI students. In some instances there are students that live out of District or within 500m of their school that are provided BC Transit Passes.

2017/18 BC Transit Riders	
School	No. Special Needs Riders
Spectrum	1
Esquimalt	1
Arbutus	2
Cedar Hill	5
Reynolds	2
Vic High	1
SJ Willis	20

Recommendations

Garden City

1. All Ministry Walk limits are rigidly adhered to. This will eliminate the Shoreline / Esquimalt / View Royal Bus (~29 students) and will decrease one bus on the Colquitz/Spectrum / Eagle View (~26 students) run saving the district approximately \$100K per year.

2. Implement a swipe card system on all Garden City busses to ensure only approved riders are transported. Rough cost for installation of two swipe systems is a one-time cost of **\$5K**.

Third Wave

3. Eliminate Third Wave transportation for all students that do not reside within their catchment school (excluding Victor).
4. Eliminate all BC Transit Passes for all diverse learning needs students that do not reside within their catchment and are within the Ministry walk limits that do not have a IEP detailing a permanent physical or cognitive disability. This will save the district approximately **\$11K** per year.
5. Transport only students either via Third Wave or BC Transit that have an IEP detailing a permanent physical or cognitive disability that necessitates the need for transportation and reside within their catchment school (Victor excluded). All Third Wave students are to be approved by the District Principal for Inclusive Learning.
6. Ensure all Third Wave after school programs are within catchment. This will eliminate over time charges and keep the bus run times to less than under 60 minutes.
7. Eliminate all Third Wave riders that in previous years have gone to District Programs. This change will eliminate approximately two Third Wave buses saving the school district approximately **\$81k** per year.
8. Implement a plug in camera system on all Third Wave busses. The camera's data will only be accessible by limited District Staff and data is over ridden every seven days. Third Wave has requested the camera system to ensure the safety of both the drivers and students as there are repeated incidence reports. Approximate cost for this system to implement camera's in sixteen Third Wave busses is a one-time cost of **\$20K**. Both companies are requesting that these systems be installed and are very aware of the type of restriction to the use of this data requires.

Director of Facilities

491 CECILIA ROAD, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3401

TO: Operations Policy and Planning Committee

FROM: David Loveridge, Director of Facilities Services

DATE: May 14, 2018

RE: **Facility Accessibility Report**

Background:

In February 2018, District staff were asked to review and report on the state of accessibility at School District schools and facilities.

This report will discuss applicable legislation and its application to the School District and will report on the progress that we have made to make all District schools and facilities accessible and compliant with applicable legislation.

Discussion:

Definitions

When we refer to accessibility requirements in our school buildings, we are generally referring to doors (internal and external access), exterior ramps, internal access to all parts of the school and washrooms.

The following definitions are provided in the 2012 B.C. Building Code ("Code") in Article 1.4.1.2 'Defined Terms' as they pertain to discussions about Accessibility:

1. **'Access'** is defined as "a person with disabilities is, without assistance, able to approach, enter pass to and from, and make use of an area and its facilities."
2. **'Alter'** is defined as a "change or extension to any matter or thing or to any occupancy regulated by [the Code]."
3. **'Occupancy'** is defined as "the use or intended use of a building or part thereof the shelter or support of persons, animals or property."
4. **'Building'** is defined as "any structure used or intended for supporting or sheltering any use of occupancy."
5. **'Building of new construction'** is defined as "a new *building* constructed as a separate entity, or an addition to an existing *building* where the addition has no internal pedestrian connection with the existing *building*."
6. **'Floor area'** is defined as "the space on *any storey of a building between exterior walls*

and required firewalls, including the space occupied by interior walls and partitions, but not including exits, vertical service spaces, and their enclosing assemblies.”

Applicable Legislation

In B.C., the structural requirement for accessibility is governed by the 2012 B.C. Building Code. It provides the minimum standard that educational buildings and other buildings must meet. Additionally, the “Building Access Handbook” supplements and provides a consolidated and detailed explanation of the Code sections relating to accessibility. There is no provincial or federal act that specifically governs accessibility for building structures.

The Code is applied to the construction of new building structures. It is not the intent that the Code retroactively apply to buildings constructed before the enactment of the Code. The owners of existing buildings are not required to update their buildings to conform to the present Code requirements.

In terms of accessibility, there are two circumstances where the owner of an existing building is required to update the building so as to conform to the Building Code, they are:

1. building owners are required to make the appropriate changes when an enforcement authority has decreed a building be altered for public safety; and
2. buildings must be updated resulting from changes that are made in the form of alterations, renovations, change of use or the building of an addition where the provision of such access would be practical and it is a building where a person with disabilities could reasonably be expected to be employed in or use.

There are limited exemptions from the accessibility requirements as defined in the Building Code. Certain storeys in a school building can be exempt from accessibility requirements where the storey above or below is an accessible storey:

1. is in a building not more than 2 storeys in building height;
2. is less than 600 m² in floor area;
3. does not contain facilities integral to the principal function of the accessible storey; and
4. does not contain a major assembly space with an area of more than 100 m².

Where the Board designs a new building or changes an existing building, the Building Code requirements apply and access shall be provided in conformance with Section 3.8 requirements of the Building Code (below).

Section 3.8 Accessibility Requirements

Entrances

Entrances that are subject to accessible standards are the 'Main Entrances' of the building. There can be multiple 'Main Entrances' in a building. These entrances are the ones normally used by the public or the students. Service and trade entrances do **not** qualify as main entrances in schools.

To be accessible, a main entrance should:

1. be accessible from nearby parking stalls for persons with disabilities; and
2. provide access to all parts of the building that persons with disabilities would reasonably occupy or use.
3. For schools, the areas included are:
 - a. all educational and recreational facilities,
 - b. refreshment facilities,
 - c. offices,
 - d. lockers,
 - e. accessible washrooms, baths or showers where provided and viewing positions in fixed seating (bleachers).
4. be operable by a persons with disabilities. Each door must be at minimal, power operated activated by accessible switches. The switch must be operable with a closed fist and easily reached by persons in wheelchairs.
5. Each administrative, educational and recreational building (including portables) must have at least one main entrance that is accessible. While more access is preferable, not every main door is required to be accessible.
6. Where access is not provided at every main entrance, a sign shall be installed ahead of every wheelchair obstruction to indicate that location of the accessible main entrance.

Ramps and Elevators

Ramps are required where they are necessary to provide interior and exterior access as follows:

1. Exterior ramps are required to provide access through main entrances;
2. Interior ramps are one of the methods used to connect floors. Owners/Designers have a choice of connecting floors by either a ramp, elevator or electronic elevating device (lifts).

Ramps have numerous other requirements, such as:

1. They require level landing at the bottom and top ends of ramps to permit persons in

- wheelchairs to slow down and if necessary to stop;
- 2. The slope of the ramp should be as gentle as possible with handrails are on both sides to allow persons with disabilities to use their good side; and
- 3. Ramp surfaces must also be slip resistant.

Elevators are used to connect floors and provide quick exits in case of emergency. In conjunction with ramps or lifts, elevator can also be used to connect floors. Where floors are connected by ramps or lifts, elevators are not required. For safety reasons, however, every floor area that does not have a system of automatic sprinklers, regardless if it's connected via ramps or lifts, shall be served with an elevator.

Washrooms

In order for a building to be accessible from a washroom perspective, the Board must:

- 1. provide universal toilet rooms and accessible stall washrooms;
- 2. where access to a school building or a part of the building is provided, provide at least one universal toilet room in the building. These toilet rooms are individual water closet rooms available to both sexes.
- 3. install washrooms in areas required to be accessible (see 'Entrances') in buildings where the occupancy load exceeds 150, shall be made accessible.
- 4. have at least one toilet stall and the designated communal hand washing space with maneuvering space sufficient for a person in a wheelchair to access the necessary fixtures. These requirements apply to both student and staff facilities, although discretion may be shown in the number of washroom facilities for staff with disabilities.
- 5. have room for maneuverability in the universal toilet room and accessible stall washroom by persons in a wheelchair (specific minimum measurements apply);
- 6. be fit with grab bars, a wash basin, mirror, washroom accessories, a lock that is operable with 1 hand and an outdoor swinging door; and
- 7. have a minimum space of is 3.7 m².

Showers

In order for a building to be accessible from a shower room perspective, the Board must:

- 1. provide at least 1 accessible bath or shower where baths or showers are provided to the general population.
- 2. Ensure that accessible showers:
 - a. have L-shaped grabs,
 - b. have telephones located within reach from the seated position,
 - c. have a water supply controlled by pressure-equalizing valves or by an automatic thermostatically controlled valve,

- d. must promote a lateral transfer from a wheelchair and have a removable seat that is manufactured so its impervious to water, and
- e. do not have shower doors.

Water Fountains

In every location where drinking fountains or fountains are installed, at least one fountain is required to have a spout opening and a lever or push bar operable by force.

Parking Stalls

Where there are more than 50 parking stalls provided, parking stalls for persons with disabilities shall be provided in the ratio of 1 for every 100.

Where there are multiple buildings with parking areas, stalls should be dispersed to accommodate students or staff with disabilities at all buildings.

It is recommended where an accessible spot will likely be used by the same people over a period of time, such as staff, that the number of accessible stalls be calculated to suit the specific needs of those groups.

Local municipalities also have specific bylaws related to the number of handicap parking spaces that are required during major renovation and new construction projects

Current Accessibility Status School District #61

General

There is no obligation for the Board to update its buildings to fulfil all of the current Building Code requirements. The full requirements only apply when the Board is planning to renovate, alter or change the intended use of the building, otherwise our schools are “grandfathered in” to the standard at the time of construction. However, the Building Code accessibility standards do apply when the Board constructs a new building. For example, when the new Oak Bay Secondary School was built, the Accessibility requirements of the Building Code at the time of construction applied and the Oak Bay school was built to meet those accessibility requirements.

In short, the intent of the Facilities Department has been that every building requires at a minimum:

1. one accessible main entrance;
2. one universal toilet room;

3. one accessible shower where such features are provided to the school population as a whole;
4. one water fountain; and
5. ramps and elevators where required.

These are the minimum requirements that Facilities looks at for each of our schools across the District

Current State

In general, District facilities are in very good shape from an accessibility perspective. A significant investment has been made over the years to ensure that the District has met legislated requirements as we were faced with them during renovations and upgrades, during new construction and through the requirement to accommodate specific disabled student requirements as they enter into and move through our educational system.

Attached you will find a summary of the various accessibility requirements and the status of each school across the District as well as an assessment of the closed and other District facilities. It is important to remember that the table below speaks to meeting full accessibility requirements, which may not be required legally due to “grandfathering” but defines the work left to be done to get the District to the minimum level as defined in the current Building Code.

The following Table summarizes the detailed school by school review that was recently completed to allow for the preparation of this report:

Item	#
# of District Facilities	55
Facilities Not Fully Accessible	22
# of Facilities with Planned Upgrades	6
# of Facilities where an Elevating Device is Required	5
# of Facilities where no Automatic Door Openers are Available	21
# of Facilities with only One Door Automatic Door opener	23
# of Facilities with areas of the school that are not accessible	8

The costing of these requirements has not been completed as District staff would require direction on which areas would be a priority going forward. It is recommended that the first

area of focus might be to ensure that the main entrance to every school has an automatic door opener to facilitate entry to the building and then look at other areas after that.

It should also be noted that the BC Building Code could be superseded by provincial or federal legislation on accessibility and accommodations for people with disabilities in the future. There are strong pushes for new legislation at both the provincial and federal level for a Disabilities Act that would provide more rigorous accessible building and structural requirements than those found in the 2012 Code as was passed a number of years ago in Ontario. Both levels of government have expressed interest and have consulted with the public on what the government could do to increase accessibility.

		FACILITY ACCESSIBILITY DETAILS								
		TYPE OF ACCESSIBILITY DEVICE			MAIN ENTRANCE	EXTERIOR RAMPS	AUTOMATIC DOOR OPENERS	WATER FOUNTAIN	SHOWER	ACCESSIBILITY NOTES
SCHOOL GROUPING	FULLY ACCESSIBLE?	PASSENGE R ELEVATOR	DISABLED PERSONS VERTICAL LIFT	GARAVANTA STAIR LIFT						
ELEMENTARY SCHOOLS										
BRAEFOOT	YES		YES	YES	YES	One at West entrance.	One at West entrance	YES	Not Required	2 -Story building served by vertical lift, access to gym by stair lift
CAMPUS VIEW	YES			YES	YES	Two ramps, including front entrance	One at Front entrance	YES	Not Required	Mostly one-level, stair lift for access to Multipurpose Room
CLOVERDALE	NO			YES	YES	YES (north entrance)	NO	YES	Not Required	2- Story building served by stair lift. Automatic Door opener required.
CRAIGFLOWER	NO		YES		YES	YES (west entrance)	NO	YES	Not Required	2- Story building served by vertical lift. Automatic Door opener required.
DONCASTER	YES	NOT REQUIRED			YES	Front entrance at grade level	One at Front entrance	YES	Not Required	Single story, all one level
EAGLE VIEW	YES	NOT REQUIRED			YES	Front entrance at grade level	One at Kindergarten entrance	YES	Not Required	Single story, all one level
FRANK HOBBS	NO	NOT REQUIRED			YES	Front entrance at grade level	One at Front entrance	YES	Not Required	Mostly one-level, 2 classrooms at south end have interior corridor stairs. To make two classrooms and elevating device would be required.
GEORGE JAY	YES		YES		YES	YES (front entrance)	One at main entrance, one for accessible washroom	YES	Not Required	3-Story building served by vertical lift
HILLCREST	YES	YES			YES	Front entrance at grade level	One at entrance by elevator, one at rear exit to play area	YES	Not Required	2-Story building served by elevator
JAMES BAY	YES	NOT REQUIRED			YES	Front entrance at grade level	One at Community Centre entrance	YES	Not Required	Single story, all one level
LAKEHILL	YES	NOT REQUIRED			YES	YES	One at main entrance, one at Library door.	YES	Not Required	One-level, interior ramp for access to Library
MACAULAY	YES	YES			YES	Two ramps, including front entrance	NO	YES	Not Required	2 - Story building served by elevator
MARGARET JENKINS	YES		YES	YES	YES	YES (ramp entrance from parking area)	One at entrance by parking lot	YES	Not Required	3 - Story building served by vertical lift and stair lfit
MARIGOLD	NO	NOT REQUIRED			YES	West entrance at grade level	NO	YES	Not Required	One-level, interior ramp for access to Library. Automatic Door opener required.
MCKENZIE	NO			YES (3)	YES	Front entrance at grade level	NO	YES	Not Required	One-level, stair lift access one wing. Automatic Door opener required.
NORTHRIDGE	NO			YES	YES	YES (front entrance)	NO	YES	Not Required	One-level, stair lift access to gym. Automatic Door opener required.

SCHOOL GROUPING	FULLY ACCESSIBLE?	PASSENGER ELEVATOR	DISABLED PERSONS VERTICAL LIFT	GARAVANTA STAIR LIFT	MAIN ENTRANCE	EXTERIOR RAMPS	AUTOMATIC DOOR OPENERS	WATER FOUNTAIN	SHOWER	ACCESSIBILITY NOTES
OAKLANDS	YES	YES			YES	Front entrance at grade level	One at main entrance, one at entrance to Community Centre	YES	Not Required	3 - Story building served by elevator
QUADRA	YES		YES		YES	YES (front entrance)	One at main entrance	YES	Not Required	3 - Story building served by vertical lift and stair lift
ROGERS	YES	NOT REQUIRED			YES	Front entrance at grade level	One at main entrance	YES	Not Required	One-level, interior ramp for access to Multipurpose Room and Gym
SIR JAMES DOUGLAS	YES	YES			YES	Front entrance at grade level	One at East Entrance by parking lot	YES	Not Required	2 - Story building served by elevator
SOUTH PARK	NO		YES (2)		YES	Vertical lift of accessible at grade level entrance to Library	NO	YES	Not Required	Main Building (3 - Story) served by vertical lift, Annex (2-story) served by vertical lift. Automatic Door opener required.
STRAWBERRY VALE	YES	NOT REQUIRED			YES	YES (front entrance)	One at main entrance	YES	Not Required	One-level, interior ramp for access to Gym
TILlicum	NO			YES	YES	Exterior ramp on East side	NO	YES	Not Required	2- Story building served by stair-lift. Automatic Door opener required.
TORQUAY	NO		YES		YES	Front entrance at grade level	NO	YES	Not Required	2 - Story building served by vertical lift. Automatic Door opener required.
VICTOR	YES	NOT REQUIRED			YES	Eleven ramps around entire perimeter of building	Five located throughout the building	YES	Not Required	Single story, all one level
VICTORIA WEST	YES	NOT REQUIRED			YES	Front entrance at grade level	NO	YES	Not Required	School is one-level, gymnasium accessed through interior stairs or exterior ramp. Automatic Door opener required.
VIEW ROYAL	YES			YES	YES	Front entrance at grade level	One - main entrance	YES	Not Required	2 - Story building served by stair-lift
WILLOWS	YES		YES		YES	Access ramp to entrance by Staff Room and Library	One at exit to rear play area	YES	Not Required	3 - Story building served by vertical lift
MIDDLE SCHOOLS										
ARBUTUS	YES	NOT REQUIRED			YES	Front entrance at grade level	One at main entrance	YES	Not Required	Mostly one-level, 4 classrooms located on partial lower level accessed by interior stairs or exterior grade level entrance
CEDAR HILL	NO	ELEVATING DEVICE REQUIRED			YES	Rear entrance at grade level	NO	YES	Not Required	2 - Story building, 2nd floor is not accessible - No action being taken pending decision on Seismic Project Direction
CENTRAL	YES	YES			YES	YES (front entrance)	One at main entrance, one at south parking lot entrance, one	YES	Not Required	3 - Story building served by elevator, one 4-classroom addition accessed via exterior entrance
COLQUITZ	YES	NOT REQUIRED			YES	Front entrance at grade level	One at main entrance	YES	Not Required	Single story, all one level

SCHOOL GROUPING	FULLY ACCESSIBLE?	PASSENGER ELEVATOR	DISABLED PERSONS VERTICAL LIFT	GARAVANTA STAIR LIFT	MAIN ENTRANCE	EXTERIOR RAMPS	AUTOMATIC DOOR OPENERS	WATER FOUNTAIN	SHOWER	ACCESSIBILITY NOTES
GLANFORD	YES		YES		YES	Front entrance at grade level	One at Front entrance, one at entrance at parking lot by gym, one at accessible washroom	YES	Not Required	Single story, however partial higher level wing accessed by passenger lift
GORDON HEAD	YES	NOT REQUIRED			YES	YES (front entrance)	Three located at various entrances	YES	Not Required	Single story, all one level
LANSDOWNE	NO			YES (2)	YES	YES (front entrance)	One at main entrance	YES	Not Required	2 - Story building served by 2 stairlifts. One lower classroom at the south end only accessible by stairs
MONTEREY	YES	YES		YES (3)	YES	Front entrance at grade level	One at main entrance	YES	Not Required	3 - Story building served by elevator, 2-story additions served by 3 stair-lifts
ROCKHEIGHTS	YES			YES (2)	YES	Front entrance at grade level	One at main entrance	YES	Not Required	School is one-level, Music/Drama Rooms accessed by stair-lifts
SHORELINE	NO	YES			YES	YES (front entrance)	NO	YES	Not Required	2 - Story building, mostly accessible via elevator except lower level change rooms. No action being taken pending decision on Seismic Project Direction
SECONDARY SCHOOLS										
ESQUIMALT	NO		YES		YES	YES (by Theatre front entrance)	One at entrance by parking lot, one for accessible washroom	YES	YES	2 - Story building fully accessible, Music Room accessible via exterior entrance, lower level Theatre dressing rooms not accessible
LAMBRICK PARK	NO	NOT REQUIRED			YES	Front entrance at grade level	One at front entrance	YES	YES	Single story, all one level (except Fitness Room on Gym mezzanine)
MOUNT DOUGLAS	NO	YES			YES	Front entrance at grade level	Five	YES	YES	2 - Story building, fully accessible except Dance Studio on Gym Stage
OAK BAY	YES	YES			YES	Front entrance at grade level	Three located at various entrances	YES	YES	Built to fully meet Building Code Accessibility Requirements
REYNOLDS	NO		YES	YES	YES	Front entrance at grade level	One at main entrance, one at south parking lot entrance	YES	YES	2 - Story building fully accessible, lower level accessible via stair-lift, Shop Wing not accessible
SPECTRUM	YES	YES (2)		YES (2)	YES	YES (front entrance), secondary entrance at grade level	Two at various entrances	YES	YES	3 - Story building with 2-story addition.
VICTORIA HIGH	YES	YES			YES	4 grade-level entrances	Five located around the building	YES	YES	4 - Story building

SCHOOL GROUPING	FULLY ACCESSIBLE?	PASSENGER ELEVATOR	DISABLED PERSONS VERTICAL LIFT	GARAVANTA STAIR LIFT	MAIN ENTRANCE	EXTERIOR RAMPS	AUTOMATIC DOOR OPENERS	WATER FOUNTAIN	SHOWER	ACCESSIBILITY NOTES
SJ WILLIS	YES		YES		YES	YES (adjacent to front entrance)	NO	YES	Not Required	2 - Story building with basement level. Accessibility Upgrades will be included in renovation to prepare school for Swing Space.
UPLANDS (INTERNATIONAL)	YES	NOT REQUIRED			YES	Three ramps, including front entrance	NO	YES	Not Required	Single story, all one level. Automatic Door opener required.
TOLMIE	YES	YES			YES	YES (Annex entrance)	NO	YES	Not Required	3 - Story building. Automatic Door opener required.
CECELIA FACILITIES ADMIN	NO	ELEVATING DEVICE REQUIRED			YES	NO	NO	YES	Not Required	Second floor of Facilities Admin not accessible. Elevating Device required. Automatic Door opener required.
LAMPSON	YES	YES			YES	Ramp at side entrance	NO	YES	Not Required	3 - Story building. Facility currently leased to SD#93
SUNDANCE	NO	ELEVATING DEVICE REQUIRED			YES	Front entrance at grade level	NO	YES	Not Required	3 Levels. Facility currently leased to SD#93
RICHMOND	NO			YES	YES	Two ramp, main entrance at grade level	One at main entrance	YES	Not Required	2 - Story building, stair-lift serves 1/2 of the second story
QUADRA WAREHOUSE	NO	ELEVATING DEVICE REQUIRED			NO		NO	NO	Not Required	Accessibility Upgrades will be completed as part of the planned renovation upon the completion of the current lease.
DEAN HEIGHTS (ARTEMIS)	YES				YES	NOT REQUIRED	NO	NO	Not Required	Accessibility Upgrades will be completed upon return of facility to District use in 2019.
BURNSIDE	NO	ELEVATING DEVICE REQUIRED			YES		NO	NO	Not Required	Accessibility Upgrades are being completed as part of ongoing upgrade to this facility.



FACILITIES SERVICES

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PHONE (250) 920-3400 FAX (250) 920-3461

TO: Operations, Policy and Planning Committee

FROM: David Loveridge, Director of Facilities Services

DATE: May 14, 2018

RE: **Playground Equipment Funding Process**

Background:

The Greater Victoria School District received notification on March 9, 2018 regarding the District Playground Equipment Capital Project Intake request. The Playground Equipment program was formally announced by the Ministry in late March as a new program to fund elementary and accessible playgrounds across the province. The District submitted its capital request on April 16, 2018.

For any school to be eligible for the new Playground Equipment funding it must meet the following criteria:

1. Grade configuration has majority of elementary grades;
2. The school is not being considered for closure or replacement within the next five years; and
3. Playground equipment status currently meets one of the following conditions:
 - a. none available for student use;
 - b. unsafe for student use; or
 - c. not universally accessible

Universally Accessible Playground Equipment was defined in the grant application as follows:

Serves the same purposes as standard playground equipment, but is designed to be accessible by all elementary-aged students, including children with disabilities or developmental challenges who need to interact with playgrounds in a specialized manner, such as wheelchair use.

The grant application process required the Greater Victoria School District to prioritize up to three schools that required a new playground or replacement playground equipment. In either case, funding may be requested to fund for new or modified universally accessible equipment where current or future student need is demonstrated. Playground equipment funding cannot be used for the development of or equipping of sports/playing fields, play courts, skateboard parks or other school areas.

The Facilities Department determined that all schools with a majority of elementary grades had playgrounds and all were deemed to be safe for student use. Facilities had previously removed any play structures that were not deemed safe. Therefore, it was decided to look at the universally accessible component of the grant program and we focused our search on:

1. first, we looked for elementary schools where students were attending who required wheelchair access to a playground;
2. secondly, we looked at schools where we still had wooden play structures in place; and
3. finally, we looked at the age of the play structures at these particular schools.

The following table was compiled and in April this information was presented to the District Leadership Team to determine the priorities used by the District in our submission to the Ministry of Education. The three schools; Quadra, Braefoot and Eagle View (in order of priority) were contacted and asked for a supporting letter from their respective Parent Advisory Council (PAC). We received letters from the PAC of all three of the possible candidate schools.

Table 1 – Playground Capital Funding - School Analysis

School	Diverse Learning Student Grade	Order of Priority	Number of Playgrounds on Site	Installation Year	Age of Playground to be Replaced	Notes
Braefoot	K	2	3	2007 2009 – steel climber 2014 1998	1998	1998 Playground –wooden structure
Eagle View	3	3	2	2001 2014	2001	
George Jay	1	-	2	2013 2012		
Quadra	1	1	3	1985 1997 2006	1985	Wooden Structure
Vic West	K	-	2	1985 2009		1985 playground removed and naturescape being installed. No path down for wheelchairs accessibility.
View Royal	3	-	2	2005 2008		New naturescape in 2018

OFFICE OF THE SUPERINTENDENT

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TO: Operations Policy and Planning Committee

FROM: Piet Langstraat, Superintendent of Schools

DATE: May 14, 2018

RE: **Trustee Questions**

During this portion of the Committee 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.