

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

**Regular Board Meeting**

**Monday, June 25, 2018- 7:30 p.m.**

**Tolmie Boardroom  
556 Boleskine Road**

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



**The Board of Education of School District No. 61 (Greater Victoria)  
Regular Board Meeting, Monday, June 25, 2018 @ 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road**

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**AGENDA**

**Estimated  
Times**

**A. COMMENCEMENT OF MEETING**

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

- |  |   |           |
|--|---|-----------|
| 7:30 pm  | <b>A1. Approval of the Agenda</b>                               | (p 01-05) |
| <b>A2. Approval of the Minutes</b>   |   |           |
| 7:35 pm  | a) Approval of the May 28, 2018 Regular Board Minutes           | (p 06-13) |
| <b>A3. Business arising from the Minutes</b>   |   |           |
| <b>A4. Student Achievement</b>   |   |           |
| a) Youth in Trades - Lindsay Johnson, District Pathways & Partnerships Coordinator   |   |           |
| b) Skills Canada National - Lindsay Johnson, District Pathways & Partnerships Coordinator  |   |           |
| <b>A5. District Presentations</b>  |   |           |
| a) Scott Alexander – Recipient of the Prime Minister's Award for Teaching Excellence<br>Presenter: Randi Falls, Principal, Oak Bay High School |   |           |
| b) Ambassador Nicholas Kuhanga – Education Opportunity<br>Introduction: Natasha Thompson, Mt. Douglas Student Representative                   |   |           |
| 7:55 pm  | <b>A6. Community Presentations (5 minutes per presentation)</b> |           |
|  | a) Wendy Welch, Vancouver Island School of Art                  |           |
|  | b) Brenda Pohl, GVTA, Shoreline Community School                |           |
|  | c) Caitlin Branch, GVTA, Shoreline Community School             |           |
|  | d) Luke Mari, Director of Development, Purdey Group             |           |
|  | e) Ryan Painter, Fighting Mental Health Stigma                  |           |

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

- f) Sean Birdsell, Website Postings of District Presentations

## B. CORRESPONDENCE

### 8:25 pm C. TRUSTEE REPORTS

#### C1. Chair's Report

- a) BCSTA Certificates of Recognition: Trustees Ferris, Leonard, Nohr, Orcherton and Paynter

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

- a) Trustee Watters – Gender & Sexuality Alliance Committee Report (p 14)  
 b) Trustee Ferris – French Advisory Committee (p 15)  
 c) Trustee McNally – Monthly and Committee Report (p 16-17)

### 8:35 pm D. BOARD COMMITTEE REPORTS

#### D1. Education Policy and Directions Committee

- a) Minutes from the June 4, 2018 meeting – Information only (p 18-20)  
 b) Recommended Motion:  
 i) 

That the Board of Education of School District No.61 (Greater Victoria) endorse mental health literacy and mental wellness as a priority area of focus for the Advocacy Ad Hoc Committee and task that committee with developing an action plan to be brought back to a future Education Policy and Directions Committee meeting.

### 8:40 pm D2. Operations Policy and Planning Committee

- a) Minutes from the June 11, 2018 meeting – Information only (p 21-26)  
 b) Recommended Motions:  

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the June 11, 2018 Operations Policy and Planning Committee meeting.

 i) 

That the Board of Education of School District No.61 (Greater Victoria) direct the Board Chair to form a working group to draft the Greater Victoria Foundation for Learning Bylaws in a manner that ensures that the Foundation is at arms-length from the Board and return the draft to the October 9, 2018 Operations Policy and Planning Committee meeting.

 (p 27-28)

***Note: This meeting is being audio and video recorded.  
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- ii) That the Board of Education of School District No.61 (Greater Victoria) approve in principle the new Policy 6163.7 *Classroom Pets* as amended and accept in principle the new Regulation 6163.7 *Classroom Pets* and send the draft policy and regulation to our stakeholders for comment to be returned to the October 9, 2018 Operations Policy and Planning Committee meeting. (p 29-33)
- iii) That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to request access to \$500,000 of Ministry of Education Restricted Capital for the initial planning of the SJ Willis upgrade. (p 34)
- iv) That the Board of Education of School District No. 61 (Greater Victoria) review municipal committee assignments in light of the newly created municipal liaison roles, before the next Trustee assignments are made.

## E. DISTRICT LEADERSHIP TEAM REPORTS

9:00 pm

### E1. Superintendent's Report

- a) Monthly Report (p 35)

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

- b) Vic High Seismic Upgrade Recommendations (p 36-45)

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to submit to the Ministry of Education, as the preferred option for Victoria High School Seismic Plus Enhancements (1000) Plus NLC contingent upon receiving full funding from the Ministry of Education.

- c) Operational Plans (p 46-58)
- d) Specialty Academy Fees (p 59-63)

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the parents' advisory council for the school where the board proposes to offer specialty academy.

- e) 2018/2019 Board of Education and Standing Committee Meeting Dates (p 64)

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2018/2019 Board of Education and Standing Committee meeting dates.

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- f) Board Authority Authorized Courses (p 65-78)

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Board/Authority Authorized courses: Athletic Leadership 10, Community Leadership 10, Cross Training 10, Flexible Studies 10, Learning Strategies 10, Outdoor Education 10, Peer Tutoring 10, Principles of Sport 10, Strings Fretted Instruments – Ukulele 10, Symphony Orchestra 10, Teacher Assistance 10, ELL Learning Strategies 10 and Beginners ELL 10.

- g) Trustee Questions (p 79)

9:30 pm

## E2. Secretary-Treasurer's Report

- a) Monthly Report (p 80)

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

- b) Appointment of Election Official (p 81)

That the Board of Education of School District No. 61 (Greater Victoria) appoint Joan Axford as Chief Election Officer to administer and conduct the school trustee election on October 20, 2018.

- c) Bylaw 9005 – *Trustee Elections and By-Elections* p 82-86)

### Recommended motions:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9005, *Trustee Elections and By-Elections* at the meeting of June 25, 2018.

Motion to be Carried Unanimously

That Bylaw 9005, *Trustee Elections and By-Elections* be:

Read a first time this 25<sup>th</sup> day of June, 2018;  
Read a second time this 25<sup>th</sup> day of June, 2018;  
Read a third time, passed and adopted this 25<sup>th</sup> day of June, 2018.

- d) 2019/2020 Capital Plan (p 87-93)

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2019/2020 Greater Victoria School District No. 61 Five Year Capital Plan.

- e) Related Party Transactions (p 94-95)

9:45 pm **F. QUESTION PERIOD** (15 minutes total)

**Note:** *This meeting is being audio and video recorded.  
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## **G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

### 10:00 pm **H. NEW BUSINESS/NOTICE OF MOTIONS**

#### **H1. New Business**

##### a) Trustee McNally – Presentations

That the Board of Education of School District No. 61 (Greater Victoria) direct staff to implement a protocol to ensure the District presentation slides and/or documents are posted at the same time as the meeting agendas for Standing Committee and Board meetings.

##### b) Trustee McNally – Board Meeting Attendance Record

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to report back with a plan for establishing a Board meeting (Board only not Standing Committees) Attendance Record.

##### c) Trustee McNally – Record of Motions

That the current record of motions carried include motions that were defeated (in italics for easy recognition).

#### **H2. Notice of Motions**

### 10:15 pm **I. ADJOURNMENT**

***Note: This meeting is being audio and video recorded.  
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**The Board of Education of School District No. 61 (Greater Victoria)  
May 28, 2018 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

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**MINUTES**

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

**Regrets:**

Trustees Elaine Leonard and Peg Orcherton

**Administration:**

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

The meeting was called to order at 7:31 p.m.

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

Introductions made around the board table.

**A. COMMENCEMENT OF THE MEETING**

**A1. Approval of the Agenda**

It was moved by Trustee Ferris and seconded:

That the May 28, 2018 Agenda be approved with the following additions:

**C2. Trustee Reports**

c) Trustee McNally

**Motion Carried Unanimously**

**A2. Approval of the Minutes**

a) It was moved by Trustee Ferris and seconded:

That the April 23, 2018 Regular Board Minutes be approved.

**Motion Carried Unanimously**

b) It was moved by Trustee Ferris and seconded:

That the April 25, 2018 Special Board Budget Minutes be approved.

**Motion Carried Unanimously**

**A3. Business arising from the Minutes**

Chair Loring-Kuhanga reminded Trustees that the following motion was brought back from the April 23, 2018 Board meeting as the documentation was missing. Trustee Watters provided an updated motion from the one that was presented at the April Education Policy and Directions Committee meeting.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) endorse children in care as a priority area of focus for the Advocacy Ad Hoc Committee and task that committee with developing an action plan to be brought back to a future Education Policy and Directions meeting.

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

It was moved by Trustee McNally and seconded:

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) endorse children in care as a priority area of focus for the Advocacy Ad Hoc Committee and task that committee with developing an action plan to be brought back to a future Education Policy and Directions meeting*" be amended to include the words "*and youth in youth agreements*" after the words "*children in care.*"

**Motion Carried Unanimously**

Chair Loring-Kuhanga called for the vote on the main motion as amended.

That the Board of Education of School District No. 61 (Greater Victoria) endorse children in care and youth in youth agreements, as a priority area of focus for the Advocacy Ad Hoc Committee and task that committee with developing an action plan to be brought back to a future Education Policy and Directions meeting.

**Motion Carried Unanimously**

**A4. Student Achievement - None****A5. District Presentations – None****A6. Community Presentations**

- a) Angie Hentze from Strawberry Vale Preschool attended the Board meeting to speak about their license agreement.
- b) Kim Guiry from Strawberry Vale Preschool attended the Board meeting to speak about their license agreement.

**B. CORRESPONDENCE****B1. VISTA letter to the Minister of Education and responses**

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



**B2. Letter to the Minister of Education and response**

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

**C. TRUSTEE REPORTS****C1. Chair's Report - None****C2. Trustees' Reports**

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

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

- a) The May 7, 2018 meeting minutes were received for information.
- b) Trustee Nohr referred to the Education Policy and Directions Committee meeting minutes and presented the following recommended motions.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the May 7, 2018 Education Policy and Directions Committee meeting.

**Motion Carried Unanimously**

It was moved and seconded:

- i) That the Board of Education of School District No.61 (Greater Victoria) explore French Immersion opportunities at Craigflower Elementary and Shoreline Community Middle School.

**Motion Carried Unanimously**

It was moved and seconded:

- ii) That the Board of Education of School District No.61 (Greater Victoria) support the Inclusion for Learning Strategy.

**Motion Carried Unanimously**

It was moved and seconded:

- iii) That the Board of Education of School District No.61 (Greater Victoria) prepare and conduct an Exit Interview with our current retiring superintendent and further, that the Board, with the assistance of the Deputy Superintendent, develop a policy on Exit Interviews for senior administrative staff.

**Motion Carried Unanimously**

**D2. Operations Policy and Planning Committee**

- a) The May 14, 2018 meeting minutes were received for information.
- b) Trustee Watters referred to the Operations Policy and Planning Committee meeting minutes and presented the following recommended motions.

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve recommended motions #1, 4, 5 and 6 from the May 14, 2018 Operations Policy and Planning Committee meeting.

**Motion Carried Unanimously**

It was moved and seconded:

- i) That the Board of Education of School District No.61 (Greater Victoria) 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").

**Motion Carried Unanimously**

Trustee Watters referred to the meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees.

It was moved and seconded:

- ii) 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.

**Motion Carried**

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

Against: Trustees Paynter and Nohr

Trustee Watters referred to the meeting minutes and presented the following recommended motion. Discussion ensued amongst the Trustees.

It was moved and seconded:

- iii) 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 presented.

**Motion Carried**

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

Against: Trustees Paynter and Nohr

It was moved and seconded:

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

**Motion Carried Unanimously**

It was moved and seconded:

- v) 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.

**Motion Carried Unanimously**

It was moved and seconded:

- vi) 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.

**Motion Carried Unanimously**

### **D3. Audit Committee Report**

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Planning Report for 2017-2018 as presented by KPMG to the Audit Committee.

**Motion Carried Unanimously**

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2018 Quarterly Financial Report as presented to the Audit Committee.

**Motion Carried Unanimously**

## **E. DISTRICT LEADERSHIP TEAM REPORTS**

### **E1. Superintendent's Report**

- a) Superintendent Langstraat presented his monthly report.

It was moved by Trustee Ferris and seconded:

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

**Motion Carried Unanimously**

- b) Superintendent Langstraat presented a plan to host an event in early fall to highlight the roles and responsibilities of a school trustee entitled "Do you want to be a School Trustee."
- c) Superintendent Langstraat responded to a Trustee question with regards to school travel restrictions.

### **E2. Secretary-Treasurer's Report**

- a) Secretary-Walsh presented his monthly report.

It was moved by Trustee Nohr and seconded:

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

**Motion Carried Unanimously**

b) Francophone Games

Secretary-Treasurer Walsh referred Trustees to the information contained within their agendas and provided some further background information.

Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Walsh.

It was moved by Trustee McNally and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the cost recovery budget of \$200,000 for the 2020 Francophone Games, as follows:

1. Accommodation for approximately 1,200 athletes at 3 schools for 6 nights: \$123,529.64;
2. Facility usage for all events: \$33,335.00 (represents a 50% discount over regular rates);
3. District Operations and Staff support: \$43,135.36 (actual costs); and
4. That full payment for these services be provided to the School District no later than 31 May 2020.

**Motion Carried Unanimously**

It was moved by Trustee Ferris and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare of a Joint-Use Agreement between the Greater Victoria School District #61 and the jeux francophonie canadienne, for the 2020 Francophone Games, for approval by the Chairperson of the Board and the Superintendent.

**Motion Carried Unanimously**

**F. QUESTION PERIOD**

A variety of questions were asked by the Strawberry Vale Preschool community and the answers were provided at the meeting and are posted on the District website.

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

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

**H1. New Business**

- a) Trustee McNally presented her motion and provided a rationale.

It was moved by Trustee McNally and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) eliminate specific municipal committee assignments and that Trustees inform the Board as to which committees related to municipal assignment that they will attend and report on., as of September 2018.

Discussion ensued amongst the Trustees with a suggestion being made to refer the motion to a future Board meeting.

It was moved by Trustee Loring-Kuhanga and seconded:

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) eliminate specific municipal committee assignments and that Trustees inform the Board as to which committees related to municipal assignment that they will attend and report on., as of September 2018"* be referred to the December 2018 Board of Education meeting.

**Motion Defeated**

For: Trustees Ferris, Nohr and Loring-Kuhanga

Against: Trustees McNally, Watters, Paynter and Whiteaker

Further discussion ensued amongst the Trustees with a recommendation being made to refer the motion to a future Operations Policy and Planning Committee meeting.

It was moved by Trustee Watters and seconded:

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) eliminate specific municipal committee assignments and that Trustees inform the Board as to which committees related to municipal assignment that they will attend and report on., as of September 2018"* be referred to the June 11, 2018 Operations Policy and Planning Committee meeting.

**Motion Carried**

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

Against: Trustee Nohr

- b) Trustee Watters presented her motion and provided a rationale. Questions of clarification were asked of Secretary-Treasurer Walsh.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District 61 (Greater Victoria) direct the Chair to appoint a Trustee to participate on the Esquimalt High School Community Track and Sport Field Upgrades Working Group and to provide regular updates to the Board.

**Motion Carried Unanimously**

- c) Trustee Watters presented her motion and provided a rationale.

It was moved by Trustee Watters and seconded:

That the Board of Education of School District 61 (Greater Victoria) direct the Chair to write a letter in support of the Victoria Sexual Assault Centre - Project Respect: Preventing Dating Violence by SHIFTing Culture funding application to the Public Health Agency of Canada.

**Motion Carried Unanimously**

- d) Trustee McNally presented her motion and provided a rationale. Discussion ensued amongst the Trustees.

It was moved by Trustee McNally and seconded:

That the Board of Education of School District 61 (Greater Victoria) recommend to the Ministry of Education and the BCSTA that the Ministry of Education and BCSTA, in alignment with the Co-governance Memorandum of Understanding, cooperatively develop a steering committee comprised of education partners including FNEESC, to design the consultation process referred to in Motion L46 (SD37 Delta) "Review of Funding Formula

Document” , process to include concerns expressed in BCSTA AGM motions L45 (SD71 Comox Valley) and L46 (SD57 Prince George) , “Funding Formula and K-12 enrolment Audits” and “Education Funding Model”.

**Motion Carried**

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

## **H2. Notice of Motions - None**

## **I. ADJOURNMENT**

It was moved by Trustee Whiteaker and seconded:

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 9:16 p.m.

**CERTIFIED CORRECT**

\_\_\_\_\_  
Chair

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

**Jordan Watters – Trustee Report**  
**Submitted to the Greater Victoria School Board**  
**June 13, 2018**  
**RE: Gender & Sexuality Alliance Report**

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The District Gender and Sexuality Alliance (GSA) meets monthly to share resources and discuss activities that are taking place within our school-based GSA Clubs. GSA agendas, notes (minutes), upcoming events, and resources are now accessible on the District's Healthy, Safe, and Caring Schools website ([healthyschools.sd61.bc.ca/resources-links/gsa/](http://healthyschools.sd61.bc.ca/resources-links/gsa/)). The GSA is chaired by District Principal of Student Services, Harold Caldwell.

The GSA met 5 times between January and May 2018. The focus of these meeting has included:

- Supporting schools in their Rainbow Week activities.
- Love is Love – Youth Led Conference
- Sharing resources
- Sharing events
- Supporting students
- Supporting staff

The GSA is once again spear-heading the District's entry in the July 8<sup>th</sup> PRIDE Parade.

- Interested people will be meeting at noon on July 7<sup>th</sup> at Esquimalt High to decorate the float.
- SD61 has shared their rainbow logos with SD62 & SD63 and they will be joining us in the parade.
- Everyone is welcome to march July 8<sup>th</sup>.

The schedule for 2018-2019 meetings has been established

- The focus for next year will be building the GSA's in schools that do not have them or have seen a decline in active membership.
- There are 4 sessions for SOGI leads planned for 2018-19

## **FRENCH ADVISORY COMMITTEE REPORT**

**Submitted by: Trustee Ferris**

**June 25, 2018**

The French Advisory Committee met once in the Fall and twice in the Spring this year. The newly revised French Advisory Terms of Reference were shared with the Committee, along with how changes to enrolment priorities impacted French Immersion registration. Numerous district initiatives to support teachers in both our immersion and Core French programs were also shared. Some of these included resource purchases, book clubs, keynote speakers, learning series targeted to support numeracy, literacy, and the new curriculum design. A Spring meeting was dedicated to share the district work around a "French Program Review" and how a review of French programming was the first step in negotiating a district wide boundary review connected to catchments and individual school capacities. A general overview of our local demographics in French Immersion was explored that included geographic placement of dual track schools, overall student participation rates in immersion, French catchments, and the Kindergarten demand and waitlist scenario for September 2018. An initial plan to support teacher professional development for next year was shared and the Committee will be consulted with in the Fall when future progress is made on the French Program Review.



### June 2018 Trustee Report

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

I'm pleased to have been able to attend one again, the annual District Retirement Tea honouring all that staff have given to SD61 student success, and the Aboriginal Students Graduation at the Songhees Wellness Centre on June 7. Will attend Nella Nelson's retirement celebration of all that she has accomplished in almost 40 years with SD61, June 26.

#### Community Liaison Assignments:

- Saanich Arts, Culture and Heritage : No longer attending; no apparent relevance for SD61 Board / students. Agendas and minutes here:  
<http://www.saanich.ca/EN/main/local-government/committees-boards/arts-culture-heritage-advisory-committee.html>
- CRD Board: Agendas and minutes on City website. In process of investigating best liaisons with relevant sub-committees. Possibly Transportation, Land Use and Parks Planning, Hospitals and Housing.

#### Schools:

- June 7 visited Oaklands School garden – neonics free!
- June 21 View Royal new environmental playground

#### Ad Hoc Committees

- Public Engagement Ad Hoc Committee : June 1 continuing the work of the Committee; June 18 summarizing the work of the Committee for the August Trustee work group
- Advocacy Ad Hoc Committee: Unable to attend May 28; no meeting in June

Aboriginal Nations Education Committee : Attended June 25 meeting

#### Trustee Professional Development / Related Community:

- Continuing participation in International Overdose Awareness Day planning meetings (June 19) (August 1 Internationally, **July 29 here as Centennial Square conflict on August 1): a memorial event for those we have lost to overdose. You are welcome to attend.**
- Continued participation at SICORN (South Island Community Overdose Response Network) meetings; developing a strategy for moving forward with a coherent structure (next June 27 )
- Attended final of 5 information sessions Umbrella Society (providers of assistance for substance use disorders).
- June 5: Yates Street "My Place" 2.0 version transitional home by Central Middle School continues with an additional cohort of people who have been at First Met mats for a short while, which has opened up more mat spaces there for people on the street. Current cohort at My Place expected to move into Mt Edwards (owned by BC Housing, operated by CoolAid) soon when 2<sup>nd</sup> floor finished. Approximately 55 + currently at My

Place. Some changes in social dynamics.. Shelter status may be ongoing as city has chosen different location for new Fire Hall. 9 reports last month of loitering on school grounds; unknown persons.

- Therapeutic Recovery Community: June 12 Community Advisory Committee; June 13 attended Open House (old YDC building).
- June 14 attended AVI-organized panel presentation on substance use and overdose to Westshore parents at Royal Bay High School SD62.
- June 19 View Royal Council meeting; included rezoning for Therapeutic Recovery Community on Talcott Road, close to Eagleview School. Carried unanimously, no opposition from community.



**Education Policy and Directions Committee  
June 4<sup>th</sup>, 2018 – Tolmie Board Room**

**MINUTES**

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

**Other Trustees Present:** Diane McNally

**ADMINISTRATION:** Piet Langstraat - Superintendent, Shelley Green - Deputy Superintendent, Deb Whitten - Associate Superintendent, Greg Kitchen - Associate Superintendent, Ilda Turcotte, GVTA Representative, Mike Strong - CUPE 947

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

Chair Nohr welcomed everyone to tonight's meeting.

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

**A. COMMENCEMENT OF MEETING**

**A1. APPROVAL OF THE AGENDA**

*It was moved by Trustee Ferris*

That the June 4<sup>th</sup>, 2018 Education Policy and Directions agenda be approved with the following amendments: Under **B. - Presentations to the Committee**, replace Educational Assistant, Ruth Stamp (unable to attend) with Arbutus parents, Sherri Waterchief and Rupert Gadd.

**Motion Carried Unanimously**

**A2. APPROVAL OF THE MINUTES**

*It was moved by Trustee Ferris*

That the May 7<sup>th</sup>, 2018 Education Policy and Directions Committee meeting Minutes be approved.

**Motion Carried Unanimously**

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

**B. PRESENTATIONS TO THE COMMITTEE**

- a) **Hunger Awareness Week** – The Mustard Seed with Janiene Boice/Desiree Neufeld
- b) **Educational Assistants and Inclusive Learning** with Denyse Zumach and Christine Williams from James Bay Community School
- c) **Inclusion** – Sherri Waterchief and Rupert Gadd – Parents, Arbutus Middle School
- d) **Mental Health and Anti-stigma Advocacy** (PowerPoint) – Ryan Painter
- e) **Ecole Willows School** – Learning Technology Projects and Programs with Presenters, Lorraine Powell/Tim Murphy and 6 students

Trustees asked questions.

Chair Nohr thanked all presenters for their presentations.

## **C. NEW BUSINESS**

### **C1. Introduction of Student Representative**

Superintendent Langstraat welcomed Student Representative, Daniel Davenport from Lambrick Park Secondary to the Ed Policy Committee. Daniel was also the Student Representative for all Board meetings for December, 2017.

### **C2. Board Meeting Attendance Record - Trustee McNally**

Trustee McNally presented her motion and rationale.

Trustees discussed the motion.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to report back with a plan for establishing a Board Meeting (Board only, not Standing Committee) Attendance Report.

**Motion Defeated**

For: Trustee Nohr

Against: Trustees Ferris, Orcherton and Whiteaker

### **C3. Defeated Motions – Trustee McNally**

Trustees McNally presented her motion and rationale.

Trustees discussed the motion.

That the Board of Education of School District No. 61 (Greater Victoria) approve that the current record of motions carried include motions that were defeated (in italics for easy recognition).

**Motion Defeated**

For: Trustees Nohr, Orcherton

Against: Trustees Ferris, Whiteaker

### **C4. Website Posting of District Presentations – Trustee McNally**

Trustees McNally presented her motion and rationale.

Trustees discussed the motion.

That the Board of Education of School District No. 61 (Greater Victoria) direct staff to implement a protocol to ensure the District presentation slides and/or documents are posted at the same time as the meeting agendas for Standing Committee and Board meetings.

**Motion Defeated Unanimously**

### **C5. Advocacy Ad Hoc April 2018 Ed Policy Amended Motion – Trustee Watters**

Trustees Watters presented her April 2018 amended motion and rationale.

Trustees discussed the motion.

That the Board of Education of School District No. 61 (Greater Victoria) endorse mental health literacy and mental wellness as a priority area of focus for the Advocacy Ad Hoc Committee and task that committee with developing an action plan to be brought back to a future Education Policy and Directions Committee meeting.

**Motion Carried Unanimously**

**D. NOTICE OF MOTION** - None

**E. GENERAL ANNOUNCEMENTS** - None

**F. ADJOURNMENT**

*It was moved by Trustee Ferris:*

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 8:53 p.m.



**Operations Policy and Planning Committee Meeting  
June 11, 2018 – GVSD Board Office, Boardroom**

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**REGULAR MINUTES**

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

**Other Trustees Present:** Tom Ferris; Deborah Nohr; Ann Whiteaker

**Administration:**

Mark Walsh, Secretary-Treasurer; Shelley Green, Deputy Superintendent; Deb Whitten, Associate Superintendent; Greg Kitchen, Associate Superintendent; Colin Roberts, Director, Human Resource Services; Ted Pennell, Director, Information Technology; Jim Soles, Manager, Capital Program, Facilities 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 June 11, 2018 regular agenda with the addition of "10.C BCSTA Survey" be approved.

**Motion Carried Unanimously**

**2. APPROVAL OF THE MINUTES**

It was moved by Trustee Leonard:

That the May 14, 2018 Operations Policy and Planning Committee Meeting minutes as amended be approved.

**Motion Carried Unanimously**

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

**4. PRESENTATIONS TO THE COMMITTEE**

**A. Luke Mari - 2549 Quadra Street Warehouse Easement**

Luke Mari, Director of Development for Purdey Group, presented the committee with information about the easement at 2549 Quadra Street that he is requesting from the Board. Trustees asked questions of clarification and thanked Mr. Mari for his presentation.

**B. Xane St. Phillips - 2549 Quadra Street Warehouse**

Xane St. Phillips, Faculty Representative for Vancouver Island School of Art, presented the committee with information about the Quadra Street Warehouse and requested an extension of their current lease. Trustees thanked Mr. St. Phillips for his presentation.

**C. Keith McCallion - Vic High Seismic**

Victoria High School Alumni Association member, Keith McCallion, presented the committee with information about the Vic High Seismic project and encouraged Trustees to ensure appropriate educational spaces were part of the project. Trustees thanked Mr. McCallion for his presentation.

**D. Rick Crosby - Vic High Seismic**

Victoria High School Alumni Association Director, Rick Crosby, presented the committee with information about the Vic High Seismic project. Trustees thanked Mr. Crosby for his presentation.

**5. SUPERINTENDENT'S REPORT**

**A. Recognition of Student Representative**

Superintendent Langstraat welcomed Daniel Davenport, student representative from Lambrick Park Secondary School.

**6. PERSONNEL ITEMS**

**A. Attendance and Wellness Support Program Update**

Colin Roberts, Director of Human Resource Services, provided the committee with an update on the Attendance and Wellness Support Program. Mr. Roberts informed the committee that overall absences have declined since the program was implemented in 2015-2016. Trustees asked questions of clarification of Mr. Roberts.

**7. FINANCE AND LEGAL AFFAIRS**

**A. Managed Print Services Strategy**

Ted Pennell, Director of Information Technology, and Aaron Norris, Vice-Principal, Mt. Douglas Secondary School, presented the committee with the Managed Print Services (MPS) strategy developed for implementation across the District. The purpose of the strategy is for the District to become more environmentally conscious and purposeful in printing, which in turn will improve productivity and reduce printing costs. Mr. Pennell informed Trustees that MPS has been implemented at Mt. Douglas Secondary School, where 7 multi-function devices replaced 44 single function printers in strategic print zones. The results of the MPS at Mt. Douglas Secondary School, along with a strategy for District-wide implementation, will be presented to the committee in October 2018.

## **B. Greater Victoria Foundation for Learning**

Secretary-Treasurer Walsh introduced the committee to the concept of control in determining the appropriate accounting treatment for the activities of the Greater Victoria Foundation for Learning. Secretary-Treasurer Walsh explained that the revised Foundation Bylaws as presented to the Board on April 23, 2018 would require the activities of the Foundation to be consolidated with the District. Several school districts with non-consolidated foundations were contacted in order to identify factors of non-control. Secretary-Treasurer Walsh recommended the creation of a working group to amend the Foundation Bylaws to ensure the Foundation is at arms-length from the District.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to form a working group to draft the Greater Victoria Foundation for Learning Bylaws in a manner that ensures that the Foundation is at arms-length from the Board and return the draft to the October 9, 2018 Operations Policy and Planning Committee meeting.

**Motion Carried**

For: Trustees Leonard, Paynter, and Watters

Against: Trustee McNally

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

Secretary-Treasurer Walsh stated that further to the Board motion passed on March 12, 2018, Policy 6163.7 *Classroom Pets* and its associated regulation were created. Secretary-Treasurer Walsh recommended that the new policy and regulation be sent to stakeholders for feedback prior to final Board approval. Trustees asked questions of clarification.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) approve in principle the new Policy 6163.7 *Classroom Pets* and accept in principle the new Regulation 6163.7 *Classroom Pets* and send the draft policy and regulation to our stakeholders for comment to be returned to the October 9, 2018 Operations Policy and Planning Committee meeting.

Discussion ensued and amendment was proposed.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 6163.7 *Classroom Pets* to remove the words "if the animal" from the end of section 3.2 and add them to the beginning of sections 3.2.1 and 3.2.2, and add section 3.2.3 "During any emergency, drill, evacuation or otherwise".

**Motion Carried**

For: Trustees McNally, Paynter, and Watters

Against: Trustee Leonard

Further discussion ensued and amendment was proposed.

It was moved by Trustee Leonard:



That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 6163.7 *Classroom Pets* to add a new section 3.1.1 “It has been established that there are no students who would be adversely affected by animals in the classroom” and renumber the remaining sections.

**Motion Carried Unanimously**

Trustees voted on the main motion.

That the Board of Education of School District No. 61 (Greater Victoria) approve in principle the new Policy 6163.7 *Classroom Pets* as amended and accept in principle the new Regulation 6163.7 *Classroom Pets* and send the draft policy and regulation to our stakeholders for comment to be returned to the October 9, 2018 Operations Policy and Planning Committee meeting.

**Motion Carried Unanimously**

## **8. FACILITIES PLANNING**

### **A. Vic High Seismic Project Update**

Secretary-Treasurer Walsh provided the committee with an update on the cost estimates for the two selected options to seismically upgrade Vic High: 1) Seismic Plus, and 2) Seismic Plus + Capacity. The estimated costs of a new build at a capacity of 1,000 seats and a Neighbourhood Learning Centre were also provided. Secretary Treasurer-Walsh advised Trustees that final cost estimates from project consultants would be presented at the June 25, 2018 Board meeting.

### **B. SJ Willis Upgrade**

Secretary-Treasurer Walsh informed the committee that funding will be required to begin planning for the upgrades at SJ Willis in anticipation of future occupation by other secondary schools undergoing seismic upgrading. Secretary-Treasurer Walsh advised that the Ministry has not yet provided formal approval to upgrade SJ Willis, but has suggested the District request access to Ministry of Education Restricted funds for this purpose. Secretary-Treasurer Walsh recommended that the Board request access to \$500K for the initial planning of this project.

It was moved by Trustee Paynter:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to request access to \$500,000 of Ministry of Education Restricted Capital for the initial planning of the SJ Willis upgrade.

**Motion Carried Unanimously**

### **C. Premier's Award - Promoting Innovation and Excellence**

Secretary-Treasurer Walsh acknowledged Ted Pennell, Director of Information Technology, for his role in the success of the Next Generation Network (NGN) Project that is being recognized as a recipient of the Premier's Award for promoting innovation and excellence in public service.

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

## **10. NEW BUSINESS**

### **A. Trustee McNally - Municipal Committee Assignments**

Trustee McNally withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) eliminate specific municipal committee assignments and that Trustees inform the Board as to which committees related to their municipal assignments they will attend and report on as of September 2018.

Discussion ensued among Trustees.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) review municipal committee assignments in light of the newly created municipal liaison roles, before the next Trustee assignments are made.

**Motion Carried Unanimously**

### **B. Trustee Whiteaker - Bussing Services**

Trustee Whiteaker withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) offer bussing services on a cost-recovery basis to those families with a Special Education student currently enrolled in an out-of-catchment school for the upcoming year.

### **C. BCSTA Survey**

The Secretary-Treasurer provided a copy of a survey issued by the BCSTA to the Board Chair regarding the review of the Memorandum of Agreement between the Ministry of Education and the BCSTA. Trustees provided feedback to the Board Chair who is tasked with completing the survey.

### **D. Trustee Questions**

Trustees and the student representative asked questions regarding bussing appeals, as well as questions about Board process.

## **11. NOTICE OF MOTION - None**

## **12. GENERAL ANNOUNCEMENTS – None**

### **13. ADJOURNMENT**

It was moved by Trustee Leonard:

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 9:15 p.m.



## OFFICE OF THE SECRETARY-TREASURER

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

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TO: Board of Education

FROM: Mark Walsh

DATE: June 25, 2018

RE: **Greater Victoria Foundation for Learning**

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### **Background:**

The Board passed the following motion at the June 26, 2017 Board meeting:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review the Greater Victoria Foundation for Learning mandate and bring recommendations back to the Operations Policy and Planning Committee.

At the Operations Policy and Planning Committee meeting on November 14, 2017, the Superintendent provided an update on the Foundation and recommended that the Board support a more active role for the Foundation.

The Board passed the following motion at the November 27, 2017 Board meeting:

That the Board of Education of School District No. 61 (Greater Victoria) support in principle reinvigorating the Greater Victoria Foundation for Learning and direct the Superintendent to bring back a revised constitution and bylaws as applicable for consideration.

At the Operations Policy and Planning Committee meeting on April 16, 2018, the purpose, guiding principles, structure, sample projects and needs of the Foundation were presented. It was recommended that the Board support the reinvigoration of the Foundation and its updated bylaws.

The Board passed the following motion at the April 23, 2018 Board meeting:

That the motion "*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.*" be referred to the June 11, 2018 Operations Policy and Planning Committee meeting.

### **Accounting Standards:**

As per Public Sector Accounting Standards PS 1300 Government Reporting Entity, the substance of the relationship between two parties must be determined in order to conclude whether or not control exists. It is important to note that no one indicator would result in control; rather, all factors must be assessed in conjunction with one another. Furthermore, under PS 1300, "The true nature of certain relationships may not be completely reflected by their legal form. All relevant aspects and implications of the relationship would be considered in determining whether or not the government controls the organization. Where various aspects of the relationship are designed, in effect, to achieve an overall objective, they would be viewed as a whole."

In review of the revised Foundation bylaws, it was determined by the District and confirmed by KPMG that strong indicators of control exist.

The indicators of control include:

- Upon wind up or dissolution of the Foundation, the funds and property remaining would be distributed to the District; therefore, the Foundation appears to be acting as an operating branch of the District.
- Quorum may only be fixed if the School Board Trustee or the Superintendent (or designate), as Directors, are part of the quorum.

Based on the revised Foundation bylaws, which indicate control exists, all financial aspects of the Foundation would be consolidated with the District.

#### **Other School Districts:**

Several school districts whose foundations are not consolidated with their districts were contacted. The following are items that were factored into the determination of non-control:

- Foundation bylaws state that upon dissolution the foundation's assets do not revert to the school district
- The board does not direct the activities of the foundation in any way
- The foundation is charged each month for services provided by the school district
- Both parties sign an agreement that the district and foundation are independent organizations and are not legally bound

If the bylaws of the Foundation are revised to remove indicators of control, all financial aspects of the Foundation would be accounted for separately from the District. Should the Board proceed in this direction, there are a number of administrative issues to be addressed.

#### **Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to form a working group to draft the Greater Victoria Foundation for Learning Bylaws in a manner that ensures that the Foundation is at arms-length from the Board and return the draft to the October 9, 2018 Operations Policy and Planning Committee meeting.



# OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Operations Policy and Planning Committee  
FROM: The Policy Sub-Committee  
DATE: June 11, 2018  
RE: **Policy and Regulation Changes**

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## **Background:**

The Policy Sub-committee has one recommendation stemming from its ongoing review of policies and regulations.

## **Recommendations:**

### **Specific Policies Reviewed with Recommended Changes**

#### **Policy and Regulation 6163.7 – *Classroom Pets***

##### **Background:**

The Board passed the following motion on March 12, 2018:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to develop Policy in regard to animals kept as “classroom pets,” and that the Committee take into consideration the BCSPCA’s statements on animals in classrooms and that the Superintendent draft a Regulation to implement the Policy when finalized by the Board.

##### **Revisions:**

The new Policy and Regulation 6163.7- *Classroom Pets* have been drafted. The purpose of the new policy and regulation is to ensure the greatest possible level of safety for students, staff and animals with regards to pet animals kept in a school building. The Policy outlines the conditions that should be met to keep a classroom pet and what would result in the removal of the pet. The Regulation highlights the responsibilities of the Principal and teachers in regards to keeping a classroom pet.

##### **Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve in principle the new Policy 6163.7- *Classroom Pets* and accept in principle the new Regulation 6163.7- *Classroom Pets* and send the draft policy and regulation to our stakeholders for comment to be returned to the October 9, 2018 Operations Policy and Planning Committee meeting.

## POLICY 6163.7

### CLASSROOM PETS

Drafted: April 13 2018

Adopted: \_\_\_\_\_

Revised: Pending

Frequency of Review \_\_\_\_\_

#### 1.0 RATIONALE

- 1.1 The Board recognizes that students can benefit from the introduction of a domestic animal to the classroom to enhance student learning, and to provide a therapeutic measure.

#### 2.0 DEFINITIONS

- 2.1 **Domestic Animal** is defined as an animal of a species of vertebrates that has been domesticated by humans so as to live and breed in a tame condition and/or depends on humankind for survival.

#### 3.0 POLICY

- 3.1 Classroom pets may be kept for the purpose of contributing to a structured humane educational curriculum if:
- 3.1.1 It has been established that there are no students who would be adversely affected by animals in the classroom;
  - 3.1.13.1.2 The animal is a domesticated animal and is not permitted to breed;
  - 3.1.23.1.3 The animal is not a nocturnal species and has a sleep pattern compatible with the school day;
  - 3.1.33.1.4 The animal is capable of living in the classroom overnight without supervision; and
  - 3.1.43.1.5 The teacher takes sole responsibility for the care and welfare of the animal.
- 3.2 Animals will be removed from the classroom ~~if the animal:~~
- 3.2.1 If the animal pPlaces the safety of students or staff in jeopardy or becomes a health hazard.
  - 3.2.2 If the animal is an impediment to learning.
  - 3.2.23.2.3 During any emergency, drill, evacuation or otherwise.

#### 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 6163.7 – Classroom Pets
- ii. B.C. SPCA – Statement on Classroom Pets
- iii. National Parks of Canada - Domestic Animal Regulations



## **Regulation 6163.7**

### **CLASSROOM PETS**

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#### **Background**

The purpose of this procedure is to ensure the greatest possible level of safety for students, staff and animals with regards to pet animals kept in school buildings.

#### **1.0 The animals shall:**

- 1.1 Not be allowed to roam freely within the school setting.
- 1.2 Not be left in schools during holiday periods.

#### **2.0 Principals shall:**

- 2.1. Be consulted prior to the inclusion of a live animal in the classroom.

#### **3.0 Teachers shall:**

- 3.1 Ensure that the following conditions have been met prior to introducing an animal into a classroom:
  - 3.1.1. Procedures on the safe handling and care of the animal are posted and reviewed with the students which states that the animal is only handled by students when:
    - 3.1.1.1. It does not endanger or stress the animal;
    - 3.1.1.2. The handling of the animal is related to the curriculum being taught;
    - 3.1.1.3. The handling of the animal is in accordance to species-specific handling instructions; and
    - 3.1.1.4. The student is supervised by the experienced caregiver or teacher.
  - 3.1.2. Procedures for the feeding of the animal and maintenance of the enclosure for hygienic purposes are established.
  - 3.1.3. Parent(s) or guardian(s) are informed of the intent to keep classroom pet(s).
- 3.2 Take responsibility for the care and welfare of the animal during weekends, holidays, and school breaks.
- 3.3 Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for students/staff or is an impediment to learning.
- 3.4 Be responsible for the removal of:
  - 3.1.1. All refuse or waste pertaining to classroom animals and placed in the appropriate receptacle safely; and
  - 3.1.2. The animal in the event of death, is to be disposed of in a manner that is safe and sensitive to student emotions.





# OFFICE OF THE SECRETARY-TREASURER

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

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TO: Board of Education

FROM: Mark Walsh

DATE: June 25, 2018

RE: **SJ Willis Upgrade**

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## **Background:**

At the September 26, 2016 Regular Board meeting, the Board approved that the District proceed with the opening of the former Burnside Elementary School as a new location for offering alternative programs and that the building be known for planning purposes as the Burnside Education Centre. The result of moving the alternative programs from the current location at SJ Willis to the new Burnside Education Centre is the creation of swing space at SJ Willis to accommodate secondary schools anticipating future seismic upgrading.

In order to accommodate the movement of secondary schools into the space at SJ Willis, it was determined that the facility requires significant upgrades. The District plans to move Vic High into the space at SJ Willis for the duration of its seismic project. As a result, the facility upgrades at SJ Willis need to be completed in advance of the space being occupied by Vic High.

## **Discussion:**

The project to upgrade SJ Willis is not yet formally approved by the Ministry of Education (MOE), so there is no advance funding for project planning. The Capital Delivery Branch has suggested that sending a request to access MOE Restricted Capital would be the best option to obtain funding in advance for planning purposes. If the District does not receive advance funding for planning, this project, along with the Vic High Seismic project, will be delayed.

## **Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Secretary-Treasurer to request access to \$500,000 of Ministry of Education Restricted Capital for the initial planning of the SJ Willis upgrade.
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## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Superintendent's Report

DATE: June 25, 2018

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

### Events and Meetings

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

- District Committees
  - Equity Committee
- Additional Meetings and Events
  - BCPSEA Regional Forum
  - Catchment Review Session – Eagle View Elementary
  - GVTA – Professional Relations Committee
  - International Education Consultation Meeting – Ministry of Education
  - Provincial Funding Framework Panel Regional Meetings
  - Presenter at NSC Secondary Principal Council 2018 Conference – Primary Principals and Ministry Directors
  - Shoreline Middle School 50<sup>th</sup> Anniversary Celebration
  - VP Leadership Program
  - Vic High Alumni
  - Victoria College of Arts

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Victoria High School

DATE: June 25, 2018

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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 was 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 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 were prepared for the Board of Education and the information was made available on the District website. The input received clearly indicated that two factors were considered most important by respondents. These were:

- School Amenities
- Heritage

At the May Board meeting the Superintendent was directed to further explore 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)

The memo that was presented to the Operations Policy and Planning Committee on June 11, 2018 providing details of these two options is attached for the information of the Board of Education.

Detailed costing related to these two options plus the cost of a new build are attached for the information of the Board of Education. The relative costs of these options are presented in the table below:

Seismic With Enhancements (800)	61,135,488
Seismic Plus Enhancements (1000) Plus NLC	73,322,302
New Build (1000) Plus NLC	67,991,162

Considering the input from the public as well as the relatively small differential between a New Build (1000) Plus NLC and Seismic Plus Enhancements (1000) Plus NLC it is the opinion of the Superintendent that the most favorable option is Seismic Plus Enhancements (1000) Plus NLC. The cost differential of 5,331,140 is, however, a major consideration for the Board of Education. Proceeding with Seismic Plus Enhancements (1000) Plus NLC would be contingent upon receiving the funding for the project from the Ministry of Education.

Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to submit to the Ministry of Education, as the preferred option for Victoria High School Seismic Plus Enhancements (1000) Plus NLC contingent upon receiving full funding from the Ministry of Education.



## OFFICE OF THE SECRETARY-TREASURER

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PHONE (250) 475-4108 FAX (250) 475-4112

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TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 11, 2018

RE: **Vic High Seismic Project Update**

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### **Background:**

The Board of Education voted to limit the options they would recommend to the Ministry in regards to seismically upgrading Victoria High School at the Board meeting on May 28, 2018. The two options it recommended for the Superintendent to further explore were a seismic upgrade with required enhancements, as well as a seismic upgrade with required enhancement with additional capacity. The following memo outlines the cost estimates for these projects.

In addition, the cost of a Neighborhood Learning Centre has been included (which will essentially be the same additional costs as part of any project), and a general cost estimate of building a new school of 1,000 and the associated costs, such as the tear down for comparative purposes only.

Final cost estimates from our consultants will be presented at the June 2018 Board meeting. These estimates will break down the specifics of the two options that we have been tasked with fully exploring and the estimate and formula will be provided for the new build option.

In this memo, reserves typically allow for unforeseen capital requirements such as increased seismic remediation needs, unanticipated hazardous material remediation, etc. Economic adjustment costs are intended to cover primarily inflationary pressures that can't be accurately defined at the time of the Project Definition Report (PDR).

### **Seismic Plus:**

#### *Seismic Work*

Seismic plus will comprise of the seismic upgrade of the entire school and all renovations/removals/replacements of components necessitated by the seismic upgrading. New concrete stairwells will be constructed in two locations that would serve as major seismic elements, which will greatly improve the existing exiting and connection at the northwest and northeast corners of the original school. Other work would include replacement of the majority of the mechanical systems, such as the steam heating plant (which will be replaced by a hot water heating system) and the existing fan system for ventilation (which would will be replaced by three new-air handling units serving the three wings of the original school), as well as a complete replacement of the building's Direct Digital Control (DDC) system. The majority of plumbing fixtures and plumbing piping will be replaced. The majority of lighting fixtures and wiring devices and much of the existing electrical wiring and panels will be replaced. The school will be fully repainted. The majority of existing flooring in the school will be removed and replaced, as well as much of the existing cabinetry and millwork. The current building is not fire-sprinklered; a complete fire sprinkler system will be installed. The majority of data cabling and outlets will be removed/replaced/relocated. The majority of the emergency lighting will be replaced, the fire alarm system will be completely upgraded, and intrusion alarm and paging systems will be completely replaced with new.

This work will allow for functional improvements within the school, creating additional student spaces within the school through the movement of current spaces. Office spaces will likely shrink and/or be consolidated and be replaced with classrooms and multipurpose modern learning spaces for students. We can create some flexible spaces and utilize partitions, etc. if that is the desired design.

On top of the preceding work, which will be considered part of the seismic upgrading, we have identified a number of other additional enhancements that would ideally be carried out during the seismic upgrading, if funding permits. These enhancements include replacement of all of the original wood windows with new high efficiency aluminum or PVC windows, complete repointing of existing exterior masonry and repair or replacement of all existing failing terracotta. With the installation of a fire sprinkler system, we will be able to remove interior stairwell vestibules that were added 40 years ago to deal with exiting problems but obscured significant heritage elements inside the school. We would also add a number of energy efficient measures, such as heat pumps, to the school plant. While we will apply for support for these aspects in our PDR—and they fall into program support areas of the Ministry—in the event that the Ministry does not fund these aspects the Board would have to support many of these aspects with local dollars through land disposition, local or restricted capital or operational dollars.

While these additional items add to the life of the building, they are not imperative to the seismic project. While the terracotta and windows replacements will assist the look and environmental sustainability of the facility, the Board would have to decide whether to fund these aspects in light of our other priorities such as Shoreline, Craigflower, etc. if we are not successful with the Ministry.

The cost was estimated in March 2018 to be \$44,214,000, not including a reserve and economic adjustment amount of about \$16,800,000. This option will retain the existing auditorium and gymnasium, and may (depending on the design and funding), result in a slight increase in capacity due to changes to the school layout.

#### **Seismic Plus + Capacity:**

Seismic plus + capacity will cover all of the aspects noted above.

In addition to seismic plus, this option would see an addition built. While formal plans have not been finalized, we are considering adding a two-story addition to the east side of the school that will have a relatively minor impact on the footprint of the school. The cost of the addition which is still an estimate will add approximately \$6,000,000 to the project. At this time, this is an estimate and a final more complete estimate will be available for the June Board meeting to the project. Draft drawings are attached.

This option will be similar to the preceding option, however, the proposed addition would primarily provide new space for the library and cafeteria, and then use the latter spaces to create new classrooms to provide an increased capacity for 1,000 students. The proposed relocation of the library and cafeteria, which are currently the most challenged spaces in the high school, will enable direct connection to the outside plaza area. As well, building new classrooms in those old spaces, we will also consolidate small rooms and offices into those surplus spaces, which will enable the opening up some of the corridors to provide new collaborative learning spaces throughout the school; similar to Oak Bay School. The estimate of seismic plus and capacity is \$44,214,000 plus \$6,000,000 (final cost estimates will be presented at the June 2018 Board meeting) estimated cost of the addition and additional renovations. The reserve and economic adjustment amount are approximately \$17,000,000.

This concept will allow significant extra capacity for the school at a relatively low cost. This is done through the redesign of the interior of the school and the incorporation of the current library and cafeteria space as classroom and amenity space. The expansion would house these amenities and the library would be built as a modern learning commons.



**New Build 1,000:**

This option is added for comparative purposes. Please note that we have not engaged our cost consultants on this option and have utilized the Ministry formula to determine the approximate costs of such a build.

The cost of the new build is approximately \$49,256,652 (including approximately \$5,000,000 for the tear down of the original facility) and an estimated reserve and economic adjustment amount of about \$13,000,000. This number is based on a formula plus local experience. The reserve is slightly higher than previous estimates as we have re-evaluated the estimate in light of unprecedented cost escalation in the Victoria market. Further, given the likelihood of delays in starting a new build due to a variety of factors (heritage, internal lot line issues, etc.) ground-breaking is likely to be later than the other options pushing costs higher. The new build would include amenities included in a school of this size. It would not include two gyms nor a theatre.

**Neighbourhood Learning Centre (NLC):**

An NLC would cost approximately \$5,000,000, and a reserve amount of about \$1,000,000. This is based on an area calculation of 15% of the entitlement for a new school, which is therefore about 1500 sq. m, and local experience. Currently, we do not have a specific plan for the siting of an NLC but would likely be placed adjacent to the Belfry Theatre. The focus of the NLC would likely be some form of childcare option and we would anticipate it being associated with the City of Victoria.

School Name: Victoria High School  
 Project No:  
 Project Description: Option 2 - Seismic Upgrade with Enhancements

## Option 2

Nominal Capacity	Kindergarten	Grades 1 - 7	Grades 8 - 12	Grade Configuration
Existing				
Approved				
Additional				

A R E A - U N I T  R A T E	Allowable Site Area (ha)	
	Allowable Building Area (sqm)	
	Total Allowable Area	
	Less: Previously Existing Space	
	Add: Area to be Demolished	
	Area of New Space	41
	Allowable Area of Renovations	23,388
	Unit Rate for Construction (\$/sqm)	
	New	
	Renovation (back-calculated number)	\$1,133.20

PROJECT BUDGET		Amounts Subject to Economic Adjustment	
1	Site Acquisition	\$	\$
2	Site Development	\$	\$
3	Construction: New	\$	\$
4	Renovation - 1914 Building and 1955 Addition	\$	\$
5	Design Fees and Disbursements (16%)	16% \$	\$
6	Construction Contingency (10%)	10% \$	\$
7	Equipment	\$	\$
8	Municipal Permits & Fees (1.25% in Victoria)	1.25% \$	\$
<b>Documented Supplementary Items</b> (including fees and related costs)			
9	Supplementary Building Items:		
10	Swing Space in SJ Willis	\$	\$
11	Hazardous Abatement - VHS	\$	\$
12	Hazardous Abatement - SJ Willis	\$	\$
13	Non-Structural Seismic Remediation	\$	\$
14	Building Code Upgrades	\$	\$
15	Mechanical Upgrade - Triggered by Scope of Seismic Upgrade	\$	\$
16	Electrical Upgrade - Triggered by Scope of Seismic Upgrades	\$	\$
17	Window Upgrades	\$	\$
18	Stair Vestibule Upgrades	\$	\$
19	Exterior Terracotta Stabilization	\$	\$
20	Exterior Masonry Rehabilitation	\$	\$
21	List of Other Budget Items:		
	i. Insurance	1% \$	\$
	ii. Project Management Costs	2% \$	\$
	iii. Burnside Education Centre Renovations	\$	\$
	iv. Moving Costs	\$	\$
	v. Transportation/Bussing Costs	\$	\$
	vi. Preparation of Project Definition Report	\$	\$
	21 Payable GST @ 1.6%	1.6% \$	\$
(A)	Total Project Budget (excluding Reserve Items)	\$	\$
(B)	Total Project Budget Eligible for Economic Adjustment	\$	\$
<b>RESERVE ITEMS</b> (as per Schedule C - Reserve Items)			
List of Identified Risks			
	1a Hazardous Abatement - VHS (+25% allowance)	\$	\$
	1b Hazardous Abatement - SJ Willis (+50% allowance)	\$	\$
	2 Bussing and Transportation Costs	\$	\$
	3 Heritage Issues on Building Exterior	\$	\$
	4 Approval Delays	\$	\$
	5a Code Compliance Issues at VHS	\$	\$
	5b Code Compliance Issues at SJ Willis	\$	\$
	6 Seismic Upgrade of VHS to updated SRG-3 (25% of seismic)	\$	\$
	7 Additional Economic Adjustment Amount	\$	\$
	8 Seismic Instrumentation	\$	\$
	9 Post Completion Audit	\$	\$
(C)	Maximum "Not to Exceed" Contingency	Sub-Total \$	\$
(D)	Estimated Economic Adjustment (from PA Agreement February, 2018 to Mid-Point of Construction)	\$	\$
(E)	Total Reserve Items	\$	=C+D
(F)	MAXIMUM POTENTIAL PROJECT COST (including Reserve Items)	\$	=A+E
F U N D I N G  S O U R C E S	(G) Capital Plan [as per Capital Project Funding Agreement, subparagraph 3.01(a)]	\$	44,214,241
	(H) Ministry of Education Restricted Capital [as per paragraph 3.04]	\$	-
	(I) Borrowing [as per paragraph 3.05]	\$	-
	(J) Local Capital Reserve [as per subparagraph 4.02(e)]	\$	-
	(K) Annual Facility Grant [as per subparagraph 4.02(e)]	\$	-
	(L) Other (specify) [as per subparagraph 4.02(e)]	\$	-
	Sub-Total	\$	44,214,241 [=A]
	(M) Capital Plan - Identified Risks [as per subparagraph 3.01(b)]	\$	6,156,739 [=C]
	(N) Capital Plan - Estimated Economic Adjustment [as per subparagraph 3.01(c)]	\$	10,764,508 [=D]
	Sub-Total	\$	16,921,247 [=E]
(O)	MAXIMUM POTENTIAL PROJECT FUNDING (includes Lines G, H, I, J, K, L, M and N)	\$	61,135,488 [=F]



School Name: Victoria High School  
 Project No:  
 Project Description: Option 2 - Seismic Upgrade with Enhancements and Addition for 1000 Capacity

Option 3

Nominal Capacity	Kindergarten	Grades 1 - 7	Grades 8 - 12	Grade Configuration
Existing				
Approved			1000	
Additional				

R E A S O N A B L E  E X P E N D I T U R E S	<b>Allowable Site Area (ha)</b>	
	<b>Allowable Building Area (sqm)</b>	
	Total Allowable Area	
	Less: Previously Existing Space	
	Add: Area to be Demolished	
	Area of New Space	1,012
	Allowable Area of Renovations	13,288
	<b>Unit Rate for Construction (\$/sqm)</b>	
	New	\$ 2,815.52
	Renovation (back-calculated number)	\$ 1,133.20

PROJECT BUDGET		Amounts Subject to Economic Adjustment	
1	Site Acquisition	\$	
2	Site Development	\$	
3	Construction:	\$	
4	New	\$	
5	Renovation - Associated With Addition	\$	
6	Renovation - 1914 Building and 1955 Addition	\$	15,017,900
7	Design Fees and Disbursements (16%)	16%	\$ 2,784,852
8	Construction Contingency (10%)	10%	\$ 1,625,414
9	Equipment	\$	
10	Development Cost Charges	\$	
11	Municipal Permits & Fees (1.25% in Victoria)	1.25%	\$ 233,848
<b>Documented Supplementary Items (including fees and related costs)</b>			
12	Supplementary Building Items:		
13	Swing Space in SJ Willis	\$	2,932,300
14	Hazardous Abatement - VHS	\$	2,449,380
15	Hazardous Abatement - SJ Willis	\$	721,000
16	Non-Structural Seismic Remediation	\$	221,800
17	Building Code Upgrades	\$	2,584,800
18	Mechanical Upgrade - Triggered by Scope of Seismic Upgrades	\$	6,105,350
19	Electrical Upgrade - Triggered by Scope of Seismic Upgrades	\$	3,119,400
20	Window Upgrades	\$	1,390,300
21	Stair Vestibule Upgrades	\$	274,100
22	Exterior Terracotta Stabilization	\$	544,000
23	Exterior Masonry Rehabilitation	\$	506,400
24	Delete Stairs and Infill to Create Area	\$	580,300
25	New Elevator For Expanded Capacity	\$	485,200
	i. Insurance	1%	\$ 405,143
	ii. Project Management Costs	2%	\$ 818,785
	iii. Burnside Education Centre Renovations	\$	1,000,000
	iv. Moving Costs	\$	150,000
	v. Transportation/Bussing Costs	\$	730,000
	vi. Preparation of Project Definition Report	\$	150,000
	21 GST/PST @ 4.4% or GST @ 1.6%	1.0%	\$ 887,146
(A)	<b>Total Project Budget (including Reserve Items)</b>	\$	49,958,690
(B)	<b>Total Project Budget Eligible for Economic Adjustment</b>		\$ 44,884,690
<b>RESERVE ITEMS (as per Schedule C - Reserve Items)</b>			
1a	Hazardous Abatement - VHS (+25% allowance)	\$	663,000
1b	Hazardous Abatement - SJ Willis (+50% allowance)	\$	362,000
2	Bussing and Transportation Costs	\$	200,000
3	Heritage Issues on Building Exterior	\$	500,000
4	Approval Delays	\$	500,000
5a	Code Compliance Issues at VHS	\$	100,000
5b	Code Compliance Issues at SJ Willis	\$	500,000
6	Seismic Upgrade of VHS to updated SRG-3 (25% of seismic)	\$	2,241,719
7	Additional Economic Adjustment Amount	\$	1,000,000
8	Seismic Instrumentation	\$	50,000
9	Post Completion Audit	\$	40,000
(C)	<b>Maximum "Not to Exceed" Contingency</b>	Sub-Total	\$ 6,156,739
(D)	<b>Estimated Economic Adjustment (from PA Agreement February, 2018 to Mid-Point of Construction)</b>	25%	\$ 11,206,873
(E)	<b>Total Reserve Items</b>	\$	17,361,612 [=C+D]
(F)	<b>MAXIMUM POTENTIAL PROJECT COST (including Reserve Items)</b>	\$	67,322,302 [=A+E]
<b>FUNDING SOURCES</b>			
(G)	Capital Plan [as per Capital Project Funding Agreement, subparagraph 3.01(a)]	\$	49,958,690
(H)	Ministry of Education Restricted Capital [as per paragraph 3.04]	\$	-
(I)	Borrowing [as per paragraph 3.05]	\$	-
(J)	Local Capital Reserve [as per subparagraph 4.02(e)]	\$	-
(K)	Annual Facility Grant [as per subparagraph 4.02(e)]	\$	-
(L)	Other (specify) [as per subparagraph 4.02(e)]	\$	-
	<b>Sub-Total</b>	\$	49,958,690 [=A]
(M)	Capital Plan - Identified Risks [as per subparagraph 3.01(b)]	\$	6,156,739 [=C]
(N)	Capital Plan - Estimated Economic Adjustment [as per subparagraph 3.01(c)]	\$	11,206,873 [=D]
	<b>Sub-Total</b>	\$	17,361,612 [=E]
(O)	<b>MAXIMUM POTENTIAL PROJECT FUNDING (Includes Lines G, H, I, J, K, L, M and N)</b>	\$	67,322,302 [=F]

# VIC HIGH COST ESTIMATE - 1000 CAPACITY NO NLC INCLUDED

Updated 5 JUNE 2018 to include all costs associated with building on existing site, probably on same footprint

## NEW CONSTRUCTION

### New Construction (School)

Size Factor

location factor

Taxes (4.4%)

Sub-Total

### New Construction (NLC)

Size Factor

location factor

Taxes (4.4%)

Sub-Total

## SUPPLEMENTARY BUILDING

Rock Blasting

Connection to Fairey Tech

## BUILDING CONSTRUCTION TOTAL

## SITE DEVELOPMENT

Off-Site Costs

School on Existing Site

Parking Allowance

Location Factor

Taxes (4.4%)

Sub-Total

## SUPPLEMENTARY SITE

Site removals, paving, fencing

Reinstatement of landscaping

Playing Field allowance

Retaining Walls Allowance

Taxes

	10,250		1,810	18,552,500
	0.02			371,050
	0.33			6,122,325
	0.044			816,310
				25,862,185
				0
				100,000
				400,000
				26,362,185
				300,000
				950,000
				787,500
	0.330			573,375
	0.044			105,629
				2,416,504
				100,000
				300,000
				700,000
				50,000
	0.044			37,400

Total area, not including NLC, and not including a reduction for existing tech ed shops

NLC area is 15 percent of entitlement for a new 1000 high school

26,362,185

300,000

2,416,504

Sub-Total									1,187,400	
SITE DEVELOPMENT TOTAL									3,903,904	
FEES										
Site Development	0.090							351,351		
New Construction	0.090							2,372,597		
FEES TOTAL								2,723,948		2,723,948
CONTINGENCY										
Site Development	0.050							195,195		
New Construction	0.050							1,318,109		
CONTINGENCY TOTAL								1,513,304		1,513,304
EQUIPMENT										
Freight Allowance	0.0433							803,323		
Taxes	0.034							27,474		
	0.044							36,555		
EQUIPMENT TOTAL								867,352		867,352
OTHER ITEMS										
Insurance	0.01							302,661		
LEED Design	0.030							907,983		
Moving Costs								150,000		
Project Management	0.020							683,966		
Preparation of PDR's								200,000		
Old School Demo/Hazmat								5,000,000		
DCC/BP costs	0.013							378,326		
Swing Space at SJ Willis								2,932,200		
Haz Mat at SJ Willis								723,000		
Burnside Renovations								1,000,000		
Transportation/Bussing (3 years)								1,080,000		
Preparation of PDR's								200,000		
OTHER ITEMS TOTAL								13,558,135		13,558,135
ESCALATION TO CPA										
1 MONTHS AT .67%	0.007							327,823		
this is incorrect but applies to all										

327,823 Escalation amount needs to be recalculated

TOTAL BUDGET - ABOVE THE LINE

\$49,256,652

RESERVE ITEMS									
LEED Verification									
Hazmat at Vic High									
Hazmat at SJ Willis									
Soils Conditions									
Unexpected Municipal									
Code Compliance Issues at SJ									
Approval Delays									
Additional Escalation									
Seismic Instrumentation									
Post Completion Audit									
Escalation after CPA									
.5% for 36 Months									
TOTAL RESERVE ITEMS									

605,322

370,000

362,000

350,000

150,000

500,000

500,000

1,000,000

50,000

40,000

8,807,189

12,734,511

12,734,511

12,734,511

\$61,991,162

TOTAL BUDGET INCLUDING RESERVES

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: Operational Plans

DATE: June 25, 2018

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The Board of Education has a Strategic Plan that sets the goals of the District. In support of the Strategic Plan the Superintendent and his team have developed Operational Plans with specific strategies, timelines and evidence.

Attached, for the information of the Board of Education, is a summary of progress to date for each of the plans.

Staff will provide commentary related to the plans at the Board of Education meeting.

## Facilities Operational Plan Progress Report

Legend:

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

**Goal #1** To ensure that the demographics, utilization and capacity of each facility are consistently monitored and future enrollment projections are planned for.

#### Strategies

1.1

Changing Policy and Regulation 5117- School Attendance Areas to include:

1. That the functional capacity of schools be calculated to determine a school's physical capacity (building only) to host students in accordance with Ministry of Education mandated class types and sizes. The functional capacity is a fixed capacity number that is not likely to vary greatly from year to year;
2. That an operational capacity of schools (including an adjustment for portables), be set on a yearly basis and could be stated as a maximum enrolment number or a percentage above the established functional capacity for each school;
3. That when a school reaches 90% of the established functional capacity that a catchment review be instigated to determine whether:
  - i. The School operating capacity can be modified to accommodate additional students,
  - ii. The school will be able to continue supporting its catchment population for the foreseeable future or should the catchment area be modified,
  - iii. Further space is required (where neighboring schools cannot accommodate additional students).
4. That when a school reaches 100% of the established functional capacity that a program review commence to determine whether:
  - i. Programs should be moved;
  - ii. Specific programs should be discontinued; or
  - iii. A program can be supported for the foreseeable future.

1.2 The District write to the Ministry of Education highlighting the difference between the Ministry's capacity and the District's determination of functional capacity highlighting the differences and the educational benefits of the determination of the needs of the District.

1.3 The District ensures that when planning major retrofits, upgrades, rebuilds or general Annual Facilities Grant planning that appropriate space for itinerant teachers and other professionals be a priority.

1.4 The District ensures that enrollment priorities as a result of the Student Registration Transfer Committee be applied and that schools above 90% functional capacity be reviewed following the completion of the setting of priorities.

1.5 That the District approach its municipal partners, particularly the City of Victoria, to institute a development cost charge for future school site acquisitions.

1.6 That the District retain Richmond, Lampson, and Sundance/Bank Street for the possibility of future use.

**Goal #2** To ensure that future needs of students are considered and appropriate programs and services are offered to support diverse learning needs.

#### Strategies

2.1 All Facilities planning, including major retrofits, upgrades, new builds and Annual Facility Grant planning incorporate the principles of equity, sustainability and environmental responsibility.

2.2 That the Superintendent and the Board review, revise and then apply Policy and Regulation 3110- Presentation of New Educational Programs when considering any new program.

Jun 20 2018



## Facilities Operational Plan Progress Report

<b>Goal #2</b>	2.3	The District review its current shop programs to ensure that the level of the shop programming available in our schools is supportable for the long-term.
	2.4	That students be canvassed on their preference on school amenities, facilities and programming.
<b>Goal #3</b>	<b>To ensure that district facilities are maintained to a reasonable standard for the safety and enjoyment of its users.</b>	
	<b>Strategies</b>	
	3.1	Ensure that the District has a plan to address the capital maintenance deficit.
	3.2	Ensure that the District recovers full costs (capital and operating) from its rentals and leases.
<b>Goal #4</b>	<b>To foster partnerships with the community in the spirit of maximizing access, investments, and increasing community hubs.</b>	
	<b>Strategies</b>	
	4.1	The District ensure that sufficient revenue gained from rentals and leases is invested in the capital maintenance of facilities associated with the rental or lease. The District should ensure competitive market rates for rentals and leases for outside uses where possible.
	4.2	The District support childcare providers on District Sites.
	4.3	The District continue to seek partnership opportunities with local municipal and ministry partners in the spirit of maximizing access, investments and increasing community hubs.
<b>Goal #5</b>	<b>To ensure that district assets are being used for students of the district.</b>	
	<b>Strategies</b>	
	5.1	That the Board identify parcels of land that are not anticipated to be needed for educational purposes for potential medium term lease to a community partner.
	5.2	That Policy 7110.1 – Leasing of Closed Schools be updated to prohibit the long-term lease of a District property for less than market value.

## International Student Programs Operational Plan Progress Report

Legend:

Completed	Substantial Progress	Early Stages
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### Summary of Goals and Main Strategies

**Goal #1** To explore new initiatives that will benefit learners in our school district

**Strategies**

- 1.1 Change organizational culture at ISP
- 1.2 Improve communication with ISP partners
- 1.3 Introduce the Global and Intercultural Skills Program (GISP)
- 1.4 Introduce outbound student mobility program
- 1.5 Explore dormitory options for international students
- 1.6 Explore International Baccalaureate options for the district
- 1.7 Provide additional support for the emotional needs of students
- 1.8 Offer after-school activities, and university preparation options at Uplands Campus

**Goal #2** To refine and improve existing programs and practices as a means to align with the changing context in our school district and the international education sector.

**Strategies**

- 2.1 Review homestay program
- 2.2 Expand summer program options
- 2.3 Refine short-term programs
- 2.4 Expand Academic Transition Program (ATP)
- 2.5 Review, evaluate, and document internal administrative processes
- 2.6 Implement new ISP database
- 2.7 Review ISP forms and documents for risk mitigation

**Goal #3** To refine ISP marketing and recruitment initiatives to align with the changing context in the international education sector.

**Strategies**

- 3.1 Focus on South East Asia, Africa, and Europe (diversification)
- 3.2 Review marketing and recruitment strategy and expand joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads
- 3.3 Update branding, logo, and website

## Learning Support Operational Plan Progress Report

Legend:

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

**Goal #1 Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.**

**Strategies**

- 1.1 Refine our service delivery model to include district and school-based educators.
- 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways.
- 1.3 Create spaces in every school that ensure the safety and dignity of all learners.
- 1.4 Involve students and parents in planning meaningful learning opportunities.

**Goal #2 Support the mental health needs and well-being of all students within an inclusive learning model.**

**Strategies**

- 2.1 Provide equitable counseling supports in all schools.
- 2.2 Provide social emotional learning opportunities for staff, students and parents.
- 2.3 Provide social emotional learning opportunities for staff, students and parents.
- 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, and Island Health.

**Goal #3 Continue to develop an understanding for diversity and a respect for learning differences.**

**Strategies**

- 3.1 Create a definition of what inclusion is within the Greater Victoria School District.
- 3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams.
- 3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.
- 3.4 Empower school staff through equitable access to teaching and learning opportunities.

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## Learning Team Operational Plan Progress Report

**Legend:**

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

#### Goal #1 To increase student literacy.

##### Strategies

- 1.1 Develop an early literacy series that promotes balanced literacy and early intervention programs K-2
- 1.2 Build and support school-based literacy teams in Elementary schools
- 1.3 Provide opportunities for administrators to participate in professional learning opportunities based on Read, Write, Lead by Regie Routman
- 1.4 Create and offer a Middle school learning series focused on teaching writing
- 1.5 Work with the Esquimalt family of schools to develop an effective K-12 literacy framework

#### Goal #2 To increase student numeracy.

##### Strategies

- 2.1 Facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking.
- 2.2 Foster school based numeracy teams to support use of hands-on/minds-on math.
- 2.3 Develop common assessment tools and practices

#### Goal #3 To support the implementation of the re-designed K-12 curriculum.

##### Strategies

- 3.1 Build broad networks that collaborate to support the new curriculum.
- 3.2 Facilitate inter-school connections for secondary schools.
- 3.3 Curate and share resources that support the implementation of the re-designed curriculum.
- 3.4 Foster a culture of contribution.

#### Goal #4 To promote and support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students.

##### Strategies

- 4.1 Raise awareness about the importance of early years development as a foundation for lifelong learning.
- 4.2 Provide information to families about how they can support their young child's early learning and development before they start Kindergarten
- 4.3 Support school and community practices to ensure seamless transition into Kindergarten for all students

#### Goal #5 To support an inclusive learning community through the use of technology.

##### Strategies

- 5.1 Align and weave the goals of the technology plan within the learning team plan.  
Note: Please refer to the Technology Plan for details for the following strategies
- 5.2 Increase equity of access to technology for all learners.
- 5.3 Increase the network of support for adoption and integration of technology for learning for staff.

Jun 20 2018

## Learning Team Operational Plan Progress Report

<b>Goal #5</b>	<b>5.4</b> Promote responsible student use of technology for learning. <b>5.5</b> Communicate and collaborate to facilitate one learning community.
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## Pathways and Partnerships Operational Plan Progress Report

**Legend:**

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

<b>Goal #1</b>	<p><b>Provide meaningful and purposeful career and transition opportunities at the district and school-based level</b></p> <p><b>Strategies</b></p> <p><b>1.1</b> Support implementation of the new Careers Curriculum K to 12</p> <p><b>Comments:</b> We are currently working with school-based pathways staff, administrators, and teachers to implement the new K-12 Careers Curriculum, and Career Life Education and Career Life Connections courses. - Identifying school needs and resources for successful implementation (K-12) - Collaborating with staff and exploring best practices - Meeting with individual schools to assist with development and sharing of new curriculum - Professional Development workshops and support for individual school initiatives</p> <p><b>1.2</b> Develop a cohesive and collaborative culture that supports Career Education in our secondary schools</p> <p><b>Comments:</b> - Targeted funding to support pathway programs and initiatives - Ongoing collaboration and conversation through monthly team meetings to discuss best practices - Awareness of pathway opportunities and support is evident</p> <p><b>1.3</b> Build program capacity for school-based and district opportunities that enable student engagement and exploration</p> <p><b>Comments:</b> - Data collection and feedback from Elementary and Middle Principals and Vice-Principals to identify needs - Select initiatives developed and implemented at the elementary and middle school level (Trades Expo, INSPIRE, etc.) - Targeting staffing at the secondary level to support initiatives</p> <p><b>1.4</b> Enhance effective communication strategies that continue to build awareness for students, staff, and parents</p> <p><b>Comments:</b> Increased awareness of opportunities through social media, school events, and parent information sessions (Parents as Career Coaches workshop, parent transition evenings were well-attended)</p> <p><b>Comments:</b> We are currently working with school-based pathways staff, administrators, and teachers to expand pathway and life opportunities for students.</p>
<b>Goal #2</b>	<p><b>Establish a shared responsibility through school district, postsecondary, community and industry partnerships that support career and transition pathways for students</b></p> <p><b>Strategies</b></p> <p><b>2.1</b> Collaborate with in-district departments to enhance and strengthen student learning opportunities</p> <p><b>Comments:</b> Communication with district departments through monthly team meetings, and collaboration to support current programs and create new student opportunities. Growth within district program partnerships is evident.</p> <p><b>2.2</b> Expand post-secondary opportunities to advance and enrich student learning</p> <p><b>Comments:</b> New programs have been added such as HighTechU and Marine TASK. Growth in Youth Work in Trades student participation. Expansion of work experience partnerships.</p> <p><b>2.3</b> Strengthen an open and transparent relationship with Esquimalt &amp; Songhees Nations that supports career and life opportunities for all aboriginal students</p> <p><b>Comments:</b> Connections with the nations have been made with plans moving forward to increase collaboration. Planning is in place for SIP event focusing on Aboriginal students in the trades.</p> <p><b>2.4</b> Strengthen our connection with community and industry partners</p>

Jun 20 2018



## Pathways and Partnerships Operational Plan Progress Report

### Goal #2

**Comments:** Appetite and desire for partnerships within community and industry has increased. School district and industry employment environment has improved. New programs have been added such as HighTechU and Marine TASK. Growth in Youth Work in Trades student participation. Expansion of work experience partnerships.

#### 2.5 Collaborate with other school districts to identify and expand shared opportunities for all students

**Comments:** Through South Island Partnership (5 area school districts) collaboration, greater awareness in opportunities across the region. Involvement in Career Education Society and Vancouver Island Career Education Association has enabled expanded opportunities.

**Comments:** Engage new post-secondary, community, and industry partner groups to provide pathway opportunities for students, while continuing to identify priorities in existing programming.

## Public Engagement and Communications Operational Plan Progress Report

**Legend:**

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

**Goal #1 Increase public understanding and participation in Board of Education decision-making by making meetings, process and decisions as clear as possible.**

**Strategies**

- 1.1 Advertise and promote Board of Education, Standing committee and ad-hoc committee meetings in multiple channels including District and school websites, social media, traditional media and newsletters.
- 1.2 State online and in print how and when the public can address Board of Education and Standing Committees to express their views and provide input.
- 1.3 Update technology and seating in Boardroom to make it more accessible to the public including ensuring clear vision for attendees and quality technology so all dialogue is heard.

**Comments:** Consulted with DLT and The Board of Education on challenges of the current Boardroom and ways to improve the space. Facilities have had an external consultant assess the space.

- 1.4 Update and improve policies, regulations and administrative procedures to provide greater transparency and certainty about communications and consultation.
- 1.5 Issue "Board Highlights" to District staff and media, then post on website after each Board meeting.
- 1.6 Adopt best-practice (IAP2) public participation values or principles for guiding how and when public input will be used to inform decision-making.  
**Comments:** Some Board of Education directed consultation initiatives (e.g. Vic High, student enrolment priorities) have been guided by IAP2 values and spectrum for public participation.
- 1.7 Develop protocol for correspondence directed to Board of Education. Protocol should include turnaround times, tracking and monitoring and roles and responsibilities of Board Chair, Trustees and staff.
- 1.8 Webcast standing committee meetings, in addition to Board of Education meetings.

**Goal #2 Staff is informed and supported as "One Learning Community" and consistently communicates with parents, students and staff.**

**Strategies**

- 2.1 Create internal mechanisms for information sharing, including exploration of an intranet for staff recognition, celebrating achievements and quickly sharing "need to know" information with all staff.  
**Comments:** Staff consultation process about a potential employee hub (intranet) has occurred over the past three months. Staff will now review the staff input and outline next steps for senior leadership consideration.
- 2.2 Develop an e-newsletter from Superintendent that would be distributed routinely, at a minimum quarterly.
- 2.3 Develop comprehensive orientation program for all new employees that provides an overview of the District values, vision and mission, as well as the community we serve and district composition (geography, students, funding, etc.).
- 2.4 Support staff in developing communications and engagement skills, offering "lunch and learns", and training/professional development opportunities about topics such as writing for the web, welcoming schools, media training and consultation planning.
- 2.5 Develop annual communications calendar that outlines upcoming dates of note, school-based and District-wide events, activities and deadlines, for internal planning purposes.
- 2.6 Ensure media releases are distributed to all staff, community partners and employee groups, in addition to media.

Jun 20 2018



## Public Engagement and Communications Operational Plan Progress Report

<b>Goal #2</b>	2.7 Publicly acknowledge and celebrate the success and innovation of staff through District website, media opportunities, and e-newsletter.
<b>Goal #3</b>	<p><b>Parents are engaged because information is easy to access and opportunities to engage are accessible, effective and considerate of the needs of all District parents.</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>3.1 Develop professional brand standards and templates to support staff in consistently communicating with the community.</li> <li>3.2 Develop calendar for The Board of Education that can help forecast annual decisions or initiatives that highlights upcoming plans to support District Parent Advisory Council (VPCAC) and parents efforts to work with the District to communicate with all parents in our District.</li> <li>3.3 Implement an annual "welcome back to school" communications strategy each school year.</li> <li>3.4 Refresh District website with user in mind. Review all content and structure to streamline online experience.</li> <li>3.5 Review current core processes to remove steps, communicate effectively and provide increased digital access opportunities.</li> <li>3.6 Improve information related to emergency preparedness, responsiveness and school emergencies, including ensuring that all schools utilize the same emergency notification system consistently.</li> <li>3.7 Reduce barriers to participation by using plain language, considering childcare needs, transportation routes, and language considerations, and identify ways of reducing any cultural barriers to parent engagement amongst new immigrants and refugee families.</li> </ul> <p><b>Comments:</b> Have introduced children's activity tables and food at some consultation events, have translated survey materials into top spoken languages at home.</p> <ul style="list-style-type: none"> <li>3.8 Recognizing that families often have children in multiple schools, seek to establish consistency amongst schools for specific services or elements. E.g. emergency notification systems</li> <li>3.9 Superintendent will work with the District Parent Advisory Council (VCPAC) executive to develop an annual Partnership building workshop, within the context of VCPAC Constitution and Bylaws. The purpose to develop the practice of Parent Advisory Council executive</li> </ul>
<b>Goal #4</b>	<p><b>Students are involved in the design and delivery of the education system; "for students, by students".</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>4.1 Superintendent, Trustees or District staff as designated, will meet regularly with secondary Student Representatives Committees to discuss issues and opportunities for students across all secondary schools.</li> <li>4.2 Superintendent, Trustees or District staff as designated to have meaningful presence in various schools, and at various school levels, on a regular basis. For example, teaching classes.</li> <li>4.3 Create opportunities for annual town halls or social "Soup with Super" type of events in each secondary school hosted by the Superintendent with opportunities for Trustees to attend.</li> <li>4.4 Explore participatory budgeting process to encourage student involvement in District or school decision-making, school budgets and potential participation in District budget discussions.</li> <li>4.5 Explore use of digital/social platforms to reach students with District information of relevance and interest to secondary students, including emergency information or notifications.</li> <li>4.6 Utilize video to engage students in various topics, and work with students to help create videos that educate community and parents about district initiatives and activities.</li> </ul> <p><b>Comments:</b> Created video with Glanford Middle for ISP. Utilized video to share school stories with the community, i.e. Sir James Douglas Bike Rodeo.</p>

## Public Engagement and Communications Operational Plan Progress Report

**Goal #5** Community partnerships support parent engagement, high student achievement and development of responsible, engaged citizens.

### **Strategies**

5.1 Share strategic priorities and progress towards reaching goals, with each municipality by end of 2017-2018 school year.

**Comments:** Have presented to City of Victoria. District of Saanich, Town of View Royal, Town of Esquimalt, and District of Oak Bay remain.

5.2 Educate community about value of public education and associated challenges and opportunities through routine and strategic media relations efforts.

5.3 Host staff-to-staff workshop with municipal partners to share long term planning information.

5.4 Support staff in understanding the community we serve: provide information about industry, socio-economic, planned land-use changes, job creation etc.

5.5 Reflect on partnership type models like CityStudio and @CityHallSchool to create hands-on learning opportunities with real community projects partnered with government and community organizations.

5.6 Build stronger relationships with agencies that rely on or share District related information. These would include the Real Estate Board, Property Manager associations, Police, Health and Community Associations.

## Technology For Learning Operational Plan Progress Report

Legend:

Completed

Substantial Progress

Early Stages

### Summary of Goals and Main Strategies

#### Goal #1 Increase equity of access to technology for all learners.

##### Strategies

- 1.1 Provide equitable access to technology for learning across schools.
- 1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.
- 1.3 Provide assistive technology solutions that support inclusive learning practices
- 1.4 Provide equitable access to grade-specific coding opportunities for students.
- 1.5 Provide equity of access to software for teaching and learning, with support across all schools.

#### Goal #2 Increase the network of support for adoption and integration of technology for learning for staff.

##### Strategies

- 2.1 Promote distributed leadership across schools within a collaborative technology for learning network.
- 2.2 Promote staff learning through school-based collaboration.
- 2.3 Support Teacher Librarians within a technology for learning network for each school.

#### Goal #3 Promote responsible student use of technology for learning.

##### Strategies

- 3.1 Develop comprehensive digital citizenship guidelines for district and schools that support students and staff in a positive digital culture.
- 3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.

#### Goal #4 Communicate and collaborate using technology to facilitate one learning community.

##### Strategies

- 4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.
- 4.2 Communicate and collaborate across schools through the use of digital spaces.
- 4.3 Engage school communities, including parents, through the use of online spaces.

#### Goal #5 Ensure exemplary technology operations and governance.

##### Strategies

- 5.1 Create a digital business strategy for district and school operations.
- 5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology plan.

**MEMO**

**To:** The Board of Education

**From:** Greg Kitchen, Associate Superintendent

**RE:** Specialty Academy Fees

**Date:** June 25, 2018

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In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The Parent Advisory Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the Parent's Advisory Council, after which a Board that offers specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1<sup>st</sup>.

In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

Attached to this memorandum is the Academy Schedule of Fees, approved and signed by their Parent Advisory Councils, for:

- Esquimalt High School Rugby Academy
- Lambrick Park Diamond for Excellence Baseball and Softball Academy
- Reynolds Secondary Centre for Soccer Excellence Academy
- Spectrum Hockey Skills Academy

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the parents' advisory council for the school where the board proposes to offer specialty academy.



# ÉCOLE SECONDAIRE ESQUIMALT HIGH SCHOOL

8477 Colville Street Victoria B.C. V9A 4N9

phone: 382-9226 fax: 381-1263 e-mail: [esquimalt@esquimalt.bc.ca](mailto:esquimalt@esquimalt.bc.ca)

## The Esquimalt High School Rugby Academy

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

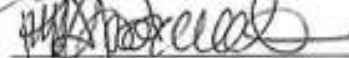
The following is the 2018-19 fee structure for the Esquimalt High School Rugby Academy as approved by our Parent Advisory Council:

The cost to students for participating in the ESQ Rugby Academy is \$1000.00

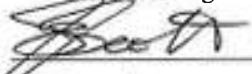
\$100 per month for a yearly fee (10 months) of \$1000.00

Consistent with district policy, no student will be excluded due to financial hardship.


Signature(s)

  
PETER KASIANCHUK

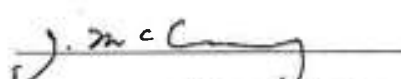
PAC Member Signature & Name

  
Swati Scott

PAC Member Signature & Name

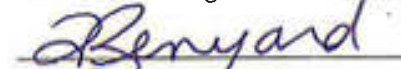
  
Paula Switzer

PAC Member Signature & Name

  
Julie McClellan

PAC Member Signature & Name

PAC Member Signature & Name

  
Tammy Benyard

Principal Signature & Name



## Lambrick Park Secondary School

4139 Torquay Drive, Victoria, B.C. V8N 3L1

Phone: 250-477-0181 Fax #: 250-477-0143

Website: [www.lambrickpark.sd61.bc.ca](http://www.lambrickpark.sd61.bc.ca)

Email: [lambrickpark@sd61.bc.ca](mailto:lambrickpark@sd61.bc.ca)

*Tina Pierik, Principal*

*Irene Ives, Vice Principal*

*Barry Janzen, Vice Principal*

June 20, 2018

### The Collegiate Prep Baseball Softball Academy

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2018-19 fee structure for The Collegiate Prep Baseball Softball Academy as approved by our Parent Advisory Council:

The cost to students for participating in the Collegiate Prep Academy is \$150.00 per month for a yearly fee (10 months) of \$1500.00. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

LESLEY DAVENPORT  
PAC Member Signature & Name

FAYE HENNE  
PAC Member Signature & Name

Lisa Woo  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

  
Tina Pierik  
Principal Signature & Name



June 2018

The Reynolds Centre for Soccer Excellence Academy

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and  
(b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2018-19 fee structure for the Reynolds Centre for Soccer Excellence Academy as approved by our Parent Advisory Council:

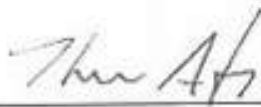
The cost to students for participating in the Reynolds Centre for Soccer Excellence Academy is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

  
\_\_\_\_\_  
Roe Campbell  
PAC Member Signature & Name

  
\_\_\_\_\_  
Brian Corfield  
PAC Member Signature & Name

  
\_\_\_\_\_  
R. Sylvén  
PAC Member Signature & Name

  
\_\_\_\_\_  
Tom Aerts  
Principal Signature & Name





**The Spectrum Hockey Academy**

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

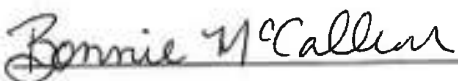
Section 82.1 (6) Before establishing a schedule of fees... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and  
(b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2018-19 fee structure for the Hockey Academy as approved by our Parent Advisory Council:


The cost to students for participating in the Hockey Academy is  
\$150.00 per month for a yearly fee (10 months) of  
\$1500.00. Consistent with district policy, no student  
will be excluded due to financial hardship.

**Signatures:**

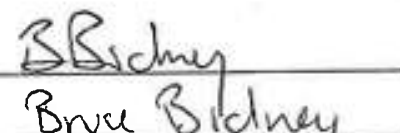
  
Bonnie McCallum  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

  
Audrey L. Smith  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

  
Bruce Bidney  
Principal Signature & Name



## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: 2018/19 Board of Education & Standing Committee Meeting Dates

DATE: June 25, 2018

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 10/18	Monday, Sept. 17/18	Monday, Sept. 24/18
Monday, Oct. 1/18	Tuesday, Oct. 9/18	Monday, Oct. 22/18
		November 5, 2018 <b><i>Inaugural Board meeting ~ Swearing in of new Trustees</i></b>
Tuesday, Nov. 13/18 (combined with OPPS)	Tuesday, Nov. 13/18 (combined with Ed Policy)	November 26, 2018
Monday, Dec. 3/18	Monday, Dec. 10/18	Monday, Dec. 17/18
Monday, Jan. 7/19	Monday, Jan. 14/19	Monday, Jan. 28/19
Monday, Feb. 4/19	Monday, Feb. 11/19	Monday, Feb. 25/19
Monday, Mar. 4/19 (combined with OPPS)	Monday, Mar. 4/19 (combined with Ed Policy)	Monday, Mar. 11/19
Monday, Apr. 8/19	Monday, Apr. 15/19	Tuesday, Apr. 23/19
Monday, May 6/19	Monday, May 13/19	Monday, May 27/19
Monday, June 3/19	Monday, June 10/19	Monday, June 24/19

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2018/2019 Board of Education Proposed Dates and the Standing Committee meeting dates.



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

250-475-4117  
250-475-4220  
250-475-4220

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

**To: Board of Education**

**From: Greg Kitchen, Associate Superintendent**

**Date: June 25, 2018**

**RE: Board/Authority Authorized Courses – Revised Grade 10 Courses**

---

October 2017 the Ministry of Education provided an update to the Board/Authority Authorized (BAA) course policy and procedures. As a result of these changes, Boards of Education are required to review their BAA courses offered in the 2018/19 school year. The new Grade 10 to 12 provincial curriculum gives teachers significant flexibility to customize course content, often precluding the need for a separate BAA course.

All Grade 10 BAA courses that Boards wish to offer in 2018/19 are to be revised to align with the new Ministry curriculum to reflect the Ministry's Know-Do-Understand curriculum design by July 1, 2018. This process has been completed. Please see the attached BAA Course Summary reports. Once the revised BAA course(s) have been approved and the BAA Course Form completed, the course may be offered to students. Grade 11 and 12 BAA courses that Boards wish to offer in 2019/20 will need to be revised by July 1, 2019.

Please see our list below of revised Grade 10 BAA courses. While these revised courses are not new courses, we are required to transfer them onto the new Framework Template and to receive Board approval.

Athletic Leadership 10, Community Leadership 10, Cross Training 10, Flexible Studies 10, Learning Strategies 10, Outdoor Education 10, Peer Tutoring 10, Principles of Sport 10, Strings Fretted Instruments – Ukulele 10, Symphony Orchestra 10, Teacher Assistance 10. ELL Learning Strategies 10 and Beginners ELL 10.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Board/Authority Authorized courses: Athletic Leadership 10, Community Leadership 10, Cross Training 10, Flexible Studies 10, Learning Strategies 10, Outdoor Education 10, Peer Tutoring 10, Principles of Sport 10, Strings Fretted Instruments – Ukulele 10, Symphony Orchestra 10, Teacher Assistance 10, ELL Learning Strategies 10 and Beginners ELL 10.



## Athletic Leadership 10

<b>School District Name:</b> Greater Victoria School District	<b>School District Number:</b> SD 61
<b>Developed by:</b> Keith Grew	<b>Date Developed:</b> Revised May 2018
<b>School Name:</b> Lambrick Park Secondary	<b>Principal's Name:</b> Tina Pierik
<b>Course Name:</b> Athletic Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Course Synopsis:** This course has been developed to allow students with an interest in athletics an opportunity to explore the many aspects of athletics, from: first aid training and certification with a focus on athletic injuries, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities and physical education. Students achieving at least seventy percent on the St. John First Aid Exam will receive their first aid certification through St. John Ambulance and will be given instruction on treating athletic injuries. Students will be required to volunteer at least forty hours throughout the course during many athletic events provided, such as; school tournaments, school intramural leagues, local elementary intramural leagues, and community events. They will be provided the opportunity for refereeing certification in various sports. The course will run in conjunction with Physical Education and will include many activities outside of school, such as; sailing, canoeing, hiking, kayaking, disc golfing, golfing, rock climbing, skating and skiing or snowboarding. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge. Many opportunities and experiences will be provided to support the well-being of the self, the family, the community, the land, the spirits and the ancestors.

**Goals and Rationale:** Athletic Leadership 10 is designed as a double block to allow travel to many outdoor activities in and around the community. This course provides an opportunity for like-minded students to explore their interest in the various aspects of athletics together. Students will receive their St. John Ambulance Certification, learn proper care and treatment of athletic injuries, learn to organize and run intramural leagues, and be allowed the opportunity to help referee and give instruction to elementary and middle school students. The course will run together with Physical Education and students will be given the opportunity to learn and demonstrate leadership skills in many groups, to the playing fields and gymnasium setting for Physical Education, to organizing and managing tournaments from the school setting, such as: sailing, canoeing, hiking, kayaking, rock climbing, disc golfing, golfing, skating, and skiing or snowboarding, all of which will emphasize working together as a team to achieve goals. This course has been designed to meet the needs of those students that have a strong interest in Physical Education and Athletics. The students will be given the opportunity to explore one's identity and how we are tied to the land and its history.

**SD61 BAA Information Page:** [learn.sd61.bc.ca/curriculum/secondary/baa/](http://learn.sd61.bc.ca/curriculum/secondary/baa/)

<b>School District/Independent School Authority Name:</b> Greater Victoria	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 61
<b>Developed by:</b> Heather Coey	<b>Date Developed:</b> 2004  Revised in 2018
<b>School Name:</b> Reynolds Secondary School	<b>Principal's Name:</b> Tom Aerts
<b>Course Name:</b> Community Leadership	<b>Grade Level of Course:</b> 10, 11, 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, decision making, team building and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

### Goals and Rationale:

“Change is a modern reality. The education system is being challenged to adjust and adapt most every day and in every manner” (Hargreaves, 1997). Leadership is a proactive approach to dealing with the challenging reality of change in our society.

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 61
<b>Developed by:</b> Keith Butler / Murray Allen	<b>Date Developed:</b> 1994 - Revised 2018
<b>School Name:</b> Oak Bay Secondary	<b>Principal's Name:</b> Randi Falls
<b>Course Name:</b> Cross Training	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This course is designed to give students the opportunity to develop their individualized fitness plans with an emphasis on aerobic fitness. Instruction is provided in the fundamentals and principles of training as well as the basic elements of how human physiology adapts to increased workloads. Guidance is provided in goal setting and establishing effective training routines. Course work is provided in the principles of sports nutrition. Weight training and core strength exercises are introduced as a means of injury prevention.

### Goals and Rationale:

Many students prefer the flexibility of meeting outside the regular timetable in order to achieve their physical education credit. Many students seek the opportunity to learn and practice life- long fitness activities. In addition, many students prefer the chance to engage in physical activity that is different from the traditional team sport based approach to Physical Education.

## Flexible Studies 10

<b>School District Name:</b> Greater Victoria School District	<b>School District Number:</b> SD61
<b>Developed by:</b> Heather Coey	<b>Date Developed:</b> 2004 - Revised 2018
<b>School Name:</b> Reynolds Secondary	<b>Principal's Name:</b> Tom Aerts
<b>Course Name:</b> Flexible Studies	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4 credits over 4 years	<b>Number of Hours of Instruction:</b> 30 / year

### Course Synopsis:

This course is designed to give students the opportunity to develop positive character attributes through participating in organized Service Projects and Volunteer work within the school and surrounding community, as well as through a continual character curriculum thread through each year from grades 9-12. Students will develop language for and an understanding of Character Education concepts as well as adopt appreciation and skill towards Service related activities; they will develop a sense of community and contributing to community. This Character Education/Service thread will occur as an extension to the Flexible Studies-Leadership in Learning Program core subject curriculum as outlined in the Reynolds Secondary Course handbook and on the school website: [sd61.bc.ca/school/reynolds/flex.html](http://sd61.bc.ca/school/reynolds/flex.html)

### Goals and Rationale:

Flexible Studies Philosophy And Beliefs

a) The Flexible Studies philosophy is built upon the belief that education does not involve intellectual development only. The program's goal is to support the growth of the whole person through a rigorous and creative academic program and a comprehensive program of character development through leadership/service. Each student's growth will be measured by the development of skills and attributes which we believe support learning beyond the classroom. These skills and attributes include (but are not limited to): development of self-direction and self-discipline; setting, reaching and evaluating goals; establishing priorities in completing a project; finding, evaluating and utilizing resources; and, working effectively within a community. Please note that no student is expected to come into the program having mastered these skills. Students must simply be willing to actively participate in learning these skills; our job is to guide and support their learning.

b) The Flexible Studies program is unique in its team approach to teaching and learning. The teachers in Flex work closely together to support students beyond the specific subject areas being taught. We believe that a strong team approach helps young people entering high school find a place where they feel welcome and safe, recognized and respected.

## Learning Strategies 10

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD61
<b>Developed by:</b> Tammy Renyard, Andrea Hermanson, Vicki Hasler	<b>Date Developed:</b> Revised June 2018
<b>School Name:</b> Esquimalt, Spectrum	<b>Principal's Name:</b> Tammy Renyard and Bruce Bidney
<b>Course Name:</b> Learning Strategies 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

### Course Synopsis:

This course has been developed to provide an opportunity for students to:

- Participate in learning strategies to assist in remedial academic skills, and strategies for student's individual success.
- Become self-advocates with the knowledge and understanding of their learning needs and ability to access adaptations in order to become successful and independent learners.
- Access, participate in, and apply strategies to assist in general learning across the curriculum and in the community.
- Develop skills in organization/ time management (executive function skills) & self- advocacy
- Access to teacher case manager for support with self-advocacy and liaise with classroom teacher.
- Skills around social-emotional wellness.
- Access to adaptations (the physical space as well as instruction).
- Work independently and cooperatively with EA's, staff and peer tutors.

### Goals and Rationale:

This course was developed to provide students with the opportunity to fully understand how to succeed in the classroom and become confident self-advocates for their own learning. It is designed to provide an opportunity for students to achieve to their learning potential. It is designed to increase communication between students and classroom teachers, and enhance students' ability to gain feedback regarding their performance in school.

## Outdoor Education 10

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD61
<b>Developed by:</b> Derek Horton	<b>Date Developed:</b> Revised May 2018
<b>School Name:</b> Mount Douglas Secondary	<b>Principal's Name:</b> Shawn Boulding
<b>Course Name:</b> Outdoor Education 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

Outdoor Education encompasses numerous hands on experiences with the natural world. Ideally, through participation in many different outdoor activities students will enable awareness and confidence for lifelong learning. They will understand health benefits, personal growth, and group problem solving through environmental interactions. Throughout the delivery of course content, First Peoples traditional practices and ecological knowledge relating to the local environment will be focused on. Additionally, students will develop effective teamwork by assessing, planning, and managing outdoor related activities in small groups. Consequently students will acquire first aid skills, adaptive strategies, and wilderness survival techniques for potential outdoor risks. Students will acquire some activity skills in the following areas: trip planning, logistics, gear awareness, nutrition and menu planning, equipment maintenance, safety and first aid, tent set up, fire making, stove cooking, shelters, tarping, local environmental information (trees/birds/plants), compass work, general hiking concepts, environmental stewardship, First Peoples traditional practices and ecological knowledge, self-inquiry and reflection, building resilience, positive effects of Eco therapy, and mindfulness.

### Goals and Rationale:

Outdoor Education emphasizes and develops skills in a variety of enjoyable physical activities that promote lifelong healthy active living. Through participation in a wide range of outdoor activities and exposure to numerous natural surroundings, students will enhance their movement, competence, resilience, personal fitness and confidence. Students will continue to build their sense of self, interact positively with others, and develop their ability to think critically and creatively. Outdoor Education learning is continuous, unique, experiential, memorable, place-based, passionate and reflective. The natural consequence of participation in Outdoor Pursuits 10 is the creation of lifelong learners.





## Peer Tutoring 10

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District Number:</b> SD61
<b>Developed by:</b> Mya Kinnear & Catrin Prevost	<b>Date Developed:</b> Revised May 9th 2018
<b>School Name:</b> Oak Bay High, & Mount Douglas Secondary	<b>Principal's Name:</b> Randi Falls and Shawn Boulding
<b>Course Name:</b> Peer Tutoring 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

Peer Tutoring 10 is designed to give committed, motivated students the opportunity to help others learn and develop their potential. Through this service to the school community, the tutors will acquire skills and knowledge in the areas of learning styles, teaching strategies, motivational techniques, communication skills, study habits, record keeping, and marketing/promoting of the program. Not only will this reinforce their own learning, but will also allow them the opportunity to acquire evidence and documentation to add to their graduation portfolios or workplace resume.

### Goals and Rationale:

This introductory course has been developed to provide opportunities for peer tutors to serve their schools through striving to bring out the best in others as they assist in the learning process. Students learn in a variety of ways and at different rates. The personal one-on-one or small group learning support and encouragement from peers can often be a key to their academic success. By fostering the conditions necessary for students to develop their academic potential within a secure and caring environment, tutors can raise the self-esteem of the learners and potentially, the morale of the entire student population.

## Principles of Sport 10

<b>School District Name:</b> Greater Victoria	<b>School District Number:</b> SD61
<b>Developed by:</b> Dave Ravenhill, JJ Atterbury, Rocky Vitale, Darren Smith, Tom Aerts, Jon Hamlin, Heather Brown	<b>Date Developed:</b> Revised June 2018
<b>School Name:</b> Reynolds SS, Spectrum SS, Esquimalt SS, Lambrick HS	<b>Principal's Name:</b> Tom Aerts, Bruce Bidney, Tammy Renyard, Tina Pierik
<b>Course Name:</b> Principles of Sport	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4.0	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This course is a sport-specific program designed to develop student-athletes on a continuous, yearlong basis. As a result, and given the nature of sport, it is essential that technical skills and knowledge of the respective game be reinforced year to year. This course is designed to have students learn a variety of scientific principles, techniques and methodologies pertaining to the human body. Topics will include physical training, preparation and recovery, practices that support mental wellbeing and preparation, care and prevention of athletic related injuries, sports nutrition, the evolution of the sport, and the relationship to personal development and identity.. In addition, important life skills will also be developed. These skills include: goal-setting, leadership, time management, conflict resolution, communication, and social responsibility.

### Goals and Rationale:

The pursuit of athletic excellence serves to promote physical literacy and provide for a healthy active lifestyle, lifelong learning and the skills and knowledge necessary to motivate students to be self-directed. This course creates an appreciation for the personal benefits of sport-specific high level training and physical fitness. It is paramount that students learn the principles of training and the specific methodologies that suit their individual development and needs to promote a lifetime of fitness.

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District Number:</b> SD61
<b>Developed by:</b> Tina Horwood, District 61 (Revised 2007) Bonita Smith, District 61 (1992)	<b>Date Developed:</b> Revised June 2018
<b>School Name:</b> Oak Bay Secondary	<b>Principal’s Name:</b> Randi Falls
<b>Course Name:</b> Strings, Fretted Instruments – “Ukulele”	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This course is designed to give students the opportunity to continue to develop individual technique on the ukulele and with the voice, as well as to further develop ensemble playing skills. Performance repertoire is used to study all aspects of the curriculum, including music theory and history. This is a performing ensemble that performs at numerous public concerts, festivals and community events. These performances may occur in the evenings and often take place away from the school. Includes frequent large ensemble performances with the 6 different “Island Ukuleles” ensembles. Regular home practice is required. The class meets on Monday evenings at Oak Bay Secondary School (west). Senior students will be expected to assume leadership positions. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, and conflict resolution.

### Goals and Rationale:

“Music is intrinsically worthwhile. It is a field of study with its own special body of knowledge, skills, and ways of thinking. Every member of society should have the ability to perform, to create, and to listen to music with understanding.” (Lehman, 1987) The ukulele is an affordable musical instrument that allows students to explore all of the different facets of a music education.



## Symphony Orchestra 10

<b>School District Name:</b> Greater Victoria School District	<b>School District Number:</b> SD61
<b>Developed by:</b> Nathan Jacklin	<b>Date Developed:</b> Revised June 2018
<b>School Name:</b> Oak Bay High School	<b>Principal's Name:</b> Randi Falls
<b>Course Name:</b> Symphony Orchestra	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b>	<b>Number of Hours of Instruction:</b> 3 hours/week, approx. 104 hours total

### Course Synopsis:

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended and to experience contemporary orchestral repertoire. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques, and related skills used in an instrumental group combining wind, string, and percussion instruments. Students will learn repertoire, performance techniques, music history and culture, music theory and composition unique to the full symphony orchestra. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.

<b>School District Name:</b> Greater Victoria School District	<b>School District Number:</b> SD61
<b>Developed by:</b> Al Baker et al, Sa-hali Secondary, Kamloops/Thompson School District #73	<b>Date Developed:</b> Colleen Calderwood - 2005 Revised 2018
<b>School Name:</b> Victoria High School	<b>Principal's Name:</b> Aaron Parker
<b>Course Name:</b> Teacher Assistant 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership, assistance to individuals with a variety of needs as well as manage and organize equipment and supplies. Student teaching assistants will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities and learn and perform a variety of managerial tasks.

### Goals and Rationale:

This course offers students the opportunity to gain experience working with others of different academic strengths and weaknesses, learn to appreciate and value social diversity, and contribute to their school community. Leadership, communication, organizational and management strategies developed in this course are essential life and employability skills.

In this course, students will:

- develop skills for working and interacting with individuals with a variety of learning needs
- develop effective leadership skills
- acquire effective skills in communication
- identify and apply effective time and resource management strategies and skills



## ELL Learning Strategies 10

<b>School District Name:</b> Greater Victoria School District #61	<b>School District Number: 61</b>
<b>Developed by:</b> ELL Metro Group, Sara Wright and Terry O'Flynn	<b>Date Developed:</b> Revised June 4th, 2018
<b>School Name:</b> ELL District Program	<b>Principal's Name:</b> Simon Burgers
<b>Course Name:</b> ELL Learning Strategies 10 and 11	<b>Grade Level of Course:</b> 10 and 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 90 - 120

### Course Synopsis:

This course is designed to familiarize and extend a student's abilities to use various strategies independently to meet the Learning Standards and Big Ideas, concurrently being successful in content based courses such as English Language Arts, Social Studies and Science. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge and the application of strategies and skills learned. Students will become familiar with a variety of learning skills and Canadian assessment techniques. As well, through 1:1 and small group collaboration, students will develop their voice in English and a sense of self as a Canadian high school student.

### Goals and Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their academic potential to the fullest extent. This course will provide students with the necessary background skills, vocabulary and learning strategies to ensure success in grade level subjects. The skills taught cover a wide range to enable students to meet cross-curricular language needs. As research indicates, academic language acquisition takes longer than basic interpersonal communicative skills, therefore, the support provided by this course will ensure students are adequately prepared to cope with the pace and expectations of a variety of academic grade level courses. The goal is for students acquiring English, not only learn essential academic content and language, but also become independent and self-directed learners through their increasing command over a variety of strategies for learning.

<b>School District Name:</b> Greater Victoria School District	<b>School District Number:</b> 61
<b>Developed by:</b> Terry O'Flynn, Sara Wright and ELL Metro	<b>Date Developed:</b> Revised May 24th, 2018
<b>School Name:</b> ELL District Program	<b>Principal's Name:</b> Simon Burgers
<b>Course Name:</b> Beginners ELL	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 90-120

### Course Synopsis:

Beginner ELL is designed for English Language Learners at levels one to three on the provincial ELL Standards. This course will help students develop language fluency and extend basic English language skills in writing, speaking, listening, and reading. Students will learn elements of Canadian culture which includes exposure to First People's culture. In addition, students will become familiar with academic content and language used in a high school setting.

### Goals and Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While ELLs have much in common with other students, they have specific needs in the areas of communicative language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability. The ELL program, and courses offered within the program, enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's potential, in the areas of listening, speaking, reading and writing
- gradually integrate into regular courses according to the student's interests, strengths and required academic courses for graduation.

## OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Pieter Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education

FROM: Piet Langstraat, Superintendent of Schools

RE: **Trustee Questions**

DATE: June 25, 2018

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





## OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Board of Education  
FROM: Mark Walsh, Secretary-Treasurer  
DATE: June 25, 2018  
RE: **Monthly Report**

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

Those meetings and activities include:

- BCPSEA Regional Forum Meeting
- Meeting with Community Partners
- Interviews for Director of Facilities Position
- District Retirement Tea Celebration
- Harris & Company Law Client Conference
- Annual Facilities Grant Planning
- Acting Director of Facilities



## OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 25, 2018

RE: **APPOINTMENT OF CHIEF ELECTION OFFICER**

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In British Columbia, general local elections, which include the election of school trustees, are held every four years on the third Saturday in October. This year's election will be held on Saturday, October 20, 2018.

Pursuant to Section 58(1) and (2) of the *Local Government Act*, the Board of Education must appoint a Chief Election Officer to conduct the school trustee election. Once appointed, the Chief Election Officer is given the power to appoint other election officials as required for the administration and conduct of the election.

The following motion is recommended:

That the Board of Education of School District No. 61 (Greater Victoria) appoint Joan Axford as Chief Election Officer to administer and conduct the school trustee election on October 20, 2018.
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## OFFICE OF THE SECRETARY-TREASURER

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

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TO: Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 25, 2018

RE: **BYLAW 9005 TRUSTEE ELECTIONS AND BY-ELECTIONS**

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The preamble of Bylaw 9005 *Trustee Elections and By-Elections* has been revised to accurately reflect the information in Ministerial Order 274/96 issued on July 11, 1996. The ministerial order establishes the School District No. 61 (Greater Victoria) Trustee Electoral Area and states that nine trustees will be elected from the school district at large.

Section 45(6) of the *School Act* states that the board must adopt its election bylaw at least 4 weeks before the first day of the nomination period for the trustee election. The last day by which the board must adopt an election bylaw in order for the election bylaw to apply to the 2018 general school election is August 7, 2018.

### Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to Bylaw 9005, <i>Trustee Elections and By-Elections</i> at the meeting of June 25, 2018.
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Motion to be Carried Unanimously

That Bylaw 9005, <i>Trustee Elections and By-Elections</i> be:
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Read a first time this 25 <sup>th</sup> day of June, 2018; Read a second time this 25 <sup>th</sup> day of June, 2018; Read a third time, passed and adopted this 25 <sup>th</sup> day of June, 2018.
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And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.
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## MINISTERIAL ORDER

**Ministerial Order 274/96**, dated July 11, 1996, pursuant to the *School Act* [section 39].

I, Moe Sihota, *Minister of Education, Skills and Training*, hereby make the attached School District No. 61 (Greater Victoria) Trustee Electoral Area Order.

*School District No. 61 (Greater Victoria)*  
*Trustee Electoral Area Order*

1. The board of school trustees of School District No. 61 (Greater Victoria) must consist of nine trustees.

2. In an election of school trustees held subsequent to the enactment of this order, the trustees will be elected from the school district at large. [aul — 121659]

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## BYLAW 9005

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

#### TRUSTEE ELECTIONS and BY-ELECTIONS

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

##### Preamble:

Under Part 4 of the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 61 (Greater Victoria), ~~under Part 4 of the School Act, 9 trustees are elected from the school district at large. elections are held in the following trustee electoral areas and are the responsibility of the school board:~~

~~The Capital Regional District (Songhees and Esquimalt Reserves)  
The Corporation of the Township of Esquimalt  
The Corporation of the District of Oak Bay  
The Corporation of the District of Saanich  
The Corporation of the City of Victoria  
The District of Highlands  
The Town of View Royal~~

Trustee elections which are the responsibility of the ~~s~~School ~~b~~Board may be conducted by the school board directly or by a local government under an agreement with the school board made pursuant to the *School Act* and *Local Government Act*.

The Board of Education, in an open meeting of the board, enacts as follows:

## **1. Definitions**

The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

"Board" or "school board" means the Board of Education of School District No. 61 (Greater Victoria).

"Election" means a trustee election including general school elections and by-elections.

"General Voting Day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

"Minister" means the Minister of Education.

## **2. Application**

This bylaw applies to both general school elections and by-elections carried out by the school board and by other authorities, except as otherwise indicated.

## **3. Application of Local Government Bylaws**

For purposes of harmonizing trustee elections with local government elections occurring at the same time, the elections bylaws of the following local governments, as they may be amended from time to time, and as they apply to Voting Opportunities and Use of Voting Machines will apply to voting in trustee elections carried out in conjunction with the respective local government elections, except as provided otherwise in this bylaw or in the *School Act*:

The Capital Regional District (Songhees and Esquimalt Reserves)  
The Corporation of the Township of Esquimalt  
The Corporation of the District of Oak Bay  
The Corporation of the District of Saanich  
The Corporation of the City of Victoria  
The District of Highlands  
The Town of View Royal

## **4. By-elections**

For elections held at times other than a general school board election, the procedures are outlined in Part 4, Division 3 of the *School Act*.

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

**5. Order of Names on the Ballot**

The order of names of candidates on the ballot will be alphabetical in accordance with the *School Act* and the *Local Government Act*.

**6. Resolution of Tie Votes after Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.

**7. Number of Nominators**

For certainty, the minimum numbers of qualified nominators for a trustee candidate is two.

**8. Nomination Deposit**

No nomination deposit is required for nomination for the office of school trustee.

This bylaw may be cited as Bylaw No. 9005 *Board of Education of School District No. 61 (Greater Victoria) Trustee Elections and By-Elections*.

*Greater Victoria School District*

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Adopted: September 13, 1993

Revised : June 27, 1994

Adopted: February 25, 2002

Revised: August 25, 2014



## OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 25, 2018

RE: **2019/2020 Capital Plan**

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### Background:

On a yearly basis, the District submits a 5 year capital plan to the Ministry of Education. The Capital Plan highlights the District's needs in a number of categories including seismic, environmental, capacity as well as major maintenance issues, and this year we have also an opportunity to request Capital Funding under the Playground Equipment Program (PEP).

The plan this year continues to highlight seismic as the District's major priority. As noted in previous meetings this seismic list is about to grow significantly with the testing of our schools under new seismic standards. We will report out on the progress of the new seismic testing in the fall. Typically, the District receives a number of approvals to proceed on projects in a given year.

This year we are cautiously optimistic that we will receive support for a number of seismic projects including Vic High, Shoreline/Craigflower, Braefoot and possibly Cedar Hill in addition to smaller projects.

There are a few items to note included in the capital plan this year:

First, the dollar values shown next to projects are approximates only and even where we have stronger cost estimates such as Vic High, they do not include reserves. With respect to projects lower down the list, the project development reports haven't been started so the costs amounts are likely to be significantly more than is indicated. A good example of this is Macaulay Elementary.

Second, we have added Tolmie and Richmond as candidates for seismic upgrades with the idea of opening these schools at some point in the medium term. While the Boundary review will not be complete we anticipate that demographic growth near Tillicum and Quadra may require additional elementary space. The same applies to Oaklands and George Jay as the neighborhoods continue to get density.

Third, we have added the construction of a new school in the core of the City of Victoria. While there are no solid plans at this time for a build the inclusion of this on our capital plan is required in order to institute a school site acquisition charge on new developments. With support of the Board we will send out the letter to begin the process. We anticipate that with the growth in the core area of Victoria and changing nature of urban living as seen by the number of families in downtown Vancouver that students will need to be served near downtown.



Four, this year we have also requested Capital Funding for two school busses. We have done a business plan for bussing and have realized that with respect to catchment bussing if the capital cost of the bus was covered by the Ministry (as it normally is), the operating cost of an in-house option is likely to be significantly lower than the contract we currently have.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2019/2020 Greater Victoria School District No. 61 Five Year Capital Plan.
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## 2019/20 5-Year Capital Plan Summary

School District = 61

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Victoria High School	SMP	Vic High - Seismic Upgrade - PDR Underway	\$ 53,000,000
2	Braefoot Elementary	SMP	Braefoot Elementary - Seismic Upgrade - PDR Underway	\$ 6,000,000
3	Northridge Elementary School	SMP	Northridge Elementary - Seismic Upgrade	\$ 500,000
4	Shoreline Community School	SMP	Shoreline Middle - Seismic Upgrade - PDR Underway	\$ 10,000,000
5	Cedar Hill Middle School	SMP	Cedar Hill Middle - Seismic Upgrade - PDR Underway	\$ 26,000,000
6	Reynolds Secondary School	SMP	Reynolds Secondary - Seismic Upgrade - PDR Underway	\$ 11,000,000
7	Arbutus Middle School	SMP	Arbutus Middle - Seismic Upgrade	\$ 6,356,800
8	Lambrick Park Secondary School	SMP	Lambrick Park Secondary - Seismic Upgrade	\$ 500,000
9	Macaulay Elementary School	SMP	Macaulay Elementary - Seismic Upgrade	\$ 500,000
10	Richmond Elementary School	SMP	Richmond Elementary - Seismic Upgrade	\$ 4,000,000
11	Tolmie Building	SMP	Tolmie Building - Seismic Upgrade	\$ 2,000,000
GRAND TOTAL				\$ 119,856,800

## 2019/20 5-Year Capital Plan Summary

School District = 61

EXPANSION PROGRAM (EXP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Victoria High School	ADD	Provide an addition to increase the nominal capacity of Victoria High School to 1000	\$ 6,000,000
2	Reynolds Secondary School	ADD	Provide an addition to increase the nominal capacity of Reynolds Secondary School to 1300	\$ 8,000,000
3	New Downtown Victoria Elementary School	NEW	New 350 Capacity (estimated) Elementary School in the Vic High Catchment area	\$ 10,000,000
		0	GRAND TOTAL	\$ 24,000,000

School District = 61

REPLACEMENT PROGRAM (REP) PROJECTS			
Project Priority	Facility Name	Project Code	Total
		0	GRAND TOTAL \$ -

## 2019/20 5-Year Capital Plan Summary

School District = 61

**BUILDING ENVELOPE PROGRAM (BEP) PROJECTS**

Project Priority	Facility Name	Project Code	Project Description	Total
1	Lambrick Park Secondary	BEP	LAMBRICK PARK SECONDARY - BUILDING ENVELOPE REMEDIATION	\$ 1,250,000
2	Mount Douglas Secondary	BEP	MOUNT DOUGLAS SECONDARY - BUILDING ENVELOPE REMEDIATION	\$ 700,000
GRAND TOTAL				\$ 1,950,000

School District = 61

**SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS**

Project Priority	Facility Name	Project Code	Project Description	Total
1	Mount Douglas High School	SEP	Replace Windows, Phase 2	\$ 300,000
2	Richmond Elementary School	SEP	Replace roofing	\$ 500,000
3	Richmond Elementary School	SEP	Replace the existing boilers, DDC Controls, and existing air-handling units with new energy efficient components.	\$ 1,200,000
4	Lansdowne Middle School	SEP	Replace hardwood flooring in the gymnasium, and replace existing bleachers	\$ 400,000
GRAND TOTAL				\$ 2,400,000

## 2019/20 5-Year Capital Plan Summary

School District = 61

CARBON NEUTRAL CAPITAL PROGRAM (CNCP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Richmond Elementary School	CNCP	Replace Boilers with new energy efficient condensing boilers	\$ 350,000
<b>GRAND TOTAL</b>				<b>\$ 350,000</b>

School District = 61

BUS ACQUISITION PROGRAM (BUS) PROJECTS				
Model Year	Current Bus Type	Request for New/Replacement Funding	Issue Description/Rationale	New/Repl. Bus Type
0	0	Yes - New based on New Route	une 2019 and SD will save money	C (52-57)
0	0	Yes - New based on New Route	une 2019 and SD will save money	C (52-57)

## 2019/20 5-Year Capital Plan Summary

School District = 61

PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS				
Project Priority	Facility Name	Number of Existing Playgrounds	Rational for Replacing Equipment	Type of Equipment Request
1	Braefoot Elementary	3	Current play structure is wood and not accessible for special needs students, particularly students who have mobility challenges. The wood structure was installed in 1998 and is starting to feel it's age.	Universally Accessible Playground Equipment
2	Eagle View Elementary	2	The current play structure is metal and not accessible for students with mobility challenges. Structure has steep stairs, a set of monkey bars that are challenging for many children. The structure is also a community playground as this school is in a location that does not have many surrounding playgrounds.	Universally Accessible Playground Equipment



## OFFICE OF THE SECRETARY-TREASURER

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

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TO: The Board of Education

FROM: Mark Walsh, Secretary-Treasurer

DATE: June 25, 2018

RE: **RELATED PARTY TRANSACTIONS**

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Effective for the fiscal year ending June 30, 2018, new accounting standards with respect to related party transactions are applicable. The new accounting standards require disclosure of material transactions with related parties that are conducted on terms and conditions outside the normal course of business, i.e. non-arm's length transactions that are not conducted at fair value.

Related parties are defined as individuals who are members of key management personnel or close family members of those individuals or entities controlled by, or under shared control of, a member of key management personnel or a close family member of that individual. Key management personnel are those individuals who have the authority and responsibility for planning, directing and controlling the activities of the entity. At the District, these individuals include Trustees, as well as the Superintendent of Schools, Deputy Superintendent, Associate Superintendent, and Secretary-Treasurer.

The District is required to create a process to identify and measure transactions with related parties. To provide appropriate audit evidence to support the disclosure of related party transactions, a declaration of related party transactions involving key management personnel has been created. This declaration form will be sent to key management personnel for completion and submission to Financial Services prior to the financial audit in July.

## **DECLARATION OF RELATED PARTY TRANSACTIONS INVOLVING KEY MANAGEMENT PERSONNEL**

The Greater Victoria School District complies with generally accepted accounting principles in the Public Sector Accounting (PSA) Handbook. These standards require disclosure of material transactions between related parties that occur at a value other than fair value. Fair value is the amount of consideration that is agreed upon in an arm's length transaction between willing parties under no compulsion to act.

A related party for the purposes of this disclosure include:

- individuals who are members of key management personnel and close family members of those individuals, and
- entities controlled by, or under shared control of, a member of key management personnel or a close family member of that individual.

Key management personnel are those individuals who have the authority and responsibility for planning, directing and controlling the activities of the entity. For the Greater Victoria School District, key management personnel include Trustees, as well as the Superintendent, Deputy Superintendent, Associate Superintendent, and Secretary-Treasurer.

To provide appropriate audit evidence to support the information required for disclosure, please answer 'Yes' or 'No' to the following questions for the fiscal year ended June 30, 2018.

To the best of your knowledge:

- are you aware of any transactions during the fiscal year between yourself and the Greater Victoria School District that occurred at a value different than fair value?  
☐ Yes ☐ No
- are you aware of any transactions during the fiscal year involving the Greater Victoria School District and a close family member that occurred at a value different than fair value?  
☐ Yes ☐ No
- are you aware of any transactions during the fiscal year involving the Greater Victoria School District and an entity controlled by, or under shared control of, you or a close family member that occurred at a value different than fair value?  
☐ Yes ☐ No

If you've answered yes to any of the above questions, please provide a brief description of the transaction(s) and the parties involved.

\_\_\_\_\_  
*Name*  
*Title*

\_\_\_\_\_  
*Date signed*