

OPERATIONS POLICY AND PLANNING COMMITTEE

Tuesday, October 9, 2018 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

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

**NEXT COMBINED ED POLICY/OPPs MEETING IS
SCHEDULED FOR:**

Tuesday, November 13, 2018 at 7:00 P.M.

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the public is welcome during standing committee meetings.

Regular Agenda for Tuesday, October 9, 2018 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Watters

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

Estimated Times		Presenter	Status	Attachment
7:00-7:05	1. APPROVAL OF THE AGENDA			Pgs. 1-2
7:05-7:10	2. APPROVAL OF THE MINUTES A. Operations Policy and Planning Committee Meeting of Monday, September 17, 2018			Pgs. 3-7
	3. BUSINESS ARISING FROM MINUTES			
7:10-7:15	4. PRESENTATIONS TO THE COMMITTEE A. Thetis Vale Catchment Review	Ryan Slogotski		
7:15-7:25	5. SUPERINTENDENT'S REPORT A. Aboriginal Education Ad Hoc Committee	Colin Roberts	Motion	Pgs. 8-11

Recommended motion:

- i)

That the Board of Education of School District No. 61 (Greater Victoria) establish an Aboriginal Education Ad Hoc Committee for the purpose of developing an operational plan under Goal 2 of the District Strategic Plan to “ <i>Address the Unique Needs and Build on the Strengths of Aboriginal Learners</i> ”, and direct the Superintendent to recommend the composition of the committee and its terms of reference, with a view to bringing these recommendations to the November 13, 2018 Operations Policy and Planning Committee meeting.
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6. PERSONNEL ITEMS

7:25-7:35	7. FINANCE AND LEGAL AFFAIRS A. Topaz Park	Mark Walsh	Motion	Pg. 12
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Motion postponed from September 17, 2018:

- i)

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter of support for the Topaz Park Bike Skills Park.

7:35-8:15	B. G-Suite (GAFE) Program	Mark Walsh	Information	Pgs. 13-16
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8:15-8:25 C. Greater Victoria Foundation for Learning Mark Walsh Motion Pgs. 17-18

Recommended motion:

- i) That the Board of Education of School District No. 61 (Greater Victoria) postpone discussion regarding the Greater Victoria Foundation for Learning to the December 10, 2018 Operations Policy and Planning Committee meeting.

8. FACILITIES PLANNING

8:25-8:35 A. Shoreline Wellness and Learning Hub Deb Whitten Information Pgs. 19-20

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

10. NEW BUSINESS

8:35-8:40 A. Trustee Questions Pgs. 21

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT



**Operations Policy and Planning Committee Meeting
September 17, 2018 – GVSD Board Office, Boardroom**

REGULAR MINUTES

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

Other Trustees Present: Deborah Nohr; Ann Whiteaker

Administration:

Mark Walsh, Secretary-Treasurer; Shelley Green, Superintendent; Deb Whitten, Deputy Superintendent; Greg Kitchen, Associate Superintendent; Colin Roberts, Associate Superintendent; Katrina Stride; Associate Secretary-Treasurer; Chuck Morris, Director, Facilities Services; Ted Pennell, Director, Information Technology; Josh Barks, District Vice Principal, Information Technology; Read Jorgensen, District Principal, Human Resource Services

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

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

1. APPROVAL OF THE AGENDA

It was moved by Trustee Leonard:

That the September 17, 2018 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

That the June 11, 2018 Operations Policy and Planning Committee Meeting minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Yvonne Mendel - Topaz Park Bike Skills Park

Yvonne Mendel presented the committee with a video and information about a proposal submitted to the City of Victoria to build a children's bike park at Topaz Park. Ms. Mendel requested that the Board write a letter of general support for the Topaz Park Bike Skills Park.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter of support for the Topaz Park Bike Skills Park.

Trustees asked questions of clarification of Ms. Mendel. Secretary-Treasurer Walsh provided background information on current discussions with the City of Victoria pertaining to one of the fields at Topaz Park and advised trustees that further information would be presented in-camera as early as October.

It was moved by Trustee Leonard:

To postpone the motion moved by Trustee McNally, "That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter of support for the Topaz Park Bike Skills Park.", to the October 9, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

Trustees thanked Ms. Mendel for her presentation.

B. Leanne Garnett - GAFE Privacy and Security

Leanne Garnett presented the committee with her concerns around the privacy and security of Google Apps for Education (GAFE), including the use of identifiable content in email addresses and the alternatives for students whose parents have opted out of using GAFE. Trustees thanked Ms. Garnett for her presentation.

C. Larissa Fielding - GAFE Privacy and Security

Larissa Fielding presented the committee with her concerns around the identifiable content contained in the email address students require to access to GAFE. Ms. Fielding requested that the Board consider the possibility of providing an alternative email address that does not contain identifiable content. Trustees thanked Ms. Fielding for her presentation.

D. Stephanie Rendle - GAFE Privacy and Security

Stephanie Rendle, speaking in place of Andy Rendle, presented the committee with her concerns around the privacy and security of GAFE. Trustees thanked Ms. Rendle for her presentation.

Trustees, stakeholders and members of the audience asked questions of clarification of Secretary-Treasurer Walsh and Ted Pennell, Director of Information Technology, regarding the privacy and security of GAFE.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide a report on the privacy and security of Google Apps for Education (GAFE) at the October 9, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

5. SUPERINTENDENT'S REPORT

A. Student Representatives

Superintendent Green informed the committee that the student representatives will be hosting a Trustee Forum at Mount Douglas Secondary School on October 11, 2018 starting at 7:00 pm.

6. PERSONNEL ITEMS

A. Teacher Staffing Update

Read Jorgensen, District Principal, Human Resource Services, provided the committee with an update on teacher staffing for the 2018-2019 school year. Mr. Jorgensen informed the committee that 144 teachers were hired during the period of January 1 - September 10, 2018 compared to 340 teachers hired during the same time period last year. Trustees asked questions of clarification of Mr. Jorgensen and requested a similar update for educational assistant (EA) staffing.

7. FINANCE AND LEGAL AFFAIRS

A. Board Management Software

Ted Pennell, Director of Information Technology, presented the committee with information on eSCRIBE, a meeting management software solution expected to create efficiencies and improve resource allocation in the management of Board meetings at an annual cost of \$30,000. Mr. Pennell informed trustees that implementation of the software solution will be completed in phases with the first phase planned for November 2018.

Trustees and stakeholders asked questions of clarification of Mr. Pennell.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) adopt electronic meeting software effective November 2018 and direct the Superintendent to create an appropriate transition strategy for implementation.

Motion Carried

For: Trustees Leonard, Paynter, and Watters

Against: Trustee McNally

B. Advocacy Ad Hoc Committee

Trustee Watters presented the committee with an update on the work of the Advocacy Ad Hoc Committee. Trustees discussed the areas of focus for the ad hoc committee and an amendment was presented.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) strike Private School Funding as an area of focus for the Advocacy Ad Hoc Committee.

Motion Defeated

For: Trustees Leonard and McNally

Against: Trustees Paynter and Watters

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) accept the report of the Advocacy Ad Hoc Committee.

Motion Carried

For: Trustees Paynter, McNally and Watters

Against: Trustee Leonard

C. Access to Ministry Restricted Capital

Secretary-Treasurer Walsh advised the committee of the estimated cost to bring the water quality upgrade project to completion. Secretary Treasurer-Walsh explained that the Capital Delivery Branch of the Ministry of Education has indicated it would consider approval of a request to transfer surplus funds from the completed Sir James Douglas boiler and control systems project to offset the remaining costs of this project. Secretary-Treasurer Walsh recommended that the Board request access to \$80K of Ministry Restricted Capital funding to complete the water quality upgrade project.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Secretary-Treasurer to request access to \$80,154.59 of Ministry of Education Restricted Capital funding for the purpose of completing the water quality upgrade.

Motion Carried Unanimously

8. FACILITIES PLANNING

A. Childcare Space Applications

Secretary-Treasurer Walsh informed the committee that funding applications have been submitted to the Ministry of Children and Family Development (MCFD) for childcare spaces at 17 school locations, with the potential for additional spaces and locations. In discussion with the MCFD, Secretary-Treasurer Walsh highlighted the importance of obtaining approval for multiple locations in each of the next three years to ensure the most effective hiring and retention of trades.

B. Seismic Update

Secretary-Treasurer Walsh provided the committee with a progress update on the seismic projects planned for Victoria High School, Cedar Hill Middle School, Braefoot Elementary School, and Craigflower Elementary School/Shoreline Middle School. Secretary-Treasurer Walsh informed trustees that the Ministry will provide the District with a summary of the school seismic risk assessments being completed as a result of recent building code changes.

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

10. NEW BUSINESS

A. Trustee Questions

Trustees asked a question regarding the timing of the next update on the boundary review.

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 9:35 p.m.



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GREG KITCHEN, ASSOCIATE SUPERINTENDENT	250-475-4220
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TO: Operations Policy and Planning Committee

FROM: Colin Roberts, Associate Superintendent

DATE: October 9, 2018

RE: **Aboriginal Education Ad Hoc Committee**

Background:

In order to pursue Goal 2 of the District Strategic Plan to “*Address the Unique Needs and Build on the Strengths of Aboriginal Learners*” and, specifically, to meet Objective 2, to “*Engage effectively with Aboriginal communities in our District*”, staff meet with various groups within the local community. These interactions with our Aboriginal partners vary in terms of their formality, structure and frequency.

This memo provides some historical context and a summary of the more regularly scheduled meetings that occur between our Aboriginal partners and District staff and, with a view to enabling the Board to consider an advisory structure best positioned to meet Goal 2 of the District Strategic Plan.

Currently, District administrative staff meet with the following partner groups:

- Esquimalt Nation
- Songhees Nation
- Aboriginal Nations Education Council (ANEC) comprised of representatives from the Esquimalt Nation, Metis Nation, Hulitan, Surrounded by Cedar, First Nations Friendship Centre, Camosun College, the University of Victoria and a Board of Education Trustee.

District administrative staff also meet regularly with the Aboriginal Nations Education Department (ANED). ANED is comprised of GVSD staff with specific roles and responsibilities pertaining to Aboriginal Education.

In 1999, a provincial Memorandum of Understanding was signed that led to a framework for the creation of Enhancement Agreements. Working through ANEC, as the committee tasked with the mandate of developing an Enhancement Agreement, the GVSD signed its first agreement in June 2005. The most recent Enhancement Agreement was in effect from September 1, 2013 to June 30, 2018.

In 2016, the Ministry of Education determined that it would no longer be involved in the development of Enhancement Agreements. As a result, approximately half of the districts in the province no longer have Enhancement Agreements.

Currently, ANEC has no formalized Terms of Reference. A draft Terms of Reference was created in 2009 but was never completed or formalized. ANEC met on two occasions in the

2017-18 school year to create and formalize a current Terms of Reference, but more work is required to complete this goal. It was hoped that this work will be completed in the 2018-19 school year.

At the August 24, 2018 Board of Education Strategic Planning review meeting, the need to develop the operational plan for Aboriginal Education was discussed. The Board also discussed current committee structures and through this and further Board planning conversation, the concept of creating an Aboriginal Education Ad Hoc Committee was explored.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) establish an Aboriginal Education Ad Hoc Committee for the purpose of developing an operational plan under Goal 2 of the District Strategic Plan to “*Address the Unique Needs and Build on the Strengths of Aboriginal Learners*”, and direct the Superintendent to recommend the composition of the committee and its terms of reference, with a view to bringing these recommendations to the November 13, 2018 Operations Policy and Planning Committee meeting.

ABORIGINAL EDUCATION AD HOC COMMITTEE

TERMS OF REFERENCE

Purpose:

The Aboriginal Education Ad Hoc Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop the Aboriginal Operational Plan within the goals of the District Strategic Plan.

Deliverables:

The Committee will create and make recommendations regarding the operationalization of the Aboriginal Operational Plan. The Committee may also address other matters as directed by the Board of Education.

Membership:

The Committee will be comprised of the following members:

- One or two trustees appointed by the Board Chair
- The Associate Superintendent of Aboriginal Education
- The District Principal(s) of Aboriginal Education
- A representative from Esquimalt Nation
- A representative from Songhees Nation
- A representative from the Metis Nation of Greater Victoria or Victoria Native Friendship Centre
- A representative from VCPAC and parents
- A student representative

As the plan is being developed and/or other matters are directed to the Committee from the Board of Education, additional members may be invited to be part of the Committee.

These members may be represented from:

- Community elders
- Aboriginal Interagency Group (Camosun College)
- University of Victoria
- GVTA
- VPVPA
- CUPE
- Hulitan Child and Family Services
- Surrounded by Cedar Child and Family Services

ABORIGINAL EDUCATION AD HOC COMMITTEE

TERMS OF REFERENCE

Timeline:

A progress report will be provided to the Education Policy and Directions Committee by June 2019.

Voting:

Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place.

Procedural Notes:

- Anyone may attend and contribute to discussions without voting privileges.
- Meeting dates, locations and minutes will be available on the District website.



FACILITIES SERVICES

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

TO: Operations Policy and Planning Committee

FROM: Chuck Morris, Director of Facilities Services

DATE: October 9, 2018

RE: **Topaz Park**

Background:

As the Board is aware, the District has access to a number of City of Victoria fields through a variety of joint-use agreements. These agreements include fields at Oaklands, South Park, James Bay and SJ Willis.

At the time of the closure of SJ Willis as a catchment school in the 1980s, the main fields of the school were turned into housing. In the early 1990s, the District and City agreed that the District would have access to a field at Topaz Park. We are not aware of the District having accessed Topaz Park in a formal way since the creation of that agreement.

Discussion:

Following notification that the City is going through a major consultation process with Topaz Park, we have followed up with the City to confirm access. The City has confirmed access and we have had discussions about the use of the turf field given the hopeful imminent arrival of Vic High students at SJ Willis. We have not finalized what our costs would be in the event of desired field use, but access has been confirmed.

Conclusion:

Given the confirmation received from the City, the District sees no issues with the Topaz Park reconfiguration.

TO: Operations Policy and Planning Committee

FROM: Ted Pennell, Director of Information Technology

DATE: October 9, 2018

RE: **G Suite (GAFE) Program**

Background:

The Greater Victoria School District recognizes the significance of student and teacher access to appropriate digital technologies and, since 2014, we have embraced the use of Google's G Suite for Education suite of online tools for students in kindergarten through grade 12. It has become a platform where digital citizenship is being taught to students and where they are being equipped with the skills necessary to thrive in an increasingly digital world.

G Suite for Education is designed specifically for K-12 students and is a powerful suite of school district managed online collaboration and productivity tools. It offers a secure, private and ad-free environment with significantly more control and protection than a personal Google/Gmail account. It is currently used in thousands of schools and by tens of millions of students around the world.

Security & Privacy:

As a public institution, we are subject to the BC Freedom of Information and Protection of Privacy Act (FIPPA). In accordance with this Act, we recognize the importance of protecting the privacy of students under our care. As such, we have put a number of safeguards in place to help minimize risks. For example, protecting student privacy is a key component in teaching our students about digital citizenship. Students receive instruction on how to use their district managed G Suite for Education account in ways that avoid or limit posting private and personal information. Student G Suite accounts in elementary and middle schools have additional restrictions, such as limiting sharing to only within the school district domain. If required, we can audit a student's activity within G Suite for Education. Finally, we have produced a Privacy Impact Assessment (PIA) that is an effective tool in identifying and reducing the privacy risks associated with our G Suite program.

Next Steps:

We are constantly improving our G Suite program offering and are currently developing new resources and a support model that aims to increase our teachers' understanding of privacy and FIPPA and their ability to develop accommodations for students that do not have consent to use G Suite.

Google's G Suite for Education Program at the Greater Victoria School District

Why G Suite for Education?

Mobile devices and cloud-based software are becoming increasingly prevalent in our everyday lives. We recognize the value of these technologies as relevant and engaging tools for students to develop digital literacy skills and to amplify quality teaching and learning.

G Suite for Education allows students and learners to minimize the amount of time saving and sharing work which allows for more time learning and creating. G Suite provides more equitable access through tools such as Read & Write and creates an environment where individualized and differentiated learning can be integrated seamlessly.

The tool is free, with unlimited storage, and further reduces paper usage and waste. G Suite allows for asynchronous learning that is not tied to certain times of the day and facilitates stronger communication about student learning between teachers, parents, and students. Ease of access is notable as students can use any device with a connection to complete work, collaborate with classmates, communicate with their teachers, or discuss important topics of current focus in class.

Prior to G Suite being supported at the district level, dozens of teachers and hundreds of students were already taking advantage of the many applications Google offers. Without proper boundaries in place and no administration of these ad hoc accounts, teachers and students were having to create an account beyond the school district's control and security measures. The benefit of the tool outweighed the concerns that these actions created.

With district Google Administration Console and limited information being shared beyond the school district domain, students are part of a learning environment that is relatively safe, and provides an exceptional means to learn about privacy and digital citizenship in an integrated way.

The power of G Suite for Education and our experience with it so far

A large portion of administrators, teachers, students, and parents throughout the Greater Victoria School District rave about the possibilities and learning opportunities that G Suite for Education provides. Each year, our tri-district Technology for Learning Summit (formerly Google Summit) sells out with an extensive waiting list. A large focus of the summit focuses on direct use of Google tools and the integration of these tools within and beyond the classroom.

Teachers and administrators throughout the district continually mention the positive effect that G Suite for Education has on their teaching and student learning:

- One of the most exciting parts of the new curriculum is personalizing learning. Helping students understand what kind of learners they are and what their needs are so they can make choices about their learning and empower them to use their voice. G Suite for Education facilitates this kind of student learning.

– Grade 4/5 teacher

- Google Classroom increases parent communication, student organization, and immediate sharing and feedback between everyone that impacts the student’s learning. Student-teachers, teacher-librarians, team teachers, administrators, learning support teachers, and EAs can all easily communicate and collaborate to support the student in their pathway of learning.

– Grade 7 teacher

- Facilitating the learning of digital literacy, combined with the choice to use technology to enhance and support creativity, while providing immediate feedback and sharing, continues to blow me away on a daily basis.

- Grade 11 teacher

- G Suite for Education provides a platform where all students can be heard, students have the opportunity to learn from each other, and [the apps] create more time in person to connect and build relationships.

- Grade 10 teacher

- “Good teachers can’t be replaced by technology. What technology does is allows teachers to spend more time focussing on their learners and building those relationships.”

- Alice Keeler
Teacher, Author, Speaker

The demand for use and support of G Suite and associated technology devices continues to grow. Last year alone, our Technology for Learning team was sought out to support G Suite approximately ninety times from mid-November through mid-June. The support ranged from multiple 1:1 sessions per day to professional development sessions that contained over thirty participants. Additionally, one of our most frequently asked questions from a technology standpoint from schools is around acquiring more devices, specifically Chromebooks (a Google-operated device). The simplicity of Chromebook use paired with the power it provides for learning are unmatched when compared with other devices.

Security

As a public institution, we are subject to the BC Freedom of Information and Protection of Privacy Act (FIPPA). In accordance with this act, we recognize the importance of protecting the privacy of students under our care. FIPPA states that “a public body must protect personal information in its custody or under its control by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal.”

In regards to G Suite, Google ranks among the industry’s most secure running on a custom hardened operating system and file systems that are optimized for security. Google encrypts all GMail (including attachments) and all drive data between the student and Google, as well as between Google’s data centres.

Privacy and Safeguards

FIPPA also states that, “a public body must ensure that personal information in its custody or under its control is stored only in Canada and accessed only in Canada, unless the individual the information is about has identified the information and has consented, in the prescribed manner, to it being stored in or accessed from, as applicable, another jurisdiction .”

Since student information stored in G Suite resides outside of Canada, our G Suite program is based upon a consent model where parents of children in grades K through 8 consent to their child’s information being stored outside of Canada according to the terms outlined in the annual consent form. High school students in grades 9 through 12 can self-consent to their personal information being stored outside of Canada.

We have put a number of safeguards in place to help minimize privacy risks:

- For example, protecting students’ privacy is a key component in teaching our students about digital citizenship. Students receive instruction on how to use their district managed G Suite for Education account in ways that avoid or limit posting private and personal information.
- Student G Suite accounts in elementary and middle schools have additional restrictions such as limiting sharing to only within the school district.
- If required, we can audit any of our students’ activity within G Suite for Education.
- We have produced a Privacy Impact Assessment (PIA) that is an effective tool in identifying and reducing the privacy risks associated with our G Suite program.

Accommodations for students that do not have consent for G Suite

Since participation in G Suite is voluntary, we are committed to providing appropriate accommodations for students who have not been granted consent for G Suite in order to ensure equity across all classrooms. Depending upon how the teacher is using G Suite, the design and selection of appropriate accommodations may vary.

As part of this effort, the district has created a shared resource that identifies common uses of specific G Suite apps and lists examples of accommodations that teachers can apply in classrooms throughout the district. Administrators and teachers are encouraged to contact the district point person (Vice Principal of Information Technology for Learning) for additional support for accommodations. A list of accommodations can be found on the Technology for Learning website under Privacy.

To better support the teachers who need to provide some level of accommodations for students that do not have consent to use G Suite, we are able to run a report which identifies individual classrooms who have students in their classes who do not have consent to use G Suite. These teachers will be contacted and directed to the accommodation support resources. If they require further assistance, district personnel will be available to meet with them and assist them in designing appropriate accommodations.

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh

DATE: October 9, 2018

RE: **Greater Victoria Foundation for Learning**

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.

At the Operations Policy and Planning Committee meeting on June 11, 2018, the concept of control within the Public Sector Accounting Standards was presented. In review of the revised Foundation bylaws, it was determined by the District and confirmed by KPMG that strong indicators of control exist and all financial aspects of the Foundation would be consolidated with the District. It was recommended that the Foundation bylaws be revised to remove indicators of control, so that all financial aspects of the Foundation would be accounted for separately from the District.

The Board passed the following motion at the June 25, 2018 Board meeting:

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.

Discussion:

The revised bylaws that were initially presented to the Board at the April 23, 2018 Board meeting have not been further revised as per the direction of the Board at the June 25, 2018 Board meeting. Given the Board's direction to draft bylaws in a manner that ensures that the Foundation is at arms-length from the Board, it was determined that it may be possible to accomplish this with the existing bylaws on file with the Registrar of Companies Office. The bylaws would still need to be formally reviewed to determine if the Foundation is at arms-length from the Board.

However, upon review of the progression towards the reinvigoration of the Foundation, it has become apparent that the Board has not had the opportunity to engage in a fulsome review of the intended purpose of the Foundation or the potential organizational structures for the Foundation, including the associated impacts on District resources.

There are at least two potential directions for the Board to consider in moving forward:

- 1) Support the reinvigoration of the Greater Victoria Foundation for Learning as an arms-length entity and allocate budget to support the administration and fundraising efforts of the Foundation while it transitions to a self-supporting Foundation, or
- 2) Dissolve the Greater Victoria Foundation for Learning and direct the One Learning Community Ad Hoc Committee to discuss avenues by which the District can fundraise within its current registered charity status.

Recommendation:

It is recommended that the Board discuss in more depth the purpose of the Foundation and the appropriate organizational structure and resources needed to achieve that purpose.

Recommended Motion:

That the Board of the Education of School District No. 61 (Greater Victoria) postpone discussion regarding the Greater Victoria Foundation for Learning to the December 10, 2018 Operations Policy and Planning Committee meeting.



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TO: Operations Policy and Planning Committee

FROM: Deb Whitten, Deputy Superintendent

DATE: October 9, 2018

RE: **Shoreline Wellness and Learning Hub**

Background:

There is substantial unmet need for increased mental health supports for children. Schools are uniquely positioned to promote mental well-being and participate in the prevention, identification and treatment of mental health conditions.

The benefits of early mental health interventions include increased social, personal and academic functioning. Research has demonstrated that a successful application of any intervention requires a collaborative multidisciplinary approach (including family members), completion of a thorough needs assessment, development of a plan guided by this assessment and then follow-up/evaluation that allows for ongoing program modification. Collaboration with students, teachers, families, community resources and care providers is vital throughout this process to ensure programming will be relevant, culturally appropriate, accessible, and supported by the necessary community partners.

The school-based model of care aligns with Island Health's goal to improve the health and wellness of at-risk, vulnerable children and youth. A trauma-informed, culturally sensitive care model will provide direct services to children and youth who present concerns. The model would also provide gender-informed service to support transgender youth and their families.

Public health interventions in the school and community that reach universal and target populations will contribute positively to social, physical, mental and emotional well-being.

Update:

As a result of ongoing conversations between Deputy Superintendent, Deb Whitten, and representatives from Island Health, a unique partnership between the School District and Island Health has been established. This partnership will provide an opportunity for the provision of school-based mental health services for children and youth, ages 0-13.

In Phase 1, prior to a new, purpose-built Health and Wellness Hub at Shoreline Middle School, Island Health will use existing space to open an interim centre in the fall of 2018. In this phase, the hub will provide primary and specialized care to children, along with support to their families.

For pediatric care specifically, the target population is children who are high risk, not well connected to primary care, and who would be eligible to be transitioned into community primary

care services. Shoreline Middle School staff will identify students with complex needs who may or may not have already been diagnosed. Children will then be referred by specifically trained medical personnel (Nurse Practitioner or General Practitioner). Pediatricians would triage in collaboration with the health and wellness hub's coordinator who would work to connect the family to a family liaison or social worker and/or family counsellor. Island Health will provide services such as a Social Worker, Nurse Practitioner, Physician and a Child and Youth Mental Health and Substance Use Counsellor.

Meetings with pediatricians and Island Health project managers have taken place and plans to complete minor renovations to the space are underway.

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Shelley Green, Superintendent

Phone (250) 475-4162

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TO: Operations Policy and Planning Committee

FROM: Shelley Green, Superintendent of Schools

DATE: October 9, 2018

RE: **Trustee Questions**

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