



The Board of Education of School District No. 61 (Greater Victoria)
Operations Policy and Planning Committee
AGENDA

Monday, September 21, 2020, 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road

Chairperson: Trustee Leonard

	Pages
A. COMMENCEMENT OF MEETING	
A.1 Acknowledgement of Traditional Territories	
<i>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.</i>	
A.2 Approval of the Agenda	
Recommended Motion: <i>That the September 21, 2020 Operations Policy & Planning Committee meeting agenda be approved.</i>	
A.3 Approval of the Minutes	4
Recommended Motion: That the June 8, 2020 Operations Policy and Planning Committee meeting minutes be approved.	
A.4 Business Arising from Minutes	
B. PRESENTATIONS TO THE COMMITTEE	
B.1 STAR Committee - Dominic Butcher & Collin Cronkhite	14
C. CORRESPONDENCE	
C.1 Letter from Victoria West Community Association	22

D. SUPERINTENDENT'S REPORT

D.1 Recognition of Student Representative - Superintendent Green

Thunder Defayette of Esquimalt High School

D.2 Communications Overview of COVID-19 - Superintendent Green

23

E. PERSONNEL ITEMS

F. FINANCE AND LEGAL AFFAIRS

F.1 Job Descriptions in Regulations - Associate Superintendent Roberts

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F.2 Policy Sub-Committee Report - Trustee Watters

a. Policy 2100.1 - Superintendent Evaluation

50

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2, as presented;

AND FURTHER

That the policy remain in draft until the first evaluation is concluded;

AND FURTHER

That the Board review the draft Superintendent Evaluation policy immediately after completing the Superintendent Evaluation process.

b. Bylaw 9360 - General Meetings of the Board

57

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Bylaw 9360 General Meetings of the Board, as presented.

F.3 Provincial Safe Return to School Funding - Secretary Treasurer Morris

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F.4 2020-2021 Enrolment Update - Week 1

67

F.5 2020-2021 Budget Change Report - Secretary Treasurer Morris

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G. FACILITIES PLANNING

G.1 September 2020 Operations Report - Chuck Morris

73

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

I. NEW BUSINESS

I.1 School Shop Audits - Trustee Duncan

91

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education a report which sets out what actions and remediations have been completed, and what actions and remediations are outstanding as a result of the health and safety issues identified in the school shop audits carried out in November 2016 and Spring 2017.

I.2 Trustee Reports - Trustee Hentze

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Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub-Committee to add a section to the development of the new policy Role of Trustee, that addresses the Trustee Report, including timing, content and a template.

J. NOTICE OF MOTION

K. GENERAL ANNOUNCEMENTS

L. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

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



Operations Policy and Planning Committee Meeting

REGULAR MINUTES

June 8, 2020, 7:00 p.m.

Trustees Present: Elaine Leonard, Rob Paynter, Angie Hentze , Ann Whiteaker, Jordan Watters

Other Trustees Present: Diane McNally, Ryan Painter, Nicole Duncan

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Tammy Sherstobitoff, Principal of Human Resources, Andy Canty, Director of IT for Learning, Jeff Davis, Director of ISP, Chuck Morris, Director of Facilities Services, Leonie Ebert, Student Representative, Harold Caldwell, Director of District Team, Mark Baggott, Director of Building Operations, Jodi Whiteman, VCPAC President, Robin Toszczak, GVTA Second Vice-President, Connor McCoy, VPVPA President, Andree Porter (recorder)

1. COMMENCEMENT OF MEETING

The meeting was called to order at 7:03 pm.

1.1 Acknowledgement of Traditional Territories

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

1.2 Approval of the Agenda

Moved by Trustee Whiteaker

That the June 8, 2020 Operations Policy & Planning Committee meeting agenda be approved with the following amendments:

The addition of item H.5 - Liaison Officer Program - Trustee Paynter

The addition of item I.1 - Liaison Officer Program - Trustee Painter

Motion Carried

1.3 Approval of the Minutes

- a. Operations Policy and Planning Committee Meeting of March 2, 2020 & May 11, 2020

Moved by Trustee Whiteaker

That the March 2, 2020 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

Moved by Trustee Leonard

That the May 11, 2020 Special Operations Policy & Planning Committee meeting minutes be approved.

Motion Carried Unanimously

1.4 Business arising from Minutes - None

2. PRESENTATIONS TO THE COMMITTEE

3. SUPERINTENDENT'S REPORT

3.1 Recognition of Student Representative

Superintendent Green introduced and welcomed Student Representative, Leonie Ebert of Lambrick Park Secondary School.

3.2 Summer School 2020 - Colin Roberts

Associate Superintendent Roberts provided a brief update on the status of Summer School for 2020, noting that due to COVID-19 the program will be offered from June 29, 2020 to July 23, 2020

as a combination of in-class instruction and remote learning. Questions of clarification were asked.

4. PERSONNEL ITEMS

4.1 Human Resource Services Staffing Update

District Principal of Human Resources, Tammy Sherstobitoff, provided an overview of the Staffing Numbers for the 2019-2020 School Year. Ms. Sherstobitoff highlighted the recruitment process, challenges and celebrations for the year. Questions of clarification were asked.

5. FINANCE AND LEGAL AFFAIRS

6. FACILITIES PLANNING

6.1 Monthly Operations Update

Director of Facilities Services Morris, presented the Monthly Operations Update for May 2020, including progress on major and minor capital projects, occupational health and safety, network communication and security system department, as well as transportation. Mr. Morris applauded his team for their hard-work and effectiveness during the ever changing landscape of COVID-19. Trustees also provided kudos to Mr. Morris and the facilities team for their dedication and hard-work. Questions of clarification were asked.

6.2 Leases and Rentals COVID Update

Manager of Building Operations Baggott, provided the Rentals and Leases report, which outlined how COVID-19 has effected internal and external rentals, day cares and revenue loss. Mr. Baggott noted that summer Joint-Use Agreements with the Municipality of Saanich will be honoured so that day camps at Gordon Head and Colquitz Middle Schools can be offered to Essential Service Workers' children for Summer 2020. Questions of clarification were asked. Secretary Treasurer Morris commended Mr. Baggott for his work.

6.3 Climate Action Report: Energy Manager

Director of Facilities Services Morris, presented the Climate Action Report, noting that in partnership with BC Hydro the District has created a new position for an Energy Manager. This new role will focus directly on conservation of energy for all district sites. Questions of clarification were asked, and kudos was provided.

7. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

8. NEW BUSINESS

8.1 Superintendent's Evaluation - Trustee Watters

Chair Watters provided a brief background regarding Policy 2100.1 - Superintendent Evaluation, which will be brought forward on behalf of the Policy Sub-Committee for approval at the June 2020 Board Meeting. Chair Watters requested feedback from the committee and partners so that any final changes can be incorporated prior to the June 2020 Board Meeting. Discussion ensued and proposed amendments were brought to the floor.

Trustee McNally, not a member of the committee, suggested four changes throughout the draft policy.

By consensus, the committee members treated items individually.

Change #1:

Moved by Consensus

Guiding Principles #1: Will be ~~reasonably~~ **directly** related to the roles and responsibilities of the Superintendent and the goals of the District strategic plan.

Motion Defeated Unanimously

Change #2:

Moved by Consensus

Guiding Principles #2: Will provide for a written evaluation of the Superintendent's performance ~~at least once in a four-year trustee term with preference being the middle years of the Superintendent's contract~~ **annually.**

Motion Defeated

Change #3:

Moved by Consensus

Guiding Principles #4: Will utilize the following:

1. An anonymous leadership survey tool agreed upon by **two a majority of** trustees and the Superintendent to survey select staff (e.g. principals, vice-principals, exempt staff, past presidents or partner groups, where applicable);

Trustee Duncan, not a member of the committee, suggested an amendment.

Moved by Consensus

Guiding Principles #4: Will utilize the following:

1. An anonymous leadership survey tool agreed upon by two **a majority of** trustees **elected by the Board** and the Superintendent to survey select staff (e.g. principals, vice-principals, exempt staff, past presidents or partner groups, where applicable);

Motion Defeated

With the amendment to the amendment failing, the original amendment was considered.

Moved by Consensus

Guiding Principles #4: Will utilize the following:

1. An anonymous leadership survey tool agreed upon by **two a majority of** trustees and the Superintendent to survey select staff (e.g. principals, vice-principals, exempt staff, past presidents or partner groups, where applicable);

Motion Defeated

Further discussion ensued and another amendment was put on the floor.

Change #4:

Moved by Consensus

Process Item #1: The ~~Chair, in consultation with the Superintendent,~~
Board will ~~appoint~~ **elect** two trustees to work with the Superintendent to make mutually agreeable decisions about the evaluation process, specifically but not limited to, in regards to choosing an external consultant, choosing the leadership survey tool, choosing the recipients of the survey tool and choosing the staff who will be interviewed.

Motion Defeated

8:16 pm. Gavel passed to Vice-Chair Whiteaker

8:24 pm. Gavel passed to Chair Watters

Moved by Trustee Paynter

Process Item #2: The two appointed Trustees and the Superintendent, **upon approval of the Board**, will appoint an external consultant that is mutually agreeable to both parties; ~~and such consultant's estimated cost will be reported to the Board.~~

Motion Carried

Moved by Trustee Paynter

Process Item #3, fourth bullet: Teachers that the Superintendent has worked with - as chosen by the two trustees and Superintendent selected by the **Greater Victoria Teachers' Association**

Motion Defeated

Moved by Trustee Whiteaker

Process Item #3, fourth bullet: Teachers that the Superintendent has worked with - ~~as chosen by the two trustees and Superintendent~~ **selected by the Greater Victoria Teachers' Association**

AND FURTHER

Process Item #3, first, and third to sixth bullets: remove the words "as chosen by the two trustees and Superintendent"

Motion Carried

Main Motion:

Moved by Consensus

Process Item #3: The anonymous leadership survey will be sent to members of the following groups that have a recent working relationship with the Superintendent:

- VCPAC Executive – as chosen by the two trustees and the Superintendent
- District Leadership Team – All members
- Teachers that the Superintendent has worked with - as chosen by the two trustees and the Superintendent the GVTA
- Indigenous Leaders – as chosen by the two trustees and the Superintendent
- Union Executive Staff – as chosen by the two trustees and the Superintendent
- Community Organization Partners who have worked with the Superintendent
- Other – to be discussed with the two trustee representatives.

Motion Carried

A friendly amendment was made to "Union Executive Staff" under Process #3 of the Policy. This section will now read "Union Executive Members - GVTA, ASA, CUPE 947, CUPE 382".

No further recommendations to amend were received, and the following motion was put on the floor.

Moved by Trustee Watters

"That the Board of Education of School District No.61 (Greater Victoria) approve Policy 2100.1 - Superintendent Evaluation, as amended."

Motion Carried

8.2 Carbon Neutral Action Report - Chuck Morris

Director of Facilities Services Morris, presented the Carbon Neutral Action Report which highlighted the District's ongoing commitment to the reduction of Greenhouse Gas (GHG) Emissions. Questions of clarification were asked.

8.3 Safe Design Council Certification Funding - Trustee Painter

Moved by: Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct Staff to make application for federal or provincial grant funding to undertake Safe Design Council certification for a new, replacement or retrofit capital project, at no cost to the Board;

AND FURTHER;

That staff secure letters of support from the Ministries of Education and Public Safety & Solicitor General, to support relevant grant applications.

Motion Carried Unanimously

8.4 SJ Burnside Upgrade Project - Trustee Duncan

Moved by: Trustee Duncan

The Board of Education of School District 61 direct the Audit Committee to review the SJ Burnside upgrade project from the fiscal year 2018/19 and 2019/20 and provide the Board of Education a report that identifies the following:

1. the budget allocated to the SJ Burnside upgrade project in all relevant fiscal years;
2. the expenses and the resulting surplus or deficit for each fiscal year;
3. the work that is outstanding to date;
4. the budget and cost management processes in place during the SJ Burnside upgrade project;
5. reporting and monitoring measures in place during the SJ Burnside upgrade project;
6. external reporting standards in place during the SJ Burnside upgrade project;

7. all steps taken to enforce financial controls and to mitigate financial risks to the School District during the SJ Burnside upgrade project; and
8. the Audit Committee's recommendations regarding possible areas of improvement to District risk assessment, risk management and internal financial controls.

Motion Carried
1 abstain

8.5 Liaison Officer Program - Trustee Paynter

Moved by Trustee Paynter

"That the Board of Education of School District No. 61 (Greater Victoria) direct the Equity Committee to undertake discussions with members of the school community, including, but not limited to, racialized, Indigenous and LGBTQ staff, parents and students to:

1. Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer program; and
2. Develop recommendations, as required, on what changes should be made to the program to improve its value to the school community."

Motion Carried Unanimously

9. NOTICE OF MOTION

9.1 Liaison Officer Program - Trustee Painter

Moved by Trustee Painter

"That the Board of Education of School District No. 61 (Greater Victoria) instruct the Superintendent to immediately enter into a process to explore phasing out School Liaison Officers in SD61, and that this come to the September Operation Policy and Planning Committee meeting."

Trustee Painter withdrew the motion and indicated that he may revisit this at the September 2020 Operations Policy & Planning Committee meeting should no movement had been made via Trustee Paynters's "Liaison Officer Program" motion.

10. GENERAL ANNOUNCEMENTS

11. ADJOURNMENT

The meeting adjourned at 9:39 pm.

Moved by Trustee Hentze

That the meeting adjourn.

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

Motion Carried Unanimously

DRAFT

BRIEFING NOTE ON STAR PROJECT: PHASE ONE - TURF

- Vancouver Island Soccer League (VISL) is ready to partner with SD61 towards two turf fields at Spectrum Community School
- The VISL and its partners are working to provide a sum of \$3 million in Canadian funds to build two-turf fields under a 25 year lease
- The VISL has saved for the turf and has its board's permission to borrow more money towards a turf development at Spectrum Community School
- The VISL and Lower Island Soccer Association (LISA) are applying for a time sensitive grant to cover 65% of the capital contribution needed to fund a double-turf at Spectrum. An agreement in principle would be needed by early November at the latest
- The VISL and its partners would be willing to pay the first installment or half of the capital contribution by September 15th, 2021 and second installment by September 1, 2022 on the day of fields delivery
- School District designs, plans & builds the fields
- Ownership of the fields would remain with School District on the School Site
- The VISL requests 1836 hours per year on ONLY ONE of the fields (see *Appendix One – Hours of Use*)
- VISL are willing to pay a “Capital Replacement Turf Fund” to the School District this would be around \$1,000,000 and paid over a ten or twelve year period (based on OB High's replacement fund)
- Once the Capital Replacement Turf Fund was full to re-turf the field, additional rental money would go to the school's infrastructure (ie shared classrooms, buildings, equipment & infrastructure) which would potentially be of benefit to the VISL.
- VISL are willing to pay for utilities and regular maintenance of the turf fields
- An “Operating Committee” of two staff representatives of the School District (Director of Facilities and School representative) and two representatives of the VISL would oversee the design, operations and management of the turf-fields

Appendix One – Hours of Use

The following times are requested from the VISL:

September 1 to March 31

- 6 pm — 10 pm Monday – Friday (137 week-day nights x 4hrs = 548hrs)
- 10 am — 10 pm Saturdays and Sundays (55 weekend days x 12hrs = 660hrs)

Total hours = 1208hours

April 1 - June 30

- 6 pm -10 pm Monday – Friday (65 week-day nights x 4hrs = 260 hrs)
- 10 am —10 pm Saturdays and Sundays (8 weekend days x 12hrs)

Total hours = 356 hours

July 1 - August 31

- 6 pm — 10 pm Monday to Friday (44 week-day nights x 4hrs=176hrs)
- 10 am —10 pm Saturdays and Sundays (8 weekend days x 12hrs =96hrs)

Total hours = 272 hours

Total hours of use by the VISL = 1836 hours (on ONLY one turf)

STAR Project – Turf Eco-Efficiencies



STAR Project – Catchment



Simple sediment sumps and **grass swales/filter swales** to remove any particulate matter. Also, new highway catchment is a second line of defense protecting the habitat of Cuthbert-Holmes Park, Colquitz Creek and Portage Inlet.

STAR Project – Recycle and Re-use

- Turf can be 98% recycled at lifes-end.
- Target Technologies in Burnaby - send to Asia to turn plastic into composite wood (for decking).
- Turf's infill (rubber) is 100% recovered by bagging it, cleaning it & reusing it locally.
- There are new emerging technologies for recycled turf, and the infill is from 100% recycled material.



STAR Project – Water Use and Use

- Although water use is not (yet) a problem in the CRD, potable water use reductions would be realized - **turf field vs grass.**
- Reduced carbon emissions over lifespan of field - maintenance.
- No weedkiller, pesticides, fertilizers and herbicides needed.
- As well from a Burnaby study, turf fields get 6x the use of grass fields.



STAR Project – Community Friendly Lighting

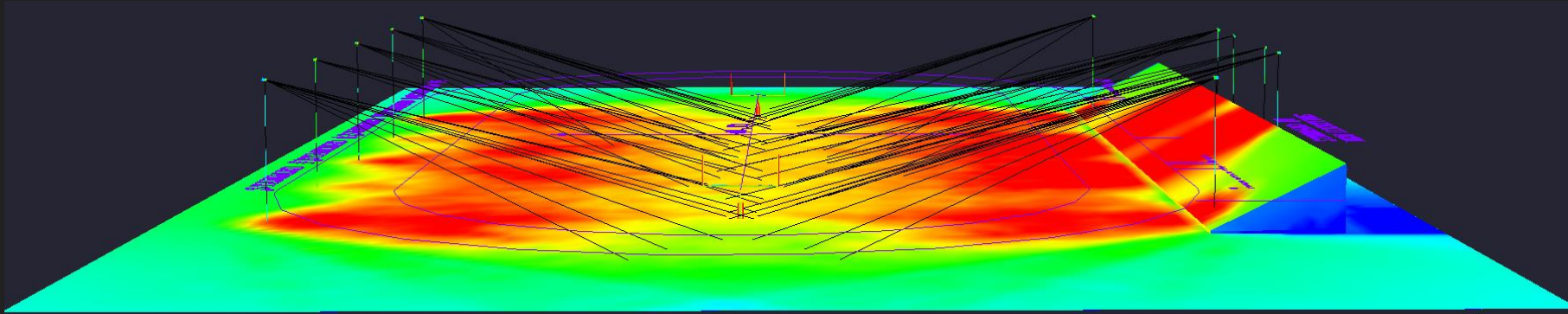


Old unshielded HPS sports field lighting showing light wash in the foreground

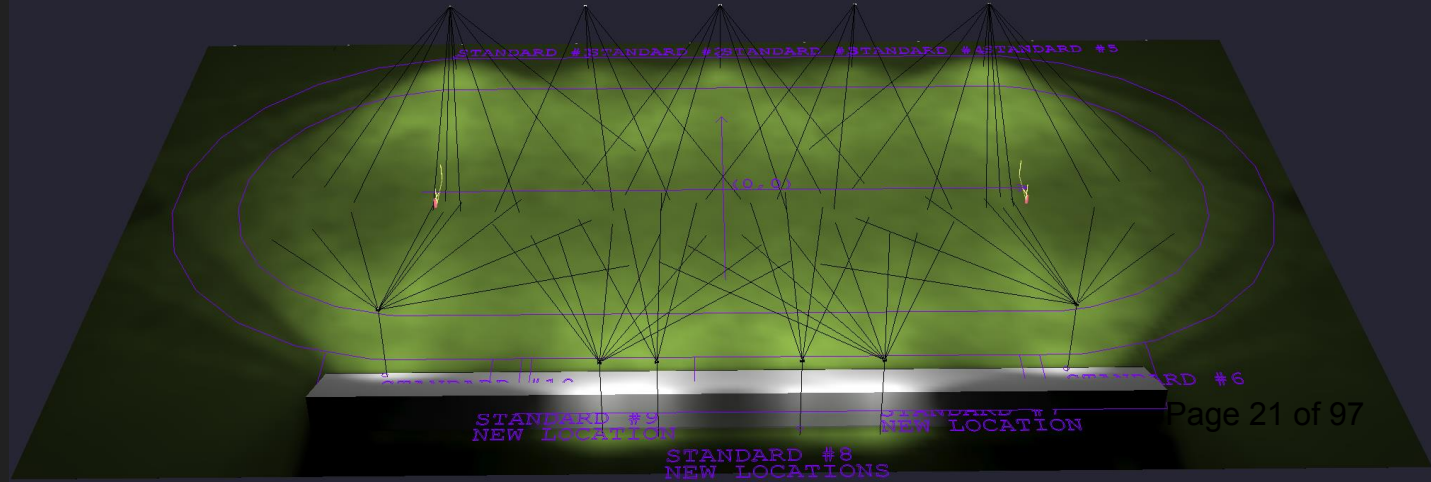


New shielded Class IV field lighting putting light where needed and not into night sky or surrounding neighbourhood

STAR Project – Community Friendly Lighting



We can now design and model the impact and light wash in advance of construction.



Elaine Leonard
Chair, Operations and Policy Planning Committee
Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8

September 16, 2020.

Dear Elaine Leonard-

I am writing on behalf of Victoria West Community Association, a non-profit Childcare provider that has partnered with School District No. 61 on the build of two Learning Studios located at 740 Sherk Street.

A grant application to the Province of British Columbia's Childcare New Spaces fund was submitted in August 2018 by School District No. 61 and Victoria West Community Association for the Sherk Street site, and approved in fall of that year. This grant, in the amount of \$872,800.00, had \$72,263.00 allocated to Victoria West Community Association for capital purchases- furnishings and outdoor and indoor equipment all necessary to open a new childcare facility.

Victoria West Community Association was notified on August 20, 2020, that the funding was no longer available, citing cost overruns.

I have provided a previous letter to Jordan Watters, Board Chair, and Shelley Green, Superintendent of Schools (attached, dated August 27, 2020), but have not received a response.

Victoria West Community Association requests the support of the Greater Victoria School Board to honour the intention of this grant and to provide support in the amount of \$72,263.00 towards the capital funding expenditures required.

I am requesting that you add the attached correspondence to your agenda for your Operations and Policy Planning Committee Meeting scheduled for September 21, 2020, and provide a response to our organization by Friday, September 25, 2020.

Sincerely,

Johanne Thompson
Executive Director
Victoria West Community Association
coordinator@victoriawest.ca
(250)590-8922

Office of the Superintendent

Shelley Green – Superintendent

TO: Board of Education
FROM: Shelley Green, Superintendent of Schools
DATE: September 18, 2020
RE: **Back to School Planning 2020 - Communications**

Background:

Following the Provincial announcement in July of the plan to have K-12 students back to class full time for the 2020/21 school year, the School District began refining its current plan. The Pandemic Response Team along with school administrators started preparing for Stage 2 of the Education Restart Plan.

To successfully implement the plan, the District developed a strategic communications plan to help operationalize goals and to effectively inform and engage all stakeholders. Attached, is the communications plan that was approved by the Ministry of Education.

A brief overview of some of the communication efforts utilized to raise awareness and inform staff, students and families about the updated plan and health and safety protocols include:

- Letters and Updates to Staff/Families
- Website Content (Return to School Plan, Frequently Asked Questions, etc.)
- Infographics
- Signage/Posters for Schools
- Media Releases
- Media Interviews
- Social Media Campaign
- Paper Advertisements
- Surveys (Internal/External)

Back to School 2020 Survey:

To help schools prepare scheduling and reorganize into learning groups, the District surveyed families to determine how many students would be returning for full time studies or opting for other educational options.

The Return to School Survey was launched and shared with families when the District's Return to School Plan was published (August 26, 2020). It was shared in a letter to families on the District's website and social channels. The

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.

survey was promoted on our social channels, which reached more than 27,000 people and resulted in 5,000+ survey engagements.

The District also participated in multiple media interviews to help raise awareness amongst families to participate. Media coverage included Times Colonist, CTV, CHEK, CBC, and CFAX1070.

In total, the District heard from more than 9,000 families who indicated the educational options of more than 13,500 students. The survey asked families to specify what options their child(ren) would be choosing. Students and families had the choice of five educational options:

- In-class instruction (K-12)
- Students/Parents/Caregivers with Immune Suppression (K-12)
- Distributed Learning (K-12)
- Homeschooling (K-12)
- Hybrid Learning (1-8)

At the time of the survey issued, the hybrid option was under consideration. The Board of Education passed a motion on Monday, August 24, 2020 to write to the Minister of Education advocating for full funding and flexibility to create an online remote learning option. On September 3rd, The Ministry of Education announced federal funding to support a safe restart to expand health and safety measures and increase capacity for remote learning throughout the province. District staff and Principals are currently consulting with School staff and PAC's to determine how the District should allocate the District's \$3.4 million in federal funding under the categories of Learning, Health and Safety, Transportation and Childcare.

Back to School 2020 Survey Results:

Option 1 – In class 100%	13 432	80%
Option 2 – Immunocompromised	300	2%
Option 3 – Distributed Learning	385	2%
Option 4 – Homeschooling	220	2%
Option 5 – Hybrid	1826	14%

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.

Running Head: GVSD RE-ENTRY INTO SCHOOLS COMMUNICATIONS PLAN

GREATER VICTORIA SCHOOL DISTRICT NO. 61

Communications Plan for September Re-Entry into Schools

PURPOSE:

To provide clear, consistent and regular communication with our internal/external audiences regarding the District's re-entry plan in September. Articulate the newly updated operating guidelines, reiterate health and safety protocols, and the upcoming changes in our schools that will impact our learning community.

BACKGROUND:

- Starting Sept. 8th, the B.C. Government will officially begin Phase 2 of the K-12 Education Restart Plan
- Staff will return to schools on Sept. 8th for orientation with P/VP's to become familiar with health and safety protocols and to best prepare for the return of students
- Students will start returning to class on September 10th
- The province has provided direction on the framework for the return but is inviting School Districts across the province to develop their own specific plans
- Plans will vary across the province based on student enrolment, schools' capacity

TIMELINE:

DATE	COMMS ACTION?	ACTIVITY
August 14		Government release of new K-12 guidelines
August 17	✓	GVSD internal deadline for plan; leadership meeting presentation
August 17		Government release of updated K-12 Operating Guidelines for COVID-19 and final K-12 Education Restart Steering Committee materials
August 18-19	✓	GVSD Comms to revise and finalize communications plan
August 20	✓	GVSD Comms to submit comms plan to leadership
August 21		GVSD to submit Restart Plan to Ministry of Education for review (government deadline)
August 21- August 26		Ministry reviews Restart Plans and confirms school district and independent school association approaches
August 21	✓	School districts and schools begin to communicate information to parents on health and safety guidelines, learning groups, scheduling and enrolment options under their Stage 2 plans

Submitted for Approval on August 21, 2020

August 26		School districts and schools communicate information to parents on Stage 2 plans and post their final versions online
September 8		Teachers/staff return to school
September 10		Students return to school

STAGES AND GOVERNMENT GUIDANCE:

Below is the overarching guidance provided by the Province.

What does Stage 2 Look Like?

- Students will be organized into learning groups.
- A learning group is a group of students and staff who remain together throughout the school quarter, semester or year and who primarily interact with each other.

Stage 2 Learning Group Sizes:

- Elementary: 60
- Middle: 60
- Secondary: 120

A Learning Group could be made up of:

- A single class of students
- Multiple classes that sometimes join together for additional learning activities
- A group of secondary school students with the same courses
- Learning groups can also include staff, like:
 - Teachers
 - Specialist support staff
 - Education Assistants (EAs)
 - Learning groups provide a range of benefits for students including more in-class learning time, increased peer interaction and support, and decreased feelings of isolation

Within a learning group, K-12 students and staff do not need to maintain physical distancing

- Minimized physical contact is still required
- Outside of a learning group, middle and secondary students and all K-12 staff need to practice physical distancing of two metres
- Extracurricular activities will likely involve students interacting outside of their learning groups and appropriate physical distancing is required in those circumstances

Schools may also use the following approaches to provide physical distance between students and staff

- Different classroom and learning environment configurations, like desk and table formations
- Staggered recess/break, lunch and class transition times
- Increased outside time for students

Running Head: GVSD RE-ENTRY INTO SCHOOLS COMMUNICATIONS PLAN

- More individual activities or activities that encourage more space between students and staff

Ministry suggestions for School Level Learning Groups:

Elementary	Middle	Secondary
<ul style="list-style-type: none">- Elementary schools will still be organized into classrooms as students' primary learning environment.- Elementary schools will have the option to create learning groups of up to 60 students and staff who can interact more regularly.- For example, this could be two classes that work together on shared projects, or up to three primary classes that go outside together on a regular basis	<ul style="list-style-type: none">- Middle schools that follow an elementary school model (one classroom with one teacher) will be organized like elementary schools.- Middle schools that follow a junior high model (students move between classes and take a range of subjects taught by different teachers) will be re-organized to limit students to learning groups of no more than 60 students and staff	<ul style="list-style-type: none">- Secondary school students will continue to be organized in classrooms. School timetables will be organized to limit students to learning groups of no more than 120 students and staff.- Secondary schools will be able to re-organize learning groups after each quarter or semester.- Students in a secondary school learning group might take some of their courses together and then take separate electives outside of their learning group where they would need to practice physical distancing from other students- Some secondary schools may also:- Change how they offer courses. For example, a student takes two courses at a time every 10 weeks and then continue a rotation of two courses every 10 weeks- Supplement in-class instruction with online, self-directed or remote learning where course offerings cannot be delivered through learning groups or physical distancing

GREATER VICTORIA SCHOOL DISTRICT'S RE-ENTRY ORGANIZATION PLAN

The overarching plan is based on the above direction from the Ministry of Education and in accordance with the guidelines provided by the Ministry of Health.

Elementary

- Elementary schools have been organized into cohorts/learning groups with maximums of 60 individuals inclusive of staff. Learning groups will be assigned entry and exit doors, as well as specific recess times and outdoor play area locations.
- This organization will help reduce the number of students in hallways and on outside play areas. Students will continue to receive support from staff who are not within their cohort by staff physically distancing and the use of Personal Protection Equipment (PPE) where appropriate. Library, music and physical education, or other prep will be arranged when possible within learning groups/cohorts.
- Students will be oriented on all of the health and safety protocols including washroom use, hand hygiene, sneeze/cough protocols and staying home when sick.

Middle

- Middle schools have been organized into cohorts/learning groups with maximums of 60 individuals, inclusive of staff. These learning groups will function like a school within a school to reduce contact between individuals outside of the learning group. Learning groups will/may have staggered start times, different break times, separate entry and exit points and assigned play areas (locations) outside when physical distancing considerations are needed.
- Exploratory options for students will be limited to one per term for a total of three for the year. Music programs will continue where physical distancing can be maintained when students combine from multiple learning groups.
- Students will continue to receive supports from staff who are not within their learning group through physical distancing and the use of Personal Protective Equipment (PPE) where appropriate.
- Students will be oriented on all safety protocols including washroom use, hand hygiene, cough/sneeze protocols, and staying home when sick.

Secondary

- Secondary schools will operate under a “modified” quarter system. Students will take two courses at a time for a ten-week period. As students will be in only two courses at any given time, unless they are taking an additional outside the timetable course, classes will be longer in duration (in excess of two hours) than in a traditional timetable.
- The “modification” will be that for the first half of the quarter (five weeks), students will receive daily face-to-face instruction within their class learning group, with the second course being a blend of in-person classroom instruction (two days per week) and self-directed study at home (the remaining three days of the week). This modification will enable the blended class to be divided into two groups attending on alternating days, thereby permitting physical distancing to be achieved within the classroom. After the five-week period, the full-time in-class learning group will switch to blended instruction and the class that the student had been attending on alternating days will receive daily face-to-face instruction for the remainder of the ten-week quarter. This mid-point transition will result in students receiving an equal amount of in-class instruction in both courses.
- Once the ten-weeks is over and the two courses are completed, students commence studies in two new courses for another “quarter”. This system requires relatively little change to student schedules and maximizes student time in class, while adhering to the COVID-19 health and safety guidelines.

SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none">• The restart plans is led by Provincial Government (MoE, MoH); SD61 works within their frameworks• Limited COVID-19 cases on the island• June’s in-class instruction provided a good practice run	<ul style="list-style-type: none">• Very diverse needs across six municipalities• Vocal minority groups that are not representative of full school community (e.g., we heard in our consultation in June that students need to return

<ul style="list-style-type: none"> • Good relationship with parents; trust has been built through deep consultation with school community—great feedback on start of year • Excellent distribution channels with all groups • Excellent relationships with media • Excellent relationships with Comms at Ministry of Education • Excellent relationships with neighbouring school districts 	<p>to fulltime instruction now we are hearing from parents that they must stay home)</p> <ul style="list-style-type: none"> • Inability of people to consume and make decisions based on facts (e.g., emotional response to trigger actions that aren't data-driven) • Infodemic issues: hard to communicate with fast-changing facts and plans (misconstrued as poor communication) • There is a risk of a student or staff member becoming ill
Opportunities	Threats
<ul style="list-style-type: none"> • Continue to develop “One Learning Community” mission – we all have an important role in keeping our schools healthy and safe 	<ul style="list-style-type: none"> • Teachers and parents have different goals and perspectives • Outbreak, particularly if SD61 is a “first case” or “first outbreak”, or amongst first • Lack of messaging discipline and misalignment between different groups and stakeholders • Job action by any union • Cumulative impact of other issues (e.g. opioid crisis) • Ongoing tensions that may evolve with groups (e.g. unions) as COVID-19 fatigue increases • Death due to COVID-19 (staff, students or teachers) • Visuals of crowded classrooms (student sharing images) • Differing perspectives on which policies or organization is culpable • District appears “out of sync” with other best practices, which media then flag or parents express concern (e.g., mask policy: if SD61 does not enforce policy of masks use in hallways, but others do, this is a challenge)

COMMUNICATIONS OBJECTIVES:

- Communicate proactively, clearly, and consistently with all audiences.
- Regularly provide COVID-19 updates, developments and any changes to our employee groups, schools, parent and guardians, and community. Making the information easy to understand and easily accessible through different accessible mediums.
- Ensure staff are supported in communicating accurate information about the changes or developments happening in their schools and how it will affect staffing and/or student learning.
- Develop and distribute collateral to provide behavioral, anticipatory and emotional guidance as needed.

Running Head: GVSD RE-ENTRY INTO SCHOOLS COMMUNICATIONS PLAN

- Support human resources risk management and safety goals by communicating operational plans to all audience groups.
- Develop effective communications to provide sufficient instruction to allow for safety of school community. E.g., visible signage or safety videos for our facilities to share key messaging and important developments.
- Foster transparency to engender trust and support from various audiences/stakeholders/
- Continue educating the community on the important role they play in helping reduce the spread of a virus.

AUDIENCES:

Internal

- Staff – CUPE 382, CUPE 947, Greater Victoria Teachers’ Association (GVTA), Allied Specialists’ Association (ASA)
- Principals and Vice-Principals (VPVPA)
- School Secretaries
- District staff - general
- Tolmie Reception Staff
- Board of Education (trustees)

External

- Students
- Parents/ Guardians – general (PACs)
- Parents/ Guardians – diverse learners
- First Nations – Songhees, Esquimalt, Metis, Indigenous Nations Education Council, Indigenous Ad Hoc Committee
- Capital Region Media
- General Community

STRATEGIES:

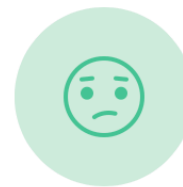
- Communicate overarching direction of Province as priority and provide school district details
 - o School community expectation will be that every SD uses best practices, so it will be challenging to deviate from what other SD are doing as you will likely be compared
- Approach internal communications as public health/safety communications, putting staff and students first
- Adopt Dr. Peter Sandman’s health crisis communications methodology for leaders/organizations
 - o Ensure communications have a mix of the below types of guidance



Behavioral guidance: Do these things to stay safe; Provide onsite signage to reinforce physical distancing rules in the schools



Anticipatory guidance: When will we see the plan? When will this end? How will this impact the students’ education?



Emotional guidance: Am I going to be safe? Does SD61 care about my education and career?

- Recognize that there is going to be a lot of uncertainty

Running Head: GVSD RE-ENTRY INTO SCHOOLS COMMUNICATIONS PLAN

- o Be clear that we must all “live in the grey” as we learn about the impact of the B.C. Restart Plan and the re-opening of our communities and economy.
 - o Provide anticipatory guidance that we will learn more over time and be as transparent as possible
- Utilize spokespeople effectively to spread key messages
 - o Shelley, Superintendent — primary
 - o Kim, Secretary-Treasurer — secondary
 - o Lisa, Communications Manager — when technical or not for attribution or if resources necessitate this
- Adopt a positive, community spirit-minded tone in order to instill sense of community and togetherness, and inspire greater personal responsibility
 - o We are resilient, we will get through this
 - o We are on top of this
- Share stories of success to counterbalance COVID-19 negativity
 - o Don’t let COVID-19 be only stories of “loss”—highlight what is working
 - o Feel great stories and stories of success
 - o “Brand” these stories with:
 - Hashtags: #OneLearningCommunity/#sd61learn/#sd61strong
- Approach collateral strategically
 - o Provide materials that can be used throughout SD61
 - o Provide site-specific instructions, both through memos, meetings and video conferences as needed
 - o Collaborate with other Districts, MoH and MoE where appropriate
- Remain nimble and flexible: strategy will need ongoing evaluation and adjustments as we see how messages are received and any new issues arising
 - o Reevaluating weekly
- Identify: what does success look like?
 - o Ensure overarching trust remains
 - o Limited concerns expressed through media by parents (and outside the typical activists)
 - o Be responsive, but not reactionary
 - E.g. A single negative tweet does not mean the communications program isn’t working
 - o Conduct mid-process check in with the school community
 - Survey? Other ways to check in?
- Regroup and consider what elements of the COVID-19 communications plan to activate in the event of an outbreak or Second Wave
 - o E.g. In the event of an outbreak, collaborate with the appropriate health authority communications and public health team on communications;
 - o Develop a message to all staff from the Superintendent
- Media relations approach will be to:
 - o Prioritize local
 - o Continue to provide regular updates, but also understand that not every little question will get answered all the time - direct media to FAQs when possible
 - o Issue statements/email response as much as possible
 - o Share core visuals to help frame the story
- Identify key milestones/announcements
 - o Media Release: August 26 - release of the plan
 - o Other normal cycle of announcements in the editorial calendar
- September which will be COVID-19 centric but will evolve over time
 - School community will adjust to the “new normal” at school

- Other normal issues will arise, and proactive communications must continue to occur through the school year
- Avoid letting COVID-19 dominate all media or social media or interaction with school community
- Celebrate the successes throughout

CONSULTATION AND ENGAGEMENT

- **Engagement with One Learning Community**
 - Online engagement with students, parents/guardians, staff and broader community to gather input on June's restart to inform our September start-up
 - Digital engagement report: <https://my.thoughtexchange.com/report/547575d48108778e1d2d8b1945d32fcb>
 - For full detailed report contact: lmcp@mail@sd61.bc.ca

IAP2 Consultation Spectrum

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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(Note: 10 days provided to consult on the following)

- **Engagement with Indigenous People** – refer to the reporting template for full details (Section 6)
 - Brief overview: In person discussions with the five partner groups
 - Conversations regarding education delivery model/approach
 - Collecting input on their thoughts on how to best support students
- **Engagement with Unions** –refer to the reporting template for full details (Section 7)
 - Brief overview: Zoom Meetings with Unions (x4)

Submitted for Approval on August 21, 2020

- **Engagement with Parent Advisory Councils (PACs)** –refer to the reporting template for full details (Section 8)
 - Brief overview: Superintendent/PAC Executive Meetings
 - Schools connected with their PACs to discuss plans for the upcoming school year
 - School administrators shared input from their meetings/ or from their school community to the District Office for planning purposes. Input helped inform FAQ.

TACTICS, COLLATERAL PIECES AND ACTIONS:

Internal:

- Briefing notes for Board of Education and staff
- Letters from the Superintendent
- Frequently Asked Questions (Internal/External)
- Internal policies and administrative procedures (e.g., Social Media Policy)
- Health and Safety Protocols (e.g., Exposure Plan)
- Video updates/ training videos

External:

- District Website content: web banner, district alerts, COVID page with all resources
- Frequently Asked Questions (Internal/External)
- Letters from the Superintendent (regular updates)
- Media release(s) and planned media interviews (also sent to all employees)
- Ministry of Education's Return to School Website
- Social media Campaign (Twitter, Facebook, Instagram)
- School newsletters (featuring SNAP SHOTS)
- School websites
- School messenger/synervoice
- Info to VCPAC
- Info to school PACS
- On-site signage (posters, floor stickers)
- Video announcements
- Video content – feel good stories
- Virtual Town Hall (for consideration)

KEY MESSAGING:

- The Greater Victoria School District is excited to be welcoming all of our students back this coming back this September. Back to school is a special time for students' every year, but more so this year because some of our students haven't had full in classroom instruction since March.
- We have built our plans on a successful partial back to school start-up in June. We were able to add some in-class time for students with no incidents.
- We are the only place in North America that did this in the spring, and we succeeded, and learned a lot from it.
- We know that the overall benefits of getting students back to school greatly outweigh any potential smaller risks.
- We are extremely appreciative of all our staff, teachers and administration for all their hard work at the end of last year and this summer. They have demonstrated commitment, innovation and dedication in an unprecedented time of change.

Running Head: GVSD RE-ENTRY INTO SCHOOLS COMMUNICATIONS PLAN

- We have put together a plan that prioritizes student, staff and teacher safety while also getting us back in the classrooms to see our students. We've missed them—and look forward to having them back in the classroom for face to face instruction.
- These are unprecedented times and back to school will be very different this year. It will look different physically and also in terms of the type of programs we offer. We need to get back to basics for a little while, while we focus on the safety side of things. This isn't forever, just for now.
- Each district has been asked to develop a plan specific to them, but within the framework laid out by the Provincial Government and the Chief Medical Health Officer in the B.C.'s K-12 Education Restart Plan, the BC Centre for Disease Control, public health and WorkSafeBC guidelines.
- Key features of our back to school plan will be:
 - A – Elementary; Learning groups of up to 60, masks required for staff moving between cohorts
 - B – Middle; Learning groups of up to 60, students require masks in common spaces, staff moving between cohorts require masks
 - C – Secondary; Learning groups up to 120, students require masks in common spaces, staff moving between cohorts require masks
- As you know, we are going back September 8 with students back September 10. We'll work hard to help us all become familiar with the new protocols. And as we see them working, our confidence will grow.
- We know information sharing is key. We will be doing regular letters to all families, updating our website frequently and sharing information on our social media channels and through social media. Your principals will be also available to answer any questions you may have as this all evolves.
- Help us by keeping students home if they are sick, and keeping to the protocols we put in place.
- **This is all new to us, and that is unnerving. However, we are excited and confident.**
- **We are all in it together. We are one learning community.**
 - We know you are behind us. And we are behind you.
 - We are SD61Strong!

Key Messaging will continue to evolve with latest developments

POTENTIAL Q & A'S

- What happens if one student or teacher has COVID-19?
- Can I keep my child home if I am not comfortable sending them to school? Will I be able to save a seat for next year or next semester when I feel it is safe?
- Can I choose to do distance learning if my child isn't immunocompromised?
- My child is immunocompromised - how can I be assured you will take their learning needs seriously?
- What learning alternatives are there?
- Why aren't masks mandatory everywhere?
- If there is a confirmed case in the school, how will the parents be notified?
- Specifics related to the plan – TBD.

SCENARIO PLANNER – Refer to Issue Management Plan

- Student, teacher, staff or administrator tests positive for COVID-19
- Parent's protest return to school plan
- One of the unions protests return to school plan and won't staff positions
- District senior leadership test positive for COVID-19 and can't undertake assignments

Submitted for Approval on August 21, 2020

COVID-19 Exposure Control Plan

SCHOOL SITE PROCEDURES

September 2, 2020

All school staff have a shared responsibility in protecting themselves and students from the spread of COVID-19. We know that school closures have significant negative mental health and socioeconomic impacts on vulnerable students. We need to be vigilant in practicing prevention measures and mitigation strategies for our children that are balanced with the risks in our schools.

The Greater Victoria School District is directing staff to follow these administrative controls in conjunction with the BC Centre for Disease Control COVID-19 Public Health Guidance for K-12 Settings. All employees are expected to read, know and organize their work in accordance with the Exposure Control Plan and BC Centre for Disease Control COVID-19 Public Health Guidance for K-12 Settings.

Additional resources: [Worksafe Preventing Exposure to COVID-19 in the Workplace](#)
[Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#)



COVID-19 Preventative Measures

1. **STAY HOME WHEN SICK** - All students and staff with common cold, influenza, COVID-19, or other respiratory symptoms must stay home and self-isolate.
2. **HAND HYGIENE** - Everyone should clean their hands more often! Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.
3. **RESPIRATORY AND PERSONAL HYGIENE** - Cover your coughs. Do not touch your face.
4. **PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT** - No sharing of food, drinks, or personal items. Spread students and staff out to different areas when possible. Take students outside more often. Stagger break and transition times. Incorporate individual activities. Remind students to keep their hands to themselves.
5. **CLEANING AND DISINFECTION** - Clean and disinfect frequently touched surfaces at least twice every 24 hours (once during the school day). General cleaning of the school should occur at least once a day.

Stay Home When Sick

- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. A daily health checklist will be provided to parents and caregivers.
 - » **If a child has any symptoms, they must not go to school.**
- Staff and other adults must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school. A daily health checklist will be provided to all employees.
 - » **If staff or any adult has any symptoms, they must not enter the school.**

- School administrators must:
 - » Ensure school staff and other adults entering the school are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.
 - » Clearly communicate with parents and caregivers about their responsibility to assess their children daily before sending them to school.
- Any student or staff who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider. Those unsure of if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool or to contact 8-1-1, a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases. **Staff and families are expected to follow the advice of their health care provider on when they can safely return to school.**
- Any student, staff or other person within the school who has symptoms of COVID-19 OR travelled outside Canada in the last 14 days **OR** was identified as a close contact of a confirmed case or outbreak **must stay home and self-isolate**, including children of essential service workers.
- If a staff member is concerned they do not have adequate sick leave available for the absence recommended by their health care provider and does not have a short term disability plan (SIP), they should contact their supervisor for approval to work from home or additional paid sick leave.

Entering / Leaving the Building

- Maintain safe social distancing guidelines of six feet/two metres between people when entering and leaving the building. **Do not enter or leave the building in groups.**
- Each school will identify the entrances and exits to be used by students and staff.
- Wash your hands after you enter the building and disinfect your workspace as needed.

School Hours/Access

- Only use the designated entrances and exits.
- Schools will be open to staff 7 a.m. to 7 p.m.
- Rentals for community events will be restricted and require appropriate approvals.
- Parents and guardians will be encouraged to use phone or email to meet with staff or make an appointment.
- School volunteers will be limited to essential educational support programs such as school meals.
- The school will keep a log of all visitors, that includes contact information.

Cleaning

- General cleaning and disinfecting of the premises at least **once every 24 hours**.
 - » This includes items that only a single student uses, like an individual desk or locker.
- Cleaning and disinfecting of frequently-touched surfaces at least **twice every 24 hours**.
 - » These include door knobs, light switches, toilet handles, tables, desks and chairs used by multiple students, keyboards and toys.
- Clean and disinfect any surface that is visibly dirty.
- Administrators will work with facilities staff to coordinate student transitions with cleaning schedules.

Daily Sanitizing Routines

- Staff and students to wash hands upon arrival at school.
- Disinfect your work area as needed.
- If you must meet in an alternate space (as identified by your administration), disinfect the used surfaces, furniture, equipment etc. after the meeting.
- Disinfect all shared surfaces, furniture, equipment etc. when finished.
- Staff and students should not share food, drinks, or other personal items (e.g. devices, writing implements, etc.).

Hand Hygiene

When Staff and Students Should Perform Hand Hygiene:

- When they arrive at school.
- Before and after any breaks (e.g., recess, lunch, outdoor learning activities, using playground equipment).
- Before and after eating and drinking (excluding drinks kept at a student's desk or locker).
- Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).
- After using the toilet.
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

Additional Staff Hand Hygiene:

- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks.
- After removing gloves.
- After handling garbage

BC Centre For Disease Control:
<http://covid-19.bccdc.ca/>

How to Hand Wash



1 Wash hands with warm (not hot or cold) running water



2 Apply liquid or foam soap



3 Lather soap, covering all surfaces of hands, for 20-30 seconds



4 Rinse thoroughly under running water



5 Pat hands dry thoroughly with paper towel



6 Use paper towel to turn off tap

Physical Distancing Among Adults

- Follow safe social distancing guidelines by maintaining six feet or two metres distance between adults.
- Work in your classroom, office, or workspace as much as possible.
- If you need to talk to staff, make sure you **stay six feet or two metres away** or use your phone, email or Zoom to contact them.
- Ensure that you are in a space that allows for the six feet/two metre distance among adults.

Physical Distancing and Minimizing Physical Contact with Students and Among Students

School Gatherings and Events:

- School gatherings should be kept to a minimum and where possible schools should seek virtual alternatives for larger gatherings and assemblies to continue to support these events in a different format.
- Any School gatherings should occur within a learning group.
- Gatherings must not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group)
- In-person inter-school events (including competitions, tournaments and festivals) will not occur at this time.

Learning Groups:

- Staff and students will be organized into learning groups to reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.
 - » In **elementary and middle schools**, a cohort can be composed of up to **60** people.

» In **secondary schools**, a cohort can be composed of up to **120** people.

- The learning groups will remain consistent for all activities in the school including staggered drop off and pick up times, recess, lunch and transitions within the schools.
- Within the learning groups, minimized physical contact is encouraged, but the two metre physical distance does not need to be maintained. Within the learning group, consistent seating arrangements, limiting shared learning resources, and outdoor learning and physical health activities are encouraged.
- Students will be reminded to keep their hands to themselves, and avoid hugs and handshakes.
- Administrators will keep up to date lists of all students and staff in the learning groups for public health contact tracing.
- The composition of learning groups may be changed at the start of a new quarter, semester or term in the school year. Outside of these times, composition will be changed as minimally as possible, except where required to accommodate learning, operational or student health and safety considerations.

Student Activities Outside Learning Groups:

- Student breaks and transitions will be staggered to minimize interactions between learning groups.
- Administrators will manage the flow of people in common areas to minimize crowding and clearly mark hallways and other common areas to reduce contact between students.
- Students must maintain practice physical distancing with students and staff outside the learning group and students socializing with peers outside the learning group are encouraged to do so outdoors.
- Students in middle and secondary schools are required to wear masks when in hallways and other areas where physical distancing cannot be maintained. (Procedures for school buses are detailed at link)

Staff Interacting with Multiple Learning Groups

- Administrators will work with school staff to set schedules that minimize the number of staff that interact with a learning group that they are not a part of as much as practical.
- School staff interacting with multiple learning groups will practice two-metre physical distancing and mask/face shield wearing. Plexiglass barriers may be used where practical.
- School staff interacting with multiple learning groups will keep a daily log of contacts with learning groups and individual students.
- These procedures apply to: Administrators, prep/exploratory teachers, non-enrolling teachers, teachers with assignments in more than one school, education assistants, custodians, office support staff, itinerant specialist educators TTOC's and Spareboard education assistants and clerical staff. (Additional procedures for itinerant specialist educators, TTOC's and Spareboard education assistants can be found on the [District's website](#)).

Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

- Managing students with medical complexities, immune suppression or receiving delegated care may require those providing health services (e.g. staff providing delegated care or other health-care providers) to be in close physical proximity or in physical contact with a medically complex or immune suppressed student for an extended period of time. In community-based clinical settings where there is low incidence and prevalence of COVID-19, additional PPE over and above that required for routine practices is not required.
- If a person providing health services assesses the need for additional PPE following a point of care risk assessment it should be worn. Those providing health services should wear a mask when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g. children with immune suppression), particularly those who work at multiple sites.

Personal Protective Equipment

- Non-medical masks are required to be used in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group or household.
- Students in Middle and Secondary school are required to wear non-medical masks in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained.
- Exceptions will be made for students who cannot wear masks for medical reasons.
- Staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained (e.g., itinerant teachers/specialists interacting with multiple learning groups). Staff can also wear a mask, a face covering or a face shield within their classroom or learning group if that is their personal preference.
- Wearing a non-medical mask, face covering, or face shield in schools outside of the circumstances outlined above is a personal choice for students and adults. It is important to treat people wearing masks with respect.
- Those that choose to wear non-medical masks, face coverings or face shields must still seek to maintain physical distance from people outside of their learning group. There must be no crowding, gathering or congregating of people from different learning groups, even if non-medical masks are worn.

What to Do If a Student or Staff Member Develops Symptoms At School

IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL

Staff must take the following steps:

1. Immediately separate the symptomatic student from others in the designated area.
2. Ask the student to put on their mask. If the student does not have a mask they will be provided with a disposable mask or tissues to cover their coughs or sneezes. Used tissues will be disposed of as soon as possible and hand hygiene performed.
3. The office will contact the student's parent or caregiver to pick them up as soon as possible.
4. Where possible, a 2-metre distance from the ill student. If not possible, staff supervising the student will wear a mask or face covering.
5. Staff must avoid touching the student's body fluids (e.g., mucous, saliva). If staff do, practice diligent hand hygiene.
6. Once the student is picked up, all staff supervising the student must practice diligent hand hygiene.
7. The custodian must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).

Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.

IF STAFF DEVELOPS SYMPTOMS AT WORK

Staff must notify the administrator and go home as soon as possible.

If unable to leave immediately:

1. Symptomatic staff must separate themselves into an area away from others, outside if practical
2. Maintain a distance of 2 metres from others.
3. Use a mask to cover their nose and mouth while they wait to be picked up.
4. The custodian must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).



BC COVID-19 Symptom Self-Assessment Tool

Daily Communication Routines

- When you arrive at school, wash your hands and head straight to your classroom, office or work area.
- Call, email or verbally check in at the office (with the designated person) and let them know you are there.
- Check your email as your administrator may have sent out a plan for the day.
- Call or email your administrator with any questions throughout the day.
- Check your email regularly for updates.
- Staff who do not have individual computers will be assigned a computer to be used while in the building.
- Call, email or verbally check out at the office when you are leaving the building at the end of the day.

General Ventilation and Air Circulation

At this time, there is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus. School districts are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers.

In order to enhance school ventilation, schools should consider:

- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit,
- ensuring that the ventilation system operates properly and maximize air exchange where possible, and
- opening windows when possible.

Staff Washrooms

- Follow the plan for washroom use established by your administrator that includes washroom occupancy limits and which employees are assigned to which washroom.
- Make sure to wash your hands when you leave the washroom.
- Follow COVID-19 hand-washing guidelines as posted.

Photocopier or Supply Room

- If you need to use the photocopier wash your hands before you begin.
- When you are done, disinfect the photocopier.
- Disinfect any shared surfaces or equipment at the photocopy area/room such as staplers, hole punches, etc. that you used.
- Only one person at a time allowed at the photocopier, in the photocopy room and in the supply room (if your school has one).
- When you are finished at the photocopier or in the supply room, wash your hands again before you go back to your office or workspace.

Staffroom and Breaks

- Wash your hands before you go into the staffroom.
- Maintain a distance of six feet/two metres between each other.
- It can be used for food storage, accessing appliances, etc.
- Bring your own lunch. If you have to leave the school during a break, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (limit microwave use, surface use, utensil use, etc.).
- Disinfect the areas, surfaces, appliances, etc. that you use in the staffroom.
- When you are finished wash your hands again before you go back to your classroom, office or workspace.
- Do not share food or drinks.

Other Shared or Specialty Spaces

- Administrators will develop protocols for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.) and post signage.
- Protocols for these spaces must be in line with district protocols.
- Disinfect used surfaces, appliances, furniture, equipment, etc. before and after use.

WorkSafeBC Requirements

If a worker is injured as part of their workplace duties/tasks, follow the established procedures.

Workers have the right to refuse unsafe work. If you have reasonable cause to believe that performing a job or task puts you or someone else at risk, you must not perform the job or task. You must immediately notify your supervisor or employer, who will then take the appropriate steps to determine if the work is unsafe and remedy the situation.

For more information about the steps to follow: www.worksafebc.com/en/health-safety/create-manage/rights-responsibilities/refusing-unsafe-work

If workers are expected to follow special safety measures such as deep cleaning, working alone, or working from home, they should know and follow any “Safe Work Procedures” for those tasks. Contact your supervisor/ principal/ vice-principal if you have any questions or concerns about work procedures.

Report all workplace injuries to your supervisor.

Our partners at Morneau Shepell are continuing to work with the District through LifeWorks. They have developed tools to help with:

- **Working from home when you are not used to it**
- **Coping with COVID-19**
- **Emotional well-being during the COVID-19 pandemic** (webinar)

Contact Information

Melissa Pledger

HR-Occupational Health & Safety Advisor

250-475-4192

MPledger@sd61.bc.ca

Brian Olohan

Facilities' Department Health & Safety Advisor

250-920-3464

BOlohan@sd61.bc.ca

2020 School Start *Learning Groups*

Elementary Educational Options

STAGE 2 IN-CLASS INSTRUCTION (Grades K-5) Learning Group = MAX 60 Students & Staff

Elementary schools will be organized into Learning Groups. If and when classes choose to work together, the Learning Group will not exceed 60 individuals.

MAX 60
PEOPLE



MAX 60
PEOPLE

Learning Groups will be assigned entry and exit doors, as well as specific recess times and outdoor play area locations.



Students will continue to receive support from staff who are not within their Learning Group. Staff moving between Learning Groups will practice physically distancing and will use Personal Protection Equipment (PPE).



Students will be oriented on all of the health and safety protocols including washroom use, hand hygiene, sneeze/cough protocols and staying home when sick.



HYBRID LEARNING OPTIONS (Grades 1-5)

Classes will be organized in single grade or multi-grade configurations.



OR



Student will receive instruction through a combination of at home learning, in-class instruction and remote learning.

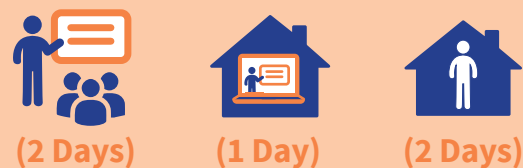


Families will be expected to support their students learning at home approximately 3 days a week.



Scheduling will include:

- Up to 2 days of in-class;
- 1 day remote/learning online led by teacher;
- 2 days of independent learning assigned by teacher



**If families opt for hybrid learning, the student will be expected to stay enrolled in this model for the entirety of the 2020-2021 school year. However, if parents are wishing to move from this model to another model within the school year, it will be dependent on available space and will be actioned during break times in the school calendar.*

This option will allow families to remain connected to their currently enrolled and/or catchment school.

Students/Parents/Caregivers with Immune Suppression:

If attending **in-class instruction is right** for their child:

We will work with families to develop options for learning to ensure appropriate preventative measures are in place.

If attending **in-class instruction is not right** for their child:

We will work with families to develop options to continue their child's education.

2020 School Start *Learning Groups*

Middle Educational Options

STAGE 2 IN-CLASS INSTRUCTION (Grades 6-8) Learning Group = MAX 60 Students & Staff

Middle schools will be organized into Learning Groups. If and when classes choose to work together, the Learning Group will not exceed 60 individuals.

MAX 60
PEOPLE



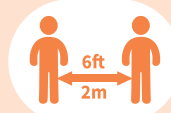
MAX 60
PEOPLE

Learning Groups will be assigned entry and exit doors, as well as specific recess times and outdoor play area locations.



Exploratory options for students will be limited to one per term for a total of three for the year.

Music programs will continue where physical distancing can be maintained when students combine from multiple Learning Groups.



Students will continue to receive support from staff who are not within their Learning Group. Staff moving between Learning Groups will practice physically distancing and will use Personal Protection Equipment (PPE).



Students will be oriented on all of the health and safety protocols including washroom use, hand hygiene, sneeze/cough protocols and staying home when sick.



HYBRID LEARNING OPTIONS

Classes will be organized in single grade or multi-grade configurations.



Student will receive instruction through a combination of at home learning, in-class instruction and remote learning.

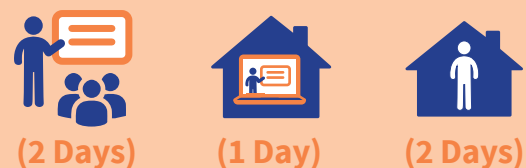


Families will be expected to support their students learning at home approximately 3 days a week.



Scheduling will include:

- Up to 2 days of in-class;
- 1 day remote/learning online led by teacher;
- 2 days of independent learning assigned by teacher



**If families opt for hybrid learning, the student will be expected to stay enrolled in this model for the entirety of the 2020-2021 school year. However, if parents are wishing to move from this model to another model within the school year, it will be dependent on available space and will be actioned during break times in the school calendar. The Hybrid Learning option will not include exploratories, band, etc.*

This option will allow families to remain connected to their currently enrolled and/or catchment school.

Students/Parents/Caregivers with Immune Suppression:

If attending **in-class instruction is right** for their child:

We will work with families to develop options for learning to ensure appropriate preventative measures are in place.

If attending **in-class instruction is not right** for their child:

We will work with families to develop options to continue their child's education.

2020 School Start *Learning Groups*

Secondary Educational Options

STAGE 2 IN-CLASS INSTRUCTION (Grades 9-12) Learning Group = MAX 120 Students & Staff

Under Stage 2 of the Education Restart Plan, secondary students will attend school each day.



**5 Days
per Week**

Students will have two face-to-face classes each 10 week term for a total of 8 courses per year.



**2 Courses
each
10 Week Term**

Course A will be face-to-face 5 mornings each week in a Learning Group of approximately 30.



Course A



5 Mornings

**Max 30
People**

Course B will be in a blended model with instruction being in-person 2 afternoons per week, supplemented by independent home study on the remaining afternoons.



Course B

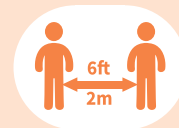


2 Afternoons



3 Afternoons

Course B in-person instruction will be in small groups to allow physical distancing.



After five weeks, courses flip – Course B becomes face-to-face every day and Course A is blended.



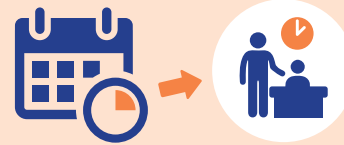
Course A



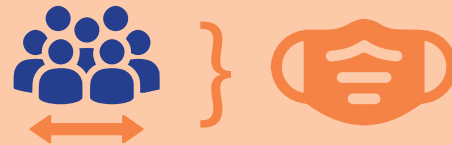
Course B

**After 5
Weeks**

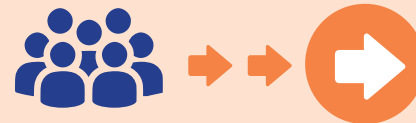
Flexible blocks will be built in to accommodate supplementary learning services.



Masks will be required in all high traffic areas such as common areas and hallways.



Traffic flow will be managed through directional signs.



Hygiene measures will be reviewed.



These modifications will enable the blended class to be divided into two groups attending on alternating days, thereby permitting physical distancing within the classroom.

Once the 10-week term is over and the two courses are completed, students commence studies in two new courses for another term, and a new Learning Group.

Students/Parents/Caregivers with Immune Suppression:

If attending **in-class instruction is right** for their child:

We will work with families to develop options for learning to ensure appropriate preventative measures are in place.

If attending **in-class instruction is not right** for their child:

We will work with families to develop options to continue their child's education.

Office of the Associate Superintendent

Colin Roberts – Associate Superintendent

To: Operations and Policy Planning Committee
From: Colin Roberts, Associate Superintendent
Date: September 21, 2020
RE: Job Descriptions in Regulations

To improve the process for keeping job descriptions current, the following job descriptions will be removed from Regulations and relocated, where warranted, under Administrative Procedures.

This action will also provide opportunity for the Human Resource Services Department to update these job descriptions as necessary, to ensure that the documents accurately reflect the current responsibilities of these positions.

- [Regulation 2120.010](#) [Director of Facilities Services](#)
- [Regulation 2120.015](#) [Associate Secretary-Treasurer](#)
- [Regulation 2120.025](#) [Director of Human Resource Services](#)
- [Regulation 2120.7](#) [District Principal – Educational Staffing](#)
- [Regulation 2122.050](#) [Community Relations Coordinator](#)
- [Regulation 2123.026](#) [Coordinator – School Services \(Special Needs\)](#)
- [Regulation 2123.0401](#) [Secretary-Treasurer’s Department, School Plant Division, Assistant Supervisor of Operations](#)
- [Regulation 2123.045](#) [Supervisor – Maintenance](#)
- [Regulation 2123.046](#) [Supervisor – Construction](#)
- [Regulation 2123.050](#) [Supervisor – Building Projects](#)
- [Regulation 2123.053](#) [Manager, Budgets and Financial Analysis](#)
- [Regulation 2123.056](#) [Manager, Accounts and Budgets](#)
- [Regulation 2123.057](#) [Manager, Payroll and Benefits](#)
- [Regulation 2127.067](#) [First Nations District Counsellors](#)
- [Regulation 2202](#) [Administrative Staff \(Elementary Schools\)](#)

- [Regulation 2203](#) [Administrative Staff \(Secondary Schools\)](#)

The Regulations have been hyperlinked for ease of access.

Colin Roberts

Associate Superintendent

Greater Victoria School District No. 61

Office: 250-475-4220

 www.sd61.bc.ca |   [@sd61schools](https://twitter.com/sd61schools)

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.

Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

TO: Operations Policy & Planning Committee
FROM: Policy Sub-Committee
RE: Policy 2100.1 Superintendent Evaluation
DATE: September 21, 2020

In June 2020, the Policy Sub-Committee recommended a draft Superintendent Evaluation Policy (the policy) Superintendent to the Operations Policy & Planning Committee (the OPPs committee). The OPPs committee voted to recommend an amended version of the policy to the Board. After this, the Policy Sub-Committee received written submissions from trustees with recommendations for amendments to the policy.

At the June Board meeting, the Board voted to refer the policy back to the OPPs committee in order that the additional amendments could be considered. As such, this policy without any additional changes is presented as draft Superintendent Evaluation Policy Option #1.

The Policy Sub-Committee met in September to consider the amendments proposed by trustees and incorporated many of them into the draft Superintendent Evaluation Policy Option #2 which is presented here for the consideration of the OPPs committee.

The Policy Sub-Committee recommends that the OPPs committee take up Option 2.

Recommended motion:

That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2, as presented;

AND FURTHER

That the policy remain in draft until the first evaluation is concluded;

AND FURTHER

That the Board review the draft Superintendent Evaluation policy immediately after completing the Superintendent Evaluation process.

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.

POLICY 2100.1

SUPERINTENDENT EVALUATION

OPTION #1

Drafted: January 2020

Adopted:

The Superintendent's evaluation provides for both accountability and growth, as well as for strengthening the relationship between the Board and the Superintendent. The written Superintendent evaluation report will affirm specific accomplishments and identify areas of growth, where applicable.

Guiding Principles

The Superintendent's evaluation:

1. Will be reasonably related to the roles and responsibilities of the Superintendent and the goals of the District strategic plan.
2. Will provide for a written evaluation of the Superintendent's performance at least once in a four-year trustee term with preference being the middle years of the Superintendent's contract.
3. Will emphasize the need for and use of evidence for evaluation purposes within the interview process.
4. Will utilize the following:
 - a. An anonymous leadership survey tool agreed upon by two trustees and the Superintendent to survey select staff (e.g. principals, vice-principals, exempt staff, past presidents of partner groups, where applicable);
 - b. An external consultant conducting interviews for direct reports, trustees and partner group leaders.

Process:

1. The Chair, in consultation with the Superintendent, will appoint two trustees to work with the Superintendent to make mutually agreeable decisions about the evaluation process, specifically but not limited to, in regards to choosing an external consultant, choosing the leadership survey tool, choosing the recipients of the survey tool and choosing the staff who will be interviewed.

2. The two appointed Trustees and the Superintendent, upon approval of the Board, will appoint an external consultant that is mutually agreeable to both parties.
3. The anonymous leadership survey will be sent to members of the following groups that have a recent working relationship with the Superintendent:
 - VCPAC Executive
 - District Leadership Team – All members
 - Principals – as chosen by two trustees and Superintendent
 - Teachers that the Superintendent has worked with
 - Indigenous Leaders
 - Union Executive Members – ASA, CUPE 382, CUPE 947, GVTA
 - Community Organization Partners who have worked with the Superintendent
 - Other – to be discussed with the two trustee representatives
4. The external consultant will conduct interviews using the questions from the question bank, with direct reports, trustees and leaders of partner groups.

These would include Senior Leadership Team, Trustees, VCPAC President, President and Vice-President of VPVPA, GVTA President and Contract Chair, CUPE 382 and 947 Presidents, other (to be determined by the two Trustees and Superintendent), select Executive Assistants, President of ASA.

The interview questions will be chosen from the question bank that will align to Roles and Responsibilities of the Superintendent (see attachment) and the goals of the Strategic Plan.
5. The external consultant will gather all evidence from the anonymous leadership survey and interviews, analyze the information and prepare a written evaluation report.
6. The evaluation report will reflect areas of strength and identify areas of growth for the Superintendent to create a growth plan that will be reviewed with the Board on an annual basis.

OPTION #1

Question Bank:

Below are recommended questions that align with the goals of the District Strategic Plan and the roles and responsibilities of the Superintendent. Four to five questions will be chosen by the external consultant to align with the role of the person being interviewed.

Does the Superintendent ensure that:

1. school principals prepare and report meaningful annual action plans for school improvement?
2. the District does a good job of ensuring learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship?
3. the District can demonstrate measurable improvement of student learning over time?
4. the District does a good job of measuring and monitoring progress relative to providing a safe and caring environment for all?
5. the District develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes?
6. the District fosters high standards of instruction and professional improvement?
7. the District provides for training of administrators and the development of leadership capacity within the District?
8. the District appropriately involves individuals and groups in the development of new administrative procedures?
9. the District ensures adherence to policies and administrative procedures?
10. the District ensures the strategic planning process involves opportunity for stakeholder input?
11. the District strategic plan is based on data and issues and trends related to student achievement?
12. the District ensures that key objectives identified for improvement are achieved?
13. they are providing clear direction for the School District?
14. they provide effective educational leadership?
15. they model a commitment to personal and professional growth?
16. they demonstrate a high commitment to meeting student needs?
17. they establish and maintains positive professional working relationships with staff?
18. they unite people towards common goals?
19. they empower others?
20. they effectively solves problems?

Roles and Responsibilities:

OPTION #1

Final Question:

In your opinion, does the Superintendent provide leadership in all matters relating to education in the District and can you provide evidence to support your opinion?

Does the Superintendent ensure that learning environments actively facilitate student learning and student wellbeing and can you provide evidence to support your opinion?

DRAFT

POLICY 2100.1

SUPERINTENDENT EVALUATION

OPTION #2

Drafted: January 2020

Draft Revision: September 2020

Adopted:

The Superintendent's evaluation provides for both accountability and growth, as well as for strengthening the relationship between the Board and the Superintendent. The written Superintendent evaluation report will affirm specific accomplishments and identify areas of growth, where applicable.

Guiding Principles

The Superintendent's evaluation:

1. Will be reasonably related to the roles and responsibilities of the Superintendent and the goals of the District strategic plan.
2. Will provide for a written evaluation of the Superintendent's performance at least once in a four-year trustee term with preference being the middle years of the Superintendent's contract.
3. Will emphasize the need for and use of evidence for evaluation purposes within the interview process.
4. Will utilize an anonymous leadership survey tool and an external consultant.

Process:

1. The Chair will appoint two trustees who will, together with the Superintendent, seek consensus relative to the evaluation process, including but not limited to, recommending an external consultant, selecting a leadership survey tool and identifying the possible recipients of the survey tool and staff who may be interviewed.
2. Upon approval of the Board, an external consultant will be engaged who will be responsible for completing the final report.
3. The anonymous leadership survey will be sent to the following that have a recent working relationship with the Superintendent:
 - Trustees
 - VCPAC Executive

OPTION #2

- District Leadership Team
 - Principals
 - Teachers
 - Indigenous Leaders
 - ASA, CUPE 382, CUPE 947, GVTA
 - Community Organization Partners
 - Other
4. The external consultant will conduct interviews with groups identified in 3 above.
The interview questions will align to Roles and Responsibilities of the Superintendent and the goals of the Strategic Plan.
 5. The external consultant will gather all information, analyze and prepare a written evaluation report to be presented to the Board.
 6. The evaluation report will be reviewed with the Board.
 7. The Superintendent will create a growth plan that will be reviewed with the Board annually.

BYLAW 9360

GENERAL MEETING OF THE BOARD

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

item(s) requires more time than can be accommodated on a regular board meeting agenda and thus needs to be the exclusive focus of the meeting.

A special meeting must be called not less than forty-eight hours' notice in writing to all trustees, unless at the call of the meeting, in writing or by telephone, a majority of trustees agree to waive the normal forty-eight hours' of written notice.

Only those items included in the agenda of the special meeting forty-eight hours before the special meetings, may be discussed. No agenda items may be added at the call of the meeting.

5. The following procedural matters will be implemented:

- The meetings will be conducted in two major sections:

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

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

- The meetings should be conducted in a timely manner and time guidelines and limits adhered to with respect to:

- * General meetings of the Board of Education commence at 7:30 p.m. and continue until no later than ~~11:00~~ 10:00 p.m., save as may be extended by majority consent

- * Starting the meeting on time;

- * The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of ~~five~~ three minutes; ~~there can only be three speakers per issue (numbers and time may be extended at the discretion of the Chair).~~

- * Individuals or delegations wishing to make a presentation at a Board meeting will make their request, including topic, background, issue and requested action, if any, on the Request for Presentation Form found at _____, by

- email, to the Secretary-Treasurer who will advance such requests to the Agenda Setting Committee for consideration and decision.
- * Individuals or delegations wishing to make a presentation will be advised of the Agenda Setting Committee's decision to place the presentation on an upcoming agenda on the Wednesday before the Regular meeting. Presentations on behalf of the groups will be presented by the spokesperson(s) of that group, who will be identified on the agenda.
 - * Presenters are to provide written and or presentation materials by 4:00 p.m. the Friday before the meeting.
 - * ~~No public debate with presenters; information only will be received~~
 - * There will be no public debate with presenters; information only will be received. Requests for action from presenters or delegations will not be considered until the following meeting of the Board, unless a motion relative to the action requested is reflected in the published agenda.
 - * The Question Period is limited to 15 minutes
6. ~~Wherever possible, The public will be encouraged to attend a Committee meeting rather than a Board meeting in order to facilitate dialogue with the public before decisions are made. Discussion and debate of issues takes place at two regularly scheduled Standing Committee meetings each month. During the Standing Committee meetings, members of the public make presentations and discussions often ensue with committee members, stakeholder groups, and staff. the~~ Education Policy and Directions, or the Operations Policy and Planning Committee meetings in order to facilitate dialogue with the public before decisions are made.

In addition to the opportunities to ~~present~~ participate at Standing Committees, ~~the Board Chair will ask partner groups~~ employee-partner groups including the Greater Victoria Teachers' Association (GVTA), the Canadian Union of Public Employees (CUPE) Local 947 and Local 382), the Victoria Parent Advisory Councils (VCPAC), Esquimalt and Songhees Nations, ~~Youth~~ Student Representatives Committee, and the Victoria Principals and Vice-Principals Association (VPVPA), ~~are able to provide comment on specific motions prior to~~

~~them being voted on by the Board. The Board Chair will ask stakeholder representatives whether they would like to provide comment on motions prior to the them being debated by the Board. of Education considering the motion.~~ Each stakeholder representative will have up to two minutes to provide comment through the Chair.

7. In the event that the Board ~~shall~~ **may** fail to conclude the business of the agenda by the time of adjournment, the Chair may **ask the Board to prioritize the remaining agenda times. Agenda items not concluded at the meeting, will be placed on the next month's agenda.** ~~designate not more than one additional meeting, to be held within one week on the day and date designated by the Chair.~~
8. ~~The agenda shall~~ **All agendas will be prepared and circulated by the Chair of the Board, with input from the Vice-Chair, the Superintendent, the Secretary-Treasurer and the Deputy Superintendent (the Agenda Setting Committee), and circulated by the Chair or designate. Proposed agenda items will be provided to the Secretary-Treasurer no later than the Monday before the meeting.**

In consultation with the Superintendent, Vice-Chair, Secretary-Treasurer and the Deputy Superintendent, and when applicable, relevant Committee Chair, items detailing a recommendation for the Board's consideration, submitted by Trustees, will be considered for inclusion on the Agenda provided initial communication with Superintendent or Designate has occurred, and is accompanied by submission of a backgrounder in standard Board format. Backgrounders will be subject to copy edit for clarity and accuracy of information, when necessary, and with consultation of submitter.

If it is determined that the item has not been properly prepared for inclusion on the Agenda (e.g. information is not correct, not accurate, not provided in backgrounder format), the Chair will communicate decision and rationale to the Trustee who submitted the item by Tuesday of the week prior to the meeting. If the Trustee does not agree with the decision, they may request it to be included on the agenda by resolution at the call of the meeting.

Agenda items, including individual trustee submissions, are not to be shared with the public prior to the agenda being finalized and items have been determined to be "in-camera" or "regular open".

9. There ~~shall~~ **will** be an agenda circulated to all trustees not less than three days prior to each regularly scheduled meeting of the Board in general session, and not less than forty-eight hours prior to a special meeting of the Board, ~~in general session.~~ **Unless otherwise called under Item 3.**
10. The agenda ~~shall~~ **will** be approved by ordinary motion as the first item of business at each meeting.
11. The **General** Agenda ~~shall~~ **will** contain the following:

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

- A. Acknowledgement of Traditional Territories; Approval of the Agenda; Approval of Previous Minutes and Business Arising from the Minutes, **and Presentations, of which first priority will be given to schools, and then to the public and community.**

~~Student Achievement Presentations; District Presentations; Community Presentations~~

- B. Correspondence

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

D. Board Committee Reports:

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

E. ~~District Leadership Team~~ Staff Reports

F. Question Period

G. Public Disclosure of In-Camera Items

H. New Business/Notice of Motions

I. Adjournment

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

12. An ~~electronic~~ copy of the Agenda ~~shall~~ will be made available to the media, partner groups and the public (website) through the Secretary-Treasurer's office ~~on the day after copies are delivered to trustees, and such Agenda shall have attached the Committee Reports.~~ **three days before the meeting.**
13. The Board Chair may reschedule any regularly-scheduled general meeting of the Board to a different time and date in order to meet the business requirements of the Board. The Board may, by ordinary resolution, cancel a regular general meeting of the Board.
14. In accordance with Section 67 of the *School Act*,

School Act Section 67:

~~the~~ **A** board may allow Trustees to participate in or attend a meeting of the **board** by telephone or other means of communication if all **trustees** and other persons participating in or attending the meeting are able to communicate with each other.

(7) If a trustee participates in or attends a meeting of the board by telephone or other means of communication as provided under subsection (6), the trustee is to be counted for the purposes of establishing a quorum.

The Chair may allow a Trustee to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees are able to communicate with each other. Such attendance ~~shall~~ will only be permitted where Trustee participation is prevented by extraordinary circumstances. Trustees wishing to attend electronically must provide a minimum of 48 hours' notice to the Chair, of such attendance.

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

Greater Victoria School District

Adopted: April 27, 1981

Various Revisions

Revised: November 25, 1991

Revised: June 23, 1997

Revised: January 16, 2006

Revised: January 19, 2009 (corrected)

Revised: November 17, 2014

Revised: December 14, 2015

Revised: June 20, 2016

Revised: April 24, 2017

Revised: April 23, 2018

Revised:

MONTHLY FINANCIAL REPORT - PROVINCIAL SAFE RETURN TO SCHOOL EXPENDITURES

As at September 17, 2020

	2020-2021						
	Budget	Sept 2020	YTD	Encumbrances	Total Exp	Available	%
SALARIES - CUSTODIAN - Cleaning Frequency	691,709	-	-	-	-	691,709	100%
BENEFITS - CUSTODIAN - Cleaning Frequency	152,176	-	-	-	-	152,176	100%
SUPPLIES - CUSTODIAN - Cleaning Supplies	187,122	1,891	10,280	75,534	85,814	101,308	54%
SUPPLIES - INSTRUCTIONAL - Face Masks/Shields	79,177	4,019	4,019	92,242	96,260	(17,083)	-22%
COMPUTER PURCHASES - Computers & Assistive Technology	105,620	-	-	-	-	105,620	100%
INSTRUCTIONAL SUPPLIES - Improved Hand Hygiene	336,453	-	15,909	24,380	40,289	12	0%
GRAND TOTAL	1,552,257	5,910	30,208	192,155	222,363	1,033,742	67%

How will the funding be allocated?

Total funding allocations for the public school system are:

	(\$ millions)
Reusable Masks / Face Shields	2.2
Computers and Assistive Technology	3.0
Cleaning Supply	5.1
Improved Hand Hygiene	9.2
Cleaning Frequency	23.0

Funding allocations have been determined by the Ministry of Education in consultation with BCASBO and is based on:

1. Reusable Masks / Face Shields

- A weighted sum of all student headcount / all staff headcount

2. Computers and Assistive Technology

- Weighted by the proportion of a school districts students who are students with special needs and self-identified indigenous students

3. Cleaning Supplies and Cleaning Frequency

- Weight by the total amount of school space in a district as used for AFG calculations

4. Improved Hand Hygiene

- Weight by the total amount of school space in a district as used for AFG calculations

When can school districts expect to receive the funding?

Funding will be disbursed through CDS in September.

What are the reporting requirements?

School districts are required to submit the attached reporting template and return it to the Ministry by October 11, 2020 with their preliminary spending plans. An interim report will be due in January 2021 and a final report will be required at the end of the school year.

What can the funding be used for?

As the Safe Return to School Grant is being disbursed as a Special Purpose Fund, funding can only be used for the uses specified in the reporting template. If you are unsure if a specific use is permitted, please contact Tim.Jah@gov.bc.ca.

TABLE E
SAFE RETURN TO SCHOOL GRANT
Updated August 2020

School District	Resusable Masks/Face Shields	Improved Hand Hygiene	Computers & Assistive Technology	Cleaning Supplies	Cleaning Frequency	Total, Safe Return to School Grant
5 Southeast Kootenay	23,707	104,379	45,644	58,051	261,800	493,581
6 Rocky Mountain	13,913	62,210	24,543	34,599	156,034	291,299
8 Kootenay Lake	18,982	94,984	32,636	52,827	238,238	437,667
10 Arrow Lakes	2,032	10,343	2,519	5,752	25,942	46,588
19 Revelstoke	4,201	18,721	5,319	10,412	46,955	85,608
20 Kootenay-Columbia	16,261	68,477	23,313	38,084	171,754	317,889
22 Vernon	33,708	136,589	51,167	75,965	342,589	640,018
23 Central Okanagan	92,053	377,365	121,836	209,876	946,498	1,747,628
27 Cariboo-Chilcotin	19,330	80,412	34,625	44,722	201,688	380,777
28 Quesnel	12,655	54,643	25,390	30,390	137,054	260,132
33 Chilliwack	53,808	227,547	94,465	126,553	570,729	1,073,102
34 Abbotsford	76,203	332,838	99,567	185,112	834,818	1,528,538
35 Langley	84,274	348,175	108,576	193,641	873,285	1,607,951
36 Surrey	288,449	1,127,221	330,804	626,917	2,827,271	5,200,662
37 Delta	63,144	247,762	85,760	137,795	621,431	1,155,892
38 Richmond	80,506	322,601	64,682	179,418	809,140	1,456,347
39 Vancouver	195,598	776,055	206,405	431,612	1,946,484	3,556,154
40 New Westminster	26,241	107,344	25,686	59,701	269,238	488,210
41 Burnaby	96,641	375,410	89,120	208,788	941,594	1,711,553
42 Maple Ridge-Pitt Meadows	59,056	231,254	85,451	128,615	580,026	1,084,402
43 Coquitlam	120,896	529,541	118,904	294,510	1,328,183	2,392,034
44 North Vancouver	63,000	244,919	58,390	136,214	614,300	1,116,823
45 West Vancouver	28,428	112,279	17,688	62,445	281,616	502,456
46 Sunshine Coast	13,027	57,996	37,570	32,255	145,465	286,313
47 Powell River	8,718	36,334	24,177	20,208	91,133	180,570
48 Sea to Sky	20,083	86,078	27,489	47,873	215,898	397,421
49 Central Coast	1,223	5,179	2,611	2,880	12,990	24,883
50 Haida Gwaii	2,172	10,737	5,281	5,972	26,931	51,093
51 Boundary	5,406	25,739	10,778	14,315	64,559	120,797
52 Prince Rupert	8,226	38,581	23,655	21,457	96,768	188,687
53 Okanagan Similkameen	9,502	42,829	20,028	23,820	107,422	203,601
54 Bulkley Valley	8,032	36,650	12,831	20,383	91,924	169,820
57 Prince George	53,059	221,082	118,050	122,958	554,514	1,069,663
58 Nicola-Similkameen	8,342	38,568	17,601	21,450	96,736	182,697
59 Peace River South	15,126	66,356	28,951	36,905	166,432	313,770
60 Peace River North	24,494	111,447	37,956	61,982	279,529	515,408
61 Greater Victoria	79,177	336,453	105,620	187,122	843,885	1,552,257
62 Sooke	44,482	188,118	63,547	104,624	471,834	872,605
63 Saanich	28,301	120,714	43,729	67,136	302,772	562,652
64 Gulf Islands	6,352	33,552	7,071	18,660	84,154	149,789
67 Okanagan Skaha	22,786	105,357	33,153	58,596	264,255	484,147
68 Nanaimo-Ladysmith	56,493	228,670	82,365	127,178	573,546	1,068,252
69 Qualicum	16,437	66,580	24,460	37,029	166,994	311,500
70 Alberni	15,091	65,176	26,198	36,248	163,473	306,186
71 Comox Valley	32,140	132,479	44,787	73,679	332,280	615,365
72 Campbell River	21,812	98,592	40,084	54,833	247,286	462,607
73 Kamloops-Thompson	58,792	251,432	93,017	139,837	630,636	1,173,714
74 Gold Trail	5,016	26,143	11,983	14,540	65,571	123,253
75 Mission	25,331	102,611	42,364	57,068	257,367	484,741
78 Fraser-Cascade	7,864	32,729	16,828	18,203	82,090	157,714
79 Cowichan Valley	32,762	138,270	56,961	76,900	346,805	651,698
81 Fort Nelson	2,882	14,750	5,955	8,204	36,996	68,787
82 Coast Mountains	17,481	81,846	39,499	45,519	205,284	389,629
83 North Okanagan-Shuswap	26,635	126,829	48,713	70,537	318,109	590,823
84 Vancouver Island West	2,475	16,603	6,763	9,234	41,642	76,717
85 Vancouver Island North	5,631	27,256	14,642	15,159	68,363	131,051
87 Stikine	777	4,598	1,610	2,557	11,533	21,075
91 Nechako Lakes	13,168	62,115	42,553	34,546	155,794	308,176
92 Nisga'a	1,673	8,631	5,628	4,800	21,649	42,381
93 Conseil scolaire francophone	25,946	131,854	23,003	73,332	330,713	584,848
Provincial Total	2,200,000	9,170,000	3,000,000	5,100,000	23,000,000	42,470,000

2020-2021 Enrolment Update at September 18, 2020 (INTERIM: NOT FINAL)

															School Age	Non-	Graduated	Enrolment at	Enrolment	Change from		Funded FTE	Change from			
2020-2021 Enrolment by Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	EU/SU	Enrollment	Graduated	Adults	Adults	September 18, 2020 (FTE) NOT FINAL	Projection for Funding Feb 2020 (FTE)	Enrolment Projection for Funding	%	Sept 2019	Previous Year	%	
ELEMENTARY	A																		B	A-B		C	A-C			
Braefoot	33	37	39	37	52	42	-	-	-	-	-	-	-	-	240	-	-	-	240	261	(21)	-8%	254	(14)	-6%	
Campus View	71	73	70	76	72	72	-	-	-	-	-	-	-	-	434	-	-	-	434	442	(8)	-2%	430	4	1%	
Cloverdale	52	47	52	49	55	41	-	-	-	-	-	-	-	-	296	-	-	-	296	305	(9)	-3%	302	(6)	-2%	
Craigflower	22	21	26	26	17	13	-	-	-	-	-	-	-	-	125	-	-	-	125	141	(16)	-11%	131	(6)	-5%	
Doncaster	69	66	78	59	76	66	-	-	-	-	-	-	-	-	414	-	-	-	414	408	6	1%	416	(2)	0%	
Eagle View	61	31	37	38	48	42	-	-	-	-	-	-	-	-	257	-	-	-	257	250	7	3%	232	25	11%	
Frank Hobbs	33	49	46	35	38	51	-	-	-	-	-	-	-	-	252	-	-	-	252	286	(34)	-12%	293	(41)	-14%	
George Jay	75	82	89	94	60	40	-	-	-	-	-	-	-	-	440	-	-	-	440	508	(68)	-13%	506	(66)	-13%	
Hillcrest	43	43	53	48	52	50	-	-	-	-	-	-	-	-	289	-	-	-	289	295	(6)	-2%	283	6	2%	
James Bay	23	31	37	38	28	34	-	-	-	-	-	-	-	-	191	-	-	-	191	201	(10)	-5%	215	(24)	-11%	
Lake Hill	35	43	31	36	31	31	-	-	-	-	-	-	-	-	207	-	-	-	207	205	2	1%	191	16	8%	
Macaulay	79	82	80	75	76	65	-	-	-	-	-	-	-	-	457	-	-	-	457	481	(24)	-5%	474	(17)	-4%	
Margaret Jenkins	79	68	75	64	81	88	-	-	-	-	-	-	-	-	455	-	-	-	455	419	36	9%	445	10	2%	
Marigold	39	47	54	34	59	51	-	-	-	-	-	-	-	-	284	-	-	-	284	291	(7)	-2%	296	(12)	-4%	
McKenzie	41	41	36	37	35	38	-	-	-	-	-	-	-	-	228	-	-	-	228	237	(9)	-4%	224	4	2%	
Northridge	47	45	43	39	39	42	-	-	-	-	-	-	-	-	255	-	-	-	255	236	19	8%	253	2	1%	
Oaklands	67	81	92	89	79	101	-	-	-	-	-	-	-	-	509	-	-	-	509	509	0	0%	525	(16)	-3%	
Quadra	79	67	78	68	48	69	-	-	-	-	-	-	-	-	409	-	-	-	409	422	(13)	-3%	427	(18)	-4%	
Rogers	43	58	40	57	42	56	-	-	-	-	-	-	-	-	296	-	-	-	296	297	(1)	0%	309	(13)	-4%	
Sir James Douglas	74	66	75	91	78	60	-	-	-	-	-	-	-	-	444	-	-	-	444	452	(8)	-2%	455	(11)	-2%	
South Park	24	29	32	30	34	20	-	-	-	-	-	-	-	-	169	-	-	-	169	166	3	2%	182	(13)	-7%	
Strawberry Vale	51	35	39	41	44	39	-	-	-	-	-	-	-	-	249	-	-	-	249	257	(8)	-3%	268	(19)	-7%	
Tillicum	71	73	72	47	67	67	-	-	-	-	-	-	-	-	397	-	-	-	397	429	(32)	-7%	412	(15)	-4%	
Torquay	48	46	60	60	57	45	-	-	-	-	-	-	-	-	316	-	-	-	316	331	(15)	-5%	320	(4)	-1%	
Victoria West	58	43	44	45	51	33	-	-	-	-	-	-	-	-	274	-	-	-	274	294	(20)	-7%	276	(2)	-1%	
View Royal	54	51	45	50	43	59	-	-	-	-	-	-	-	-	302	-	-	-	302	326	(24)	-7%	334	(32)	-10%	
Willows	93	92	83	106	110	107	-	-	-	-	-	-	-	-	591	-	-	-	591	636	(45)	-7%	601	(10)	-2%	
Total Elementary	1,464	1,447	1,506	1,469	1,472	1,422									8,780	-	-	-	8,780	9,085	(305)	-3%	9,054	(274)	-3%	
MIDDLE																										
Arbutus							140	145	151						436.000	-	-	-	436.000	428.000	8	2%	424.000	12	3%	
Cedar Hill							166	163	133						462.000	-	-	-	462.000	472.000	(10)	-2%	477.000	(15)	-3%	
Central							172	191	189						552.000	-	-	-	552.000	560.000	(8)	-1%	601.000	(49)	-8%	
Colquitz							172	175	163						510.000	-	-	-	510.000	521.000	(11)	-2%	502.000	8	2%	
Glanford							109	98	145						352.000	-	-	-	352.000	375.000	(23)	-6%	373.000	(21)	-6%	
Gordon Head							105	98	109						312.000	-	-	-	312.000	332.750	(21)	-6%	338.500	(27)	-8%	
Lansdowne							236	248	197						681.000	-	-	-	681.000	714.000	(33)	-5%	633.000	48	8%	
Monterey							133	115	131						379.000	-	-	-	379.000	385.000	(6)	-2%	372.000	7	2%	
Rockheights							70	79	74						223.000	-	-	-	223.000	244.000	(21)	-9%	226.000	(3)	-1%	
Shoreline							109	120	75						304.000	-	-	-	304.000	322.000	(18)	-6%	298.000	6	2%	
Total Middle							1,412	1,432	1,367						4,211.000	-	-	-	4,211.000	4,353.750	(143)	-3%	4,244.500	(34)	-1%	
SECONDARY																										
Esquimalt											183	198.000	149.375	183.438	4.375	718.438	-	-	-	718.438	699.279	19	3%	710.813	8	1%
Lambrick Park											119	101.375	141.063	117.938	1.813	481.188	-	-	-	481.188	494.343	(13)	-3%	491.625	(10)	-2%
Mount Douglas											184	186.375	188.375	207.250	8.625	774.375	-	-	-	774.375	786.943	(13)	-2%	853.375	(79)	-9%
Oak Bay											288	326.938	254.375	271.345	8.125	1,148.532	-	-	-	1,148.532	1,217.441	(69)	-6%	1,196.813	(48)	-4%
Reynolds											217	226.313	239.625	225.875	14.500	923.313	0.125	-	-	923.438	1,029.218	(106)	-10%	1,001.536	(78)	-8%
Spectrum											239	237.125	230.625	261.938	9.375	977.813	-	-	-	977.813	982.620	(5)	0%	1,042.188	(64)	-6%
Victoria											160	178.063	164.625	197.500	8.688	708.750	0.813	-	-	709.563	759.537	(50)	-7%	754.188	(45)	-6%
Total Secondary										-	616	641.500	634.875	685.313	32.563	5,732.407	0.938	-	-	5,733.345	5,969.382	(236)	-4%	6,050.536	(317)	-5%
OTHER																										
Victor School						1	1	2	2	1					7.000	14.000	-	-	-	14.000	12.000	2	17%	14.000	0	0%
Continuing Education													0.125	0.250		0.375	3.000	1.625		5.000	23.721	(19)	-79%	35.750	(31)	-86%
Alt Ed (SJ Burnside)										7	8.000	28.000	65.000	1.000		109.000	-	-		109.000	199.000	(90)	-45%	222.000	(113)	-51%
Home Learner's Link								1			0.500	5.000	40.000	0.125		46.625	1.750	1.250		49.625	42.887	7	16%	48.688	1	2%
Total Other	-	-	-	-	-	1	1	3	2	8	8.500	33.125	105.250	8.125	170.000	4.750	2.875		177.625	277.608	(100)	-36%	320.438	(143)	-45%	
GRAND TOTAL	1,464	1,447	1,506	1,469	1,472	1,423	1,413	1,435	1,369	6																

2020-2021 Budget Change Report: August 2020 - Operating

	Revenue	Expenses
2020-2021 Preliminary Budget - Operating (CARRIED June 22, 2020)	204,508,700	211,555,506
Surplus Appropriation:		
Budgeted 19-20 Surplus Appropriation June 22, 2020	7,046,806	
Net School Funded Balances		
International Student Program		
Continuing Education		
Purchase Order Commitments		
Department Carry Forwards		
COVID Contingency (Cover what funding protection may not)		
	7,046,806	0
	211,555,506	211,555,506
Changes - Amended Budget		
- Schools Protection Program (Insurance) Premium Increase		15,442
- Braefoot Turf Field Joint Use Agreement - Capital Contribution		5,000
- Grounds Foreman Crew Adjustment		18,000
Total Changes:	0	38,442
Amended Budget to September 28, 2020	211,555,506	211,593,948

MONTHLY FINANCIAL REPORT - OPERATING REVENUES - August 2020

	2020-2021						2019-2020					
	Budget	Aug 2020	YTD	Available	%	!!	Budget	Aug 2019	YTD	Available	%	
602 CE/HL OTHER FEES	(500)	-	-	(500)	100%	!!	(500)	-	-	(500)	100%	
605 CE/HL REGISTRATION FEES	(12,300)	(350)	(350)	(11,950)	97%	!!	(12,475)	(1,300)	(1,300)	(11,175)	90%	
621 MINISTRY BLOCK FUNDING	(183,882,816)	(5,484,591)	(10,969,182)	(172,913,634)	94%	!!	(181,291,074)	(5,365,367)	(10,730,735)	(170,560,339)	94%	
629 OTHER MIN OF ED GRANTS	(7,707,875)	-	-	(7,707,875)	100%	!!	(6,909,680)	-	-	(6,909,680)	100%	
641 REVENUE -OTHER PROV MINISTRIES	(50,000)	-	-	(50,000)	100%	!!	(52,138)	-	-	(52,138)	100%	
643 SUMMER SCHOOL FEES	(28,581)	-	(1,740)	(26,841)	94%	!!	(28,581)	-	(30,641)	2,060	-7%	
644 CE/HL COURSE FEES	(18,500)	-	-	(18,500)	100%	!!	(18,500)	-	-	(18,500)	100%	
645 REVENUE-CAFETERIA	(226)	(226)	(226)	(0)		!!	(101,045)	-	-	(101,045)	100%	
647 OFFSHORE STUDENTS TUITION FEES	(8,486,223)	141,613	(9,164,388)	678,165	-8%	!!	(15,134,244)	(610,634)	(12,606,019)	(2,528,225)	17%	
648 LOCAL EDUCATION AGREEMENTS	(1,030,941)	0	0	(1,030,941)	100%	!!	(1,063,116)	(271,459)	(271,459)	(791,657)	74%	
649 MISC FEES & REVENUE	(353,180)	(113,718)	(146,781)	(206,399)	58%	!!	(691,406)	(66,207)	(129,711)	(561,695)	81%	
651 COMMUNITY USE OF FACILITIES	(878,397)	(8,276)	(209,617)	(668,780)	76%	!!	(1,819,508)	(25,414)	(49,783)	(1,769,725)	97%	
652 COMMUNITY USE OF FIELDS	(66,000)	-	-	(66,000)	100%	!!	-	(13,091)	(34,878)	34,878		
653 COMMUNITY USE OF THEATRE	(90,000)	(440)	(868)	(89,133)	99%	!!	(26,588)	(2,187)	(4,524)	(22,064)	83%	
654 PARKING FEES	(17,000)	(5,400)	(9,300)	(7,700)	45%	!!	-	(506)	(2,170)	2,170		
655 RENTALS LIAB INS REVENUE				-		!!	-	(1,685)	(2,070)	2,070		
659 OTHER RENTALS & LEASES	(765,667)	(31,962)	(47,489)	(718,178)	94%	!!	(2,000)	(130,302)	(187,369)	185,369	-9268%	
661 INTEREST	-	(713)	(713)	713		!!	-	(3,398)	(3,398)	3,398		
669 INVESTMENT REVENUE	(1,030,000)	(48,263)	(92,436)	(937,564)	91%	!!	(1,030,000)	(109,361)	(200,790)	(829,210)	81%	
671 SURPLUS FROM PRIOR YEAR	(9,682,118)	-	-	(9,682,118)	100%	!!	(20,276,921)	-	(14,827,885)	(5,449,036)	27%	
GRAND TOTAL	(214,100,324)	(5,552,325)	(20,643,089)	(193,457,235)	90%		(228,457,776)	(6,600,911)	(39,082,731)	(189,375,045)	83%	

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - August 2020

	2020-2021							2019-2020						
	Budget	Aug 2020	YTD	Encumbrances	Total Exp	Available	%	Budget	Aug 2019	YTD	Encumbrances	Total Exp	Available	%
SALARIES														
111 CERTIFICATED TEACHERS	91,264,830	-	16,515	-	16,515	91,248,315	100%	91,509,190	(2,383)	114,124	-	114,124	91,395,066	100%
112 PRINCIPALS AND VICE PRINCIPALS	14,178,826	1,126,149	2,231,287	-	2,231,287	11,947,539	84%	13,854,934	1,066,315	2,144,767	-	2,144,767	11,710,167	85%
114 ALLIED SPECIALISTS	2,019,303	-	-	-	-	2,019,303	100%	1,555,569	-	-	-	-	1,555,569	100%
115 DEPARTMENT HEAD ALLOWANCES	256,115	-	-	-	-	256,115	100%	255,635	-	-	-	-	255,635	100%
120 EXEMPT STAFF (CERT)	1,278,295	101,585	203,649	-	203,649	1,074,646	84%	1,167,219	126,776	189,554	-	189,554	977,665	84%
121 EXEMPT STAFF (NON-CERT)	3,643,802	256,015	550,432	-	550,432	3,093,370	85%	3,436,452	355,859	519,990	-	519,990	2,916,462	85%
122 CUSTODIANS	2,352,064	155,230	295,114	-	295,114	2,056,950	87%	2,255,875	166,890	329,590	-	329,590	1,926,285	85%
123 JANITORS	3,480,867	300,075	580,363	-	580,363	2,900,504	83%	3,443,343	259,604	522,148	-	522,148	2,921,195	85%
125 FOREMEN	507,865	42,252	74,765	-	74,765	433,100	85%	493,510	26,979	46,769	-	46,769	446,741	91%
126 TRADESMEN/LABOURERS	3,703,806	284,553	510,399	-	510,399	3,193,407	86%	3,655,575	294,257	567,963	-	567,963	3,087,612	84%
131 SCHOOL ASSISTANT SALARIES	16,842,722	64,370	(95,739)	-	(95,739)	16,938,461	101%	17,501,670	49,211	141,535	-	141,535	17,360,135	99%
142 CLERICAL SALARIES	8,873,045	589,612	787,332	-	787,332	8,085,713	91%	8,650,034	607,183	814,330	-	814,330	7,835,704	91%
161 TTOC SALARIES	7,218,771	16,101	28,579	-	28,579	7,190,192	100%	7,298,457	30,694	86,006	-	86,006	7,212,451	99%
165 RELIEF LABOUR	416,901	46,169	87,808	-	87,808	329,093	79%	442,655	46,767	87,831	-	87,831	354,824	80%
167 SCHOOL ASSIST RELIEF	600,250	(1,895)	(3,789)	-	(3,789)	604,039	101%	714,332	6,503	11,233	-	11,233	703,099	98%
168 CASUAL CLERICAL SALARIES	131,871	2,824	4,284	-	4,284	127,587	97%	154,370	13,289	25,044	-	25,044	129,326	84%
170 MONITORS	25,000	-	-	-	-	25,000	100%	15,917	-	-	-	-	15,917	100%
191 TRUSTEES INDEMNITY	224,095	18,452	36,904	-	36,904	187,191	84%	218,822	18,018	36,036	-	36,036	182,786	84%
199 RECOVERIES	(485,167)	(23,500)	(73,952)	-	(73,952)	(411,215)	85%	(531,044)	(10,429)	(43,401)	-	(43,401)	(487,643)	92%
TOTAL -- SALARIES	156,533,261	2,977,993	5,233,951	-	5,233,951	151,299,310	97%	156,092,515	3,055,533	5,593,519	-	5,593,519	150,498,996	96%
BENEFITS														
211 TEACHER BENEFITS	21,812,293	12,491	982,442	-	982,442	20,829,851	95%	21,321,878	11,960	1,080,963	-	1,080,963	20,240,915	95%
212 PRINCIPALS & VP BENEFITS	2,849,943	186,658	412,941	-	412,941	2,437,002	86%	2,757,129	172,181	393,019	-	393,019	2,364,110	86%
214 ALLIED SPECIALISTS BENEFITS	415,976	-	6,726	-	6,726	409,250	98%	295,560	1,574	14,257	-	14,257	281,303	95%
215 DEPT HEAD ALLOWANCE BENEFITS	61,212	-	-	-	-	61,212	100%	59,564	-	-	-	-	59,564	100%
218 EMPLOYEE FUTURE BENEFITS EXPENSE	380,735	13,223	454,126	-	454,126	(73,391)	-19%	-	5,143	91,971	-	91,971	(91,971)	
220 EXEMPT (CERT) - BENEFITS	246,711	16,536	36,980	-	36,980	209,731	85%	230,619	19,917	34,915	-	34,915	195,705	85%
221 EXEMPT (N-CERT) BENEFITS	706,896	45,443	110,922	-	110,922	595,974	84%	676,694	59,779	105,760	-	105,760	570,934	84%
222 CUSTODIAN BENEFITS	517,455	36,357	78,035	-	78,035	439,420	85%	527,262	38,729	88,332	-	88,332	438,930	83%
223 JANITOR BENEFITS	765,791	58,645	126,432	-	126,432	639,359	83%	805,686	51,634	117,869	-	117,869	687,817	85%
225 FOREMEN BENEFITS	111,730	9,386	18,701	-	18,701	93,029	83%	115,067	7,372	14,973	-	14,973	100,094	87%
226 TRADESMEN/LABOURER BENEFITS	814,837	65,925	134,839	-	134,839	679,998	83%	853,744	65,064	143,836	-	143,836	709,908	83%
231 SCHOOL ASSISTANT BENEFITS	4,008,568	11,751	72,483	-	72,483	3,936,085	98%	4,279,516	5,566	123,848	-	123,848	4,155,668	97%
242 CLERICAL BENEFITS	2,111,290	125,657	237,157	-	237,157	1,874,133	89%	2,120,802	134,868	256,981	-	256,981	1,863,821	88%
261 TTOC BENEFITS	1,321,070	2,925	9,406	-	9,406	1,311,664	99%	1,334,070	4,106	33,497	-	33,497	1,300,573	97%
265 RELIEF LABOUR BENEFITS	59,617	13,742	26,290	-	26,290	33,327	56%	64,184	11,633	23,757	-	23,757	40,427	63%
267 RELIEF ASSISTANT BENEFITS	65,450	-	-	-	-	65,450	100%	87,616	616	1,296	-	1,296	86,320	99%
268 CASUAL CLERICAL BENEFITS	22,001	3	3	-	3	21,998	100%	21,605	-	(8)	-	(8)	21,613	100%
270 MONITORS BENEFITS	2,525	-	-	-	-	2,525	100%	1,513	-	-	-	-	1,513	100%
291 TRUSTEE BENEFITS	13,670	1,122	2,244	-	2,244	11,426	84%	4,376	1,079	2,157	-	2,157	2,219	51%
299 OTHER - BENEFITS	(67,441)	-	-	-	-	(67,441)	100%	(57,689)	-	-	-	-	(57,689)	100%
TOTAL -- BENEFITS	36,220,329	599,863	2,709,727	-	2,709,727	33,510,602	93%	35,499,196	591,221	2,527,422	-	2,527,422	32,971,774	93%
SERVICES & SUPPLIES														
311 AUDIT	26,924	-	(5,588)	-	(5,588)	32,512	121%	25,000	-	21,336	-	21,336	3,664	15%
312 LEGAL	93,580	12,457	17,822	-	17,822	75,758	81%	178,580	965	965	-	965	177,615	99%
323 SOFTWARE MAINTENANCE	1,010,278	24,728	152,906	20,752	173,659	836,620	83%	1,003,369	298,666	322,357	34,049	356,405	646,964	64%
324 HARDWARE MAINTENANCE	95,399	-	4,887	3,682	8,569	86,830	91%	85,806	-	4,887	80,537	85,424	382	0%
331 CONTRACTED TRANSPORTATION	987,107	-	-	130,048	130,048	857,059	87%	1,048,412	16,590	17,301	-	17,301	1,031,111	98%
332 TRANSPORTATION ASSISTANCE	32,353	-	-	-	-	32,353	100%	32,353	-	-	-	-	32,353	100%
334 SCHOOL JOURNEYS	8,985	113	113	-	113	8,873	99%	82,200	4,524	27,616	-	27,616	54,584	66%
341 PRO-D & TRAVEL	626,037	6,205	3,471	6,036	9,507	616,530	98%	1,023,786	131,444	198,422	-	198,422	825,364	81%
342 TRAVEL MILEAGE	1,914	-	-	-	-	1,914	100%	4,298	271	470	-	470	3,828	89%
343 LOCAL MILEAGE	72,576	3,593	3,828	-	3,828	68,748	95%	88,654	3,021	3,436	-	3,436	85,218	96%
345 STAFF TRAINING								4,424	-	-	-	-	4,424	100%
364 VEHICLE LEASES	115,235	17,663	27,265	-	27,265	87,970	76%	115,235	-	19,206	-	19,206	96,029	83%

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - August 2020

	2020-2021							!!	2019-2020						
	Budget	Aug 2020	YTD	Encumbrances	Total Exp	Available	%		Budget	Aug 2019	YTD	Encumbrances	Total Exp	Available	%
371 MEMBERSHIP FEES	96,555	6,026	89,868	-	89,868	6,687	7%	!!	107,515	3,973	87,923	-	87,923	19,592	18%
391 PREMIUMS	372,000	273	50,529	-	50,529	321,471	86%	!!	359,998	44,474	98,827	-	98,827	261,171	73%
399 SERVICES RECOVERY								!!	(7,594)	(5,664)	(5,664)	-	(5,664)	(1,930)	25%
421 VISA EXPENSE	25,000	800	2,607	-	2,607	22,393	90%	!!	30,763	2,729	4,494	-	4,494	26,269	85%
422 BANK SERVICE CHARGES	117,555	4,287	8,109	-	8,109	109,446	93%	!!	124,261	4,331	7,114	-	7,114	117,147	94%
431 LAND TELEPHONE	48,283	3,728	3,806	-	3,806	44,477	92%	!!	150,722	12,999	13,494	-	13,494	137,228	91%
438 CELL PHONES	767,794	250,46-	16,209	-	16,209	751,585	98%	!!	797,968	960	20,586	-	20,586	777,382	97%
441 POSTAGE	30,602	854	12,324	3,411	15,735	14,867	49%	!!	56,592	3,409	13,391	2,274	15,665	40,927	72%
444 COURIER SERVICE	9,908	2,832	(7,906)	-	(7,906)	17,814	180%	!!	30,649	2,014	1,113	-	1,113	29,536	96%
445 ADVERTISING	79,352	3,598	36,279	-	36,279	43,073	54%	!!	237,900	13,107	103,117	-	103,117	134,784	57%
446 PHOTOCOPYING	27,660	-	-	-	-	27,660	100%	!!	226,321	-	-	-	-	226,321	100%
447 PRINTING SERVICES	40,289	535	535	-	535	39,754	99%	!!	52,949	854	1,353	-	1,353	51,596	97%
448 AGENT FEE	135,326	17,418	185,677	-	185,677	(50,351)	-37%	!!	1,275,380	45,181	473,883	-	473,883	801,497	63%
450 GRANTS	89,827	-	-	-	-	89,827	100%	!!	62,350	-	-	-	-	62,350	100%
451 CULTURAL ENRICHMENT	10,232	-	-	-	-	10,232	100%	!!	8,060	-	80	-	80	7,980	99%
452 HONORARIA	16,747	200	200	-	200	16,547	99%	!!	13,342	-	-	-	-	13,342	100%
453 SCHOLARSHIPS	-	6,000	6,000	-	6,000	(6,000)		!!	7,000	-	2,000	-	2,000	5,000	71%
457 GIFT / GIFT CERTIFICATES	5,093	100	100	-	100	4,993	98%	!!	2,472	322	322	-	322	2,150	87%
460 LICENCES	20,500	-	-	-	-	20,500	100%	!!	20,500	-	-	-	-	20,500	100%
461 FREIGHT AND CARTAGE	200	-	-	-	-	200	100%	!!	200	-	-	-	-	200	100%
462 SECURITY	100,434	8,459	16,137	13,843	29,980	70,454	70%	!!	100,282	8,469	21,232	15,850	37,082	63,200	63%
467 FLEET TELEMATICS	19,200	8,688	8,752	-	8,752	10,448	54%	!!	19,200	2,313	3,170	-	3,170	16,030	83%
468 CONTRACT SERVICES - FACILITIES	566,975	151,851	216,174	77,085	293,259	273,716	48%	!!	672,337	73,943	28,765	107,489	136,254	536,083	80%
469 MISCELLANEOUS SERVICES	1,342,952	36,957	77,821	66,580	144,400	1,198,552	89%	!!	2,696,239	214,211	260,604	127,020	387,624	2,308,615	86%
481 PORTABLE MOVES	60,000	20,940	20,940	-	20,940	39,060	65%	!!	60,000	-	-	-	-	60,000	100%
499 COST RECOVERIES	-	7	7	-	7	(7)		!!	(1,019)	3,000	3,777	-	3,777	(4,796)	471%
501 CAFETERIA FOOD	34,244	12	12	-	12	34,232	100%	!!	162,197	308	308	-	308	161,889	100%
503 WOOD	2,377	-	-	-	-	2,377	100%	!!	15,125	-	-	-	-	15,125	100%
504 METAL								!!	6,436	-	-	-	-	6,436	100%
505 APPLIED TECHNOLOGY SUPPLIES	1,868	-	-	-	-	1,868	100%	!!	1,972	-	-	-	-	1,972	100%
506 DRAFTING SUPPLIES								!!	122	-	-	-	-	122	100%
508 AUTOMOTIVE								!!	2,937	-	-	-	-	2,937	100%
511 ADMINISTRATIVE SUPPLIES	143,981	6,626	7,430	-	7,430	136,551	95%	!!	348,625	11,568	16,221	-	16,221	332,404	95%
512 COPY/PRINTER SUPPLIES	22,330	485	485	-	485	21,845	98%	!!	197,211	1,569	1,569	-	1,569	195,642	99%
514 JANITORIAL SUPPLIES	403,383	8,517	20,076	0	20,076	383,307	95%	!!	403,383	25,190	68,090	0	68,090	335,293	83%
515 VEHICLE SUPPLIES	15,000	1,098	2,014	-	2,014	12,986	87%	!!	15,000	1,152	2,189	-	2,189	12,811	85%
516 MEDICAL SUPPLIES	1,293	-	-	-	-	1,293	100%	!!	4,979	-	-	-	-	4,979	100%
518 VEHICLE FUEL PURCHASES	154,743	12,686	22,422	-	22,422	132,321	86%	!!	155,298	11,883	22,556	0	22,556	132,742	85%
519 INSTRUCTIONAL SUPPLIES	6,736,718	117,621	179,708	340,883	520,592	6,216,126	92%	!!	17,429,494	210,598	331,064		331,064	17,098,430	98%
520 BOOKS & GUIDES	877,815	1,607	6,001	-	6,001	871,814	99%	!!	595,465	3,892	8,290	-	8,290	587,175	99%
525 MAGAZINES & PERIODICALS	951	-	111	-	111	840	88%	!!	3,505	216	244	-	244	3,261	93%
530 AUDIO VISUAL MATERIALS								!!	14	-	-	-	-	14	100%
534 SOFTWARE	96,429	91	18,066	-	18,066	78,363	81%	!!	56,603	40,913	45,856	-	45,856	10,747	19%
541 LIGHT & POWER	1,717,413	110,097	128,458	-	128,458	1,588,955	93%	!!	1,717,413	99,217	121,996	-	121,996	1,595,417	93%
551 GAS	1,090,848	1,526	(52,726)	-	(52,726)	1,143,574	105%	!!	1,090,848	6,879	(49,959)	-	(49,959)	1,140,807	105%
552 OIL	120,000	-	-	-	-	120,000	100%	!!	62,501	0	0	-	0	62,501	100%
561 WATER	432,060	14,382	32,015	-	32,015	400,045	93%	!!	432,060	37,958	58,778	-	58,778	373,282	86%
562 SEWER USER CHARGE	267,796	5,863	1,746	-	1,746	266,050	99%	!!	267,796	29,187	47,365	-	47,365	220,431	82%
563 STORMWATER	77,360	-	-	-	-	77,360	100%	!!	77,360	-	-	-	-	77,360	100%
572 GARBAGE DISPOSAL	216,810	-	9,411	0	9,411	207,399	96%	!!	216,810	15,423	31,451	-	31,451	185,359	85%
581 FURNITURE & EQUIP PURCH	659,990	63,739	310,002	152,686	462,688	197,302	30%	!!	949,311	13,943	30,418	-	30,418	918,893	97%
582 VEHICLE PURCHASES	98,206	49,778	49,778	-	49,778	48,428	49%	!!	98,206	10,100	10,100	-	10,100	88,106	90%
590 COMPUTER PURCHASES	1,016,272	49,830	124,769	160,721	285,490	730,782	72%	!!	1,205,882	47,402	52,962	-	52,962	1,152,920	96%
594 RECONCILIATION ADJUSTMENTS	-	3	1,413	-	1,413	(1,413)		!!	-	(0)	(335)	-	(335)	335	
595 INTERFUND TRANSFER	100,000	-	-	-	-	100,000	100%	!!	639,270	-	-	-	-	639,270	100%
599 SUPPLIES RECOVERIES		(3,662)	(15,750)	-	(15,750)	15,750		!!	(96,262)	(6,514)	(10,433)	-	(10,433)	(85,829)	89%
TOTAL -- SERVICES & SUPPLIES	21,340,759	778,607	1,794,309	975,727	2,770,036	18,570,723	87%	!!	36,856,065	1,446,988	2,544,307	367,219	2,911,527	33,944,538	92%

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - August 2020

	2020-2021								2019-2020							
	Budget	Aug 2020	YTD	Encumbrances	Total Exp	Available	%	!!	Budget	Aug 2019	YTD	Encumbrances	Total Exp	Available	%	
GRAND TOTAL	214,094,349	4,356,462	9,737,987	975,727	10,713,714	203,380,635	95%	!!	228,447,776	5,093,741	10,665,248	367,219	11,032,467	217,415,309	95%	

Update for September 15, 2020

Capital Projects, Operations, Transportation & Planning

SUMMER WORK

Between Maintenance, Audio Visual, Operations and Capital Staff, we have spent countless hours providing preventative and regular maintenance work / Installed and moved Tech packages and data runs etc. / cleaned schools and set up for readiness come school opening for September class intake / build projects for Child Care and other work during July and up to the end of August.

Maintenance and Capital have painted the exterior of at least two schools, Macaulay being one of them (pictured below).



Other summer projects include:

- Frank Hobbs School - Exterior Painting Completed
- Rogers Elementary School - Exterior Painting Started
- Oaklands - Flooring Repairs
- Tillicum - Flooring Repairs
- Frank Hobbs - Flooring Repairs
- Campus View - Gym Door Replacement
- Campus View - Gym South Exterior Wall Replacement
- Lambrick Park - Portable Ramp Replacement

Oak Bay Artificial Turf Field Replacement-Finally Completed



Field is ready to use by Students and Staff on school start-up.

Rentals of field will begin once District announces field use will open again.

Safety Plan and COVID-19 Addendum to the usual rental agreements are required for all rental field use activities before approval is given to use the field.

MAJOR CAPITAL

Braefoot Seismic Upgrade:



SCOPE

Seismic upgrade of the entire school and a number of life safety upgrades such as the addition of fire alarm and fire sprinklers.

STATUS

Project was completed in August 2020. The school was relocated to Richmond school for the year and has now returned for school opening in September 2020.

BUDGET

The project was completed under the approved budget.

Vic High Seismic Upgrade and Addition

SCOPE

Seismic upgrading of the original 1913 Heritage Building and the 1955 gymnasium addition, and the construction of a new addition, supporting an increase in school capacity from 800 to 1000 students. The addition of a Neighborhood Learning Center to provide additional Community space is also being considered. SJ Willis School was renovated to accommodate Victoria High School for two years while seismic upgrading and the addition are completed.

STATUS

The project has been approved by the Ministry and a Funding Agreement is in place. Construction work is substantially complete at SJ Willis School and relocation of the school staff and students has occurred. We continue to address the deficiency list at SJ Willis and thank the school community for its patience. Design is underway for Vic High, and interior demolition and abatement is scheduled to start in September.



BUDGET

The anticipated budget is about \$80 Million, inclusive of all Supplementary and Reserve Items and an NLC, and including the renovation and upgrade costs to SJ Willis School.

ANTICIPATED SCHEDULE

Renovations are substantially complete at SJ Willis School. Construction at Vic High will complete in July 2022, following by school re-opening in the upgraded building in September 2022.

Shoreline Middle School Seismic Upgrade

SCOPE

Shoreline Middle School comprises the original school built in 1967 (as a Junior Secondary School) and several small additions, resulting in five distinct building blocks, all of which are deemed to be High seismic risk. The entire school will be seismically upgraded and/or replaced, per options discussed following. Of note is that Shoreline is intended to be renovated and the capacity increased to provide for the current enrolment at Craigflower Elementary School, meaning the new Shoreline School is intended to be a K-9 School. The addition of a Neighborhood Learning Center to provide additional Community and Daycare spaces is also being considered. The process for consulting with communities on the subject of Craigflower closure is being developed.



STATUS

A Project Definition Report (PDR) was submitted and reviewed by the Ministry. It is currently under discussion, and it is anticipated that a Final version will be submitted to the Ministry later this year.

OPTIONS CONSIDERED

We have considered three options for Shoreline School.

The 1st Option was for seismic upgrading of the existing school, along with the seismic upgrading of Craigflower Elementary School. That was determined to be the most costly option.

The 2nd Option was to demolish a portion of the existing school (at the South end), construct an addition to provide the required additional capacity, and to seismically upgrade the remainder of the school. Three different variations of this option were considered.

The 3rd Option was to demolish the entire school and build a new school of the required increased capacity. Two options were considered - one to build the school on the existing playfield, followed by demolition of the existing school, and the other to demolish the school in stages and build it on approximately the existing footprint.

Our recommended Option is the 2nd Option

BUDGET

Still to be determined once the preferred Option is confirmed, and pending further Ministry discussion.

ANTICIPATED SCHEDULE

Speculation, depends on preferred option and Ministry approval.

Cedar Hill Middle School Seismic Upgrade

SCOPE

Cedar Hill Middle School comprises the original school built in 1931 (as Mount Douglas High School) and numerous additions, resulting in nine distinct building blocks, all of which are deemed to be High seismic risk. The entire school will be seismically upgraded and/or replaced, per Options discussed following. The addition of a Neighborhood Learning Center to provide additional Community and Daycare spaces is also being considered, depending on the approved Option.

STATUS

We have submitted and resubmitted the Project Definition Report to the Ministry and are now anticipating a final response/approval in October/November this year



BUDGET

About \$43 Million for the replacement Option, including all Reserve and Supplementary amounts.

OPTIONS CONSIDERED

We considered two basic Options for Cedar Hill School.

The 1st Option was to seismically upgrade the entire School, maintaining the existing capacity and footprint.

The 2nd Option was to demolish the existing school and to construct a new school of the same capacity on the North sports field. After construction and relocation of the school, the existing school would be demolished. This is the Preferred Option, and is the one submitted to the Ministry for Approval.

ANTICIPATED SCHEDULE

Speculation, depends on the approved option and Ministry approvals.

MINOR CAPITAL

George Jay Modular Music Building



As promised, the new music room modular building is in place and ready for school. Crafted by our Capital staff and in place without any issues. We had some help from the City of Victoria to reduce any unnecessary delays so our thanks go out to them.

Campus View Elementary Portable Re-locations

The end of a two year project is finally in place. The seismic work our Capital staff worked on is now complete as is the parking re-arrangement to help with the terrible traffic on the school parking areas.

To get this far we had to re-locate the old portables into a pod at the end of the West wing of the school. While doing so we renovated each one and upgraded them with new HVAC systems that include Heat Recovery Ventilation (HRV) that proper air exchange, new windows, removed a lot of rot and basically rebuilt some of them. These are sitting in a pod at the west end of the west wing and that pod includes a newly built center of approximately 900 sq. ft. housing 7 washrooms, teacher prep area etc. For ease of access for people with a disability it also includes an exterior one person elevator lift. These lifts from Richmond Elevator are going in all of our Child Care units as well. We found ramps took up far too much ground space and cost almost as much as one of these lifts.



Old Campus View Portables Being Moved to the Pod Formation



Old and Rebuilt Portables in the New Pod Location

Braefoot Outdoor Classroom and Playground

Included at Braefoot is an Outdoor Classroom recently completed. A nice addition to the school. Braefoot also has a recently completed new Playground.



Other Misc. Projects

We continue with lighting upgrades, running with updated LED tubes. The parking lot lighting in the new parking area at Tolmie is in place. The new parking lot should be able to handle all our large Admin meetings from now on as well as ALL staff who need to park.



Child Care Builds

- 2 Approved Locations
- 7 Pending Applications
- Frank Hobbs - Complete
- Doncaster – Waiting on occupancy permit
- Vic West – Target Completion – Oct 2020
- Macaulay – Target Completion – Jan 2021
- Tillicum – Target Completion – Jan 2021
- Campus View – Target Completion Summer 2021
- Eagle View – drawings in progress
- View Royal – drawings in progress
- Marigold – drawings in progress
- Oaklands – BP drawings submitted
- George Jay – BP drawings submitted
- Braefoot – BP drawings submitted



Sample of What Child Care Units Look Like Interior / Exterior

Pending Application

- Northridge, Strawberry Vale, McKenzie, Lake Hill, Hillcrest, Vic High and Sundance

Other Misc. Projects for Minor Capital

Mt. Doug Windows

- Hoarding walls going up as is scaffolding in preparation for window upgrading one wall section

Torquay

- Exterior Painting Complete

Doncaster Inclusive Playground

- PAC has decided structure and consulting with community in progress
- Mt. Doug Building Envelope repairs funded by B.C. Housing (they are the body that looks after all Building Envelop Repairs BEP) slated to start late fall or early 2021

OPERATIONS

Rentals

Community Use

- COVID Safety Plan of the Renter, along with the COVID Addendum to the rental agreement, to be approved before being allowed
- Area restricted to rental space and one washroom
- 15 minute entry/exit protocol must be in place (the Renter)
- Disinfect after clients done by our Custodians as part of regular schedule
- All rentals to end by 10 pm instead of 11 pm (pre-covid (check with Mark B)
- PAC meetings recommended to be online (i.e. ZOOM)

Cleaning takes place by a number of methods. One is by using Electrostatic sprayers pictured below:



These are good as the disinfectant is electrostatically charged and can wrap around corners. These save the custodian time and makes disinfecting surfaces easier and more efficient. Each Elementary will have one of these by September 18, 2020.

So far our supply chain can handle things but it requires constant observation so we do not get caught behind on a product.

We added 15 additional shifts to help with the protocols around cleaning and disinfecting

- Our custodial group have been working very diligently cleaning and disinfecting our buildings on a daily basis under COVID protocols.
- With the new protocols in place we have all adapted to the change very well. We were prepared to have Children and Staff return to the classrooms for school start-up
- Multiple school moves were completed, including Richmond to Braefoot following completion of a seismic project, Lansdowne to Lansdowne South (@ Richmond) as a school expansion, and Vic High to SJ Willis (@ Topaz) in preparation for a significant seismic project.
- All schools were prepared for schools to open on the week of September 8, 2020.
- Cartage has completed all teacher move and assisted in more sensitive items for the larger school moves.

TRANSPORTATION

We have bus drivers and our buses have been running routes and helping schools out. Pictured below is Transportation and Fleet Manager Eric Fischer beside one of the two buses delivered to the school district a year ago.



To aid in social distancing we have assigned one bus per school on our Garden City runs. This way students are in their school Learning Groups.

We are also keeping our special needs busing passenger loads to a minimum. Most buses are at a load of 4 or less.

Due to the aforementioned plans our Garden City routes have jumped from 3 to 8 buses and our Thirdwave routes total 18.

OCCUPATIONAL HEALTH & SAFETY

July /2020

Items:

- Sourcing/Scheduling Training (Facilities)
- Develop Incident Investigation Procedure (District)
- Organize/Structure Health & Safety Folders
- Finalize Facilities Orientation (HR)
- Develop Air Quality Report (Assist Administrators)
- Confined Space Audit – Preliminary Execution Plan
- Update WHMIS Controlled Product Inventory

Priority (August 2020)

- Covid-19 Restart Plans / Protocol Amendments
- IT Support – Health & Safety Files

Aug /2020

Items:

- Covid-19 Orientation/Training (Facilities & District)
- JOHS Committee – New Forms
- DOHS Meeting Re-Start
- WorkSafeBC – Review Refusal Of Unsafe Work

Priority (September 2020)

- Refusal of unsafe work – Develop training for administrators
- Finalize Health & Safety Folder

VENTILATION

Staff visited every school not controlled by DDC to manually disconnect linkages on dampers within the HVAC system to allow fresh exterior air into the buildings. All schools with DDC control had fresh air dampers opened remotely.

Staff were assigned to visit every school and free windows that were stuck, open others that had restrictors on them so air could be exchanged faster. Some windows with factory hinges that cannot be opened farther are restricted to that size opening (3-4 inches). Speaking with one of our Mechanical Engineers from Rocky Point, it is understood that a window opening of 4-6 inches on minimum three windows in a classroom is enough to allow good exchange. With Fresh air dampers open, pulling into the HVAC system, the air would be moved and into classrooms. With the exterior windows open, the air will usually exhaust through the open windows. This will allow quicker exchange of fresh air because the system is continually pulling fresh air in and distributing it throughout the school.

We use Merv 8 filters on our HVAC systems. Merv 13 and up are a different width which negates direct replacement of the Merv 8. The filters are replaced on a regular interval.

Most Air Handling (HVAC systems) contain 4 to 8 filters. Merv 13 and up demands a higher rpm electric motor to force the air through the filters because of the much greater resistance.

How much resistance depends on the type of filter material and the amount of area. The standard fiberglass filter doesn't resist the air flow much, at least not when the filter is clean. As the filter loads up with the stuff it catches, the resistance increases.

If you want to remove more stuff from the air, you can use a filter with a different material. The pores in these filters are much smaller, allowing the filter to catch more pollutants from the airstream but also adding more resistance. The higher MERV filters have higher resistance.

When you add more resistance, you can get a **bigger pressure drop** across the filter. And that's where the problems begin. The blower in the furnace or air handler is rated for a certain amount of pressure drop. If you use a lot of it up just to get the air through the filter, there's not much left to move the air through the rest of the system.

And that brings up the next problem: **reduced air flow**. If your system is rated for a total pressure drop of 0.5 inches of water column (I.W.C.) and you use up half of it just at the filter, you're not likely to get the amount of air flow the system was designed to deliver.

One consequence of low air flow is **reduced comfort**. In the hottest and coldest weather, your system may not be able to deliver enough heating or cooling to the building. Or it may just be one or two rooms that get uncomfortable.

Low air flow means the furnace heat exchanger gets hotter. It **could even crack**. If that happens, your duct system can become a **carbon monoxide distribution system**.

A high-MERV filter can:

- Add resistance to the air flow
- Increase the pressure in the duct system
- Increase the energy use of the system
- Reduce the air flow
- Cause comfort problems
- Crack the heat exchanger
- Put carbon monoxide in your home

For the district, if we went with Merv 13, the cost of the filters, huge increase in energy consumption and the time and material to retro fit filters into larger sleeves would amount to \$800,000 to \$900,000 conservatively speaking. Also another thing to remember is the Merv 13 filters will load up quicker so changes will become much more frequent. The other drawback is the amount of time required to obtain materials and make the physical changes to the HVAC systems. Months.

Currently our one staff tasked with filter changes start at a given school and once he has gone through the district he starts all over again. This is his job and nothing else. Currently the time frame is three to four months between filter changes.

STRAWBERRY VALE ELEMENTARY FIRE

The school was completed and handed over for school opening. We had two contractors on site, approved by SPP Risk Management that allowed the work to be completed much sooner than they originally thought.

The school fire was started on or just below the roof. Not enough evidence remained for the Fire Investigator to determine for sure if the cause was arson.

We had a remediation company on site the afternoon of the fire to secure the school. The next day they were cleaning debris out.



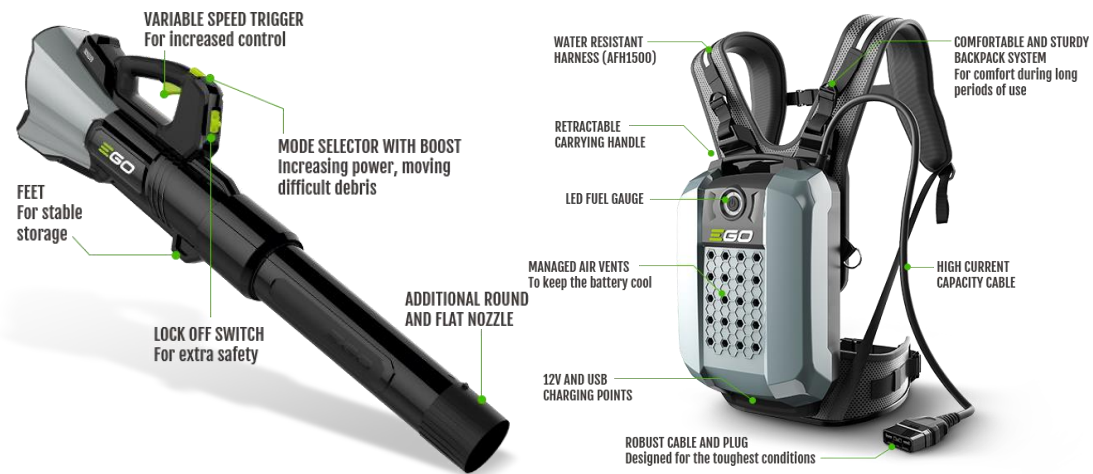
Removing all burned Roof Joists and Exterior Wall Siding

A job very well done. The Architect signed off on the work after a full afternoon of inspection with us and both contractors. I walked the school on September 14th with the principal and it looks great.

GAS POWERED LEAF BLOWERS VERSUS ELECTRIC POWERED LEAF BLOWERS

Specification details of the Electric Blower with comparisons to the gas power unit for reference.

	EGO 56v Cordless Blower (LBX6000)	STIHL Gas Powered Blower (BR 800 X Magnum)
Max Air Velocity	168 MPH	239 MPH
Max Air Volume at Nozzle	600 CFM	912 CFM
Noise Rating	94 dB	100 dB
Max Blower Force	19 Newtons	40 Newtons
Runtime	1 hr 10 mins	Refillable tank on site.
Battery Charge Time	3.5 hrs.	~
Price	\$2600.00 + (\$1200 per battery)	\$800.00



We have purchased the unit pictured above and will use it. Looking at the comparison chart we can see it moves a good amount of air but nothing compared to the gas fired unit.

If we move in this direction it will mean purchasing two more units, each with a battery and then two more batteries for each along with two more chargers each. This will allow a full day of work for the individuals on the blowing team as batteries will be charging while the one in use is being discharged. Each charge time is 3.5 hours.

These are the best electric leaf blowers on the market in North America as of right now.

Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

TO: Board of Education
FROM: Trustee Duncan
RE: Motion for OPPTS
DATE: September 21, 2020

Background: The Operations Policy and Planning Standing Committee (the “Committee”) received a memo dated March 6, 2017, from the Director of Facilities at the time, Mr. David Loveridge regarding shop funding.

According to the memo provided by Mr. Loveridge, “for the 2016-17 school year, the Board allocated \$77,353 in one-time funding to support shop rejuvenation...Once Staff began the planning process to expend those funds, it became apparent that there were a number of potential health and safety issues with many of our shops, in addition to the already identified need for overdue general shop repairs.”

According to the 6 March 2017 memo, “Staff made the decision to expend a portion of the approved funds to complete a full external review/audit of the condition of the shops across the District, to report back on their status from a Health and Safety perspective, and to make specific recommendations on the immediate actions required to address the concerns identified in the audit.”

Finally, as set out in the 6 March 2017 memo, “The report has confirmed that there are significant health and safety gaps in our shops. The report highlights concerns related to ventilation systems, cleanliness, equipment safeguards and other general equipment and safety related issues. A plan is being created to address many of these issues moving forward. A general summary of the audit report is attached for the Board’s information.”

The 6 March 2017 memo on Shop Funding included as an attachment, a general summary in relation to High School Shops (see this document attached for the Committee’s reference). A summary was not provided to the Committee in relation to the condition of Middle School Shops.

Rationale: It does not appear that the Board received further reports regarding the plans in place and the progress being made to address the health and safety risks identified in the shop audit reports (stemming from shop audits carried out at 18 sites in November 2016 and in Spring 2017). It does not appear that progress was monitored through the Facilities Plan Ad

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Hoc Committee, or the Operations Policy and Planning Standing Committee. The proposed motion is focussed on addressing this gap in reporting by asking that staff prepare a report for the Board that sets out for each of the findings and recommendations made in relation to each of the 18 shop sites audited: which findings and recommendations have been actioned and remediated and which findings and recommendations have not yet been addressed through appropriate actions and remediation measures.

The current Long Range Facilities Plan, dated November 2018 is available via the following link: https://www.sd61.bc.ca/wp-content/uploads/sites/91/2018/11/GVSD61_LongTermFacilitiesPlan_20181113.pdf

According to objectives set out in the Long Range Facilities Plan (LRFP) the aim of the shop audit was to identify the current condition of teaching shops and operational shops (used by District facilities staff) and to identify any areas of concern from a health and safety perspective. (p.21) According to the LRFP this audit was the first step in a process of reviewing District shop programming to develop a long term Shops Plan and to identify the associated funding for the renewal of these valuable and important teaching assets.

Further, as set out in the LRFP (p.22):

“In February 2017, the District received the audit report on the state of shops which identified a large number of deficiencies ranging from minor repairs, changes and easy to fix issues to a large number of major equipment repairs/replacements and ventilation issues that will require a significant investment over time to be properly addressed.

The current state of the shops stems partially from the manner in which the shops have been planned, funded, equipped, managed and maintained, as well as the manner in which shop programming has been provided and located across the District.

While the District Facilities department does have staff that provide maintenance to the shop equipment, for the most part maintenance has been a school based obligation and the funding for maintenance has been dispersed and held at the school level. Typically, schools have received career preparation money to fund programs, including new purchases as well as repairs. As this money is relatively limited, keeping up with the requirements of programming as well as the significant demands related to the maintenance, repair and replacement of this equipment has been challenging.

In addition, while the Board has a policy addressing certain requirements on new programming within schools, the policy has not typically applied to equipment and resources added to previously existing programs. On the ground this has meant that as teachers or administrators change or provincial focuses shift, each of the District’s schools has a diverse set of equipment and no attempt at standardization has occurred.

Finally, as shop teachers have attempted to deal with limited resources they have increasingly relied on donations and community support for their shops which has exacerbated shop issues as much of the equipment was not approved or supported centrally.”

In summary, to date it is not clear what aspects of the shop health and safety audit findings and recommendations have been acted upon and what aspects of the findings and recommendations have not been acted on. Since the current Board took office in November

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2018, the Board does not appear to have received information regarding the plans in place to address the significant risks to student health and safety identified in the audit reports. Likewise the Board does not appear to have received information regarding any ongoing monitoring of progress being made to address the findings and recommendations of the health and safety audits through either the Operation Policy and Planning Committee, or the Facilities Plan Ad Hoc Committee which is responsible to monitor, update and develop recommendations for the Long Term Facilities Plan.

Alignment to Strategic Plan:

The proposed motion supports all Goals of the Strategic Plan aimed at supporting and improving learners' personal and academic success, physical and mental well being and addresses inequality of opportunity.

At the core of the proposed motion is a clear commitment to our core values of openness and transparency, and reporting on the status of these high priority student health and safety matters supports these core values. In my view, ongoing monitoring and evaluation of the state of our school shops is also a matter of compliance with the Board's obligations under the School Act (i.e. section 74 Management of Schools and Property), and the Board's responsibility to our students in respect of taking reasonable steps to safeguard all student's health and safety while they are at school. This is in line with the Board's Policy 4300.1, Health and Safety which states "that the Board will adopt standards and practices that are in compliance with, but not limited to, the legal and regulatory requirements in an effort to take all reasonable steps to protect employees and students against accidents and health hazards."

Recommended motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education a report which sets out what actions and remediation's have been completed, and what actions and remediation's are outstanding as a result of the health and safety issues identified in the school shop audits carried out in November 2016 and Spring 2017.

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One *Learning* Community





FACILITIES SERVICES

491 CECELIA AVENUE, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3400 FAX (250) 920-3461

TO: Operations Policy and Planning Committee

FROM: David Loveridge, Director, Facilities Services

DATE: March 6, 2017

RE: **Shop Funding**

Background

For the 2016-17 school year, the Board allocated \$77,353 in one-time funding to support shop rejuvenation.

Once Staff began the planning process to expend those funds, it became apparent that there were a number of potential health and safety issues with many of our shops, in addition to the already identified need for overdue general shop repairs.

Given this reality, Staff made the decision to expend a portion of the approved funds to complete a full external review/audit of the condition of the shops across the District, to report back on their status from a Health and Safety perspective, and to make specific recommendations on the immediate actions required to address the concerns identified in the audit.

Discussion

This work has now been completed and a draft report has been provided to the District for review. The report has confirmed that there are significant health and safety gaps in our shops. The report highlights concerns related to ventilation systems, cleanliness, equipment safeguards and other general equipment and safety related issues. A plan is being created to address many of these issues moving forward. A general summary of the audit report is attached for the Board's information.

In addition, the District is in the process of reviewing shop programming to determine what requirements we have for our shops at each grade level (middle and secondary) to determine whether they will be exploratory in nature or a more intensive trades training related program along with a determination of where these programs will be offered (location). All secondary and middle schools will have some level of shop programming. This process will ultimately determine what shops will be required and where, and will help to determine the shop equipment required by program and location.

While and once this work has been completed, we will:

1. continue the process of bringing our shops up to an acceptable standard from a health and safety perspective;
2. rationalize our shops to ensure that the right equipment is available in the right shop and that it fits and can operate safely in the space;
3. know what equipment needs to be procured for our programs on a long term basis;
4. actively plan for the disposal of excess equipment as required for safety or programming purposes; and

5. standardize equipment across the District to ensure a more economical process of maintenance and repair.

Until the shop programming report is complete, we will be unable to fully estimate the cost of the repairs and purchases that are required to support our shops going forward.

It is important to note that while the above study and work is being undertaken, Facilities Staff have expended the remaining \$47,000 in one-time shop funding to begin to repair and to implement a number of safety upgrades on equipment we know will be required on a long-term basis.

It should also be noted that the District has applied to the Ministry of Education for capital funding to support the shop upgrades and await confirmation with respect to the request.

Secondary Schools	Finishing Room	Welding Area	Dust Collection & Welding Ventilation	Eye Wash	Shop Condition-Description	Overall Rating
Esplanade High						
Metal Shop	N/A	High - Review draws, review equipment condition and ventilation	High	Moderate-testing	Plasma in use	Moderate
Wood Shop	High - Review isolation, ventilation & storage	N/A	Moderate	Moderate - testing flow	Layout appears to be good	Moderate
Automotive	N/A	N/A	N/A	Moderate - Cover, testing	High-Review storage, flammable liquids, electrical, housekeeping, inventory, review & remove unnecessary equipment. Review Monthly inspections on hoists, lack of guard concerns	High
Tech Shop	N/A	N/A	N/A	Moderate - testing flow	Layout appears to be good. Review flammable storage	Low
Lambert Park Secondary						
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate-testing	High-Review plasma, in open, guards, electrical, spray booth is non-standard, review cutting & welding booths	High
Wood Shop	High - congestion, housekeeping, draws, review storage	N/A	High	Moderate-testing, flow	Moderate- Review storage, electrical, some storage concerns and congestion concerns noted as well	Moderate
Mt. Douglas Secondary						
Auto Shop	N/A	N/A	N/A	Moderate - testing flow	High - Proximity to welding area, potential ignition source. Review storage, flammable liquids, electrical, housekeeping, inventory, review & remove unnecessary equipment. Review Monthly inspections on hoists, lack of guards.	High
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - testing flow	High - Proximity to auto area, potential fuel source. Review storage, housekeeping, inventory, review & remove unnecessary equipment. Review use and condition of existing equipment. Plasma in use.	High
Wood Shop	High-Review isolation, ventilation, storage	N/A	Moderate	Moderate - testing flow	Moderate-General housekeeping and storage issues, storage near exits, inventory, Review & Remove unnecessary materials	Moderate
Airframe Hangar	N/A	N/A	N/A	High - None	Utilised for storage only at this time. Aviation course to be offered. Basically small model airplanes, etc.	Low
Small Engine Shop	N/A	N/A	N/A	Moderate- Testing	High - Storage in front of exit doors, storage in air compressor enclosure, isolation of flammables, location of parts washer by exit, guards, etc.	High
Oak Bay High						
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - testing, flow	High - Proximity to auto area, potential fuel source. Review storage, housekeeping, inventory, review & remove unnecessary equipment. Review use and condition of existing equipment. Plasma in open. Blocked exits, non-standard storage near exits. Cylinder storage non-standard.	High
Auto Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - testing, flow	High - Proximity to metal area, potential heat source. Review monthly hoist inspections. Blocked exits. Use of combustible absorbent.	High
Wood Shop	High - Review isolation, eye wash station, storage and draws on hood system	N/A	High	Moderate - Testing caps	Moderate, layout appears to be good, lacks non-dia, designated areas. Some missing guards, etc.	Moderate
Burnaby Secondary						
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - Testing	High - Congestion, blocking of exits or access to exits, general housekeeping. Full inventory, Review and remove procedures need to be put into place for all shops onsite. Plasma, review cutting & welding areas, non-standard cylinder storage	High
Wood Shop	High - Review isolation, storage and, flammable liquids, electrical and ventilation system	N/A	High	Moderate - Testing & Flow	High - Congestion, blocking of exits or access to exits, general housekeeping. Full inventory, Review and remove procedures need to be put into place for all shops onsite. Blocked exits and other areas. Lack of guards.	High
Automotive	N/A	N/A	High	Moderate - Testing & Flow	High - Congestion, blocking of exits or access to exits, general housekeeping. Full inventory, Review and remove procedures need to be put into place for all shops onsite. Blocked exits, review monthly inspections on auto lifts.	High
Spectrum Community						
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - Testing & Flow	High - Proximity of equipment, lack of ventilation, forge area concerns, general storage concerns. Full inventory, review and remove as required. Plasma in open.	High
Wood Shop	High - Review isolation, storage and, flammable liquids, electrical and ventilation system	N/A	High	Moderate - Testing & Flow	High - Review storage, flammable liquids, lack of guards, congestion, area should not be used for general storage, blocking of exit routes out of classroom, remove all materials located in back area.	High
Auto Shop	N/A	N/A	High	Moderate - Testing & Flow	Moderate - inventory, review, remove. Remove all materials in storage in rear area that are not being used. Review flammables storage, various cabinets as well as combustible oil and lubricant storage. Review monthly inspections of auto lifts.	Moderate
Power Tech Shop	N/A	N/A	High	High - None	Area is in process of being changed over to Electrician training.	Moderate
Vancouver High						
Metal Shop	N/A	High-Review draws, equipment condition and ventilation	High	Moderate - Testing & Flow	High - Concerns with location of plasma table, location and proximity of spray booth to cutting and welding area (ignition & fuel sources), concerns with interior storage of propane, cylinder storage concerns. MAJOR - Lack of egress, open areas to get out of area, many areas blocked with equipment or partially blocked.	High
Wood Shop	High - Review isolation, storage and, flammable liquids, electrical and ventilation system	N/A	High	Moderate - Testing & Location (Height)	High - Concerns with storage, congestion, lack of guards, blocked exits, piling on of equipment, students working in unsupervised environments, housekeeping, appears to be to much going on in one location	Work
Autobody Shop	High - Review isolation, storage and, flammable liquids, electrical and ventilation system	N/A	High	Moderate - Testing & Location (Access)	High - Major concerns in paint mixing area, lack of isolation, non-standard housekeeping, improper use of flammables cabinets. Full education and review should be provided. Congestion, storage, blocked exits	High

Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

TO: Operations Policy & Planning Committee Agenda
FROM: Angie Hentze, Trustee
RE: Policy Request: Trustee Reports
DATE: September 14, 2020

Background: There is a place for Trustee Reports on the Board Meeting Agenda, but it is very haphazardly used. Some trustees submit a report almost every month, others do it sporadically, and some not at all.

Rationale: I believe that many people don't really understand the work that trustees do. I believe that as politicians and public figures, we have a responsibility to report out on the work and advocacy that we participate in. The Trustee Report is the perfect venue for this, but it is poorly understood by trustees, and underutilized.

We need a policy that outlines how often trustees should be reporting out on their activities, and what should be included in that report. A template would be helpful in ensuring that all trustees are reporting in a fashion that complies with the new policy.

Alignment to Strategic Plan: One of our core values is openness and transparency, and adding this section to the role of the trustee will help advance that value.

Recommended motion:

That the Board of Education direct the Policy Sub-Committee to add a section to the development of the new policy Role of Trustee, that addresses the Trustee Report, including timing, content and a template.

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