



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

Monday, October 19, 2020, 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road

Chairperson: Trustee Leonard

Pages

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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.

A.2. Approval of the Agenda

Recommended Motion:
That the October 19, 2020 agenda be approved.

A.3. Approval of the Minutes

4

Recommended Motion:
That the September 21, 2020 Operations Policy and Planning Committee meeting minutes be approved.

A.4. Business arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. SUPERINTENDENT'S REPORT

C.1. Recognition of Student Representative

Gillian Clark - Lambrick Park Secondary

D. PERSONNEL ITEMS

D.1. Human Resources Update

11

D.2.	Occupational Health and Safety Annual Report	12
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E. FINANCE AND LEGAL AFFAIRS

E.1. Policy Sub-Committee Report

a.	Abandonment of Policies	17
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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 5141.3, 5143, 5210, 6112.1, 6120.2, 6121, 6130.1, 6135.1, 6141.4, and 6142.01; AND FURTHER THAT

The Board refer Policies 5141.3 and 5143 to the Superintendent for administration manual consideration.

b.	Draft Bylaw 9360, General Meeting of the Board - Continuation: Items 6-15	29
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c.	Draft Policy 6161.5 - Instruction: District Garden	36
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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy 6161.5 *Instruction: District Garden*; AND FURTHER

Direct the Superintendent to develop an Administrative procedure.

E.2.	Dissolution of Committees	38
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Recommended Motion:

Pursuant to Bylaw 9140, that the Board of Education of School District No. 61 (Greater Victoria) dissolve the Public Engagement Ad Hoc Committee and the Student Registration and Transfer Committee.

E.3.	Committee Terms of Reference Review	45
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E.4.	Mental Health in School Grant	46
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E.5.	2020-2021 Budget Change Report	51
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E.6.	Monthly Financial Report - September 2020	52
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F. FACILITIES PLANNING

F.1.	5-Year Capital Plan	55
F.2.	Monthly Operations Update	71
F.3.	Sundance/Bank Street Update	78

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

H. NEW BUSINESS

H.1.	STAR Committee Turf Field Proposal Overview	80
H.2.	Spectrum Artificial Turf Field Project - Trustee Painter	94

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) support in principle for a period of up to two years, the proposed artificial turf field project at Spectrum Community School, at no cost to the Board; AND FURTHER THAT

Staff be directed to update the Board once funding has been secured by the STAR Committee.

I. NOTICE OF MOTION

J. GENERAL ANNOUNCEMENTS

K. 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

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

Trustees Present: Elaine Leonard, Rob Paynter, Angie Hentze , Ann Whiteaker,
Jordan Watters, Nicole Duncan, Diane McNally

Administration: Shelley Green, Superintendent of Schools, Kim Morris,
Secretary Treasurer, Deb Whitten, Deputy Superintendent, Colin
Roberts, Associate Superintendent, Harold Caldwell, Associate
Superintendent, Andree Porter (recorder)

Other Staff, Chuck Morris, Director of Facilities Services, Katrina Stride,
Stakeholders & Guests Associate Secretary Treasurer, Lisa McPhail, Communications
and Community Engagement Officer, Jane Massy, CUPE 947
President, Kristil Hammer, VCPAC Vice-President, Mark
Morrison, GVTA Vice-President, Connor McCoy, VPVPA
President, Thunder Defayette, Student Representative

1. COMMENCEMENT OF MEETING

The meeting was called to order at 6:59 p.m.

1.1 Acknowledgement of Traditional Territories

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

1.2 Approval of the Agenda

Moved by Trustee Whiteaker

That the September 21, 2020 Operations Policy & Planning Committee meeting agenda be approved.

Motion Carried Unanimously

1.3 Approval of the Minutes

It was noted that the detailed voting results were not included in the minutes. This will be amended prior to posting the minutes on the Greater Victoria School District (No. 61) website.

Moved by Trustee Whiteaker

That the June 8, 2020 Operations Policy and Planning Committee meeting minutes be approved.

For (5): Trustee Leonard, Trustee Paynter, Trustee Hentze, Trustee Whiteaker, and Trustee Watters

Motion Carried Unanimously (5 to 0)

1.4 Business Arising from Minutes

2. PRESENTATIONS TO THE COMMITTEE

2.1 STAR Committee - Dominic Butcher, Collin Cronkhite, Audrey Smith & Bruce Bidney

Ms. Smith, Mr. Bidney, Mr. Cronkhite and Mr. Butcher presented an update on the Spectrum Turf and Rink project highlighting the phasing of the project into:

Phase 1 – Short Term: 1 or 2 artificial turf fields

Phase 2 - Long Term: Rink

The presenters highlighted Phase I would be at no cost to the Board, has solidified a potential financial partner in exchange for dedicated hours and the Committee intends to apply for capital infrastructure grant funding by October 1, 2020. The presenters also informed the Board of the environmental benefits of artificial turf fields and the improvements in lighting to alleviate previously expressed concerns. The STAR Committee requested:

- The Board support in principle at its October Board meeting, in order to support the grant application;

- Trustee questions over the next four weeks (through the Secretary-Treasurer)

The Committee advised once it had Board support in principle, the Committee would begin fundraising and public consultation

3. CORRESPONDENCE

3.1 Letter from Victoria West Community Association

Chair Leonard provided an overview of the September 16, 2020 letter received from Johanne Thompson, Executive Director of Victoria West Community Association and advised that Secretary Treasurer Morris will meet with the association this week.

4. SUPERINTENDENT'S REPORT

4.1 Recognition of Student Representative - Superintendent Green

Superintendent Green introduced and welcomed Student Representative Thunder Defayette of Esquimalt High School.

4.2 Communications Overview of COVID-19 - Superintendent Green

Communications and Community Engagement Officer McPhail, provided Trustees with a high level overview of the Communications Overview of COVID-19 memo. Superintendent Green thanked Ms. McPhail for her ongoing efforts and hard work.

5. PERSONNEL ITEMS

6. FINANCE AND LEGAL AFFAIRS

6.1 Job Descriptions in Regulations - Associate Superintendent Roberts

Associate Superintendent Roberts advised Trustees that Job Descriptions in Regulations would be removed from regulations and held with Human Resources. Questions of clarification were asked.

6.2 Policy Sub-Committee Report - Trustee Watters

a. Policy 2100.1 - Superintendent Evaluation

Trustee Watters provided a brief overview of Policy 2100.1 - Superintendent Evaluation, as well as a rationale. Discussion ensued.

Moved by Trustee Whiteaker

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.

For (4): Trustee Leonard, Trustee Hentze, Trustee Whiteaker, and Trustee Watters

Against (1): Trustee Paynter

Motion Carried (4 to 1)

b. Bylaw 9360 - General Meetings of the Board

Trustee Watters presented Trustees with a draft copy of Bylaw 9360. Committee members discussed items # 1-5 of the bylaw. By consensus of the the remaining items # 6-15 be postponed to the October 19th 2020 Operations Policy & Planning Committee meeting.

6.3 Provincial Safe Return to School Funding - Secretary Treasurer Morris

Secretary Treasurer Morris provided an overview of the summary report and made note of the following corrections:

Instructional Supplies - Improved Hand Hygiene:

Under the "Available" column the amount should read \$296,164.

Under the "%" column the percent should read 88%.

Grand Total:

Under "Available" the amount should read \$1,329,894.

Under the "%" column the percent should read 86%.

Questions of clarification were asked.

Expenditures made for assistive technology will be reported out at the October 19, 2020 Operations Policy & Planning Committee meeting.

6.4 2020-2021 Enrolment Update - Week 1

Secretary Treasurer Morris provided Trustees with the interim 2020-2021 Enrolment Update for Week 1 and highlighted a 784 FTE decrease from the February 2020 projections. A more complete data analysis will be provided after the 1701 submission is made to the Ministry of Education.

6.5 2020-2021 Budget Change Report - Secretary Treasurer Morris

Secretary Treasurer Morris presented the newly developed Budget Change Report which will be presented to the Operations Policy & Planning Committee on a monthly basis. Secretary Treasurer Morris noted that the new report will allow for Trustees to keep closer and more frequent monitoring of budgeting and reporting, as well as provide transparency and the ability to reallocate funds throughout the year. Questions of clarification were asked.

6.6 Monthly Financial Report August 2021 - Secretary Treasurer Morris

Secretary Treasurer Morris provided Trustees presented the new Monthly Financial Report which will be presented to the Operations Policy & Planning Committee on a monthly basis. The comparison will allow Trustees to compare this current year's monthly expenses against those from the year prior, and to monitor where the district should be financially at certain points in the year. Questions of clarification were asked.

7. FACILITIES PLANNING

7.1 September 2020 Operations Report - Chuck Morris

Director of Facilities Services Morris, presented the Monthly Operations Update for September 2020 including an overview of summer work, progress on major and minor capital projects, transportation and ventilation and new equipment. Mr. Morris also outlined the work done to remedy the damage from the Strawberry Vale Elementary fire. Trustees thanked Mr. Morris and his team for their ongoing hard work.

8. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

9. NEW BUSINESS

9.1 School Shop Audits - Trustee Duncan

Moved by Trustee Duncan

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.

For (5): Trustee Leonard, Trustee Paynter, Trustee Hentze, Trustee Whiteaker, and Trustee Watters

Motion Carried Unanimously (5 to 0)

9.2 Trustee Reports - Trustee Hentze

Trustee Hentze provided Trustees with rationale for the following motion.

Moved by Trustee Hentze

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.

For (5): Trustee Leonard, Trustee Paynter, Trustee Hentze, Trustee Whiteaker, and Trustee Watters

Motion Carried Unanimously (5 to 0)

10. NOTICE OF MOTION

11. GENERAL ANNOUNCEMENTS

12. ADJOURNMENT

The meeting adjourned at 9:41 pm

Moved by Trustee Whiteaker

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

Chair

Secretary-Treasurer

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4151

Staffing Update October 2020

To: Operations Policy and Planning Committee

From: T. Sherstobitoff, District Principal

District Staffing

Summary of District Staffing as of October 1, 2020

	Continuing Contracts	"On-Call" Status Note: These employees could be in Temporary Contracts	New Hires (as of COVID19) April 2020 – October 2020 <-- Note: New hires included in totals
ASA	29	n/a	3
BCPVPA	112	n/a	1
CUPE 382	238	46	38
CUPE 947	Support Staff 240 Educational Assistants 464	Support Staff 26 Educational Assistants 127	Support Staff 18 Educational Assistants 39
EXEMPT	44	n/a	1
GVTA	1177	822	42
		<ul style="list-style-type: none"> This number may include teachers who choose to TTOC while "on leave" As of October 2020, there are 350 active TTOCs available for call outs	

Educational Staffing

The following table shows the number of Teaching Vacancies in the June and Summer rounds for the last two years.

GVTA	June Postings	Summer Postings	September Postings	Total Number
2019/20	288	153	175	616
2020/21	151	89	131	371

The following table shows the number of CUPE 947 School Vacancies in September for the last two school years

CUPE 947	September Postings
2019/20	120
2020/21	105

Staffing during "COVID19"

- Decreased enrollment (ISP)
- Federal Funding: Maintaining and adding staffing
- Teachers: No shortages
- Educational Assistants: Recruitment needs

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.

TO: Board of Education

FROM: Marne Jensen, Associate Director, Human Resource Services

DATE: October 19, 2020

RE: Workplace Health and Safety Report

On February 24, 2020, the Board of Education adopted the following motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education annually, a report on the District's compliance with workplace safety legislation and communicate any recommendations for operational and strategic level improvements.

The purpose of this memorandum is to provide a report for the 2019 – 2020 school year.

COMPLIANCE WITH WORKPLACE SAFETY LEGISLATION

One indicator of compliance with workplace safety legislation is a review of WorkSafeBC claims. Each claim is investigated and a monthly report including details of the incident that led to the claim is made to the DOHS committee for review and recommendations for improvements to safety procedures. In the 19 – 20 school year, the District Occupational Health and Safety (DOHS) committee made note of the number of slip and falls associated with snow at its February meeting and that WorkSafeBC had found the District reporting process adequate at its March meeting.

Summary of the WorkSafeBC claims from September 1, 2019 to August 31, 2020:

	947	GVTA	P/VP	382	ASA	Other	TOTAL
	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim
TOTAL:	63	58	0	46	0	1	168

For comparison, summary of WorkSafeBC claims from September 1, 2018 to August 31, 2019:

	947	GVTA	P/VP	382	ASA	Other	TOTAL
	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim
TOTAL:	94	85	3	33	0	0	215

The DOHS committee also receives a monthly tally of Form 1's submitted under the Violence Prevention Protocol. The committee noted that as not all employees fill out a form and it is difficult to identify trends without qualitative analysis.

Summary of the VPP Form 1's for September 1, 2019 to August 31, 2020:

	947		GVTA		P/VP		382		ASA		OTHER	
	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim
TOTAL:	376	23	95	13	17	0	0	0	0	0	3	1

For comparison, summary of the VPP Form 1's for September 1, 2018 to August 31, 2019:

	947		GVTA		P/VP		382		ASA		OTHER	
	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim	Form 1	WSBC Claim
TOTAL:	416	27	183	14	21	2	0	0	0	0	0	0

Another indicator of compliance is the outcome of WorksSafeBC Inspection Reports:

- (1) IR 201916704172 (issued on December 19, 2019)
Worker injured following inadvertent contact with material being loaded onto flat-deck truck.
No Orders resulted.
- (2) IR 202018827021 (Issued January 23, 2020)
Worker received electrical shock while moving a stacked washer/dryer unit and transported to hospital
No Orders resulted.
- (3) IR 202015527103 (Issued June 2, 2020)
Specific investigation findings of bully & harassment and corrective actions
No Orders resulted.
- (4) IR 202015527104 (Issued June 2, 2020)
Bullying & Harassment Policies, Procedures and Training at SD#61
No Orders resulted.
- (5) IR 202018130076 (Issued July 7, 2020)
School JOHS Committee requested senior management have a medical profession review the individual COVID Plans for each student to provide support to the staff.

One order resulted (not in compliance): The request was not responded to in writing within the required 21-days set in the WCA 39(2) . Corrective measures taken to address the situation from re-occurring:

- Provide procedures for submission of request/recommendation from JOHS to senior management in the Terms of Reference;
- Implement improved tracking system that will be managed by the management co-chair of the DOHS Committee.

Complied September 1, 2020 with additional submission of JOHS minutes in September.

STRATEGIC LEVEL IMPROVEMENTS

Improvements to the Violence Prevention Protocol have been a major project over the last two years stemming from two WorkSafeBC orders in the fall of 2018:

Inspection Report 201812480159

Date of Inspection: October 23, 2018

School EA –Unsafe Work

One Order Issued Workers' Compensation Act 115 (2) (e)

Employer has not provided adequate information, instruction, training & supervision to the workers tasked with complex needs students including violence minimization.

Complied on April 15, 2020 with completion of Crisis Prevention Institute training at the School.

Inspection Report 201812480158

Date of Inspection: October 15, 2018

School EA –Unsafe Work

Four Orders Issued -Complied #4: on April 15, 2020

1. OHS 4.30 (2) Employer has not ensured that accurate information regarding the potential of a student with a violence/aggression history is communicated to all staff, and staff have adequate time to read the necessary files.
2. OHS 4.30 (3) (b) Employer has not ensured workers have adequate instruction in minimizing incidents of violence/aggression.
3. OHS 4.3 (3) (a) Employer has failed to instruct workers on the potential risk of violence from students in the workplace.
4. OHS 4.28 (2) Risk assessment so far has focused on student and not consideration of the impact on workers in the workplace. The risk analysis must include previous experience in the workplace, occupational experience in similar workplaces and location-circumstances in which the risk of violence may occur.

Complied September 5, 2020, with delivery of the pilot program Violence Risk Assessment Final Reports.

2019 – 2020 actions taken to resolve the two orders:

Violence Prevention Plan Manual

- The District has undertaken a significant rewrite of the Violence Prevention Plan (VPP) in the Fall 2019/2020.
- The rewrite has included in depth consultation with representatives of teachers, educational assistants and inclusive education specialists. The main purpose of the rewrite was to provide a

clear, readable document that makes sense in the education environment and supports inclusive education.

- The DOHS committee has reviewed and provided advice and recommendations for improvements in the manual.
- The manual will be finalized based on the information gained through the Violence Risk Assessment Pilot conducted during this school year. It will be ready to be placed on the District's Staff Portal for in the fall of 2020.

Training

- The District made a significant investment in increasing the level of non-violent crisis intervention training (CPI) of educational assistants.
- The District has certified CPI trainers on staff and held seven sessions through the 2018 – 19 school year. 171 employees (including 120 educational assistants) were provided the training.
- The District held additional CPI training for 78 employees (including 54 educational assistants) in the 2019 – 20 school year.
- The District is undertaking a review of the EA position qualifications and staffing assignment processes to ensure EAs are adequately trained to work with the students in their care.
- The District has provided training logs for the EA's at the School who are or may be working with children with a risk of violent or aggressive behavior.

Violence Risk Assessment-

Seven schools were part of the Pilot Violence Risk Assessment Program (VRA). The schools' JOHS Committees conducted the Environmental VRA and 495 Worker VRAs were sent out with 59% return rate.

The data from the Violence Risk Assessments produced a master list of Violent Hazard Control Table that was used to create Violence Control Tables with District Policies and Regulations.

A gap analysis was performed to address areas that will need improvement.

- The training on the VPP process and documentation is the central deliverable for the District. The training platform is uncertain due to COVID-19 restriction of larger groups.
- Policies and Regulations on-line need to indicate that they have been reviewed by the District's Educational Policy Committee within the past year and reflect current practices.

OPERATIONAL LEVEL IMPROVEMENTS

COVID-19

Since March 2020, the corona virus pandemic has presented operational health and safety challenges. The District published its first exposure control plans on March 30, 2020 for staff in district office, facilities and schools. The plans have been updated based on the BC Centre for Disease Control COVID-19 Public Health Guidance for K-12 School Settings); Ministry of Education Provincial COVID-19 Health & Safety Guidelines for K-12 Settings and WorkSafeBC BC Education (K-12): Protocols for returning to operation; as well as with advice and recommendations from the DOHS Committee. The Exposure Control Plan for School Sites taken together with the BC Centre for Disease Control COVID-19 Public Health Guidance for K-12 School Settings represent the administrative measures in place to keep staff and students safe in schools and are attached to this memorandum.

At the school level, administrators have worked with staff and joint occupational health and safety committees to implement the administrative measures and the Facilities Department has deployed custodial staff to meet the required cleaning levels required. Engineering measures such as droplet barriers in school offices have been installed.

The DOHS committee met more regularly during May and June to provide advice and recommendations to the District on worker health and safety in the COVID-19 environment.

Joint Occupational Health and Safety Communication and Training

District staff and worker representatives have identified the need for improved training for committee members to fulfill their responsibilities under the *Workers' Compensation Act* and communication systems between school level committees and the district level committee. District staff undertook planning over the summer months and an initial plan was presented to the District Occupational Health and Safety Committee at its September 21, 2020 meeting.

PRIORITIES FOR THE 2020-21 YEAR

- COVID-19
- Updated Violence Prevention Protocol implementation and training
- Joint Occupational Health and Safety Committees training and communication

Office of the Secretary-Treasurer

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Kim Morris - Secretary Treasurer

TO: Operations Policy & Planning Committee

FROM: Kim Morris, Secretary-Treasurer

RE: Recommended Policies for Abandonment

DATE: October 19, 2020

Background:

The Policy Sub-Committee is reviewing the policy manual for relevance and currency, streamlining of procedures and assurance that the manual reflects policies and regulations of the Board, not administrative procedures. To that end, the Committee is recommending abandon or re-classify the policies below.

Recommended Abandonment or Re-Classification:

Type	Number	Last Adopted	Title	Action	Reason
Policy	5141.3	1975	Use of Provincial Ambulance Services by Schools	Re-Classify in Admin Manual	Admin Manual
Policy	5143	1994	Student Accident Insurance	Re-Classify in Admin Manual	Admin Manual
Policy	5210	1992	Continuing Education	Abandon	Not needed; established Program/School
Policy	6112.1	1986	School Hours	Abandon	School Act & Regulation/Calendar Process
Policy	6120.2	2012	School Planning Councils	Abandon	Not needed; removed from School Act
Policy	6121	1976	School Organization	Abandon	Principal Responsibility
Policy	6130.1	1992	Primary Program	Abandon	MOE Curriculum
Policy	6135.1	1992	Career Development: Career Preparation Programs	Abandon	MOE Curriculum
Policy	6141.4	1982	Teaching Writing Skills Across the Curriculum	Abandon	MOE Curriculum
Policy	6142.01	1989	Elementary Physical Education	Abandon	MOE Curriculum

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 5141.3, 5143, 5210, 6112.1, 6120.2, 6121, 6130.1, 6135.1, 6141.4, and 6142.01

AND FURTHER

That the Board refer Policies 5141.3 and 5143 to the Superintendent for administration manual consideration.

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each student's success in learning within
a responsive and safe environment.*

POLICY 5141.3

USE OF PROVINCIAL AMBULANCE SERVICES BY SCHOOLS

The Board of School Trustees recognizes that a student and/or staff member may require the services of a provincial ambulance due to illness or an accident. The Board of School Trustees, therefore, authorizes the use of the provincial ambulance in cases of emergency only. Authorization must be by the principal or his delegate.

Greater Victoria School District

Adopted: March 17, 1975



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POLICY 5143

STUDENT ACCIDENT INSURANCE

The Board of School Trustees recognizes that there may be need for student accident insurance coverage and that a large number of parents are interested in obtaining such coverage. The Board takes no objection to the establishment of such a scheme provided that the administrative and clerical work entailed therein be the responsibility of the designated insurance company and not school staffs.

Greater Victoria School District

Approved: April 21, 1958

Revised: February 18, 1974



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POLICY 5210

CONTINUING EDUCATION

The Greater Victoria School Board recognizes that education is a lifelong process. Therefore, courses and programs will be offered which meet the intellectual, social, vocational and recreational needs of adults and youth who have ceased to attend school.

The Board encourages and supports the development of Continuing Education Programs.

The Board shall sponsor and coordinate all Continuing Education Programs. Such programs shall be self-sustaining through provincial and federal funding and/or tuition fees.

Greater Victoria School District

Adopted: June 22, 1992



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POLICY 6112.1

SCHOOL HOURS

Schools may, in consultation with those who would be affected by the change, make changes in their existing school hours. Such changes must be in accord with the School Act Regulations.

These proposed changes when approved by the administration will be brought to the Board for information.

Principals of elementary schools may, after consultation with parents, reduce the hours of attendance of grade one pupils by one-half hour per day for the months of September and October.

Greater Victoria School District

Approved: June 17, 1974

Revised: June 28, 1982

Revised: February 24, 1986

POLICY 6120.2

SCHOOL PLANNING COUNCILS

The Greater Victoria Board of Education supports and will ensure that School Planning Councils are established for the purposes set out in the School Act.

The Greater Victoria Board of Education will actively work to ensure that School Planning Councils function effectively and in accordance with the School Act. The Board also believes that the school community must be involved in the development of the school plan.

The overall purpose of the School Planning Council is to facilitate the development of a school plan that improves student achievement.

Greater Victoria School District

Approved: January 27, 2003

Updated: September 12, 2011



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POLICY 6121

ORGANIZATION OF SCHOOLS

The Board of School Trustees advocates a policy of flexible organization of grades or of groupings of students in schools. In establishing the organization of a school the primary concern shall be education of the students to be involved and the secondary concern for efficient and economic utilization of the school area.

Any combination of grades or groupings may be considered for school organization.

Greater Victoria School District

Adopted: January 19, 1976

POLICY 6130.1

PRIMARY PROGRAM

GENERAL

A revised program for students enrolled in the first four years of school was mandated by the Ministry of Education in September 1991. The new program calls for changes in curriculum, instruction, assessment and reporting and organization for learning. It is expected that changes will be fully implemented in all schools in the province by the Year 2000.

PHILOSOPHY AND GOALS

The Primary Program in our district is based on the mission, goals and beliefs of the District. Thus, programs are focused on the needs of the individual learner. The Provincial Primary Program document supports district direction and is the foundation for the development of learning experiences in our classroom.

All young children in our district will participate in a personalized learning program that develops their knowledge, skills and attitudes in all five major goal areas: intellectual development, emotional development, social development, physical development and aesthetic and artistic development.

INTENT

It is the intent of the Board that all learning experiences for primary students be developed in accordance with the new provincial program philosophy, goals and directions.

Greater Victoria School District

Adopted: June 22, 1992

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



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POLICY 6135.1

CAREER DEVELOPMENT:

CAREER PREPARATION PROGRAMS

The intent of the Board of School Trustees of Greater Victoria is to enable students to develop knowledge, skills and attitudes around life and career planning through a variety of means, including Career Preparation Programs.

The Greater Victoria School District believes that the purpose of Career Preparation Programs is to provide an opportunity for Graduation Program students to develop knowledge, skills and attitudes directly related to concentrated study in a particular career field. This will involve long-term partnerships with the community in order to enhance student learning.

Greater Victoria School District

Adopted: June 22, 1992

REGULATION 6141.4

TEACHING WRITING SKILLS ACROSS THE CURRICULUM

Preamble

In applying these regulations to the assignment and evaluation of written work, teachers and principals shall recognize that the ability to write is related to one's degree of mastery of other skills, such as speaking and reading. Fundamental to these regulations is the conviction that PROCESS (learning the special skills necessary to write in a subject area) is as important as PRODUCT (the content of what is written) and that both should be taught and considered in the evaluation of student work.

Teachers' Role in the Instruction of Writing Skills

1. Teachers in every school or department shall establish specific language learning outcomes that relate to assigned writing activities.
2. Schools shall develop, by grade level or by department, effective procedures to evaluate student writing. Both the learning outcomes and accompanying evaluation procedures shall be communicated clearly to students.
3. Teachers shall provide instruction in a variety of writing forms appropriate to their subject area - e.g., notes, reports, labs, letters, stories, articles, poems, essays, and so on.
4. In order to improve students' written assignments in every subject at every grade level, teachers shall teach all of the stages of skill development which lead to the more complex kinds of writing appropriate to each age group - e.g., research skills -- outlining -- paragraph structure -- multi-paragraph compositions.



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

Greater Victoria School District

Approved: April 26, 1982

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



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each student's success in learning within
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POLICY 6142.01

ELEMENTARY PHYSICAL EDUCATION

It is the desire of the Board of School Trustees to stress good health and full development through the maintenance or improvement of the quality of physical education programs in the District. To this end, the Board encourages each elementary school to develop a balanced physical education program that may include instruction received in regularly assigned physical education classes, intramural, and extramural experiences. All physical education programs should encourage participation of all students, good sportsmanship, student leadership, co-operative effort, and quality of performance.

Greater Victoria School District

Adopted: May 21, 1974

Re-affirmed: December 18, 1989

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:

POLICY 6161.5

Instruction: District Garden

Drafted: October 2020

Adopted: TBA

Revised:

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 Gardening has been shown to improve mental, physical and emotional health, improve focus, patience, team work and encourage students to make healthier food choices.
- 1.2 The garden is also an extension of the classroom and can provide lessons on the sustainability of our food supply, the impact of development and world issues including climate change.

2.0 DEFINITIONS

Nil

3.0 POLICY

- 3.1 The District encourages and supports the development of school gardens for learning, for increasing access to healthy food, for community and social development as well as beautification and greening of the schoolyard.
- 3.2 These living classrooms engage students to reconnect to the natural world, through observation and exploration of biodiversity, plant life, nature cycles and food literacy.
- 3.3 The goal is to provide an environment for children to connect to their food, to each other to become self-reliant individuals who understand their responsibilities as global citizens.

4.0 RESPONSIBILITIES

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

5.0 REFERENCES

Nil

DRAFT

Office of the Secretary-Treasurer

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

Kim Morris - Secretary Treasurer

TO: Operations Policy & Planning Committee
FROM: Kim Morris, Secretary-Treasurer
RE: Dissolution of Committees
DATE: October 19, 2020

Background:

The Public Engagement Ad Hoc Committee and the Student Registration and Transfer Committee have both concluded. Bylaw 9140 attached requires the Board to dissolve committees.

Recommendation:

Pursuant to Bylaw 9140, that the Board of Education of School District No. 61 (Greater Victoria) dissolve the Public Engagement Ad Hoc Committee and the Student Registration and Transfer Committee.

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.

BYLAW 9140

AD HOC COMMITTEE OF THE BOARD

1. The Board may establish Ad Hoc Committees of the Board.
2. An Ad Hoc Committee shall be an advisory committee established for a temporary purpose to deal with a specific issue. The Ad Hoc Committee shall report to the appropriate Standing Committee of the Board, within the time prescribed and within its terms of reference, with recommendation for action, which may include a recommendation for policy change.
3. All committees established by the Board of Education including Standing Committees of the Board, are considered advisory committees to the Board.
4. Ad Hoc Committees of the Board require a Terms of Reference document (template attached), which will be drafted by school district senior administration and presented to the Board.
5. Trustee members of any Ad Hoc Committee shall be as selected by the Board.
6. The membership of the Committee shall select a Chair at the first meeting of the Committee.
7. The Chairperson of the Board shall be a member of all Ad Hoc Committees, without voting rights.
8. The Superintendent or designate may be a member of all Ad Hoc Committees.
9. The Ad Hoc Committee shall be dissolved by motion of the Board.

Greater Victoria School District

Approved: April 27, 1981

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

Revised: Sept. 22, 1986
Revised: October 24, 1988
Minor revisions: June 1998
Adopted: February 25, 2002
Reviewed: March 2012
Revised: April 20, 2015
Revised: November 16, 2015

Ad Hoc Committee Terms of Reference Template

Purpose:

Deliverables:

Membership:

Timeline:

Voting:

Procedural Notes:

Date Adopted:

Greater Victoria School District No. 61
Public Engagement Ad Hoc Committee Terms of Reference

Purpose:

The Public Engagement Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop recommendations for increasing engagement with the community.

Background:

In the spring of 2016, the Greater Victoria School District No. 61 introduced a new strategic plan outlining five areas of focus over the next three years. The strategic plan was developed by the Board and senior leadership team and was informed with input from parents, students, stakeholder groups and staff.

One of the five areas for focus is community engagement.

Strategic Goal: Actively Engage with our Communities

Strategic Objectives

4.1 Develop a District Communications and Engagement Plan

4.2 Create more effective ways to bring student voices and parent perspectives to our schools and to the Board

4.3 Create more effective ways to bring staff voices and perspectives to the Board

Deliverables:

The Public Engagement Ad Hoc Committee has the following deliverables:

1. To develop a vision and principles, based on input of stakeholders and the public, to improve the School District's communications and public engagement.
2. To oversee development of a draft public engagement and communications plan for the Board's consideration.
3. To include recommendations within the public engagement and communication plan for public and stakeholder input during Board of Education meetings.

Membership:

The committee will be comprised of the following voting members:

- Two trustees appointed by the Board Chair
- The Superintendent
- The Manager, Communications and Community Engagement

The Committee will seek input during the process from various perspectives, including, but not limited to:

- One representative of the Greater Victoria Teacher's Association Executive
- One representative from the Canadian Union of Public Employees (Local 382) Executive
- One representative from the Canadian Union of Public Employees (Local 947) Executive
- One representative of the Victoria-Principals and Vice-Principals Association Executive
- One representative of the Allied Specialists Association Executive
- One representative of the Victoria Confederation of Parent Advisory Councils
- Current and previous student representatives
- Songhees and Esquimalt First Nations representatives
- Administrative and support staff (IT, Human Resources, Financial Services staff, etc.) within the District Offices
- Staff in program areas with greater diversity of parents and students (new immigrants, international students, etc.)
- School secretaries
- Senior leadership
- Local media

Timeline:

The Committee will provide an update monthly to the Operations Policy and Planning (OPPS) Committee.

Voting:

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

Procedural Notes:

Date Adopted: XXXXXX 2016

Student Registration and Transfer Committee Terms of Reference

Purpose:

The Student Registration and Transfer Committee is an ad hoc committee established by the Board of Education for the purpose of establishing student registration and transfer priorities for students attending school in SD 61.

Deliverables:

The Student Registration and Transfer Committee has 2 deliverables:

1. To recommend to the Board priorities for student registration and transfer requests, including district programs such as French Immersion and International Student Programs.
2. To recommend appropriate changes to policy and regulations.

Membership:

- Two Trustees appointed by the Board Chair
- The Superintendent or delegate
- District Principal of Modern Languages and Multiculturalism
- Director of International Student Program or designate
- One VCPAC representative
- Three PAC representatives (preference given to one from each schooling level- elementary, middle, and secondary) to be selected by lottery from a list of those schools interested in participating. The lottery will take place prior to the first meeting of the Committee.
- Three Principals (preference given to one from each schooling level - elementary, middle, and secondary with at least one from a dual track school)
- Two student representatives

Timeline:

- The Committee will prepare a project charter outlining deliverables and timelines to be submitted to the Operations, Policy and Planning Committee (OPPS). The report will be completed for the May Operations, Policy and Planning Committee and regular updates will be provided.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, decisions will be made by majority vote.

Procedural Notes:

- Interim reports will be provided until the final report in May.

Date Adopted: October 24, 2016

BOARD COMMITTEES – TERMS OF REFERENCE

December 2019 to December 2020

(Note – click on link below to access TOR)

STANDING COMMITTEES	ASSIGNMENTS
Operations Policy and Planning	Elaine Leonard (Chair) Angie Hentze Rob Paynter Ann Whiteaker Jordan Watters (ex officio)
Education Policy and Directions	Nicole Duncan (Chair) Tom Ferris Diane McNally Ryan Painter Jordan Watters (ex officio)

AD HOC COMMITTEES	TRUSTEE(S) ASSIGNED
Advocacy & Public Engagement	Nicole Duncan & Ann Whiteaker
Audit Committee	Rob Paynter & Elaine Leonard
District Facilities	Angie Hentze
Equity	Ryan Painter & Ann Whiteaker
French Advisory	Tom Ferris
George Jay Elementary Renaming Committee (TBD)	Angie Hentze
Indigenous Education	Tom Ferris
School Police Liaison Officer Program Review Committee	Nicole Duncan & Tom Ferris

SUB COMMITTEES	TRUSTEE(S) ASSIGNED
Policy Sub-Committee	Elaine Leonard & Jordan Watters



September 25, 2020

Ref: 239445

Shelley Green, Superintendent
Greater Victoria, SD 61
Email: sgreen@sd61.bc.ca

Dear **Shelley Green**

We are pleased to inform you that **Greater Victoria, SD 61** has been awarded a grant in the amount of **\$48,000** to support mental health and well-being promotion activities in your school community. An Electronic Funds Transfer will follow on September 30, 2020.

The 2020/2021 grant funding represents year 2 of the 3-year \$8.87-million investment that was [announced](#) by the Province on September 4, 2019, as well as the additional \$2-million boost [announced](#) on September 2, 2020.

The intention of this funding is to:

- Use existing student data (as chosen by **Greater Victoria, SD 61** from any relevant and appropriate data source) to fund the development of new/enhanced evidence-based, inclusive mental health and well-being activities;
 - Mental Health activities may be universal or targeted in support of students, families, and/or educators;
- Build upon 2018/19 and 2019/20 funding for continued and sustainable mental health resources in the district. This year, we are promoting a focus on compassionate systems leadership and adult well-being, while still considering the approaches of social and emotional learning, trauma informed practice, and mental health literacy; and
- Support districts to engage with Indigenous Rightsholders and Partners within the District/School community to ensure planned activities are culturally safe and meet the needs of Indigenous children and youth;

Please see the attached [Overview for Mental Health in Schools Grant Funding Document](#) for more information.

A grant of this nature requires that the Ministry outline its standard expectations in terms of accountability and acknowledgement.

In accordance with conditions placed on all government grants, *Greater Victoria, SD 61* must:

- Use all grant funds only for the purpose outlined above.
- By **December 1, 2020**, provide the Ministry a report through the Action Plan Questionnaire outlining how the funding has been or will be spent. Funding must be spent before the end of the fiscal.
- Completion of the 2020/2021 Action Plan Questionnaire is **required** and may impact future grant funding if not completed.
- The Ministry may reclaim any portion of the grant should *Greater Victoria, SD 61* not use the funds received for the purposes outlined in this letter.

Further, we ask that you acknowledge the Province of British Columbia's assistance on written materials related to this grant. The following acknowledgement may be used:

"We acknowledge the financial support of the Province of British Columbia through the Ministry of Education."

Action Plan Questionnaire:

- Action Plan Questionnaire link: <https://www.awinfosys.com/surveyfull3/minofed/main/> (please note this link will be active October 1 – December 1, 2020).
- The initial password to access the Action Plan Questionnaire for *Greater Victoria, SD 61* is **061k**. This password is only shared with the recipient of this letter.
 - If *Greater Victoria, SD 61* wishes to provide access to multiple parties, please ensure to share the secure password.
- You will have the capacity to save, log out, and log in as desired prior to submitting the final Action Plan by **December 1, 2020**.
- If you are experiencing technical difficulties accessing the Action Plan Questionnaire, please contact AWIS at support@awinfosys.com or 1-866-558-5339.

Thank you for your continued commitment to supporting the students, educators and families of your district with building mental health and well-being capacity and supporting our Provincial commitment to overall student success.

Sincerely,



Jennifer McCrea
Assistant Deputy Minister
Learning Division
Ministry of Education

September 25, 2020

To: Superintendents of British Columbia School Districts and the Federation of Independent School Associations in BC

Overview for Mental Health in Schools Grant Funding

The Ministry of Education is once again pleased to provide grant funding to each school district, as well as to the Federation of Independent School Associations in BC (FISA BC) on behalf of independent schools, to better support mental health for children.

The Province recently announced a boost to funds for school-based wellness programs and supports by \$2 million, topping up the \$8.8-million investment over three years that was announced last September. This means that for the 2020-21 school year, school districts and independent school authorities will receive a collective total of \$3.75 million in grants to promote mental wellness and provide additional supports for students, families and educators.

These grants provide school districts and FISA BC with an opportunity to build capacity in mental health and well-being related knowledge, skills, and resources in school communities. Grants may be used for a range of different activities, such as student workshops and staff training. Sustainable capacity building initiatives are encouraged - such as train-the-trainer programs and the development of video or web-based resource materials for educators, students, and/or families. **In response to the COVID-19 pandemic, school districts and FISA BC should ensure that grant-funded initiatives adhere to the BC Centre for Disease Control's [comprehensive health and safety guidelines](#), advice on [B.C.'s Back to School Plan website](#), and should consider the importance of providing access to digital and online resources for blended learning opportunities.**

Supporting Information

The Ministry of Education has recently announced the [Mental Health in Schools \(MHIS\) Strategy](#) which embeds positive mental health and wellness programs and services in all aspects of the education system. Strategic direction for MHIS comes from [A Pathway to Hope](#) which highlights the importance of promoting early childhood social and emotional development and mental health in schools.

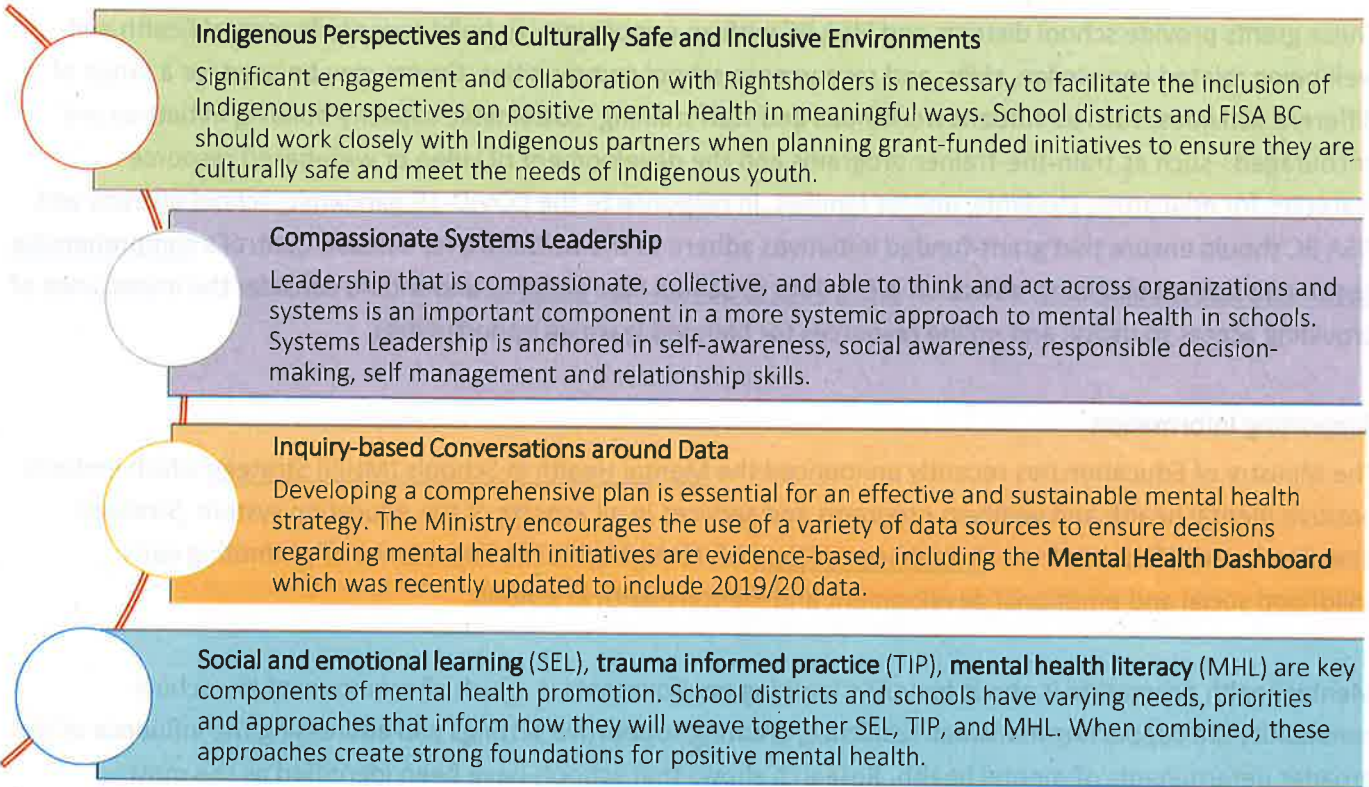
Mental health promotion is about fostering learning environments in which all members of the school community are supporting individual resilience, creating supportive settings and addressing the influence of the broader determinants of mental health. Research shows that schools have been identified as the most appropriate environment for universal mental health promotion, as well as for early recognition of mental health challenges.

In 2018/19 and 2019/20, school districts and FISA BC were asked to consider the approaches of social and emotional learning, trauma-informed practice, and mental health literacy, which are foundational elements of

mental health promotion. This year, the Ministry also encourages a focus on **compassionate systems leadership** and **supporting adult well-being** when planning activities. Research confirms many school staff are experiencing high levels of stress, which is directly linked to students' stress. Taking a compassionate lens acknowledges that adult well-being is a critical element in supporting children in the classroom and allows for a systems-wide approach to mental health promotion and improved mental health outcomes for students and the school community.

This year, as in years past, the Ministry is asking that the following key elements are considered for planning mental health activities – these elements will be reflected in the action plan questions and are described in detail below:

- Indigenous perspectives and culturally safe and inclusive environments
- Compassionate Systems Leadership
- Inquiry-based conversations around data
- Social and emotional learning, trauma-informed practice and mental health literacy



Indigenous Perspectives and Culturally Safe and Inclusive Environments

Significant engagement and collaboration with Rightsholders is necessary to facilitate the inclusion of Indigenous perspectives on positive mental health in meaningful ways. School districts and FISA BC should work closely with Indigenous partners when planning grant-funded initiatives to ensure they are culturally safe and meet the needs of Indigenous youth.

Compassionate Systems Leadership

Leadership that is compassionate, collective, and able to think and act across organizations and systems is an important component in a more systemic approach to mental health in schools. Systems Leadership is anchored in self-awareness, social awareness, responsible decision-making, self management and relationship skills.

Inquiry-based Conversations around Data

Developing a comprehensive plan is essential for an effective and sustainable mental health strategy. The Ministry encourages the use of a variety of data sources to ensure decisions regarding mental health initiatives are evidence-based, including the **Mental Health Dashboard** which was recently updated to include 2019/20 data.

Social and emotional learning (SEL), trauma informed practice (TIP), mental health literacy (MHL) are key components of mental health promotion. School districts and schools have varying needs, priorities and approaches that inform how they will weave together SEL, TIP, and MHL. When combined, these approaches create strong foundations for positive mental health.

Grant funding must be spent by the end of the fiscal. Any questions can be directed to Danielle Carter-Sullivan, Director, Mental Health, at EDUC.StrategicPriorities@gov.bc.ca.

2020/2021 Action Plan Questionnaire – Points to note:

- Completed Action Plan Questionnaires are due by **December 1, 2020**.
- Please submit Action Plan Questionnaires online at: <https://www.awinfosys.com/surveyfull3/minofed/main/>
- **The online submission portal will be available October 1 – December 1, 2020** (the above link will not be active prior to October 1st).
- Each school district and FISA BC has been provided a confidential password, found in their grant letter.
- If you are having trouble accessing the Action Plan Questionnaire (e.g. password issues, website not loading), please contact AWIS at support@awinfosys.com or 1-866-558-5339.
- The Ministry may contact school districts and FISA BC for additional information regarding action plan items to share learnings, opportunities and to promote provincial alignment of mental health and wellbeing strategies.

Grants are being provided with a **requirement to complete the Action Plan Questionnaire – failure to submit a completed questionnaire may impact future grant funding**. Information provided in the questionnaire is collected to fulfil reporting requirements on funding investments and results. It also provides insights on mental health promotion initiatives in school communities, which informs Ministry priorities moving forward.

To gain a greater understanding of the mental health promotion initiatives being implemented in B.C. schools, the Action Plan Questionnaire has been expanded for 2020/2021. In addition, this year, we have provided access to the 2019/20 *Directions Report* for your review, this Report provides analysis and a summary of last year's Action Plans and outcomes from 2018/19 and can be accessed from the secure District SharePoint site, in the folder "Provincial Reports/Documents for all School Districts".

We wish you continued success with your mental health activities for 2020/21. If you have questions, please contact Danielle Carter-Sullivan, Director, Mental Health, at EDUC.StrategicPriorities@gov.bc.ca.

Stay well!

The Ministry of Education, Mental Health Team



For more information on mental health and well-being, including definitions, supports and resources, please visit the *erase*: Mental Health & Well-being website at erase.gov.bc.ca.

The Ministry looks forward to receiving completed Action Plan Questionnaires by December 1, 2020.

2020-2021 Budget Change Report: October 2020 - Operating

	Revenue	Expenses
2020-2021 Preliminary Budget - Operating (CARRIED June 22, 2020)	204,508,700	211,555,506
Surplus Appropriation (BOARD APPROVED September 28, 2020)		
Budgeted 19-20 Surplus Appropriation June 22, 2020	7,046,806	
Net School Funded Balances	1,879,153	1,879,153
International Student Program	875,000	875,000
Continuing Education	25,546	25,546
Purchase Order Commitments	560,082	560,082
Department Carry Forwards	4,576,912	4,576,912
COVID Contingency (Cover what funding protection may not)	2,561,247	
	17,524,746	7,916,693
	222,033,446	219,472,199
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
- TTOC Budget Reallocation to Flu Shots		(30,000)
- NEW! Flu Shots for Employees Supply Account		30,000
- 1701 Submission - Operating Grant Reduction	(2,498,402)	
- ASSAI Grant	53,160	53,160
- Support Staff Standardized Plan Agreement Funding (2014 & 2019)	193,437	
- HR Labour Relations		25,000
Total Changes:	(2,251,805)	116,602
Amended Budget to October 19, 2020	219,781,641	219,588,801

MONTHLY FINANCIAL REPORT - OPERATING REVENUES - September 2020

	2020-2021					2019-2020				
	Budget	Sept 2020	YTD	Available	% !!	Budget	Sept 2019	YTD	Available	%
602 CE/HL OTHER FEES	500	15	15	485	97% !!	500	20	20	480	96%
605 CE/HL REGISTRATION FEES	12,300	1,675	2,025	10,275	84% !!	12,475	2,800	4,100	8,375	67%
621 MINISTRY BLOCK FUNDING	183,882,816	9,780,854	20,750,036	163,132,780	89% !!	181,291,074	9,568,240	20,298,975	160,992,099	89%
629 OTHER MIN OF ED GRANTS	7,712,000	812,149	812,149	6,899,851	89% !!	6,909,680	271,784	271,784	6,637,896	96%
641 REVENUE -OTHER PROV MINISTRIES	50,000	0	0	50,000	100% !!	52,138	0	0	52,138	100%
643 SUMMER SCHOOL FEES	28,581	(20)	1,720	26,861	94% !!	28,581	0	30,641	(2,060)	-7%
644 CE/HL COURSE FEES	18,500	8,700	8,700	9,800	53% !!	18,500	2,900	2,900	15,600	84%
645 REVENUE-CAFETERIA	901	1,274	1,500	(599)	-66% !!	101,045	6,953	6,953	94,093	93%
647 OFFSHORE STUDENTS TUITION FEES	8,486,223	(305,432)	8,858,955	(372,732)	-4% !!	15,134,244	(61,504)	12,544,515	2,589,729	17%
648 LOCAL EDUCATION AGREEMENTS	1,030,941	265,779	265,779	765,162	74% !!	1,063,116	0	271,459	791,657	74%
649 MISC FEES & REVENUE	366,377	20,001	166,782	199,595	54% !!	691,406	42,426	172,137	519,269	75%
651 COMMUNITY USE OF FACILITIES	878,397	(97,448)	112,169	766,228	87% !!	1,819,508	63,127	112,909	1,706,599	94%
652 COMMUNITY USE OF FIELDS	66,000	547	547	65,453	99% !!	0	5,175	40,053	(40,053)	
653 COMMUNITY USE OF THEATRE	90,000	480	1,348	88,653	99% !!	26,588	4,356	8,880	17,708	67%
654 PARKING FEES	17,000	1,200	10,500	6,500	38% !!	0	4,970	7,140	(7,140)	
655 RENTALS LIAB INS REVENUE	0	0	0	0	!!	0	1,880	3,950	(3,950)	
659 OTHER RENTALS & LEASES	765,667	95,229	142,718	622,949	81% !!	2,000	15,267	202,636	(200,636)	-10032%
661 INTEREST	0	678	1,392	(1,392)	!!	0	2,273	5,671	(5,671)	
669 INVESTMENT REVENUE	1,030,000	47,845	140,281	889,719	86% !!	1,030,000	100,923	301,712	728,288	71%
671 SURPLUS FROM PRIOR YEAR	9,682,118	0	0	9,682,118	100% !!	20,276,921	0	14,827,885	5,449,036	27%
GRAND TOTAL	214,118,321	10,633,526	31,276,615	182,841,706	85%	228,457,776	10,031,589	49,114,320	179,343,456	79%

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - September 2020

	2020-2021								2019-2020						
	Budget	Sept 2020	YTD	Encumbrances	Total Exp	Available	%	!!	Budget	Sept 2019	YTD	Encumbrances	Total Exp	Available	%
SALARIES															
111 CERTIFICATED TEACHERS	91,251,238	8,642,745	8,659,260	0	8,659,260	82,591,978	91%	!!	91,509,190	8,748,015	8,862,139	0	8,862,139	82,647,051	90%
112 PRINCIPALS AND VICE PRINCIPALS	14,186,385	1,134,539	3,365,826	0	3,365,826	10,820,559	76%	!!	13,854,934	1,146,042	3,290,809	0	3,290,809	10,564,125	76%
114 ALLIED SPECIALISTS	2,019,303	177,084	177,084	0	177,084	1,842,219	91%	!!	1,555,569	138,432	138,432	0	138,432	1,417,137	91%
115 DEPARTMENT HEAD ALLOWANCES	257,686	21,213	21,213	0	21,213	236,473	92%	!!	255,635	14,812	14,812	0	14,812	240,823	94%
120 EXEMPT STAFF (CERT)	1,278,295	98,094	301,743	0	301,743	976,552	76%	!!	1,167,219	84,813	274,367	0	274,367	892,852	76%
121 EXEMPT STAFF (NON-CERT)	3,643,802	281,339	831,771	0	831,771	2,812,031	77%	!!	3,436,452	224,619	744,609	0	744,609	2,691,843	78%
122 CUSTODIANS	2,352,064	172,762	467,876	0	467,876	1,884,188	80%	!!	2,255,875	173,830	503,420	0	503,420	1,752,455	78%
123 JANITORS	3,480,867	266,405	846,768	0	846,768	2,634,099	76%	!!	3,443,343	256,487	778,635	0	778,635	2,664,708	77%
125 FOREMEN	507,865	67,085	141,849	0	141,849	366,016	72%	!!	493,510	27,777	74,546	0	74,546	418,964	85%
126 TRADESMEN/LABOURERS	3,703,806	296,898	807,297	0	807,297	2,896,509	78%	!!	3,655,575	258,355	826,318	0	826,318	2,829,257	77%
131 SCHOOL ASSISTANT SALARIES	17,018,101	1,012,775	917,035	0	917,035	16,101,066	95%	!!	17,501,670	1,382,621	1,524,156	0	1,524,156	15,977,514	91%
142 CLERICAL SALARIES	8,878,197	660,872	1,448,203	0	1,448,203	7,429,994	84%	!!	8,650,034	651,383	1,465,713	0	1,465,713	7,184,321	83%
161 TTOC SALARIES	7,195,657	359,067	387,646	0	387,646	6,808,011	95%	!!	7,298,457	464,631	550,637	0	550,637	6,747,820	92%
165 RELIEF LABOUR	416,901	35,825	123,633	0	123,633	293,268	70%	!!	442,655	17,496	105,327	0	105,327	337,328	76%
167 SCHOOL ASSIST RELIEF	566,830	39,613	35,824	0	35,824	531,006	94%	!!	714,332	69,110	80,343	0	80,343	633,989	89%
168 CASUAL CLERICAL SALARIES	138,511	8,154	12,438	0	12,438	126,073	91%	!!	154,370	3,883	28,927	0	28,927	125,443	81%
170 MONITORS	25,000	0	0	0	0	25,000	100%	!!	15,917	0	0	0	0	15,917	100%
191 TRUSTEES INDEMNITY	224,095	18,452	55,357	0	55,357	168,738	75%	!!	218,822	18,018	54,054	0	54,054	164,768	75%
199 RECOVERIES	(485,502)	(28,795)	(102,746)	0	(102,746)	(382,756)	79%	!!	(531,044)	(36,131)	(79,532)	0	(79,532)	(451,512)	85%
TOTAL -- SALARIES	156,659,101	13,264,127	18,498,078	0	18,498,078	138,161,023	88%	!!	156,092,515	13,644,194	19,237,712	0	19,237,712	136,854,803	88%
BENEFITS															
211 TEACHER BENEFITS	21,808,235	1,807,522	2,789,965	0	2,789,965	19,018,271	87%	!!	21,321,878	1,914,544	2,995,507	0	2,995,507	18,326,371	86%
212 PRINCIPALS & VP BENEFITS	2,851,462	185,800	598,742	0	598,742	2,252,720	79%	!!	2,757,129	176,723	569,742	0	569,742	2,187,387	79%
214 ALLIED SPECIALISTS BENEFITS	415,976	32,249	38,976	0	38,976	377,000	91%	!!	295,560	26,096	40,354	0	40,354	255,206	86%
215 DEPT HEAD ALLOWANCE BENEFITS	61,587	2,549	2,549	0	2,549	59,038	96%	!!	59,564	2,766	2,766	0	2,766	56,798	95%
218 EMPLOYEE FUTURE BENEFITS EXPENSE	380,735	(675,510)	(221,383)	0	(221,383)	602,118	158%	!!	0	(301,220)	(209,249)	0	(209,249)	209,249	#DIV/0!
220 EXEMPT (CERT) - BENEFITS	246,711	15,362	52,342	0	52,342	194,369	79%	!!	230,619	14,071	48,985	0	48,985	181,634	79%
221 EXEMPT (N-CERT) BENEFITS	706,896	44,629	155,551	0	155,551	551,345	78%	!!	676,694	38,644	144,405	0	144,405	532,289	79%
222 CUSTODIAN BENEFITS	517,455	40,023	118,058	0	118,058	399,397	77%	!!	527,262	40,189	128,521	0	128,521	398,741	76%
223 JANITOR BENEFITS	765,791	52,023	178,455	0	178,455	587,336	77%	!!	805,686	56,814	174,682	0	174,682	631,004	78%
225 FOREMEN BENEFITS	111,730	9,035	27,736	0	27,736	83,994	75%	!!	115,067	7,909	22,882	0	22,882	92,185	80%
226 TRADESMEN/LABOURER BENEFITS	814,837	72,202	207,040	0	207,040	607,797	75%	!!	853,744	64,496	208,332	0	208,332	645,412	76%
231 SCHOOL ASSISTANT BENEFITS	4,050,307	259,609	332,091	0	332,091	3,718,216	92%	!!	4,279,516	337,399	461,247	0	461,247	3,818,269	89%
242 CLERICAL BENEFITS	2,112,516	160,314	397,471	0	397,471	1,715,045	81%	!!	2,120,802	164,670	421,651	0	421,651	1,699,151	80%
261 TTOC BENEFITS	1,317,480	63,519	72,924	0	72,924	1,244,556	94%	!!	1,334,070	111,939	145,435	0	145,435	1,188,635	89%
265 RELIEF LABOUR BENEFITS	59,617	13,083	39,373	0	39,373	20,244	34%	!!	64,184	7,065	30,822	0	30,822	33,362	52%
267 RELIEF ASSISTANT BENEFITS	60,871	12,948	12,948	0	12,948	47,923	79%	!!	87,616	18,167	19,463	0	19,463	68,153	78%
268 CASUAL CLERICAL BENEFITS	22,912	25	28	0	28	22,884	100%	!!	21,605	154	145	0	145	21,460	99%
270 MONITORS BENEFITS	2,525	0	0	0	0	2,525	100%	!!	1,513	0	0	0	0	1,513	100%
291 TRUSTEE BENEFITS	13,670	1,122	3,366	0	3,366	10,304	75%	!!	4,376	1,079	3,236	0	3,236	1,140	26%
299 OTHER - BENEFITS	(67,441)	0	0	0	0	(67,441)	100%	!!	(57,689)	0	0	0	0	(57,689)	100%
TOTAL -- BENEFITS	36,253,872	2,096,504	4,806,231	0	4,806,231	31,447,641	87%	!!	35,499,196	2,681,505	5,208,927	0	5,208,927	30,290,269	85%
SERVICES & SUPPLIES															
310 PROFESSIONAL & TECHNICAL SERVICE	10,000	0	0	0	0	10,000	100%	!!	10,000	0	0	0	0	10,000	100%
311 AUDIT	26,924	5,884	296	0	296	26,628	99%	!!	25,000	0	21,336	0	21,336	3,664	15%
312 LEGAL	93,580	12,188	30,010	0	30,010	63,570	68%	!!	178,580	9,528	10,493	0	10,493	168,087	94%
323 SOFTWARE MAINTENANCE	1,010,778	307,179	460,085	28,404	488,489	522,289	52%	!!	1,003,369	148,236	470,593	0	470,593	532,776	53%
324 HARDWARE MAINTENANCE	95,399	40,811	45,698	48,167	93,865	1,534	2%	!!	85,806	80,537	85,424	0	85,424	382	0%
331 CONTRACTED TRANSPORTATION	987,107	0	0	972,708	972,708	14,399	1%	!!	1,048,412	10,606	27,907	0	27,907	1,020,505	97%
332 TRANSPORTATION ASSISTANCE	32,353	2,687	2,687	0	2,687	29,666	92%	!!	32,353	881	881	0	881	31,472	97%
334 SCHOOL JOURNEYS	11,985	0	113	0	113	11,873	99%	!!	82,200	2,305	29,921	0	29,921	52,279	64%
341 PRO-D & TRAVEL	630,028	157,520	160,991	0	160,991	469,037	74%	!!	1,023,786	63,538	261,960	0	261,960	761,826	74%
342 TRAVEL MILEAGE	2,264	0	0	0	0	2,264	100%	!!	4,298	484	954	0	954	3,344	78%
343 LOCAL MILEAGE	74,371	1,967	5,795	0	5,795	68,576	92%	!!	88,654	1,787	5,223	0	5,223	83,431	94%
345 STAFF TRAINING				0	0	0	!!		4,424	0	0	0	0	4,424	100%
364 VEHICLE LEASES	115,235	9,154	36,420	0	36,420	78,815	68%	!!	115,235	19,221	38,426	0	38,426	76,809	67%
371 MEMBERSHIP FEES	109,353	2,744	92,611	0	92,611	16,742	15%	!!	107,515	4,584	92,507	0	92,507	15,008	14%
391 PREMIUMS	372,100	0	50,529	0	50,529	321,571	86%	!!	359,998	1,093	99,920	0	99,920	260,078	72%
399 SERVICES RECOVERY				0	0	0	!!		(7,594)	0	(5,664)	0	(5,664)	(1,930)	25%

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - September 2020

	2020-2021							2019-2020						
	Budget	Sept 2020	YTD	Encumbrances	Total Exp	Available	%	Budget	Sept 2019	YTD	Encumbrances	Total Exp	Available	%
421 VISA EXPENSE	27,000	1,146	3,753	0	3,753	23,247	86% !!	30,763	3,067	7,561	0	7,561	23,202	75%
422 BANK SERVICE CHARGES	117,655	3,203	11,312	0	11,312	106,343	90% !!	124,261	4,933	12,047	0	12,047	112,214	90%
431 LAND TELEPHONE	60,972	40,663	44,468	0	44,468	16,504	27% !!	150,722	12,983	26,477	0	26,477	124,245	82%
438 CELL PHONES	773,742	35,007	51,216	0	51,216	722,526	93% !!	797,968	40,308	60,894	0	60,894	737,074	92%
441 POSTAGE	35,737	6,600	18,925	2,274	21,199	14,538	41% !!	56,592	4,372	17,762	2,274	20,036	36,556	65%
444 COURIER SERVICE	11,628	15,791	7,885	0	7,885	3,743	32% !!	30,649	8,933	10,046	0	10,046	20,603	67%
445 ADVERTISING	79,452	189	36,468	0	36,468	42,984	54% !!	237,900	18,962	122,078	0	122,078	115,822	49%
446 PHOTOCOPYING	43,363	8,308	8,308	0	8,308	35,055	81% !!	226,321	17,226	17,226	0	17,226	209,095	92%
447 PRINTING SERVICES	42,664	2,662	3,196	0	3,196	39,468	93% !!	52,949	5,197	6,550	0	6,550	46,399	88%
448 AGENT FEE	135,326	(21,611)	164,066	0	164,066	(28,740)	-21% !!	1,275,380	333	474,215	0	474,215	801,165	63%
450 GRANTS	89,827	0	0	0	0	89,827	100% !!	62,350	0	0	0	0	62,350	100%
451 CULTURAL ENRICHMENT	10,232	0	0	0	0	10,232	100% !!	8,060	63	143	0	143	7,917	98%
452 HONORARIA	16,747	0	200	0	200	16,547	99% !!	13,342	1,280	1,280	0	1,280	12,062	90%
453 SCHOLARSHIPS	0	0	6,000	0	6,000	(6,000)	!!	7,000	2,000	4,000	0	4,000	3,000	43%
457 GIFT / GIFT CERTIFICATES	5,093	87	187	0	187	4,906	96% !!	2,472	0	322	0	322	2,150	87%
459 LAUNDRY					0	0	!!	0	110	110	0	110	(110)	
460 LICENCES	20,500	0	0	0	0	20,500	100% !!	20,500	0	0	0	0	20,500	100%
461 FREIGHT AND CARTAGE	200	0	0	0	0	200	100% !!	200	0	0	0	0	200	100%
462 SECURITY	100,434	10,001	26,138	13,691	39,829	60,605	60% !!	100,282	6,000	27,232	15,850	43,082	57,200	57%
467 FLEET TELEMATICS	19,200	140	8,892	0	8,892	10,308	54% !!	19,200	296	3,466	0	3,466	15,734	82%
468 CONTRACT SERVICES - FACILITIES	567,310	30,380	246,554	95,129	341,683	225,627	40% !!	672,337	123,931	152,696	105,400	258,096	414,241	62%
469 MISCELLANEOUS SERVICES	1,451,822	145,397	223,217	479,287	702,505	749,317	52% !!	2,696,239	199,185	459,789	258,008	717,797	1,978,442	73%
481 PORTABLE MOVES	60,000	0	20,940	0	20,940	39,060	65% !!	60,000	0	0	0	0	60,000	100%
499 COST RECOVERIES	0	(1,134)	(1,127)	0	(1,127)	1,127	!!	(1,019)	(10,000)	(6,223)	0	(6,223)	5,204	-511%
501 CAFETERIA FOOD	38,477	6,590	6,602	0	6,602	31,875	83% !!	162,197	17,742	18,050	0	18,050	144,147	89%
503 WOOD	3,377	0	0	0	0	3,377	100% !!	15,125	3,432	3,432	0	3,432	11,693	77%
504 METAL	0	521	521	0	521	(521)	!!	6,436	410	410	0	410	6,026	94%
505 APPLIED TECHNOLOGY SUPPLIES	1,868	0	0	0	0	1,868	100% !!	1,972	0	0	0	0	1,972	100%
506 DRAFTING SUPPLIES					0	0	!!	122	0	0	0	0	122	100%
508 AUTOMOTIVE					0	0	!!	2,937	554	554	0	554	2,383	81%
511 ADMINISTRATIVE SUPPLIES	172,733	35,960	43,390	0	43,390	129,343	75% !!	348,625	33,243	49,464	0	49,464	299,161	86%
512 COPY/PRINTER SUPPLIES	49,430	7,768	8,253	0	8,253	41,177	83% !!	197,211	22,181	22,181	0	22,181	175,030	89%
514 JANITORIAL SUPPLIES	403,383	48,409	68,484	0	68,484	334,899	83% !!	403,383	39,326	107,416	2,945	110,361	293,022	73%
515 VEHICLE SUPPLIES	15,000	1,355	3,369	0	3,369	11,631	78% !!	15,000	1,207	3,396	0	3,396	11,604	77%
516 MEDICAL SUPPLIES	2,293	1,171	1,171	0	1,171	1,122	49% !!	4,979	866	866	0	866	4,113	83%
518 VEHICLE FUEL PURCHASES	154,743	14,658	37,080	0	37,080	117,663	76% !!	155,298	13,019	35,575	0	35,575	119,723	77%
519 INSTRUCTIONAL SUPPLIES	6,323,141	425,038	604,747	246,336	851,083	5,472,058	87% !!	17,429,494	308,166	639,229	43,120	682,350	16,747,144	96%
520 BOOKS & GUIDES	881,136	26,978	32,979	0	32,979	848,157	96% !!	595,465	48,222	56,512	1,130	57,643	537,822	90%
525 MAGAZINES & PERIODICALS	1,451	0	111	0	111	1,340	92% !!	3,505	222	466	0	466	3,039	87%
530 AUDIO VISUAL MATERIALS					0	0	!!	14	0	0	0	0	14	100%
534 SOFTWARE	96,000	40,732	58,798	0	58,798	37,202	39% !!	56,603	4,776	50,632	14,448	65,079	(8,476)	-15%
541 LIGHT & POWER	1,717,413	82,351	210,809	0	210,809	1,506,604	88% !!	1,717,413	82,560	204,556	0	204,556	1,512,857	88%
551 GAS	1,090,848	8,097	(44,629)	0	(44,629)	1,135,477	104% !!	1,090,848	7,413	(42,546)	0	(42,546)	1,133,394	104%
552 OIL	120,000	0	0	0	0	120,000	100% !!	62,501	0	0	0	0	62,501	100%
561 WATER	432,060	85,667	117,682	0	117,682	314,378	73% !!	432,060	58,736	117,514	0	117,514	314,546	73%
562 SEWER USER CHARGE	267,796	46,959	48,705	0	48,705	219,091	82% !!	267,796	12,777	60,141	0	60,141	207,655	78%
563 STORMWATER	77,360	0	0	0	0	77,360	100% !!	77,360	0	0	0	0	77,360	100%
572 GARBAGE DISPOSAL	216,810	15,097	24,508	0	24,508	192,302	89% !!	216,810	0	31,451	0	31,451	185,359	85%
581 FURNITURE & EQUIP PURCH	672,214	113,858	423,860	89,430	513,289	158,925	24% !!	949,311	79,503	109,921	114,260	224,182	725,129	76%
582 VEHICLE PURCHASES	98,206	9,708	59,486	0	59,486	38,720	39% !!	98,206	0	10,100	0	10,100	88,106	90%
590 COMPUTER PURCHASES	1,034,060	153,462	278,230	120,863	399,093	634,967	61% !!	1,205,882	26,203	79,165	34,413	113,577	1,092,305	91%
594 RECONCILIATION ADJUSTMENTS	0	1	1,415	0	1,415	(1,415)	!!	0	7	(328)	0	(328)	328	
595 INTERFUND TRANSFER	100,000	0	0	0	0	100,000	100% !!	639,270	0	0	0	0	639,270	100%
599 SUPPLIES RECOVERIES	(4,832)	(3,862)	(19,612)	0	(19,612)	14,780	-306% !!	(96,262)	(5,920)	(16,353)	0	(16,353)	(79,909)	83%
TOTAL -- SERVICES & SUPPLIES	21,205,348	1,937,482	3,731,791	2,096,290	5,828,081	15,377,267	73% !!	36,866,065	1,535,049	4,079,356	591,849	4,671,205	32,194,860	87%
GRAND TOTAL	214,118,321	17,298,113	27,036,100	2,096,290	29,132,390	184,985,931	86% !!	228,457,776	17,860,747	28,525,995	591,849	29,117,844	199,339,932	87%



One *Learning* Community



5-Year Capital Plan 2021-2022

Regular Open Meeting
Board of Education
June 22, 2020

Presenters: Chuck Morris, Jim Soles, Marni Vistisen-Harwood, Eric Fischer

Planning Principles

1. Enrolment & Capacity
2. Existing Building Condition
3. Climate
4. Funding Categories Available
5. Student Transportation

Category 1: Additions

- Used to increase capacity
 - 2 Projects
 - Sundance Elementary
 - Increase capacity to 200
 - Lansdowne Middle
 - 300 seat addition

Category 2: New School

- Used to add new space to the District
 - 1 Project:
 - Site acquisition and construction of downtown Victoria Elementary School

Category 3: Site Acquisition

- Used to add land to inventory for future school
 - No projects

Category 4: Seismic

- Used to seismically upgrade existing school to mitigate seismic risk

- 12 Projects

- Cedar Hill
- Shoreline
- Sundance
- Vic West
- James Bay
- McKenzie
- Northridge
- Macaulay
- Arbutus
- Richmond
- Reynolds
- Esquimalt

Replacement

Upgrade 5 blocks

Upgrade 3 blocks

Upgrade 3 blocks

Upgrade 1 block

Upgrade 3 blocks

Upgrade 4 blocks

Upgrade 3 blocks

Upgrade 3 blocks

Upgrade 3 blocks

Upgrade 7 blocks

Upgrade 2 blocks

Category 5: Replacement

- Used to replace existing space
 - No Projects

Category 6: Demolition

- Intended for remote communities ONLY
 - No Projects

Category 7: Building Envelope Program

- Used to renovate or upgrade systems failing before end of useful life
 - 2 Projects
 - Lambrick Park Secondary – upgrade 1993 addition
 - Mount Douglas Secondary – upgrade 1993 addition

Category 8: School Enhancement Program

- Used to renovate or upgrade buildings that are not big enough for major capital but bigger than AFG can manage
 - 5 Projects
 - Vic High – Window Replacement – phase 1
 - South Park – Roof replacement – phase 1
 - Strawberry Vale – Siding replacement
 - Mount Douglas – Window replacement phase 4
 - Central – Gym floor replacement
 - Spectrum – Gym floor replacement
 - Vic High – Boiler Upgrade

Category 9: CNCP Intake

- Used to improve carbon neutrality
 - 6 Projects
 - Spectrum – Boiler replacement
 - Doncaster – Air Handling Unit replacement
 - Spectrum – Upgrade DDC to Reliable Controls
 - Lambrick Park – Boiler replacement
 - Lambrick Park – Upgrade DDC to Reliable Controls
 - South Park – Upgrade DDC to Reliable Controls

Category 10: Bus

- Used to add or replace busses to work towards independence from contracted bussing
 - 4 Busses Requested

Category 11: Playground Enhancement Program

- Used to add or replace playground equipment that may have previously fallen to PACs to fundraise
 - 3 Projects (all universally accessible playgrounds)
 - Northridge
 - Lake Hill
 - Victoria West

Summary: 21-22 Capital Plan

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost
Additon	1	Sundance	Increase Capacity to 200	\$3,750,000
Additon	2	Lansdowne	Increase Capacity to 850	\$5,000,000
New School	1	New Downtown Victoria School	New 350 capacity school in Vic High catchment area	\$16,000,000
Seismic	1	Cedar Hill	Seismic Replacement (11 H1 Blocks)	\$48,000,000
Seismic	2	Shoreline	Seismic Upgrade of 5 H1 Blocks	\$40,000,000
Seismic	3	Sundance	Seismic Upgrade of 3 H1 Blocks	\$4,000,000
Seismic	4	Northridge	Seismic Upgrade of 4 H1 Blocks	\$9,900,000
Seismic	8	Macaulay	Seismic Upgrade of 3 H1 Blocks	\$8,000,000
Seismic	9	Arbutus	Seismic Upgrade of 3 H1 Blocks	\$4,400,000
Seismic	10	Richmond	Seismic Upgrade of 3 H1 Blocks	\$7,700,000
Seismic	11	Reynolds	Seismic Upgrade of 7 H1 Blocks	\$23,000,000
Seismic	12	Esquimalt	Seismic Upgrade of 2 H1 Blocks	\$4,000,000
Seismic	5	Vic West	Seismic Upgrade of 3 H1 Blocks	\$2,900,000
Seismic	6	James Bay	Seismic Upgrade of 1 H1 Block	\$1,400,000
Seismic	7	McKenzie	Seismic Upgrade of 1 H1 Block, 1 H2 Block and 1 H3 Block	\$2,900,000
BEP	1	Lambrick Park Secondary	Building Envelope Upgrade 1993 Addition	\$1,506,000
BEP	2	Mt. Douglas Secondary	Building Envelope Upgrade 1993 Addition Mount Doug Secondary	\$854,000

Summary: 21-22 Capital Plan

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost	
SEP	2	South Park Elementary	Roofing	\$1,500,000	
SEP	3	Strawberry Vale Elementary	Exterior Wall Systems	\$500,000	
SEP	4	Mount Douglas High School	Exterior Wall Systems	\$450,000	
SEP	5	Central Middle School	Interior Construction	\$400,000	
SEP	6	Spectrum Secondary	Interior Construction	\$400,000	
SEP	7	Victoria High School	HVAC	\$800,000	
SEP	1	Victoria High School	Exterior Wall Systems	\$800,000	
CNCP	1	Spectrum Secondary School	HVAC	\$650,000	
CNCP	2	Doncaster Elementary	HVAC	\$200,000	
CNCP	3	Spectrum Secondary School	Energy Systems	\$350,000	
CNCP	4	Lambrick Park Secondary	HVAC	\$600,000	
CNCP	5	Lambrick Park Secondary	Energy Systems	\$350,000	
CNCP	6	South Park	Energy Systems	\$150,000	
BUS	1	New Bus	D (80+RE)	\$370,000	*
BUS	1	New Bus	D (80+RE)	\$370,000	*
BUS	1	New Bus	D (80+RE)	\$150,000	*
BUS	1	New Bus	D (80+RE)	\$150,000	*
PEP	1	Northridge Elementary	Universally Accessible Playground Equipment	\$125,000	*
PEP	2	Lake Hill Elementary	Universally Accessible Playground Equipment	\$125,000	*
PEP	3	Vic West Elementary	Universally Accessible Playground Equipment	\$125,000	*
				\$191,875,000	
			*NOTE: Estimates based on 2020-2021 Pricing		



FACILITIES SERVICES

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

September Update

Building Maintenance Services | Minor Capital | Major Capital
Operations | Transportation | Health & Safety

BUILDING MAINTENANCE SERVICES

In the last 30 days our maintenance staff completed 1541 of the 1920 new service requests that were created.

Starting in July 2020, all labor hours were made mandatory to record on service requests. As of last week we have a high rate of buy-in from our maintenance staff with approximately 90% of all hours accounted for by all employees on service requests. We will continue to work with our staff to increase the accuracy of reporting.

Precise Services (Insurance Contractor for Risk Management) on behalf to the Ministry of Finance has been working to complete liability audits on elementary and middle schools in the district. Up to 2008 Risk Management carried out inspections of all schools in the province. This was a fairly extensive inspection looking to identify any risk in the buildings as well as playgrounds, etc. Because of budget issues this service was stopped in 2008.

In 2020 Schools Protection and Risk Management started the program back up. This is happening province wide. We were notified and our inspections began approximately one month ago. Our Assistant Manager of Building Maintenance is working with the Inspector as they make their way through the list of schools in SD 61. Thirty percent of inspections are complete. Principals also receive a form they are asked to fill out for Risk Management that goes along with the completed assessments from the actual inspections.

After everything is done there will be copies of the reports made available to the Board as well as Facilities operations. As in the past, the reports will identify short comings that need attention. Usually this is accomplished using work orders and Maintenance staff or, for larger remedies the work is identified both by scope and costing and them put into a list for Minor capital as funding becomes available. The reports are (at least in the past) fairly extensive and contain a lot of information.

We have started preparing for the winter. Ice melt and salt is being ordered for the season and we are prepping for the icy weather should it arrive this year.

We have ramped up the Playground inspection system to be more easily tracked and plan to integrate it to Asset Planner which is our computerized maintenance management system (CMMS-work order system) for seamless creation of service requests (SR) at the time of inspection.

Our Grounds Department has been raising the canopies on trees all over the district including the Tolmie building in an effort to work with the police to curb camping on school properties.

We had a conversation with the Sergeant of the K9 unit in Victoria. We welcomed the K9 unit to use some of our school properties for late night practice and rest area for their dogs. Their presence on our property at night should aid in making the grounds safer and more secure at night, and cleaner in the day for our students.

We have two Grounds staff dedicated 8 hours a day 5 days a week to searching around high activity schools for needles and drug materials, as well as picking up garbage that has been dumped on school sites. Historically this task took two staff less than a day up until this fall when the camping bylaws changed.

Over 300 covid related screens have been distributed since the school year began. There are more and more orders coming in daily. The cost of pre-manufactured screens is about \$130 each and custom screens have been upward of \$700.



Two Examples of Custom Plexi Barriers Staff Have Built For Schools

MINOR CAPITAL

The Capital Facilities Employees have been extremely busy over the last few months. Below is a brief summary of some of the major projects completed or underway.

Tolmie Trades Training Building and Parking Lot Expansion

- Trades Building complete and welding/painting and carpentry crews are working in the building on child care studio projects.
- Parking lot expansion complete.



New Tolmie Trades Building



Overhead Crane



Part of the New Parking Lot

Campus View POD Construction

(Pod is the term used when portable classrooms are placed together for easier access)

- Six portables moved
- All portables have new Heat Recovery Ventilation (HRV) , furnaces, interior and exterior paint, and all portable classrooms have sinks
- New space created with 6 student washrooms, Staff washroom, teacher space, counselling space and small conference area.



Campus View- - View of the relocated and completely re-furbished portable classrooms

Doncaster Inclusive Playground

Complete with added stairs an accessible entryway and accessible rubber surface.



MAJOR CAPITAL

Victoria High School Seismic



Hazardous Material Abatement began in late September. The photo below shows access to the basement was made from the South side of the school to allow removal of hazardous materials.

While this is taking place other work is being done inside, including opening a gym floor to remove fill material in preparation to pour new concrete footings and other structural components.

Progress is good at this point. We now have a new Project Manager named Judith Strega who is dedicated to the construction project and is on site each day and inter-acting with the Construction Manager firm (Durwest). This site presence will make information flow and answers to questions from either side, much quicker.



Photo of the salvaged heritage components stored in the Roper gym

Cedar Hill Middle School

This project is in its final throes as Jim Soles responds to the Ministry with minor changes based upon recommendations from the Capital Advisor. An example is an updated 'Cost predictability Letter' requested by the Ministry as it completes its submission checklist.

Shoreline School

Shoreline is moving closer, however much work needs to be completed and likely updated. The bulk of time this past month has been spent on Vic High and Cedar Hill because of the work now underway at the Vic High site and how close Cedar Hill is to being completed.

Braefoot Elementary

Braefoot is completed and the project came in under budget. A few things are being tidied up by our own forces but the seismic upgrade is completed successfully!

OPERATIONS

Greater Victoria School District Custodians worked hard through the summer to prepare all schools for full student returns. The Cartage department ensured that all school moves were completed, including the first ever seismic move for a secondary school. It was an involved task and all trades groups stepped up to complete it on time.

Our Day Custodians really stepped up through September, helping re-organize classrooms to accommodate a full complement of students while maintaining the standard of daily disinfection. In the evening, our workforce increased by 15 staff. Our regular staff were fantastic in welcoming these new members to the team. They were trained quickly and have helped ensure the building is fully sanitized for every morning. We also introduced a new product, Vital Oxide, to our routine. This product is dispersed using handheld and backpack electrostatic sprayers. By the end of September, every school had this product and equipment in use.

Looking forward to October/November, we are looking to further increase our staff in the day and evening to increase our daily sanitization routines. We will also ensure that our day custodians have extra resources for the replenishment of hand sanitizer and spray disinfectant in all spaces.

We are extremely proud of the entire workforce at SD61 Facilities. They are a pleasure to work with, especially through these unprecedented times.

TRANSPORTATION

Transportation has been extremely busy creating new routes for this school year. Our regular bus routes have expanded by more than 100%.

All of our students are being bused by school cohorts as opposed to multiple schools on a bus at any given time.

We have hired 2 new drivers to the district. I would like to welcome Jody Bright and Phil Sheard to the transportation team. Our buses will start transportation SD61 students starting November 2, 2020.

We are starting to accept some mid-day trips mainly focusing on scheduled academy events. For example we will be transporting the Lambrick Park baseball academy to Pak Bay about 3 times a week.

Trips like these work well with our regularly schedules morning and afternoon bus runs.

OCCUPATIONAL HEALTH & SAFETY

Items:

- Refusal of unsafe work plan
- Coordinate Preliminary JOHS Committee Training
- DOHS Meeting recommendation plan
- Coordinate 2 week asbestos awareness/practical training
- Chemistry Lab Inspection – Secondary
- Restructure District Health & Safety folder
- Restructure JOHS/DOHS shared folder

Priority (October 2020)

- Execution Plan – Facilities Health & Safety Management System
- Coordinate Training for all facilities staff (Fall Protection , Confined Space , Equipment)
- Coordinate Annual Hearing Test

Office of the Secretary-Treasurer

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

Kim Morris - Secretary Treasurer

TO: Operations Policy & Planning Committee
FROM: Kim Morris, on behalf of the Policy Sub-Committee
RE: Sundance/Bank Street Update
DATE: October 19, 2020

Background:

Through the 2019 boundary review, Sundance Elementary School will reopen as a K-5 school in the 2021-2022 school year. Given enrolment growth projected in the school, an expansion will be required to house future enrolment. Bank School is on the same property, was rented out, but is now vacant.

Both structures on the property require significant seismic upgrade in order to safely remain part of the District's asset pool. Sundance Elementary appears on the Board's approved 2021-2022 Annual 5-Year Capital Plan under both the expansion and seismic categories.

Two potential options for the property from Staff's perspective are:

1. Seek MOE capital funding to seismically upgrade both buildings;
2. Seek MOE capital funding to expand and seismically upgrade Sundance Elementary, and capital funding to demolish Bank school.

SD61 Facilities staff toured Bank on July 29th at 2:30 pm with City of Victoria heritage staff to determine the viability of maintaining the structure as a heritage building. City staff is currently reviewing its information to determine if the building is salvageable and able to be maintained as a heritage building. SD61 Staff is awaiting further communication from City Staff.

It is important to note that the demolition of Bank would provide green space for children attending Sundance School and be part of the space required for the current conceptual expansion of Sundance. If the demolition were not to occur, the expansion would require a new design concept along with a safety barrier erected around the Bank building to prevent any close proximity to the school.

While a consultation is not required by the Ministry of Education nor Board policy, to demolish, the Board may wish to consider a community consultation to fully inform itself before making a decision on options.

Another update will be forthcoming once the City has determined what its next steps are relative to maintaining Bank school as a heritage building or not. In the meantime the Board may have questions about the project as well as suggestions for other options to be pursued, all of which should be directed to staff in preparation for the next update.

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.

Recommendation:
Nil. Information only.

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.

One *Learning* Community



SPECTRUM TURF & RINK (STAR) COMMITTEE

PHASE ONE - TURF OVERVIEW

Presented to: School District 61 Board

Presented by: The Spectrum Turf & Rink (STAR) Committee

Prepared by: Dom Butcher

Date Presented: October 15th, 2020

OVERVIEW

1. INTRODUCTION	3
2. PARTNERSHIPS	4
3. SD61 STRATEGIC PLAN	6
4. FINANCES	7
5. COMMUNITY ENGAGEMENT	8
6. MITIGATING COMMUNITY CONCERNS	11
7. CURRENT STATE OF FIELDS	12
8. SUMMARY	14

INTRODUCTION



"If you don't like something, change it!" – Maya Angelou

This document seeks to outline the basis for an agreement in principle for a double-turf at Spectrum Community School which would be financed and maintained by the Vancouver Island Soccer League (VISL) and Lower Island Soccer Association (LISA). The current large field at Spectrum Community School has tremendous potential to be the center-point of a challenging socio-economic location.

Eight stakeholders have been part of discussions towards a project that will transform an unusable field and district cost. The project would improve the experience of Spectrum, family school and countless other SD61 students while providing for those most vulnerable in our society.

Lastly and importantly, it would address the Truth and Reconciliation Commission's Calls to Action while helping to strengthen and honour SD61's Strategic Plan Goal 2 and 3. In recognizing indigenous partnerships, learners and boosting physical and mental health opportunities, it would forge positive and long-lasting partnerships with the Songhees Nation whose traditional territory the school is on. It would also seek to engage other indigenous groups in our area.

PARTNERSHIPS

The potential of such a proposal has attracted the following committed stakeholders. The majority of potential partners have presented letters of interest and support.

- **Vancouver Island Soccer League (VISL)** – Since 1895, this not-for-profit group has 2000 players and oversees most of the adult male soccer on Vancouver Island. They are looking for practice and game time with potentially 1836hrs/year. [Their letter of support is here.](#)
- **Lower Island Soccer Association (LISA)** – Since 1990, this district soccer body has overseen soccer in the Lower Island. Currently it oversees 8000 players. [Their letter of support is here.](#)
- **Songhees First Nations** – The STAR Committee has reached out to the Songhees Nation for support. The Songhees have been extremely supportive through initial discussions. The nation tried to establish a field at their wellness center but unfortunately have been unable to. A turf development at Spectrum would provide them with free turf-time, on their traditional territory, for their nation to utilize for soccer, lacrosse, other physical activity and camps. [Their letter of support is here.](#)
- **Thunderbirds (T-Birds) Soccer Association** - T-Birds Soccer Association is an indigenous youth soccer association. Initial conversations have taken place with Alex Nelson, their elder and leader of the T-Birds soccer group. Alex and the T-Birds are very supportive of this win-win. [A letter of support is here.](#)
- **Native Indian Football Association** - The Native Indian Football Association (NIFA) would secure free turf-time for their endeavors under a Spectrum turf development. For over 30 years (since 1990), the NIFA has operated on Vancouver Island. It is the fruit of decades of work by Dano Thorne, its main founder and head coach and member of the Cowichans, one of the largest bands of the Coast Salish. The NIFA has enabled indigenous soccer players and their families to combine soccer and travel within an empowering cooperation. Of impressive note, the NIFA won the 2015 and 2017 World Indigenous Games for Canada winning gold medals. Celebrating this collective of proficient indigenous soccer players, a successful grant through the VISL and LISA would ensure their association was supported with access to free turf-time. [For a letter of support see here.](#) For more on the NIFA's program [please see this Telus Story Hive production](#) link.
- **Greater Victoria KidSport** – This non-profit funds children and youth player registration for sport and other activity in the Greater Victoria

region. Under a turf agreement with the VISL and SD61, KidSport Greater Victoria gains a home-base to run free-cost recovery programming for those most vulnerable in our Lower Island region. [To see their letter of support click here.](#)

- **Saanich Municipality** – Have shown their support of the STAR Committee's ideas in principle and has approved motions to further conversations with the STAR Committee. There is also a Saanich member on the STAR Committee. [Please see the Mayor's letter of support here.](#)
- **Gorge Soccer Association** - Has been interested in a turf field at Spectrum since 2010. They have a club of around 1000 players. [Their letter of interest is here.](#)

Each of these eight bodies are vested in such a recreational, socio-economic and cultural investment in the heart of a challenging area.

Additionally, Pac-Rim Lacrosse and Greater Victoria Baseball Association have been present at STAR Committee meetings while showing a keen interest in the development as a whole.

SD61 STRATEGIC PLAN

A multi-stakeholder field at Spectrum School would allow SD61 to attain growth in a number of 'Goal' and 'Strategy' statements.

Please see the stars ★ below for overlap within the SD61 Strategic Plan for 2020-25.




Strategic Plan 2020-2025



Mission

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



Vision

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


Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:
Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:
Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:
Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.




Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:
Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

 **Strategy 2:**
Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:
Address the inequity of outcomes for Indigenous learners in literacy, numeracy attendance and graduation rates.




Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:
Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:
Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

 **Strategy 3:**
Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

 **Strategy 4:**
Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

The VISL and LISA have broached their respective boards and have sought permission for engagement in the project as well as permission to borrow funds to cover the capital contribution.

Please see the following live-link connections for financial plan information from STAR Committee member James Postans :

- [Spectrum Turf Financial Model](#)
- [Spectrum Turf Cost Estimate](#)
- [Spectrum Turf Funding](#)

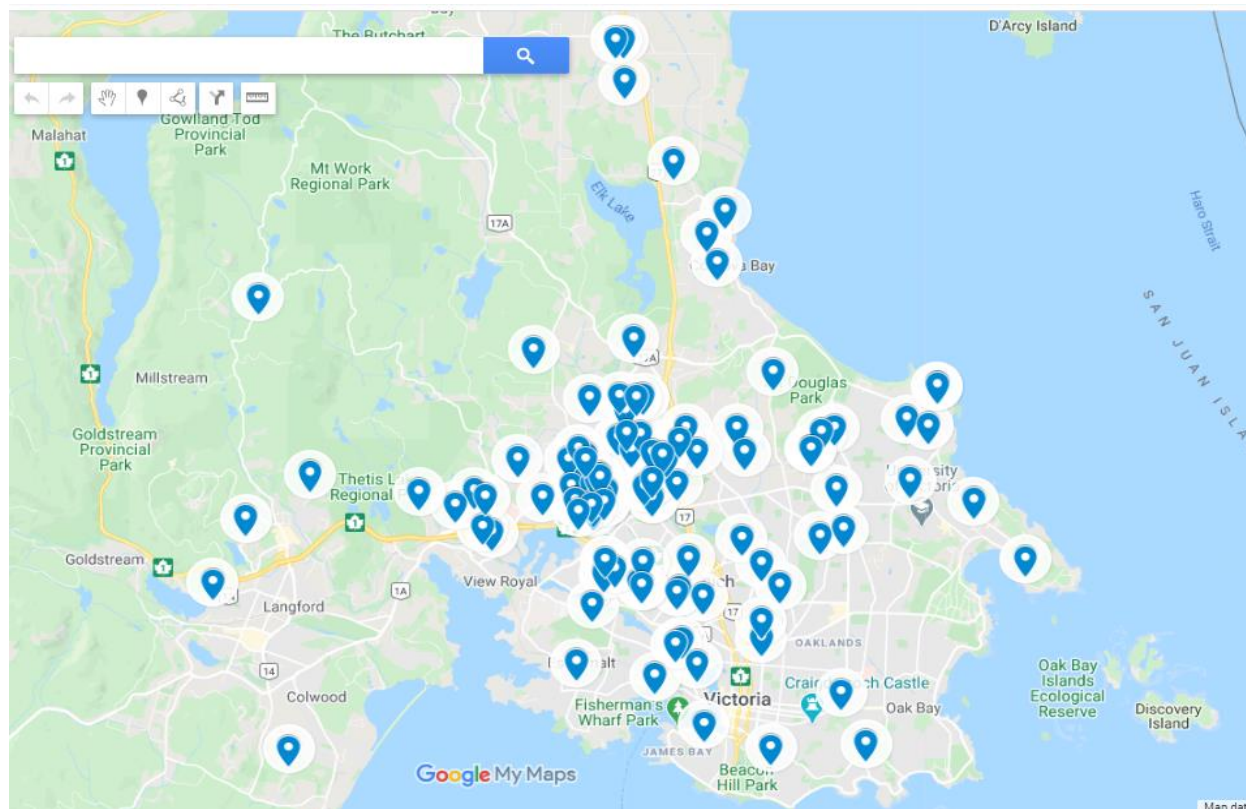
Additionally, [the following VISL draft agreement & potential terms document was given to SD61's Operational Committee on September 21st, 2020](#). This could provide the basis and possible terms towards an agreement in principle with SD61.

There is also the distinct possibility that other stakeholders will come to the table to help with the financial buy-in (via initial build or hourly rental funds) for this project.

COMMUNITY ENGAGEMENT

The STAR Committee carried out a month long public consultation campaign and gathered the following data from community members in and around Spectrum Community School.

Map 1: Survey Participant Home Addresses

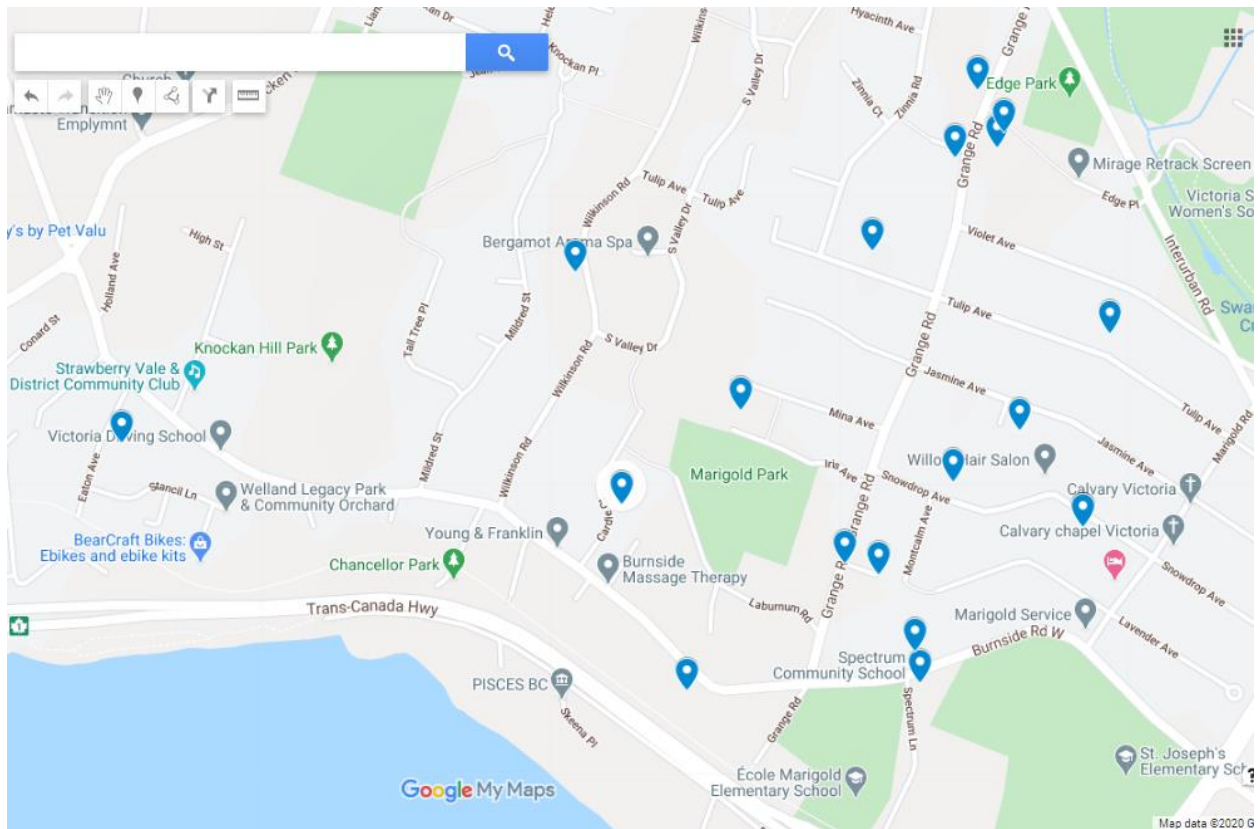


As you can see from the map above, 116 people took the survey, many of them live within 1km of Spectrum Community School.

The STAR Committee encouraged feedback from local residents by printing and delivering survey information to over eighty houses which included the thirty Burnside Road houses directly opposite Spectrum Community School. Additionally, flyers were handed out to neighbouring streets of Lavender, Marigold, Snowdrop, Grange and Montcalm.

Additionally, the survey information went into Spectrum and family school's newsletters.

Map 2: Survey Participants Around Spectrum Community School



The map above shows the response directly in and around the Spectrum Community School catchment.

Figure 1 below shows the support for the turf. Almost 96% (111) of survey participants support the turf. Of this, 91.4% (106) of participants strongly support the turf (5/5 score).

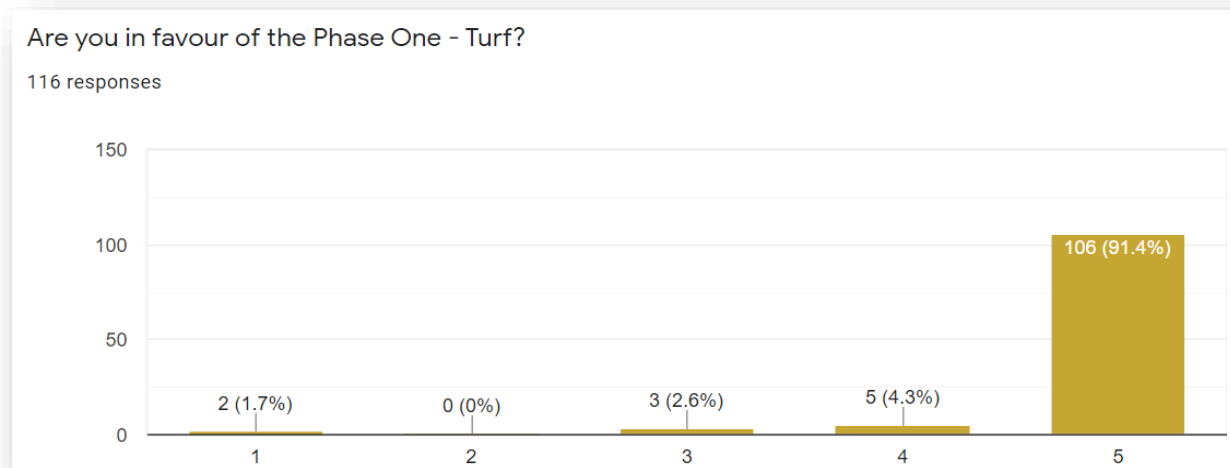


Figure 1: "Are you in Favour of the Phase One - Turf?" Graph

The question found that people generally supported the turf because of the opportunities it would provide youth and improving community health. For many, it is seen as a significant upgrade over an unusable field.

Three participants (2.6%) were indifferent to the turf project and neither support or disapprove of the turf.

Lastly, two survey participants (1.7%) were strongly against the turf. Their address locations were on Burnside Road (across from Marigold Elementary School) and on the neighbouring street of Lavender Road. These participants cited traffic and "noise from the parking lot" as major concerns.

MITIGATING COMMUNITY CONCERNS

The STAR Committee has given considerable time, energy and thought into potential environmental and community concerns. With two civil engineers residing on our STAR committee, there is considerable experience navigating community infrastructure projects that have the potential to impact the public.

Through our research, we feel confident in the technology, strategies and capacities of our plan to minimize community impact. [Please see the following pdf presentation on the following potential issues](#) and strategies to mitigate them:

- Turf field particulate catchment
- Life-cycle and recycling of the turf
- Water and energy input
- Community friendly lighting
- Improved traffic flow

CURRENT STATE OF FIELDS

There are major issues with the community field in its current state. At this time, the field is not used by any organized sports team or community groups. It also poses risk to its potential community users given the irrigation depressions (see below).



Irrigations channels and ditches create safety issues & potential injuries for students

Field Based Injuries

Along with our coaches, staff and players, our past Athletic Therapist, Kayla Wiens, overseeing the now folded football team, had serious concerns about the condition of the field. In her opinion, the field has been responsible or partly responsible for a number of injuries over past seasons. She writes:

"Unfortunately, we encountered a great amount of injuries throughout the season, but it came to my attention that some of those injuries could have been prevented if only there were better field conditions. I have provided some examples of situations that I believe the poor condition of the field could have had an impact on the severity and occurrence of these injuries. All the injuries have one common component; and that is they all involve the athletes tripping or falling. The tripping could be caused by them tripping over other players or even their own feet but I don't believe this is the case for all incidences. The field has a number of divots and soft spots that make it very easy for athlete's feet to get stuck or lose their footing. Not to mention, the increasing number of trenches that run along the whole width of the field that are hazards and dramatically increase the chance of injury that is already high in football. "

[Her full letter regarding the field-based injuries is here.](#)

Additionally, this risk has been acknowledged by football referees. [This letter shows a letter to our football coach about the poor state of the football field.](#) The referee identified the field as a "liability" and "unsafe".

Playing in Geese Feces

During school operating months our fields are home to around 300 geese and other birds. These birds don't take a day off. Due to their heavy occupation of our field, you can't find a square meter without geese feces present. This is not a pleasant environment for our kids to play on.

One of the main reasons the geese inhabit Spectrum's field is due to the heavy presence of food plants. Western Plantain is throughout Spectrum's fields, especially the new field closest to Burnside road. This field which has been recently replanted at great expense and already has invasive thistles sprouting which impale our students. That said, these thistles are greatly outnumbered by the extremely common weed, western plantain. This newly replanted field is commonly referred to as the "Cabbage Patch" given the clumps and bumps of Western Plantain which compromise the field's flat surface.

On a daily basis our students have geese feces on their shoes, clothes and body. It isn't a pleasant environment for many. In fact, there are numerous daily complaints about it by our students.

SUMMARY

A potential turf development with the eight community stakeholders would help address so much for our school and community.

In a partnership with KidSport Greater Victoria, we'd be able to provide free to cost-recovery programming for children and youth while benefiting those most vulnerable in our society perhaps changing the lives of those most at risk.

A field development would address the Truth & Reconciliation Commission's Calls to Action (specifically numbers 7, 88 & 89). It would create meaningful and long-lasting partnerships with local indigenous peoples including the Songhees Nation whose territory the school is on.

For the school and the district as a whole, it would boost the educational experience of countless students in our lower Vancouver Island area while allowing sports and physical activity programming at every level to flourish.

It is for all these important reasons that the STAR Committee members are very proud to submit this proposal towards an 'agreement in principle' for turf-fields at Spectrum Community School.

School District No. 61 (Greater Victoria)
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Phone (250) 475-4106 Fax (250) 475-4112

TO: Board of Education

FROM: Trustee Ryan Painter

RE: Spectrum Artificial Turf Field Project

DATE: October 19, 2020

Background:

As my colleagues will know, The STAR Project (Spectrum Turf and Rink) has come before the Board at various iterations of the business case development process. Below are the motions that have come before the Board and been approved (with action items taken in **bold**):

December 17, 2018 – The Board approved the following motion:

*That the Board of Education of School District No.61 (Greater Victoria) approve a feasibility study for an all-weather turf field and “pop-up” ice rink at the Spectrum Community School site by the school’s STAR Committee at no cost to the Board. **(The Board voted in favour of approving a feasibility study for an all-weather turf field and pop-up ice-rink at Spectrum Community School.)***

June 24, 2019 – The Board approved the following motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to instruct staff to participate in the development of a formal business plan for the Spectrum Turf and Rink (STAR) Project. To be developed with the STAR Committee, SD61, and community partners.

March 9, 2020 – The Board approved the following motion:

*That the Board of Education write a letter to Saanich Parks and Recreation: 1. supporting the STAR Working Committee’s task of consulting neighbours and partners in its business case research for the proposed project at Spectrum Community School; AND FURTHER; 1. requesting Saanich Parks and Rec consider the proposed project in its feasibility study, recognizing the Board’s commitment to the project is not decided. **(A letter was written to Mayor and Council on***

April 23, 2020)

Rationale

The STAR Committee has gone as far as it can without an official 'agreement in principle' from the Board. They have Saanich's documented support; they have community sports clubs engaged and ready to commit financially. Two of these stakeholders hope to secure a grant that will cover a significant portion of the project if awarded. The committee has also consulted the community in and around Spectrum Community School with favourable conclusions. They have considered, consulted, and gained the support of the Songhees Nation and other indigenous groups who would benefit from a turf at Spectrum. The traditional territories of the Songhees which the turf would be placed on is owned by the School District. An 'agreement in principle' will directly address the Truth and Reconciliation Commission's Calls to Action while also supporting and strengthening SD61's Strategic Plan Goal 2. It would legitimize stakeholders' grant application and

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greatly increase the chance of success. Additionally, the willingness to receive letters of intent to commit will help community groups proceed in good faith on their commitment to the project and begin working to fulfill financial requirements of the project.

Alignment to Strategic Plan:

This project aligns with Goal 2 (Strategy 1 and 2) and 3 (Strategy 1, 3, and 4)

Goal 1	Goal 2	Goal 3
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.	Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.	Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.
Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Strategy 1: Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.	Strategy 1: Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
Strategy 2: Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Strategy 2: Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.	Strategy 2: Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
Strategy 3: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.	Strategy 3: Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.	Strategy 3: Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
		Strategy 4: Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

and under the following categories:

- Advocacy
- Community Engagement

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) support in principle for a period of up to two years, the proposed artificial turf field project at Spectrum Community School, at no cost to the Board; AND THAT Staff be directed to update the Board once funding has been secured by the STAR Committee.

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