



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
AGENDA

Monday, June 22, 2020, 7:30 p.m.
Broadcasted via YouTube
<https://bit.ly/3czx8bA>

Pages

A. COMMENCEMENT OF MEETING 7:30 PM

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

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 7:35 PM

Recommended Motion:
That the June 22, 2020 agenda be approved.

A.3 Approval of the Minutes

11

Recommended Motion:
That the May 25, 2020 Regular Board minutes be approved.

A.4 Business Arising from the Minutes

A.5 Student Achievement

A.6 District Presentations 7:40 PM

a. Recognition of Associate Superintendent Greg Kitchen

A.7 Community Presentations 7:45 PM

(5 minutes per presentation)

- a. Jennifer Chambers, District Counsellor - proposed motion re elimination of School Liaison Officers
- b. Mia Golden, MYST (Mobile Youth Services Team) - proposed motion re elimination of School Liaison Officers

B. CORRESPONDENCE

C. TRUSTEE REPORTS

C.1 Chair's Report 7:55 PM

- a. Indigenous Peoples' Day Acknowledgement
- b. Chair's Year End Report 22
- c. 2020-2025 Strategic Plan 24

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) accept the 2020-2025 Strategic Plan as presented.

C.2 Trustees' Reports 8:15 PM

(2 minutes per verbal presentation)

- a. Trustee Ferris - Annual Committee Report 25
- b. Trustee Hentze - Annual Committee Reports 27
- c. Trustee Whiteaker - Annual Committee Reports
- d. Trustee Paynter - Annual Committee Report 28

D. BOARD COMMITTEE REPORTS

D.1 Education Policy and Directions Committee 8:25 PM

- a. Draft minutes from the June 1, 2020 meeting - Information only 30

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9140, *Ad Hoc Committee of the Board*, to include the following procedural requirements: standardized agenda setting, the taking of minutes at all Ad Hoc Committee meetings and regular reporting out to the Board of Education through the appropriate Standing Committee. The procedural requirements shall set out that the meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

D.2 Operations Policy and Planning Committee

8:35 PM

a. Draft minutes from the June 8, 2020 meeting - Information only

39

b. Recommended Motions from the June 8, 2020 meeting

49

Recommended Motion:

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

Recommended Motion:

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

AND FURTHER;

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

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Audit Committee to review the SJ Burnside upgrade project from the fiscal year 2018/19 and 2019/20 and provide the Board of Education a report that identifies the following:

1. the budget allocated to the SJ Burnside upgrade project in all relevant fiscal years;

2. the expenses and the resulting surplus or deficit for each fiscal year;
3. the work that is outstanding to date;
4. the budget and cost management processes in place during the SJ Burnside upgrade project;
5. reporting and monitoring measures in place during the SJ Burnside upgrade project;
6. external reporting standards in place during the SJ Burnside upgrade project;
7. all steps taken to enforce financial controls and to mitigate financial risks to the School District during the SJ Burnside upgrade project; and
8. the Audit Committee's recommendations regarding possible areas of improvement to District risk assessment, risk management and internal financial controls.

Recommended Motion:

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

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

- a. Recommended motions from the June 11, 2020 meeting.

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Planning Report for 2019-2020 as presented by KPMG to the Audit Committee.

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) approve the option to extend the service agreement with KPMG to provide audit services for the 2020-2021 fiscal year with fees of \$27,500 plus applicable taxes.

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2020 Quarterly Financial Report as presented to the Audit Committee.

D.4 Advocacy Ad Hoc Committee - Student Assessment and Reporting

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1 Superintendent's Report

- a. Monthly Report

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

- b. Craigflower Consultation Process

- c. Mt. Douglas Secondary School

- d. Workplace Safety Report

- e. Student Health and Safety Report

- f. Student Anaphylaxis Aggregate Report

- g. Trustee Questions

- a. Monthly Report 110

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

- b. 3rd Reading - 2020-2021 Annual Budget Bylaw 111

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) 2020-2021 Annual Budget Bylaw in the amount of \$253,606,307 be:

Read a third time, passed and adopted the 22nd day of June, 2020;

And that the Secretary-Treasurer and the Board Chair be authorized to sign, seal and execute this bylaw on behalf of the Board.

- c. 2021/2022 Five Year Capital Plan 126

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2021/2022 Greater Victoria School District No. 61 Five Year Capital Plan.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the granting of a Statutory Right-of-Way to British Columbia Hydro and Power Authority for the purpose of installing expanded services at Campus View Elementary School, legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Disposal (Right-of-Way) of Real Property Bylaw No. 20-02 at the June 22, 2020 Board meeting.

Motion to be Carried Unanimously

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 20-02, being a bylaw to grant a Statutory Right-of-Way to British Columbia Hydro and Power Authority on the property legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818 for the purpose of installing expanded services at Campus View Elementary School.

Read a first time the 22nd day of June, 2020;

Read a second time the 22nd day of June, 2020;

Read a third time, passed and adopted the 22nd day of June, 2020;

And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

F. QUESTION PERIOD

10:10 PM

(15 minutes total)

F.1 April 27, 2020 Board of Education Meeting - Q&A Answers

Q: Will SD61 still be rolling out their 2020-21 Climate Action and Environmental Plan in June? If so, will it incorporate exploring how to make the Vic High reno climate friendly and how to aim for net-zero emissions targets in future district building renos?

Q: What are the District's plans to continue the climate planning and to ensure that we have a "green recovery" from the pandemic? When will the climate plan be made available to the public? How will the District meet the necessary 7% emissions reductions this school year as per the United Nations requirement to meet a 45% reduction by 2030, which the District committed to already?

Q: I agree you have done an amazing job of adapting to the Covid Crisis. It shows me that you are able to adapt quickly when difficult situations arise. Climate Change is one of these difficult situations and adapting our schools is a way for your to react. How are you going to address this in association with Vic High?

A: The starting concept for the climate action plan was that the District began by looking what was currently being done. Next was to align the direction of each of those different concepts and then how to move forward. For instance, gardening and how to improve upon that concept and creating a plan going forward. Presentations were made at committee meetings, such as; green initiatives, gardens, energy savings and print and carbon reductions and the plan was to bring them back to a Board meeting as a follow up and as initiatives were implemented. Associate Superintendent Kitchen advised that all presentations that have been made to date will be summarized and provided to Trustees.

Due to the COVID pandemic, all plans, initiatives and presentations to the Board have been interrupted and put on hold until safe to resume.

Q: Will the staff please disclose previous research on energy sources for the Victoria High school renovation, and explain how all sources other than natural gas were ruled out? In light of the dire situation our planet is in, and the need for clean energy sources, can you please tell us why natural gas is the best option, as you see it?

A: There were no other appropriate sources (ie: wind, solar, electricity, oil) to consider as the expenditures would have exceeded the budget as laid out by the Ministry of Education seismic upgrade program and would require a major capital investment by the District which again exceeds the budget. Natural gas was the choice given its cost.

Q: Has the District explored partnering with the Capital Region Housing Corporation to share the cost of geo-exchange heating for Vic High and the proposed affordable housing development?

A: **The Vic High seismic project and conceptual design started long before the Caledonia project was even being considered. A partnership was not explored as there is no advantage to either party.**

Q: According to last memo from BC Ministry of Education, High School student's should receive 3 hours/week per course, unfortunately none of this requirement has meet for all 4 courses my child is enrolled this semester.

For this month the students have received one email from teachers usually one assignment per 2 weeks, no lecture sessions, email feedback or virtual face to face meeting teacher-student is been offered to students, as parents we are extremely frustrated: is this the new approach for online education?

A: **An overview was put out to all teachers and staff in the District with respect to delivering curriculum during at home learning and making sure to balance elementary, middle and secondary. Feedback was received and some clarification and changes were provided to teachers and parents as platforms and technology were getting up and running. Moving forward it is suggested that if a parent or student feels that a course load is not meeting their expectations, to reach out and contact their teacher and/or school principal to discuss options available to them.**

G.	PUBLIC DISCLOSURE OF IN-CAMERA ITEMS	10:25 PM	
G.1	Aggregate Annual Student Withdrawal Report and PRC/Diversion Report		145
G.2	Aggregate Annual Student Unusual Exclusion Report		146
G.3	Record of In-Camera Board Meeting - May 25, 2020		147
G.4	Record of Special In-Camera Board Meeting - June 15, 2020		148
H.	NEW BUSINESS/NOTICE OF MOTIONS	10:35 PM	
H.1	New Business		
H.2	Notice of Motions		

I. ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.



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

MINUTES

May 25, 2020, 7:30 p.m.

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

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Learning for Information Technology, Harold Caldwell, Director of Learning, Jeff Davis, Director, International Student Program, Shelly Niemi, District Administrator, Aboriginal Nations Education, Lisa McPhail, Communications and Community Engagement Manager, Vicki Hanley, Executive Assistant

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:44 p.m.

A.1 Acknowledgement of Traditional Territories

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

A.2 Approval of the Agenda

Moved by Trustee Whiteaker
Seconded by Trustee Leonard

That the May 25, 2020 agenda be approved.

Motion Carried Unanimously

A.3 Approval of the Minutes

Moved by Trustee Leonard

Seconded by Trustee Painter

That the April 27, 2020 regular board minutes be approved.

Motion Carried Unanimously

A.4 Business Arising from the Minutes

Trustee Duncan requested answers also be provided in minutes for questions raised by the public during board meetings.

A.5 Student Achievement

None

A.6 District Presentations

None

A.7 Community Presentations

None

B. CORRESPONDENCE

None

C. TRUSTEE REPORTS

C.1 Chair's Report

Chair Watters reported out that the British Columbia School Trustees Association (BCSTA) has been conducting weekly meetings with Board Chairs to provide information on COVID-19 as it relates to education in school districts in British Columbia.

C.2 Trustees' Reports

None

D. BOARD COMMITTEE REPORTS

D.1 Operations Policy and Planning Committee

- a. Draft minutes from the May 11, 2020 meeting

Trustee Leonard presented the draft minutes from the May 11, 2020 Operations Policy and Planning Committee meeting for information.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1 Superintendent's Report

- a. Monthly Report

Superintendent Green presented the report and thanked the Pandemic Response Team and Partner Groups for their work over the past few months. Superintendent Green responded to questions of clarification from Trustees.

Moved by Trustee Painter

Seconded by Trustee Leonard

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

Motion Carried Unanimously

- b. Sundance School

Superintendent Green provided Trustees with an update with respect to students set to start at Sundance School in September 2020. In light of the fact that the space will be shared between SD93 and SD61, staffing and scheduling would not be under the same district direction, and with the high possibility that rotational learning will continue, it was important to seek an alternate site. Willows Elementary has the space to accommodate all of the SD61 students and their parents have been contacted. No SD61 students will attend at Sundance/Bank St in the 2020-2021 school year. Superintendent Green answered questions of clarification from Trustees.

- c. George Jay Elementary Renaming

Superintendent Green advised Trustees that the committee to discuss the renaming of the school has been stalled due to the COVID-19 pandemic and will commence once it is safe to do so.

d. 2020/2021 Board of Education and Standing Committee Meeting Dates

Superintendent Green presented the proposed 2020/2021 Board of Education and Standing Committee meeting dates for Trustees consideration.

Moved by Trustee Whiteaker

Seconded by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2020/2021 Board of Education and Standing Committee meeting dates.

Discussion ensued amongst the Trustees with a recommendation being made to change the May Board meeting date.

Moved by Trustee Hentze

Seconded by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2020/2021 Board of Education and Standing Committee meeting dates with an amendment to the May Board meeting date from Tuesday, May 25, 2021 to Monday, May 17, 2021.

Motion Carried Unanimously

Chair Watters called for the vote on the main motion as amended.

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2020/2021 Board of Education and Standing Committee meeting dates as amended.

Motion Carried Unanimously

e. 2020/2021 Specialty Academy Fees

Associate Superintendent Roberts presented the 2020/2021 Specialty Academy Fees and answered questions of clarification from Trustees.

Moved by Trustee Whiteaker

Seconded by Trustee Painter

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

For (8): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee Painter, and Trustee Paynter

Abstain (1): Trustee McNally

Motion Carried (8 to 0)

f. Trustee Questions

Superintendent Green responded to questions from Trustees with respect to COVID-19 and assisting vulnerable students, staff accommodations on return to work and water testing results.

E.2 Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Morris presented the report and highlighted the placement of 1200+ students of Essential Service Workers for all tiers. Secretary-Treasurer Morris responded to questions from Trustees.

Moved by Trustee Ferris

Seconded by Trustee Whiteaker

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

Motion Carried Unanimously

b. 2020-2021 Annual Budget

Secretary-Treasurer Morris presented Draft 4 of the budget to the Board. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris.

Moved by Trustee Leonard

Seconded by Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of surplus to balance the 2020-2021 preliminary annual budget in the amount of \$7,046,806 as follows:

June 30, 2020 projected unrestricted operating surplus \$4,327,010

June 30, 2019 appropriated surplus approved September 2019 \$2,037,796

June 30, 2019 appropriated surplus approved April 2019 \$ 682,000

For (8): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee McNally, and Trustee Painter

Against (1): Trustee Paynter

Motion Carried (8 to 1)

Moved by Trustee Leonard
Seconded by Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2020-2021 Annual Budget Bylaw at the meeting of May 25, 2020.

Motion to be Carried Unanimously

For (8): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee McNally, and Trustee Painter

Against (1): Trustee Paynter

Motion Defeated (8 to 1)

Moved by Trustee Whiteaker
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) 2020-2021 Annual Budget Bylaw in the amount of \$253,606,307 be:

READ A FIRST TIME THE 25th day of May, 2020;

READ A SECOND TIME THE 25th day of May, 2020;

For (8): Trustee Watters, Trustee Whiteaker, Trustee Duncan,
Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee McNally,
and Trustee Painter

Against (1): Trustee Paynter

Motion Carried (8 to 1)

c. Francophone Games 2020 Postponement

Secretary-Treasurer Morris advised Trustees that the 2020 Francophone Games have been postponed to July 2021 and thus the use of Oak Bay Secondary and Willows Elementary will not be required at this time.

d. School Closure Process: Craigflower/Shoreline Seismic

Secretary-Treasurer Morris updated the Board on options for seismic mitigation at Craigflower and Shoreline. One of the options involves closing Craigflower Elementary and relocating it to Shoreline Middle School during. Discussion ensued amongst the Trustees.

Moved by Trustee Whiteaker

Seconded by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) invoke Policy 3711: *Principles, Criteria and Public Consultation Process for School Closure* to commence public consultation to consider the closure of Craigflower Elementary School in order to relocate the school to Shoreline Middle School.

AND FURTHER

That the Board direct Staff to provide a public consultation plan for the Board's approval.

For (8): Trustee Watters, Trustee Whiteaker, Trustee Duncan,
Trustee Ferris, Trustee Hentze, Trustee McNally, Trustee Painter,
and Trustee Paynter

Against (1): Trustee Leonard

F. QUESTION PERIOD

1. The Ministry recommended "secondary students dedicate 3 hours/class/week or "slightly more"." Many of us know that some teachers have not changed/decreased their required content since COVID. Some students are being assigned SIGNIFICANTLY more hours 10-15 hrs/week - including their assessments, projects etc. How can schools make sure equity is occurring across schools/the subjects/teachers so some students are not being penalized based on the class or teacher they have. Students are talking but are not saying anything because they do not want to be penalized. So, they are just staying up and getting it done. Parents are talking but not saying anything because they don't want this to fall on their kid. If they tell their students to stop after 4-5 hours of work, they will be penalized. Principals have been clear but can't force the issue. Many teachers have been great and made adjustments so we know it can be done.

Will you do a poll by subject to see what is going on?

What are parents avenue to deal with this for this last month?

What is the plan for this in the fall if we are back on-line again.?

Answer: The Ministry of Education provided Districts with an outline for teachers to follow for the delivery of education to students during the Pandemic. If families are not experiencing what the guidelines are or feel that their students teacher is not following the criteria, they should contact the school principal to share their concerns and seek assistance going forward.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1 Record of Special In-Camera Board Meeting - April 20, 2020

A Section 72 Report from the April 20, 2020 Special In-Camera Board of Education meeting was provided for information.

G.2 Record of In-Camera Board Meeting - April 27, 2020

A Section 72 Report from the April 27, 2020 In-Camera Board of Education meeting was provided for information.

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1 New Business

a. Trustee McNally - Student Assessments

Trustee McNally presented the motion and provided a rationale.

Moved by Trustee McNally

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) support the call from the Greater Victoria Teachers' Association regarding student assessments, during this period of pandemic, to the end of this school year at the end of June 2020, via a letter of advocacy from the Board Chair on behalf of the Board, asking that the Ministry of Education require only that teachers' assessments of students to be limited to pass/fail or Standing Granted.

Discussion ensued amongst the Trustees with a recommendation being made to refer the motion to the Advocacy Ad Hoc Committee for review and discussion.

Moved by Trustee Painter

Seconded by Trustee Whiteaker

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) support the call from the Greater Victoria Teachers' Association regarding student assessments, during this period of pandemic, to the end of this school year at the end of June 2020, via a letter of advocacy from the Board Chair on behalf of the Board, asking that the Ministry of Education require only that teachers' assessments of students to be limited to pass/fail or Standing Granted" be referred to the Advocacy Ad Hoc Committee for review and discussion.

Further discussion ensued amongst the Trustees with a recommendation being made to amend the referral by adding that the meeting should take place the 1st week of June 2020.

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) support the call from the Greater Victoria Teachers' Association regarding student assessments, during this period of pandemic, to the end of this school year at the end of June 2020, via a letter of advocacy from the Board Chair on behalf

of the Board, asking that the Ministry of Education require only that teachers' assessments of students to be limited to pass/fail or Standing Granted" be amended to refer it to the Advocacy Ad Hoc Committee for discussion at a meeting the week of June 1, 2020.

For (7): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Painter, and Trustee Paynter

Abstain (2): Trustee Leonard, and Trustee McNally

Motion Carried (7 to 0)

Chair Watters called for the vote on the amended referral of the motion.

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) support the call from the Greater Victoria Teachers' Association regarding student assessments, during this period of pandemic, to the end of this school year at the end of June 2020, via a letter of advocacy from the Board Chair on behalf of the Board, asking that the Ministry of Education require only that teachers' assessments of students to be limited to pass/fail or Standing Granted" be referred to the Advocacy Ad Hoc Committee for discussion in a meeting the week of June 1, 2020.

For (5): Trustee Watters, Trustee Whiteaker, Trustee Ferris, Trustee Hentze, and Trustee Painter

Against (3): Trustee Duncan, Trustee McNally, and Trustee Paynter

Abstain (1): Trustee Leonard

Motion Carried (5 to 3)

H.2 Notice of Motions

None

I. ADJOURNMENT

The meeting adjourned at 10:45 p.m.

Moved by Trustee Painter

Seconded by Trustee Ferris

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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

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

TO: Board of Education
FROM: Jordan Watters, Board Chair
RE: Chair's Report
DATE: June 22, 2020

As this unusual school year draws to a close, I want to recognize and commend our staff for meeting all the many challenges of this pandemic with grace. In a foreboding and rapidly evolving situation, our education assistants, teachers, administrators and senior leaders have responded with commitment, courage and creativity to reimagine how we do public education. I have deep respect and gratitude for all the hard work put forth over the last three months. Through every uncertainty and unexpected shift, our entire staff have put students and families at the centre of their planning and practice. Our schools truly are the heart of our communities, but it is clear that it isn't the buildings that make it so, it is the people. Without your efforts, this would have been even more difficult for the children and youth of Greater Victoria. Thank you for showing up with your best self even when it was difficult.

I wish everyone a safe, joyful and restorative summer season – you have certainly earned it!

Update on Activities

Communication has been key throughout the COVID era, and I have done my best to represent the Board in the following meetings:

- March 27, BCSTA Board Chairs Meeting
- April 3, BCSTA Board Chairs Meeting
- April 17, BCSTA Board Chairs Meeting
- April 20, BCSTA Board Chairs Meeting with the Minister of Education
- April 24, BCSTA Board Chairs Meeting
- April 28, Quarterly meeting with Mayor Helps
- May 1, BCSTA Board Chairs Meeting
- May 6, BCSTA Board Chairs Meeting with the Minister of Education
- May 8, BCSTA Board Chairs Meeting
- May 15, BCSTA Board Chairs Meeting with the Minister of Education
- May 22, BCSTA Board Chairs
- May 2, BCSTA Board Chairs

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.

In addition, I have been participating on a BCSTA COVID-19 Working Group at the request of BCSTA President Stephanie Higginson. The group has met twice thus far with weekly meetings planned going forward.

Professional Development

I am in the process of completing the Fundamental of OCAP training through the First Nations Information Governance Centre and Algonquin College. OCAP stands for ownership, control, access, and possession and it provides a framework for upholding and expressing First Nations right to self determination over research and information involving their communities.

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



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.

Goal 2
Create a culturally responsive learning environment that will support Indigenous learners personal and academic success.

Goal 3
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 2:
Engage and collaborate with students, families and SD61 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.

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 wellbeing and identity.

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

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 MCFD 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:
Engagement 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.

CORE VALUES

<p>Engagement We work to actively engage students in their education and make them feel connected to their learning</p>	<p>Equity We give each student the opportunity to fulfill their potential</p>	<p>Innovation We are innovative and consistently seek ways to make positive change</p>	<p>Integrity We are ethical and fair</p>	<p>Transparency We are accountable for the decisions we make and how we make them Page 24 of 148</p>	<p>Partnerships We create open and respectful partnerships with each member of our learning community</p>	<p>Respect We respect ourselves, others and the environment</p>	<p>Social Responsibility We share responsibility to work with and inspire students to create a better world</p>	<p>Sustainability We are proactive in the stewardship of the resources of our organization, our community and our planet</p>
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French Advisory Ad Hoc Committee Summary 2020

Background

Late French Immersion program viability, continuity and equity of accessibility for students to enroll in the program was examined by the French Advisory Committee during the 2019/2020 school year. This focus connected to both enrolment priorities for registration and the introduction of catchments for late immersion.

Consultative Process

Extensive consultation regarding enrolment priorities and catchments have taken place very recently and over a number of years.

- A year long process (2014/15 school year) took place through the French Advisory Committee to introduce the current Early French Immersion Registration process that were proposed to be adopted by late immersion
- A year-long consultative process (2017/18 school year) took place through committee work and district wide parent surveys regarding our enrolment priorities which have already been adopted by the board
- A year-long consultative process (2018/19 school year) took place through committee work and district wide parent surveys regarding boundaries/catchments which have already been adopted by the board
- This year
 - o Middle school administrator consultation
 - o French Advisory consultation
 - o District Leadership Team (DLT) consultation
 - o GVTA consultation (Professional Relations Committee)
 - o Parent survey/feedback on proposed changes

Implemented Changes for September 2020

- Late French Immersion is offered at all 5 dual track middle schools.
- Late French Immersion Catchments are introduced for the first time and align with Early French Immersion catchments as they relate to boundary review.
- Late French Immersion Registration has adopted the established enrolment priorities and lottery and an alternate choices processes to increase student accessibility to the program.
- Improved parent communication about program availability is established by way of the grade 5 transition letter that all grade 5 parents receive.

Impact of Introduced Changes

- Increased student opportunity to participate in the Late French Immersion Program at their catchment dual track middle school.
- A grade 6 Late French Immersion cohort at each of the 5 dual track school.
- Strongest registration for Late Immersion as compared to the last 10 years.
- Strong registration numbers that do not necessitate the introduction of split 6/7 Late Immersion classes.
- The 2020 registration supports/indicates potential strong late Immersion future viability at each of the dual track middle schools.

Late French Immersion Registrations as of June 12, 2020

	Accepted	Waitlisted	Available seats
Arbutus	29	2	0
Cedar Hill	26	0	3
Central	28	8	0
Lansdowne	29	4	0
Shoreline	20	0	9

Late French Immersion is a District Program

District Summary

Total number of waitlisted students = 14

Total number of available seats = 12

Total number enrolled for Sept 2020 = 132

Board of Education

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

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

TO: Board of Education
FROM: Angie Hentze
RE: Annual Committee Report
DATE: June 22, 2020

District Facilities Committee

This committee only met once, in November. It was a planning session, with only Kim Morris, Katrina Stride, Chuck Morris, and me in attendance. Our plan was to update the TOR, invite members from our partner groups to sit on the committee with us, and meet again in January. However, due to illness, snow, and finally COVID, we did not meet again during the school year. It is our intention to meet during the summer, so we can hit the ground running in September.

Victoria Family Court and Youth Justice Committee

The VFCYJC is a CRD funded committee that meets the third Wednesday of every month at Victoria City Hall. Members include representatives from the 13 municipalities and 3 school districts in the CRD, as well as Court Watch, Capital Regional Action Team for Sexually Exploited Youth (CRAT), Restorative Justice Victoria, among other resource agencies that occasionally present. A full list can be found on their website at www.victoriafamilycourt.ca.

Due to COVID, the has not met since February. We'll be having our first committee meeting via zoom on June 17th.

Speakers/Major updates

September: Eric Kelch, the CRD Community Engagement Coordinator for First Nations Relations.

October: MMIWG and Court Watch updates

November: Dr. Jennifer Charlesworth, BC Children's Representative

December: No meeting / January: Meeting cancelled due to snow.

February: AGM

March: Special Orientation session

I was also able to attend Cultural Perspectives Training through the Indigenous Perspectives Society in February, funded through VFCYJC. This was a very valuable workshop, and I highly recommend people to take it if time and funds permit.

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: Trustee Rob Paynter, Audit Committee Chair
DATE: June 17, 2020
RE: **Audit Committee Annual Report – June 22, 2020 Board Meeting**

Background:

The Audit Committee met on the following dates:

- September 16, 2019.
 - KPMG presented the Audit Findings Report for 2018-2019.
 - New business included discussions on:
 - Audited Financial Statements;
 - Statement of Financial Information;
 - School Accounting Records Review;
 - Living Wage, Living Hours; and,
 - Operational Reviews.
- October 21, 2019
 - New business included:
 - September 2019 Quarterly Financial Report;
 - Enrolment Update;
 - Discussions on Living Wage, Living Hours; and,
 - Operational Reviews.
- February 10, 2020
 - New business included discussion on:
 - Audit Committee governance;
 - December 2019 Quarterly Financial Report;
 - Explanation of 2019-2020 enrolment variances; and,
 - Provision of 2020-2021 enrolment projections.
- June 11, 2020
 - New business included discussion on:
 - Committee Chair election
 - 2019-2020 KPMG Audit Planning Report
 - 2020-2021 Audit Services Contract Extension
 - March 2020 Quarterly Financial Report
 - 2019-2020 School Accounting Records Review
 - Audit Committee Governance

Scheduled Meeting Dates 2020-2021

- September 21, 2020 at 4:00 pm
- November 9, 2020 at 4:00 pm
- February 9, 2021 at 4:00 pm
- May 10, 2021 at 4:00 pm

.../2

June 11, 2020 Meeting Summary

Audit Committee Governance

- Audit Committee Terms of Reference will be reviewed and recommendations proposed to the Board based on its operation to date.
- Trustee Rob Paynter will serve as Chair of the Audit Committee for the next year.

Audit Services

KPMG was the successful proponent of an RFP process in 2015 to secure external audit services. The agreement was for three years with an additional three one-year options subject to agreement respecting fees. KPMG has confirmed their willingness to exercise the third one-year option for 2020-2021 school year.

Recommendations:

2020-2021 Audit Services

Following a presentation by Secretary Treasurer Kim Morris and conversation with Lenora Lee, KPMG's Engagement Partner, The Audit Committee voted in favour of the following recommendation to the Board

That the Board of Education of School District No. 61 (Greater Victoria) proceed with the option to extend the agreement with KPMG for the 2020-21 fiscal year and agree to audit fees of \$27,500 plus applicable taxes.



Education Policy and Directions Committee Meeting

MINUTES

June 1, 2020, 7:00 p.m.

Trustees Present: Nicole Duncan, Tom Ferris, Diane McNally, Ryan Painter,

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

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Andy Canty, Director of IT for Learning, Harold Caldwell, Director of District Team, Louise Sheffer, Director of District Team, Jeff Davis, Director of International Student Program, Connor McCoy, VPVPA Representative, Jane Massy, CUPE 947 President, Jodi Whiteman, VCPAC President, Jeanette Alexander, ASA President, Andree Porter (recorder)

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 pm

A.1 Acknowledgement of Traditional Territories

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

A.2 Approval of the Agenda

Moved by Trustee Painter

That the June 1, 2020 Education Policy and Planning Committee meeting agenda be approved with the following amendments:

Add C.6 IBPOC/BIPOC Recommendation

Add C.7 General Updates

Motion Carried Unanimously

A.3 Approval of the Minutes

Moved by Trustee Painter

That the March 2, 2020 Combined Education Policy and Operations Policy Meeting (Education Policy portion) minutes be approved.

Motion Carried Unanimously

A.4 Business arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

C.1 Introduction of Student Representative

Trustee Duncan introduced and welcomed Student Representatives, Hannah O'Shea, Zoe Jennings, and Sienna Nargang White of Victoria High School.

C.2 Inclusion Survey Summary - Deb Whitten

Deputy Superintendent Whitten provided Trustees with an overview of the comprehensive Inclusion Survey summary, and highlighted key themes that were heard throughout the survey responses as well as feedback from related events such as the District Learning Series, Diversity & Inclusion Forum, Learning Support Teachers' Learning Series, Student Symposium and Counsellor Collaboration. Next steps were discussed. Ms. Whitten noted that the Diversity & Inclusion Forum as well as the Inclusion Survey will take place annually. Questions of clarification were asked.

C.3 Grade 4/5 Performance Standards - Deb Whitten

Deputy Superintendent Whitten presented to the committee the proposed change from letter grades to a proficiency scale for Grade 4 & 5 students, noting that a thorough consultation process with all partner groups will occur in Fall 2020. A follow up summary will be provided to the committee following this consultation process. Questions of clarification were asked.

C.4 District Team's March to May Recap - Louise Sheffer

Louise Sheffer, Director of District Team, provided the committee with an overview of the District Team's extensive work and focus in the last 8 weeks since the return from spring break. Ms. Sheffer noted one of the main focuses has been developing guidelines and supporting documents that will allow for administrators, teachers and staff to continue to support students and student success. Questions of clarification were asked and Trustees provided kudos to the District Team for their on-going work.

C.5 Ad Hoc Committee Recommendation - Trustee McNally

Trustee McNally presented the following motion and provided a rationale.

Moved by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Superintendent to ensure that the Ad Hoc Committee Meeting Minutes pages includes current minutes and reports to the Board as required from all functioning Ad Hoc Committee, beginning immediately.

Discussion ensued among the Trustees with a recommendation to amend the motion to the following:

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, the taking of a minute of all Ad Hoc Committee meetings and regular reporting out to the Board of Education through the appropriate Standing Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

Further discussion ensued among Trustees with a recommendation to remove mention of minutes from the motion as this does not apply to most Ad-Hoc Committee Meetings

Moved by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, ~~the taking of a minute of all Ad Hoc Committee meetings~~ and regular reporting out to the Board of Education through the appropriate Standing

Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

For (2): Trustee Ferris, and Trustee Painter

Against (2): Trustee Duncan, and Trustee McNally

Motion Defeated (2 to 2)

With the amendment to the amended motion being defeated due to a tie, the original amended motion was brought forward for a vote.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, the taking of a minute of all Ad Hoc Committee meetings and regular reporting out to the Board of Education through the appropriate Standing Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

Motion Carried Unanimously

C.6 IBPOC/BIPOC Recommendation - Trustee Painter

Trustee Painter presented the following motion and provided a rationale.

Moved by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation of an anti-racism policy and framework.

A discussion took place among Trustees. A recommendation to amend the motion and refer to the Equity Committee was made.

Moved by Trustee McNally

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation

of an anti-racism policy and framework." be referred to the Equity Committee.

For (1): Trustee McNally

Against (3): Trustee Duncan, Trustee Ferris, and Trustee Painter

Motion Defeated (1 to 3)

Further discussion took place and a recommendation to table this motion until further discussions and learning sessions take place, was made.

Moved by Trustee Painter

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation of an anti-racism policy and framework." be tabled until the October 5, 2020 Education Policy and Directions Committee meeting.

Motion Carried Unanimously

C.7 General Updates

- a. Advocacy Ad-Hoc Committee Update re: Motion to Board - Colin Roberts

Associate Superintendent Roberts noted that recommendations are in the process of being drafted and will be brought forward the Board with respect to the response to the motion which has come forward from the letter received from the Greater Victoria Teachers Association regarding final grades for students.

- b. Summer School Update for 2019-2020 - Colin Roberts

Associate Superintendent Roberts provided a brief update in regards to Summer School for the 2019-2020 school year noting that there will be a blended model of some in-class and remote learning offered this year. An update regarding Enrolment and Schedules for Summer School will be provided at the June 8, 2020 Operations Policy and Planning Committee meeting.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

The meeting adjourned at 8:44 pm.

Moved by Trustee Painter

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

DRAFT

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

Revised: Sept. 22, 1986

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

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:



Operations Policy and Planning Committee Meeting

REGULAR MINUTES

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

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

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

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

1. COMMENCEMENT OF MEETING

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

1.1 Acknowledgement of Traditional Territories

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

1.2 Approval of the Agenda

Moved by Trustee Whiteaker

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

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

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

Motion Carried

1.3 Approval of the Minutes

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

Moved by Trustee Whiteaker

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

Motion Carried Unanimously

Moved by Trustee Leonard

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

Motion Carried Unanimously

1.4 Business arising from Minutes - None

2. PRESENTATIONS TO THE COMMITTEE

3. SUPERINTENDENT'S REPORT

3.1 Recognition of Student Representative

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

3.2 Summer School 2020 - Colin Roberts

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

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

4. PERSONNEL ITEMS

4.1 Human Resource Services Staffing Update

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

5. FINANCE AND LEGAL AFFAIRS

6. FACILITIES PLANNING

6.1 Monthly Operations Update

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

6.2 Leases and Rentals COVID Update

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

6.3 Climate Action Report: Energy Manager

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

7. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

8. NEW BUSINESS

8.1 Superintendent's Evaluation - Trustee Watters

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

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

By consensus, the committee members treated items individually.

Change #1:

Moved by Consensus

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

Motion Defeated Unanimously

Change #2:

Moved by Consensus

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

Motion Defeated

Change #3:

Moved by Consensus

Guiding Principles #4: Will utilize the following:

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

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

Moved by Consensus

Guiding Principles #4: Will utilize the following:

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

Motion Defeated

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

Moved by Consensus

Guiding Principles #4: Will utilize the following:

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

Motion Defeated

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

Change #4:

Moved by Consensus

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

Motion Defeated

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

8:24 pm. Gavel passed to Chair Watters

Moved by Trustee Paynter

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

Motion Carried

Moved by Trustee Paynter

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

Motion Defeated

Moved by Trustee Whiteaker

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

AND FURTHER

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

Motion Carried

Main Motion:

Moved by Consensus

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

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

Motion Carried

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

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

Moved by Trustee Watters

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

Motion Carried

8.2 Carbon Neutral Action Report - Chuck Morris

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

8.3 Safe Design Council Certification Funding - Trustee Painter

Moved by: Trustee Painter

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

AND FURTHER;

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

Motion Carried Unanimously

8.4 SJ Burnside Upgrade Project - Trustee Duncan

Moved by: Trustee Duncan

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

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

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

Motion Carried
1 abstain

8.5 Liaison Officer Program - Trustee Paynter

Moved by Trustee Paynter

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

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

Motion Carried Unanimously

9. NOTICE OF MOTION

9.1 Liaison Officer Program - Trustee Painter

Moved by Trustee Painter

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

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

10. GENERAL ANNOUNCEMENTS

11. ADJOURNMENT

The meeting adjourned at 9:39 pm.

Moved by Trustee Hentze

That the meeting adjourn.

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

Motion Carried Unanimously

DRAFT

POLICY 2100.1

SUPERINTENDENT EVALUATION

Drafted: January 2020

Adopted:

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

Guiding Principles

The Superintendent's evaluation:

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

Process:

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

2. The two appointed Trustees and the Superintendent, upon approval of the Board, will appoint an external consultant that is mutually agreeable to both parties.
3. The anonymous leadership survey will be sent to members of the following groups that have a recent working relationship with the Superintendent:

- VCPAC Executive
- District Leadership Team – All members
- Principals – as chosen by two trustees and Superintendent
- Teachers that the Superintendent has worked with
- Indigenous Leaders
- Union Executive Members – ASA, CUPE 382, CUPE 947, GVTA
- Community Organization Partners who have worked with the Superintendent
- Other – to be discussed with the two trustee representatives

4. The external consultant will conduct interviews using the questions from the question bank, with direct reports, trustees and leaders of partner groups.

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

The interview questions will be chosen from the question bank that will align to Roles and Responsibilities of the Superintendent (see attachment) and the goals of the Strategic Plan.

5. The external consultant will gather all evidence from the anonymous leadership survey and interviews, analyze the information and prepare a written evaluation report.
6. The evaluation report will reflect areas of strength and identify areas of growth for the Superintendent to create a growth plan that will be reviewed with the Board on an annual basis.

Question Bank:

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

Does the Superintendent ensure that:

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

Roles and Responsibilities:

Final Question:

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

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

DRAFT

TO: Board of Education
FROM: Kim Morris, Secretary-Treasurer
DATE: June 22, 2020
RE: **Audit Committee Report – June 11, 2020 Meeting**

Background:

The Audit Committee held a meeting on June 11, 2020. KPMG presented the Audit Planning Report for 2019-2020. New business included discussions on audit services for 2020-2021, March 2020 Quarterly Financial Report, 2019-2020 School Accounting Records Review, and Audit Committee governance. Trustee Paynter was elected as the Chair of the Audit Committee.

There are three recommendations to the Board from the Audit Committee.

Recommendations:

2019-2020 Audit Planning Report

Lenora Lee, Engagement Partner, accompanied by Matt Meekes, Audit Manager, of KPMG presented the Audit Planning Report for 2019-2020. Trustees recommended the Audit Planning Report be approved by the Board.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Planning Report for 2019-2020 as presented by KPMG to the Audit Committee.

2020-2021 Audit Services

Katrina Stride, Associate Secretary-Treasurer, informed the committee that KPMG is interested in confirming the third of three one-year options to extend the service agreement to provide audit services for 2020-2021 with fees of \$27,500 plus applicable taxes. The fees for 2019-2020 are \$26,500 plus applicable taxes.

Trustees agreed with confirming KPMG as the District's auditor for 2020-2021 and recommended that the Board approve the option to extend the agreement with KPMG for one additional year with fees of \$27,500 plus applicable taxes.

That the Board of Education of School District No. 61 (Greater Victoria) approve the option to extend the service agreement with KPMG to provide audit services for the 2020-2021 fiscal year with fees of \$27,500 plus applicable taxes.

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.

March 2020 Quarterly Financial Report

Katrina Stride, Associate Secretary-Treasurer, provided highlights of the quarterly financial report for the period ending March 31, 2020 and advised that the year-to-date results are comparable to the prior year with only a slight decline in revenue and expenditures in the current year. Committee members asked questions of clarification.

Trustees recommended that the Board accept the March 2020 Quarterly Financial Report through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2020 Quarterly Financial Report as presented to the Audit Committee.
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School District No. 61 (Greater Victoria)

Audit Planning Report
for the year ended
June 30, 2020

KPMG LLP

For the meeting on June 11, 2020

kpmg.ca/audit

KPMG

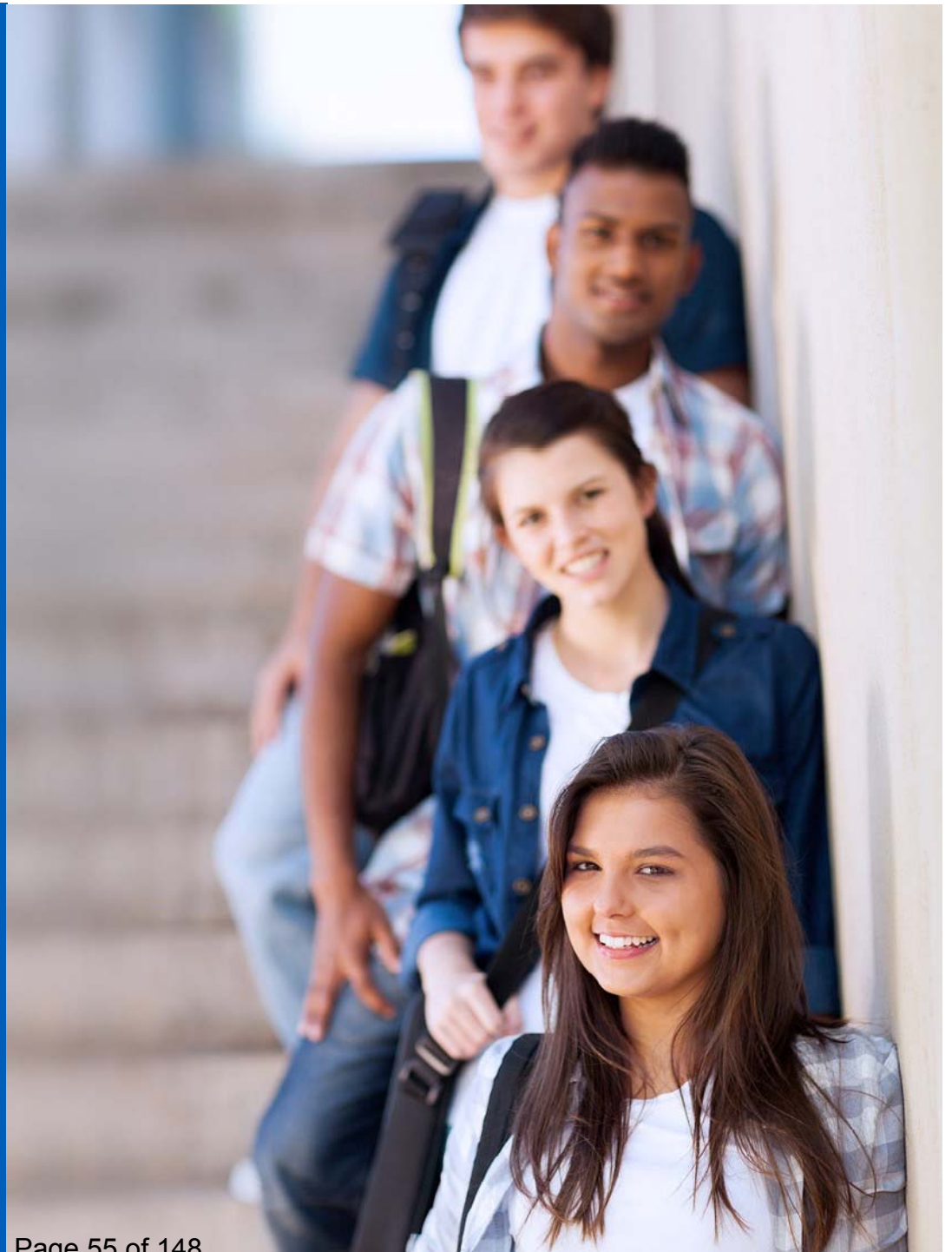


Table of contents

Executive summary	1
Materiality	3
Audit risks	4
Areas of audit focus	7
Other Matters – Ministry Funding Model Review	10
Key deliverables and milestones	8
Current developments	9
Appendices	15



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At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.

This Audit Planning Report should not be used for any other purpose or by anyone other than the Board of Trustees. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.



Executive summary

We are pleased to provide for your review the following information relating to the planned scope and timing for the audit of the financial statements of School District No. 61 (Greater Victoria) (the “District”) for the year ended June 30, 2020.



Audit response to COVID-19 Pandemic

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. As the COVID-19 pandemic evolves, the District will continue to assess the impact on its operations and finances, and consider the implications on financial reporting. We have analyzed the impact of the COVID-19 pandemic situation on the audit of the financial statements for the year ending June 30 2020, and discussed the audit and financial reporting implications with management.

See page 3-4 for further details.



Areas of audit focus

Our audit of the District is risk-focused. As part of our audit process, we have had discussions with management about any changes in the organization or other items that should be brought to our attention and considered the impact to the audit. Our assessment is based on a variety of factors that include our knowledge of your organization, the susceptibility of the account balances to the risk of material misstatement, size of the balance, inherent complexity, and level of uncertainty in measurements as well as significant external factors. In planning our audit, we have taken into account key areas of audit focus for financial reporting.

See pages 6-8 for further details.



Audit materiality

Materiality has been determined based on total revenues. We have determined materiality to be \$4,200,000 for the year ending June 30, 2020 (2019 - \$4,000,000).

See page 2 for further details.



Executive summary (continued)



Independence

We are independent of the District and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow the District's approved protocol.



Current developments

Please refer to pages 13 to 16 for relevant accounting and/or auditing changes relevant to the District, relevant audit trends, and COVID-19 resources that may be of interest to you.

Materiality

Materiality determination	Comments	Amount
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements. The corresponding amount for the prior year's audit was \$4,000,000.	\$4,200,000
Benchmark	Based on total revenue for the year. This benchmark is consistent with the prior year. The corresponding amount for the prior year's audit was \$230,819,737.	\$242,696,382
% of Benchmark	The corresponding percentage for the prior year's audit was 1.7%. The industry standard percentage for the audit is 0.5%-3.0%.	1.7%
Audit Misstatement Posting Threshold (AMPT)	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was \$200,000.	\$210,000

Materiality is used to scope the audit, identify risks of material misstatements and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors.

To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality.

Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

We will report to the Board of Trustees:



Corrected audit misstatements



Uncorrected audit misstatements

COVID-19 – Audit and financial reporting considerations

Audit considerations

Timing of the year-end audit work

- KPMG is fully paperless and poised to undertake a remote audit in an efficient manner if lockdown measures continue into the summer. We will establish a secure ShareFile platform to facilitate the sharing of information with management. We have discussed the details of the audit with management, and both are ready to undertake the audit as planned and on schedule.
- The ability for the audit to commence is highly fluid and dependent on management’s ability to physically or digitally access underlying documents in a safe and healthy manner. We remain in touch with Management frequently to coordinate logistics, and plan to commence pre-year end audit work remotely in June 2020.

General considerations

- Many organizations have been required, out of necessity, to amend process activities and controls, and as such, segregation of duties and approval of transactions may also have been impacted.
- We will obtain an understanding of what temporary changes to process activities and controls have been implemented to determine if the planned audit procedures are appropriate.
- Just as the District has been impacted by COVID-19 protocols, so have many of your partners, vendors and banking institutions. As a result, responses to third party confirmations may be delayed. Confirmations requests will be sent to confirming parties on July 1, 2020 to facilitate receipt of responses in a timely manner.

Nature of operations

- The COVID-19 outbreak will impact the District’s operations and finances during the year and subsequent to the June 30, 2020 year-end.
- An assessment should be made by management of any COVID-19 financial implications. Actions undertaken by the District should be disclosed in a note to the financial statements, including a statement as to whether or not these factors present uncertainty over future cash flows, cause significant changes to assets and liabilities, and/or significantly impact future operations. Examples may include:
 - Closure of facilities based on public health recommendations to slow the transmission
 - Temporary and or permanent termination of employees
 - Mandatory working from home requirements for those able to do so
- Measurement of the estimated financial effect should be disclosed, or it should be stated if the effect is not determinable.
- We will work with management to customize the wording of the note for the District’s specific situation.
- An emphasis of matter paragraph in the auditors’ report may be required depending on the extent of the COVID-19 impact on the District’s operations and finances.

COVID-19 – Audit and financial reporting considerations (continued)

Financial reporting considerations

Accounts receivable	<ul style="list-style-type: none">– Management will perform a detailed analysis of uncollectible receivable balances including those owed by individuals and entities that have a higher risk of not paying outstanding balances. This includes ensuring provisions for uncollectible amounts, if any, are appropriate based on the ageing and expected collectability of balances.– We will perform an enhanced review of management’s analysis, including the ageing of receivables and assess whether the provision is reasonable.
Accounts payable and accrued liabilities, and expenditures	<ul style="list-style-type: none">– Management will ensure that the liabilities and related expenses are complete and accurate. Accruals may need to be calculated due to delays in receiving vendor invoices.– We will perform an enhanced review of management’s assessment and calculation of significant accruals.– We will review payments and invoices received subsequent to year-end to ensure they are recorded in the appropriate fiscal year.– Detailed calculation of severance accruals, wage subsidy top ups, restructuring plans, if any, will be evaluated.
Deferred revenue	<ul style="list-style-type: none">– Management will monitor refunds requested by students to determine whether any amounts require reclassification to accounts payable and accrued liabilities.– We will assess whether deferred revenue relates to programs and terms occurring subsequent to June 30, 2020, and tuition revenue recognized relates to completed terms, considering changes in program delivery and timing.
Pension and post-employment benefits	<ul style="list-style-type: none">– Actuaries engaged by the Ministry should evaluate the change in assumptions used in the valuation of post-employment benefits with a measurement date of March 31, 2020 compared to the reporting date of June 30, 2020 to determine the impact on the overall unfunded liability of the District.– KPMG internal actuarial specialists may be engaged by our audit team to review the reasonableness of assumptions used by Mercer in the valuation.– The accounting treatment and any financial statement disclosures related to the impact of COVID-19 will be reviewed to ensure it is in accordance with the financial reporting framework.
Going concern	<ul style="list-style-type: none">– The auditing standards do require that management undertake a going concern assessment on an annual basis. Management should document their going concern assessment, often in the form of revised budgets and cash flow forecasts, taking into account factors such as positive and negative financial indicators, ability to access government stimulus and emergency programs, reserve levels to sustain the organization beyond the next financial reporting date and other funding accessible to sustain operations.



Audit risks

Professional requirements

Fraud risk from management override of controls

Fraud risk from revenue recognition

Why is it significant?

This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when there is an expectation to maintain a balanced budget from year to year.

Our audit approach

As the risk from management override of controls is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.

The risk of fraud from revenue recognition has been rebutted as there were no significant pressures or incentives identified related to revenue recognition.

Annual inquiries

Professional auditing standards require that we annually inquire concerning the Board of Trustees oversight of management's process for identifying and responding to the risks of fraud with the District. Accordingly, we ask:

- What are your views about fraud risks at the District?
- How do you exercise effective oversight of management's processes for identifying and responding to the risk of fraud in the District and internal controls management has established to mitigate these fraud risks?
- Are you aware of or have you identified any instances of actual, suspected, or alleged fraud, including misconduct or unethical behaviour related to financial reporting or misappropriation of assets? If so, have the instances been appropriately addressed and how have they been addressed?
- Is the District in compliance with laws and regulations? Has the District entered into any significant unusual transactions?



Areas of audit focus

Area of focus	Why are we focusing here?	Our audit approach
Auditors' Opinion - Compliance Framework	Financial statements are prepared in accordance with appropriate financial statement framework.	<ul style="list-style-type: none"> - The financial statements are prepared under Canadian Public Sector Accounting ("PSAB") standards, supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. - These regulations direct the District to apply PSAB, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAB. - As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards. - The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.
Employee future benefits and salaries	<p>Employee future benefits obligation estimates are accurately recorded and presented.</p> <p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p>	<ul style="list-style-type: none"> - Control testing and process review of payroll procedures. - Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds. - Review of collective agreements for obligations by the District to provide benefits in the future. - Review of assumptions and method used in estimating the liability for future employee benefits including retrospective review of management's previous estimates. - Confirmation of reliance on actuarial valuation with Mercer. - Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.

Areas of audit focus (continued)



Area of focus	Why are we focusing here?	Our audit approach
Procurement	<p>Completeness, existence and accuracy of procurement transactions and related expense, payable and prepaid accounts.</p> <p>Appropriate use of special purpose funding for intended programs.</p>	<ul style="list-style-type: none"> - Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold. - Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.
Revenue and receivables	<p>Accuracy, existence and completeness of funding from Ministry of Education and other sources, and fees, international student and tuition programs.</p>	<ul style="list-style-type: none"> - Obtain confirmation from Ministry of Education of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding. - Perform analytical review over fee revenues from other sources, including international student and summer school programs. - Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund. - Test receipt and use of Classroom Enhancement Funds (CEF) to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions. - Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding. - Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.

Areas of audit focus (continued)

Area of focus	Why are we focusing here?	Our audit approach
School generated funds	<p>Completeness and accuracy of school generated funds.</p> <p>Expenditures were incurred for the purposes intended.</p>	<ul style="list-style-type: none"> - Review processes and controls, including results of school audits performed, if any, and impact to the accounting of school generated funds to understand potential risk areas. - Use data and analytic techniques to identify and test audit risks. - Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error, is mitigated.
Tangible capital assets	<p>Capital projects in process are accurately recorded and disclosed.</p> <p>Other significant capital projects and expenses are approved and accurately recorded (along with related funding).</p> <p>Ongoing evaluation of liability for contaminated sites for assets not in productive use.</p>	<ul style="list-style-type: none"> - Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval. - Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed. - Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds. - Review agreements for contractual commitments and related disclosure requirements.
Executive expenses	<p>Completeness, existence and accuracy of executive expenses.</p>	<ul style="list-style-type: none"> - Substantive testing of expense reimbursements for compliance with policy and appropriate use of public funds. - Review the District's executive expense reimbursement policy to ensure best practices have been implemented.

Other Matters – Ministry Funding Model Review

In February 2018, an Independent Funding Model Review Panel was enlisted to review and provide recommendation to the way funding is allocated in the K-12 public education sector in British Columbia. The Panel issued 22 recommendation for the Minister of Education that are intended to improve the K-12 public education system for students. The recommendations were provided in the following themes: Theme 1: Equity of Education Opportunity; Theme 2: Accountability; Theme 3: Financial Management.

Four working groups were established with subject matters representatives; the engagement and input from the working groups will help inform the transformation of a new funding model, with an overarching focus on equity of education opportunity for all students in the Province. Working groups were responsible for fostering shared awareness of how the current model affects their workstream, identifying implications (operational, educational, other) related to the assigned recommendations, developing strategies to mitigate those implications, and identifying key indicators through which success can be measured.

Final Working Group reports were completed in October 2019, and partners noted that some of the recommendations would be relatively straightforward to implement, while others – like how Government funds inclusive education or online learning – would require extensive work to ensure there would be no negative, unintended consequences for students.

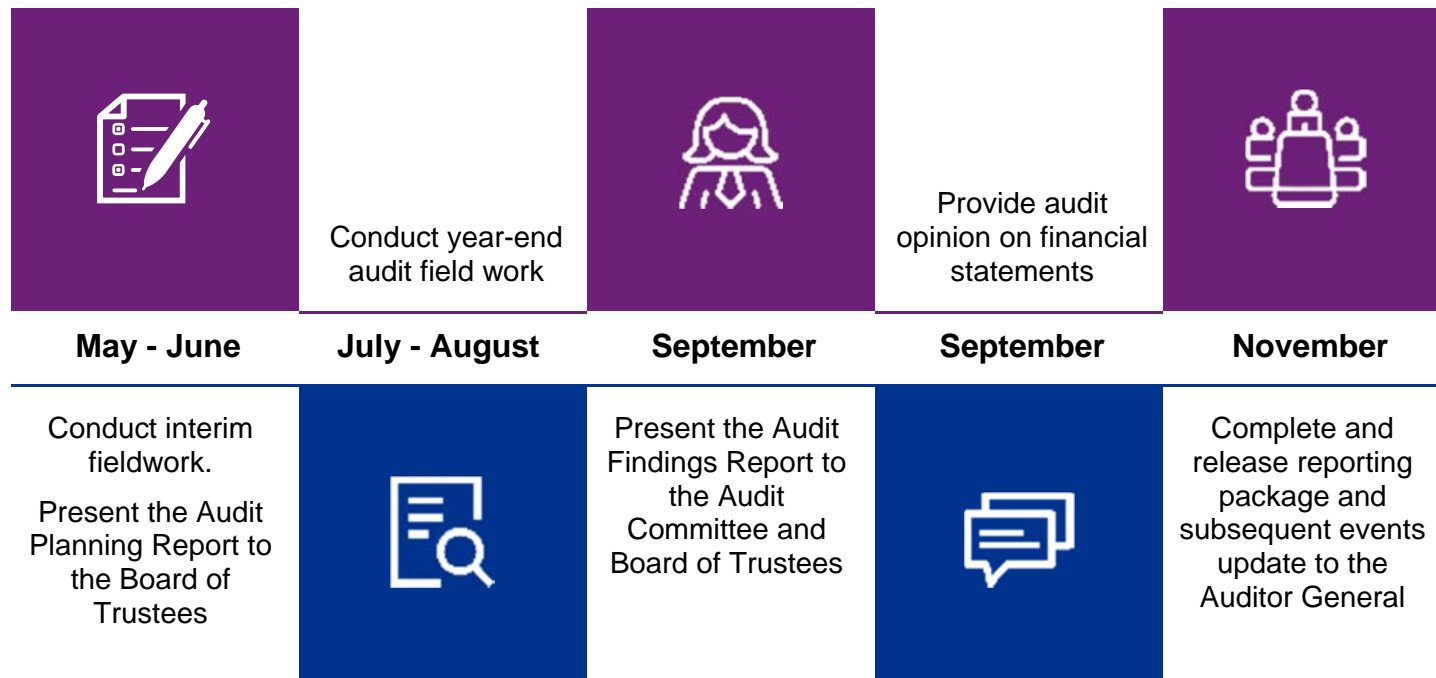
Following the completion of the review, the Ministry will implement recommendations with a two-phase plan, beginning with 12 of the 22 recommendations. Financial Management recommendations to be implemented include:

- Recommendation 19: To support multi-year financial planning: Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and school districts should be required to develop three-year financial plans.
- Recommendation 20: The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should: set clear provincial policies on what school districts may save for, directly related to their strategic plans; establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required); ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.
- Recommendation 21: There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.
- Recommendation 22: In the current absence of dedicated funding for some capital expenditures, the Ministry should either: provide capital funding for expenditures that are currently not reflected in the capital program; or clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

During phase two, the Ministry will continue working with partners to:

- Modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field.
- Modernize the delivery of online learning programs over the next three school years to better support the new curriculum and ensure every student has consistent access to a quality education, no matter where they live.
- Support students' transition to post-secondary and the world of work with expanded career-focused programs in their graduation years.

Key deliverables and milestones



Current developments

Resources	Summary	Links
Resources for management, Board, and Committee	<p>Please visit our COVID-19 website for resources regarding the topics below. This site is being <u>updated daily</u> based on information being released by federal, provincial and municipal news releases.</p> <ul style="list-style-type: none"> - Business continuity guide - Immediate actions to take - Medium to long-term actions - Tax considerations and a summary of federal and provincial programs - Legal considerations - Financial reporting and audit considerations - Global perspectives 	<p>COVID-19 Alerts (Live Link)</p>

Public Sector Accounting Standards

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"> - A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2021. - The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. - The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets ("TCA"). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. - As a result of the new standard, the public sector entity will have to: <ul style="list-style-type: none"> • consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset; • carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements; • begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.

Current developments (continued)

Standard	Summary and implications
Employee Future Benefit Obligations	<ul style="list-style-type: none"> <li data-bbox="338 402 1965 532">– PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. Given the complexity of issues involved and potential implications of any changes that may arise from this review, the project will be undertaken in phases. Phase I will address specific issues related to measurement of employment benefits. Phase II will address accounting for plans with risk sharing features, multi-employer defined benefit plans and sick leave benefits. <li data-bbox="338 537 1965 683">– Three Invitations to Comment were issued and have closed. The first Invitation to Comment sought guidance on whether the deferral provisions in existing public sector standards remain appropriate and justified and the appropriateness of accounting for various components of changes in the value of the accrued benefit obligation and plan assets. The second Invitation to Comment sought guidance on the present value measurement of accrued benefit obligations. A third Invitation to Comment sought guidance on non-traditional pension plans. PSAB is currently deliberating on the comments received from the three Invitations to Comment. <li data-bbox="338 688 1965 727">– The ultimate objective of this project is to issue a new employment benefits section to replace existing guidance.
Revenue	<ul style="list-style-type: none"> <li data-bbox="338 748 1965 787">– A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2022. <li data-bbox="338 792 1965 847">– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. <li data-bbox="338 852 1965 924">– The standard notes that in the case of revenues arising from an exchange, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. <li data-bbox="338 928 1965 992">– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> <li data-bbox="338 1013 1965 1101">– PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. An exposure draft has been approved by PSAB and was issued in November 2019, with comments due by February 29, 2020. <li data-bbox="338 1105 1965 1203">– The exposure draft proposes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. <li data-bbox="338 1208 1965 1279">– The exposure draft proposes that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. <li data-bbox="338 1284 1965 1349">– The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.
Purchased Intangibles	<ul style="list-style-type: none"> <li data-bbox="338 1370 1965 1487">– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. The proposal does not include guidance on how to account for intangibles. Instead, the definition of an asset, the general recognition criteria and the GAAP hierarchy is expected to provide guidance on how to account for intangibles. The accounting for intangibles may be addressed through future PSAB projects.

Current developments (continued)

Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> <li data-bbox="338 402 1982 459">– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. <li data-bbox="338 472 1982 529">– A Statement of Concepts (“SOC”) and Statement of Principles (“SOP”) were issued for comment in May 2018 and has closed. PSAB is in the process of developing two exposure drafts for comment. <li data-bbox="338 542 1982 664">– The SOC proposes a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. <li data-bbox="338 677 1982 1084">– The SOP includes principles intended to replace PS 1201 <i>Financial Statement Presentation</i>. The SOP proposes: <ul style="list-style-type: none"> <li data-bbox="386 717 1982 774">• Removal of the net debt indicator, except for on the statement of net debt where it would be calculated exclusive of financial assets and liabilities that are externally restricted and/or not available to settle the liabilities or financial assets. <li data-bbox="386 787 1982 844">• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). <li data-bbox="386 857 1982 885">• Restructuring the statement of financial position to present non-financial assets before liabilities. <li data-bbox="386 898 1982 982">• Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities). <li data-bbox="386 995 1982 1023">• A new provision whereby an entity can use an amended budget in certain circumstances. <li data-bbox="386 1036 1982 1084">• Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.
International Strategy	<ul style="list-style-type: none"> <li data-bbox="338 1109 1982 1166">– PSAB is in the process of reviewing its current approach towards International Public Sector Accounting Standards. This project may result in changes to the role PSAB plays in setting standards in Canada. <li data-bbox="338 1179 1982 1268">– Consultation papers were released for comment in May 2018 and March 2019, and have closed. The consultation papers described the decision-making criteria PSAB expects to consider in evaluating the international strategy that best serves the public sector. It also introduced four proposed international strategies. <li data-bbox="338 1281 1982 1343">– In accordance with its due process, PSAB voted to approve “Option 2 – Adapt IPSAS principles when developing future standards,” as described in Consultation Paper 2. The Board also directed that the decision will apply to all projects beginning on or after April 1, 2021.

Appendices



Appendix 1: Audit quality and transparency



Appendix 2: KPMG's audit approach and methodology



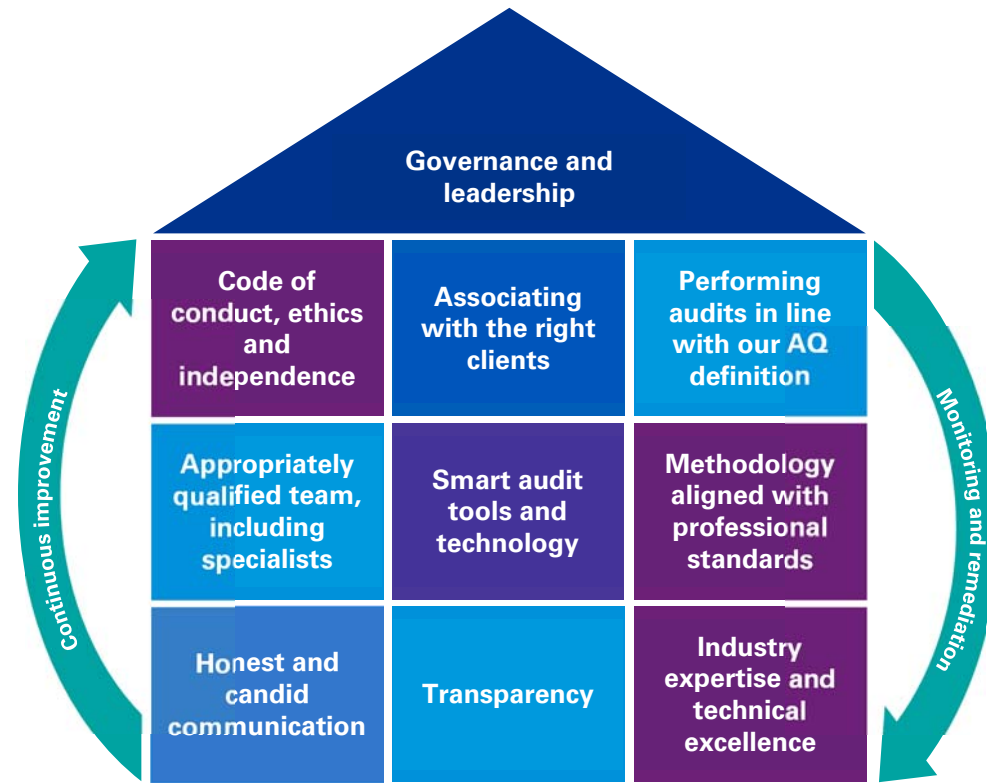
Appendix 3: Required communications



Appendix 4: Lean in Audit™

Appendix 1: Audit quality and transparency

KPMG maintains a system of quality control designed to reflect our drive and determination to deliver independent, unbiased advice and opinions, and also meet the requirements of Canadian professional standards. Quality control is fundamental to our business and is the responsibility of every partner and employee. The following diagram summarizes the key elements of our quality control system.



Audit Quality Framework

What do we mean by audit quality?

Audit Quality (AQ) is at the core of everything we do at KPMG.

We believe that it is not just about reaching the right opinion, but how we reach that opinion.

We define 'audit quality' as being the outcome when audits are:

- Executed consistently, in line with the requirements and intent of applicable professional standards within a strong system of quality controls, and
- All of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics, and integrity**.

Our AQ Framework summarises how we deliver AQ. Visit our [Audit Quality Resources page](#) for more information including access to our [Audit Quality and Transparency report](#).

Appendix 2: Use of technology in the audit



In future years, we will expand our use of technology in our audit through our new smart audit platform, KPMG Clara.

Issue identification

Continuous updates on audit progress, risks and findings before issues become events

Data-driven risk assessment

Automated identification of transactions with unexpected or unusual account combinations – helping focus on higher risk transactions and outliers



Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards

Analysis of complete populations

Powerful analysis to quickly screen, sort and filter 100% of your journal entries based on high-risk attributes

Reporting

Interactive reporting of unusual patterns and trends with the ability to drill down to individual transactions

Appendix 3: Required communications



In accordance with professional standards, there are a number of communications that are required during the course of and upon completion of our audit. These include:



Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter and any subsequent amendment letters as provided by management.



Management representation letter

We will obtain from management certain representations at the completion of the annual audit. In accordance with professional standards, copies of the representation letter will be provided to the Audit Committee and Board of Trustees.



Audit planning report

Represented by this report.



Audit findings report

At the completion of our audit, we will provide our audit findings to the Audit Committee and Board of Trustees.



Independence

At the completion of our audit, we will re-confirm our independence to the Audit Committee and Board of Trustees.

Appendix 4: Lean in Audit™



An innovative approach leading to enhanced value and quality

Our innovative audit approach, Lean in Audit™, further improves audit value and productivity to help deliver real insight to you. Lean in Audit™ is process oriented, directly engaging organizational stakeholders and employing hands-on tools, such as walkthroughs and flowcharts of actual financial processes.

By embedding Lean techniques into our core audit delivery process, our teams are able to enhance their understanding of the business processes and control environment within your organization – allowing us to provide real insight on your processes and actionable quality and productivity improvement observations.

Any insights gathered through the course of the audit will be available to both our audit team and management. For example, the audit team may identify control gaps and potential process improvement areas, while management has the opportunity to apply such insights to streamline processes, inform business decisions, improve compliance, lower costs, increase productivity, strengthen customer service and satisfaction and drive overall performance.



How it works

Lean in Audit™ employs four key Lean techniques:



1. Lean training

Provide basic Lean training and equip our audit teams with a new Lean mindset to improve quality, value and productivity.



2. Process mapping workshop

Perform an interactive workshop with your team to map selected financial process providing end-to-end transparency and understanding of the process.



3. Insight reporting

Quick and pragmatic insight report including PACE matrix with prioritized opportunities to realize benefit.



4. Kaizen event

Perform an interactive workshop to find the root cause of the problem and empower your team to find a solution.

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TO: Audit Committee

FROM: Kim Morris, Secretary-Treasurer

DATE: June 11, 2020

RE: **March 31, 2020 Quarterly Financial Report**

Background

In addition to the financial reports being provided to the Board as part of the annual budget process and the audited financial statements, quarterly financial reports are being prepared in order to assist the Board in the area of financial oversight. The format of the quarterly report is consistent with Schedule 2A “*Schedule of Operating Revenue By Source*” and Schedule 2B “*Schedule of Operating Expense by Object*” of the financial statements.

The quarterly report ending March 31, 2020 shows the Annual Operating Budget and Year-to-Date actual revenue and expenditure as a percentage of the operating budget. The Annual Operating Budget does not include budgets related to approved surplus carry-forwards from prior years; these budgets are added into the Amended Operating Budget. As a result, actual expenses may exceed the operating budget because expenses related to prior year surpluses are being incurred, but the budget has not yet been included. The prior year information has been included for comparative purposes.

Revenue

Ministry of Education Operating Grant as a percentage of the related budget is 70.75%, which is comparable with 71.83% in the prior year. Operating grant revenue is recognized when it is received.

Other Ministry of Education Grants as a percentage of the related budget is 65.68% and is affected by the timing of grant payments. Compared to the prior year, Other Ministry of Education Grants are up by \$2.3M as a result of the Employer Health Tax grant (\$1.6M) and funding to cover the increased costs of CUPE collective agreements (\$700K).

Revenue from Other Provincial Ministries is related to the sale of surplus assets through public auction by the Province of BC Asset Investment Recovery Service and funding from the Ministry of Tourism, Arts and Culture for the After School Sports and Arts Initiative (ASSAI). This revenue varies each year. In the prior year, there was also a one-time recognition of \$50K revenue from the Ministry

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.

of Transportation and Infrastructure spent on landscaping at Marigold Elementary and Spectrum Secondary Schools.

Offshore Tuition Fees as a percentage of the related budget are 102.63% and reflect fees received for the International Student Program (ISP). Offshore tuition fees are \$500K lower than the prior year.

Local Education Agreement (LEA) Tuition is revenue received from the Federal Government to support the LEA with the Songhees Nation. This revenue is based on actual enrolment and the equivalent amount is deducted from the Ministry of Education Operating Grant.

Summer School Fees are fees received for the July summer school program. Fees collected for July 2019 came in at 57.73% of the related budget and \$21K lower than the prior year. The budget is generally set to equal the fees collected in the prior year.

Continuing Education Fees as a percentage of the related budget are 130.22%. The revenue in the current year is slightly higher than the prior year, as it varies depending on the number of course offerings.

Rentals and Leases as a percentage of the related budget are 89.52%. The budget for Rentals and Leases revenue was decreased from the prior year as a result of losing lease revenue at Richmond Elementary while it is being occupied by Braefoot Elementary students during seismic upgrades in 2019-2020. Overall community rental of facilities, fields, theatre and parking lots is comparable to the prior year.

Investment Income as a percentage of the related budget is 81.16% as compared to 84.28% in the prior year. Investment Income reflects a decrease in interest rates from 2.45% at the beginning of July 2018 to 1.45% at the end of March 2020. The principal investment balance at March 31, 2020 is \$4 million lower than the balance at March 31, 2019 due to changes in the timing of revenue, spending of prior year surpluses and day-to-day cash requirements.

Miscellaneous Revenue includes other grants, fees and general donations. Examples of the revenue in the current year include Industry Training Authority (ITA) grants, activity fees for ISP students, and donations. The amount and timing of this revenue varies each year.

Total Operating Revenue is 71.52% of the related budget and is comparable to 72.98% in the prior year.

Expenditure by Object

Teacher, Educational Assistants and Substitute Salaries to date are 69.07% of the combined related budgets. As the school year starts in September, it is expected that 9/10th (70%) of the salaries would be incurred to date as these positions are paid over 10 months. Actual salaries as a percentage of the related budgets will increase once the retroactive general wage increase paid to teachers and substitute teachers in April 2020 is reflected in the final quarter.

Principals and Vice Principals, Support Staff and Other Professionals salaries are 71.92% of the combined related budgets. These positions are paid over 12 months; therefore, it is expected that salaries to date would approximate 75% of the Operating Budget. Principal, Vice Principal, and Other Professional salaries as a percentage of the related budgets will increase once retroactive payments for step increments as approved by PSEC are processed in the final quarter.

Employee Benefits are at 69.72% of the related budget as compared to 67.55% in the prior year. Employee benefits were slightly lower as a percentage of the related budget in the prior year as the budget included the increase for the Employer Health Tax (EHT) that was paid in the final quarter.

Total Salaries and Benefits are 69.74% of the related budget and are comparable to 70.06% in the prior year. Salaries and benefits as a percentage of the related budgets will continue to rise once increases and retroactive payments incorporated in the budget are processed for all entitled employee groups.

Services are at 106.16% of the related budget. Services expenses are lower in the current year as a result of the municipal election, SRG3 (Seismic Risk) assessments (Ministry Funded Project) and DDC (Direct Digital Control) upgrades (Facility Environmental Upgrades from 16-17 Surplus Funds) completed in the prior year.

Student Transportation as a percentage of the related budget is at 65.83% as compared to 62.72% in the prior year. The \$45K increase in the current year is due to a rate increase and additional runs.

Professional Development and Travel is at 106.4% of the related budget as compared to 132.19% in the prior year. Actual expenses in the current year are \$65K lower than the prior year as a result of normal variation in timing of travel and events from year to year.

Rentals and Leases expenditures are at 83.35% of the related budget and \$10K higher than the prior year due to rate increases. In the prior year, the budget for Rentals and Leases was moved into Supplies for the current year anticipating that there would not be any expenses in this category. However, the District subsequently entered into several operating leases for fleet vehicles used by Facilities Services.

Dues and Fees are at 107.5% of the related budget. Dues and fees are slightly lower in the current year due to fluctuation in the timing of membership fee payment.

Insurance is at 101.8% of the related budget as compared to 94.8% in the prior year. The increase in the current year is due to insurance rate increases for District-owned and leased vehicles.

Supplies are 65.36% of the related budget as compared to 72.65% in the prior year. When the supply budget in the prior year is adjusted for the budget moved to Rentals and Leases expenditures, the Supplies expense in the prior year would be adjusted to 74.2% of the related budget. Current year expenditures on non-capital furniture, equipment, and school computer technology are \$200K lower than prior year expenditures.

Utilities are at 64.17% of the related budget as compared to 75.23% in the prior year. Current year costs are lower due to a reduction in the cost of the Next Generation Network (\$159K) and higher natural gas costs in the prior year as a result of the pipeline burst in October 2018 (\$222K).

Capital Asset Purchases are expenditures from the operating fund that will be transferred to the capital fund. The capital assets purchased in the current year include classroom furniture and equipment, shop tools and equipment, student devices and educator laptops, and multi-function print devices.

The Local Capital Transfer represents funding budgeted to create a technology replacement reserve (\$200K), student device replacement reserve (\$339K) and child care capital reserve (\$100K). These entries will be processed in the final quarter.

Total Services and Supplies are 77.85% of the related budget as compared to 90.26% in the prior year.

Due to the timing of when COVID-19 became a known safety concern in mid-March and the two-week Spring Break in the latter half of March, it is unlikely that spending on services and supplies in the month of March would have been significantly impacted.

Total Operating Expenditures are 70.49% of the related budget and are comparable to 71.94% in the prior year.

Overall, year-to-date results are comparable with the prior year with only a slight decline in operating revenue (1.46%) and operating expenditures (1.45%) in the current year.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
QUARTERLY FINANCIAL REPORT
MARCH 31, 2020
ACTUAL AS A PERCENTAGE OF THE OPERATING BUDGET

	2019/2020 Annual Operating Budget	Actual March 31, 2020	Percentage of Operating Budget	2018/2019 Annual Operating Budget	Actual March 31, 2019	Percentage of Operating Budget
REVENUE						
Ministry of Education Operating Grant	178,824,797	126,523,042	70.75%	172,517,370	123,918,253	71.83%
Other Ministry of Education Grants	4,736,196	3,110,498	65.68%	3,006,617	810,228	26.95%
Other Provincial Ministries	-	50,323	0.00%	-	90,055	0.00%
Offshore Tuition Fees	14,970,836	15,365,309	102.63%	14,610,333	15,871,780	108.63%
Local Education Agreement Tuition	1,106,631	773,205	69.87%	1,087,263	824,951	75.87%
Summer School Fees	49,512	28,581	57.73%	56,880	49,572	87.15%
Continuing Education Fees	22,500	29,300	130.22%	16,825	24,327	144.59%
Rentals and Leases	1,829,940	1,638,212	89.52%	1,981,048	1,653,128	83.45%
Investment Income	1,030,000	835,919	81.16%	1,030,000	868,105	84.28%
Miscellaneous Revenue	202,675	564,904	278.72%	56,350	607,459	1078.01%
Budgeted Prior Year Operating Surplus Appropriation	5,449,037			3,946,980		
Total Operating Revenue	208,222,124	148,919,293	71.52%	198,309,666	144,717,858	72.98%
EXPENDITURE BY OBJECT						
Teachers Salaries	90,827,114	62,086,284	68.36%	85,786,515	60,137,941	70.10%
Principals and Vice Principals Salaries	13,518,126	9,897,628	73.22%	12,495,805	9,343,291	74.77%
Educational Assistants Salaries	18,929,842	12,356,845	65.28%	17,990,349	11,924,939	66.29%
Support Staff Salaries	18,271,847	12,729,199	69.67%	17,575,875	12,126,767	69.00%
Other Professionals Salaries	4,461,121	3,443,868	77.20%	4,264,085	3,275,227	76.81%
Substitutes Salaries	7,795,996	6,751,877	86.61%	7,460,144	6,031,713	80.85%
Employee Benefits	35,010,087	24,407,450	69.72%	34,234,154	23,126,630	67.55%
Total Salaries and Benefits	188,814,133	131,673,151	69.74%	179,806,927	125,966,508	70.06%
Services	5,305,297	5,631,855	106.16%	5,090,007	6,313,847	124.04%
Student Transportation	1,038,960	683,937	65.83%	1,018,933	639,074	62.72%
Professional Development and Travel	762,477	811,242	106.40%	663,417	876,989	132.19%
Rentals and Leases	115,235	96,044	83.35%	-	86,426	0.00%
Dues and Fees	94,980	101,772	107.15%	88,207	103,992	117.90%
Insurance	372,000	378,682	101.80%	365,000	346,003	94.80%
Supplies	5,803,860	3,793,392	65.36%	5,488,886	3,987,427	72.65%
Utilities	4,475,912	2,872,207	64.17%	4,349,019	3,271,660	75.23%
Capital Asset Purchases	800,000	739,095	92.39%	800,000	1,075,133	134.39%
Local Capital Transfer	639,270	-	0.00%	639,270	-	0.00%
Total Services and Supplies	19,407,991	15,108,226	77.85%	18,502,739	16,700,550	90.26%
Total Operating Expenditures	208,222,124	146,781,377	70.49%	198,309,666	142,667,058	71.94%

To: Board of Education
From: Advocacy Ad Hoc Committee
Date: June 22, 2020
RE: Student Assessment and Reporting

At the May 25, 2020 Board Meeting the following motion was referred to the Advocacy Ad Hoc Committee:

That the Board of Education of School District No. 61 (Greater Victoria) support the call from the Greater Victoria Teachers' Association regarding student assessments, during this period of pandemic, to the end of this school year at the end of June 2020, via a letter of advocacy for the Board Chair on behalf of the Board, asking that the Ministry of Education require only that teachers' assessments of students be limited to pass/fail or Standing Granted.

The Advocacy Ad Hoc Committee met on June 1, 2020. From that meeting, the Advocacy Ad Hoc Committee recommends that the Board of Education engage in the following processes before coming to a determination whether to advocate at some future time for the narrowing of reporting measures:

1. Grant the Advocacy Ad Hoc Committee an extension to more fully examine the issues at question before the committee is required to report back to the Board;
2. Review the Reporting Guidelines provided to teachers by the District Team at the beginning of May, 2020, which incorporates information from the BC Student Progress Report Order and the Continuity of Learning Planning Guide for Teachers;
3. Have the District Team prepare a document for parents, as the team did in the spring of 2020, to be distributed by schools in September 2020, which outlines how students at each grade level will be evaluated in the 2020-21 school-year; and
4. Revisit the topic in the fall of the 2020-21 school-year, after the district has had an opportunity to experience a reporting cycle while remote learning has been the primary instructional method, if in-person instruction for students continues to either be limited or suspended.

Advocacy Ad Hoc Committee

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Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education
FROM: Shelley Green, Superintendent of Schools
RE: Superintendent's Report
DATE: June 22, 2020

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

Events and Meetings

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

- District Committees
 - Audit Committee

- Meetings and Events
 - Professional Conversations Meetings
 - Staffing

- Meetings via Zoom
 - All Partner Groups (ASA, CUPE 382, CUPE 947, GVTA, VCPAC, VPVPA)
 - BCSSA
 - Board of Education
 - Joint Committee (GVTA)
 - Joint Job Evaluation Committee (CUPE)
 - Ministry of Education
 - Pandemic Response Team
 - Professional Relations Committee (GVTA)
 - Principals and Vice-Principals
 - Strategic Planning Session

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.

Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education
FROM: Shelley Green, Superintendent of Schools
RE: Mt. Douglas Secondary School
DATE: June 22, 2020

Please find detailed below a timeline related to an issue of inappropriate messages that were posted on the students' on-line Jostens Yearbook signing page.

Saturday, June 6, 2020
8:00 p.m.

- Vice-Principal was notified about inappropriate messages being posted on students' on-line Jostens Yearbook signing page

Sunday, June 7, 2020

- Parents, students and staff were notified
- Jostens was contacted to inform them of the incidents and direct them to take down the posts and shut down the student sites
- Police were notified and an investigation was initiated

Monday, June 8, 2020

- Safer Schools was notified and an investigation was initiated
- Parents/students were updated
- Counselling supports were offered for anyone who required support
- Jostens removed the posts and disabled the links

Wednesday, June 10, 2020

- Jostens confirmed that all 109 students signing pages were removed from the Jostens site
- Jostens sent an apology to the students who were sent the messages

Thursday, June 11, 2020

- Jostens is working with Safer Schools to investigate the location of the inappropriate messages

Friday, June 12, 2020

- Some students established a new link on the Jostens signing site
- A letter was sent to students and families to recommend that students not participate in this platform

Investigation is ongoing in partnership with police, School District, BC Safer Schools and Jostens.

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

DATE: June 22, 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 an interim report for the 2019 – 2020 school year. A final report will be provided to the Board at its September or October meeting and then annually at that time. That fall timing of the annual report will allow for a year end analysis with input and advice from the District Occupational Health & Safety Committee.

One indicator of compliance with workplace safety legislation is a review of Worksafe 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 DOHS committee made note of the number of slip and falls associated with snow at its February meeting and that Worksafe had found the District reporting process adequate at its March meeting.

Summary of the Worksafe claims from September 2019 to April 2020:

	947	GVTA	P/VP	382	ASA	Other	TOTAL
	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim
TOTAL:	55	51	0	22	0	1	129

For comparison, summary of Worksafe claims from September 2018 to April 2019:

	947	GVTA	P/VP	382	ASA	Other	TOTAL
	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim	WSBC Claim

TOTAL:	70	67	3	19	0	0	159
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The DOHS committee also receives a monthly tally of Form 1's submitted under the Violence Prevention Protocol. The committee as noted that 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 2019 to April 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:	354	21	82	13	16	0	0	0	0	0	3	1

For comparison, summary of the VPP Form 1's for September 2018 to April 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:	369	24	169	14	15	2	0	0	0	0	0	0

STRATEGIC LEVEL IMPROVEMENTS

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

Inspection Report 201812480159

Date of Inspection: October 23, 2018 Oakland 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 violent minimization.

Inspection Report 201812480158

Date of Inspection: October 15, 2018 Macaulay EA –Unsafe Work

Four Order Issued

1. OHS 4.30 (2) Employer has not ensured that accurate information regarding the potential if a student for violence/aggression history is communicated to all staff and staff have adequate time to read the necessary files for "bell to bell" workers.
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 instruction 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 not the 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.

19 – 20 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, education and inclusive education specialists. The main purpose of the rewrite was to provide a clear, readable document that makes sense in the education environment.
- 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 that was conducted during this school year. It will be ready to be placed on the District's Staff Portal for the start of the 2020/2021 school year.

Training

- The District made a significant investment in increasing the level of non-violent crisis intervention training (CPI) of education 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 current 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 Oakland Elementary 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. The school's 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

Since March 2020, the corona virus pandemic has presented operational health and safety challenges. The District published its first exposure control plan 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 (May 14, 2020); Ministry of Education Provincial COVID-19 Health & Safety Guidelines for K-12 Setting and Worksafe 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 (May 14, 2020) 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 has 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 and the District's responses are ongoing.

SCHOOL SITE PROCEDURES

May 28, 2020

Educators, administrators and support staff play a key role in protecting students and their families from, and minimizing the impact of, infection and illness. This is especially important at this time as we work to prevent and minimize the spread of the novel COVID-19 virus.

We have a shared responsibility in preventing the spread of the virus. We must continue to do our part by washing our hands, practicing safe physical distancing, and staying home if we feel sick.

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

Additional resource: **Worksafe Preventing Exposure to COVID-19 in the Workplace**.

COVID-19 Preventative Measures



- Stay home when you are sick. If you have a fever, a new cough or are having difficulty breathing, call 8-1-1.
- Practice social distancing by staying at least six feet/two metres away from any other individual while working.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at: bc.thrive.health/covid19.

Entering/Leaving the Building

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

School Hours/Access

- The bell schedule has been disabled at each school.
- Only use the designated entrances and exits.
- Schools will lock their doors during the day to limit public access.
- Schools will not be used for community related events unless determined to be essential by the Board of Education.

Daily Sanitizing Routines

- Wash your hands when you arrive at school.
- Disinfect your work area as needed.
- If you must meet in an alternate space (as identified by your administration), disinfect the used surfaces, furniture, equipment etc. after the meeting.
- Disinfect all shared surfaces, furniture, equipment etc. when finished.
- Do not share food or drinks.

Physical Distancing Among Adults

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

Physical Distancing and Minimizing Physical Contact with Student

- Implement physical distancing strategies from the BCCDC COVID-19 Guidance for Schools, including:
 - » Organize students into smaller groups that stay together throughout the day.
 - » Consider different classroom and learning environment configurations to allow for distance between students and adults.
 - » Stagger pick-up and drop-off times.
 - » Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
 - » Take students outside more often.
 - » Large assemblies of staff and students will not be held.

Managing students with complex behaviours, on a delegated care plan or experiencing a health emergency may require staff to be in close proximity with the students. No additional personal protective equipment beyond normal universal precautions are required.

Daily Communication Routines

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

Staff Washrooms

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

How to Hand Wash

1. Wash hands with warm (not hot or cold) running water
2. Apply liquid or foam soap
3. Lather soap, covering all surfaces of hands, for 20-30 seconds
4. Rinse thoroughly under running water
5. Pat hands dry thoroughly with paper towel
6. Use paper towel to turn off tap

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

Photocopier or Supply Room

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

Staffroom and Breaks

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

Other Shared or Specialty Spaces

- Administrators will develop protocols for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.) and post signage.
- Protocols for these spaces must be in line with district protocols.
- Disinfect used surfaces, appliances, furniture, equipment, etc. before and after use.
- For shared resources such as books, learning materials and toys, please review BCCDC guidelines.
- Staff and students should not share personal items (devices, writing instruments, etc.)

Illness

- If you are sick, stay home and log a sick leave.
- If you start to develop symptoms while at work, let your supervisor know via email or phone and go home.
- If you are not sure whether you should stay home, use the self-assessment tool at: bc.thrive.health/covid19 or call 811.
- If you are concerned you do not have adequate sick leave available for the absence recommended by 811 or your physician and you do not have a short term disability plan, contact your supervisor for approval to work from home or additional sick leave.
- Administrators are to communicate to parents/ caregivers their responsibility to assess their children daily before sending them to school.



BRITISH
COLUMBIA

BC COVID-19 Symptom Self-Assessment Tool

Know the Facts

Using reliable sources of information will ensure that what you do learn is fact, not fear-based.

- **The BC Centre for Disease Control:**
covid-19.bccdc.ca
- **Health Link BC:**
www.healthlinkbc.ca/health-feature/coronavirus-disease-covid-19
- **Health Canada:**
www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19.html
- **The World Health Organization:**
www.who.int/emergencies/diseases/novel-coronavirus-2019

Practice Self-care

Build self-care into your day. All the things you do to take care of yourself will help manage your stress. By taking good care of yourself, you'll be better prepared to take care of others.

Some self-care ideas:

- Set and maintain a routine
- Exercise regularly
- Aim to get seven to eight hours of sleep each night
- Take deep breaths and stretch
- Listen to music, read a book or reliable news sources
- Enjoy outdoor activities while following social distancing
- Acknowledge and appreciate what others are doing to help you and our community
- Practice regular hand washing to minimize your risks

Call 1-888-COVID-19 or text 604-630-0300 for details, advice, and further information on the virus in British Columbia.

Sited From:

www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/mental-health-addictions

**Additional Employee
Information on our Staff Portal:
[www.sd61.bc.ca/staff-support-portal/
covid-19](http://www.sd61.bc.ca/staff-support-portal/covid-19)**

WorkSafeBC Requirements

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

All documents should be sent to MPledger@sd61.bc.ca. Form 6A (Worker Report of Injury), Form 7 (Employer Report of Injury) and the SD61 Incident Investigation Form can be found on www.sd61.bc.ca.

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

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

If workers are expected to follow special safety measures such as deep cleaning, working alone, or working from home, they should know and follow any "Safe Work Procedures" for those tasks. Contact Melissa Pledger (MPledger@sd61.bc.ca), Brian Olohan (BOlohan@sd61.bc.ca), or the worker's supervisor/principal/vice-principal if you have any questions or concerns about work procedures.

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

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

Contact Information

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HR-Occupational Health & Safety Advisor

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Facilities' Department Health & Safety Advisor

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COVID-19 PROTOCOL RESPONSIBILITIES

Creating a safe and healthy environment for all of our students and staff is our top priority. We all have an important role to play and a responsibility to maintain and ensure safe working conditions in our learning community, for ourselves and for all others involved.

Employer (School District)

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure that all resources and materials required to implement and maintain plan are reasonably made available as practical when required.
- Ensure that supervisors and workers are informed about the content of Exposure Control Plan.
- Conduct a periodic review of the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.

Supervisors (Principals & Vice Principals)

- Ensure that workers are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.
- Direct work in a manner that eliminates or minimizes the risk to workers.
- Post or relay educational and informational material in an accessible area for workers to review.

Workers (Teachers, Education Assistants, Support Staff)

- Know the controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions as directed by the employer or supervisor.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.

Facilities Managers

- Maintain an inventory of PPE for custodians, **cleaning and disinfectant products**, and well-maintained equipment used for cleaning and disinfecting.
- Provide adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this Exposure Control Plan.
- Direct the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revise the work schedule to ensure priority of intensive cleaning of impacted work area surfaces and touch points.

Joint Occupational Health and Safety Committee

- Make recommendations to the employer for the improvement and implementation of the COVID-19 Exposure Control Plan.
- Identify situations that may be unhealthy or unsafe for workers, and advise on effective systems for responding to those situations.
- Consult with workers and the employer on issues related to the COVID-19 Exposure Control Plan.
- Make recommendations to the employer on orientation/training on COVID-19 Exposure Control Plan and to monitor their effectiveness.
- Complete weekly COVID-19 Protocol checklist and submit to District Occupational Health and Safety Committee.

Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



HOW YOU CAN SLOW THE SPREAD OF COVID-19

Take care of others by taking care of yourself.

Wash your hands, don't touch your face, and stay home if you are sick.

Stay at Home and Physically Distance

Stay at home whenever you can. Maintain 2 meters distance from those outside of your household.

COVID-19 Public Health Guidance for K-12 School Settings

UPDATED: May 19, 2020

On the advice of the Provincial Health Officer, in-person instruction in public and independent K-12 schools was suspended effective March 17, 2020 as a precautionary measure in the context of the COVID-19 pandemic. Beginning March 30, 2020, public and independent K-12 schools were asked to ensure ongoing school care and in-person learning opportunities for children of essential service workers requiring school care, those in remote locations, vulnerable students requiring in person support, and learners with diverse needs. As of May 19, school districts are expected to gradually resume regular operations and return to in-class instruction using a staged approach.

This guidance document is informed by [BC's Restart Plan: Next Steps to Move BC Through the Pandemic](#) and the [BC COVID-19 Go-Forward Management Strategy](#), and is also in keeping with [BC's COVID-19 Go-Forward Management Checklist](#) and information on [WorkSafe BC's COVID-19 Information and Resources](#) and [COVID-19 Frequently Asked Questions](#) websites. It provides guidance for educators, administrators and support staff at public, independent and First Nations K-12 schools to prevent the transmission of COVID-19 and maintain a safe and healthy environment for students, families and staff. This document identifies key infection prevention and control practices to implement, as well as actions to take if a student or staff member develops [symptoms](#) of COVID-19.

Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing COVID-19, K-12 schools in British Columbia should begin increasing the number of students receiving in-class instruction within the school environment, while supporting the health and safety of children and adults. Schools should adapt as much as possible to implement public health and infection prevention and control measures, including staying home when ill, physical distancing, minimized physical contact, hand hygiene, frequent cleaning and disinfection, as described in this guidance. While remote and online learning options will continue to play a role in the education of our children, it is up to individual schools through their local planning processes to determine the optimal balance between virtual and face-to-face opportunities for students.

For up-to-date information on COVID-19, visit the [BC Centre for Disease Control \(BCCDC\) website](#).

COVID-19 and Children and Youth

- COVID-19 virus has a very low infection rate in children and youth. In BC, less than 1% of children and youth tested have been COVID-19 positive. Most children and youth are not at high risk for COVID-19 infection.
- Children under 1 year of age and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of severe disease (visit the [BCCDC Priority Populations](#) page for further details).



- Children who are considered more vulnerable can receive in-person instruction. Parents and caregivers are encouraged to consult with their health care provider to determine if their child should attend in-person instruction if they are uncertain.
- Children and youth typically have much milder symptoms of COVID-19 most often presenting with low-grade fever and a dry cough. GI symptoms are more common over the course of disease, while skin changes and lesions, are less common.
- Many children have asymptomatic disease. However, there is no conclusive evidence that children who are asymptomatic pose a risk to other children or to adults.
- Evidence indicates transmission involving children is primarily limited to household settings, and from COVID-19 positive adults to children. Most cases in children have been linked to a symptomatic household member.
- Clusters and outbreaks involving children and youth are unusual and tend only to occur in areas where there are high levels of community spread.
- Children are not the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children and youth.
- Prevention measures and mitigation strategies involving children and youth must be commensurate with risk.
- Adolescent children should physically distance themselves where possible when outside the family unit or household.
- For younger children maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.

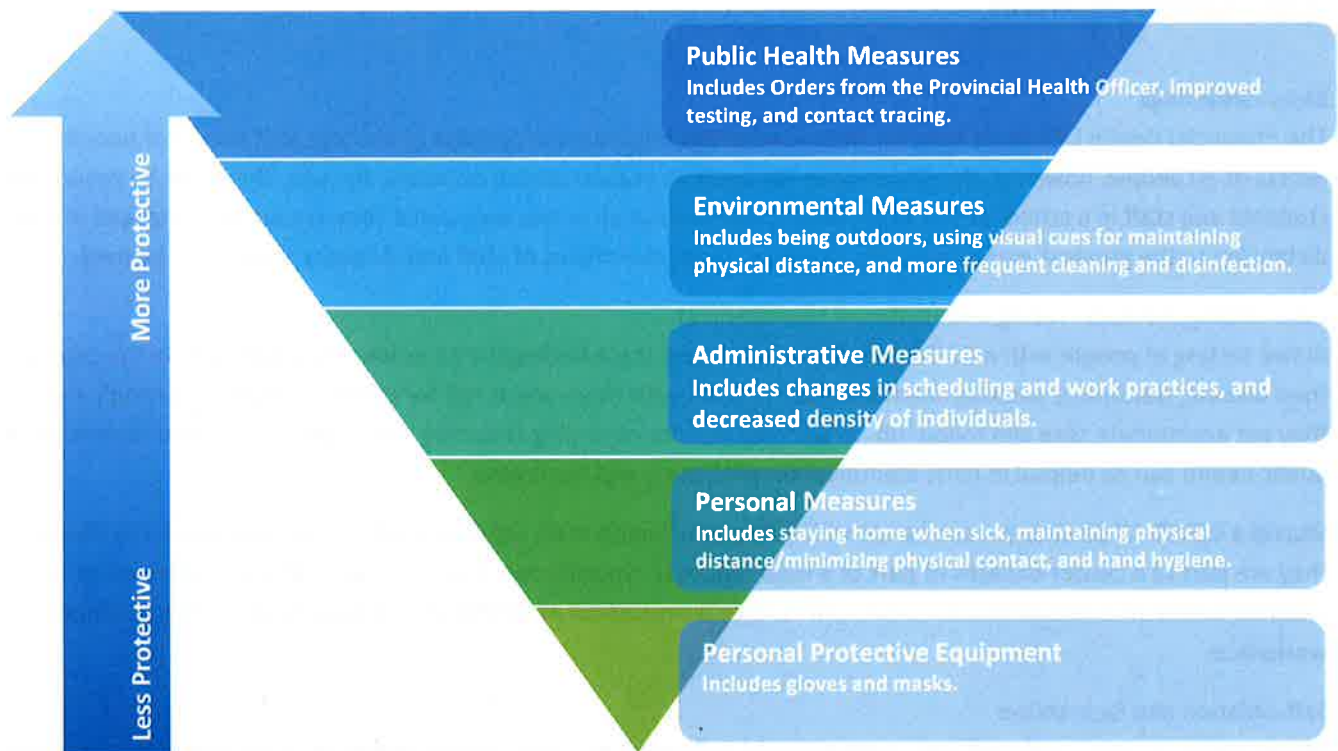
COVID-19 and Adults

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
 - Aged 65 and over,
 - With compromised immune systems, or
 - With underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

Infection Prevention and Exposure Control Measures

Infection prevention and exposure control measures help create a safe environment for students and staff. *Infection Prevention and Exposure Control Measures for Communicable Disease* describes measures that can be taken to reduce the transmission of COVID-19. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



Public Health Measures are actions taken across society at the population level to limit the spread of the SARS-CoV-2 virus and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures, including: prohibiting mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in B.C., effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.

Environmental Measures are changes to your physical environment that reduce the risk of exposure. Examples include being in outdoor spaces, ensuring good ventilation and air exchange, using visual cues for maintaining physical distance, erecting physical barriers where appropriate and frequent cleaning and disinfection.

Administrative Measures are measures enabled through the implementation of policies, procedures, training and education. Examples of these include health and wellness policies, decreased density in classrooms, staggered schedules and using virtual learning opportunities.

Personal Measures are actions individuals can take to protect themselves and others. Examples include maintaining physical distance/minimizing physical contact, washing your hands frequently, coughing into your elbow and staying home from work if you are sick.

Personal Protective Equipment is the last and least effective of the infection prevention and exposure control measure and should only be considered after exploring all other measures. PPE is not effective as a stand-alone preventive measure, should be suited to the task, and must be worn and disposed of properly. Outside of the health care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.

Schools can implement a combination of measures at different levels, as described in this document. This document includes Environmental, Administrative, Personal Measures and the use of PPE. A summary of control measures relevant is included as Appendix A.

Public Health Measures

Mass Gatherings

The Provincial Health Officer's Order for Mass Gatherings continues to prohibit gatherings and events of people in excess of 50 people, however, this Order does not apply to regular school activities. As such, there can be more than 50 students and staff in a school at any given time if they are not all in one area and if they are actively engaged in physical distancing to the greatest extent possible. However, large assemblies of staff and students should not be held.

Case Finding, Contact Tracing and Outbreak Management

Active testing of people with mild COVID-19 like symptoms (case finding) helps us identify cases early in the course of their disease, determine whether others in close contact with them are at risk for infection (contact tracing), and ensure they get appropriate care and follow-up. Enhancing policies regarding reporting employee and student absenteeism to public health can be helpful in early identification of clusters and outbreaks.

Should a COVID-19 positive person be identified by public health staff, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe in a school or workplace.

Self-isolation and Quarantine

Should children, youth and staff have common-cold, influenza, or COVID-19 like symptoms they should be encouraged to stay home, be assessed by their health care provider and tested for COVID-19. When someone is symptomatic, they should self-isolate and follow directions provided by their health care provider. Self-isolation is also advised for those who are considered a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness.

Quarantine is a term typically reserved for persons who return from travel outside the country are at risk of developing COVID-19

If a person is found to be a confirmed case of COVID-19, public health staff will ensure there is robust contact tracing and management of any clusters or outbreaks. They will also ensure that children, staff and parents have access to health care providers and that appropriate supports are in place.

Environmental Measures

Cleaning and Disinfection

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the BCCDC's [Cleaning and Disinfectants for Public Settings](#) document.

This includes:

- General cleaning and disinfecting of the premises should occur at least **once a day**.
- Frequently-touched surfaces should be cleaned and disinfected at least **twice a day**.
 - These include door knobs, light switches, toilet handles, tables, desks, chairs, keyboards and toys.
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
- Limit items that are not easily cleaned (e.g., fabric or soft items);
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students because of COVID-19.

Administrative Measures

Physical Distancing and Minimizing Physical Contact

Physical distancing (i.e., maintaining a distance of 2 meters between two or more people) is challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible.

The following physical distancing strategies should be implemented where possible in the K-12 school setting:

- Avoid close greetings (e.g., hugs, handshakes). Regularly remind students about keeping their “hands to yourself”.
- Spread people out into different areas:
 - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
- Organize students into smaller groups that stay together throughout the day.
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e. minimize the amount of mixing between students and different staff in the setting).
- Stagger pick-up and drop-off times.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often.

- Organize learning activities outside including snack time, place-based learning and unstructured time.
- Take activities that involve movement, including those for physical health and education, outside. Group sports activities should be organized in a thoughtful way, taking into consideration personal measures.
- Reassure students and parents that playgrounds are a safe environment, and encourage appropriate hand hygiene practices before, during, after outdoor play.
- Incorporate more individual activities or activities that encourage more space between students and staff.
 - For younger students, adapt group activities to minimize physical contact and reduce shared items.
 - For adolescent students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways.
- Parents and Caregivers and other non-staff adults entering the school should be minimized as much as is practical to do so. They should also be reminded to practice diligent hand hygiene and maintain physical distance when they are in the school.
- Assemblies and other school-wide events should be held virtually to avoid a large number of people gathered in one space.

Student Transportation on Buses

Buses used for transporting students should be cleaned and disinfected according the guidance provided in the BCCDC's [Cleaning and Disinfectants for Public Settings](#) document.

Additional measures should be taken, including:

- Encouraging private vehicle use where possible to decrease transportation density.
- Consider installing a physical barrier between the driver and passengers (e.g., plexiglass).
- Have students sit in their own seat:
 - Students should be separated side to side and front to back .
 - Students from the same household can share seats if space is limited.

Personal Measures

Stay Home When Sick

- All students and staff who have symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers who are ill.
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
- School Administrators must ensure school staff are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.
- School Administrators must:
 - Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school.

- Alternatively, conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.
- Staff and students who are ill, including children of essential service workers, should not be permitted to attend school.
- Those unsure of if they or a student should self-isolate should be directed to use the [BC COVID-19 Self-Assessment Tool](#).
 - If concerned, they can be advised to contact 8-1-1 or the local public health unit to seek further input.
 - They can also be advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health care professionals.

An info sheet on what to do if a student or staff member becomes ill at work is included as Appendix B.

Hand Hygiene

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents and staff can teach and reinforce these practices amongst students.

How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19.
- If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol.
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty.
- To learn about how to perform hand hygiene, please refer to the BCCDC's [hand washing poster](#).

Strategies to ensure diligent hand hygiene:

- Encourage hand washing with water and soap upon arrival at school. Place hand washing stations in various locations including school entrances, hallways, and classrooms to encourage appropriate hand hygiene throughout the day.
- Consider alcohol-based hand rub dispensers where sinks are not available, and posters to promote the importance of regular hand washing.
- Regularly remind staff and students about the importance of diligent hand hygiene.
- Incorporate additional hand hygiene opportunities into the daily schedule.
- Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.

An info sheet on when students and staff should practice hand hygiene is included as Appendix C.

Respiratory Etiquette

Students and staff should:

- Cough or sneeze into their elbow sleeve or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Wearing cloth or homemade mask, particularly children, is not recommended. There is limited evidence outside of health care settings and only in uncontrolled situations where physical distancing between adults cannot be maintained for extended periods of time (greater than 15 minutes with a person who has probable or lab confirmed COVID-19). Wearing one is a personal choice. It is important to treat people wearing masks with respect.

Parents and staff can teach and reinforce these practices amongst students.

Personal Protective Equipment

Personal protective equipment, such as masks and gloves are not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work. They should only be used when all other controls fail.

- Managing students with complex behaviours, on a delegated care plan or experiencing a health emergency may require staff to be in close physical proximity with the student. ***No additional personal protective equipment beyond normal universal precautions are required.***

There is no evidence to support the use of medical grade, cloth, or homemade masks in school settings at this time. Wearing one is a personal choice. It is important to treat people wearing masks with respect. More information about COVID-related mask use is available [here](#).

Supporting School Communities

The BC Centre for Disease Control is the source of information about COVID-19. Resources available there can be used to support learning and to respond to questions you may receive from members of your school community. More information is available [here](#).

Appendix A: Summary of School-Based Control Measures



1. STAY HOME WHEN SICK

All children and staff with common cold, influenza, COVID-19, or other respiratory diseases must stay home and self-isolate.



2. HAND HYGIENE

Everyone should wash their hands more often!

Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.



3. RESPIRATORY AND PERSONAL HYGIENE

Cover your coughs.

Do not touch your face.

No sharing of food, drinks, or personal items.



4. PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT

Spread children out to different areas.

Take them outside more often.

Stagger lunch times. Incorporate individual activities.

Remind children, "Hands to Yourself!"



5. CLEANING AND DISINFECTION

Clean and disinfect frequently touched surfaces at least twice a day.

General cleaning of the centre should occur at least once a day.

Use common cleaning and disinfectant products.

Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School

<i>If a Student Develops Symptoms of COVID-19</i>	<i>If a Staff Member Develops Symptoms of COVID-19</i>
<p>IF STUDENT DEVELOPS SYMPTOMS AT HOME:</p> <p>Parents or caregivers must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p>IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</p> <p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a supervised area. 2. Contact the student’s parent or caregiver to pick them up as soon as possible. 3. Where possible, maintain a distance of 2 metres from the ill student. If not possible, staff may wear a mask if available and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 6. Once the student is picked up, practice diligent hand hygiene. 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas). 8. Contact 811 or the local public health unit to notify them of a potential case and seek further input. <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p>IF STAFF DEVELOPS SYMPTOMS AT HOME:</p> <p>Staff must be excluded from work and stay home for a minimum of 10 days from the onset of symptoms AND until symptoms resolve, whichever is longer.</p> <p>IF STAFF DEVELOPS SYMPTOMS AT WORK:</p> <p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate themselves into an area away from others. 2. Maintain a distance of 2 metres from others. 3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up. 4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas). 5. If concerned, contact 8-1-1 or the local public health unit to seek further input.
<p>If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

Appendix C: When to Perform Hand Hygiene at School

When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g., recess, lunch).• Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• After using the toilet.• After handling common resources/equipment/supplies or pets.• After sneezing or coughing into hands.• Whenever hands are visibly dirty.	<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g. recess, lunch).• Between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• Before and after handling food or assisting students with eating.• Before and after giving medication to a student or self.• After using the toilet.• After contact with body fluids (i.e., runny noses, spit, vomit, blood).• After cleaning tasks.• After removing gloves.• After handling garbage.• Whenever hands are visibly dirty.



TO: The Board of Education

FROM: Harold W. Caldwell

RE: Student Health & Safety

Date: 22 – June – 2020

Student Health and Safety Processes Framework

Elementary School

- District Based Team (DBT) problem solving meetings with the District Counsellor, student, family/guardian and school staff
- Violent Threat Risk Assessment (VTRA) is the development of comprehensive risk reduction plans that involve school, community and family in supporting the youth over time – Pre VTRA developed for elementary
- Non-violent crisis intervention training through Crisis Prevention Institute (CPI)
- Counsellor Collaboration sessions and professional development for all counsellors
- Youth and Family Counsellor access for all schools
- SNAPSHOTS focussed on social emotional learning and mental health for elementary aged students
- Second Step Program in Elementary Schools supporting social emotional learning
- Critical Incident Response Team (CIRT) responds to critical incidents occurring within the school which may include the death of a student
- Social Emotional Wellness Advocates in all schools
- Healthy Schools website for family and staff resources and support
- Yearly Lockdown, Hold and Secure, Earthquake and Fire drills for all schools
- Regional Safety Committee to analyze safety measures for all schools in lower Vancouver Island
- Tri – District CIRT and VTRA committee to align processes and support regionally when needed

Middle School

- District Based Team (DBT) problem solving meetings with the District Counsellor, student, family/guardian and school staff

- Principals' Review Committee (PRC) in response to serious assaults, weapons, drug trafficking and ongoing documented incidents of extreme and inappropriate behaviours (Policy 5131.7 Student Suspensions)
- Diversion from PRC intervention process when all school based supports have been exhausted (Policy 5131.7 Student Suspensions)
- Violent Threat Risk Assessment (VTRA) is the development of comprehensive risk reduction plans that involve school, community and family in supporting the youth over time
- Non-violent crisis intervention training through Crisis Prevention Institute (CPI)
- Critical Incident Response Team (CIRT) responds to critical incidents occurring within the school which may include the death of a student
- Discovery counsellors (substance use counselling) assigned to all middle and secondary schools
- Counsellor Collaboration sessions and professional development for all counsellors to support mental health, substance use and social emotional learning opportunities
- Police Liaison support for all schools (except Victoria municipality) and MYST (Mobile Youth Support Team) for all schools
- Youth and Family Counsellor access for all schools
- Mental Health and Substance use monthly Snapshots (age specific)
- Naloxone training for Administrators in Middle and Secondary schools
- Social Emotional Wellness Advocates in all schools
- Healthy Schools website for family and staff resources and support
- Mental Health Literacy in Middle Schools
- Yearly Lockdown, Hold and Secure, Earthquake and Fire drills for all schools
- Regional Safety Committee to analyze safety measures for all schools in lower Vancouver Island
- Tri – District CIRT and VTRA committee to align processes and support regionally when needed

Secondary School

- District Based Team (DBT) problem solving meetings with the District Counsellor, student, family/guardian and school staff
- Principals' Review Committee (PRC) in response to serious assaults, weapons, drug trafficking and ongoing documented incidents of extreme and inappropriate behaviours (Policy 5131.7 Student Suspensions)
- Diversion from PRC intervention process when all school based supports have been exhausted (Policy 5131.7 Student Suspensions)
- Violent Threat Risk Assessment (VTRA) is the development of comprehensive risk reduction plans that involve school, community and family in supporting the youth over time
- Non-violent crisis intervention training through Crisis Prevention Institute (CPI)
- Critical Incident Response Team (CIRT) responds to critical incidents occurring within the school which may include the death of a student

- Counsellor Collaboration sessions and professional development for all counsellors to support mental health, substance use and social emotional learning opportunities
- Discovery counsellors (substance use counselling) assigned to all middle and secondary schools
- Youth and Family Counsellor access for all schools
- Police Liaison support for all schools (except Victoria municipality) and MYST (Mobile Youth Support Team) for all schools
- Mental Health and Substance use monthly Snapshots (age specific)
- Naloxone training for Administrators in Middle and Secondary schools
- Social Emotional Wellness Advocates in all schools
- Healthy Schools website for family and staff resources and support
- Yearly Lockdown, Hold and Secure, Earthquake and Fire drills for all schools
- Regional Safety Committee to analyze safety measures for all schools in lower Vancouver Island
- Tri – District CIRT and VTRA committee to align processes and support regionally when needed

To: Board of Education
From: Deb Whitten, Deputy Superintendent
Date: June 22, 2020
RE: **Anaphylaxis Aggregate Report**

Anaphylaxis Aggregate Report

Anaphylaxis is sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector. Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex.

All schools must have an emergency protocol in place to ensure responders know what to do in an emergency. The emergency protocol includes:

- administer epinephrine auto-injector;
- call 911 and ask for an Advance Life Support Ambulance;
- call student's parents;
- administer a second epinephrine auto-injector after 5 minutes if symptoms have not improved;
- have student transported to hospital by ambulance.

As per Regulation 5141.21 *Anaphylaxis*, Principals report information on each anaphylactic incident to the Board of Education via the Superintendent in aggregate form using the School Protection Program Incident Report.

As such, there was 3 anaphylactic incidents reported during the 2019-2020 school year.

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.

Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education

FROM: Shelley Green, Superintendent of Schools

RE: Superintendent's Report

DATE: June 22, 2020

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

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: Kim Morris

RE: Monthly Report

DATE: June 17, 2020

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

- Vic High Planning Meeting with Facilities Staff and Principal
- Minor Capital meeting with Ministry of Education and Facilities Staff
- Safe Design Council conference call
- Monthly meeting with City of Victoria Staff and Facilities Staff
- Strategic Plan Session
- 20-21 Budget Information Session
- Shoreline Seismic Project conference call with MOE Staff and Facilities Staff
- eScribe Implementation meeting
- Audit Committee meeting
- ThoughtExchange launch
- Oak Bay Artificial Turf Field replacement plan
- Various board, committee and staff meetings

Other Information:

2020-2021 Annual Facilities Grant spending plan approval from Ministry of Education was received on June 17, 2020.

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.

Annual Budget

School District No. 61 (Greater Victoria)

June 30, 2021

School District No. 61 (Greater Victoria)

June 30, 2021

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	13

*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 61 (Greater Victoria) Annual Budget Bylaw for fiscal year 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$253,606,307 for the 2020/2021 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2020/2021.

READ A FIRST TIME THE 25th DAY OF MAY, 2020;

READ A SECOND TIME THE 25th DAY OF MAY, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 22nd DAY OF JUNE, 2020;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Annual Budget Bylaw 2020/2021, adopted by the Board the 22nd DAY OF JUNE, 2020.

Secretary Treasurer

School District No. 61 (Greater Victoria)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	19,699,000	19,591,000
Adult	37,000	35,000
Other	47,000	38,000
Total Ministry Operating Grant Funded FTE's	19,783,000	19,664,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education	216,339,721	206,961,956
Other	50,000	
Tuition	8,333,604	14,398,648
Other Revenue	5,195,141	8,494,336
Rentals and Leases	1,815,064	1,829,940
Investment Income	1,150,200	1,187,000
Amortization of Deferred Capital Revenue	7,522,773	7,432,739
Total Revenue	240,406,503	240,304,619
Expenses		
Instruction	204,958,740	203,419,598
District Administration	6,083,638	5,792,715
Operations and Maintenance	38,271,527	38,072,923
Transportation and Housing	1,157,630	1,033,579
Total Expense	250,471,535	248,318,815
Net Revenue (Expense)	(10,065,032)	(8,014,196)
Budgeted Allocation (Retirement) of Surplus (Deficit)	7,046,806	5,449,037
Budgeted Surplus (Deficit), for the year	(3,018,226)	(2,565,159)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(3,018,226)	(2,565,159)
Budgeted Surplus (Deficit), for the year	(3,018,226)	(2,565,159)

School District No. 61 (Greater Victoria)

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	210,216,236	206,782,854
Operating - Tangible Capital Assets Purchased	1,339,270	800,000
Special Purpose Funds - Total Expense	26,945,030	27,818,793
Capital Fund - Total Expense	13,310,269	13,717,168
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,795,502	1,635,700
Total Budget Bylaw Amount	253,606,307	250,754,515

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 61 (Greater Victoria)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2021

	2021	2020
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(10,065,032)</u>	<u>(8,014,196)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,339,270)	(800,000)
From Local Capital	(1,795,502)	(1,635,700)
From Deferred Capital Revenue	(16,538,430)	(10,436,102)
Total Acquisition of Tangible Capital Assets	<u>(19,673,202)</u>	<u>(12,871,802)</u>
Amortization of Tangible Capital Assets	<u>11,880,269</u>	11,517,168
Total Effect of change in Tangible Capital Assets	<u>(7,792,933)</u>	<u>(1,354,634)</u>
Acquisitions of Prepaid Expenses	<u>-</u>	<u>(5,000)</u>
	<u>-</u>	<u>(5,000)</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(17,857,965)</u></u>	<u><u>(9,373,830)</u></u>

School District No. 61 (Greater Victoria)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2021

	2021	2020
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	191,590,691	183,560,993
Other	50,000	
Tuition	8,333,604	14,398,648
Other Revenue	1,689,341	1,953,506
Rentals and Leases	1,815,064	1,829,940
Investment Income	1,030,000	1,030,000
Total Revenue	<u>204,508,700</u>	<u>202,773,087</u>
Expenses		
Instruction	178,823,989	176,411,084
District Administration	6,083,638	5,792,715
Operations and Maintenance	24,150,979	23,545,476
Transportation and Housing	1,157,630	1,033,579
Total Expense	<u>210,216,236</u>	<u>206,782,854</u>
Net Revenue (Expense)	<u>(5,707,536)</u>	<u>(4,009,767)</u>
Budgeted Prior Year Surplus Appropriation	<u>7,046,806</u>	<u>5,449,037</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,339,270)	(800,000)
Local Capital		(639,270)
Total Net Transfers	<u>(1,339,270)</u>	<u>(1,439,270)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 61 (Greater Victoria)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2021

	2021 Annual Budget	2020 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	183,882,816	179,931,428
ISC/LEA Recovery	(1,030,941)	(1,106,631)
Other Ministry of Education Grants		
Pay Equity	2,896,617	2,896,617
Funding for Graduated Adults	59,092	58,458
Transportation Supplement	20,027	20,027
Carbon Tax Grant		110,000
Employer Health Tax Grant		1,633,354
Support Staff Benefits Grant	91,283	
FSA Scorer Grant	17,740	17,740
Teachers' Labour Settlement Grant	5,654,057	
Total Provincial Grants - Ministry of Education	<u>191,590,691</u>	<u>183,560,993</u>
Provincial Grants - Other	<u>50,000</u>	
Tuition		
Summer School Fees	28,581	49,512
Continuing Education	22,500	22,500
International and Out of Province Students	8,273,723	14,317,836
Distributed Learning	8,800	8,800
Total Tuition	<u>8,333,604</u>	<u>14,398,648</u>
Other Revenues		
Funding from First Nations	1,030,941	1,106,631
Miscellaneous		
Odyssey French Language Assistant Funding	26,800	21,275
Aboriginal Nations Education Curriculum Project	10,000	10,000
Cafeteria Revenue	120,000	145,000
International Student Program Revenues	434,000	653,000
ArtsStarts Grant	17,600	17,600
BC Hydro Energy Manager	50,000	
Total Other Revenue	<u>1,689,341</u>	<u>1,953,506</u>
Rentals and Leases	<u>1,815,064</u>	<u>1,829,940</u>
Investment Income	<u>1,030,000</u>	<u>1,030,000</u>
Total Operating Revenue	<u><u>204,508,700</u></u>	<u><u>202,773,087</u></u>

School District No. 61 (Greater Victoria)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2021

	2021 Annual Budget \$	2020 Annual Budget \$
Salaries		
Teachers	91,528,262	90,827,114
Principals and Vice Principals	14,147,870	13,518,126
Educational Assistants	18,886,902	18,929,842
Support Staff	18,802,445	18,271,847
Other Professionals	4,798,558	4,461,121
Substitutes	8,139,995	7,795,996
Total Salaries	156,304,032	153,804,046
Employee Benefits	36,182,266	35,010,087
Total Salaries and Benefits	192,486,298	188,814,133
Services and Supplies		
Services	4,092,856	5,305,297
Student Transportation	1,019,460	1,038,960
Professional Development and Travel	674,017	762,477
Rentals and Leases	115,235	115,235
Dues and Fees	96,315	94,980
Insurance	372,000	372,000
Supplies	6,847,371	5,803,860
Utilities	4,512,684	4,475,912
Total Services and Supplies	17,729,938	17,968,721
Total Operating Expense	210,216,236	206,782,854

School District No. 61 (Greater Victoria)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	69,480,122	5,144,704	2,224,408	201,044	311,077	6,131,909	83,493,264
1.03 Career Programs	777,672	115,975	315,157			35,501	1,244,305
1.07 Library Services	2,101,353			381,603		78,027	2,560,983
1.08 Counselling	2,962,567					106,847	3,069,414
1.10 Special Education	10,087,380	461,153	15,323,545	236,871		987,574	27,096,523
1.30 English Language Learning	2,097,678	151,369		11,934		77,891	2,338,872
1.31 Indigenous Education	495,935	132,501	969,007	50,699	128,789	35,367	1,812,298
1.41 School Administration		7,832,294		4,099,634		45,000	11,976,928
1.60 Summer School	105,748	20,443		1,926			128,117
1.61 Continuing Education	178,896	27,920		57,764		6,429	271,009
1.62 International and Out of Province Students	3,193,375			838,708	725,430	169,076	4,926,589
1.64 Other				11,105			11,105
Total Function 1	91,480,726	13,886,359	18,832,117	5,891,288	1,165,296	7,673,621	138,929,407
4 District Administration							
4.11 Educational Administration		163,994		360,283	829,615	13,898	1,367,790
4.40 School District Governance					316,111		316,111
4.41 Business Administration		97,517		1,202,040	1,320,710	28,305	2,648,572
Total Function 4	-	261,511	-	1,562,323	2,466,436	42,203	4,332,473
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	47,536		54,785	309,050	922,689	7,270	1,341,330
5.50 Maintenance Operations				9,986,225	140,951	342,109	10,469,285
5.52 Maintenance of Grounds				1,028,390		74,792	1,103,182
5.56 Utilities							-
Total Function 5	47,536	-	54,785	11,323,665	1,063,640	424,171	12,913,797
7 Transportation and Housing							
7.41 Transportation and Housing Administration				25,169	103,186		128,355
7.70 Student Transportation							-
Total Function 7	-	-	-	25,169	103,186	-	128,355
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	91,528,262	14,147,870	18,886,902	18,802,445	4,798,558	8,139,995	156,304,032

School District No. 61 (Greater Victoria)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Annual Budget	2020 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	83,493,264	19,763,424	103,256,688	4,776,193	108,032,881	103,253,266
1.03 Career Programs	1,244,305	290,061	1,534,366	298,604	1,832,970	1,934,678
1.07 Library Services	2,560,983	607,246	3,168,229		3,168,229	3,084,774
1.08 Counselling	3,069,414	727,499	3,796,913		3,796,913	3,694,864
1.10 Special Education	27,096,523	6,319,106	33,415,629	1,053,187	34,468,816	33,474,185
1.30 English Language Learning	2,338,872	548,786	2,887,658	240,037	3,127,695	2,815,085
1.31 Indigenous Education	1,812,298	396,197	2,208,495	439,023	2,647,518	2,590,445
1.41 School Administration	11,976,928	2,562,391	14,539,319		14,539,319	13,944,440
1.60 Summer School	128,117	29,841	157,958	16,394	174,352	173,782
1.61 Continuing Education	271,009	63,287	334,296	36,499	370,795	371,404
1.62 International and Out of Province Students	4,926,589	1,133,495	6,060,084	590,669	6,650,753	11,060,787
1.64 Other	11,105	2,643	13,748		13,748	13,374
Total Function 1	138,929,407	32,443,976	171,373,383	7,450,606	178,823,989	176,411,084
4 District Administration						
4.11 Educational Administration	1,367,790	281,679	1,649,469	281,875	1,931,344	1,825,461
4.40 School District Governance	316,111	31,521	347,632	167,307	514,939	485,995
4.41 Business Administration	2,648,572	572,644	3,221,216	416,139	3,637,355	3,481,259
Total Function 4	4,332,473	885,844	5,218,317	865,321	6,083,638	5,792,715
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	1,341,330	277,864	1,619,194	573,467	2,192,661	2,091,271
5.50 Maintenance Operations	10,469,285	2,311,633	12,780,918	3,033,249	15,814,167	15,379,167
5.52 Maintenance of Grounds	1,103,182	236,941	1,340,123	288,744	1,628,867	1,596,526
5.56 Utilities	-	-	-	4,515,284	4,515,284	4,478,512
Total Function 5	12,913,797	2,826,438	15,740,235	8,410,744	24,150,979	23,545,476
7 Transportation and Housing						
7.41 Transportation and Housing Administration	128,355	26,008	154,363	3,307	157,670	33,619
7.70 Student Transportation	-	-	-	999,960	999,960	999,960
Total Function 7	128,355	26,008	154,363	1,003,267	1,157,630	1,033,579
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	156,304,032	36,182,266	192,486,298	17,729,938	210,216,236	206,782,854

School District No. 61 (Greater Victoria)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2021

	2021	2020
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	23,374,030	21,200,963
Other Revenue	3,505,800	6,540,830
Investment Income	65,200	77,000
Total Revenue	26,945,030	27,818,793
Expenses		
Instruction	26,134,751	27,008,514
Operations and Maintenance	810,279	810,279
Total Expense	26,945,030	27,818,793
Budgeted Surplus (Deficit), for the year	-	-

School District No. 61 (Greater Victoria)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year			653,678		3,217,865	15,137	10,357		264,337
Add: Restricted Grants									
Provincial Grants - Ministry of Education	810,279	665,523		121,318		192,000	66,150	398,099	3,943,638
Other			4,000		3,500,000				
Investment Income			46,564		30,000				
	810,279	665,523	50,564	121,318	3,530,000	192,000	66,150	398,099	3,943,638
Less: Allocated to Revenue	810,279	665,523	30,000	121,318	3,530,000	192,000	66,150	398,099	3,943,638
Deferred Revenue, end of year	-	-	674,242	-	3,217,865	15,137	10,357	-	264,337
Revenues									
Provincial Grants - Ministry of Education	810,279	665,523		121,318		192,000	66,150	398,099	3,943,638
Other Revenue			5,800		3,500,000				
Investment Income			24,200		30,000				
	810,279	665,523	30,000	121,318	3,530,000	192,000	66,150	398,099	3,943,638
Expenses									
Salaries									
Teachers									229,192
Principals and Vice Principals				2,494				54,420	152,419
Educational Assistants		538,240		93,144		142,894			576,162
Support Staff									101,722
Substitutes		21,766			75,000			40,000	32,999
	-	560,006	-	95,638	75,000	142,894	-	94,420	1,092,494
Employee Benefits		105,517		19,689	13,650	34,007		18,218	251,707
Services and Supplies	810,279		30,000	5,991	3,441,350	15,099	66,150	285,461	2,599,437
	810,279	665,523	30,000	121,318	3,530,000	192,000	66,150	398,099	3,943,638
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 61 (Greater Victoria)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Ledger School	Provincial Inclusive Outreach	Estate Trust	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year					53,726	4,215,100
Add: Restricted Grants						
Provincial Grants - Ministry of Education	702,459	15,342,189	357,571	774,804		23,374,030
Other						3,504,000
Investment Income					11,000	87,564
	702,459	15,342,189	357,571	774,804	11,000	26,965,594
Less: Allocated to Revenue	702,459	15,342,189	357,571	774,804	11,000	26,945,030
Deferred Revenue, end of year	-	-	-	-	53,726	4,235,664
Revenues						
Provincial Grants - Ministry of Education	702,459	15,342,189	357,571	774,804		23,374,030
Other Revenue						3,505,800
Investment Income					11,000	65,200
	702,459	15,342,189	357,571	774,804	11,000	26,945,030
Expenses						
Salaries						
Teachers		12,382,719	182,872	187,338		12,982,121
Principals and Vice Principals			7,351	15,929		232,613
Educational Assistants			69,825	159,522		1,579,787
Support Staff	159,312			26,848		287,882
Substitutes	428,883		9,014			607,662
	588,195	12,382,719	269,062	389,637	-	15,690,065
Employee Benefits	114,264	2,959,470	63,321	87,228		3,667,071
Services and Supplies			25,188	297,939	11,000	7,587,894
	702,459	15,342,189	357,571	774,804	11,000	26,945,030
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 61 (Greater Victoria)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2021

	2021 Annual Budget			2020 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	1,375,000		1,375,000	2,200,000
Investment Income		55,000	55,000	80,000
Amortization of Deferred Capital Revenue	7,522,773		7,522,773	7,432,739
Total Revenue	8,897,773	55,000	8,952,773	9,712,739
Expenses				
Operations and Maintenance	1,375,000	55,000	1,430,000	2,200,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,880,269		11,880,269	11,517,168
Total Expense	13,255,269	55,000	13,310,269	13,717,168
Net Revenue (Expense)	(4,357,496)	-	(4,357,496)	(4,004,429)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,339,270		1,339,270	800,000
Local Capital			-	639,270
Total Net Transfers	1,339,270	-	1,339,270	1,439,270
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	1,795,502	(1,795,502)	-	
Total Other Adjustments to Fund Balances	1,795,502	(1,795,502)	-	
Budgeted Surplus (Deficit), for the year	(1,222,724)	(1,795,502)	(3,018,226)	(2,565,159)



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					

TO: The Board of Education
FROM: Kim Morris, Secretary-Treasurer
DATE: June 22, 2020
**RE: CAMPUS VIEW ELEMENTARY SCHOOL
STATUTORY RIGHT-OF-WAY FOR B.C. HYDRO**

A Statutory Right-of-Way is required for the land legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818, otherwise known as Campus View Elementary School.

Regulation 7110 *Disposal of Real Property* has been considered. This regulation states that statutory right-of-ways are not subject to this Regulation.

With the building upgrades the District is completing at Campus View Elementary School, including modernizing the portable classroom rooms (proper HVAC systems) as well as proposed child care units, the purpose of the right of way is to provide a new hydro service to Campus View Elementary as the current service is not large enough.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve the granting of a Statutory Right-of-Way to British Columbia Hydro and Power Authority for the purpose of installing expanded services at Campus View Elementary School, legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw No. 20-02 at the June 22, 2020 Board meeting.

Motion to be Carried Unanimously

That the Board of Education of School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 20-02, being a bylaw to grant a Statutory Right-of-Way to British Columbia Hydro and Power Authority on the property legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818 for the purpose of installing expanded services at Campus View Elementary School.

Read a first time the 22nd day of June, 2020;
Read a second time the 22nd day of June, 2020;
Read a third time, passed and adopted the 22nd day of June, 2020;

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.

And that the Chairperson and the Secretary-Treasurer be authorized to sign, seal and execute this Bylaw on behalf of the Board.

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.

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

DISPOSAL (RIGHT-OF-WAY) OF REAL PROPERTY BYLAW NO. 20-02

WHEREAS Section 65(5) of the *School Act* requires that a board may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96(1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS pursuant to Section 96(3) of the *School Act*, a board may dispose of land or improvements or both;

NOW THEREFORE be it resolved that the Board of Education of School District No. 61 (Greater Victoria) hereby advises their intention, pursuant to Section 96(3) of the *School Act*, to grant a Statutory Right of Way to British Columbia Hydro and Power Authority, on the property legally described as Lot A, Section 41, Victoria District, Plan 11955, PID 004-927-818, to allow for installation of expanded services at Campus View Elementary School.

The granting of this statutory right-of-way at Campus View Elementary School, 3900 Gordon Head Road will not adversely affect the educational services or programs provided in School District No. 61 (Greater Victoria).

This bylaw may be cited as School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 20-02.

Read a first time this 22nd day of June, 2020

Read a second time this 22nd day of June, 2020

Read a third time, passed and adopted this 22nd day of June, 2020

Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 20-02 adopted by the Board of Education this 22nd day of June, 2020.

Secretary-Treasurer



GREATER VICTORIA SCHOOL DISTRICT 61
556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
Phone (250) 475-4157 Fax (250) 475-4238

Date: June 22, 2020
To: Board of Education
From: Harold W. Caldwell, Director, District Team
Re: **Student Withdrawals/Principals' Review Committee/Diversion**

Student Withdrawal: A student withdrawal is defined as a student who has left our district and discontinued an educational program.

Principal's Review Committee (PRC): A PRC is the highest level of discipline for secondary students within the district, and is a result of an over five (5) day suspension. (Regulation 5131.7)

Diversion from PRC: Diversion is an intervention process when all school based supports have been exhausted, and is the result of an over five (5) day suspension. (Regulation 5131.7)

Student Withdrawals (grades 9 - 12):

Withdrawals	Total Students	No. of which are Indigenous Students
Sep 2019 to Jun 22, 2020	9	3

Student Withdrawals (grades 6-8)

Withdrawals	Total Students	No. of which are Indigenous Students
Sep 2019 to Jun 22, 2020	1	0

Student Withdrawals (K-5)

Withdrawals	Total Students	No. of which are Indigenous Students
Sep 2019 to Jun 22, 2020	3	0

Principals' Review Committee:

There were SIX (6) PRC's for the period of Sep 2019 to Jun 22, 2020

Diversion from PRC:

There were SIX (6) Diversion Hearings for the period of Sep 2019 to Jun 22, 2020

To: Board of Education

From: Deb Whitten, Deputy Superintendent

Date: June 22, 2020

RE: Annual Student Unusual Exclusion Report: 2019-2020 School Year

Annual Student Unusual Exclusion Report:

School	Student was asked to stay home	Student was sent home	Student was asked to come late or leave early	Student was not able to participate on a field trip	Student was sent out of class to a space other than a self-regulation space
ALL SCHOOLS	8	33	13	8	29

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.

SECTION 72 REPORT

Present:

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

Sanctioned:

Trustee Diane McNally

Administration:

Shelley Green, Superintendent of Schools, Deb Whitten, Deputy Superintendent, Kim Morris, Secretary-Treasurer, Greg Kitchen, Associate Superintendent, Colin Robert, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Tammy Sherstobitoff, District Principal, Human Resource Services, Lisa McPhail, Communications and Community Engagement Manager, and Vicki Hanley, Executive Assistant

The Board of Education discussed the following matters:

- Personnel
- Property
- Legal

SECTION 72 REPORT**Present:**

Trustees Jordan Watters, Chair, Ann Whiteaker, Vice-Chair, Nicole Duncan (via Zoom), Tom Ferris, Angie Hentze, Elaine Leonard, and Rob Paynter

Regrets:

Trustee Ryan Painter

Sanctioned:

Trustee Diane McNally

Administration:

Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Associate Superintendent (exited meeting at 5:48 p.m.), Marne Jensen, Associate Director, Human Resource Services (exited meeting at 5:48 p.m.) and Vicki Hanley, Executive Assistant

The Board of Education discussed the following matters:

- Personnel
- Privacy