



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

Monday, October 26, 2020, 7:30 p.m.  
Tolmie Boardroom, 556 Boleskine Road

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Pages

**A. COMMENCEMENT OF MEETING**

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 October 26, 2020 agenda be approved.

**A.3. Approval of the Minutes** 7:40 PM

Recommended Motion:  
That the September 28, 2020 Regular Board minutes be approved.

**A.4. Business Arising from the Minutes**

**A.5. Student Achievement**

**A.6. District Presentations**

**A.7. Community Presentations**

(5 minutes per presentation)

<b>B.</b>	<b>CORRESPONDENCE</b>	
B.1.	September 24, 2020, SD69 to Minister of Education, Cancellation of FSA 2020-2021	20
B.2.	October 1, 2020, CUPE 947 to SD61, Support for a Safe Return to School	21
B.3.	October 1, 2020, SD72 to Public Sector Employers' Council Secretariat, Compensation Freeze Policy	23
B.4.	October 1, 2020, Volleyball BC to SD61, Support for Sand Courts at Vic High	26
B.5.	October 16, 2020, SD61 Staff to CUPE 947, Support for a Safe Return to School	27
<b>C.</b>	<b>TRUSTEE REPORTS</b>	
C.1.	<b>Chair's Report</b>	
	a. Chair Report	36
	b. Annual Workplan: November 2020	37
	c. Trustee Committee Assignments	39
	d. BCSTA - Trustee Rights & Responsibilities Resource Guide	40
C.2.	<b>Trustees' Reports</b>	
	(2 minutes per verbal presentation)	
<b>D.</b>	<b>BOARD COMMITTEE REPORTS</b>	
D.1.	<b>Education Policy and Directions Committee</b>	
	There are no draft minutes or recommended motions from the October 5, 2020 Education Policy and Directions Committee meeting as quorum was not reached.	
D.2.	<b>Operations Policy and Planning Committee</b>	
	a. Draft minutes from the October 19, 2020 meeting - Information only	67

- b. Reports
  - a. Sundance/Bank Street Update 73
  - b. Occupational Health and Safety Annual Report 75
- c. Recommended motions from the October 19, 2020 meeting.

Recommended Motion:  
 That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motions from the October 19, 2020 Operations Policy and Planning Committee meeting.

- a. Spectrum Artificial Turf Field Project 80

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

- b. Policy Sub Committee Report 82

Recommended Motion:  
 That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 5141.3, 5143, 5210, 6112.1, 6120.2, 6121, 6130.1, 6135.1, 6141.4, and 6142.01; AND FURTHER THAT  
  
 The Board refer Policies 5141.3 and 5143 to the Superintendent for administration manual consideration.

- c. Dissolution of Committees 94

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

**D.3. Advocacy Ad Hoc Committee**

- a. Committee Report and Terms of Reference 101

**E. DISTRICT LEADERSHIP TEAM REPORTS**

**E.1. Superintendent's Report**

- a. Monthly Report 104

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

- b. BCSTA Legal Bulletin - Enhancing Student Learning Reporting Order - For Information 105

- c. Trustee Questions 106

**E.2. Secretary-Treasurer's Report**

- a. Monthly Report 107

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

- b. 2020-2021 Enrolment and Capacity Update 109

- c. Victoria High School - Surveillance Cameras

**F. QUESTION PERIOD**

(15 minutes total)

**G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

- G.1. Record of In-Camera Board Meeting - September 28, 2020 114

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

- 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**

**September 28, 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, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Lisa McPhail, Communications and Community Engagement Manager , Vicki Hanley, Recorder

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**A. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:46 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.

Chair Watters further recognized Orange Shirt Day and an inspirational video was shared.

**A.2 Approval of the Agenda**

Chair Watters provided the email address for agenda item F. Question Period.

Introductions were made around the board table.

**Moved by** Trustee Painter  
**Seconded by** Trustee Ferris

That the September 28, 2020 agenda be approved with the following addition:

B12. September 14, 2020, VCPAC to SD61, Motion to Rescind Board Motion from 2015

**Motion Carried Unanimously**

### **A.3 Approval of the Minutes**

- a. Approval of the June 22, 2020 Regular Board Minutes

Trustee Paynter requested that the June 22, 2020 Board meeting minutes be amended to include the correspondence letters received from parents on the topic of school police liaison officers.

**Moved by** Trustee Paynter  
**Seconded by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) amend the June 22, 2020 Board meeting minutes to add a list of letters received from parents with respect to school police liaison officers.

Further discussion ensued with a recommendation being made to forward the letters to the appropriate committee.

**Amendment:**

**Moved by** Trustee McNally  
**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) forward all correspondence received with respect to the school police liaison officers to the appropriate committee for review and a summary to be brought to a future board meeting from the committee's work.

**Motion Carried Unanimously**

**Moved by** Trustee Whiteaker  
**Seconded by** Trustee Painter

Approval of the June 22, 2020 Regular Board minutes

**Motion Carried Unanimously**

b. Approval of the August 24, 2020 Special Board Minutes

**Moved by** Trustee Painter  
**Seconded by** Trustee Ferris

That the August 24, 2020 Special Board minutes be approved.

**Motion Carried Unanimously**

#### **A.4 Business Arising from the Minutes**

Trustee Duncan requested an update from the June 22, 2020 Board meeting with respect to Bylaw 9360, *General Meeting of the Board*, and if there will be a 'draft' report with suggested recommendations coming soon from the Policy Sub-Committee.

Chair Watters advised that the Policy Sub-Committee is currently working on Bylaw 9360 and the updates will be brought to the Board when finalized.

#### **A.5 Student Achievement**

None

#### **A.6 District Presentations**

None

#### **A.7 Community Presentations**

None

### **B. CORRESPONDENCE**

Chair Watters advised Trustees that going forward Correspondence will include letters sent to the BCSTA from other Boards of Education in the province.

#### **B.1 July 15, 2020, SD42 to Minister of Education, Universal Food Program**

**B.2 July 16, 2020, SD61 to Saanich Fire Department, Strawberry Vale Fire**  
September 28, 2020/Regular Board Meeting



- B.3 July 17, 2020, Saanich Fire Department to SD61, Strawberry Vale Fire**
- B.4 August 23, 2020, GVTA, CUPE 947 and 382 to SD61, Make Masks Mandatory**
- B.5 August 28, 2020, SD61 to Minister of Education, Return to School Plan**
- B.6 August 28, 2020, SD69 to Minister of Education, Federal Funding**
- B.7 September 1, 2020, SD69 to Minister of Education, Return to School Plan**
- B.8 September 11, 2020, GVTA to SD61, Foundation Skills Assessment Tests**
- B.9 September 14, 2020, Moms Against Racism (MAR) to SD61, Police Liaison Officer Program**

Trustee Paynter requested that a copy of this letter be forwarded to the newly formed Ad Hoc Committee for School Police Liaison Officers.

- B.10 September 15, 2020, GVTA to Minister of Education, Foundation Skills Assessment**
- B.11 September 21, 2020, GVTA to Minister of Education, Health and Safety Training**
- B.12 September 14, 2020, VCPAC to SD61, Motion to Rescind Board Motion of 2015**

## **C. TRUSTEE REPORTS**

### **C.1 Chair's Report**

- a. Chair Watters - Monthly Report

Chair Watters referred to her written report and highlighted meetings that she attended over the summer and September.

- b. Annual Workplan: October 2020

Chair Watters advised that in order to give the public a sense of what the Board works on, the Board Workplan for the following month will be included in her monthly report going forward. The Workplan for the entire year will also be available to view on the District website.

- c. BCSTA COVID 19 Response Working Group Survey

September 28, 2020/Regular Board Meeting

Chair Watters referred to a survey being conducted by the COVID 19 Response Working Group at the BCSTA and requested input from Trustees. Discussion ensued amongst the Trustees with a decision being made to hold a Zoom meeting later in the week to conduct a more fulsome discussion.

- d. Local Education Agreement: Songhees Nation of the Lekwungen Peoples

Chair Watters advised Trustees that the Local Education Agreement between the District and Songhees Nations has been finalized and will be ready for release in October. Discussion ensued amongst the Trustees with questions of clarification being asked of Superintendent Green and Associate Superintendent Roberts. Superintendent Green will confirm signing protocols for LEA's.

## **C.2 Trustees' Reports**

None

## **D. BOARD COMMITTEE REPORTS**

### **D.1 Education Policy and Directions Committee**

- a. Draft minutes from the September 14, 2020 meeting

The draft minutes from the September 14, 2020 Education Policy and Directions Committee meeting were presented for information.

- b. Recommended motions from the September 14, 2020 meeting

- a. Rescindment of January 19, 2015 Motion re: Foundation Skills Assessment

The recommended motion was presented.

That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting: *"That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016."*

A discussion ensued amongst the Trustees with a suggestion being made to refer the motion to the December Board meeting.

**Amendment:**

**Moved by** Trustee Paynter

**Seconded by** Trustee Duncan

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting: "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016*" be postponed to the December 14, 2020 Board of Education meeting.

Further discussion ensued amongst the Trustees with a suggestion being made to refer the motion to the November Board meeting.

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Duncan

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting: "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016*" be referred to the November 23, 2020 Board of Education meeting.

For (3): Trustee Whiteaker, Trustee Duncan, and Trustee McNally

Against (5): Trustee Watters, Trustee Ferris, Trustee Hentze, Trustee Leonard, and Trustee Painter

Abstain (1): Trustee Paynter

**Motion Defeated (3 to 5)**

Chair Watters called for the vote on the first amendment to the main motion.

**Amendment:**

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting: "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016*" be referred to the December 14, 2020 Board of Education meeting.

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

Against (5): Trustee Watters, Trustee Ferris, Trustee Hentze, Trustee Leonard, and Trustee Painter

Abstain (1): Trustee Whiteaker

**Motion Defeated (3 to 5)**

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

That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting: "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-*

*based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016."*

For (3): Trustee Watters, Trustee Ferris, and Trustee Leonard

Against (5): Trustee Duncan, Trustee Hentze, Trustee McNally, Trustee Painter, and Trustee Paynter

Abstain (1): Trustee Whiteaker

**Motion Defeated (3 to 5)**

- b. Draft Terms of Reference - Police Liaison Officer Ad Hoc Committee

That the Board of Education of School District No. 61 (Greater Victoria) accept the amended Draft Terms of Reference for the Police Liaison Officer Ad Hoc Committee.

For (9): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee McNally, Trustee Painter, and Trustee Paynter

**Motion Carried Unanimously (9 to 0)**

## **D.2 Operations Policy and Planning Committee**

- a. Draft minutes from the September 21, 2020 meeting

The draft minutes from the September 21, 2020 Operations Policy and Planning Committee meeting were presented for information.

- b. Recommended motions from the September 21, 2020 meeting

- a. Policy 2100.1 - Superintendent Evaluation

The recommended motion was presented for discussion.

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

AND FURTHER

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

AND FURTHER

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

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

b. School Shops Audits

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

**Motion Carried Unanimously**

c. Trustee Reports

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

**Motion Carried Unanimously**

### **D.3 Audit Committee Report**

a. Recommended motions from the September 21, 2020 meeting

Secretary-Treasurer Morris introduced and welcomed Lenora Lee from KPMG.

Ms. Lee presented the Audit Report and provided a high level overview of the audit. Trustees asked questions of clarification.

Secretary-Treasurer Morris thanked Associate-Secretary Treasurer Stride and her team for their work on the audit and presented the recommended motions for Trustees consideration.

**Moved by** Trustee Painter

**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$17,949,746 of the operating surplus as follows: 1) school level funds \$2,574,311, 2) unspent project budgets \$5,207,301, 3) purchase order commitments \$560,082, 4) COVID-19 contingency \$2,561,246, and 5) balance 2020-2021 budget \$7,046,806 approved May 2020.

**Motion Carried Unanimously**

**Moved by** Trustee Painter

**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) approve the transfer of \$639,270 to Local Capital in 2019-2020 for the Student Device Replacement Reserve (\$339,270), the Technology Replacement Reserve (\$200,000) and the Childcare Capital Reserve (\$100,000).

**Motion Carried Unanimously**

**Moved by** Trustee Painter

**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2020; and that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to execute these statements, where applicable, on behalf of the Board.

**Motion Carried Unanimously**

**Moved by** Trustee Painter  
**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2019 to June 30, 2020

AND FURTHER

That the approved schedules be posted to the District website.

**Motion Carried Unanimously**

**E. DISTRICT LEADERSHIP TEAM REPORTS**

**E.1 Superintendent's Report**

a. Monthly Report

Superintendent Green presented the report and extended her gratitude to partner groups and the pandemic response team for being available for meetings over the summer months.

**Moved by** Trustee Leonard  
**Seconded by** Trustee Ferris

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

**Motion Carried Unanimously**

b. Trustee Questions

Superintendent Green responded to questions from Trustees with respect to gender identifiers on registration forms, the restart plan as it relates to immune compromised students and health and safety.

**E.2 Secretary-Treasurer's Report**

a. Monthly Report

Secretary-Treasurer Morris presented the report.



**Moved by** Trustee Leonard  
**Seconded by** Trustee Painter

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

**Motion Carried Unanimously**

b. Federal Safe Return to Class Funding - Secretary Treasurer Morris

a. Funding

Secretary-Treasurer Morris presented information with respect to the Ministry of Education's Federal Safe Return to Class Fund and how this one time funding will be allocated to public school districts.

b. Spending Plan

Secretary-Treasurer Morris advised Trustees that the Ministry has allotted SD61 \$3,474,375 for the Federal Safe Return to Class Funding and presented the recommended spending plan for the 2020-2021. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris.

**Moved by** Trustee Leonard  
**Seconded by** Trustee McNally

That the Board of Education of School District No.61 (Greater Victoria) approve the Federal Safe Return to Class spending plan, as presented.

**Motion Carried Unanimously**

c. Poll Vote Results - South Park Elementary Cameras

Secretary-Treasurer Morris presented the Poll Vote results with respect to South Park Elementary and temporarily adding surveillance cameras on the outside of the building. Trustees requested an update as to if the cameras have aided in the issued with vandalism at the school at night. Superintendent Green provided Trustees with the update.

## **F. QUESTION PERIOD**

Q: Who reviews safety plans and set ups on behalf of students and who is in the schools looking at the set ups for students?

A: The Joint Health and Safety Committee, Principals and school staff are implementing Health and Safety guidelines as laid out by the provincial health office and school based teams are also involved for students who require additional unique setups as laid out by their IEP's.

## **G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

### **G.1 Record of In-Camera Board Meeting - June 22, 2020**

The Section 72 Report from the June 22, 2020 In-Camera Board of Education meeting was provided for information.

### **G.2 Record of the Special In-Camera Board Meeting - September 3, 2020**

The Section 72 Report for the September 3, 2020 Special In-Camera Board of Education meeting was provided for information.

### **G.3 Record of the Special In-Camera Board Meeting - September 4, 2020**

The Section 72 Report from the September 4, 2020 Special In-Camera Board of Education meeting was provided for information.

### **G.4 Record of the Special In-Camera Board Meeting - September 16, 2020**

The Section 72 Report from the September 16, 2020 Special In-Camera Board of Education meeting was provided for information.

#### **a. Conceptual Drawing of Victoria High School Site**

The conceptual drawing from the Victoria High School track project was provided for information.

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

### **H.1 New Business**

None

### **H.2 Notice of Motions**

a. October 5, 2020 Education Policy and Directions Meeting - Foundation Skills Assessments - Trustee Whiteaker

b. October 5, 2020 - Education Policy and Directions Committee Meeting - MyEd Forms - Trustee Painter

September 28, 2020/Regular Board Meeting

**I. ADJOURNMENT**

The meeting adjourned at 10:33 p.m.

**Moved by** Trustee Ferris

**Seconded by** Trustee Painter

That the meeting be adjourned.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer



## SCHOOL DISTRICT No.69 (QUALICUM)

September 24, 2020

Honourable Rob Fleming  
Minister of Education  
PO Box 9150, Stn Prov Govt  
Victoria, BC V8W 9H1

Dear Minister Fleming:

**RE: Cancellation of Foundation Skills Assessment (FSA) 2020-2021**

At its regular board meeting of September 22, 2020 the Board of Education of School District 69 (Qualicum) passed the following motion:

***THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Minister of Education requesting that the Foundation Skills Assessment (FSA) testing for 2020/2021 be cancelled due to COVID-19.*

School Districts and the Provincial Ministries of Health and Education have acknowledged the anxiety and stress associated with these unusual times due to the current pandemic. We feel that to administer the FSA would place additional stressors on parents and students as well as staff.

School districts have been addressing the challenges of educational delivery since late March of this year. The diversity of educational environments for our learners is evolving as school districts identify and address issues resulting from these new formats. With so many variables in place, the result of the tests and the resulting distorted data would no longer be valid.

Your consideration of our request to remove the requirement for districts to administer this year's FSA is appreciated.

Sincerely,

Eve Flynn, Board Chair

c: SD69 Board of Education  
Keven Elder, Superintendent of Schools  
Gillian Wilson, Associate Superintendent of Schools  
Vivian Collyer, Director of Instruction  
Debbie Comer, President, Mount Arrowsmith Teachers' Association  
Andrea Button, President, District Parent Advisory Council  
BC Boards of Education (via BCSTA)

File: 0530-01 MoE

PO Box 430, 100 Jensen Ave. East, Parksville, B.C. V9P 2G5  
Phone (250) 248-4241 Fax (250) 248-5767 [www.sd69.bc.ca](http://www.sd69.bc.ca)



Jane Massy  
**President**

Shawna Abbott  
**First Vice President**

October 1, 2020

To: School District #61 Leadership Team (DLT)  
SD61 School Trustees

From: Blanche Philip, Administrative Assistant, SD61  
Jane Massy, CUPE 947 President\*

Re: **SUPPORT FOR A SAFE RETURN TO SCHOOL**

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Thank you to the Federal and BC Provincial Governments for their generosity to the education system. The goal to stimulate the economy by giving parents confidence in the safety of our schools, to get students back in class, so parents can go back to work definitely needed a boost of funds. It was recognized that we need to protect the health of our students and staff, however the restrictions that School District #61 placed on the recent Federal funding for a safe return to class missed a key area – clerical. I am writing to ask that you look at School District #61 budgets/funding formulas and re-allocate funds to assist CUPE 947's school clerical staff.

As a School Admin Assistant in our District, I feel the need to address this oversight to the management team. Clerical staff are integral to the smooth running of the schools. This was clearly evidenced at the beginning of this pandemic as our employee group - alone with our Admin teams - were the first ones back in the buildings. Yet somehow, we were forgotten when the allocation of a safe return to school funds were allocated.

*“The flexibility of funding will mean that they will be able to hire support staff, teachers, additional custodians, .... all those sorts of things that are part of human resources that deliver school safely”<sup>1</sup>*

Many schools were struggling to keep up with day-to-day tasks before and now the pandemic has created even more workload. It is also important to note in some schools our clerical team are now redeployed for supervision, which takes away even more support for the office. We already have a broken school-clerical formula. From May to December 2019, a small committee which I had the privilege to sit on, presented to many of you the clerical formula vs workload and demonstrated a shift of responsibilities that over years has never been compensated. Although verbally there was agreement and understanding to the workload concerns, it was decided to table the topic due to the pandemic. Our Federal and Provincial governments have

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<sup>1</sup> <https://www.cbc.ca/news/canada/british-columbia/bc-education-funding-covid19-1.5711188>

now injected millions of dollars into education, with the spending at the discretion of each local District. However, restrictions were placed on how these funds could be spent.

When senior management prepared School District #61's Federal Fund Allocation document to school Admin/Staff Committees to discuss schools' needs, the shift of wording from *Support Staff* to *Educational Assistants* eliminated the possibility of school offices to receive any additional funding. It needs to be recognized the amount of work and stress that this global pandemic has generated is not limited to the classrooms.

*"We're also pleased that school districts are also able to hire additional teachers and support staff with that money, and that's exactly what we expect to happen,"<sup>1</sup>*

You are former teachers or have worked in education, you must remember school offices are always the go-to and this pandemic is no different. The additional workload to bring students and staff back safely into the classrooms cannot be measured. **Please advise how must we do our jobs and all the extras without any additional help, additional funding, or additional hours.** Clerical too are key-players in every school. Our roles include not only supporting Administration, but the teachers, educational assistants, as well as the students and even extend to the parent community, yet we seem to be forgotten.

Recently CTV interviewed an Admin Assistant from Cornwall Ontario who explained a typical day at her school. This is not just in her town, it is what we in school offices are experiencing, regardless of District. <https://www.ctvnews.ca/canada/we-re-all-trying-our-best-a-school-office-admin-s-tearful-plea-for-understanding-1.5126669>

**Please recognize our important role and include clerical in an additional distribution/redistribution of funds/hours. It's not too late to correct this oversight.**

\*This letter has the full support of local CUPE 947 President, Jane Massy.

c: Honourable R. Fleming, Minister of Education  
Honourable C. James, Minister of Finance  
Honourable J. Horgan, Premier of BC  
Rt. Hon. J. Trudeau, Prime Minister of Canada



**CAMPBELL RIVER**  
School District 72

October 1, 2020

Public Sector Employers' Council Secretariat  
PO Box 9400 Stn Prov Govt  
Victoria, BC V8V 9V1

The Board of Education for SD72 (Campbell River) is concerned about the B.C. Public Sector Compensation Freeze Policy which was mandated under the Public Sector Employers' Act on August 31, 2020. This policy directs that there will be no compensation increases or adjustments for executives for the 2020/2021 performance year.

The Board is concerned with the impact of this directive on fair compensation, morale, and appreciation for the outstanding efforts of four staff in executive positions in SD72 during the COVID-19 crisis. The Board wishes to bring to your attention several factors that it believes are important considerations and respectfully asks that you review the compensation freeze for these three employees.

The Board notes that since the beginning of the COVID-19 epidemic and the resultant closure of schools in March 2020, the Senior Management team in SD72 has had to continue the regular operations of the district but has had additional demands placed on it with the many and varied directions to the district from the Ministry of Education and Ministry of Health. This extra work increased the workload of senior executive staff and was done with no additional staffing. That SD72 was able to implement a school opening plan that had no serious concerns in June 2020, speaks to the high quality of the work that was done.

During the summer, when senior staff traditionally is able to schedule vacations or time away from the job, the SD72 executive staff worked tirelessly through most of the time that would have been scheduled for vacations to formulate plans which frequently required adjustments and alteration as a result of changes that were mandated by the Ministry of Education. SD72's Secretary Treasurer and two Associate Superintendents worked long hours through the summer, forfeiting much of their previously scheduled time off in order to develop and implement the plans that allowed the district to open schools in a safe manner. In effect, SD72's senior staff members have been required to accomplish much more with no additional support.

Under the previous government, administrative salaries in the education sector were ‘frozen’ for the seven years from 2009 until 2016, even as other education staff received increases in compensation during that time. The Board notes that its executive staff, Superintendent included, were covered under the 2009-2016 salary freeze. According to Statistics Canada, inflation during that period was 11.5%. The compensation that was lost by those in administrative positions during that time can never be regained. While some gains in compensation have been made in the subsequent four years, they do not make up for this loss.

In SD72 no staff positions are at the top of the salary range. Executive staff positions in SD72 are in the middle range of compensation for similar positions in comparable districts. To freeze executive salaries for these positions in a time of increased demands is simply unjust. The Board points out that executive salary increases are not directly funded by the government and are achieved by finding areas where costs can be reduced without having an impact on the classroom.

The Board of Education for SD72 believes in offering fair compensation for all members of our staff. By contract, BCTF members will receive a 2% salary increase this year. If the same standard had been applied to executive staff, the increase in compensation would have been approximately \$10,000 for the 2020-2021 school year. Consequently, the PSEC mandated salary freeze for these executive positions would result in total savings of the same amount, a minor amount in a \$70 million budget. With a potential increase of 2%, the savings in the suggested freeze of the Superintendent’s salary is less than \$4000. In a time when increasing demands on executive staff to respond to the circumstances that the COVID-19 pandemic has created, senior staff has faced sharply increased workloads and after their extraordinary efforts over the past six months it is simply wrong to target those positions with a salary freeze. The Board would emphasize that at the end of this academic year in June 2021, executive staff will have been working under salary ‘freezes’ for eight of the previous twelve years.

Salary compression is another concern that this Board wishes to bring to your attention. As of July 1, 2020 the salary differential between the principals in SD72’s two high schools and the district’s two Associate Superintendents is \$17,215. With the salary freeze the salary differential between the two high school principals and the two Associate Superintendents would be \$7,362 on July 1, 2021. The equivalent numbers for the Secretary-Treasurer are \$24,226 and \$14,463, a significant reduction in the salary differentials between the executive positions and the high school administrator positions. The Board believes that the significantly extra demands on executive staff should be recognized monetarily. The mandated salary freeze is in conflict with what the Board believes to be a reasonable differentiation between compensation for SD72’s executive staff and for its two high school principals.





In closing, we respectfully ask that you review and hopefully reverse this decision to freeze the salaries of the educational leaders whose extraordinary efforts have enabled the safe return of students to school this September.

Respectfully,



Richard Franklin,  
Board Chair, SD72 (Campbell River)

cc:

Premier of British Columbia,  
Minister of Finance  
Minister of Education  
MLA, North Island  
Ms. Stephanie Higginson, President, BCSTA  
Mr. Dave Harper, President, CRDTA  
Ms. Andrea Craddock, President, CUPE Local 723  
Mr. Laird Ruehlen, President CRPVPA  
BC Boards of Education





**VOLLEYBALLBC**

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E-Mail: [contact@volleyballbc.ca](mailto:contact@volleyballbc.ca)  
[www.volleyballbc.org](http://www.volleyballbc.org)

October 9, 2020

The Board of Education of School District No. 61 (Greater Victoria)  
School District No. 61 (Greater Victoria)  
556 Boleskine Road  
Victoria BC V8Z 1E8

Dear members of the School Board,

Volleyball BC is the governing sport organization for the sports of indoor and beach volleyball in British Columbia. We are writing this letter to indicate our full and enthusiastic support for the installation of 4 sand courts as part of the development of Victoria High School.

Our organization focuses on developing the sport of volleyball at all ages and stages of the Long-term Athlete Development model. Volleyball programs and events are delivered across the entire province through our Regional Managers as well as through a network of community clubs and organisations. Over the past 5 years, we have seen significant growth in the number of registered volleyball players, coaches and officials from Vancouver Island. In 2019, nearly 1000 players, coaches and officials from Vancouver Island participated in club volleyball alone. We are seeing similar trends in beach volleyball as it gains in popularity.

Access to facilities is essential to meet the interest level in our sport, which is why we wholeheartedly support the addition of 4 sand courts at Victoria High School. These 4 courts will not only provide a great resource to the school population, they will also provide an amenity to the community and will help meet this growing demand for our sport. With weekend and evening access, community clubs and organisations will be able to offer a wide variety of programming to meet the following needs:

- Youth Beach Club training
- Adult Recreational leagues
- Adult and Youth tournaments
- High Performance training

In addition, we run our own regional and provincial programming on Vancouver Island and would be very interested in using the courts for our own activities.

We are very excited about this opportunity to create courts at Victoria High School and are happy to help with any advice or expertise that you might need. Please do not hesitate to contact me should you require any more information.

Best regards,

A handwritten signature in black ink, appearing to read 'Emma Gibbons'.

Emma Gibbons  
Chief Executive Officer

cc. Kim Morris – Secretary-Treasurer / CFO, School District No. 61  
cc. Aaron Parker, Principal, Victoria High School



# Office of the Secretary-Treasurer

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

*Kim Morris – Secretary Treasurer*

October 16, 2020

CUPE 947  
3550 Saanich Road  
Victoria BC V8X 1X2

**BY EMAIL: [cupe947@telus.net](mailto:cupe947@telus.net)**

**ATTENTION:** Jane Massy, President

Dear Ms. Massy:

**RE: Support for a Safe Return to School**

The Senior Leadership Team is in receipt of an unsigned letter dated October 1, 2020 relative to the Federal Safe Return to School funding.

In order to allocate the Federal Safe Return to School Fund:

- Principals were:
  - provided with the spending criteria as set out in the Ministry of Education approved spending parameters (attached)
  - asked to gather input from their staffs and their Parent Advisory Councils
  - asked to articulate their top 3 priorities
- Staff costed the school requests and made an allocation recommendation to the Board
- The Board approved the recommended spending plan on September 28, 2020 (memo attached).

The Board allocated funding in the areas of Teachers, Education Assistants and Custodial staffing, along with technology and supplies under the approved Federal funding spending criteria.

*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.*

It should be noted that no funding was allocated to administration via Principal/Vice-Principal and clerical staffing in accordance with the approved criteria.

Senior Leadership Team appreciates the work of clerical staff and acknowledges the integral part clerical and all employee groups play in the provision of quality programming and learning environments for students. We also acknowledge Clerical's work in Spring 2020 during COVID, in addition to the early return of Custodian and Trades staff to our buildings in March.

During the 2020-2021 budget process, Senior Leadership committed to concluding the clerical staffing data analysis begun by the Clerical working group in 2019, and to review human and financial resource allocation district wide. Specifically as it relates to clerical staffing, please see pages 21-25 of the budget presentation found in the link below:

<https://www.sd61.bc.ca/wp-content/uploads/sites/91/2020/05/Budget-Bylaw-Presentation-Draft-4-FINAL-2020-05-25.pdf> .

Senior Staff looks forward to taking up this work this winter, now that a successful COVID start-up is concluded in order to:

- determine adequate clerical staffing levels
- review business processes for streamlining
- identify training requirements and
- understand the Clerical group's request for more hours.

Thank you for your continued commitment to our students and for the work you do to serve the District.

Questions may be directed to the writer.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**



Kim Morris  
Secretary-Treasurer

/km

Cc: Shelley Green, Superintendent of Schools/CEO, SD61  
Senior Leadership Team, SD61  
Board of Education, SD61  
Blanche Philip, Administrative Assistant, SD61

*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.*

**How will the funding be allocated?**

The Ministry is allocating the first phase of the Federal Safe Return to Class Fund (\$121.2M) as follows:

- \$101.1 million to public school districts
- \$7.96 million to independent schools
- \$12.1 million holdback for emerging COVID-related issues between September and December 2020.

This one-time funding will be allocated to public school districts based primarily on student headcount for the 2019/20 school year with a minimum allocation of \$300,000 per school district. The allocation for the Conseil scolaire francophone will be increased by 15% in alignment with the provincial Funding Allocation System.

Allocations for the second phase of funding will be announced later in the year when confirmation has been received from the Federal government that the funding is forthcoming

**When can school districts expect to receive the funding?**

Funding will be disbursed through CDS once received by the Federal Government. We expect this to be in September.

**What can the funding be used for?**

Spending should be in alignment with school districts K-12 Restart plans. School districts should consider the needs of Indigenous students when allocating their funding and should engage with Indigenous communities on their needs. School districts should also consider the needs of students with disabilities and diverse abilities, vulnerable students (e.g. children and youth in care), and other students with low educational outcomes when planning for this funding.

In general, this funding may be used for:

***Learning resources and supports***

- Implementation of online and remote learning options including internet access / Wifi hubs for Indigenous communities
- Hiring additional teachers and staff, including staff to support Indigenous students remaining in their communities and for those students transitioning back into the classroom over the school year
- Health and safety training for staff
- Mental health support for staff and students

### ***Health and safety***

- Increasing staff and covering salary costs for additional hours needed to meet health and safety guidelines in schools
- Installing plexiglass and other barriers, providing outdoor learning spaces, and adapting classrooms and school buses to minimize physical contact
- Increasing hand hygiene, including additional hand sanitizing stations, installing touchless faucets or additional supplies
- Improving air systems in schools, such as HVAC and ventilation improvements, portable air scrubbers and increased utility costs
- Purchasing additional cleaning supplies such as sprayers or fogger machines for frequent cleaning and disinfecting high-touch surfaces
- Purchasing additional masks, face shields or other personal protective equipment, as needed

### ***Transportation***

- Cover additional transportation costs to accommodate new schedules
- Student and route tracking and planning technology
- Alternate bus transportation strategies

### ***Before- and after-school child care***

- Opening up more space and covering the cleaning costs for before- and after-school care so that groups can be smaller, and to ensure students can remain within their learning groups
- Additional staff to support before- and after-school care during the pandemic

### **What are the reporting requirements?**

As the Federal Safe Return to Class Fund is being disbursed as a Special Purpose Fund school districts will be required to report to the Ministry on how the funds have been spent. It is anticipated that the first report will need to reflect actual and planned spending as of October 31, 2020 and will be submitted to the Ministry by November 13, 2020. The template will capture capital as well as operational expenditures and school districts will be expected to identify how spending

# Office of the Secretary-Treasurer

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

*Kim Morris - Secretary Treasurer*

**TO: Board of Education**

**FROM: Kim Morris**

**RE: Federal Safe Return to Class Funding Spending Plan**

**DATE: September 28, 2020**

The purpose of this memo is to inform the Board of Staff's recommended spending plan for the 2020-2021 Federal Return to Class Grant funding, and to seek the Board's approval of the plan.

On September 3<sup>rd</sup>, SD61 received notice of \$3,474,375 federal funding for its first installment. On confirmation from the Ministry of Education, it was determined that with demonstrated spending of the first installment, "you can expect to additionally receive approximately the same amount in the new year. One change might be that the Ministry decides not to keep a holdback, but there might also be other COVID related priorities that we decide to fund off the top." For the purposes of SD61's second installment, staff has conservatively estimated it to be 90% of the first installment, or \$3,126,937. Total funding in the spending plan is:

Installment #1	\$3,474,375
Installment #2	<u>\$3,126,937</u>
Total	\$6,601,312

Eligible spending categories are:

<b>Learning</b>	Implementation of On-Line/Remote Options Plexiglass & other barriers, outdoor learning spaces, adapting classrooms to minimize contact, adapting school buses to minimize contact	Additional Staffing: Supporting Indigenous in their communities	Additional Staffing: Students transitioning from hybrid or on-line to F2F Classroom	Health & Safety Training for Staff	Mental Health Supports for Staff and Students
<b>Health &amp; Safety</b>		Hand hygiene, sanitizing stations, touchless faucets, additional supplies	Air systems in schools, HVAC & ventilation improvements, portable air scrubbers, increased utility costs	Additional cleaning supplies, sprayers, foggers for frequent cleaning & high touch surfaces	Additional masks, face shields or other PPE as needed
<b>Transportation</b>	Additional transportation costs to accommodate new schedules & physical distancing	Student & route tracking & planning technology	Alternate bus transportation strategies (eg gas per km payment to parents to drive students)		
<b>Before &amp; After School Childcare</b>	Opening more spaces in schools and covering cleaning costs for OSC so groups can be smaller, and to ensure students can remain in their learning groups	Additional staff to support before and after school care			

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Between September 7 and September 25 the following input was gathered:

- Google Sheet from District to Principals and Department Leads to make requests
- Principals' outreach to PAC's to provide feedback on Principal requests and any other requests
- Meetings with Nations
- Zoom meeting for Stakeholder Executives hosted by the Superintendent

In total, the district's schools and departments requested:

Learning Resources & Supports:	\$4,226,884
Health & Safety:	\$3,663,566
Transportation:	\$ 387,500
Before and After School Child Care	<u>\$ 269,160</u>
Total	\$8,547,070

When recommending the spending plan presented today, the following priorities were considered:

- Provision of programming to students not returning to in-class learning at the outset;
- Staffing to hold "room" in the school organization/classes for hybrid, Indigenous not yet attending, and immunocompromised to return to in-class learning during 20-21;
- Supervision
- Cleaning frequency
- Hand hygiene
- Technology hardware and software
- Other supports requested by Principals and Departments
- Flexibility for Principals to choose services and supplies (outdoor learning) or staffing (Education Assistants or Teachers)

The summary spending plan is reflected on Page 4.

The detailed spending plan is reflected on Page 5.

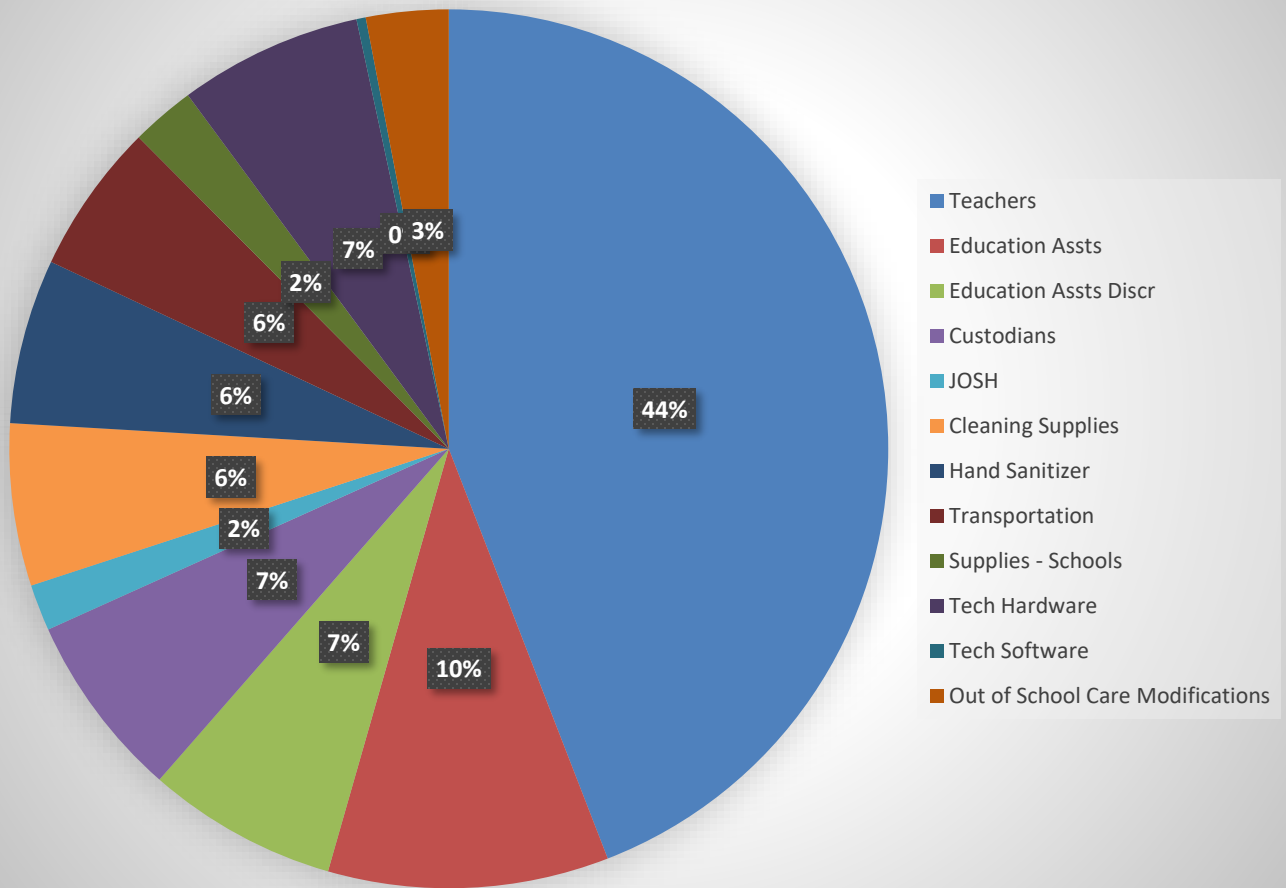
Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Federal Return to Class Funding Spending Plan, as presented.

.



# Federal Safe Return To School Spending Plan



<b>Teachers</b>			
- Elementary FTE	11.50		
- Middle FTE	4.23		
- Secondary FTE	2.98		
- Grade 9 Distributed Learning FTE	2.50		
- Delivery to Immune Compromised Students FTE	3.00		
- Delivery to Indigenous Students FTE	2.06		
<b>Total Teachers</b>	<b>26.27</b>	<b>\$ 2,911,779</b>	<b>44.1%</b>
<b>Education Assistants Hours/Week</b>	<b>535</b>	<b>\$ 681,488</b>	<b>10.3%</b>
<b>Additional Hours/Week at Principal's Priority</b>	<b>380</b>	<b>\$ 462,460</b>	<b>7.0%</b>
<b>Custodial Hours/Week</b>	<b>404</b>	<b>\$ 450,038</b>	<b>6.8%</b>
- Elementary 5 hours/week			
- Middle 9.5 hours/week			
- Secondary 35.5 hours/week			
<b>Release Time for Joint Occupational Health &amp; Safety</b>		<b>\$ 112,800</b>	<b>1.7%</b>
<b>Cleaning Supplies</b>		<b>\$ 394,000</b>	<b>6.0%</b>
<b>Hand Sanitizer for Each Classroom (Regardless of sink)</b>		<b>\$ 400,000</b>	<b>6.1%</b>
<b>Transportation</b>			
- Additional Bus Runs		<b>\$ 186,000</b>	
- Additional Mileage for White Fleet		<b>\$ 100,000</b>	
- Indigenous Students		<b>\$ 80,000</b>	
		<b>\$ 366,000</b>	<b>5.5%</b>
<b>Principal's Discretion by Priority:</b>		<b>\$ 154,992</b>	<b>2.3%</b>
- Education Assistants up to \$462,460 (see above)			
- Outdoor Learning			
- Supplies & Resources			
<b>Technology Hardware</b>		<b>\$ 445,256</b>	<b>6.7%</b>
- Chromebooks			
- iPads			
- Chromecarts			
- Audio Amplification			
<b>Technology Software</b>		<b>\$ 22,500</b>	<b>0.3%</b>
- On-Line Resources for literacy, numeracy etc			
<b>Out of School Care Shared Space Modifications</b>		<b>\$ 200,000</b>	<b>3.0%</b>
<b>Grand Total</b>		<b>\$ 6,601,312</b>	<b>100.0%</b>

Federal Safe Return to Class Funding: SCHOOL SUMMARY SPENDING PLAN

School/Site	Teachers	EA's	Custodian	Tech Hardware	Tech Software	Supplies	Total
Esquimalt	107,250	-	-	10,000	-	9,963	127,213
Lambrick Park	-	12,744	-	-	-	7,003	19,747
Mt Doug	-	-	-	2,100	-	31,901	34,001
Oak Bay	-	-	-	-	10,000	30,329	40,329
Reynolds	-	19,116	-	33,800	-	12,521	65,437
Spectrum	61,454	19,116	-	33,800	-	13,199	127,570
Vic High	107,250	31,860	-	10,140	-	9,853	159,103
SJ Burnside	43,973	19,116	-	5,070	-	3,041	71,200
ISP (Uplands Campus)	-	-	-	-	-	-	-
Arbutus	107,250	19,116	-	21,000	-	6,940	154,306
Cedar Hill	-	25,488	-	10,000	-	7,264	42,752
Central	-	19,116	-	20,280	-	8,387	47,783
Glanford	-	36,958	-	10,000	-	5,879	52,837
Gordon Head	107,250	36,958	-	-	-	5,393	149,600
Colquitz	-	38,232	-	13,520	-	7,863	59,615
Lansdowne	214,500	-	-	20,280	-	26,841	261,621
Monterey	-	36,958	-	15,000	-	20,228	72,186
Rockheights	-	-	-	12,028	-	4,282	16,310
Shoreline	24,668	-	-	13,520	-	18,902	57,089
Braefoot	-	19,116	-	19,920	-	4,994	44,030
Campus View	-	35,683	-	10,230	-	7,415	53,328
Cloverdale	-	19,116	-	10,000	2,500	5,693	37,309
Craigflower	107,250	19,116	-	19,870	2,500	3,560	152,296
Doncaster	-	-	-	-	-	26,405	26,405
Eagle View	107,250	-	-	4,608	-	26,446	138,304
Frank Hobbs	107,250	-	-	10,936	-	26,384	144,570
George Jay	160,875	-	-	48,540	-	7,490	216,905
Hillcrest	-	19,116	-	-	-	26,846	45,962
James Bay	21,450	-	-	8,112	-	4,383	33,945
Lake Hill	-	-	-	20,000	-	25,823	45,823
Macaulay	107,250	35,683	-	-	-	7,702	150,635
Margaret Jenkins	-	-	-	-	-	28,917	28,917
Marigold	-	-	-	-	2,500	26,783	29,283
McKenzie	-	35,683	-	-	-	4,845	40,528
Northridge	107,250	19,116	-	-	-	5,181	131,547
Oaklands	21,450	19,116	-	8,788	-	8,350	57,704
Quadra	107,250	35,683	-	-	-	7,103	150,036
Rogers	-	-	-	16,224	-	26,933	43,157
Sir James Douglas	-	35,683	-	-	-	7,539	43,223
South Park	-	19,116	-	8,450	2,500	25,348	55,414
Strawberry Vale	107,250	-	-	-	-	5,107	112,357
Tillicum	-	35,683	-	-	-	6,953	42,636
Torquay	107,250	-	-	6,760	2,500	5,942	122,452
Victor	-	-	-	-	-	2,175	2,175
Vic West	64,350	-	-	10,140	-	26,658	101,148
View Royal	107,250	-	-	-	-	27,008	134,258
Willows	-	-	-	12,140	-	9,373	21,513
TBD Pending Principals Meeting							103,104
							-
Custodial	-	-	450,038	-	-	794,000	1,244,038
Facilities	-	-	-	-	-	200,000	200,000
Transportation	-	-	-	-	-	286,000	286,000
Indigenous Education	220,935	-	-	-	-	80,000	300,935
HR	94,000	18,800	-	-	-	-	112,800
Learning Team - Distributed Learning & Immune Compromised	589,875	-	-	-	-	-	589,875
	<b>2,911,779</b>	<b>681,488</b>	<b>450,038</b>	<b>445,256</b>	<b>22,500</b>	<b>1,987,147</b>	<b>6,601,312</b>

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: October 21, 2020

## Update on Activities

- Sept 29 – Agenda Setting Committee
- Oct 2 – Trustee session to complete BCSTA COVID-19 Survey
- Oct 3 – South Island Chairs check-in with Ravi Parmar, Tim Bennett and Marie-Pierre Lavoie
- Oct 6 – BCSTA COVID-19 Response Working Group Meeting
- Oct 7 – Policy Sub-Committee
- Oct 13 – Agenda Setting Committee
- Oct 14 – Trustee Working Session
- Oct 15 – BCSTA Board Chairs Meeting
- Oct 20 – Agenda Setting Committee
- Oct 21 – Policy Sub-Committee

## Professional Development

I am excited to continue my learning journey as a settler in the spirit of Truth and Reconciliation through Nanaimo School District's Syeyutsus Indigenous Learning Series. There are 12 knowledge keepers who will be presenting monthly in one-hour long webinars over a lunch hour (12-1pm), however all the sessions will be recorded so you can watch them at your leisure. The first session was by Jerry Fontaine and titled Traditional Governance Through Lived Experience. I encourage everyone who is interested to accept the opportunity of this learning. You can find more information about the speakers series here: <https://trc57speakerseries.ca/>

I am currently reading The ONE Thing: The Surprisingly Simple Truth behind Extraordinary Results by Gary Keller, which talks about the power of focusing on a single goal and to identify and then focus one's efforts on singular priority actions. It is the antidote to multi-tasking, and I am appreciating the opportunity to embrace greater focus.

*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.*

NOVEMBER

## BOARD'S GOVERNANCE ACTIVITIES

BCPSEA  
SYMPOSIUM  
NOV 2-3

NON-  
INSTRUCTIONAL  
DAY  
NOV 20

BCSTA  
TRUSTEE  
ACADEMY  
NOV 26-28

### Strategic Direction And Context

- Elect Board Chair and Vice-Chair
- Receive Trustee Representation on Committee List for Information

### System Planning and Performance Monitoring

- Strategic Plan Reporting
- Monthly Financial Summary
- Approve 2020/21 Budget Plan
- Technology Update

NOVEMBER

## BOARD'S GOVERNANCE ACTIVITIES

BCPSEA  
SYMPOSIUM  
NOV 2-3

NON-  
INSTRUCTIONAL  
DAY  
NOV 20

BCSTA  
TRUSTEE  
ACADEMY  
NOV 26-28

Engagement with  
Stakeholders and Public  
Recognition Events

- Board Members Attend Remembrance Day Ceremonies in the Community

Advocacy for Public  
Education and  
Provincial Liaison

- Attend BCPSEA Regional Meetings
- Attend Trustee Academy and BCPSEA Symposium
- Diversity & Inclusion Forum

TRUSTEE  
PROFESSIONAL  
DEVELOPMENT  
IN-SERVICE

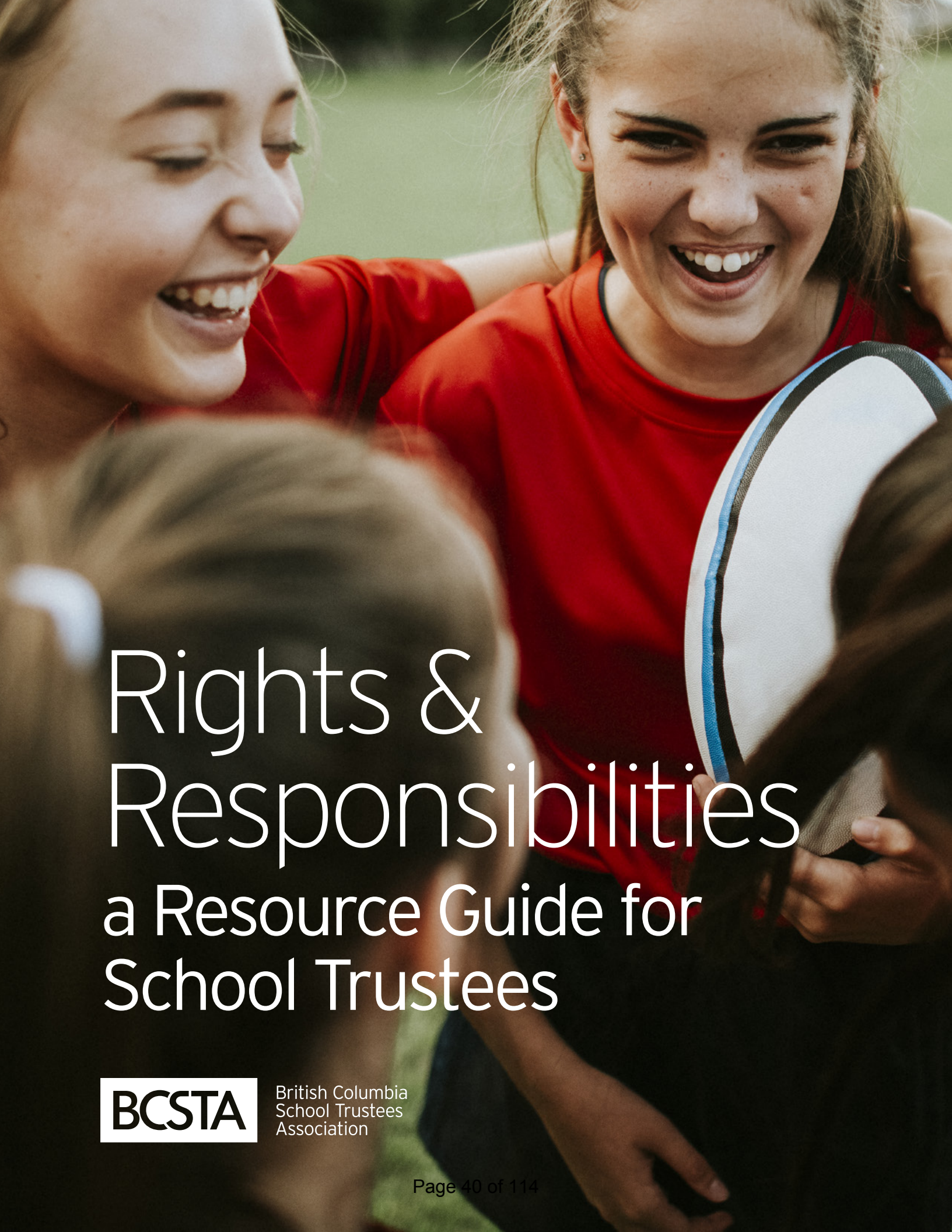
- BCSTA Trustee Academy

## Trustee Committee Assignments October 2020

Type of Assignment	Angie	Ann	Diane	Elaine	Nicole	Rob	Ryan	Tom	Jordan
<b>Standing Committee</b>									
Education Policy & Directions			✓		✓		✓	✓	✓ <sup>1</sup>
Operations Policy & Planning	✓	✓		✓		✗			✓ <sup>2</sup>
<b>Sub- Committee</b>									
Policy				✓					✓
<b>Ad Hoc Committees</b>									
Advocacy		✓			✓				
Audit				✓		✓			
Equity		✓					✓		
Facilities	✓								
French								✓	
GJ Re-Naming	✓								
Indigenous Education								✓	
PLO					✓			✓	
<b>District Committees</b>									
Aboriginal Nations Ed Council			✓						
Equity Scan		✓				✓			
GSA							✓		
Vic High Vision					✓				
<b>Working Group</b>									
Superintendent Evaluation	✓			✓					
<b>External Committee</b>									
Family Court & Youth Justice	✓								
<b>External Organizations</b>									
BCPSEA						✓			
BCSTA							✓		

<sup>1</sup> Ex officio

<sup>2</sup> Ex officio



# Rights & Responsibilities

## a Resource Guide for School Trustees



British Columbia  
School Trustees  
Association



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# Board Roles + Responsibilities

An organization's or an individual's roles describe the manner of their involvement and their expected contributions. Responsibilities describe the specific requirements they undertake in discharging these roles.

"The secret to effectiveness is understanding the different roles within an organization and how those roles relate. The secret formula is not an organization chart; it is a map to clarify the roles and relationships within an effective organization."<sup>1</sup>

## Strategic + foundational roles

The board has a strategic role. The board takes on the responsibility for the success of the entire district in developing a strategic plan, or road-map, to move the school district towards the realization of its short and long-term goals. The board's strategic role relates directly to its responsibility for oversight of the school district's resources and to ensure educational programs and services meet the needs of all students. Alignment of the strategic plan to the district budget ensures the most effective and efficient use of public funds.

The board also has a foundational role. The board must competently protect the interests, image and credibility of the school district to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies (enacted by the government or the board itself). To fulfill this foundational role, individual trustees must adhere to their fiduciary duties.

<sup>1</sup> *The Imperfect Board Member: Discovering the Seven Disciplines of Governance Excellence*, Jim Brown, Jossey-Bass, 2006



## Governance

A board of education's primary function is the governance of the school district and oversight of student achievement through a strong strategic plan that directs resources, informs policy development and aligns the work of staff.

Board governance outlines how the board operates to make and implement its decisions. In practice, good board governance specifies the distribution of rights and responsibilities among the different contributors to the work of the board: trustees, senior administration, school administration, teachers, support staff, parents, students and the community.

By statute, B.C.'s publicly elected boards of education have a co-governance relationship with the provincial government, i.e., the two levels of government have shared responsibility for governing the province's public K-12 education system. The School Act is premised on the Ministry of Education and boards of education working together to achieve the goals and purposes established by the province for the public education system. Boards represent the educational aspirations of their local communities. They also serve as a link to the provincial government and the general direction it sets for K-12 education. The existing co-governance relationship between the provincial government and boards is outlined in the Memorandum of Understanding (MoU).

## Oversight + delegation

Boards are the primary means by which local school districts and their employees are held accountable. The board (but not individual trustees) must put in place the necessary policies, procedures and reporting to ensure all parts and levels of the school district are operating effectively and efficiently. In short, the board is responsible for the oversight of the district at the highest level.

Being responsible at the highest level does not mean that the board is responsible for undertaking every action needed to ensure each employee, department or school is performing appropriately. It is the superintendent, as CEO, who holds the responsibility for the day-to-day work in this area, or for the delegation of the work to various people and groups within the organization. The secretary-treasurer, as the statutory corporate financial officer of the board, is responsible to the board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district.



## Working with the superintendent + senior staff

The superintendent/CEO is the only district employee who reports directly to the board. Assignment of duties to district staff flow from the superintendent, as does information from district staff to the trustees.

Perhaps more than any other issue, the appropriate division of roles and responsibilities between the board and staff may lead to conflict within school districts. While there is somewhat of a range of answers as to what is the appropriate division of powers, it is critical that an accepted division is detailed in district policy and is supported by all trustees as well as senior staff.

In defining how the roles and responsibilities of the board and superintendent (representing all staff) should be best divided, it is important to consider three key points:

- A. Individual trustees have no legal authority or stipulated power on their own. It is only the corporate board as a whole that holds power. All decisions of any significance, as well as direction to the superintendent, must come from the board and not from individual trustees.
- B. The *School Act* assigns specific responsibilities to the board of education, the superintendent and the district's secretary-treasurer. These responsibilities cannot be ignored or overridden, even where they come into conflict with local direction.

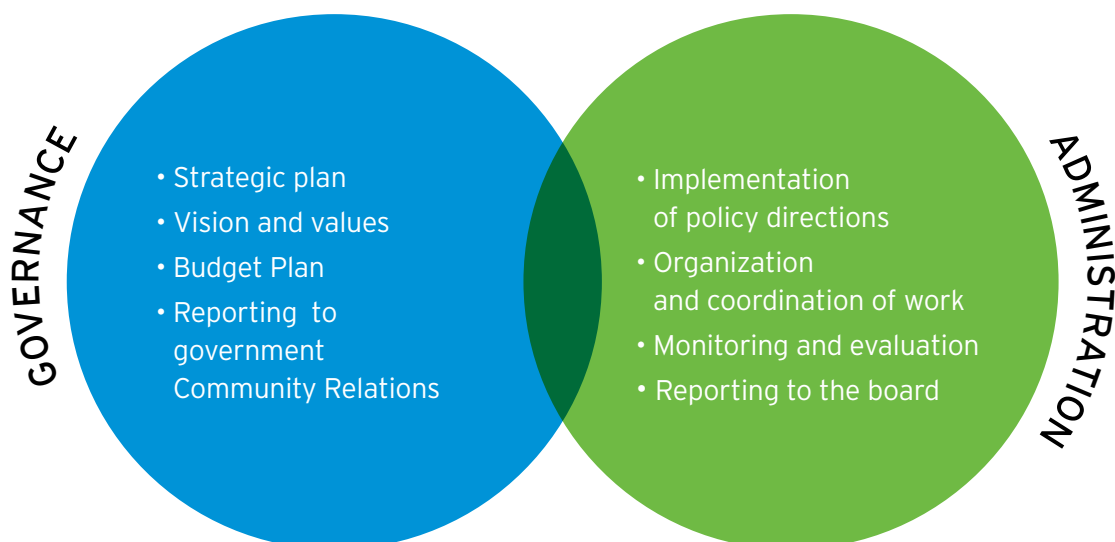
- C. It is the role of the board to govern the school district, and not to run the day-to-day operations of the school district. This is a critical distinction that needs to be kept at the forefront when constructing policy that outlines roles and responsibilities

It is assumed that all of the major functions of the school district operation are the primary responsibility of the superintendent/CEO and not the board of education. The staff of a school district are hired because of their extensive education, expertise and experience. The role of the board and individual trustees is not to take over the assigned duties of staff, but rather to set the vision, policy and oversight mechanisms necessary to ensure they, through the superintendent, are held accountable to the communities they have been elected to represent.

This graphic shows how the division of responsibilities between the governance role of the board and the operational role of the superintendent and staff might be defined. A specific policy considering the unique needs of each district should be developed by each board.

The relationship between trustees and the superintendent provides the underpinnings of a trusting, respectful, dynamic and progressive system.

How the board and superintendent work together sets an example for the entire school system and community, and influences the culture and values of the schools, staff, students and parents.



## Interactions between trustees and other staff

Trustees are reminded that no one trustee, not even the chairperson, has the authority to direct staff, at the district or school level. As stated previously, all staff report to the superintendent or their designated supervisor. Trustees should be mindful in their interactions with staff of the reporting relationships established within the district and the expectations that staff have regarding the role of a trustee.

Both the corporate board and individual trustees should refrain from intruding in the day-to-day operations of the system. However, trustees should expect that the superintendent will encourage their appropriate involvement, support, and perspective when making decisions and carrying out the policy directions of the corporate board. It is essential to note that clarity and adherence to defined roles is essential to the effective operation of the system and schools.

*“Governing well is no easy task. It takes knowledge, skill and experience. It takes courage and character. And it takes teamwork, in the sense of everyone bringing their unique talents and backgrounds to work together for the best interests of the people the board serves.”*

*International Association  
for Public Participation (IAP2) Canada*



# Advocacy

Boards have an important role in the area of advocacy. Advocacy is about influencing public opinion or attitudes regarding issues that affect people's lives. As part of the board's advocacy plan, trustees may advocate for a variety of issues in areas such as funding, student services, early childhood education, children's mental health, etc.

Advocacy calls on boards of education to speak out for the needs of their local school district, and public education as a whole. Advocacy reflects the purpose of what boards are trying to achieve. It does not, at any time, overshadow the responsibility to govern the school district as effectively and efficiently as possible. Rather, advocacy adds another key component to this role: speaking out on behalf of all students and the vision for a strong public education system.

# Lobbying

The terms advocacy and lobbying are often used interchangeably, but there are distinct differences in their purpose, method and intent. Lobbying refers to efforts to influence politicians and senior government staff about particular legislation, with intent to achieve a specific change, or outcome, from the legislation.

These distinctions are important to be aware of; however, there are times when an advocacy strategy will include elements of lobbying. For example, advocacy for funding could also involve lobbying for specific changes in government policy or legislation.



# Trustee Roles + Responsibilities

How boards conduct their business is as important as the business they conduct. Public confidence should increase as communities observe their trustees in action.

## Legal duties

Once elected, individual school trustees take on certain specified responsibilities or requirements as defined in legislation and law. It is important for all trustees to know their legal responsibilities, but also to be aware of what is not included in the School Act, common law or other legislation as there are many misconceptions.

Trustee responsibilities under the School Act include the following:

- "...will faithfully perform the duties of [the] office, and will not allow any private interest to influence [the trustee's] conduct in public matters." [School Trustee Oath of Office Regulation].
- "...will abide by the School Act" and "faithfully perform the duties of...[the] office, and will not allow any private interest to influence [the trustee's] conduct in public matters [[School Trustee Oath of Office Regulation].
- "...will comply with the requirements of the School Act that relate to conflict of interest and, in particular, [trustees] will comply with the requirements relating to disclosure of pecuniary and indirect pecuniary interest in a matter" [School Trustee Oath Office Regulation].
- "...individual trustees may not exercise the rights, duties and powers of the board." [School Act, s. 65(3)].

- Attend meetings of the board. "If a trustee is continuously absent from board meetings for a period of 3 consecutive months, unless the absence is because of illness or with the leave of the board, the office of the member is deemed to be vacant and the person who held the office is disqualified from holding office as a trustee until the next general school election." [School Act, 52(2)].

- Refrain from disturbing or interrupting the proceedings of a board meeting [School Act, s. 70].

- Protect "privacy and confidentiality of students and families" [School Act, s. 79].

- Comply with board policies, procedures and bylaws.

There are also some other requirements found in legislation outside of the School Act.

Trustees must:

- Comply with laws including the School Act, Freedom of Information and Protection of Privacy Act, the Human Rights Code, the Workers' Compensation Act (i.e. refrain from bullying and harassing staff) and other applicable legislation.

Common law also provides trustees with responsibilities and expectations that must be met:

- Respect confidentiality.
- Duty of care (act honestly and in good faith with the best interests of the organization in mind).
- Duty of loyalty.



- Avoid conflicts (pecuniary and non-pecuniary).

There are, of course, a wide variety of factors that must be considered in determining whether or not an individual school trustee has fulfilled their responsibilities in all three areas. Determining fault, or a failure to adhere to the 'rules,' can be a very complex process. Before embarking on any investigative or disciplinary process, BCSTA strongly recommends boards seek expert legal advice. As in all areas of law, fair and transparent processes are vital.

BCSTA can provide general information on trustee responsibilities and related processes but does not represent boards or individual trustees in proceedings

## Fiduciary duties

The term fiduciary duty must be fully understood before discussing individual trustees' responsibilities in discharging their roles. From *Black's Law Dictionary*: a fiduciary duty is "a duty to act for someone else's benefit, while subordinating one's personal interests to that of the other person." This is to say, a trustee has a specific obligation to act in good-faith and in the best interests of one another.

Information regarding fiduciary duties is described by the Chartered Professional Accountants (CPA) Canada:

*"Directors of not-for-profit organizations have various duties and responsibilities. The most fundamental of these responsibilities is the duty of directors to act in the best interests of the organization they serve at all times, even at the expense of their own self-interest. This is known as fiduciary duty. The term 'fiduciary' is a legal term intended to refer to a person who, because of the position they hold, has a responsibility to act primarily for another's benefit."*

*20 Questions Directors of Not-For-Profit Organizations Should Ask About Fiduciary Duty, Jane Burke-Robertson, CPA Canada, 2009*

Trustees' fiduciary duties can be divided into two main elements: the duty of care and the duty of loyalty.

### Duty of care

Trustees have a duty of competence, i.e., a requirement to act with a certain level of skill. The duty of care refers to the level of attention required of a trustee. It can be described as a "duty to be informed" and to act with competence and diligence. A trustee must generally be informed about an issue before making a business decision relating to it. Trustees are not required to be experts, but rather to act in accordance within this standard of care.

### Duty of loyalty

The duty of loyalty requires that a trustee act honestly and in good faith in the best interests of the organization. This duty of loyalty supports a trustee in being able to competently protect the interests, image and credibility of the school district. This also means that a trustee generally is not allowed to profit from their office and must avoid all situations in which their duty to the organization conflicts with their interests or duties to others (the "no-conflict" rule).

Generally, board policy sets out the roles and responsibilities that a trustee, as a member of the corporate board, is required to undertake. A trustee has authority only insofar as their voice and vote influence the corporate action of the school board. Two specific roles are described on the next page.

## Community representative role

A trustee's community representative role is not directly a governance role. Governance is at its most effective when it embraces community perspectives brought by individual trustees. Indeed, proactive community participation is a crucial part of good governance by the board. A trustee's job is to maintain a focus on student achievement and well-being, and to participate in making decisions that benefit the entire district, while at the same time representing the interests of the community.

The key is achieving a balance between the governance authority of the board as a whole and the representative role each individual trustee also fulfills. While trustees act as representatives of their community, their primary job is to participate in policy-making and strategic planning that are in the interests of all the district's students and are grounded in promoting student achievement and well-being. Trustees balance their governance role with their representative role, participating in decision-making that benefits the whole district while representing the interests of their constituents.

In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole. This dual responsibility can mean that board decisions are at variance with the interests of a particular geographical constituency, demographic population or interest group .



## Constituency role

A trustee's constituency role is their personal interface with the public they serve. The personal nature of the communications at this level is part of the daily life of a trustee. This can be rewarding and also challenging.

Eli Mina observes that when trustees continually advocate for their own constituents, the board becomes fractured, with trustees pulling in different directions. It is important for every trustee to present constituent views, but it is also important that they ultimately place collective interests ahead of individual constituent input. Once having presented constituent input, trustees should then switch to learning from the input of their colleagues, the superintendent and other advisors.

### Receiving inquiries and concerns

When constituents call they are usually seeking solutions to a particular issue related to a student or a school. In responding to an individual constituent's concerns, a trustee can share insights about the steps to be taken to clarify or help solve the issue.

Resolution or clarification is often achieved through referral to the appropriate member of the superintendent's team of senior staff. By whatever means the issue is settled, it is vital for every

trustee to remember that all matters will need to be considered within the context of the board's policies and the procedures that flow from them.

The trustee may feel the issue is of such a nature that it needs to be brought before the board at a board meeting. It is important for the trustee to be aware that the matter then belongs to the whole board.

At that point, all board members have a collective responsibility to consider the matter. If a decision is made, individual trustees are required to uphold the board's decision.

### Reporting to constituents

In reporting back to their constituents, trustees will naturally want to communicate the board's views and the decisions of the board clearly and in a timely manner. However, it is important that they first be familiar with board policies that may apply to issues under discussion between trustees and their constituents. In some cases, trustees are provided support and advice from the superintendent and senior staff.





## Trustee communications

Trustees are role models in the community. What trustees say and do will be scrutinized. It is prudent for to always be sensitive to the response they may elicit from the community when offering commentary on a particular subject. It is also important that they consider how their communication may be perceived by students. When communicating as a trustee, give consideration to the following:

### **Board policies and procedures**

A trustee should become familiar with relevant board policies that may provide guidance regarding communications by trustees. For example, some boards have policies regarding communications, spokespersons and specific trustee roles and responsibilities.

### **Communicating personal views**

When communicating personal views, a trustee should clearly indicate that they are speaking on their own behalf and not on behalf of the board of education.

### **Confidentiality**

A trustee needs to carefully consider whether they have authorization to publicly disclose information that they wish to share. Laws, such as the *Freedom of Information and Protection of Privacy Act* (FOIPPA), place limits on the use and disclosure of information in the possession and control of public bodies, such as boards of education. A trustee should also be aware of board decisions to address certain business in closed meetings and to limit public disclosure of this business.

### **Human rights**

A trustee's communications may give rise to allegations of a breach of the BC Human Rights Code. The Code outlines prohibited grounds of discrimination, including: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age. Of particular relevance to trustees and their boards are the Code provisions regarding discrimination in services, discrimination in employment and discriminatory publication. Complaints of discrimination may be made by school district employees, students, members of the public, etc.

### **Defamation**

A trustee's communications may give rise to allegations of defamation, i.e., injury to a person's reputation. A person may start a lawsuit claiming an entitlement to compensation for the statements that were made about them.

### **Copyright**

Another issue to consider is whether a trustee has authorization to copy, post or otherwise distribute work that belongs to others.

### **Bullying and harassment**

Trustee conduct may give rise to allegations of bullying and harassment. Allegations of this nature may be pursued in various forums, including through WorkSafeBC, civil court proceedings and criminal prosecutions.



## Who speaks on behalf of the board?

The board's spokesperson is specifically designated by the board. Ideally, the board will have adopted a policy indicating who that person will be. It is most often the board chairperson, the superintendent or the communications director.

If the board has designated a single media spokesperson, there may nevertheless be times when having someone else speak on behalf of the board makes more sense. When the question relates to some technicality of education finance it may be that the secretary-treasurer is the best spokesperson, even if the board chairperson normally fulfills that role. A communications protocol that allows for this possibility, perhaps by allowing the usual spokesperson to delegate the responsibility on a case-by-case basis, may be helpful.

When communicating regarding a decision of the board that an individual trustee does not agree with, a good adage for guiding comments is to speak your mind without undermining the board.

### What do I do if I'm not the spokesperson, but am contacted for comment?

Redirect the caller, who will most likely be a reporter, to the appropriate spokesperson in accordance with the board's communications protocol. When declining an interview, always be gracious about the reporter's having brought the request to you. They didn't have to contact you but chose to do so because they've heard positive things about you and/or in the past they've been able to trust you to provide insightful answers to their questions quickly and efficiently. Thank them for thinking of you but immediately redirect them to the spokesperson.

### If I disagree with a board decision, should I say so in public?

As an individual trustee, you have an opportunity to make your views known on each and every matter that comes before the board. If you want to make sure there is a record of your opposition to a decision, the official board minutes can provide that record. Once that opportunity has played itself out, and the board has made its decision, you should ordinarily restrict yourself to one of three courses of action:

- Acknowledge that the decision reflects the opinion of the majority of the board and accept it.
- Work through procedural channels to change that decision.
- Recognize the will of the majority and do not undermine the decision. Trustees make decisions as a collective body. They "actively participate in debate about the merits of a decision, but once a decision has been made, all members will recognize the democratic majority, ideally acknowledging its rationale, when articulating their opinions on a decision." (UBCM *Getting Started on a Code of Conduct for Your Council / Board*, 2018).

Eli Mina notes that it is unrealistic to expect a trustee who voted in the minority to actively promote the board decision, rather than merely accept it as a legitimate collective outcome. The former expectation is also unfair since it may require someone to make dishonest statements of support.



## Conflict of interest

One part of the *School Act* that is particularly important for trustees is Part 5, which describes the law regarding pecuniary (financial) conflict of interest. In addition to the pecuniary conflict-of-interest rules set out in the *School Act*, trustees should be mindful of the common law/non-pecuniary conflict-of-interest rules that arise from the common law (case law). Concerns about conflict of interest are often grounded in perceptions about relationships and the use or misuse of information.

A trustee has a pecuniary interest in a matter if a board decision could result in a potential financial or material impact on the trustee or certain people or organizations associated with the trustee (e.g., the trustee's spouse). Boards and individual trustees need to be vigilant in avoiding active engagement in discussion, debate, decision-making or even being privy to information that can give rise to actual, or even perceived, conflicts of interest. Such conflicts could include a trustee who has a spousal relationship with an employee, or whose employer could reasonably be expected to be monetarily affected by a board decision. In such instances privileged access to information raises concerns, even if the trustee does not participate in debate and refrains from voting.

The board chairperson and secretary-treasurer are often involved in advising trustees or officials when they are in a potential conflict position. In addition, legal counsel may be consulted regarding questions about potential conflicts of interest.

Once individuals recognize their potential conflict, they should remove themselves from involvement in the matter, following the procedure set out in the *School Act*.

If a trustee has a conflict of interest in a matter that is coming before a meeting of the board, they should let the board chairperson know. When the item comes up at the meeting, the trustee must:

- State that they have a pecuniary interest in the matter.
- State the general nature of the pecuniary interest.
- If the meeting is closed to the public, leave the meeting until the matter has been dealt with.
- Not take part in any discussion of the matter.
- Not attempt in any way to influence the voting on any question in respect of the matter, before, during or after the meeting, and/
- Abstain from voting on any question in respect of the matter.

A trustee's declaration and withdrawal will be recorded in the minutes of the meeting. This does not apply to pecuniary interests that are too remote or insignificant to reasonably be considered as likely to influence the trustee.

Any elector can apply to the B.C. Supreme Court for a court order stating that the trustee has failed to comply with the requirements of the *School Act* if the elector is of the view that a trustee breached the Act's conflict-of-interest provisions. If a court determines that a trustee has indeed breached the Act's conflict-of-interest provisions, the trustee is disqualified as a trustee, unless the court finds that the trustee broke the law through inadvertence or a good-faith error in judgment. If the trustee gained financially from the breach of the conflict laws, the court may order the trustee to pay back their gains.

Conflicts of interest can also be an issue for board officials and staff members. Undisclosed conflicts can breach terms of employment

### A trustee with community, union or employment affiliations

Although this is somewhat less common, some trustees also have community, union or employment involvement that brings them into direct or perceived conflict with their role as a board of education member.

Trustees who wish to participate in labour relations and some human resource processes within their school district should consider the conflict-of-interest guidelines in the BC Public School Employers' Association Bylaws.

A trustee may have an individual circumstance that they are unsure about. In this event, it may be helpful to discuss their concern with the board chairperson, the superintendent, secretary-treasurer or even the district's legal counsel before making a final determination as to the conflicts that exist. The repercussions of a poor decision can be significant and may bring about unwanted or unforeseen consequences.

## A trustee as parent

In some cases, trustees may have children enrolled in school within their district. This creates a number of unique considerations for them, especially in regard to conflict of interest, both under the School Act and by perception. The situation also raises some practical considerations for both the trustee and their child(ren)'s school.

An important first point is that every situation must be considered on an individual basis. There is no one set of rules or guidelines that can be applied to every situation. However, the following should be helpful in guiding the trustee through the various considerations and decisions that will need to be addressed.

- A. If a trustee has children attending a district school, are they in a conflict-of-interest situation in regard to every decision regarding the district? No. It is accepted that every person has some connection to the school system, their local school district and the schools within it. Simply having children attending a school within the school district does not put a trustee into a conflict-of-interest situation.
- B. What circumstances might put a trustee into a conflict-of-interest situation regarding their own children attending school in the same district? In general, the more closely or directly decisions affect their own children, the more likely a trustee would be considered to be in conflict. For example, participating in the decision as to whether or not to close the school their children attend would almost certainly be considered to be in conflict in regard to that decision. The fact that the decision to close or not close the school has a direct impact on the trustee's family puts them in at least a perceived conflict-of-interest situation.
  - On being elected to the board of education, should a trustee continue to fully participate as a parent at their child's school? Attending school events when parents are invited, meeting with the school administrators or teachers to discuss their child's progress or volunteering at PAC events are all items that in general would be appropriate for a trustee as a parent.

Situations that trustees should avoid include: participation in staff discipline processes for this school, challenging the decision of a teacher or administrator, using their position to gain entrance to meetings not intended for parents or circumventing usual processes that apply to parents. In short, a trustee should avoid participating in any processes or situations where it might be perceived that their role gives them (or their child) an unfair advantage or potentially intimidates staff or other parents. While there may be no intent on the trustee's behalf to gain an unfair advantage or intimidate other persons, it is the reasonable perception of others that matters the most.

Individual circumstance must also be considered. A trustee may wish to have their spouse or partner take on all situations where their official role could be seen as a concern. A trustee who is a single parent, however, would not have this option. Other circumstances may also necessitate participating in processes or events even though the situation is not ideal. Consideration should be provided that a child not be significantly disadvantaged just because their parent is a trustee.

- Should a trustee be the designated trustee representative to their child's school? Most often the answer to this question is no. When possible, it is preferable that a trustee with children at a particular school not be assigned to any official roles in regard to that school. While there may be unique geographic circumstances or other special considerations that make other options impractical, it should be the last option. It is in everyone's best interest to choose other options such as having another trustee take on any official roles in regard to the school.

It may be helpful to discuss your situation of being both trustee and parent with other trustees, the superintendent, school principal or even other parents before making a decision. Regardless of the decision you make in the end, be up front with everyone about your decision and the reasons behind it.

# Trustee Relationships, Rights & Conflict Resolution

A trustee is a member of a team; the board of education. Only the board has the authority to make decisions or to take action; individual trustees in and of themselves do not have this authority.

The *School Act* makes it very clear that a board of education is a corporate body, and that its rights, duties and powers reside with the board and not with individual trustees (*School Act* section 65).

In discharging their responsibilities, and to make for an effective board, trustees share some very important characteristics:

- A strong desire to serve children and their community, as well as a strong belief in the value of public schools.
- Recognition that authority rests with the board as a corporate body, not with individual trustees, and that they must work with their colleagues in order to achieve their goals.
- Ability to identify when and how to leverage the knowledge, skills and experiences of their colleagues to best serve the interests of students and the community.
- Effective listening and engagement skills.
- Willingness to spend the time required to become informed and to do the preparation needed to take part in effective school board meetings.
- Maintaining open minds and having the ability to compromise in coming to a decision.
- Striving for high levels of trust and honesty.
- Respect for the needs and feelings of other people and a well-developed sense of fair play.
- The courage to recognize negative or unproductive behaviour and come up with a plan for addressing such behaviours.



## Trustee relationships

Working as part of any board requires effort and the majority of the work of boards is conducted through relationships. Boards that enjoy strong relationships and good board dynamics have a positive effect on the leadership. Board dynamics can be defined as the way trustees interact with each other in carrying out their duties. Examples include how trustees interact with each other, how constructive their conversations are, how they make decisions and how well they can have vigorous debates while being respectful.

Facilitating sound relationships is an important part of each trustee's responsibility. This includes:

Creating a climate of trust by working through political and personal differences in the interests of healthy debate and good decision-making.

Bringing a spirit of cooperation, collaboration and teamwork into the boardroom, where each of these skills is critical for good governance.

Speaking with candor, without a sense of confrontation.

Healthy relationships between trustees also provide them with the necessary confidence to identify the occasional, and almost inevitable, situations where board communications do break down and negative dynamics get in the way of a board's success.

Personal style, accumulated experience and knowledge and a trustee's own vision and aspirations all influence how they interact with others. With regard the personal style of colleagues, a trustee might consider:

- The degree to which each trustee colleague is quiet and thoughtful, or more spontaneous.
- Whether each trustee colleague prefers facts and details, or is more attracted to the big picture.
- Which trustees have a preference to work things out logically, or rely on an emotional response to situations to help them decide.
- Which trustees are frustrated by long discussions without decisions, or are energized by endless possibilities.

The challenge in building healthy relationships is for each trustee to have an independent mindset while being aligned to the district's goals.

## Rights of individual trustees

As a board of education member each individual trustee has a right to:

- Contribute within an environment that is free from bullying, harassment and discriminatory behaviour.
- Space to express individual opinions.
- Access to information within board policy.
- Abstention from decisions or processes.
- Decline participation in voluntary activities or events.
- Speak publicly about their individual opinions or objections to board decisions.
- Raise concerns about information, process and decisions of the board and district.
- Express personal values and vision that are different from those of the majority of the board and /or community, while upholding the BC Human Rights Code.

## Conflict Resolution

Unavoidably, conflict sometimes occurs. When it does, considerations for managing conflict include:

### Interpersonal Communications

No amount of written policy statements or role descriptions can substitute for regular attention to good communications practices in board meetings and e-mail communication. Trustees and senior staff should have a conversation about such practices on a regular basis.

### Board Meeting “Ground Rules”

Boards could consider devoting some time, at least once a year, to reflect on and discuss good communication practices. On an individual level this includes: balancing inquiry (asking questions of one another) and advocacy (stating their own viewpoint), being aware of assumptions and being more intentional in listening to one another. Trustees can be more effective if each person puts into practice the principle that one “seeks first to understand, and then to be understood.”

### Strategic Plan

The existence of a strategic plan or involvement in a strategic planning process that helps articulate goals, objectives and outcomes can be of great value in reducing the potential for conflict over the meaning of the organizational mission, strategic choices and priorities.

### Roles and Responsibilities

Boards should regularly strive to clarify the roles and responsibilities of individual trustees and officers (especially the chairperson) and the board’s role concerning staff. This is helpful in establishing mutual respect. Job descriptions outlining duties and responsibilities can also be helpful but are seldom sufficient for clarifying roles, especially where board and staff responsibilities overlap, such as in determining and working on strategic objectives.

### Code of Conduct

A written code of conduct for trustees that sets standards and rules for their relationship with one another, the superintendent and senior staff is very valuable. A code of conduct ought to set some rules on issues such as confidentiality, conflict of interest, conduct at meetings and speaking with “one voice.”

## Chairperson Leadership

An effective board chairperson is critical to managing conflict. Such effectiveness comes from clarity about the chairperson’s role, an understanding of the importance of process and the liberal use of proven facilitation techniques. A strong collegial relationship between the chairperson and the other trustees is highly desirable. In electing a fellow trustee to this leadership position, the other trustees are placing confidence in the chairperson to facilitate the board in its work. They expect that the chairperson will:

- Ensure that all trustees have the information needed for informed discussion of the agenda items.
- In a timely way, share relevant information that has come to the chairperson’s office on emerging issues that affect schools and the community.
- Collaborate with other trustees around the role of board spokesperson (e.g., issues where particular board members have specific expertise).
- Set a tone for board meetings that stimulates respect and focuses discussion on the issues.
- Ensure that meetings are run effectively and that all voices are heard.
- Be impartial in handling the business of the board and in professional relationships with all trustees.
- Maintain the confidence of all colleague trustees.
- Provide leadership in the professional development of trustees and ensure regular review of the effectiveness of the collective board.
- Provide leadership in fostering positive relationships between the board and the superintendent and senior staff, where appropriate.

## Conflict Resolution Processes

Before a conflict arises, boards as a whole and individual trustees can benefit from some familiarity with negotiation and conflict resolution processes. Some understanding of these processes helps an organization determine the appropriate mechanism for a particular situation, including when outside assistance might be of value. Conflict resolution is regarded as a core skill area for today’s leaders. It can be added to the list of professional development topics to be considered for the board of education.



## Initial Steps to Resolve Conflict

### Acknowledge the conflict

The conflict has to be acknowledged before it can be managed and resolved. The tendency is for people to ignore the first signs of conflict, perhaps as it seems trivial, or is difficult to differentiate from the normal, healthy debate that boards can thrive on. If you are concerned about the conflict in your board, discuss it with the chairperson.

### Agree to a cooperative process

Everyone involved must agree to cooperate in to resolve the conflict. This means putting the board first and may involve setting aside your opinion or ideas for the time being. If someone wants to win more than they want to resolve the conflict, you may find yourself at a stalemate.

### Agree to communicate

The most important thing throughout the resolution process is for everyone to keep communications open. The people involved need to talk about the issue and discuss their strong feelings. Active listening is essential here, because to move on you need to really understand where the other person is coming from

## When a Board is Frequently Divided

Trustees will have different viewpoints and it is unreasonable to expect that all decisions of the board will be unanimous. When trustees, with varying viewpoints, experiences, skills and opinions are tasked with a decision, the combined effort can far surpass what any group of similar individuals could achieve. Board members must be open to these differences and not let them rise into full-blown disputes.

When decisions are arrived at through a majority, it is important to understand and appreciate the various viewpoints raised during debate. Lack of unanimity is not a bad outcome, provided trustees continue to demonstrate respect for each other and maintain an open mind in future discussions.

The important thing is to maintain a healthy balance of constructive difference of opinion and avoid negative conflict that is destructive and disruptive.



# Establishing Expectations

## Code of Conduct

In the previous section it was suggested that boards establish a code of conduct around expectations in trustee relationships. Boards may also want to consider establishing a code of conduct to ensure trustees are aware of expectations regarding their roles and responsibilities.

Boards may have already done work in establishing character attributes or values for the district; these are a vital starting point in working out the relationships that are the underpinning of effective board governance. Through a code of conduct, boards enshrine values that guide the ethical behaviour and norms for relationships among trustees.

A code of conduct is not intended to prevent individual trustees from expressing their opinions on issues under consideration by the board. If used effectively the code of conduct can serve to encourage respect for divergent views and help boards focus their efforts on student achievement, equity and well-being. The code is intended to provide a common understanding about how to conduct the board of education's work with appropriate authority and integrity and promote public confidence in doing so.



Trustee codes of conduct are not required under the B.C. School Act. The Act serves to define acceptable behaviours, clarify the rules of civil engagement, promote high standards of practice and provide a framework for professional conduct and responsibilities. Codes of conduct should reflect the principles that many boards already incorporate in their expectations of trustee conduct or ethics. These commonly cover such issues as:

#### A. Integrity:

- All decisions will be based on putting students first.
- Trustees will carry out their responsibilities in accordance with the School Act, Regulations and board policy.
- Trustees will make all decisions based on available facts and their independent judgment, and shall refuse to surrender that judgment to individuals or special-interest groups.
- Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

#### B. Respect:

- While trustees will express their individual opinions on issues under consideration by the board, in doing so they will respect the differing points of view of colleagues, staff and the public and enhance public confidence in the work of the board in doing so.
- Trustees will carefully review all information packages in preparation for discussion at all scheduled meetings of the board and its committees.

#### C. Confidentiality:

- Trustees will maintain confidentiality of privileged information, including information discussed in closed sessions.

#### D. Responsibility

- Once the board has voted, trustees are bound by the majority decision and will publicly uphold the board's decisions.
- Trustees will recognize that the expenditure of board funds is a public trust and will ensure effective stewardship of the board's resources in the best interests of the students.

#### E. Conflict of Interest

- Trustees will voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board.

#### F. Relationships

- Trustees will speak as the voice of their entire community (including people who do not have children in the school system or people outside of their direct constituency) at the board table.
- Trustees will work with their colleague trustees in a spirit of respect, openness, courtesy and cooperation in spite of differences of opinion that may arise during debate. They will refrain from gossip.
- Trustees will refrain from any negative commentary (public or private) about the superintendent or other members of district staff.

## Trustee orientation

To communicate expectations, a comprehensive trustee orientation program following election to office is very valuable. A sound trustee orientation will cover a variety of topics relevant to the district context. During the orientation, the following specific areas that will benefit understanding roles, responsibilities and relationships may be reviewed:

- Getting to know fellow trustees.
- Mission, vision and values of the district.
- Strategic plan, district goals and operational work plans.
- Board code of conduct and any related policies.
- Senior staff roles and responsibilities.
- District resources available to trustees, such as policy manuals, trustee handbooks, etc.

Trustees also benefit from orientation materials and sessions during BCSTA's annual Trustee Academy.

## Board policies

It is valuable to have policies that help create clarity so that problems and issues can be minimized. Such policies describe the following: roles for the board and individual trustees, communication plans and board spokespersons, media response protocols and board and committee meeting procedures.

To avoid disputes additional policies describing the parameters for the following are helpful:

- Professional development.
- Access to information.
- Gifts and hospitality.
- Use of board property, services and other resources.

## The learning guide

The Learning Guide is provided to BCSTA member boards of education and their individual member trustees as a resource to support their work in all aspects of their roles, both formal and informal. It is not a prescribed curriculum, nor is it the sole source of information that boards or individual trustees should consider. The contents cover all aspects of the work of both boards and individual trustees. The Guide provides a solid foundation of knowledge and skills on which successful governance, oversight and advocacy can be built.

## Board performance review

Leading practices in governance indicate that effective boards establish formal processes for evaluating the performance of the board as a whole on an ongoing basis. This process is usually conducted regularly and must have the full participation of all trustees to be truly effective. BCSTA offers a self-review process, the Board Performance Review (BPR), to member boards.

The Board Performance Review provides a process embedded in a context of continuous improvement. It is intended to help improve governance, increase accountability, demonstrate leadership and create a foundation for continuous improvement.

# Practices + Behaviors that Create Problems

There are a number of practices that create issues for the board and are to be avoided. These include:

- A failure to do board business in a board or committee meeting, commonly referred to as "parking lot meetings."
- Inappropriate emails regarding agenda items or meeting topics.
- Pre-meeting caucuses with groups of trustees and/or union groups or community groups.
- Trustees, or the chair, acting unilaterally and outside their scope of authority.
- Disclosure of confidential information to outside parties.
- Placing constituency interests ahead of broad organizational interests.
- Violation of conflict of interest guidelines.
- Introduction of late agenda items and motions "on the fly."
- Dominating in debate or during committee meetings.
- Losing composure during meetings.
- Being unprepared for meetings.
- Nitpicking on small procedural details



# Addressing Issues + Code of Conduct Violations

A trustee who has reasonable grounds to believe that another trustee has breached the board's code of conduct may bring the alleged breach to the attention of the board of trustees. Boards must inquire into any reasonable allegation of a code of conduct violation brought to the board's attention. Boards may hire a neutral third-party investigator to investigate the complaint and recommend possible sanction(s) if necessary.

In addressing any concerns regarding trustee relationships and behavior, consideration of the factors on the next page may be of value. Confidentiality and procedural fairness are key to addressing issues effectively.



## Positive presuppositions

Trustees who exhibit counterproductive behaviour may not realize they are creating difficulties for the board as a whole. Accordingly, the first recourse in responding to them should be to take a charitable understanding of their motivations.

## Informal conversations

Wherever possible, an initial colleague-to-colleague approach is desirable. A private conversation that focuses less on motivations and more on the areas of conflict can be helpful. Another positive response is taking opportunities to ask the trustee for their opinions in situations where they may have opposing views. It is always productive to listen actively and sincerely. It is never productive to characterize the issue in personal terms. If dysfunctional behaviour persists to the detriment of the effectiveness of the board, the board's code of conduct or similar policy statement can provide guidance.

## Mediated conversations

If a colleague-to-colleague conversation is not possible, or a resolution is not found, a trustee will engage the chairperson (or vice-chairperson if the respondent is the chairperson) in order to find a resolution. This could involve the chairperson organizing a meeting or initiating a third party to help mediate the conversation.

## Formal complaints

Codes of conduct may include administrative procedures to follow when issues arise. These procedures can provide guidance as to the steps to undertake when there are perceived breaches of the code of conduct. It is recommended that details of each step within both formal and informal processes be outlined so that expectations are clear for all trustees. Legal counsel should review any processes developed, to ensure that these reflect best practices and fairly protect the rights of all board members.

If an informal complaint process is not successful an official complaint is triggered by a trustee writing a formal letter to the chairperson (or vice-chairperson, if the respondent is the chairperson) describing the complaint and referencing relevant section(s) of the code of conduct, policy or legislation. It is recommended that complaints be made within a designated time-frame from the alleged event.

An in-camera board meeting must be scheduled to discuss the complaint in a timely manner. At this in-camera meeting decisions need to be made on how the complaint will be investigated. Rules for investigations and hearings need to be in place.

A hearing will then take place in-camera. It is recommended that the meeting format allow both the complainant and the respondent to explain their respective sides of the issue. If an investigator is required, a process needs to be in place for board members to read the report prior to the hearing. It is also recommended that all materials pertaining to the complaints process and investigation remain in-camera and be maintained in a secure place with procedures for access.

Board members who are neither the complainant nor the respondent, and are not in conflict of interest, need to decide how to resolve the complaint. Sanctioning the respondent may be an option. As well, making the complaint and its results public needs to be discussed. In the event of a formal/serious complaint, it is recommended that legal counsel be sought to provide advice regarding the process.

## Sanctions + disciplinary measures

If proactive measures do not result in changed behaviour, disciplinary measures for code-of-conduct violations may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach.

These measures may include:

- Having the offending trustee write a letter of apology.
- Having the offending trustee participate in a restorative justice process.
- Having the offending trustee participate in specific training, coaching or counselling as directed by the board of education.
- Having a motion of censure passed by a majority of the voting trustees at a closed, i.e., in-camera board meeting.
- Having a motion to remove the offending trustee from one, some, or all board committees or other appointments passed by a majority of voting trustees at an in-camera board meeting.
- A trustee who is barred from attending all, or part of, a meeting of a board of education, or a meeting of a committee of the board, is not entitled to receive any materials relating to that meeting or that part of the meeting which are not available to members of the public
- The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board of education meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the School Act regarding absences from meetings.

The board of education may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate.

The board should be careful to avoid disclosing details that identify third parties (e.g., students, staff, parents, etc.), or disclose confidential information (e.g., confidential board business), when publicly releasing information about the nature of the disciplinary action taken at an in-camera board meeting and the general nature of the conduct that gave rise to discipline. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.



# Support for Handling Conflict

BCSTA provides a variety of supports to assist boards with both internal and external conflict. This can include, but is not limited to, conflict between individual trustees, the board as a whole or non-employment related issues with senior district staff. BCSTA does not make decisions, impose penalties nor take sides in any such dispute. The association's role is to provide information, guidance, legal support and resources as to how conflicts may be resolved by, or through a board itself.

BCSTA's Learning Guide contains in-depth materials on governance, leadership, roles and responsibilities and communications. BCSTA also provides professional learning programs to help trustees and boards be successful in their roles. Such learning opportunities are provided at the association, branch, board and individual levels.

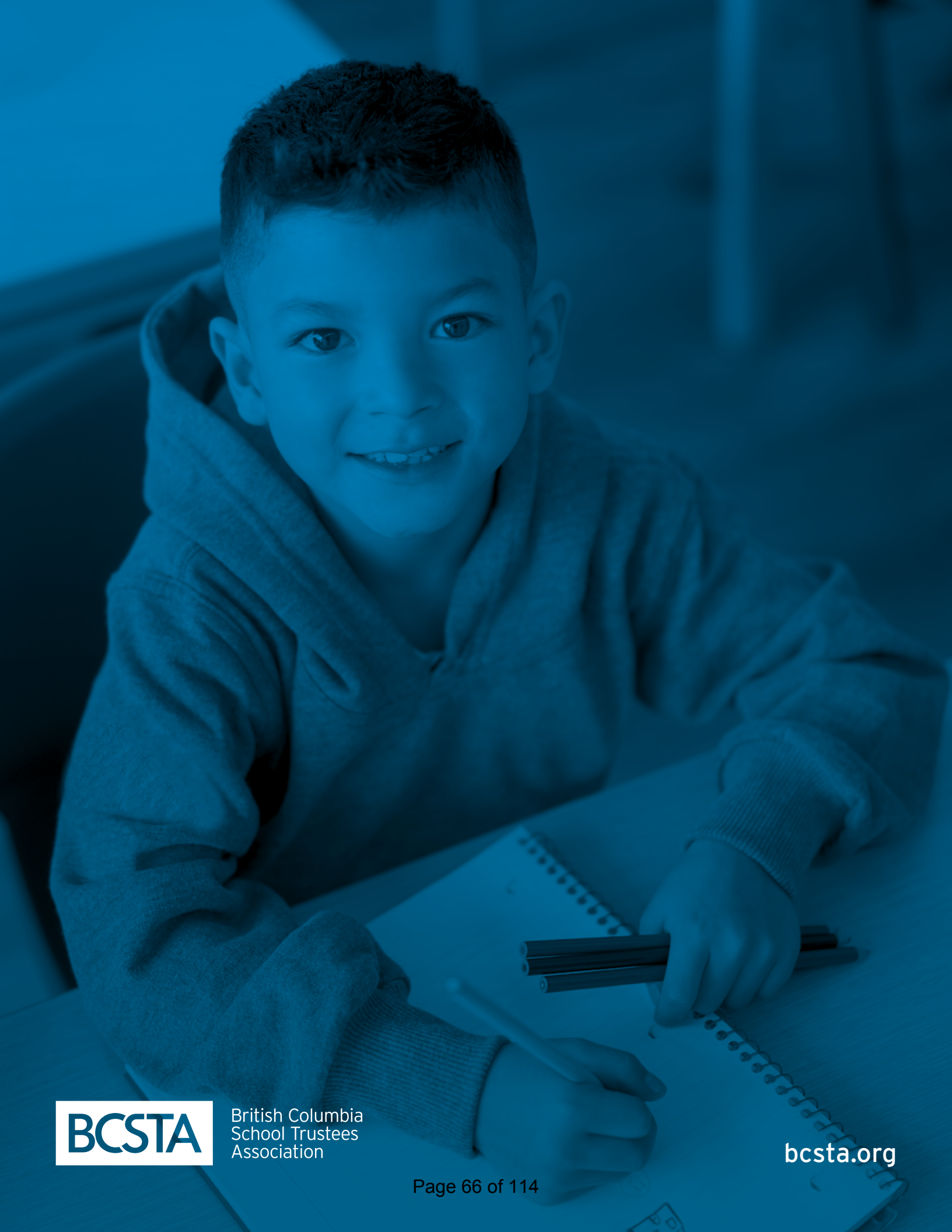
Boards experiencing issues are encouraged to contact BCSTA for resources and supports. Services range from coaching, mediation, individualized board development and self-evaluation. Where more extensive mediation and conflict resolution is needed, BCSTA can suggest resources, consultation services, legal advice and facilitations.

Disagreement and differences of opinion are to be expected as a part of the democratic processes. Disagreement over perspectives, goals, direction and priorities should not be considered conflict nor a reason for discipline. The most important consideration is whether or not trustees are fair, ethical and respectful in how they deal with their colleagues, staff and the public.

The best way to deal with conflict is for every trustee to work to ensure it does not happen, while feeling free to express their point of view and respecting those of others.

When conflict does arise, often the best place to start with resolving the matter is respectful discussion between the parties themselves. BCSTA can, however, provide assistance to member boards when it is requested.







**Operations Policy and Planning Committee Meeting**

**REGULAR MINUTES**

**October 19, 2020, 7:00 p.m.**

**Tolmie Boardroom, 556 Boleskine Road**

Trustees Present: Elaine Leonard, Rob Paynter, Angie Hentze, Ann Whiteaker, Ryan Painter

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Marnie Jensen, Associate Director, Human Resource Services, Chuck Morris, Director, Facilities Services, Tammie St. Aubert, District Principal, Human Resource Services

**DRAFT**

Stakeholders: Jane Massy, President, CUPE 947, Connor McCoy, President, VPVPA, Mark Morrison, GVTA

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**1. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:01 p.m.

**1.1 Acknowledgement of Traditional Territories**

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

**1.2 Approval of the Agenda**

**Moved by** Trustee Hentze

That the October 19, 2020 agenda be approved with the following change:

**H.1 and H.2** moved to be the new **D.1. and D.2** and renumbered accordingly.

**Motion Carried Unanimously**

**1.3 Approval of the Minutes**

**Moved by** Trustee Hentze

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

**Motion Carried Unanimously**

**1.4 Business arising from Minutes**

Trustee Whiteaker requested a follow up with respect to item 3.1 of the September 21, 2020 minutes. Secretary and Treasurer Morris advised that two meetings have been held with the Victoria West Community Association and that she is waiting for further information prior to being able to provide an update.

**DRAFT**

**2. PRESENTATIONS TO THE COMMITTEE**

None

**3. SUPERINTENDENT'S REPORT**

**3.1 Recognition of Student Representative**

Superintendent Green introduced and welcomed Student Representative Gillian Clark from Lambrick Park Secondary School.

**4. NEW BUSINESS**

**4.1 STAR Committee Turf Field Proposal Overview**

Chair Leonard directed Trustees to Phase One of the Spectrum Turf and Rink (STAR) Committee overview in their agendas, which was presented for information.

**4.2 Spectrum Artificial Turf Field Project - Trustee Painter**

Trustee Painter presented the motion and provided background information and rationale. Discussion ensued amongst Trustees with questions of clarification being asked.

**Moved by** Trustee Painter

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

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

**Motion Carried Unanimously**

## 5. PERSONNEL ITEMS

### 5.1 Human Resources Update

District Principal of Human Resource Services Sherstobitoff provided Trustees with an overview of staffing as of October 1, 2020. Questions of clarification were asked.

### 5.2 Occupational Health and Safety Annual Report

Associate Director of Human Resource Services Jensen provided Trustees with an overview of the workplace health and safety report and highlighted key areas of the report. Questions of clarification were asked.

Ms. Sherstobitoff and Ms. Jensen exited the meeting at 7:32 p.m.

## 6. FINANCE AND LEGAL AFFAIRS

### 6.1 Policy Sub-Committee Report

#### a. Abandonment of Policies

Chair Leonard advised Trustees that the Policy Sub-Committee is reviewing the policy manual for relevance and currency in order to better streamline District procedures. Questions of clarification were asked.

Trustee Painter exited the meeting at 7:45 p.m.

**Moved by** Trustee Whiteaker

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

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

For (3): Trustee Leonard, Trustee Hentze, and Trustee Whiteaker

Against (1): Trustee Paynter

**Motion Carried (3 to 1)**

- b. Draft Bylaw 9360, General Meeting of the Board - Continuation: Items 6-15

Chair Leonard referred to the draft copy of Bylaw 9360 *General Meeting of the Board* and reminded Trustees that items #1-5 were previously discussed at the September 21, 2020 meeting and the committee members would pick up the discussion at item #6. Items

6 through 15 were discussed and approved. Trustees agreed to continue the discussion of the remaining items at the November 9, 2020 Operations Policy and Planning Committee meeting.

- c. Draft Policy 61615 - Instruction: District Garden

Chair Leonard referred Trustees to the draft District Garden Policy and requested feedback. Discussion ensued amongst the Trustees with suggestions being made, including; amending the name to District School Gardens, community engagement, volunteers and partnerships. The suggestions will be forwarded to the Policy Sub-Committee for further work and the item added to the November 9, 2020 Operations Policy and Planning Committee meeting agenda.

## **6.2 Dissolution of Committees**

**Moved by** Trustee Whiteaker

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

**Motion Carried Unanimously**

## **6.3 Committee Terms of Reference Review**

October 19, 2020/Operations Policy and Planning Committee

Secretary-Treasurer Morris referred Trustees to the list of Trustee Committee assignments for information and advised that Committee assignments will be determined in December.

**6.4 Mental Health in School Grant**

Superintendent Green referred Trustees to a letter received from the Ministry of Education with respect to a grant awarded to the District to support mental health and well-being activities in school communities. Superintendent Green further advised that more information will be forthcoming at the November 2, 2020 Education Policy and Directions Committee meeting, as to how this grant will be allocated.

**6.5 2020-2021 Budget Change Report**

Secretary-Treasurer Morris referred Trustees to the 2020-2021 Budget Change Report for October. Questions of clarification were asked.

**6.6 Monthly Financial Report - September 2020**

Secretary-Treasurer Morris referred Trustees to the Monthly Financial Report for September 2020. Questions of clarification were asked.

**7. FACILITIES PLANNING**

**7.1 5-Year Capital Plan**

Secretary-Treasurer Morris referred Trustees to the 2021-2022 Five Year Capital Plan which was approved at the June 22, 2020 Board of Education meeting. At that meeting, Trustees requested to see the plan again when there was more time for questions.

**7.2 Monthly Operations Update**

Director of Facilities Services Morris presented the Monthly Operations Update and highlighted key items within the report for Trustees. Questions of clarification were asked.

**7.3 Sundance/Bank Street Update**

Secretary-Treasurer Morris reminded Trustees that because of the boundary review process in 2019, Sundance Elementary School will re-open as a District elementary school for the 2021-2022 school year. On the same property is Bank Street school which was previously rented out but is now vacant. Both properties require a significant amount of seismic upgrade in order to safely remain part of the District's asset pool.

Secretary-Treasurer Morris provided Trustees with two potential options

from staff's perspective, after touring the properties in July 2020. Lastly, another update will be forthcoming once the City of Victoria has determined what its next steps are relative to maintaining Bank School as a heritage building. Questions of clarification were asked.

**8. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

None

**9. NOTICE OF MOTION**

None

**10. GENERAL ANNOUNCEMENTS**

None

**11. ADJOURNMENT**

The meeting adjourned at 9:04 p.m.

**Moved by** Trustee Whiteaker

That the meeting adjourn

**DRAFT**

**Motion Carried Unanimously**

**Note:** Due to a network power outage, this meeting was not livestreamed, audio or video recorded.

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Chair

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Secretary-Treasurer



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

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**Background:**

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

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

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

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

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

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

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

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

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

**Recommendation:**  
Nil. Information only.

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

One *Learning* Community



TO: Board of Education

FROM: Marne Jensen, Associate Director, Human Resource Services

DATE: October 19, 2020

RE: Workplace Health and Safety Report

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

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

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

**COMPLIANCE WITH WORKPLACE SAFETY LEGISLATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## STRATEGIC LEVEL IMPROVEMENTS

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

### **Inspection Report 201812480159**

Date of Inspection: October 23, 2018                      School EA –Unsafe Work

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

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

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

### **Inspection Report 201812480158**

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

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

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

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

2019 – 2020 actions taken to resolve the two orders:

### **Violence Prevention Plan Manual**

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

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

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

### **Training**

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

### **Violence Risk Assessment-**

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

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

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

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

## **OPERATIONAL LEVEL IMPROVEMENTS**

### **COVID-19**

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

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

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

### **Joint Occupational Health and Safety Communication and Training**

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

### **PRIORITIES FOR THE 2020-21 YEAR**

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

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

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**TO: Board of Education**

**FROM: Trustee Ryan Painter**

**RE: Spectrum Artificial Turf Field Project**

**DATE: October 19, 2020**

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**Background:**

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

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

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

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

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

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

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

**April 23, 2020)**

**Rationale**

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

*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.*



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

**Alignment to Strategic Plan:**

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

Goal 1	Goal 2	Goal 3
<p>Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.</p>	<p>Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.</p>	<p>Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.</p>
<p><b>Strategy 1:</b> Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.</p> <p><b>Strategy 2:</b> Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.</p> <p><b>Strategy 3:</b> Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.</p>	<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy 2:</b> Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.</p> <p><b>Strategy 3:</b> Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.</p>	<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy 2:</b> Work in collaboration with Ministry of Children &amp; Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.</p> <p><b>Strategy 3:</b> Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.</p> <p><b>Strategy 4:</b> Address the inequity of opportunity for all learners to maximize physical health and mental well-being.</p>

and under the following categories:

- Advocacy
- Community Engagement

**Recommendation:**

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

*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: Operations Policy & Planning Committee**  
**FROM: Kim Morris, Secretary-Treasurer**  
**RE: Recommended Policies for Abandonment**  
**DATE: October 19, 2020**

**Background:**

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

**Recommended Abandonment or Re-Classification:**

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

**Recommendation:**

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

AND FURTHER

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

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## **POLICY 5141.3**

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### **USE OF PROVINCIAL AMBULANCE SERVICES BY SCHOOLS**

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

*Greater Victoria School District*

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Adopted: March 17, 1975

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## **POLICY 5143**

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### **STUDENT ACCIDENT INSURANCE**

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

*Greater Victoria School District*

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Approved: April 21, 1958

Revised: February 18, 1974

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## **POLICY 5210**

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### **CONTINUING EDUCATION**

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

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

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

*Greater Victoria School District*

Adopted: June 22, 1992

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## **POLICY 6112.1**

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### **SCHOOL HOURS**

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

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

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

*Greater Victoria School District*

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Approved: June 17, 1974

Revised: June 28, 1982

Revised: February 24, 1986

## **POLICY 6120.2**

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### **SCHOOL PLANNING COUNCILS**

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

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

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

*Greater Victoria School District*

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Approved: January 27, 2003

Updated: September 12, 2011



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## **POLICY 6121**

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### **ORGANIZATION OF SCHOOLS**

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

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

*Greater Victoria School District*

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Adopted: January 19, 1976

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## **POLICY 6130.1**

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### **PRIMARY PROGRAM**

#### **GENERAL**

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

#### **PHILOSOPHY AND GOALS**

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

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

#### **INTENT**

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

*Greater Victoria School District*

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Adopted: June 22, 1992

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## **POLICY 6135.1**

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### **CAREER DEVELOPMENT:**

#### **CAREER PREPARATION PROGRAMS**

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

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

*Greater Victoria School District*

Adopted: June 22, 1992

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## **REGULATION 6141.4**

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### **TEACHING WRITING SKILLS ACROSS THE CURRICULUM**

#### **Preamble**

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

#### **Teachers' Role in the Instruction of Writing Skills**

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



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*Greater Victoria School District*

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Approved: April 26, 1982

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## **POLICY 6142.01**

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### **ELEMENTARY PHYSICAL EDUCATION**

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

*Greater Victoria School District*

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Adopted: May 21, 1974

Re-affirmed: December 18, 1989

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# Office of the Secretary-Treasurer

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

*Kim Morris - Secretary Treasurer*

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

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**Background:**

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

**Recommendation:**

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

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

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## **BYLAW 9140**

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### **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*

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Approved:            April 27, 1981

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

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



## **Ad Hoc Committee Terms of Reference Template**

**Purpose:**

**Deliverables:**

**Membership:**

**Timeline:**

**Voting:**

**Procedural Notes:**

**Date Adopted:**

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

**Purpose:**

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

**Background:**

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

One of the five areas for focus is community engagement.

*Strategic Goal: Actively Engage with our Communities*

*Strategic Objectives*

*4.1 Develop a District Communications and Engagement Plan*

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

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

**Deliverables:**

The Public Engagement Ad Hoc Committee has the following deliverables:

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

**Membership:**

The committee will be comprised of the following voting members:

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

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

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

**Timeline:**

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

**Voting:**

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

**Procedural Notes:**

**Date Adopted:** XXXXXX 2016

## **Student Registration and Transfer Committee Terms of Reference**

### **Purpose:**

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

### **Deliverables:**

The Student Registration and Transfer Committee has 2 deliverables:

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

### **Membership:**

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

### **Timeline:**

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

### **Voting:**

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

### **Procedural Notes:**

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

**Date Adopted:** October 24, 2016



# Office of the Associate Superintendent

School District No. 61 (Greater Victoria)  
556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4220 Fax (250) 475-4112

*Harold W. Caldwell – Associate Superintendent*

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**To:** Board of Education  
**From:** Advocacy Ad Hoc Committee  
**Date:** October 26, 2020  
**RE:** Terms of Reference

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The Advocacy Ad Hoc Committee met on October 6, 2020.

Members of the committee include:

Ann Whiteaker (Chair)	Nicole Duncan	Katrina Stride	Carey Nickerson
Craig Schellenberg	Lisa McPhail	Harold Caldwell	

From that meeting, the Advocacy Ad Hoc Committee is requesting that the Board of Education review and approve, if acceptable to the Board, the committee's **Terms of Reference**.

Moving forward, the Advocacy Ad Hoc Committee will meet on the first Tuesday of each month via zoom or in person if appropriate. Our work plan will include focussing on current priorities including Children & Youth In Care, Indigenous students and families and any COVID related issues.

Respectfully,

**Advocacy Ad Hoc Committee**

 [www.sd61.bc.ca](http://www.sd61.bc.ca) |   @sd61schools

## Advocacy Ad Hoc Committee Terms of Reference

### Purpose:

The Advocacy Ad Hoc Committee (the “Committee”) is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop advocacy action plans in partnership with input from our stakeholders to support public education initiatives.

### Deliverables:

The Committee will create and monitor action plans to advocate for a variety of issues in public education. The Committee will address a variety of issues including appropriate funding, service provision, curriculum, governance, and public engagement. This Committee may also address other matters as directed by the Board of Education.

### Membership:

The committee will be comprised of the following members:

- Two Trustees appointed by the Board Chair
- The Superintendent and/or designate and another member of senior administration, Secretary-Treasurer, or designate
- District Communications Staff
- District staff from Early Learning, Indigenous Education and Student Supports

### Background:

The Advocacy Ad Hoc Committee (“the Committee”) was established by the Board for the purpose of developing advocacy action plans to support the Board’s effective advocacy on issues facing public education. The Committee’s work has focused on identifying what is effective advocacy and determining priorities for advocacy.

1. Children in Care
2. Child Care and Early Learning
3. Mental Health Literacy and Mental Wellness
4. Current motions that come forward from the Board of Education

### Children in Care:

- Review the recommendations from the BC Representative for Children and Youth including but not limited to those in the recent report *Room for Improvement: Toward Better Education Outcomes for Children in Care*
- Develop a communication strategy to respond to the current communication challenges with the Ministry of Children and Family Development that are creating barriers to supporting District children in care

### **Child Care and Early Learning:**

- Create early childcare spaces that are accessible for every school community
- Through the information gathered from EDI data, create early learning response opportunities for every school community

### **Mental Health Literacy and Mental Wellness:**

- Continue to provide information to the School District community on the initiatives being undertaken in the District to support and raise awareness about student mental health and wellness
- Promote leading practice to the Ministry of Education as appropriate
- Provide ongoing professional development throughout the District to raise awareness and improve skills and practice in regard to mental health and wellness
- Create a shared coordinated table with Songhees and Esquimalt Nations and our partner groups to identify and discuss mental health concerns
- Invite stakeholders to participate in an ongoing discussion to identify and address mental wellness of children and youth in the District.

### **Timeline:**

A final report will be provided to the Education Policy and Directions Committee by May of each school year. Regular updates and recommendations will be made to the Board of Education through the Education Policy and Directions Committee throughout the school year.

### **Voting:**

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

### **Procedural Notes:**

- All trustees may attend and contribute to the discussions;
- The Chair of the Committee shall be decided at the inaugural meeting of the Committee and yearly thereafter;
- Guests and or members of the public shall be invited to meetings at the discretion of the Chair of the Committee

**Date Adopted:** January 29, 2018  
Revised January \_\_\_\_ 2020

# Office of the Superintendent

*Shelley Green - Superintendent*

TO: The Board of Education  
FROM: Shelley Green, Superintendent of Schools  
RE: Superintendent's Report  
DATE: October 26, 2020

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

## Events and Meetings

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

- District Committees
  - Equity Committee
  - Policy Sub Committee
- Meetings and Events
  - Opening Greetings for some Professional Development Workshops
  - Professional Conversations
- Meetings
  - Partner Groups (VPVPA & VCPAC)
  - Board of Education Working Session
  - District Leadership
  - Generative Dialogue/Coaching
  - Ministry of Education
  - Pandemic Response Team
  - Professional Relations Committee (GVTA)
  - Principal Leader Cohort
  - Principals and Vice-Principals
  - Representative Advisory Council of Students
  - Tri-District Superintendents

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## *Enhancing Student Learning Reporting Order*

7 OCTOBER 2020

In the August 20, 2020 edition of the BCSTA Weekly, I included a notice that the *Enhancing Student Learning Reporting Order* had been made by the Minister of Education. This Bulletin provides additional information about the Order.

On September 1, 2020, [the \*Enhancing Student Learning Reporting Order\*](#) came into force. The Order requires each board of education to “prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister” (the “Report”) (section 2). Section 3 of the Order includes a table which sets out student performance information that the Report must include.

The Report “must establish categories for each of the following student populations and report on these categories separately:

- a) Indigenous students (i) living on reserve, and (ii) living off reserve
- b) children and youth in care
- c) students with disabilities or diverse abilities”

The Report is to include information “relating to the board’s approach to continuous improvement of student achievement” (section 5). The report must be no longer than 10 pages.

Please contact BCSTA Legal Counsel, Audrey Ackah, if you have questions about this Bulletin.

# Office of the Superintendent

*Shelley Green - Superintendent*

TO: The Board of Education

FROM: Shelley Green, Superintendent of Schools

RE: Superintendent's Report

DATE: October 19, 2020

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

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**TO: Board of Education**

**FROM: Kim Morris**

**RE: Monthly Report**

**DATE: October 22, 2020**

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer's office since September's report.

- Meeting with MOE Capital Planning Staff: Cedar Hill
- Pandemic Response Team Meetings (3)
- Stakeholder Meeting re: Federal Funding Spending Plan Draft
- Ministry Funding Equity Committee Meeting representing BCASBO
- Deputy Minister Meetings (4)
- Facilities Director Bi-Weekly Meetings
- Federal Funding meeting with Senior Leadership Team
- Facilities and Minor Capital Staff Weekly Meetings with Superintendent
- Principals/Vice-Principals Monthly Meeting
- SJ Burnside Capital Project Review Team Meeting (2 meetings) (4 members)
- BCSTA COVID Working Group Survey Completion meeting with Trustees
- Vancouver Island School Trustees' Association (VISTA) Meeting
- Human Resources Bi-Weekly Meetings
- Vic High Principal, Capital Staff & ST Bi-Weekly Meetings
- Caledonia Project Monthly Meeting
- District Leadership Team Meetings
- Policy Sub-Committee Bi-Weekly Meetings
- Vic West Community Association Meetings re Childcare
- Amended Budget Finance Team Meeting
- Vic High Meeting with City of Victoria Planners and SD61's Architect and District Staff
- City of Saanich Meeting
- Various MOE Submission approvals: CEF, GRE, COVID Cost/Savings, Federal Funding Spending Plan
- Archives meeting and handoff from Retiree
- Shops Report Team Meeting (2 meetings) (5 members)
- Meeting to update Purchasing Services regulation
- Board working session
- School Visit: Macaulay Elementary
- School Visit: Marigold Elementary
- School Visit: Cloverdale Elementary
- School Visit: Doncaster Elementary
- School Visit: Sir James Douglas Elementary

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- Meeting with Safe Design Principals re grant writing
- 2021-2022 Budget Process Planning team meeting
- Systems Thinking – The Global Context webinar related *Framework in Action 2020/21 Learning Series – Strategic Planning for Student Success*
- Various media requests (3)
- Board and Committee meetings (3)
- Agenda Setting Meetings (3)

Information:

- Ministry Funding letter for \$3,000,000 Strawberry Vale Fire remediation

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One *Learning* Community



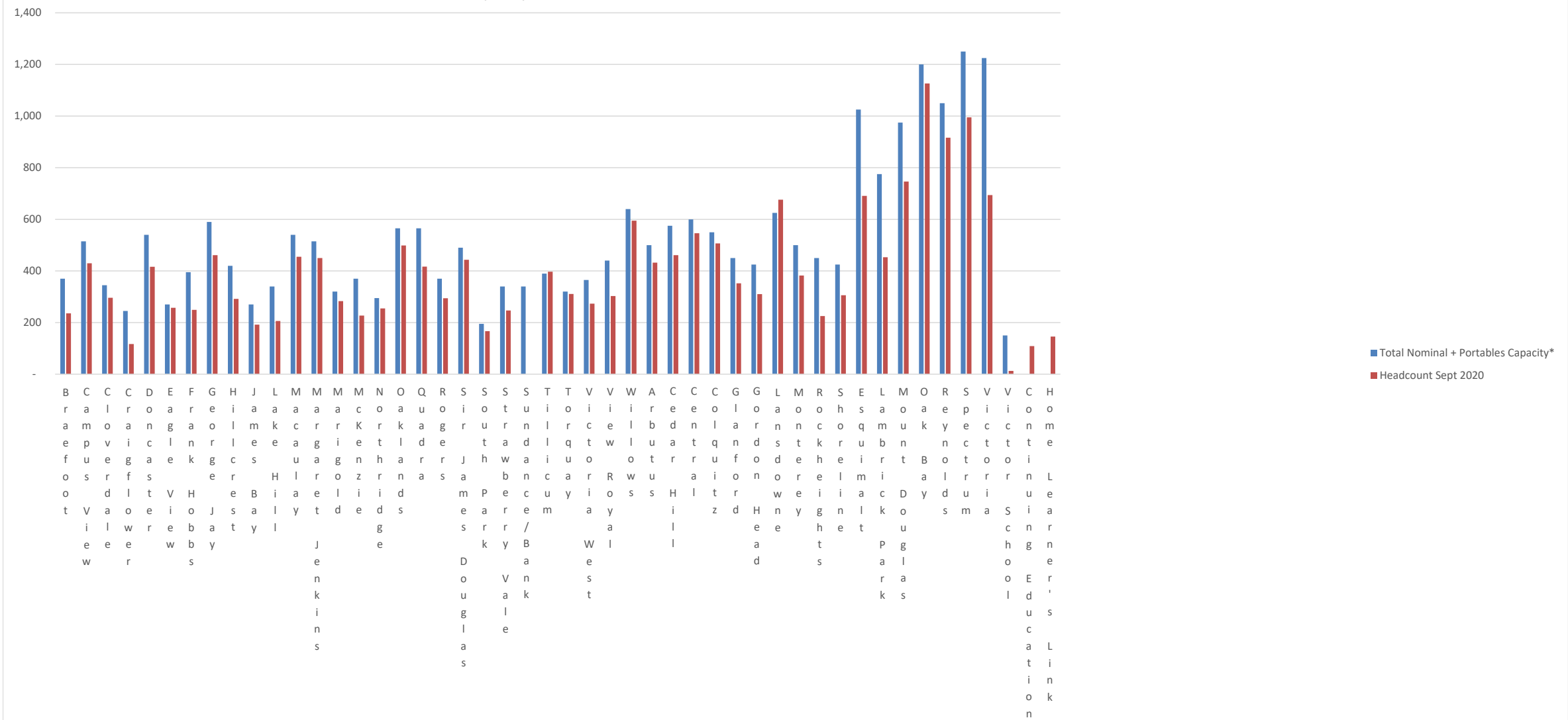


<b>NOMINAL</b>	Total Nominal + Portables Capacity*	Headcount Sept 2020	HC 2020 % of Capacity	Headcount Sept 2019	HC 2019 % of Capacity
Braefoot	370	236.00	64%	254	69%
Campus View	515	430.00	83%	430	83%
Cloverdale	345	296.00	86%	302	88%
Craigflower	245	117.00	48%	131	53%
Doncaster	540	416.00	77%	416	77%
Eagle View	270	257.00	95%	232	86%
Frank Hobbs	395	249.00	63%	293	74%
George Jay	590	461.00	78%	506	86%
Hillcrest	420	292.00	70%	283	67%
James Bay	270	192.00	71%	215	80%
Lake Hill	340	206.00	61%	191	56%
Macaulay	540	455.00	84%	474	88%
Margaret Jenkins	515	450.00	87%	445	86%
Marigold	320	283.00	88%	296	93%
McKenzie	370	227.00	61%	224	61%
Northridge	295	255.00	86%	253	86%
Oaklands	565	499.00	88%	525	93%
Quadra	565	417.00	74%	427	76%
Rogers	370	294.00	79%	309	84%
Sir James Douglas	490	443.00	90%	455	93%
South Park	195	167.00	86%	182	93%
Strawberry Vale	340	247.00	73%	268	79%
Sundance/Bank	340		0%		0%
Tillicum	390	397.00	102%	412	106%
Torquay	320	311.00	97%	320	100%
Victoria West	365	273.00	75%	276	76%
View Royal	440	303.00	69%	334	76%
Willows	640	595.00	93%	601	94%
Arbutus	500	432.00	86%	424	85%
Cedar Hill	575	461.00	80%	477	83%
Central	600	546.00	91%	601	100%
Colquitz	550	507.00	92%	502	91%
Glanford	450	352.00	78%	373	83%
Gordon Head	425	310.00	73%	339	80%
Lansdowne	625	676.00	108%	633	101%
Monterey	500	382.00	76%	372	74%
Rockheights	450	225.00	50%	226	50%
Shoreline	425	306.00	72%	298	70%
Esquimalt	1,025	691.00	67%	672	66%
Lambrick Park	775	453.00	58%	443	57%
Mount Douglas	975	746.00	77%	789	81%
Oak Bay	1,200	1,126.00	94%	1104	92%
Reynolds	1,050	916.00	87%	900	86%
Spectrum	1,250	995.00	80%	984	79%
Victoria	1,225	694.00	57%	726	59%
Victor School	150	13.00	9%	14	9%
Continuing Education	-	109.00		119	
Alt Ed (SJ Burnside)	275	204.00	74%	222	81%
Home Learner's Link	-	146.00		266	
<b>GRAND TOTAL</b>	<b>24,385</b>	<b>19,058.00</b>	<b>78%</b>	<b>19,538.00</b>	<b>80%</b>

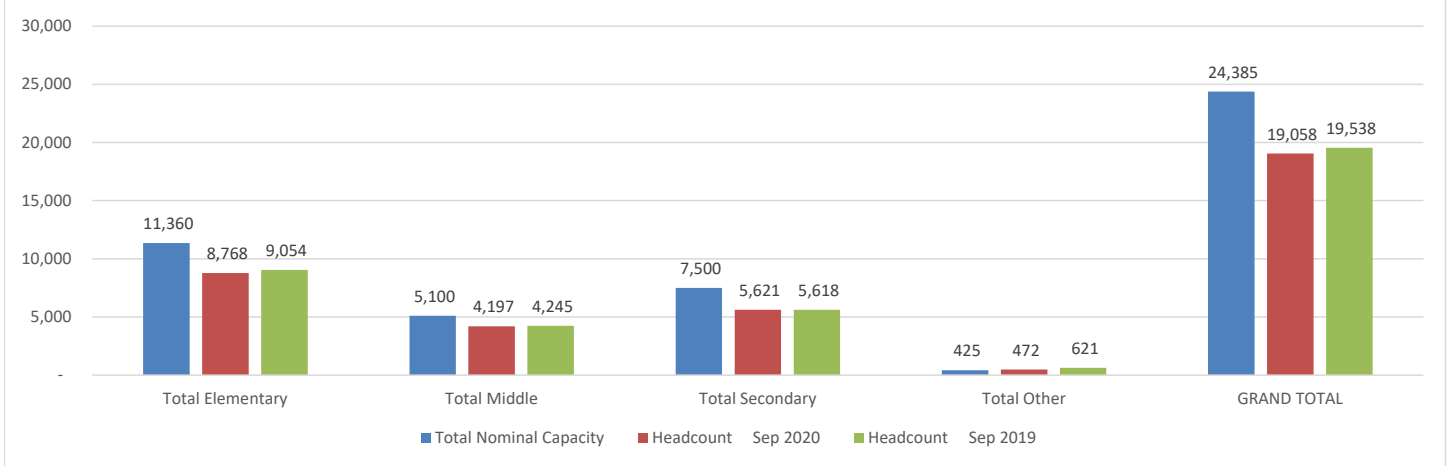
\*Total capacity adjusted for schools with StrongStart Program (Nominal + Portables)

	Total Nominal Capacity	Headcount Sep 2020	HC 2020 % of Capacity	Headcount Sep 2019	HC 2019 % of Capacity
Total Elementary	11,360	8,768	77%	9,054	80%
Total Middle	5,100	4,197	82%	4,245	83%
Total Secondary	7,500	5,621	75%	5,618	75%
Total Other	425	472	111%	621	146%
<b>GRAND TOTAL</b>	<b>24,385</b>	<b>19,058</b>	<b>78%</b>	<b>19,538</b>	<b>80%</b>

Nominal Capacity Vs. Headcount



Nominal Capacity Vs. Funded Enrolment - 2020 & 2019



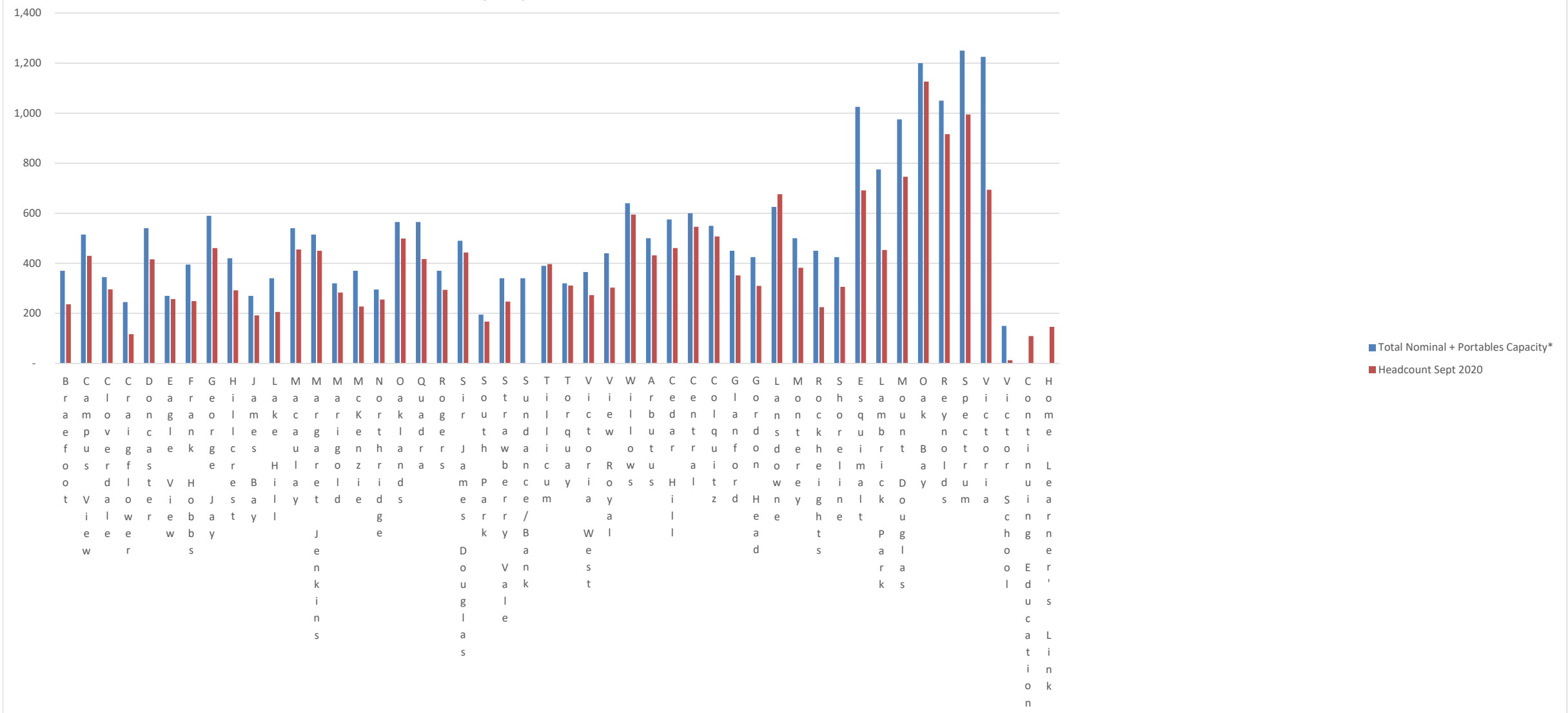
<b>FUNCTIONAL</b>	Functional Capacity Used for Boundary Review	Headcount Sept 2020	HC 2020 % of Capacity	Headcount Sept 2019	HC 2019 % of Capacity
Braefoot	309	236.00	76%	254	82%
Campus View	464	430.00	93%	430	93%
Cloverdale	332	296.00	89%	302	91%
Craigflower	219	117.00	53%	131	60%
Doncaster	438	416.00	95%	416	95%
Eagle View	283	257.00	91%	232	82%
Frank Hobbs	351	249.00	71%	293	83%
George Jay	531	461.00	87%	506	95%
Hillcrest	373	292.00	78%	283	76%
James Bay	196	192.00	98%	215	110%
Lake Hill	324	206.00	64%	191	59%
Macaulay	483	455.00	94%	474	98%
Margaret Jenkins	487	450.00	92%	445	91%
Marigold	283	283.00	100%	296	105%
McKenzie	309	227.00	73%	224	72%
Northridge	286	255.00	89%	253	88%
Oaklands	487	499.00	102%	525	108%
Quadra	505	417.00	83%	427	85%
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Glanford	400	352.00	88%	373	93%
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Lansdowne	875	676.00	77%	633	72%
Monterey	425	382.00	90%	372	88%
Rockheights	400	225.00	56%	226	57%
Shoreline	425	306.00	72%	298	70%
Esquimalt	975	691.00	71%	672	69%
Lambrick Park	750	453.00	60%	443	59%
Mount Douglas	950	746.00	79%	789	83%
Oak Bay	1300	1,126.00	87%	1104	85%
Reynolds	1100	916.00	83%	900	82%
Spectrum	1200	995.00	83%	984	82%
Victoria	1000	694.00	69%	726	73%
Victor School	150	13.00	9%	14	9%
Continuing Education	0	109.00		119	
Alt Ed (SJ Burnside)	275	204.00	74%	222	81%
Home Learner's Link	0	146.00		266	
<b>GRAND TOTAL</b>	<b>22,845</b>	<b>19,058.00</b>	<b>83%</b>	<b>19,538.00</b>	<b>86%</b>

\*Total capacity adjusted for schools with StrongStart Program (Nominal + Portables)

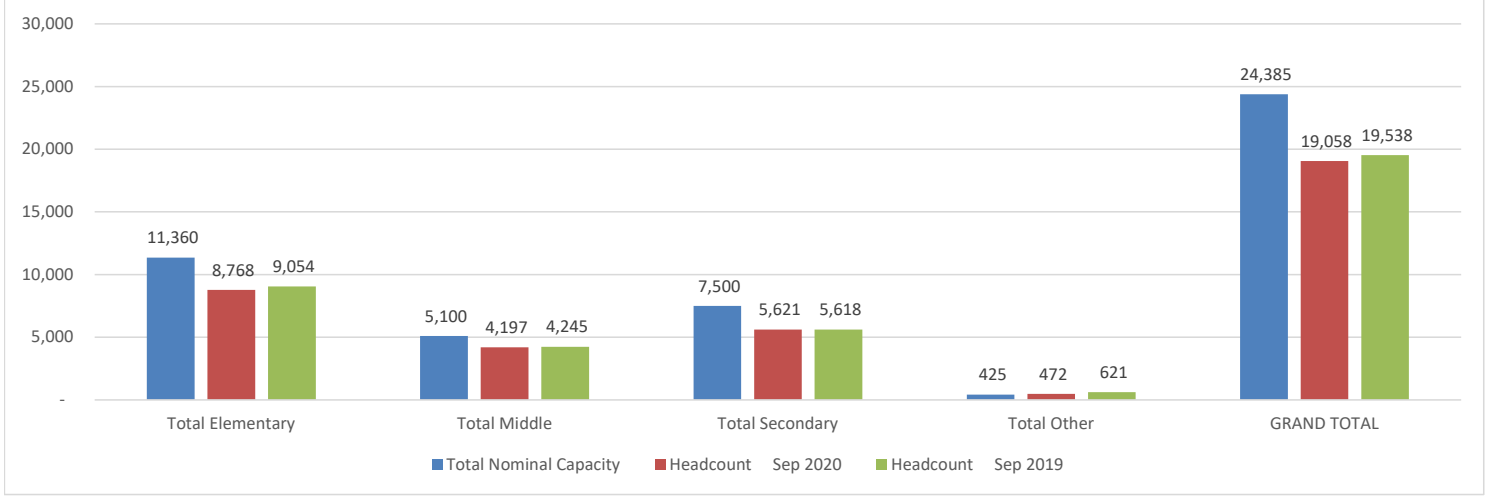
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Total Other	425	472	111%	621	146%
<b>GRAND TOTAL</b>	<b>22,845</b>	<b>19,058</b>	<b>83%</b>	<b>19,538</b>	<b>86%</b>



Functional Capacity Vs. Headcount



Functional Capacity Vs. Funded Enrolment - 2020 & 2019



## 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, Harold Caldwell, Associate Superintendent, Colin Robert, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Marne Jensen, Associate Director, Human Resource Services (exited meeting at 7:09 p.m.), Lisa McPhail, Communications and Community Engagement Manager, and Vicki Hanley, Recorder

The Board of Education discussed the following matters:

- Governance
- Land
- Legal
- Personnel