



**The Board of Education of School District No. 61 (Greater Victoria)  
Combined Education Policy and Directions Committee and  
Operations Policy and Planning Committee Meetings**

**AGENDA**

**VIA ZOOM**

Monday, March 7, 2022, 7:00 p.m.

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Chairperson: Trustee Leonard (Operations Policy), Trustee Ferris (Education Policy)

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**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 Combined Operations Policy and Planning and Education Policy and Directions Committee meeting agenda**

**Recommendation:**

That the March 7, 2022 Combined Education Policy and Directions Committee and Operations Policy and Planning meetings agenda be approved.

**A.3. Recognition of Student Representative**

Aditya Nagrath

**B. EDUCATION POLICY AND DIRECTIONS COMMITTEE MEETING**

**B.1. Approval of the Minutes**

That the February 7, 2022 Education Policy and Directions Committee meeting minutes be approved.

**B.2. Business Arising from Minutes**

**C. PRESENTATIONS TO THE COMMITTEE**

**STAFF PRESENTATIONS**

**C.1. K-5 Literacy Framework Update – District Vice-Principal Shortt, Vice-Principal Swan (Sundance Bank Elementary), Principal McCoy (Quadra Elementary), Principal Fawcett (Frank Hobbs Elementary) and District Principal Hovis.**

**C.2. District Team Updates – District Principal Hovis and District Vice-Principal Shortreed**

**D. NEW BUSINESS**

**E. NOTICE OF MOTION**

**F. GENERAL ANNOUNCEMENTS**

**G. OPERATIONS POLICY AND PLANNING COMMITTEE MEETING**

**G.1. Approval of the Minutes**

Recommendation:

That the February 14, 2022 Operations Policy and Planning Committee meeting minutes be approved.

**G.2. Business Arising from Minutes**

**H. PRESENTATIONS TO THE COMMITTEE**

**I. SUPERINTENDENT'S REPORT**

**I.1. Enrollment Update – Interim Deputy Superintendent Roberts**

**I.2. Administrative Regulations Manual and Administrative Procedures Manual - District Principal McCartney**

**J. PERSONNEL ITEMS**

**K. FINANCE AND LEGAL AFFAIRS**

**K.1. 2022-2023 Budget**

**K.2. Cedar Hill Middle School Replacement Project: Neighbourhood Learning Centre**

## **L. FACILITIES PLANNING**

### **L.1. Operations Update: March 2022**

### **L.2. Victoria High School Seismic Project Update**

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

## **N. NEW BUSINESS**

### **N.1. Trustee Whiteaker – Budget - Climate Action Committee**

#### **Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to create a process and guidelines for approval of the Committee expenditures and further provide the Board with a plan for the \$15,000.00 currently budgeted for the Climate Action Committee.

### **N.2. Trustee Whiteaker – Re-Affirm re Working Committee for Draft Compost and Waste Policy**

#### **Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) re-affirm its motion of June 2021 *“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to oversee the creation of a Working Committee and consultation process, as outlined in Bylaw 9210, to prepare a draft Compost and Waste policy proposal which is in alignment with our environmental values and goals.”*

### **N.3. Trustee Whiteaker – Petition the Minister of Education**

#### **Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) petition the Minister of Education for an order under Section 30 of the School Act, to reduce the number of Trustees for School District 61 from 9 to 7, to take effect in the upcoming election October 2022.

### **N.4. Trustee Duncan – Lansdowne South Proposed Land Disposal to VHS Report**

#### **Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) request that before considering 3rd reading of the bylaw and concluding a Purchase and Sale Agreement with VHS, the Superintendent provide for the Board's review, a report outlining the impacts including any future

costs and risks associated with the “custody, maintenance and safekeeping” of the residual SD61 lands, and how the VHS proposal achieves the objectives of the Bowker Creek Blueprint and the Daylighting Feasibility Study.

**O. NOTICE OF MOTION**

**P. GENERAL ANNOUNCEMENTS**

**Q. ADJOURNMENT**

Recommendation:  
That the meeting adjourn.

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



**The Board of Education of School District No. 61 (Greater Victoria)  
Education Policy and Directions Committee Meeting  
REGULAR MINUTES**

**Monday, February 7, 2022, 7:00 p.m.**

Trustees Present: Tom Ferris (Chair), Elaine Leonard, Angie Hentze, Nicole Duncan, Jordan Watters, Ryan Painter

Trustees Regrets: Diane McNally, Ann Whiteaker, Rob Paynter

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Angela Carmichael, President, VCPAC, Lena Palermo, Pro-D Chair, GVTA, Connor McCoy, President, VPVPA

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**A. COMMENCEMENT OF MEETING**

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

**A.1. Acknowledgement of Traditional Territories**

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

**A.2. Approval of the Agenda**

**Moved by** Trustee Duncan

That the February 7, 2022 agenda be approved.

**Motion Carried Unanimously**

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

**Moved by** Trustee Painter

That the January 10, 2022 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

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

None.

**B. PRESENTATIONS TO THE COMMITTEE**

**Community Presentations**

**B.1. Fortis Designing School Curriculum**

Dave Mills, from the Dogwood Society presented on the Fortis designed school curriculum in B.C. and spoke against the use of the curriculum in SD61 schools.

**B.2. Fortis Designing School Curriculum**

Dr. Lori Adamson presented on the Fortis designed curriculum, and spoke against the use of the curriculum.

**B.3. Fortis**

Isabella Miskiewicz a Grade 12 student attending Esquimalt High School presented on the Fortis curriculum, and stated that the student body does not want biased information in the curriculum.

Trustees provided thanks for the presentations and questions of clarification were asked. Staff will report back to the Board at a future meeting.

**C. NEW BUSINESS**

**C.1. Enhancing Student Learning**

District Principals Hovis, Powell, Renyard and District Vice-Principal Johnson presented on Enhancing Student Learning by providing an overview of systems and structures, networks and partnerships,

professional learning and student learning experiences. District Principals provided an overview of how professional learning for administrators aligns with the Strategic Plan and Framework for Enhancing Student Learning. District Vice-Principal Johnson placed high value on continuous relationship building with all of the partners and networks in the community.

Trustees provided thanks to the District Team for the fantastic presentation. Questions of clarification were asked.

**D. NOTICE OF MOTION**

None.

**E. GENERAL ANNOUNCEMENTS**

None.

**F. ADJOURNMENT**

**Moved by** Trustee Painter

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 8:07 p.m.

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Chair

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Secretary-Treasurer



# SD61 Literacy Framework



## Overarching Goals:

- To improve literacy outcomes for all learners.
- To address the inequity of outcomes for Indigenous learners, CYIC, and Students with Diverse Learning Needs in literacy.
- To increase collective efficacy through embedded school-team collaboration.
- To broaden knowledge of evidence-based instructional strategies.

# Comprehensive Literacy Framework

## Collaborative Components

District Team  
Alongside  
Principals and  
Vice-Principals

Early Literacy  
Collaboration  
Teachers

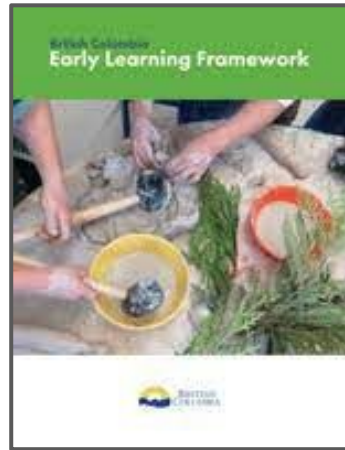
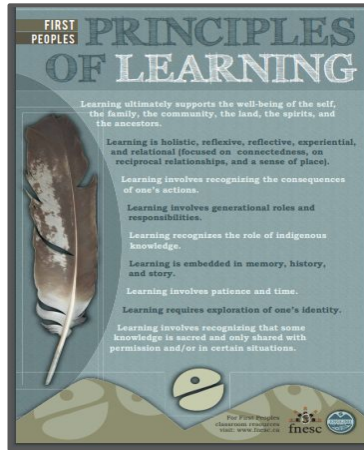
Literacy  
Collaboration  
Teams

New Career  
Teacher  
Professional  
Learning

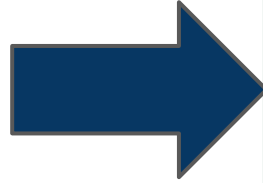
Early Years  
Literacy  
through Play

Reading  
Recovery &  
Lead Teacher  
Consortium  
Supports

## Literacy Focused Webinars



# Building Capacity

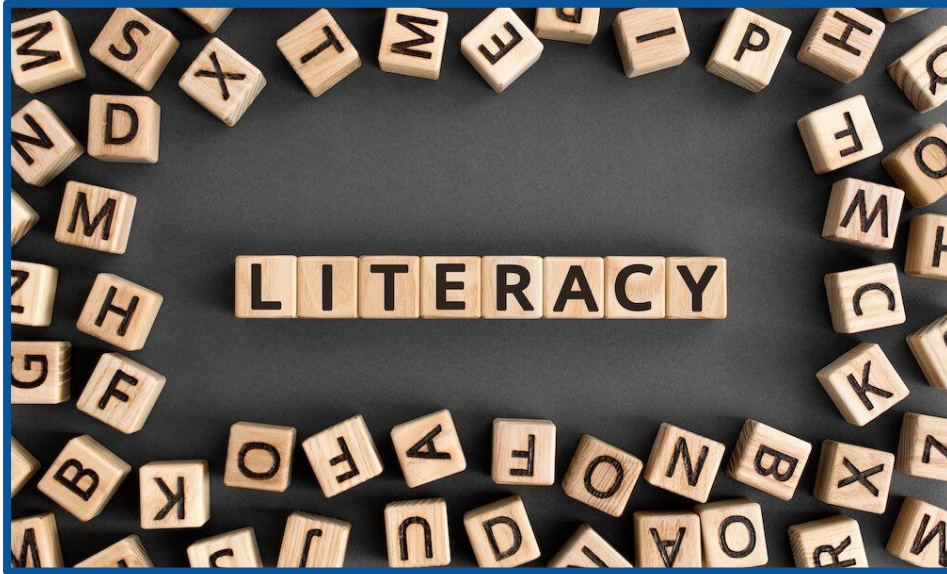


# Collaboration





# Stories from Schools

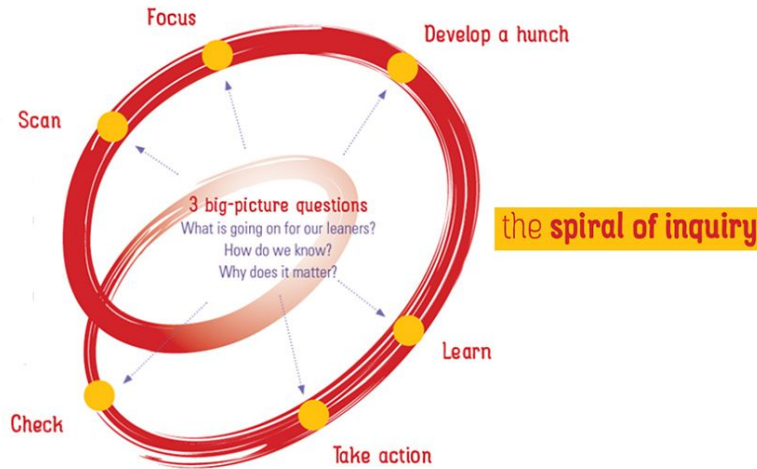


# Early Literacy Collaboration Teachers



# Literacy Collaboration Teams

## Collaborating for Student Success in Literacy at Frank Hobbs Elementary

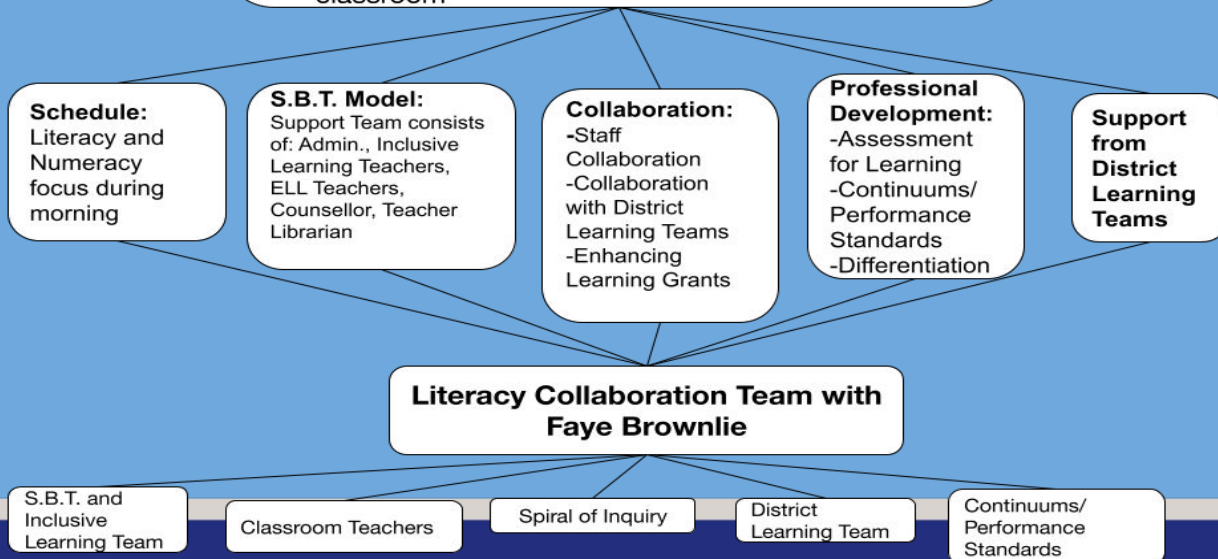




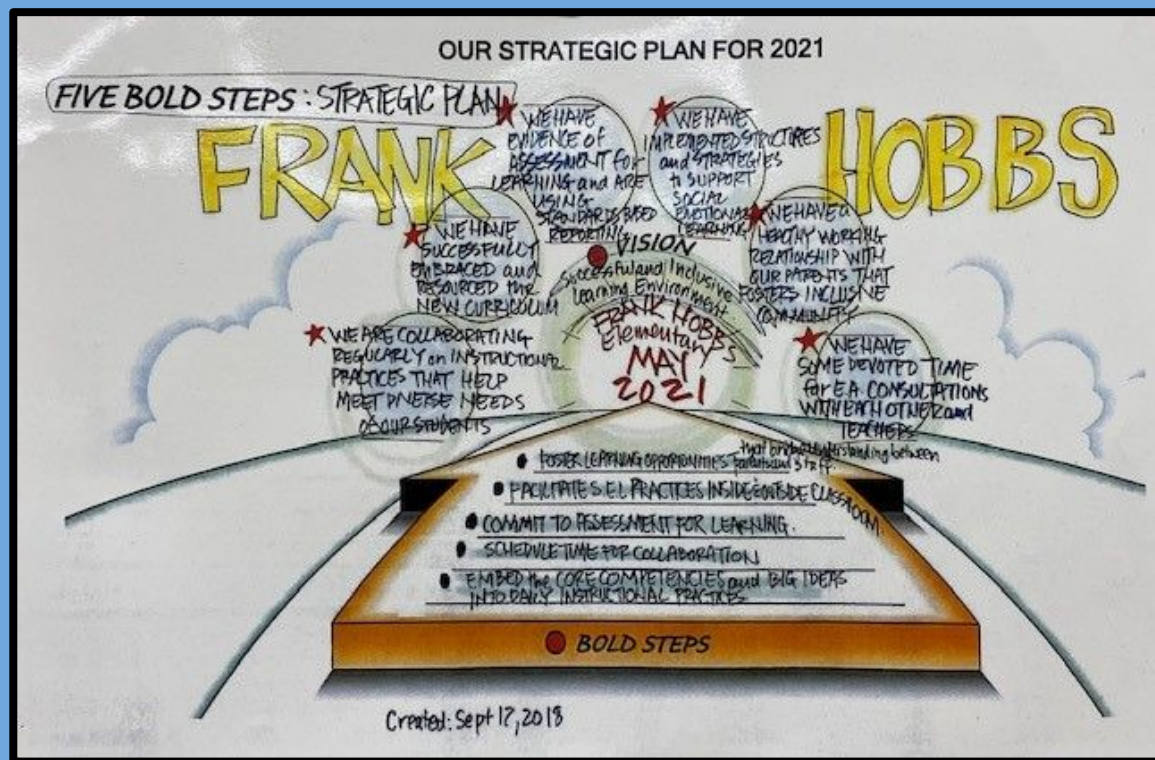
# Literacy Collaboration Teams

## Frank Hobbs Bold Steps:

- Foster Learning Opportunities
- Commit to Assessment for Learning
- Schedule time for Collaboration
- Embed competencies and Big Ideas into daily instructional practices
- Facilitate S.E.L. practices inside and outside of classroom



# Literacy Collaboration Teams



# Literacy Collaboration Teams



**Story Studio**  
**Workshop in the**  
**LLC: Loose Parts,**  
**A/B Partner Talk,**  
**Scaffolding, Oral**  
**Storytelling,**  
**Vocabulary**  
**Development,**  
**Labelling, Writing**  
**Process**



# Literacy Collaboration Teams

## Lesson Sequence:

- Read Aloud: A World of Kindness
- What is Kindness: Vocabulary Development; How does kindness feel, taste, smell, look, and sound
- Picture Talk: Where do you see Kindness?
- Accessing Prior Knowledge: A time when you were kind? A time when someone was kind to you Discussion A/B Partner Talk
- Teacher Modelling: Loose parts, oral storytelling, A/B Partner talk using Coaching Cards
- Vocabulary development
- PWIM- Label pictures using Coaching Cards and A/B Partners
- Graphic Organizers
- A/B Partner talk: oral sentences using vocabulary from PWIM
- Begin written sentences
- Revise: Modelling, A/B Partners
- Editing: Modelling
- Final copy: voice to text, hand written, oral story using iPad apps such as Chatter Kid Pix
- Share outs



# Literacy Collaboration Teams



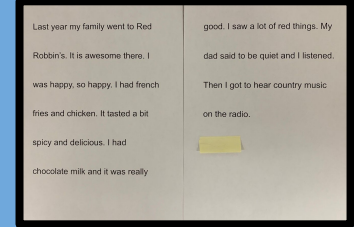
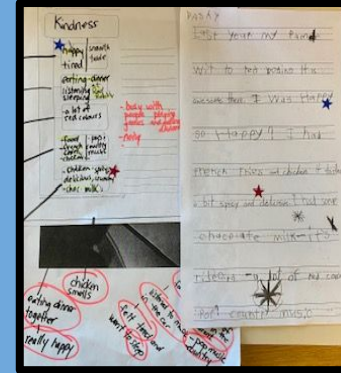
## Story Studio with Loose Parts and Partner Talk



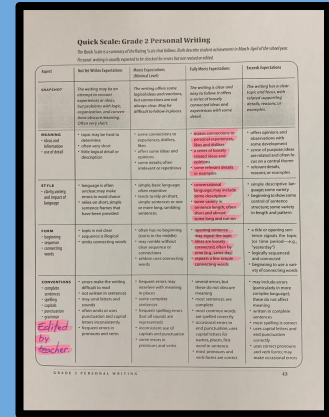
# Literacy Collaboration Teams

## Seb: Grade 2 Student

Seb's first attempt at writing letter to his teacher about kindness left him feeling frustrated.



Seb's final story after scaffolding



Next class, Seb used the loose parts from the Story Studio workshop to retell and make connections.



# Literacy Collaboration Teams



***“My students, in Grade 1 and 2 at Frank Hobbs, were all able to write at much higher level with an abundance of detail after our collaborative sessions with our teacher-librarian. We had funding to collaborate and brainstorm with Faye Brownlie and teachers across our district, as well as within our school. My students benefited greatly from the strategies we relearned, tweaked, and employed with them. These strategies included scaffolding from partner talk, using coaching cards, loose parts in Story Studio sessions in the library, and labelling the pictures of their creatures on printed images. All of these strategies supported student learning and will be used over the rest of the year and incorporated in my practice.”***

***~ Julie Chant (Grade 1-2 Teacher)***

# Literacy Collaboration Teams



*"Collaborating with the teacher librarian on literacy using the Story Studio was beneficial in two main ways. First, it proved to be invaluable in terms of helping my students create the vocabulary they needed before being asked to write a story. Secondly, I now look at all of my lessons from a more visual perspective. It is so important to link pictures, hands-on materials, and concepts to the written vocabulary. The Story Studio provided the scaffolding needed for all of the students to be successful in their writing. Using the performance scale, I can accurately measure and document the growth in their writing over the year."*

~ Jason Walasek - Grade 2 Teacher



*"The student conferencing used in story studio was a valuable experience for both the students and the teacher. The students were able to receive specific feedback that reflected their individual learning needs, provided an opportunity for students to ask questions, reflect on their writing and gain clarity on what their next steps are with their writing.*

*The student conferences were a great tool for monitoring student learning and allowed for the teacher(s) to guide any future instructions based on observations from the student conferences."*

~ Clarissa Kucher - Grade 2/3 Student Teacher



# Frank Hobbs: Literacy Collaboration Team



*The literacy collaboration time allows me, as the Principal, to participate side by side with teachers and students in a rich professional development model that follows the spiral of inquiry and aligns with both our school and district strategic plan. We participate in sessions with Faye Brownlie, co-plan as a team, co-teach in the authentic immediacy of a classroom and then gather to reflect on what is making a difference for our students and then meet again to plan for next steps.*

~ Ingrid Fawcett - Principal



*“Having the time and opportunity to collaborate with classroom teachers, inclusive learning team, and admin have allowed our team to build our practices to support all students in an engaging, purposeful, and authentic way. The structure of our day at Frank Hobbs allows me to work in a variety of classrooms, focusing on our Bold Steps and school goals.”*

~ Natalie McIlmoyle - Teacher Librarian

# Early Career Teacher Literacy Series



Multiple Pathways...



differentiation

Children are capable in their uniqueness, and full of potential.

# Early Career Teacher Literacy Series



- Building a network of collaboration and support
- Relationships & learning
- The importance of story & talk
- Literacy lesson sequences (why & how)
- Assessment to inform practice



# Literacy Foundations Through Play



Inspire



Create



Share



# District Team K-5 Literacy – 2022-23

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## EXPENSES:

Reading Recovery Consortium Fee (3 RR Schools for 2022-23)	74
Early Literacy Collaboration Teachers (including funding for Craigflower & Tillicum)	346
Literacy Collaboration Series & Funds to Schools	112
Oral Language Supports & Resources	10
New Teachers Literacy Series	<u>34</u>
	<u>576</u> (2022-23 Request)
<b>TOTAL:</b>	\$ <u>613</u> (2021-22 Allocation)
	<u>37</u> (Literacy savings)

# Thank you for your time!





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Phone (250) 475-4157 Fax (250) 475-4238

## **MEMO**

From: District Principal Hovis and District Vice-Principal Shortreed

To: Education Policy and Directions Committee Meeting

Date: March 7, 2022

RE: Update – Fortis BC Curriculum and Teacher Librarians

### **Update:**

At the February 7<sup>th</sup> Education Policy and Directions Committee Meeting, a presentation was made on the Fortis Designing School Curriculum. The Board requested further information on how this curriculum was being used in Greater Victoria schools.

From information gathered, three elementary schools noted several members of staff who were using the Fortis Designing School Curriculum.

- One school noted a teacher had used only some elements of the curriculum.
- Two teachers used some of the resources, which are translated into French, to supplement the learning taking place in their classrooms.
- The final school noted a teacher had used the energy savings portion of the Fortis curriculum.

At the February 14<sup>th</sup> Operations Policy and Planning Committee Meeting, School District No. 61 Teacher Librarian Travis Richey presented on Equitable and Reliable Funding for school libraries. The Board requested that the District Team meet with teacher libraries to continue ongoing work and collaboration for possible next steps.

- On Friday, Feb 25<sup>th</sup> Senior Leadership, two school principals, three teacher librarians, and two district team members met as a working group.
- A second working group is meeting on March 8<sup>th</sup> to take steps towards building The Guiding Principles for Supporting School Libraries Document.



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

Monday, February 14, 2022, 7:00 p.m.

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Trustees Present: Elaine Leonard (Chair), Tom Ferris, Angie Hentze, Nicole Duncan, Jordan Watters, Ryan Painter, Ann Whiteaker

Trustees Sanctioned: Diane McNally, Rob Paynter

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director of Facilities Services, Marni Vistisen-Harwood, Associate Director Facilities Services, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Angela Carmichael, President, VCPAC, Connor McCoy, President, VPVPA, Jane Massy, President, CUPE 947

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**A. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:02 p.m.

**A.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.

**A.2. Approval of the Agenda**



**Moved By** Trustee Painter

That the February 14, 2022 agenda be approved with the following amendments:

Add - H.1. Bowker Creek/Proposed SD61 Lansdowne Middle School, South Campus Land Disposal Questions.

**Motion Carried Unanimously**

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

**Moved By** Trustee Painter

That the January 17, 2022 Operations Policy and Planning Committee meeting minutes be approved.

**Motion Carried Unanimously**

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

Trustee Whiteaker recommended a motion referring to agenda item C.1. Climate Action Plan to be placed under New Business in the March 7, 2022 combined Operations Policy and Planning and Education Policy and Directions Committee Meeting.

Trustee Leonard stated that all questions concerning the Burnside Audit Reports Phase 1 and 2 and District \$2.6million Contribution to Vic High are posted on the District website under "For the Record".

**B. PRESENTATIONS TO THE COMMITTEE**

- B.1.** Kyle Armstrong, Restoration Coordinator from the Peninsula Streams Society presented on building community capacity for stormwater with green infrastructure.

Trustees provided thanks for the presentation and questions of clarification were asked.

- B.2.** Jody Watson, Supervisor CRD Environmental Stewardship and Initiatives presented on the proposed SD61 Lansdowne Middle School, South Campus land disposal.

Trustees provided thanks for the presentation and questions of clarification were asked.

- B.3.** Travis Richey presented a Teacher-Librarian Policy Proposal. Trustees provided thanks for the presentation and questions of clarification were asked.

## **C. SUPERINTENDENT'S REPORT**

- C.1** Interim Superintendent Whitten and District Principal McCartney provided an update on the current process to update the Administrative Regulations and Administrative Procedures manuals.

### **C.2. 2022-2023 Calendar**

Associate Superintendent Roberts presented the 2022/2023 School Calendar to be made public for consultation and feedback.

**Moved by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2022/2023 school calendar on the School District's website for a period of one month:

2022/2023 School Calendar\*

School Opening	September 6, 2022
First non-instructional day	September 23, 2022
National Day for Truth and Reconciliation	September 30, 2022
Thanksgiving	October 10, 2022
Second non-instructional day	October 21, 2022 (Province wide)
Remembrance Day	November 11, 2022
Third non-instructional day	November 14, 2022
Schools close for Winter vacation	December 19, 2022
Schools re-open after Winter vacation	January 3, 2023
Fourth non-instructional day	February 17, 2023
Family Day	February 20, 2023
Schools close for Spring vacation	March 20, 2023
Schools re-open after Spring vacation	April 3, 2023
Good Friday	April 7, 2023
Easter Monday	April 10, 2023
Fifth non-instructional day	May 19, 2023

Victoria Day

May 22, 2023

Administrative Day and School Closing

June 30, 2023

- Sixth non-instructional day to be chosen by each school

**Motion Carried Unanimously**

## **D. PERSONNEL ITEMS**

None.

## **E. FINANCE AND LEGAL AFFAIRS**

### **E.1. Monthly Financial Report**

Secretary-Treasurer Morris presented the January 2022 financial report. The District has 50% remaining in the budget for ten month line items and 42% left in twelve month line items. In revenue 44% remaining to collect and in expenses 50% remaining to spend. The Secretary-Treasurer noted budget numbers are reflecting the amended budget, not preliminary as previous month.

Secretary-Treasurer Morris provided a response to a question from the January 17, 2022 Operations Policy and Planning Committee Meeting to do with international student agent fees. International student agent fees are lower when students have longer terms in the District and higher when students have shorter terms in the District. In 2021-2022 the District had more short term and one year duration students.

### **E.2. 2022-2023 Budget**

Secretary-Treasurer Morris provided an update on the 2022-2023 budget. The Budget Advisory Committee met for a third time February 8, 2022. February 22, 2022 we will be looking at ways to balance the budget. Three year enrollment projections will be submitted to the Ministry this week.

### **E.3. Policy**

#### **i. Policy XXXX: Whistleblower**

Secretary-Treasurer Morris provided an update on the Draft Whistleblower policy. Three versions were provided for reference:

Appendix A - The version that was discussed at the December 6, 2022 Operations Policy and Planning Committee.

Appendix B - The version that was received from Trustees Duncan and Leonard.

Appendix C - The version containing BCPSEA template wording.  
Trustees agreed by consensus to work from Appendix C, the BCPSEA template and submit a new proposal at the February 28, 2022 Board Meeting or the March 7, Combined Operations Policy and Planning and Education Policy and Directions Committee meeting.

Questions of clarification were asked.

## **F. FACILITIES PLANNING**

Trustee Leonard stated that all questions concerning the Burnside Audit Reports Phase 1 and 2 and District \$2.6million Contribution to Vic High are posted on the District website under "For the Record".

### **F.1. Victoria High School Seismic Project Update 14**

Associate Director of Facilities Services Vistisen-Harwood provided an update on the Victoria High School Seismic project. The project is on schedule and within budget.

Questions of clarification were asked.

### **F.2. Operations Update - February 2022**

Director of Facilities Morris presented the operations update for February 2022. Distribution of employee rapid tests to all District schools and surrounding private schools was completed. Electric buses are now on the assembly line being built.

Trustees provided thanks for the presentation and questions of clarification were asked.

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

None.

## **H. NEW BUSINESS**

### **H.1. Bowker Creek/Proposed SD61 Lansdowne Middle School, South Campus Land Disposal Questions.**

Trustee Whiteaker and Community members asked questions of clarification.

Questions asked will be placed in Correspondence for the Board meeting on February 28, 2022.

## **I. NOTICE OF MOTION**

Trustee Whiteaker advised she would be providing the motion *“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent create a process and guidelines for approval of committee expenditures and further provide the Board with a plan for the \$15,000 currently budgeted for the climate action committee.”* to the March 7, 2022 Combined Operations Policy and Planning and Education Policy and Directions Committee Meeting.

Trustee Whiteaker advised she would be providing the motion *“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent instruct staff to cease “daily media monitoring” reports; and further that a bi-monthly highlights of on goings in our district be created in its place.”* to the March 7, 2022 Combined Operations Policy and Planning and Education Policy and Directions Committee Meeting.

Trustee Whiteaker advised she would be providing the motion *“That the Board of Education of School District No. 61 (Greater Victoria) instruct the superintendent to review the current process used to create “Board Highlights” posted on the web to ensure a complete representation of board decisions made.”* to the February 28, 2022 Board meeting.

Trustee Whiteaker advised that the Board of Education re-affirm its motion of June 2021 *“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to oversee the creation of working committee and consultation process as outlined in bylaw 9210 to prepare a draft compost and waste policy proposal which is in alignment with our environmental goals.”* to the February 28, 2022 Board meeting.

**J. GENERAL ANNOUNCEMENTS**

None.

**K. ADJOURNMENT**

The meeting adjourned at 10:30 p.m.

**Moved by** Trustee Watters

That the meeting adjourn.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer

# Office of the Associate Superintendent

*Colin Roberts – Associate Superintendent*

**To: Operations Policy and Planning Committee of the Whole**

**From: Colin Roberts**

**Date: March 7, 2022**

**RE: Enrollment Update**

The table on the following page provides information that may be useful in assessing District enrollment trends for the 2022-23 school-year.

When reviewing the information please note the following:

- The asterisk indicates which schools are dual track.
- The enrollment counts do not reflect the exact September 2022 enrolments anticipated. Factors such as student migration between now and the beginning of the 2022-23 school-year and further student transfers that might occur, will result in some changes to these numbers for several schools.
- The total number of Kindergarten students registered for 2022-23 is anticipated to increase by approximately 60 students between now and September 2022.
- Comparing the “K Enrollment at Feb 2022” against the “Outgoing Grade 5’s in 2022” provides insight into whether an increase or decrease in overall school population can be anticipated for the 2022-23 school-year.
- The rapid enrollment growth that was being experienced in some schools over the period 2015-2019 has been arrested, enabling schools to accommodate their in-catchment populations.

The projection for the total District student enrollment for the 2022-23 school year is for the population to remain constant when compared to the current academic year.

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

### Elementary Enrollment Summary

ELEMENTARY SCHOOL	FUNCTIONAL CAPACITY	K ENROLLMENT at FEB 2021	K ENROLLMENT at FEB 2022	OUTGOING GRADE 5's 2022
Braefoot Elementary	309	31	27	49
Campus View Elementary *	464	68	61	73
Cloverdale Elementary	332	45	49	55
Craigflower	219	25	27	19
Doncaster Elementary *	438	67	70	83
Eagle View Elementary	283	39	55	49
Frank Hobbs Elementary	351	31	38	41
George Jay *	531	63	60	61
Hillcrest Elementary	373	50	39	55
James Bay	196	29	27	27
Lakehill Elementary	324	33	25	30
Macaulay *	483	84	87	85
Margaret Jenkins *	487	74	61	86
Marigold Elementary *	283	52	35	57
McKenzie Elementary	309	46	43	35
Northridge Elementary	286	29	42	36
Oaklands	487	67	69	81
Quadra *	505	74	71	46
Rogers Elementary	332	37	33	41
Sir James Douglas *	460	86	58	75
South Park	196	17	19	26
Strawberry Vale Elementary	309	30	35	44
Sundance-Bank Elementary	109	17	16	
Tillicum Elementary	396	66	60	64
Torquay Elementary	327	41	43	60
Victoria West Elementary	332	62	39	47
View Royal Elementary	399	38	44	47
Willows *	569	69	68	120

<b>TOTALS</b>	Combined Education Policy and Directions Committee and Operations Policy and Planning Committee Meeting March 7, 2022	1370	1301	1492
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**TO: The Board of Education**

**FROM: Deb Whitten, Interim Superintendent of Schools and Sean McCartney, District Principal**

**RE: Administrative Regulations**

**DATE: March 7, 2022**

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**Update:**

This is an information item to provide another update related to Administrative Regulations. Attached in the packup is a list of the Administrative Regulations to be Updated, organized under the existing Policy numbering structure.

Also attached are updated regulations from section 4000 – Personnel. These updated Administrative Regulations reflect current operations and will replace existing Regulations published on the District website.

In addition and as requested, an example of a completed Administrative Procedure is attached. The completed package of Administrative Procedures will be shared later this spring, prior to being available and searchable on the District website.

**Appendix A: Revised Administrative Regulations in section 4000.**

**Appendix B: Sample Administrative Procedure – Inclement Weather**

*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.*



## Appendix A: Revised Administrative Regulations in section 4000

*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



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## **REGULATION 4112.2**

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### **TEACHING PERSONNEL - DOCUMENTATION**

#### **1. MINISTRY OF EDUCATION FORMS**

Teachers will complete, each year, approved forms required by the Ministry of Education (e.g. Form J and Form I). As these forms are used by the Ministry to make statistical summaries, it is important that they be filled out accurately.

When a teacher changes their name as a result of a change of marital status or by some other legal process, Form JS must be completed and forwarded to the Administrative Centre. Instructions on the form indicate whether pertinent legal documents need to be attached.

#### **2. CHANGES IN CLASSIFICATION (CERTIFICATE AND/OR CATEGORY)**

When a teacher gains additional qualifications which result in improved classification, they must submit to the Administration office a copy of the new certificate or category card received, so that salary may be adjusted. The current salary agreement must be adhered to in respect to deadlines for submission.

It is to the teacher's advantage to submit to the Administration office, for inclusion in their file, evidence of additional course work successfully completed after appointment.

#### **3. PERSONNEL FILES**

Each teacher has the legal right to examine at any time their own personnel file, which is retained in the Administration office. Principals, may upon request, examine individual teachers' files, but no unauthorized person may have access to a teacher's file without the express permission of the teacher concerned.

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*Greater Victoria School District*

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Approved: February 1979

Revised: March 2019

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## TEACHING PERSONNEL – DOCUMENTATION

### CHANGES IN NAME / ADDRESS FORM

When a teacher changes their name as a result of a change of marital status or by some other legal process, Name/Address Change form must be completed and forwarded to the Human Resources Services Department. Instructions on the form indicate whether pertinent legal documents need to be attached.

### CHANGES IN CLASSIFICATION (CERTIFICATE AND/OR CATEGORY)

When a teacher gains additional qualifications which result in improved classification, they must submit to Human Resources Services a copy of the new certificate or category card received, so that salary may be adjusted.

The current salary agreement must be adhered to in respect to deadlines for submission. It is to the teacher's advantage to submit to Human Resources Services, using the "Teacher Review Request" forms, evidence of additional course work successfully completed after appointment to ensure that the record of their qualifications are kept current.

### PERSONNEL FILES

Each teacher has the legal right to examine at any time their own personnel file, which is retained in the Human Resources Services Department. Administrative/Board officials, may examine individual teacher files, but no unauthorized person may have access to a teacher's file without the express permission of the teacher concerned.

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Reference: (TBD)

Adopted: (TBD)

Revised: (TBD)



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

## **POLICY 4114**

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### **CRIMINAL RECORDS REVIEW**

The Criminal Records Review Act requires that criminal records reviews be conducted on all existing and new employees and persons contracted to provide services, who work with students or have the potential to work with students.

The Greater Victoria School District considers all of its employees and persons contracted to provide specified services to be in positions of trust with regard to the safety and security of students. To comply with the Act, all persons in the employ of the District on or after January 1, 1996 shall undergo a criminal record check as a condition of employment. The requirement to undergo a criminal records review shall be met by the processes established in the regulation.

*Greater Victoria School District*

Adopted: January 22, 1996

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## **REGULATION 4114**

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### **CRIMINAL RECORDS REVIEW**

1. The requirements of the Criminal Records Review Act and Board Policy will be met as follows:
  - a) The B.C. College of Teachers will conduct criminal record reviews for all current and future employees who possess a teaching certificate. The College will notify the school district by double registered mail of the names of any member identified as posing a risk to children.
  - b) The Human Resource Services Department will conduct criminal records reviews for **ALL** other employees, and for persons engaged in service contracts where the nature of the service contract will require working with children directly or having or potentially having unsupervised access to children.
2. It is a condition of employment, and continuing employment, and a condition of contracted services (as per B above), to comply with the requirement to undergo a criminal record review and to meet the requirements of the Criminal Records Review Act.

#### **NEW EMPLOYEES (OTHER THAN CERTIFIED TEACHERS)**

3. When an individual is offered employment they shall be advised that the offer is conditional upon the result of the criminal record review. A new employee may commence work if they have signed and submitted a criminal record check authorization to Human Resource Services. If the individual is found through the review process to be a risk to children the offer of employment is cancelled.

#### **CURRENT EMPLOYEES (AS AT JANUARY 1, 1996)**

4. a) A current employee will sign a criminal record check authorization as a condition of continuing employment. If a current employee is declared through the review process to be a risk to children the current employee will no longer meet the qualifications for employment with the School District and employment will be terminated.
- b) If an employee is charged with or convicted of a relevant offence (see Schedule 1) subsequent to a criminal record check, the employee must within seven (7) days report in writing the charge or conviction to the Human Resource Services Department, and provide the Human Resource Services Department with a signed criminal record check authorization. If the employee is a certified teacher the teacher shall report the charge or conviction and provide a signed criminal record check authorization directly to the British Columbia College of Teachers.

*Greater Victoria School District*

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Adopted: January 22, 1996



## **Excerpted from the *Criminal Records Review Act***

### **SCHEDULE 1**

(Section 1, definition of “relevant offences”)

### **RELEVANT OFFENCES**

1. The following sections of the Criminal Code (Canada) are designated as relevant offences:

- section 151: (Sexual Interference);
- section 152: (Invitation to Sexual Touching);
- section 153: (Sexual Exploitation);
- section 155: (Incest);
- section 159: (Anal Intercourse);
- section 160: (Bestiality);
- section 161: (Order of Prohibition);
- section 163.1: (Child Pornography);
- section 170: (Parent or Guardian Procuring Sexual Activity);
- section 171: (Householder Permitting Sexual Activity);
- section 172: (Corrupting Children);
- section 173 (1): (Indecent Acts);
- section 173 (2): (Exposure);
- section 177: (Trespassing at Night);
- section 179: (Vagrancy);
- section 212 (1): (Procuring a Person for the Purposes of Prostitution);
- section 212 (2): (Living Off Avails of Child Prostitution);
- section 212 (4): (Attempting to Obtain the Sexual Services of a Child);
- section 215: (Duties of Persons to Provide Necessities);
- section 218: (Abandoning Child);
- section 220: (Causing Death by Criminal Negligence);
- section 221: (Causing Bodily Harm by Criminal Negligence);
- section 229: (Murder)
- section 235: (Punishment for Murder);
- section 236: (Punishment for Manslaughter);
- section 237: (Punishment for Infanticide);
- section 238: (Killing Unborn Child in Act of Birth);
- section 239: (Attempt to Commit Murder);
- section 240: (Accessory after Fact to Murder);
- section 242: (Neglect to Obtain Assistance in Child Birth);
- section 243: (Concealing Body of Child);
- section 244: (Causing Bodily Harm with Intent);
- section 245: (Administering Noxious Thing);
- section 246: (Overcoming Resistance to Commission of Offence);
- section 264: (Criminal Harassment);
- section 264.1: (Uttering Threats);
- section 266: (Assault)

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section 267: (Assault with a Weapon or Causing Bodily Harm);  
section 268: (Aggravated Assault);  
section 269: (Unlawfully Causing Bodily Harm);  
section 271: (Sexual Assault);  
section 272: (Sexual Assault with A weapon, Threats to a Third Party or  
Causing Bodily Harm)  
section 273: (Aggravated Sexual Assault);  
section 273.3: (Removal of Child from Canada);  
section 279: (Kidnapping/Forcible Confinement);  
section 279.1: (Hostage Taking);  
section 280: (Abduction of Person under Sixteen);  
section 281: (Abduction of Person under Fourteen);  
section 282: (Abduction in Contravention of Custody Order);  
section 283: (Abduction);  
section 372: (False Messages/Indecent Telephone Calls/Harassing  
Telephone Calls);  
section 810: (Where Injury or Damage Feared);  
section 810.1: (Where Fear of Sexual Offence);

2. The following sections of the *Food and Drugs Act* (Canada) are designated as relevant offences:
  - section 39: (Trafficking in Controlled Drug);
  - section 48: (Trafficking in Restricted Drug).
3. The following section of the *Narcotic Control Act* (Canada) is designated as a relevant offence:
  - section 4: (Trafficking).

## CRIMINAL RECORDS REVIEW

### BACKGROUND

The Criminal Records Review Act requires that criminal record reviews be conducted on all existing and new employees and persons contracted to provide services, who work with students or have the potential to work with students.

The Greater Victoria School District considers all of its employees and persons contracted to provide specified services to be in positions of trust with regard to the safety and security of students. To comply with the Act, all persons in the employ of the District on or after January 1, 1996 shall undergo a criminal record check as a condition of employment. The requirement to undergo a criminal records review shall be met by the processes established in the regulation.

### PROCEDURES

1. The requirements of the Criminal Records Review Act and Board Policy will be met as follows:
  - 1.1. The College of Teachers will conduct criminal record reviews for all current and future employees who possess a teaching certificate. The College will notify the school district by double registered mail of the names of any member identified as posing a risk to children.
  - 1.2. The Human Resource Services Department will conduct criminal records reviews for ALL other employees, and for persons engaged in service contracts where the nature of the service contract will require working with children directly or having or potentially having unsupervised access to children.
2. It is a condition of employment, and continuing employment, and a condition of contracted services (as per B above), to comply with the requirement to undergo a criminal record review and to meet the requirements of the Criminal Records Review Act.

### NEW EMPLOYEES (OTHER THAN CERTIFIED TEACHERS)

3. When an individual is offered employment they shall be advised that the offer is conditional upon the result of the criminal record review. A new employee may commence work if they have signed and submitted a criminal record check authorization to Human Resource Services. If the individual is found through the review process to be a risk to children the offer of employment is cancelled.

### CURRENT EMPLOYEES (AS AT JANUARY 1, 1996)

4. A current employee will sign a criminal record check authorization as a condition of continuing employment. If a current employee is declared through the review process to be a risk to children the current employee will no longer meet the qualifications for employment with the School District and employment will be terminated.

5. If an employee is charged with or convicted of a relevant offence (see Schedule 1) subsequent to a criminal record check, the employee must within seven (7) days report in writing the charge or conviction to the Human Resource Services Department, and provide the Human Resource Services Department with a signed criminal record check authorization. If the employee is a certified teacher the teacher shall report the charge or conviction and provide a signed criminal record check authorization directly to the British Columbia College of Teachers.

Excerpted from the Criminal Records Review Act

## SCHEDULE 1

(Section 1, definition of “relevant offences”)

### RELEVANT OFFENCES

6. The following sections of the Criminal Code (Canada) are designated as relevant offences:
  - 1.1. section 151: (Sexual Interference);
  - 1.2. section 152: (Invitation to Sexual Touching);
  - 1.3. section 153: (Sexual Exploitation);
  - 1.4. section 155: (Incest);
  - 1.5. section 159: (Anal Intercourse);
  - 1.6. section 160: (Bestiality);
  - 1.7. section 161: (Order of Prohibition);
  - 1.8. section 163.1: (Child Pornography);
  - 1.9. section 170: (Parent or Guardian Procuring Sexual Activity);
  - 1.10. section 171: (Householder Permitting Sexual Activity);
  - 1.11. section 172: (Corrupting Children);
  - 1.12. section 173 (1): (Indecent Acts);
  - 1.13. section 173 (2): (Exposure);
  - 1.14. section 177: (Trespassing at Night);
  - 1.15. section 179: (Vagrancy);
  - 1.16. section 212 (1): (Procuring a Person for the Purposes of Prostitution);
  - 1.17. section 212 (2): (Living Off Avails of Child Prostitution);
  - 1.18. section 212 (4): (Attempting to Obtain the Sexual Services of a Child);
  - 1.19. section 215: (Duties of Persons to Provide Necessities);
  - 1.20. section 218: (Abandoning Child);
  - 1.21. section 220: (Causing Death by Criminal Negligence);
  - 1.22. section 221: (Causing Bodily Harm by Criminal Negligence);
  - 1.23. section 229: (Murder)
  - 1.24. section 235: (Punishment for Murder);
  - 1.25. section 236: (Punishment for Manslaughter);
  - 1.26. section 237: (Punishment for Infanticide);
  - 1.27. section 238: (Killing Unborn Child in Act of Birth);
  - 1.28. section 239: (Attempt to Commit Murder);
  - 1.29. section 240: (Accessory after Fact to Murder);
  - 1.30. section 242: (Neglect to Obtain Assistance in Child Birth);
  - 1.31. section 243: (Concealing Body of Child);
  - 1.32. section 244: (Causing Bodily Harm with Intent);

- 1.33. section 245: (Administering Noxious Thing);
- 1.34. section 246: (Overcoming Resistance to Commission of Offence);
- 1.35. section 264: (Criminal Harassment);
- 1.36. section 264.1: (Uttering Threats);
- 1.37. section 266: (Assault);
- 1.38. section 267: (Assault with a Weapon or Causing Bodily Harm);
- 1.39. section 268: (Aggravated Assault);
- 1.40. section 269: (Unlawfully Causing Bodily Harm);
- 1.41. section 271: (Sexual Assault);
- 1.42. section 272: (Sexual Assault with A weapon, Threats to a Third Party or Causing Bodily Harm);
- 1.43. section 273: (Aggravated Sexual Assault); section 273.3: (Removal of Child from Canada);
- 1.44. section 279: (Kidnapping/Forcible Confinement);
- 1.45. section 279.1: (Hostage Taking);
- 1.46. section 280: (Abduction of Person under Sixteen);
- 1.47. section 281: (Abduction of Person under Fourteen);
- 1.48. section 282: (Abduction in Contravention of Custody Order);
- 1.49. section 283: (Abduction);
- 1.50. section 372: (False Messages/Indecent Telephone Calls/Harassing Telephone Calls);
- 1.51. section 810: (Where Injury or Damage Feared);
- 1.52. section 810.1: (Where Fear of Sexual Offence);

- 7. The following sections of the Food and Drugs Act (Canada) are designated as relevant offences:
  - 7.1. section 39: (Trafficking in Controlled Drug);
  - 7.2. section 48: (Trafficking in Restricted Drug).
- 8. The following section of the *Narcotic Control Act* (Canada) is designated as a relevant offence:
  - 8.1. section 4: (Trafficking).

Reference: (TBD)

Adopted: (TBD)

Revised: (TBD)

## **REGULATION 4115.1**

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### **TEACHER EXCHANGES (Within School District #61)**

A teacher desiring an exchange position with a teacher in another school within the Greater Victoria School District should submit a written request to that effect to the Assistant Superintendent of Schools (Administration), stating the reasons for the request.

In the first instance, an exchange will be for a maximum period of one school year, with a possible extension for a further year, if the principals and teachers involved are in agreement.

Requests for exchange should reach the School Board office not later than the last school day before the Spring Break.

The teacher should ask their school principal to sign the request, or to attach to the request a letter supporting the teacher's request.

If both principals agree that there is a sound educational reason for the exchange, the Assistant Superintendent of Schools (Administration) will consider the request, and will inform both teachers and principals simultaneously when the exchange has been approved.

At the end of the agreed period of the exchange, both teachers will normally be expected to return to their original schools. Where changes in organization make this return impractical, the Assistant Superintendent of Schools (Administration) will, in consultation with the teacher, explore alternatives.

In accordance with Section 9 (e) and 9 (f) of the Public Schools Act, the Superintendent of Schools reserves the right to assign or transfer teachers to schools within the Greater Victoria School District.

*Greater Victoria School District*

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Approved: March 1975  
Revised: March 2019

## **TEACHER EXCHANGES (WITHIN DISTRICT NO. 61)**

A teacher desiring an exchange position with a teacher in another school within the Greater Victoria School District should submit a written request to that effect to the Deputy/Associate Superintendent of Schools (Administration), stating the reasons for the request.

In the first instance, an exchange will be for a maximum period of one school year, with a possible extension for a further year, if the Principals and teachers involved are in agreement. Requests for exchange should reach the School Board office not later than the last school day before the Spring Break.

The teacher should ask their school Principal to sign the request, or to attach to the request a letter supporting the teacher's request.

If both Principals agree that there is a sound educational reason for the exchange, the Deputy/Associate Superintendent of Schools (Administration) will consider the request, and will inform both teachers and Principals simultaneously when the exchange has been approved.

At the end of the agreed period of the exchange, both teachers will normally be expected to return to their original schools. Where changes in organization make this return impractical, the Deputy/Associate Superintendent of Schools (Administration) will, in consultation with the teacher, explore alternatives. In accordance with Section 9 (e) and 9 (f) of the *Public Schools Act*, the Superintendent of Schools reserves the right to assign or transfer teachers to schools within the Greater Victoria School District.

Reference: (TBD)

Adopted: (TBD)

Revised: (TBD)

## **POLICY 4300.2**

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### **SITE-BASED JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEES**

Site-based Joint Occupational Health and Safety Committees will be established and maintained in each School District site in accordance with the Workers Compensation Act and Occupational Health and Safety Regulations.

*Greater Victoria School District*

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Adopted: September 16, 2013

## **REGULATION 4300.2**

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### **SITE-BASED JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEES**

The District will maintain Site-based Joint Occupational Health and Safety Committees in compliance with Sections 125 and 126 of the Workers Compensation Act. Duties of the committees shall be in accordance with Section 130 of the Act.

The Site-based Joint Occupational Health and Safety Committees shall report to the District Health and Safety Officer. The Site-based Joint Occupational Health and Safety Committees shall be established pursuant to Part 3 Division 4, Section 127 of the Workers Compensation Act:

- The Site-based Joint Occupational Health and Safety Committee must have at least four (4) members or if a greater number of members is required by regulation, that greater number.
- The Site-based Joint Occupational Health and Safety Committee must consist of worker representatives and employer representatives.
- At least half the members of the Site-based Joint Occupational Health and Safety Committee must be worker representatives.
- The Site-based Joint Occupational Health and Safety Committee must have two (2) co-chairs, one selected by the worker representatives and the other selected by the employer representatives.

The Principal or Vice Principal who serves as the co-chair on the Site-based Joint Occupational Health and Safety Committee shall keep a record of meetings and inspections and forward copies to the District Health and Safety Officer. The Site-based Joint Occupational Health and Safety Committee is responsible for following up on recommendations developed at the site level.

*Greater Victoria School District*

Adopted: September 16, 2013

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## **SITE-BASED JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEES**

The District will maintain Site-based Joint Occupational Health and Safety Committees in compliance with Sections 31 and 32 of the Workers Compensation Act. Duties of the committees shall be in accordance with Section 36 of the Act.

The Site-based Joint Occupational Health and Safety Committees shall report to the District Health and Safety Officer. The Site-based Joint Occupational Health and Safety Committees shall be established pursuant to Part 2 Division 5, Section 33 of the Workers Compensation Act:

- The Site-based Joint Occupational Health and Safety Committee must have at least four (4) members or if a greater number of members is required by regulation, that greater number.
- The Site-based Joint Occupational Health and Safety Committee must consist of worker representatives and employer representatives.
- At least half the members of the Site-based Joint Occupational Health and Safety Committee must be worker representatives.
- The Site-based Joint Occupational Health and Safety Committee must have two (2) co-chairs, one selected by the worker representatives and the other selected by the employer representatives.

The Principal or Vice Principal who serves as the co-chair on the Site-based Joint Occupational Health and Safety Committee shall keep a record of meetings and inspections and forward copies to the District Health and Safety Officer. The Site-based Joint Occupational Health and Safety Committee is responsible for following up on recommendations developed at the site level.

Reference: (TBD)

Adopted: (TBD)

Revised: (TBD)

## Appendix B: Sample Administrative Procedure – Inclement Weather

*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





## INCLEMENT WEATHER & SCHOOL CLOSURES

### BACKGROUND

With a mild winter climate it is rare that Greater Victoria experiences extreme winter conditions, however when we do, it generates high interest and can impact our schools. In the event of inclement weather it's important that the Greater Victoria School District employs a coordinated response to ensure effective communications internally with our staff and externally with our parents and students.

This protocol is intended to guide our response. It is updated annually based on staffing, contact information, current practice and procedures.

### PROCEDURE(S)

1. If the afternoon forecast, for the next day, is for a significant snow fall, the Senior Leadership Team will suspend the Automated Dispatch System.
2. In the morning, members from the snow alert team drive to assigned locations and report the weather and road conditions no later than 5:45am.
3. We continually monitor conditions as well as police road reports, web-cameras, BC Transit info, status of post-secondary and neighboring school districts.
4. The Superintendent determines school closure. A decision to not open schools is made by 6:00am. The Office of the Superintendent informs Trustees.
5. In the event of a school closure, principals ensure that their school has an administrator present before the school start time. The purpose of this is to ensure that no children are left outside.
6. The School District provides updates on the District website. An alert system is utilized on the front page of the website to draw attention to the most pertinent information. The alert may also be applied to school websites. Facebook, Twitter and School Messenger are also utilized. Communications staff contact the local media by phone and/or media release by 6:30am.
7. Partner groups such as the bus company's and meal programs are informed.
8. School property related issues are communicated to Maintenance and Grounds.

Each school provides an update on conditions and student attendance to their Associate/Deputy.

Reference: (TBD)

Adopted: (TBD)

Revised: (TBD)

## Administrative Regulations to be Updated

100	<b>Philosophy of Education</b>
110	Employment Equity
1000	<b>Community Relations</b>
1160.2	Staff/Student Personal Information
1161	Freedom of Information and Protection of Privacy
1161.1	Fees for Out of Province Information
1240	School Volunteers
1241	Volunteer Drivers
1300	Use of Web-Based Software, Apps Websites regulations
1330	Community Use of School Facilities and Grounds
1300.2	Digital Responsibility for Employees
1300.3	Digital Responsibility for Students
1311.1	Elections – Polling Stations in Schools – Completed and Posted
1422	Recognition of Significant Contributions to the District – Completed and Posted
2000	<b>Administration</b>
2211/2213	Principal and Vice-Principal Selection, Transfer, Assignment, Evaluation and Professional Learning.
3000	<b>Business and Non-Instructional Operations</b>
3323	Purchasing Services
3450.1	Schools' Non-Public Funds
3517.3	Video Surveillance
3545.1	Transportation
3545.2	Field Trip
3545.25	Overnight Accommodation
3548	Signing Authority
4000	<b>Personnel</b>
4112.2	Teaching Personnel – Documentation
4114	Criminal Records Review
4115.1	Teacher Exchanges (Within District #61)
4300.1	Health and Safety
4300.2	Site-Based Joint Occupational Health and Safety Committees
4304	Bullying and Harassment
5000	<b>Students</b>
5118.2	Registration and Transfers
5123	Student Placement
5131.5	Tobacco and Vapour products free environment
5131.7	Suspension of Students
5132	Student Dress Code
5141	Concussion Awareness
5141.1	Provision of Menstrual Products
5141.11	Workplace Hazardous Materials
5145	Police Questioning of Students in School
6000	<b>Instruction</b>
6114	Maintenance of Order
6160	Charges for Course Fees, Activities, Materials
6161	Sale of School Supplies
6163.7	Animals in School and District Facilities
6164.3	Nutrition and Sale of Food to Students
6164.03	Physical Restraint/Hold or Seclusion
7000	<b>New Construction</b>
7310.2	Minor Renovations and School Funded Projects
8000	<b>Internal Board Operations</b>

# Cedar Hill Middle School

## Proposed NLC Programming + Rationale

March 3, 2022

The Steering Committee opted to use the \$2.9 million in NLC funding to support a variety of community spaces rather than a single space. The Committee expressed a desire that the NLC funding serve an array of community groups and not just one particular group. Initially the Committee considered options such as childcare, after school care, theatre, a dance and movement studio, art space, enhanced physical education facilities, multipurpose spaces of varying sizes, and an indigenous education/gathering space. Several infant-toddler daycare facilities are already planned in the housing developments just north of the school and there is little or no need for after school care for middle school students. Community theatre and art facilities were considered but would serve a narrow group of users, and a local theatre already provides ample space for the needs of the school community at a very low cost.

The Committee therefore chose to proceed with a mix of programs for the NLC including a multipurpose space, an indigenous welcome space, a servery/community kitchen, and enhanced gym facilities. The multi-purpose spaces can be used by seniors, families, and community organizations for art, sports, meetings, and other extracurriculars. There is currently no need for "Strong Start" or after school childcare programs at the school but the multi-purpose space could be used for those purposes in the future if the need arises. The spaces can be flexible to address the changing needs of the community from day-to-day and in the long run. The Committee has also chosen to allocate a portion of the funds to create an Indigenous gathering space. The NLC funding provides an opportunity to create a space within the school that is welcoming and safe, and features community-led Indigenous programming and education. Lastly, the Committee has chosen to allocate funds to provide an enlarged gymnasium that provides practice and tournament space for various community sports leagues. The larger gym space can also be used by the community for large gatherings.

### Multipurpose and Community Kitchen

The proposed design includes a multipurpose room of 100sm located near the main entrance of the school. The space will be in close proximity to a 30m<sup>2</sup> community kitchen. The spaces will be designed for flexibility and allow a multitude of uses throughout the day, and in the long run. The multipurpose space will have a connection to an outdoor area and can be used along with the school's Student Commons space to host large community events.

### Indigenous Welcome Centre

40m<sup>2</sup> of NLC space will be allocated to an Indigenous Welcome Space near the heart of the school that will be comfortable and welcoming for families, elders, and indigenous community members. It is envisioned as a space that supports Indigenous ways of knowing and learning and will have an adjacent outdoor space for drumming and other activities. This space will also be directly adjacent to the community kitchen to share knowledge of indigenous plants, cooking, and to allow for shared community meals.

### Enhanced Gymnasium

NLC funds are also allocated to provide an enhanced gymnasium facility for the community. The Steering Committee recognizes that a middle school does not require a particularly large gym. The Ministry Standard allocates a maximum of 600m<sup>2</sup> to the gymnasium. This is sufficient for the school's needs. However, several community organizations currently use the facilities, and the community will benefit from having a gym that is larger and can accommodate regulation sized basketball courts and multiple courts used in tandem for tournaments and other sports organizations. 120m<sup>2</sup> of NLC floor area is allocated to the gymnasium to increase it from 600m<sup>2</sup> to 720m<sup>2</sup>.

### Design Space

The \$2.9 million is all inclusive and includes design, permits, and construction costs for the NLC. It includes both the individual spaces and gross ups for walls, circulation, washrooms, and mechanical space to service the additional NLC floor area. The Ministry standard of 3% mechanical/electrical and 26% design space gross up has been applied. This will ensure that the NLC budget and space allocation is realistic and does not push the school space over area.

### NLC Area Summary:

NLC Multipurpose Community Room		120 m <sup>2</sup>
NLC Indigenous Welcome Space	close proximity to parking for elders	40 m <sup>2</sup>
NLC Kitchen	adj to Indigenous Welcome Space	30 m <sup>2</sup>
Enhanced Gym Area	600 -> 720 total	120 m <sup>2</sup>
Mechanical + Electrical Space to Serve NLC Rooms (3%)	located with school M&E	9 m <sup>2</sup>
Design Space for NLC (28%)	walls, washrooms, circulation	81 m <sup>2</sup>
Target NLC Area from Previously Submitted Design Aide Sheet 808m <sup>2</sup>	<b>Total Proposed NLC Area</b>	<b>380 m<sup>2</sup></b>



# FACILITIES SERVICES

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

## Update for March 7<sup>th</sup>, 2022

Maintenance Services | Minor Capital | Major Capital | Operations  
Transportation | Health & Safety | Networks / Communication / Security | Climate / Energy Management

### **BUILDING MAINTENANCE SERVICES**

- 1) We are working with our insurance company to look into the refinishing or replacement of the Rogers Elementary gym floor after the pipe burst in late December and flooded the floor system. The contractor quotes to repair the existing floor in house came in much higher than anticipated. There are many attributes to the project that will need to be assessed to insure long term finish quality. One major worry is the growth of mold that could be hazardous to users. These factors made it necessary to utilize our insurance to have the best quality outcome.
- 2) The maintenance electrical team continues to assist the capital team to create the most efficient way possible to change out recalled Heat Detectors, without interrupting other maintenance duties. We continue to prioritize this work to replace life and safety devices to keep staff and students safe while in our buildings.
- 3) The maintenance foremen are working on using the new work order program eBASE. We will be adding more of the team to learn the program over the next few months. We believe this new program help all users and ultimately increase efficiency of work orders being completed.

### **MINOR CAPITAL**

#### **Woodshop Upgrades - 76 % (13 of 17 Shops Complete)**

- Glanford Shop -95% complete-Equipment placement complete and line painting will occur over spring break
- Lansdowne – 65% complete - All Equipment moved, starting on electrical panel and junction box installation and safety line painting in the summer months
- Mechanical Drawings in Progress for Esquimalt Dust Collector upgrade if SEP funding approved
- Last Woodshop Consultation In Progress - Colquitz –waiting on Principal and Teacher feedback

#### **Metal Shop Consultations**

- Consultations underway for equipment placement and ventilation requirements at
  - Reynolds (complete) – Consultant reviewing future welding booths
  - Cedar Hill (complete)
  - Mt. Doug (In Progress)
  - Lambrick Park (In Progress)-Consultant Reviewing ventilation for grinders
  - Oak Bay (In Progress) – consultant reviewing future plasma cutter ventilation requirements and meeting to discuss equipment placement
- Esquimalt Metal Shop –equipment placement and safety lines complete, recently installed plasma cutter needs air connection (waiting on regulator parts).

### **Fire Alarm and Heat Detector Upgrades**

Planning underway and items purchased for fire alarm upgrade at McKenzie Elementary

Project Underway for the replacement of heat detectors throughout the school district - 60% complete

### **Strawberry Vale – Exterior Improvements**

Full exterior siding replacement underway

### **Child Care Studio Progress**

- Marigold – 2 child care units and parking area
  - Site prep complete and units moved on site
- Eagle View – 2 room addition to the school for child care
  - Walls erected and truss install over spring break
- View Royal – 2 studio addition underway
  - Slab complete and walls ready to begin with truss installation planned for spring break

Currently there are material delays and the Capital Department is working hard to mitigate material cost increases

## **MAJOR CAPITAL**

### **Victoria High School**

- See project update report attached to the February 14th, 2022 Operations Policy & Planning Committee agenda

### **Cedar Hill Seismic Project**

- Next steps lead by KMBR Architects include functional program (how should the space be organized?), schematic design options (floorplans) and design development.
- Neighbourhood Learning Centre finalization

## **OPERATIONS**

We have hired 10 new casual custodians to bolster our backup crew, accounting for high absenteeism. We are trying a new model of orientation training and on boarding with new staff with good success! We are gearing up to tackle some much needed floor care during Spring Break due to a very wet and muddy winter.

## **TRANSPORTATION**

We have opened up scheduled bus registration, as of today we have 121 students registered for our established 4 routes. We are actively vetting these students to ensure eligibility.

An internal posting went out for a school bus driver, after zero internal applicants we have posted external and will be interviewing this week. We are looking for one bus driver at this time.

We have completed our review of the Inclusive Busing RFP. Purchasing expects to have it published sometime in April.

We are well on the way to having our grass cutting equipment serviced and ready for early deployment.

## **HEALTH & SAFETY**

- Health & Safety – Ebase set up complete
- Norelco Crane – Safety plan – this is now complete and being reviewed before putting into action
- New Ladder safety training and Inventory collection system

## **NETWORKS, COMMUNICATION, INFRASTRUCTURE and SECURITY DEPARTMENT**

Tec Package installation and maintenance was completed at Braefoot, Campus View, Esquimalt, James Bay, Lake Hill, Lambrick Park, Margaret Jenkins, Mt Doug, Oak Bay, Oaklands, Sir James Douglas, South Park and Tillicum. We had some minor security repairs at Macaulay, Margaret Jenkins and George Jay. The team has started reviewing View Royal in preparation for a PA system upgrade and the new telephone system and line audit is in its final stages at Arbutus.

## **CLIMATE and ENERGY**

- 2021/22 LED lighting and controls upgrades have resumed:
  - Colquitz Middle School – Complete (savings \$13,750 /year) - Submitted
  - Craigflower Elementary – Complete (savings \$4,000 /year) - Submitted
  - Frank Hobbs Elementary – Complete (savings \$4,000 /year) - Submitted
  - Uplands – Complete (savings \$4,000 /year) - Submitted
  - Strawberry Vale – 90% (up from 70%)
  - Tolmie Building – 85% (extension until June 1<sup>st</sup>)
  - Facilities Building – 50% (extension until June 1<sup>st</sup>)
- Real-time water monitor pilot project
  - In place at Arbutus, will need to relocate receptacle
  - Moving from Lambrick due to broken water meter
- Lambrick Secondary thermostat empowerment program rolled out
  - Well received by teaching staff.
  - Follow ups have shown lack of participation
  - Will add visual prompts and increase accessibility
- Starting 2022/23 Lighting Audits
  - Northridge Completed
  - Esquimalt underway
- Completed Energy Management Assessment through BC Hydro
- Energy Wise Network “Seat Warmer” Campaign success
  - 3<sup>rd</sup> place with 12% of votes for Best in show
  - 2<sup>nd</sup> place with 25% of votes for Virtual Vanguard category
  - ~30 participants province wide





# Victoria High School Seismic Upgrade /Addition Project SD61 – Board Report 15 – March 2022

## 1. Project Summary

Victoria High School is the oldest high school in Western Canada. The existing school facility at the current location includes the Original School Built 1913 which is a heritage-registered building, an addition built in 1955 containing the Andrews Gym and a number of specialty classrooms, and an addition built in 2011 containing the Fairey Tech Shop Wing.

The project consists of the Seismic Upgrade of the existing 1913 and 1955 portions of the school, an addition to increase the capacity and provide a Neighbourhood Learning Centre. The project also includes the upgrade and renewal of S.J. Willis Junior Secondary School to accommodate the students during the Vic High project.

## 2. Project Team

The School District Project Team is identified in Appendix 1.

## 3. Scope

Upgrading and renewal of SJ Willis School to accommodate 800 students during the Vic High renovation. This work is now complete.

The seismic upgrade of Victoria High School and additions comprise about 1,100 square metres of new space that will provide two new stairwells, an elevator to improve circulation and exiting of the school, and an increase to the school capacity from 825 to 1000 students. There will also be additional new space for a Neighbourhood Learning Centre (NLC) that co-locates the International Community Association, as well as, providing enhancements to the new Multi-purpose Room to make it more flexible for school and community use, and the astronomy deck/outdoor classroom. Site works will include additional parking and landscaping, and a new artificial turf field as a part of the NLC funding package.

## 4. Schedule

The following Table 1 sets out target milestone dates. Note that the Construction Manager has completed updates to his Construction Schedule based on the current progress of the demolition/abatement work, and of the concrete and drag struts work. They have also included scheduling information provided by the other major trades, particularly mechanical and electrical, and we have been informed that the most probable date for Substantial Completion and Occupancy is now May 2023. A general theme from the major trades is a forecast lack of skilled manpower, and concerns about the supply chain for construction materials and equipment.

Subsequent discussions with the School and District Staff have concluded that Victoria High School should stay at the Topaz campus through the end of the 2022/23 school year and relocate back to the Fernwood campus in the summer of 2023.

**Table 1 – Timetable for Key Milestones**

MILESTONES/DELIVERABLES	TARGET DATE	REVISED TARGET DATE
Complete final Tender Package	May 2021	Spring 2022
Substantial Completion of Vic High	July 2022	May 2023
Relocate School from SJ Willis	August 2022	July 2023
Final Completion of Vic High Project	October 2022	August 2023

## 5. Budget:

- Contract expenditures to date total to an aggregate value of about \$35 Million – currently within budget.
- The Construction Manager, Durwest, is forecasting budget overages for increased scope, and the SD is working to mitigate this risk.
- A request for additional Risk Reserve funding was submitted and approved by the Ministry February 2022 for \$8.2m.

Vic High Seismic COA	Progress/ Completion (%)	Budget	Expenses Posted to Date	Remainder	Commitments	Remainder After Commitments	% Available	Prior Period Expenses	Change from Prior Period
Vic High Seismic Fees 2017	100%	115,070	115,070	0		0	0%	115,070	0
Vic High Seismic Fees 2019	100%	3,589	3,589	(0)		(0)	0%	3,589	0
Vic High Seismic Construction	38%	57,945,417	24,755,617	33,189,800		33,189,800	57%	22,749,873	2,005,744
SJ Construction	100%	5,933,870	5,933,870	(0)		(0)	0%	5,933,870	0
Vic High Equipment	4%	700,000	28,527	671,473		671,473	96%	28,527	0
Vic High Seismic Fees 2020	72%	7,000,000	5,511,115	1,488,885		1,488,885	21%	5,499,227	11,888
Vic High Capital Support	4%	100,000	4,139	95,861		95,861	96%	4,139	0
Vic High Millwork	6%	1,395,400	74,006	1,321,394	3,234	1,318,160	94%	68,453	5,553
SJ Capital Support	100%	114,877	114,877	0		0	0%	114,877	0
Vic High Moving	0%	100,000	0	100,000		100,000	0%	0	0
SJ Moving	100%	113,640	113,640	0		0	0%	113,640	0
Vic High Bussing	43%	40,000	17,190	22,810		22,810	57%	17,190	0
A Parker - Vic High Seismic Moving	8%	50,000	3,813	46,187	0	46,187	92%	3,813	0
A Parker - Vic High Seismic Transportation	60%	85,000	51,120	33,881		33,881	40%	51,120	0
A Parker - Vic High TLOC	0%	20,000	0	20,000		20,000	100%	0	0
Vic High Project Management	52%	713,450	372,424	341,026		341,026	48%	370,351	2,073
Vic High Capital Tech Support	7%	50,000	3,714	46,286		46,286	93%	3,714	0
SJ Capital Tech Support	100%	0	0	0		0	0%	0	0
Prior Year Completed Expenses	100%	53,007	0	53,007		53,007	100%	0	0
		<b>74,533,320</b>	<b>37,102,710</b>	<b>37,430,610</b>	<b>3,234</b>	<b>37,427,376</b>	<b>50%</b>	<b>35,077,452</b>	<b>2,025,258</b>

## 6. Communications:

General:

- Teachers and Department Heads have been consulted on classroom & gymnasium requirements.
- A review of the heritage building components that are to be salvaged has taken place with the school and alumni groups.
- Presentations has been made to Board by the architect.
- On-going communications with the CoV regarding SRW's and Frontage Upgrades.
- Project Manager, Manager of Capital Projects, Associate Director of Facilities Services/Capital Implementation, Director of Facilities Services and the Secretary-Treasurer are meeting bi-weekly to review the project budget.
- Consultation has occurred with the School and Community Garden Committees to discuss location of the child care unit. Consultation document has



## Victoria High School Seismic Upgrade /Addition Project SD61 – Board Report 15 – March 2022

been sent to families and community for feedback. The proposed site plan will be placed on the school district website for further transparency.

### 7. Procurement:

- Construction Manager Durwest Construction Management was selected as the Construction Manager for the Vic High project, through a comprehensive RFP Process.
- Tender Packages 1 through 8 have competitively Tendered the majority of the Building Trades.
- The Terracotta and Window scope have been awarded.
- The Tender results for specialties, and wood flooring closed in December and is within budget and have been awarded.
- Gym floor tenders have been received and now awarded.
- The Building Permit Amendment for the site work have been submitted to the City of Victoria for approval.

### Work Starting Soon or Underway:

- Consultant has completed final site plan for the new turf field, volleyball courts and other site upgrades.
- Finalizing Tender Package #9 for site work for release date in March.
- Continuing the safety shoring, demolition and installation of the drag struts.
- Flooring infill (furring) for wood floors work has started.
- Continuing work on concrete shear walls at upper levels.
- Continuing work on the ceiling support anchor grid in areas where the shoring has been removed.
- Work has commenced on the plaster replacement requirement on inside of exterior walls.
- Design requirements for structural support and delivery of the air handling units is taking place.
- In late March the new video outlining the project progress will be posted to the District website.

### Looking to April 2022

- Complete the West stairwell tower structure.
- Continue concrete work for East stairwell tower structure.
- Complete structural steel work.
- Continue work on the concrete shear walls and drag struts for Level 4.
- Continue work on NLC concrete walls and NLC, level 1, concrete columns.
- Waterproofing foundation walls on Multipurpose.
- Conceptual design for amenities updates to the auditorium being completed.



## Appendix 1 – Project Team

### School District 61

- Kim Morris, Secretary-Treasurer
- Aaron Parker, Vic High Principal
- Chuck Morris, Director of Facilities
- Marni Vistisen-Harwood, Associate Director of Facilities / Capital Implementation
- Mora Cunningham, Manager of Major Capital Projects
- Gordon Wallace, Project Manager – Major Capital Projects

## Appendix 2 – Risk Analysis

Note that Risk Items identified as “Previously Identified Project Risks” means that these are Risks that were identified as Project Risks during preparation of the Project Definition Report (PDR). As such, there is provision in the Capital Project Funding Agreement with the Ministry for additional funding to be provided against those Risks in the event of increased costs.

IDENTIFIED RISKS	Probability	Consequence / Impact		
		Cost	Schedule	
Heritage Issues	Moderate	Low	Low	Previously Identified Project Risk
Building Code Issues with City of Victoria	Moderate	Low	Low	Previously Identified Project Risk
Approval Delays by City of Victoria	Moderate	Moderate	High	Previously Identified Project Risk, has caused some delay
Inflationary Pressures	Low	Low	None	Previously Identified Project Risk
COVID impact on supply chain and procurement	Moderate	Moderate	Moderate	No Ministry funding allocated to this Risk.
Land Exchange & Lease	Low	Low	Low	
City of Victoria, street frontage upgrades	High	Moderate	Low	Still under discussion, finalizing scope of design work.



### Appendix 3 – Childcare Consultation

The school district staff meet with the community and school district garden committee prior to the community consultation. The information below was distributed to surrounding homes and businesses and was sent to all Victoria High School families via email the second week of February 2022.

#### Childcare Studio Community Consultation

##### Proposed Childcare Buildings and Parking Location—Victoria High School

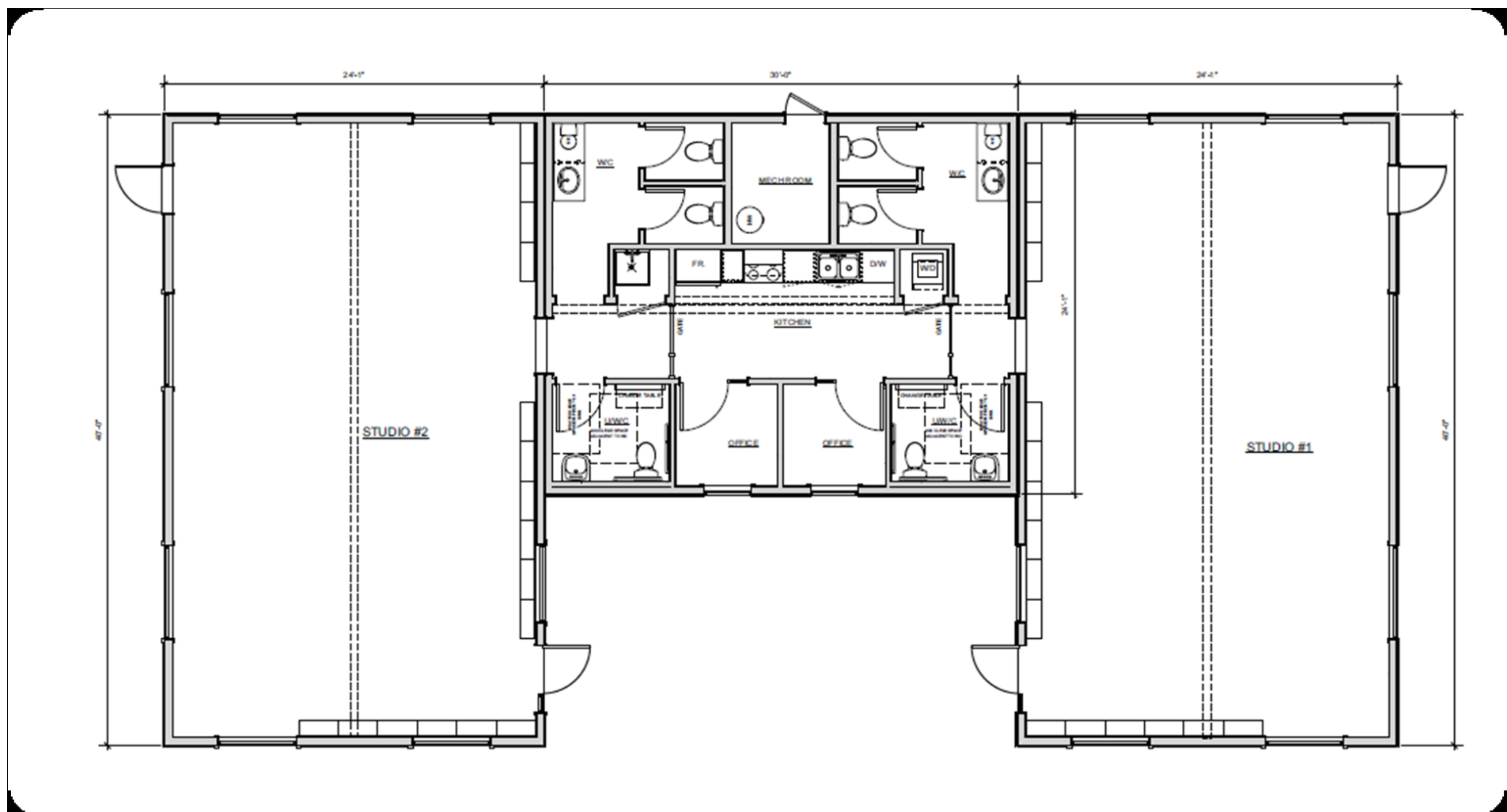
In the latter part of 2018, the Greater Victoria School District (GVSD) applied to the Ministry of Children and Families Development to create new childcare spaces on several Greater Victoria School District properties. The District was successful in all of their applications and received funding for a number of elementary school locations: Frank Hobbs, Doncaster, Macaulay, Victoria West, and Tillicum. In 2020, the District applied for the second round of childcare funding and was approved funding for two exclusive childcare units at the Victoria High School site.

The childcare units are built by GVSD employees, with two dry units attached to one wet unit that includes six bathrooms, storage, and a full kitchen as per licensing requirements. The childcare units will be licensed with one unit being full-time infant/toddler care and the other unit licensed for full time care for children ages 3-5 years old in consultation with Fernwood Neighbourhood Group (NRG). The childcare area will have a dedicated fenced area for participants with parking spots for childcare staff and a dedicated drop off / pick up parking for childcare families.

All childcare spots will be open to the Victoria High School population first and the community second. The District is still in the process of finalizing childcare providers for the approved sites and will not be taking waitlist applications. Visit the following website for more information on childcare providers and build information: [www.sd61.bc.ca/childcare-studios](http://www.sd61.bc.ca/childcare-studios).

The District has started to consult the community on the proposed location for the childcare units by meeting with school and community garden committees. The proposed location is chosen with the least impact on the current gardens. The District wants to further our consultation within the surrounding community. We welcome your feedback if you are interested. Please send feedback via email to [community@sd61.bc.ca](mailto:community@sd61.bc.ca). The feedback period will close on Friday March 11, 2022.

#### Appendix A – Conceptual Design Layout for Childcare Site



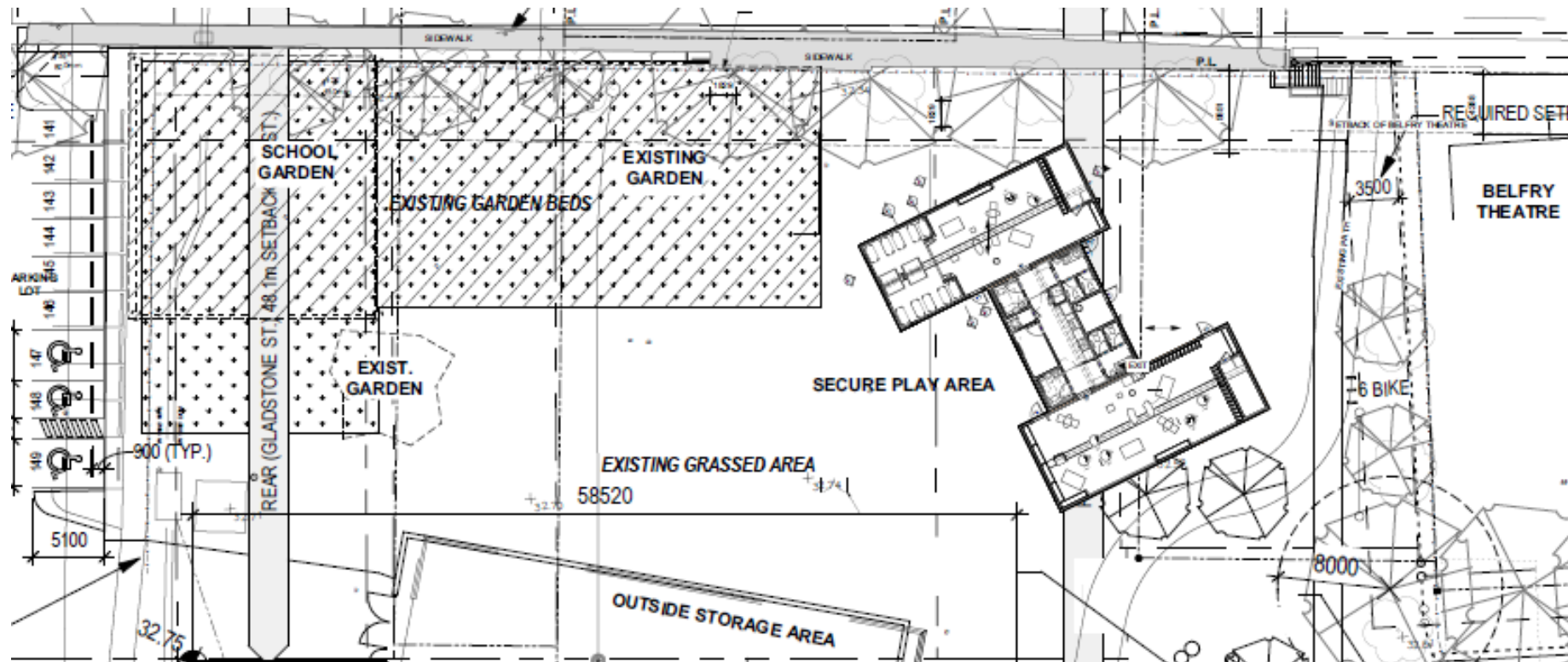




## Appendix B – Proposed Location for Childcare Units and Parking off Gladstone Ave

Two dedicated drop off and pick up spaces for childcare will be allocated in the parking area off Gladstone. There will be another four parking spaces dedicated for the childcare staff on the Vic High site.

Three existing garden beds will need to be relocated for the current placement of the childcare units in consultation with school and garden committees.



The following is the current feedback that has been received to March 1, 2022

Hi there,

I received your notification letter to engage the community in the proposed childcare buildings and parking lot. I wanted to share some research with you from other countries and how they've integrated environmental education into early education and see if there was a possibility to partner with the community gardens to create as little impact on the existing gardens as possible and bring the kids in to learn more about the natural environment.

- [This Swedish study](#) (I've requested the full PDF and can attach to this email when received) on "forest gardens" in urban settings. "Four reported ideas were to give children opportunities to: feel a sense of belonging to a whole; experience self-regulation and systemic dependence; experience that they can co-create with non-human organisms; and imagine possible transformation of places."
- [A Japanese school](#) that created a "Growing Place... Creating Ecological Spaces at Schools that Educate and Engage Everyone"

I know that Vic High already has a community garden but I think expanding this project to include the younger children and community garden members (engaging those who are interested with background checks of course) would be a great way to prepare our children for climate change (see [BC Farms & Food article](#)). I also understand that there is a pretty rigorous curriculum that teachers must follow but I think the integration of the gardens and the knowledge the garden-tenders hold would be a radical change in the right direction to protect our environment for future generations. This is an opportunity for Victoria's public education system to be a leader in the global sustainability movement.

Also, to the parking piece:

I've been a part of committees and boards discussing the topic of the development of urban spaces of parking before. It seems to be the number one thing that people are interested in but I wanted to voice my opinion that parking will continue to be an issue as our population grows and if we don't move away from a car-based society. We have a finite amount of land and resources and I think it would encourage people to consider other modes of transportation if there is limited parking. See "[What bicycle-friendly Copenhagen can teach us about commuting](#)" article.

Not to mention the ecological impact that pavement causes. I worked with a cool organization in Portland called [Depave](#), on their site they say:

"The problem is concrete. Paved surfaces contribute to stormwater pollution, whereby rainwater carries toxic urban pollutants to local streams and rivers, greatly degrading water quality and riparian habitats. Pavement also disconnects us from our natural world. Dark impervious surfaces greatly contribute to the heat island effect which can affect communities by increasing summertime peak energy demand, air conditioning costs, air pollution and greenhouse gas emissions, heat related illness and mortality, and water quality (EPA)."

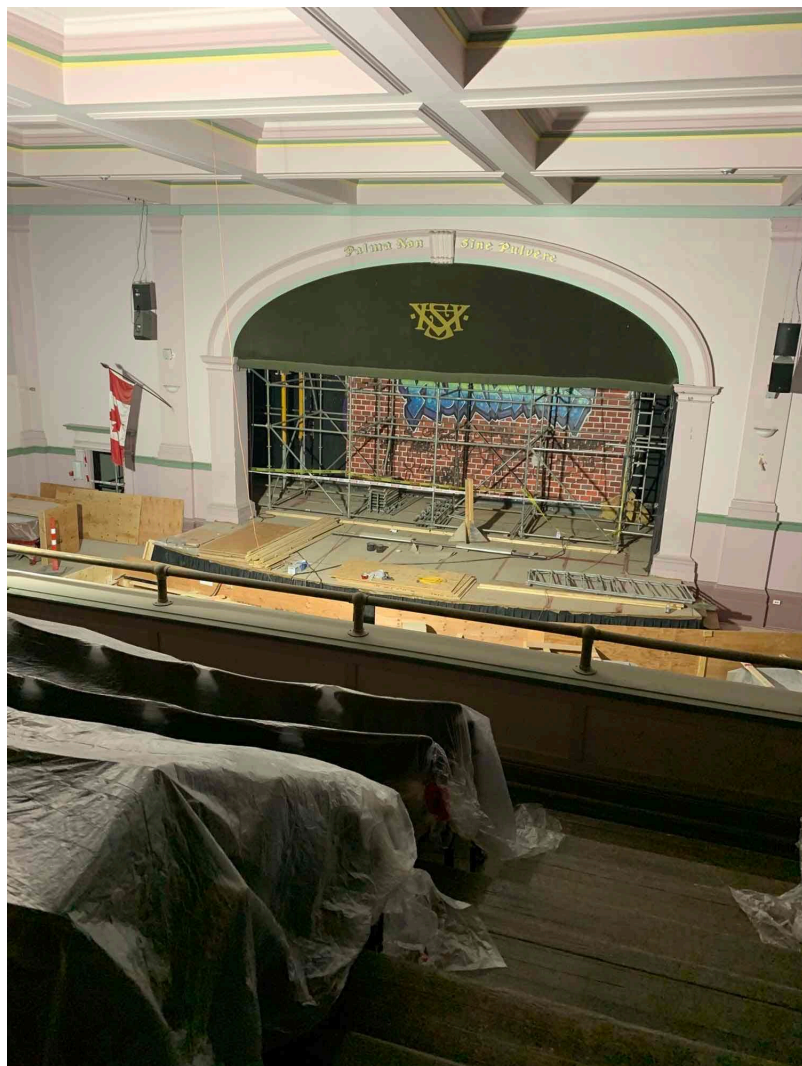
Lastly, I wanted to offer [SUPPLY Victoria's](#) services as an environmental educator through reusable art materials with youth. We have introduced our creative reuse education model to over 500 students since our inception in 2018. We are currently running a tiny, free thrift store for art supplies [POP-UP](#) at the Vancouver Street Plaza. If there is room to partner with the school district, I would love to offer tours of POP-UP and offer creative reuse education workshops to the students of the GVSD.

I'm happy to do some more research on the topics listed above and present my findings if that is helpful or interesting.



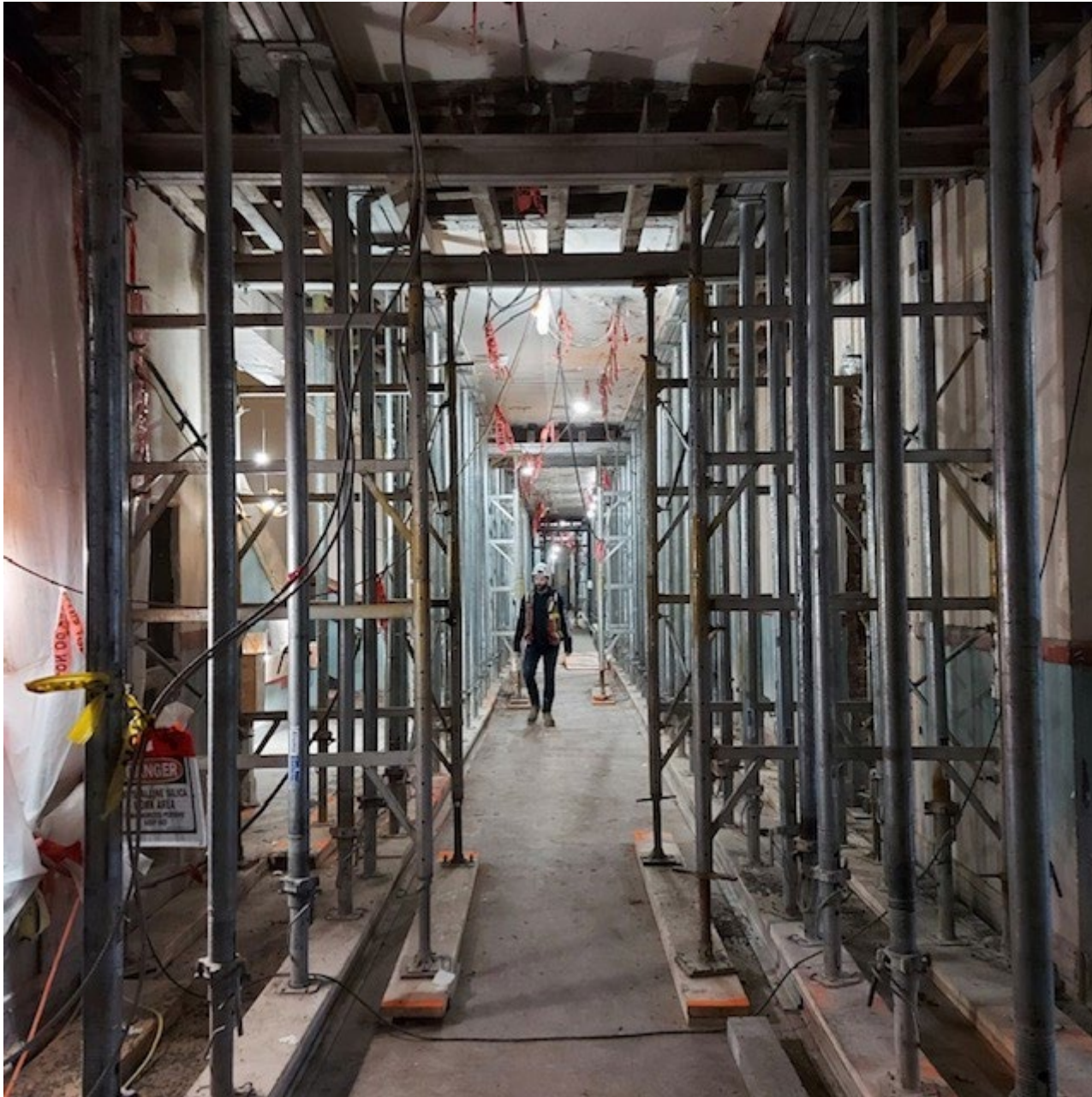
Thank you for your time!

#### Appendix 4

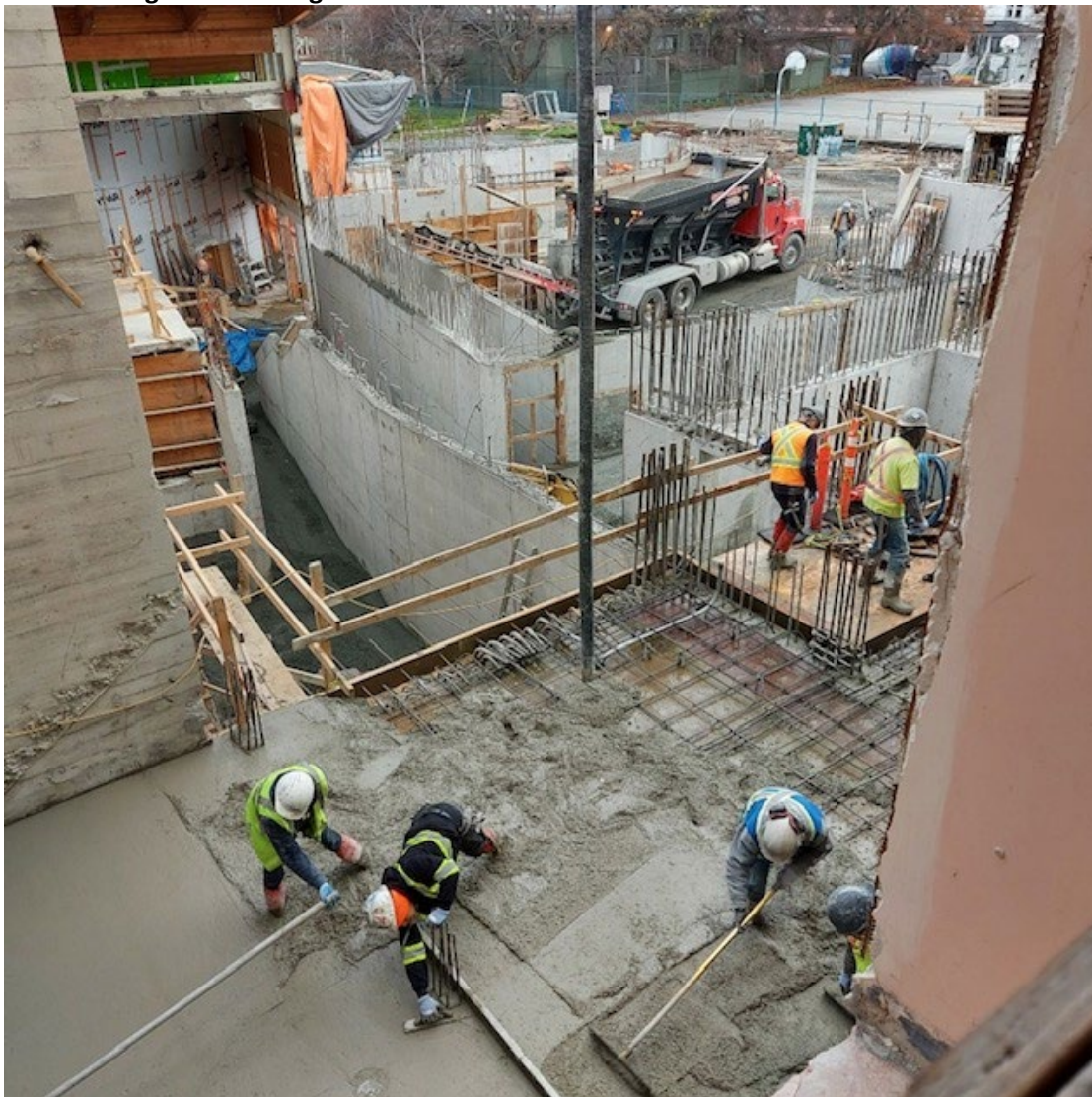


Structural Work on Auditorium Attic





Interior Drag Strut Shoring



N.E. Stair Tower, New Addition, NLC





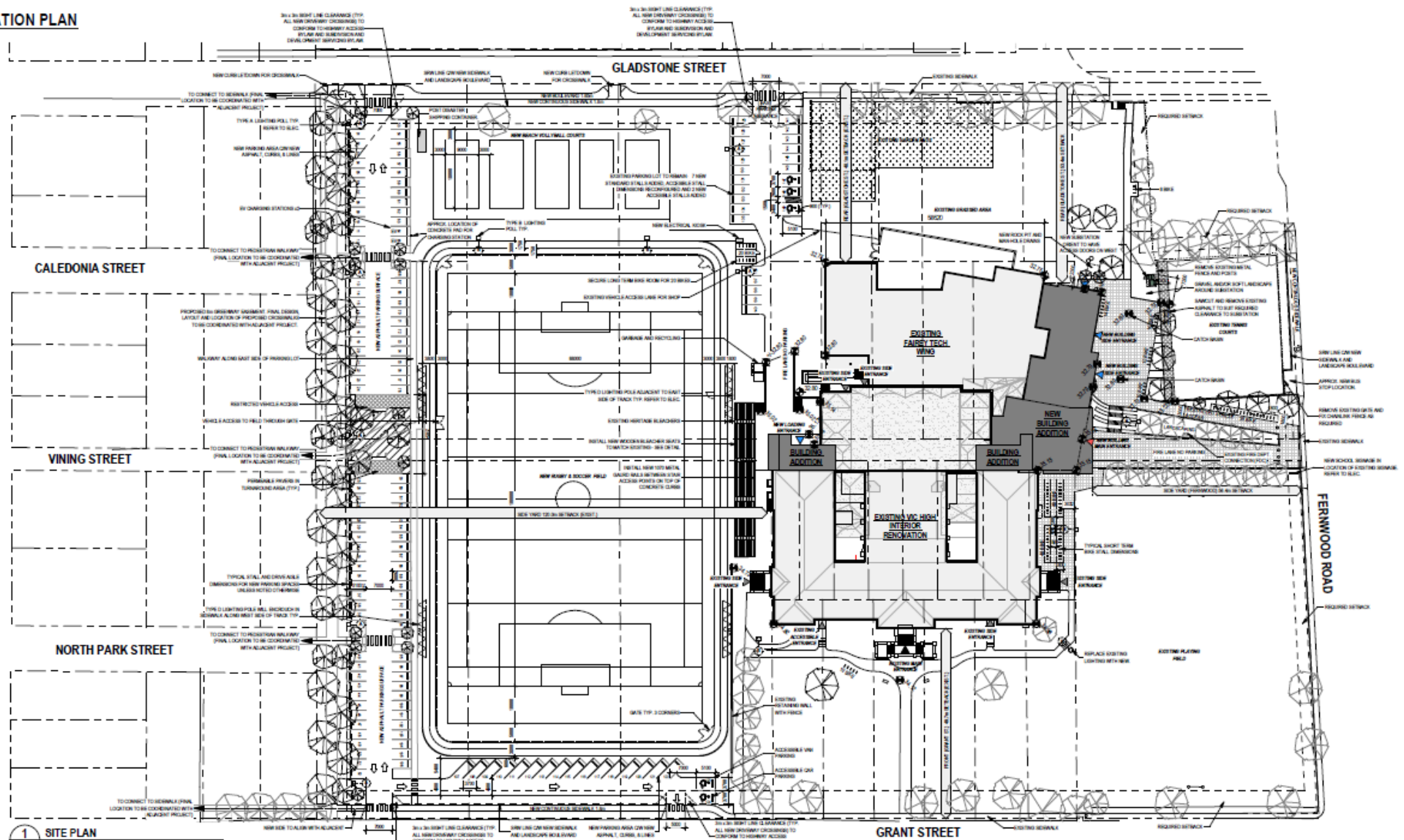
# Victoria High School Seismic Upgrade /Addition Project SD61 – Board Report 15 – March 2022



Rebuilding Classroom Floor Substructure

## Proposed Site Plan

### LOCATION PLAN







Artist's rendering of the addition and the NLC from Fernwood Street



**From:** Ann Whiteaker

**Subject:** Motion for Board meeting

Be it resolved

That the Board of Education of SD 61 petition the Minister of Education for an order under Section 30 of the School Act, to reduce the number of Trustees for School District 61 from 9 to 7, to take effect in the upcoming election October 2022.

#### Rational

The Greater Victoria Board of Education is one of the Districts in BC with the maximum number of Trustees possible, consisting of nine Trustees and 49 schools. In contrast the Surrey Board of Education is made up of seven Trustees and has 130 schools. Kelowna is similar in size to Victoria, with 46 schools and has a Board comprised of seven Trustees.

Boards vary in composition due to the historical evolution of Boards across the province. For example, at one time in Victoria, Trustees were elected to represent various jurisdictions within the Greater Victoria area. Over time, as Trustees lost the power to set educational tax rates the electoral structure changed. The composition of nine Trustees remained but were no longer elected as a representative from different areas such as Oak Bay, View Royal or Esquimalt instead nine Trustees are elected from anywhere in the district. This is the model that remains today.

There has been a decreasing number of citizens stepping forward to serve on the Board of Education of SD 61. It has become generally expected that incumbent Trustees will be re-elected, and new Trustees join the Board only when seasoned Trustees choose to step away leaving a spot to be filled.

Budget constraints see the Board seeking savings in all areas of our spending. Reducing the Board to seven Trustees will result in immediate savings of 49,926 annually along with residual savings in professional development cost

Reducing the Board of Education of SD 61 to seven Trustees will provide a more robust election process and more responsible governing body while being more fiscally responsible.

# Board of Education

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

*Chair: Ryan Painter Vice-Chair: Tom Ferris*

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

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TO: Board of Education  
FROM: Trustee Duncan  
RE: Motion for OPPS  
DATE: 7 March 2022

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## Rationale:

Section 74(1) of the *School Act* stipulates that “Subject to the orders of the minister, a board is responsible for the management of the schools in its school district and for the **custody, maintenance and safekeeping of all property** owned or leased by the board.”

The 1.9-acre Lansdowne South Property encompasses a floodplain and 180 metres of Bowker Creek (also known as “Thaywun”) which is in disrepair.

The 2011 Bowker Creek Blueprint and the 2020 Daylighting Feasibility Study prescribe recommendations and solutions for the 1.9-acre property including those pertaining to creek restoration as well as stormwater detention to mitigate flooding onsite and downstream.

The latest VHS proposal cites a floodplain storage volume of “4.9 million litres”. This actually represents less than 15% of the 36,000 cubic metres of storage capacity cited in the 2020 Daylighting Feasibility Study and I understand this is unlikely to contribute significantly to flood mitigation downstream.

The latest VHS proposal includes quite vague commitments involving areas outside of the newly-proposed lot boundaries. VHS has offered no specifics such as timelines, costs or who will be paying for any commitments or improvements.

The Board of Education endorsed the Blueprint in 2018 and SD61 staff actively participated in development of the 2020 Daylighting Feasibility Study. The subject property included in the latest VHS proposal is now 1.28 acres—over 32% smaller than the previous 1.9-acre proposal. The proposed property line has been relocated from the centreline of the creek to the west of the creek, so that the entire section of the creek will remain within the “parent” SD61 parcel.

*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

The location of the proposed property line and how VHS's proposed plans are implemented may significantly impact future costs associated with the "custody, maintenance and safekeeping" and our ability to utilize for educational purposes and community use the residual (parent) property that would remain within SD61 ownership. We should also note that the Board has not received information regarding the potential combined impacts of both the proposed CSF school development on the land sold at Lansdowne North and the VHS proposal at Lansdowne South (including any buildings and impervious surfaces), such as increased flooding and any risks and costs, including our ability to utilize for educational purposes and community use the residual (parent) property that will/would remain within SD61 ownership.

### **Alignment to Strategic Plan:**

The proposed motion aligns with all goals of the Strategic Plan aimed at supporting and improving learners' personal and academic success, physical and mental well being. At the core of the proposed motion is a commitment to our District's Strategic Plan and the core values expressed in that plan of sustainability, social responsibility, innovation, openness and transparency.

### **Recommended motion:**

That the Board of Education of Greater Victoria ("SD61") request that before considering 3<sup>rd</sup> reading of the bylaw and concluding a Purchase and Sale Agreement with VHS, the Superintendent provide for the Board's review, a report outlining the impacts including any future costs and risks associated with the "custody, maintenance and safekeeping" of the residual SD61 lands, and how the VHS proposal achieves the objectives of the Bowker Creek Blueprint and the Daylighting Feasibility Study.

*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

