

OPERATIONS, POLICY AND PLANNING COMMITTEE

Monday, January 12, 2015 at 7:30 P.M.

REGULAR MEETING

OPPS Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/operations-meetings/>

NEXT OPPs MEETING IS SCHEDULED FOR:

Tuesday, February 10, 2015 at 7:30 P.M.

Board of Education of School District #61 (Greater Victoria)

OPERATIONS, POLICY AND PLANNING COMMITTEE

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Monday, January 12, 2015 – 7:30 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Leonard

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.

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			
2. APPROVAL OF THE MINUTES			
A. Operations, Policy and Planning Committee Meeting of Monday, November 10, 2014			Pgs. 1-5
3. BUSINESS ARISING FROM MINUTES			
4. PRESENTATIONS			
A. Peter Milne - Policy, Practice and Responsibility			
5. FINANCE & LEGAL AFFAIRS			
A. 2014/2015 Funding Update	Debra Laser	Information	Verbal
B. Yearly Budget Plan and Summary of Partner Group Budget Input 2015/2016	Debra Laser	Information	Pgs. 6-14
6. PUBLIC DISCLOSURES OF IN-CAMERA ITEMS			
7. NEW BUSINESS/NOTICE OF MOTION			
A. Trustee McNally - Budget Ad Hoc Committee			

That the Board of Education of School District No. 61 (Greater Victoria) immediately convene and advertise publicly an ad hoc committee with three tables:

- a) to meet at minimum monthly (more, or less, often by agreement of attendees) until the final budget vote to examine the current budget and any financial information as needed, including the line item budget, in order to propose this year's one time only savings to address the budget's \$8.5 million structural deficit
- b) one table to be composed of any interested SD61 community members including VCPAC and any interested trustees; one table to be composed of interested SD61 employee groups and any interested trustees; one table to consist of interested members of the SD61 PVPA and any interested trustees; tables to meet on the same evening, same venue; format of evening as open question period or other format to be decided by the tables.
- c) the Secretary-Treasurer or designate and Superintendent to be present at the meetings
- d) to report to the Board monthly, method and meeting to be determined by the committee members at each table,

e) and that the meetings be held at 6:30 pm in school libraries.

B. Trustee Nohr - IT Directions, Priorities and Goals

That the Board of Education of School District No. 61 (Greater Victoria) request senior administration to provide a report at the Operations, Policy and Planning meeting outlining the current and long-term IT directions, priorities and departmental goals.

C. Trustee Nohr - Initiatives of the Health and Safety Advisor

That the Board of Education of School District No. 61 (Greater Victoria) request senior management to provide an update on the initiatives of the health and safety advisor to date and going forward including an explanation of Homewood Health and the costs associated.

D. Trustee Nohr - Funding Proposal for Teachers

That the Board of Education of School District No. 61 (Greater Victoria) request that the Superintendent and Secretary treasurer provide three possible funding proposals for the teachers' \$400,000 salary / benefits to pay for the eighth day of work in September upon teachers' return to the classroom after the strike settlement.

E. Trustee Orcherton - "Fully Funded" Public Education

That the Board of Education of School District No. 61 (Greater Victoria) set aside an hour on the Operations Policy and Planning Committee Agenda(s) to engage in ongoing discussions with Trustees, stakeholder groups and the Public on defining what "Fully Funded" Public Education is.

F. Trustee Watters - BCSTA Motion

That the Board of Education of School District No. 61 (Greater Victoria) send a motion to BCSTA to be considered for addition to their upcoming Provincial Council agenda requesting that the BCSTA resolve to invite a local First Nations representative to conduct a traditional welcome at all provincial BCSTA conferences and academies.

G. Trustee Watters - BCSTA Costs and Benefits

That the Board of Education of School District No. 61 (Greater Victoria) request that the Secretary Treasurer prepare a report, to be included as an information item for discussion at the February 10, 2015 OPPS meeting, on the financial costs and benefits of BCSTA membership to the district over the last 3 years including all association fees and conferences and the value of any services received.

H. Trustee Watters - Letter to Minister re: Graduated Adult Funding

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Minister of Education calling upon him to reverse his December 4, 2014 decision to stop funding graduated Adult upgrading courses offered through the province's K-12 public school system.

I. Trustee McNally - Strategic Plan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to conduct research on examples, costs and process for establishing a Strategic Plan, and report back to the Board with preliminary information at the February OPPS meeting.

J. Trustee McNally - Monthly Progress Report on Board Motions

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to provide a printed Monthly Progress Report on all motions at Board Meetings attached to the agenda packup so that Trustees and stakeholders can follow the progress of motions that have come to Standing Committees or the Board agendas, record to go back four months in hard copy.

K. Trustee McNally - Web Page for Disposed Motions

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to construct a web page on the SD61 website to be a running record of disposal of motions at the Board table on an annual basis, organized by month, to be archived on the page in a form easily accessible to all stakeholders, annually in December of each year.

L. Trustee McNally - Amendment to Bylaw 9368 - Procedure of Board Meetings

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9368 Procedure of Board Meetings thus (following process in Bylaw 9010 Bylaws of the Board): 1. To agree to all three readings of this proposed amendment at the Board meeting January 19, 2014; 2. In Article 107.00, to replace "challenge" with "appeal."; 3. To insert before the last sentence "The Chair will call for debate on the merit of the appeal in reference to SD61 Bylaws and Robert's rules of Order, with comment before the vote from the Secretary-Treasurer functioning as the meeting parliamentarian."; and 4. To amend the last sentence to read "A vote to sustain the Chair or the appeal will follow debate and comment from the Secretary-Treasurer".

8. GENERAL ANNOUNCEMENTS**9. ADJOURNMENT**



**Operations, Policy and Planning Committee Meeting
November 10, 2014 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Catherine Alpha (arrived 7:40 p.m.), Tom Ferris, Edith Loring-Kuhanga, Diane McNally, Deborah Nohr

Regrets:

Bev Horsman, Michael McEvoy, Peg Orcherton

Administration:

Sherri Bell, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Pat Duncan, Deputy Superintendent, Shelley Green, Associate Superintendent, Cam Pinkerton, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Seamus Howley, Director of Facilities Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:35 p.m.

Chair Leonard welcomed everyone to the last committee meeting for the currently elected trustees and introduced the student representative Jonah van Driesum from Oak Bay High School.

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

1. APPROVAL OF THE AGENDA

It was moved

That the November 10, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the October 14, 2014 Operations, Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS - None

5. FACILITIES PLANNING

Chair Leonard announced that Seamus Howley, Director of Facilities Services will be retiring in March 2015 and thanked him for all of his support and work in the school district for the past 33 years.

A. Capital Projects Update

Seamus Howley, Director of Facilities Services updated the Committee on the status of various capital projects underway in the school district as follows:

- The Oak Bay High School replacement project is ahead of schedule and is on budget. The new small gym is being used by the students. Students will be moved out of the East wing over the Spring Break in order to start the demolition.
- The seismic upgrade of Quadra Elementary School is complete and the staff and students are pleased to be back at the school.
- Phase 1 of the seismic upgrade of Tillicum Community School was completed during the summer of 2014. Phase 2 will be completed during the summer of 2015.
- The seismic upgrade of George Jay Elementary School is underway and is expected to be completed by next summer. George Jay will also benefit from a new heating system.
- In order to proceed with the seismic upgrade of Cloverdale Elementary School, the plan is to move the students and staff to the Richmond Elementary School site by September 2015.
- Boiler replacements are underway at Hillcrest Elementary and Gordon Head Middle Schools.
- Half of the windows have been replaced at Esquimalt Secondary School with a plan in place to complete the window replacement project during the summer of 2015.
- The Corporation of the Township of Esquimalt has provided funding to renovate and improve the existing sport court at the Esquimalt Secondary School grounds for school and community recreational purposes. The school district will be responsible for the ongoing operation and day to day maintenance and will have priority access to the sport court for use by the school during regular school days.

Mr. Howley also stated that the Carbon Neutral Capital Project submissions are due on January 9, 2015, and that for this school year, the Ministry of Education has advised school districts that a 5 year Capital Plan submission is not required as a result of the Ministry making upgrades to their capital asset management system.

Discussion ensued amongst the Trustees with questions of clarification being asked of Mr. Howley. Chair Leonard thanked Mr. Howley for his presentation.

6. FINANCE AND LEGAL AFFAIRS

A. Bylaw 9360.01 Question Period During General Meetings of the Board of Education

Chair Leonard informed Trustees that the goal is to complete the review of Bylaw 9360.01, Question Period During General Meetings of the Board of Education and the motion regarding Digital Recording of Board Meetings. The final draft of Bylaw 9360.01 and the digital recording motion will be presented to the Board, along with the final draft of Bylaw 9360, General Meeting of the Board which was finalized at the October 14, 2014 meeting, once all three items have been approved by the Committee.

Trustees agreed, by majority vote, to the following changes to Bylaw 9360.01:

Items 1 and 2 - Add "There are two ways to submit a question to the Board of Education:" and combine the two items as follows:

- i) As an alternative to attending a board meeting, individuals wishing to ask the Board of Education a question are encouraged to submit their question to the "Question" link on the District website.
- ii) During board meetings all questions shall be submitted in written form and signed by the person posing the question, who shall be in attendance.

Item 4 - Delete the words "into a box on the District Leadership Team table" and add "to the Deputy Superintendent". Delete the words "District Presentation portion of the agenda" and add "start of the Question Period."

Item 6 - Replace "staff member" with "person".

Item 8 - Add a second sentence "All answers given at the board meeting will be recorded in the minutes."

Item 9 - Add a second sentence "The writer of any question ruled out of order will be contacted and the question ruled out of order will be brought to the next in-camera board meeting."

Item 10 - Remove the word "inordinate" and add the words "exceeding thirty (30) minutes" after the word "workload".

The Committee supported that the following motions be brought forward to the November 17, 2014 Board of Education meeting:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9360.01 *Question Period During General Meetings of the Board of Education* at the November 17, 2014 Board of Education meeting.

Motion to be Carried Unanimously

That Bylaw 9360.01 *Question Period During General Meetings of the Board of Education* be:

Read a first time the 17th day of November 2014;

Read a second time the 17th day of November 2014;
Read a third time, passed and adopted the 17th day of November 2014 and that
Bylaw 9360.01 be enacted effective January 2015.

B. Digital Recording of Board Meetings

Trustees agreed to remove “No other recordings will be permitted except media outlets” from the criteria listed in the motion.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the digital recording of board meetings effective January 2015 using the following criteria:

- Board meetings will be digitally recorded by school district personnel.
- The digital recording will be posted on the district website as soon as possible after the board meeting.
- The digital recording will remain on the district website until the next Board meeting and will then be archived.
- The number of site visits will be tracked.
- Live streaming will be considered after the digital recording process is in place for a period of one year.
- In order to support and encourage dialogue that occurs during Board Committee meetings, those meetings will not be recorded.

Motion Carried Unanimously

C. Bylaw 9360 General Meeting of the Board

The Committee supported that the following motions be brought forward to the November 17, 2014 Board of Education meeting:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to the revised Bylaw 9360 *General Meeting of the Board* at the November 17, 2014 Board of Education meeting.

Motion to be Carried Unanimously

That the revised Bylaw 9360 *General Meeting of the Board* be:

Read a first time the 17th day of November 2014;
Read a second time the 17th day of November 2014;
Read a third time, passed and adopted the 17th day of November 2014 and that the revised Bylaw 9360 be enacted effective January 2015.

7. **PUBLIC DISCLOSURE OF IN-CAMERA ITEMS** - None

8. **NEW BUSINESS/NOTICE OF MOTION** – None

9. **GENERAL ANNOUNCEMENTS** - None

10. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 10:10 p.m.

**School District No. 61 (Greater Victoria)
2015/2016 Budget Plan**

Date	Meeting/Event	Action
2014		
July 15	Achievement Contract to Ministry	District goals established
October & November	Superintendent/Principals/School Planning Councils	School planning and goal setting
October 22 to November 14	Public input requests to determine priorities Meet with Principals to get budget priorities	Letter from Superintendent to SPCs and partner groups
2015		
January 12 (Mon)	Operations Policy and Planning Committee meeting	Summary of input received to determine priorities
<i>March 9 - 20</i>	<i>Spring Break</i>	<i>Schools closed</i>
March 15	Detailed announcement of School District funding from Ministry	2015/2016 District financial position determined
<i>March 23 (Mon)</i>	<i>Regular Board meeting</i>	
March 25 (Wed)	Public Board budget meeting	Public Board budget presentation
March 26 - April 1	SPCs and partner groups review and provide feedback on budget proposals	Feedback is developed
April 1 (Wed)	Special budget meeting to receive public input	Round table budget discussion
<i>April 3 - 6</i>	<i>Easter Weekend</i>	<i>Schools closed</i>
April 8 (Wed)	Special budget meeting to receive public input	Public budget input presentations
April 13 (Mon)	Operations Policy and Planning Committee Special Budget meeting	Public budget input presentations
April 22 (Wed)	Special Board meeting to debate and approve the annual budget	Approval of the 2015/2016 annual budget bylaw

**Partner Group Budget Input 2015/2016
Responses to November 14, 2014 Input Request
From School Planning Councils and Education Partner Groups**

1. What areas should be given priority to support student achievement and district goals?

- Maintain funding support for students with low incidence designations, ELL students and other students with needs
- Maintain support for reading recovery
- Continue to provide funding levels for school counsellors and teacher librarians
- Continue to provide CommunityLINK funding where applicable to fund various support services including youth and family counsellors
- Continue to provide Aboriginal support services and cultural enrichment throughout the school district
- Maintain current levels in all areas
- Continued focus on the integration of technology in the classroom to support both teaching and learning
- Regular integration of the outdoors in day to day curriculum delivery
- Regular ongoing opportunities for students to incorporate fine arts (visual arts, music, drama, dance, etc) in meeting their learning outcomes
- The most important area to protect is the funding required to maintain current staffing levels, both teachers and educational assistants
- In order to foster effective teaching and learning, teachers need access to current classroom resources including, but not limited to, reading materials, textbooks and hands-on teaching aids. Teachers also need time to work together on planning and release time along with district-led learning support
- Another very important area is making sure school facilities are well taken care of. We need to protect the funding for the resources required to maintain a clean, safe school and grounds with timely upgrades, such as replacing old chalkboards, old windows and old floors
- Materials students need for important learning outside academics. These include musical instruments and sports uniforms and equipment
- Continuing with advancing the integration of technology in the classroom to support teaching and learning; ensuring that proper working up to date textbooks, materials, technology are in the classroom (or library or gym) to facilitate appropriate learning
- Further integration of the outdoors in day to day curriculum delivery and making the outdoors space safe and usable for the students; provide adequate healthy, living/physical education time and teaching to promote healthy kids (who can then become healthy adults). New, updated and safer playground equipment for the school
- Regular ongoing opportunities for students to incorporate fine arts (music, art, drama, dance, etc.) in meeting their learning outcomes

- Teacher/student ratios; proper support staff to assist teachers if they have students with special needs in their classroom. Ensuring teachers have the time and knowledge to recognize the individual learning skills of each child and also of boys vs girls. Less didactic and more “hands on” type learning is often better for younger children and boys in particular
- Safety awareness (earthquake, fire drills, stranger awareness, anti-bullying, etc.) as part of the yearly curriculum
- An area that should be given priority to support student achievement pertains to the beginning of the year. The fact that children can be enrolled in multiple schools and await their classroom designation seems counter-productive. The start to the year could be a lot smoother if registration cut off was made sooner and classes could be set before students return. This was an effective way in the past.
- In looking at the school growth plan, it makes sense that priority for budget allocations should be given to literacy, math skills development and social responsibility
- Arts and cultural resources and opportunities; trades development; sporting opportunities in the elementary schools; practical arts
- Environmental education and experiential learning opportunities
- Increased ELL funding
- Books and resources including enriched classroom libraries; upgraded furniture to reflect 21st century learning
- Technology support (information technology staff, teacher professional development)
- Elementary vice-principals
- Foster stability in schools (many layoffs at year end impact community)
- The first thing that comes to mind is the music program. We know that it is often brought up as something to ‘cut’ but we really feel that it is important to keep these ‘extra’ programs in schools for a couple of reasons. We know that music is important for cognition and many families either cannot afford lessons or simply do not make music a priority outside of school. Secondly, if one of the district goals is to increase the number of graduating students, then we feel that it is important to give kids a reason to want to come to school (other than learning, of course!). This means making sure that there are meaningful extracurricular activities for students to participate in so that they feel more invested in their school and in the school community
- Preserve classroom and learning support. Our vulnerable students, or those that need that bit of extra help, won’t thrive and get their certificates without the necessary supports. Cutting special education programs, educational assistants or learning assistance would only put up roadblocks to success
- Students need ways of being engaged in the schools other than just academics, and music can provide an extra connection for those with tenuous links. The music programs enrich a school and students in so many ways, that they too should be preserved

- Support innovation. “Necessity is the mother of invention”, so be open to creative ideas on stretching the budget or achieving our deliverables in what might be slightly unorthodox, or new ways
- All areas of the budget should be protected. Areas of highest priority are those directly impacting student learning. These include staffing levels, curriculum and programs (including learning resources, release time, etc.), in-service/professional development, technology, supplies and equipment and facilities and grounds
- All areas that support student learning (testing for designations, library, reading recovery, smaller groups to support differentiated learning, educational assistants) need to be supported. No area should be subject to cutbacks either in the classroom or in the support services (custodial)
- Staffing levels (CUPE, GVTA, ADMIN) and class size/composition
- Late French immersion program; enrichment and gifted programs; programs that lead to or support the development of student confidence
- Music and band; art and drama; literacy and numeracy specialists/mentors, sports (extracurricular and/or academics); counsellors, SLP, OT, PT services; support for students with anxiety
- Avoidance of school closures
- Increasing resources for teachers - reducing maximum class sizes
- Increasing educational assistant support in classrooms and increasing special education support
- Support staff for new learning initiatives
- Additional resources in both classrooms and school libraries
- Additional resources to enhance the technology available in our schools as well as computer skill development
- Advocate for and support competitive staff salary levels
- Ensure buildings inside and out are well-maintained and that learning spaces are appropriate to the needs of the students using those spaces
- Maintain and extend (especially for students in grade 4 or primary grades) district music programs. Research consistently supports the relationship between music education and achievement in other areas
- Ensure quality professional development for staff especially through services such as Learning Initiatives
- Provide funding to promote science in the schools
- Maintaining school-based learning support staffing (special education teaching time, teacher-counsellor time, educational assistant time, etc.) to support those students with extraordinary needs
- Keeping smaller class sizes and additional support in schools and programs where there are a greater number of vulnerable students

- Maintaining school-based leadership time (principal and vice-principal admin time) to ensure effectively run schools that further the district's mission for each student
- Keeping district structures that further quality instruction, most notably "Learning Initiatives", IT infrastructure, and languages/multiculturalism support department
- Maintaining Facilities Department staffing levels (including daytime custodians) to keep our schools physically well-maintained
- Maintaining the district's action research grants (EL, PBL, etc.) to support school teams of teachers and administrators working together, further collaborative inquiry into innovative instructional and assessment practices
- Continue and increase early intervention strategies eg. Reading recovery specialist teachers
- Provide increased educational assistant support in classrooms
- Increased staff support for students with learning disabilities/special needs, in particular more school psychologists and learning support teachers
- More counselors/counselling time. This is particularly relevant as schools are identifying an increased prevalence of anxiety among students in all grades
- Provide money for enhanced school programs (plays, presentations, etc.)
- Provide resources to support teachers to monitor and teach internet safety
- Vice-principals are key team members within the school community. We feel that vice-principals have a key impact on both the day-to-day administration of the school and the culture of the school community
- The maintenance of daytime custodians in the school system is essential to maintain cleanliness standards and ensure a healthy environment for our children
- We value the importance of teacher mentorship programs such as those provided by the Learning Initiatives team and their role in facilitating academic excellence for our children
- Continued English language learners programs are essential for both the academic success and the social/emotional growth of English language learners
- Continued support for students with special needs and/or behavioural challenges is crucial to ensure a positive academic environment for all students
- Timely identification of and sufficient support for students with learning difficulties (including teaching assistants in the classroom and appropriate technology to engage different learning needs/styles). Counselling staff is also key to supporting students' needs to be successful in the classroom
- Music programs should continue to receive district support - the benefits to students of music education are well documented and include positive impacts on many other aspects of student achievement
- Culturally appropriate education for Aboriginal and First Nations students - to support their school success by providing culturally safe school spaces and culturally relevant learning

- Library resources - including specialist school librarians - to help engender a love of reading among kids and ensure that all students, regardless of family income, have access to books
- Custodial staff - this is an important role in a busy school in supporting admin, teachers and students in a healthy, safe environment
- Maintain staffing ratios across the district in all employee groups
- Reinstate the supply budget cut that occurred last year
- Maintaining and updating the physical plants. Safety 1st and comfort 2nd
- Maintain technology support in schools
- Maintain current level of fine arts programming (band and strings programs) at all levels
- Have funding for curriculum and programming reflect the increased costs over time
- Increase district and school wide investment in professional development in the area of mental health issues and diverse learners of today
- Increase funding for counsellors in schools
- Maintain the reading recovery program in the district
- Protect funding that supports vulnerable kids; equitable funding for schools
- Classroom composition, educational assistant support in the classroom, special education funding and assessments
- District/school-based professional development for both teachers and educational assistants
- District/school-based early intervention programs and funding
- Access to school resources (books, sensory tools) for all children; district technology support
- Maintenance of outside play equipment and natural play areas
- Ensure enough funding to support integration of special needs students - add educational assistants
- Increase learning support teachers; increase teachers to decrease class size
- Staff professional development to maintain and implement best teaching practices; continue with Learning Initiative's offerings to support best practices; release time for staff to collaborate and plan within the school day
- Increase in staff to support most vulnerable learners (English language learners, reading recovery, counsellors, learning assistance)
- Bulk purchases across the district from basics to technology hardware and software
- District grants offered to staff for inquiry based projects, new curriculum, technology
- Maintain staffing levels to support smaller class sizes at 'inner city' schools; maintain or increase funding levels for designated students
- Maintain or increase funding levels for the school based learning resources budget to ensure that there is support for enhancing classroom curriculum through guest speakers and through field trips as well as additional reading resources for classroom use and for home reading program

- Maintain or increase funding levels for Aboriginal students to ensure there is continued aboriginal support staff and cultural activities in the school
- Maintain funding for district and school-based music programs
- Maintain district support for the hot lunch program and increase district funds for breakfast programs at 'inner city' schools
- Consider allocation of funds to schools for emergency preparedness kits
- Opportunities and resources for hands-on learning
- Hire an additional behaviour consultant and increase speech-language pathologist services
- Our schools are in good condition right now and it is important to spend money now to maintain them. The maintenance of the school buildings and associated green spaces is important to encourage respect for the schools and amongst the students. When the physical space is not part of a supportive learning environment student achievement suffers, discipline problems increase and more serious infrastructure issues may go unnoticed
- Keep Learning Initiatives but have a better way to track success. No teacher can reach their full potential to provide a collaborative and complete educational experience for our students if they are not supported in ongoing learning. Testing and integrating new approaches alongside a program for improving teacher skills must be undertaken at the district level to effectively use our limited funds
- Information technology is a bottomless pit always needing to be fed, but something that excites students, staff, administration and parents

2. Other Comments:

- Giving priority to technology, outdoor activities, and fine arts and ensuring that they are truly integrated in curriculum delivery (rather than risk being viewed as extra-curricular or costly areas leading to lower priority) maximizes the opportunities to engage a wide range of learning styles, multiple intelligences, etc. and meet the diverse needs of students, thus leading to stronger results in student academic achievement/success. From a budget perspective, this could mean proper integration of these areas leading to budget efficiencies, rather than additional costs.
- While technology is important, when the budget is tight, technology does not need as much protection as other areas
- Student achievement is best supported through attention to the development of the whole child. In addition, we recognize that our students learn best when they have highly competent educators working collaboratively to support our children
- It is very difficult to see any areas that can be cut in our district without significantly impacting our students (whether directly at the classroom and school level or indirectly in the areas that support

classrooms/schools), so we want the district to continue advocating for increased provincial funding for public education

- Funding for replacement of outdoor playground equipment
- Provide funding for bussing students to events
- We commend the School District for its patience and hard work during this extended period of constrained budgets. During times of fiscal restraint in the public sphere, we think it is even more crucial that we ensure that our most vulnerable students are adequately supported and given the opportunity to improve their lives through access to high quality public education
- We are at the bare bones, there is really nowhere else to cut
- Budget cuts to be made as far as possible from students in the schools
- Maintain current rental rates
- We appreciate the availability of district support - from facilities, to grounds, to district classroom support from the learning initiatives team and the ELL department staff. Our students can now take pride in their building, their learning and their contributions to our community more readily as a result of this support
- We feel the purchasing of textbooks is no longer a priority as so many resources are readily available on line now. If we are encouraging our teachers to use these on line tools and resources then the technology hardware and software in the building needs to be sufficient enough to support multiple people accessing resources
- No cuts please. As an inner city/ urban centre school, we feel we are severely stretched in our budget as it is. In addition, the community that we draw from, in terms of fundraising efforts, is not able to provide the kind of financial support that other schools, in wealthier parts of the city, may benefit from
- Higher salaries and/or improved benefits for teachers in specialized and/or technical fields so that these teaching jobs in schools can compete with higher-paying industry opportunities and attract quality people
- We support using any surplus realized in the budget year to be used to reduce any deficit in the following budget year