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

Regular Board Meeting

AGENDA

VIA ZOOM

Monday, June 21, 2021, 7:30 p.m.

Broadcasted via YouTube

https://bit.ly/3czx8bA

Pages

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:
That the June 21, 2021 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the May 17, 2021 Regular Board Minutes 11

Recommended Motion:
That the May 17, 2021 Regular Board Minutes be approved.

b. Approval of the May 25, 2021 Special Board Budget Minutes 26

Recommended Motion:
That the May 25, 2021 Special Board Budget minutes be approved.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct Staff to meet with City of Victoria Staff to explore potential options that may permit the restoration of the Bank Street School building as requested by Mayor Helps in the City of Victoria's June 7, 2021 letter to the Board;

AND FURTHER

That any meetings occur after School District No. 61 receives its Class C cost estimate of Bank Street School.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to allocate a budget of $5,000.00 to assist the School Police Liaison Ad Hoc Committee to complete its work.

b. New Accessible British Columbia Act - Trustee Painter 230

Recommended Motion:
That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

D.2. Operations Policy and Planning Committee

a. Draft minutes from the June 14, 2021 meeting - Information only 233

b. Recommended motions from the June 14, 2021 meeting

a. Recycling Soft Plastic

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to re-establish green teams in every school who will work with facilities to create a process where the green teams categorize and weigh soft plastics once a week. This information will be collected by Mark Baggott in facilities and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

b. Working Committee and Consultation on Compost and Waste - Trustee Whiteaker 240

Recommended Motion:
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.

c. Climate Action Plan - Trustee Duncan 241

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by December 2021 for consideration by the Board and our stakeholders.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report 244

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

b. 2021-2022 Board of Education and Standing Committee Meeting Dates 247

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the 2021-2022 Board of Education and Standing Committee meeting dates.

c. Trustee Questions

E.2. Secretary-Treasurer's Report

a. Monthly Report 248

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

b. Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021

NOW THEREFORE be it resolved as a Bylaw of the Board attached on page 250 of the June 21, 2021 Regular Open Board meeting, that the Master Agreement and the Transactions be and are hereby authorized, ratified and approved.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized on behalf of the Board to execute and deliver the Master Agreement and all documents required to complete the Transactions including, without limitation, the Housing Agreement, the Greenway Covenant, the Gardens Covenant, the Turnaround Covenant, the Unit Mix and Accessibility Covenant, the Vining Highway SRW, the Grant Highway SRW, the Greenway SRW, the Land Exchange Agreement, the Purchase Contract, the Proposed Consolidation Plan, the License and the Lease, and all such amendments thereto as the Secretary-Treasurer may, in her discretion, consider advisable, and all related and ancillary documents required to complete the Transactions.

This Bylaw may be cited as “School District No. 61 (Greater Victoria) Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021”.

Read a first time this day of June, 2021.

Read a second time this day of June, 2021.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of School District No. 61 (Greater Victoria) Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021 at the June , 2021 Board Meeting. (must pass unanimously)

Read a third time this day of June, 2021, and finally passed and adopted this day of June, 2021.

c. 2022/2023 Five Year Capital Plan 261

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2022/2023 Greater Victoria School District No. 61 Five Year Capital Plan.

d. Audit Planning Report 2020-2021 275

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Planning Report for 2020-2021 as presented by KPMG to the Audit Committee.

e. Purchasing Zero Emission Buses 297

Recommended Motion:
WHEREAS:
The Board is purchasing four electric buses;
The Board will reduce and/or eliminate the need for bussing contractors once the electric buses are in place;
The Board will recognize $44,000 to $48,000 operating savings per year by using electric buses and reducing/eliminating bussing contractors, once the buses are in place;
The funding to capital cost delta for the four buses is $194,708,
BE IT RESOLVED
That the Board of Education of School District No. 61 (Greater Victoria) finance the 2021-2022 $194,708 delta utilizating Method 4: Finance over a period of time with the Canadian Infrastructure Bank and Association of School Transportation Services of BC credit facility, as presented;
AND FURTHER
That the Secretary-Treasurer be directed to seek permission from the Minister of Education to borrow;
AND FURTHER
That the Secretary-Treasurer be directed to bring a capital bylaw for three readings relative to the borrowing, to a future Board meeting.

f. Capital Bylaw No 2021/22-CPSD61-01

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve CAPITAL BYLAW NO. 2021/22-CPSD61-01
CAPITAL PLAN 2021/22
WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District
No. 61 (Greater Victoria) (hereinafter called the “Board”) has submitted a capital plan to the Minister of
Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has
approved a capital plan with modifications,
NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this
Capital Bylaw and agrees to do the following:
(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the
capital project(s) contemplated by the capital plan or the capital plan with modifications;
(b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently
and use its best efforts to complete each capital project substantially as directed by the Minister;
(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to
the Board or the capital project(s); and,
(d) Maintain proper books of account, and other information and documents with respect to the
affairs of the capital project(s), as may be prescribed by the Minister.
NOW THEREFORE the Board enacts as follows:
1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to
include the supported capital project(s) specified in the letter addressed to the Secretary-
Treasurer and Superintendent, dated June 21, 2021, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw
No.2021/22-CPSD61-01.

Read a first time this day of June, 2021.

Read a second time this day of June, 2021.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of School District No. 61 (Greater Victoria) CAPITAL BYLAW NO. 2021/22-CPSD61-01 at the June , 2021 Board Meeting. (must pass unanimously)

Read a third time this day of June, 2021, and finally passed and adopted the day of June, 2021.

F. QUESTION PERIOD

(15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.3. Victoria High School Construction Schedule

The revised Victoria High School Seismic Upgrade and Expansion project completion date is changed from September 2022 to September 2023.

G.4. Conclusion of Trustee McNally Sanction

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

a. Needs Budget and Advocacy Letter - Trustee Whiteaker

H.2. Notice of Motions

a. Trustee McNally

For September Operations Policy and Planning Standing Committee

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) strike an Ad Hoc Committee as per Bylaw 9140 Ad Hoc Committee of the Board, to:
a) examine and consider possibilities for restructuring Tolmie-based management,
b) consider ways to more effectively provide Tolmie-based services by reducing overlaps in services and expenses,
c) examine job descriptions, roles and responsibilities of District Principals and determine how these resources and services might be offered in a more cost- effective manner, and
d) that Terms of Reference be developed by senior administration as per Bylaw, after soliciting input from representatives of all partner groups and the 4 Houses, TOR to be presented to the Board at the September Operations Policy and Planning Standing Committee meeting.

I. ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.

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

MINUTES

May 17, 2021, 7:30 p.m.

Trustees Present: Jordan Watters, Board Chair, Elaine Leonard, Vice-Chair, Nicole Duncan, Tom Ferris, Angie Hentze , Diane McNally, Ryan Painter, Rob Paynter, Ann Whiteaker (left meeting at 10:59 p.m.)

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Chuck Morris, Director, Facilities Services, Andy Canty, Director, Information Technology for Learning, Lisa McPhail, Communications and Community Engagement Manager , Vicki Hanley, Recorder

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A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:38 p.m.

A.1 Acknowledgement of Traditional Territories

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

Chair Watters announced the postponement of Special Budget meeting until further notice.

A.2 Approval of the Agenda

Moved by Trustee McNally
Seconded by Trustee Paynter

That the May 17, 2021 agenda be amended as follows:

Move **C.1.a Chair's Repor**t to **H.1. New Business.**

For (5): Trustee Duncan, Trustee Ferris, Trustee McNally, Trustee Paynter, and Trustee Whiteaker

Against (4): Trustee Watters, Trustee Leonard, Trustee Hentze, and Trustee Painter

Motion Carried (5 to 4)

Moved by Trustee McNally
Seconded by Trustee Paynter

That the May 17, 2021 agenda be amended to add the following:

H.1 New Business

H.1.b Trustee McNally - Rollover Budget

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

Against (1): Trustee Leonard

Motion Carried (8 to 1)

By consensus the May 17, 2021 agenda be approved with the following addition:

C.2 Trustee Reports

C.2.b Trustee Painter

Moved by Trustee Painter
Seconded by Trustee Hentze

That the May 17, 2021 agenda be approved, as amended.

Motion Carried Unanimously

A.3 Approval of the Minutes

Moved by Trustee Hentze
Seconded by Trustee Painter

That the April 26, 2021 Regular Board minutes be approved.

Motion Carried Unanimously

A.4 Business Arising from the Minutes

None

A.5 Student Achievement

None

A.6 District Presentations

None

A.7 Community Presentations

a. Alanna Wish, SD61 Teacher and Parent, Proposed Budget Cuts to Inclusive Education

Ms. Wish attended the Board meeting to speak to Trustees about the 2021-2022 Budget and the impact of the proposed cuts to inclusive education and reading recovery.

b. Melanie MacIsaac, Retired SD61 Teacher, Proposed 2021-2022 Budget

Ms. MacIsaac attended the Board meeting to speak to Trustees about the 2021-2022 budget and the proposed cuts to programs.

B. CORRESPONDENCE

B.1 March 4, 2021, Songhees Nation to SD61, Education Policy and Directions Meeting of March 1st

Trustee Duncan requested an update with regards to a response from Songhees Nation. Superintendent Green responded that there was no update to report.

B.2 April 21, 2021, Campus View Elementary Grade 1/2 Student Letters to Trustees, Use of Rodenticides

B.3 April 30, 2021, SD61 to Local MLA's, invitation to meet re SD61 Budget

B.4 May 11, 2021, SD61 to Ms. Alvarez' Grade 1/2 Class, re Use of Rodenticides

B.5 April 22 - May 12, 2021, Correspondence for Proposed Budget

B.6 May 11, 2021, Songhees Nation to SD61, Proposed 2021-2022 Budget

Moved by Trustee Paynter
Seconded by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write to the Chiefs and Councils of the Esquimalt and Songhees First Nations and to the representatives of the Metis Nation of Greater Victoria and the Indigenous Nations Education Council, to respectfully request meetings between the Board and their respective Chiefs and Councils to listen to their interests and concerns regarding public education and their relationship with the Board and staff of School District No. 61.

Motion Carried Unanimously

B.7 May 13, 2021, Carey Newman to SD61, Reconciliation, Music, and Systemic Racism

Chair Watters advised that the board has collaborated on a formal response to Mr. Newman.

B.8 May 13, 2021, Esquimalt Nation to SD61, 2021-2022 Proposed Budget

Trustee Whiteaker presented the motion.

Superintendent Green advised that she has reached out to the First Nations Education Steering Committee via the Ministry of Education for guidance and will report back at a future meeting once she has heard back.

Moved by Trustee Whiteaker
Seconded by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to create a professional development plan to raise awareness and competency of School District No. 61 Senior Administration and Trustees around reconciliation, colonialism and systematic racism.

Motion Carried Unanimously

B.9 May 16, 2021, Metis Nation of Greater Victoria to SD61, Proposed 2021-2022 Budget

C. TRUSTEE REPORTS

C.1 Chair's Report

a. Chair's Report

Chair Watters recognized and acknowledged International Day Against Homophobia, Transphobia and Biphobia and stated that the District celebrates diversity in our schools and reaffirmed the District's commitment to ensuring all students, staff & community members feel safe & respected.

Chair Watters provided a verbal highlight of her recent meetings that included both the Minister of Education and local MLA's with respect to the District's budget process. Trustees Paynter and McNally expressed concern that other Trustees were not invited to the meetings.

b. Annual Workplan: June

Chair Watters presented for information, the Board Work Plan for June 2021. Trustee Whiteaker referred to the Review and Adjust the Governance Framework for the coming school year item and requested further information. Superintendent Green provided an overview of what this item would entail but further advised that due to the pandemic and other more emergent items, that this work would most likely occur in July. Discussion ensued amongst the Trustees with a request being made by Trustee Paynter for a post COVID fall contingency plan to be brought to the Board. Superintendent Green stated that she would include this in her June Board Report.

C.2 Trustees' Reports

a. Trustee Hentze - George Jay Naming Committee Report

Trustee Hentze presented the report for information.

Moved by Trustee Painter
Seconded by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) accept the George Jay Naming Committee Report, as presented.

Motion Carried Unanimously

b. Trustee Painter

Trustee Painter provided a verbal statement and apology for the Education Policy and Directions meeting of March 1, 2021 and resigned as the Chair of that Committee.

c. Recess / Break

Moved by Trustee Hentze
Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) take a recess break at 8:51 p.m.

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

Abstain (2): Trustee Ferris, and Trustee McNally

Motion Carried (7 to 0)

D. BOARD COMMITTEE REPORTS

Chair Watters called the meeting back to order at 8:58 p.m.

D.1 Education Policy and Directions Committee

a. May 3, 2021 meeting

The draft minutes from the May 3, 2021 Education Policy and Directions Committee meeting were presented for information.

D.2 Operations Policy and Planning Committee

a. May 10, 2021 meeting

The draft minutes from the May 10, 2021 Operations Policy and Planning Committee meeting were presented for information.

b. Recommended motions from the May 10, 2021 meeting

a. Policy Development - Bylaw 9360

Trustee Painter provided rationale for the motion.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Development Sub-Committee to develop an addition or addendum to Bylaw 9360 addressing how Board correspondence is managed in order to provide clear direction and transparency around Board processes.

Motion Carried Unanimously

b. Revised Bylaw 9140, Ad Hoc Committee of the Board

Moved by Trustee Leonard
Seconded by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Bylaw 9140, *Ad Hoc Committee of the Board.*

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

Against (1): Trustee Paynter

Motion Carried (8 to 1)

Moved by Trustee Painter
Seconded by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) agree to give one reading to revised Bylaw 9140, Ad Hoc Committee of the Board, at the May 17, 2021 Board of Education meeting.

Read a first time the 17th day of May, 2021;

Motion Carried Unanimously

D.3 Audit Committee Report

a. Recommended motion from the May 10, 2021 meeting

Trustee Painter presented the report on behalf of the Audit Committee.

Moved by Trustee Painter
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2021 Quarterly Financial Report as presented to the Audit Committee.

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

Abstain (2): Trustee McNally, and Trustee Paynter

Motion Carried (7 to 0)

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1 Superintendent's Report

a. Monthly Report - April and May 2021

Superintendent Green presented the report and provided a verbal update with respect to postponing and extending the budget process in order to hire an independent advisor to assess the budget and provide recommendations and advice going forward. Discussion ensued amongst the Trustees with questions of clarification being asked of Superintendent Green.

Moved by Trustee Leonard
Seconded by Trustee Hentze

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

Motion Carried Unanimously

b. 2021-2022 Specialty Academy Fees

Associate Superintendent Roberts provided background and information with regards to specialty academy fees.

Moved by Trustee Leonard
Seconded by Trustee Hentze

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

Motion Carried Unanimously

c. Trustee Questions

Trustee Whiteaker requested to know how many consultations has the Superintendent recommended to the board, how many have been hired and how much money has been spent on this area in the term since she was hired as Superintendent. Superintendent Green advised that she would bring that information to the June Board meeting.

Trustee Duncan requested an update with respect to when the new aviation program will be offered at Mt. Douglas High School. Superintendent Green advised that she would provide an answer to this at the June Board meeting.

Trustee Painter stated that during a recent school visit he was advised that there seems to be a disconnect between schools and senior leadership and expressed his concerns. Superintendent Green advised that due to COVID visits have been curtailed and stated that when restrictions are lifted school visits will resume.

E.2 Secretary-Treasurer's Report

a. Monthly Report - April and May 2021

Secretary-Treasurer Morris presented the April and May report.

Moved by Trustee Leonard
Seconded by Trustee Ferris

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

Motion Carried Unanimously

b. Sundance/Bank Street: Update

Secretary-Treasurer Morris provided Trustees with an update as it relates to the Sundance/Bank Street property and stated that the City of Victoria has not yet reached a decision with respect to the heritage status of this property. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris and Director of Facilities Morris.

c. Summer School 2020 Ministry Compliance Audit Results

Secretary-Treasurer Morris provided Trustees with information with respect to the Ministry Compliance Audit Results as it relates to summer school 2020. The District claimed 147 courses of which 15 were not eligible for funding resulting in losses of revenue totaling $3225. Secretary-Treasurer Morris advised that summer learning would be administered through School District No. 61 Distributed Learning program for summer 2021. Trustees asked questions of clarification.

d. Bylaw No. 2021-03: Disposal of Surplus Land located at 1765 Lansdowne Road

Secretary-Treasurer Morris presented the Bylaw and provided an explanation on the surplus land disposal at Lansdowne Middle School as well as the public consultation process. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris.

Moved by Trustee Ferris
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approves:

- the disposal of a 7.3 acre portion of School District property municipally known as 1765 Lansdowne Road, Saanich, BC and legally described as: PID: 005-852-962, Lot A Section 27 Victoria District Plan 6679 (the "**Property**");

- the entering into and completion of the obligations contained in an agreement of purchase and sale (the "**Purchase and Sale Agreement**") in respect of the Property with Conseil Scolaire Francophone de la Colombie-Britannique (the "**Purchaser**") in the amount of $15,232,000.00 more or less;

- the granting of authority for the Purchaser, acting in the name of the Board or otherwise, to advance certain zoning, subdivision, and development related amendments to the Property with the District of Saanich and other third parties prior to completion of the disposal of the Property;
- the taking of all such action and the execution and delivery of all such documentation ancillary to, or related to, the foregoing; and
- the authorization of the Secretary-Treasurer to execute and deliver, on behalf of the Board, the Purchase and Sale Agreement and all such amendments thereto and all related and ancillary documents as the Secretary-Treasurer may, in her discretion, consider advisable.

The Board confirms that the Board will not require the Property for future educational purposes.

READ A FIRST TIME THE 21st DAY OF JUNE, 2021.

For (2): Trustee Leonard, and Trustee Ferris

Against (7): Trustee Watters, Trustee Duncan, Trustee Hentze, Trustee McNally, Trustee Painter, Trustee Paynter, and Trustee Whiteaker

Motion Defeated (2 to 7)

F. QUESTION PERIOD

Q: With regards to the Budget Meeting agenda, I am writing to ask a clarification question to be answered prior to agenda item E.3. It seems to me that the way the agenda is structured, that the final reading of the budget and motions will be passed prior to the agenda item F.

A: Chair Watters stated that Trustees can make a motion at the beginning of the meeting to move the motions up on the agenda.

Q: In their March 4th letter, the Songhees Nation requested funding from the district for the purpose of creating a position dedicated to seeking input from and advocating for the Songhees Nation in its interactions with the board. Why didn't

the March 8th and April 13th draft budgets reflect this request, in alignment with goal 2 of the district's strategic plan?

A: Chair Watters stated that the board made a commitment in their letter to Songhees and Esquimalt Nations that it would be built into the budget.

Q: Under what authority did the Superintendent and Board Chair request the Ministry of Education to "identify an independent advisor to help review the process and options and make recommendations to the Board?"

A: Superintendent Green recognized that it is her role and responsibility when she sees that there are concerns from the community. It is the discretion of the Board if they chose to take this process or not.

Q: As an indigenous member of the public I thank Ryan Painter for your sincere apology and Chair Jordan Watters for yours as well. My question is whether we the public will see an apology from Trustee McNally and Paynter as well?

A: Chair Watters stated that she would share this question with the Trustees.

Q: As a friend of Carey Newman, SD61 teacher and mother of two elementary students, how will you or multiple senior administration members take responsibility and respond to Carey Newman's letter outlining the blatant racism present in our District?

A: Superintendent Green stated that she takes all responsibility for all systemic racism that has come forward through staff. She takes it very seriously and wants to improve. Superintendent Green personally spoke with Carey Newman to apologize.

Q: Does the Superintendent of School District 61 take full responsibility and ownership for the racist rationale provide for this years budget in the May 10th Operations Policy and Planning Committee meeting?

A: Superintendent Green takes full responsibility as does Chair Watters.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1 Record of In-Camera Board of Education Meeting - April 26, 2020

G.2 Record of Special In-Camera Board of Education Meeting - May 10, 2021

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1 New Business

a. Extend Meeting Time

Moved by Trustee McNally
Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) extend the meeting past 11:00 p.m.

Motion Carried Unanimously

b. Independent Advisor

The motion was presented and Trustees engaged in discussion and asked questions of clarification of Superintendent Green.

Moved by Trustee Leonard
Seconded by Trustee Hentze

WHEREAS the Superintendent has engaged the Ministry by way of independent advisor to review where the District is, and to provide advice toward creating a balanced 2021-2022 budget,

That the Board of Education of School District No. 61 (Greater Victoria) extend its 2021-2022 budget process until such time as the advisor can report to the Board.

For (6): Trustee Watters, Trustee Leonard, Trustee Duncan, Trustee Ferris, Trustee Hentze, and Trustee Whiteaker

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

Motion Carried (6 to 3)

Trustee Whiteaker exited the meeting at 10:59 p.m.

c. Rollover Budget

Trustee McNally presented the motion and provided a rationale.

Ann Whiteaker left the meeting at 10:59 pm.

Moved by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to direct the Secretary-Treasurer to construct a rollover budget using the usual / past year's budget process for fiscal year 2021-2022, and that the Board direct the Superintendent to dismiss the special advisor called in by the Superintendent.

Discussion ensued amongst the Trustees with a suggestion being made to table the motion until after the independent advisor has made a presentation and report.

Moved by Trustee Leonard
Seconded by Trustee Ferris

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to direct the Secretary-Treasurer to construct a rollover budget using the usual / past year's budget process for fiscal year 2021-2022, and that the Board direct the Superintendent to dismiss the special advisor called in by the Superintendent*" be tabled until after the independent advisor has presented and provided a report.

For (6): Trustee Watters, Trustee Leonard, Trustee Ferris, Trustee Hentze, Trustee Painter

Against (2): Trustee McNally, and Trustee Paynter

Abstain (1): Trustee Duncan

Motion Carried (6 to 2)

H.2 Notice of Motions

None

I. ADJOURNMENT

The meeting adjourned at 11:06 p.m.

Moved by Trustee Hentze
Seconded by Trustee Leonard

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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

MINUTES

May 25, 2021, 7:30 p.m.

Trustees Present:	Jordan Watters, Board Chair, Elaine Leonard, Vice-Chair, Nicole Duncan, Tom Ferris, Angie Hentze , Ryan Painter, Rob Paynter, Ann Whiteaker
Trustee Regrets:	Diane McNally
Administration:	Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Vicki Hanley, Recorder
Guest:	Joan Axford, Independent Advisory

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:33 p.m.

A.1 Acknowledgement of Traditional Territories

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

Chair Watters provided the email address for question period.

A.2 Approval of the Agenda

Moved by Trustee Ferris
Seconded by Trustee Painter

That the May 25, 2021 agenda be approved.

Motion Carried Unanimously

B. 2021-2022 ANNUAL BUDGET

B.1 Independent Advisor Findings Presentation: Joan Axford

Chair Watters welcomed independent advisor, Joan Axford, and thanked her for attending and presenting her findings to Trustees, staff and the public.

Ms. Axford presented and provided a high level review of the District 2021-2022 Operating Budget.

C. QUESTION PERIOD RELATIVE TO PRESENTATION

Ms. Axford responded to questions from Trustees and the public with respect to her review and stated that she would provide a more in-depth report that will be posted to the District website on Wednesday, May 26th.

D. ADJOURNMENT

The meeting adjourned at 10:10 p.m.

Moved by Trustee Painter
Seconded by Trustee Duncan

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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

Special Board Meeting

MINUTES

May 28, 2021, 8:00 p.m.

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

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

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A. COMMENCEMENT OF MEETING

The meeting was called to order 8:02 p.m.

A.1 Acknowledgement of Traditional Territories

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

A.2 Approval of the Agenda

By consent, a letter from the Esquimalt and Songhees Nations dated May 28, 2021, will be added as B.1.

Moved By Trustee McNally
Seconded By Trustee Duncan

That the May 28, 2021 agenda be approved with the following addition:

C. QUESTION PERIOD

and renumber:

ADJOURNMENT to D.

Carried Unanimously

Moved By Trustee Duncan
Seconded By Trustee Painter

That the May 28, 2021 agenda be approved, as amended.

Carried Unanimously

B. NEW BUSINESS

Moved By Trustee McNally
Seconded By Trustee Whiteaker

Recess the meeting to await Chief Sam's arrival.

Meeting was recessed 8:13 p.m.

Carried Unanimously

Chair Watters reconvened the meeting at 8:20 p.m.

B.2 Budget Motion - Trustee Paynter

Trustee Paynter presented the motion.

Moved By Trustee Paynter
Seconded By Trustee Whiteaker

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to make district department heads and school administrators available for scheduled public meetings between June 1, 2021, and June 18, 2021, that are intended to:

- examine considerations included within the report submitted by Joan Axford, Independent Advisor, and
- receive information from, and ask questions of, District Department heads and school administrators,

to identify budget allocation options for School Year 21/22 culminating in a Board meeting on June 18, 2021 to pass the annual budget bylaw for School Year 2021/2022.

Discussion ensued amongst the Trustees with a suggestion being made to postpone this motion until the May 31, 2021 Special Board Budget meeting.

Moved By Trustee Leonard
Seconded By Trustee Ferris

That the motion *"That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to make district department heads and school administrators available for scheduled public meetings between June 1, 2021, and June 18, 2021, that are intended to:*

- *examine considerations included within the report submitted by Joan Axford, Independent Advisor, and*
- *receive information from, and ask questions of, District Department heads and school administrators,*

to identify budget allocation options for School Year 21/22 culminating in a Board meeting on June 18, 2021 to pass the annual budget bylaw for School Year 2021/2022" be postponed to the May 31, 2021 Special Board Budget meeting.

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

Against (4): Trustee Duncan, Trustee McNally, Trustee Paynter, and Trustee Whiteaker

Carried (5 to 4)

D. ADJOURNMENT

The meeting adjourned at 9:50 p.m.

Moved By Trustee Painter
Seconded By Trustee Ferris

That the meeting be adjourned.

Carried Unanimously

Chair

Secretary-Treasurer

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

Special Board Meeting

MINUTES

June 10, 2021, 7:00 p.m.

Trustees Present:	Jordan Watters, Board Chair, Elaine Leonard, Vice-Chair, Nicole Duncan, Tom Ferris, Angie Hentze , Diane McNally, Rob Paynter, Ann Whiteaker
Trustees Regrets:	Ryan Painter
Administration:	Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director of Finance, Budgets and Financial Reporting, Financial Services, Chuck Morris, Director, Facilities Services, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder
Stakeholders Present:	Karin Kwan, VCPAC, Carolyn Howe, GVTA, Jane Massy, President, CUPE 947, Connor McCoy, GVPVPA

A. COMMENCEMENT OF MEETING

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

B. Acknowledgement of Traditional Territories

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

C. Approval of the Agenda

Moved By Trustee Leonard
Seconded By Trustee Whiteaker

That the June 10, 2021 agenda be approved.

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

Against (1): Trustee Paynter

Carried (7 to 1)

E. BOARD SPECIAL BUDGET

E.1 Trustee Paynter - District Hiring Freeze

Trustee Paynter provided rationale for the motion. Trustees and staff debated the motion.

Moved By Trustee Paynter
Seconded By Trustee McNally

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to freeze all district level hiring at current levels until a plan to address the projected budget shortfall for School Year 2022/2023 has been finalized.

For (2): Trustee McNally, and Trustee Paynter

Against (6): Trustee Watters, Trustee Leonard, Trustee Duncan, Trustee Ferris, Trustee Hentze, and Trustee Whiteaker

Defeated (2 to 6)

E.2 Trustee Paynter - Expense Payments

Trustee Paynter provided rationale for the motion.

Moved By Trustee Paynter
Seconded By Trustee McNally

That the motion "*That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to suspend exempt and excluded expense payments until after a report detailing exempt and excluded expenses for the School Year 2020/2021 and the Board has*

determined whether spending caps need to be enacted generally or by expense categories (ex. Travel, mileage, etc.)" be postponed to the October 2021 Operations Policy and Planning Committee meeting.

For (6): Trustee Watters, Trustee Leonard, Trustee Duncan, Trustee Hentze, Trustee McNally, and Trustee Paynter

Against (2): Trustee Ferris, and Trustee Whiteaker

Carried (6 to 2)

E.3 Trustee Paynter - Enrolment Growth Allocation

Trustee Paynter provided rationale for the motion. Trustees, staff and stakeholders debated the motion.

Moved By Trustee Paynter
Seconded By Trustee McNally

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to apply any funds resulting from higher than expected student population numbers in School Year 2022/2023 be applied as priorities to the following programs:

- Gifted Teacher Staffing
- Clerical and/or School Assistants
- ~~Strong Start Learning Centre Supplements~~
- ~~Early Learning Framework Implementation~~
- ~~Enhanced Transition Wrap Around Supports~~

For (1): Trustee Paynter

Abstain (1): Trustee McNally

Against (6): Trustee Watters, Trustee Leonard, Trustee Duncan, Trustee Ferris, Trustee Hentze, and Trustee Whiteaker

Defeated (1 to 6)

E.4 Trustee Leonard - Budget Working Group: Music

Trustee Leonard provided rationale for the motion. Trustees, staff and stakeholders debated the motion.

Moved By Trustee Leonard
Seconded By Trustee Hentze

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) form a Budget working group to discuss music education and how this program might be offered in a more cost- effective manner. This working group will complete its work by January 2022*." be postponed to the September 2021 Operations Policy and Planning Committee meeting.

For (6): Trustee Watters, Trustee Leonard, Trustee Ferris, Trustee Hentze, Trustee McNally, and Trustee Whiteaker

Against (2): Trustee Duncan, and Trustee Paynter

Carried (6 to 2)

F. QUESTION PERIOD

Q1 -

What actions will the board of trustees be taking to put pressure on the government for increased funding to ensure no more cuts to programs?

A1: Trustee Watters we have not recalled our advocacy committee at this time. We are in the midst of planning.

Q2 -

Is the organizational structure available to the public? Where can we find it?

A2: Superintendent Green, this is on the district website. Under: Our District, Departments.

Q3 -

Will this working group include music teachers at the Elementary, Middle, and Secondary levels who will speak about the lived & true experience of the SD61 music classrooms? Trustees and Staff who are not in the music classroom on a daily basis should not be speaking about music education in SD61.

Why is music the ONLY subject needing to have a working group?

A3: Trustee Watters stated that they do not know who will be included in the group at this time.

Q4 -

Minister Whiteside wrote to me today and informed me that the district is paying for three consultants to advise the Superintendent - namely Mike McKay, Theresa Rezansoff and Joan Axford.

Are these the only consultants currently hired to assist the Superintendent?

How much are we paying as a district to consultants to the Superintendent?

A4: Full report coming June 21st.

Q5 -

When Trustee Leonard says she wants to get music off the budget line, does she mean that she wants to stop offering strings, band, choir, ukulele etc., or that she wants to include them in the provincial curriculum and stop treating music as an "extra"? How do other trustees feel about this issue?

A5: Trustee Duncan will provide her with the boards contact information.

Q6 -

When (if ever) did the board last approve an executive compensation freeze for the positions of Superintendent and Deputy Superintendents of Schools?

A6: Trustee Watters stated that those positions are contracted and that they are negotiated per individual for all exempt staff.

Q7 -

In looking at the budget, the community has asked our trustees to gain insight into other ways to reduce spending, especially those that do not directly impact our students. Here are some of my questions when looking at the budget these particular line items stand out:

- The budget in 2020/21 for pro-d/travel was $1,840,391. Can we separate the spending out, and put some caps on the non-contractual obligations?
- Why we have a cell phone budget of almost $850,000 for 2020/21? Do the tax payers really need to fund the exempt staff to have the newest iPhone/unlimited data plan? If this is a part of the contractual benefits package, does it need to be the most expensive? Can this be reduced in future? If it isn't actually cell phones, please separate it out in the budget.

- Vehicle leases, local/travel mileage - what are we leasing, and why? The budget for 2020/21 was $111,354 for vehicles, $2,393 for travel mileage, and $69,954 for local mileage.
- What part of the budget covers catering for dinners/lunches at the district, and can that be reduced? The people benefitting are most certainly able to afford lunches, but this money could be used to help fund a school lunch program.
- Can we reduce banking service charges? The banking service charges have a budget of $107,100. Though this is a small fraction of the total budget, you should still be looking at any way to reduce that does not affect student programming.

Thanks so much for taking the time to read through.

A7: Trustee Watters we will be addressing these questions in the next budget cycle.

G. Adjournment

The meeting adjourned at 8:06 p.m.

Moved By Trustee Whiteaker
Seconded By Trustee Leonard

That the meeting adjourn.

Carried Unanimously

Chair

Secretary-Treasurer

SD 61
CLIMATE EMERGENCY ACTION PLAN

- IS IT BOLD ENOUGH?
- IS IT FUNDED ADEQUATELY?

Jack Meredith, P.Eng. retired
LEED Fellow Emeritus

June 21, 2021

Background:

- Professional engineer (architectural)
- 40+ years experience with energy management
- LEED faculty of CaGBC & USGBC
- LEED Fellow Emeritus
- Dockside Green Commissioning Authority
- Specializing in:
  - deep energy retrofits
  - Net Zero Energy Buildings
  - Renewable Energy (Photo Voltaic (PV))

Why I am here?

1. **TO SUPPORT THE MOTION FOR AN ACTION PLAN**
2. To recommend the Action Plan be BOLD
3. To recommend adequate funding for a BOLD Action Plan

- Concern: an Action Plan that is **NOT BOLD ENOUGH!**

- Typical energy management plans target:
  - 40-50% savings & a maximum 5 year payback
- Climate Emergency implies a need for:
  - 70-80% savings & longer payback criteria (range of 15 years; 7% ROI)

Bold Action Plan – Why?

- A CLIMATE EMERGENCY needs a BOLD Action Plan
- Modest actions spoil the opportunity for real change
  - Building systems are generally upgraded on a 20+ year cycle
  - Make sure ACTIONS are BOLD now not in 2040-2050

RECOMMENDATIONS:

1. Avoid quick fixes to major systems (envelop; lighting & mechanical).
2. Avoid district wide programs (that do not maximize savings)
3. Focus on comprehensive deep retrofits in targeted buildings
   - Building by building creating a Net Zero Energy portfolio
4. Mandate all future schools achieve Net Zero Energy
5. Set a SD wide energy reduction goal of at least 75%.
6. Ensure adequate funding and payback criteria (see example)

- Is Net Zero Energy Possible?
- Is 75% Reduction Possible?

- Net Zero Energy buildings are done now!
- Proven technology is well understood!
- Local professionals are able to do the work!
- Costs of many technologies have dropped!
- Incentive programs are available!

- Climate Emergency requires this level of change!

Economics:

- GENERIC EXAMPLE (to show scope of $ needed):
  - Current energy use $1.32 / sq. ft.
  - Climate emergency use $0.32 / sq. ft. (75% savings)
  - Savings $1/sq. ft.
  - Capital investment $15/sq.ft.
    - Based on 15 payback (6.6% ROI)
  - for a 2,000,000 sq.ft. school district
    - Energy savings would be **$2,000,000/year**
    - Budget would be 2,000,000 X $15/sq.ft = **$30,000,000**

- **SCOPE REQUIRED FOR CLIMATE EMERGENCY**
  - **It can be done if there is a will to do it.**

Esquimalt Nation
1189 Kosapsum Crescent
Victoria, BC
V9A 7K7

Songhees Nation
1100 Admirals Rd
Victoria, BC
V9A 2P6

May 28th, 2021

Chair Jordan Watters
SD 61 Board
556 Boleskine Rd,
Victoria, BC
V8Z 1E8

Attn: Chair Watters,

Please accept this letter from Esquimalt and Songhees Nation's Chief and Council with the upmost care and consideration, as it pertains to our concern with the proposed budget considerations and our belief that these considerations violate the Ministry of Education's foundational principals.

As a prelude to our letter, Leadership would like to express our alignment with the Ministry of Education's commitments outlined in the platform, *Working for You*, which include (but are not limited to): 1) Putting people first: protecting and enhancing the public services; 2) Lasting and meaningful reconciliation: to focus on creating opportunities for Indigenous peoples to be full partners in the economy and providing a clear and sustainable path for everyone to work toward lasting reconciliation; and 3) Equity and anti-racism: implementing mitigative practices to address racialized and marginalized people who face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives.

While these principles are the focus of the Ministry, we fear they are lost at a regional level.

As indicated in Ms. Axford's summary report, a number of profoundly negative impacts are listed as a by-product of your decisions, which conflict with the aforementioned commitments by the Ministry.

To date, both Nations have met with Minister Whiteside and Joan Axford. These meetings produced the following understanding of next steps and the expectations from the Nations:

1. Minister Whiteside and SD 61 are collaborating to address the budget cut concerns;
2. It is both Nation's expectation that the Board will reconsider their proposed cuts. Now is not the time for austerity, or a living within our means "budget reset", or paying down historical structural capital deficits. Now is the time for elected officials to hear the needs of constituents and support their communities, particularly those who are most vulnerable and already disproportionately impacted by the COVID-19 pandemic. The proposed budget feels poorly conceived, and appeared to pit Indigenous students against their non-Indigenous peers through a false and deeply concerning narrative. These cuts will only exacerbate the growing challenge of the increased learning gaps and mental health challenges within our school population as a result of the COVID-19 global pandemic;
3. As Rightsholders, it is the expectation of both Nations that SD 61, in consultation with Esquimalt and Songhees Nations, will promptly establish protocols for transparent budget reviews and ongoing consultation with the Esquimalt and Songhees Nation Leadership.

4. The SD 61 Board will issue a public apology to the communities at large for the Boards' conduct exhibited at the March 1st and May 10th meetings, both of which permeated a pattern of colonial thinking – it is our expectation that this apology will acknowledge indiscretions undertaken by specific individuals and be issued in the next week or two;

5. A SD 61 Board representative will connect with Esquimalt Nation's Executive Director, Katie Hooper, to plan the logistics for individual apologies (in person or virtual) to Esquimalt Nation and Songhees Nation Chief and Council for their inappropriate conduct. Formal, in person apologies are a sign of respect in Indigenous culture and we are anticipating that the Board is striving to improve their understanding of these cultural practices;

6. SD 61 Board Chair, Trustees and Senior Administrators are required to receive cultural sensitivity training delivered by qualified First Nations service providers;

7. Long term plans to build capacity and address issues of systemic racism within SD 61 will continue to be discussed. Esquimalt and Songhees Nations would like to see a Special Advisor brought in to perform a comprehensive assessment and steps towards meaningful, long-lasting change;

8. The Shoreline and Craigflower amalgamation project will be reset.

Finally, Esquimalt and Songhees Nation's are in support of the following proposed motion:

That the Board of Education of School District 61 (Greater Victoria) schedule public meetings between June 1, 2021, and June 18, 2021, to:

1. examine considerations included within the report submitted by Joan Axford, Independent Advisor, and receive information from, and ask questions of, District Department heads and school administrators,
2. to identify budget allocation options for School Year 21/22 culminating in a Board meeting on June 18, 2021 to pass the annual budget bylaw for School Year 2021/2022.

Esquimalt and Songhees Nations have been insulted and ignored by previous apparent attempts at "consultation" including the Craigflower/Shoreline staff presentations, the subsequent public hearing on the matter where consultation shortcomings were identified, the summary cancellation of the March 1st 2021 Education Policy Committee meeting and the use of First Nations students as a wedge to justify the budget proposal championed by staff. If the District is sincere in its desires to repair the relationship with the Esquimalt and Songhees Nations, an invitation to actively participate in comprehensive budget meetings would be an appropriate first step.

We thank you in advance for your thoughtful consideration of this letter and we look forward to collaborative and constructive next steps.

Signed,

Chief Robert Thomas
Esquimalt Nation

Chief Ron Sam
Songhees Nation

cc: Honorable Minister Jennifer Whiteside, Ministry of Education
Honorable Minister Murray Rankin, Minister of Indigenous Relations and Reconciliation
Honourable Mitzi Dean, MLA for Esquimalt-Metchosin

From:	Victoria Hanley
To:	Kelly Gorman
Subject:	FW: Cuts to music programs - please include my letter in correspondence at next meeting
Date:	Friday, May 28, 2021 8:37:35 AM
Importance:	High

From: Katharine Odgers <>
Sent: Monday, May 17, 2021 6:25 PM
To: Trustees <trustees@sd61.bc.ca>
Subject: Cuts to music programs - please include my letter in correspondence at next meeting
Importance: High

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Dear Trustees,
I would like to add my voice to the chorus of those protesting cuts to the music programs in Victoria's public schools. Music is an invaluable aspect of every child's education and teaches patience, perseverance, discipline, cooperation, and the immeasurable importance of being part of something bigger than yourself, all qualities it is vital to foster in childhood and adolescence Apart from its innate esthetic and social value, it has also been demonstrated by studies that children who play a musical instrument are more likely to excel in other branches of their studies. I learned the clarinet in elementary school and my sister played the violin in the Oak Bay High School orchestra under the benevolent guidance of Mr. Rain, experiences we both look back on with great fondness. Mr. Dunnet, the legendary band teacher at Oak Bay High, nurtured the talents of many students who went on to become highly successful classical and jazz musicians, and the same is true of other teachers in the district. Many parents cannot afford to pay for private music lessons for their children, so the public school programs are the only possibility for these children to experience the joy and sense of accomplishment that playing an instrument brings.
I fail to see the wisdom of encouraging sports programs while cancelling music programs, as the latter encourage precisely the same qualities as being on a sports team does: mutual trust, cooperation, team spirit, hard work, practice, listening to the coach, learning from your mistakes, and doing your best.
Finally, in an era of a global pandemic and its uncertain aftermath, with our children suffering from heightened levels of anxiety and stress, the beauty of music provides well-documented relief from emotional distress. Even without a pandemic, childhood and adolescence are difficult for many children to navigate, and being in a band, orchestra or choir is the perfect antidote to their daily worries and fears.
I therefore urge you not to implement cuts to the music programs in School District 61.
Yours sincerely,
Katharine Odgers

From: Victoria Hanley
To: Kelly Gorman
Subject: FW: Deeply Offended by Secretary-Treasurer"s report on May 10 2021
Date: Friday, May 28, 2021 8:32:43 AM

From: Sally Murphy <>
Sent: Thursday, May 13, 2021 5:50 PM
To: Trustees <trustees@sd61.bc.ca>
Subject: Deeply Offended by Secretary-Treasurer's report on May 10 2021

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Please include this letter in the pack-up for Trustees for the May 17 meeting

Dear Trustees,

At the May 10 Board meeting, the Secretary-Treasurer presented a report that was deeply offensive.

It was loaded with hypothetical questions about Indigenous student completion rates and music participation as a way to rationalize cuts to music. This is racist and reprehensible.

No data has been produced that shows choir, strings, and band as having a negative impact on Indigenous student success. Suggesting that Indigenous students do not benefit from the current programming reduces Indigenous youth to stereotypes and suggests they should be defined by their deficits and not their strengths.

In addition, nothing in the budget presentation shows concretely how cuts to choir, strings and band will directly be used to improve completion rates for Indigenous students.

It is clear that the students, parents, teachers and wider members of the sd61 community do not support ANY of the cuts to the budget. By trying to justify these cuts as an expression of concern for Indigenous students demonstrates how weak your position is.

If your position is to be credible it needs to be based on real data, not on hypothetical questions with no basis in fact.

Find savings that reflect the values of the community.

Respectfully,
Sally Murphy

From:	Victoria Hanley
To:	Kelly Gorman
Subject:	FW: Feedback on SD 61 Budget
Date:	Friday, May 28, 2021 8:34:26 AM
Attachments:	PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf

From: Jonnie Bridgman <> **Sent:** Friday, May 14, 2021 1:00 PM
Subject: Feedback on SD 61 Budget

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Dear Trustees and Members of the School Board,

I expect you have an awareness of the First People's Principles of Learning (attached in this email). These principles are now core to the BC curriculum across all subjects. These principles help to guide teachers to connect to Indigenous students in meaningful, positive and culturally sensitive ways. These principles can and do apply in ALL subject areas. Teachers across all subject areas in our district are already implementing these principles. These principles lead to greater success for Indegenous students and more importantly help Indigenous students feel safe and respected in our schools. These principles benefit ALL students and help all students feel safe, respected and more culturally aware. I would like to ask, how has the school board applied these principles through this budget process?

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Music teaches us to connect deeply to ourselves and nourishes us.

Music connects students to their community and their community to them.

Studying music connects us to the history of others in unique ways.

Music is medicine. You have heard first hand accounts about how music helps to balance and maintain mental health, how it has healed, how it has saved lives! How much emotional damage will these cuts deal to our students, their family and our community? What toll will this take on our already fragile and underfunded mental health supports? How much emotional damage has already been dealt from even the suggestion that taking away a student's music program (their place, their reason they come to school, their community, their safe space) is the answer to solving this budget crisis and by suggesting that these cuts will in some way benefit their Indigenous peers? This is both preposterous and has the potential to create an unhealthy divide.

Are you truly listening to the families and community who are trying so hard to connect to you?

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Music uses our brain in a way that is unique to any other subject. It is holistic in itself and helps to fill gaps that no other subject can, to create a well-rounded education.

Music is the ultimate experiential learning experience.

How many stories have you now heard of the meaningful relationships students have built through their music programs with their peers, their teachers and theirselves?

Where have you heard of students finding their "place"?

Learning involves recognizing the consequences of one's actions.

This is for you to reflect on, what will be the consequences of your actions?

Learning involves generational roles and responsibilities.

SD 61's music programs have been built over generations, giving them an incredible depth and foundation that cannot be built or rebuilt overnight. Students become part of this generational legacy. They know and understand this role and it gives them power, pride and self-worth.

Cuts to SD 61 music programs would be felt all over our province and by future generations of students, teachers and community members.

Learning recognizes the role of indigenous knowledge.

Yes, there is still much work to be done here but Indigenous knowledge is becoming more and more embedded in this generational legacy in our music programs. Do you know the story of how Indigenous drumming has been brought into our schools through our music teachers? Talk to Sarah Rhude, Jenn Treble and Jen Hill. Please speak with them and learn this story before you make any decision.

Learning is embedded in memory, history, and story.

Music aids our memory and records our history and story.

What will our story be in the coming year(s)? How will you contribute to this? How will it look for our students?

Learning involves patience and time.

Learning music involves patience and time.

Learning music develops patience and time.

Financial planning involves patience and time. Why on earth did our trustees turn down the option for more time as trustee McNally suggested and all of our stakeholders supported?

Learning requires exploration of one's identity.

Learning music requires exploration of one's identity. It provides an opportunity like no other for students to develop the confidence and courage to express themselves, let their voice be heard and be proud of it.

Have you explored your identity through this process? Will you feel proud when this is through?

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Music is sacred. Our student's mental health and well-being is sacred. The experience, knowledge, passion and heart that music teachers (and all staff) in our district bring to their job every day is sacred. Do you honestly feel that you rightfully have permission to dismantle the generational legacy that has been built through our music programs over decades?

Music is available to every student in our district. Counselling is available to every student in our district. Not every child needs or chooses to use these services, but they need to be there for every student for many of the same reasons.

I don't have statistics on how many Indigenous students participate in SD 61 music programs but I am certain that there is participation at every school in the district. The statistics are not the point. The point is that we offer incredible, inclusive music programming that incorporates the First People's Principles of Learning and which give our Indigenous students the same opportunities that every other student in the district has to participate. This is what the district needs to support Indigenous students. Inclusive programs which captures the interest of Indigenous students, SD 61's music programs are a shining example of this and sets an example for all other programs in SD 61 schools.

As senior admin and trustees you must draw a firm line of what constitutes a complete educational system that supports our students and provides them a safe space to learn. If this cannot be afforded this year then you simply must run a deficit, borrow from the future or find this money in whatever way possible. You cannot afford to cut spending when the needs of students are not met.

I have so much more to say but I know you are also hearing this from thousands of other students, teachers, parents and community members.

Please find another way. The proposed budget as it stands is unacceptable for any district to put forward for it's students.

Sincerely,

Jonnie Bridgman
SD 63 Music/PE Teacher
SD 61 TTOC
Community musician
Advocate for students

From: Victoria Hanley
To: Kelly Gorman
Subject: Fw: June 7 Board Meeting
Date: Tuesday, June 8, 2021 1:23:07 PM

From: Jordan Watters <jwatters@sd61.bc.ca>
Sent: Monday, June 7, 2021 15:49
To: Sally Murphy <s; Trustees <trustees@sd61.bc.ca>; Shelley Green <sgreen@sd61.bc.ca>
Cc: Victoria Hanley <vhanley@sd61.bc.ca>
Subject: Re: June 7 Board Meeting

Dear Ms. Murphy,

As requested, your letter will be included on the June 21st Board meeting agenda under correspondence.

Thank you for taking the time to share your perspective with us.

Sincerely,
Jordan

Jordan Watters (she/her)
Chair, Board of Education
Greater Victoria School District No. 61
Ph: 778-977-2309
www.sd61.bc.ca | **@sd61schools**

I acknowledge with gratitude and respect that I live and work on the territories of the Lekwungen peoples.

From: Sally Murphy <>
Sent: Sunday, June 6, 2021 7:30 AM
To: Trustees <trustees@sd61.bc.ca>; Shelley Green <sgreen@sd61.bc.ca>
Subject: June 7 Board Meeting

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Please include this letter in the pack-ups for all trustees

Dear Trustees,

According to Jordan Watters, the meeting on Monday June 7 is to include a "focused conversation around Indigenous Education and Reconciliation in our district".

How will this be possible when there are no primary stakeholders leading the way? And although the agenda says that Carey Newman is speaking, he has declined the offer as members of the Four Houses were not consulted ahead of the agenda being set in order to have full participation.

Your intentions may be good, but you are not really understanding that, in the words of Carey Newman "decolonisation needs to include stepping back from the perception of power and

control and put into action promises to "listen" through changed ways". You are still holding on tightly to your positions of power and this is a major roadblock to moving forward in meaningful dialogue. The goal to improve education for Indigenous students will never be achieved without real change in your attitudes and actions.

The continued disconnect between what you say and what actually happens is very disappointing.

Respectfully,
Sally Murphy

From: Victoria Hanley
To: Kelly Gorman
Subject: Fw: June 7 meeting failure
Date: Tuesday, June 8, 2021 1:22:56 PM

From: Kim Morris <kmorris@sd61.bc.ca>
Sent: Monday, June 7, 2021 15:32
To: Victoria Hanley <vhanley@sd61.bc.ca>
Subject: FW: June 7 meeting failure

Kim Morris
Secretary-Treasurer/CFO
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8
Phone: 250-475-4108
Cell: 236-969-0661
www.sd61.bc.ca
Email: kmorris@sd61.bc.ca
Twitter: @KimKMorris

From: Marita Dachsel <>
Sent: Sunday, June 6, 2021 2:45 PM
To: Jordan Watters <jwatters@sd61.bc.ca>; Diane Mcnally <dmcnally@sd61.bc.ca>; Rob Paynter <rpaynter@sd61.bc.ca>; Ryan Painter <rpainter@sd61.bc.ca>; Elaine Leonard <eleonard@sd61.bc.ca>; Nicole Duncan <nduncan@sd61.bc.ca>; Tom Ferris <tferris@sd61.bc.ca>; Ann Whiteaker <awhiteaker@sd61.bc.ca>; Shelley Green <sgreen@sd61.bc.ca>; Kim Morris <kmorris@sd61.bc.ca>; Angie Hentze <ahentze@sd61.bc.ca>; Trustees <trustees@sd61.bc.ca>
Subject: June 7 meeting failure

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Please include the following letter in correspondence at the next board meeting.

Dear Trustees,

Over the last few weeks it has become glaringly clear that the upper management of SD61 and the board of trustees has a racism problem. You know this and are taking baby steps to make

amends, but it's also clear that these steps are too small and too slow.

I am appalled that the meeting slated on June 7, described in part as a "focused conversation on Indigenous Education and Reconciliation in our school district" failed to be organized in a way that shows a genuine openness to decolonization or reconciliation. By sending notification late on Friday to the Four Houses with an agenda already in place, you are reinforcing your power and hierarchy, while illustrating a disingenuous desire to listen. You must change your ways, show through action.

I am ashamed that even after the public outcry and demands for accountability, the budget process went ahead with protecting senior admin expense budgets by taking from students and still pitted Indigenous needs against music in the decision making process as if they were separate.

I was mortified watching how the Chair reacted in a condescending manner after every Ingidenous person spoke at the meetings, both not fully listening and also replying with a saccharine "so powerful, so powerful" which came across as patronizing and inauthentic.

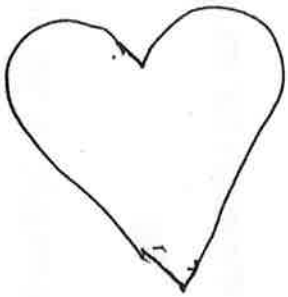
I applaud that you put $50,000 towards anti-racism training for upper management and the board for this forthcoming year. A good baby step in the right direction. In addition to that, I request that you all read the TRC before September. If committing to reading the document feels too much, I suggest watching/listening to it being read instead here:
https://www.youtube.com/watch?v=vW4lQfOfl3I&list=PLxPr_RIsvg9JJWoiRx2kl2v24r_pu7JbR

Please learn the protocols of the nations on which you reside. You have the resources within your organization to learn, so you really have no excuse. Please do this to start undoing the harm and as representatives of the district.

I am a settler and an uninvited guest on Lekwungen territory. I am learning how to be a good citizen here, too. I ask you to commit, truly, deeply, and genuinely, to doing better to the Indigenous communities, families, and citizens of this region. The families, students, and people of this district deserve much better.

Respectfully,
Marita Dachsel
Parent to students at SJD. Central, and ESQ

Hi i love music and Art!



Yours truly
Isabella
IG

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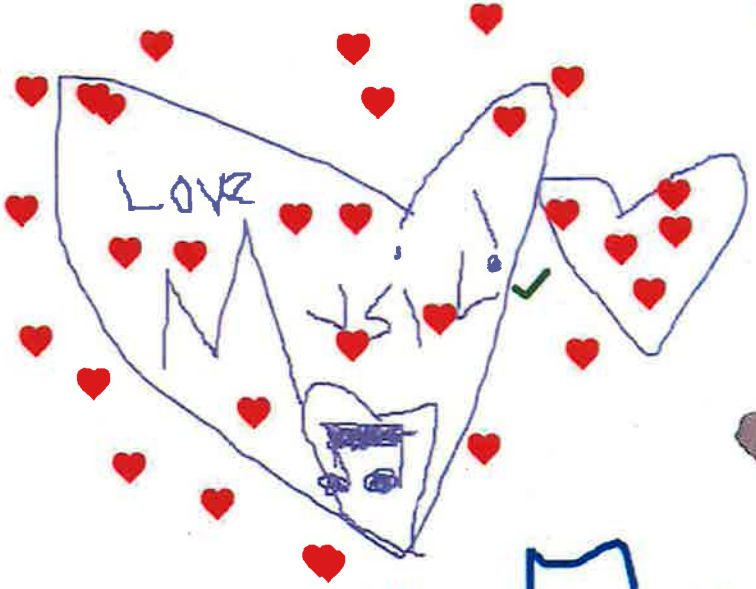
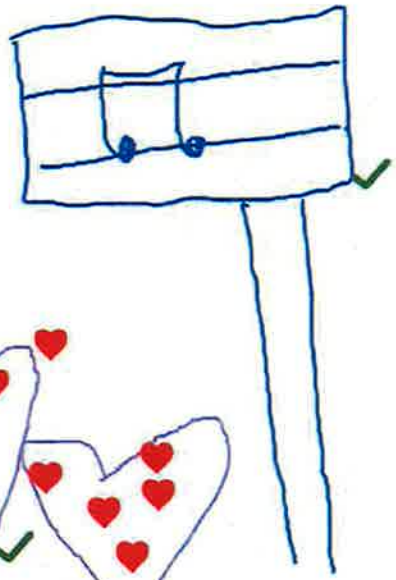




march for music

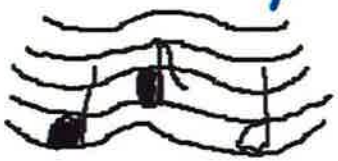
stab your fluts or dont try at all!

music is not a mistake

Music matters

Music helps us LEARN!!!

Schools Need Music!!!



music = togetherness

The 5th Bay to Bay Guides

Petition to save strings!

1. Jane. F.	17. Perrey G	34.
2. Audrey. M	18. Taylor M	35.
3. Emerson. K	19. Kimiya. J.	36.
4. Juliet D	20. Phoebe. L.	37.
5. Georgia. S ♡	21. Mavis b.	38.
6. LOLA. Q:	22. Charlotte K.	39.
7. Ava M	23. Chloe. C	40.
	24. Clara Hamilton Harris	41.
8. Crile B. ☆ ☺ ⊛	25.	42.
9. Brooklyn w	26. Mollyboi	43.
10. Nola T.	27. Evelyn	44.
11. Dorian R	28. Peggy K	45.
12. Lucas B	29. Seth	46.
13. Ryan A	30. Lily	47.
14. Benjamin S:	31. Keegan	48.
15. Clara D ☺	32. Emma d	49.
16. Wren M.M.	33.	50.

Sign if you support this cause

May 17, 2021

Board Chair Greater Victoria School District No. 61
556 Boleskine Road
Victoria, BC, V8Z 1E8

Dear school district #61 trustees and the Honourable Jennifer Whiteside,

On November 26, 2020, our Premier provided the Ministry of Education and all our schools with a very clear mandate: to work towards lasting and meaningful reconciliation by investing "time and ongoing commitment to work with Indigenous peoples as they move towards self-determination" [1].

Sadly, over the last three months especially, the Greater Victoria School District board has proved incapable of working towards reconciliation, and this school board's harmful actions and racist rhetoric has alienated families, staff, and students as a result. As a community, we are concerned that this board cannot repair the damage to affected members nor build the relationships necessary to work with Indigenous peoples towards reconciliation and self-determination.

Indigenous members of the school district community do not have a vote on the current board. In fact, the Greater Victoria School Board neither speaks effectively **for** Indigenous members nor **to** the membership in the school district community: as our secretary treasurer recently confirmed, the board has had little to no conversations with Indigenous membership during the school district's budget process [2]. To the extent that Indigenous members at SD61 have voiced their concerns in this process, these voices have been disrespected, silenced, and dismissed. As a result, some of the Indigenous Ad Hoc Committee membership have distanced themselves from the school board's decisions to date [3, 4]. To make matters worse, since former member Carey Newman's resignation from the school board's Indigenous Ad Hoc Committee last week, only two of nine trustees have signalled their agreement with his letter and the support for reconciliation it entails [5]; the other seven trustees have either ignored my requests for comment, or declined to both sign Carey Newman's letter and agree to his request for the board to arrange a public apology for the school district's survey and offensive May 10th slide deck, among other actions [6].

This board and this district has it all to do to restore broken relationships with families, staff, and students. Their actions and words during the budget process perpetuated an unsafe learning environment and risked harm to impacted students—especially for Indigenous and vulnerable students. It has too often been left to the staff to repair the damage they have caused and to speak up for these students (see the letters from the PAC and staff of Macaulay Elementary, Craigflower Elementary, George Jay Elementary, and many others)*. As the district released and retracted survey questions and ignored emails from its community, students have become increasingly upset and concerned by the lack of understanding from their district administration and the board, and teachers and support staff across the district have lost trust

in their employer and are losing the fight to support our students in an increasingly toxic and literally unsafe work environment. But rather than addressing the aftermath of the pandemic, the proposed budget and the actions and words of the board and district during this process to date have already compounded the most devastating effects of this pandemic on our teachers' and students' well-being and mental health.

In short, the school board is facing a fundamental crisis of confidence from the entire school community. Our students, staff, and families have been isolated from each other and the board members, and our only communication from and with the district administration has all too often been tenuous, unintelligible, and in many cases, downright deceptive. There are too many barriers to participating in board meetings, too few facts available in response to basic questions, and too much misinformation in the published material from the board to date. Even the April 28th survey—the school district's most ambitious effort to hear from the community at large—dishonestly represented the school district's financial situation [7], and disingenuously forced choices to many questions parents did not have the information to answer [8]. Our teachers' and parents' associations therefore advised their membership to skip these questions, and those of us who have acted accordingly explained our reasons for this deliberate satisficing at the end of the survey [9]. The Victoria Confederation of Parent Advisory Councils has since called for the school district to make the record of these answers public [10]. But rather than releasing the results of this flawed survey instrument to the public in advance of a budget vote, the school district has excluded the public and the board from its process of interpreting and implementing their conclusions from this data in the final draft of their budget.

Tonight is the wrong time to make decisions about the budget. It is a time for all of us to critically examine personal and systemic biases, attitudes, beliefs, values and practices. It is a time to repair damaged trust and restore broken relationships. It is a time to assume responsibility for the damage the budget process has already caused and most of all, it is a time for administration and the school board apologize to parents, students, and staff for the abusive and offensive language they have already used to silence us and harm our students in this process. Trustees, our community's response to your actions of the past weeks and months has been loud and clear: **your words do not represent us**. **Your budget does not represent us**. And unless you address fundamental concerns about the budget process to date, **your vote will not represent us**.

I therefore call on the board to continue their conversations on this budget for at least another month and to schedule further public engagement sessions to adequately respond to families' and staff's questions and concerns, especially about the recent committee meetings during the process to date. Families, staff, and students deserve to hear a more inclusive rationale for this budget, and the Indigenous members of this district deserve nothing less than a budget that advances reconciliation. We need time to critically understand and examine the impacts of the proposed budget on the relationships in our community, and most of all, we will need time to heal deep wounds. I urge the board to postpone a final vote on the budget draft until we have started this important work.

During the next month, I expect the board and district to collaborate with parents, teachers, and students on a budget that will provide us all with an inclusive learning and working environment that ultimately enhances and supports student learning, identities and well-being.

After all, if you have not engaged and collaborated with all members of the community to date, you have yet to provide us with a budget draft that aligns with the strategic plan.

It will be difficult to earn our trust, but it is not too late. We expect better, we need you to take responsibility for your actions, and we want us all to be held accountable for our relationships.

With respect,

Jonathan Faerber

*These letters were included in the public agenda for the scheduled May 17th special board meeting, but have since been removed.

[1] BC Ministry of Education Mandate Letter, November 26, 2020

[2] Greater Victoria School District Public Information Session, April 14th

[3] Metis Nation of Greater Victoria letter to trustees, May 16th (p. 45 of today's agenda)

[4] Carey Newman open letter to trustees on "Reconciliation, music, and systemic racism", May 13th (p. 154 of today's agenda)

[5] Ibid. (p. 154 of today's agenda)

[6] I sent individual emails to the other seven trustees (Chair Jordan Watters, Ann Whiteaker, Nicole Duncan, Tom Ferris, Elaine Leonard, Angie Hentze, and Ryan Painter) on May 14th requesting then each to address Carey Newman's letter, *both* by acting on its specific proposals and/or signing the letter. Ryan Painter responded to decline both of these actions due to a conflict of interest between his role on the board and the advocacy the letter requests of our trustees. I will leave it to each of you to share your correspondence with me as you see fit.

[7] See the minutes of the April 26th board meeting for reference (p. 13 of today's agenda). Despite the board having taken action to reduce the initial deficit by 16% in their April 26th regular board meeting and decrease cuts to music by nearly 50%, the survey incorrectly used the financial forecast of its 3rd budget draft and asked parents questions for their input on specific cuts that were no longer proposed (due to a vote on this budget update).

[8] See the entry on "Forced choice" from the *SAGE Encyclopedia of Survey Research Methods* by Paul J. Lavrakas for context. Surveys with ranking methodologies often provide an opt out (prefer not to answer/I don't know response). In some cases, using data from forced answers

implies that respondents have all the information and understand the questions and the options provided. To pick just one example, adding a fourth option ("Prefer not to answer") to the question asking respondents to choose between three strategic planning goals would have straightforwardly invalidated the question and exposed the flawed assumptions in the survey design, since almost everybody would have picked the fourth answer, if they answered at all!

[9] See the entry on "Satisficing" from the *SAGE Encyclopedia of Survey Research Methods* by Paul J. Lavrakas for context. To use Lavrakas' words, "survey respondents must execute four stages of cognitive processing to answer survey questions"—in this case, there is good reason to believe that respondents in this survey "skipped one or more steps altogether" (para. 1).

[10] VCPAC letter to trustees, April 29th

FIRST PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

ENGLISH

From: Victoria Hanley
To: Kelly Gorman
Subject: FW: Concern over the current budget
Date: Friday, May 28, 2021 8:39:56 AM

From: Judy Macquarrie <> **Sent:** Thursday, May 27, 2021 7:56 PM
To: Trustees <trustees@sd61.bc.ca>
Subject: Concern over the current budget

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

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Dear Trustees,

I would like this put in the "pack" for all trustees, please.

I am writing to express concern with the current SD61 budget as released.

I have been a property owner in the District for over 45 years but have never felt the need to contact the Board. I want to thank you for taking on such a challenging elected position, but I am concerned with this year's budget and the apparent lack of trust, transparency, and timely consideration of how best to return from a pandemic. Please don't cut music education, Educational Assistants, the reading programs or food programs. Students, teachers and staff need to get back to whatever the new normal is without watching that their programs are being cut. While I recognize that you need to have a balanced budget, you did indicate a surplus, not a contingency fund, so you should, for this one year at least, be able to continue these valuable programs.

One thing I have learnt from reading and watching the budget proceedings, is how very important it is for all citizens to be aware of and knowledgeable about the activities of their elected school board officials, whether one is a parent or not.

Thank you for your time.
Judy Macquarrie

From: Victoria Hanley
To: Kelly Gorman
Subject: FW: Open Letter To Trustees from a Parent
Date: Monday, May 31, 2021 9:13:58 AM

From: Bruce & Karin Kwan <>
Sent: Saturday, May 29, 2021 9:29 AM
To: Jordan Watters <jwatters@sd61.bc.ca>
Cc: Shelley Green <sgreen@sd61.bc.ca>; Trustees <trustees@sd61.bc.ca>
Subject: Open Letter To Trustees from a Parent

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Dear Trustee Watters,

I am extremely disheartened by the proceeding of the Board meeting tonight. A number of trustees tonight indicated that they have heard parents loud and clear about what we want. It is clear after Trustee Leanord's motion that you have heard parents but have not really listened.

Being heard is not the same as being consulted.

You had the opportunity through Trustee Paynters motion to take Joan Axford's advice and take some time to bring stakeholders into a discussion of the budget and options presented. Instead, you told us that all trustees were open to phone calls and emails.

Parents have given 100% PLUS of their time for weeks to try to understand the Board and proposed budget. And now, yet again, each parent has to engage in 9 different conversations with trustees within the time frame of a weekend? Do the trustees even have enough minutes in a weekend to engage with every parent who wants to speak let alone students and other stakeholders?

I spoke Thursday night of a loss of trust. I fully expected the trustees to welcome some time to consult with students, parents and stakeholders. I am still in shock that trustees wouldn't welcome more time to consult with all parties. It feels like a direct slap to the face.

Once again, another lost opportunity for this Board of trustees.

I am honestly at a loss. I don't know how else to engage with this Board moving forward. I feel silenced. Perhaps that is what you wanted, but it is not in the best interest of students and it is certainly not what you were elected to do. At this point, I don't feel like engaging with trustees will make any difference. Perhaps now we as parents have to look elsewhere for solutions.

I certainly won't actively seek out trustees this weekend but if you feel like you have something to say to change my feelings toward this Board, feel free to reach out to me.

Karin Kwan

https://docs.google.com/document/d/1E2DA0TDkPBjKyQBMp3cfOK3fSzwccYe8GDYupeVCBvQ/edit?usp=sharing

Dear School Board Members,

There has been a lot of talk lately about a structural deficit in the Greater Victoria School District (SD61). A Structural deficit is defined as ***the portion of a public sector deficit which exists even when the economy is at potential.*** A deficit this year could hardly be called structural since I believe a world pandemic would not see an economy at potential. ***Structural deficits reflect a chronic problem of spending more than what is being received in revenues.*** Notice the use of the word chronic. A structural deficit is recurring and long-standing.

After examining the Audited Financial Statements from the previous 5 fiscal years, it is clear that SD61 does not have a structural deficit. In fact, 3 of the last 5 fiscal years, taken from the Statement of Operations shows a surplus. The Schedule of Operating Operations shows 4 out of the last 5 fiscal years with a surplus and the Schedule of Special Purpose Operations shows all of the last 5 fiscal years with a surplus. However, the Schedule of Capital Operations shows a deficit every year of the last 5 years.

So, why is the SD61 School Board claiming a structural deficit? Every year, the Board budgets for a deficit anywhere between 6-10 million dollars. On average over the last 5 fiscal years, the difference between our *actual* deficit/surplus and the *budgeted* deficit is **7 million dollars.** The main source of this variance is due to a chronic under-projection of revenues. On average over the last 5 fiscal years, the difference between our *actual* revenues and the *budgeted* revenues is **10.5 million dollars.**

In addition, even though we see a *surplus* in Operating Operations for 3 of the last 5 years, the Operating Accumulated Surplus ***still decreases***. And even though we see a *deficit* in Capital Operations 2 of the last 5 years the Capital Accumulated Surplus ***still increases***. Upon further investigation, I notice a "transfer from other funds" that goes into Capital Operations to cover the deficit **and** in some instances, "plus some". The majority of this transfer is coming from Operating Accumulated Surplus under the heading of "Tangible Capital Assets". So the trend shows that even though there is a deficit in Capital Operations every year, Accumulated Surplus for Capital Operations is *actually increasing* due to these transfers and subsequently, Accumulated Surplus for Operations is *decreasing* even though the Operating side of the financials is showing a surplus.

Does this mean that Capital Accumulated surplus is "borrowing" from Operating Accumulated Surplus? Will this money be paid back from Capital Accumulated Surplus back into Operating Accumulated Surplus?

Or are students being made to pay for an ineffective budgeting system and overspending on Capital Projects?

Thank you for your time, service, and consideration.

Karin Kwan

ear Harold Caldwell,

usic is very important and Keeps lots of people happy. I understand why you are
ncelling the music in schools. Music is important because it can really effect somebo-
y's feelings and make somebody happy or sad. It can help Kids and adults feel and stay confi-
It is important to help Kids make friends and be happy. Please look at the poster on the back
s at Girl Guides have made. We all put our own musical messages and drawings all over it,
o help bring music back into schools. Please consider this message.

Yours Truly,
Keira
age 9

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!!

Find your inner musician

Music powers the world

Never end music

Music Rocks!

Every day

I♡ mu$ic ♫♡♡♡♡♡

BRING MUSIC BACK

life is better with music

I love Music

Music makes math awesome

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

the key of the piano is the key to joy

Each of the 88 keys on the piano can unlock some joy

LIFE IS BETTER WITH MUSIC

music is one of the only things that will make the world a better place

music makes life amazing

Kids learn better with music

I ♥ Music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

We need our music
Keep it if you want to
have schools still work.
Please we need our music

Yours truely

Klarall

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!

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I♡ mu$ic ♫♩♡♡♡♡♡🤩

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CHRIST CHURCH CATHEDRAL MUSIC

VICTORIA SYMPHONY
Christian Kluxen, Music Director

victoria baroque

UVIC music

June 2, 2021

Dear Trustees of SD61,

As heads of prominent musical organizations here in Victoria, we have been watching the ongoing budget debates with interest. From the first draft budget where band, strings, and choir were on the chopping block to the current set of eleventh-hour options which provide few details, insufficient time, no public consultation process, and no avenues for trustees to ask questions of administration, we have been dismayed by the lack of meaningful dialogue between trustees and public. Many of you listen, but you do not hear.

Our organizations share in a mission to educate, entertain, and inspire through music. Doing this work requires a supportive government, skilled musicians, and an appreciative and knowledgeable public. Our society values music in and of itself as an outlet for self-expression and a means of coming together and healing division. Through music, we express emotions when words fall short, awe which science and math fail to grasp, and love of one each other which cannot be taught in a social studies class. Musical expression is fundamental to our humanity, regardless of culture, race, religion, sexual orientation, or any of the other categories which divide us. Consequently, a robust publicly funded musical education is essential – it is not a frill.

The City of Victoria council recognizes the arts' value to our community and are actively looking for ways to nurture creativity. They recently completed an extensive public engagement process, culminating in the report, "Create Victoria: Arts and Culture Master Plan." Their vision states that "Victoria radiates creativity and thrives as a home to creative people and everyday artistic experiences." The report goes on to say that "Victoria values artists, cultural practitioners, arts organizations, creative producers, and recognizes their role as central to innovation."

To make any cuts to school music education is to undervalue the work that we do as arts organizations and undermine our community's priorities. We therefore stand behind VPAC's recommendation that the board adopts the following guiding principle as they consider SD61's ongoing music programming:

> Recognise that music programs as currently provided in this District are quality educational programming that your local community not only requires be maintained but also requires be made available equitably to those students who want to participate but need supports to do so.

We will not delve into each of the presented budget options and make a recommendation. As trustees, that's your work to do, and we expect you to do it, time constraints notwithstanding. Many of you state that you support fully funded public education. It may be that none of the options presented are able to satisfy you. If you determine that to be the case, we urge you to vote them all down and explore further options on the revenue side, including government lobbying.

Thank you for taking the time to read this letter, and we look forward to a positive outcome to these negotiations.

Sincerely,

Steven J. Capaldo

Donald Hunt
Director of Music, Christ Church Cathedral

Matthew White
CEO, Victoria Symphony

Soile Stratkauskas
Artistic Director, Victoria Baroque

Dr. Steven J. Capaldo
Acting Director, UVic School of Music

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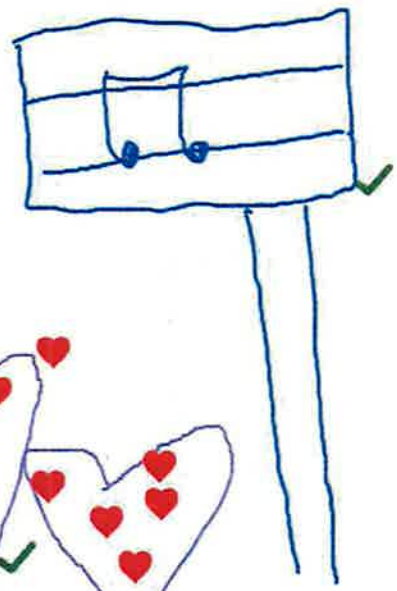

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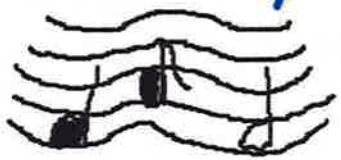

music = togetherness

The 5th Bay to Bay Guides

Please don't cut the music program!!!
We could become great musicians if you give us
a chance! -Lilja, 10

Dear, School district 61,

Please don't cancle the mosic program,
I have been looking forward to playing
an intrument or singing choir for a very long time.
I do play piano, and everytime I play it makes me
feel happy and everyone else around me, I'm hoping.
one key, scale, or even a full song can brighten anyones
day at anytime. I'm going to middle School next year,
Both my older brothers participated in the middle and
high School music program, and I grew up watching all
of their concerts, and I want to follow their footsteps,
and just have fun singing, playing, and being at School.

Yours truly, Lilia ♡

age, 10

Before cutting the music program think about this:
their are over 1000 (i think) students in the Music program.
If you cut the program, you will wreck the chances of
us being musicians. We will live our lives thinking musicis
for someone else. -Lilja, 10

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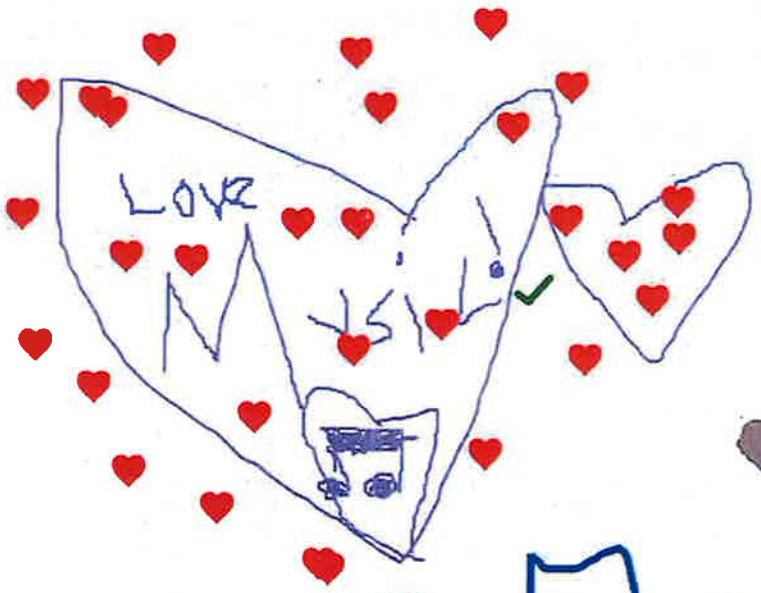
music or madness

Music opens your heart and brain

$e=mc^2$

Music makes us better



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music = togetherness

The 5th Bay to Bay Guides

Macaulay Elementary School
1010 Wychbury Ave
Victoria, BC V9A 5K6

To: Shelley Green, Colin Roberts, Jordan Watters, and Trustees

Re: Proposed budget cuts and their effect on Macaulay Elementary

Dear Ms. Green, Mr. Roberts, Ms. Watters, and Trustees,

We are writing to you with concerns about the proposed budget cuts and reallocations of the 2021-2022 School District 61 operating budget. While we understand that the budget has not yet been finalized, the current staffing package that was presented to Ecole Macaulay Elementary School will result in a significant reduction in staffing across many layers of support at our school.

Macaulay is a school with very complex and significant learning and social-emotional needs. We currently have a large part of our student population approaching or not yet meeting grade-level expectations in reading. A large percentage of our students require Tier 2 and 3 Social-Emotional support on an ongoing basis. We have a growing percentage of our students designated with Individualized Educational Plans, many of whom need the one-to-one support of an Educational Assistant for both learning and safety concerns. Many other students require the support of our School-Based Counsellor or Youth and Family Counselling to help with their social-emotional needs. We are concerned that without maintaining our current staffing level, it will be extremely challenging to support each student's learning and well-being in a safe, responsive and inclusive learning community.

Our staff has advocated for our students' needs each year through School Based Team letters. We have had many District staff come to our school to observe and offer support. The results of this advocacy and these observations determined that Macaulay requires additional staffing in order to meet the safety, learning and social-emotional needs of our students. We are very grateful for the additional support we have received, which has been put towards supports such as increased counselling time, more learning support, increased Vice-Principal time and more Educational Assistant hours.

The support that our school received in the 2020-2021 school year has been necessary, appreciated, and has provided growth in all areas. We are very concerned that next year we will not only lose the extra FTE and CUPE hours that were provided this year, but also lose additional FTE for our Vice-Principal, Inclusive Ed teachers and School-Based and Youth and Family counsellors, as well as losing two full time Educational Assistants. We believe that this will jeopardize any progress we have made this year. In order to meet the goals set by the District Strategic Plan, we depend on receiving adequate funding to continue the work that is being done. We feel that the district needs to revisit their plan in order to provide schools like ours with the funding necessary to support our students, and we urge the district to explore other options to resolve the budget deficit.

Thank you for your consideration of our unique challenges and needs.

Sincerely,

Macaulay Elementary Staff

École Macaulay Elementary School PAC

1010 Wychbury Road Esquimalt B.C. Lək̓ʷəŋən Territory V9A 5K6

macaulaypac@gmail.com

May 14th, 2021

Re: Proposed SD61 2021-2022 Annual Budget

Dear Board Chair Watters and Board of Education Trustees,

We are writing on behalf of École Macaulay Elementary School students, parents, families and community to share our **strong objection** to the proposed 2021-2022 Annual Budget. The Macaulay school community and PAC volunteers feel that the proposed funding cuts will have a **measurable, negative impact on the mental health and learning outcomes** of École Macaulay Elementary School students.

Under the proposed SD61 2021-2022 Annual Budget, École Macaulay Elementary School will see a substantial decrease in Education Assistant time (1+ FTE), the loss of the Reading Recovery program (0.3 FTE) and a reduction in counselling time for students and Macaulay families. École Macaulay Elementary School is the only catchment elementary school for the Township of Esquimalt, and is currently at (or over) capacity, where annual resourcing for individual learning and socio-emotional supports is already insufficient to meet the needs of the school population. With COVID-19 pandemic disruptions and stressors, there has been a **rise in student anxiety, behaviour challenges, and identified learning gaps**. École Macaulay Elementary School requires **more—not less—counselling supports and Education Assistant and administrator capacity** to support students and families navigate and recover from the impacts of this year-long and ongoing state of emergency.

Now is **not the time for austerity**, or a living within our means budget reset, or paying down historical structural capital deficits. As we have seen with our provincial and federal leaders, now is the time for elected officials to hear the needs of constituents and support their communities, particularly those who are most vulnerable and already disproportionately impacted by the COVID-19 pandemic. The proposed budget feels poorly conceived—appearing to **pit Indigenous students against their non-Indigenous peers through a false and deeply concerning narrative**—and is most definitely poorly timed. These cuts will only exacerbate the growing challenge of the increased learning gaps and mental health challenges within our school population as a result of the COVID-19 global pandemic.

We **urge you to reject the proposed budget for SD61**, and instead to work with school district staff and the Ministry of Education to find a once in a century budget solution—that meaningfully advances reconciliation—and supports Macaulay kids and their families through this once in a century global crisis.

Respectfully,
Macaulay PAC Executive

Megan Weston (Chair)
Amanda Broad (Vice Chair)

École Macaulay Elementary School PAC
1010 Wychbury Road Esquimalt B.C. Lək̓ʷəŋən Territory V9A 5K6
macaulaypac@gmail.com

Stephanie Hazlitt (Treasurer)
Tammy Gunning (Secretary)
Mel Wight (Member at Large)
Dylan Gunning (VCPAC Representative)
Kirsten Andersen (PAC Volunteer)

CC:

Shelley Green, Superintendent of Schools SD61
Kim Morris, Secretary-Treasurer SD61
Chief and Council, Songhees Nation
Chief and Council , Esquimalt (Xwsepsum) Nation
Executive Director, Victoria Native Friendship Centre
Honorable Mitzi Dean, MLA Esquimalt-Metchosin
Honorable Jennifer Whiteside, Minister of Education
Josée Paris, Principal, École Macaulay Elementary School
Suzanne Weckend, Vice Principal, École Macaulay Elementary School
Victoria Confederation of Parent Advisory Councils

Keep Music!!! Music Powers hearts and starts friendships!

Age: 9

From,
Norah

Stay strong,
be safe,
and play music!

Other side

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!

Find your inner musician

Music powers the world

Never end music

Music Rocks!

I♡ mu$ic ♫♪♡♡♡♡♡🤩

BRING MUSIC BACK

life is better with music

I love Music

Music makes math awesome

Each of the 88 keys on the piano can unlock some joy

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

the key of the piano is the key to joy

LIFE IS BETTER WITH MUSIC

music is one of the only things that will make the world a better place

music makes life amazing

Kids learn better with music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

Paul Luchkow | Music

June 10, 2021

Dear Board of Trustees and Superintendents of SD61,

I can not fathom how, after all that our community has been through in the past months, Trustee Leonard can propose a motion for consideration tonight, to again single out school music programs for 'efficiencies' without anyone first bothering to discover what all the commotion was about.

I categorically urge you not to support this motion.

Please take a step back and open yourselves to the possibility that a new way might be possible, if people were really willing to have conversations with integrity, instead of further engaging in the behaviour of bullies.

Sincerely,

450 Moss Street Victoria, BC V8V 4N4
Paul.Luchkow@gmail.com 250.384.4777 (H) 778.533.4779 (C)

PACIFIC OPERA VICTORIA

7 June 2021

Board of Trustees
Greater Victoria School District 61
556 Boleskine Road
Victoria, BC
V8Z 1E8
trustees@sd61.bc.ca

Dear School District 61 Trustees

RE: Proposed cuts to elementary and middle school music programs

I am writing on behalf of Pacific Opera Victoria in support of the decision taken by the Trustees at their recent meeting to limit the proposed cuts to elementary and middle school music programs.

The alternative solutions that were identified to balance the budget deficit are welcome news. Limiting the cuts to the music programs to 5 per cent means that the continuance of the majority of these valuable programs and other important musical initiatives will allow our children and young people to find connection, community and the joy of creating something that is larger than themselves.

Thank you.

Yours faithfully

Ian Rye
Chief Executive Officer

May 14, 2021

Trustee Watters, Trustee McNally, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee Painter, Trustee Paynter, Trustee Whiteaker, Ms. Green, Ms. Morris, Ms. Whitten, Mr. Roberts, and Mr. Caldwell,

We are writing to express our disgust with the budget process to date in SD61. In a year that has brought a significant amount of trauma and instability to the lives of our students and staff, presenting an austerity budget with significant cuts to student services is unnecessary and will have significant impacts on student and staff mental health and academic success. Please include this letter in the correspondence package for the board meeting on May 17th.

First and foremost, we are not certain that the deficit presented by Ms. Morris actually exists. In an interview on April 26th, Minister Whiteside suggested that our district may actually finish the year with a budget surplus and called any proposed cuts "premature." We agree with the Minister's assessment of the situation. In previous years, the district has also forecasted a deficit but finished the year with a surplus. We urge the board to take their time when considering any proposed cuts and delay the budgeting process as much as possible to allow for accurate forecasting and appropriate consultation.

Several of the areas with proposed cuts will have a huge impact on Quadra students. Many of our students come from vulnerable backgrounds and this has only been intensified by the pandemic. In a district that is working to build "a safe, responsive and inclusive learning community," cuts to EA support and counselling time will accomplish the opposite of that goal. At Quadra, we frequently have one of the highest rates of student to staff violence in the district. Asking our complex students to make do with less support will only increase those rates of violence and decrease safety for students and staff. True inclusion is only achieved when we can frontload support and give students the tools to cope with complex feelings and behaviours before problems arise, rather than reacting to crises after they have occurred.

In addition, the cuts to music programs will have a greater impact on our students and others from lower socio-economic backgrounds. Quadra has only been able to fill its strings position in one of the past three years. Instead of seeking out after-school music opportunities like students in other areas of town, our students have simply gone without this enriching opportunity. The same will happen if you cut elementary strings and middle school music permanently. Instead of giving all our students as many opportunities as possible to engage with school and find a place of belonging, you will require them to seek these opportunities outside of the school community and restrict access to those with the means to do so.

We are also appalled at the racist tones in the budget presentations to date. Referring to "sacred cows" and asking members of the public to rank different groups of Indigenous and non-Indigenous students is not just insensitive, it is openly racist. If a program has historically not included a group of students, we should look for ways to change the program and make it more inclusive rather than cutting it entirely. We encourage everyone involved in this budget process to take some time to reflect on their own assumptions and biases before your next meeting.

Finally, we ask again why the district feels the need to engage in this budget process this year. In a year that has already taken so much from our students and staff – year-end celebrations, time with friends and family, birthday parties, after-school activities, and many other things, adding another later of cuts and loss is cruel and unnecessary. We urge you to listen to trustees McNally and Paynter, halt this budget process, and find a solution that does not cut any programs that directly support students.

Sincerely,

Quadra Elementary Teaching Staff

Hello, I'm Quinn

I'm writing in argument of taking away strings + music programs. This year, being in grade 5, I attended grade 5 strings, and had a very wonderful time. It would be absoloutly horrible to go into grade 6 and not have band. When I went into strings at the beginning of the year, I hadn't played music before. It has been a wonderful experience, and I'd really like for my 6 year old sister to have the same one.

PLEASE, PLEASE

Keep music!

Thank you,

Quinn
4th Bay to Bay Guides.
Grade 5.
Age 10.

NOTHING BEATS MUSIC

Never will end music

KEEP
MUSIC!!!
Find your inner musician
Music powers the world

Never end music

Music Rocks!

I♡ music ♫♪♡♡♡♡♡

Every day

BRING MUSIC BACK

life is better with music

I love Music ♫♪

Music makes math awesome

Each of the 88 keys on the piano can unlock some joy

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

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music makes life amazing

Kids learn better with music

I ♡ Music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

From: Victoria Hanley
To: Kelly Gorman
Subject: FW: Questions not answered by Superintendent regarding terms of reference posed at May 17 public Meeting
Date: Monday, May 31, 2021 9:10:38 AM

From: Scott Fox <>
Sent: Friday, May 28, 2021 5:04 PM
To: Budget <budget@sd61.bc.ca>; Trustees <trustees@sd61.bc.ca>
Subject: Questions not answered by Superintendent regarding terms of reference posed at May 17 public Meeting

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Hello Trustees and Budget@,

I am reviewing the community engagement meeting from May 27.

Superintendent Green was directed to answer the following questions, but did not specifically answer them.

Why were the terms of reference for Joan Axeford not given to Board of Trustees to review before the board meeting on May 17? (The answer given was about it being negotiated over the weekend, but does not explain WHY they were not provided in written form before).

Were any Trustees given visibility of the terms of reference for Ms. Axeford's engagement before the board meeting on May 17, if so, who? (Ms Green simply didn't answer this one).

Some trustees expressed wanting to have their input into the terms of reference, but they appear to not have been included in the outputs of Ms Axeford's body of work.

Also not allowing all Trustees to view the terms of reference ahead would have left them at a disadvantage, as they were hearing the terms of reference for the first time several hours into a meeting.

Can you please have this email recorded in board correspondence as well as have the questions answered in the FAQ.

Thank you,
Scott Fox

Dear harold Caldwell,

I writing to you for the
sake of music all I am
going to say is it
important to say a
if you ask your
student they all say
save music and
you really do have

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!!

Find your inner musician

Music powers the world

Never end music

Music Rocks!

I♡ music ♫♡♡♡♡♡

life is better with music

BRING MUSIC BACK

I love Music ♫

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music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

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WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

May 27, 2021

Greater Victoria School District No. 61
556 Boleskine Rd, Victoria, BC V8Z 1E8

Dear Ministry Advisor Joan Axford, School Trustees and Superintendents,

I believe that the review process conducted by Joan Axford emphasizes the problems that we as parents have with the 2021/22 Budget Process.

A clear and transparent budget created for all students needs the ability for all stakeholders to participate. The change in streaming method on May 25th was frustrating and inexcusable. The audio was poor, not for the first time as the August 24, 2020 meeting also had major audio issues.

We understand the need for cuts, the financials are understandable. The presentation felt like an accounting lesson confirming numbers which didn't substantially change. Our issue is what cuts are appropriate and how they are implemented. No alternatives were presented.

We need alternatives and a thoughtful implementation of required cuts. Eliminating programs while students are participating is detrimental to their learning. As an example, my son in grade 6 has been taking strings for two years. Under the current proposed budget he will be without instruction for two years before he's able to participate in high school strings. All his learning and practice will be negated. All the time his teachers will have spent teaching will be undone. If you need to eliminate strings or any other program, do so incrementally so those already in the program have the chance to finish.

Our opinions are being ignored and generalized. This is emphasized in Appendix B of the report where feedback is tabulated. My previous letter regarding the budget expressed my concern not only about the music programs but also EAs and the Gifted program, emphasizing the needs of all students to be addressed. According to this appendix only there was only feedback from two sources regarding the Gifted Program. Though I understand that each letter of feedback should only be counted once, the tabulation discounts those that had concerns regarding multiple facets of the budget.

While I sympathize with the difficulty of creating a balanced budget, this cannot be done at the expense of the children you've been entrusted as elected officials to do your best for.

Yours truly,
Suzi Smart and Michael Evans

[illegible] old Caldwell

I think you Shouldnt band music because we all love it so muche and it really helps us learn

Tegan 10 years old

Everything I learnt about teamwork, I learned in music class

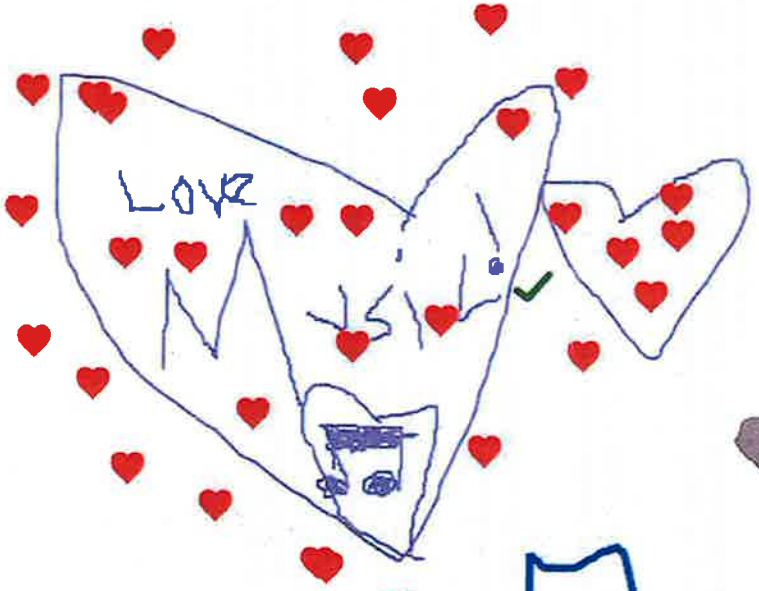
music has life

music or madness

Music opens your heart and brain

$e=mc^2$

Music makes us better



march for music

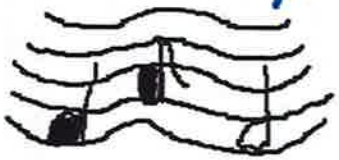
stab your fluts or dont try at all!

music is not a mistake

Music matters

Music helps us LEARN!!!

Schools Need Music!!!



music = togetherness

The 5th Bay to Bay Guides

BCEdAccess

www.bcedaccess.com
tracy@bcedaccess.com
@bcedaccess

To: Board of Trustees, Greater Victoria School District 61

Dear Trustees,

At the May 10th Operations Committee meeting, slides about the 2021/22 budget proposal displayed racist and ableist scapegoating, suggesting that because Indigenous and vulnerable/at risk learners may not often access music programs (an assertion not supported by any shared data), this is a reason to eliminate these programs.

These continued incidents suggest that as a Board you need to take more concrete action. First with your staff who have on two occasions in the last month put out slides with racist/ableist content, as well as two surveys that have the same discriminatory issues. And second, with yourselves, as there have been issues on more than one occasion of serious missteps over just the last year. More than an apology is needed at this point.

There is actually nothing in the proposed 2021/22 budget that moves money specifically over to Indigenous student success. In fact the district proposes cutting a family liaison position from George Jay Elementary that supports Indigenous families, and vulnerable/at risk families.

Throughout this process, the presentations have attempted to say that the proposed cuts will help the District to better meet their strategic goals, but there has been no actual connection made between, for example, cutting $400K from the EA budget and supporting inclusive education.

What we learned from this global pandemic is how important education is to society as a whole and especially to vulnerable and at risk learners. How can we not take these lessons to heart and strengthen, rather than erode, supports that allow these students to equitably access education?

I want to speak to music in particular as it's a good example of looking at schools more broadly as wraparound support hubs for students and families. This program is known to support mental health and you have received over 600 letters which likely have the research to show it.

It is true that some students with disabilities as well as some other vulnerable learners have not been able to access it. Other such students thrive in these programs and they are better engaged with school because they are able to participate in them. There are other school and district programs not mentioned in these proposed cuts that are also inaccessible to some vulnerable and at-risk students.

But the solution to inequity is not to eliminate programs that are helping some, it is to expand supports so that all learning opportunities are accessible to all.

This means providing more educational assistants, not fewer. It means expanding family liaison workers to more schools, not eliminating them. It means considering making music a timetable class rather than keeping it outside of the core curriculum. It means adding more literacy supports rather than taking away those that are working for some (and adding structured literacy as well for those students who need it).

There is no question that we recognize that funding constraints make this difficult. But we categorically refuse to accept cuts that directly impact students' human right to equitable access to education as well as the specific education rights of Indigenous Peoples.

As a Board you should not be accepting this either. You should not be changing a system of accounting in the middle of a pandemic. You should be advocating in the strongest possible manner to the Ministry of Education for more funding to address any shortfalls. We will support you in this.

Systemic discrimination has been evident in many recent Board discussions and decisions. The budget is one place where you can show that equity truly matters, and start to turn this around.

Sincerely,

Tracy Humphreys, chair and Executive Director

BCEdAccess Society

Option 1 - VCPAC/AMIS

Characteristics of the Option

1. Utilizes 84% of the available surplus
2. Leaves 16% available surplus
3. Invests $166,700 in strategic plan (new spending)
4. Invests $0 in technology infrastructure (new spending)
5. Eliminates cuts to classroom and student supports
6. Maintains Community LINK

Calculation

Deficit	8,771,427		
Surplus	(4,896,430)	*remaining*	*(761,570)*
New Spending Removed	(1,188,854)		
Proposed Savings	(2,686,143)		
Balanced	-		

Proposed cuts/savings would be those farthest from the classroom and student supports (see Appendix A of the Independent Advisor's report)

Learning Team Reduction Tolmie	416,908	
Pathway & Partnership	127,392	
Enhancing Learning Grants	50,000	
One Learning Community	50,000	
Office Supplies - Learning Team	8,750	
Energy Utility Savings	150,000	
Benefits Premium Holiday	297,600	
Technology Refresh	329,379	
Technology for Learning Dept. Staffing Reduction	70,392	
International Student Program staffing formula	592,364	
VP Admin time reduction	496,364	*under the condition that this is the first to be reinstated when enrolment is more certain
Clerical Reduction time - Tolmie	96,994	
	2,686,143	

New Spending

Strong Start	32,000
Early Learning Framework	40,000
Enhanced Transition Wrap Around Supports (COMPASS)	86,000
Learning Series	8,700
	166,700

Recommendations for future:

*seek funding for Community LINK through Child and Family Development
*seek funding for inflation and increased costs to the Strong Start program
*seek funding for the coverage of increased costs to CPP/EI
*re-examine line items for amendment where budget consistently doesn't match actuals
*looking for changes now that don't affect the bottom line but will later

Further rationale:

*could possible decrease teacher:student for International Student Program once we have more certainty around Tuition Revenues
*some of these other savings could be added back in once we have more certainty around enrolment numbers and Facility Rental revenues
*we understand we would be in line with other Provincial school districts in using the majority of a reserve to balance this year's budget
*we have taken into consideration the needs of Rights Holders and Stakeholders

Option 2 - VCPAC/AMIS

Characteristics of the Option

1. Utilizes 71% of the available surplus
2. Leaves 29% available surplus
3. Invests $166,700 in strategic plan (new spending)
4. Invests $0 in technology infrastructure (new spending)
5. Eliminates cuts to classroom and student supports
6. Maintains Community LINK

Calculation

Deficit	8,771,427		
Surplus	(4,396,430)	*remaining*	*(1,261,570)*
New Spending Removed	(1,188,854)		
Proposed Savings	(3,186,143)		
Balanced	-		

Proposed cuts/savings would be those farthest from the classroom and student supports (see Appendix A of the Independent Advisor's report)

Learning Team Reduction Tolmie	416,908	
Pathway & Partnership	127,392	
Enhancing Learning Grants	50,000	
One Learning Community	50,000	
Office Supplies - Learning Team	8,750	
Energy Utility Savings	150,000	
Benefits Premium Holiday	297,600	
Technology Refresh	329,379	
Technology for Learning Dept. Staffing Reduction	70,392	
International Student Program staffing formula	592,364	
ProD & Travel	500,000	**NEW
VP Admin time reduction	496,364	*under the condition that this is the first to be reinstated when enrolment is more certain
Clerical Reduction time - Tolmie	96,994	
	3,186,143	

New Spending

Strong Start	32,000
Early Learning Framework	40,000
Enhanced Transition Wrap Around Supports (COMPASS	86,000
Learning Series	8,700
	166,700

Recommendations for future:

*seek funding for Community LINK through Child and Family Development
*seek funding for inflation and increased costs to the Strong Start program
*seek funding for the coverage of increased costs to CPP/EI
*looking for changes now that don't affect the bottom line but will later
*re-examine line items for amendment where budget consistently doesn't match actuals

Further rationale:

*could possible decrease teacher:student for International Student Program once we have more certainty around Tuition Revenues
*some of these other savings could be added back in once we have more certainty around enrolment numbers and Facility Rental revenues
*we understand we would be in line with other Provincial school districts in using the majority of a reserve to balance this year's budget
*only 22% of the 1.8M budgeted amount for ProD & Travel was used last year - we need to be conservative around travel still and many things can now be done virtually
*we have taken into consideration the needs of Rights Holders and Stakeholders

Principles

Provide equitable education by:
(a) Meet and exceed our obligations to Indigenous students as rights holders as well as under the Canadian Charter, provincial human rights legislation and international treaties;
(b) Meet and exceed our obligations to students with disabilities and diverse abilities under the Canadian Charter, provincial human rights legislation, and international treaties;

Meet our obligations to District staff in collective agreements and employment contracts;

Recognise the magnitude of the harm to educational success and well-being of all students caused by the pandemic;

Maintain and enhance quality educational programs and direct supports for students that help you provide equitable education and that help remedy the harm caused by the pandemic;

Recognise that music programs as currently provided in this District are quality educational programming that your community not only requires you maintain but also requires you make available equitably to those students who want to participate but need supports to do so;

Only introduce new spending that directly supports the full participation of vulnerable and at-risk students in public education;

A budget process which reviews all budget areas in detail so that we can understand what programs, services and other expenditures are not being considered for cuts, and with the results of such review reported outlining that the proposed cuts and additional spending are equitable, support our principles identified above, and that there are no efficiencies or cuts to non-equitable supports or services left to make;

If decisions are made to cut programs and services, ensure that any such cuts are to programs and services which can be readily reinstated; and

Advocate for additional provincial funding to schools from the province, including without limitation to fully fund labour awards, to provide additional funding to enhance youth and family counsellors in schools, and to continuing funding for pandemic safety and pandemic recovery.

VCPAC

STUDENTS FIRST

VICTORIA CONFEDERATION OF PARENT ADVISORY COUNCILS

WWW.VCPAC.CA

May 31, 2021

The Greater Victoria School District 61
Board of Trustees

By email: trustees@sd61.bc.ca

Dear Trustees,

We are writing in response to your memo made public Saturday May 29, 2021 presenting additional options to balance the 2021/2022 budget and to voice the collective priorities of parents in our District as they relate to the 2021/2022 budget.

We also express our support of the comments made by Chief Ron Sam of the Songhees Nation at the end of the Board meeting on Friday May 28, 2021 advocating for this Board and its partners to refuse cuts to public education in this District at this time. We would gladly provide our time and efforts in furtherance of such advocacy.

We ask you as trustees to consider and adopt the following principles as you continue your deliberations.

- Provide equitable education:
  - Meet and exceed our obligations to Indigenous students as rights holders as well as under the Canadian Charter, provincial human rights legislation and international treaties;
  - Meet and exceed our obligations to students with disabilities and diverse abilities under the Canadian Charter, provincial human rights legislation, and international treaties;
- Meet our obligations to District staff in collective agreements and employment contracts;
- Recognise the magnitude of the harm to educational success and well-being of all students caused by the pandemic;
- Maintain and enhance quality educational programs and direct supports for students that help you provide equitable education and that help remedy the harm caused by the pandemic;
- Recognise that music programs as currently provided in this District are quality educational programming that your local community not only requires be maintained but also requires be made available equitably to those students who want to participate but need supports to do so;

- Only introduce new spending that directly supports the full participation of vulnerable and at-risk students in public education;

- A budget process which reviews all budget areas in detail so that we can understand what programs, services and other expenditures are not being considered for cuts, and with the results of such review reported outlining that the proposed cuts and additional spending are equitable, support our principles identified above, and that there are no efficiencies or cuts to non-equitable supports or services left to make;

- If decisions are made to cut programs and services, ensure that any such cuts are to programs and services which can be readily reinstated; and

- Advocate for additional provincial funding to schools from the province, including without limitation to fully fund labour awards, to provide additional funding to enhance youth and family counsellors in schools, and to continuing funding for pandemic safety and pandemic recovery.

We are also writing to reiterate the profound loss of trust in the Board and in District administration that has resulted from this year's budget process and we urge you to proceed with a truly collaborative process built on consensus with rights-holders and stakeholders.

Presenting new options for consideration to the public on Saturday with a vote on Monday evening does not restore trust with your community. We have however reviewed the options developed by the District on May 28, 2021 and we are of the opinion that there is not enough information provided to seriously evaluate the options properly. You have not put us in a position where we can understand the implications of each proposed program or service cut, or understand how specific dollar amounts proposed to be cut from each area was determined.

We are further concerned that the options have not presented new areas of expenditures to reduce.

We also are concerned that the proposed options are only focused on this coming year's budget, and ignore the bigger question of how does it all fit into a longer term plan? For example, you mention that cutting executive level positions would create severance package liabilities in the short term. However, we would like to explore going ahead with such reductions and if working notice cannot be provided then eating into the reserve now to provide sufficient severance in order to create a better financial picture in the future.

Despite these concerns, we have developed an alternate list of options that we believe parents can support and have attached it to this letter. As you will see, in Option 2 we have identified expenditures that we would like to be reduced for the coming year.

We would like you to update your Principles Cross Section of your Memo - Budget Options to reflect that our organisation supports using $1.4M from local capital, using your reserve and cancelling cuts. We spoke in support of the GVTA's comments at the meeting on May 28, 2021. We are troubled by our comments not being accurately recorded and the implication from the memo that we have been consulted regarding these options.

Parents are demanding that you as Trustees build into this budget process a framework for collaboration with stakeholders and rights-holders that allows for a truly open dialogue regarding our identified priorities, concerns and options and that requires Trustees and District administration to engage directly with us. The motion brought forward by Trustee Paynter, Trustee McNally, Trustee Whiteaker and Trustee Duncan would have provided such a framework and we continue to support their motion and expect all Trustees to support it.

We remain very concerned that systemic racism and ableism, as well as a profound lack of respect for questioning voices, made visible in this year's budget and budgeting process, still informs the thinking on which the budget and options are built.

We are hopeful that you as Trustees and District administration will recognise our concerns and want to work with us to restore our trust. We suggest that the only way forward is for you to use your power to build a framework that makes space for a truly open dialogue and then engage with us accordingly both in time for this year's budget and for the years to come.

We remain committed to supporting you in meeting your obligations to provide quality educational programming equitably to students in this District.

Yours truly

Kristil Hammer
President
VICTORIA CONFEDERATION OF PARENT ADVISORY COUNCILS

Karin Kwan
Chair
Advocacy for Music in Schools
Subcommittee of
VICTORIA CONFEDERATION OF PARENT ADVISORY COUNCILS

VIEW ROYAL
ELEMENTARY SCHOOL
218 Helmcken Rd., Victoria, B.C. V9B 1S6
Ph: 250-479-1671 Fax: 250-744-2389

Greater Victoria School District
556 Boleskine Rd.
Victoria, B.C., V8Z 1E8

Dear Greater Victoria Trustees,

The View Royal Elementary Staff recommend continuing Reading Recovery and the Reading Recovery Teacher Leader in our school district. We recommend the district reinstate the Reading Recovery FTE that was cut at our school due to the proposed budget. Reading Recovery is integral to our intervention and support model and supports our most vulnerable learners. It gives vulnerable students an opportunity for intensive early intervention in literacy that they would not have otherwise received. The proposed comprehensive literacy support model will not allow for quality literacy intervention whereas Reading Recovery has years of studies backing its reliability.

Reading Recovery serves our most vulnerable students who would otherwise not have access to intensive reading and writing interventions. Early intervention is essential for these students who are struggling and need to acquire a strong foundation of literacy skills. Reading Recovery has made a substantial impact on students who have completed the program. Not only do these students acquire life-long literacy skills, but they also demonstrate increased confidence and self-esteem in the classroom. The skills that they acquire through this program allow them to become empowered as they gain more independence in literacy and other curriculum areas. They are assessed using quality assessments and are monitored for years to come by the trained Reading Recovery teacher(s).

The Reading Recovery intervention does not only benefit the students who receive one-to-one support but it also supports many of our primary and intermediate students for literacy. The Reading Recovery teacher also supports many teachers with implementing and facilitating literacy programs in their classrooms. Cutting Reading Recovery FTE and the Reading Recovery intervention would be a huge loss to our school and harmful to the success of our most vulnerable students.

Sincerely,

View Royal Elementary Staff,

Amee Ballantyne, Pam Lelonde, Sherri Neudorf, Heather Moreau, Ryan Stevens, Kathleen Mostyn, Sherri O'Sullivan, Corrie Ballard, Michelle Lee, Kelly Pooni, Caroline Murray, Morgane Michael, Kara Spall, Shannon Miller, Audra Cullen, Jacob Lee, Matt Scott, Shelley Stevens

Greater Victoria Teachers' Association
965 Alston Street Victoria BC V9A 3S5
t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

May 12, 2021

Dear Trustees,

The Greater Victoria Teachers' Association has significant concerns about the process and the impact of this budget. We have had opportunities to meet with senior administration and gather information but still have some outstanding questions. In this letter we will share our understanding of the choices and motivations in this budget and hope to provide you with more information with which to make your decisions.

Does this budget make permanent changes to solve temporary problems?

The GVTA thinks the Trustees share one of our biggest questions: how much of this deficit has been created by the pandemic, and how much by a switch from surplus budgeting practice. The Secretary Treasurer has informed us that the deficit is being caused by a confluence of 'historically unspent budgets, weird pandemic fluctuations and a structural deficit.' It seems clear that, for the most part, the budget crisis is temporary.

On Friday, May 7th, Carolyn and I met with Ministers Fleming and Popham. They informed us that many school districts around the province engage in some degree of surplus/deficit budgeting. **They were clear with us that this is not a practice the government is directing you to change**. While you may want to reduce the extent to which you rely on this model, it does not make practical or moral sense to attempt to eliminate it entirely. Furthermore, the crunch caused by changing from a surplus/deficit budgeting practice is short-term. The money is there, it is just being accounted for at the other end of the school year.

A drop in revenue caused by lowered enrollment during the pandemic will rebound - when enrollment returns so will the money. Unfortunately, at that point - even as early as September - programs that have been consciously invested in and provided enormous value and benefit for our community will have been eliminated. What happens to the money then?

We believe the District is taking advantage of a so-called budget crisis to make large scale changes to the programs we value. This is a classic shock doctrine approach, in that the disorientation caused by the large-scale crisis of the pandemic is being used to push through austerity measures now and reinvestment later without consultation or support.

Are supports for students surplus?

Our District has made the conscious choice in past years to invest a year-end surplus into programming. We were told recently by the Secretary Treasurer "We are realigning our traditional carry forward. Underspending is as bad as overspending. If there is surplus, it needs to be spent on one-time opportunities such as Pilot Projects, furniture, and multimedia. We can't spend surplus on ongoing staffing costs."

This is clearly a philosophical position that has been revealed in the budget process. **You need to ask why surplus can't be spent on staffing and programming.** Teachers want all possible funding maximized for service to students. We want thoughtful investment in staffing that directly supports students, not an annual pattern of wasteful one-time spending at year-end.

Growth Creeps?

On April 28 Superintendent Green told the GVTA: "We have significant overspends that have grown over time, where we are not getting success... Middle school music, for example, growth creeps have been happening over a long period of time. Elementary Counsellors, three years ago we brought forward five elementary counsellors on surplus that were never taken back."

We disagree with this 'growth creep' characterization. School programs, such as strings, counselling, and Reading Recovery have been consciously invested in, often because of the current and previous trustee's decisions. These conscious decisions have served and supported thousands of students.

Increases to counselling were a direct result of this Board's actions. At a 2017 Board Meeting, Trustee Watters presented a memo on the "Whole School Inclusive Service Delivery" model and explained that the "Base+ model" presented by Superintendent Langstraat and Associate Superintendent Whitten was a way of providing equitable and consistent Elementary Counselling support. This motion was carried unanimously and led to an increase in counselling time so that every elementary school had a minimum of a half-time counsellor. This was part of a deliberate commitment to inclusive learning and mental health, not a "growth creep" to be "taken back."

The popularity and growth of choir, band and strings programs is indicative of success, not failure. These programs have served and supported thousands of students. Our children and families highly value these enriching experiences.

The proposal Trustees were presented with for early literacy is a concrete example of an educational decision coming under the cover of a budget proposal. The community support the Reading Recovery program. Trustees have heard many presentations and seen the data attesting to its success. There are many recent decisions by the board in support of reading recovery. However, this budget cuts that program entirely, despite the motions Trustees have passed.

True Growth Creep

There is no more blatant "growth creep" than that at the management level. Expenses billed by Senior Administration grew from $52, 462.06 in 2013/14 to $92,907.34 in 2019/20. Unfortunately, those items have not been made very transparent, so while there's an obvious growth here, it's not explained. That makes it both an obvious and difficult target for "realignment".

We also think the district needs to change direction in the growth in District Administration positions. A 178% increase in spending on District principals over six years, from $418,956.73 to $1,165,899.47, is hard to ignore. We have been told that due

to notice and severance, cost savings through reducing this staff cannot be realised this year. There have been two transfers of District administration back into schools, but there are more opportunities for cost savings through transfer to schools that have been missed.

Reinvestment and Realignment?

We have all heard the phrase "alignment to the Strategic Plan". The implication in this phrase is that the district is doing something that is harmful or contrary to the Strategic Plan. You have seen offensive slides arguing that cutting music programs is necessary to improve Indigenous student completion rates. What you have not seen is any corresponding investment in that goal. Many of the cuts in this budget will have further impacts down the line. For example, cutting Gifted teacher staffing does not just cut programming to those students. It moves the case management of those IEPs to an Inclusive Education Teachers already unmanageable caseload. Managing those IEPs will in turn reduce their time to provide learning support service to students. It's not a simple cut, and there is certainly no reinvestment.

We asked what the District is planning for reinvestment to replace the structures of Reading Recovery. On April 28 Deputy Superintendent Deb Whitten told us *"The District team is meeting - and a broader group - to determine how do we create a balanced approach, where schools are currently at, identifying gaps, ensure plans for next year across 27 schools. We haven't identified what the grade level focus will be - K/1? 2/3?"* If the employer wanted to invent and implement an effective plan to support literacy learning for struggling students, the process needed to have been started over a year ago. We have been down this road before and teachers have been clear with us: they do not believe the district will be able to replace their existing excellent literacy intervention program with something conjured hastily in meetings at the Tolmie Building.

Missing in this discussion is a lack of recognition that our education system functions on a scarcity model. We agree there is not enough money in the system to support students to levels they should be entitled to. In this model the district will constantly be chasing its tail. Ten years of investment in one direction that supports student success is abandoned for a new idea. When the students who were served in one area then start to suffer the district will cycle back. This is neither data driven nor thoughtfully considered. It is haphazard and reactive.

Outstanding Questions

Here are some of the outstanding questions we have. You may also wonder:

Why do we need to make these philosophical and/or educational changes in the budget this year?

When the revenue affected by the pandemic is restored in the very near future, what is the plan for spending it in thoughtful ways? Who is responsible for those decisions?

Other Districts are looking at revenue shortfalls, but none have presented this kind of slash-and-burn approach. Why is Victoria different?

Has potential loss in revenue been considered if students exit the public system if our programs are weakened or cut?
Families in Victoria have many options for independent schools. Last week the Board Chair of the Cathedral School requested to meet with Carolyn Howe to discuss how to build an exemplary music program. They are projecting doubling enrollment from 200-400 in the next decade. That's 200 students they intend to entice out of our system through the enriched programming you are being asked to cut.

What Trustees need to know

Before making this decision, you need to have answers to these questions:

- Has the funding analysis been completed? Have increased costs due to Collective Agreement improvements been covered? This is a 5.6 million dollar question that we have asked repeatedly but has not been answered.

- Has the Ministry indicated if student enrollment is expected to rebound? Are the enrollment projections far too low? We have heard from several sources that the Ministry is concerned that the projections you have been presented with are conservative. The Saanich School District anticipates that students currently enrolled at the South Island Distance Education School will return to their Victoria schools. Has that change been factored into expected enrollment revenue?

- What is the projected surplus for this school year? According to Minister Fleming we are 1% behind in spending when compared with last year. After this process will there be money left in unallocated surplus?

- Are there other possibilities for cuts that would not impact staffing or student programming?

- Is the Ministry willing to consider bridge funding or a grace period from the balanced budget requirement?

What are the alternatives?

Between withdrawals from savings and expenditures that can be postponed, we don't think there's a justifiable financial reason for any programming cuts this year. We know there are alternatives to the cuts in this budget. Trustees need to take the time to gather the information you need. We support consciously delaying the passing of next year's budget in order for you to make your most informed decision.

We have been informed by the government that SD61's "idle cash" savings are large relative to other districts. You have over $39 Million in the Central Deposit Program alone and there are unrestricted funds to access. No doubt the Trustees had plans for that money. But as Minister Fleming stated, a loss of income due to a once in a lifetime pandemic is the rainy day you are saving for.

Postpone items that do not impact programming and student support and service. If you cut choir now, it could take decades to rebuild. But if we do not buy laptops and iPads now, we will still be able to get them in one to two years.

Cancel the learning series reinvestment - this does not need to happen this year. Teachers tell us constantly that they need more support in their classrooms. They want Education Assistants and specialist teachers. They want stability and staffing over in-service that has not been planned yet. Trustees can direct the District to redeploy Tolmie administration to school administration. Trustees can direct a reduction in 'expenses' in departments at Tolmie. Trustees can reduce professional development expenses for excluded staff.

Redeploy Tolmie staff to school buildings. Insist that openings in administration be filled by District Principal/Vice Principal positions.

The Role of Trustees

Do you believe that educational programming decisions like the ones that have been sprung on everybody in the last month should be made in a hasty budget process? Do you believe the only options are to permanently cut programs? Or do you think that you could and should seek a temporary solution for this temporary problem?

The BC School Trustees Association tells us that, "trustees engage their communities in building and maintaining a school system that reflects local priorities, values and expectations. Boards are accountable to the people they serve."

The cuts in this proposal have been shocking and profoundly upsetting to the whole community. There has been little to no consultation with schools and departments to develop this budget proposal. Almost everyone we have spoken to has been surprised and unprepared to answer questions and deal with the ramifications of this proposal. This should deeply concern you. You have heard loud and clear from the school community that they do not support the proposals for cuts in this budget. What are you doing to respond to your community?

You expressed hope that parents were writing to the Ministry to express their concerns with the funding model. Parents have done this. The Union has done this. MLAs have told us that they are even hearing from people who do not have children in school. The ministry is going to let the Trustees wear this and the electorate is ready to blame you. What are Trustees doing to advocate for support? What are Trustee's asks of the government? Would you accept help from the Ministry if offered?

More information

This letter does not get into all of the details and value of the specific programs being cut, because you have received numerous presentations and letters describing them. If Trustees want more information about any of the work teachers do in this District, please reach out, and I will be happy to connect Trustees with members and the local specialist associations.

The GVTA Executive Committee is also available to meet with all Trustees through this budget process. What do Trustees need to hear from teachers so that a good decision can be made on May 17th? How can we help?

Those of us in the GVTA office have been working together to understand and respond to this problem. We hope our trustees are also working together to effectively demonstrate your committed support to students, staff and programming. This should unite rather than divide you.

Sincerely,

Winona Waldron
President, Greater Victoria Teachers' Association

CC: GVTA Executive Committee

Recommendations to the SD 61 Decision Makers – June 6, 2021

I am making the following recommendations to the leadership of the Greater Victoria School District. You may recall the document I sent to district leadership in mid April titled "Rushing the Budget Through (Without Consultation)" which contained many of the recommendations below. Some of the recommendations have been altered since I first submitted them in April in response to meetings and events that have taken place since then. If any of these recommendations have already been fulfilled, I have not been made aware of it and I apologize for my oversight.

I am honoured by the invitation from several trustees to participate in conversation to create a safer space for our Indigenous students and community members. I will be willing to engage in conversation with individuals at a later date when I see evidence that the recommendations below are being worked on and fulfilled. Before then, please do not expect me to offer my time and emotional energy for private consultation.

If possible and appropriate, please include these in the notes for Monday night's committee meeting, in which I have been informed there will be discussion and presentations on decolonizing education in our school district. If that is not how things run for committee meetings, please be sure to include these in the print outs for the next board meeting.

Sincerely and in hopes of a future relationship built on trust, accountability, and transparency,

Alana~Joy Johnson

Alana-Joy Johnson: Haida-British-Canadian, guest on Lkwungen territory, mother of a Nuu-chah-nulth daughter, choir teacher at Pkols (Mount Doug) Secondary, member of one of the Four Houses (Urban Indigenous population), B. Mus, MTS – Indigenous

Summary of Recommendations:

1) I call on the board to examine, identify and alter all by-laws that limit Indigenous decision makers from being "at the table." In addition, Indigenous persons from each of the Four Houses should be offered a space at every meeting, compensated accordingly, and should be listened to and consulted at each meeting, without any paternalism or tokenism.
2) I call on all trustees who did not intervene during the meeting on March 1 in which racist by-laws were quoted as justification for keeping community members quiet to each personally issue a public written and spoken apology and a culturally appropriate private apology with each Songhees/Esquimalt representative who was at that meeting.
   a. *I appreciate that Ryan Painter has made a public apology. I have not been made aware of anyone else's personal apology using "I" statements and taking personal responsibility instead of "we" statements.*
3) ~~I call on the board to work on a new budget and take all time needed until the end of June to submit their final balanced budget to the ministry.~~
4) I call on the superintendent, secretary-treasurer and all trustees to:
   a. familiarize themselves with the Truth and Reconciliation Commission, particularly the calls to action having to do with education and consultation, its history, and research how other school districts and organizations are implementing it.
   b. Create a transparent and thorough plan of action for how they will implement these TRC recommendations into their decision making processes
5) I call on the superintendent, associate superintendents, secretary-treasurer and board chair to personally, publicly and specifically apologize for the two surveys sent out to staff and families and the slide that implied that Indigenous students and music education do not co-exist and make these apologies in three parts:
   a. to the music educators who work so hard to make their classrooms an inclusive and culturally safe space;
   b. to the Indigenous students who are in band, strings or choir and have faced erasure by these comments;

c. to the parents of these Indigenous students who were not consulted or considered when these assertions were made and were asked to complete a survey that only collected number data and either/or responses.

6) I call on the superintendent, associate superintendents, secretary-treasurer and board chair to post a public comparison of the numbers on the roster of Indigenous students in SD 61 and how many of those students take strings, choir or band.

7) I call on the superintendent, associate superintendents, secretary-treasurer and board chair to explain in an easy-to-understand way how money is being spent, where it is coming from, with special attention to address money that is not specifically serving our students (e.g. building upgrades, travel expenses) so that trustees can make informed decisions and so that there is possibility of a restored relationship of trust with the community.

8) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to:

   a. familiarize themselves with the United Nations Declaration on the Rights of Indigenous Peoples, particularly the calls to action having to do with education and consultation, its history, and research how other school districts and organizations are implementing it.

   b. Create a transparent and thorough plan of action for how they will implement these UNDRIP recommendations into their decision making processes

9) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to be required to annually refamiliarize themselves with the history of residential schools in Canada, either through a university course, by studying the TRC in a board meeting, attending a blanket exercise, or another similar learning experience. This should be a documented annual board obligation.

10) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to take communication training and a logic course so they can avoid logical fallacies and engage in arguments in a constructive way.

11) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to familiarize themselves with local First Nations stories, either by sitting in circle with elders and community members, or by reading from the abundant amount of

books available by authors from the three nations on Vancouver Island, namely Coast Salish, kwakwaka'wakw, and Nuu-chah-nulth nations.

12) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to write a personal reflection on what reconciliation means and compare it to the definition in the TRC. If these two definitions do not match, I call on that person to resign from their position.

13) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees, in consultation with Indigenous community members, to write practical, tangible steps they will take to create a safe space for Indigenous folx in the school district and to publish them so the public can hold them accountable.

14) I call on the superintendent, associate superintendents, secretary-treasurer and all trustees to create relationships with Indigenous community members and compensate them fairly for their wisdom and experience as they participate in the decision making processes of the school district.

15) I call on the superintendent, associate superintendents, secretary-treasurer and trustees to examine their own language and use language that is respectful and anti-colonial. For example, the Four Houses are not "our" Four Houses, they are distinct from the school district and should be addressed as such. The school district does not hold any ownership over the Four Houses.

School District 61

Dear, WEB Whitten,

IM wrighting to you for the girlguides

Please keep music its the right to alot

of us we want to keep music

AND you really need to now this.

Thank you for your time

yours truley: Annabelle

Never will end music

KEEP MUSIC!!!

Find your inner musician

Music powers the world

NOTHING BEATS MUSIC

Never end music

Music Rocks!

Every day

KEEP MUSIC It's important

I♡ music ♫♪♡♡♡♡♡

BRING MUSIC BACK

life is better with music

I love Music ♫♪

Music makes math awesome

Each of the 88 keys on the piano can unlock some joy

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

the key of the piano is the key to joy

LIFE IS BETTER WITH MUSIC

music is one of the only things that will make the world a better place

Kids learn better with music

music makes life amazing

I ♥ Music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

BCEdAccess

www.bcedaccess.com
tracy@bcedaccess.com
@bcedaccess

To: Board of Trustees, Greater Victoria School District 61

May 30, 2021

Dear Trustees,

I am writing to you to express BCEdAccess' complete support for everything stated in the letter to the Greater Victoria School District 61 from the Esquimalt Nation and the Songhees Nation sent May 28th, 2021. We expect that you will respect the specific rights of the Nations as you proceed with budget deliberations.

Additionally we'd like to specifically mention the family liaison position at George Jay Elementary as an essential staff person whose loss would greatly impact that school community and who should not be cut.

We would also like to remind you at this crucial time that all children and youth have the right to equitable access to education.

The purpose of the BC Human Rights Code is to foster a society where there are no impediments to free and full participation in the economic, social, political and cultural life of our province. It is also intended to promote a climate of understanding, mutual respect, and equity in dignity and rights, to protect people from discrimination, to provide those people with a means of redress, and to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by the Code.

Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, gender identity or expression, or disability. It's important to note that absence of intention to discriminate is not a legal defence.

The BC Human Rights Code is guided by the Canadian Human Rights Act, and Canada's Act is informed by the United Nations Human Rights Council. Around the world, inclusive education is a goal and a pursuit and our country is signatory to agreements that say we will do this.

Catalina Devandas, the UN Special Rapporteur on the rights of persons with disabilities made the following comments on April 12, 2019 after looking at inclusive education in Canada:

"However, I am concerned that most provincial and territorial policies are yet to implement fully inclusive education systems and that students with disabilities in other parts of Canada may receive considerably different levels of support. I was informed that many children with disabilities are still being taught in segregated classrooms or in special education schools, and I received worrisome reports that children with disabilities can be put on partial school days or temporarily removed from school, for periods of up to six months without access to education.

I also noted a disconnection between the State's commitment to inclusion in legislation and policies, and everyday implementation in practice, reflected in long waiting time and lack of services for students with disabilities and their families, putting them under significant emotional and financial pressure. I was also informed that children with disabilities in segregated classes or those that have followed some kind of individualized education plan may receive a different certification or diploma than other children, which limits their opportunities for enrolling in education at higher levels."

www.bcedaccess.com
tracy@bcedaccess.com
@bcedaccess

A School Board budget is an excellent place to start implementing changes to move towards an inclusive model, to align with Canada's agreement to the United Nations' Convention on the Rights of Persons with Disabilities and its Optional Protocol. So far the contention that budget proposals align with the SD61 strategic plan and therefore are a step towards addressing inequities, have not been supported by any evidence that we have seen.

We also want to re-share the Moore* case, as a reminder that any cuts to services and supports for students with disabilities must be equitable, and any loss of services to individual students that are not replaced by a comparable service is discrimination. Not providing the supports a student requires to equitably access their education is also discrimination.

We support the local community in saying that more time is needed to look at the fresh proposals received on May 28th by the Board, and one meeting will not suffice.

We urge you to not pass the budget tomorrow night, and instead to support Trustee Paynter's motion to have a more extended consultation process, with Indigenous rights holders and stakeholders.

Please include our letter in correspondence at the next public board meeting.

Sincerely,

Tracy Humphreys

Chair and Executive Director, BCEdAccess Society

*Moore v. Her Majesty the Queen in Right of the Province of British Columbia, as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)

https://www.canlii.org/en/ca/scc/doc/2012/2012scc61/2012scc61.html?resultIndex=1

http://www.ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012

BCEdAccess

www.bcedaccess.com
tracy@bcedaccess.com
@bcedaccess

Dear: Harold caldwell

Music is very importent! Music makes alot of people HAPPY. It brings us together, we learn how to make rythms and more. Music is not everybodys favorite but think of others. Look around see how much people love music. We are trying are hardest to keep our music. Music is something we look forward to each day. There is one thing I LOVE in school it is music. Here is a suggestion you can find the money, cut some of the money you are paying your workers. Just for the sake of life and music. KEEP music. We learn so much we need music in are lives. Music makes everything better. We deserve better. What we deserve is music. Find it in your heart and keep music.

yours truly: Brianna Jarvis

11 years old

If you have any questions please email me at. —jarvisbrianna45@gmail.com.

No spaces

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!

Find your inner musician

Music powers the world

Never end music

Music Rocks!

I♡ music ♫♩♡♡♡♡♡

KEEP MUSIC it's important

BRING MUSIC BACK

life is better with music

I love Music

Music makes math awesome

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

the key of the piano is the key to joy

Each of the 88 keys on the piano can unlock some joy

LIFE IS BETTER WITH MUSIC

music is one of the only things that will make the world a better place

music makes life amazing

Kids learn better with music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

open page

Please keep music at All levels of school!

my daughter started playing cello in grade 4 and is still playing with her school at grade 11.

She would not be the leader she is today without music.

We appreciate all the hard work of all the music teachers especially the strings teachers.

Sincerely

Ebony

Everything I learnt about teamwork, I learned in music class

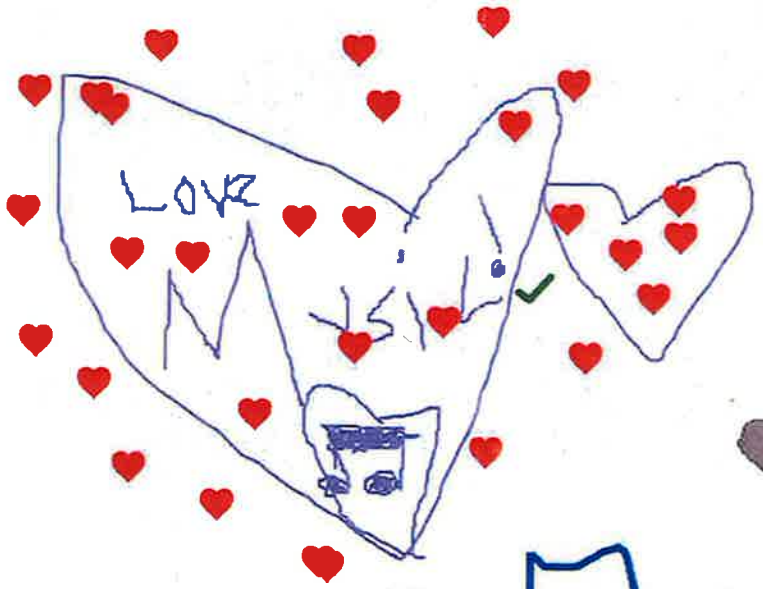
music has life

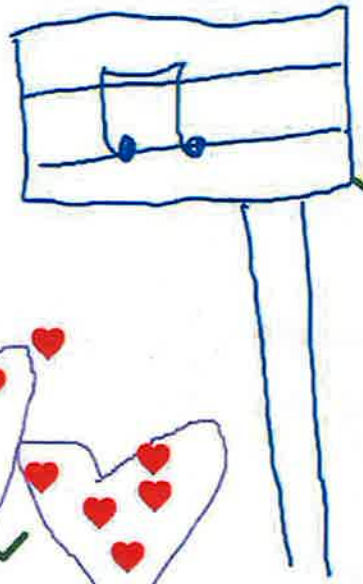
music or madness

Music opens your heart and brain

$e=mc^2$

Music makes us better





march for music

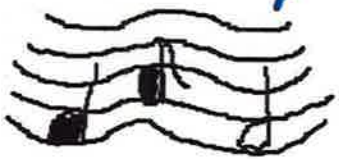
stab your fluts or dont try at all!

music is not a mistake

Music matters

Music helps us LEARN!!!

Schools Need Music!!!



music = togetherness

The 5th Bay to Bay Guides

Dear Harold Caldwell,

I am a Reynolds music student and I want to tell you about the amazing music programs I've experience. When I was at Campus View, I had never played a music instrument before but our music teacher taught us how to play the recorder, violin, ukulali and how to sing. Ever since grade 4 I've been in all my Schools choirs and bands. Currently at Reynolds I'm playing the flute in concert band, marching band, green band and singing in concert choir. Without the music programs I wouldn't be where I am today with music. I love music and it fills me with joy to create music. Please keep the music programs in schools so other kids can experience the amazing world of music. Music has helped me learn, grow as a musician and cope through though times. I am so grateful to have had the opportunity of having music in my life and in schools.

Yours truly, Elecia (age 15)

NOTHING BEATS MUSIC

Never will end music

KEEP MUSIC!!

Find your inner musician

Music powers the world

Never end music

Music Rocks!

I♡ music ♫♪♡♡♡♡♡

BRING MUSIC BACK

life is better with music

I love Music

Music makes math awesome

music makes life easier.Music is some thing we look forward to and we work hard at school everyday.we deserve to at least have one club now that so many have been cancelled

the key of the piano is the key to joy

Each of the 88 keys on the piano can unlock some joy

LIFE IS BETTER WITH MUSIC

music is one of the only things that will make the world a better place

music makes life amazing

Kids learn better with music

WE DESERVE TO HAVE MUSIC PROGRAMS!!!!!!!!!!!!!!!!!!!!!!!!!!!! WE HAVE A VOICE

any note can cheer someone up

377 STUDENT VOICES

"What is one thing you'd like the SD61 board to know as they make the decision of whether or not to cut music programs (strings and choir)?"

In less than 36 hours, students across the district answered this loose prompt.

Please read every quote, every word. Listen openly, before you make up your mind.

Remember every voice.

This is *our* education.

1. " [...] extra programs/activities can really help a person de-stress, whether that be from school or home situations."

Julia W (Gr. 6), Arbutus Global Middle School

Clarinet

2. "If you take away music, you're taking a part of the students away too."

ALD (Gr. 8), Cedar Hill Middle School

Voice, Trumpet, Cello, Violin

3. "After two years of playing cello, I'm suddenly faced with two years without instruction. I want to continue strings in high school, but it'll be hard with such a huge gap in strings education. It's not just about music. It also helps with my mental health."

Matthew E (Gr. 6), Arbutus Global Middle School

Trumpet, Cello

4. "Music makes me feel alive and special and able to communicate with my friends and listen to famous and amazing songs played by us and it feels amazing."

Liam H (Gr. 6), Arbutus Global Middle School

Violin, Clarinet

5. "Through my learning disability the band program is the program that kept me motivated coming to school."

Annika C (Gr. 12), Victoria High School

Flute, piccolo

6. "I think music is very essential in our learning and educational experience. Music is one of the best parts of my day and I love how everyone can join together to create something so beautiful. I know that many students, including myself, consider music very important and exciting too. Leading new songs is always great fun and playing with friend is so rewarding. It's also a way to create, express and make new friends. I think that if sd61 cuts our music we will see that many young children will become less social and creative. I know that many people find music one of the only ways to really express how we

feel and I don't think that cutting music is a good solution. I think everyone should have the chance to play an instrument. Cutting music is not the only way to fix budget problems. We need to find another way to save money because music is not something that we want, it's something that we need."

Leah H (Gr. 5), Campus View

Cello (did many others before Covid-19)

7. "Music has helped me and other students I know immensely."

TD (Gr. 11), Esquimalt High School

Voice, Violin, Alto Saxophone

8. "If you're going to cut the music program[s] I would rethink that, music means sooo much to so many people for some people it's who they are! So if you cut the music program just know you will be cutting out a piece of our community and a piece of most of the music programs heart!"

Finley M (Gr. 6), Arbutus Global Middle School

Clarinet

9. "Music is fun and relaxing."

Jasper (Gr. 6), Monterey Middle School

Violin, Tenor Saxophone

10. "Music programs are essential for developing the artist, community, and passionate spirits in students."

Astrid N-M (Gr. 12), Esquimalt High School

Voice, Trumpet, French Horn

11. "You are taking away the chance to help kids survive."

Will R (Gr. 12), Esquimalt High

Flute, Piccolo, alto sax

12. "It is not just cutting music programs, it's cutting opportunities for kids to make connections and build support systems. By taking away music, it is taking away opportunities for self-exploration and understanding. It is taking away opportunities for kids to learn about the world around them and taking away opportunities for kids to find a place where they belong. By cutting music, it cuts out the opportunity for kids to see the world differently and it can cut off future pathways for them. Music is important, and it is especially important for kids who are still in their developmental stages to have access to something that will allow them to grow and develop into their best selves. By taking music away, it will lead to effects for them in the future and this amazing music culture you see today will no longer be what it once was once you take away the base of it all."

Raine G (Gr. 12), Esquimalt High School

Voice

13. "School will be [...] boring [...] without these things."

Russell K-M (Gr. 7), Colquitz Middle School

Trombone, Alto Saxophone, Choir

14. "I don't know why they think this is ok. Band and choir are literally the best thing about my middle school experience right now and it's not fair to take that away from other students!!!"

SP (Gr. 8), Cedar Hill

Flute, Voice

15. "Music can sometimes take the stress off of students. And when I am having a really bad day I always look forward to band because it cheers me up."

Aaron P (Gr. 7), Cedar Hill Middle School

Baritone Saxophone

16. "Kids need a support system, and music was mine. The community that forms in an ensemble is unforgettable, dynamic, tight knit, and so, so supportive. Middle school is HARD, especially mentally and emotionally. I would not be here if I hadn't forced myself to get out of bed for early morning rehearsals. Music was my small escape, and it still is. I feel alive whenever I'm in the band room and surrounded by beautiful sounds and people."

Lilah W (Gr. 9), Victoria High School

Oboe, Alto Saxophone

17. "Music is very important to the development of kids. It helps them find who they are, and express themselves in ways that may otherwise not be possible. It is a community of creative, kind people, with a whole ton of gifted, wonderful teachers & students who need music in their lives to share with the world. Music changes people and allow them to be themselves and make new friends and find new passions. I speak for my fellow students when I say "We need music. The world needs music." I truly can't imagine my life without it. It makes my days fun and exciting. It makes me who I am. And it's part of who I will & want to be."

Natalie H-J (Gr. 7), Arbutus Global Middle School

Trombone, Violin, Voice,

18. "Music is the one thing I look forward to in my day, no matter how bad my day is going I know things will be better when I get to music. Music brings me joy and a place to belong."

Tori-Ann (Gr. 8), Cedar Hill Middle School

Voice and Tenor Saxophone

19. "I love singing with my friends in choir."

Samantha Wadsworth (Gr. 7), Cedar Hill Middle School

Voice

20. "Out of everything to cut back on I can't understand why you have to cut strings and choir and band from school. I was so excited to go to middle school next year to continue my cello and to participate in choir and band but now I might not even have the chance to try and music is supposed to be part of the middle school experience. The days of the week that I have cello are my favorite days at school and I get excited to think about learning a new song. I will be so upset if these cuts go through because I was hoping to continue to get better at playing the cello and life without music at school is not nearly as interesting. When I play the cello I feel very happy. It feels good to play music with my friends. Please, don't cut these programs."

Emilio (Gr. 5), Doncaster Elementary School

Cello

21. "In grade 5, I remember being able to play the violin in strings. It was so much fun and helped expose me to the musical environment. I'm so grateful that I had the chance to do that. Why take such an important part of learning away? Music helps us express ourselves and is our voices. Stop the cuts!"

Lillian W (Gr. 6), Cedar Hill Middle School

Electric Bass

22. "If you cut music programs you're cutting a valuable form of collective learning that is fun for everyone."

Grade 6, Lansdowne Middle School

Clarinet

23. "I am very sad because I wanted to do lots of musical activities when I got into middle school and I want the kids who are in grades below me to have the same experience that I did. I got to learn viola and they should be able to."

Jamieson C (Gr. 5), Doncaster Elementary School

Viola

24. "Music brings joy to everyone"

Greg (Gr. 6), Cedar Hill Middle School

Viola, Trumpet

25. "I was involved in 7 ensembles last year at Cedar Hill Middle School (vocal jazz, concert band, show choir, junior strings, concert choir, and orchestra) and I cannot begin to explain the positive effect it has had on both myself and my studies. Music is an incredibly diverse and rich community that allows students to be themselves and express their talents and passions. It is a place where those who don't believe in themselves, or feel like they don't belong, to break out of their shell and have motivation towards their goals. Music is a remedy, a medicine for the wounds that only students in middle school can truly experience. It is the anchor in the ever-changing learning environment that can be so confusing and staggering, and it is often the one thing that students can depend on to be there. Particularly in the midst of this pandemic, music has been instrumental in many lives and provides hope and joy in a time where that may be scarce. To spring these astonishing cuts on us at this crucial time, is cruel. We have already lost so much this year, don't make us lose this too."

Gabrielle C (Gr. 7), Cedar Hill Middle School

Viola, Voice, Clarinet

26. "I think that cutting any music programs will affect so many lives - and not in a good way. The music programs have made my life amazing - they have opened doors for me to try new things and have new experiences and make new friends. When I play my violin I think about how long it took me to get to where I am - it took three years for me to finally be able to play at the level I play at now and I finally feel like I can see myself actually continuing to improve and to think that it could actually be taken away not just from me but my friends and the younger kids and my teachers! It seems so unfair! We are just getting started! Every time I go into choir rehearsal I see the people around me and think about how happy I am that I joined. My life wouldn't be the same without music especially choir - I don't

just sing when I'm there but feel a part of something greater than the music - I feel like I am a part of a bigger family. It makes me so happy - the feeling is indescribable. If these programs are cut I will be so upset. I can't even imagine what school will be like without strings, choir and band. My music teachers mean so much to me. They represent all that is good at school."

Benjamin F (Gr. 7), Cedar Hill Middle School

Violin, Electric Bass, Voice

27. "As it stands, music is a massive part of what makes our school district what it is. The opportunities provided by schools all across the district are highly valuable to the learning of so many students, myself included, and strings and choir are a central part of this. While I may not have participated in strings myself, I see many of my friends take great joy in the music they can create together in that program. Losing out on choir this year was a great disappointment, and I miss the chance I had in years prior to sing in collaboration with such a large group of my peers. The idea that there would be students who would never get to know any of that experience is a travesty. Cutting these programs would be a massive disservice to so many kids, and would strip our school district of one of its most important features."

Kate M (Gr. 8), Arbutus Global Middle School

Tenor Saxophone, Voice

28. "Music is so important. It is like a universal language. Everyone in the world hears music and learns to play instruments to show who they are and to express emotions. Not only can you be yourself and free in music, but you also learn a lot - you learn to work in a team, to listen closely, and to let everyone shine. So think about this. When you were young, what helped you learn? Music! You learned the alphabet song, number songs, different animal songs, and much more! And for me, music has helped me so much - from playing music to making math songs that help memorize my times tables. The music program is not just here to teach us how to play instruments or sing a song. It also instils music into us and helps us communicate, express ourselves, and help us in ways you could never imagine! Please don't take away this precious gift! It nurtures us, helps us flourish, and even protects us during such a tender time in our lives. Thank you."

Beata (Gr. 6), Cedar Hill Middle School

Choir, Percussion, Violin

29. "I love choir and it's an important part of my week."

Alyssa LW (Gr. 7), Cedar Hill Middle School

Clarinet, Voice

30. "Music has taught me more than just songs. It has taught me to work as a team, built my confidence by performing in public, math because of the theory, discipline with practicing and a sense of pride performing with my friends. I don't understand why you would take this away from us."

Roman H (Gr. 7), Cedar Hill Middle School

Trumpet, Voice

31. "Don't cut music."

Sophie (Gr. 8), Arbutus Global Middle School

Tenor Saxophone, Bassoon

32. "You are meant to improve our education and provide us opportunities not take our beloved programs away. Strings and choir are not second to band. You need to stop treating them that way. Taking away programs is easy. Putting them back will take years of effort, money, and time. So avoid the hassle and keep them. Start making decisions for the benefit of students. Right now your decisions are for your own political gain. You were voted in to improve our school district but instead are making an exorbitant salary (public knowledge) and destroying it. You are a disappointment, a facade, and will probably not be voted in again if you proceed with the proposed budget cuts."

Grade 12, Esquimalt High School

Violin, Viola, Voice, Clarinet, Piano

33. "Please don't cut our music, it means too much to us students. It is the main reason why I gladly get up early in the morning."

Yvie (Gr. 8), Arbutus Global Middle School

Baritone, Cello, Voice

34. "Music is crucial, for our wellbeing, for many music is what helps people during the hard times."

Michelle F (Gr. 7), Arbutus Global Middle School

Violin, Flute

35. "There are children out there who look forward to the joys of music and by cutting the budget, you are essentially cutting down the happiness of children."

Thomas G (Gr. 10), Mount Douglas Secondary

Percussion

36. "People use music for different reasons such as maybe playing it makes them feel relaxed, peaceful and calm and lots of kids love playing instruments and it would be very sad if you cut it because you are possibly making them sad and not very happy about it."

Kotomi O (Gr. 9), Mount Douglas Secondary

Trombone

37. "One of the only things I am willing to go to school for is the music program."

Maya C (Gr. 8), Arbutus Global Middle School

Flute, Voice

38. "Music is something that so many people do to find that peaceful moment of their day or week, so cutting out that thing that brings so many joy will just add to the mental health crisis and lack of trust in schools. Cutting strings and choir for music kids is just the same as cutting chemistry or biology for science kids, which would never happen. So why should this be able to?"

Grade 12, Victoria High School

Ukulele, Guitar, Voice, Violin

39. "Cutting strings and choir will have a huge impact on future students. Joining choir in elementary school was what really bloomed my love for music, and if I hadn't participated in it, I wouldn't be the same person I am now."

Grade 8, Arbutus Global Middle School

Recorder, Ukelele, Guitar, Violin, Voice, Trumpet

40. "You don't need to cut the music program, so many things have been cut already, and it's not fair to take music away from the students as well."

Grade 9, Mount Douglas Secondary

Violin, Clarinet

41. "I love music too much, please PLEASE do not cut it."

Yvie (Gr. 8), Arbutus Middle School

Baritone, Cello, Voice

42. "So many kids will be impacted by this and it doesn't seem fair to cut so much off to the future generations. There are other ways to cut down on funds as well."

EP (Gr. 8), Arbutus Global Middle School

Violin, Baritone

43. "Music is a gift. Cutting middle and elementary school music is cutting opportunities to form long lasting life skills, friends and experiences from thousands of children. Cutting music is cutting opportunities for children to learn and gain confidence in a positive environment. Cutting music means cutting sources of relaxation and fun from many students. Music is a gift, now more than ever. Who doesn't want an extra place to escape to, quite literally at their fingertips. So I ask, why now, and why music."

E. Gibson (Gr. 7), Colquitz Middle School

Clarinet, Tenor Saxophone

44. "Taking away music is an act of violence. To deprive students of having a creative outlet and a community that truly supports us is foul. The pandemic has taught us that connection is something we took for granted. For you to take away what little we have gotten back from this hectic year completely undermines the hard work of our teachers and classmates. I hope you truly understand that this is not just about you breaking your word of keeping our classrooms inclusive AND fulfilling our potential. This is also about how you could easily consider disregarding our wellbeing. Music is not just an "extracurricular" to us. Please consider the damage these budget cuts will do to not only your current students/staff members, but also to your future ones. I beg of you, listen to our cries."

Gheana V (Gr. 12), Esquimalt High School

Voice (Choir, Theatre, R&B)

45. "School music programs provide opportunities that many students wouldn't have the means to experience otherwise. Music is an extremely enriching extracurricular that has the potential to induce a lifelong hobby in students. Many students begin by playing an instrument in school music programs, then transition to private lessons, and some even become professionals. Taking away music programs would take away the opportunity of being a musician from many students. As for the budget, I believe that you should look at where from outside the school system you can get the money from, rather than where from the school system you can take it from. Inhibiting the opportunities of students for a budget cut is not a viable solution."

Lucy Z (Gr. 11), Mount Doug Secondary School

Violin, Voice, Flute, Piccolo, Alto Sax, Guitar, Ukulele

46. "Taking away strings and choir will be detrimental for our Esquimalt community. I remember being in grade 1 and being so excited to join choir and be able to get involved with the other students. Not only is the decision to do this EXTREMELY hurtful but also in a pandemic? Students have lost enough, for many kids music is the only reason they are attending schools right now. It is supporting the mental health of hundreds of students. Taking away this essential learning piece especially for younger students will not just cause negative effects next year but for generations. School is more then being good at math, as a society we have to stop holding such high value to "typical academic courses" and acknowledge that music is essential."

Olivia W (Gr. Grade 12), Esquimalt High School

Violin, Bass Clarinet

47. "Music is very important to many kids out there, including me. Cutting the music program will not benefit students and their learning. Music is like a therapy that can calm certain students and makes the music program very important."

Fiona H (Gr. 7), Arbutus Global Middle School

Violin, Trumpet

48. "Music is so important in life. I am shocked and disappointed that the school board is considering cutting these programs. Middle school music IS NOT ONLY BAND. We NEED choir and strings as well! I don't even know how they could even consider this an option. So many children will be affected by these changes. Will the school board be making the right decision if they decide to remove such an important part of so many people's lives?"

CW (Gr. 8), Arbutus Global Middle School

Violin, Percussion

49. "I want them to know that this is a passion and that our future is worth more than 7 million dollars."

Milo M (Gr. 7), Arbutus Global Middle School

Trumpet

50. "Music truly changed my life, the lives of all my friends, and so many others, for the better. It's so essential to have the music program as a creative outlet in schools. Music gives students a place to express ourselves in a healthy, safe way, and gives us a community to fall back on when we're in need of support. It's so heartbreaking to know that our incredible music programs might not be experienced by future learners in the district. Cutting music is absolutely not in the best interest of the students."

Anya R-S (Gr. 11), Esquimalt High School

Voice, Flute, Trombone

51. "Don't cut the music program."

Elijah S(Gr. 9), Reynolds Secondary School

Flute, Violin

52. "They're taking away a valuable opportunity for children as well as depriving them of an amazing growth and learning opportunity, gaining experience in a musical instrument helped me gain so much confidence and I don't want to see children robbed of that opportunity."

Emma J (graduated from Esquimalt High School last year)

Voice, Viola, Flute

53. "As a sibling of special needs, I see how middle school music dramatically benefits my family. Ripping music away from my brother will lower his grades, insure he is not motivated to attend school, and may likely lead to depression. Please do not kill the song. #savethemusic"

Rebecca (Gr. 9), Esquimalt High School

Trombone, Violin, Voice

54. "It's a great opportunity for many students to develop their creative and collaborative/ensemble skills, both which are very applicable to future careers and endeavors. Furthermore, it is a crucial program for many underprivileged students who may want to learn an instrument but do not have the financial means to do so without the support of school music programs."

Connie (previous SD61 student), University of Victoria

Voice, Clarinet, Violin

55. "As a flute player, even though flute is not a part of strings nor choir, I strongly disagree with the cut in elementary/middle school music program. It is always important to offer future generations more options in their art interests as many of them may not be able to afford private lessons outside of school."

Wendy (Gr. 10), Mount Douglas Secondary School

Flute

56. "Directly quoted from the school district's website mission statement: "We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community." Based on the recent budget cut proposal I am feeling the exact opposite of this phrase. Every music program in our district has created a positive impact on each student. This is due to the mental health benefits it provides, and safe spaces it creates. By being responsive you would take the consideration of millions that are being brought to your attention. I would like a sincere response to how, in any way the currently suggested budget cut contributes to the success and potential of students. After all, we are the exact reason you have this job. Do not let the students, staff, families and community members down."

Lassah J (Gr. 12), Esquimalt High School

Violin, Flute, Alto Saxophone

57. "Music is important to me and lots of other kids. If the SD61 board cuts the music programs kids don't have the chance to learn and have fun. I think that music is important and that it's important for the people in strings and choir to keep doing it and if the SD61 board cuts the funds they can't do any musical things that they love."

Gabriella V (Gr. 6), Gordon Head Middle School

Saxophone

58. "Hey! If you see this, I would just like to let you know that cutting strings and choir would be a terrible idea in the long run. Many people find escapes in those, or enjoyment. If the budget cut goes through, you will be affecting hundreds, possibly even thousands of students. Thank you for listening."

Kaiya B (Gr. 6), Colquitz Middle School

Ukulele, Recorder, Clarinet

59. "I think that the School Board should take the time to realize that we all like music, and don't want it to go. Personally, I think that music classes are one of the best subjects you're taught at school, and I really don't want to wait 2 years to get to play a strings instrument in school again."

Benjamin GS (Gr. 5), Willows Elementary School

Viola, Choir

60. "It is a great program and people you could find a way though this without cutting music ok got it GOT IT?!!!"

Olin (Gr. 6), Lansdowne Middle School

Trumpet

61. "Before I started strings, I never saw myself as a person who played an instrument. Because of strings I realized that playing in instrument is my thing. When I heard about the proposed budget cuts, I was devastated because I thought I wouldn't get the chance to play an instrument in grade 6."

Angela C (Gr. 5), Doncaster Elementary School

Violin

62. "Choir unlocks a different part of your brain and can help you later in life."

Grade 6, Arbutus Global Middle School

Alto Saxophone

63. "Music is a passion of mine, and it scares me to think that a kid like myself might have that outlet stolen from them."

Grade 11, Mount Douglas Secondary School

Voice, Saxophone, Guitar, Cello

64. "Music is a part of who we are, not just what we do."

Esther (Gr. 6), Cedar Hill Middle School

Violin, Clarinet

65. "Music makes me feel happy inside. When I sing I feel free and choir is one of the places I sing the most. I don't agree with any of the budget cuts. Cutting student support is the opposite of what a school board is supposed to do."

Madeleine B-C (Gr. 7), Central Middle School

Clarinet, Piano, Viola, Voice, Guitar, Ukulele

66. "Just reconsider!"

ZM (Gr. 7), Arbutus Global Middle School

Clarinet

67. "I really don't want them to cut band, strings and jazz band. When I joined band at school, I realized that I had quite a passion for percussion. It would be heart breaking if they would cut it. Also, for next year, the 7th graders are allowed to participate in Jazz band, which I really want to do because I might also be able to play the piano, the instrument that's occasionally played only in jazz band.

I play the piano at home, I would like them not to cut jazz band. Also strings, the board said that they could make some saves to band, but not strings. Strings is just as important as band. there are some people who are just in strings, and only want to be in strings. So if it gets cut, they're cutting all music for some people. Also, think about the current grade 5s, they will have a very small music selection to choose from. So that's it, FERMATTA TO ALL MUSIC!!!!!!!!!!!!!!!!!!! hehhehheh"

Matilda S-H (Gr. 6), Shoreline Middle School

Violin, Percussion

68. "Music helped me through a lot growing up. It helped me stay in the right crowds at school and to enjoy coming to school everyday. I want younger kids to continue to have this amazing experience going through school."

EB (Gr. 11), Victoria High School

Voice, Baritone, Baritone Saxophone, Cello

69. "People don't have much things to do during COVID and this might be their only way of escape."

Aislinn (Gr. 9), Mount Doug Secondary School

Voice

70. "Music programs have been my lifeblood for 8 years. They've helped me become more responsible and given me many friends and opportunities. Music programs, especially choir in my case, have been the one consistent highlight of my school career. So much so that I am planning on being one! Cuts to these programs deny children access to support, learning and vital socialization, especially in a COVID year."

Bree A (Gr. 11), Oak Bay High

Viola, Jazz Piano, Voice, Flute, Piccolo

71. "Please don't cut things we need, like strings and band. Music helps lift my spirits."

J.S. (Gr. 5), Campus View

Violin, Ukulele, Recorder, Voice

72. "Music is important for school."

Samir K (Gr. 7), Arbutus Global Middle School

Bari Saxophone, Tenor Saxophone

73. "I think it's a bad idea. Why should you cut music, which is fun for us kids, just for, money? Music is so fun which is one reason why I love school. I hope you guys really understand that music is so important and I hope it doesn't get cut off."

KZ (Gr. 6), Arbutus Global Middle School

Flute, Viola, Voice, Recorder, Ukulele,

74. "It's good to express your feelings with music. Please don't cut music."

GS (Gr. 7), Arbutus Global Middle School

Violin, Saxophone, Ukulele, Recorder, Voice

75. "Considering how much Covid has affected the students here mentally, and with the changed schedules and regulations making school way more stressful than it is fun, taking away one of the few things children actually enjoy in school is simply a heartless, awful, cruel thing to do. School is not for studying! It's important to learn but children need to enjoy life, especially now when this is basically the only time people can enjoy things and be, well, children."

Elizabeth D (Gr. 11), Oak Bay High School

Tenor Saxophone, Piano, Voice, Percussion

76. "Don't do it, don't cut the music programs. The music programs have been so amazing, fun and helpful in learning."

Ava (Gr. 7), Arbutus Global Middle School

Voice, Violin, Ukulele, Clarinet

77. "We should have a say in our education too."

Maya I (Gr. 7), Arbutus Global Middle School

Trombone

78. "Music has been, for ages, a way for students to express themselves. Taking this away is taking away a vital part of our education. If you insist on making any sort of cuts, please inform yourselves on which programs students are interested in, and which programs they are not. The music program in SD61 is amazing, and I am part of it. We as students should get a say in OUR education. You are making decisions FOR us about what we should learn about. Please consider everything I have said, and many others have said, before you move forward with this decision."

Saanvi RK (Gr. 7), Arbutus Global Middle School

Alto Saxophone, Violin, Voice

79. "We should get a say in OUR education!"

Sylvie G (Gr. 7), Arbutus Global Middle School

Saxophone, Recorder, Xylophone, Voice, Ukulele, Viola

80. "Music is a language, a special one and a lot of people use it for lots of different reasons. To make money, to have fun, to achieve their goals, to connect, and so many other reasons. Music is a voice, a voice for those who don't have one and It's a part of us, all of us. So if you cut music, you cut us."

AD (Gr. 6), Cedar Hill Middle School

Violin, Trumpet

81. "Taking away music programs is taking away children's creativity and development. Not only does music act as a form of therapy for children, but it also teaches valuable lessons like teamwork that they will hold with them for the rest of their lives."

Anise R (Gr. 10), Victoria High School

Ukulele, Viola, Flute, Alto Saxophone, Voice

82. "Music is a community, don't take that away!"

Isla S (Gr. 8), Arbutus Global Middle School

Voice, Guitar, Trumpet, Drums Ukulele

83. "If you cut these programs, you're making a lot of kids lose a part of themselves. Why not cut exploratories like global action?"

Zaima (Gr. 7), Arbutus Global Middle School

Flute

84. "Music was the reason I went to school, it was what made me excited to be at school. The music room was like my second home and I never wanted to leave. Being in the music program gave me a sense of community that I was lacking at school. It also helped boost my confidence and leadership skills. I would not be the person I am today with out the Van Tech music program and the amazing teachers who work tirelessly to make it the incredible experience it is. So I'm asking you to really think about what you are cutting here, it's not just a class, what you're cutting is a community and someone's reason to come to school. Music should not be something so easily thrown away."

Maayan A (graduated)

Violin, Voice

85. "PLEASE don't cut music programs and if you do then a lot of kids who are going in to grade 6 or 5 will not be able to go to music."

Jake B (Gr. 4), Doncaster Elementary School

86. "Hi! Please don't cut the music program, thank u."

Selena (Gr. 5), Doncaster Elementary School

Violin

87. "You should not cut the music program because people enjoy music and it brings joy to their day. So please DON'T CUT the strings program."

Isaak U (Gr. 5), Doncaster Elementary School

Viola

88. "I like that [the sd61 board] help[s] music program[s]."

Grade 4, Doncaster Elementary School

Drums

89. "I want them to know that music is very important part of any kid's life. Music helps you for your mental health."

Priya S (Gr. 5), Doncaster Elementary School

Viola, Voice

90. "Just know that you will be taking away our music, some mental health, and most of our hopes for middle school."

Heidi (Gr. 5), Doncaster Elementary School

Piano (at home)

91. "Because it will take dreams away from kids."

Oliver Z (Gr. 5), Doncaster Elementary School

Violin

92. "Not to cut, because there are so many kids just dreaming to play in an orchestra."

Keaira KC (Gr. 5), Doncaster Elementary School

Violin, Choir

93. "Music means a lot to many students. If you decide to cut music programs, then many students will be VERY angry."

Annika S (Gr. 4), Doncaster Elementary School

Violin

94. "Music shouldn't be cut because some kids need it for mental health and some families may not be able to afford private lessons, so they go to a public school to play an instrument. Also, many grade 5 students, and grade 4 students have been looking forward to being able to play music at school. Some parents might also want their children to play an instrument because they had a chance to do it when they were our age and they want their kids to have the experience too."

Myra H (Gr. 5), Doncaster Elementary School

Violin, Ukulele, Drums, Recorders, Piano, Boomwhackers

95. "Music is very important. Please don't cut it, and it shouldn't be cut anyway. I always wanted to do band in middle school, but if you cut it, lots of kids will be VERY sad. Some kids can't afford private lessons. Think about them. I hope you don't cut any music program."

Elena I (Gr. 5), Doncaster Elementary

Viola, Ukulele, Recorder, Bucket Drums, Boomwhackers

96. "I do not think you should cut sd61 music programs because they help with mental health."

Chloe B (Gr. 4), Doncaster Elementary

Ukulele, Xylophone, Voice

97. "I feel like music is really important thing for everybody."

Kesler (Gr. 4), Doncaster Elementary

98. "The music program should not be cut because kids need this program, they are happy, but especially emotional. If there was no music program then there would not be not much orchestra and not much concert! I do both concert and orchestra at Victoria Conservatory of Music. The music is important to people who is lonely and are sick. Some people who are sick and old got well and the old people felt young."

Juliet K (Gr. 5), Doncaster Elementary School

Violin, Ukulele, Drums, Piano, Boomwhackers, Recorders

99. "I don't think they should cut the music programs in middle school because there are so many new younger kids that want to try out new instruments before they go to high school and have to choose their electives."

Michelle K (Gr. 8), Arbutus Global Middle School

Voice, Percussion, Flute, Guitar

100. "Don't cut music!"

KL (Gr. 8), Arbutus Global Middle School

Clarinet

101. "Music is so critical for many student's mental well-being. Personally, my music teachers inspire me and I would hate to see them lose their jobs to dumb budget cuts. Don't cut music!! It's critical!"

Liya F (Gr. 8), Arbutus Global Middle School

Voice, Alto Saxophone, Flute, Violin

102. "Music is life for me. It's my future! It's what I want to do. I have loved the many instrumental and vocal ensembles I have participated in, and am so grateful for the opportunities. I wouldn't be who I am today without my wonderful music teachers and all the awesome programs I have had the privilege of being a part of."

John H (Gr. 12), Oak Bay High School

Voice, Trombone, Drums, Guitar, Bass, Viola

103. "Music gave me a reason to get up in the morning even on the toughest days of middle school. By cutting programs, you're taking away a place students feel safe and loved."

Lexie K (Gr. 12), Oak Bay High School

Cello, Trombone, Tuba, Voice

104. "Music is the only reason some kids get out of bed in the morning."

Grade 5, Doncaster Elementary School

Viola

105. "Music is an essential part of education and learning, and personally music like strings makes my day brighter and helps me get through the school day. I find it disappointing that they would cut such an important of education."

Matt J (Gr. 8), Arbutus Middle School

Viola, Voice

106. "Music is such an essential part of a student's wellbeing and making cuts to the program will prevent students from performing to their best academic capability."

Seoyoon L (Gr. 12), Oak Bay High School

Piano, Percussion, Drums, Bass, Voice, Violin, and Viola

107. "They are making a mistake."

Dominic B-C (Gr. 9), Oak Bay High School

Voice, Baritone Saxophone

108. "Music keeps a lot of people sane and inspired and gives them a safe place to be themselves."

Madison L (Gr. 10), Oak Bay high School

Voice

109. "Don't do it ♡"

Isha C-S (Gr. 9), Oak bay High School

Violin, Voice

110. "Much less people will participate in school music programs."

Brett S (Gr. 9), Oak Bay High School

Trumpet, Cello, Voice

111. "Do Not Cut Music."

Max Z (Gr. 10), Oak Bay High School

Euphonium, Tuba, Voice, Viola, Guitar, Recorder

112. "It is a mistake to cut music funds."

Ian C (Gr. 10), Oak Bay High School

Voice

113. "Choir was a place that I could go and not feel judged I felt welcome and at home and I am sure lots of kids feel like that so if they do cut the music kids like me will feel more and more alone."

Ariela DB (Gr. 9), Oak Bay High School

Voice, Saxophone

114. "Music means a lot to me and a bunch of other students in the sd61 school district. Cutting the music program will be very damaging to the students who have used it as a safe space."

Sarah E (Gr. 10), Oak Bay High School

Violin, Ukulele, Voice, Flute and French Horn

115. "Choir is the only motivation I have to come to school. I have trouble bringing myself to come to school on days I don't have choir."

Roxanne M G (Gr. 10), Oak Bay High School

Voice, Trumpet

116. "The music groups I am in make me excited to go to school and make want to learn."

Gawah C-S (Gr. 9), Oak Bay High School

Violin, Trombone, Voice, Piano

117. "Choir was my favorite place in middle school. It was a break from academic pressure and a safe place when I wasn't feeling my best."

Maya Wilkinson (Gr. 10), Oak Bay High School

Voice, Flute

118. "The music program creates lasting friendships and provides a safe welcoming community."

Marlow K (Gr. 9), Oak Bay High School

Trumpet, Percussion, Violin, Voice

119. "When I moved here from Toronto in grade 4, I felt completely out of place. The music program completely saved me throughout Elementary and Middle school and most of my current friends were made in band or choir. I have two younger siblings and it breaks my heart to know they won't have the same experience as I did. Please save the music program!"

Annie M (Gr. 9), Oak Bay High School

Violin, Clarinet, Voice

120. "Music is important for everyone. It doesn't just help with learning how to play an instrument but so many different other skills that you can use throughout your whole life. Music is one of the reasons many students enjoy going to school and not having it would only decrease both mental health and educational opportunities."

Isabel (Gr. 10), Oak Bay High School

Trombone, Voice

121. "Music class is the best part of my day every day and it is the thing I look forward to and what gets me out of bed! It is my life and if it gets taken away for me or others it will be devastating for our community."

Claire M (Gr. 10), Oak Bay High School

Flute, Percussion, Piccolo, Voice

122. "Choir is the best part of my day and it brings me so much joy. I cannot imagine my life without it."

Isabel N-M (Gr. 10), Oak Bay High School

Voice

123. "Cutting music programs will divide and isolate communities and connections that have been carefully built for decades. Music teachers provide an entirely different species of education, one that prioritizes said building of community and love for music first and foremost. In-school ensembles are more than just cliques, they are entire worlds that every individual enters to express their most social, personable, and lovable selves."

Gur BD (Gr. 10), Oak Bay High School

Voice

124. "Singing in choir taught me how to cooperate and make harmony with different people. This is what we need on these days."

Dahae Y (Gr. 9), Oak Bay High School

Voice

125. "Music especially during covid means so much to me. In middle school music was beneficial to my learning and always fun. Music at oak bay high makes me feel like a part of something and I get to be part of such a great community. Choir teaches me choral skills but also life skills and is really beneficial to my mental health. Choir is my happy place where I get to hang out with a group of really nice people."

Maia L (Gr. 9), Oak Bay High school

Flute, Clarinet, Voice

126. "I think music is super important to school programs and especially during covid since there aren't a lot of things you can do during this time. It's also something you can always look forward to during school."

Isabelle (Gr. 9), Oak Bay High School

Flute, violin, piano, voice

127. "Strings at lansdowne was like a home me and my friends would stay for hours after school in the music room. It was a safe place that we could go to and where I made a lot of my friends. the only reason I decided to go to lansdowne from my previous school for band, choir, and strings. Others should have that opportunity to have a home at school and it should not be taken away from them."

McKechnie B-N (Gr. grade 9), Oak Bay High

Flute, violin, alto saxophone, and voice

128. "The music program was how I found my community as a new student entering sd61 in grade 7. Having the opportunity to join other students from other classes and unite through music was, and continues to be, irreplaceable. I have been a part of every music program possible and, as a current grade 12 student, I have many friends who have become such incredible musicians through the school districts programs that they are able to pursue music after high school. To be at this level of musicianship, it is essential that music programs start as early as possible, especially programs like choir and strings which are extremely accessible thanks to the districts string library. Sd61 is unique as schools in this district don't have the stereotypical 'music kids.' When 80% of students at Cedar Hill Middle for example are involved in music, there is no longer just a few 'music kids' effected but rather an entire way of musical engagement that touches thousands of students lives. This is not the time to cut music programs. There is never a time to cut music programs. Music is unifying and celebratory and challenging and empowering. #Musicisforeveryone."

Grade 12, Oak Bay High School

Cello, Bass, Bass Clarinet, Bassoon, Voice, Ukulele

129. "One thing I would like to say before you decide to KEEP the music program is that so many people have no other interest other than music, including me, I want to be a singer when I'm older, my dreams will feel even more out of reach if you remove the music program, a program that makes school enjoyable to come to. The sense of community that the music program gives us is incredible, even in difficult times. There is no reason why they should cut the music program other than to crush the dreams of many students that go to school in the SD61 school [district]. I trust you all to make the right decision by keeping the love of music in schools alive and we'll because we deserve this."

Kaya C (Gr. 10), Oak Bay High School

Voice

130. "Without music my life would be meaningless. Music has helped shape who I am today. If you cut music from schools you will be depriving a wonderful asset from kids."

Hudson K (Gr. 10), Oak Bay High School

Trumpet, Voice, Baritone, Alto sax, Viola, Cornet, Cowbell, Guitar, Ukulele

131. "This would crush thousands of kids spirits who were looking forward to music."

Eli R M (Gr. 10), Oak Bay High

Percussion, piano, voice, djembe

132. "Choir."

Cody W (Gr. 8), Colquitz Middle School

Trombone and voice

133. "It would be detrimental to music."

Caleb (Gr. 10), Oak Bay High School

Guitar, Piano, Voice, Violin, Recorder, Percussion, Drums, Harmonica, Tenor Saxophone, Alto Saxophone, Baritone Saxophone

134. "Taking away music will leave an empty space in the education of so many students. I remember having quite a rocky middle school experience and music being a constant I could rely on. It's a place to meet new people, a place to express themselves, somewhere to go and not be judged, somewhere you can feel like you fit in. To take that away would be not only a waste of potential but also a direct hit to the well being of students."

E L (Gr. 10), Oak Bay High School

Tenor Saxophone, Bass Clarinet, Clarinet, Voice

135. "Throughout my three years of going to Arbutus I've learned how important music is for young students and it would be an absolute shame to take that away."

Talib A (Gr. 8), Arbutus Global Middle School

Trumpet, Voice, Violin

136. "Music has been a tremendous asset in my journey to self confidence. Choir always pushed me in the best ways and gave me a sense of belonging. Without school music education, I wouldn't be as confident as I am today! I am graduating this year, so technically this budget cut doesn't affect me. But I know how important music is and I believe everyone should get to experience it!"

Keysa (Gr. 12), Oak Bay High School

Voice

137. "This decision has a body count. I know countless people, myself included, who have struggled with mental health and found respite in their school's music program. I know several people who would perhaps not be alive without their middle school/high school music experience. Money cut from music programs will increase costs both in counselling programs, and more importantly, cost in student lives.

Furthermore, studies have shown that learning an instrument correlates with academic success. The skills required to multitask in a manner required for music translate to work habits and skills which foster phenomenal students. Frequent group-singing has been correlated with improved mood and

emotional health. Music programs are as advantageous to education and student health as any other program and provide a level of skill-building equal to any other extracurricular program.

On a purely artistic level, the quality of work attained by senior ensembles would be a drastic and unnecessary sacrifice of these cuts. At the high school level, certain ensembles attain a near-professional level. This would be an absurd and impossible notion if not for the years of experience that performers receive in their middle school music programs. The skills developed in elementary and middle school make the quality of work produced by high school ensembles possible.

For thousands of students in the district, the music program proves a highlight of their day, a highlight of their week, and often a highlight of their education. Reducing and cutting school music programs would be an abhorrent mistake, and would drastically damage the educational experience and well-being of SD61 students."

KM (Gr. 12), Oak Bay High School

Voice, Clarinet, Saxophone

138. "Music teachers are important because they teach students how to play different types of instruments and experience new things. Or maybe even help them develop a hobby."

Leah N (Gr. 8), Arbutus Global Middle School

Violin, Recorder, Guitar, Ukulele

139. "Music is the best part of my life and cutting it would mean you are cutting my life."

Mikayla (Gr. 6), Cedar Hill Middle School

Electric Bass

140. "Music is a way to express emotions and connect with others. Taking away music programs would have a larger impact to those who participate than it would be to take their phones away. Removing these music programs also lessens the chances of getting into a professional position in strings & choir."

Avery H (Gr. 8), Arbutus Global Middle School

Voice, Violin

141. "We get a say in OUR education."

Isabel T (Gr. 7), Arbutus Global Middle School

Percussion, Orff, Choir

142. "These programs have connected kids to friends and have inspire many students to go on stage and perform what they love, it has also given kids who wouldn't be able to play an instrument regularly a chance to."

Maya E B (Gr. 8), Arbutus Global Middle School

Saxophone, Violin, Voice

143. "If they cut the budget for music programs, it's makes it worse and I feel like without the money to show our learning, I can't express my feelings through music."

Juliana O-C (Gr. 8), Arbutus Global Middle School

Violin and Trumpet

144. "Music is like a way of communicating feelings for everyone. It doesn't matter what your limitations are, the way people connect with music basically binds all of humanity together. Music is so much more than just a trumpet or a piano doing it's thing, music is everywhere. The way the leaves rustle in the wind, accompanied by birdsong early in the morning is also music. If music programs get cut, a piece of our lives and the way we communicate will get taken away because music is a universal language and it holds a fundamental place in our lives whether we acknowledge it or not. And even if the SD61 board decides to ignore our voice in our OWN future, music will never truly leave us. We will continue to listen, explore, and learn. Our future is in our own hands, and we will really not give up that easily."

ASH (Gr. 8), Arbutus Global Middle School

Clarinet, Ukulele, Voice

145. "You saved a few groups from the guillotine of budget cuts, but your bargain deal of saving merely a few groups is not a deal we will take. You have the power to control what we learn, you have the power to choose which projects to fund, and which ones you'll let go. YOU decide our future, and this future you're creating is a bleak outlook on life full of solely academia. A life made only of the shell of an engine and not the fuel that fires it. For a world and country that is in dire need of bright young minds, you, who farm these minds, sure are keen on taking off the life-support of our creativity before it was even cultivated. Music, art, a challenge to life, these are some of the things that are the water and nutrients to us students, to take it away is to take away our reason for living, our reason to continue giving what the world needs in society. Your continued path is one that is moving towards a cold and callous future, filled with factories and warehouses full of young minds made to think alike, in one way, forever in spite."

Irisa R (Gr. 8), Arbutus Global Middle School

Piano, Violin, Percussion, Voice, Bass, guitar, ukulele, drum kit

146. "The music program is one of the most essential programs offered in SD61 schools. Studies have shown that music promotes happiness, increases creativity, and boosts learning potential. Neurological benefits aside, the music program also offers an unparalleled experience to all SD61 students, regardless of their gender, race, or financial background. SD61 wants to take away one of the most enjoyable programs offered at its schools. They want to take away a program that leads to lifelong interests and careers for some students. They want to take away an outlet for students to express themselves. They want to take away the happiness of hundreds of students. Countless families will be undoubtedly be devastated - this decision is clearly not the right one."

Patrick H (Gr. 10), Mount Doug Secondary School

Piano, Percussion, Voice, Violin

147. "In elementary and middle, I struggled at school, did not have good grades, and often did not want to go. The one thing that made me want to go to school was music. I knew that no matter what was happening, when I got to strings, or choir, or band, it was something that I was good at. Now I am in grade 11, and I am excelling at school. I have excellent grades in the high 90´s, I'm involved with many clubs and leadership initiatives, and I enjoy going to school. Music taught me the skills I needed, it was the sole reason I kept attending school. I'm planning to go into medicine at UBC in two years. Without music, there is no way I could have made it to the point I'm at now."

KA (Gr. 11), Oak Bay High School

Viola, Violin, Ukulele, French Horn, Flute, Voice

148. "Many people have a love and a passion for music that can't be replicated and it is something that should never be taken away from current and future students."

NY (Gr. 7), Lansdowne Middle School

Trumpet, Violin, Voice

149. "They will be demolishing the hobbies and pass times of hundreds of students across the school district and for some students music is the only thing they have [...]"

Grade 8, Lansdowne Middle School

Violin

150. "Students need it! Music makes us feel so much better, especially if we're having a bad day or just don't enjoy school in general. It calms us down and makes us like school so much more."

Eva C (Gr. 7), Glanford Middle School

Percussion

151. "Don't do it. ♡"

Isha C-S (Gr. 9), Oak Bay High School

Violin, Voice

152. "Music is important to kids and we have to help them learn their passion from a young age, and cutting the music program will not help with that."

Grade 8, Arbutus Global Middle School

Flute, Violin, Voice

153. "Music is medicine."

Bailey (Gr. 7), Arbutus Global Middle School

154. "Music helps so many people all over the world, it's not just a program, it's also a way to help students. I also have played an instrument before and I know how much people like to do what they love."

Tiffany C (Gr. 7), Arbutus Global Middle School

Violin

155. "One thing is well.... DO NOT CUT IT!! Music is an escape for people that don't have one!"

Haylie (Gr. 7), Arbutus Global Middle School

Clarinet

156. "I want the sd61 board to know that if they cut the music program that means some kids can't explore different instruments and learn, cutting that would be like cutting all exploratories or telling kids that they can't play a sport."

Elise M (Gr. 7), Arbutus Global Middle School

Flute, Viola, Ukulele, Voice

157. "Think of all the kids that will be disappointed that they won't be able to try or continue learning music. A lot of kids can't afford private lessons and rely on public education to provide a variety of enrichment to our learning. Joining band and choir has really helped my confidence and enjoyment of school."

Brianna G (Gr. 8), Glanford Middle School

Voice, Trumpet

158. "Cutting off music will out them a year behind making it hard to catch up in the future making their grades go lower for music."

Lauren (Gr. 7)

Piano, Guitar, Recorder and Clarinet

159. "Music isn't just an extra, its a reason to get up, its where you make friends and its where you can forget all your troubles and just play! Don't think of it as an extra, think of it as a way of life."

Ruby E (Gr. 6), Glanford Middle School

Clarinet, Voice

160. "Don't do it. Music has been proven to improve mental health and make a person happier. It is fun and develops a person brain in different ways than a person who doesn't play music."

Ella O (Gr. 7), AGMS

Guitar, Piano, Bass Guitar

161. "Music is part of our lives."

Marcus K (Gr. 7), Arbutus Global Middle School

Voice

162. "Music is education and a part of so many lives so when you cut strings and choir your not just cutting strings and choir but a whole in everyone's heart."

Gabriel DS (Gr. 7), Arbutus Global Middle School

Saxophone, Violin, Choir

163. "Music is beneficial for learning, if you cut music, student learning will suffer. Music can be an escape from anything that is stressful for students. Music is one of the pillars of the school program. Take away one pillar and the roof, all of schooling, can collapse. Money for education should never be cut, and no student should have to fear for their music program."

Emma B (Gr. 7), Arbutus Global Middle School

Saxophone, Ukulele, Voice, Recorder, Violin

164. "I am half and half about the budget cut because on the one hand because of the pandemic budgets are scarce but on the other hand many students would depend on lessons to learn to become future musicians."

Matt (Gr. 7), Arbutus

Piano, Violin, Guitar

165. "Music are education, they are also our life. A world without music is like birds without wings, you just can't take that away from us. Music is a part of us, if you cut out a piece of us we'll be bleeding."

Tanya SS (Gr. 7), Arbutus Global Middle School

Flute

166. "Music can fuel students with passion about stuff and prompt them whether its towards classic or modern its music, and how boring is this world without music, for real! it fuels creativity and after all isnt that what they teach us as students to do, be creative so if you take away the program then you are taking away kids creativity."

Kai JL (Gr. 7), Arbutus Global Middle School

Recorder, Ukulele, Flute

167. "Arbutus' music program is one of our defining traits, without the music program, many students would not have had the opportunity to learn how to play an instrument and a life skill. Many students also enjoy participating in the CBC Music Contest. All of this would not be possible without the music program in Elementary and Middle schools. So please do not cut our music budget."

Mira W (Gr. 7), Arbutus Global Middle School

Cello, Clarinet

168. "Music is a community, Music is a way of life, Music is a way for people to connect and to make friends for life, Music is a part of everyone and everything, Music is my life, Music is me."

Rebecca (Gr. 7), Arbutus Global Middle School

Xylophone, Trumpet, Recorder, Voice, Ukulele, Violin, Tone Chimes

169. "Many students express themselves through music all the way from elementary to high school and even older and its not the best idea to take that opportunity from them. Many kids also come from families with huge music backgrounds and its just as important as families with sport backgrounds, and I think families would rather have kids to start music when they are young rather than waiting for after high school. Some families might not be able to afford music programs outside of school."

Arnika S (Gr. 7), Arbutus Global Middle School

Choir, Violin, Ukulele, Guitar

170. "Choir - When I was in elementary school choir was amazing. We got to do so much wonderful stuff and I think it helped me learn more self confidence. Band- In band it was hard at the beginning, but my music teacher helped me learn how to read music and now playing the French horn in band is always brilliant "

Kaelyn (Gr. 6), Gordon Head Middle School

French Horn, Voice, Clarinet

172. "Just know that lots of kids love strings and choir and most of us will be so devastated if you do cut strings and choir."

Grade 6, Arbutus Global Middle School

Trumpet, Violin

173. "They shouldn't cut band i love band its very fun to attend and learn new things about it i would hate to see it go because it something i enjoy!"

Jeremy Z (Gr. 7), Arbutus Global Middle School

Trumpet

174. "Music is a good outlet for me and helps me channel my creativity into something positive opposed from disrupting class, removing music is like taking a wheel off a car, the car won't work."

Graeme (Gr. 6), Arbutus Global Middle School

Violin, Clarinet, Voice

175. "Even though playing music isn't one of my big interests, I think music is an important thing to a lot of people whether it be singing, instruments etc... I think choir and strings are very important as well as band so i think they should keep choir and strings because it's a very important thing for kids."

Ivey (Gr. 6), Arbutus Global Middle School

Flute, recorder, ukulele, cello

176. "I would like them to know that music helps the brain develop and it helps with creativity so it is just going to make school harder."

Lily C (Gr. 6), Arbutus Global Middle School

Viola, tone chimes, flute

177. "There are a lot of people who need music in their life and maybe they're not good at band."

DB (Gr. 6), Cedar Hill Middle School

Voice, Trombone

178. "Music is one of my mom's favorite memories and one of my favorite things in school and in would make me sad in you cut music."

Luke S (Gr. 6), Arbutus Global Middle School

Clarinet, choir

179. "I think that it is unfair that the school board is cutting the music program because some families cannot afford to pay for outside of school music classes and the schools music program is not just a good opportunity to learn music without paying hundreds of dollars every month for private music lessons but its a chance for kids to make new friends and perform for many people. Music is for everyone and i don't think this is fair for the school board to just take away something so big and prestigious. If you think about it many music teachers will lose their jobs for doing something they love to teach especially at this point in life. So this is why i think you should not cut the music program."

Grace C (Gr. 6), Arbutus Global Middle School

Flute

180. "Music brings me happiness. Kids emotions and my well being is more important than money. "

Isha K (Gr. 5), Campus view

Cello

181. "It's people's passion and it may be the only reason their mental health is hanging on, if you cut it people will lose that."

Taylor (Gr. 7), Arbutus Global Middle School

Flute

182. "This music program could be the only activity (other than school) for some kids here. I think that this program should be kept, and the fact that the students had used their time in music class to go against this."

Lukas B (Gr. 7), Arbutus Global Middle School

Saxophone, Percussion

183. "For some students music is the most important thing in their lives, and for others it provides a great opportunity for intellectual exploration. Music provides invaluable skills such as teamwork, creativity, and is often the first-time students learn to study on their own. "

Max M (Gr. 12), Mount Douglas Secondary

Violin, saxophone, ukulele, flute, guitar, voice

184. "If you do this you will heighten the suicide rates for this district. I can think of no good reason to cut the music ."

GD (Gr. 8), Colquitz Middle School

Voice, trumpet, saxophone

185. "Music is very important and lots of kids and adults use music to express their feelings. If the music program is canceled many kids won't be able to express those feelings and a lot of people can't afford music. Please keep the music program :)"

Mya J S (Gr. 7), Arbutus Global Middle School

Alto Saxophone

186. "I think you should not cut the program it means so much to the people. Music is like therapy to some people and music can be their world."

Mollie (Gr. 7), Arbutus Global Middle School

Clarinet, voice

187. "The music programs LITERALLY SAVED MY LIFE. the music programs make me WANT to go to school, it makes me WANT to LIVE, sometimes its the only thing that i actually live for. "

Jasmine (Gr. 8), Colquitz Middle School

Voice, Ukelele, Recorder

188. "Don't cut the music program as I want to learn more"

Thimath A (Gr. 7), Arbutus Global Middle School

Trombone

189. "I think that they shouldn't cut the music program."

Jillian F (Gr. 7), Arbutus Global Middle School

Flute

190. "For so many music is an escape from reality, a chance to let go of worries and be free. Music is a way to express yourself and a way to be you. Doing music in school is freeing, it's a class so many look forward to and a break from stress. School music is so essential, so many kids discover a passion for music and fall in love with this form of art. Music is so important to me and so many people I know, music is a community, an opportunity to make so many connections and friendships. Music shapes people and become parts of our personality, children need music. The beauty of music is that it can be so many things and do so much. Music is a part of us and to take away music from so many would be like taking away a part of our community. We need music. Music is not yours to take, keep it for the children's sake. "

Taylor W (Gr. 8), Arbutus Global Middle School

Trumpet

191. "I would think it's a terrible idea to cut music, first of all tell us the truth about if you are in dbtt district. District I mean it that music is important, if you need to cut something, cut something like vice principals or not as many counselors instead of cutting music, ea's or food programs."

NYD (Gr. 7), Arbutus Global Middle School

Trumpet, cello, choir

192. "I'm not great at music and don't play but I think as kids, it's important to learn a musical instrument"

Harry L (Gr. 7), Arbutus Global Middle School

Violin, Flute, Guitar

193. "I ask you, why? Why are you doing this when you have other options. Yes, they may take more effort or more thinking through, but why of all times now? Students, no, Schools, need music. I know several students that, without music, wouldn't be here today. Do you think that fixing this deficit in the easiest way possible is worth all of the side effects? This cause does not directly affect me, but it will affect my little brother. He is so excited to join band, and choir, and the musical, as are so many others. But if you want to break the news to rooms of hopeful children in the years to come, be my guest. You know what, I'm wrong. This issue does affect me, because all of the kids who won't have had a musical education up until high school will now take down the very structure of how high school's music programs work. So, think about it. If you want to take the dreams of children away, do so. If you wish to say that music is not an important part of education, go ahead. But know this, children have more influence than you think, and it can be dangerous to have that influence put up against you."

Leni H (Gr. 8), Colquitz Middle School

Voice, Alto Saxophone, Oboe, Clarinet, Ukulele, Viola, Violin

194. "People in band and strings will be sad they can't play anymore. I want to learn Saxophone when I get to middle school."

Logan (Gr. 3), Macaulay
Recorder, choir

195. "I would like the school district to know that cutting strings and choir is not okay! Strings, choir, band, whatever you play, it's like a sanctuary. A getaway. It's not only enjoyable and beautiful but it's also essential. For some kids, it can be just as good as seeing a counsellor. And taking it away, is like taking away a safe place. Taking away a part of our own mental health in some cases. And only keeping grade 8 band is not enough! Strings and choir and lower grade bands are just as important. I mean think about the kids tat are going to be left out of a potentially big part of their lives because of

this! I know this is probably a lot longer then you anticipated, and I don't know who is reading this but... it's just how I feel. MUSIC IS ESSENTIAL! "

Malana (Gr. 7), Shoreline middle school

Cello, Percussion, Voice

196. "I have been playing music since the beginning of elementary school and without it I wouldn't have made the friends I have today."

Grade 8, Arbutus Global Middle School

Voice, strings, guitar, ukelele, clarinet

197. "Music is invaluable please don't cut it."

Allen (Gr. 6), Arbutus Global Middle School

Baritone & Alto Saxophone

198. "The music programs are very important to many people, and I think that cutting them would be a very stupid thing to do, as it would enrage, hurt, disappoint, sadden, infuriate, madden, anger, upset, depress, anguish, dismay, and discourage all those people and many, many more."

Kaelle (Gr. 7), Arbutus Global Middle School

Voice, Violin, Flute, Tone Chimes

199. "Middle school is a time to try new things and experiment with different and new things and the music program gives people the opportunity. There's something there for everyone and you get the opportunity to meet new people that you would ordinarily meet. The music program is so important and cutting it would be detrimental to all people who have, are currently in or thinking about joining the music program."

Zoe G (Gr. 7), Arbutus Global Middle School

Clarinet, viola and voice

200. "The music program is not only a great way for learning but also for friendship and making good relationships"

Jessica M (Gr. 7), Arbutus Global Middle School

Flute, voice

201. "They are cutting out dreams for students."

Maple I (Gr. 7), Arbutus Global Middle School

Trombone

202. "DON'T CUT THE MUSIC PROGRAM!!!!!"

M.P (Gr. 7), AArbutus Global Middle School

203. "I love music and you should NOT cut music at all. It is a great opportunity, and you shouldn't cut music just for money. It's not worth it."

Keizhen Z (Gr. 6), Arbutus Global Middle School

Flute

204. "Ff it goes in my ears it goes to my brain'"

Chase R-L S (Gr. 6), Arbutus Global Middle School

Clarinet

205. "I think the music programs give a good opportunity to try something, and in the future if you like it, you can get more invested in it. Taking it away gives less opportunities and you might never know the enjoyment of playing a instrument or being in a Choir."

HJ (Gr. 7), Arbutus Global Middle School

Violin, Trombone, Flute

206. "Band is important for all children all shapes and sizes"

Jack W (Gr. 6), Arbutus Global Middle School

Clarinet

207. "Music is important and it is super fun"

Allegra L (Gr. 6), Arbutus Global Middle School

Clarinet and viola

208. "they shouldn't cut it because its a great opportunity for students to learn and gain a new hobby, we should have a say in OUR education"

Loewen RH (Gr. 7), Arbutus Global Middle School

Clarinet

209. "Don't."

Eleni R (Gr. 6), Arbutus Global Middle School

Flute

210. "Lots of people like to do music and they will be sad if you cancel it"

Rio P (Gr. 7), Arbutus Global Middle School

Ttrumpet

211. "It's a really important and would be really sad if theses programs got taken away."

Ahri B (Gr. 7), Arbutus Global Middle School

I played trumpet

212. "Please know the effects that cutting the strings and choir program would have. It would harm so many students mental health. It will effect the future generation, so please consider opposing the budget cuts"

Cadence M (Gr. 7), Arbutus Global Middle School

Violin, Clarinet, Voice :)

213. "Lots of people like it and they would be sad if you cancel it"

Daniel H (Gr. 5), Arbutus Global Middle School

Violin

214. "music is very important to me and many others. it allows us to express ourselves and we need to keep it in schools. some people might not be able to take private lessons and music in school allows them to make and play music. i was very disappointed because i couldn't do choir this year (due to covid) and i was really looking forward to doing it next year. strings makes me and others very happy and i'd be really sad and disappointed if it doesn't happen next year."

Natalie (Gr. 7), Arbutus Global Middle School

Voice, bass, percussion

215. "music is such an important thing and i want the younger generation to also be able to do music. If you take away the arts you take away students pride and joy!"

Thea G P (Gr. 7), Arbutus Global Middle School

Choir

216. "I think music is very important for everyone [no matter what type]. It adds a nice break from the stress of the day where I can have fun and just play my instrument."

G.W (Gr. 7), Arbutus Global Middle School

Trombone

217. "Music brings joy to me (and probably a lot of people). I really don't want the music program to cut because I really want to keep playing the instruments that I enjoy playing. My music teachers have done a lot to teach us, so hopefully the music program does not cut."

Victoria, V.H, Victoria Hou (Gr. 7), Arbutus Global Middle School

Trumpet, Violin

218. "I think the decision to cut the music program was very unwise due to the fact that music is one of the most enjoyed activities in middle school, I usually look forward to getting up early on Tuesday and Thursday morning to play strings with my friends, it's made some of less fun days AMAZING. It makes my days for a 3-6 to a Outstanding 8-9. I really hope you understand the importance of music in middle school and reconsider our decision to cut the findings for it!"

Jason Z (Gr. 7), Arbutus Global Middle School

Violin, Flute

219. "Its good for happiness and good mental health"

Preston S (Gr. 7), Arbutus Global Middle School

Choir, clarinet and strings

220. "Music is a important for kids to learn and it is nice to listen to and if you cut it you might be preventing a career."

M.B (Gr. 7), Arbutus Global Middle School

Used to do voice, viola, and trumpet

221. "Music proves to be again and again, to bring communities together, and this is no different. I have been a part of the music program for around 8 years, and this would be the first time that this decision would be made. Especially children who don't have this at home."

Abigail M (Gr. 7), Arbutus Global Middle School

Tuba, Viola, Baritone, Euphonium

222. "Music is important to kids and if your cutting it you might be ruining their dreams."

Sahaj C (Gr. 7), Arbutus Global Middle School

Voice, Trumpet

223. "I feel like a lot of people think that cutting the music program really stinks."

Eliza (Gr. 7), Arbutus Global Middle School

Trumpet

224. "NO! Please save music!!!!!"

Savannah W (Gr. 6), Arbutus Global Middle School

Choir, recorder, violin, trumpet

225. ""Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything" - Plato

If you want to cut music programs, than just cut happiness along too. If you want to cut music, cut our joy. Let us have our say in what matters most."

Addison C (Gr. 7), Arbutus Global Middle School

Choir, Saxophone, Violin

226. "Investing in music is investing in the adults of the future"

Aiden A (Gr. 6), Arbutus Global Middle School

Alto sax

227. "It makes people feel a part of something, it's a way for students to make friends, and it's a hobby. Some students want to grow up to be musicians and maybe music teachers, and music teacher's may not have a job if the music is taken away. Music makes students happy when their in a tough place, need to take their minds off something, and just performing music even for yourself can make you feel happy. And being able to make music is a talent. It's something lots of people can't do! It makes students proud that they can make beautiful noise with their voice, hands, and just air from their mouths. It's something lots of us are proud we can grow to be able to do. Especially during Covid"

Leighton B (Gr. 6), Glanford Middle School

Flute

228. "Music has helped me manage my anxiety issues. If the school board cuts music programs, I worry that my anxiety levels will spike again. Music helps me calm down and focus on school. "

Kitara R. (Gr. 6), Colquitz

Cello, ukulele, voice, flute

229. "Kids need a support system, and music was mine. The community that forms in an ensemble is unforgettable, dynamic, tight knit, and so, so supportive. Middle school is HARD, especially mentally and emotionally. I would not be here if I hadn't forced myself to get out of bed for early morning rehearsals. Music was my small escape, and it still is. I feel alive whenever I'm in the band room and surrounded by beautiful sounds and people."

Lilah W (Gr. 9), Vic High School

Oboe, Alto Saxophone

230. "Many children view music as their favourite subject in school and i think its unfair that the music program is getting cut."

Alexander S (Gr. 6), Glanford Middle School

Clarinet

231. "Don't cut it"

Roy P (Gr. 7), Arbutus Global Middle School

Tenor Saxophone

232. "music is fun and taking it away means that many people who enjoy it will not be able to do it anymore"

Ryan W (Gr. 7), Glanford Middle School

Clarinet

233. "Music is important for school"

Samir K (Gr. 7), Arbutus

Bari Sax, Tenor Sax

234. "I think that when grade 5's graduate they look forward to all the music programs in middle school, I know I did. I wanted to try every band instrument, and I don't think it's very fair to cut it before other people get a chance to try something new that is really special to so many people."

K.P (Gr. 7), Cedar Hill Middle School

Band: Tenor Saxophone+Bass Saxophone

235. "Music makes learning fun"

Elecia (Gr. 10), Reynolds High School

Voice, piano, violin, double bass, flute, percussion, ukulele, recorder

236. "Music is important to us!"

Myla B (Gr. 6), Arbutus Global Middle School

Drums

237. "Music is not just a program you can cut, it is a group of people that use music as a way of expressing themselves. You can't treat music as if it is like just another extra curricular but a crucial part of the school experience."

Lillian C (Gr. 8), Arbutus Global Middle School

Trombone, Stand up Bass, Electric Bass, voice

238. "So many children love to participate in musical oriented programs within school."

Cate L (Gr. 7), AGMS (arbutus)

Cello, choir

239. "This decision doesn't affect me because I'm not in strings or choir, but I think those who are in those programs will be very sad if they are cut."

Grade 6, Arbutus

Clarinet

240. "I need music program and support the program"

Yashika G (Gr. 6), Arbutus Global Middle School

Violin, Clarinet

241. "Kids who don't have the money to participate in band because of renting an instrument can still do choir because it is free"

Sarah (Gr. 6), Arbutus Global Middle School

Voice, Violin, Saxophone

242. "😢"

RWM... (Gr. 6), Arbutus

Ukelele, trumpet, recorder, and voice.

243. "The music program is part of my life and I really enjoy it."

Carson Z (Gr. 6), Arbutus Global Middle School

Violin, trumpet

244. "As a student who has greatly benefited from school music, I strongly oppose this suggestion.
I am currently in grade 8, and while I won't be affected by these changes, I know music programs made my middle school experience far better, and I want others to be able to enjoy them too.
Through the band program, music has become a huge part of my life. Over the past couple years I've put hundreds of hours into the program, arriving to school early, and staying late for practices nearly every day. (Very few things can motivate me to get up an hour early)
School band provides music education to those who wouldn't otherwise be able to access it. Music shouldn't be something reserved for those who can afford it, and even then, there's nowhere else kids can learn to play together.
Band, strings, and choir are all highlights of my day, and I know many others who feel the same. "

Lottie C. (Gr. 8), Central Middle School

Tuba, trombone, bass trombone, violin, viola, voice

245. "Some people are too shy to perform in big events of singing, and choir is small but a big step for a shy person. Also, some people have stage fright. They don't necessarily have to perform in front of the school, but they can sit and watch other people perform instead of them having to do it and still be proud of their work and their school!"

Claire B (Gr. 3), Sir James Douglas, Victoria, BC

Voice

246. "I used to really hate music, but the music program made me love it."

Bella Z (Gr. 6), Arbutus Global Middle School

Violin, viola, clarinet, ukulele, recorder, base, alto recorder

247. "Some people want to learn instruments but they can't afford instruments or lessons. It's really good in school they can do that and that is awesome."

Maia Beasse (Gr. 5), Sir James Douglas

Voice, violin, ukulele

248. "I really love playing cello and was looking forward to playing it at Monterey. I was also super excited to join the choir. My mom can't afford lessons so school is my only chance to play cello. I really hope I can still play my instrument and be in the choir next year."

Lucy (Gr. 5), Margaret Jenkins

Cello

249. "Music is one of the best things to do in school, but I know that you don't have a very big budget so I would suggest cutting something no one likes, like Math or Fral."

P.H. (Gr. 8), Arbutus Global Middle School

Baritone horn, voice, ukulele, guitar, recorder.

250. "Music is so important!"

Jane (Gr. 5), Willows Elementary School

Voice and violin

251. "Music is amazing in so many ways; it sounds good, it's fun to do, you learn new things, and it makes everyone happy. If you take it away, future students won't get to experience these things in school."

Grade 6, Arbutus Global Middle School

Ukelele, recorder, voice, clarinet, viola

252. "There not programs there subjects. This may be called a program but its part of our education."

NW (Gr. 6), Lansdowne Middle School

Saxophone.

253. "Pls do not I'll buy u pizza :("

Pippa (Gr. 8), Arbutus Global Middle School

Baritone horn, voice

254. "These programs have connected kids to friends and have inspire many students to go on stage and perform what they love, it has also given kids who wouldn't be able to play an instrument regularly a chance to"

Maya E B (Gr. 8), Arbutus Global Middle School

Saxophone, violin, voice

255. "I think that Music is important for our education and when we are done school because I personally really enjoy music, choir and other stuff because I gives me a great opportunity to learn something new."

Don't cut music (Gr. 5), Campus View

Violin Voice Ukulele Recorder Drums Maracas Bells Tone Chimes Xylophone

256. "I don't think it's a good idea because music is something to be a part of at school, and it's a time you can look forward to, and have fun. I don't think cutting music will solve your problems."

Alanna F. (Gr. 6), Glanford Middle School

Piano, Violin, Saxophone

257. "What if I went and randomly cut your job, how would you feel?"

Kayla (Gr. 5), Sir James Douglas

Cello, xylophone, ukulele, voice

258. "Music was a big part of my middle school experience. Without the music program middle school would have been so much more boring, but music filled it with joy instead."

Rachael (Gr. 8), Arbutus Global Middle school

Voice, violin, flute, guitar, ukulele.

259. "Don't cut the music, I love it"

Linden W (Gr. 7), Arbutus Global Middle School

Choir,Flute, Violin

260. "Music is important to us!"

Myla B (Gr. 6),Arbutus Global Middle School

Drums

261. "The music program has a myriad of benefits on students, and helps shapes many individual's futures. I've learned a lot when participating in these programs, it would be unfortunate if you cut them."

Anya Z (Gr. 7), Arbutus

Violin & Saxophone

262. "Music means so much to me it has inspired what my career might be it has opened up new paths that were closed before. Playing music is a language that anyone can learn its simple but so important. When you play in front of a crowd it feels like nothing that I can describe and when its done the applause it makes you feel so amazing. We need music in schools because not everyone can afford lessons and the school can work it out with your parents and help you afford it. The impact is huge I would not know how to count rhythm if it weren't for my elementary schools music program. Music should be for everyone!"

Bridie (Gr. 6), Arbutus Global Middle School

Voice, Viola and Clarinet

263. "Without music my life would be boring. Everyday would be the same. I would have nothing to look forward to."

TC (Gr. 10), Oak bay high school

Voice, flute, guitar

264. "Please SD61 do not cut music from our schools because music is one of the things we go to school for and also thinking of pursuing music as my career and if you cut music that will mean that you are taking my passion and my career away from me."

Manarap S P (Gr. 7), Glanford Middle School

Saxophone

265. "Music is very important and helps expand our 'mind palace'."

Kaue G (Gr. 5), Margaret Jenkins

Violine

266. "I really love music and I love playing/singing it! Music means a lot to me. I think that it's unfair to all of us kids, parents, teachers and everyone else involved in our programs to cut our music programs. PLEASE KEEP OUR MUSIC! Thank you!"

M.V. (Gr. 7), Cedar Hill

I play the electric bass in band and I'm in choir

267. "This is the letter I sent to the School Board Trustees on April 10:

Hi, My name is Amika Crawford, I'm a grade 8 at Central Middle School. I play tenor saxophone in 3 of our school bands. Personally the best part of my day is getting to play in band with my teachers and fellow students. I get up at 6:00 am three mornings a week to play in school bands. The only thing that gets me excited for school is knowing that I get to play music with other young musicians. I know this may seem like I'm over exaggerating but honestly the best part of my day in school is spent in the band room. I have a few questions I'm really hoping you will think over.

1. Do you have any musicians on your school board?
2. If any of you played in school bands do you remember the thrill of playing? That's what we feel everytime we play together. Sometimes when I'm playing for fun with my friends, I can't stop smiling and laughing when one of us gets a melody right or a rythme right for the first time (unfortunately this makes it hard to keep playing)

Imagine the amount of kids such as myself that would fall behind in school work, personally I wouldn't

be able to find any motivation because one of the only reasons I attend school is being able to make music. For the most part, cutting the music programs won't affect me as I'm going into high school next year. I'm hoping that high school bands will keep going. I've been playing tenor sax for three years now but I've played saxophones since I was 4. I've played piano, trombone, ukulele and have always loved making music of any kind.

My younger sister who's in 5th grade has been hoping to play in a band at Central Middle School since she heard the stories I came home with. I always talked about my music teachers and the joy of being part of that community. My band teachers have had a huge influence on my school work as well. They've always encouraged us to play and work hard to exceed in academics and music. Although one of our music teachers is currently out, we always remember the times he made us laugh, the ways he explained 16th notes, rests and when he showed us ways to look at music differently. Personally I remember the moment in 6th grade when I was having trouble playing a dotted quarter note and my teacher came next to me, took out his tenor and played alongside me explaining how to count it. Since then, three years later I count them in that way. These moments for many of my fellow young musicians have made a huge impact on how we look at music.

There are many younger and confident musicians in grades lower than me. I have gotten the chance to play with many of them in different styles such as my school's auditioned band and our jazz band. I want to be able to see them exceed in music next year and following into highschool. Music has influenced my academics greatly, because of reading music and being able to think of things in different ways, I'm always creative in projects and other academics. I honestly don't know what I would've done without the influence of music in my life. For as long as I can remember, I've loved making music. I hope to be able to continue this in school and see my sister and younger friends share the same joy towards music without the worry of it being cut.

Again, so many kids I know only come to school because of the joy in being able to play music with fellow students. I hope you'll take this into serious consideration before making the mistake of cutting the music programs.

Thanks for reading if you got this far, I'm hoping you'll make the right decision and find other ways to deal with the budgets. I know other options may not seem as good but I promise, cutting the music programs will greatly affect many students and the academic assets of our school systemes."

Amika C (Gr. 8), Arbutus Global Middle School

Ukulele, viola, trombone, tenor saxophone, percussion

268. "Music means a lot to me."

Bailey (Gr. 5), Willows elementary

Violin and voice

269. "choir is fun, and if they get rid of it lots of people will be sad:("

J P (Gr. 12), Oak Bay High School

voice, drums

270. "Music is one of the only things that students look forward to when we go to school. It brings us together and spreads a positive light in our lives."

Noosheen M (Gr. 12), Oak Bay High school

Clarinet and Voice

271. "I don't understand why the board would cut some or all of the music programs. It doesn't make a whole lot of sense to me. Band is such a huge part of middle school and makes up so much of most schools. It would be like cutting our sports programs. Even though music and sports are very different things they have very similar aesthetics. So I would like to ask you, would you cut our sports programs? Like I said Band is a huge part of middle school, it brings joy and happiness to so many people's days, including my own. For some people they might just be in band to make new friends, some just might want to experience something new; others might be in band just because they don't want to do the alternative block and there is, of course, the people who are so strongly passionate about music that for them it is what they need to do to pursue music as a job and/or for the rest of their lives.
I know and have known at least one person from each of these categories and in the end, everybody who has been in a music program to some extent has taken multiple good memories out of it.
Being in a music program can be a huge thing for some people and to take that away would be like taking away so much; to name a few: People's only safe place, their social connections, their only way to express themselves, something that they have been looking forward to since early elementary school, a step in their lives that they need to take to get a job they want, lots of lost good memories and loss of friendships and not to mention peoples jobs. I think that the music program needs to stay alive and well and I hope that you will be able to understand that taking it some or all of it away would just be a terrible decision. People need and should have the opportunity to participate in all music programs. That is a must. I hope that you will reconsider your current decision and make some changes."

Berlin (Gr. 8), Glanford Middle School

violin and clarinet

272. "Music has been so crucial for helping me develop skills that have not only helped my mental health, but have helped me succeed academically."

Zofia (Gr. 12), Oak Bay High School

Violin and voice

273. "if you cut music programs, those kids that dont have an outlet for their creativity/energy besides athletics, we will see an increase in kids with mental health issues and problems later in life."

Lily (Gr. 11), oak bay high

Voice, saxophone, bass

274. "I love band I have been dying to join band once my brother did when he went to Glanford, he would come home and play so loudly and of course some days i was trying to read and got mad at him for playing too loud, but other days, i would be downstairs with him listing to him play(He plays trumpet) he would teach me the notes and tell me what all the notes meant, and how to read music! it was so much fun, from band I didn't just get to play an instrument, I got to bond, and share laughs with my brother. without band i don't know where me and my brother would be. sometime I am just waking up and my alarm is going off, i will just lay there in my bed. in my mind I start going over my schedule for school, "math, , snack, recess, french, BAND!!!!! Once I get to band I spring out of bed and run upstairs humming my favourite song. once I am ready to go I leave and walk to school, well sometimes i don't just walk, I will sometimes hop, or skip when I know I have band. and I even walk to school 15 minutes before the time I really have to leave, I am normally the first one there when I do that..... I always am so pumped up going to band, I will rush down the hall caring my music and instrument and sit on the floor and wait till our band teacher opens the door and lets the magic begin. and yes I used the word magic, cause band is not just band and noise. It is harmonies, solos, singing, music and magic. Band keeps me confident of Who I Am, it keeps me going to school. sometimes I think, "WOW, I wish school was

cancelled....Kinda forever. wait....No....That means band is cancelled! THAT CAN"T HAPPEN!" I hope you take me seriously on this, cause band changed my life! it made me bond with my brother, go to school, be happy going to school, get work and chores done, seeing the brightness in me, seeing me and liking me for who I am. band is not just "band", it Is one of the most important things in my life, along with family and my cats, chickens, my puppy, oh....wait, my puppy and band are tied in 2nd place..... and band my just reach up to first"

Amelia H (Gr. 6), Glanford

Clarinet, Ukulele, Choir

275. "That if they cut the music programs they are taking away a lot of people memories, hope, inspiration and joy from students. The board should ask all the students and not just decide for themselves because this affects us more then them."

Connor K (Gr. Grade 11), Oak Bay High School

Alto/Baritone Saxophone, Voice, Piano.

276. "Music is an incredibly important aspect of education for many students. It can help them be more engaged and enthusiastic about school, and form valuable relationships."

GRade 12, Oak Bay High

Voice, clarinet, cello

277. "The SD61 music program has effected so many lives in such a great way, without it so many kids would have missed out on so many amazing experiences"

Cyan T (Gr. 8), Arbutus Global Middle School

Clarinet, Flute, Viola, Guitar, Ukulele, Recorder, Voice

278. "I'm a student at the Victoria Conservatory of Music and I study under May Ling Kwok, as well as Brian Yoon for Chamber Music. I have performed for the Victoria Symphony Splash, have done Fundraisers for Victoria Symphony, won many awards and performed for Provincials for GVPAF since 2016, and I was a Semi-Finalist for the OSM Competition in Montreal.

My teacher, the experienced faculty At VCM, and I strongly believe that music is one of the most fundamental elements of living. Through Oak Bay's music program, I was able to discover almost every corner of music that I felt was relevant to my main studies of classical piano and the future of my career; concert choir, concert band, chamber choir, jazz band, musical theatre, and vocal jazz. While some might not take the path of music, skills such as singing remain for your entire life and are applicable whether if you are showing off to your friends, or simply finding another way to express yourself."

Carey W (Gr. 11), Oak Bay Highschool

Piano, Clarinet, Voice

279. "Music has had a positive effect on thousands of kids, and taking it away from them is taking away part of their lives. Music isn't something we do. It's a part of us. Taking that away is like taking away a part of yourself. Countless kids will never experience learning how to play or song by cutting music, and that is a horrible thing to do to them. Music is a part of our lives, and it should have a chance to implant itself on every single person."

Brianna D (Gr. 8), Cedar Hill Middle School

Voice, Violin

280. "That every grade 6 person has never done choir."

Grade 6, Shoreline MIddle School

Trombone

281. "Music is really important for everyone. It comes hand-in-hand with other subjects like maths and science too. It helps some people have a voice to be heard, and gives others something to look forward to on a tough day.

The Music Program gives you a chance to try something you might never have tried without it. For example, I would have never played trumpet or viola if my school never had a music program. Yes, some people would be able to do music outside of school, in private lessons or lessons with small groups, but it's not the same. Some people don't have the time or can't afford it, and would miss out on a big opportunity in life.

Music Programs give you a chance to play with your friends or in a group, something you could never have done in private lessons. In choir, you get a chance to hear what your voice sounds like mixed with others. In band or strings, you get to learn an instrument AND play in a group with multiple parts to make one big, lovely sound. You can't do that all on your own, which is why you have to keep music programs.

Think about all the kids who would have never known what it's like to play a musical instrument, or just simply learning how to sing in ways that help them save their breath. Maybe someday those kids would have been playing in a famous band or even been a famous singer. Imagine all the kids who will be missing out on a chance to do something they would have loved..."

Anonymous Music Player (Gr. 6), Cedar Hill

Viola, Piano, Trumpet, and Voice

282. "Music in all forms let's people meet new people and build friendships"

Samuel D T (Gr. 6), Cedar Hill Middle School

Euphonium Voice Viola

283. "Every student deserves to have a chance at participating in music education, whether that is strings, choir etc. These music opportunities can be very important based on ones mental health or even just for the fun times of learning how to play an instrument and singing!"

Lucy J (Gr. 10), Oak Bay High

Violin, alto sax

284. "I personally love music and look forward to it every day. Music just brings me joy and a sense of freedom and it's just all around fun. When we have music classes we can take a little break from all of the work that we're doing and just play our hearts out. We also have great bonds these music teachers that have taught us all so much and we know that they love playing and teaching music. I love listening to music as well and a lot of singers started singing when they were very young; some only sang at school. Also a lot of the strings players in symphonies around the world probably played strings at school and grew a great passion for their instruments. One example of this is Victoria born Bryce Dane Soderberg, a bassist for the band Lighthouse. Additionally, music helps so many kids worldwide to cope with stress and depression. Lots of people are going to get mad at the school board and try to fight back which could end badly. Now if it was a different problem, they might be able play music to

relax. Another thing to keep in mind is all of the future children that would be thinking to go into an SD61 school. If the children and/or their parents wanted them to take the music program, that wouldn't be an option at an SD61 school so they would have to take their kids to a different school district, the closest being in Sooke which means that they would probably have to move. If a lot of parents did this that could be bad for the economic growth of SD61."

Ishaan (Gr. 8), Arbutus Global Middle School
I currently only play percussion (drums) but played the cello for two years and was in choir for four years in the past. I have also played the ukulele, the guitar, and the recorder in elementary school (Hillcrest Elementary) music classes and Middle school (Arbutus Middle) exploratories.

285. "id like them to imagine if they had something that they love soo much taken away from them"

Zoe C K (Gr. 5), Doncaster Elementary

viola

286. "That in middle school cello was my favourite thing to go to. I would go to a different school if I can't play music here."

Stella S (Gr. 7), Lansdowne Middle School

Cello and saxophone and voice

287. "I would not want the cuts because hearing music inside my school or listening to concerts makes me really happy. It pumps me up."

Jack Y (Gr. 7), Arbutus Global Middle School

Clarinet

288. "I really like music and some of my friends in grade 4 are really looking forward to do strings. Please don't cut strings. Also are strings teacher is super nice and it would be sad to see her sad."

Violet (Gr. 5), SJD

Viola

289. "Music is good"

Max (Gr. 9), Oak bay High

Trombone, Voice

290. "Strings is very important to me. I like to hear the beautiful sound I can make with my instrument. When it ends I feel happy of what I have done and I go to class feeling good and proud of my self but if strings stops I will not feel the same or feel good of getting better at my instrument . On the day before strings class I feel excited to go to play. So please don't cut strings."

Yaretzi J. S (Gr. 5), South Park Family School

Cello

291. "In grade five, I started to learn violin at school. Now, I love playing violin for my family and friends. If it hadn't been for the offering to join strings at school, things would be impossible to accomplish. I want to keep music for many reasons, and one of them is to make others — and myself — happy."

(Gr. 6), Cedar Hill Middle School

Violin and Flute

292. "Music has been an amazing source of joy and learning for my children. From their very dedicated music teachers the children have learned to read music, play in ensembles, participate in nation wide competitions, musical plays and been introduced to 3 instruments. Playing instruments and singing in choirs teaches so many things - discipline to learn the pieces of music, working with others, listening, patience and so much more. Please don't proceed with the cuts..."

Angelika P. (Gr. 5), Campus View Elementary

Voice, recorder, ukulele, violin

293. "Music develops the brain"

Elizabete C (Gr. 5), Margaret Jenkins

Viola

294. "Without music schools would suck"

M Costa (Gr. 8), Lansdowne Middle

Voice, trombone

295. "Please don't cut this program, please don't take the opportunity to learn an instrument away from my younger siblings!!! I loved learning to play the Viola and doing something other than normal school stuff. I enjoyed being with my friends!!!"

Maximilian S (Gr. 5), Doncaster

Viola

296. "If your going to cut the music program I would re think that, music means sooo much to so many people for some people it's who they are! So if you cut the music program just know you will be cutting out a piece of our community and a piece of most of the music programs heart! :)"

Finley M (Gr. 6), Arbutus global middle school

Clarinet

297. "I myself don't particularly enjoy music but i do understand that it is important for others."

Lord Spencer Grey Paynter-Repay (Gr. 10), Victoria high school

Voice, Cello, Trumpet, Bass Drum

298. "Music helps calm me down even if I'm not good at playing yet. I feel the music is in me."

Armiyah S H (Gr. 6), Arbutus

Trumpet

299. "I would rather have less iPads and have music"

Bh (Gr. 6), Arbutus

Trumpet

300. "I enjoy watching others sing/play. I also enjoy hearing about upcoming competitions or YouTube videos!"

Jam (Gr. 8), Arbutus

361. "I would like the board to know that there are a lot of people who enjoy band, chior, and strings a lot. Sometimes, it's the only thing that makes them excited to go to school. The people in the music programs that you're cutting could have had successful jobs in music, but you're taking that opportunity away. Music is a form of self expression, like art or dance. There is more than just science and math in the world, and even though you might not think that music is important, you're not the one who's getting it stripped away from you. Think about a hobby you love, or maybe your job getting taken away from you because someone else in a higher position thinks that it's not as important. A lot of self expression and passion will be lost from students in the music programs, and the music teachers will have to lose their job because you thought that their job wasn't good enough to keep. You talk about at least having a bit of band, yet it's cut down to barely any classes. You talk about how at least you'll have music in high school. Well, by the time high school comes nobody will be good enough because they didn't get the music classes they needed to learn and grow. You're not just taking away middle and elementary school music anymore, you're taking away the choice to do something that you love. Something that makes it worth getting up in the morning for some people. Maybe you should think about that when you're cutting away our music."

Luke H (Gr. 8), Glandford Middle School

Trumpet in Concert Band

302. "Music has undoubtedly enriched my education and, more so, my life. Music is the central part of so many students worlds, as it offers community and complex thinking and the opportunity to grow as an individual. Not only does music provide the social aspect of school, but it effectively teaches students the life skills that are often overlooked in academic classes."

Anna F (Gr. 12), Oak Bay High School

Saxophone and violin

303. "The sd61 music program gave me hope to grt through school, it's where I made all my friends and I always knew the teachers were there for me no matter what. Because of the sd61 music program I am now finished my first year of university as a music major and I owe everything I am to the sd61 music program. Music affects everyone and huge percentage of students in every school I've gone to have been involved in music."

Holly J D E (Gr. Graduated), UVic

Bassoon, Flute, Saxophone, Violin, Voice

304. "I am an Indigenous student and sometimes I do not feel welcome at school but learning the violin and flute and singing with an Indigenous hand drum circle have been the only thing other than French immersion that has made me want to go to school."

Aidan N (Gr. 6), Cedar Hill

Flute, violin, recorder, hand drum and voice.

305. "Music is important for the mental health of many students and if a student would like to pursue music in the future it's important for them to have this music program"

Gaia B (Gr. 8), Arbutus Global Middle School

Violin

306. "I would like the SD61 board to know that by cutting the music programs, they are suppressing the students' musical talents."

(Gr. 8), Arbutus

Flute, voice

307. "They shouldn't cut music because it makes Tuesdays and Thursdays more enjoyable"

Elise N (Gr. 5), Ecole Campus View Elementary

Voice, violin, recorder and ukulele

308. "Music saved my life."

Colleen M (Gr. 12), Oak Bay High

Percussion! Voice

309. "Music makes me feel calm and happy, not every subject does that. I have been playing viola for a year and really want to continue playing at school so I can have the opportunity to play in a group. I also love to sing! It makes me sad to think that the kids that come after me might never get the chance to play an instrument at all. This pandemic has been such a hard time for everyone in the world, the world needs music now more then ever and there is nothing like the feeling of playing your own music or singing. Please don't cut strings and choir, please don't take away our music."

AC (Gr. 5), Doncaster

Viola

310. "I don't think that tis is the way to go. Music is such a big thing in everyone's life. I quote my amazing music teacher; "Imagine your favourite movie without the soundtrack, how BORING would that be?" Band is that 'soundtrack', don't take that away from our movie☹"

Belén S (Gr. 6), Glanford Middle School

Alto Saxophone

311. "Well music is a good thing to learn in many ways and people deserve to learn it with out lessons out side of school"

Grade 5, Doncaster

Violin

312. "Music was my favorite part about my elementary and middle school years. It was through those programs where I met most of my very best friends who continue to be a major part of my life. Being able to come together and make music is such an important outlet for students and it is such a positive experience to take away from future students. Without music I would not be the person I am today, and I would feel so bad for kids who never got to have those same opportunities as me. These programs are necessary for kids to experience the true joy of music, and for the teachers who make a living off of it to stay employed. The music teachers I had were some of the most amazing influences and they truly cared about their students. Taking away their jobs and passions is just not fair."

Kailen F (Gr. 12), Oak Bay High School

Voice, Clarinet

313. "music class is a great way for me to connect with friends, learn in a creative way, and have some fun during school."

Stella W (Gr. 8), Arbutus Global middle school

Voice, trumpet, viola

314. "DO NOT CUT IT"

Aliyah S (Gr. 6), Gordon head

Choir, saxophone

315. "The music program is exceptional the teachers have been amazing since grade 5 strings. They are welcoming and understanding and a type of humour that Makes 7:30 jazz band even better (if that is possible). Music is my escape from reality. It made the pandemic bearable. I can't imagine my 3 siblings not having music. The entire program has been the best part of my schooling (and I have had amazing teachers). There is no way I would have stood in front of hundred of people but with the nine ensembles a was in last year i was able to stand in front of all of those people and was even a soloist!!!! This is not only about music though you are cutting everything that supports a student in a critical part of our lives. Not only are we dealing with normal teenage struggles we are in the middle of a PANDEMIC. How on earth do you think this is a good idea. You are cutting EAs counsellors food reading and support. How do you think somebody who struggles behaviourally is going to act with no lunch or EA support is going to disrupt the class now. How is Someone who is struggling emotionally (we are teenagers in a pandemic) going to deal with those emotions without counsellors. Someone who has a learning disability going to learn without the EA support they need. I am part of the gifted program and the fundings don't need to be cut they need to be raised because Mr.Clarke is amazing but he is also the ELL teacher (who need him more than us). So i am not challenged in maths and sciences because those are the subjects that i need a challenge in. Back to music music helps academically and socially and brings together musicians from around the school. Getting rid of music is a grave mistake."

Jessie S (Gr. 8), Cedar Hill Middle School

Violin, flute, and voice

316. "I don't think they should"

Paige 🐻 Hall (Gr. 6), Gordon Head middle school

Ukulele

317. "Music is important to me and lots of other kids.If the SD61 board cuts the music programs kids don't have the chance to learn and have fun. I think that music is important and that it's important for the people in strings and choir to keep doing it and if the SD61 board cuts the funds they can't do any musical things that they love,"

Gabriella V (Gr. 6), Gordon head middle school

Saxophone

318. "I am from Manitoba and came to Victoria for Music in university. Choir is very appreciated and involved in Manitoba. There is such an intricate and positive community of choirs, countless friends and memories I have from being in school or community choirs, as well as great skills and memories from band in school. Music is a natural part of living, it's all around us, ever-flowing throughout our lives whether we choose to acknowledge it or not. I cannot imagine not having music as a part of my early education, so many integral skills and friends I've gained from having music in my life."

Carter M (Gr. University), University of Victoria Music

Percussion and voice

319. "Music can be life saving. It can change kids lives, give them purpose, give them a voice. I have an anxiety disorder and being a part of the choir gave me so much more confidence in myself. It made me look forward to coming to school and helped me interact with others when I was struggling to. I also have a complex tic disorder and when I sing I don't tic. It's like magic; it gives a little peace from the constant chaos. If you cut the music programs, you're taking away the opportunity for other kids like me to find their voices through music. For so many kids, school programs are the only way they can participate in music; classes are expensive and many families simply do not have the money. Music is for everyone; it doesn't discriminate between skin colour, ethnicity, gender, sexuality, ability. When you take away music programs you take away opportunities, dreams, second chances, safe spaces. Music changed my life; it gave me control over my own voice when my tics started. It gave me my voice back. If you truly cared about kids education, if you truly cared about kids, period; you couldn't cut music. You wouldn't take away these incredibly important, life changing opportunities for students. Music matters. We matter."

Gemma (Gr. 8), Arbutus Global Middle School

Voice

320. "Lots of kids love band/choir/strings because it's a lot of fun to do so I don't think they should cut it, and if they do, so many kids would be sad."

Mikayla S (Gr. 6), Gordon Head Middle School

Saxophone

321. "We enjoy music and so should the rest of the kids coming into these grades that are getting the cuts."

Zoë (Gr. 8), Cedar hill

Cello, voice

322. "Music should not be cut because it helps students relax and creates more opportunities for them to succeed later on in life."

Grace (Gr. 8), Cedar Hill Middle School

Viola, Voice

323. "It may help people to start loving music and find new interests"

Tehya A (Gr. 8), Cedar Hill Middle School

Trombone

324. "i am in grade 5 and my little sister is in grade 2 and she says that she would love to learn an instrument."

Lev Z-S (Gr. 5), EMJS

violin

325. "Music is a school's foundation, and taking it away causes the morale and culture of the school to collaspe."

Beatrice M (Gr. 10), Oak Bay High School

Voice, Clarinet, Bass Clarinet, Ukulele.

326. "I think cutting the music funds is stupid. There cutting it because there in debt, that's there fault not the music fault!"

Kaede (Gr. 6), Shoreline middle school

Trumpet

327. "I think our music program is important because it provides a way for students to try instruments they wouldn't normally try. It also provides a way for students to express their creative selves."

Audrey (Gr. 6), Gordon Head

Voice, violin, flute

328. "Being in the music program has giving me a sense of belonging and I feel I can be myself without feeling judged. When I drum I feel great and helps me with my mental health. Being part of music programs has helped me with that for a long time."

MS (Gr. Grade 10), Reynolds secondary

Cello in gr. 5 and 6, choir in grade 4,5 and 6, Percusion, drum kit.

329. "I think that music is the reason some kids wake up in the morning. Music is so important to a student's life; it connects us, gives us inner calm. There is no way that it is fair for the school district to take that away from us. So many people have been out protesting for hours, getting as many honks as possible from many, many cars. I have also been one of those people. I have seen the many people passing by, honking with enthusiasm, hoping as well that the strings/choir programs are not cut. Please do not take something away that is so important in our lives."

Kate P (Gr. 7), Cedar Hill Middle School

Voice, Violin

330. "When you cut down music from even one grade, you affect the rest of the music in which that kid can express themselves. Do you really want to limit passion, creativity, and family?"

Johanna S. W (Gr. 11), Oak Bay High School

Trumpet, voice

331. "Before Grade 5, in elementary school I was had nothing to occupy me, nothing to look forward to. I ended up causing trouble. In Grade 4 I was in the top three people who had the most frequent visits to the principal's office. In Grade 5 with strings, I was only in the office two or three times. In my entire middle school career I have only been into the office because I was in trouble once. I am 100 percent certain, that without all of the music programs to keep me interested, I would still be causing as much trouble as I could."

Nick (Gr. 8), Cedar Hill Middle

Viola, euphonium

332. "There are so many children who love to use they're musical talents but if there is no way for them to express their passions, what are we supposed to do?????"

Megan N (Gr. 6), Gordon Head Middle School

Violin, clarinet, voice

333. "I think cutting the music funds is stupid. There cutting it because there in debt, that's there fault not the music fault!"

Kaede (Gr. 6), Shoreline middle school

Trumpet

334. "As someone who has never been musically gifted, and prefers math and sciences. I will never understand the significance of band, however if someone were to cut the science and math classes I would probably be devastated."

Ryan T (Gr. 12), Oak Bay High School

Saxophone, guitar

335. "Music is just like any other subject and we need it as much as anything else"

Faye B (Gr. 5), SJD

Voice, Violin, Ukulele, Xylophone,

336. "Music is more than just making sounds with instruments, it is art and literature. Music is a way for one to express their feelings and have fun with other students. Music stays!"

Oliver (Gr. 8), Cedar Hill Middle School

Alto Saxophone and Viola

337. "I think music is very important to many children, it has a very powerful impact and I don't think it is at all fair to take it away. Music bonds us and makes us a community. Some people wake up in the morning and all they look forward to is playing music. Music is a very important part of our lives. Music makes people joyful and makes them feel good. When I play music I feel like I'm in a whole different world, when I play music with a group, I feel so connected with others and that our voices can be heard. My older sister Kate is teaching me violin right now and I feel so happy when I play it. I think that it is really outrageous that the sd61 board is taking away music. It's a very, very special part of our lives. Please reconsider."

Juliet P (Gr. 5), Braefoot Elementary School

Ukelele, voice

338. "School music programs have had a profound positive impact on my life. Band and choir have taught me many things including discipline, creativity, and confidence. I can't thank my music teachers enough for everything they've done and I hope that many more SD61 students can have the amazing experiences through music that I've had."

Annalise B (Gr. 11), Mount Douglas Secondary School

Ukulele, viola, clarinet, tenor saxophone, voice

339. "I would like the School board to know that if they cut back the music programs there making a horrible mistake and 1000s of kids are in music programs and I being one of them would like to tell them to NOT CUT BACK THE MUSIC PROGRAMS. Thank you"

Gina J. J (Gr. 7), Shoreline Middle School

Percussion, Violin, Choir before Covid-19

340. "Music is good"

Max (Gr. 9), Oakbay

Trombone singing

341. "Music has helped me as a student become better. It gave me opportunities to learn, grow, make new friend and feel connected to our school community. Taking this opportunity away from students deprives them of musical understanding. Music is a way for many students to escape stress and anxiety and feel welcome. I hope the SD61 school board will rethink their decision. Thank you."

Sofia B J (Gr. 8), Arbutus Global Middle School

Violin, voice, saxophone, flute

342. "Don't cut stuff"

Mim (Gr. 5), Sjd

Viola voice

343. "I think that music is very important for kids and that shouldn't be taken away"

Hailey (Gr. 6), Gordon Head Middle School

Flute

344. "There are so many children who love to use they're musical talents but if there is no way for them to express their passions, what are we supposed to do?????"

Megan N (Gr. 6), Gordon Head Middle School

Violin, clarinet, voice

345. "I think that music is very important for kids and that shouldn't be taken away"

Hailey (Gr. 6), Gordon Head Middle School

Flute

346. "Music is an important part of 1000s of students lives weather you like it or not and that means that you as the school board need to realize that and note for us instead of against us!"

Ryleigh (Gr. 7), Colquitz

Clarinet

347. "I would like the SD61 board to know that in Canada education is a basic human right and it's free because of this, yet you are taking away our right to learn music with the excuse that we can pay for private lessons even though our education is our right."

Emma-Grace P (Gr. 8), Colquitz Middle School

Ukulele, Violin, Clarinet, Voice

348. "if you cut music programs, those kids that don't have an outlet for their creativity/energy besides athletics, we will see an increase in kids with mental health issues and problems later in life."

Lily (Gr. 11), Oak bay high

Voice, saxophone, bass

349. "I feel they should know that the music program, in its full glory, is the reason some kids come to school, it's the thing that gets them through hard days, and some days going to band, choir, or strings is the thing giving them an escape, a way to cope, and part of their will to live. Cutting this off would discourage kids to come to school even more than they already are discouraged, and so many kids mental health would plummet because they're loosing their coping mechanism. The school board should at least try to find ways around this problem, because we know there have been ways put forward, instead of ignoring the hundreds and hundreds of kids who say that this isn't okay, because this affects us, and not the adults who caused the problem, and who don't care about the solution as long as the problem is dealt with."

Quinn M (Gr. 7), Colquitz Middle School

Flute, Voice, and hoping to learn Trombone if Jazz Band still continues

350. "Music is important to me. I play piano at hone and cello at school. I really enjoy both instruments and it would be hard for my parents to pay for both piano and cello lessons. Music gives me a chance to relax after school. I would not like for music to be cut from the district."

Marton S (Gr. 6), Shoreline middle school

Cello

351. "I understand how hard a decision this is for the school board, but music is vital to many students across the district. I love playing music by myself, but there's a sense of community one gets from being in an ensemble with my classmates and schoolmates. Some people might say, "you can do music at home!". But some students don't have the money, or have other altercations that prevent them from taking music lessons or playing music at home. School music helps us take breaks from academic subjects, allowing our brains to grow in a different way than math or science do. It's a safe, comforting space for many students, and I love my music teachers and how much they do for us. By cutting music, many music teachers will lose their jobs and their passion. In high schools, the amount of recruits will decrease in a few years because students won't have the experience of middle school strings, band (other than grade 8 band) or choir.
Please don't cut music, no matter the costs. It will leave a lasting impact that many SD 61 students will be deeply affected by."

Jeannie S. (Gr. 7), Shoreline Middle School

Violin, Flute, Voice

352. "There cuts are a terrible idea. Music is so useful. Music is important. MUSIC IS ESSENTIAL. You can't simply cut it all off because you need money. It is not our fault as students that the school district is in a multiple million dollar deficit.

Please reconsider. There are hundreds of people loudly asking for you to reconsider. Perhaps you should listen.

Do you know how many students are hopeful to join, or currently enjoying these programs at this moment? Are you aware how many children will be horribly disappointed if you choose to cut it?

When I was in grade 4, I was already excited beyond belief to join strings and band. My younger sisters were as well. I'd already decided exactly what instrument I wanted to play, and I went through with it. It's probably the best decision I made in grade 6. I LOVE my band. My sister LOVES her

band. My other sister LOVES strings and is incredibly excited to move on to band next year.

So much has been lost this year already. There has been so much unfortunate change, sadness and anxiety, and the students are already suffering. Why on earth would you make it worse, as our mental health is already dangling on a dangerous precipice?

For some of my peers, music is the only enjoyable part of their day. It was like this is grade 6 as well. We're begging you, don't destroy it.

None of this "partial cuts" business, either. Keep it all. There are hundreds of other unnecessary things in your school systems that you could cut, AND MUSIC IS NOT ONE OF THESE.

If you plan on only taking out certain parts of it, you should be aware that this will not work. Grade 8s are notoriously unmotivated (I would know, I am in grade 8) and will not join music programs later. Don't remove grade 5, 6 and 7 music programs.The reason the system is this way is because this system works. DO. NOT. TAMPER. WITH. IT. It will end very badly."

Athena D(Gr. 8), Shoreline MS

Tenor Saxophone, Baritone Saxophone, Viola

353. "I love music and if there is not something to keep me from practicing i probably will stop..... Also it is proven that music helps you do better in school and your brain"

Annalise V (Gr. 6), Cedar Hill

Violin, Choir (Voice)

354. "Middle school music is what made me into the person I am today. Thanks to band, strings, and choir, I discovered my passion and had a safe space to learn and grow alongside the many friends I have made over the years and with the guidance of my amazing teachers. Music teachers are by far some of the most passionate and dedicated people I have ever met, and having teachers as caring as them to look up to helped keep me on track. In the fall, I will be starting my undergrad studying cello at UVIC and I would have never even picked up a cello if it hadn't been for school strings. Do not deprive future generations of the same musical opportunities that have put me and so many others on the path to becoming thoughtful and creative human beings. Although not all of us go on to become professional musicians, every student deserves the opportunity to make music. It is an integral part of human identity."

Jayda T (Gr. 12), Oak Bay High School

Clarinet, cello, saxophone, flute, bassoon, percussion, trombone, French horn, viola, voice, oboe

355. "Music means so much to me. After being in music class I always feel it would never end and I want to do more. Mrs Onuma is so fun, funny, creative and musically talented. Mrs Rebstock is musical, so kind and fun and I love spending time learning and being with our music teachers. Music allows all the children to speak the same language without voices and express themselves. It makes me feel calm and able to focus on the rest of my day. "

Zainab EA (Gr. 5), Campus View Elementary

Cello, ukulele, recorder, tone chimes, xylophone

356. "Don't cut the music because it fun and it's joyful and makes us happy ?? and the music teacher is their job because they are so nice and thoughtful to help us"

Stella (Gr. 5), Marigold elementary

Violin ,ukulele , drum,recorder,choir, xylophone

357. "The music teachers put so much effort into this; they deserve better than this."

Jaden (JBN) Berger-North (Gr. 8), Colquitz Middle School

Trumpet, Voice (Musical theatre and a little bit of Euphonium too)

358. "I have friends who whole lives are music and they wouldn't be able to have access to music lessons outside of school. Schools providing music for students is so important, it teaches valuable and fundamental skills"

ZC (Gr. 12), Esquimalt Highschool

Trombone, Voice

359. "Seeing music on different instruments helps me learn better but after the cuts the instrument number will go down"

Sepehr D (Gr. 6), Arbutus Middle School

Violin and Clarinet

360. "I started playing the electric bass because of my dad, he's been so supportive in helping me learn new songs and chords. I'd hate to lose that bond we have. Music means the world to so many students including me "

Imogen (Gr. 7), Colquitz middle school

Electric bass

361. "Think of all the kids that will be disappointed that they won't be able to try or continue learning music. A lot of kids can't afford private lessons and rely on public education to provide a variety of enrichment to our learning. Joining band and choir has really helped my confidence and enjoyment of school . "

Brianna G (Gr. 8), Glanford Middle

Voice, Trumpet

362. "Consider the fact that school is about discovering what you're interested in. One of the primary reasons we have school is to educate and help students make a living doing things they're passionate about. By taking away any program, you're potentially depriving a developing mind the opportunity to discover their passion. I have personally had the opportunity to meet so many people I would have never connected with if there wasn't a music program at my middle school. And I believe that it has also influenced my thought process in a positive way. It really sucks that there might be kids that never get the chance to have what I had. I hate that I could potentially be a "lucky one". There's too much to be lost by cutting this program. But what really kills me is the fact that it's all about the money. This is one of the most baffling decisions I've ever seen and I desperately hope that everything can get back on track. Thanks in advance."

Logan K (Gr. 8), Glanford Middle School

I have played baritone, guitar, bass guitar, violin, tuba, and I am in choir

363. "Don't do it. Music gives so many new opportunities. I never fit in with people in elementary. But when I found music, my life completely changed. I fit in. "

Jack D (Gr. 10), Oak Bay HIgh

Trombone

364. "Please don't cut the choir program because I love choir and singing. It makes me feel good. I love the concerts because they are fun. "

Fergus J (Gr. 7), Cedar Hill Middle School

Percussion, Voice

365. "I love the music programs and I want to keep playing. "

Megan T (Gr. 6), Cedar Hill Middle School

FLute, Violin

366. "I love strings and I think just cutting all the music programs without regard to anyone else is bad "

Grade 5, SJD

Cello

367. "I would rather the school board not cut the music programs because some people really need music to help them get through everything especially now. I personally love music out of school I play piano and the drums and even though I play music outside of school some people need there music classes to help them with school because sometimes school is really hard and stressful, music can be there escape from everything else. That's why I think we should still have the music programs. "

ER (Gr. 6), Glanford Middle School

Voice, Percussion

368. "I Love music and can't imagine school without it!! I've also been playing piano since grade one and played a piece of music on the piano for the Xmas concert in G 8! My music teacher is amazing and loves what he does!!! Please keep it!! Thank you ♡"

Benjamin S (Gr. 5), Willows

Viola and choir

369. "I don't want SD61 to Cut Music because i want the new people that are Coming here for 6. I don't want the Music Program to be Cut off. so please keep the Music Program going. I want the new Students to have Music for the new People that are Coming here.
SO PLEASE DONT CUT SD61 MUSIC PROGRAM."

Kara D (Gr.8), Glanford Middle School

Violin, Voice

370. "I don't think it is right to cut something kids love and look forward to coming in to middle school. I love to play music when its the days we practice I'm so exited. Mrs.Kelly is an awesome music teacher and she loves teaching and this would be hard for all music teachers if they cut some music. "

Isabella (Gr. 6), Glanford Middle School

Bass, Voice

371. "Without music life is just meaning less"

Brianna G (Gr. 8), Glanford Middle School

Voice, Trumpet

372. "choir is fun, and if they get rid of it lots of people will be sad:("

JP (Gr. 12), Oak Bay High School

Voice, Drums

373. "Music program are essential to students learning and have a big impact on their life's. It's a source of happiness and should be available to everyone not just band music included as choir and band as well"

Devon W (Gr. 8), Colquitz Middle School

Trumpet

374. "Middle school is a time to try new things and experiment with different and new things and the music program gives people the opportunity. There's something there for everyone and you get the opportunity to meet new people that you would ordinarily meet. The music program is so important and cutting it would be detrimental to all people who have, are currently in or thinking about joining the music program. "

Zoe G (Gr. 7), Arbutus

Viola, voice, clarinet

375. "It's taking away a learning experience "

Quinn T(Gr. 6), Cedar Hill Middle School

Cello

376. "Strings and Choir are just as important as Band. If you're not cutting band, don't cut Strings and Choir!!!! "

PK (Gr. 6), Cedar Hill Middle School

Clarinet

377. "Music is my happy place. "

Benjamin S (Gr. 5), Willows

Viola and choir

Music is part of my life!

Name: Emma
age: 10

Everything I learnt about teamwork, I learned in music class

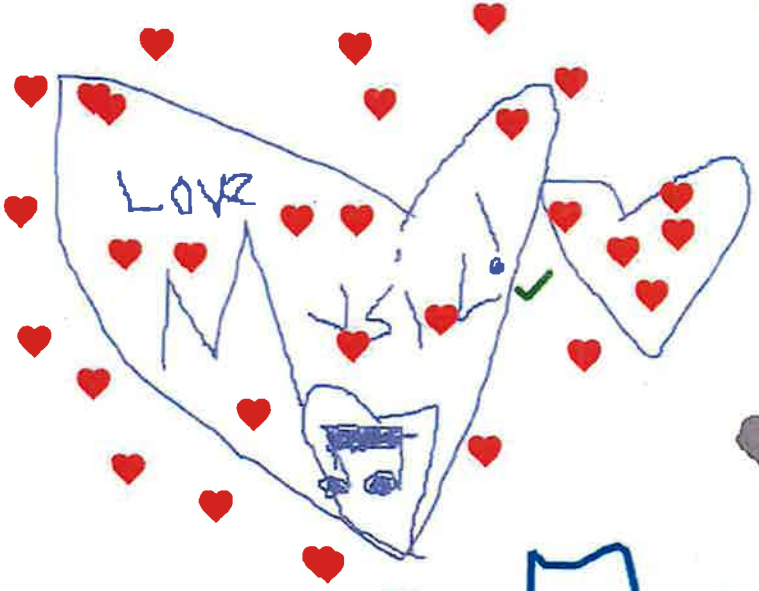
music has life

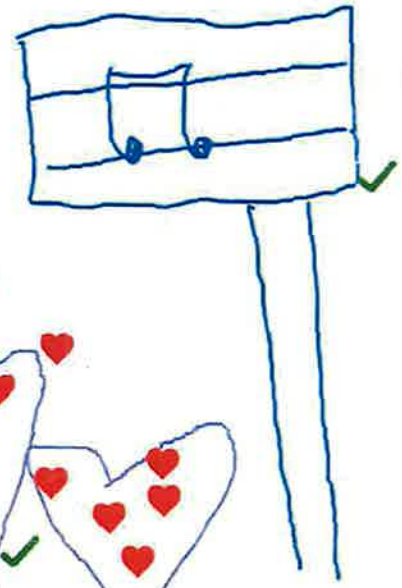
music or madness

Music opens your heart and brain

$e=mc^2$

Music makes us better





march for music

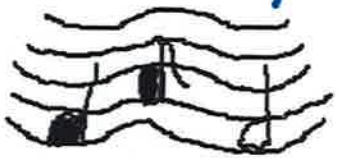
stab your fluts or dont try at all!

music is not a mistake

Music matters

Music helps us LEARN!!!

Schools Need Music!!!



music = togetherness

The 5th Bay to Bay Guides

Greater Victoria Teachers' Association
965 Alston Street Victoria BC V9A 3S5
t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

Via email

May 21, 2021

Greater Victoria School District No. 61
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Trustees and Superintendent Green,

The GVTA calls on the District to immediately begin development of a plan to address systemic racism and colonialism within the School District, with concrete actions and timeline for implementation.

We ask for the following specific actions to be included in the plan:

- A comprehensive plan for required in-service on colonialism and systemic racism for the Senior Administration and Board of Trustees.
- A line item specifically for anti-oppression and anti-racism work included in the revised budget.
- Prioritizing an update and revision of Regulation 4302 to reflect current language and understanding around anti-racism, privilege, diversity, and equity.
- An authentic consultation model for Indigenous partners, including Indigenous staff

We are glad to see the District take first steps in this work by engaging FNESC. However, we want to call your attention to the expertise you have within the District. There are more than 45 Indigenous teachers working for SD61. They have extensive experience facilitating formal and informal conversations with settlers about systemic racism and colonialism. Many have teaching assignments that include this work. Some are BCTF facilitators who do this work with their teaching colleagues around the province. Many are involved in organizations outside of the School District. These members have been harmed by systemic racism and colonialism within the school system, and by the recent actions of their employer. These teachers know what is needed in SD61.

If you are interested in engaging our members in this work, please reach out so we can help facilitate this.

Sincerely,

Winona Waldron
GVTA President

Frank Conibear
GVTA Local Contact for Indigenous Education

Erin Houldsworth
GVTA Social Justice Chair

cc: GVTA Executive Committee
GVTA Indigenous Education Committee
GVTA Social Justice Committee

THE CITY OF VICTORIA  OFFICE OF THE MAYOR

June 7, 2021

Jordan Watters, Chair
Greater Victoria School District No. 61
Board of Education
Via email: jwatters@sd61.bc.ca

Dear Chair Watters,

At our Council Meeting on May 20, 2021, Victoria City Council ratified the following motion:

> **Bank Street School Building - Proposed Partnership**
> That Council requests that staff engage School District 61, to propose a partnership and offer municipal financial assistance to restore the Bank Street School building (1623-1625 Bank Street) for educational and community use.

The resolution arose from public and neighbourhood feedback that did not support the demolition of this school, and from recent building condition assessments that concluded a better-than-anticipated condition given the age of the school building.

By way of this letter, we are formally requesting the Greater Victoria School District Board of Education give direction to SD61 staff to work directly with the City of Victoria to explore potential solutions that would permit the restoration of the Bank Street School building.

The City staff member in charge of this file is Peter Rantucci, Head of Strategic Real Estate, who can be contacted at prantucci@victoria.ca or 250.634.4158. We look forward to the possibility of collaborating on this project.

Sincerely,

Lisa Helps
Victoria Mayor

The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay ʼswx qa"

1 Centennial Square Victoria British Columbia Canada V8W 1P6
Telephone (250) 361-0200 Fax (250) 361-0348 Email mayor@victoria.ca
www.victoria.ca

June 15, 2021

Board of Education, Greater Victoria School District 61
556 Boleskine Road, Victoria, B.C.A
V8Z 1E8

Dear Trustees,

We recognize that a significant effort is underway by the Board to develop a climate action plan and that capital funding will be required to implement the plan. Funding initiatives like the CleanBC program which offers up to $750,000 may be one possible option.

It is in solidarity and with the utmost urgency that we are writing to encourage you, the Board, to include these two bold initiatives as part of your climate action plan goals to reduce emissions and transition to renewable energy:

1. Buildings are the biggest source of GHGs - the plan must include a ban on any new fossil fuel equipment and replacement of existing fossil fuel equipment with energy efficient electric heat pumps and heat recovery ventilation.
2. Switch all fossil fuel powered vehicles to electric, install EV chargers at all schools and provide free public transit passes to school-age children.

These two initiatives have the biggest and most immediate impact on the district's GHG emissions. Currently, the district is spending $100,000.00+ annually to purchase carbon offsets, which is not providing a healthy school environment, nor keeping pace with the scale of what is needed to address the climate emergency.

There are programs to help cover the cost of the retrofits, and over the long term there will be significant savings on energy bills. Electric vehicles will provide savings on fuel bills and minimize maintenance costs. In the province's latest budget, $46 million was earmarked to improve energy efficiency in schools and hospitals. Let's work together to access some of that funding!

Youth will benefit from seeing adults working proactively and collaboratively to solve the enormous issues that threaten their future. A healthy school environment and improved mental health are just two of the benefits that will be realized by the Board taking urgent, concrete and measurable actions.

We support Trustee Duncan's efforts to ensure both the Board and stakeholders have a strong climate action plan available for consideration by December 2021.

We, the undersigned, offer our support as allies to the Board in obtaining these ambitious goals and the overall climate action plan targets.

Signed,

Penny Crawford, Dogwood Volunteer

Jane Devonshire, Dogwood South Island Volunteer Coordinator

Parents 4 Climate
Dogwood
Vote 16
GVTA
The Salish Sea EEPSA Chapter
South Island Climate Action Network
For Our Grandkids Victoria
Canadian Assoc of Physicians for the Environment - BC Chapter
BC Sustainable Energy Association - Victoria Chapter - BCSEA
Climate Education Reform BC - CERBC
Strawberry Vale Elementary PAC
Tree of Life Nature Playschool
Mount Douglas Secondary PAC
South Park PAC
Tillicum Elementary PAC
École Margaret Jenkins Elementary PAC
Arbutus Global Middle School PAC
Our Earth Our Future

From: Trustees
To: Climate Action Plan
Subject: Tuesday, June 15, 2021 7:03:32 PM
Date:

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Please include this e-mail in the packup for the board meeting on June 21st under correspondence.

Dear Board of Education,

Two years ago your Board declared a climate emergency, but so far you have not taken meaningful action to address it. Please vote in favour of the following resolution.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Thank you.

Respectfully submitted.

Brian Ferguson

Victoria, BC

From: Trustees
To:
Subject: Climate Emergency Action Plan, no more fossil fuels-related purchases
Date: Tuesday, June 15, 2021 4:28:55 PM

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Please include this e-mail *in the* packup *for the board meeting on June 21st under correspondence.*

Dear Board of Education,

I am a parent of three kids in SD61, and a homeowner and business owner in Victoria.

My understanding is that:

- most of SD61 climate emissions come from burning gas to heat water and buildings;
- two years ago the Board declared a climate emergency; and
- the Board still has no Climate Action Plan.

I urge the Board to *direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, and to provide that Plan by September 2021 for consideration by the Board and stakeholders. The plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.*

Further, I request and urge that SD61 avoid any further installation of natural gas for heating of buildings. We have clean alternatives in electric heat pumps and energy efficiency. Now is the time to act, so that we can avoid saddling our children with the higher future costs of retrofitting buildings with clean heating sources.

Likewise, I would request and urge SD61 to avoid purchase or any gasoline and diesel motor vehicles. Again, we have alternatives now.

It's time to show leadership, and to illustrate to our children that what we teach about

climate change, we actually take seriously - and we act upon it. Talking about climate change as a problem, and going on to investing in capital equipment that locks in future emissions gives a message of hypocrisy, and undermines the reputation and integrity of SD61 and our schools.

Thank you for your consideration.

Yours truly,
Dave Thompson

From:
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 5:04:23 PM

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That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

I also ask if you do approve this motion that you also take the time to consult with all those who will be effected by this - students, parents, Indigenous peoples and teachers.

Thank you, Kate Lawes

From:
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 5:24:47 PM

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As the parent of a 4 year old who will be entering the school system in 2022 it is important to me that his schooling reflects the values that we are doing our best to instill at home.

Thank you for your attention,
Zoë Eakle

From:
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 7:19:08 PM

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Thank you,

Kathryn Molloy
ForOUrGrandKids Victoria

I respectfully acknowledge the Lekwungen peoples, known today as the Esquimalt and Songhees Nations, and the W̱SÁNEĆ peoples, on whose territory I have the privilege to live, learn, work and play.

From:
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 7:31:27 PM

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That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.
Thank you.

--
Rowan Keegan-Henry

From: Sophie verrier
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 7:35:13 PM

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Dear Board of Education,

Two years ago your Board declared a climate emergency and so please vote in favour of the following resolution in order to take meaningful and necessary action.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Sincerely,
Sophie Verrier
Concerned Greater Victoria Resident

Envoyé de mon iPhone

From: sandra doherty
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 7:42:00 PM

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Dear Chair and Trustees, SD61 Board of Education

Two years ago your Board declared a climate emergency, but so far the Board has not taken concrete action. Please vote in favour of the following resolution.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Yours Truly
Sandra Doherty

"You can no more win a war than you can win an earthquake"
Jeanette Rankin

From: Andrew Chapman
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 7:54:03 PM

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School District 61 is one of largest and oldest districts in B.C. Most of its emissions come from burning gas to heat water and buildings. There are better ways to do this that decrease operating costs, reduce GHG emissions, and improve the health and safety of schools. Our kids' health and safety are our top priorities. We think you'll agree **schools should be the first place we put action behind our words when it comes to mitigating the effects of climate change.**

From: Todd/Wendy Harmer
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 8:23:29 PM

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School District 61 is one of largest and oldest districts in B.C. Most of its emissions come from burning gas to heat water and buildings. We now have safer ways to do that with technology like electric heat pumps. Our kids' health and safety are our top priorities. We think you'll agree schools should be the first place we put action behind our words when it comes to mitigating the effects of climate change.

Thank you for your time and strong consideration for this important action.

Wendy Harmer

From: JOCELYN SKRLAC
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 10:58:40 PM

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Children are our future. Let's try make our world as healthy and safe as we can for their future.

Jocelyn Skrlac
Dogwood member
Sent from my iPad

From: wendy heath
To: Trustees
Subject: Climate Emergency Action Plan
Date: Wednesday, June 16, 2021 8:11:53 AM

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Sincerely,
Wendy Heath

From: Paul
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 1:43:44 PM

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Paul van Goozen

From: Curtis King
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 1:50:49 PM

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Thanks,

Curtis King

From: Norman H
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 1:57:28 PM

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Thank you,

Norm Hoffmann

--
We have brought this [pandemic] on ourselves because of our absolute disrespect for animals and the environment. -- Jane Goodall

From: Anna Lundeen
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 2:08:50 PM

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Please include this e-mail in the packup for the board meeting on June 21st under correspondence.

Dear Board of Education,

Two years ago your Board declared a climate emergency, but so far you have not taken meaningful action to address it. Please vote in favour of the following resolution.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Sincerely,
Anna Lundeen

From: Jane Burford
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 2:17:43 PM

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Thank you
Jane Burford

From: Katherine Farris
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 2:41:16 PM

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CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

I hope you will include this email under 'correspondence' in the package for the board meeting on June 21.

Dear Board of Education,

Two years ago your Board declared a climate emergency, so I'm hopeful that you will finally vote in favour of the following resolution:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Sincerely

Katherine Farris

From: Halli MacNab
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 3:03:18 PM

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Thank you,

Halli MacNab, MCC
she | her | hers

ACTO Past President

Order Recordings of the **2019 ACTO Conference**
The Human Tapestry: Challenge, Illuminate, Celebrate
https://vimeo.com/ondemand/actoconference2019
June 12-14, 2019
Victoria, Canada

From: Camille Doris
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 3:49:25 PM

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Sincerely,

Camille Doris

From: Lynn Taylor
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 4:03:43 PM

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Please include this e-mail in the packup for the board meeting on June 21 under correspondence:

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Two years ago your Board declared a climate emergency, but so far you have not taken meaningful action to address it. Please vote in favour of the following resolution.

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Sincerely,
Lynn Taylor
Victoria BC

From: Jane Devonshire
To: Trustees
Subject: Climate Emergency Action Plan
Date: Tuesday, June 15, 2021 4:42:38 PM

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Dear Board of Education,

Two years ago your Board declared a climate emergency, but so far you have not taken meaningful action to address it. Please vote in favour of the following resolution.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders.

As we near the second anniversary of that landmark day, **June 24, 2019** when the Board officially declared a Climate Emergency, we would like to make sure that the Climate Emergency is treated with the urgency that it merits.

In order to achieve that, we need to start with a comprehensive Climate Action Emergency Plan with concrete measurable targets.

As buildings are the greatest GHG emitters we need to ban the use of any new fossil fuel equipment in our schools. Any retrofit needs to be fossil fuel free. High efficiency gas is still gas and it is *not* "natural" gas but **fracked** gas. The carbon footprint of fracked gas is even worse than that of coal because of the methane leaks. Methane is a far more potent greenhouse gas than CO2 and the environmental destruction of our land and water due to fracking is unconscionable.

You may be talked into using gas as it is currently a cheaper option but as the carbon tax increases and as you continue to have to pay for carbon offsets it is a poor investment in the long run, not only to the bottom line but to our health and the liveability of the planet as well. Without a healthy liveable planet, nothing else matters.

We would like to see the Board being proactive in going after Provincial and Federal funding for the electrification of SD61's maintenance fleet and school busses. Sooke already has 2 electric school buses that the students absolutely love. They are currently looking at the possibility of purchasing a third one as they have crunched the

numbers and it could potentially save them $116,000 over the lifetime of the bus. Now that is a great rate of return on an investment! There are many opportunities to be had as the Federal Government is pushing for the electrification of vehicles and we would be supporting Canadian EV bus manufacturers as well. Many of the municipalities are already laying out their plans for electrification as fleet vehicles come due for replacement. Besides saving on fuel, the cost savings on maintenance are huge. There may even be opportunities to partner with BC Transit on charging infrastructure. We need to start thinking outside the box and get creative on how we can work together to achieve our goals.

We know these are tough times but we need visionary leadership to do what is morally right and necessary to protect the future, to leave a liveable planet for ourselves and for generations to come. Let us work together to think outside the box, to be creative, to have a "we can and must do this" mentality, to access those Clean BC and Federal grants. Let's see what we can achieve if we pull together.

Sincerely,

South Island Climate Action Network

Website si-can.org

Kelly Gorman

From: Tegan McMartin
Sent: Wednesday, June 16, 2021 10:19 AM
To: Trustees
Subject: Climate Emergency Action Plan

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That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Thank you in advance for your decisive action in this matter.

Sincerely,

Tegan McMartin
Saanich resident & elementary school parent

Kelly Gorman

From: Thomas Hackney
Sent: Wednesday, June 16, 2021 10:24 AM
To: Trustees
Subject: Climate Emergency Action Plan
Attachments: BCSESA Logo.tiff

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Correspondence for the Board meeting of 21 June 2021:

To the Board of Education:

Greetings.

The BC Sustainable Energy Association urges you to vote in favour of the following resolution:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and its stakeholders. Further, the plan should establish measurable targets and strategies to reduce GHGs by 2030, commensurate with the Intergovernmental Panel on Climate Change's call to limit warning to 1.5 degrees. The plan should also include funding options to support targets and strategies, such as available rebates and government funding to meet sectoral targets set by the provincial government.

Regards,
Tom Hackney

Tom Hackney | *Chapter Co-Chair*
BC Sustainable Energy Association, Victoria Chapter
250-381-4463 | tom.hackney@bcsea.org

BRITISH COLUMBIA Sustainable Energy ASSOCIATION

*Become a **member** or sign up for our **newsletter** today!*

Greater VICTORIA School District

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

Office of the Chair
Jordan Watters

This has been a difficult year for many reasons. The heartbreak of lost children found at the Kamloops Indian Residential School and the discoveries in Manitoba and soon to come I am sure all across the country bring a profound grief and sharpen the focus of intergenerational traumas. I am thankful for the work our Indigenous Education Department and of educators and administrators across our district who have worked to support students and families in culturally safe ways.

Systemic racism exists across Canadian society and our school system. Residential schools, the 60's scoop, the child welfare system and the achievement gaps in SD61 are threads of common fabric of colonialism and systematic bias. We have made some significant mistakes over the last year that have caused harm to the Four Houses we serve: Songhees Nation, Esquimalt Nation, Métis Nation, and our Urban Indigenous Community. I am committed to working in culturally appropriate ways to apologize and mend the damage we have created and to understanding what is needed to move towards anti-racist governance.

As a Board and School District we have significant work to do to unpack colonialism and its culture in SD61 schools and the district. We realize this will require commitment, action and representation that reflects our intentions and shows community that our intentions are real. We know we must work with community and staff to be intentional in our actions and the training we require to be congruent to what words we are bringing forward publicly. We must do the work.

Our budget process was arduous for everyone involved. We heard from all corners of our learning community shared passion for and commitment to public education and to improving the life chances of all of our students. As we look to the future, I am optimistic that we can use our shared values and commitment to propel us forward to improved processes and improved outcomes.

COVID-19 changed all of our lives and deeply impacted our schools. Through every uncertainty and unexpected shift, our entire staff have put students and families at the centre of their planning and practice. Without their efforts, this would have been even more difficult for our communities and our students. Thank you to all our staff for showing up with their best selves even when it was difficult.

I hope everyone has a fun-filled and restorative summer break. Please stay safe and be kind to one another.

Update on Activities

This has been the busiest spring I can remember. I met with representatives from VCPAC, the GVTA, CUPE 947, as well as with many teachers, EAs, parents, and community members. In addition I attended the following meetings:

- April 27 – Agenda Setting Meeting
- April 28 – Esquimalt Community Leaders
- April 29 – Coaching Session with Raj Dhasi
- April 29 – Budget Working Session #3 – Staffing Summaries, Facilities, Capital, Technology
- April 30 – Budget Meeting with Minister Whiteside
- May 3 – Budget Working Session with Senior Leadership Team
- May 3 – Education Policy and Directions
- May 4 – Agenda Setting Meeting
- May 6 – Budget Working Session #4 – Survey Data
- May 10 – Special In-Camera Board Meeting
- May 10 – Operations Policy and Planning
- May 11 – Budget Working Session with Senior Leadership Team
- May 11 – Agenda Setting Meeting
- May 13 – Budget Meeting with local MLA's
- May 16 – Trustee Budget Process Extension Update
- May 17 – In-Camera Board Meeting
- May 17 – Regular Board Meeting
- May 19 – Meeting with Joan Axford
- May 25 – Agenda Setting Meeting
- May 25 – Special Budget Meeting
- May 27 – Public Feedback Meeting: Budget 2021-2022
- May 28 – Special Board of Education Meeting
- May 30 – Coaching Session with Raj Dhasi
- June 1 – BCSTA Board Chairs Meeting
- June 1– Agenda Setting Meeting
- June 2 – Special Budget Meeting
- June 2 – Agenda Setting Meeting
- June 3 – Special Budget Meeting
- June 6 – Chair, Vice Chair Superintendent Meeting
- June 7 – Education Policy and Directions
- June 8 – Agenda Setting Meeting
- June 9 – Trustee Working Session – Assessments
- June 10 – Special In-Camera Board Meeting
- June 10 – Special Board Meeting
- June 14 – Operations Policy and Planning
- June 15 – BCSTA Board Chairs Meeting
- June 15 – Agenda Setting Meeting

Professional Development

I have been working my way through some Canada Reads book selections and have been recently been reading Johnny Appleseed by Joshua Whitehead. It is a moving novel about a Two Spirit Indigiqueer youth and it explores dis/connection, belonging and the cycles created by colonialism.

Over the past school year I have enjoyed the following books, if anyone is looking for summer reading recommendations:

- My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies by Resmaa Menakem
- Me and White Supremacy: Combat Racism, Change the World and Become a Good Ancestor by Layla Saad and Robin DiAngelo
- Educated by Tara Westover
- From the Ashes: My Story of Being Métis, Homeless, and Finding My Way by Jesse Thistle
- Five Little Indians by Michelle Good
- Research is Ceremony: Indigenous Research Methods by Shawm Wilson
- The Skin We're In: A Year of Black Resistance and Power by Desmond Cole
- The Inconvenient Indian by Thomas King
- Antelope Woman by Louise Erdrich

Education Policy and Directions Committee Meeting

MINUTES

June 7, 2021
Broadcasted via YouTube
https://bit.ly/3czx8bA

Trustees Present:	**Education Policy and Directions members:** Tom Ferris, Chair, Nicole Duncan, Diane McNally, Ryan Painter, Jordan Watters (ex officio) **Operations Policy and Planning members:** Elaine Leonard, Rob Paynter, Angie Hentze, Ann Whiteaker (left meeting 7:10 p.m.)
Administration:	Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder
Rightholders:	Chief Rob Thomas, Esquimalt Nation
Stakeholders:	Kristil Hammer, VCPAC President, Connor McCoy, GVPVPA President, Jane Massy, CUPE 947 President, Cindy Graf, GVTA Pro-D Chair

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A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00pm.

A.1 Acknowledgement of Traditional Territories

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

A.2 Approval of the Agenda

Moved by Trustee Whiteaker

That the June 7, 2021 Education Policy and Directions Committee meeting agenda be amended with the following addition:

New A.3 Committee Chair Election Variation

Motion Carried Unanimously

A.3 Committee Chair Election Variation - Trustee Whiteaker

Trustees debated the motion.

Moved by Trustee Whiteaker

That the Education Policy and Planning Committee forgo the election of chair until November 2021, and share the responsibility equally among committee members until regularly scheduled elections.

For (1): Trustee Watters

Against (4): Trustee Duncan, Trustee Ferris, Trustee McNally, and Trustee Painter

Motion Defeated (1 to 4)

A.4 Election of Chair - Education Policy and Directions Committee

Three Trustees were nominated; Trustee Duncan, Trustee McNally and Trustee Ferris. Trustee Duncan and Trustee McNally did not accept the nomination. Trustee Ferris accepted the nomination, was acclaimed as the Chair of the Education Policy and Planning Committee, and assumed the Chair of the meeting.

A.5 Approval of the Minutes

Trustee Duncan requested that the May 3, 2021 Education Policy and Directions Committee minutes be amended.

Amendment:

Moved by Trustee Duncan

Under A.2 For (1) changed to (2), Against (4) change to (3) and Motion defeated (2 to 3)

Under C.1 Trustees provided thanks for the presentation and asked the presenter questions of clarification.

Motion Carried Unanimously

Chair Ferris called for the vote on the approval of the May 3, 2021 minutes as amended.

Moved by Trustee Painter

That the May 3, 2021 Education Policy and Directions Committee meeting minutes be approved as amended.

Motion Carried Unanimously

A.6 Business Arising from Minutes

None

B. PRESENTATIONS TO THE COMMITTEE

B.1 Budget - Mary Ann Watson

Mary Ann Watson presented on the budget. Trustees provided thanks for the presentation.

B.2 Budget - Dr Robert Oppenheimer

Dr Robert Oppenheimer presented on the budget. Trustees provided thanks for the presentation.

C. NEW BUSINESS

C.1 Indigenous Education - Shelly Niemi, District Administrator, Indigenous Education Department

Shelley Niemi presented on Indigenous Education in School District No. 61 (Greater Victoria). Trustees provided thanks for the presentation and asked questions of clarification.

C.2 District Team: SOGI and GSA updates - Jon Hamlin, District Team Vice-Principal

Jon Hamlin presented updates on SOGI and GSA. Trustees provided thanks and asked questions of clarification.

C.3 School Police Liaison Officer Ad Hoc Committee - Trustee Duncan

Trustee Duncan provided rationale for the motion.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to allocate a budget of $5,000.00 to assist the School Police Liaison Ad Hoc Committee to complete its work.

Motion Carried Unanimously

C.4 New Accessible British Columbia Act - Trustee Painter

Trustee Painter provided rationale for the motion.

Moved by Trustee Painter

That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

Motion Carried Unanimously

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

The meeting adjourned at 8:40pm

Moved by Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

Greater VICTORIA School District

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

Office of Trustee Duncan

TO:	The Education Policy and Directions Committee
FROM:	Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee
RE:	School Police Liaison Officer Program Review Ad Hoc Committee Update
DATE:	June 7, 2021

The purpose of the memo is to provide an update regarding the School Police Liaison Officer Program Review Ad Hoc Committee's progress to date and to request financial support to assist the Committee to complete its engagement work.

Background:

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. *Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer program; and*

2. *Develop recommendations, as required, on what changes should be made to the program to improve its value to the school community including consideration of cessation of the program.*

Update:

The Committee met on 4 February 2021, 1 April 2021, 6 May 2021 and 1 June 2021. The Committee did not meet in March 2021.

The Committee has 21 members, including four student representatives, one representative from the Esquimalt Nation, two representatives from GVTA, two representatives from CUPE, two representatives from VCPAC, one representative from Victoria Police Department and one representative from Saanich Police Department (with an alternate), two members of the Senior Leadership Team, two School Administrators, one School District Communications staff

member, and two Trustees. Topics of discussion at the Committee meetings have included: the Committee's Terms of Reference specifically the purpose and deliverables, the timeline for the Committee work, the role of the School Police Liaison Officers, the importance of student and parent voice, the importance of considering the program through the lens of racism and discrimination.

During the February meeting the Committee received a Communications Plan developed by Lisa McPhail, Manager of Communications & Community Engagement for SD61. The Communications Plan will follow guidelines from the International Association for Public Participation (IAP2) Spectrum of Public Participation for consultation and includes a timeline to guide the work of the Committee.

The Committee also participated in an anti-racism workshop provided by Dr. Moussa Magassa. The Committee is currently exploring inviting a community expert to speak about a trauma informed approach when assessing school police liaison programs.

In April 2021 the Committee started a monthly Speakers Series open to anyone wishing to make a presentation to the Committee. During the April Speaker Series the Committee received its first four guest presentations from various stakeholder groups such as the GVTA, Victoria Immigrant and Refugee Centre Society (VIRCS) and the Crime Reduction & Exploitation Diversion Coordinator, Pacific Centre Family Services Association (MYST).

Currently the Committee is in the information gathering stage. The Committee is seeking to hear feedback and to gather information which it will then consider prior to making recommendations for the Board's consideration. The Committee received a draft public survey in May 2021 from Lisa McPhail. The Committee is currently working to finalize the public survey and will meet again before the end of the school year to progress this work. The Committee spent a considerable amount of time in May and June discussing the need to adapt its engagement plans, as required in order to ensure that it has heard from our diverse learning community and the public prior to making any recommendations to the Board.

At the conclusion of the engagement process the Committee intends to provide a Summary Engagement Report to the Education Policy and Directions Standing Committee on a date to be confirmed. The Committee will then provide a set of recommendations to be discussed initially at an Education Policy and Directions Standing Committing meeting in the 2021-2022 school year before being presented to the Board of Education.

The Committee has reached out to invite feedback from the following stakeholders:

- ICA
- Inclusion BC
- Native Friendship Centre
- Victoria Immigrant and Refugee Centre Society
- Pacific People's Partnership
- International Institute for Child Rights and Development (ties with Royal Roads)
- Hulitan Family and Community Services Society

- UVIC – Indigenous Academic and Community Engagement
- Camosun – Centre for Indigenous Education and Community Connections
- Resilience BC
- Mothers Against Racism
- The Support Network for Indigenous Women and Women of Colour
- Urban Native Youth Association
- Mosaic BC
- Out on Screen
- BC Community Alliance
- Black Lives Matter Vancouver
- BC Black History Awareness Society
- Metis Nation of British Columbia
- First Nations Health Authority
- UVIC Academic Advisory Committee on Equity and Diversity
- Jamaican Community Victoria Association
- Binkadi Community Association
- African Heritage Association of Vancouver Island

Recommended motion:

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to allocate a budget of $5,000 to assist the School Police Liaison Ad Hoc Committee to complete its work.

Greater VICTORIA School District

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

Office of Trustee Ryan Painter

TO: **Education Policy and Directions Committee**

FROM: **Trustee Ryan Painter**

RE: **Bill 6 – the Accessible British Columbia Act**

DATE: **June 7, 2021**

Background:
The Accessible British Columbia Act, Bill 6, is currently before the Legislative Assembly of BC for debate at second reading and The Disability Alliance of BC has some considerable concerns around the bill's narrow definition of "impairment", the limited application of the bill, the failure to refer to human rights and BC's Human Rights Code, the failure to include interactive communication within the bill's list of standards and weak enforcement processes. These concerns are laid out in detail below (emphasis added):

1. Definition: Bill 6 has excluded learning and communication within its definition of impairment. The Accessible Canada Act includes these two areas and therefore we feel the Accessible BC Act should be in alignment with federal law. We are concerned this omission will systemically exclude and discriminate against British Columbians who have communication disabilities as well as those who have learning disabilities (such as Dyslexia).

2. Timelines: Bill 6 includes no deadline or timeline of any kind for the creation of accessibility standards or the elimination of barriers. Other Canadian accessibility laws specify deadlines for the elimination of barriers. Disability Alliance BC believes that including a specific timeline within the ABCA is still vitally important for the purposes of ensuring the BC government is accountable for delivering a concerted and timely effort towards promoting accessibility and identifying, removing or prevent barriers for British Columbians with disabilities.

3. Limited application: Bill 6 currently only applies to the provincial government and organizations "prescribed" by the government. Disability Alliance BC is concerned that unless other organizations are explicitly prescribed in law, the ABCA may apply only to offices and services administered directly by provincial government ministries. British Columbians with disabilities deserve to feel certain in knowing that their access to full and meaningful participation in society is being promoted and enforced through every level of society, not only through government services.

4. No reference to human rights: Unlike other Canadian accessibility laws, Bill 6 does not explicitly state that nothing within the law diminishes the existing rights of people with disabilities. Without any explicit reference to the Human Rights Code, there is a risk that Bill 6 may make it harder for people with disabilities to exercise the right to be accommodated. This must not be allowed to happen.

5. No distinction of ‘communication’ within standards: While Bill 6 includes “information and communications” as a standard, by making ‘communications’ plural, it fails to acknowledge the requirement for human communication accessibility, which may include speech, gestures, sign language, writing, pointing to object or pictures, spelling words, using a communication device and human help. We are concerned this lack of distinction in Bill 6 will further systemically exclude people with speech, language and communication disabilities.

6. Weak enforcement process: Bill 6 does not provide any process for anyone to submit complaints when organizations fail to comply with accessibility standards, whereas other Canadian accessibility laws have better enforcement processes. Disability Alliance BC is concerned that the lack of an individual complaints process within Bill 6 will, ironically, create further barriers for people with disabilities in seeking remedy on the infringement of any rights which they may be granted in subsequent regulations and standards developed by the Act.

Rationale (Issue):
Bill 6 is a good start, but by excluding dyslexia/learning and communication disability designations from the new act, there is a significant defect in the bill and its inability to address significant and complex learning needs of students in BC

Alignment to Strategic Plan:
This motion addresses the strategic plan via **Goal 1 Strategy 3** (address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates), **Goal 3 Strategy 4** (Address the inequity of opportunity for all learners to maximize physical health and mental well-being).

Goal 1

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Goal 2

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Goal 3

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Strategy 4:

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

and under what category:

- Advocacy

Recommendation:
That the Board of Education of Greater Victoria (D61) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

Operations Policy and Planning Committee Meeting

REGULAR MINUTES

June 14, 2021, 7:00 p.m.
Broadcasted via YouTube
https://bit.ly/3czx8bA

Trustees Present: **Operations Policy and Planning Committee members**: Elaine Leonard (Chair), Rob Paynter, Angie Hentze , Ann Whiteaker, Jordan Watters (ex officio)
Education Policy and Directions Committee members: Nicole Duncan

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Chuck Morris, Director of Facilities Services, Jim Soles, Associate Director, Facilities Services, Marni Vistisen-Harwood, Manager, Capital Planning and Implementation, Facilities Services, Kelly Gorman, Recorder

Stakeholders: Kristil Hammer, President, VCPAC, Mark Morrison, Second VP & Health & Safety Officer, GVTA, Connor McCoy, President, VPVPA

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00 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 Whiteaker

That the June 14, 2021 Operations Policy and Planning Committee meeting agenda be approved.

Motion Carried Unanimously

NOTE: Due to internet connectivity Chair Leonard passed the gavel to Trustee Watters to Chair the remainder of the meeting.

A.3 Approval of the Minutes

Moved by Trustee Whiteaker

That the May 10, 2021 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

A.4 Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

None

C. SUPERINTENDENT'S REPORT

C.1 Recycling Soft Plastic

Superintendent Green provided information relative to the motion. Trustees had questions of clarification.

Moved by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) re-establish green teams in every school who will work with facilities to create

a process where the green teams categorize and weigh soft plastics once a week. This information will be collected by Mark Baggott in facilities and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

Amendment:
Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) **direct the Superintendent to** re-establish green teams in every school who will work with facilities to create a process where the green teams categorize and weigh soft plastics once a week. This information will be collected by Mark Baggott in facilities and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

Motion Carried Unanimously

Amendment:
Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) **direct the Superintendent to investigate** re-establish**ing** green teams in every school who will work with facilities to create a process where the green teams categorize and weigh soft plastics once a week. This information will be collected by Mark Baggott in facilities and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

For (1): Trustee Paynter

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

Motion Defeated (1 to 4)

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

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to re-establish green teams in every school who will work with facilities to create a process where the green teams categorize and weigh soft plastics once a week. This information will be collected by Mark Baggott in facilities and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

Motion Carried Unanimously

D. PERSONNEL ITEMS

E. FINANCE AND LEGAL AFFAIRS

E.1 Policy Sub-Committee Report

a. Draft New Policy 1330.1 - Child Care Providers - Feedback

Secretary-Treasurer Morris provided an update to Trustees on the draft policy feedback received and the new Order in Council. Secretary-Treasurer Morris advised the Policy Sub-Committee would re-convene to discuss the updated changes. Trustees had questions of clarification.

E.2 Monthly Financial Report - May 2021

Secretary-Treasurer Morris presented the report to Trustees. There were no questions.

F. FACILITIES PLANNING

F.1 Operations Update: June 2021

Director of Facilities Morris presented the report to Trustees. Questions of clarification were asked. Trustee Paynter requested information relative to air quality at Spectrum Secondary school now that the new McKenzie overpass is operational.

F.2 Annual Five Year Capital Plan

Secretary-Treasurer Morris provided an overview to Trustees. Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None

H. NEW BUSINESS

H.1 Working Committee and Consultation on Compost and Waste - Trustee Whiteaker

Trustee Whiteaker provided rationale for the motion. Trustees, stakeholders and staff debated the motion.

Moved by Trustee Whiteaker

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 to ensure consistent practices and supports across the district which are in alignment with our environmental values and goals.

Amendment:
Moved by Trustee Watters

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 ~~to ensure consistent practices and supports across the district~~ which ~~are~~ **is** in alignment with our environmental values and goals.

Motion Carried Unanimously

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

Amendment:
Moved by Trustee Watters

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.

Motion Carried Unanimously

H.2 Climate Action Plan - Trustee Duncan

Trustee Duncan provided rationale for the motion. Secretary-Treasurer Morris stated that the newly hired Climate and Energy Manager has commenced benchmarking and is establishing targets in order to reduce GHG emissions.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for

consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Amendment:
Moved by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by September 2021 for consideration by the Board and our stakeholders. ~~Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.~~

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

Against (1): Trustee Paynter

Motion Carried (4 to 1)

Amendment:
Moved by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by ~~September~~ December 2021 for consideration by the Board and our stakeholders. ~~Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.~~

Motion Carried Unanimously

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

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, by December 2021 for consideration by the Board and our stakeholders.

Motion Carried Unanimously

I. NOTICE OF MOTION

None

J. GENERAL ANNOUNCEMENTS

None

K. ADJOURNMENT

The meeting adjourned at 8:27 p.m.

Moved by Trustee Whiteaker

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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

TO: **Board of Education**

FROM: **Trustee Whiteaker**

RE: **Compost and Waste Policy Working Committee**

DATE: **April 12, 2021**

Rationale (Issue):
As we continue to acknowledge the climate emergency and the need to take action and make changes to the current unsustainable norms practised across the District and within our greater family community. As a system and as role models to our youth we must ensure that our practises and learning opportunities for students are in alignment with each other and with our values as a District.

As a District we have repeatedly expressed our commitment and support for addressing the climate emergency and composting is vital in nourishing our soil for future harvests and in reducing harmful methane gases. Additionally, composting provides rich learning opportunities for students while also modelling sustainable practises, building good stewardship and social responsibility traits in our students and communities.

While the District in the past has implemented composting opportunities in our schools the program has experienced several challenges and critiques around cleanliness, fruit flies and other insects, excess bin locations and lack of funding, creating additional work load on teachers as they attempted to minimize the insects and mess in their classrooms.

How we identify and handle our waste in schools must model what we want or expect from society. While composting and minimizing our waste will not solve the climate crisis it is part of the solution and part of the mind shift we must all make as a society for the health of all future students.

Alignment to Strategic Plan:

This motion asks for a policy creation in alignment with Goal one and Goal three. This motion will encourage engagement and collaboration with students, families and staff and support implementation of learning opportunities that will enhance student and community well being.

Recommendation:

That the Board of Education of SD 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 to ensure consistent practices and supports across the district which are in alignment with our environmental values and goals.

Board of Education

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

TO:	Board of Education
FROM:	Trustee Duncan
RE:	Motion for OPPS
DATE:	June 14, 2021

Background: Since 2008 the School District of Greater Victoria No. 61 has been required to submit an annual Carbon Neutral Action Report. Previous reports can be found via the following url:

https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/cnar/annual-reports-cnars-table

This reporting sets out our emission profile, the total offsets to reach net-zero emissions and the actions we have taken in the calendar year to offset our emissions in line with our obligations under the Climate Change Accountability Act and Carbon Neutral Government Regulation. The Climate Change Accountability Act section 6.1 sets out that:

Public sector buildings and fleets

6.1 *A public sector organization must manage the risks to the public sector organization that could reasonably be expected to result from a changing climate and minimize the public sector organization's adverse environmental effects by complying with the prescribed requirements and achieving the prescribed targets respecting*

(a) buildings owned or leased by the public sector organization,

(b) motor vehicles and other mobile combustion sources owned or leased by the public sector organization, and

(c) the fuels used in or by the things referred to in paragraphs (a) and (b), that are owned or leased by the public sector organization, and the infrastructure used to dispense those fuels.

In the 2019 Carbon Neutral Action Report, we set out that the Board of Education, *"…clearly recognizes its role as a leader in environmental stewardship and will continue to support initiatives that will reduce energy consumption and reduce our impact on the environment."* (2019 Carbon Neutral Action Report, p. 3) In this report we also commit to posting the Carbon Neutral Action Report to our website by June 2020.

School Districts are in an unique position to show leadership in mitigating and adapting to address the impacts of climate change. We are a member of the public sector with responsibility to both manage our resources such as our buildings and infrastructure in an environmentally sustainable manner, and to support an environmental ethic including the importance of sustainability in our educational programs.

Rationale:

On June 24, 2019 through the passing of a motion of the Board we declared a Climate Emergency and directed the Superintendent to develop a Climate Change Action Plan with specific objectives and measurements that are in alignment with the United Nation's Intergovernmental Panel on Climate Change (IPCC). It is now just days to the 2nd anniversary of this declaration and the Board and school community has yet to see a concrete plan with measurable targets and goals. What is the plan for reducing our GHGs and how will that be achieved to keep us to below 1.5 degrees of global warming as laid out by the IPCC?

Recently the provincial government updated its' requirement for GHG reductions in buildings with sectoral targets. Sectoral GHG targets have been established for 2030 in transportation, industry, oil and gas, and buildings and communities. Sectoral GHG targets for 2030 are expressed as a percentage reduction from 2007 sector emissions. Target ranges for each sector are as follows:

- Transportation- 27 to 32%;
- Industry- 38 to 43%;
- Oil and gas- 33 to 38%; and
- Buildings and communities- 59 to 64%.

Sectoral targets were established based on emissions modelling done by the Climate Action Secretariat and input from engagement with stakeholders and partners.
https://news.gov.bc.ca/releases/2021ENV0022-000561

The Province has launched a new round of applications for emission reduction projects for 2021 through the CleanBC Industry Fund with temporary changes to increase the provincial share of funding up to 90% of project costs with a cap of $25 million per project to encourage a greater number of proposals. However, to be eligible for funding through the CleanBC Industry Fund, applicants must have emissions over 10,000 tonnes of carbon dioxide equivalent per year.
https://news.gov.bc.ca/releases/2021ENV0022-000561

Our School District's most recent Carbon Neutral Report un June 2019 reports 4,868 tonnes of carbon dioxide equivalent were emitted during the annual reporting period. Therefore, as it stands we are not eligible for the new funding available to support sectoral targets.

Clean energy retrofits funded by the province could solve some of the budgetary challenges faced by school districts who should not be forced to sell assets in order to fund retrofits. It is a moral imperative that the Board act swiftly on climate change. We need a plan and we need to monitor the implementation of that plan. Our School District was one of the first School Board's in Canada to declare a climate emergency. We need to show our learning community and the country that this wasn't just hollow words.

The proposed motion supports the Board's Environment Policy 3324 which includes a commitment to environmental management through considering the environmental impact in the planning of all operational and educational programs and to working with community and government agencies to support good environmental practices.

The proposed motion also supports the Board's Energy, Environment and Climate Change Policy 4216.22 which states, *"The Board of Education takes it as its responsibility to ensure that every effort is made to conserve energy and resources in order to reduce the District's carbon foot print. This requires an ongoing, integrated and systematic approach to energy management, including assessing performance, setting goals, creating an action plan, and tracking and communicating results. Greenhouse emission reduction is the joint responsibility of the trustees, administrators, staff, and students. Every employee is expected to be cognizant of their energy use and contribute to energy efficiencies."*

Alignment to Strategic Plan:

The proposed motion aligns with all goals of the Strategic Plan. At the core of the proposed motion is a clear commitment to our District's Strategic Plan and the core values expressed in that plan of sustainability, social responsibility, innovation, openness and transparency. In June 2019 our Board recognized that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency. We know that we must take action to mitigate and adapt to address climate change. The action directed in the motion is intended to support ongoing climate accountability.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a Climate Action Plan as directed by the Board in its motion of 24 June 2019, **by September 2021** for consideration by the Board and our stakeholders. Further the plan should establish measurable targets and strategies to reduce GHGs by 2030 commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees. The plan should also include funding options to support targets and strategies such as available rebates and government funding to meet sectoral targets set by the provincial government.

Greater VICTORIA School District

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4162 Fax (250) 475-4112

Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education

FROM: Shelley Green, Superintendent of Schools

RE: Superintendent's Report

DATE: June 21, 2021

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

<u>Events and Meetings</u>
The Superintendent has attended a number of events and met with a number of individuals since the last Board meeting. These have included:

- District Committees
  - Audit Committee

- Meetings and Events
  - Professional Conversations

- Meetings
  - BCSSA Island Chapter
  - Generative Dialogue/Coaching
  - Island Health
  - Joint Committee (GVTA)
  - Ministry of Education Updates
  - Principal Interviews
  - Professional Relations Committee (GVTA)
  - Principals and Vice-Principals
  - Totem Raising
  - Tri-District Superintendents
  - VPVPA

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

Greater VICTORIA School District

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Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education

FROM: Shelley Green, Superintendent of Schools

RE: Response to Trustee Queries

DATE: June 21, 2021

- Requested
  Contingency Plan for the COVID Pandemic for September

STEPS	Criteria	PHO Guidance	Personal Gatherings	Organized Gatherings	Travel	Sports & Activities	Businesses	Offices & Workplaces
1 MAY 25	C: stable H: stable D1: 60%	Masks mandatory, indoor public spaces Physical distancing If sick, stay home and get tested	Outdoor personal gatherings – up to 10 people Indoor visitors – up to 5 people or 1 household	Indoor seated organized gatherings – up to 10 people Outdoor seated organized gatherings – up to 50 people	Recreational travel within your zone Non-essential travel between zones restricted	Low-intensity indoor fitness classes Outdoor local team games and practices for all ages – no spectators	Indoor & outdoor dining – up to 6 people Liquor service - 10PM Existing WorkSafeBC Safety Plans remain in place	Start gradual return to workplaces and offices Existing Safety Plans remain in place
2 JUNE 15	C: declining H: declining D1: 65%	Masks mandatory, indoor public spaces Physical distancing If sick, stay home and get tested	Outdoor personal gatherings – up to 50 people Indoor visitors – up to 5 people or 1 household Playdates	Indoor seated organized gatherings – up to 50 people Sector consultations on next steps on indoor and outdoor gatherings	BC recreational travel BC Transit and BC Ferries – increased services as needed	High-intensity indoor fitness classes - reduced capacity Indoor team games for all ages – no spectators Spectators for outdoor sports – up to 50 people	Liquor service – midnight Banquet halls reopen – limited capacity, Safety Plans Sector consultations on next steps on easing of restrictions	Continue return to work Small in-person meetings
3 JULY 1 (Earliest date)	C: low H: declining D1: 70%	Masks – recommended Careful social contact If sick, stay home and get tested	Return to usual on indoor and outdoor personal gatherings Sleepovers	Increased capacity, indoor and outdoor gatherings – Safety Plan Fairs and festivals with Safety Plan	Canada recreational travel	All indoor fitness classes – increased capacity Limited spectators for indoor sports	Dining – no group limit Casinos and nightclubs – limited capacity Operate based on new Safety Plans	Seminars and bigger meetings Operate based on new Safety Plans
4 SEPT 7 (Earliest date)	C: low H: low D1: 70%+	Masks – personal choice Normal social contact If sick, stay home and get tested	Normal social contact	Increased capacity on large organized gatherings (i.e. concerts)	Canada recreational travel	Increased indoor and outdoor spectators Return of normal sport competitions – Safety Plans	Continue to operate based on new Safety Plans	Fully re-opened offices and workplaces

C: C-19 case counts H: C-19 hospitalizations D1: minimum % of people 18+ with dose 1

BC'S RESTART: A PLAN TO BRING US BACK TOGETHER

The Ministry of Education will provide updates for planning in June and mid-August.

There will be updates for the Provincial Health and Safety Guidelines.

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.

- Requested
  Trustee Governance and Behavior Support

Name	Requested By/Reason Ascertained	Topic	Cost
Megan Dykeman	Trustee on Board Plan Presenter January, 2019	Good Governance, Robert's Rules of Order, Effective Meetings, Role of Chair	2,667.75
Lee Southern	March, 2019 Special In-Camera Motion	Role of the Trustee, Governance	16,821.37
Julie MacRae	April, 2019 In-Camera Motion	Strategic Plan, Role of Trustee, Governance	25,312.22
Paul Godin	November, 2019 Special In-Camera Motion	Mediation	10,053.75
Mike McKay	October, 2020 In-Camera Motion	Role of Trustee and Superintendent (from recommendations in Superintendent's evaluation)	14,774.00
Teresa Rezansoff	Superintendent requested assistance due to knowledge/ experience in Governance structure with BCSTA	Governance, Role of Trustee, Board Meeting/Committee Structure	5,230.10
Raj Dhasi	Bullying complaint from a Trustee to Superintendent.	Coaching & Trustee Conduct	71,516.57
Joan Axford	May, 2021 Regular Board Motion	Budget – Independent Review	10,500.00
		Total	$156,875.76

- Requested
  BAA Aviation Maintenance Course (12BAA)

  - Approved in January 2021
  - Will be implemented in February 2022

Greater VICTORIA School District

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Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education

FROM: Shelley Green, Superintendent of Schools

RE: 2021/2022 Board of Education & Standing Committee Meeting Dates

DATE: June 21, 2021

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 13/21	Monday, Sept. 20/21	Monday, Sept. 27/21
Monday, Oct. 4/21	Monday, Oct. 18/21	Monday, Oct. 25/21
Monday, Nov.1/21	Monday, Nov. 8/21	Monday, Nov. 22/21
Monday, Dec. 6/21 (combined with OPPS)	Monday, Dec. 6/21 (combined with Ed)	Monday, Dec. 13/21
Monday, Jan. 10/22	Monday, Jan. 17/22	Monday, Jan. 24/22
Monday, Feb. 7/22	Monday, Feb. 14/22	Monday, Feb. 28/22
Monday, Mar. 7/22 (combined with OPPS)	Monday, Mar. 7/22 (combined with Ed)	Monday, Mar. 14/22
Monday, Apr. 4/22	Monday, Apr. 11/22	Monday, Apr. 25/22
Monday, May 2/22	Monday, May 9/22	Monday, May 30/22
Monday, June 6/22	Monday, June 13/22	Monday, June 20/22

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2021/2022 Board of Education Proposed Dates and the Standing Committee meeting dates.

Greater VICTORIA School District

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

Office of the Secretary-Treasurer

Kim Morris - Secretary Treasurer

TO: **Board of Education**

FROM: **Kim Morris**

RE: **Monthly Report**

DATE: **June 21, 2021**

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

- Facilities and Minor Capital Staff Weekly Meetings with Superintendent
- Administrators Meeting
- Human Resources Bi-Weekly Meetings
- Victoria High School Seismic Project Bi-Weekly Meetings
- Board and Committee meetings
- District Allocation Working Group Meetings
- BCASBO Leadership Cohort
- Spectrum Turf and Rink Committee meeting
- K-12 SOGI Collaborative representing BCASBO
- Finance Team Monthly Meeting
- Media re Budget
- Independent Advisor Meetings re Budget
- Audit Committee Meeting

In addition to the activities above, I update the Board relative to the following:

Childcare Announcements:

Strawberry Vale Out of School Care (Victoria)

School District 61 is partnering with the Richmond Out of School Care Society to add two portables on the school grounds of Strawberry Vale Elementary school. The portable will house 68 new licensed child care spaces, including 24 spaces for children aged three years to kindergarten, 20 preschool spaces and 24 school-age spaces, which are set to open in early 2023. Addressing a need for group child care spaces, this centre will help vulnerable people through programs like StrongStart BC, which is designed to support children through learning and play activities, story time and snacks.

Victoria High Secondary (Victoria)

School District 61 is partnering with Fernwood Neighbourhood Resource Group to create 36 new spaces in two portables on the grounds of Victoria High Secondary school. The centre will work with the Queen Alexandra Centre for Children's Health to ensure children with diverse abilities are supported. Staff have also completed Indigenous Inclusion training and will provide pre- and post-natal programming to assist vulnerable families. The facility, which

will offer 12 spaces for children aged three years to kindergarten and 24 school-age spaces, will open in early 2023.

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

CALEDONIA COVENANT, RIGHT-OF-WAY, LAND EXCHANGE, PROPERTY ACQUISITION AND LEASE BYLAW 2021

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the "**Minister**");

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 (the "**Order**") requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board, but the Order does not require the Minister's approval of a right-of-way or covenant;

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw, and the granting of a statutory right-of-way or a covenant is a disposal of an interest in land;

AND WHEREAS:

A. The Board of Education of School District No. 61 (Greater Victoria) (the "**Board**") owns certain lands and improvements in Victoria (the "**Board Lands**").

B. The Board Lands include parcels designated by the following facility number: 105563.

C. The addresses and legal descriptions of the parcels comprising the Board Lands are as follows:

1. 1801 Chambers Street, Victoria, B.C.
   Parcel Identifier: 009-233-318
   Lot 1, Spring Ridge, Victoria City, Plan 205 ("**Lot 1**");

2. 1805 Chambers Street, Victoria, B.C.
   Parcel Identifier: 009-233-334
   Lot 2, Spring Ridge, Victoria City, Plan 205 ("**Lot 2**");

3. 1855 Chambers Street, Victoria, B.C.
   Parcel Identifier: 009-226-141
   Amended Lot 12 (DD 302067I), Spring Ridge, Victoria City, Plan 205
   ("**Amended Lot 12**");

4. 1216 North Park Street, Victoria, B.C.
   Parcel Identifier: 009-226-206
   Amended Lot 10 (DD 302066I), Spring Ridge, Victoria City, Plan 205
   ("**Amended Lot 10**");

5. 1211 Gladstone Avenue, Victoria, B.C.
   Parcel Identifier: 018-007-503
   Lot A, Section 53, Spring Ridge, Victoria City, Plan VIP55528 ("**Lot A**");

6. 1219 North Park Street, Victoria, B.C.
Parcel Identifier: 009-226-338
Lot 5, Spring Ridge, Victoria City, Plan 205 ("**Lot 5**");

7. 1218 North Park Street, Victoria, B.C.
Parcel Identifier: 009-226-214
Lot 9, Spring Ridge, Victoria City, Plan 205 ("**Lot 9**");

8. 1220 North Park Street, Victoria, B.C.
Parcel Identifier: 009-226-231
Lot 8, Spring Ridge, Victoria City, Plan 205, Except Northerly 56 Feet Thereof ("**Lot 8**");

9. 1219 Vining Street, Victoria, B.C.
Parcel Identifier: 009-226-257
The Northerly 56 Feet of Lot 8, Spring Ridge, Victoria City, Plan 205
("**Lot 8 Portion**"); and

10. 1226 North Park Street, Victoria, B.C.
Parcel Identifier: 009-226-265
Lot 7, Spring Ridge, Victoria City, Plan 205 ("**Lot 7**");

11. Parcel Identifier: 009-851-844
The North ½ of Section 54, Spring Ridge, Victoria City Except Parcel A (DD 5977I) and Except That Part Shown Coloured Red on Plan Exhibited in Absolute Fees Parcel Book, Volume 8, Folio 653, Numbered 303C
("**North ½ Section 54**"); and

12. Parcel Identifier: 009-851-909
That Part of Section 54, Spring Ridge, Victoria City Shown Coloured Red on Plan Exhibited in Absolute Fees Parcel Book, Volume 8, Folio 653, Numbered 303C
(the "**Section 54 Portion**").

D. Lot 1, Lot 2, Amended Lot 12 and Amended Lot 10, are herein called the "**Board Exchange Lands**"; Lot A, Lot 5, Lot 9, Lot 8, the Lot 8 Portion and Lot 7 are herein called the "**Board Development Lands**"; and North ½ Section 54 and the Section 54 Portion are herein called the "**Greenway Encumbrance Lands**".

E. The Board proposes to enter into the Caledonia Redevelopment Master Agreement (the "**Master Agreement**") with Capital Region Housing Corporation ("**CRHC**"), the Corporation of the City of Victoria (the "**City**") and Provincial Rental Housing Corporation ("**PRHC**") pursuant to which CRHC will build and operate an affordable housing development (the "**Development**") on lands owned by the Board and leased to CRHC, pursuant to the following proposed transactions as described in the Master Agreement:

1. the Board would grant the following encumbrances against the Board Lands (collectively, the "**Encumbrances**"):

(a) a housing agreement pursuant to section 483 of the Local Government Act, substantially in the form attached to the Master Agreement, encumbering the Board Development Lands (the "**Housing Agreement**");

(b) a covenant under section 219 of the Land Title Act substantially in the form attached to the Master Agreement, encumbering the Board Development Lands (the "**Greenway Covenant**");

(c) a covenant under section 219 of the Land Title Act substantially in the form attached to the Master Agreement, encumbering the Board Development Lands (the "**Gardens Covenant**");

(d) a covenant under section 219 of the Land Title Act substantially in the form attached to the Master Agreement, encumbering the Board Development Lands (the "**Turnaround Covenant**");

(e) a covenant under section 219 of the Land Title Act substantially in the form attached to the Master Agreement, encumbering the Board Development Lands (the "**Unit Mix and Accessibility Covenant**");

(f) a statutory right-of-way for highway purposes substantially in the form attached to the Master Agreement, encumbering Amended Lot 12 as shown in Plan EPP103337, a reduced copy of which is attached to this Bylaw as Exhibit 1 (the "**Vining Highway SRW**");

(g) a statutory right-of-way for highway purposes substantially in the form attached to the Master Agreement, encumbering Lot 4, Lot 5 and Lot 6 as shown on Plan EPP103224, a reduced copy of which is attached to this Bylaw as Exhibit 2 (the "**Grant Highway SRW**"); and

(h) a statutory right-of-way for greenway purposes substantially in the form attached to the Master Agreement, encumbering the Greenway Encumbrance Lands as shown in Plan EPP103223, a reduced copy of which is attached to this Bylaw as Exhibit 3 (the "**Greenway SRW**");

2. PRHC would grant a statutory right-of-way for turnaround purposes substantially in the form attached to the Master Agreement, encumbering Lot 4 (defined below) as shown in Plan EPP103338, a reduced copy of which is attached to this Bylaw as Exhibit 4 (the "**Turnaround SRW**");

3. the Board would enter into a land exchange agreement with the City substantially in the form attached to the Master Agreement (the "**Land Exchange Agreement**"), and pursuant to the Land Exchange Agreement the Board would transfer the Board Exchange Lands to the City in exchange (the "**Exchange**") for the following lands and improvements (collectively, the "**City Exchange Lands**"):

(a) 1235 Caledonia Avenue, Victoria, B.C.
Parcel Identifier: 017-710-545
Lot 18, Spring Ridge, Victoria City, Plan 205 ("**Lot 18**");

(b) 1230 Grant Street, Victoria, B.C.
Parcel Identifier: 009-226-290
Lot 6, Section 50, Spring Ridge, Victoria City, Plan 205 ("**Lot 6**"); and

(c) That portion of Vining Street having an area of approximately 277.5 square meters and that portion of North Park Street having an area of approximately 556.0 square meters labelled "Closed Road" in Reference Plan EPP88785, a reduced copy of which is attached to this Bylaw as Exhibit 5 (the "**Closed Roads**");

4. the Board would enter into a purchase contract with PRHC substantially in the form attached to the Master Agreement (the "**Purchase Contract**") pursuant to which PRHC will sell the following lands and improvements to the Board on the terms and conditions set out in the Purchase Contract (the "**Lot 4 Purchase**"):

1209 North Park Street, Victoria, B.C.
PID: 005-002-443
Lot 4, Spring Ridge, Victoria City, Plan 205 ("**Lot 4**");

5. the City would rezone (the "**Rezoning**") the Board Development Lands, Lot 4 and the City Exchange Lands (collectively, the "**Development Lands**") to permit the Development;

6. the Board would subdivide and consolidate the Development Lands (the "**Consolidation**") to form a single parcel owned by the Board as shown in reference plan EPP88786, a reduced copy of which is attached hereto as Exhibit 6 (the "**Proposed Consolidation Plan**");

7. the Board would grant a construction license substantially in the form attached to the Master Agreement (the "**License**") pursuant to which the Board would grant CRHC the right to construct the Development on the Development Lands for a license fee of $4,300,000; and

8. the Board would enter into a lease (the "**Lease**"), substantially in the form attached to the Master Agreement, pursuant to which the Board would lease the Development Lands to CRHC for sixty-two years for $1.00.

F. The Board is satisfied that it would be in the best interests of the Board to enter into the Master Agreement and pursuant to its obligations thereunder grant the Encumbrances, enter into the Land Exchange Agreement and complete the Exchange, enter into the Purchase Contract and complete the Lot 4 Purchase, complete the Rezoning and Consolidation of the Development Lands, enter into and grant the License, and enter into and grant the Lease to CRHC (collectively, the "**Transactions**").

G. The Board is satisfied that the granting of the Encumbrances will not interfere with the use by the Board of the Greenway Encumbrance Lands for educational purposes.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Master Agreement and the Transactions be and are hereby authorized, ratified and approved.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized on behalf of the Board to execute and deliver the Master Agreement and all documents required to complete the Transactions including, without limitation, the Housing Agreement, the Greenway Covenant, the Gardens Covenant, the Turnaround Covenant, the Unit Mix and Accessibility Covenant, the Vining Highway SRW, the Grant Highway SRW, the Greenway SRW, the Land Exchange Agreement, the Purchase Contract, the Proposed Consolidation Plan, the License and the Lease, and all such amendments thereto as the Secretary-Treasurer may, in her discretion, consider advisable, and all related and ancillary documents required to complete the Transactions.

This Bylaw may be cited as "School District No. 61 (Greater Victoria) Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021".

Read a first time this ____ day of June, 2021.

Read a second time this ____ day of June, 2021.

Read a third time this ____ day of June, 2021, and finally passed and adopted this ____ day of June, 2021.

_____
Chairperson of the Board

Corporate Seal

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw, adopted by the Board the ____ day of June, 2021.

_____
Secretary-Treasurer

EXHIBIT 1
VINING HIGHWAY SRW PLAN

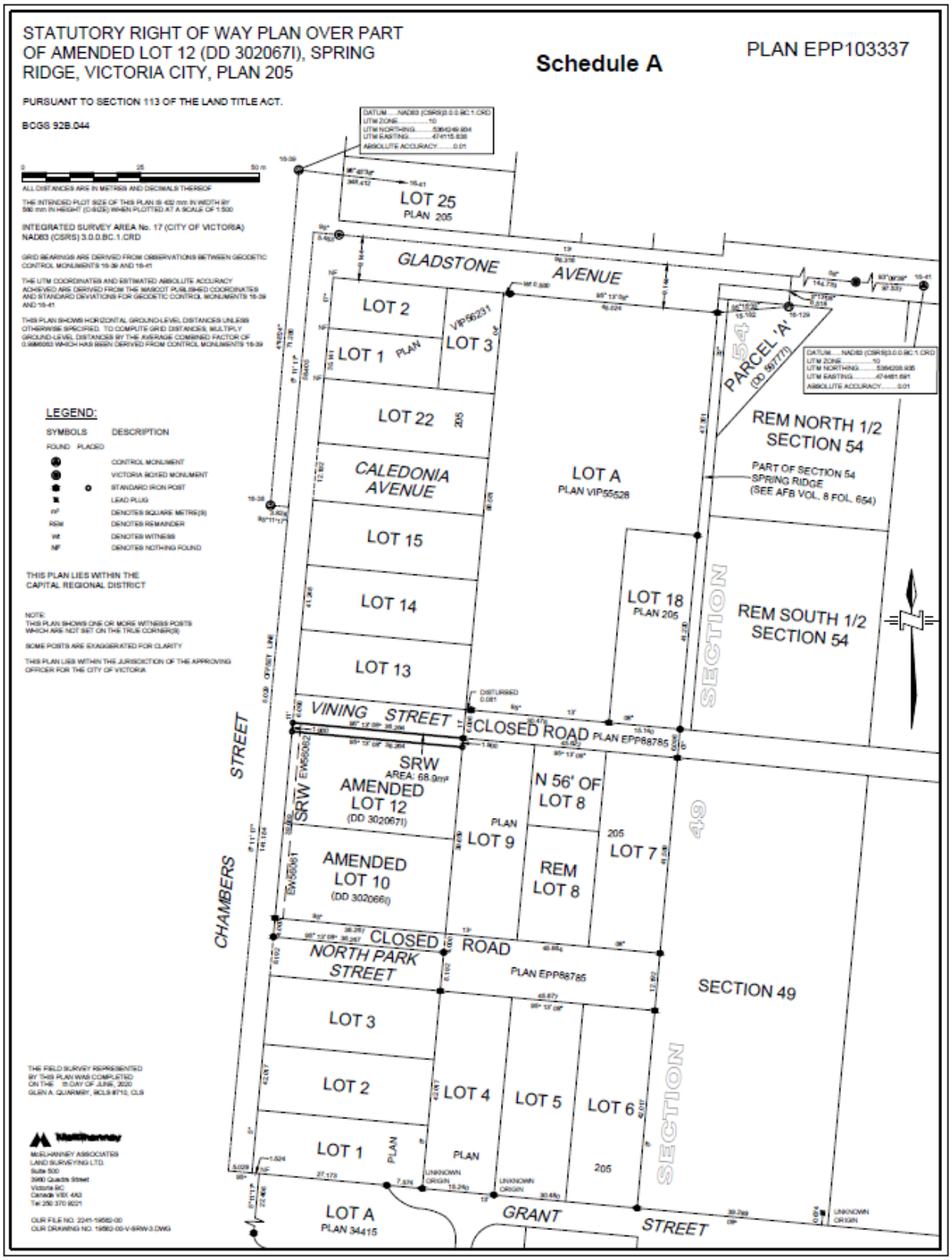


EXHIBIT 2
GRANT HIGHWAY SRW PLAN

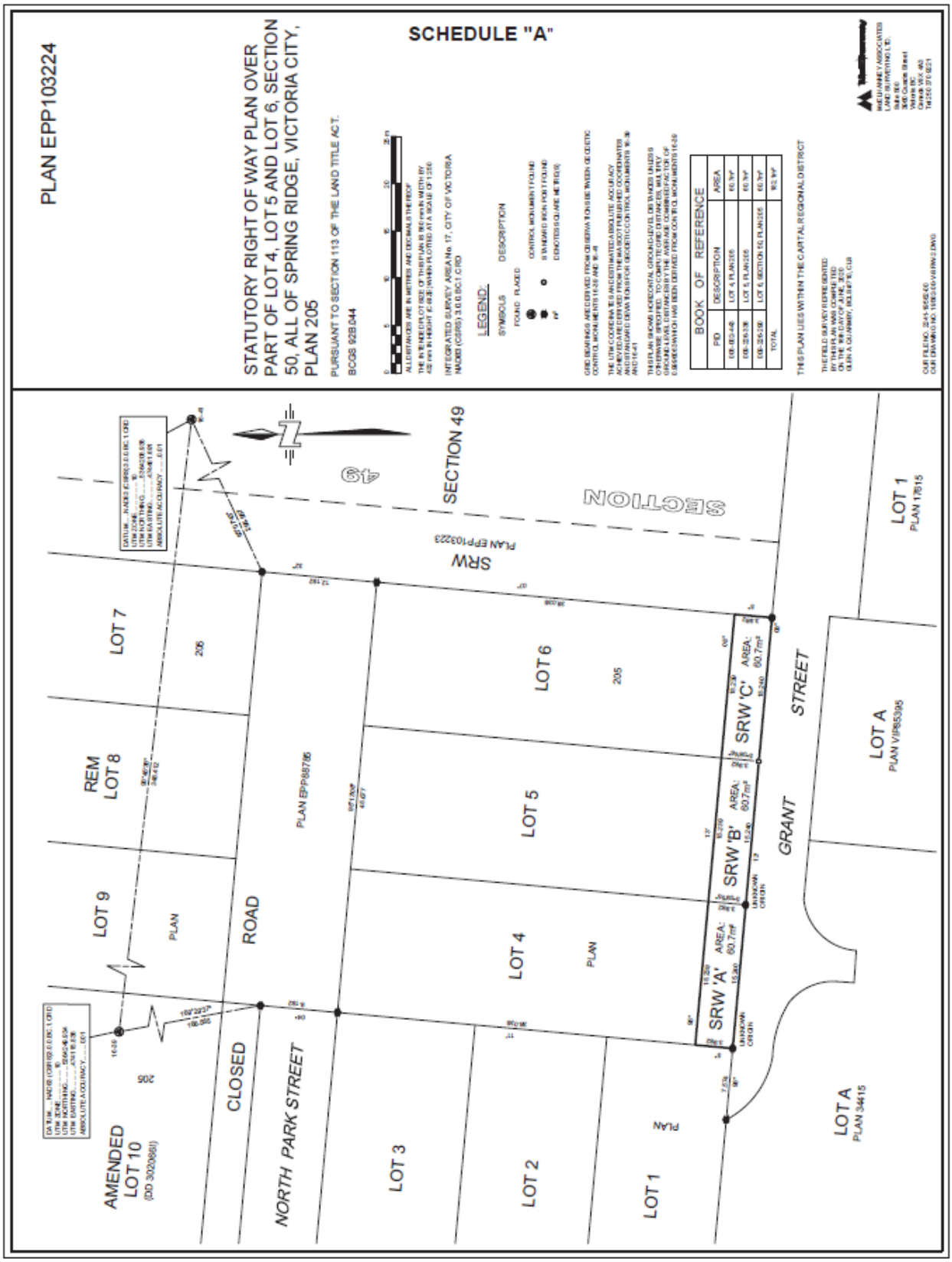


EXHIBIT 3
GREENWAY SRW PLAN

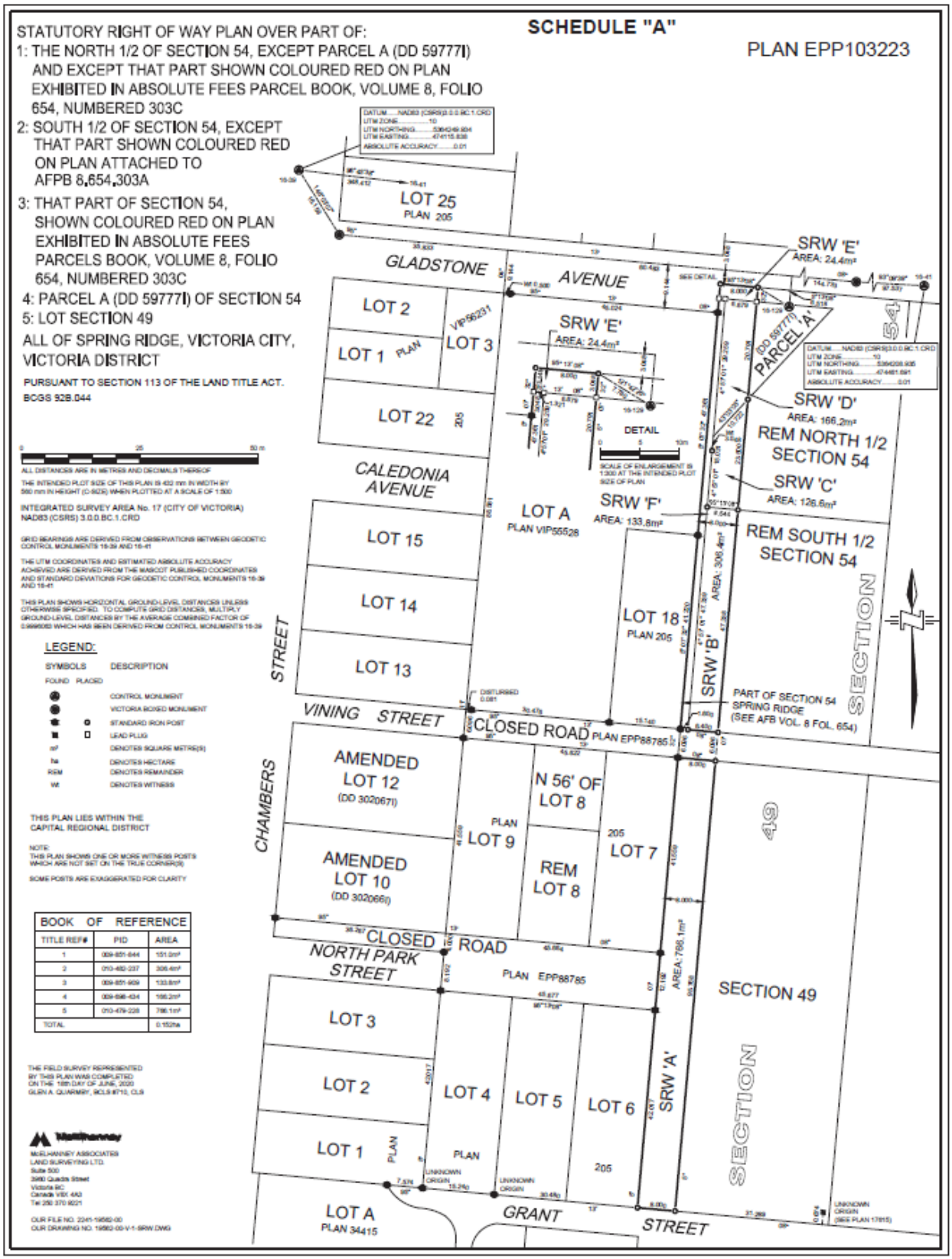


EXHIBIT 4
TURNAROUND SRW PLAN

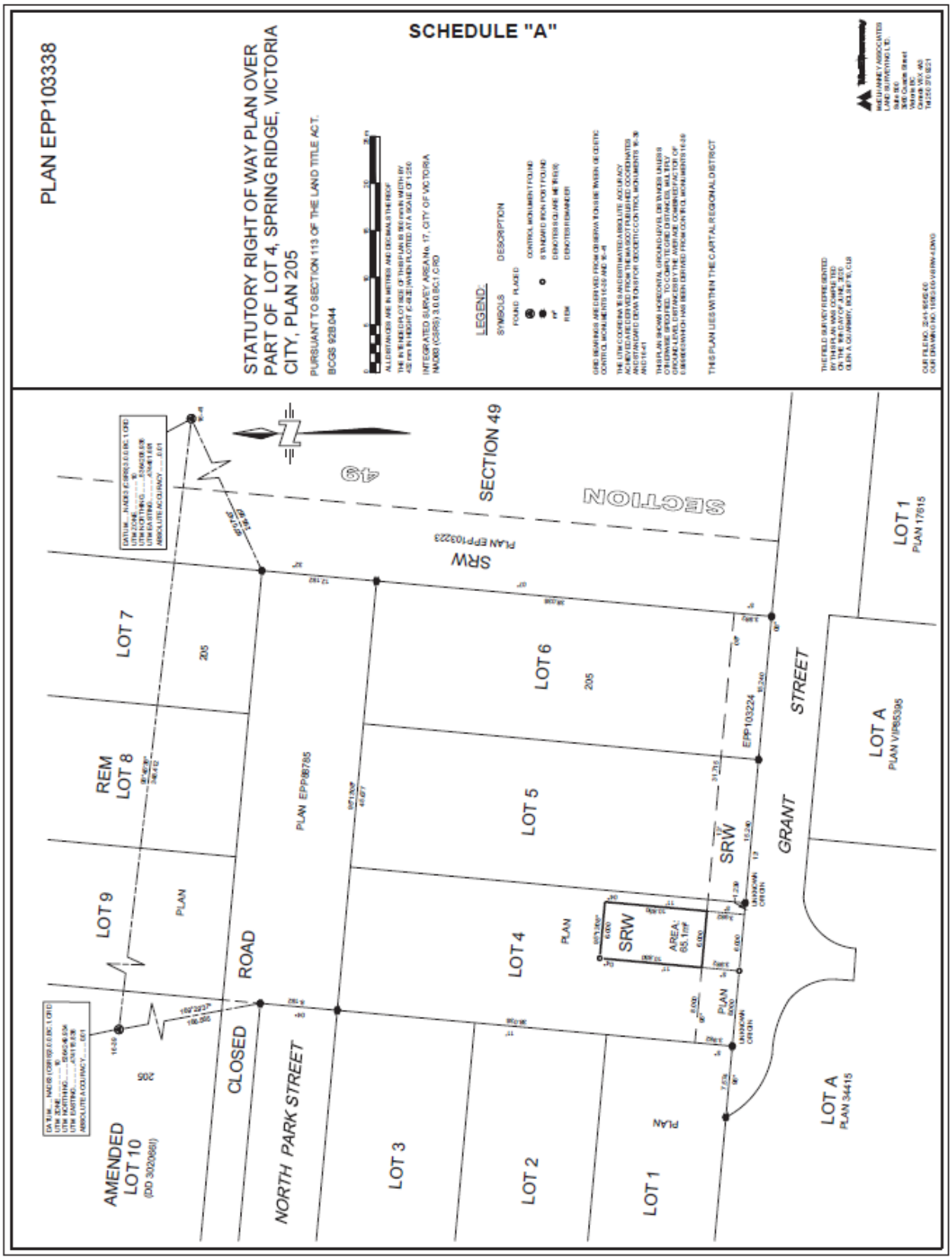


EXHIBIT 5
ROAD CLOSURE PLAN

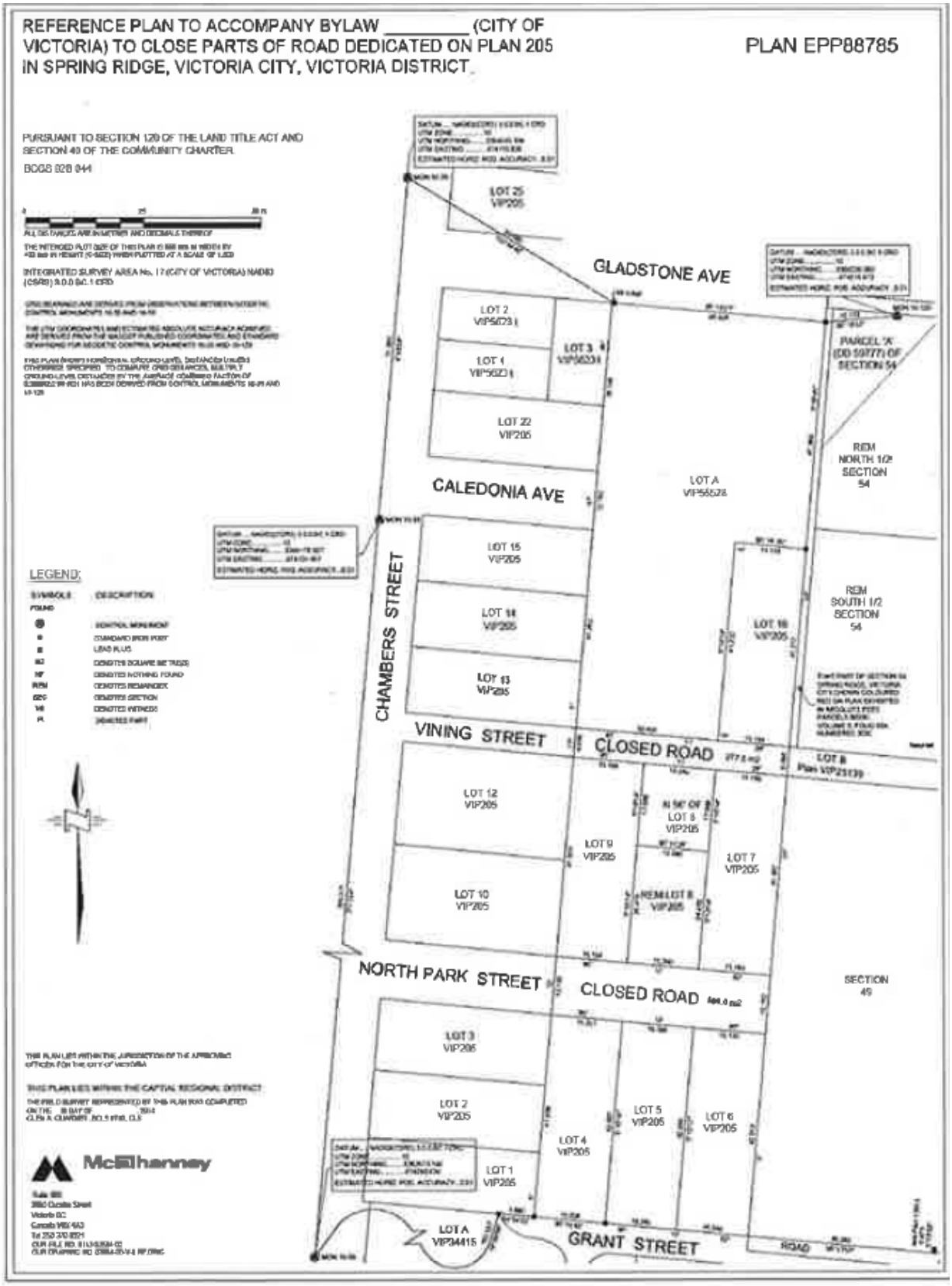
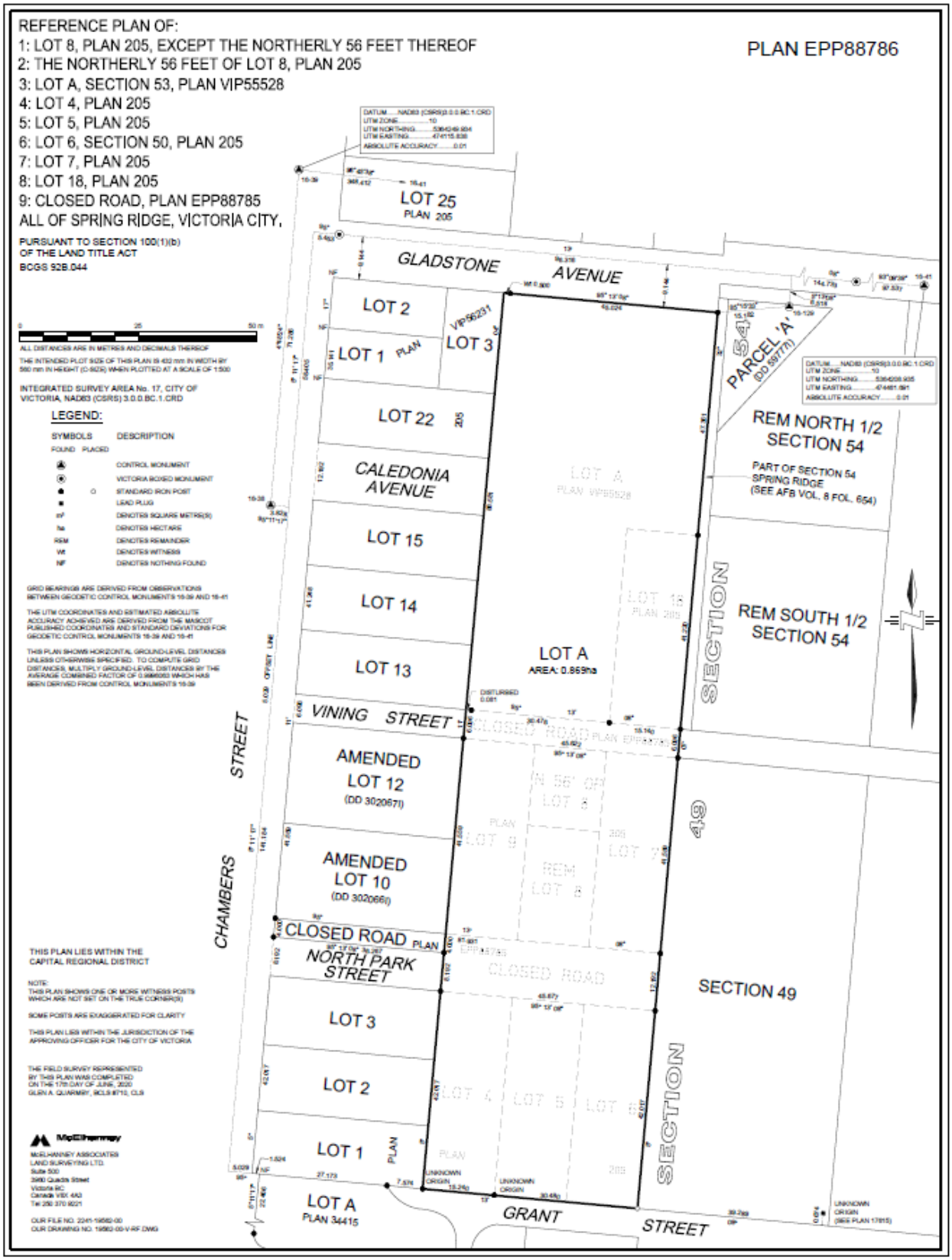


EXHIBIT 6
PROPOSED CONSOLIDATION PLAN



Greater VICTORIA School District

DRAFT 5-Year Capital Plan 2022-2023

Operations Policy & Planning Meeting

June 14, 2020

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

DRAFT Planning Principles

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

DRAFT Annual Facilities Grant 2021-2022

- Used to maintain assets that are not minor or major capital threshold
  - 41 projects

DRAFT Additions 2022-2023

- Used to increase capacity
  - 1 Projects
    - Sundance Elementary
      - Increase capacity to 200

DRAFT New School 2022-2023

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

DRAFT Seismic 2022-2023

- Used to seismically upgrade existing school to mitigate seismic risk
  - 6 Projects
    - Sundance — Upgrade 3 blocks
    - James Bay — Upgrade 1 block
    - Reynolds — Upgrade 7 blocks
    - Northridge — Upgrade 4 blocks
    - McKenzie — Upgrade 3 blocks
    - Victoria West — Upgrade 3 blocks
    - NOTE: Awaiting response from Nations re: placement of Shoreline/Craigflower TBD

DRAFT School Enhancement Program 2022-2023

- Used to renovate or upgrade buildings that are not big enough for major capital but bigger than AFG can manage
  - 6 Projects
    - South Park – Roofing - Replacement Phase 1
    - Strawberry Vale – Exterior Walls Systems - Siding replacement Phase 1
    - Victoria High – Exterior Wall Systems – Window Replacement Phase 2
    - Victoria High – HVAC – Mechanical Upgrade Phase 2
    - Mount Douglas – Exterior Wall Systems – Window Upgrade Phase 5
    - Esquimalt High – HVAC - Dust Collection System Woodshop

DRAFT CNCP Intake 2022-2023

- Used to improve carbon neutrality
  - 5 Projects
    - Sundance - HVAC – replace unit ventilators
    - Spectrum – Energy - Upgrade DDC to Reliable Controls
    - Doncaster – HVAC – replace air handling units
    - Lambrick Park – HVAC - Boiler replacement
    - Lambrick Park – Energy - Upgrade DDC to Reliable Controls

DRAFT Playground Enhancement Program 2022-2023

- Used to add or replace playground equipment that may have previously fallen to PACs to fundraise
  - 3 Projects (all universally accessible playgrounds)
    - Macaulay - replacement
    - Hillcrest - replacement
    - Sundance - new

BRITISH COLUMBIA | Ministry of Education

Submission Summary

Submission Summary:	AFG 2021/2022 | 2021-06-30
Submission Type:	Expenditure Plan
School District:	Greater Victoria (SD61)
Open Date:	2021-05-20
Close Date:	2021-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	$4,086,641
Total	**$4,086,641**

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
152405	Yes	Arbutus Global Middle School	Electrical			Fire Panel Upgrade	$75,000
152403	No	Board Office	Electrical			Lighting Upgrade	$30,000
152373	Yes	Campus View Elementary	Site Upgrades			Site Improvements to pathways and exterior paint	$200,000
152394	Yes	Campus View Elementary	Electrical			Improvements to Telecommunications	$15,000
152406	Yes	Cloverdale Traditional Elementary	Electrical			Fire Panel Upgrade	$60,000
152411	Yes	Cloverdale Traditional Elementary	Site Upgrades			Asphalt Repair	$100,000
152380	Yes	Colquitz Middle School	Electrical			Security System Renewal	$25,000
152397	Yes	Colquitz Middle School	Electrical			Lighting Upgrade	$60,000
152409	Yes	Colquitz Middle School	Site Upgrades			Site improvements for the new busses arrival	$250,000
152410	Yes	Colquitz Middle School	Site Upgrades			Field Repairs and imrovements	$150,000
152398	Yes	Craigflower Elementary	Electrical			Lighting Upgrades	$40,000
152384	Yes	Doncaster Elementary	Electrical			Improvements to Telecommunications	$15,000
152374	Yes	Ecole Macaulay Elementary	Site Upgrades			Pathway improvements	$50,000
152388	Yes	Ecole Willows Elementary	Electrical			Improvements to Telecommunications	$10,000
152407	Yes	Esquimalt High	Electrical			Fire Panel Upgrade	$110,000
152386	Yes	Frank Hobbs Elementary	Electrical			Improvements to Telecommunications	$15,000
152400	Yes	Frank Hobbs Elementary	Electrical			Lighting Upgrade	$25,000
152392	Yes	George Jay Elementary	Electrical			Improvements to Telecommunications	$10,000
152382	Yes	Glanford Middle School	Electrical			Security System Renewal	$25,000
152390	Yes	Hillcrest Elementary	Electrical			Improvements to Telecommunications	$10,000

BRITISH COLUMBIA | Ministry of Education

Submission Summary

152375	Yes	James Bay Community	Roofing			Roof Replacements - 2 ply -areas 5,6, 7 and 4a	$750,000
152378	Yes	James Bay Community	Electrical			Security System Renewal	$25,000
152399	No	Maintenance Facility	Electrical			Lighting Upgrade	$45,000
152381	Yes	Mckenzie Elementary	Electrical			Security System Renewal	$25,000
152389	Yes	Mckenzie Elementary	Electrical			Improvements to Telecommunications	$10,000
152391	Yes	Rockheights Middle School	Electrical			Improvements to Telecommunications	$10,000
152385	Yes	Rogers Elementary	Electrical			Improvements to Telecommunications	$20,000
152376	Yes	S.J. Willis	Roofing			Roof Replacement of areas 5, 6a, 6b, 6c, 6c, 6e	$725,000
152372	Yes	Shoreline Community Middle School	Roofing			Flood Coat and gravel for area 9 roof	$90,000
152387	Yes	Shoreline Community Middle School	Electrical			Improvements to Telecommunications	$15,000
152379	Yes	South Park Family School	Electrical			Security System Renewal	$25,000
152408	Yes	South Park Family School	Interior Construction			Carpet removal in den area	$50,000
152383	Yes	Spectrum Community School	Electrical			Improvements to Telecommunications	$30,000
152402	Yes	Strawberry Vale Elementary	Electrical			Lighting Upgrade	$50,000
152377	Yes	Sundance Elementary - Leased To Sd93	Roofing			Roof replacement of areas 1 and 2 - 2 ply	$400,000
152431	Yes	Sundance Elementary - Leased To Sd93	Interior Construction			Classroom improvements	$31,641
152404	Yes	Uplands Elementary	Electrical			Lighting Upgrade	$25,000
152395	No	Various Facilities	Asbestos Abatement			Asbestos Abatement	$100,000
152396	No	Various Facilities	Electrical			Wood and Metal Shop upgrades at all middle and	$350,000
152401	Yes	Victoria High	Electrical			Lighting Upgrade (Fairy Tec shop area)	$20,000
152393	Yes	View Royal Elementary	Electrical			Improvements to Telecommunications	$15,000
						Submission Category Total:	**$4,086,641**

BRITISH COLUMBIA | Ministry of Education

Submission Summary

Submission Summary:	Major 2022/2023 | 2021-07-31
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2021-05-27
Close Date:	2021-07-31
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Addition	$4,762,000
New School	$20,055,057
Seismic	$51,131,090
Total	**$75,948,147**

	ADDITION				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150126	Sundance Elementary	Addition	Increase capacity to 200	$4,762,000
				Submission Category Total:	**$4,762,000**

	NEW SCHOOL				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150203	New Downtown Victoria School	New	Proposed New 350 Capacity K-5 School in Vic High Catchment Area	$20,055,057
				Submission Category Total:	**$20,055,057**

	SEISMIC				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150466	Sundance Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	$4,095,991
2	150380	James Bay Community	Upgrade	Seismic upgrade of 1 H1 Block	$2,780,494
3	150443	Reynolds Secondary	Upgrade	Seismic Upgrade of 7 H1 Blocks	$25,135,065
4	150419	Northridge Elementary	Upgrade	Seismic Upgrade of 4 H1 Blocks	$10,267,226
5	150409	Mckenzie Elementary	Upgrade	Seismic Upgrade of 1 H1 Block, 1 H2 Block and 1 H3 Block	$4,426,157
6	150473	Victoria West Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	$4,426,157
				Submission Category Total:	**$51,131,090**

BRITISH COLUMBIA | Ministry of Education

Submission Summary

Submission Summary:	Minor 2022/2023 | 2021-09-30
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2021-05-28
Close Date:	2021-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
CNCP	$2,350,000
SEP	$5,050,000
PEP	$495,000
Total	**$7,895,000**

	CNCP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	153612	Sundance Elementary	HVAC	Replace original 1969 Unit Ventilators that are at the end of their life and upgrade	$700,000
2	151403	Spectrum Community School	Energy	Upgrade the DDC to a Reliable system - Good portion of the school on pneumatic	$350,000
3	151402	Doncaster Elementary	HVAC	Replace the original AHU that serve four classrooms and replace with unit	$300,000
4	151404	Lambrick Park Secondary	HVAC	Replace existing boilers with new energy efficient units. New units will save	$600,000
5	151405	Lambrick Park Secondary	Energy	Upgrade the DDC to a reliable system - Good portion of the school on pneumatic	$400,000
				Submission Category Total:	**$2,350,000**

	PEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	153617	Ecole Macaulay Elementary	Replacement	School has an old wooden playground that is nearing end of life. Like to replace	$165,000
2	153613	Hillcrest Elementary	Replacement	Hillcrest has a small older playground that is not accessible. Like to replace this	$165,000
3	153623	Sundance Elementary	New	Sundance will be expanding significantly. They have one playground that is not	$165,000
				Submission Category Total:	**$495,000**

	SEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151681	South Park Family School	Roofing	Roof Replacement - Phase 1 of an historic slate roof. Roof is starting to leak in	$1,500,000
2	153610	Strawberry Vale Elementary	Exterior Wall Systems	Phase 1 -Replace exterior siding that is rotting and causing significant maintenance	$450,000
3	153607	Victoria High	Exterior Wall Systems	Window Replacement , Phase 2 of 2 Work associated with the Vic High Seismic	$1,100,000
4	151687	Victoria High	HVAC	Mechanical Upgrade Phase 2 of 2. Work Associated with the Vic High Seismic	$850,000
5	153628	Mount Douglas Secondary	Exterior Wall Systems	Phase 5 of the window upgrade	$450,000
6	153608	Esquimalt High	HVAC	Upgrade the dust collector at Esq Woodshop to ensure collector is sized correctly	$700,000
				Submission Category Total:	**$5,050,000**

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

Office of the Secretary-Treasurer

Kim Morris – Secretary-Treasurer

TO: Board of Education

FROM: Kim Morris, Secretary-Treasurer

DATE: June 21, 2021

RE: Audit Committee Report – June 14, 2021 Meeting

Background:

The Audit Committee held a meeting on June 14, 2021. KPMG presented the Audit Planning Report for the 2020-2021 fiscal year. New business included discussion of the 2020-2021 School Accounting Records Review.

There is one recommendation to the Board from the Audit Committee.

Recommendation:

2020-2021 Audit Planning Report

Lenora Lee, Engagement Partner, accompanied by Sarah Burden, Audit Senior Manager, of KPMG presented the Audit Planning Report for 2020-2021. Trustees recommended the Audit Planning Report be approved by the Board.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audit Planning Report for 2020-2021 as presented by KPMG to the Audit Committee.

School District No. 61 (Greater Victoria)

Audit Planning Report for the year ending June 30, 2021

KPMG LLP

Prepared for presentation on June 14, 2021

kpmg.ca/audit

Table of contents

The contacts at KPMG in connection with this report are:

Lenora Lee
Audit Engagement Partner
Tel: 250.480.3588
lenoramlee@kpmg.ca

Sarah Burden
Audit Senior Manager
Tel: (250) 480-3562
sburden1@kpmg.ca

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

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

Executive summary

Areas of focus for financial reporting

Our audit of School District No. 61 (the "District") is risk-focused. In planning our audit we have identified the following significant audit risks required by professional auditing standards:

- Presumed risk of management override of controls

We have also identified key areas of focus for financial reporting. These include:

- Financial reporting impacts of COVID-19
- Auditors' Opinion - Compliance Framework
- Procurement
- Employee future benefits and salaries
- School generated funds
- Revenue and receivables
- Executive expenses
- Tangible capital assets

See pages 5 to 7.

Effective communication

We are committed to transparent and thorough reporting of issues to management, the Audit Committee and the Board of Trustees. This is achieved through formal and informal meetings and communications throughout the year. If you have any comments you would like to bring to our attention, please contact Lenora Lee. See Appendix 1.

Materiality

Materiality has been determined based on total budgeted revenues. We have determined materiality to be $4.4 million for the year ending June 30, 2021 (2020 - $4.25 million).

See page 8.

Quality control and independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the District's approved protocols where required.

See page 10.

New accounting and auditing standards

There are no new accounting standards effective for the District's 2021 fiscal year.

A new auditing standard, CAS 540 Auditing Accounting Estimates and Related Disclosures, is effective for the District's 2021 fiscal year.

See page 9 for further details.

Current developments

Please refer to Appendix 3 for accounting and auditing changes relevant to the District.

Audit and financial reporting impacts of COVID-19

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. As the COVID-19 pandemic evolves, the District will continue to assess the impact on its operations and finances and consider the implications on financial reporting. We have analyzed the impact of the COVID-19 pandemic situation on the audit of the financial statements for the year ended June 30, 2021 and discussed the audit and financial reporting implications with management.

We provide the following information to describe the additional procedures that we will be performing. As the COVID-19 pandemic is a dynamic situation, we will continue to update our Audit Plan as the situation warrants. We will communicate any additional changes to our Audit Plan to the Audit Committee and Board of Trustees in our Audit Findings Report.

Audit implications

Considerations	Audit implications
Conducting the audit work	– We plan to undertake a primarily remote audit again this year if recommended by Provincial health guidelines. We have established a secure ShareFile platform to facilitate the sharing of information with management. We have discussed the details of the audit with management, and we are ready to undertake the audit as planned and on schedule. The prior year audit was performed remotely.
General considerations	– We will obtain an understanding of what changes to process activities and controls have been implemented to determine if the planned audit procedures are appropriate. We have conducted preliminary discussions with management and will confirm our understanding of any significant changes by performing walkthroughs of transactions.
Financial reporting	– Currently, we expect that COVID-19 will continue to impact the District's operations and finances beyond June 30, 2021. – An assessment should be made by management of any COVID-19 financial implications, for example delivery of education remotely, reduction in international student enrolment, work from home arrangements for employees, temporary or permanent staffing adjustments and receipt of additional safe return to school grants. – Significant actions undertaken by the District should be disclosed in a note to the financial statements, including a statement as to whether or not these factors present uncertainty over future cash flows, cause significant changes to assets and liabilities, and/or significantly impact future operations. Measurement of the estimated financial effect should be disclosed, or it should be stated if the effect is not determinable. – We will work with management to customize the wording of the COVID-19 related disclosures for the District's specific situation. – Refer to our COVID-19 Financial Reporting site.

Audit risks

Professional requirements	Why is it significant?
Fraud risk from revenue recognition	There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when there is an expectation to maintain a balanced budget from year to year. We have determined the risk of fraudulent revenue recognition is not significant as there were no significant pressures or incentives identified related to revenue recognition and believe that the audit work performed on management override mitigates any residual risk.
Fraud risk from management override of controls	This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

Our audit approach

As the risk of management override is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- Testing of journal entries and other adjustments,
- Performing a retrospective review of estimates, and
- Evaluating the business rationale of significant unusual transactions.

Inquiries required by professional standards

Professional standards require that we obtain your view on the risk of fraud. We make similar inquiries to management as part of our planning process:

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

Areas of focus for financial reporting

Areas of focus	Why are we focusing here?	Our audit approach
Auditors' Opinion - Compliance Framework	Financial statements are prepared in accordance with appropriate financial statement framework.	- The financial statements are prepared under Canadian Public Sector Accounting standards ("PSAS"), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. - These regulations direct the District to apply PSAS, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS. - As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards. - The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.
Procurement	Completeness, existence and accuracy of procurement transactions and related expense, payable and prepaid accounts. Appropriate use of special purpose funding for intended programs.	- Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold. - Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.
Tangible capital assets	Capital projects in process are accurately recorded and disclosed. Other significant capital projects and expenses are approved and accurately recorded (along with related funding). Ongoing evaluation of liability for contaminated sites for assets not in productive use.	- Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval. - Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed. - Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds. - Review agreements for contractual commitments and related disclosure requirements.

Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Employee future benefits and salaries	Employee future benefits obligation estimates are accurately recorded and presented. Salaries and related payroll liabilities are appropriately recognized and accurately recorded. Terms of new collective agreements are appropriately valued and recognized.	- Control testing and process review of payroll procedures. - Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds. - Review of collective agreements for obligations by the District to provide benefits in the future. - Review of assumptions and method used in estimating the liability for future employee benefits including retrospective review of management's previous estimates. - Confirmation of reliance on actuarial valuation with Mercer. - Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.
School generated funds	Completeness and accuracy of school generated funds. Expenditures were incurred for the purposes intended.	- Review processes and controls, including results of school audits performed, if any, and impact to the accounting of school generated funds to understand potential risk areas. - Use data and analytic techniques to identify and test audit risks. - Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error, is mitigated.

Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Revenue and receivables	Accuracy, existence and completeness of funding from Ministry of Education and other sources, and fees, international student and tuition programs.	- Obtain confirmation from Ministry of Education of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding and COVID-19 Safe return to school grants. - Perform analytical review over fee revenues from other sources, including international student and summer school programs. - Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund. - Test receipt and use of Classroom Enhancement Funds (CEF) to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions. - Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding. - Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.
Executive expenses	Completeness, existence and accuracy of executive expenses.	- Substantive testing of expense reimbursements for compliance with policy and appropriate use of public funds. - Review the District's executive expense reimbursement policy to ensure best practices have been implemented.

Materiality

Materiality is used to identify risks of material misstatements, develop an appropriate audit response to such risks, and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors. To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality. Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

Materiality determination	Comments	Group amount
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements. The corresponding amount for the prior year's audit was $4.25 million	$4.40 million
Benchmark	Based on budgeted revenues for the year. In the prior year, the previous period's operating revenues were used as the benchmark. We have updated the benchmark used to account for possible fluctuations in results as a result of the COVID-19 pandemic. The corresponding amount used for prior year's benchmark for the audit was $243 million.	$250 million
% of Benchmark	The corresponding percentage for the prior year's audit was 1.75%. The industry standard percentage for the audit is 0.5% - 3.0%.	1.76%
Audit misstatement posting threshold	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was $212.5 thousand.	$220 thousand

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

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

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

We will report to the Audit Committee:

- Corrected audit misstatements
- Uncorrected audit misstatements

New auditing standard

Standard	Overview	Link
CAS 540 Auditing Accounting Estimates and Related Disclosures	The new standard is effective for the District's 2021 fiscal year-end. Expected impact on the audit: - More emphasis on the need for exercising professional skepticism. - More granular risk assessment to address each of the components in an estimate (method, data, assumptions). - More granular audit response designed to specifically address each of the components in an estimate (method, data, assumptions). - More focus on how we respond to levels of estimation uncertainty. - More emphasis on auditing disclosures related to accounting estimates. - More detailed written representations required from management. We expect this new standard to impact our audit of the District's estimate of the potential impairment of tangible capital assets, rates for amortization of tangible capital assets, and estimates used to determine employee future benefits.	CPA Canada Client Briefing

How do we deliver audit quality?

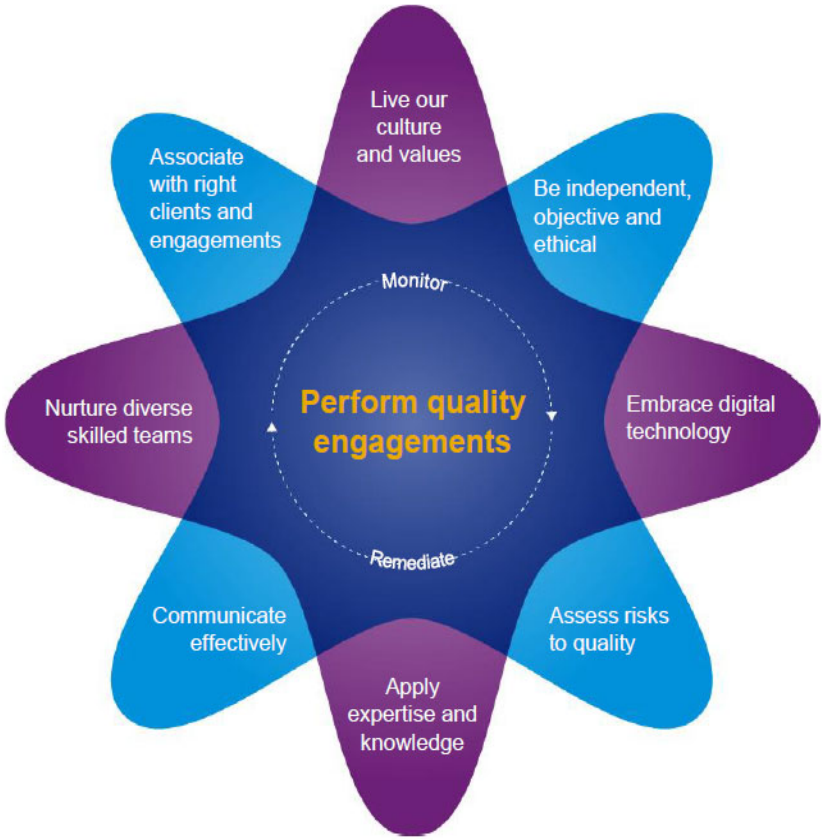
Quality essentially means doing the right thing and remains our highest priority. Our **Global Quality Framework** outlines how we deliver quality and how every partner and staff member contributes to its delivery.

'Perform quality engagements' sits at the core along with our commitment to continually monitor and remediate to fulfil on our quality drivers.

Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

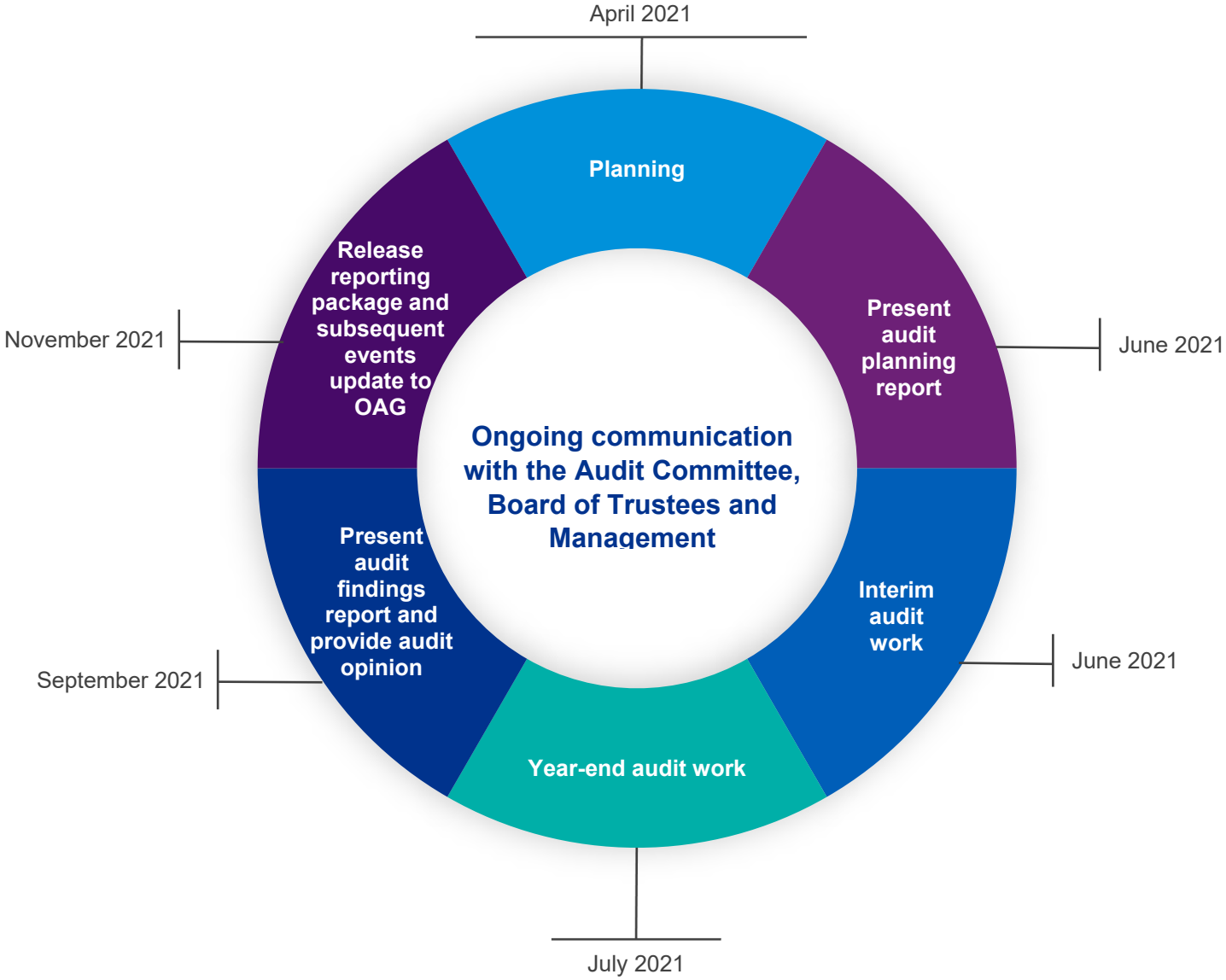
We define '**audit quality**' as being the outcome when:

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



Doing the right thing. Always.

Key deliverables and milestones



Appendices

Appendix 1: Required communications

Appendix 2: KPMG's audit approach and methodology

Appendix 3: Current developments

Appendix 1: Required communications

Auditors' report

A copy of our draft auditors' report setting out the conclusion of our audit will be provided at the completion of the audit.

Engagement terms

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter dated January 20, 2021.

Audit findings report

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

Representations of management

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

Matters pertaining to independence

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

Control deficiencies

Control deficiencies identified during the audit will be communicated to management and the Audit Committee and Board of Trustees.

Appendix 2: KPMG's audit approach and methodology

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

Deep industry insights
Bringing intelligence and clarity to complex issues, regulations and standards

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

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

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

Reporting
nteractive reporting of unusual patterns and trends with the ability to drill down o individual transactions

Appendix 3: Current developments and audit trends

Current Developments, created by the KPMG Public Sector and Not-for-Profit Practice, summarizes regulatory and governance matters impacting public sector entities today, or expected to impact them over the next few years. We provide this information to help public sector entities understand upcoming changes and challenges they may face in their industry. Some of these developments may not impact the District directly, but we believe it is important for the Board of Trustees to understand what is happening in the sector.

Public Sector Accounting Standards

Standard	Summary and implications
Impact of COVID-19	– In response to the impact of COVID-19 on public sector entities, PSAB has approved deferral of all upcoming accounting standards by one year and will issue non-authoritative guidance on the effects of COVID-19.
Asset Retirement Obligations	– The new standard is effective for fiscal years beginning on or after April 1, 2022. The effective date was deferred by one year due to COVID-19. – The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. – The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. – As a result of the new standard, the public sector entity will have to: • consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset; • carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements; • begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.

Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Revenue	– The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19. – The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. – The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. – The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Employee Future Benefit Obligations	– PSAB has initiated a review of sections PS3250 *Retirement Benefits* and PS3255 *Post-Employment Benefits, Compensated Absences and Termination Benefits*. In July 2020, PSAB approved a revised project plan. – PSAB intends to use principles from International Public Sector Accounting Standard 39 *Employee Benefits* as a starting point to develop the Canadian standard. – Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues.
International Strategy	– PSAB has reviewed all proposed options for its international strategy, and in accordance with its due process, approved the option to adapt International Public Sector Accounting Standards when developing future standards. PSAB noted that the decision will apply to all projects beginning on or after April 1, 2021. – An exposure draft to modify the GAAP hierarchy has been issued with responses due by February 15, 2021.
Purchased Intangibles	– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles. – PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized. – The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.

Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Public Private Partnerships ("P3")	– PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The final standard was approved in December 2020 with an issuance date of April 1, 2021 and an effective date of April 1, 2023. – The standard requires recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. – The standard requires that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. – The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.
Concepts Underlying Financial Performance	– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. – PSAB has released four exposure drafts for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. Comments on the exposure drafts are due in May 2021. – PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 *Financial Statement Concepts* and PS 1100 *Financial Statement Objectives*. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. – In addition, PSAB is proposing: • Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. • Separating liabilities into financial liabilities and non-financial liabilities. • Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). • Restructuring the statement of financial position to present non-financial assets before liabilities. • Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities). • A new provision whereby an entity can use an amended budget in certain circumstances. • Inclusion of disclosures related to risks and uncertainties that could affect the entity's financial position.

Appendix 3: Current developments and audit trends (continued)

Our discussions with you, our audit opinion and what KPMG is seeing in the marketplace - both from an audit and industry perspective - indicate the following is specific information that will be of particular interest to you. We would, of course, be happy to further discuss this information with you at your convenience.

Thought leadership

Thought leadership	Overview	Link
2020 Audit Quality and Transparency Report	Learn about KPMG's ongoing commitment to continuous audit quality improvement. KPMG maintains a system of audit quality control that is designed to meet or exceed the requirements of the applicable professional standards. In fact, we are continuously reviewing our policies and practices to ensure we're aligned with all regulatory and professional requirements, which if our firm commitment to each other as well as to our clients and to the capital markets we serve.	Link to report
Put your data to work to gain competitive advantage	There is no "digital economy". The economy is digital and "digits" refer to data. Data is the lifeblood of every organization on this planet and organizations that embrace this notion are well positioned to grow as industries continue to evolve and disrupt at an ever increasing pace.	Link to report
Predictive analytics, it works	CEOs recognize the value that predictive analytics delivers to their decision-making process.	Link to report
Creating the workforce of the future	You can't transform the organization without also transforming the workforce. It may be time to rethink the people strategy.	Link to report
Accelerate	Introducing the new 2019/2020 Accelerate report, a KPMG report and video series offering insight into the key issues driving the Board of Trustees agenda, including: – Digital disruption of the finance function – Digital business brings increased cyber risk – Taking the lead on data privacy – Boards bracing for climate change – Future-proofing your enterprise risk management	Link to report
Board Leadership Centre	KPMG provides leading insights to help Board members maximize boardroom opportunities.	Link to site

Appendix 3: Current developments and audit trends (continued)

COVID-19 pandemic resources

Resources	Summary	Links
Resources for management and the Board of Trustees	Please visit our COVID-19 website for resources regarding the topics below. This site is being updated daily based on information being released by federal, provincial and municipal news releases. – Business continuity guide – Immediate actions to take – Medium to long-term actions – Tax considerations and a summary of federal and provincial programs – Legal considerations – Financial reporting and audit considerations – Global perspectives	COVID-19 Alerts (Live Link)
Return to the workplace	As all levels of government begin to take steps toward re-opening the country and restarting our economy, planning for the return to a physical workplace is quickly becoming a top priority for many organizations. With the guidelines for the pandemic continuing to evolve daily, there are many considerations, stages and factors employers need to assess in order to properly develop a robust action plan which can ensure the health and safety of their workforce. We have put together a Return to the Workplace guide to support an organization's planning efforts in preparing to return to physical workplace. Our guide includes a list of considerations, stages and factors that can help establish a robust action plan for your organization to safely return to work. The guide is supported by a dynamic playbook, which our team has developed to outline a comprehensive list of actions an organization can take, based on their unique situation and immediate needs.	Website link Link to guide

kpmg.ca/audit

Greater VICTORIA School District

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

Office of the Secretary-Treasurer

Kim Morris - Secretary Treasurer

TO: **Board of Education**

FROM: **Kim Morris, Secretary-Treasurer**

RE: **Report on Purchasing Zero Emissions Buses**

DATE: **June 21, 2021**

Background

The Greater Victoria School District No. 61 has been relying on an outside contractor to supply regular program bus service to students that live within catchment and outside GVSD walk limits. While we strive to contract the safest and most cost effective provider, we find ourselves paying for a service that can be operated in-house more effectively and efficiently. For 2020-21, the District is under contract and supplies regular program bussing to approximately 120 students.

Initiative

In the 2021-22 Capital Plan, the District submitted a request to the Ministry of Education, and has been approved to purchase four school buses. The GVSD is moving forward to provide scheduled in-house school bussing using a fleet of new electric school buses. Targeted funding is provided by the Ministry of Education, the Ministry of Energy, Mines and Low Carbon Innovation, and Federal grants and loans specific to school bus electrification. The buses will be used to transport students daily living within catchment and outside the walk limits, as well as field trips which will lower costs to schools. The District plans to purchase electric buses that will assist with the Board's June 2019 commitment to the Climate Emergency and lower our greenhouse gas emissions.

Execution

In order to add four new electric buses to our current fleet of two gasoline buses, the Facilities Department has visited many school sites to determine the best location to accommodate the increased fleet.

Colquitz Middle School has been identified as the ideal location for reasons listed below:

- Many of the approved regular program bussing students attend Colquitz Middle School.
- Colquitz Middle School has the space to accommodate the buses with little to no disruption to the school.
- The infrastructure is located on Interurban Road for electric charging stations.

Currently, the Facilities Grounds Department has a lock up on the southwest side of Colquitz Middle School property. As seen on the attached drawings, Appendix 1, the following will occur to make this project viable for all parties:

- The current grounds compound will move 27-32 feet to the east.
- All the grounds items currently stored on the west side of the compound will move to the east side to ensure the buses can safely park within the compound.
- Instead of a fence between the compound and the pathway, an 8 foot wall will be made using QuikBlocks
- The walking pathway will move 27-32 feet to the east to ensure the safety of students.
- The electric charging stations will be installed at the far end of the compound on the south end.
- The buses will enter and leave the compound using the access off of Interurban Road.

The cost of the bus compound at Colquitz Middle School is estimated to be $250,000 and is budgeted from Annual Facilities Grant.

Relative to Policy 7122 – Community Involvement in the Process of Building and Site Development, the Manager of Capital Planning and Implementation, Marni Vistisen-Harwood along with the Fleet and Transportation Manager, Eric Fischer have met with the Principal and Staff of Colquitz Middle School and the Principal distributed relative information to neighbours of the school. There were no objections.

Funding

Funding is available from various sources but not enough to cover the full cost of the electric buses as set out below:

	Bus 1	Bus 2	Bus 3	Bus 4	Total
Cost					
E-bus Cost	359,500	359,500	359,500	359,500	1,438,000
Taxes	28,760	28,760	28,760	28,760	115,040
Total Cost	388,260	388,260	388,260	388,260	1,553,040
Funding Sources					
CleanBC Funding (33% of total cost)	(118,635)	(118,635)	(118,635)	(118,635)	(474,540)
Capital Plan Funding from Ministry of Education	(178,448)	(178,448)	(178,448)	(178,448)	(713,792)
Additional funding specific to e-bus acquisitions from Ministry of Education	(30,000)	(30,000)	(30,000)	(30,000)	(120,000)
Core CNCP Funding (one time funding per school district) from Ministry of Education	(50,000)	0	0	0	(50,000)
Total Funding Available	(377,083)	(327,083)	(327,083)	(327,083)	(1,358,332)
Remainder to Fund (SD61 or Canada Infrastructure Bank Loan)	**(11,177)**	**(61,177)**	**(61,177)**	**(61,177)**	(194,708)

With a remainder to fund of $194,708 for four buses, the Board may wish to cover the delta using one of the following methods or a combination of methods:

1. Self-finance with operating cost savings over 4.2 years;
2. Surplus appropriation in September 2021
3. Additional 2021-2022 regular or international enrolment increase revenue in September
4. Finance the amount over a period of time.

If considering Method 1, attached is an operating savings analysis over a five year period indicating that within 4.2 years, the Board could pay for the delta by dedicating annual savings to capital. The risks in Method 1 are:

1. operating savings would not contribute to additional or prioritized initiatives until year 5; and
2. the transaction would involve redirecting local capital already targeted for specific purposes.

If considering Method 2 and 3, there is risk relative to competing interests and priorities for one time initiatives, attending to items in the 2021-2022 budget that were not included, increased cost pressures on the District that accompany increased enrolment and potential changes to teacher average salary.

If considering Method 4, the Canadian Infrastructure Bank, in partnership with the Association of School Transportation Services of BC, has created a credit facility whereby financing is available at a rate of 1% over 10 years. This method would require an operating expense budget of $20,500 per year offset by the $44,000 to $48,000 savings per year, thus netting the district $23,500 to $27,500 additional discretionary operating funds per year. Method 4 would require a capital bylaw for borrowing and permission from the Ministry, such permission provided in principle to the Secretary-Treasurer by the Ministry on June 15, 2021. Three other school districts in BC are currently pursuing this option.

RECOMMENDATION:

WHEREAS:
The Board is purchasing four electric buses;
The Board will reduce and/or eliminate the need for bussing contractors once the electric buses are in place;
The Board will recognize $44,000 to $48,000 operating savings per year by using electric buses and reducing/eliminating bussing contractors, once the buses are in place;
The funding to capital cost delta for the four buses is $194,708,
BE IT RESOLVED
That the Board of Education of School District No. 61 (Greater Victoria) finance the 2021-2022 $194,708 delta utilizating Method 4: Finance over a period of time with the Canadian Infrastructure Bank and Association of School Transportation Services of BC credit facility, as presented;
AND FURTHER
That the Secretary-Treasurer be directed to seek permission from the Minister of Education to borrow;
AND FURTHER
That the Secretary-Treasurer be directed to bring a capital bylaw for three readings relative to the borrowing, to a future Board meeting.

Capital Costs				Year One
Vehicles	**# of vehicles**	**Capital Cost**		**Total**
Type C Electric - Incl Charging station	4	$ 388,260.00	**$ 1,553,040.00**	**$ 1,553,040.00**
Total Accumulated Funding and Grants-See Information Page				**$ 1,358,332.00**
			Total Capital Requirement	**$ 194,708.00**

Operating Costs	# of vehicles	Cost	Year One	Year Two	Year Three	Year Four	Year Five
Electricity - Estimate 50% of Fuel Costs	4	$2,187.00	$ 8,748.00	$ 8,966.70	$ 9,190.87	$ 9,420.64	$ 9,656.16
Maintenance - Estimate 25% of Conventional Costs	4	$837.00	$ 3,348.00	$ 3,431.70	$ 3,517.49	$ 3,605.43	$ 3,695.57
Insurance and Licensing	4	$1,184.00	$ 4,736.00	$ 4,854.40	$ 4,975.760	$ 5,100.15	$ 5,227.658
Staffing			$ 155,102.98	$ 158,205.04	$ 162,160.16	$ 166,214.17	$ 170,369.520
Annual and Ongoing Training			$ 20,000.00	$ 20,500.00	$ 21,012.50	$ 21,537.81	$ 22,076.26
Software - Traversa			$ 10,000.00	$ 10,250.00	$ 10,506.25	$ 10,768.91	$ 11,038.13
Miscellaneous (GPS/2 Way Radios/Cellphones)			$ 1,052.00	$ 1,078.30	$ 1,105.26	$ 1,132.89	$ 1,161.21
Total			**$ 202,986.98**	**$ 207,286.14**	**$ 212,468.29**	**$ 217,780.00**	**$ 223,224.50**

Overall Annual Operating Cost						
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Five Year Total**
Projected Cost	**$ 202,986.98**	**$ 207,286.14**	**$ 212,468.29**	**$ 217,780.00**	**$ 223,224.50**	**$ 1,063,745.89**
Current Contractor Cost	**$ 204,760.00**	**$ 209,879.00**	**$ 215,125.98**	**$ 220,504.12**	**$ 226,016.727**	**$ 1,076,285.83**
Current Operational Costs	**$ 42,005.38**	**$ 43,055.51**	**$ 44,131.90**	**$ 45,235.20**	**$ 46,366.08**	**$ 220,794.06**
Projected Savings	**$ 43,778.40**	**$ 45,648.37**	**$ 46,789.58**	**$ 47,959.32**	**$ 49,158.31**	**$ 233,333.99**
Cumulative	**$ 43,778.40**	**$ 89,426.77**	**$ 136,216.36**	**$ 184,175.68**	**$ 233,333.99**	

Assumptions

Cost of electric bus is current IC pricing including fees and taxes
Fuel costs calculated using SD63 information averaged over entire school bus fleet $3888/bus/year
Maintenance rates based on 25% of conventional maintenance costs using SD63 information averaged over entire fleet $5793/bus/year
Insurance is based on 2021 ICBC rates
Annual Inflation Rate of 2.5% assumed
Payroll benefits - 30.4%
Miscellaneous Costs - $35/mth for GPS Monitoring, $27/mth for 2 Way Radio costs
Driver's Salary based on CUPE 947 EA Salary Gride
Salaries based on Four hours driving time/day
Current operational costs include staff, insurance and software

Colquitz Middle School Proposed Changes

Appendix 1

CAPITAL BYLAW NO. 2021/22-CPSD61-01
CAPITAL PLAN 2021/22

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:

(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;

(b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;

(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,

(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 21, 2021, is hereby adopted.

2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No.2021/22-CPSD61-01.

READ A FIRST TIME THE 21st DAY OF June 2021;
READ A SECOND TIME THE 21st DAY OF June 2021;
READ A THIRD TIME, PASSED THE 21st DAY OF June 2021.

_____
Board Chair

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Capital Bylaw No. 2021/22-CPSD61-01 adopted by the Board the 21st day of June 2021.

_____
Secretary-Treasurer

BRITISH COLUMBIA

May 11, 2021

Ref: 246842

To: Secretary-Treasurer and Superintendent
School District No. 61 (Greater Victoria)

Capital Plan Bylaw No. 2021/22-CPSD61-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This letter is in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
127221	Cedar Hill Middle	Seismic	Final PDR has been received by Ministry. Currently under review.
127222	Shoreline Community Middle	Seismic	Project has been supported. Your Regional Director will contact you shortly regarding next steps.

Ministry of Education

Capital Management Branch
Resource Management Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Victoria High School	SEP - Exterior Wall Systems	$800,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mount Douglas Secondary	SEP - Exterior Wall Systems	$450,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Spectrum Community	CNCP - HVAC Upgrades	$650,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Mount Douglas Sr. Secondary	BEP - Building Envelope Upgrades	TBD	BC Housing will contact you regarding next steps in project development.

Northridge Elementary	PEP - Universally Accessible Playground	$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Lake Hill Elementary	PEP - Universally Accessible Playground	$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New	D (80+RE) with 0 wheelchair spaces	$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New	D (80+RE) with 0 wheelchair spaces	$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New	D (80+RE) with 0 wheelchair spaces	$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New	D (80+RE) with 0 wheelchair spaces	$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's Capital Planning webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:

- **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
- **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**

Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

François Bertrand, Acting Executive Director
Capital Management Branch

pc: Capital Management Branch
Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Damien Crowell, Regional Director, Capital Management Branch
Alexander Angus, Planning Officer, Capital Management Branch
Geoff Croshaw, Planning Officer, Capital Management Branch

SECTION 72 REPORT

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

Sanctioned:
Trustee Diane McNally

Guest:
Raj Dhasi, Consultant, Turning Point Resolutions
Andrew Kadler, Koffman, Kalef, LLP

Administration:
Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Harold Caldwell, Associate Superintendent, Colin Robert, Associate Superintendent, Chuck Morris, Director of Facilities Services, Lisa McPhail, Communications and Community Engagement Manager and Vicki Hanley, Recorder

The Board of Education discussed the following matters:

- Property
- Legal

SECTION 72 REPORT

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

Sanctioned:
Trustee Diane McNally

Administration:
Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Harold Caldwell, Associate Superintendent, Colin Robert, Associate Superintendent, Chuck Morris, Director of Facilities Services, Katrina Stride, Associate Secretary-Treasurer, Jim Soles, Associate Director, Facilities Services, and Kelly Gorman, Recorder

The Board of Education discussed the following matters:

- Property
- Legal