



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

Monday, September 27, 2021, 7:30 p.m.  
Broadcasted via YouTube  
<https://bit.ly/3czx8bA>

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Pages

**A. COMMENCEMENT OF MEETING**

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

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

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

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

Recommended Motion:  
That the September 27, 2021 agenda be approved.

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

- a. Approval of the June 2, 2021 Special Board Minutes 9

Recommended Motion:  
That the June 2, 2021 Special Board Minutes be approved.

- b. Approval of the June 3, 2021 Special Board Minutes 17

Recommended Motion:  
That the June 3, 2021 Special Board Minutes be approved.

- c. Approval of the June 21, 2021 Regular Board Minutes 29

Recommended Motion:  
That the June 21, 2021 Regular Board Minutes be approved.

- d. Approval of the June 24, 2021 Special Board Minutes 67

Recommended Motion:  
That the June 24, 2021 Special Board Minutes be approved.

- e. Approval of the August 9, 2021 Special Board Minutes. 77

Recommended Motion:  
That the August 9, 2021 Special Board Minutes be approved.

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

**A.5. Student Achievement**

**A.6. District Presentations**

**A.7. Community Presentations**

(5 minutes per presentation)

- a. Melody Burns, SD61 Parent, Low Incident District Programming
- b. Kellie Coe, SD61 Parent, Low Incident District Programming
- c. Jessica Van der Veen, Community Member, Shortened School Lunch Breaks

**B. CORRESPONDENCE**

- B.1. June 25, 2021, SD61 to Mayor and Council, City of Victoria, Bank Street School 82
- B.2. July 9, 2021, Mayor Helps, City of Victoria to SD61, Crossing Guard Co-Funding 84
- B.3. July 16, 2021, SD61 to South Jubilee Neighbourhood Assoc, Future of Bank Street School 85
- B.4. August 13, 2021, Mayor Helps, City of Victoria to SD61, Bank Street School 88
- B.5. September 2, 2021, Mayor Helps, City of Victoria to SD61, Congratulations to Chair Whiteaker 89
- B.6. September 12, 2021, T. Humphreys to SD61 Trustees, Shortage of Education Assistants in SD61 90

<b>B.7.</b>	<b>September 20, 2021, J. Truswell to SD61 Trustees, Budget Working Groups</b>	<b>91</b>
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## **C. TRUSTEE REPORTS**

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

a.	Annual Board Workplan: September and October	92
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### **C.2. Trustees' Reports**

(2 minutes per verbal presentation)

## **D. BOARD COMMITTEE REPORTS**

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

a.	Draft minutes from the September 13, 2021 meeting - Information only	94
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### **D.2. Operations Policy and Planning Committee**

a.	Draft minutes from the September 20, 2021 meeting - Information only	97
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#### **b. Recommended Motion:**

a.	Net Zero Cedar Hill	103
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#### **Recommended Motion:**

Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design of new Cedar Hill Middle School;

#### **AND FURTHER**

That staff report the cost, including business case, back to the Board by November 2021 for Board approval to consider the funds for the net zero design.

### **D.3. 2021-2022 Financial Year End**

a.	Audit Findings Report, Lenora Lee, KPMG	104
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**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$13,192,739 of the operating surplus as follows: 1) school-level funds \$1,972,690, 2) project budgets \$2,840,184, 3) infrastructure initiatives \$956,350, 4) purchase order commitments \$618,487, 5) reserves \$1,146,622, and 6) balance 2021-2022 budget \$5,658,406 (including an \$821,019 operating reserve) approved in June 2021.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2021; and that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to execute these statements, where applicable, on behalf of the Board.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2020 to June 30, 2021;

**AND FURTHER**

That the approved schedules be posted to the District website.

**E. DISTRICT LEADERSHIP TEAM REPORTS****E.1. Superintendent's Report**

## a. Monthly Report

221

**Recommended Motion:**

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

## b. Ombudsperson Quarterly Report: April 1 to June 30, 2021

224



c.	Framework for Enhancing Student Learning	228
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Recommended Motion:  
That the Board of Education of School District No. 61 (Greater Victoria) approve the Framework for Enhancing Student Learning, as presented.

d.	Trustee Questions	261
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## E.2. Secretary-Treasurer's Report

a.	Monthly Report	262
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Recommended Motion:  
That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary- Treasurer's report as presented.

b.	Lansdowne Property Disposal	
a.	Lansdowne Land Disposal Feedback	264
b.	Bylaw No. 2021-03: Disposal of Surplus Land located at 1765 Lansdowne Road	361

Recommended Motion:  
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 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 27th day of September, 2021;

Read a second time the 27th day of September, 2021;

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Bylaw No. 2021-03 Disposal of Surplus Land located at 1765 Lansdowne Road, Victoria, B.C., at the September 27, 2021 Board of Education meeting.

### **Motion to be Carried Unanimously**

Recommended Motion:

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 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 third time, passed and adopted the 27th day of September, 2021, and finally passed and adopted this 27th day of September 2021.

- c. Revised Bylaw 9140, Ad Hoc Committee of the Board: 2nd and 3rd Reading of Bylaw

362

Recommended Motion:

That revised Bylaw 9140, Ad Hoc Committee of the Board be:

Read a second time the 27th day of September, 2021;

Read a third time, passed and adopted, the 27th day of September, 2021.

**F. QUESTION PERIOD**

(15 minutes total)

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

- |      |   |     |
|------|---|-----|
| G.1. | Record of In-Camera Board of Education Meeting - June 21, 2021              | 365 |
| G.2. | Record of Special In-Camera Board of Education Meeting - September 20, 2021 | 366 |
| G.3. | Record of Special In-Camera Board of Education Meeting - September 20, 2021 | 367 |

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

**H.1. New Business**

- |    |  |     |
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| a. | Trustee Watters - Standing Committees/Committee of the Whole | 368 |
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Recommended Motion:  
That the Board of Education of School District No. 61 (Greater Victoria) temporarily vary Board Bylaws 9130.1 *The Education Policy and Directions Committee* and 9130.2 *The Operations Policy and Planning Committee* membership from four trustees to nine trustees for the remainder of the Board's term ending November 2022.

**H.2. Notice of Motions**

**I. ADJOURNMENT**

Recommended Motion:  
That the meeting be adjourned.



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

**MINUTES**

**June 2, 2021, 6:00 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, Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director of Finance, Financial Services, Shelly Niemi, District Administrator, Indigenous Education , Andy Canty, Director, Information Technology for Learning, Vicki Hanley, Recorder
Rightsholders:	Chief Rob Thomas, Esquimalt Nation, Kalie Dyer, Esquimalt Nation
Stakeholders Present:	Jane Massy, President, CUPE 947, Carolyn Howe, GVTA, Jeanette Alexander, ASA, Connor McCoy, President, VPVPA, Kristil Hammer, President VCPAC
Guests:	Teresa Rezansoff, Consultant, Mike McKay, Consultant, Joan Axford, Independent Advisor

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**A. COMMENCEMENT OF MEETING**

The meeting was called to order at 6:01 p.m.

**A.1 Acknowledgement of Traditional Territories**

June 2, 2021/Special Board Budget Meeting

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 expressed her gratitude to the community for all feedback received with respect to the 2021-2022 budget.

Superintendent Green welcomed everyone and stressed the importance of this budget meeting and the challenges and difficult decisions to be made tonight.

Secretary-Treasurer Morris welcomed everyone and expressed her gratitude for the feedback received and acknowledged independent advisor, Ms. Axford, for her support in reviewing the budget, and providing feedback and options.

Secretary-Treasurer Morris shared a letter that she received from Reg Bawa, Assistant Deputy Ministry of the Resource Management Division of the Ministry of Education relative to the Board's June 30, 2021 deadline to submit a balanced budget.

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

**Moved by** Trustee McNally

**Seconded by** Trustee Duncan

That the June 2, 2021 agenda be approved with the following addition:

B.1 June 2, 2021 Letter from 4 Indigenous Houses to Minister of Education and MLA's

**Motion Carried Unanimously**

**Moved by** Trustee McNally

**Seconded by** Trustee Paynter

That the June 2, 2021 agenda be approved with the following amendment:

C.1 Trustee Paynter Motion to B.2

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

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

**Motion Defeated (3 to 6)**

**Moved by** Trustee Duncan

**Seconded by** Trustee Paynter

That the June 2, 2021 agenda be amended by adding the four pieces of correspondence received from Stakeholders and Rightsholders since May 28, 2021.

Further discussion ensued amongst Trustees with a suggestion being made to add the correspondence received from Stakeholders and Rightsholders to the agenda package for June 3, 2021.

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Painter

That the motion "*That the June 2, 2021 agenda be amended by adding the four pieces of correspondence received from Stakeholders and Rights Holders since May 28, 2021*" be amended to add the correspondence to the June 3, 2021 Special Board Budget meeting agenda package.

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

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

**Motion Carried (6 to 3)**

**Moved by** Trustee Leonard

**Seconded by** Trustee Whiteaker

That the June 2, 2021 agenda be approved, as amended.

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)**

## **B. 2021-2022 ANNUAL BUDGET**

### **B.1 June 2, 2021 - Letter from Local Indigenous Nations to Local Government**

June 2, 2021/Special Board Budget Meeting

A joint letter dated June 2, 2021 addressed to the Premier of B.C., the Minister of Education and local MLA's from the Songhees Nation, Esquimalt Nation, Metis Nation of Greater Victoria and the Urban/Off-Reserve community was read into the record by Kalie Dyer, Education and Program Manager, Esquimalt Nation.

## **B.2 Committee of the Whole**

Secretary-Treasurer Morris provided information and guidelines to Trustees on Committee of the Whole should the Board wish to have informal discussion during budget considerations. Discussion ensued amongst Trustees with questions of clarification being asked of Secretary-Treasurer Morris.

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

That the Board of Education of School District No. 61 (Greater Victoria) move into Committee of the Whole for Trustee discussion relative to budget options and refinement of a preferred option for debate.

A suggestion was made to amend the motion.

**Amendment:**  
**Moved by** Trustee Duncan  
**Seconded by** Trustee Paynter

That the motion *"That the Board of Education of School District No. 61 (Greater Victoria) move into Committee of the Whole for Trustee discussion relative to budget options and refinement of a preferred option for debate"* be amended to strike the words *"for Trustee."*

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)**

Further discussion ensued amongst Trustees with a suggestion being made to amend the motion.



**Amendment:**

**Moved by** Trustee McNally

**Seconded by** Trustee Whiteaker

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) move into Committee of the Whole for Trustee discussion relative to budget options and refinement of a preferred option for debate*" be amended to be called "*informal consideration*" rather than "*Committee of the Whole.*"

**Motion Carried Unanimously**

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

That the Board of Education of School District No. 61 (Greater Victoria) move into informal consideration discussion relative to budget options and refinement of a preferred option for debate.

**Motion Carried Unanimously**

a. Budget Options Update - Secretary-Treasurer Morris

Secretary-Treasurer Morris provided information to date, directed Trustees to the information that was attached to the agenda package and discussed options to move forward in order to balance the 2021-2022 budget.

Trustee Whiteaker shared an additional option 9 and Trustees and the Secretary-Treasurer engaged in discussion with respect to this option.

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) move Option 9 out of informal consideration in order for Trustees to engage in debate.

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

Against (1): Trustee Paynter

Abstain (1): Trustee Whiteaker

**Motion Carried (7 to 1)**

**Moved by** Trustee Leonard

**Seconded by** Trustee Ferris

That the Board of Education of School District No. 61 (Greater  
Victoria) move out of informal consideration and back into the  
Special Budget meeting.

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

Against (1): Trustee Paynter

Abstain (1): Trustee McNally

**Motion Carried (7 to 1)**

b. Recess

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Leonard

That the Board of Education of School District No. 61 (Greater  
Victoria) take a recess break at 8:43 p.m.

**Motion Carried Unanimously**

Reconvened meeting at 8:50 p.m.

### **B.3 Budget Bylaw Readings**

Chair Watters opened discussion to stakeholders and Rightsholders.

**Moved by** Trustee Leonard

**Seconded by** Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw in the amount of \$254,266,826 be:

Read a first time the 2nd day of June, 2021.

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 Leonard

**Seconded by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw in the amount of \$254,266,826 be:

Read a second time the 2nd day of June, 2021.

Further discussion ensued amongst Trustees with a suggestion being made to amend the motion.

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw in the amount of \$254,266,826 be postponed to June 3, 2021.

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

Against (1): Trustee Leonard

Abstain (2): Trustee McNally, and Trustee Paynter

**Motion Carried (6 to 1)**

#### **B.4 Business Arising from Budget Bylaw**

This agenda item was not discussed and was moved forward to the June 3, 2021 Special Board Budget meeting agenda.

## **C. NEW BUSINESS**

### **C.1 Trustee Paynter**

This agenda item was not discussed and was moved forward to the June 3, 2021 Special Board Budget meeting agenda.

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.

## **D. ADJOURNMENT**

The meeting adjourned 9:25 p.m.

**Moved by** Trustee Leonard

**Seconded by** Trustee Whiteaker

That the meeting be adjourned.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer



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

**MINUTES**

**June 3, 2021, 6:00 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, Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director of Finance, Financial Services, Andy Canty, Director, Information Technology for Learning, Shelly Niemi, District Administrator, Indigenous Education , Vicki Hanley, Recorder
Rightsholders Present:	Chief Rob Thomas, Esquimalt Nations, Kristely Kelly, Esquimalt Nations
Stakeholders Present:	Jeanette Alexander, ASA, Connor McCoy, President, VPVPA, Joan Axford, Independent Advisory, Kristil Hammer, President, VCPAC, Winona Waldron, President, GVTA

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**A. COMMENCEMENT OF MEETING**

Meeting was called to order at 6:03 p.m.

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

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

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

**Moved by** Trustee Painter

**Seconded by** Trustee Leonard

That the June 3, 2021 agenda be approved.

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

## **B. CORRESPONDENCE**

**B.1 May 28, 2021, Songhees and Esquimalt Nations to SD61, Budget Response**

**B.2 May 30, 2021, BCEdAccess to SD61, Proposed 2021-2022 Budget**

**B.3 May 31, 2021, VCPAC to SD61, Proposed 2021-2022 Budget**

**B.4 June 1, 2021, GVTA to SD61, Proposed 2021-2022 Budget**

## **C. 2021-2022 ANNUAL BUDGET**

Secretary-Treasurer Morris stated that she provided Trustees with answers to questions that were asked during the June 2, 2021 Budget meeting (emailed earlier). Discussion ensued amongst Trustees, Rightsholders and Staff.

Kristely Kelly, Education Director for the Songhees Nation read a letter on behalf of the Songhees and Esquimalt Nations.

**Moved by** Trustee Painter

**Seconded by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) recess for five minutes at 7:42 p.m.

**Motion Carried Unanimously**

Reconvene at 7:48 p.m.

### **C.1 Final Readings of the Budget Bylaw**

**Moved by** Trustee Painter

**Seconded by** Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw in the amount of \$254,266,826 be:

Read a second time the 02nd day of June, 2021.

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

Abstain (1): Trustee McNally

**Motion Carried (8 to 0)**

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) amend the Budget Bylaw by:

Reducing the Communications Assistant (\$66,945)

Reducing International Student Program (ISP) Travel (\$19,055)

Adding Enhanced Transitional Wrap Around Supports (COMPASS)  
\$86,000

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

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

**Motion Carried (6 to 3)**

**Amendment:**

**Moved by** Trustee Paynter

**Seconded by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) amend the Budget Bylaw by:

Reducing the Reserve (\$19,055)

Increasing International Student Program (ISP) Travel \$19,055

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

Abstain (1): Trustee McNally

**Motion Defeated (0 to 8)**

**Amendment:**

**Moved by** Trustee Paynter

**Seconded by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) amend the Budget Bylaw by:

Reducing Reserve (\$820,606)

Increasing Gifted \$350,501

Increasing School Clerical \$342,842

Increasing Principal Vice-Principal Admin Time \$127,263

For (2): Trustee McNally, and Trustee Paynter

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

**Motion Defeated (2 to 7)**

**Amendment:**

**Moved by** Trustee McNally

**Seconded by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend the Budget Bylaw by:

Reducing K-5 Literacy (\$210,898)

Reducing Reserve (\$210,898)

Increasing Reading Recovery District \$421,796



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

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

**Motion Defeated (3 to 6)**

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) recess for five minutes 8:47 p.m.

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

Against (1): Trustee McNally

Abstain (1): Trustee Paynter

**Motion Carried (7 to 1)**

Reconvene at 8:53 p.m.

**Amendment:**

**Moved by** Trustee Hentze

**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) amend the Budget Bylaw by:

Placing Reading Recovery Co-Ordinator (0) as a separate line item.

Reducing Reserve (\$56,000)

Increasing 0.5 FTE Teacher for Reading Recovery at Craigflower \$56,000

**Amendment:**

**Moved by** Trustee Painter

**Seconded by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) amend the amendment by:

Reducing K-5 Literacy (\$56,000)

Increasing 0.5 FTE Teacher for Reading Recovery at Tillicum \$56,000

For (6): Trustee Leonard, Trustee Duncan, Trustee Ferris, Trustee McNally, Trustee Painter, and Trustee Paynter

Against (2): Trustee Watters, and Trustee Hentze

Abstain (1): Trustee Whiteaker

**Motion Carried (6 to 2)**

**Amendment:**

**Moved by** Trustee Leonard

**Seconded by** Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) amend the amendment by:

Reducing Music (\$112,000)

Increasing 0.5 FTE Teacher for Reading Recovery at Craigflower \$56,000

Increasing 0.5 FTE Teacher for Reading Recovery at Craigflower \$56,000

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

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

**Motion Carried (5 to 4)**

**Amendment:**

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) amend the amendment by:

Reducing Escribe (\$32,580)

Increasing Music \$32,580

**Motion Carried Unanimously**

**Amendment:**

**Moved by** Trustee Duncan

**Seconded by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria)  
amend the amendment by:

Reducing Travel District (\$80,230)

Increasing Music \$80,230

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

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

**Motion Defeated (3 to 6)**

**Amendment:**

**Moved by** Trustee Paynter

**Seconded by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria)  
amend the amendment by:

Reducing 1.0 FTE Learning Team (\$80,230)

Increasing Music \$80,230

For (2): Trustee McNally, and Trustee Paynter

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

Abstain (1): Trustee Duncan

**Motion Defeated (2 to 6)**

Chair Watters called the question of the main motion as amended.

**Amendment:**

**Moved by** Trustee Hentze

**Seconded by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria)  
amend the Budget Bylaw by:

Placing Reading Recovery Co-Ordinator (0) as a separate line item.

Reducing Music (\$80,230)

Reducing EScribe (\$32,580)

Increasing 0.5 FTE Teacher for Reading Recovery at Craigflower \$56,405

Increasing 0.5 FTE Teacher for Reading Recovery at Tillicum \$56,405

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

Against (2): Trustee Duncan, and Trustee McNally

Abstain (1): Trustee Paynter

**Motion Carried (6 to 2)**

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw as amended in the amount of \$254,266,826 be:

Read a second time, passed and adopted the 03rd day of June, 2021.

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

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

**Moved by** Trustee Painter

**Seconded by** Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Annual Budget Bylaw as amended in the amount of \$254,266,826 be:

Read a third time, passed and adopted the 03rd day of June, 2021.

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

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

**Moved by** Trustee Painter

**Seconded by** Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) postpone the remainder of the agenda except for C.2 a. to a June Board meeting.

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

**Amendment:**

**Moved by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) have a special Board meeting within the next two weeks.

**Motion Carried Unanimously**

## **C.2 Business Arising from Budget Bylaw**

- a. Trustee Whiteaker - Needs Budget

Trustee Whiteaker provided rationale for the motion.

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Ferris

That the Board of Education of School District No. 61 direct the Superintendent to create a Needs Budget for the 2021 – 2022 school year and further; that the Chair write a letter in collaboration with our Education Partners, including Songhees and Esquimalt

Nations to the Minister of Education, Premier and community expressing the impacts of underfunding on our school district through the lens of the Needs Budget.

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

Abstain (1): Trustee Paynter

**Motion Carried (8 to 0)**

b. Trustee Paynter - District Hiring Freeze

This agenda item was not discussed and was moved forward to the June 10, 2021 Special Board meeting agenda.

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.

c. Trustee Paynter - Expense Payments

This agenda item was not discussed and was moved forward to the June 10, 2021 Special Board meeting agenda.

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.)

d. Trustee Paynter - Enrolment Growth Allocation

This agenda item was not discussed and was moved forward to the June 10, 2021 Special Board meeting agenda.

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:

- Strong Start Learning Centre Supplements

- Early Learning Framework Implementation
  - Enhanced Transition Wrap Around Supports
- e. Trustee Leonard - Budget Working Group: Music
- This agenda item was not discussed and was moved forward to the June 10, 2021 Special Board meeting agenda.
- 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.

## **D. NEW BUSINESS**

### **D.1 Trustee Paynter**

This agenda item was not discussed and was moved forward to the June 10, 2021 Special Board meeting agenda.

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.

## **E. ADJOURNMENT**

The meeting adjourned at 10:31 p.m.

**Moved by** Trustee Ferris

**Seconded by** Trustee Hentze

That the meeting be adjourned.

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

Abstain (1): Trustee Paynter

**Motion Carried (8 to 0)**

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Chair

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Secretary-Treasurer





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

**MINUTES**

**June 21, 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

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, Chuck Morris, Director, Facilities Services, Jim Soles, Associate Director, Facilities Services, Marni Vistisen-Harwood, Manager, Capital Planning and Implementation, Facilities Services, Eric Fisher, Manager, Transport and Fleet, Facilities Services, Andy Canty, Director, Information Technology for Learning, Lisa McPhail, Communications and Community Engagement Manager, Kelly Gorman, Recorder

Stakeholders Present: Winona Waldron, President, GVTA, Jeanette Alexander, ASA

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**A. COMMENCEMENT OF MEETING**

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

**A.1 Acknowledgement of Traditional Territories**

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

**A.2 Approval of the Agenda**

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

That the June 21, 2021 agenda be amended to add the following:

C.2.a. Trustee McNally - Report

C.2.b. Trustee Ferris - Report

D.2.b.c. Remove Trustee Duncan from the Recommended motion

C.2.c. Trustee Leonard - Report

H.2 Notice of Motion - Trustee Paynter to add two Notice of Motions

**Motion Carried Unanimously**

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

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

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

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

**Motion Carried Unanimously**

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

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

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

**Motion Carried Unanimously**

- c. Approval of the May 28, 2021 Special Board Minutes

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

That the May 28, 2021 Special Board meeting minutes be approved.

**Motion Carried Unanimously**

- d. Approval of the June 10, 2021 Special Board Minutes

**Moved by** Trustee Ferris

**Seconded by** Trustee Painter

That the June 10, 2021 Special Board minutes be approved.

**Motion Carried Unanimously**

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

Trustee Duncan inquired to confirm that the Nations were sent consultation feedback. Superintendent Green is in consultation with the Nations on how they want to receive the information. Once the Nations decide how they want to receive the information it will be provided to them.

**A.5 Student Achievement**

None

**A.6 District Presentations**

None

**A.7 Community Presentations**

- a. Jack Meredith, Dogwood, Climate Action

Mr. Meredith attended the Board meeting to speak to Trustees about the Climate Emergency Action Plan motion.

- b. Talia Collins, SD61 Student, Climate Action

Talia Collins attended the Board meeting to speak to Trustees about the Climate Emergency Action Plan motion.

- c. Devon Oneschuk, SD61 Student, Climate Action

Devon Oneschuk was unable to attend the Board meeting to speak to Trustees about the Climate Emergency Action Plan motion, he sent in a letter for Trustees to read.

- d. Ester Callo, Burnside Report

Ms. Callo attended the Board meeting to speak to Trustees about the Burnside Report.

**B. CORRESPONDENCE**

**B.1 May 28, 2021, Joint Letter - Songhees and Esquimalt Nations**

**B.2 Budget Correspondence - 2021-2022 Budget**

**B.3 May 21 2021, GVTA to SD61, Development of a Plan to Address Racism and Colonialism**

Superintendent Green confirmed a plan would be developed with training starting late August and into September.

**B.4 June 7, 2021, Lisa Helps, Victoria Mayor, Bank Street School Building - Proposed Partnership**

Trustees debated the motion.

**Moved by** Trustee Leonard

**Seconded by** Trustee Ferris

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.

**Amendment:**

**Moved by** Trustee Leonard

**Seconded by** Trustee Hentze

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~~ for 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.

**Motion Carried Unanimously**

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

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 for 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.

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

Against (4): Trustee Leonard, Trustee Ferris, Trustee McNally, and Trustee Paynter

**Motion Carried (5 to 4)**

**B.5 Climate Emergency Action Plan Correspondence**

**C. TRUSTEE REPORTS**

**C.1 Chair's Report**

Chair Watters reflected on some of the challenges from the past year and the work ahead of the Board: decolonizing processes, improving our budget processes. Chair Watters gave thanks to all staff, students and families within the District for their work this past year. Going forward Chair Watters would like the District to lead with kindness and work together.

**C.2 Trustees' Reports**

a. Trustee McNally Report

Trustee McNally – External Committee Assignment: Indigenous Education Council.

Trustee McNally presented her report for information.

b. Trustee Ferris Report

Trustee Ferris thanked Chair Watters for her respectful leadership during difficult times. Trustee Ferris wanted to bring attention to a BCPSEA Survey. The survey focus is the effectiveness of electing Trustees on a Regional basis rather than at large. The questionnaire has been sent to all Trustees for their input, the deadline to submit is June 30, 2021.

c. Trustee Leonard Report

Trustee Leonard spoke to recent negative events that took place within the District budget process via social media in regards to Trustees and District Staff. Trustee Leonard stressed the importance of having healthy debates for the 2021-2022 budget process.

**D. BOARD COMMITTEE REPORTS**

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

- a. Draft minutes from the June 7, 2021 meeting - Information only
- b. Recommended motions from the June 7, 2021 meeting

Trustee Ferris presented two recommended motions from the June 7, 2021 Education Policy and Directions Committee meeting.

a. School Police Liaison Officer Ad Hoc Committee

Trustees had questions of clarification.

That the Board of Education of School District No. 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.

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)**

b. New Accessible British Columbia Act – Trustee Painter

Trustee Painter provided rationale for the motion. Trustees debated the 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.

**Amendment:**

**Moved by** Trustee Painter

After send a letter to the ADD:

Minister of Social Development and Poverty Reduction,  
Nicola Simons, Parliamentary Secretary

**Motion Carried Unanimously**

**Amendment:**

**Moved by** Trustee Painter

That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Minister of Social Development and Poverty Reduction, Nicola Simons, 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**

**Moved by** Trustee Painter

That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Minister of Social Development and Poverty Reduction, Nicola Simons, 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.

**Motion Carried Unanimously**

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

- a. Draft minutes from the June 14, 2021 meeting - Information only
- b. Recommended motions from the June 14, 2021 meeting

Trustee Leonard presented three motions from the June 14, 2021 Operations Policy and Planning Committee meeting.

- a. Recycling Soft Plastic

Trustees had questions of clarification.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to re-establish green teams in each 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 Manager, Building Operations, Facilities Services and recommendations will be made in the spring of 2021-2022 on how to reduce waste of soft plastics.

**Motion Carried Unanimously**

- b. Working Committee and Consultation on Compost and Waste

Trustees debated the 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.

**Motion Carried Unanimously**

- c. Climate Action Plan



Winona Waldron, President, GVTA stated that the GVTA is in support of the motion.

Trustee Duncan provided rationale for the motion.

**Moved by** Trustee Leonard

**Seconded by** Trustee Watters

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.

**Amendment:**

**Moved by** Trustee Duncan

**Seconded by** Trustee Painter

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

Against (2): Trustee Leonard, and Trustee Ferris

**Motion Carried (7 to 2)**

**Moved by** Trustee Leonard

**Seconded by** Trustee Watters

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. 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 (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)**

**Moved by** Trustee Duncan  
**Seconded by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) recess for five minutes.

**Motion Carried Unanimously**

Reconvene at 9:16p.m.

## **E. DISTRICT LEADERSHIP TEAM REPORTS**

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

#### **a. Monthly Report**

Superintendent Green presented the report and provided a verbal update. A COVID update was provided to Trustees. Discussion ensued amongst Trustees along with questions of clarification.

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

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

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

Abstain (1): Trustee Whiteaker

**Motion Carried (8 to 0)**

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

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

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

**Motion Carried Unanimously**

- c. Trustee Questions

None

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

- a. Monthly Report

Secretary-Treasurer Morris presented the June report. Trustees had questions of clarification.

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

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

**Motion Carried Unanimously**

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

Secretary-Treasurer Morris presented the Bylaw. The District has concluded negotiations with City of Victoria, PRHC and BC Housing and per legal counsel have moved forward to giving three readings of the Bylaw. Discussion ensued amongst the Trustees and Stakeholders with questions of clarification being asked of Secretary-Treasurer Morris.

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

NOW THEREFORE be it resolved as a Bylaw of the Board  
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 21 day of June, 2021.

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

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

**Motion Carried (5 to 4)**

**Amendment:**

**Moved by** Trustee Duncan

**Seconded by** Trustee Paynter

NOW THEREFORE be it resolved as a Bylaw of the Board NOW  
THEREFORE be it resolved as a Bylaw of the Board

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.

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 such amendments will be subject to Board's approval 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".

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

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

**Motion Defeated (4 to 5)**

Discussion ensued amongst the Trustees and staff.

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

NOW THEREFORE be it resolved as a Bylaw of the Board NOW THEREFORE be it resolved as a Bylaw of the Board

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”.

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 21 day of June, 2021.

Read a second time this 21 day of June, 2021.

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

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

**Motion Carried (5 to 4)**

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

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 21, 2021 Board Meeting. (must pass unanimously)

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

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

**Motion Defeated (5 to 4)**

c. 2022/2023 Five Year Capital Plan

Secretary-Treasurer Morris outlined the Five Year Capital Plan.

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

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.

**Motion Carried Unanimously**

d. Audit Planning Report 2020-2021

Secretary-Treasurer Morris provided the Audit Planning Report.

**Moved by** Trustee Painter

**Seconded by** Trustee Ferris

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.

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

Against (2): Trustee McNally, and Trustee Paynter

**Motion Carried (7 to 2)**

e. Purchasing Zero Emission Buses

Secretary-Treasurer Morris gave an overview of the purchasing options of four zero emission buses.

Trustees had questions of clarification.

**Moved by** Trustee McNally

**Seconded by** Trustee Painter

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 utilizing **Ministry of Education Restricted Capital Funds 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.

**Amendment:**

**Moved by** Trustee Leonard

**Seconded by** Trustee Ferris

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 utilizing 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.

For (6): Trustee Leonard, Trustee Duncan, Trustee Ferris, Trustee Hentze, Trustee Painter, and Trustee Paynter

Against (3): Trustee Watters, Trustee McNally, and Trustee Whiteaker

**Motion Carried (6 to 3)**

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

Secretary-Treasurer Morris presented the Bylaw.

Trustees had questions of clarification.

**Moved by** Trustee Leonard

**Seconded by** Trustee Painter

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 21 day of June, 2021.

Read a second time this 21 day of June, 2021.

**Motion Carried Unanimously**

**Moved by** Trustee Painter

**Seconded by** Trustee Leonard

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 21, 2021 Board Meeting. (must pass unanimously)

**Motion Carried Unanimously**

**Moved by** Trustee Ferris

**Seconded by** Trustee Leonard

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 third time this 21 day of June, 2021, and finally passed and adopted the 21 day of June, 2021.

**Motion Carried Unanimously**

**Moved by** Trustee Hentze

**Seconded by** Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) recess for two minutes.

**Motion Carried Unanimously**

Reconvene at 10:32p.m.

**F. QUESTION PERIOD**

Q1: According to the superintendent's report today, it appears that the superintendent and board paid consultants \$54,855.09 between 2019-2020 (during consultations around the strategic plan), but that amount appears to have doubled to \$102,000 between 2020 and the present. Will any of the individuals listed in the superintendent's report still be employed by the school district past June 2021? What is the estimated cost of services for all consultants or investigators hired for staff and the board for the next fiscal year?

A1: Superintendent Green outlined consultants used by the District this past year as well as the availability to use them for the next school year.

Q2: I am wondering two things about the re-implementation of the Green Teams as we as a group of teachers have done some investigations to why the system hasn't been working in any of the school districts in Greater Victoria.. First, the Green teams fell apart because there was a lack of communication between the teams, difficulties in contract language about responsibility for recycling of non-paper and no clear financial support (it was a student, teacher, janitorial volunteer job). Questions:

Will the committee include all these voices so best practices can be established prior to implementation?

Will there be support put towards the committee (ie better cleaning and sorting stations, communication, thanks, education and training of staff, students, and parents) it with targets and goals to get to eventual zero waste principals which is the ultimate climate target?

I want the re-establishment of Green teams to be successful and a better version of what was there before and actually work towards our climate goals.

A2: Superintendent Green stated this will be a starting place for the District, the students wanted to look at soft plastics in general as they are difficult to recycle.

Q3: In light of the climate emergency, and the need to retrofit our buildings to net zero now, and the announced delay to the completion of Victoria High, will you be reconsidering the use of gas, a fossil fuel, in the new Vic High and instead consider decarbonizing the school while it undergoes renovation?

A3: Secretary-Treasurer Morris provided thanks to Associate Director, Facilities Services Soles for forwarding information to staff about the Victoria High project. It would be impossible to get it Victoria High to net zero as it is an older building.

The complete plans have been finalized and the current plan will ensure that the school uses much less energy and emits less GHG than it previously did.

Q4: In response to a recent question from VCPAC President regarding consultants hired by the Superintendent/Board, Chair Jordan Watters stated that there would be a "full written report around consultancy support" today, on June 21st. I have not found this full written report yet, but in a table on page 246 of the Agenda, the Superintendent claims that the school district has paid consultant Raj Dhasi for coaching and trustee conduct, in addition to the three consultants mentioned by Kristil Hammer on June 10th. Is Raj Dhasi still employed by the Board of Education SD61 for their services?

A4: Superintendent Green Raj Dhasi has wrapped up her report to the Trustees at this point in the school year unless Trustees require anything further.

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

Secretary-Treasurer Morris added G.5. and G.6.

**G.1 Record of In-Camera Board of Education Meeting - May 17, 2020**

**G.2 Record of In-Camera Board of Education Meeting - June 10, 2021**

**G.3 Victoria High School Construction Schedule**

**G.4 Conclusion of Trustee McNally Sanction**

**G.5 Victoria Hospice: Richmond Elementary Property**

**G.6 CSF - School District No.61 Braefoot Ground Lease**

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

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

- a. Needs Budget and Advocacy Letter - Trustee Whiteaker

Trustee Whiteaker provided rationale for the motion. Trustees debated the motion. Trustee Whiteaker would like a letter going to the Minister of Education the end of June 2021 outlining the budget process for 2021-2022 and the difficulties that it places on the Community, Trustees and Staff.

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Painter

That the Board of Education of School District 61 (Greater Victoria) call a meeting of the Advocacy Committee to create a Needs Budget and letter to send to the Minister of Education.

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

Abstain (1): Trustee Paynter

**Motion Carried (8 to 0)**

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

a. Trustee McNally

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.

b. Trustee Paynter

That the Board of Education of School District No.61 (Greater Victoria) engage an external auditor to review the School District's leases and land sales over the past 5 years to determine if the Board has properly addressed its fiduciary duty by obtaining fair market value for the properties in question and compile recommendations as necessary to assist the Board in this regard in the future.

c. Trustee Paynter

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to develop an administrative policy to regularly review all district authorized teaching resources to ensure that they reflect current views and historic interpretations and maintain a record of the review dates for review.

**I. ADJOURNMENT**

That the meeting adjourned at 10:55 p.m.

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Ferris

That the meeting be adjourned.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer



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

**Special Board Meeting**

**MINUTES**

**June 24, 2021, 5:30 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

Administration: Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director, Facilities Services, Andy Canty, Director, Information Technology for Learning, Lisa McPhail, Communications and Community Engagement Manager, Recorder, Kelly Gorman

Administration: Shelley Green, Superintendent  
Regrets:

Stakeholders: Winona Waldron, GVTA, President

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**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 Painter

**Seconded By** Trustee Leonard

That the June 24, 2021 agenda be approved.

**D. Community Presentations**

None

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

**E.1 Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021**

Secretary-Treasurer Morris presented the Bylaw and requested the third reading of the Caledonia Covenant, Right-of-Way, Land Exchange, Property Acquisition and Lease Bylaw 2021. Trustees debated the motion.

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 21 day of June, 2021.

Read a second time this 21 day of June, 2021.

**Moved By** Trustee Leonard

**Seconded By** Trustee Painter

Read a third time this 24 day of June, 2021, and finally passed and adopted this 24 day of June, 2021.

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)**

## **E.2 Braefoot Elementary School Temporary Statutory Right of Way Gas Utility 2021**

Director of Facilities Morris introduced the Braefoot Elementary School Temporary Statutory Right of Way Gas Utility 2021. Discussion ensued amongst Trustees with questions of clarification being asked of Director of Facilities Morris.

**Moved By** Trustee Leonard

**Seconded By** Trustee Painter

THAT the Board grant a statutory right of way pursuant to section 218 of the Land Title Act at Braefoot Elementary School civically known as 1440 Harrop Road, Victoria BC V8P 2S6 and legally known as PID: 016-070-992, Lot 1 Section 32 Victoria District Plan 50533.

The Statutory Right of Way, in favour of FortisBC Energy, is required to excavate, construct, operate, maintain, repair, abandon, remove and replace a gas pipeline to service the parcel leased to the Conseil Scolaire Francophone De La Colombie-Britannique for the term of the lease. The extent of the Statutory Right of Way area is shown in the attached Schedule A.

THAT the Board's signing officers execute the Statutory Right of Way agreement. The installation of the works will have no adverse effect on the use of the site by the school district; or our ability to dispose of the site in the future.

Read a first time the 24 day of June, 2021.

Read a second time the 24 day of June, 2021

**Carried Unanimously**

**Moved By** Trustee Leonard

**Seconded By** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Braefoot Elementary School Temporary Statutory Right of Way Gas Utility 2021 at the June 24, 2021 Board Meeting. (must pass unanimously)

**Carried Unanimously**

**Moved By** Trustee Leonard  
**Seconded By** Trustee Painter

Read a third time this 24 day of June, 2021, and finally passed and adopted this 24 day of June, 2021.

**Carried Unanimously**

### **E.3 Capital Bylaw No.2021-22-CPSD61-02 Capital Plan 2021/22**

Secretary-Treasurer Morris presented the Bylaw and requested three readings. Questions of clarification were asked of Secretary-Treasurer Morris.

**Moved By** Trustee Leonard  
**Seconded By** Trustee Ferris

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, and the Minister has approved the Board borrowing \$194,000 from the Canada Infrastructure Bank for the purchase of four e-buses (the “**Borrowing**”);

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 May 11, 2021 and the Borrowing as approved in the letter from the Minister addressed to the Secretary-Treasurer dated June 18, 2021, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No.2021/22-CPSD61-02.

Read a first time this 24 day of June, 2021.

Read a second time this 24 day of June, 2021.

**Carried Unanimously**

**Moved By** Trustee Leonard  
**Seconded By** Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Capital Bylaw No.2021-22-CPSD61-01 Capital Plan 2021/22 at the June 24, 2021 Board Meeting. (must pass unanimously)

**Carried Unanimously**

**Moved By** Trustee Leonard  
**Seconded By** Trustee Ferris

Read a third time this 24 day of June, 2021, and finally passed and adopted this 24 day of June, 2021.

**Carried Unanimously**

**F. Question Period**

None

**G. Adjournment**

The meeting adjourned at 6:24 p.m.

**Moved By** Trustee Painter

**Seconded By** Trustee Leonard

That the meeting be adjourned.

**Carried Unanimously**

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Chair

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Secretary-Treasurer





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

**Special Board Meeting**

**MINUTES**

**August 9, 2021, 6:00 p.m.**

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

Administration: Deb Whitten, Interim Superintendent, Kim Morris, Secretary-Treasurer, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning.

Stakeholders Present: Winona Waldron, President, GVTA, Jane Massy, President, CUPE 947, Brenna O'Connor, VPVPA, Kalie Dyer, Songhees Nation.

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**A. COMMENCEMENT OF MEETING**

The meeting was called to order at 6:07 p.m.

Secretary-Treasurer Morris explained that she would preside as Chair until after agenda item A.3.a.

**A.1 Acknowledgement of Traditional Territories**

Secretary-Treasurer Morris 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 Leonard

**Seconded By** Trustee Whiteaker

That the August 9, 2021 agenda be approved.

**Carried Unanimously**

**A.3 Election of Chair**

Secretary-Treasurer Morris called for nominations for the position of Chair of the Board of Education for the term to November 2021.

Nominations were received for Trustees McNally, Duncan, Whiteaker and Paynter.

Trustee Whiteaker accepted the nomination and Trustees McNally, Duncan and Paynter declined. Secretary-Treasurer Morris declared Trustee Whiteaker Chair of the Board of Education by acclamation.

Chair Whiteaker thanked Trustees for trusting her to lead the Board as its Chair.

**A.4 Election of Vice-Chair**

Chair Whiteaker called for nominations for the position of Vice-Chair of the Board of Education for the term to November 2021.

Nominations were received for Trustees McNally, Duncan and Paynter.

Trustee Paynter accepted the nomination and Trustees McNally and Duncan declined. Chair Whiteaker declared Trustee Paynter the Vice-Chair of the Board of Education by acclamation.

**A.5 Motion to Destroy Election Ballots**

**Moved By** Trustee Leonard

**Seconded By** Trustee Painter

That the election ballots received by text message to Secretary-Treasurer Morris and Interim Superintendent Whitten be destroyed.

**Carried Unanimously**

## **B. QUESTION PERIOD**

**Q:**

I'm very worried about sending my 7 year old to school this September. He is uneligible to be vaccinated and the delta variant is much more contagious than the variants we were dealing with last school year. It scares me that he will be going back to a school that had fewer covid restrictions than it did last year. Are you going to be updating the covid safety plan for sd61 in light of the increasing case counts and increased transmissibility of delta?

**A:**

Interim Superintendent Whitten is waiting to hear from the Ministry of Education on direction for the 2021-2022 school year.

**Q:**

How will our under 12 population be protected once school is back in session in September?

**A:**

Chair Whiteaker, that answer is yet to come. We will have to wait for guidance from the Ministry of Education.

**Q:**

Since the variant is air-born and extremely effective at infecting people, will ALL elementary and middle school students be required to wear medical grade masks as well as school staff, no matter if there is plexus glass up because students and staff are sharing the classroom air for hours at a time and not able to space out. It has been proven that the cotton masks are barely effective. Students and staff should be provided with the proper PPE because we are working with an entirely unvaccinated group of the population. Even though the staff are double vaccinated, the young students in our schools are unable to be and we have absolutely no idea who's parents have also chosen NOT to vaccinate. This uncertainty or inconsistency is like Russian Roulette. Kindergarteners are facing one another, playing in centres, inquiring during at stations during learning and sitting at tables in order to fit. Our children and students are not able to be vaccinated until grade 7; this is a 4th wave of Covid and it's a variant that is very aggressive.

**A:**

Chair Whiteaker, that answer is yet to come. We will have to wait for guidance from the Ministry of Education.

**Q:**

Given that it is within the Board's power and jurisdiction to create safety plans for SD61 schools that exceed the guidance from the Provincial Health Officer, and given that unvaccinated students are at high risk for contracting Covid19 in indoor congregate settings with an airborne virus circulating in the community, what specific science-informed infection prevention and control strategies/interventions will the District be putting in place to protect all unvaccinated students from infection and possible subsequent debilitating chronic illness ("long Covid") during the 2021-2022 school year?

**A:**

Chair Whiteaker, all of these questions are about the back to school plan pertaining to COVID. We are waiting to hear from the Ministry of Education before we implement a plan.

**Q:**

When will there be a third party investigation into the anti-indigenous racism and the white supremacy that was evident in the School District 61 budget process and it's culture? How is this going to be addressed, there should be an investigation.

**A:**

Chair Whiteaker stated that the Chair and Vice-Chair have both resigned. All Trustees will be attending an Anti-Racism training session on August 25<sup>th</sup>, 2021.

**C. ADJOURNMENT**

That the meeting adjourned at 6:26 p.m.

**Moved By** Trustee Leonard

**Seconded By** Trustee Ferris

That the meeting be adjourned.

**Carried Unanimously**

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Chair

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Secretary-Treasurer

# Board of Education

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

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

June 25, 2021

City of Victoria  
1 Centennial Square  
Victoria BC  
V8W 1P6

BY E-MAIL: [mayorandcouncil@victoria.ca](mailto:mayorandcouncil@victoria.ca)

**ATTENTION:** Mayor & Council

Dear Mayor Helps:

**RE: Bank Street School Building**

At its Regular Board meeting of June 21, 2021, the Board of Education of School District No. 61 (Greater Victoria) carried the following resolution:

*That the Board of Education of School District 61 (Greater Victoria) direct Staff to meet with City of Victoria Staff to explore potential options 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.*

.../2

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

One *Learning* Community

Chuck Morris, Director of Facilities will contact Peter Rantucci, Head of Strategic Real Estate, once the District's report has been received by Staff.

If you have any questions or concerns please let me know.

Sincerely,



Jordan Watters  
Chair, Board of Education

Cc: Board of Education, SD61  
Shelley Green, Superintendent, SD61  
Kim Morris, Secretary-Treasurer, SD61  
Chuck Morris, Director of Facilities

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

One *Learning* Community





July 9, 2021

Jordan Watters, Chair  
Greater Victoria School District No. 61  
Board of Education  
Via email: [jwatters@sd61.bc.ca](mailto:jwatters@sd61.bc.ca)

Dear Chair Watters,

At our Council Meeting on June 24, 2021, Victoria City Council ratified the following motion:

That Council direct staff to report back on a funding mechanism for the Greater Victoria Cross Guards Association as part of the 2022 financial planning process and request that the Mayor write to the School Board chair asking for consideration of a co-funded program.

The resolution arose from our review of the Greater Victoria Cross Guards Association's application for a City of Victoria Strategic Grant. Both the external grant review committee and Council determined that this annual grant stream was not the appropriate funding mechanism for this very important program that is key to keeping children safe as they go to school.

Instead, City staff will be looking into a potential funding source within the City's 2022 financial plan, and further, the City's transportation engineers will be involved in sharing data, analysis and best practices to ensure the safety of school children and crossing guards. By way of this letter, I am formally requesting the Greater Victoria School District Board of Education consider co-funding a crossing guard program.

Crossing guards play an important role in the lives of children attending school, acting as positive role models for safe behaviour, reminding drivers of the presence of pedestrians, and providing comfort to parents in allowing their children to walk or bike to school. Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Helps'.

Lisa Helps  
Victoria Mayor

*The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay swx qa"*



# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

July 16, 2021

South Jubilee Neighbourhood Association

BY EMAIL: [w.mattdell@gmail.com](mailto:w.mattdell@gmail.com)

Dear Mr. Dell,

**RE: Future of Bank Street School**

Thank you for South Jubilee Neighbourhood Association's letter dated July 15, 2021.

The District last communicated with SJNA on December 8, 2020 when the Chair wrote to advise the City was awaiting its determination of cost to remediate Bank Street School for future viability, and whether or not the City would designate the building heritage status. The Chair indicated once the City concluded its work, discussions between the City and the District could resume. The Chair also indicated in her December 2020 letter, that the District would be in touch with SJNA once the City had determined its next steps.

At its June 21, 2021 Regular Open Board meeting, the Board received the City's June 7, 2021 letter (copy attached), advising the Board of City Council's May 10, 2021 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.*

Also at its June 21, 2021 Regular Open Board meeting, the Board carried the following resolution:

*That the Board of Education of School District 61 (Greater Victoria) direct Staff to meet with City of Victoria Staff to explore potential options 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.*

At this point the Board is awaiting its cost estimate of the remediation of Bank Street School in order to meet with the City to discuss the City's May 10<sup>th</sup> motion. The Board expects its report to be ready near the end of July at which time, staff will meet with the City, then report back to the Board in September.

In the meantime, the District has submitted a permit application to the City for the demolition of Bank Street School. The permit has yet to be approved, presumably pending the outcome of the discussions stemming from the City's motion.

.../2

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

# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

Relative to the fencing currently surrounding Bank Street School for safety purposes, the fencing will remain in place until the building is remediated or it is demolished. School District No. 61 students and staff will be occupying Sundance Elementary School in September 2021, and the fencing is necessary to limit access to the possible perimeter of debris should the building collapse in a seismic event.

SD61 is available to meet with SJNA during the week of August 9<sup>th</sup> if, after receipt of this letter, the Association thinks a meeting at this time will further update the Association. Alternatively, given the information in this letter, the Association may wish to wait until October to meet with the District, at which time the District expects it will have received its cost estimate, met with the City and reported back to the Board.

Regardless of the Association's choice of August or October, please request a meeting date and time through my Executive Assistant Caroline Manders at [cmanders@sd61.bc.ca](mailto:cmanders@sd61.bc.ca) so that a meeting can be scheduled.

Yours truly,

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



Deb Whitten  
Interim Superintendent

Attach.

cc: Board of Education, SD61  
Kim Morris, Secretary-Treasurer  
Chuck Morris, Director of Facilities Services

*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.*



June 7, 2021

Jordan Watters, Chair  
Greater Victoria School District No. 61  
Board of Education  
Via email: [jwatters@sd61.bc.ca](mailto: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](mailto:prantucci@victoria.ca) or 250.634.4158. We look forward to the possibility of collaborating on this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Helps".

Lisa Helps  
Victoria Mayor

*The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay s'wx'qa"*



August 13, 2021

Ann Whiteaker, Chair  
Greater Victoria School District  
Board of Education  
Via email: [awhiteaker@sd61.bc.ca](mailto:awhiteaker@sd61.bc.ca)

Dear Chair Whiteaker,

Thank you for the Board's letter confirming its direction to SD61 staff to work with the City on the Bank Street School building. We look forward to collaborating and exploring potential solutions to restore this educational and community facility.

As you are likely aware, the South Jubilee Neighbourhood Association has requested a meeting with the School District to discuss the future of the Bank Street School. Council has adopted a motion asking that I write to you and request that School District 61 meet with the neighbourhood representatives to respond to their questions and concerns around this important facility. Thanks so much in advance.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Helps".

Lisa Helps  
Victoria Mayor

*The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay swx qa"*





September 2, 2021

Ann Whiteaker, Chair  
Greater Victoria School District  
Board of Education  
Via email: [awhiteaker@sd61.bc.ca](mailto:awhiteaker@sd61.bc.ca)

Dear Ann,

On behalf of the City of Victoria and my colleagues on Council, it is my pleasure to extend our congratulations on your appointment as Chair of the Greater Victoria School District Board of Education.

We are grateful for your commitment to public service and dedication to the wellbeing of students and teachers in the region. I am confident that under your leadership and guidance the board will continue to successfully navigate these unprecedented times.

I anticipate several opportunities for collaboration in the next school year, including on the potential restoration of the Bank Street School and the crossing guard program. Should it work for you, I also look forward to setting up quarterly meetings with you so that we may stay connected on other issues and opportunities as they arise.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Helps".

Lisa Helps  
Victoria Mayor

*The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay swx qa"*

**From:** Tracy Humphreys  
**Sent:** Sunday, September 12, 2021 9:43 PM  
**To:** Trustees <[trustees@sd61.bc.ca](mailto:trustees@sd61.bc.ca)>  
**Subject:** EA recruitment and retention plan?

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.

I hope you've all had a somewhat restful summer!  
I am hearing that they are 4 or 5 EAs short at many schools in SD61 so far in the first week back to school.  
I am not clear whether this is because the District can't find enough staff to hire, or because they haven't been funded adequately, or some combination of both. Can you answer this?  
It impacts everyone when classrooms don't have enough support for students with disabilities, from the first day of school but all through the year..

What is your plan for recruitment and retention of EAs this year? Is it adequate given that you were short up to 50 EAs in a day last school year?

I would like to ask that you revisit whatever the plan is, and extend extra efforts. The startup to the school year has been rocky for several years but this year has gone far beyond even that. Students are being excluded by not providing enough support for it to be safe for them to attend. This is discriminatory and must be addressed proactively.

Please include this letter in the next board meeting agenda package.

---

Tracy Humphreys, she/her  
founder and Chair, BCEdAccess Society  
[tracy@bcdaccess.com](mailto:tracy@bcdaccess.com)

BCEdAccess acknowledges that our members and volunteers live, work and play all over the province, on hundreds of unceded Indigenous territories. Education in Canada is a colonial system that has caused great harm and continues to actively harm Indigenous Peoples. We support and amplify Indigenous efforts to decolonize education and other systems.

I live, work and play on the stolen lands of the Lekwungen ( the Songhees and Esquimalt First Nations), who have been here as stewards of the land and sea since time immemorial. To learn more about them:

<https://www.esquimaltnation.ca/our-nation>  
<https://www.songheesnation.ca/>

**From:** Jessica Truswell

**Sent:** Monday, September 20, 2021 12:42 PM

**To:** Rob Paynter <[rpaynter@sd61.bc.ca](mailto:rpaynter@sd61.bc.ca)>; Ryan Painter <[rpainter@sd61.bc.ca](mailto:rpainter@sd61.bc.ca)>; Ann Whiteaker <[awhiteaker@sd61.bc.ca](mailto:awhiteaker@sd61.bc.ca)>; Angie Hentze <[ahentze@sd61.bc.ca](mailto:ahentze@sd61.bc.ca)>; Nicole Duncan <[nduncan@sd61.bc.ca](mailto:nduncan@sd61.bc.ca)>; Diane McNally <[dmcnally@sd61.bc.ca](mailto:dmcnally@sd61.bc.ca)>; Jordan Watters <[jwatters@sd61.bc.ca](mailto:jwatters@sd61.bc.ca)>; Tom Ferris <[tferris@sd61.bc.ca](mailto:tferris@sd61.bc.ca)>; Elaine Leonard <[eleonard@sd61.bc.ca](mailto:eleonard@sd61.bc.ca)>; Deb Whitten <[dwhitten@sd61.bc.ca](mailto:dwhitten@sd61.bc.ca)>; Colin Roberts <[croberts@sd61.bc.ca](mailto:croberts@sd61.bc.ca)>; Harold Caldwell <[hcaldwell@sd61.bc.ca](mailto:hcaldwell@sd61.bc.ca)>

**Subject:** Music Program Working Group

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

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Dear Trustees,

I am writing to express my great disappointment in the motion put forth by Elaine Leonard to form a working group examining music programs in the district. Given her history on the topic, I think it is quite obvious to all that this is yet another ploy to cut middle school music, and specifically the strings program in the district.

What the board should be looking at, is forming a working group to examine all district spending in detail, with a focus on executive level spending including travel costs (if the pandemic has taught us anything, it's that most business can be conducted remotely), number of district principals and superintendents (greatly increased over the past decade) and all other spending, specifically that which is furthest removed from the student population. I ask that a trustee put forth an amendment to Trustee Leonard's motion for it to include all district spending.

If this music working group is approved and you insist on going forward with it, it must be made up of more than just board members or district level employees. I would expect to see equal representation from the district, first nations, music teachers (strings and band), principals and parents (VCPAC). This is the only way that true, unbiased consultation can be achieved and that solutions that truly work for everyone can be found. I also ask that Elaine Leonard and Tom Ferris not be assigned to the working group as I believe that they both have too much history on the topic to come into it with an unbiased and open mindset. This would be a step in the right direction in gaining back the trust of the families you serve.

Thank you for taking the time to listen,

Jessica Truswell  
SD61 Parent

\*please include my letter in the correspondance package for the next meeting

## September

September 7: Schools Open

September 27: Non-Instructional Day

September 30: National Day for Truth and Reconciliation

### Strategic Direction and Context

- Receive Annual Work Plan
- Approve 2022-23 Budget Process
- Surplus Appropriation Update
- FESL at Education Policy & Directions Committee
- Recognize Orange Shirt Day – September 30 (events take place during the week of September 27)

### System Planning and Performance Monitoring

- Receive Preliminary Enrollment and Analysis Projections vs. Actual
- Monthly Financial Operations Summary
- Anaphylactic Aggregate Report

### External Compliance and Accountability

- Approve Executive Compensation Disclosure for October 11 Submission to Public Sector Employer's Council (PSEC)
- Review the Audit Findings Report and Management Letter
- Approve the Audit Financial Statements for the Previous School Year for September 30 Submission to the Ministry of Education
- Approve the Statement of Financial Information (SOFI) Report for Submission the Ministry of Education
- Surplus Appropriation Update

### Engagement with Stakeholders and Public Recognition Events

- Welcome Letter to Employees, Parents and Community

### Trustee Professional Development In-Service

- Board Working Session (?)

## October

October 22: Non-Instructional Day

### Strategic Direction and Context

- FESL
- 2022-2023 Budget Update
- 2021-2022 Monthly Financial Summary

### System Planning and Performance Monitoring

- Local Bargaining (CUPE, ASA, GVTA)
- Human Resources Report: e.g. COR Audit, Hires, Staffing
- Occupational Health & Safety Annual Report



### **External Compliance and Accountability**

- Student Enrolment Update
- Implications for Capacity and Funding

### **Advocacy for Public Education and Provincial Liaison**

- Attend BCSTA Provincial Council
- Partners-Liaison Meeting



## Education Policy and Directions Committee Meeting

### MINUTES

**September 13, 2021**  
**Broadcasted via YouTube**  
**<https://bit.ly/3czx8bA>**

Trustees Present: **Education Policy and Directions members:** Tom Ferris, Chair, Jordan Watters (arrived 7:12 p.m.), Ann Whiteaker (ex officio)  
**Operations Policy and Planning members:** Angie Hentze

Trustees Regrets: Ryan Painter, Diane McNally

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

Stakeholders: Jane Massy, CUPE 947 President, Connor McCoy, GVPVPA President, Angela Carmichael, VCPAC, Robin Tosczak, GVTA

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#### **A. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:03 p.m.

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

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

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

**Moved by** Trustee Watters

That the September 13, 2021 Education Policy and Directions Committee meeting agenda be approved.

**Motion Carried Unanimously**

**A.3 Approval of the Minutes**

**Moved by** Trustee Watters

That the June 7, 2021 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

**A.4 Business Arising from Minutes**

None.

**B. PRESENTATIONS TO THE COMMITTEE**

None.

**C. NEW BUSINESS**

**C.1 Administrative Policy - Trustee Paynter**

Trustee Paynter was unable to attend the meeting. This motion has been moved to the October 4th, 2021 Education Policy and Directions Committee Meeting.

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to develop an administrative policy to regularly review all district authorized teaching resources to ensure that they reflect current views and historic interpretations and maintain a record of the review dates for review.

**C.2 Parent Education Fund 2021-2022 Update - Interim Superintendent Whitten**

Interim Superintendent Whitten presented the Parent Education Fund for 2021-2022. Questions of clarification were asked.

**C.3 COVID Update - Interim Superintendent Whitten**

Interim Superintendent Whitten presented the COVID Communicable Disease Prevention plan. Questions of clarification were asked.

**C.4 FESL - Interim Superintendent Whitten, Interim Deputy Superintendent Roberts, Associate Superintendent Caldwell**

Interim Superintendent Whitten introduced the first draft Framework for Enhancing Student Learning (FESL) report. FESL is a new Ministry reporting requirement for all school districts. The purpose of FESL is to report and monitor continuous improvement. The report was created working from the district's strategic plan. Goals were presented by the district team. Trustees provided thanks and questions of clarification were asked.

**C.5 Anaphylaxis Aggregate Report 2020-2021 - Interim Superintendent Whitten**

Interim Superintendent Whitten presented the report.

**D. NOTICE OF MOTION**

None.

**E. GENERAL ANNOUNCEMENTS**

None.

**F. ADJOURNMENT**

The meeting adjourned at 8 p.m.

**Moved by** Trustee Watters

That the meeting adjourn.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer



## Operations Policy and Planning Committee Meeting

### REGULAR MINUTES

September 20, 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, Nicole Duncan  
**Education Policy and Directions Committee members:** Jordan Watters

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

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

---

#### A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 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 Duncan

That the September 20, 2021 Operations Policy and Planning Committee meeting agenda be approved.

**Motion Carried Unanimously**

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

**Moved by** Trustee Hentze

That the June 14, 2021 Operations Policy and Planning Committee meeting minutes be approved.

**Motion Carried Unanimously**

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

None

## **B. PRESENTATIONS TO THE COMMITTEE**

None.

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

### **C.1 Recognition of Student Representative**

Interim Superintendent Whitten introduced and welcomed Student Representative, Kelvin Lee of Reynolds Secondary School.

## **D. PERSONNEL ITEMS**

None.

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

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

Secretary-Treasurer Morris presented the report to Trustees. Questions of clarification were asked. Trustee Duncan requested clarification on two line items in the report which will come to the October meeting.

### **E.2 2021-2022 Budget Change Report**

Secretary-Treasurer Morris presented the report to Trustees. Questions of clarification were asked.

Operations Policy and Planning Committee Meeting September 20, 2021

### **E.3 2022-2023 Budget Process**

Secretary-Treasurer Morris provided an update on the 2022-2023 Budget Process development. Trustees and staff had a working session on September 16, 2021. One more working session will be required to build a robust budget process for 2022-2023.

## **F. FACILITIES PLANNING**

### **F.1 Operations Update: September 2021**

Director of Facilities Morris presented the report to Trustees. Questions of clarification were asked. Trustees requested information on Facilities noise exposure assessment which will be included on the October report.

### **F.2 Ultra Violet Germicidal Irradiation (UVGI)**

Director of Facilities Morris presented the report to Trustees and stated that research is ongoing but the District was not considering at this time.

### **F.3 Victoria High School Seismic Project Update**

Director of Facilities Morris presented the report to Trustees. Questions of clarification were asked. Trustees requested information on an updated site layout for the Vic High project which will be included on the September report at the October meeting.

### **F.4 Cedar Hill Middle School Replacement Project**

Secretary-Treasurer Morris presented the report. Questions of clarification were asked.

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

None.

## **H. NEW BUSINESS**

### **H.1 Trustee Leonard - Budget Working Group: Music**

Trustee Leonard withdrew 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.

### **H.2 Trustee Hentze**

Operations Policy and Planning Committee Meeting September 20, 2021

Trustee Hentze provided rationale for the motion. Trustees debated the motion.

**Moved by** Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) temporarily vary Board Bylaws 9130.1 *The Education Policy and Directions Committee* and 9130.2 *The Operations Policy and Planning Committee* membership from four trustees to nine trustees for the remainder of the Board's term ending November 2022.

For (2): Trustee Leonard, and Trustee Hentze

Against (2): Trustee Paynter, and Trustee Duncan

**Motion Defeated (2 to 2)**

### **H.3 Net Zero Cedar Hill - Trustee Watters**

Trustee Watters provided rationale for the motion.

**Moved by** Trustee Watters

Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design of new Cedar Hill Middle School; AND FURTHER that staff report the cost including business case back to the Board by November 2021 for Board approval to consider the funds to the net zero design.

**Amendment:**

**Moved by** Trustee Duncan

Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design of new Cedar Hill Middle School; AND FURTHER that staff report the cost **including business case** back to the Board by November 2021 for Board approval to commit the funds to the net zero design. 8:47pm

**Motion Carried Unanimously**

**Amendment:**

**Moved by** Trustee Leonard



Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design including business case of new Cedar Hill Middle School; AND FURTHER that staff report the cost including business case back to the Board by November 2021 for Board approval to ~~commit~~ **consider** the funds to the net zero design.

**Motion Carried (3 to 0)**

Chair Leonard called for the vote on the motion as amended.

**Amendment:**

**Moved by** Trustee Leonard

Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design including business case of new Cedar Hill Middle School; AND FURTHER that staff report the cost including business case back to the Board by November 2021 for Board approval to consider the funds for the net zero design.

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

Abstain (1): Trustee Paynter

**Motion Carried Unanimously**

**I. NOTICE OF MOTION**

Trustee Watters provided a notice of motion for the September 27, 2021 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) temporarily vary Board Bylaws 9130.1 *The Education Policy and Directions Committee* and 9130.2 *The Operations Policy and Planning Committee* membership from four trustees to nine trustees for the remainder of the Board's term ending November 2022.

**J. GENERAL ANNOUNCEMENTS**

**K. ADJOURNMENT**

The meeting adjourned at 9:01 p.m.

**Moved by** Trustee Duncan

Operations Policy and Planning Committee Meeting September 20, 2021

That the meeting adjourn.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer

DRAFT

TO: Operations Policy and Planning Committee  
FROM: Jordan Watters  
RE: Net Zero Cedar Hill  
DATE: September 16, 2021

---

### Background

The Ministry of Education recently approved a new build to replace Cedar Hill Middle School.

### Rationale

On June 24, 2019 the Board formally recognized that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency, and that in declaring a climate emergency the Board committed to prioritizing climate action. As we begin the planning stages for a new Cedar Hill Middle School, the Board has the opportunity to take actions that will have long lasting impacts on our district emissions by building the new school to a net zero standard.

The Board heard from the community during the Vic High seismic upgrade and expansion a strong desire for the project to reduce fossil fuel use as much as possible. Specifically, we received numerous and repeated requests and questions in writing and in public meetings around why the school could not be made net zero. As we look toward Cedar Hill, we have the time and opportunity to make net zero a priority. Doing so will:

- Meet the goals set out by several ministries
- Will not impact occupancy schedule for delivery of the new school because it will be incorporated into design phase of project
- Reduces life cycle cost of the project
- Save the district operating expenses.
- Begins to address increasing expectations of students that the adults in the school district to begin to address climate emergency in a meaningful way

### Motion

Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct staff to determine the cost of incorporating net zero into the design of new Cedar Hill Middle School; AND FURTHER that staff report the cost back to the Board by November 2021 for Board approval to commit the funds to the net zero design.

*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.*



# School District No. 61 (Greater Victoria)

Audit Findings Report for the year ended June 30,  
2021

*KPMG LLP*

Prepared for presentation on September 22, 2021

[kpmg.ca/audit](https://kpmg.ca/audit)

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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

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



# Executive summary

## Purpose of this report

The purpose of this Audit Findings Report is to assist you, as a member of the Audit Committee, in your review of the results of our audit of the financial statements (hereinafter referred to as the “financial statements”) of School District No. 61 (Greater Victoria) (the “Entity”) as at and for the year ended June 30, 2021. This Audit Findings Report builds on the Audit Plan we presented to the Audit Committee dated June 14, 2021.

### What’s new in fiscal 2021

The COVID-19 pandemic has resulted in significant changes in the District’s operations and financial reporting for the 2021 fiscal year.

### Finalizing the audit

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include:

- Completing our discussions with the Audit Committee;
- Obtaining the signed management representation letter;
- Obtaining evidence of the Board’s approval of the financial statements;
- Completing subsequent event review procedures up to the date of the Board’s approval of the financial statements; and,
- Reporting to the Office of the Auditor General for the purposes of reliance on our audit opinion in the audit of the summary financial statements of the Province

We will update the Audit Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures. Our auditors’ report, a draft of which is attached to the enclosed draft financial statements, will be dated upon the completion of any remaining procedures.

### Changes from the audit plan

There have been no significant changes regarding our audit from the Audit Planning Report previously presented to you.

### Areas of audit focus

We discussed with you at the start of the audit a number of areas of focus including:

- Auditors’ opinion – compliance framework
- Procurement
- Tangible capital assets
- Employee future benefits and salaries and benefits expense
- School generated funds
- Revenue, deferred revenue and unearned revenue
- Presumed risk of management override of controls

These areas have been addressed in our audit.

See pages 5 to 11 for the audit findings related to these areas of audit focus.

# Executive summary (continued)

## Adjustments and differences

Differences and adjustments include disclosure and presentation differences and adjustments.

### Corrected adjustments

We did not identify any adjustments that were communicated to management and subsequently corrected in the financial statements.

### Uncorrected differences

We identified one adjustment that remains uncorrected by management relating to a non-cash timing difference to correct cost and accumulated amortization of tangible capital assets of previous years. The difference has no impact on the net book value of capital assets.

Based on both qualitative and quantitative considerations, management have decided not to correct certain differences and represented to us that the differences —individually and in the aggregate—are, in their judgment, not material to the financial statements. We concur with management's representation that the differences are not material to the financial statements. Accordingly, the differences have no effect on our auditors' report.

See Appendix 2.

## Significant accounting policies and practices

There have been no initial selections of, or changes to, significant accounting policies and practices to bring to your attention.

See page 12 for further details.

## Control and other observations

We did not identify any control deficiencies that we determined to be significant deficiencies in Internal Control over Financial Reporting.

## Independence

We confirm that we are independent with respect to the Entity within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation from July 1, 2020 up to the date of this report.

## Current developments

Please refer to Appendix 3 for the current developments updates, upcoming and new accounting standards under development.

# What's new in fiscal 2021 impacting financial reporting

## Area of audit focus

COVID-19 pandemic

## Background

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. In the 2021 fiscal year, the District continued to adapt its operations and financial processes in response to the pandemic and management considered the implications on financial reporting.

## Our response

- In fiscal 2021, the District received a special purpose provincial grant of \$1,552,257 under the Provincial Safe Return to School funding program and a special purpose federal grant of \$7,259,269 under the Federal Safe Return to Class funding program. Both grants were provided to help the District address the financial impacts of COVID-19. Each grant was required to be spent on costs incurred as a result of the pandemic within the eligible expenditures guidelines issued by the Ministry of Education (the “Ministry”).
  - We reviewed the guidelines issued by the Ministry to determine the types of costs eligible to be funded by the grants.
  - We obtained an understanding of the process activities and controls over management’s identification of costs funded by the grants.
  - We agreed the grant funding recorded as received by the District to the confirmation received directly from the Ministry.
  - We selected a sample of expenditures funded by the grants and inspected supporting documentation and evaluated eligibility as a permitted expenditure as defined by the grant guidelines.
  - We agreed the expenditures funded by the grants to the revenue recognized.
  - Remaining grants to be spent in future years include \$614,310 of Federal Safe Return to Class funds.
- We obtained an understanding of the changes in revenue and expenses related specifically to the COVID-19 pandemic, including the impact of changes in international student enrollment. We corroborated significant changes noted by reviewing supporting documentation.
- We updated our understanding of the changes in process activities and controls related to financial reporting. We noted that the COVID-19 pandemic did not result in significant changes to the process activities and controls at the District.

## Significant findings

- There were no issues noted in our testing. A general note to the financial statements continues to be included describing the impact of COVID-19.



# Areas of audit focus

## Area of audit focus

Auditors' opinion – compliance framework

## Background

The District's financial statements are prepared in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act (the "BTAA") of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 (the "Regulations") issued by Treasury Board. This financial reporting framework is a general-purpose compliance framework.

The BTAA and Regulations direct the District to apply the guidance in Canadian public sector accounting standards, except for the accounting for restricted capital 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 funding stipulations, as required under PSAS.

## Significant findings

- As a result of the financial statements being prepared in accordance with a general-purpose compliance framework, our audit opinion states that the District is in compliance with the disclosed framework. This is referred to as a compliance opinion, instead of a general-purpose fair presentation opinion.
- The Office of the Auditor General ("OAG") has requested additional reporting from us regarding the difference in accounting of restricted capital contributions between the District's financial reporting framework and PSAS. We have reviewed the analysis prepared by management. There were no issues noted.

# Areas of audit focus (continued)

## Area of audit focus

Procurement

## Background

The District incurred \$29.1 million (2020 - \$30.4 million) of services and supplies expense in the 2021 fiscal year.

## Our response

- We updated our understanding of the process activities and controls over operating expenses and accounts payable and accrued liabilities.
- We obtained an understanding of the fluctuations in expenses relative to the prior year and Board-approved budget. We corroborated significant variances in expenses by fund and function by reviewing supporting documentation.
- We selected all significant accrued liabilities balances, including balances that changed by a significant amount relative to the prior year, and agreed the amount recorded to supporting documentation.
- We selected a sample of payments made, trade payables recorded and invoices received subsequent to year-end to ensure they were recorded in the appropriate fiscal year.

## Significant findings

- There were no issues noted in our testing.

# Areas of audit focus (continued)

## Area of audit focus

Tangible capital assets

## Background

In the 2021 fiscal year, the District had \$31.6 million (2020 - \$20.5 million) of tangible capital asset additions.

Significant expenditures for projects during the year include:

- \$20 million of bylaw capital for seismic upgrades for Campus View Elementary (\$0.1 million), Victoria High School (\$19.1 million) and Braefoot Elementary (\$0.8 million).
- \$1.3 million in bylaw capital related to annual facilities capital expenditures.

## Our response

- We updated our understanding of the process activities and controls over tangible capital assets, including the approval and related review processes for capital expenditures to ensure they are consistent with approved budgets and Ministry approvals.
- We selected a sample of additions for testing and inspected the supporting invoices to determine if the amount recognized agreed, was capital in nature, and eligible per the funding sources.
- We obtained an understanding of the funding sources for the tangible capital asset additions incurred during the year. We ensured the cumulative expenditures incurred year-to-date for capital projects did not exceed the total approved funding in the related certificate of approval.
- We performed a reasonability assessment of amortization expense recorded during the year based on estimated useful life of capital assets.
- We reviewed agreements for contractual commitments and related disclosure requirements.

## Significant findings

- There were no issues noted in our testing.

# Areas of audit focus (continued)

## Area of audit focus

Employee future benefits and salaries and benefits expense

## Background

The District incurred total salaries and benefits expense of \$215.2 million during the year (2020 - \$207.0 million).

The District provides employees with certain vested and non-vested post-employment benefits pursuant to contracts and union agreements such as sick leave, retirement payments, vacation and overtime. The Ministry engaged Mercer (Canada) Limited ("Mercer") as an external expert to perform an actuarial valuation of the liability. As at June 30, 2021, the District has recognized a liability for employee future benefits of \$2.9 million (2020 - \$2.8 million).

## Our response

- We updated our understanding of the process activities and controls over employee future benefits and salaries and benefits expense.
- We performed a walkthrough of the payroll process by tracing a transaction from initiation through to being recorded in the general ledger to confirm that the controls are implemented as designed.
- We reviewed collective agreements for changes and obligations by the District to provide future benefits.
- We developed an expectation for the current year salaries and benefit expense based on the prior year expense, budget and known changes impacting both benchmarks. We compared our expectation to the actual expense recorded and corroborated any significant variances noted.
- We assessed Mercer's competence, capability and objectivity to assess whether we can rely on their actuarial valuation for audit purposes.
- We reconciled the employee future benefits liability recorded by the District to the Mercer report issued.
- We assessed the reasonableness of the discount rate and other assumptions used by Mercer in their actuarial valuation.
- We reviewed the financial statement note disclosure for employee future benefits to ensure it is in compliance with the District's financial reporting framework and to ensure the amounts disclosed reconcile to Mercer's report.

## Significant findings

- There were no issues noted in our testing.

# Areas of audit focus (continued)

## Area of audit focus

School generated funds

## Background

A substantial amount of funds is managed by schools within the District. These balances are monitored and reported to the District by staff at each school. As at June 30, 2021, \$3.7 million (2020 - \$3.7 million) of school generated funds are included in the District's financial statements as cash and cash equivalents.

## Our response

- We updated our understanding of the process activities and controls over school generated funds.
- We selected a sample of the largest school generated funds cash and cash equivalent balances and obtained a confirmation directly from the bank for the year-end balance.

## Significant findings

- There were no issues noted in our testing.

# Areas of audit focus (continued)

## Area of audit focus

Revenue, deferred revenue and unearned revenue

## Background

The District receives operating grants and special purpose funding from the Ministry each year. Operating grants are recognized as revenue in the fiscal year to which they relate. Special purpose grants must be used for the purpose specified by the Ministry. This includes Classroom Enhancement Funds and COVID-19 Safe Return to School and Safe Return to Class grants. The special purpose grants are recorded in deferred revenue on receipt and recognized as revenue as eligible expenditures are incurred consistent with the funding's specified purpose.

In fiscal 2021, the District recognized total revenue of \$251.6 million (2020 - \$250.0 million) of which \$226.7 million relates to grants from the Ministry of Education (2020 - \$217.3 million). As at June 30, 2021, the District recognized a liability of \$6.5 million (2020 - \$6.6 million) for unspent special purpose funds, including \$3.7 million of school generated funds.

## Our response

- We updated our understanding of the process activities and controls over revenue and deferred revenue.
- We obtained a confirmation from the Ministry for the funding provided in the 2021 fiscal year and agreed the operating grants to the amount of revenue recognized.
- We agreed the special purpose funding received and recorded in deferred revenue to the confirmation received from the Ministry. We ensured that the special purpose funding recognized as revenue was consistent with the expenses incurred and the purpose of the funding specified by the Ministry.
- We tested the 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. We performed substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding.
- We performed audit procedures as previously described over the receipt and use of COVID-19 provincial and federal grants.
- We developed an expectation for unearned international student tuition fees based on the number of students and fees. We compared our expectation to the actual amount recorded and obtained supporting documentation for any significant variances noted.

## Significant findings

- There were no issues noted in our testing.

# Audit risks

## Professional requirements

Fraud risk from management override of controls

## Why is this significant?

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

## Our response

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 significant estimates.
- Evaluating the business rationale of significant unusual transactions.

## Significant findings

There were no issues noted in our testing.

# Significant accounting policies and practices



## Significant accounting policies

- There were no initial selections of or changes to the new significant accounting policies and practices.
- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the District's transactions in relation to the period in which they were recorded.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
- There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.



## Significant accounting estimates

- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.
- There were no significant factors affecting the District's asset and liability carrying values.



## Financial statement presentation and disclosure

- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.



# New auditing standard

CAS 540 Auditing Accounting Estimates and Related Disclosures is a new auditing standard that is effective for the District's 2021 fiscal year-end.

## Audit impacts

- 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 detailed consideration of the potential for management bias.
- More emphasis on auditing disclosures related to accounting estimates.

We performed a comprehensive review of all areas of estimation in the District's financial statements and concluded that all estimates had a remote risk of material misstatement. In future years, we will reassess the risk of material misstatement related to the estimates on an annual basis.

# Control and other observations

In accordance with professional standards, we are required to communicate to the Committee significant deficiencies in internal control over financial reporting ("ICFR") that we identified during our audit.

The purpose of our audit is to express an opinion on the financial statements. Our audit included consideration of ICFR in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of ICFR.

The matters being reported are limited to those deficiencies that we have identified during our audit and that we have concluded are of sufficient importance to merit being reported to the Committee and to meet professional standards.

## Significant deficiencies

There were no significant deficiencies in controls identified.

# Accumulated Operating Surplus Policy

The Ministry recently released the K-12 public education accumulated operating surplus policy which provides guidelines and resources for School Districts to ensure there is a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus.

Highlights of the policy include:

1. Local board policy required – the school district should have a local policy with procedures that guide the accumulation, spending and reporting of operating surplus. This includes an explanation of the purpose of operating surplus and how it will support strategic objectives, how interfund transfers will be managed and how financial risk will be mitigated through contingency operating surplus.
2. Board motions supporting restrictions of operating surplus for use in future years - three streams of internal restrictions are described as permitted for: the nature of constraints on the funds; anticipated unusual expenses; and operations spanning multiple school years.
3. Maintain a reasonable amount of unrestricted operating surplus to be held as contingency for unexpected situations, including increases in expenses or decreases in revenue – the amount of contingency should be laid out in the District's Operating Surplus Policy.
4. School Districts may restrict operating surplus to support major capital projects identified in 5 year capital plans and major capital project cost share expectations.
5. Transfers of operating funds to Local Capital must be made only for specific initiatives that have: identified timelines; a clear linkage to boards' strategic goals; address capital assets investment; or that meet the specific needs of the school district.

We recommend the District review the policy and Companion Guide for information related to Ministry requirements around operating surplus.

[K-12 public education accumulated operating surplus policy - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/k-12/operating-surplus-policy)

# Appendices

**Appendix 1: Required communications**

**Appendix 2: Management representation letter**

**Appendix 3: Current developments and audit trends**



# Appendix 1: Required communications

## Draft auditors' report

The conclusion of our audit is set out in our draft auditors' report attached to the draft financial statements.

## Management representation letter

In accordance with professional standards, a copy of the management representation letter is included in Appendix 2.

## Independence

In accordance with professional standards, we have confirmed our independence.

# Appendix 2: Management representation letter

Date of Board approval of financial statements

Ladies and Gentlemen:

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as “financial statements”) of School District No. 61 (“the District”), as at and for the period June 30, 2021.

## **General:**

We confirm that the representations we make in this letter are in accordance with the definitions as set out in **Attachment I** to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

## **Responsibilities:**

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated August 9, 2018, including for:
  - a) the preparation of the financial statements and believe that these financial statements have been prepared and present fairly in accordance with the relevant financial reporting framework.
  - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements (“relevant information”), such as financial records, documentation and other matters, including:
    - the names of all related parties and information regarding all relationships and transactions with related parties;
    - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of the Board of Trustees and committees of the Board of Trustees that may affect the financial statements. All significant actions are included in such summaries.
  - c) providing you with unrestricted access to such relevant information.
  - d) providing you with complete responses to all enquiries made by you during the engagement.
  - e) providing you with additional information that you may request from us for the purpose of the engagement.
  - f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
  - g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.

- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- i) ensuring that internal auditors providing direct assistance to you, if any, were instructed to follow your instructions and that we, and others within the entity, did not intervene in the work the internal auditors performed for you.

**Internal control over financial reporting:**

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

**Fraud & non-compliance with laws and regulations:**

- 3) We have disclosed to you:
  - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
  - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
    - management;
    - employees who have significant roles in internal control over financial reporting; or
    - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
  - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
  - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
  - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

**Subsequent events:**

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

**Related parties:**

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

**Employee future benefits:**



- 8) The employee future benefits costs and obligations have been determined, accounted for and disclosed in accordance with the financial reporting framework.
- 9) All arrangements (contractual or otherwise) by which programs have been established to provide employee benefits have been disclosed to you and included in the determination of employee future benefits costs and obligations.
- 10) The assumptions included in the actuarial valuation are those that management instructed Mercer to use in computing amounts to be used by the Entity in determining non-pension post employment benefit costs and obligations and in making required disclosures in the above-named financial statements, in accordance with the relevant financial reporting framework
- 11) The source data and plan provisions provided to the actuary for preparation of the actuarial valuation are accurate and complete.

**Environmental Matters:**

- 12) The District has appropriately recognized, measured and disclosed liabilities for contaminated sites in the financial statements.

**Estimates:**

- 13) The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

**Going concern:**

- 14) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 15) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

**Misstatements:**

- 16) The effects of the uncorrected misstatements in **Attachment II** are immaterial, bot individually and in the aggregate, to the financial statements as a whole.

**Non-SEC registrants or non-reporting issuers:**

- 17) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 18) We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

**Other:**

- 19) The amounts reported as differences between accounting for Non-Provincial restricted contributions in accordance with the Restricted Contributions Regulation as compared to Public Sector Accounting Standards for the purpose of reporting to the Office of the Auditor General are complete and accurate.





Yours very truly,

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

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By: Kim Morris, Secretary-Treasurer

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By: Katrina Stride, Associate Secretary-Treasurer

## ***Attachment I - Definitions***

### **Materiality**

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

### **Fraud & error**

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

## ***Attachment II – Summary of Audit Misstatements***

### **Uncorrected difference**

A reduction of \$1.188 million in cost and accumulated amortization of tangible capital assets was recorded in fiscal 2021 instead of prior years when these capital assets were deemed to be disposed. There is no impact on the net book value of tangible capital assets as a result of this difference.

# Appendix 3: Current developments

## Upcoming changes to Public Sector Accounting Standards

Standard	Summary and implications
<b>Asset Retirement Obligations</b>	<ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li><li>- 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.</li><li>- As a result of the new standard, the public sector entity will have to:<ul style="list-style-type: none"><li>• Consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset;</li><li>• 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;</li><li>• 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.</li></ul></li></ul>

## Appendix 3: Current developments (continued)

Standard	Summary and implications
<b>Revenue</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement.</li> <li>- 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.</li> <li>- 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.</li> </ul>
<b>Purchased Intangibles</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.</li> </ul>

## Appendix 3: Current developments (continued)

Standard	Summary and implications
<b>Public Private Partnerships (“P3”)</b>	<ul style="list-style-type: none"> <li>- PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. PSAB is in the process of reviewing feedback provided by stakeholders on the exposure draft.</li> <li>- The exposure draft proposes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends.</li> <li>- The exposure draft proposes that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure.</li> <li>- 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.</li> <li>- The effective date is April 1, 2023. Application may be retroactive or prospective.</li> </ul>
<b>Employee Future Benefit Obligations</b>	<ul style="list-style-type: none"> <li>- PSAB has initiated a review of sections PS 3250 <i>Retirement Benefits</i> and PS 3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. In July 2021, PSAB issued an exposure draft for PS 3251 <i>Employee Benefits</i>, which will replace PS 3250 and PS 3255. Comments are due on November 25, 2021.</li> <li>- In developing the standard, PSAB has decided to use International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point, with modification of the IPSAS 39 principles, where required.</li> <li>- The proposed standard provides guidance for short-term employee benefits, post-employment benefits, other long-term employee benefits and termination benefits. It also provides additional guidance on the discount rate to use for employee benefits valuations and the treatment of deferral provisions.</li> <li>- 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.</li> </ul>

## Appendix 3: Current developments (continued)

Standard	Summary and implications
<b>Concepts Underlying Financial Performance</b>	<ul style="list-style-type: none"> <li>– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards.</li> <li>– PSAB has released four exposure drafts for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments.</li> <li>– PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced.</li> <li>– In addition, PSAB is proposing:               <ul style="list-style-type: none"> <li>• 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.</li> <li>• Separating liabilities into financial liabilities and non-financial liabilities.</li> <li>• Restructuring the statement of financial position to present non-financial assets before liabilities.</li> <li>• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).</li> <li>• Removal of the statement of rereasurement 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), including a new component called “accumulated other”.</li> <li>• A new provision whereby an entity can use an amended budget in certain circumstances.</li> <li>• Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.</li> </ul> </li> </ul>



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## 2020-2021 Audited Financial Statements

### Audit Committee Meeting Presentation

**September 22, 2021**

The financial statements, which comprise the statement of financial position as at June 30, 2021, the statement of operations, changes in net financial assets (debt) and cash flows for the year then ended, and notes, have been audited by KPMG LLP who have reported that they are prepared, in all material respects, in accordance with the financial provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. These financial statements are in accordance with Canadian public sector accounting standards except with respect to the accounting treatment of government transfers.

Statements 1 to 5 show the financial results for the School District on a consolidated basis for the operating, special purpose and capital funds (Statement 3 Remeasurement Gains and Losses does not apply to our District).

Schedules 2 to 4 report the financial information for each of the funds and are explained below:

- The operating budget revenue and expense details are shown on Schedules 2, 2A, 2B and 2C.
- The special purpose fund revenue and expense details are shown on Schedules 3 and 3A.
- The capital fund revenue and expense details are shown on Schedule 4.

### **OPERATING FUND**

#### **Schedule 2 Schedule of Operating Operations**

The following table summarizes the 2020-2021 and 2019-2020 Schedule of Operating Operations per Schedule 2:

	<b>2020-2021 Schedule 2</b>	<b>2019-2020 Schedule 2</b>
Revenues	\$ 205,717,787	\$ 208,934,017
Expenses	207,965,873	203,712,693
Net Revenue (Expense)	(2,248,086)	5,221,324
Interfund Transfers – Capital Assets Purchased	(2,538,503)	(2,069,881)
Total Operating Surplus (Deficit), for the year	(4,786,589)	3,151,443
Operating Surplus, beginning of year	17,979,328	14,827,885
Operating Surplus, end of year	\$ 13,192,739	\$ 17,979,328

The Operating Fund had a net decrease of \$4,786,589 in the current year, which when combined with the opening operating surplus balance of \$17,979,328, results in the Operating Fund ending balance of \$13,192,739.



Details of the Operating Fund ending balance are as follows:

	2020-2021	2019-2020
Secondary School Funds/IE/CE/The Link	\$ 960,945	\$ 1,269,515
Middle School Funds	303,401	351,560
Elementary School Funds	708,344	953,236
Total School-Level Funds (Note A)	1,972,690	2,574,311
Indigenous Education Funds	196,959	250,000
Professional Development Funds	254,016	129,536
School Project Carry Forward Funds	180,845	191,511
Department Carry Forward Funds	612,046	3,433,007
Unspent Special Grants and Fees	1,265,088	1,203,247
Operating Capital Carry Forward Funds	331,230	-
Total Project Budgets (Note B)	2,840,184	5,207,301
Year 1 of 5 Network Infrastructure Replacement	406,350	-
Year 2 of 2 Shops Upgrades	350,000	-
Construction and Installation of Classroom Portable	200,000	-
Total Infrastructure Initiatives (Note C)	956,350	-
School Technology	178,557	138,495
School Furniture and Equipment	237,652	392,924
Curriculum Materials	25,876	8,535
All Other Purchase Orders	176,402	20,128
Total Purchase Order Commitments (Note D)	618,487	560,082
International Education Reserve	425,000	-
Additional Operating Reserve	721,622	-
COVID-19 Contingency	-	2,561,246
Total Reserves (Note E)	1,146,622	2,561,246
Budgeted Planned Surplus	4,837,387	7,046,806
Budgeted Planned Surplus – Operating Reserve	821,019	-
Total Budgeted Planned Surplus (Note F)	5,658,406	7,046,806
Total Internally Restricted Surplus	13,192,739	17,949,746
Unrestricted Operating Surplus (Note G)	-	29,582
Total Operating Surplus	\$13,192,739	\$17,979,328

Note A: Unspent funding at the school level at year end is carried forward into the next year's operating budget. This enables schools to accumulate balances for specific projects and to make larger purchases, such as the replacement of classroom sets of furniture and equipment. It also encourages schools to plan purchases and deliveries to tie in with the school year, which eliminates year-end buying frenzies. School carry forwards are limited as follows:

- Elementary and Middle Schools - **\$40,000**
- Secondary Schools - **\$80,000**

Where a school anticipates a school project in excess of \$10,000, a written request can be made for approval to maintain a higher reserve balance.

Note B: Unspent project budgets in schools and departments represent the funding required to complete planned activities and projects. Department carry forward funding is earmarked for specific initiatives which require the accumulation of multi-year budgeted amounts. No department funds were carried forward that were not expressly targeted for a specific purpose. Examples of unspent special grants and fees include the Curriculum and Learning Support Plan and the 2020-2021 Operating Grant Holdback. Unspent operating capital carry forward funds of \$331,230 have been carried forward to offset the future cost of replacing classroom technology packages, educator laptops and student devices. In prior years, these funds were transferred and held in Local Capital.

Note C: Infrastructure Initiatives for 2021-2022 include \$350,000 for the second year of a two year plan to upgrade school shops and \$406,350 for the first year of a five year network infrastructure replacement plan. Year 1 of the network infrastructure replacement plan includes the purchase of switches and access points for school sites and servers for the data center. Also included is \$200,000 for the construction and installation of a classroom portable using funds allocated from the additional operating reserve.

Note D: Total Purchase Order Commitments represents outstanding purchase orders that did not have goods and services received by June 30. Funds budgeted for these commitments are carried forward and are available when the goods and services are received. Accounting principles do not permit outstanding commitments at the end of one school year to be included as expenditures in the same year.

Note E: A reserve of \$425,000 has been established in the event of declining enrolment in International Education. An operating reserve of \$821,019 was approved as part of the 2021-2022 Annual Budget approved June 3, 2021. An additional \$921,622 of unrestricted operating surplus as of June 30, 2021 has been added to this amount for a total reserve of \$1,742,641. From the additional operating reserve, \$200,000 has been allocated towards the construction and installation of a classroom portable under Infrastructure Initiatives.

Note F: \$5.6 million has been appropriated for the 2021-2022 Annual Budget as follows:

- \$5,658,406 June 30, 2021 unrestricted operating surplus approved June 3, 2021 for 2021-2022 (includes \$821,019 to be held as an operating reserve)

Note G: There is no unrestricted operating surplus at the end of June 2021.

## Schedule 2A Operating Revenue by Source

The following table summarizes Revenue by source in the Operating Fund:

	2020-2021 Operating Revenues	2019-2020 Operating Revenues	Increase (Decrease)
Provincial Grants	\$191,739,593	\$188,521,379	\$ 3,218,214
Tuition	9,496,466	15,412,570	(5,916,104)
Local Education Agreement (LEA)	1,031,724	1,063,116	(31,392)
Other Revenues	1,294,109	1,194,390	99,719
Rentals and Leases	1,587,882	1,784,510	(196,628)
Investment Income	568,013	958,052	(390,039)
Total Operating Revenue	\$205,717,787	\$208,934,017	(\$ 3,216,230)

The major changes in Operating Revenues in the 2020-2021 Financial Statements as compared to the 2019-2020 Financial Statements are as follows:

- 1) Provincial Grants have increase by \$3.2 million due to the following:
 

• 2020-2021 school age enrolment decrease 295.781 FTE	(\$2.1 million)
• 2020-2021 supplement for enrolment decrease	\$0.4 million
• 2020-2021 per pupil funding increase of \$92 per FTE	\$1.8 million
• Targeted funding net decrease ELL, INED, IL, SS, CE, Adult	(\$0.5 million)
• Teacher Salary Differential funding increase	\$1.0 million
• Curriculum and Learning Support Fund decrease	(\$0.2 million)
• 2020-2021 Equity of Opportunity Supplement (new)	\$1.1 million
• 2020-2021 Operating Grant Holdback (new)	\$0.6 million
• Teacher and Support Staff Labour Settlement funding increase	\$2.9 million
• 2019-2020 Employer Health Tax and Carbon Tax (now in per pupil)	(\$1.8 million)
- 2) Tuition fees have decreased by \$5.9 million due to a decline in short-term and long-term registrations by International students as a result of the COVID-19 pandemic.
- 3) Other revenues have increased by \$0.1 million as a result of an increase in external contributions towards school-based projects, such as playgrounds and outdoor classrooms and grants from KidSport and BC Hydro. These revenues have been partially offset by a decrease in International Student Program and Cafeteria revenues.
- 4) Rentals and leases revenue has decreased \$0.2 million due the cancellation of community rental of facilities, fields, and theatres as a result of the COVID-19 pandemic.
- 5) Investment income has decreased by \$0.4 million due to a decline in interest rates applied to cash balances in operating and investment accounts. The interest rate earned on investments began to decline from 2.95% in early March 2020 to 1.45% by the end of June 2021 due to the COVID-19 pandemic.

**Schedule 2B Operating Expense by Object**

	<b>2020-2021 Operating Expenses</b>	<b>2019-2020 Operating Expenses</b>	<b>Increase (Decrease)</b>
<b>Salaries</b>			
Teachers	\$ 90,349,744	\$ 90,992,489	(\$ 642,745)
Principals and Vice Principals	14,066,958	13,209,113	857,845
Educational Assistants	17,265,674	18,292,596	(1,026,922)
Support Staff	18,669,864	17,796,238	873,626
Other Professionals	4,916,468	4,439,325	477,143
Substitutes	8,663,963	7,900,352	763,611
<b>Total Salaries</b>	<b>153,932,671</b>	<b>152,630,113</b>	<b>1,302,558</b>
<b>Employee Benefits</b>	<b>34,422,220</b>	<b>32,915,200</b>	<b>1,507,020</b>
<b>Total Salaries and Benefits</b>	<b>188,354,891</b>	<b>185,545,313</b>	<b>2,809,578</b>
<b>Services and Supplies</b>			
Services	7,007,812	7,054,257	(46,445)
Student Transportation	915,608	906,201	9,407
Professional Development and Travel	1,038,194	888,436	149,758
Rentals and Leases	126,428	115,250	11,178
Dues and Fees	110,536	106,549	3,987
Insurance	424,325	357,839	66,486
Supplies	6,188,153	4,793,206	1,394,947
Utilities	3,799,926	3,945,642	(145,716)
<b>Total Services and Supplies</b>	<b>19,610,982</b>	<b>18,167,380</b>	<b>1,443,602</b>
<b>Total Operating Expense</b>	<b>\$207,965,873</b>	<b>\$203,712,693</b>	<b>\$ 4,253,180</b>

The major changes in Operating Expenses in the 2020-2021 Financial Statements as compared to the 2019-2020 Financial Statements are as follows:

- 1) Teachers, Educational Assistants and Support Staff Salaries are lower in 2020-2021 as compared to 2019-2020. Salaries increased by 2.0% effective July 1, 2020; however, overall staffing levels decreased as a result of enrolment decline. Furthermore, Educational Assistant salaries expense is lower than the prior year due to a shortage of Educational Assistants available to fill vacancies.
- 2) The regional salary model for Principals and Vice Principals increased by 2.0% effective August 1, 2020. The increase in Principal and Vice Principal salaries also includes step increments within applicable salary ranges. There was also a net decrease of 1.0 FTE due to the non-replacement of 3.0 FTE District Principals and Vice Principals offset by an increase of 2.0 FTE Vice Principals at schools (Victor and Lansdowne South).
- 3) Other Professionals salaries increased by 2.0% effective July 1, 2020. The increase in Other Professionals salaries also includes step increments within applicable salary ranges.

- 4) Substitutes salaries are \$0.8 million higher in the current year due to an increase in Teacher short-term and long-term illnesses, partially offset by a reduction in Educational Assistant replacements due to a shortage of Educational Assistants available to fill vacancies.
- 5) Employee benefits expense has increased by \$1.5M when compared to the prior year. In 2019-2020, there was a \$2.0 million increase to the benefits surplus that is held in trust by the District's benefits providers which reduced the employee benefits expense in that year. The increase in the benefits surplus was a result of actual claims being lower than the premiums collected due to employees not being able to fully utilize benefits during the COVID-19 pandemic.
- 6) Professional Development and Travel expenses in the current year are \$0.1 million higher than the prior year. Due to COVID-19 safety measures, professional development and travel activities were impacted. However, this was offset by payments made to the GVTA to be used towards professional development, including \$393K from the Early Career Mentorship Funding and \$100K from the Equity of Opportunity fund.
- 7) In the last three and half months of fiscal 2019-2020, spending on supplies was limited to essential purchases. This reduced spending contributed significantly to the \$1.4 million reduction in supplies expense. In 2020-2021, schools and departments were encouraged to spend current year budgets on current year students to improve outcomes and spending resumed to normal levels.

### **Schedule 2C Operating Expense by Function, Program and Object**

The following table summarizes Operating Expenses by source in the Operating Fund:

	<b>2020-2021 Operating Expenses (\$)</b>	<b>2020-2021 Operating Expenses (%)</b>	<b>2020-2021 Provincial Average (%)</b>
Instruction	\$174,918,158	84.2%	82.7%
District Administration	6,306,434	3.0%	3.9%
Operations and Maintenance	25,619,933	12.3%	11.5%
Transportation and Housing	1,121,348	0.5%	1.9%
<b>Total Operating Expenses</b>	<b>\$207,965,873</b>	<b>100%</b>	<b>100%</b>

The Operating Fund final expenditures indicate District spending of 84.2% on Instruction which is higher than the budgeted Provincial average of 82.7%. District Administration spending is 3.0% which is below the budgeted Provincial average of 3.9%. Operations and Maintenance spending is 12.3% which is slightly higher than the budgeted Provincial average of 11.5%. Transportation and Housing spending is 0.5% as compared to the budgeted Provincial average of 1.9%.

## **SPECIAL PURPOSE FUND**

### **Schedule 3 Schedule of Special Purpose Operations**

#### **Schedule 3A Changes in Special Purpose Funds and Expense by Object**

Special Purpose Funds are targeted funds received for specific purposes and must be used for those purposes. Special purpose fund revenues are matched to the expenses incurred within each fund. The Special Purpose Funds revenues are as follows:

	<b>2020-2021 Special Purpose Revenues</b>	<b>2019-2020 Special Purpose Revenues</b>	<b>Increase (Decrease)</b>
Annual Facility Grant	\$ 811,079	\$ 818,378	\$ (7,299)
Learning Improvement Fund	665,523	675,200	(9,677)
Scholarships and Bursaries	37,124	39,913	(2,789)
Special Education Technology	116,821	113,221	3,600
School Generated Funds	3,185,687	4,671,490	(1,485,803)
StrongStart	191,245	211,975	(20,730)
Ready, Set, Learn	41,501	53,637	(12,136)
Official Languages in Education Protocol (OLEP)	534,982	270,355	264,627
CommunityLINK	3,556,592	4,032,793	(476,201)
Classroom Enhancement Fund – Overhead	702,459	711,098	(8,639)
Classroom Enhancement Fund – Staffing	16,851,087	15,952,945	898,142
Classroom Enhancement Fund – Remedies	1,347,941	1,389,195	(41,254)
First Nations Student Transportation	14,738	660	14,078
Mental Health in Schools	48,000	24,500	23,500
Changing Results for Young Children	20,811	17,244	3,567
Safe Return to School Grant	1,552,257	-	1,552,257
Safe Return to Class Fund	6,644,959	-	6,644,959
Ledger School	336,703	263,805	72,898
Provincial Inclusion Outreach	775,530	705,474	70,056
Estate Trust	6,251	6,359	(108)
<b>Special Purpose Revenues</b>	<b>\$ 37,441,290</b>	<b>\$ 29,958,242</b>	<b>\$ 7,483,048</b>

The following outlines the major changes in the Special Purpose Funds:

- 1) School Generated Fund revenue in 2020-2021 is \$1.5 million less than the prior year due to the cancellation of most school activities and field trips as a result of the COVID-19 pandemic.
- 2) OLEP (Federal French) revenue recognized in the current year is \$0.3 million higher than the prior year. In 2019-2020, the COVID-19 pandemic impacted the District's ability to fully spend these funds as planned. However, the funds have been fully spent in 2020-2021.

- 3) CommunityLINK revenue in the current year has decreased by \$0.5 million. Schools are allowed to carry forward \$500 to future years. Schools exceeded their maximum carry forward by \$0.1 million, mainly as a result of underspending food budgets. Furthermore, two Principal and Vice-Principal positions were not replaced, resulting in savings of \$0.1 million. Lastly, an enrolment contingency of \$0.1 million was held back. These funds are used to provide uplifts to schools with significant enrolment increases. However, enrolment was down in the District. The unspent funds will be carried forward to 2021-2022 to be used to support vulnerable students.
- 4) Classroom Enhancement Fund is the grant allocation provided by the Ministry of Education to fund additional teachers hired to meet the restored collective agreement class size and composition language, funding to address remedies, and funding for overhead costs. Staffing costs increased by \$0.9 million as a result of a 2.0% increase in salaries effective July 1, 2020 and an increase in teacher release time related to low incidence prep time.
- 5) The Safe Return to School Grant is new in 2020-2021. Provincial funding was provided to school districts to put towards reusable masks/face shields, computers and assistive technology, cleaning supplies, improving hand hygiene, and increasing cleaning frequency.
- 6) The Safe Return to Class Fund is new in 2020-2021. Federal funding was provided to assist school districts with their K-12 Restart plans. The funding could be used for learning resources and supports, health and safety, transportation and/or before and after school child care.

## **CAPITAL FUND**

### **Schedule 4 Schedule of Capital Operations**

#### **Schedule 4A Tangible Capital Assets**

#### **Schedule 4B Tangible Capital Assets - Work in Progress**

#### **Schedule 4C Deferred Capital Revenue**

Tangible capital assets are assets that have an expected life greater than one year and are not consumed in the normal course of operations. These assets are amortized over their useful life, meaning that the cost of the asset is expensed over a period of time.

Deferred capital revenue is funding received from a third party for the acquisition, development, construction or betterment of a tangible capital asset. These funds are amortized over the life of the asset to match the amortization expense, meaning that revenue is recognized over a period of time. There are three categories of deferred capital revenue (Schedule 4C):

- Bylaw Capital includes contributions received from the Ministry of Education for major capital programs and the capital portion of the Annual Facility Grant. Examples of projects funded with Bylaw Capital in 2020-2021 include: 1) seismic upgrades at Braefoot Elementary and Vic High, 2) mechanical and HVAC upgrades at Vic High, 3) building and window enclosure upgrades at Mt. Doug, 4) boiler upgrades and new roofing at Spectrum, 5) repairs to six portables at Campus View Elementary and 6) a new universally accessible playground at Doncaster Elementary.

- Other Provincial includes Ministry of Education Restricted Capital, which is made up of proceeds from the lease of assets which were originally purchased from Bylaw Capital, interest earned on the deferred capital revenue balance, 75% of the proceeds of disposition of the sale of surplus school properties, and unspent (surplus) funds from Ministry-funded capital projects. Ministry approval is required to spend these funds. A portion of the upgrading at SJ Willis is being funded in 2020-2021. Other Provincial also includes the BC New Spaces funding from the Ministry of Children and Family Development (MCFD) that is used to build childcare facilities on school sites.
- Other Capital includes third party contributions for the future replacement of the Neighbourhood Learning Centre and artificial turf field at Oak Bay High School, as well as contributions from childcare service providers that had accessed MCFD funding in order for the School District to build new childcare spaces.

Local Capital includes proceeds from the lease of assets which were originally purchased from Board funds, interest earned on the local capital balance, and 25% of the proceeds of disposition of the sale of surplus school properties. Childcare capital improvements, Inclusion for Learning Strategy, Quadra Warehouse upgrades and George Jay portable are all projects that were funded from Local Capital in 2020-2021.

Capital assets purchased out of Operating and Special Purpose funds are shown on Schedule 1 as an interfund transfer to the Capital Fund.

The change in capital assets is detailed in Schedule 4A. Completed capital asset additions total \$17.8 million of which furniture, equipment and vehicle additions total \$2.5 million; computer hardware additions total \$2.0 million; and building improvements and seismic upgrades total \$13.3 million, primarily related to Braefoot Seismic, SJ Willis, Quadra Warehouse and MCFD-funded childcare spaces. Work in progress for buildings totals \$27.4 million (Schedule 4B) and is mainly related to the seismic upgrades at Vic High, as well as the construction of childcare spaces.

Capital asset dispositions include the deemed disposition of furniture and equipment, computer software and computer hardware that is fully amortized.

**The following motions are recommended:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$13,192,739 of the operating surplus as follows: 1) school-level funds \$1,972,690, 2) project budgets \$2,840,184, 3) infrastructure initiatives \$956,350, 4) purchase order commitments \$618,487, 5) reserves \$1,146,622, and 6) balance 2021-2022 budget \$5,658,406 (including an \$821,019 operating reserve) approved in June 2021.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2021; and that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to execute these statements, where applicable, on behalf of the Board.



Audited Financial Statements of

# **School District No. 61 (Greater Victoria)**

And Independent Auditors' Report thereon

June 30, 2021

# School District No. 61 (Greater Victoria)

June 30, 2021

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# School District No. 61 (Greater Victoria)

## MANAGEMENT REPORT

Version: 4222-3476-1494

### Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 61 (Greater Victoria) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 61 (Greater Victoria) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 61 (Greater Victoria) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 61 (Greater Victoria)

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Signature of the Chairperson of the Board of Education

Date Signed

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Signature of the Superintendent

Date Signed

---

Signature of the Secretary Treasurer

Date Signed



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## **INDEPENDENT AUDITORS' REPORT**

To the Board of Education of School District No. 61 (Greater Victoria), and

To the Minister of Education, Province of British Columbia

### **Opinion**

We have audited the financial statements of School District No. 61 (Greater Victoria) (the Entity), which comprise:

- the statement of financial position as at June 30, 2021
  - the statement of operations for the year then ended
  - the statement of changes in net financial assets (debt) for the year then ended
  - the statement of cash flows for the year then ended
  - and notes to the financial statements, including a summary of significant accounting policies
- (Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2021 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Emphasis of Matter – Financial Reporting Framework**

We draw attention to note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



## **Other Information**

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditors' report thereon, included in Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Information, other than the financial statements and the auditors' report thereon, included in the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

## **Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

## **Auditors' Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants  
Victoria, Canada  
DATE

# School District No. 61 (Greater Victoria)

Statement 1

## Statement of Financial Position

As at June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	62,735,222	58,652,535
Accounts Receivable		
Due from Province - Ministry of Education	4,851,003	4,471,552
Due from Province - Other	476,596	161,875
Due from First Nations	306,891	-
Other (Note 3)	3,408,670	4,209,720
Portfolio Investments (Note 4)	499,658	499,601
<b>Total Financial Assets</b>	<b>72,278,040</b>	<b>67,995,283</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 6)	33,492,718	27,562,932
Unearned Revenue (Note 7)	11,955,313	8,471,669
Deferred Revenue (Note 8)	6,540,627	6,644,955
Deferred Capital Revenue (Note 9)	224,821,813	205,139,251
Employee Future Benefits (Note 10)	2,996,493	2,834,171
<b>Total Liabilities</b>	<b>279,806,964</b>	<b>250,652,978</b>
<b>Net Debt</b>	<b>(207,528,924)</b>	<b>(182,657,695)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 11)	267,848,834	247,866,324
Prepaid Expenses	957,276	384,899
<b>Total Non-Financial Assets</b>	<b>268,806,110</b>	<b>248,251,223</b>
<b>Accumulated Surplus (Deficit) (Note 20)</b>	<b>61,277,186</b>	<b>65,593,528</b>
Unrecognized Assets (Note 11)		
Contractual Obligations (Note 15)		
Contractual Rights (Note 16)		
Contingent Assets (Note 18)		
Contingent Liabilities (Note 18)		

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

# School District No. 61 (Greater Victoria)

Statement 2

Statement of Operations  
Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	216,339,721	226,659,672	217,343,604
Other	50,000	103,076	103,799
Tuition	8,333,604	9,496,466	15,412,570
Other Revenue	5,195,141	5,494,884	6,871,882
Rentals and Leases	1,815,064	1,587,882	1,784,510
Investment Income	1,150,200	633,130	1,111,884
Amortization of Deferred Capital Revenue	7,522,773	7,648,791	7,426,505
<b>Total Revenue</b>	<b>240,406,503</b>	<b>251,623,901</b>	<b>250,054,754</b>
<b>Expenses</b>			
Instruction	204,958,740	209,607,636	202,666,890
District Administration	6,083,638	6,306,434	6,133,036
Operations and Maintenance	38,271,527	38,904,825	39,041,171
Transportation and Housing	1,157,630	1,121,348	923,744
<b>Total Expense</b>	<b>250,471,535</b>	<b>255,940,243</b>	<b>248,764,841</b>
<b>Surplus (Deficit) for the year</b>	<b>(10,065,032)</b>	<b>(4,316,342)</b>	<b>1,289,913</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>65,593,528</b>	<b>64,303,615</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>61,277,186</b>	<b>65,593,528</b>



# School District No. 61 (Greater Victoria)

Statement 4

## Statement of Changes in Net Debt

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	(10,065,032)	(4,316,342)	1,289,913
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(19,673,202)	(31,640,450)	(20,534,408)
Amortization of Tangible Capital Assets	11,880,269	11,657,940	11,263,834
<b>Total Effect of change in Tangible Capital Assets</b>	(7,792,933)	(19,982,510)	(9,270,574)
Acquisition of Prepaid Expenses	-	(572,377)	236,063
<b>Total Effect of change in Other Non-Financial Assets</b>	-	(572,377)	236,063
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<u>(17,857,965)</u>	<u>(24,871,229)</u>	<u>(7,744,598)</u>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		(24,871,229)	(7,744,598)
<b>Net Debt, beginning of year</b>		(182,657,695)	(174,913,097)
<b>Net Debt, end of year</b>		<u>(207,528,924)</u>	<u>(182,657,695)</u>

# School District No. 61 (Greater Victoria)

Statement 5

## Statement of Cash Flows

Year Ended June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	(4,316,342)	1,289,913
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(200,012)	(6,406,581)
Prepaid Expenses	(572,377)	236,063
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	298,811	947,937
Unearned Revenue	3,483,644	(3,226,958)
Deferred Revenue	(104,328)	1,547,838
Employee Future Benefits	162,322	134,894
Other Liabilities	5,630,974	1,379,236
Amortization of Tangible Capital Assets	11,657,940	11,263,834
Amortization of Deferred Capital Revenue	(7,648,791)	(7,426,505)
<b>Total Operating Transactions</b>	<b>8,391,841</b>	<b>(260,329)</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(4,684,094)	(2,052,625)
Tangible Capital Assets -WIP Purchased	(26,956,356)	(18,481,783)
Bylaw Expenditures	(811,727)	(3,693,643)
Insurance Claim Expense	(1,829,035)	-
<b>Total Capital Transactions</b>	<b>(34,281,212)</b>	<b>(24,228,051)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	29,972,115	23,315,351
<b>Total Financing Transactions</b>	<b>29,972,115</b>	<b>23,315,351</b>
<b>Investing Transactions</b>		
Investments in Portfolio Investments	(57)	(57)
<b>Total Investing Transactions</b>	<b>(57)</b>	<b>(57)</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>4,082,687</b>	<b>(1,173,086)</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>58,652,535</b>	<b>59,825,621</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>62,735,222</b>	<b>58,652,535</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	62,735,222	58,652,535
	<b>62,735,222</b>	<b>58,652,535</b>

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 1. Authority and Purpose

The School District operates under the authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 61 (Greater Victoria)" and operates as "School District No. 61 (Greater Victoria)." A Board of Education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the District, and is principally funded by the Province of British Columbia through the Ministry of Education. School District No. 61 (Greater Victoria) is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning September 1, 2020 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

### 2. Summary of Significant Accounting Policies

#### (a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2 (f) and 2 (m).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2 (f) and 2 (m), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

#### (b) Cash and Cash Equivalents

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

#### (c) Accounts Receivable

Accounts receivable are measured at amortized cost and are shown net of allowance for doubtful accounts.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 2. Summary of Significant Accounting Policies (Continued)

#### (d) Portfolio Investments

The School District has investments in bonds that have a maturity of greater than 3 months at the time of acquisition. GICs, term deposits, bonds and other investments not quoted in an active market are reported at cost or amortized cost.

Detailed information regarding portfolio investments is disclosed in Note 4.

#### (e) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the services or products are delivered.

#### (f) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes both government transfers and other contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (m).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the Statement of Operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

#### (g) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for qualified employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination and retirement rates, and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 2. Summary of Significant Accounting Policies (*Continued*)

#### (h) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District is directly responsible or accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site. At this time the School District has determined there are no liabilities for contaminated sites.

#### (i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction, as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work in Progress is recorded as an acquisition to the applicable asset class at substantial completion. Work in Progress is not amortized until the asset is utilized.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. One-half of the amortization is recorded in the year of acquisition. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Site Improvements	10 years
Furniture and Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 2. Summary of Significant Accounting Policies (*Continued*)

#### (j) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g. insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

#### (k) Prepaid Expenses

Payments for insurance, subscriptions, and maintenance contracts for use within the School District in a future period are included as a prepaid expense and stated at acquisition cost and are charged to expenses over the periods expected to benefit from it. Textbooks and other teaching supplies are expensed as purchased.

#### (l) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 13 – Interfund Transfers and Note 20 – Accumulated Surplus).

#### (m) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues. The amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 2. Summary of Significant Accounting Policies (*Continued*)

#### (m) Revenue Recognition (continued)

The accounting treatment for restricted contributions that are government transfers is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

#### (n) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes interest paid on capital lease obligations.

##### Allocation of Costs

- Operating expenses are reported by function, program and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical and principal and vice-principal salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits are allocated on a pro rata basis of overall salary expenses within each salary category.
- Supplies and services are allocated based on actual program identification.

#### (o) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, investments, accounts payable and accrued liabilities. The School District does not have any derivative financial instruments.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability. The School District has not invested in any equity instruments that are quoted in an active market and has not designated any financial instruments to be recorded at fair value. The School District has no instruments in the fair value category.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 2. Summary of Significant Accounting Policies (Continued)

(o) Financial Instruments (continued)

The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

(p) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2 requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

(q) Comparative Figures

Certain comparative figures presented in the financial statements have been reclassified to conform with the financial statement presentation adopted in the current year.

(r) Future Changes in Accounting Policies

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the [Consolidated] Statement of Operations.

A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.



## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

### 2. Summary of Significant Accounting Policies (Continued)

#### (r) Future Changes in Accounting Policies (continued)

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

### 3. Accounts Receivable – Other Receivables

	June 30, 2021	June 30, 2020
Due from Agencies and Associations	\$ 464,578	\$ 465,685
Due from Government of Canada	220,730	201,187
Other Receivables	2,723,362	3,542,848
	<u>\$ 3,408,670</u>	<u>\$ 4,209,720</u>

### 4. Portfolio Investments

Portfolio investments is comprised of a 7.6% Province of Ontario Bond maturing June 2, 2027. The market value of the investments as of June 30, 2021 was \$0.67 million (2020: \$0.72 million).

### 5. Bank Indebtedness

The School District has an unutilized line of credit facility agreement with the CIBC, dated March 12, 2009, in the amount of \$1,500,000.

### 6. Accounts Payable and Accrued Liabilities – Other

	June 30, 2021	June 30, 2020
Trade Payables	\$ 5,942,459	\$ 3,203,048
Salaries and Benefits Payable	16,157,683	15,946,873
Accrued Vacation Pay	2,178,207	2,262,208
Holdback Payables	1,053,327	713,391
International Student Program Fee Payable	7,569,654	4,842,912
Other	591,388	594,500
	<u>\$ 33,492,718</u>	<u>\$ 27,562,932</u>

International Student Program Fees Payable in the amount of \$7,569,654 (2020: \$4,842,912) is comprised of 2020/21 refunds \$483,032 (2020: \$0), homestay fees of \$5,966,030 (2020: \$3,837,807) and medical fees of \$1,120,592 (2020: \$1,005,105). These amounts are collected and paid by the School District on behalf of the International Student Program. The same amount included in cash and cash equivalents is restricted and not available for general use.

**School District No. 61 (Greater Victoria)**

Notes to Financial Statements

Year Ended June 30, 2021

**7. Unearned Revenue**

	June 30, 2021	June 30, 2020
Unearned Revenue, Beginning of Year	\$ 8,471,669	\$ 11,698,627
Changes for the Year:		
Increase:		
Tuition fees	12,625,596	12,190,967
Rentals and Leases	1,535,504	1,800,387
Other	904,267	-
Summer school	1,720	2,090
	<u>15,067,087</u>	<u>13,993,444</u>
Decrease:		
Tuition fees	9,496,466	15,399,179
Rentals and Leases	1,587,882	1,784,511
Other	497,375	5,171
Summer school	1,720	31,541
	<u>11,583,443</u>	<u>17,220,402</u>
Net Changes for the Year	3,483,644	(3,226,958)
Unearned Revenue, End of Year	\$ 11,955,313	\$ 8,471,669

Unearned Revenue includes tuition collected from International students for school terms beginning after June 30, 2021.

**8. Deferred Revenue**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e. the stipulations associated with those grants and contributions have not yet been fulfilled.

	June 30, 2021	June 30, 2020
Deferred Revenue, Beginning of Year	\$ 6,644,955	\$ 5,097,117
Changes for the Year:		
Increase:		
Provincial Grants - Ministry of Education	35,919,986	26,798,530
Other	3,201,604	5,005,783
Investment Income	95,185	162,991
	<u>39,216,775</u>	<u>31,967,304</u>
Decrease:		
Allocation to Revenue	37,441,290	29,958,242
Recovered	1,879,813	461,224
	<u>39,321,103</u>	<u>30,419,466</u>
Net Changes for the Year	(104,328)	1,547,838
Deferred Revenue, End of Year	\$ 6,540,627	\$ 6,644,955

**School District No. 61 (Greater Victoria)**

Notes to Financial Statements

Year Ended June 30, 2021

**9. Deferred Capital Revenue**

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

**Deferred Capital Revenue:**

	June 30, 2021	June 30, 2020
Deferred Capital Revenue, Beginning of Year	\$ 185,446,765	\$ 185,238,545
Changes for the Year:		
Increase:		
Transferred from Deferred Capital Revenue – Capital Additions	204,858	604,104
Transferred from Deferred Capital Revenue – Work in Progress	11,697,185	7,030,621
	<u>11,902,043</u>	<u>7,634,725</u>
Decrease:		
Amortization of Deferred Capital Revenue	7,648,791	7,426,505
	<u>7,648,791</u>	<u>7,426,505</u>
Net Changes for the Year	4,253,252	208,220
Deferred Capital Revenue, End of Year	\$ 189,700,017	\$ 185,446,765

**Deferred Capital Revenue – Work in Progress:**

	June 30, 2021	June 30, 2020
Work in Progress, Beginning of Year	\$ 12,687,439	\$ 2,572,018
Changes for the Year:		
Increase:		
Transferred from Unspent Deferred Capital Revenue	26,432,709	17,146,042
	<u>26,432,709</u>	<u>17,146,042</u>
Decrease:		
Transferred to Deferred Capital Revenue	11,697,185	7,030,621
	<u>11,697,185</u>	<u>7,030,621</u>
Net Changes for the Year	14,735,524	10,115,421
Work in Progress, End of Year	\$ 27,422,963	\$ 12,687,439

**School District No. 61 (Greater Victoria)**

Notes to Financial Statements

Year Ended June 30, 2021

**9. Deferred Capital Revenue (Continued)****Unspent Deferred Capital Revenue:**

	June 30, 2021	June 30, 2020
Unspent Deferred Capital Revenue, Beginning of Year	\$ 7,005,047	\$ 5,133,485
Changes for the Year:		
Increase:		
Provincial Grants - Ministry of Education	27,319,169	17,411,140
Provincial Grants - Other	2,538,841	5,852,995
Other	110,932	45,324
Investment Income	3,173	5,892
	29,972,115	23,315,351
Decrease:		
Transferred to Deferred Capital Revenue – Capital Additions	204,858	604,104
Transferred to Deferred Capital Revenue – Work in Progress	26,432,709	17,146,042
Bylaw and Other Provincial Capital Expenditures	811,727	3,693,643
Insurance Claim Expense	1,829,035	-
	29,278,329	21,443,789
Net Changes for the Year	693,786	1,871,562
Unspent Deferred Capital Revenue, End of Year	\$ 7,698,833	\$ 7,005,047
<b>Total Deferred Capital Revenue, End of Year</b>	<b>\$ 224,821,813</b>	<b>\$ 205,139,251</b>

**School District No. 61 (Greater Victoria)**

Notes to Financial Statements

Year Ended June 30, 2021

**10. Employee Future Benefits**

The School District provides certain benefits upon retirement including vested sick leave, accumulating non-vested sick leave, lump sum retirement payments, vacation, overtime and death benefits for qualified employees pursuant to certain contracts and union agreements. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	June 30, 2021	June 30, 2020
Discount Rate - April 1	2.25%	2.50%
Discount Rate - March 31	2.50%	2.25%
Long-Term Salary Growth - April 1	2.50%+seniority	2.50%+seniority
Long-Term Salary Growth - March 31	2.50%+seniority	2.50%+seniority
Expected Average Remaining Service Lifetime - March 31	10.3	10.3

	June 30, 2021	June 30, 2020
<b>Reconciliation of Accrued Benefit Obligation:</b>		
Accrued Benefit Obligation - April 1	\$ 2,835,619	\$ 2,800,750
Service Cost	283,791	268,844
Interest Cost	66,898	72,237
Benefit Payments	(237,981)	(253,995)
Actuarial Loss	(110,663)	(52,217)
Accrued Benefit Obligation - March 31	\$ 2,837,663	\$ 2,835,619

<b>Reconciliation of Funded Status at End of Fiscal Year:</b>		
Accrued Benefit Obligation - March 31	\$ 2,837,663	\$ 2,835,619
Market Value of Plan Assets - March 31	-	-
Funded Status - Deficit	(2,837,663)	(2,835,619)
Employer Contributions After Measurement Date	8,461	25,030
Benefit Expense After Measurement Date	(89,219)	(87,672)
Unamortized Net Actuarial Loss	(78,072)	64,091
Accrued Benefit Liability - June 30	\$ (2,996,493)	\$ (2,834,171)

<b>Reconciliation of Change in Accrued Benefit Liability:</b>		
Accrued Benefit Liability - July 1	\$ 2,834,171	\$ 2,699,277
Net Expense for Fiscal Year	383,735	374,687
Employer Contributions	(221,412)	(239,794)
Accrued Benefit Liability - June 30	\$ 2,996,493	\$ 2,834,171

<b>Components of Net Benefit Expense:</b>		
Service Cost	\$ 283,457	\$ 272,581
Interest Cost	68,779	70,902
Amortization of Net Actuarial Loss	31,500	31,204
Net Benefit Expense	\$ 383,735	\$ 374,687

# School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

## 11. Tangible Capital Assets

### June 30, 2021

<b>Cost:</b>	Balance at June 30, 2020	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2021
Sites	\$ 10,833,717	\$ -	\$ -	\$ -	\$ 10,833,717
Site Improvements	1,700,000	-	-	-	1,700,000
Buildings	368,828,469	352,637	-	12,907,994	382,089,100
Buildings – WIP	13,510,641	26,775,809	-	(12,907,994)	27,378,456
Furniture & Equipment	11,072,728	2,327,219	(330,610)	63,676	13,133,013
Furniture & Equipment – WIP	22,855	85,328	-	(63,676)	44,507
Vehicles	1,091,586	94,320	(27,960)	-	1,157,946
Computer Software	239,464	-	(128,027)	-	111,437
Computer Hardware	8,485,415	1,909,918	(425,814)	95,219	10,064,738
Computer Hardware – WIP	-	95,219	-	(95,219)	-
<b>Total</b>	<b>\$ 415,784,875</b>	<b>\$31,640,450</b>	<b>\$ (912,411)</b>	<b>\$ -</b>	<b>\$ 446,512,914</b>

<b>Accumulated Amortization:</b>	Balance at June 30, 2020	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2021
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvements	595,000	170,000	-	-	765,000
Buildings	158,122,944	8,187,991	-	-	166,310,935
Furniture & Equipment	3,855,020	1,240,584	(330,610)	-	4,764,994
Vehicles	340,537	113,875	(27,960)	-	426,452
Computer Software	167,587	47,893	(128,027)	-	87,453
Computer Hardware	4,837,463	1,897,597	(425,814)	-	6,309,246
<b>Total</b>	<b>\$ 167,918,551</b>	<b>\$ 11,657,940</b>	<b>\$ (912,411)</b>	<b>\$ -</b>	<b>\$ 178,664,080</b>

### June 30, 2020

<b>Cost:</b>	Balance at June 30, 2019	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2020
Sites	\$ 10,833,717	\$ -	\$ -	\$ -	\$ 10,833,717
Site Improvements	1,700,000	-	-	-	1,700,000
Buildings	361,513,977	287,421	-	7,027,071	368,828,469
Buildings – WIP	2,940,900	17,596,812	-	(7,027,071)	13,510,641
Furniture & Equipment	10,050,239	971,904	(718,268)	768,853	11,072,728
Furniture & Equipment – WIP	17,555	774,153	-	(768,853)	22,855
Vehicles	851,259	268,289	(27,962)	-	1,091,586
Computer Software	367,493	-	(128,029)	-	239,464
Computer Hardware	8,967,814	525,011	(1,122,325)	114,915	8,485,415
Computer Hardware – WIP	4,097	110,818	-	(114,915)	-
<b>Total</b>	<b>\$ 397,247,051</b>	<b>\$20,534,408</b>	<b>\$ (1,996,584)</b>	<b>\$ -</b>	<b>\$ 415,784,875</b>

**School District No. 61 (Greater Victoria)**

Notes to Financial Statements

Year Ended June 30, 2021

**11. Tangible Capital Assets (Continued)****June 30, 2020 (Continued)**

<b>Accumulated Amortization:</b>	Balance at June 30, 2019	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2020
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvements	425,000	170,000	-	-	595,000
Buildings	150,150,766	7,972,178	-	-	158,122,944
Furniture & Equipment	3,481,226	1,092,062	(718,268)	-	3,855,020
Vehicles	269,959	98,540	(27,962)	-	340,537
Computer Software	222,117	73,499	(128,029)	-	167,587
Computer Hardware	4,102,233	1,857,555	(1,122,325)	-	4,837,463
<b>Total</b>	<b>\$ 158,651,301</b>	<b>\$ 11,263,834</b>	<b>\$ (1,996,584)</b>	<b>\$ -</b>	<b>\$ 167,918,551</b>

**Net Book Value:**

	Net Book Value June 30, 2021	Net Book Value June 30, 2020
Sites	\$ 10,833,717	\$ 10,833,717
Site Improvements	935,000	1,105,000
Buildings	215,778,165	210,705,525
Buildings – WIP	27,378,456	13,510,641
Furniture & Equipment	8,368,019	7,217,708
Furniture & Equipment – WIP	44,507	22,855
Vehicles	731,494	751,049
Computer Software	23,984	71,877
Computer Hardware	3,755,492	3,647,952
Computer Hardware – WIP	-	-
	<b>\$ 267,848,834</b>	<b>\$ 247,866,324</b>

Buildings – Work in Progress having a value of \$27,378,456 (2020: \$13,510,641) and Furniture & Equipment – Work in Progress having a value of \$44,507 (2020: \$22,855) have not been amortized. Amortization of these assets commence when the asset is put into service.

The School District manages and controls various works of art including painting and sculptures. These assets are not recorded as tangible capital assets and are not amortized as a reasonable amount cannot be determined.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 12. Employee Pension Plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. At December 31, 2020, the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As of December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017 indicated a \$1,656 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$18,865,730 for employer contributions to these plans in the year ended June 30, 2021 (2020: \$18,222,175).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in the last quarter of 2021. The next valuation for the Municipal Pension Plan will be at December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

### 13. Interfund Transfers

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2021 were as follows:

- Transfer from the operating fund to the capital fund \$2,538,503 for tangible capital assets purchased.
- Transfer from the special purpose fund to the capital fund \$1,940,733 for tangible capital assets purchased.



## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

### 14. Related Party Transactions

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, as well as key management personnel, if any, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

### 15. Contractual Obligations

The School District has entered into a number of multiple-year contracts for the delivery of services and operating leases. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2022	2023	2024
Youth and Family Counselling	\$ 1,732,540	\$ -	\$ -
Catering	231,102	-	-
Transportation	1,037,545	-	-
Operating Lease	115,235	64,105	-
Occupational and Physical Therapy	577,617	-	-
Employee and Family Assistance Program	120,539	-	-
Waste Management	265,839	265,839	265,839
Electric Bus Purchase	1,556,818	-	-
Vic High Construction Contracts	25,700,000	28,900,000	1,700,000
Annual Facility Grant Projects	1,729,006	-	-
Total	\$33,066,241	\$29,229,944	\$1,965,839

### 16. Contractual Rights

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for property leases. The following table summarizes the contractual rights of the School District for future assets:

	2022	2023	2024	2025	2026	Thereafter
Property Leases	\$ 721,524	\$ 723,325	\$ 582,241	\$ 407,241	\$ 404,766	\$3,164,986
Local Education Agreement	1,031,724	1,031,724	1,031,724	1,031,724	-	-
Total	\$1,753,248	\$1,755,049	\$1,613,965	\$1,438,965	\$ 404,766	\$3,164,986

### 17. Budget Figures

Budget figures were approved by the Board through the adoption of an annual budget on June 22, 2020.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

### 18. Contingent Liabilities and Assets

The School District, in conducting its usual business activities, is involved in various legal claims and litigation. In the event any unsettled claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position. A liability for these claims is recorded to the extent that the probability of a loss is likely and the amount of potential loss is estimable.

At June 30, 2021, unspent Classroom Enhancement Fund remedies totalled \$308,613. The School District was unable to reach an agreement with the local teachers' union regarding the treatment of the unspent remedies by June 30<sup>th</sup>. The Deferred Revenue balance is \$251,925.

Certain schools in the School District contain asbestos. No amount has been recorded in the financial statements with regard to this potential liability.

### 19. Expense by Object

	June 30, 2021	June 30, 2020
Salaries and Benefits	\$ 215,159,059	\$ 207,084,373
Services and Supplies	29,123,244	30,416,634
Interest	-	-
Amortization	11,657,940	11,263,834
	<b>\$ 255,940,243</b>	<b>\$ 248,764,841</b>

### 20. Accumulated Surplus

The Internally Restricted Operating Funds represent the amount of funds committed for planned educational activities at the school level; for the completion of projects in progress at June 30, 2021; for outstanding purchase order commitments; and for the amounts approved for the 2021/2022 operating budgets. The Internally Restricted Capital Fund represents the balance from the Local Capital Reserve. The use of Local Capital is entirely at the discretion of the School District. Appropriations from Local Capital are made to finance projects as determined by the Board.

	June 30, 2021	June 30, 2020
Internally Restricted - Operating Fund		
Carry Forward of Unspent School Budgets	\$ 1,972,690	\$ 2,574,310
Carry Forward of Unspent Project Budgets	2,840,184	5,207,301
Purchase Order Commitments	618,487	560,082
COVID-19 Contingency	-	2,561,247
Appropriated for Future Years' Operating Budget	4,837,387	7,046,806
Year 1 of 5 Network Infrastructure Replacement	406,350	-
Year 2 of 2 Shops Upgrades	350,000	-
International Education Reserve	425,000	-
Operating Reserve	1,742,641	-
	<b>13,192,739</b>	<b>17,949,746</b>
Internally Restricted - Capital Fund		
Local Capital Reserve	1,872,748	2,396,235
Total Internally Restricted Fund Balances	15,065,487	20,345,981
Unrestricted Operating Surplus	-	29,582
Invested in Tangible Capital Assets	46,211,699	45,217,965
<b>Accumulated Surplus</b>	<b>\$ 61,277,186</b>	<b>\$ 65,593,528</b>

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 21. Economic Dependence

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

### 22. Sale of 1765 Lansdowne Road

On March 29, 2021, the School District entered into a Purchase and Sale Agreement ("the Agreement") dated March 24, 2021 and a First Addendum dated May 17, 2021 with Conseil Scolaire Francophone De La Colombie-Britannique to dispose of a portion of land situated at 1765 Lansdowne Road for \$15,232,000. The Agreement has a closing date of May 16, 2022.

### 23. Risk Management

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

#### a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions and the School District invests solely in bonds and guaranteed investment certificates.

#### b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in bonds and guaranteed investment certificates.

## School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2021

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### 24. Risk Management (*Continued*)

#### c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk management and insurance services for all school districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

There has been no change to risk exposure from 2020 related to credit, market or liquidity risks.

**School District No. 61 (Greater Victoria)**

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	17,979,328		47,614,200	<b>65,593,528</b>	64,303,615
<b>Changes for the year</b>					
Surplus (Deficit) for the year	(2,248,086)	1,940,733	(4,008,989)	<b>(4,316,342)</b>	1,289,913
Interfund Transfers					
Tangible Capital Assets Purchased	(2,538,503)	(1,940,733)	4,479,236	-	
<b>Net Changes for the year</b>	<b>(4,786,589)</b>	-	<b>470,247</b>	<b>(4,316,342)</b>	<b>1,289,913</b>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>	<b>13,192,739</b>	-	<b>48,084,447</b>	<b>61,277,186</b>	65,593,528

# School District No. 61 (Greater Victoria)

Schedule 2 (Unaudited)

## Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	191,590,691	<b>191,638,791</b>	188,469,242
Other	50,000	<b>100,802</b>	52,137
Tuition	8,333,604	<b>9,496,466</b>	15,412,570
Other Revenue	1,689,341	<b>2,325,833</b>	2,257,506
Rentals and Leases	1,815,064	<b>1,587,882</b>	1,784,510
Investment Income	1,030,000	<b>568,013</b>	958,052
<b>Total Revenue</b>	<b>204,508,700</b>	<b>205,717,787</b>	208,934,017
<b>Expenses</b>			
Instruction	178,823,989	<b>174,918,158</b>	173,655,476
District Administration	6,083,638	<b>6,306,434</b>	6,133,036
Operations and Maintenance	24,150,979	<b>25,619,933</b>	23,000,437
Transportation and Housing	1,157,630	<b>1,121,348</b>	923,744
<b>Total Expense</b>	<b>210,216,236</b>	<b>207,965,873</b>	203,712,693
<b>Operating Surplus (Deficit) for the year</b>	<b>(5,707,536)</b>	<b>(2,248,086)</b>	5,221,324
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>7,046,806</b>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(1,339,270)	<b>(2,538,503)</b>	(1,320,071)
Tangible Capital Assets - Work in Progress			(110,540)
Local Capital			(639,270)
<b>Total Net Transfers</b>	<b>(1,339,270)</b>	<b>(2,538,503)</b>	(2,069,881)
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>(4,786,589)</b>	3,151,443
<b>Operating Surplus (Deficit), beginning of year</b>		<b>17,979,328</b>	14,827,885
<b>Operating Surplus (Deficit), end of year</b>		<b>13,192,739</b>	17,979,328
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 20)		<b>13,192,739</b>	17,949,746
Unrestricted		-	29,582
<b>Total Operating Surplus (Deficit), end of year</b>		<b>13,192,739</b>	17,979,328

# School District No. 61 (Greater Victoria)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	183,882,816	<b>183,351,677</b>	181,291,074
ISC/LEA Recovery	(1,030,941)	<b>(1,031,724)</b>	(1,063,116)
Other Ministry of Education Grants			
Pay Equity	2,896,617	<b>2,896,617</b>	2,896,617
Funding for Graduated Adults	59,092	<b>89,835</b>	152,725
Student Transportation Fund	20,027	<b>20,027</b>	20,027
Carbon Tax Grant			144,262
Employer Health Tax Grant			1,633,354
Support Staff Benefits Grant	91,283	<b>193,437</b>	24,497
Support Staff Wage Increase Funding			1,005,680
Teachers' Labour Settlement Funding	5,654,057	<b>5,654,057</b>	2,342,257
Early Career Mentorship Funding	-	<b>435,000</b>	-
FSA Scorer Grant	17,740	<b>17,740</b>	17,740
Early Learning Framework	-	<b>4,125</b>	4,125
Equity Scan Implementation	-	<b>3,000</b>	-
Suicide Prevention	-	<b>5,000</b>	-
<b>Total Provincial Grants - Ministry of Education</b>	<b>191,590,691</b>	<b>191,638,791</b>	188,469,242
<b>Provincial Grants - Other</b>	<b>50,000</b>	<b>100,802</b>	52,137
<b>Tuition</b>			
Summer School Fees	28,581	<b>1,720</b>	31,541
Continuing Education	22,500	<b>2,975</b>	7,225
International and Out of Province Students	8,273,723	<b>9,473,221</b>	15,373,804
Distributed Learning	8,800	<b>18,550</b>	-
<b>Total Tuition</b>	<b>8,333,604</b>	<b>9,496,466</b>	15,412,570
<b>Other Revenues</b>			
Other School District/Education Authorities	-	<b>2,700</b>	2,700
Funding from First Nations	1,030,941	<b>1,031,724</b>	1,063,116
Miscellaneous			
Odyssey French Language Assistant Funding	26,800	-	16,542
Indigenous Education Curriculum Project	10,000	<b>4,205</b>	5,259
Cafeteria Revenue	120,000	<b>59,842</b>	101,316
International Student Program Revenues	434,000	<b>497,375</b>	660,315
ArtStarts Grant	17,600	-	17,600
Industry Training Authority Grants	-	<b>193,250</b>	191,389
Miscellaneous	50,000	<b>536,737</b>	199,269
<b>Total Other Revenue</b>	<b>1,689,341</b>	<b>2,325,833</b>	2,257,506
<b>Rentals and Leases</b>	<b>1,815,064</b>	<b>1,587,882</b>	1,784,510
<b>Investment Income</b>	<b>1,030,000</b>	<b>568,013</b>	958,052
<b>Total Operating Revenue</b>	<b>204,508,700</b>	<b>205,717,787</b>	208,934,017

**School District No. 61 (Greater Victoria)**

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	91,528,262	<b>90,349,744</b>	90,992,489
Principals and Vice Principals	14,147,870	<b>14,066,958</b>	13,209,113
Educational Assistants	18,886,902	<b>17,265,674</b>	18,292,596
Support Staff	18,802,445	<b>18,669,864</b>	17,796,238
Other Professionals	4,798,558	<b>4,916,468</b>	4,439,325
Substitutes	8,139,995	<b>8,663,963</b>	7,900,352
<b>Total Salaries</b>	<b>156,304,032</b>	<b>153,932,671</b>	152,630,113
<b>Employee Benefits</b>	36,182,266	<b>34,422,220</b>	32,915,200
<b>Total Salaries and Benefits</b>	<b>192,486,298</b>	<b>188,354,891</b>	185,545,313
<b>Services and Supplies</b>			
Services	4,092,856	<b>7,007,812</b>	7,054,257
Student Transportation	1,019,460	<b>915,608</b>	906,201
Professional Development and Travel	674,017	<b>1,038,194</b>	888,436
Rentals and Leases	115,235	<b>126,428</b>	115,250
Dues and Fees	96,315	<b>110,536</b>	106,549
Insurance	372,000	<b>424,325</b>	357,839
Supplies	6,847,371	<b>6,188,153</b>	4,793,206
Utilities	4,512,684	<b>3,799,926</b>	3,945,642
<b>Total Services and Supplies</b>	<b>17,729,938</b>	<b>19,610,982</b>	18,167,380
<b>Total Operating Expense</b>	<b>210,216,236</b>	<b>207,965,873</b>	203,712,693



# School District No. 61 (Greater Victoria)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	68,903,150	4,411,687	2,214,697	208,614	313,974	6,759,447	<b>82,811,569</b>
1.03 Career Programs	797,882	121,096	307,890			35,223	<b>1,262,091</b>
1.07 Library Services	2,177,514			343,852		86,266	<b>2,607,632</b>
1.08 Counselling	2,912,905					105,978	<b>3,018,883</b>
1.10 Special Education	9,550,328	699,386	13,907,999	216,383		669,182	<b>25,043,278</b>
1.30 English Language Learning	2,044,454	87,829		9,070		94,967	<b>2,236,320</b>
1.31 Indigenous Education	425,553	155,472	716,799	49,927	130,552	41,489	<b>1,519,792</b>
1.41 School Administration		8,296,396		4,045,768		9,742	<b>12,351,906</b>
1.60 Summer School	16,515	10,630					<b>27,145</b>
1.61 Continuing Education	219,211	28,127		54,624		5,549	<b>307,511</b>
1.62 International and Out of Province Students	3,252,924		57,729	742,804	743,862	202,524	<b>4,999,843</b>
1.64 Other			2,632	4,863			<b>7,495</b>
<b>Total Function 1</b>	<b>90,300,436</b>	<b>13,810,623</b>	<b>17,207,746</b>	<b>5,675,905</b>	<b>1,188,388</b>	<b>8,010,367</b>	<b>136,193,465</b>
<b>4 District Administration</b>							
4.11 Educational Administration		158,091		344,526	958,988	11,271	<b>1,472,876</b>
4.40 School District Governance					316,621		<b>316,621</b>
4.41 Business Administration		98,244		1,230,488	1,309,166	81,079	<b>2,718,977</b>
<b>Total Function 4</b>	<b>-</b>	<b>256,335</b>	<b>-</b>	<b>1,575,014</b>	<b>2,584,775</b>	<b>92,350</b>	<b>4,508,474</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	49,308		57,928	326,353	906,912	27,584	<b>1,368,085</b>
5.50 Maintenance Operations				10,188,764	135,101	376,663	<b>10,700,528</b>
5.52 Maintenance of Grounds				832,825		156,999	<b>989,824</b>
5.56 Utilities							<b>-</b>
<b>Total Function 5</b>	<b>49,308</b>	<b>-</b>	<b>57,928</b>	<b>11,347,942</b>	<b>1,042,013</b>	<b>561,246</b>	<b>13,058,437</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				26,907	101,292		<b>128,199</b>
7.70 Student Transportation				44,096			<b>44,096</b>
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>71,003</b>	<b>101,292</b>	<b>-</b>	<b>172,295</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>90,349,744</b>	<b>14,066,958</b>	<b>17,265,674</b>	<b>18,669,864</b>	<b>4,916,468</b>	<b>8,663,963</b>	<b>153,932,671</b>

# School District No. 61 (Greater Victoria)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget (Note 17)	2020 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	82,811,569	18,197,422	101,008,991	4,107,696	105,116,687	108,032,881	99,121,457
1.03 Career Programs	1,262,091	291,144	1,553,235	771,258	2,324,493	1,832,970	2,263,190
1.07 Library Services	2,607,632	605,459	3,213,091	150,520	3,363,611	3,168,229	3,308,939
1.08 Counselling	3,018,883	694,445	3,713,328	10,536	3,723,864	3,796,913	3,784,611
1.10 Special Education	25,043,278	6,153,739	31,197,017	832,721	32,029,738	34,468,816	33,167,572
1.30 English Language Learning	2,236,320	510,485	2,746,805	24,062	2,770,867	3,127,695	2,840,831
1.31 Indigenous Education	1,519,792	337,151	1,856,943	525,829	2,382,772	2,647,518	2,385,116
1.41 School Administration	12,351,906	2,641,196	14,993,102	242,663	15,235,765	14,539,319	14,065,529
1.60 Summer School	27,145	5,934	33,079		33,079	174,352	194,088
1.61 Continuing Education	307,511	70,842	378,353	11,296	389,649	370,795	427,383
1.62 International and Out of Province Students	4,999,843	1,125,540	6,125,383	1,319,131	7,444,514	6,650,753	12,083,595
1.64 Other	7,495	1,854	9,349	93,770	103,119	13,748	13,165
<b>Total Function 1</b>	<b>136,193,465</b>	<b>30,635,211</b>	<b>166,828,676</b>	<b>8,089,482</b>	<b>174,918,158</b>	<b>178,823,989</b>	<b>173,655,476</b>
<b>4 District Administration</b>							
4.11 Educational Administration	1,472,876	295,904	1,768,780	50,382	1,819,162	1,931,344	1,849,424
4.40 School District Governance	316,621	31,367	347,988	134,347	482,335	514,939	481,034
4.41 Business Administration	2,718,977	589,291	3,308,268	696,669	4,004,937	3,637,355	3,802,578
<b>Total Function 4</b>	<b>4,508,474</b>	<b>916,562</b>	<b>5,425,036</b>	<b>881,398</b>	<b>6,306,434</b>	<b>6,083,638</b>	<b>6,133,036</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	1,368,085	278,147	1,646,232	673,994	2,320,226	2,192,661	1,980,628
5.50 Maintenance Operations	10,700,528	2,352,475	13,053,003	3,863,762	16,916,765	15,814,167	15,363,675
5.52 Maintenance of Grounds	989,824	203,192	1,193,016	588,069	1,781,085	1,628,867	1,708,622
5.56 Utilities	-	-	-	4,601,857	4,601,857	4,515,284	3,947,512
<b>Total Function 5</b>	<b>13,058,437</b>	<b>2,833,814</b>	<b>15,892,251</b>	<b>9,727,682</b>	<b>25,619,933</b>	<b>24,150,979</b>	<b>23,000,437</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	128,199	25,712	153,911	1,611	155,522	157,670	145,246
7.70 Student Transportation	44,096	10,921	55,017	910,809	965,826	999,960	778,498
<b>Total Function 7</b>	<b>172,295</b>	<b>36,633</b>	<b>208,928</b>	<b>912,420</b>	<b>1,121,348</b>	<b>1,157,630</b>	<b>923,744</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>153,932,671</b>	<b>34,422,220</b>	<b>188,354,891</b>	<b>19,610,982</b>	<b>207,965,873</b>	<b>210,216,236</b>	<b>203,712,693</b>

# School District No. 61 (Greater Victoria)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	23,374,030	34,211,428	25,232,381
Other Revenue	3,505,800	3,169,051	4,614,376
Investment Income	65,200	60,811	111,485
<b>Total Revenue</b>	<u>26,945,030</u>	<u>37,441,290</u>	<u>29,958,242</u>
<b>Expenses</b>			
Instruction	26,134,751	34,689,478	29,011,414
Operations and Maintenance	810,279	811,079	818,378
<b>Total Expense</b>	<u>26,945,030</u>	<u>35,500,557</u>	<u>29,829,792</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>1,940,733</u>	<u>128,450</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	-	(1,940,733)	(128,450)
<b>Total Net Transfers</b>	<u>-</u>	<u>(1,940,733)</u>	<u>(128,450)</u>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u>-</u>	<u>-</u>

# School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2021

Schedule 3A (Unaudited)

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			649,818	4,140	3,681,822	1,619	25,074	127,744	134,605
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	810,279	665,523		121,318		192,000	66,150	407,238	3,943,638
Other			3,096		3,198,508				
Investment Income	800		52,986		16,636				
	811,079	665,523	56,082	121,318	3,215,144	192,000	66,150	407,238	3,943,638
<b>Less:</b> Allocated to Revenue	811,079	665,523	37,124	116,821	3,185,687	191,245	41,501	534,982	3,556,592
Recovered				3,140					
<b>Deferred Revenue, end of year</b>	-	-	<b>668,776</b>	<b>5,497</b>	<b>3,711,279</b>	<b>2,374</b>	<b>49,723</b>	-	<b>521,651</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	810,279	665,523		116,821		191,245	41,501	534,982	3,556,592
Other Revenue					3,169,051				
Investment Income	800		37,124		16,636				
	811,079	665,523	37,124	116,821	3,185,687	191,245	41,501	534,982	3,556,592
<b>Expenses</b>									
Salaries									
Teachers								67,156	509,318
Principals and Vice Principals				2,494				54,823	127,524
Educational Assistants		538,239		93,144	525	141,708			362,177
Support Staff								6,267	98,056
Substitutes		21,767			16,093	1,289	5,648	48,433	58,398
	-	560,006	-	95,638	16,618	142,997	5,648	176,679	1,155,473
Employee Benefits		105,517		19,684	2,782	33,903	1,028	37,382	266,442
Services and Supplies	811,079		37,124	1,499	2,974,841	14,345	34,825	290,491	2,134,677
	811,079	665,523	37,124	116,821	2,994,241	191,245	41,501	504,552	3,556,592
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	191,446	-	-	30,430	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased					(191,446)			(30,430)	
	-	-	-	-	(191,446)	-	-	(30,430)	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 61 (Greater Victoria)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2021

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	Ledger School
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	76,921	1,093,931	621,752	21,601		23,990			12,600
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	702,459	17,366,524	1,599,866	28,090	48,000	25,000	1,552,257	7,259,269	357,571
Other									
Investment Income									
	702,459	17,366,524	1,599,866	28,090	48,000	25,000	1,552,257	7,259,269	357,571
<b>Less:</b> Allocated to Revenue	702,459	16,851,087	1,347,941	14,738	48,000	20,811	1,552,257	6,644,959	336,703
Recovered	76,921	1,093,931	621,752						11,600
<b>Deferred Revenue, end of year</b>	-	<b>515,437</b>	<b>251,925</b>	<b>34,953</b>	-	<b>28,179</b>	-	<b>614,310</b>	<b>21,868</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	702,459	16,851,087	1,347,941	14,738	48,000	20,811	1,552,257	6,644,959	336,703
Other Revenue									
Investment Income									
	702,459	16,851,087	1,347,941	14,738	48,000	20,811	1,552,257	6,644,959	336,703
<b>Expenses</b>									
Salaries									
Teachers		12,867,014	6,478					1,884,852	183,529
Principals and Vice Principals								761,081	7,351
Educational Assistants								291,471	67,458
Support Staff	156,538						691,661	291,471	
Substitutes	431,788	768,914	799,768			14,231	51	309,683	217
	588,326	13,635,928	806,246	-	-	14,231	691,712	3,247,087	258,555
Employee Benefits	114,133	3,215,159	147,106			2,581	152,172	750,807	61,435
Services and Supplies			394,589	14,738	48,000	3,999	299,063	1,343,026	11,205
	702,459	16,851,087	1,347,941	14,738	48,000	20,811	1,142,947	5,340,920	331,195
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	409,310	1,304,039	5,508
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased							(409,310)	(1,304,039)	(5,508)
	-	-	-	-	-	-	(409,310)	(1,304,039)	(5,508)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 61 (Greater Victoria)**

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2021

Schedule 3A (Unaudited)

	Provincial Inclusion Outreach	Estate Trust	TOTAL
	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	74,710	94,628	6,644,955
<b>Add:</b> Restricted Grants			
Provincial Grants - Ministry of Education	774,804		35,919,986
Other			3,201,604
Investment Income		24,763	95,185
	774,804	24,763	39,216,775
<b>Less:</b> Allocated to Revenue	775,530	6,251	37,441,290
Recovered	72,469		1,879,813
<b>Deferred Revenue, end of year</b>	<b>1,515</b>	<b>113,140</b>	<b>6,540,627</b>
<b>Revenues</b>			
Provincial Grants - Ministry of Education	775,530		34,211,428
Other Revenue			3,169,051
Investment Income		6,251	60,811
	775,530	6,251	37,441,290
<b>Expenses</b>			
Salaries			
Teachers	201,315		15,719,662
Principals and Vice Principals	15,929		208,121
Educational Assistants	162,384		2,126,716
Support Staff	27,829		1,271,822
Substitutes			2,476,280
	407,457	-	21,802,601
Employee Benefits	91,436		5,001,567
Services and Supplies	276,637	6,251	8,696,389
	775,530	6,251	35,500,557
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	1,940,733
<b>Interfund Transfers</b>			
Tangible Capital Assets Purchased			(1,940,733)
	-	-	(1,940,733)
<b>Net Revenue (Expense)</b>	-	-	-

# School District No. 61 (Greater Victoria)

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2021

	2021 Budget (Note 17)	2021 Actual			2020 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	1,375,000	809,453		809,453	3,641,981
Other	-	2,274		2,274	51,662
Investment Income	55,000		4,306	4,306	42,347
Amortization of Deferred Capital Revenue	7,522,773	7,648,791		7,648,791	7,426,505
<b>Total Revenue</b>	<b>8,952,773</b>	<b>8,460,518</b>	<b>4,306</b>	<b>8,464,824</b>	<b>11,162,495</b>
<b>Expenses</b>					
Operations and Maintenance	1,430,000	811,727	4,146	815,873	3,958,522
Amortization of Tangible Capital Assets					
Operations and Maintenance	11,880,269	11,657,940		11,657,940	11,263,834
<b>Total Expense</b>	<b>13,310,269</b>	<b>12,469,667</b>	<b>4,146</b>	<b>12,473,813</b>	<b>15,222,356</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(4,357,496)</b>	<b>(4,009,149)</b>	<b>160</b>	<b>(4,008,989)</b>	<b>(4,059,861)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	1,339,270	4,479,236		4,479,236	1,448,521
Tangible Capital Assets - Work in Progress	-			-	110,540
Local Capital	-			-	639,270
<b>Total Net Transfers</b>	<b>1,339,270</b>	<b>4,479,236</b>	<b>-</b>	<b>4,479,236</b>	<b>2,198,331</b>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets WIP Purchased from Local Capital		523,647	(523,647)	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>523,647</b>	<b>(523,647)</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(3,018,226)</b>	<b>993,734</b>	<b>(523,487)</b>	<b>470,247</b>	<b>(1,861,530)</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>45,217,965</b>	<b>2,396,235</b>	<b>47,614,200</b>	<b>49,475,730</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>46,211,699</b>	<b>1,872,748</b>	<b>48,084,447</b>	<b>47,614,200</b>

# School District No. 61 (Greater Victoria)

Schedule 4A (Unaudited)

Tangible Capital Assets  
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	10,833,717	370,528,469	11,072,728	1,091,586	239,464	8,485,415	<b>402,251,379</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw			125,000				<b>125,000</b>
Deferred Capital Revenue - Other			79,858				<b>79,858</b>
Operating Fund		213,950	890,856	94,320		1,339,377	<b>2,538,503</b>
Special Purpose Funds		138,687	1,231,505			570,541	<b>1,940,733</b>
Transferred from Work in Progress		12,907,994	63,676			95,219	<b>13,066,889</b>
	-	13,260,631	2,390,895	94,320	-	2,005,137	<b>17,750,983</b>
Decrease:							
Deemed Disposals			330,610	27,960	128,027	425,814	<b>912,411</b>
	-	-	330,610	27,960	128,027	425,814	<b>912,411</b>
<b>Cost, end of year</b>	10,833,717	383,789,100	13,133,013	1,157,946	111,437	10,064,738	<b>419,089,951</b>
<b>Work in Progress, end of year</b>		27,378,456	44,507				<b>27,422,963</b>
<b>Cost and Work in Progress, end of year</b>	10,833,717	411,167,556	13,177,520	1,157,946	111,437	10,064,738	<b>446,512,914</b>
<b>Accumulated Amortization, beginning of year</b>		158,717,944	3,855,020	340,537	167,587	4,837,463	<b>167,918,551</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		8,357,991	1,240,584	113,875	47,893	1,897,597	<b>11,657,940</b>
Decrease:							
Deemed Disposals			330,610	27,960	128,027	425,814	<b>912,411</b>
		-	330,610	27,960	128,027	425,814	<b>912,411</b>
<b>Accumulated Amortization, end of year</b>		167,075,935	4,764,994	426,452	87,453	6,309,246	<b>178,664,080</b>
<b>Tangible Capital Assets - Net</b>	<b>10,833,717</b>	<b>244,091,621</b>	<b>8,412,526</b>	<b>731,494</b>	<b>23,984</b>	<b>3,755,492</b>	<b>267,848,834</b>



**School District No. 61 (Greater Victoria)**

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2021

	<b>Buildings</b>	<b>Furniture and Equipment</b>	<b>Computer Software</b>	<b>Computer Hardware</b>	<b>Total</b>
	\$	\$	\$	\$	\$
<b>Work in Progress, beginning of year</b>	13,510,641	22,855	-	-	<b>13,533,496</b>
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Bylaw	21,593,317	85,328		95,219	<b>21,773,864</b>
Deferred Capital Revenue - Other	4,658,845				<b>4,658,845</b>
Local Capital	523,647				<b>523,647</b>
	<u>26,775,809</u>	<u>85,328</u>	<u>-</u>	<u>95,219</u>	<u><b>26,956,356</b></u>
Decrease:					
Transferred to Tangible Capital Assets	12,907,994	63,676		95,219	<b>13,066,889</b>
	<u>12,907,994</u>	<u>63,676</u>	<u>-</u>	<u>95,219</u>	<u><b>13,066,889</b></u>
<b>Net Changes for the Year</b>	<u>13,867,815</u>	<u>21,652</u>	<u>-</u>	<u>-</u>	<u><b>13,889,467</b></u>
<b>Work in Progress, end of year</b>	<u><b>27,378,456</b></u>	<u><b>44,507</b></u>	<u><b>-</b></u>	<u><b>-</b></u>	<u><b>27,422,963</b></u>

**School District No. 61 (Greater Victoria)**

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2021

	<b>Bylaw Capital</b>	<b>Other Provincial</b>	<b>Other Capital</b>	<b>Total Capital</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Deferred Capital Revenue, beginning of year</b>	160,754,774	21,494,720	3,197,271	<b>185,446,765</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	125,000	79,858	-	<b>204,858</b>
Transferred from Work in Progress	7,416,714	4,240,471	40,000	<b>11,697,185</b>
	<u>7,541,714</u>	<u>4,320,329</u>	<u>40,000</u>	<u><b>11,902,043</b></u>
Decrease:				
Amortization of Deferred Capital Revenue	6,664,680	881,652	102,459	<b>7,648,791</b>
	<u>6,664,680</u>	<u>881,652</u>	<u>102,459</u>	<u><b>7,648,791</b></u>
<b>Net Changes for the Year</b>	<u>877,034</u>	<u>3,438,677</u>	<u>(62,459)</u>	<u><b>4,253,252</b></u>
<b>Deferred Capital Revenue, end of year</b>	<u>161,631,808</u>	<u>24,933,397</u>	<u>3,134,812</u>	<u><b>189,700,017</b></u>
<b>Work in Progress, beginning of year</b>	10,431,240	2,256,199	-	<b>12,687,439</b>
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress	21,773,864	4,618,845	40,000	<b>26,432,709</b>
	<u>21,773,864</u>	<u>4,618,845</u>	<u>40,000</u>	<u><b>26,432,709</b></u>
Decrease				
Transferred to Deferred Capital Revenue	7,416,714	4,240,471	40,000	<b>11,697,185</b>
	<u>7,416,714</u>	<u>4,240,471</u>	<u>40,000</u>	<u><b>11,697,185</b></u>
<b>Net Changes for the Year</b>	<u>14,357,150</u>	<u>378,374</u>	<u>-</u>	<u><b>14,735,524</b></u>
<b>Work in Progress, end of year</b>	<u>24,788,390</u>	<u>2,634,573</u>	<u>-</u>	<u><b>27,422,963</b></u>
<b>Total Deferred Capital Revenue, end of year</b>	<u><b>186,420,198</b></u>	<u><b>27,567,970</b></u>	<u><b>3,134,812</b></u>	<u><b>217,122,980</b></u>

# School District No. 61 (Greater Victoria)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>	-	200,542	6,410,265		394,240	<b>7,005,047</b>
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	27,319,169					<b>27,319,169</b>
Provincial Grants - Other			2,538,841			<b>2,538,841</b>
Other					110,932	<b>110,932</b>
Investment Income		1,263			1,910	<b>3,173</b>
Transfer project surplus to MEd Restricted (from) Bylaw	(2,781,817)	2,781,817				-
	<u>24,537,352</u>	<u>2,783,080</u>	<u>2,538,841</u>	<u>-</u>	<u>112,842</u>	<u><b>29,972,115</b></u>
Decrease:						
Transferred to DCR - Capital Additions	125,000		79,858			<b>204,858</b>
Transferred to DCR - Work in Progress	21,773,864	8,616	4,610,229		40,000	<b>26,432,709</b>
Bylaw and Other Provincial Capital Expenditures	809,453		2,274			<b>811,727</b>
Insurance Claim Expense	1,829,035					<b>1,829,035</b>
	<u>24,537,352</u>	<u>8,616</u>	<u>4,692,361</u>	<u>-</u>	<u>40,000</u>	<u><b>29,278,329</b></u>
<b>Net Changes for the Year</b>	<u>-</u>	<u>2,774,464</u>	<u>(2,153,520)</u>	<u>-</u>	<u>72,842</u>	<u><b>693,786</b></u>
<b>Balance, end of year</b>	<u>-</u>	<u><b>2,975,006</b></u>	<u><b>4,256,745</b></u>	<u>-</u>	<u><b>467,082</b></u>	<u><b>7,698,833</b></u>

# Office of the Secretary-Treasurer

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

*Kim Morris – Secretary-Treasurer*

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TO: Audit Committee

FROM: Kim Morris, Secretary-Treasurer

DATE: September 22, 2021

RE: **Schedules as Required by the Financial Information Act  
for the Period July 1, 2020 to June 30, 2021**

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In accordance with the *Financial Information Act* (the “Act”), each school district is required to prepare a Statement of Financial Information (SOFI) for each fiscal year within six months of the end of the fiscal year. The *Act*, together with the related regulation and directive, prescribes the information that is required to be included in the statement.

The required schedules have been completed for the year ended June 30, 2021:

- i. Management Report
- ii. Schedule of Debts (nil report)
- iii. Schedule of Guarantee and Indemnity Agreements (nil report)
- iv. Schedule of Remuneration and Expenses
- v. Statement of Severance Agreements
- vi. Schedule of Payments for the Provision of Goods and Services
- vii. Comparison of Scheduled Payments to the Audited Financial Statement Expenditures
- viii. School District Audited Financial Statements

The Schedule of Remuneration and Expenses individually lists employees with remuneration exceeding \$75,000. Section 6 of the Financial Information Regulation defines remuneration to include any form of salary, wages, taxable benefits, payment into trust or any form of income deferral paid by the District to an employee, or on behalf of an employee, whether or not such remuneration is reported under the Income Tax Act (Canada). Remuneration does not include anything payable under a severance agreement.

Taxable benefits include the employer-paid portion of certain employee benefits defined by the Canada Revenue Agency, such as group life insurance premiums.

Section 6 of the Financial Information Regulation defines expenses to include travel expenses, business meetings, memberships, tuition, relocation, extraordinary hiring expenses, registration fees

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

and similar amounts paid directly to an employee, or to a third party on behalf of the employee. Expenses are not limited to those generally perceived as perquisites, or bestowing personal benefit, and may include expenditures required for employees to perform their job functions. Expenses exclude benefits of a general nature applicable to all employees pursuant to an agreement, such as medical, dental, counselling, insurance and similar plans.

The Schedule of Payments for the Provision of Goods and Services lists payments made to third parties for the supply of goods and services to the School District in excess of \$25,000.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2020 to June 30, 2021; AND FURTHER That the approved schedules be posted to the District website.
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**The Board of Education of  
SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**

*Schedules as required by*

# **The Financial Information Act**

*For the period July 01, 2020 to June 30, 2021*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
YEAR ENDED JUNE 30, 2021**

**SCHEDULES AS REQUIRED BY  
THE FINANCIAL INFORMATION ACT**

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Ministry  
of Education

## SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER <b>61</b>	NAME OF SCHOOL DISTRICT <b>Greater Victoria</b>	YEAR <b>2020-2021</b>
OFFICE LOCATION(S) <b>556 Boleskine Road</b>		TELEPHONE NUMBER <b>250-475-3212</b>
MAILING ADDRESS <b>556 Boleskine Road</b>		
CITY <b>Victoria</b>	PROVINCE <b>BC</b>	POSTAL CODE <b>V8Z 1E8</b>
NAME OF SUPERINTENDENT <b>Deb Whitten</b>		TELEPHONE NUMBER <b>250-475-4162</b>
NAME OF SECRETARY TREASURER <b>Kim Morris</b>		TELEPHONE NUMBER <b>250-475-4108</b>

### DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended  
**June 30, 2021**

for School District No. **61** as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED <b>Sept. 27, 2021</b>
SIGNATURE OF SUPERINTENDENT	DATE SIGNED <b>Sept. 27, 2021</b>
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED <b>Sept. 27, 2021</b>

EDUC. 6049 (REV. 2008/09)



**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**YEAR ENDED JUNE 30, 2021**

**MANAGEMENT REPORT**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian Generally Accepted Accounting Principles for not-for-profit organizations, and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all of the other schedules of financial information and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District No. 61 (Greater Victoria)

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Deb Whitten  
Interim Superintendent of Schools  
September 27, 2021

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Kim Morris  
Secretary-Treasurer  
September 27, 2021

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 9*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE OF DEBTS**

Information on all long-term debt is included in Statement 1 and in the Notes of the School District Audited Financial Statements.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS**

School District No. 61 (Greater Victoria) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 5*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**ELECTED OFFICIALS**

NAME	POSITION	REMUNERATION	EXPENSES
DUNCAN, NICOLE	TRUSTEE	\$24,234.36	\$783.82
FERRIS, W THOMAS	TRUSTEE	\$24,234.36	\$258.83
HENTZE, ANGELA	TRUSTEE	\$24,234.36	\$802.06
LEONARD, ELAINE	TRUSTEE, VICE CHAIR	\$25,146.86	\$258.83
MCNALLY, DIANE	TRUSTEE	\$24,234.36	\$258.83
PAINTER, RYAN	TRUSTEE	\$24,234.36	\$764.84
PAYNTER, ROB	TRUSTEE	\$24,234.36	\$639.41
WATTERS, JORDAN	TRUSTEE, CHAIR	\$27,234.36	\$594.60
WHITEAKER, ANN	TRUSTEE	\$24,834.36	\$258.82
<b>TOTAL, ELECTED OFFICIALS</b>		<b>\$222,621.74</b>	<b>\$4,620.04</b>

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS**

(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
ABBOTT, HANNAH	TEACHER	\$81,011.62	\$53.61
ACHTEM, JANICE	TEACHER	\$96,110.17	\$0.00
ADAMS, DANA	TEACHER	\$96,039.56	\$84.68
ADAMS, JARED	TEACHER	\$93,515.67	\$65.62
ADAMS, MIKE	TEACHER	\$97,502.91	\$0.00
ADAMS, TANYA	TEACHER	\$87,405.19	\$0.00
ADAMSCHEK, DARLENE	TEACHER	\$77,503.29	\$0.00
ADAMSON, JENNIFER	VICE PRINCIPAL	\$131,068.69	\$18.11
AERTS, THOMAS	PRINCIPAL	\$140,719.88	\$265.40
ALBACH, ASHLEIGH	TEACHER	\$88,702.98	\$40.54
ALBISTON, CAROLINE	TEACHER	\$78,687.54	\$146.08
ALEXANDER, JEANETTE	ALLIED SPECIALIST	\$83,926.50	\$646.75
ALEXANDER, SCOTT	TEACHER	\$97,502.89	\$64.50
ALEXANDER, SHARI	TEACHER	\$87,401.97	\$0.00
ALLEN, RYAN	TEACHER	\$89,069.09	\$0.00
ALLEYN, KARLEY	TEACHER	\$76,664.81	\$54.31
ALLOWAY, ESTHER	TEACHER	\$75,816.47	\$0.00
ALLSOPP, JONATHON	TEACHER	\$87,456.47	\$0.00
ALMQUIST, ERICKA	TEACHER	\$96,040.62	\$0.00
ALVAREZ, LOUISE	TEACHER	\$87,400.75	\$0.00
ALVERNAZ, CIDALIA	TEACHER	\$93,875.61	\$105.29
AMMON, ROBERT	TEACHER	\$96,144.24	\$0.00
ANDERSON, DANIELLE	TEACHER	\$82,806.53	\$223.98
ANDERSON, KELSEY	TEACHER	\$96,170.45	\$194.63
ANDISON, MARGOT	TEACHER	\$87,393.06	\$0.00
ANDREWS, KENNETH	PRINCIPAL	\$137,143.48	\$220.18
ARCHER, NANCY	VICE PRINCIPAL	\$123,447.73	\$395.41
ARIS, BRANDON	TEACHER	\$97,588.28	\$0.00
ARNOTT, DAN	TEACHER	\$87,505.78	\$0.00
ASHURST, DAVID	TEACHER	\$96,039.53	\$19.30
ASKEW, COURTNEY	ADVISOR, HUMAN RESOURCES	\$92,606.91	\$0.00
ATCHISON, DEBORA	TEACHER	\$76,463.18	\$0.00
ATKINSON, PETER	TEACHER	\$87,472.52	\$0.00
ATTERBURY, JOHN	TEACHER	\$87,386.47	\$29.60
AWAI, DOUGLAS	TEACHER	\$89,114.55	\$0.00
AWALT, STACEY	TEACHER	\$81,375.54	\$100.00
AYLWARD, TRAVIS	TEACHER	\$89,761.48	\$0.00
AZZONI, CELESTINA	TEACHER	\$87,547.49	\$0.00
BACKHOUSE, DAVID	TEACHER	\$75,030.51	\$0.00
BADDELEY, GILLIAN	TEACHER	\$86,080.07	\$0.00
BAGGOTT, MARK	MANAGER, BUILDING OPERATIONS	\$110,318.03	\$240.00
BAILEY, DANA	TEACHER	\$87,495.96	\$0.00
BAINS, GINA	TEACHER	\$84,186.52	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
BAKER, DARRYL	MECHANICAL FOREMAN	\$77,984.16	\$128.29
BAKER, GARY	TEACHER	\$98,096.14	\$0.00
BAKER, KATE	TEACHER	\$87,520.12	\$169.89
BALABUCH, ALLISON	TEACHER	\$96,039.34	\$13.77
BALDWIN, CAROLINE	TEACHER	\$96,023.93	\$219.50
BALL, CHRISTOPHER	TEACHER	\$95,834.08	\$2.00
BALLARD, CORRIE	TEACHER	\$93,794.26	\$0.00
BARBER, DANA	TEACHER	\$80,194.28	\$0.00
BARBER, JENNIFER	TEACHER	\$79,343.17	\$340.87
BARKS, JOSHUA	DISTRICT VICE PRINCIPAL, INFORMATION TECHNOLOGY	\$116,065.02	\$892.27
BARMBY, GREGORY	TEACHER	\$79,424.79	\$300.00
BARTLE, DARLANA	TEACHER	\$77,583.47	\$99.31
BARWIN, ALAN	TEACHER	\$97,572.53	\$13.78
BASI, ROB	TEACHER	\$97,518.87	\$9.00
BATHURST-HUNT, REBECCA	TEACHER	\$85,524.00	\$210.52
BAYLY, LAURIE	TEACHER	\$89,850.38	\$56.45
BEATTY, RACHELLE	TEACHER	\$95,363.17	\$15.09
BEAUCAGE, DOMINIQUE	TEACHER	\$96,118.21	\$0.00
BECKNER, PAULINE	TEACHER	\$93,794.21	\$0.00
BEDELL, JULIE	TEACHER	\$81,554.63	\$0.00
BEIERMEISTER, HEATHER	TEACHER	\$93,796.96	\$0.00
BELANGER, ELIZABETH	TEACHER	\$96,183.98	\$54.31
BELANGER, SOPHIE	TEACHER	\$75,325.83	\$45.00
BELL, MAI	TEACHER	\$96,023.92	\$0.00
BELLAGENTE, TANYA	MANAGER, HUMAN RESOURCES	\$102,086.04	\$1,150.63
BELVEDERE, KYLA	TEACHER	\$88,986.88	\$5.06
BENDER, LOIS	PRINCIPAL	\$133,568.87	\$3.29
BENDER, SUSANNA	TEACHER	\$96,039.48	\$0.00
BENNETT, WILLO	TEACHER	\$87,127.66	\$0.00
BENTHAM, CAMELLIA	TEACHER	\$87,400.96	\$0.00
BENTON, DANIELLE	TEACHER	\$83,861.55	\$119.94
BERGERON, TODD	TEACHER	\$93,419.23	\$0.00
BERRY, JONATHAN	TEACHER	\$97,518.78	\$0.00
BERUBE, MARIE-FRANCE	TEACHER	\$88,938.71	\$11.39
BEYER, ALANA	TEACHER	\$87,400.66	\$0.00
BIDNEY, BRUCE	PRINCIPAL	\$140,719.88	\$294.91
BIGAM, ABIGAIL	TEACHER	\$96,023.90	\$0.00
BILLINGS, DANIELLE	TEACHER	\$91,352.15	\$0.00
BIRD, MAGGIE	TEACHER	\$81,760.65	\$35.29
BJORNSON, DANA	TEACHER	\$97,366.58	\$0.00
BLACK, CERI	TEACHER	\$87,505.69	\$0.00
BLACK, GABRIEL	TEACHER	\$77,565.20	\$0.00
BLACK, TRENA	TEACHER	\$96,144.22	\$233.00
BLAZKOW, BREENA	TEACHER	\$83,907.98	\$0.00
BLECIC, KEVIN	TEACHER	\$96,039.40	\$2,083.90
BLOUIN, LORI	TEACHER	\$97,690.78	\$0.00
BLUNDON, PATRICIA	ALLIED SPECIALIST	\$83,958.54	\$190.00
BOLDT, COLIN	TEACHER	\$93,896.56	\$0.00
BORICH, PAUL	TEACHER	\$79,882.36	\$345.50
BOTTINEAU, MONIQUE	TEACHER	\$87,547.64	\$0.00
BOUCHER, JOHANNE	TEACHER	\$78,763.11	\$45.00
BOULDING, SHAWN	PRINCIPAL	\$138,208.61	\$3,536.93
BOULTON, MATTHEW	TEACHER	\$91,238.32	\$3.29
BOUTHILLIER, SHELBY	TEACHER	\$77,636.03	\$0.00
BOWDEN, ROBYN	MANAGER, HUMAN RESOURCES	\$93,617.64	\$110.00
BOWEN, ALEXANDER	TEACHER	\$80,460.10	\$0.00
BOWYER-SMYTH, SHARON	TEACHER	\$96,624.04	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
BRACH RICHEY, LAUREL	TEACHER	\$75,703.19	\$0.00
BRADLEY, BRIAN	TEACHER	\$88,939.69	\$14.41
BRADSHAW, CELESTE	TEACHER	\$85,886.41	\$19.23
BRADSHAW, TIM	TEACHER	\$87,471.95	\$11.39
BRAID-SKOLSKI, HILARY	VICE PRINCIPAL	\$120,312.25	\$1,199.00
BRAIN, TANI	TEACHER	\$96,128.64	\$138.99
BRATZER, COLLEEN	TEACHER	\$87,423.74	\$0.00
BRAUN, GILLIAN	PRINCIPAL	\$133,284.12	\$112.74
BREMAUD, FREDERIC	TEACHER	\$96,142.46	\$0.00
BRERETON, KRISTINA	TEACHER	\$78,663.74	\$181.82
BRIGIDEAR, KARIAN	VICE PRINCIPAL	\$117,176.00	\$84.68
BRISBANE, LISA	TEACHER	\$87,401.61	\$54.31
BROOKER, DEREK	TEACHER	\$97,594.72	\$0.00
BROOKES, KIERSTEN	TEACHER	\$96,980.06	\$0.00
BROWN, HEATHER	VICE PRINCIPAL	\$113,701.01	\$567.98
BROWN, MARK	TEACHER	\$95,542.99	\$68.14
BROWN, RHIANNA	TEACHER	\$87,386.63	\$40.54
BRYAN, GARY	TEACHER	\$93,797.19	\$0.00
BUCHAN, JAMES	TEACHER	\$96,023.93	\$0.00
BUCHANAN, TODD	TEACHER	\$96,039.92	\$0.00
BUCHMANN, NATALIE	TEACHER	\$75,821.60	\$0.00
BUCKHAM, TANYA	TEACHER	\$91,241.44	\$0.00
BUCKINGHAM, ELISHA	TEACHER	\$81,384.13	\$0.00
BUCKINGHAM, TRENT	TEACHER	\$87,495.87	\$0.00
BUDGELL, MELINDA	TEACHER	\$77,398.16	\$56.45
BUKOWSKI, DESIREE	TEACHER	\$77,142.39	\$0.00
BULLARD, TIMON	TEACHER	\$97,321.70	\$0.00
BUNDON, JESSE	TEACHER	\$96,154.68	\$0.00
BURGERS, SIMON	DISTRICT PRINCIPAL, DISTRICT TEAM	\$137,143.49	\$74.06
BURLESON, WENDY	TEACHER	\$91,153.37	\$0.00
BURREN, JAMES	TEACHER	\$76,042.92	\$0.00
BUSBY, MAURA	TEACHER	\$94,674.78	\$0.00
BUSCH, KEVIN	TEACHER	\$87,400.77	\$42.00
BUSHELL, ELLY	TEACHER	\$86,851.54	\$0.00
BUTCHER, DOMINIC	TEACHER	\$99,182.56	\$40.54
BYER, PATRICIA	TEACHER	\$75,898.99	\$54.31
CAIN, SHADRICK	TEACHER	\$97,625.05	\$0.00
CAIRNS, LAURIE	TEACHER	\$84,743.90	\$25.00
CALDWELL, HAROLD	ASSOCIATE SUPERINTENDENT	\$162,323.33	\$2,469.41
CALESTAGNE-MORELLI, ALISON	TEACHER	\$85,639.34	\$45.00
CAMERON, JULIANNE	TEACHER	\$96,039.56	\$0.00
CAMPBELL, BARBARA	TEACHER	\$93,839.32	\$5.06
CAMPBELL, COURTNEY	TEACHER	\$82,441.70	\$5.05
CAMPBELL, GRAHAM	TEACHER	\$89,977.79	\$0.00
CAMPBELL, JULIE	TEACHER	\$87,467.47	\$0.00
CAMPBELL, LAURIE	TEACHER	\$96,051.58	\$0.00
CAMPBELL, SCOTT	TEACHER	\$96,039.50	\$0.00
CANTY, ANDREW	DIRECTOR, INFORMATION TECHNOLOGY	\$142,507.65	\$1,505.36
CAPELLI, GIULIA	TEACHER	\$93,389.73	\$0.00
CARLSON, CYTHERA	COORDINATOR, PROGRAMS & PROMOTION - ISP	\$83,063.16	\$3,426.98
CARMICHAEL, ALLAN	TEACHER	\$88,734.03	\$0.00
CARSON, JEFFREY	TEACHER	\$87,495.90	\$0.00
CARTER, JERRY	TEACHER	\$87,450.74	\$0.00
CARTER, LEESA	TEACHER	\$88,977.29	\$5.06
CASO-ROHLAND, DEBRA	TEACHER	\$78,457.66	\$2,046.00
CASTELLANOS, NICOLE	TEACHER	\$96,023.93	\$0.00
CECH, GINA	TEACHER	\$88,257.89	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
CHALUPNIK, PETRA-ANN	TEACHER	\$96,149.48	\$0.00
CHAMBERS, JENNIFER	TEACHER	\$96,039.77	\$1,308.10
CHAN, AMANDA	VICE PRINCIPAL	\$122,546.92	\$42.58
CHAN, SOPHIA	TEACHER	\$87,457.87	\$0.00
CHANT, JULIA	TEACHER	\$92,019.37	\$12.50
CHASE, CHRISTINA	VICE PRINCIPAL	\$102,090.21	\$0.00
CHELL, LARA	TEACHER	\$78,847.08	\$83.88
CHESSA, JUDITH	TEACHER	\$93,794.20	\$84.68
CHEWPOY, MICHAEL	TEACHER	\$87,505.82	\$61.43
CHIAPPETTA, MARY	TEACHER	\$96,102.44	\$1,074.19
CHILD, JANICE	TEACHER	\$84,180.78	\$0.00
CHRETIEN, DIANNE	VICE PRINCIPAL	\$117,176.03	\$115.17
CHRISTIANSON, JULIA	TEACHER	\$80,284.30	\$0.00
CHRISTIE, MATTHEW	TEACHER	\$79,453.14	\$189.81
CHRISTOFF, DINA	TEACHER	\$81,686.77	\$0.00
CHRISTY, NORAH-DAWN	TEACHER	\$97,322.68	\$0.00
CICCONE, TERESA	TEACHER	\$96,039.59	\$0.00
CIMON, MIMI	TEACHER	\$96,025.08	\$0.00
CLANCY, FIDELMA	TEACHER	\$81,384.38	\$40.54
CLARK, ALAN	TEACHER	\$96,144.00	\$80.00
CLARK, KEVIN	TEACHER	\$96,144.27	\$5.69
CLARK, PAUL	CARPENTER FOREMAN	\$77,245.99	\$0.00
CLARKE, COURTNEY	TEACHER	\$84,968.83	\$0.00
CLEMENS, GORDON	TEACHER	\$80,225.28	\$15.09
CLEMENTS, OWEN	TEACHER	\$87,400.77	\$0.00
CLIFFORD, ESTHER	TEACHER	\$87,400.75	\$0.00
CLIFFORD, LEAH	TEACHER	\$80,296.19	\$84.68
COEY, HEATHER	TEACHER	\$96,039.59	\$0.00
COLE, JOHN	TEACHER	\$92,936.09	\$0.00
COLEMAN, DANIELLE	TEACHER	\$96,170.49	\$51.45
COLLEY, SHANNON	TEACHER	\$93,936.63	\$0.00
COLLIE, LAURA	TEACHER	\$95,786.61	\$0.00
COLLINS, AMY	TEACHER	\$85,077.93	\$0.00
CONDIE, RICHEL	TEACHER	\$93,794.19	\$252.00
CONIBEAR, FRANK	TEACHER	\$96,039.78	\$14.41
CONKIN, SARA	TEACHER	\$85,674.43	\$252.00
COONS, BRETON	TEACHER	\$96,154.59	\$25.00
COPP, ANNA	TEACHER	\$87,399.11	\$0.00
COTTIER, SUSAN	TEACHER	\$96,063.21	\$0.00
COUGHLIN, CAMMY	PRINCIPAL	\$100,028.76	\$1,482.75
COULTER, KERRI	TEACHER	\$96,144.22	\$0.00
COUTTS, ANGELA	TEACHER	\$75,815.40	\$0.00
COUTURE, MICHELLE	TEACHER	\$97,728.20	\$0.00
COWIE, TRACY	TEACHER	\$96,144.20	\$0.00
COX, JENNIFER	VICE PRINCIPAL	\$117,175.86	\$130.03
CRAWFORD, ROBERT	TEACHER	\$87,402.25	\$0.00
CREESE, JACQUELINE	TEACHER	\$90,009.55	\$0.00
CRISTANTE, DEAN	TEACHER	\$78,776.09	\$0.00
CRISTANTE, KOLETTE	TEACHER	\$87,495.85	\$0.00
CRISTINI, ROBYN	TEACHER	\$80,664.43	\$3.29
CRLJENKOVIC, CHRISTINA	TEACHER	\$88,971.97	\$17.74
CRUST, LYNN	TEACHER	\$87,400.85	\$0.00
CRYSTAL, TRACEY	TEACHER	\$96,170.32	\$0.00
CULLEN, AUDRA	TEACHER	\$93,794.20	\$0.00
CUNNINGHAM, BRADLEY	TEACHER	\$97,625.20	\$5.06
DAGG, JODI	TEACHER	\$96,118.04	\$0.00
DAILYDE, PAUL	TEACHER	\$94,689.23	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS**  
**(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
DAILYDE, TONYA	TEACHER	\$84,941.96	\$45.70
DANIELLS, PATRICIA	TEACHER	\$96,141.68	\$0.00
DANN, GABRIELLE	TEACHER	\$87,405.39	\$0.00
DANN, KATHLEEN	TEACHER	\$90,419.11	\$84.68
DANN, RONALD	TEACHER	\$96,102.43	\$2.90
DAUM, AMANDA	TEACHER	\$77,644.46	\$0.00
DAVIDOV, LATCHEZAR	TEACHER	\$96,023.89	\$209.31
DAVIDSON, DAVID	ALLIED SPECIALIST	\$93,352.14	\$441.33
DAVIDSON, GILLIAN	TEACHER	\$94,991.38	\$35.00
DAVIS, DOUGLAS	TEACHER	\$87,400.79	\$0.00
DAVIS, JEFFREY	DIRECTOR, INTERNATIONAL STUDENT PROGRAM	\$157,386.19	\$4,923.41
DAVIS, LESLIE	TEACHER	\$90,041.98	\$0.00
DAVIS, NADINE	TEACHER	\$96,183.98	\$146.08
DE MEDEIROS, ALEXANDER	TEACHER	\$97,717.50	\$0.00
DE VRIES, STEVEN	TEACHER	\$80,989.63	\$0.00
DEBLOIS, SARAH	TEACHER	\$95,678.21	\$0.00
DELEEUW, MARK	TEACHER	\$76,262.55	\$0.00
DEN OTTER-MINTER, JILLIAN	MANAGER HUMAN, RESOURCES	\$94,523.44	\$1,275.90
DEVLIN, JAIMEE	TEACHER	\$82,923.49	\$0.00
DHALIWAL, NIVTEJ	TEACHER	\$92,582.88	\$181.82
DHILLON, SHANNON	TEACHER	\$96,078.02	\$0.00
DI BIASE, JEANETTE	TEACHER	\$96,039.37	\$0.00
DI CICCIO, JOHN	TEACHER	\$87,386.47	\$0.00
DICKSON, CHRIS	TEACHER	\$89,003.58	\$0.00
DIEMERT RIVERA, RENEE	TEACHER	\$96,144.12	\$0.00
DIETIKER, MARTHA	TEACHER	\$83,839.49	\$70.86
DIGESO, CANDICE	TEACHER	\$92,336.67	\$5.28
DILASSER, LOUISE	TEACHER	\$87,560.74	\$0.00
DIVOKY, PILAR	SENIOR MANAGER, MARKETING - ISP	\$109,691.05	-\$1,599.83
DIXON, MICHELLE	TEACHER	\$93,796.57	\$23.34
DODDS, KELLY	TEACHER	\$85,225.29	\$54.31
DOHERTY, KIRK	TEACHER	\$96,128.44	\$0.00
DORAIS, AMELIA	TEACHER	\$82,376.26	\$35.00
DORION, CHARLOTTE	TEACHER	\$96,144.19	\$0.00
DORION, KIRK	TEACHER	\$76,258.54	\$92.55
DOWNING, GREGORY	TEACHER	\$88,261.11	\$0.00
DOYLE, DWAYNE	PRINCIPAL	\$133,797.88	\$2,286.45
DRESLER, RANDIE	TEACHER	\$80,237.08	\$40.54
DU PLESSIS, MITCHEL	TEACHER	\$95,531.92	\$424.77
DUGGAN, CLARKE	TEACHER	\$84,190.37	\$0.00
DUNN, JACQUELINE	TEACHER	\$87,636.04	\$264.83
DUNSTAN, DUANE	TEACHER	\$96,152.38	\$0.00
DURRANCE, DEBBIE	TEACHER	\$96,039.06	\$0.00
DUYNDAM, JEFFREY	PRINCIPAL	\$134,593.99	\$194.43
DUYNDAM, JESSA	TEACHER	\$96,198.95	\$54.35
DYCK, HEIDI	TEACHER	\$78,528.34	\$0.00
DYLER, MICHELLE	TEACHER	\$81,294.83	\$0.00
EBRAHIM, SHAMEEM	TEACHER	\$89,086.24	\$0.00
EBY, CAROL	TEACHER	\$87,481.88	\$0.00
ECONOMOU, RUTH	TEACHER	\$87,464.96	\$0.00
EDGLEY, LEAH	TEACHER	\$81,669.54	\$197.53
EGGERT, PETRA	PRINCIPAL	\$125,931.38	\$35.56
EHRKAMP, ALIZA	TEACHER	\$88,971.29	\$155.09
ELFORD, SARAH	VICE PRINCIPAL	\$107,925.04	\$548.05
ELLIOT, MAYLYN	TEACHER	\$96,885.10	\$5.06
ELLIOTT, KORRY	TEACHER	\$96,184.54	\$347.18
ELLISON, PETER	TEACHER	\$88,708.29	\$51.35



**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
ELSDON, JOSHUA	TEACHER	\$97,743.68	\$0.00
EMERSON, DAVID	ASSISTANT MANAGER, BUILDING OPERATIONS	\$85,966.49	\$1,080.38
EMES, MARNIE	TEACHER	\$93,895.85	\$12.47
ENFIELD, SUSAN	TEACHER	\$95,968.70	\$0.00
ENGELBRECHT, EDITH	TEACHER	\$95,349.70	\$60.79
EPP, GILLIAN	TEACHER	\$80,786.98	\$0.00
ERICKSON, CAROLINE	TEACHER	\$84,558.47	\$29.83
EVANCHIEW, TODD	TEACHER	\$96,140.55	\$11.39
EVANCIO, LAURISSA	TEACHER	\$95,593.41	\$809.46
EWALD, HELENA	TEACHER	\$96,128.64	\$5.29
EWART, PAMELA	TEACHER	\$96,098.46	\$12.47
FAHR, JENNIFER	VICE PRINCIPAL	\$117,176.00	\$468.90
FAIRWEATHER, ERIN	TEACHER	\$79,220.61	\$75.09
FALLAN, KAREN	TEACHER	\$96,039.54	\$0.00
FALLIS, JEANETTE	TEACHER	\$80,664.43	\$0.00
FAST, RICHARD	TEACHER	\$96,039.61	\$179.39
FAWCETT, INGRID	PRINCIPAL	\$133,568.91	\$42.08
FEHR, VANESSA	TEACHER	\$92,440.58	\$0.00
FERGUSON, BRUCE	TEACHER	\$96,472.20	\$0.00
FERREIRA, PHILIP	TEACHER	\$92,096.21	\$0.00
FINLAYSON, ERIN	TEACHER	\$97,481.90	\$0.00
FISCHBACH, SHELLEY	TEACHER	\$93,875.81	\$0.00
FISCHER, ERIC	MANAGER, TRANSPORTATION	\$110,442.36	\$550.00
FLEET, KATHERINE	TEACHER	\$87,505.97	\$0.00
FLETCHER, KENNETH	TEACHER	\$99,911.32	\$0.00
FOGELKLOU, TONY	TEACHER	\$98,096.29	\$0.00
FORSBERG, RAY	TEACHER	\$88,972.30	\$8.08
FORSHAW, NICOLE	TEACHER	\$75,898.96	\$0.00
FORSYTH, ELAINE	TEACHER	\$93,871.00	\$0.00
FOSTER, AARON	PROJECT MANAGER, FACILITIES	\$85,567.37	\$0.00
FRAMPTON, AARON	TEACHER	\$97,635.81	\$3.50
FRANCESCHINI, DIANE	TEACHER	\$96,117.89	\$0.00
FRANKLIN, CHRISTOPHER	TEACHER	\$78,556.70	\$0.00
FRASER, ARCHIE	ASSISTANT MANAGER, NETWORK & COMMUNICATIONS	\$93,296.48	\$350.61
FRASER, GERRY	TEACHER	\$97,987.04	\$0.00
FRASER, LYNDIA	TEACHER	\$87,386.48	\$0.00
FRASER, MICHAEL	TEACHER	\$96,094.56	\$45.70
FREIBERGER, ALIX	TEACHER	\$87,010.18	\$74.45
FRIESE, LONN	TEACHER	\$96,102.44	\$0.00
FRKETICH, ASHLEY	TEACHER	\$89,423.32	\$0.00
GAGE, BRYDEN	TEACHER	\$96,171.41	\$0.00
GAGNE, ANGIE	TEACHER	\$89,086.49	\$25.00
GALHON, SANJIV	VICE PRINCIPAL	\$115,540.55	\$1,107.00
GALLOWAY, JAMIE	ALLIED SPECIALIST	\$76,015.48	\$847.41
GALWAY, LISA	TEACHER	\$87,472.78	\$0.00
GAMMON, JASON	TEACHER	\$93,899.87	\$0.00
GANN, OONAGH	TEACHER	\$87,386.47	\$0.00
GARAT, MELINDA	TEACHER	\$87,400.74	\$54.31
GARCHA, DISHA	TEACHER	\$85,080.25	\$105.00
GARDNER, MARIE-CLAIRE	TEACHER	\$96,039.55	\$0.00
GARNER, DEBORAH	TEACHER	\$79,282.29	\$0.00
GARR, SARAH	VICE PRINCIPAL	\$122,546.89	\$5,567.87
GAUVREAU, CARMEN	PRINCIPAL	\$133,568.87	\$35.56
GEEHAN, JONATHAN	TEACHER	\$89,883.94	\$0.00
GEORGESEN, NATHAN	TEACHER	\$96,973.65	\$5.64
GERBER, RAMY	VICE PRINCIPAL	\$117,176.03	\$15.29
GERHARDT, MARK	TEACHER	\$96,170.33	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
GERHART, AMBER	TEACHER	\$87,400.75	\$0.00
GERMAN, SUSAN	TEACHER	\$87,473.41	\$0.00
GEUER, MARIA	TEACHER	\$83,697.74	\$0.00
GIASSON, GUY	TEACHER	\$87,386.46	\$0.00
GIBSON, HILARY	TEACHER	\$93,939.62	\$40.54
GIBSON, MISHA	TEACHER	\$88,705.00	\$3.56
GIESBRECHT, CARTER	PRINCIPAL	\$137,143.48	\$58.58
GILBERT, JOHN	TEACHER	\$96,779.48	\$0.00
GILLESPIE, JAQUELINE	TEACHER	\$88,234.66	\$0.00
GILMOUR, ERIN	TEACHER	\$93,778.89	\$0.00
GLEESON, BARBARA	TEACHER	\$87,472.15	\$0.00
GLOVER, BREANNE	TEACHER	\$96,170.22	\$136.31
GOLDER, MICHAEL	TEACHER	\$88,801.81	\$0.00
GORDON, CINDY	TEACHER	\$96,056.32	\$0.00
GORDON, MARY	TEACHER	\$78,650.00	\$0.00
GORDON, THOMAS	TEACHER	\$88,938.52	\$0.00
GOUGH, HANNAH	TEACHER	\$87,673.24	\$0.00
GOULET, SARAH	TEACHER	\$80,309.20	\$0.00
GRAHAM, RICHARD	TEACHER	\$81,417.17	\$0.00
GRANGER, CARMELLE	TEACHER	\$96,036.43	\$0.00
GRANGER, CHRIS	TEACHER	\$77,471.60	\$0.00
GRANT, HEATHER	TEACHER	\$87,457.87	\$146.08
GRANT, NICOLE	TEACHER	\$87,400.27	\$0.00
GRAY, JOHN	TEACHER	\$96,110.12	\$0.00
GREEN, SHELLEY	SUPERINTENDENT OF SCHOOLS	\$238,753.89	\$4,254.60
GREENE, BEN	TEACHER	\$97,666.71	\$0.00
GREENGOE, NICHOLAS	TEACHER	\$76,618.05	\$0.00
GREENWOOD, MICHAEL	TEACHER	\$91,788.45	\$0.00
GREW, CATHERINE	TEACHER	\$96,039.78	\$12.47
GREW, KEITH	TEACHER	\$97,361.36	\$668.75
GRINDER, MATTHEW	TEACHER	\$96,209.42	\$0.00
GRONOW, PAUL	TEACHER	\$89,309.36	\$0.00
GROOT, CHUCK	TEACHER	\$96,118.02	\$0.00
GRUBB, MARGARET	TEACHER	\$96,052.02	\$54.31
GUAY, MARIE	TEACHER	\$96,118.05	\$103.52
GUIZZO, MARKO	TEACHER	\$89,044.86	\$0.00
GUTIERREZ, LUCAS	TEACHER	\$75,118.98	\$20.00
GUY, DANI	TEACHER	\$87,386.55	\$0.00
GYBELS, ALLAN	TEACHER	\$87,386.48	\$13.55
HAAS, KIMBERLEY	TEACHER	\$94,608.39	\$0.00
HAHN, LUKAS	MANAGER, HOMESTAY - ISP	\$81,007.53	\$213.54
HAIDAR, MICHELLE	VICE PRINCIPAL	\$120,312.20	\$139.02
HALL, LESLIE	TEACHER	\$96,039.55	\$84.68
HALLAM, SALLY	TEACHER	\$87,401.00	\$197.53
HALLETT, TODD	TEACHER	\$87,402.77	\$0.00
HALVERSON, PAMELA	DISTRICT PRINCIPAL, DISTRICT TEAM	\$133,568.88	\$475.15
HAMILTON, GRAEME	TEACHER	\$96,143.57	\$11.39
HAMILTON, JULIE	TEACHER	\$96,023.93	\$651.53
HAMLIN, JONATHAN	VICE PRINCIPAL	\$120,062.44	\$537.64
HANLEY, VICTORIA	EXECUTIVE ASSISTANT	\$81,552.13	\$9.54
HANSEN, JAMES	PRINCIPAL	\$133,568.87	\$202.45
HARRIS, MURRAY	PRINCIPAL	\$133,568.88	\$35.56
HART, ANDREA	TEACHER	\$96,168.04	\$0.00
HARTE, CINDY	PRINCIPAL	\$133,568.91	\$100.00
HARTLEY, BRADLEY	TEACHER	\$87,496.58	\$0.00
HARTT, ARTEMIS	TEACHER	\$85,322.56	\$0.00
HARVEY, JENNIFER	TEACHER	\$87,496.17	\$210.52

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
HASLER, VICTORIA	TEACHER	\$96,128.66	\$40.54
HATAKEYAMA, RIEKO	ALLIED SPECIALIST	\$93,367.12	\$804.84
HAVELAAR, NORA	TEACHER	\$96,170.33	\$0.00
HAYES, PAUL	TEACHER	\$95,548.62	\$0.00
HAZELTON, RYAN	TEACHER	\$83,961.06	\$0.00
HEARSEY, BRIDGET	TEACHER	\$93,794.28	\$0.00
HEATHERINGTON, SHAMIM	TEACHER	\$96,102.39	\$0.00
HEBERT, KATHLEEN	VICE PRINCIPAL	\$117,176.08	\$16.85
HEFFELFINGER, LISA	TEACHER	\$93,871.05	\$155.00
HEGGIE, SANDRA	TEACHER	\$96,039.24	\$0.00
HEISLER, STEPHEN	TEACHER	\$98,645.53	\$110.00
HELM, AARON	TEACHER	\$89,323.95	\$0.00
HELTON, LAURA-LYN	TEACHER	\$75,154.88	\$0.00
HENDERSON, KEN	TEACHER	\$97,481.73	\$377.00
HENDRA, TANNIS	TEACHER	\$93,870.99	\$0.00
HENDY, JAMES	TEACHER	\$95,547.58	\$28.40
HENRY, EMMANUELLE	TEACHER	\$83,716.21	\$573.66
HENRY, TASHA	TEACHER	\$94,724.73	\$0.00
HERBERT, SHERRILL	TEACHER	\$87,496.11	\$365.52
HERLAAR, ADRIAN	TEACHER	\$77,254.79	\$0.00
HERMANSON, ANDREA	TEACHER	\$95,366.13	\$97.38
HERPERGER, AMY	TEACHER	\$96,170.33	\$0.00
HIBBERT, KATHERINE	TEACHER	\$93,922.10	\$0.00
HIGGINBOTHAM, KAREN	VICE PRINCIPAL	\$113,796.42	\$46.37
HIGGINS, LISA	TEACHER	\$78,785.03	\$5.06
HIGGS, BLAIR	ASSISTANT MANAGER, BUILDING MAINTENANCE	\$87,099.53	\$1,588.98
HILL, JENNIFER	TEACHER	\$87,505.73	\$15.00
HINDS, MARCI	TEACHER	\$79,058.40	\$54.31
HINRICHSEN, CHRISTOPHER	TEACHER	\$93,692.10	\$5.05
HINRICHSEN, PATRICIA	VICE PRINCIPAL	\$92,263.30	\$763.60
HO, JENNIFER	TEACHER	\$96,143.72	\$0.00
HODGINS, HELENA	TEACHER	\$95,417.81	\$0.00
HODGSON, SARAH	TEACHER	\$84,374.87	\$45.00
HOFFMAN, ALLYSON	TEACHER	\$97,588.18	\$153.83
HOPE, GEORGINA	TEACHER	\$79,958.77	\$0.00
HORLOR, LINDSAY	TEACHER	\$95,007.27	\$567.15
HORTON, DEREK	TEACHER	\$89,780.12	\$214.00
HORTON, LAURA	TEACHER	\$85,692.64	\$11.39
HORWOOD, CHRISTINA	TEACHER	\$87,400.81	\$11.39
HOULDSWORTH, ERIN	TEACHER	\$97,494.49	\$0.00
HOUSTON, MELANIE	ALLIED SPECIALIST	\$84,842.77	\$1,119.37
HOVIS, DAVID	DISTRICT PRINCIPAL, DISTRICT TEAM	\$133,568.87	\$766.76
HOWE, CLAYTON	TEACHER	\$84,625.20	\$15.09
HOWLETT, CLAYTON	TEACHER	\$77,396.34	\$0.00
HOYT, JESSICA	TEACHER	\$95,540.50	\$0.00
HUDSON, AARON	TEACHER	\$87,386.51	\$0.00
HUMENIUK, LAURI	TEACHER	\$97,502.86	\$0.00
HUMPHRIES, JEANNE	VICE PRINCIPAL	\$102,088.17	\$80.56
HUNT, JANELLE	TEACHER	\$96,023.89	\$0.00
HUSTON, WENDY	TEACHER	\$96,144.24	\$0.00
HUYTER, ROSALYNE	TEACHER	\$93,792.42	\$237.80
HYNDMAN, SEANNA	TEACHER	\$84,607.46	\$30.00
ING, MARIANNE	TEACHER	\$87,016.77	\$8.07
INGLIS, KATHLEEN	TEACHER	\$96,050.79	\$0.00
INNES, SEAN	ELECTRICIAN	\$75,079.03	\$1,007.53
IRETON ROACH, MARJORIE	TEACHER	\$97,042.96	\$0.00
IRETON, CATHERINE	TEACHER	\$87,472.77	\$2.90

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
IRISH, WENDY	TEACHER	\$78,668.06	\$0.00
IRVING, BRIANNE	TEACHER	\$75,159.60	\$0.00
ISAAC, NORMAN	PAINTER	\$76,041.14	\$0.00
JACKLIN, NATHAN	TEACHER	\$79,055.24	\$0.00
JACQUES, STEPHANIE	TEACHER	\$75,816.34	\$0.00
JAMES, CAMERON	TEACHER	\$87,386.48	\$0.00
JANZEN, BARRY	VICE PRINCIPAL	\$123,447.72	\$2,471.62
JARDIM, ANDREA	TEACHER	\$84,593.60	\$3.55
JARDINE, DANIEL	TEACHER	\$87,400.81	\$0.00
JENKINS, CHRISTOPHER	TEACHER	\$98,123.16	\$633.49
JENSEN, LAURENCE	TEACHER	\$76,314.89	\$65.63
JENSEN, MARNE	ASSOCIATE DIRECTOR, HUMAN RESOURCES	\$122,848.23	\$308.46
JENSEN, SELENA	TEACHER	\$96,128.65	\$0.00
JESSE, JOANNE	TEACHER	\$87,386.52	\$3.56
JODOIN, COLLEEN	TEACHER	\$87,386.49	\$0.00
JOHNS, TRACY	TEACHER	\$77,447.85	\$12.47
JOHNSON, AMANDA	VICE PRINCIPAL	\$113,791.78	\$708.75
JOHNSON, BRETT	PRINCIPAL	\$133,568.91	\$1,135.00
JOHNSON, JASON	PRINCIPAL	\$112,329.80	\$259.48
JOHNSON, LINDSAY	DISTRICT VICE PRINCIPAL, PATHWAYS & PARTNERSHIPS	\$120,062.46	\$1,264.42
JOHNSON, NEAL	TEACHER	\$87,481.88	\$0.00
JOHNSTON, CATHERINE	TEACHER	\$87,386.47	\$12.47
JOHNSTON, PETER	TEACHER	\$87,386.48	\$84.68
JOLLIFFE, PARKER	TEACHER	\$96,023.90	\$0.00
JONES, ALECIA	TEACHER	\$82,310.50	\$50.06
JONES, FIONA	TEACHER	\$87,496.12	\$0.00
JONES, TAMARA	TEACHER	\$100,476.15	\$0.00
JORGENSEN, READ	PRINCIPAL	\$133,594.95	\$403.89
JORY, MEGAN	TEACHER	\$95,475.04	\$56.45
KARIM, KASSAM	TEACHER	\$99,108.29	\$0.00
KARPES, KATRINKA	TEACHER	\$86,504.58	\$26.84
KEANE, HAYLEY	TEACHER	\$83,239.29	\$0.00
KELLY, JENNIFER	TEACHER	\$82,375.22	\$0.00
KENNEDY, CALEB	TEACHER	\$84,962.81	\$0.00
KENNEDY, MELANIE	TEACHER	\$96,039.62	\$0.00
KENNELL, GLYNNIS	TEACHER	\$93,794.33	\$0.00
KERR, DAWNA	TEACHER	\$87,471.87	\$0.00
KHOSLA, GAUTAM	PRINCIPAL	\$132,513.10	\$155.91
KHOSLA, SARAH	PRINCIPAL	\$124,969.62	\$220.13
KIERNAN, MICHAEL	TEACHER	\$96,128.63	\$3.28
KILPATRICK, KRISTY	TEACHER	\$87,400.76	\$0.00
KIND, CINDY	TEACHER	\$93,794.15	\$0.00
KING, ALYSON	TEACHER	\$84,972.66	\$0.00
KING, NORA	TEACHER	\$85,103.36	\$0.00
KING, WALTER	TEACHER	\$79,487.84	\$0.00
KINNEAR, MYA	TEACHER	\$80,843.28	\$891.00
KINNEAR, ROBERT	TEACHER	\$84,962.60	\$0.00
KIRZINGER, EMILY	VICE PRINCIPAL	\$123,447.67	\$1,288.81
KITTMER, LISA	TEACHER	\$93,906.94	\$0.00
KIVELL, SIOBHAN	TEACHER	\$87,132.00	\$0.00
KOLEBA, JANE	TEACHER	\$96,039.46	\$29.00
KONING, BERNARD	TEACHER	\$93,858.50	\$50.00
KOSCIK, KIMBERLY	TEACHER	\$87,120.66	\$0.00
KOSH, JACKIE	TEACHER	\$89,228.68	\$0.00
KOSKI, JESSICA	TEACHER	\$83,253.87	\$45.00
KOTYK, MERETE	TEACHER	\$76,647.69	\$0.00
KOUTOUGOS, CHRISTOPHER	VICE PRINCIPAL	\$123,447.60	\$1,753.96

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
KREMLER, LARA	TEACHER	\$93,332.48	\$70.91
KUBICEK, TESSA	TEACHER	\$96,819.12	\$3.50
KUCHER, AMELITA	TEACHER	\$89,003.58	\$0.00
KURTZ, MARIE	TEACHER	\$93,896.48	\$0.00
KUSHNIR, MEGHAN	TEACHER	\$87,208.63	\$75.00
LA PLANTE, ANGELA	TEACHER	\$77,633.49	\$26.92
LACY, DONALD	TEACHER	\$91,079.32	\$0.00
LAM, ROBIN	TEACHER	\$87,496.11	\$0.00
LAMONT, CATHERINE	TEACHER	\$82,119.58	\$143.18
LAMPARD, REBECCA	TEACHER	\$82,997.35	\$86.52
LAMPRECHT, PAUL	CARPENTER FOREMAN	\$78,573.29	\$0.00
LANCASTER, CINDY	TEACHER	\$97,079.45	\$40.54
LANSDELL, SEAN	TEACHER	\$87,520.05	\$9.97
LAROCQUE, JEFFREY	TEACHER	\$89,152.14	\$0.00
LAROCQUE, NICOLE	TEACHER	\$81,676.09	\$65.63
LAROCHE, DONNA	TEACHER	\$87,471.68	\$0.00
LEBLOND, DONALD	TEACHER	\$87,660.55	\$44.46
LEDET, PAUL	VICE PRINCIPAL	\$123,197.93	\$2,284.92
LEDUC, RHONDA	VICE PRINCIPAL	\$92,796.43	\$1,519.87
LEE, JACOB	TEACHER	\$80,518.75	\$0.00
LEE, MICHELLE	TEACHER	\$75,035.56	\$0.00
LEE, WINNIE	TEACHER	\$95,044.01	\$1,058.41
LEESON, CHRISTOPHER	TEACHER	\$79,292.31	\$15.00
LELONDE, PAMELA	TEACHER	\$87,400.83	\$54.31
LEMON, ALEX	TEACHER	\$98,622.18	\$15.09
LENO, LAURA	TEACHER	\$87,496.12	\$0.00
LEROY, CLODAGH	ALLIED SPECIALIST	\$91,806.74	\$625.68
LESLIE, BRIAN	ENERGY MANAGER, FACILITIES	\$82,177.53	\$4,784.32
LEVESQUE, MANON	TEACHER	\$80,454.49	\$125.00
LEVINSON, TAMI	TEACHER	\$76,885.44	\$418.54
LEWIS, CHERIE	TEACHER	\$82,725.78	\$0.00
LIDDELL, RACHEL	TEACHER	\$87,400.74	\$0.00
LIENARD-BOISJOLI, BYRON	TEACHER	\$93,794.08	\$0.00
LILYHOLM, ROBERT	TEACHER	\$89,000.92	\$0.00
LIM, TERRENCE	TEACHER	\$81,352.02	\$130.00
LINDSAY, SHONA	TEACHER	\$96,023.85	\$0.00
LINDSETH, IAN	TEACHER	\$88,957.43	\$5.64
LINNELL, DEBORAH	TEACHER	\$87,386.47	\$0.00
LISTER, KATHRYN	TEACHER	\$77,120.59	\$0.00
LITSTER, REID	SENIOR MANAGER, MARKETING - ISP	\$107,013.79	\$424.97
LOCKWOOD, PAULA	TEACHER	\$84,188.48	\$54.31
LOUGHTON, JACQUELINE	TEACHER	\$96,779.33	\$0.00
LOUKES, JEFFREY	TEACHER	\$96,039.21	\$30.10
LUBINICH, CHRISTOPHER	TEACHER	\$79,904.35	\$0.00
LUNDGREN, KRISTEN	TEACHER	\$87,495.93	\$15.00
LUNT, FIONA	TEACHER	\$93,782.83	\$0.00
LUTES, KATIE	TEACHER	\$86,851.84	\$0.00
LUTNER, JULIE	DIRECTOR, FINANCE, BUDGETS & FINANCIAL REPORTING	\$103,915.41	\$1,867.95
LUTSCH, AARON	TEACHER	\$86,203.83	\$0.00
MACDONALD, TARRAH	TEACHER	\$82,104.19	\$264.83
MACDONALD, URSULA	TEACHER	\$75,784.22	\$0.00
MACINNIS, CHRISTIAN	TEACHER	\$76,745.41	\$0.00
MACINTOSH, CHRISTOPHER	PRINCIPAL	\$137,143.49	\$58.65
MACKENZIE, CAROLINE	TEACHER	\$87,496.09	\$0.00
MACKENZIE, TREVOR	TEACHER	\$90,185.16	\$25.00
MACLELLAN, LAURA	TEACHER	\$85,508.84	\$0.00
MADDERN, METTHEA	TEACHER	\$96,577.22	\$105.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
MAESTRELLO, JENNIFER	TEACHER	\$80,663.94	\$0.00
MAI, ANNEMARIE	VICE PRINCIPAL	\$117,204.97	\$90.73
MAI, MARTIN	TEACHER	\$89,671.73	\$0.00
MAILHIOT, DALE	TEACHER	\$96,039.51	\$0.00
MALLET, DEIRDRE	TEACHER	\$84,741.73	\$0.00
MALLET, JOSEPH	TEACHER	\$83,501.55	\$15.64
MALLORY, DIANNE	TEACHER	\$88,622.57	\$0.00
MALLORY, DOUGLAS	TEACHER	\$96,023.96	\$158.94
MALOUGHNEY, ALISON	TEACHER	\$83,825.51	\$54.35
MANAK, SONIA	TEACHER	\$75,418.60	\$415.49
MANGAN, JOANNA	TEACHER	\$83,557.25	\$0.00
MANNING, PAULA	TEACHER	\$87,874.27	\$0.00
MARCHANT, DANA	ALLIED SPECIALIST	\$78,398.80	\$1,737.65
MARCHI, JEFF	TEACHER	\$96,144.00	\$92.00
MARCZYK, LISA	TEACHER	\$92,222.93	\$109.60
MARGETTS, MARLA	PRINCIPAL	\$133,568.92	\$15.00
MARI, DANIEL	TEACHER	\$96,957.47	\$40.54
MARLEY, EMMA	VICE PRINCIPAL	\$117,639.99	\$84.68
MARSHALL, TRESA	TEACHER	\$78,301.19	\$584.83
MARTIN, JEANETTE	TEACHER	\$81,295.48	\$0.00
MARTIN, JENNIFER	TEACHER	\$96,144.23	\$5.64
MARTIN, MATTHEW	TEACHER	\$78,355.28	\$0.00
MASINI, DAVID	TEACHER	\$87,457.88	\$3.29
MASON, CHELSEA	TEACHER	\$89,095.53	\$79.91
MATHIAS, EMILY	TEACHER	\$85,659.79	\$303.43
MATHIS, JENNIFER	TEACHER	\$96,170.38	\$0.00
MAWHINNEY, MELISSA	TEACHER	\$97,385.66	\$25.00
MAXWELL, AARON	VICE PRINCIPAL	\$120,312.17	\$31.88
MAXWELL, KWYN	TEACHER	\$87,386.47	\$0.00
MAY, FIONA	TEACHER	\$96,170.34	\$0.00
MAZZA, MICHAEL	TEACHER	\$96,037.46	\$0.00
MCBURNIE, NITA	EXECUTIVE ASSISTANT	\$99,622.83	\$605.00
MCCARTNEY, LEANNE	TEACHER	\$93,794.20	\$3.50
MCCARTNEY, SEAN	DISTRICT PRINCIPAL, DISTRICT TEAM	\$137,173.37	\$749.56
MCCONCHIE, CHLOE	TEACHER	\$79,903.29	\$0.00
MCCOY, CONNOR	PRINCIPAL	\$133,568.88	\$35.56
MCCREESH, TIMOTHY	VICE PRINCIPAL	\$119,843.70	\$1,396.54
MCDIARMID, JESSICA	TEACHER	\$80,519.67	\$0.00
MCDONALD, CHRIS	TEACHER	\$87,386.47	\$13.44
MCDONALD, JENNIFER	TEACHER	\$77,600.90	\$0.00
MCDONELL, RISA	TEACHER	\$79,164.10	\$0.00
MC GEE, KATRINA	TEACHER	\$94,249.31	\$1,226.50
MCILMOYLE, NATALIE	TEACHER	\$87,828.79	\$12.47
MCINTOSH, GWYNETH	TEACHER	\$94,922.43	\$0.00
MCKAY, MARTHA	TEACHER	\$93,778.73	\$406.82
MCKEACHIE, CAITLIN	TEACHER	\$80,690.55	\$84.68
MCKEAN, DANIEL	TEACHER	\$97,518.56	\$5.05
MCKEE, HEATHER	TEACHER	\$96,128.64	\$143.18
MCKEE, COLTON	TEACHER	\$80,677.72	\$0.00
MCLAREN, GRAHAM	TEACHER	\$89,087.66	\$28.09
MCLAUGHLIN, SARAH	TEACHER	\$87,697.44	\$0.00
MCLEAN, MARY	TEACHER	\$83,809.58	\$181.82
MCMASTER, ELIZABETH	VICE PRINCIPAL	\$123,197.89	\$360.83
MCMILLAN, CATHY	TEACHER	\$86,138.62	\$54.35
MCMILLAN, DANNY	TEACHER	\$87,450.86	\$0.00
MCMORRAN, ANDREA	TEACHER	\$84,962.83	\$0.00
MCPHAIL, LISA	MANAGER, COMMUNICATIONS & COMMUNITY ENGAGEMENT	\$97,084.42	\$2,153.71

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
MCPHEE, JESSICA	TEACHER	\$87,535.99	\$54.31
MCRAE, SONYA	TEACHER	\$76,129.86	\$0.00
MEAD, KATHY	TEACHER	\$88,258.18	\$0.00
MEADOWS, ALLISON	TEACHER	\$77,256.90	\$0.00
MEILLEUR, MARGO	TEACHER	\$92,832.91	\$300.00
MELDRUM, EDWARD	TEACHER	\$87,496.13	\$0.00
MELVIN, ELLEN	TEACHER	\$97,561.93	\$0.00
MICHAEL, MORGANE	TEACHER	\$87,520.00	\$0.00
MILLER, SHANNON	TEACHER	\$93,898.61	\$0.00
MILLS-MACNICOL, KAREN	TEACHER	\$78,295.17	\$0.00
MITCHELL, GORDON	PRINCIPAL	\$140,719.88	\$67.44
MITCHELL, JOANNE	ALLIED SPECIALIST	\$93,347.38	\$2,141.81
MITCHELL, MAUREEN	TEACHER	\$79,394.17	\$65.63
MITCHELL, NATALIA	TEACHER	\$87,400.74	\$55.99
MIX, LAURA	TEACHER	\$79,399.76	\$0.00
MONTGOMERY, DONNA	TEACHER	\$96,039.46	\$0.00
MOONLIGHT, DAVID	TEACHER	\$94,381.30	\$0.00
MOORE, ALISSA	VICE PRINCIPAL	\$120,561.92	\$834.34
MOORE, AUDREY	TEACHER	\$96,144.22	\$0.00
MOORE, JESSIE	VICE PRINCIPAL	\$110,902.04	\$1,737.12
MOORE, MARY	TEACHER	\$97,743.60	\$56.45
MOORE, MONIQUE	TEACHER	\$87,386.46	\$2,132.17
MOORE, WILLIAM	TEACHER	\$97,651.01	\$362.54
MOORES, JENNA	TEACHER	\$75,919.69	\$0.00
MORALES, EVELYN	TEACHER	\$80,817.38	\$2.90
MOREAU, HEATHER	TEACHER	\$87,496.24	\$38.88
MOREAU, JOYCE	TEACHER	\$81,628.47	\$11.39
MOREAU, LEAH	PRINCIPAL	\$140,719.90	\$151.93
MORRELL, AMANDA	TEACHER	\$96,117.99	\$0.00
MORRIS, CHUCK	DIRECTOR, FACILITIES	\$167,060.87	\$1,017.09
MORRIS, KIM	SECRETARY-TREASURER	\$199,050.19	\$3,430.63
MORRIS, MICHAEL	TEACHER	\$100,350.26	\$0.00
MORRISON, JEAN	TEACHER	\$97,481.74	\$45.00
MORRISON, JESSIE	TEACHER	\$77,990.05	\$3.61
MORSON, MICHELLE	TEACHER	\$96,154.76	\$0.00
MOSTYN, KATHLEEN	TEACHER	\$96,128.62	\$0.00
MOWAT, CAROL	TEACHER	\$87,426.38	\$0.00
MUELLER, ANDREA	TEACHER	\$96,023.94	\$0.00
MULLEN, CLARE	TEACHER	\$87,400.74	\$0.00
MUNRO, NATALIE	TEACHER	\$84,332.77	\$0.00
MURPHY, TIM	PRINCIPAL	\$129,708.39	\$21.37
MURPHY, WANDA	TEACHER	\$96,080.55	\$0.00
MURRAY, PAMELA	TEACHER	\$95,893.02	\$0.00
MYHRE, SONJA	TEACHER	\$76,990.25	\$57.86
MYLES, SUNNY	TEACHER	\$96,154.72	\$56.45
MYTTENAR, MELINDA	TEACHER	\$96,047.47	\$150.31
NAST, RYAN	TEACHER	\$96,170.27	\$84.68
NAUGHTON, NADINE	PRINCIPAL	\$123,020.19	\$2,338.90
NAULT, LAURA	TEACHER	\$96,039.56	\$0.00
NEAL, BRYAN	TEACHER	\$91,902.33	\$0.00
NELSON, CATHARINE	TEACHER	\$87,400.24	\$0.00
NEUDORF, SHERRI	TEACHER	\$87,400.79	\$0.00
NEVES, COLLEEN	TEACHER	\$88,258.19	\$239.13
NEVILLE, RANDY	TEACHER	\$78,429.36	\$0.00
NEWELL, DAVID	TEACHER	\$92,023.41	\$0.00
NEWMAN-BENNETT, MICHELLE	TEACHER	\$96,040.56	\$418.80
NG, CHRISTINA	TEACHER	\$80,787.70	\$54.31

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
NGUYEN, KIRA	TEACHER	\$85,922.02	\$45.70
NICKERSON, CAREY	VICE PRINCIPAL	\$120,062.43	\$699.42
NICOLSON, JOANNE	TEACHER	\$87,472.19	\$0.00
NIEMI, SHELLY	DISTRICT ADMINISTRATOR, INDIGENOUS EDUCATION	\$134,935.69	\$4,642.09
NIGH, CHERYL	TEACHER	\$96,040.03	\$40.54
NOLAN, JAIME	TEACHER	\$88,828.55	\$40.00
NORDSTROM, MARIA	TEACHER	\$96,143.43	\$0.00
NORRIS, AARON	PRINCIPAL	\$132,762.87	\$318.84
NUGENT, JOY	VICE PRINCIPAL	\$105,364.81	\$104.51
NYHAN, KELLY	TEACHER	\$87,471.78	\$0.00
O'CONNOR, BRENNAN	PRINCIPAL	\$133,568.87	\$489.57
O'CONNOR, KATHERINE	TEACHER	\$76,776.79	\$45.70
O'CONNOR, KYLA	TEACHER	\$91,304.35	\$0.00
O'KEEFE, MARCY	TEACHER	\$87,400.25	\$0.00
O'KEEFE, CHRISTINA	TEACHER	\$77,883.89	\$6.00
O'MALLEY, KATHLEEN	TEACHER	\$96,052.50	\$0.00
O'RYAN, JENNIFER	TEACHER	\$96,039.53	\$0.00
O'SULLIVAN, SHERRI	TEACHER	\$76,116.21	\$0.00
OHL, JENNY	VICE PRINCIPAL	\$91,198.52	\$87.29
OHL, PHILIP	VICE PRINCIPAL	\$120,062.43	\$45.92
OLAFSON, TOVE	TEACHER	\$93,793.62	\$13.77
OLOHAN, BRIAN	ADVISOR, OCCUPATIONAL HEALTH & SAFETY	\$88,605.84	\$758.86
ONUMA, JODY	TEACHER	\$96,154.73	\$0.00
ORAAS, KAREN	TEACHER	\$96,040.81	\$26.92
ORME, GEOFFREY	TEACHER	\$96,128.66	\$105.00
OTUPAL, SARAH	TEACHER	\$87,536.55	\$150.00
OTTENBREIT, SUSAN	PRINCIPAL	\$126,417.64	\$549.43
OWEN, JASON	TEACHER	\$88,958.83	\$157.50
OWEN, LISA	TEACHER	\$79,731.75	\$0.00
PAAS, MELANIE	VICE PRINCIPAL	\$123,447.65	\$523.98
PACKFORD, KEN	TEACHER	\$87,464.90	\$0.00
PALERMO, LENA	TEACHER	\$96,128.59	\$0.00
PANTALEO, PAUL	TEACHER	\$96,121.89	\$136.31
PARIS, JOSEE	PRINCIPAL	\$133,284.14	\$9.00
PARKER, AARON	PRINCIPAL	\$140,719.87	\$96.50
PARKER, CHRISTOPHER	TEACHER	\$87,400.79	\$0.00
PARKER, ROB	PRINCIPAL	\$137,143.49	\$222.28
PARLEE, JENNIFER	TEACHER	\$88,353.37	\$120.52
PARMAR, HERVINDER	MANAGER, ACCOUNTING	\$123,814.97	\$1,867.95
PARRY, MEGAN	TEACHER	\$86,960.75	\$0.00
PASK, SHANE	TEACHER	\$78,713.48	\$0.00
PATTERSON, CHRISTINE	VICE PRINCIPAL	\$117,176.10	\$0.00
PAULSON, SARAH	TEACHER	\$87,583.33	\$10.00
PAYNE, DANIELLE	TEACHER	\$84,883.60	\$40.54
PEATY, MARK	PROJECT MANAGER, FACILITIES	\$97,458.42	\$2,148.28
PEDDIE, MEGAN	TEACHER	\$96,154.69	\$216.92
PEDLOW, LINDSAY	TEACHER	\$81,787.85	\$0.00
PENTY, ROSALIND	TEACHER	\$93,780.65	\$195.74
PERRY, NAOMI	TEACHER	\$93,906.89	\$0.00
PETERSON, ALISON	TEACHER	\$96,170.23	\$176.72
PETLEY-JONES, JACK	TEACHER	\$91,713.09	\$0.00
PETRINI, GILLIAN	TEACHER	\$87,464.78	\$340.52
PETROVIC, SHANNON	TEACHER	\$87,481.87	\$0.00
PHARIS, LEIGH	TEACHER	\$86,371.55	\$0.00
PHILIP, ANTHONY	ELECTRICAL FOREMAN	\$78,787.55	\$100.00
PHILLIPS, JODI	TEACHER	\$89,227.60	\$0.00
PHILP, SIMON	PAINTER FOREMAN	\$76,447.04	\$0.00



**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
PICARD, JANET	TEACHER	\$75,518.14	\$0.00
PICK, RENEE	PRINCIPAL	\$133,568.90	\$0.00
PIERIK, TINA	PRINCIPAL	\$140,719.86	\$1,987.01
PIGGOTT, CAROLINE	TEACHER	\$87,400.90	\$0.00
PILLAY, KOGIE	TEACHER	\$87,471.29	\$0.00
PIRRITANO, MICHAEL	DEVELOPER/BUSINESS ANALYST	\$98,617.75	\$0.00
PITE, AARON	TEACHER	\$89,212.54	\$0.00
PITRE, GREGORY	TEACHER	\$95,340.34	\$0.00
PITRE, PHILLIP	VICE PRINCIPAL	\$134,077.71	\$2,803.72
PLEDGER, MELISSA	ADVISOR, OCCUPATIONAL HEALTH & SAFETY	\$79,607.67	\$37.95
POHL, BRENDA	TEACHER	\$96,053.95	\$0.00
POLLITT, SEAN	TEACHER	\$89,746.69	\$0.00
POLSON, AMANDA	VICE PRINCIPAL	\$117,176.08	\$440.00
PONCHET, THIERRY	TEACHER	\$92,508.89	\$0.00
POPOVIC, DARINKA	TEACHER	\$96,063.22	\$322.60
PORTER, ERIN	TEACHER	\$95,403.10	\$0.00
PORTER, LINDSAY	TEACHER	\$86,938.79	\$0.00
POSTLE, MELANIE	PRINCIPAL	\$131,701.62	\$239.28
POULAIN, LOUIS	TEACHER	\$87,471.63	\$0.00
POULIN, HELENE	TEACHER	\$88,843.90	\$70.00
POWELL, SEAN	PRINCIPAL	\$137,143.49	\$311.63
POY, GREGORY	TEACHER	\$96,753.19	\$0.00
PRATT, ROSANNE	TEACHER	\$87,400.74	\$0.00
PRENDERGAST, KAREN	TEACHER	\$87,457.88	\$0.00
PRESTON, JOYCE	TEACHER	\$96,047.90	\$0.00
PRETTY, BRETT	TEACHER	\$93,778.81	\$54.31
PREVOST, CATRIN	TEACHER	\$80,380.61	\$252.00
PRICE, STEVEN	TEACHER	\$98,748.94	\$989.00
PSAILA, KEITH	TEACHER	\$87,472.19	\$14.41
PSAILA, LYNDIA	TEACHER	\$87,496.12	\$0.00
PUCKETT, MELISSA	TEACHER	\$96,438.89	\$5.06
PUGH, ALISON	TEACHER	\$97,465.89	\$14.41
PULLAN, MIILA	TEACHER	\$96,128.64	\$0.00
PURNELL, CHRISTOPHER	TEACHER	\$84,593.60	\$54.31
PUTMAN, AMANDA	TEACHER	\$85,458.79	\$15.09
QUAST, BRADY	TEACHER	\$106,409.90	\$0.00
QUAST, JEREMY	TEACHER	\$102,049.18	\$0.00
QUAST, VANESSA	TEACHER	\$96,024.04	\$0.00
RACANSKY, BETH	VICE PRINCIPAL	\$97,828.63	\$1,309.89
RACANSKY, KELSEY	TEACHER	\$81,415.23	\$65.62
RAJA GABAGLIA, SANDRA	TEACHER	\$83,026.80	\$51.45
RAK, MICHAEL	TEACHER	\$78,795.02	\$97.37
RANKIN, TRACY	TEACHER	\$83,256.87	\$0.00
RATSOY, CARL	TEACHER	\$93,778.90	\$0.00
RAWSON, DENVER	TEACHER	\$89,256.82	\$0.00
RAYNOR-ATTERBURY, MOIRA	TEACHER	\$97,502.87	\$0.00
REED, DARREN	GROUNDWORKS FOREMAN	\$76,373.45	\$1,760.71
REID, DEANNA	TEACHER	\$82,069.58	\$54.31
REID, JOHN	TEACHER	\$88,965.14	\$0.00
REID, KARI	TEACHER	\$96,039.58	\$0.00
REID, MICHELLE	TEACHER	\$93,896.84	\$0.00
REINTJES, MIKKI	TEACHER	\$96,023.93	\$0.00
RELF, JANA	PRINCIPAL	\$129,708.39	\$294.68
REMPEL, SUSAN	TEACHER	\$96,131.12	\$0.00
RENYARD, TAMMY	DISTRICT PRINCIPAL, DISTRICT TEAM	\$140,719.88	\$1,558.67
RESIDE, SARA	TEACHER	\$90,054.89	\$0.00
REYNOLDS, ALLEN	TEACHER	\$87,457.68	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
REYNOLDS, SEAN	TEACHER	\$96,170.41	\$0.00
RICHARDSON, ANDREW	TEACHER	\$87,386.49	\$0.00
RICHARDSON, BETH	VICE PRINCIPAL	\$105,708.43	\$198.07
RICHARDSON, DONNA	TEACHER	\$96,023.92	\$0.00
RICHEY, TRAVIS	TEACHER	\$96,494.20	\$0.00
RIMEK, JANINE	TEACHER	\$87,400.95	\$0.00
RIMMER, KELLY	TEACHER	\$87,400.79	\$0.00
ROBERTS, ANITA	TEACHER	\$90,596.95	\$0.00
ROBERTS, COLIN	ASSOCIATE SUPERINTENDENT	\$185,358.49	\$2,353.35
ROBERTS, LAURINDA	TEACHER	\$87,520.66	\$0.00
ROBERTS, LEILANI	TEACHER	\$87,519.48	\$0.00
ROBERTS, VICKI	VICE PRINCIPAL	\$123,447.68	\$2,272.67
ROBERTSON, JESSICA	TEACHER	\$87,400.95	\$243.05
ROBINSON, TRISH	TEACHER	\$96,039.75	\$0.00
RODIER, LYNNEA	TEACHER	\$84,114.80	\$65.62
ROLSTON, CHERYL	VICE PRINCIPAL	\$116,980.13	\$145.06
ROMPHF, CINDY	TEACHER	\$96,039.26	\$15.00
ROSENBERG, PETER	TEACHER	\$87,401.41	\$68.97
ROSS, ARTHUR	TEACHER	\$96,039.67	\$0.00
ROSS, BEVERLEY	TEACHER	\$88,243.70	\$30.19
ROSS, DARLENE	TEACHER	\$97,252.51	\$0.00
ROSS, JEREMY	TEACHER	\$87,555.89	\$0.00
ROSS, PADDY	TEACHER	\$87,400.74	\$0.00
ROSS, TANYA	TEACHER	\$96,117.52	\$549.27
ROUX, FRANCOISE	TEACHER	\$97,440.72	\$0.00
ROY, MATTHEW	TEACHER	\$77,646.23	\$84.57
RUD, LANA	TEACHER	\$87,400.95	\$0.00
RUDMAN, NICK	CARPENTER FOREMAN	\$76,457.39	\$100.00
RUMBLE, SEAN	TEACHER	\$82,965.77	\$40.54
RUSS, PAM	ALLIED SPECIALIST	\$76,536.18	\$387.04
RUTHERFORD, SCOTT	TEACHER	\$87,495.86	\$119.94
SACKER-VAN GESSEL, ROBIN	TEACHER	\$96,037.41	\$25.00
SAKIYAMA, DALE	TEACHER	\$87,472.18	\$0.00
SALVATI, SUSAN	TEACHER	\$86,780.12	\$0.00
SAMUELSON, SCOTT	TEACHER	\$96,144.25	\$0.00
SANBORN, ANDREA	TEACHER	\$89,088.04	\$45.00
SANCHEZ, ANGELA	TEACHER	\$87,495.73	\$0.00
SANDERSON, CINDY	PRINCIPAL	\$133,568.91	\$18.90
SANSCHAGRIN, JENNIFER	TEACHER	\$87,505.78	\$0.00
SAPSFORD, BARBARA	VICE PRINCIPAL	\$116,926.29	\$454.31
SAPSFORD, PAUL	TEACHER	\$93,870.80	\$0.00
SARTON, KATHLEEN	TEACHER	\$76,138.18	\$0.00
SAXBY, LEANNE	TEACHER	\$81,668.12	\$0.00
SCALAPINO, LISA	ALLIED SPECIALIST	\$95,209.09	\$654.58
SCHAEFER, JEFFREY	TEACHER	\$95,650.35	\$29.83
SCELLENBERG, CRAIG	DISTRICT PRINCIPAL, INDIGENOUS EDUCATION	\$133,568.88	\$1,844.47
SCHIPPERS, MARK	TEACHER	\$96,128.63	\$0.00
SCHLAPPNER, CARRIE	VICE PRINCIPAL	\$120,312.15	\$206.61
SCHNEIDER, JONATHAN	TEACHER	\$96,144.07	\$0.00
SCHROEDER, TODD	TEACHER	\$88,779.47	\$0.00
SCHURING, MEGAN	TEACHER	\$87,519.80	\$40.54
SCHWAB, CLARK	TEACHER	\$96,117.68	\$223.00
SCHWARZ, RENE	TEACHER	\$89,204.00	\$0.00
SCIGLIANO, FRANK	TEACHER	\$93,794.19	\$15.09
SCOTT, JENNIFER	VICE PRINCIPAL	\$120,062.40	\$402.58
SCOTT-MONCRIEFF, KIMBERLY	TEACHER	\$87,400.87	\$0.00
SEABERG, MICHA	VICE PRINCIPAL	\$120,062.43	\$51.32

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS**  
**(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
SEABERG, VICKY	TEACHER	\$96,039.68	\$0.00
SHANNON, LIA	TEACHER	\$87,400.77	\$0.00
SHAPIRO, LISA	TEACHER	\$93,797.56	\$143.18
SHARP, DEANNE	TEACHER	\$95,753.29	\$0.00
SHAW, LISA	TEACHER	\$81,406.18	\$0.00
SHEFFER, LOUISE	DISTRICT PRINCIPAL, DISTRICT TEAM	\$140,719.84	\$0.00
SHERRINGTON, JENNIFER	TEACHER	\$93,835.38	\$84.68
SHERSTOBITOFF, TAMMY	DISTRICT PRINCIPAL, HUMAN RESOURCES	\$140,435.12	\$1,000.00
SHI, ZIHAN	SENIOR MANAGER, MARKETING - ISP	\$104,547.15	\$751.16
SHIRES, ANDREW	TEACHER	\$87,386.74	\$0.00
SHLAKOFF, LYNN	TEACHER	\$89,069.14	\$81.28
SHOLINDER, KIMBERLY	TEACHER	\$79,583.06	\$0.00
SHORTREED, DAVID	DISTRICT VICE PRINCIPAL, DISTRICT TEAM	\$120,312.17	\$259.00
SHORTREED, KATHERINE	TEACHER	\$75,833.97	\$210.52
SHORTT, CHARMAINE	TEACHER	\$96,041.23	\$572.32
SHORTT, DAVID	TEACHER	\$87,400.97	\$12.47
SHOWERS, SONDRRA	TEACHER	\$75,536.22	\$0.00
SHRUBSOLE, DEREK	TEACHER	\$96,143.85	\$11.39
SHULTZ, ACIA	TEACHER	\$76,507.12	\$1,290.28
SHUM, ANNIE	TEACHER	\$82,587.21	\$210.52
SHYPITKA, BRENDA	TEACHER	\$87,457.89	\$0.00
SIHOTA, MENA	TEACHER	\$77,700.95	\$0.00
SIMONSON, ERIC	TEACHER	\$96,023.89	\$19.30
SIMPSON, CORRINA	TEACHER	\$96,059.83	\$19.31
SINGH, TANIA	VICE PRINCIPAL	\$92,803.62	\$455.56
SITAR, ISTVAN	TEACHER	\$96,139.10	\$0.00
SIVERTSON, GREG	TEACHER	\$96,039.78	\$0.00
SKINNER, ANDREA	TEACHER	\$96,183.86	\$25.00
SKWAROK, JAMES	TEACHER	\$96,129.78	\$0.00
SMALL, JENNIFER	TEACHER	\$87,387.48	\$0.00
SMART, KIMBERLEE	TEACHER	\$90,871.84	\$0.00
SMITH, CHRISTINE	TEACHER	\$97,642.19	\$0.00
SMITH, JOLENE	TEACHER	\$93,896.60	\$0.00
SMITH, PAUL	TEACHER	\$78,700.37	\$54.31
SMITH, SANDY	TEACHER	\$87,451.32	\$0.00
SMITH, SCOTT	PRINCIPAL	\$100,028.75	\$0.00
SMITH, SHELLEY	TEACHER	\$95,735.07	\$0.00
SMITH, SUSAN	TEACHER	\$93,799.33	\$0.00
SNIDER, IAN	TEACHER	\$80,123.81	\$40.54
SNOW, JOANNA	PRINCIPAL	\$133,568.87	\$282.76
SOLECKI, SUSANNA	TEACHER	\$77,021.86	\$0.00
SOLES, JIM	ASSOCIATE DIRECTOR, FACILITIES	\$144,385.79	\$1,021.93
SOMERS, EDWARD	TEACHER	\$97,962.52	\$50.00
SORENSEN, JODI	TEACHER	\$96,039.55	\$0.00
SPAHAN, FRANCINE	TEACHER	\$87,496.16	\$0.00
SPARROW, DENISE	TEACHER	\$87,400.74	\$0.00
SPICER, KEVIN	TEACHER	\$96,143.69	\$0.00
SPICER, STEPHANIE	TEACHER	\$75,410.17	\$0.00
SPIES, JANE	TEACHER	\$87,544.47	\$40.54
SPRAY, TIM	TEACHER	\$97,502.88	\$11.39
SPRIGG, RICHARD	TEACHER	\$101,229.26	\$20.99
SRAN, STEVE	TEACHER	\$87,481.98	\$0.00
STAGG, LESLIE ERIC	TEACHER	\$98,006.08	\$796.45
STAR, MICHAEL	TEACHER	\$95,056.87	\$0.00
STEAD, NICOLE	TEACHER	\$93,794.38	\$0.00
STEEVES, NICOLE	TEACHER	\$96,036.82	\$0.00
STEVENS, MANDY	TEACHER	\$96,144.24	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
STEVENS, RYAN	TEACHER	\$93,794.18	\$0.00
STEVENS, SHELLEY	TEACHER	\$87,496.11	\$0.00
STEVENSON, PAUL	VICE PRINCIPAL	\$123,447.65	\$9.00
STEVENSON, RYAN	TEACHER	\$82,106.27	\$0.00
STRIDE, KATRINA	ASSOCIATE SECRETARY-TREASURER	\$157,140.49	\$2,696.40
STRONG, NICOLE	TEACHER	\$96,170.25	\$0.00
SUMNER, JOHN	TEACHER	\$78,776.04	\$457.92
SUNDHER, SANJAI	TEACHER	\$89,235.68	\$0.00
SWAN, LINDSAY	VICE PRINCIPAL	\$118,009.12	\$384.11
TAGGART, AMY	TEACHER	\$93,881.27	\$0.00
TAGGART, ROXANNE	TEACHER	\$97,502.85	\$0.00
TAGHAOUSSI, MARC	TEACHER	\$93,896.10	\$0.00
TATE, LINDA	TEACHER	\$96,144.60	\$0.00
TAUSON, AL	TEACHER	\$87,457.94	\$46.40
TAYLOR, BARBARA	VICE PRINCIPAL	\$117,175.96	\$0.00
TAYLOR, CARRIE	TEACHER	\$91,396.09	\$0.00
TAYLOR, LISA	TEACHER	\$85,508.82	\$54.31
TAYLOR, JUSTIN	MANAGER, BUILDING MAINTENANCE	\$109,785.51	\$120.00
TEMME, LAUREL	TEACHER	\$79,127.01	\$40.70
TESSEMAKER, JOCELYN	TEACHER	\$86,504.11	\$0.00
TEVAARWERK, KATHERINE	TEACHER	\$96,040.13	\$38.88
THATCHER, GORDON	TEACHER	\$95,377.50	\$0.00
THEIM, SUSAN E	TEACHER	\$87,400.23	\$27.90
THISTLE, WILLIAM	TEACHER	\$78,663.67	\$20.00
THOMAS, SCOTT	PRINCIPAL	\$133,568.89	\$171.36
THOMPSON, DONNA	PRINCIPAL	\$136,858.75	\$518.31
THOMPSON, JULIA	TEACHER	\$96,023.92	\$138.99
THOMPSON, MIKE	TEACHER	\$90,671.49	\$50.00
THOMPSON, LAUREN	TEACHER	\$87,496.12	\$0.00
THOMPSON, THOMAS	PRINCIPAL	\$133,568.89	\$257.50
THORNBUR, SARAH	TEACHER	\$111,319.81	\$0.00
THORNTON, KEELY	TEACHER	\$93,440.92	\$0.00
THURBIDE, CAMERON	TEACHER	\$87,472.12	\$0.00
TIMMERMAN, TANYA	TEACHER	\$80,222.86	\$54.31
TISSARI, JANET LYNN	TEACHER	\$93,794.39	\$0.00
TOMPKINS, MARYLOU	TEACHER	\$96,039.54	\$0.00
TRAN, STEPHANE	TEACHER	\$86,828.24	\$15.09
TRAYNOR, JANELLE	TEACHER	\$96,025.95	\$11.03
TREBILCO, RACHEL	TEACHER	\$77,989.23	\$70.38
TREBLE, JENNIFER	TEACHER	\$96,168.65	\$0.00
TREGGAR, KARINE	TEACHER	\$81,918.95	\$0.00
TRENCHARD, LEANN	TEACHER	\$96,118.05	\$3.29
TRINH, AI LINH	TEACHER	\$96,039.55	\$0.00
TROFIMUK, MARYANNE	PRINCIPAL	\$137,528.41	\$2,741.59
TROZZO, CINDY	TEACHER	\$87,386.47	\$0.00
TRUMPY, CHRISTINA	TEACHER	\$77,526.39	\$0.00
TUCKER, ROBERT	DISTRICT ADMINISTRATOR, INTERATIONAL STUDENT PROGRAM	\$139,437.47	\$1,035.67
TURCOTTE, ILDA	TEACHER	\$96,102.44	\$0.00
TURCOTTE, JULIEN	TEACHER	\$80,144.97	\$210.00
TURNBULL, THOMAS	TEACHER	\$87,400.80	\$45.70
TURNER, BENJAMIN	TEACHER	\$83,277.16	\$0.00
TYMOSHUK, VICTOR	TEACHER	\$81,998.32	\$0.00
TYRRELL, RACHELLE	TEACHER	\$93,778.90	\$0.00
VAN MOLL, ERIC	TEACHER	\$87,505.85	\$0.00
VANAKKER, MARK	TEACHER	\$87,496.36	\$0.00
VARGA, LYNN	TEACHER	\$96,151.14	\$0.00
VARGAS, DAVID	TEACHER	\$87,386.47	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS  
(Details of employees with remuneration that exceeds \$75,000)**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
VERHAGEN, MICHAEL	TEACHER	\$87,400.64	\$0.00
VINGO, MICHELLE	TEACHER	\$93,794.14	\$84.68
VISTISEN-HARWOOD, MARNI	MANAGER, CAPITAL PLANNING	\$106,403.57	\$2,451.40
VITALE, WILLIAM	TEACHER	\$87,472.06	\$61.46
VON TIGERSTROM, MAUREEN	TEACHER	\$92,585.26	\$445.55
VRANJES, TOMO	TEACHER	\$97,607.82	\$0.00
WADE, ETHAN	ELECTRICIAN	\$75,492.64	\$2,180.22
WALASEK, DEBRA	TEACHER	\$78,635.99	\$0.00
WALASEK, JASON	TEACHER	\$93,409.27	\$12.47
WALKER, OMDREA	TEACHER	\$97,465.88	\$0.00
WALKER, REBECCA	TEACHER	\$87,512.73	\$84.68
WALKER, SHEILAH	TEACHER	\$80,809.11	\$0.00
WALLACE, SEAN	TEACHER	\$97,481.71	\$0.00
WALSH-ANSTEY, MICHELLE	TEACHER	\$87,470.71	\$0.00
WALT, DANA	TEACHER	\$91,317.83	\$15.09
WALTON, CAROL	TEACHER	\$98,028.82	\$2,189.81
WANLESS, JENNIFER	VICE PRINCIPAL	\$110,904.00	\$207.89
WARDLE, TANYA	TEACHER	\$96,039.51	\$0.00
WARRENDER, CONNIE	TEACHER	\$96,039.54	\$0.00
WATSON, BRENT	TEACHER	\$93,778.89	\$0.00
WATT, ZOE	ALLIED SPECIALIST	\$93,330.74	\$50.00
WAUTHY, JAMES	TEACHER	\$87,401.11	\$0.00
WEAR, LARA	TEACHER	\$96,024.01	\$0.00
WEAVER, JEFFERY	TEACHER	\$97,651.70	\$0.00
WEIR, HEATHER	TEACHER	\$89,323.96	\$0.00
WELBY, SEAN	TEACHER	\$86,736.74	\$8.08
WELSH, ELIZABETH	ALLIED SPECIALIST	\$95,209.15	\$0.00
WEST, ALISON	TEACHER	\$87,386.47	\$0.00
WEST, GWYNETH	TEACHER	\$87,386.47	\$0.00
WEST, KRISTY	TEACHER	\$81,821.60	\$0.00
WESTBY, LEOLA	TEACHER	\$87,472.44	\$0.00
WESTCOTT, STEPHEN	TEACHER	\$87,400.86	\$0.00
WESTON, JOHN	TEACHER	\$97,743.33	\$0.00
WESTON, PATRICK	TEACHER	\$78,628.90	\$0.00
WESTON, SHELLEY	TEACHER	\$87,482.10	\$0.00
WHEELER, STEWART	TEACHER	\$100,423.95	\$60.00
WHITE, BENJAMIN	TEACHER	\$95,873.35	\$15.64
WHITFIELD, WILLIAM	TEACHER	\$87,386.80	\$202.51
WHITTEN, DEBORAH	DEPUTY SUPERINTENDENT	\$211,334.99	\$1,840.03
WIEDEMAN, KRISTIN	TEACHER	\$96,034.44	\$0.00
WIGNALL, CHRISTOPHER	TEACHER	\$93,922.16	\$0.00
WIGNALL, JENNIFER	VICE PRINCIPAL	\$120,062.43	\$405.52
WILLIAMS, ALAN	TEACHER	\$87,400.78	\$0.00
WILLIAMS, CATERINA	TEACHER	\$81,319.98	\$20.00
WILLIAMS, JESSICA	TEACHER	\$88,973.33	\$0.00
WILLIAMS, LYNDA	TEACHER	\$93,855.74	\$0.00
WILLIAMSON, LAUREN	TEACHER	\$86,380.15	\$0.00
WILLINGTON, CARMEN	TEACHER	\$87,500.77	\$0.00
WILSON, CHRISTINA	TEACHER	\$87,386.48	\$0.00
WILTON, DEANNA	TEACHER	\$87,496.13	\$0.00
WINKLER, SARAH	VICE PRINCIPAL	\$117,176.06	\$227.42
WITTMAN, BRIE	TEACHER	\$77,754.47	\$0.00
WOLSAK, JUSTINE	TEACHER	\$96,039.68	\$56.45
WOOD, SHAWNA	TEACHER	\$96,039.58	\$0.00
WOODLAND, JUDITH	TEACHER	\$86,807.14	\$75.68
WORSLEY, HARRISON	TEACHER	\$87,472.15	\$0.00
WRIGHT, COREY	TEACHER	\$99,139.18	\$34.19

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2021**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE  
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS**

(Details of employees with remuneration that exceeds \$75,000)

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
WRIGHT, LINDSAY	TEACHER	\$78,058.02	\$5.06
WRIGHT, SARA	TEACHER	\$96,023.92	\$247.77
YARR, TRACY	TEACHER	\$97,518.77	\$38.88
YEARWOOD, LYNN	MANAGER, PAYROLL & BENEFITS	\$113,459.19	\$1,940.40
YOUNG, DAVID	TEACHER	\$96,039.56	\$0.00
ZAHARA, JODI	TEACHER	\$87,159.67	\$38.88
ZEMANEK, TIMOTHY	TEACHER	\$76,450.58	\$5.02
ZUCKO, VINI	TEACHER	\$93,778.77	\$181.81
ZUYDERDUYN, MELISSA	TEACHER	\$92,542.67	\$51.45
<b>TOTAL FOR EMPLOYEES WITH REMUNERATION THAT EXCEEDS \$75,000</b>		<b>\$96,322,216.35</b>	<b>\$192,916.76</b>
<b>TOTAL FOR EMPLOYEES WITH REMUNERATION OF \$75,000 OR LESS</b>		<b>\$85,006,551.69</b>	<b>\$178,083.03</b>
<b>TOTAL FOR EMPLOYEES OTHER THAN ELECTED OFFICIALS</b>		<b>\$181,328,768.04</b>	<b>\$370,999.79</b>
<b>CONSOLIDATED TOTAL - REMUNERATION PAID</b>		<b>\$181,551,389.78</b>	<b>\$375,619.83</b>
<b>EMPLOYER PORTION OF EMPLOYMENT INSURANCE CONTRIBUTIONS AND CANADA PENSION PLAN</b>			<b>\$9,921,030.07</b>

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 6.*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
YEAR ENDED JUNE 30, 2021**

**STATEMENT OF SEVERANCE AGREEMENTS**

There were two (2) severance agreements under which payment commenced between School District No. 61 (Greater Victoria) and its non-unionized employees during fiscal year 2020-2021. These agreements represent from six (6) to eighteen (18) months of compensation.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES  
(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
ACCESSSMT HOLDINGS LTD	\$130,068.75
ACKLANDS-GRAINGER INC	\$25,458.62
ADEMCO III LTD	\$58,789.99
ADR EDUCATION	\$28,350.02
ALPHA CLEANTECH LABS INC	\$93,858.09
ALPHA ROOFING & SHEET METAL LTD	\$94,162.96
ALSCO CANADA CORPORATION	\$50,599.40
AMAZON.CA	\$538,113.41
AMERESCO CANADA INC	\$56,826.02
ANDREW SHERET LTD.	\$489,400.35
APOLLO SHEET METAL LTD	\$25,020.82
APPLE CANADA INC	\$540,841.43
ARCADIS CANADA INC	\$26,537.18
ARCHIE JOHNSTONE PLUMBING	\$84,766.82
ARI FINANCIAL SERVICES T46163	\$134,784.35
AV SOLUTIONS	\$26,943.31
BARAGAR ENTERPRISES LTD	\$32,445.02
BARTLE & GIBSON CO LTD	\$75,243.56
BARTLETT TREE EXPERT COMPANY	\$63,068.25
BC HYDRO & POWER AUTHORITY	\$1,680,627.14
BC TRANSIT	\$66,593.47
BCSTA	\$71,962.58
BIENENSTOCK NATURAL PLAYGROUND	\$25,869.42
BOLEN BOOKS LTD	\$64,827.76
BORDEN LADNER GERVAIS LLP	\$53,946.09
BRADLEY SHUYA ARCHITECT INC	\$160,449.70
BUNZL CLEANING AND HYGIENE CAN	\$956,405.01
BURNSIDE GORGE COMMUNITY ASSOCIATION	\$472,902.82
CAMOSUN COLLEGE	\$385,465.87
CANADIAN CORPS OF COMMISSIONAIRES	\$37,849.34
CANAM HOLDINGS LTD	\$73,500.02
CANNEPP	\$51,356.40
CASCADIA SPORT SYSTEMS INC	\$64,766.10
CDN TIRE STORE	\$70,567.67
CENTAUR PRODUCTS INC	\$152,620.89
CETACEA SOUND CORP	\$40,129.00
CHARTER TELECOM INC	\$191,618.60
CITY OF VICTORIA	\$1,266,769.85
COAST APPLIANCES	\$55,348.10
COASTAL INSTALLATIONS (PREFAB)	\$49,140.00
COLUMBIA FIRE & SAFETY LTD	\$38,250.36
COLUMBIA INDUSTRIAL SUPPLIES	\$60,715.90
CONTI ELECTRONICS LTD	\$104,439.97
CONVOY SUPPLY - VICTORIA	\$104,893.41



**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES  
(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
CORP OF THE CITY OF VICTORIA	\$311,429.78
CORP OF THE DIST OF SAANICH	\$39,838.14
COSTCO WHOLESALE	\$110,305.79
CRESCENT BEACH PUBLISHING	\$68,952.22
DANIELLS CUSTOM MILLWORK LTD	\$64,587.75
DENBOW	\$115,895.90
DOLLARAMA	\$48,780.25
DOWNNS CONSTRUCTION	\$576,361.38
DURWEST CONSTRUCTION MANAGEMEN	\$8,245,862.03
ECCO HEATING PRODUCTS	\$29,606.95
EDUCAN INSTITUTIONAL FURNITURE	\$99,744.36
EECOL ELECTRIC LTD	\$151,253.27
ERV PARENT COMPANY LIMITED	\$44,944.37
ESCRIBE SOFTWARE LTD	\$33,600.02
ESQUIMALT NATION	\$56,709.02
FAIRFIELD GONZALES COMMUNITY ASSOCIATION	\$1,336,089.10
FBM CANADA GSD INC	\$60,649.15
FIRST RESPONSE GLASS LTD	\$77,272.03
FIVE STAR PAVING CO LTD	\$172,510.80
FLYNN CANADA LIMITED	\$49,625.13
FOCUSED EDUCATION RESOURCES SOCIETY	\$46,566.40
FOLLETT SCHOOL SOLUTIONS INC	\$41,545.89
FOLLETT SOFTWARE COMPANY	\$35,127.77
FORTISBC ENERGY	\$1,077,669.65
FULCRUM MANAGEMENT SOLUTIONS	\$28,224.02
FUTUREBOOK PRINTING,INC	\$85,354.01
GARDEN CITY TRANSPORTATION LTD	\$269,786.82
GASPARD	\$40,413.29
GOLD KEY SALES AND LEASE LTD	\$51,336.32
GORDON FOOD SERVICE CANADA LTD	\$28,948.66
HABITAT SYSTEMS INCORPORATED	\$42,120.77
HADRIAN EDUCATIONAL CONSULTING	\$39,720.25
HANDICARE CANADA	\$26,344.67
HARRIS & COMPANY	\$61,116.02
HCMA ARCHITECTURE + DESIGN	\$92,714.16
HDR ARCHITECTURE ASSOCIATES	\$4,130,500.49
HEATHERBRAE BUILDERS CO LTD	\$2,957,666.97
HEROLD ENGINEERING LIMITED	\$43,247.83
HOME LUMBER & BUILDING SUPPLY	\$495,627.37
HOUSTON SIGN 90 LTD	\$35,672.00
HUB INTERNATIONAL INSURANCE BR	\$49,321.76
ICONIX WATERWORKS LIMITED PART	\$38,673.00
INDIGO BOOKS & MUSIC INC.	\$35,399.89
INDUSTRIAL PLASTICS (1975) LTD	\$47,261.58

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )**  
**YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES**  
**(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
INNOV8 DIGITAL SOLUTIONS INC	\$955,596.89
INTRADO CANADA INC	\$42,501.78
IREDALE ARCHITECTURE	\$192,197.50
ISLAND ASPHALT LIMITED	\$102,391.26
ISLAND BLUEPRINT CO LTD	\$27,950.88
ISLAND ENVIRONMENTAL HEALTH & SAFETY	\$158,306.77
ISLAND KEY COMPUTER LTD	\$1,024,476.37
ISLAND KEY SUPPLY	\$26,304.74
JAMES BAY COMMUNITY SCHOOL SOCIETY	\$111,010.26
JAMF SOFTWARE	\$26,505.00
JE ANDERSON & ASSOCIATES	\$44,873.89
JOSTENS	\$77,817.88
JPJ ATHLETICS AND REPAIRS	\$27,594.67
K P M G	\$28,130.55
KAL TIRE	\$30,096.96
KARAJEN CORP	\$50,125.52
KENNEDY, MARY KAY	\$29,825.37
KERR CONTROLS INC	\$72,810.71
KEV SOFTWARE INC	\$170,443.29
KINETIC CONSTRUCTION LTD	\$964,321.68
KIRBY'S SOURCE FOR SPORTS	\$32,384.28
KMS TOOLS & EQUIPMENT LTD	\$173,602.45
KOFFMAN KALEF LLP	\$162,928.61
LEHIGH MATERIALS	\$27,561.17
LIFEWORX	\$120,539.16
LONDON DRUGS	\$37,128.99
LONG & MCQUADE LIMITED	\$173,900.92
LUMBERWORLD OPERATIONS LTD	\$310,272.56
LUND, MARKETA	\$31,793.26
LVISSAA	\$38,475.59
MACNUTT ENTERPRISES LTD	\$65,222.32
MARSH CANADA LIMITED	\$55,297.00
MCCRANN CARPET FINISHING CORP	\$122,579.52
MEGA SCREEN PRODUCTIONS INC	\$25,696.93
METRO TESTING & ENGINEERING LTD	\$37,200.97
MICHAELS #3501	\$35,591.40
MICHELL EXCAVATING LTD	\$83,173.56
MINISTER OF FINANCE	\$72,039.92
MINISTER OF FINANCE - EMPLOYER HEALTH TAX	\$4,337,538.49
MINISTER OF FINANCE C/O CLIMATE ACTION	\$136,080.00
MONK OFFICE SUPPLY LTD.	\$532,048.82
MUNICIPAL PENSION PLAN	\$3,974,652.45
MUNROS BOOKSTORE LTD	\$84,163.58
NELSON EDUCATION LTD	\$108,430.88

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )**  
**YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES**  
**(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
NETZERO SOLAR	\$51,790.41
NOBLE CAR BUYERS SERVICE LTD	\$36,141.28
OAK BAY WATER DEPT	\$68,812.98
ON SIDE RESTORATION	\$785,140.52
OUI FOR KIDS	\$32,157.26
OUT OF THE BLUE DESIGNS	\$122,400.51
OUTSIDE PIN CONSULTING	\$27,586.33
PACIFIC AUDIO WORKS LTD	\$26,910.58
PACIFIC BLUE CROSS	\$4,499,170.68
PACIFIC INSTITUTE FOR SPORT EXCELLENCE	\$56,798.16
PACIFIC PAINT (BENJAMIN MOORE PAINT)	\$89,156.50
PALADIN TECHNOLOGIES INC	\$38,598.06
PANAGO	\$40,783.87
PARKER JOHNSTON INDUSTRIES LTD	\$285,778.50
PASSION SPORTS	\$34,186.21
PEARSON CANADA INC	\$189,786.40
PLAYSTED SHEET METAL LTD	\$100,392.61
POWERSCHOOL CANADA ULC	\$293,698.91
PROVINCE OF BRITISH COLUMBIA	\$58,262.56
PUBLIC EDUCATION BENEFITS TRUST	\$1,975,438.64
REAL CANADIAN WHOLESALE CLUB	\$39,092.87
REFRIGERATIVE SUPPLY LIMITED	\$60,690.03
REIMER HARDWOODS LTD	\$61,805.39
RICHELIEU HARDWARE LTD	\$68,716.46
RICHMOND ELEVATOR MAINTENANCE	\$175,250.92
RIVERS LAWN & GARDEN MAINTENANCE	\$417,708.05
RUSSELL BOOKS LTD.	\$130,772.98
RUSSELL HENDRIX FOODSERVICE EQUIPMENT	\$28,736.80
RYZUK GEOTECHNICAL	\$135,736.28
SAANICH WATER DEPARTMENT	\$373,919.71
SAUNDERS BOOK COMPANY	\$43,383.53
SAVE ON FOODS	\$57,288.15
SAWYER SEWING CENTER	\$34,722.52
SCHOLASTIC CANADA LTD.	\$94,958.58
SCHOOL DISTRICT #63 (SAANICH)	\$58,355.00
SCHOOL DISTRICT NO. 73 BUSINESS COMPANY	\$195,150.00
SCHOOL HOUSE TEACHING SUPPLIES	\$50,651.22
SCHOOLHOUSE PRODUCTS INC	\$295,591.23
SEARLE'S AUTO REPAIRS CO LTD	\$29,535.84
SERVICE FIRST LTD	\$27,597.64
SERVICES FLO INC	\$25,524.82
SHAW BUSINESS	\$35,942.75
SHERWIN-WILLIAMS	\$25,418.04
SINCLAIR SUPPLY	\$39,127.66

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES  
(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
SLEGG BUILDING MATERIALS	\$187,341.21
SMCN CONSULTING INC	\$66,202.50
SOFTCHOICE LP	\$254,429.83
SONGHEES FIRST NATION	\$176,408.00
SPARKER CONSTRUCTION LTD	\$321,012.12
SPECTRUM EDUCATIONAL SUPPLIES	\$52,991.66
STAPLES BUSINESS ADVANTAGE	\$103,415.40
STAPLES STORE #64	\$65,689.62
STARLINE WINDOWS LTD	\$44,652.42
STL SAFETY INC	\$120,216.35
STORY CONSTRUCTION LTD	\$362,628.09
STRONG NATIONS PUBLISHING, INC	\$61,858.78
SUDDEN FUN RECREATION EQUIPMENT	\$25,057.20
SUNBELT RENTALS OF CANADA INC	\$31,502.98
SUNCOR ENERGY PRODUCTS	\$201,806.66
SWING TIME DISTRIBUTORS LTD	\$202,092.96
SYSCO VICTORIA INC	\$26,665.98
TAPESTRY MUSIC	\$55,390.53
TEACHERS PENSION PLAN	\$14,798,998.80
TEAM SALES VANCOUVER ISLAND LTD	\$62,644.94
TECHNICAL SAFETY BC	\$38,759.87
TELUS	\$149,288.33
TELUS MOBILITY INC	\$243,890.20
TEXTHELP	\$36,193.50
THE HOME DEPOT #7074	\$48,399.71
THINK COMMUNICATIONS INC.	\$28,441.08
THIRDWAVE BUS SERVICES	\$845,540.59
THRIFTY FOODS	\$51,748.54
TOWER FENCE PRODUCTS LTD	\$65,873.62
TOWN OF VIEW ROYAL	\$30,924.29
TREVOR BLACK ENTERPRISES	\$43,007.99
TROY LIFE & FIRE SAFETY LTD	\$49,956.23
TRUFFLES CATERING	\$234,432.52
TURNING POINT RESOLUTIONS INC	\$69,880.61
TYEE SUPER SERVICE	\$36,644.43
ULINE	\$51,385.09
UNITED LIBRARY SERVICES INC	\$41,005.00
UNIVERSITY OF VICTORIA	\$27,551.34
UPPER CANADA FOREST PRODUCTS LTD	\$32,409.67
VANCOUVER ISLAND HEALTH AUTHORITY	\$555,804.50
VANCOUVER PUBLIC EDUCATION ALLIANCE CORP	\$130,441.25
VICTORIA GLASS INC	\$28,672.35
VICTORIA INTERNATIONAL STUDENT SERVICES	\$26,379.00
VITAL LAB SOLUTIONS	\$87,459.50

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA )  
YEAR ENDED JUNE 30, 2020**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES  
(IN EXCESS OF \$25,000)**

<b>NAME OF INDIVIDUAL, FIRM OR CORPORATION</b>	<b>AGGREGATE AMOUNT PAID DURING FISCAL YEAR</b>
WAL-MART	\$70,290.39
WASTE MANAGEMENT OF CANADA CORP	\$244,621.83
WESCO DISTRIBUTION-CANADA INC	\$330,173.98
WESTCOAST ROOF INSPECTION SERVICES	\$28,937.03
WESTERN CAMPUS RESOURCES	\$28,945.84
WESTERN EQUIPMENT LTD	\$43,289.21
WILSONS TRANSPORTATION LTD	\$71,178.14
WORKSAFE BC	\$1,452,675.41
<b>TOTAL SUPPLIERS WHERE PAYMENTS EXCEED \$25,000</b>	<b>\$79,076,130.16</b>
<b>TOTAL SUPPLIERS WHERE PAYMENTS ARE \$25,000 OR LESS</b>	<b>\$5,636,496.10</b>
<b>CONSOLIDATED TOTAL PAYMENTS FOR THE PROVISION OF GOODS AND SERVICES</b>	<b>\$84,712,626.26</b>

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 7*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**YEAR ENDED JUNE 30, 2021**

**COMPARISON OF SCHEDULED PAYMENTS TO THE AUDITED FINANCIAL STATEMENT EXPENDITURES**

**SCHEDULED PAYMENTS**

Schedule of Remuneration and Expenses:		
Remuneration	\$ 181,551,390	
Employee expenses	375,620	
Employer portion of Employment Insurance		
Contributions and Canada Pension Plan	9,921,030	
<i>Total - Schedule of Remuneration and Expenses</i>		\$ 191,848,040
Schedule of Payments for the Provision of Goods and Services		84,712,626
<b>CONSOLIDATED TOTAL OF SCHEDULED PAYMENTS</b>		<b>\$ 276,560,666</b>

**FINANCIAL STATEMENT EXPENDITURES**

Operating Fund Expenditures	\$207,965,873	
Trust Fund Expenditures	35,500,557	
Capital Fund Expenditures	32,452,177	
<b>CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES</b>		<b>\$275,918,607</b>
<b>DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND FINANCIAL STATEMENT EXPENDITURES</b>		<b>\$ 642,059</b>

**EXPLANATION OF DIFFERENCE**

The schedule of payments for the provision of goods and services differs from the financial statements in the following ways:

- ☐ 100% of GST paid to suppliers is included, whereas the financial statement expenditures are net of the GST rebate
- ☐ Third party recoveries of expenses from PAC and school fundraising activities may not all be adjusted for in the schedules
- ☐ Employee benefits may be duplicated in the schedule of payments where also reported in employee remuneration
- ☐ Travel expenses that are paid directly to suppliers may be duplicated in employee expenses
- ☐ Other miscellaneous cost recoveries that may not have been deducted from the scheduled payments

The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the schedule of remuneration and expenses, and accounts payable balances that are not reflected in the schedule of payments for the provision of goods and services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.

# Office of the Secretary-Treasurer

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

*Kim Morris – Secretary-Treasurer*

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**TO:** Board of Education

**FROM:** Kim Morris, Secretary-Treasurer

**DATE:** September 27, 2021

**RE:** **Audit Committee Report – September 22, 2021 Meeting**

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## **Background:**

The Audit Committee held a meeting on September 22, 2021. KPMG, the District's external auditor, presented the Audit Findings Report for 2020-2021. New business included discussions on the 2020-2021 Audited Financial Statements and the 2020-2021 Statement of Financial Information.

Items of a financial nature were presented to the committee resulting in three recommendations to the Board.

## **Recommendations:**

### **2020-2021 Audited Financial Statements**

Secretary-Treasurer Morris initiated discussion on the 2020-2021 Audited Financial Statements. Trustees asked questions of clarification.

Trustees recommended that the Board approve two motions related to the Audited Financial Statements through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$13,192,739 of the operating surplus as follows: 1) school-level funds \$1,972,690, 2) project budgets \$2,840,184, 3) infrastructure initiatives \$956,350, 4) purchase order commitments \$618,487, 5) reserves \$1,146,622, and 6) balance 2021-2022 budget \$5,658,406 (including an \$821,019 operating reserve) approved in June 2021.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2021; and that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to execute these statements, where applicable, on behalf of the Board.

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

**2020-2021 Statement of Financial Information**

Secretary-Treasurer Morris provided an overview of the 2020-2021 Statement of Financial Information.

Trustees recommended that the Board approve one motion related to the 2020-2021 Statement of Financial Information through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2020 to June 30, 2021; AND FURTHER That the approved schedules be posted to the District website.



# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

TO: The Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

RE: Superintendent's Report

DATE: September 27, 2021

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Please see below the opportunities the Interim Superintendent has been involved with during the months of July, August and September aligned to the Strategic Plan:

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

- District Leadership Meetings – Connectedness and Belonging -August 26 & 27, 2021.
- Representative Advisory Committee of Students' Meeting – September 13, 2021.

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

- Participated in the Cultural Perspectives training on August 25, 2021. Launching of a diversity calendar.

Goal 3: Create an inclusive and culturally responsive learning environment that will support learners' physical and mental well-being.

- Return to School Letter – August 5, 2021.
- Zoom meetings with the Ministry of Education.
- CFAX interview – September 7, 2021 – Safe Return to School.

Gratitude: The Interim Superintendent would like to thank the following:

- Kelly Gorman – Created Respectful Behaviour posters, which are displayed in our schools and Board Office (see attached).
- Indigenous Education Department – Supporting with resources available to explore ideas on how to acknowledge The National Day for Truth and Reconciliation and Orange Shirt Day.

.../2

- Link Staff– The Link provided an intensive summer online session. Eight Grade 10-12 courses were offered. There were 111 registrations total; 94 active; and 71 successful course completions.
- Lisa McPhail – Handling of COVID-19 exposure notification process.
- Partners – For their ongoing collaboration with COVID-19 supports.
- Katrina Stride – Organized 1<sup>st</sup> Annual Clerical Start up – IT4L, IED, Communications and Secretary Treasurer presented.

***Recommended Motion:*** *That the Board of Education of School District No. 61 (Greater Victoria) accept the Superintendent's Report, as presented.*

*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.*

# We do not tolerate racism, discrimination, harassment, or hate.

At the Greater Victoria School District, we are one learning community that expects each member to embody and uphold our values of respect and inclusion.

**Let's work together to create a space that makes all feel safe, welcomed and appreciated.**



**OMBUDSPERSON**  
BRITISH COLUMBIA

Ms. Shelley Green  
Superintendent of Schools  
School District 61 (Greater Victoria)  
556 Boleskine Road  
VICTORIA BC V8Z 1E8

August 9, 2021

Dear Ms. Green,

**RE: Quarterly Reports: April 1 – June 30, 2021**

This package of documents details the complaint files the Office of the Ombudsperson closed for **School District 61 (Greater Victoria)** between April 1 and June 30, 2021. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- *If applicable:* Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for *investigated* files only, and not for enquiries or those complaints we chose not to investigate.
- *If applicable:* A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the

complainants' anonymity.

If your organization received too few complaints to produce a summary of complaint topics but you would like further information about the complaints our office received about your organization, our Public Authority Consultation and Training (PACT) Team can provide further details upon request.

Finally, we have been tracking complaints related to the COVID-19 pandemic under the general heading of "COVID-19." If you would like more detailed information about those complaints, please contact our PACT Team.

If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Public Authority Consultation and Training Team, please contact us at 250-508-2950 or [consult@bcombudsperson.ca](mailto:consult@bcombudsperson.ca).

Yours sincerely,



Jay Chalke  
Ombudsperson  
Province of British Columbia

Enclosures



Type of complaint closure	# closed
<b>Enquiries</b> – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
<b>Complaints with No Investigation</b> – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	1
<b>Early Resolution Investigations</b> – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
<b>Complaint Investigations</b> – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	Total: 0
<b>Reason for closing an Investigation:</b>	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
F frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
<b>Complaint settled in consultation with the authority</b> - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
<b>Ombudsperson Initiated Investigations</b> – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0





**All School Districts**  
**School District 61 (Greater Victoria)**

*The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.*

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at [consult@bcombudsperson.ca](mailto:consult@bcombudsperson.ca) or call us at 250-508-2950.

**Sector-Specific Complaint Topics - All School Districts**

Enrolment/Registration	1	6%
School Closures	1	6%
Special Education	1	6%
Student Suspension or Exclusion	1	6%
Student Safety	6	33%
Other	8	44%

**General Complaint Topics - All School Districts**

Disagreement with Decision or Outcome	10	24%
Administrative Error	1	2%
Treatment by Staff	12	29%
Communication	6	14%
Process or Procedure	8	19%
Review or Appeal Process	2	5%
Employment or Labour Relations	1	2%
Other	2	5%

# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

TO: Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

DATE: September 27, 2021

RE: **Framework for Enhancing Student Learning**

The Enhancing Student Learning Reporting Order requires that the Board submit to the Minister of Education a report completed in accordance with the order. A draft of this report, referred to as the Framework for Enhancing Student Learning (FESL) was presented at the Education and Policy Planning Committee Meeting on September 13, 2021, and was also distributed to Rights holders, trustees and partners for their feedback.

A few changes in content and presentation were made in response to the feedback received. This final version of the FESL report now also includes an appendix containing the data required by the order.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the Framework for Enhancing Student Learning, as presented.

*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.*



# Framework for Enhancing Student Learning Report 2021

One *Learning* Community

## Our District

The Greater Victoria School District No. 61 (GVSD) resides on the traditional territory of the lək'wəŋən (Lekwungen) people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose territory we live, work and play. Həyšx'wǫə – thank you.

We are located in the capital city of British Columbia which includes the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

We continue to provide quality educational programs for 20,000 students in 28 elementary schools (Kindergarten to grade 5), 10 middle schools (grades 6 to 8), and 8 secondary schools (grades 9 to 12). More than 1,000 International Students from across the globe attend schools in our District, and each year, over 650 adult learners register in the Continuing Education Program. Our District also offers a variety of Programs of Choice, including French Immersion, and Sport Academies.

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We are becoming increasingly more data literate and are dedicated to having all of our schools inclusive and culturally responsive learning environments.

The GVSD five-year Strategic Plan was renewed in 2020. The consultation began in 2019 and reflects the voices of the Four Houses: students, staff, educational partners and administrators. The renewal of the strategic plan aligns with the District's vision where each student within its world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

## Strategic Plan

### Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

### Goal 2

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

### Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

# Framework for Enhancing Student Learning Report 2021

Our Framework for Enhancing Student Learning (FESL) is guided by our District mission, vision and core values and is grounded in research and local knowledge. The FESL complements the District's Strategic Plan and summarizes all students' culturally responsive educational outcomes as well as the goals and strategies for continuous improvement.

**Goal One of the Greater Victoria School District's Strategic Plan is to create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.**

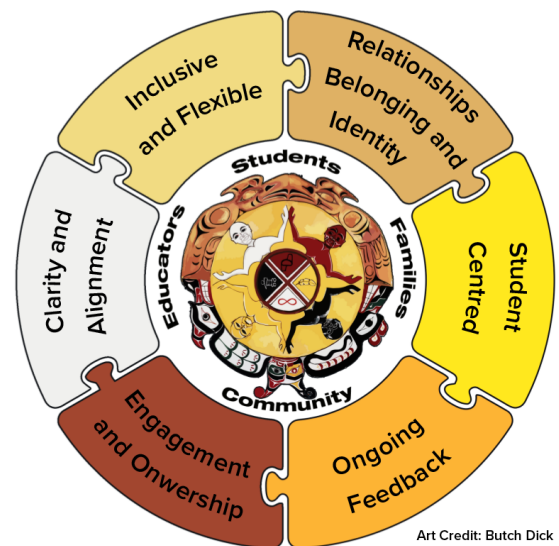
Over the last five years, students in School District No. 61 performed at a rate of one percent lower than the province in the five-year completion rate (see Appendix p. 13). When we analyze the data, we continue to see disparities for students who identify as Indigenous and students with disabilities or diverse abilities. In order to continue to close the achievement gap, Goal One focuses on those students currently experiencing the least success in our system.

To realize this goal, three strategies were developed:

1. Develop and support high-quality learning opportunities
2. Engage and collaborate with students, families, and staff to provide an inclusive learning environment
3. Address the inequity of outcomes for diverse learners

## Cultural Responsiveness

Our primary focus Pre-K to grade 12 is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. Currently, learning happens through collaborative teams, side-by-side teaching, learning rounds, staff meetings and a myriad of professional development opportunities. A strategic focus from the District, through all initiatives, is to be explicit with the philosophy and pedagogy required in culturally responsive learning environments to increase student connections, engagement and achievement.

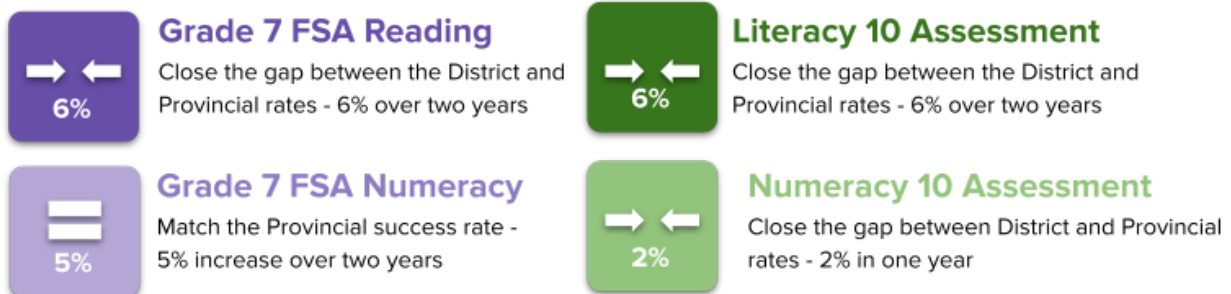


## Culturally Responsive Assessment Principles

Creating opportunities for our students to develop the ability to assess their own learning, interests, skills and values in order to achieve the highest level of success and match to their future orientation is a key objective. One example is our newly developed, culturally responsive, assessment principles that we have begun to share with school leaders. Recognizing that effective assessment is foundational to student learning, it was necessary to review our principles through a culturally responsive lens. Through a collaborative process, we will continue to engage our system and community to deepen our understanding and implementation of the principles.

## Connecting Assessment and Learning

As we continue our learning focus with a culturally responsive lens, on-going professional development will prioritize instructional design and assessment, recognizing that literacy and numeracy are essential skills for student success. Provincial assessments indicate that student success in literacy and numeracy declines as students move through the system. Our intention is to increase student success on provincial indicators in the areas of literacy and numeracy as follows (see Appendix pp. 2-3, 5-6):



A key focus area will be to support Indigenous student success as outlined in Goal Two of our strategic plan.

## Strategies

- Continue to provide multiple entry points for all educators to engage in high quality professional development. The following options will be available: webinars (archived for future access), professional development days - school-based, District-wide, levelled (elementary, middle and secondary), learning rounds, workshops, learning series,

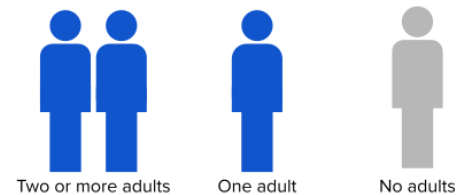
collaborative networks for new teachers, building connections with Indigenous community, community agencies and post-secondary institutions.

- Increase opportunities for principals and vice principals to examine school, District and Provincial data to increase data literacy in order to identify areas of focus to better support all students.
- Create and implement local literacy and numeracy assessment tools in grades 3, 6 and 9 to provide additional data points to better inform instructional priorities.
- Create collaboration teams in elementary schools with a focus on literacy inquiry. Opportunities for collaboration will be on-going, job-embedded and supported alongside district team members and consultants.

## Connection and Belonging

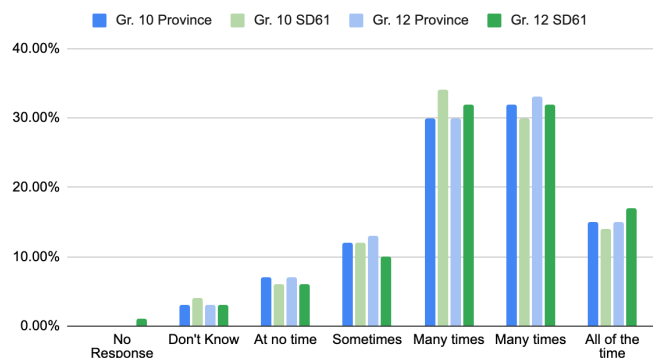
Data from Middle Development Instrument (MDI) for grades 4 and 6 and Student Learning Survey for grades 10 and 12 indicate that a significant number of students struggle to feel a sense of connection and belonging to school. Research (Kuperminc et al., 2008) indicates that belonging is positively related to academic achievement in K-12 students and belonging can increase motivation in school (Goodenow & Grady, 1993; Walton et al., 2012). Given the current context with COVID-19, it is even more important to focus on connection loss and develop a strong foundation to support academic progress and success for students. Although the cohorts will change year to year, our target is to increase the number of students who feel like they belong by five percent at each grade level represented in the surveys.

### CONNECTION TO IMPORTANT ADULTS AT SCHOOL



	Two or more adults	One adult	No adults
Grade 4 GVSD	61%	13%	26%
Grade 4 Provincial	68%	11%	21%
Grade 6 GVSD	48%	13%	39%
Grade 6 Provincial	50%	13%	37%

### Is school a place where you feel like you belong?



## Strategies to support learning, identity and well-being include:

- Expand competency-based Individual Education Plan training and implementation, connected to our newly developed Connecting Assessment, Planning and Programming (CAPP) website.
- Expand secondary School-Based Team (SBT) focus to offer the series K-12. The series will continue to build out and implement a framework for an effective and responsive SBT.
- Targeted professional development opportunities that include: enhanced planning and programming for students with complex needs, connecting behaviour and communication, increasing understanding and implementation of Social-Emotional Learning (SEL) philosophy and strategies into school and classroom environments, building and strengthening an understanding of resiliency with school counsellors and learning support teachers.
- Implementation of the District Children and Youth in Care Standard of Practice which includes creating a holistic “Success in School Plan” for students that is strength-based and incorporates cultural identity.

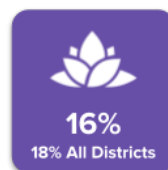
## Early Learning and Future Orientation

In addressing the inequity of outcomes for diverse learners, we examined data from the Early Development Instrument (EDI). Early Childhood Educator (ECE) hours were added to specific schools in order to support transition, and early learning. Our six Strong Start centres with ECE’s were also provided additional hours to work in Kindergarten classrooms each afternoon.



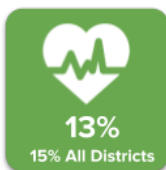
### Vulnerable on one or more of the 5 EDI scales

As measured in the GVSD EDI Data Wave 7 (2016-2019). 416 children out of 1397.



### Emotional Maturity

Prosocial and helping behaviours, as well as hyperactivity, inattention and aggressive, anxious and fearful behaviour. 224 children.



### Physical Health & Well-being

Gross and fine motor skills, physical independence and readiness for the school day such as motor control, energy level, daily preparedness for school and washroom independence. 187 children.



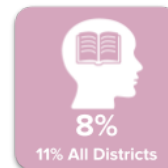
### Communication Skills & General Knowledge

English language skills, ability to clearly communicate one's own needs, participate in storytelling, and general interest in the world. 193 children.



### Social Competence

Overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. 203 children.



### Language & Cognitive Development

Basic and advanced literacy skills, numeracy skills, interest in math reading and memory. 105 children.



# Framework for Enhancing Student Learning Report 2021

Utilizing the Early Learning Framework, and recognizing the diverse backgrounds and experiences of our students, ECE's and classroom teachers continue to be provided opportunities focused on collaborative dialogue, oral language, storytelling and play-based inquiry through an equity lens.

Ten elementary schools were identified for specific, targeted literacy support. Two schools will receive funding for Reading Recovery and eight schools will receive support from an Early Literacy Collaboration Teacher with a focus on K-3 learners, for a total of four full-time teachers. Our goal with the eight elementary schools will be to create baseline data, early in the school year, in literacy achievement. Targeted support will be implemented throughout the year and achievement will be revisited to determine growth and effectiveness of the strategies.

In order to provide more meaningful programming for students with complex needs, we will be exploring implementing a person-centered planning approach for each student. This information will inform programming and transitional support that is individualized, relevant and meaningful.

We will continue to expand the opportunities available to students with designations to support their transition out of high school and "to prepare students to attain their career and occupational objectives." (The Educated Citizen) Our goal is to develop baseline data on the current graduation pathways (Evergreen, Adult Grad, non-grad, Dogwood) for students with complex needs. This information will inform next steps to further enhance appropriate and successful transitions out of the K-12 system. We will continue to support and enhance through the following options:

1. **Pathways for Life & Work** - Camosun College and Pathways and Partnerships program designed specifically for students with a variety of learning challenges to prepare for entry level employment in food service, customer service, and gardening.
2. **Community Work Experience** - Increase the number of students with diverse abilities and needs taking part in work experience in the community, through collaboration between the career center and inclusive education teams.
3. **Community Partnerships** - Expand the number of community partnerships, and strengthen current partnerships with organizations that can support students with meaningful training and work transitions. For example: Community Living Victoria, Garth Homer Society, John Howard Society.

Culturally responsive schools build an environment that is welcoming for all students and reflects community aspirations for their children.

MUHAMMAD KHALIFA

4. **District Programs** - Continue to support students with designations by building transitional workplace skills through Pathways and Partnerships District programs: youth apprenticeships, trades training, AutoTech, Aviation, Dual Credit, Seed the City, Graphic Design, Outdoor Adventure Tourism, etc.
5. **Post-Secondary Support** - Connect students to post-secondary transitional support centers, such as Camosun's Centre for Accessible Learning.

To achieve our targets, budget allocations and resources have been committed and include:

- District professional development, curriculum implementation and learning opportunities (professional development days, learning series etc.) \$125,000
- K-5 Literacy Initiative \$612,000
  - Four newly created literacy teacher roles to support eight identified schools
  - Literacy support for new educators
  - Literacy collaboration and resources
  - Continued support for Reading Recovery
- Expand the K-12 School-Based Team initiative \$25,000
- Additional funding to support our six Strong Start programs \$32,350
- Implementation of Competency Based IEPs \$20,000
- Core French - TPRS series for FSL and ELL \$38,750
- Literacy series focused on oral interaction for French Immersion \$38,500

**Goal Two of the Greater Victoria School District's Strategic Plan is to create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.**

To realize this goal, three strategies were developed:

1. Critically examine personal and systemic biases
2. Support Indigenous student identity through collaboration with Indigenous community
3. Address the academic inequity of outcomes for Indigenous learners

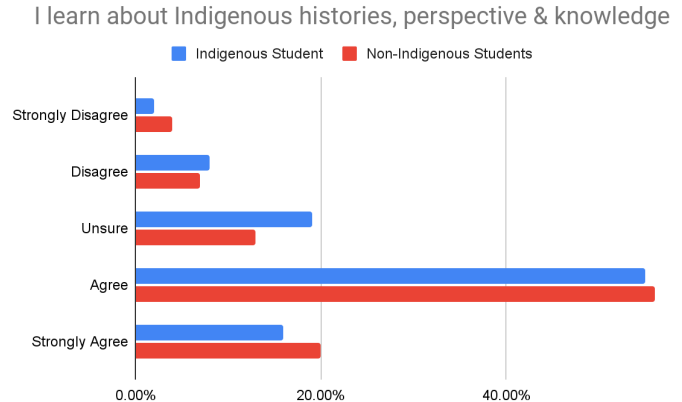
GVSD, located on the traditional lands of the Lekwungen peoples of the Songhees Nation and Esquimalt Nation, is committed to equity of opportunity and outcomes for Indigenous learners. The Indigenous Education Department, in collaboration with schools, provides programs and



services throughout the school-year to K-12 students who have self-identified as having Indigenous ancestry. Each educational services department (Learning Team, Pathways and Partnerships, Indigenous Education) as well as Information Technology for Learning, Facilities, and Human Resource Services are participating in various learning activities and actions related to Goal Two of the Strategic Plan 2020-2025. The shared work of achieving Goal Two is guided by Indigenous community, families and partners, including the Songhees Nation, Esquimalt Nation, Métis Nation Greater Victoria, and Urban Indigenous Council representatives (the Four Houses).

## Cultural Responsiveness

Creating a culturally responsive learning environment provides GVSD a path forward to improved outcomes for Indigenous students and improved relationships with Indigenous families and communities. It opens the door to examining personal perspectives and biases, as well as structures and decision-making processes that may impede learners' personal and academic success. One of the primary tools is participation in the Ministry of Education Equity in Action initiative. GVSD began the Equity Scan in 2020-21 and will continue to move through the process that will result in an Equity Action Plan.



Work underway in GVSD to support staff in understanding and developing culturally responsive practices include the Bentwood Box Learning Series, providing Indigenous training to Educational Assistant's new to the District, and Anti-Racism Training. The Board of Education has allocated \$50,000 for the 2021-22 school-year toward Anti-Racism training for District leadership staff. In addition, the development of a comprehensive Cultural Competency Framework is underway which will shape and guide our mindset and practices across the District. We are also establishing consistent Human Resource practices that support the hiring of Indigenous staff.

## Local Education Agreements

GVSD core values include partnership, engagement and respect. It is in this spirit that we continue to build formal and informal relationships with the Indigenous community and partners. Work established and underway includes a renewed Local Educational Agreement with Songhees Nation, a pending local Educational Agreement with Esquimalt Nation and the development of “Letters of Understanding” with the Metis Nation Greater Victoria and Urban Indigenous Council. To support the implementation of the Local Education Agreements in our schools, the District and the Nations will provide training for school administrators. Our district has established an Elders’ Advisory Council and meets with the Four Houses on a monthly basis.

## Operation Equity

GVSD has developed robust Indigenous cultural programs as well as an abundance of quality K-12 Indigenous teaching resources. This has promoted a sense of belonging and identity for many Indigenous students but it hasn’t always translated to academic success. The work of the District with respect to Goal Two is to close the achievement gap that exists between Indigenous and non-Indigenous students.

By the end of year 2 of the Strategic Plan we expect to see improved literacy and numeracy results for Indigenous learners (K-5) and continued improvement to end 2025 (See Appendix to Indigenous Students Grade 4 FSA Results for Literacy [p.2) and Indigenous Students Grade 4 FSA Results for Numeracy [p.5]).

Further, by the end of year 2 of the Strategic Plan we expect to see improved completion rates for Indigenous students, and overall improvement by 15% by the end of 2025. (See Appendix Indigenous student 5 Year Completion Rate [p.14])

## Indigenous Ways of Knowing

GVSD has undertaken many initiatives to amplify the relevance and importance of Indigenous knowledge and pedagogy, and to build good relationships with Indigenous students and families in order to change the narrative and the academic outcomes for Indigenous students. These initiatives include the development of First Peoples Principles of Learning K-12 Professional Learning modules, establishing an Indigenous Education Liaison Teacher contact for each school, and the development of a learning app for educators to record and support academic growth and attendance of Indigenous learners. Work in the coming school-year will also include supporting the implementation of School Growth Plans to improve outcomes for Indigenous Learners,

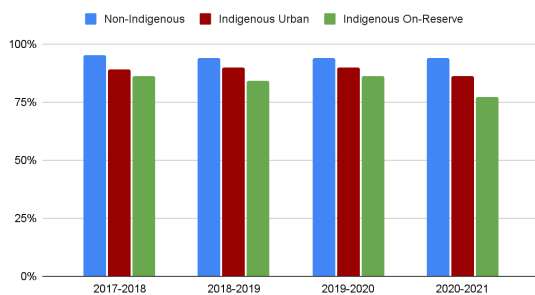
# Framework for Enhancing Student Learning Report 2021

development of metrics and templates for schools' use of data, and support for ECE's and K-3 teachers in the implementation of the Early Learning Framework and Indigenous Worldviews.

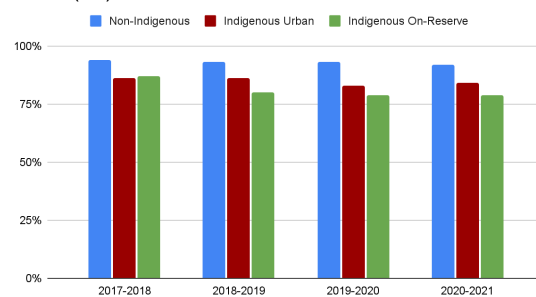
## Student Engagement

Attendance is considered one of the key indicators of Indigenous student engagement. By the end of year 2 of the Strategic Plan we expect to see improved attendance for Indigenous students K-12 and continued improvement to the end of 2025.

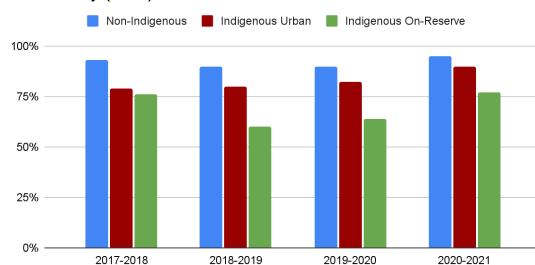
Elementary (1-5) Attendance Rate %



Middle (6-8) Attendance Rate %



Secondary (9-12) Attendance Rate %



**Goal Three of the Greater Victoria School District's Strategic Plan focuses on creating an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.**

To realize this goal, four strategies were developed:

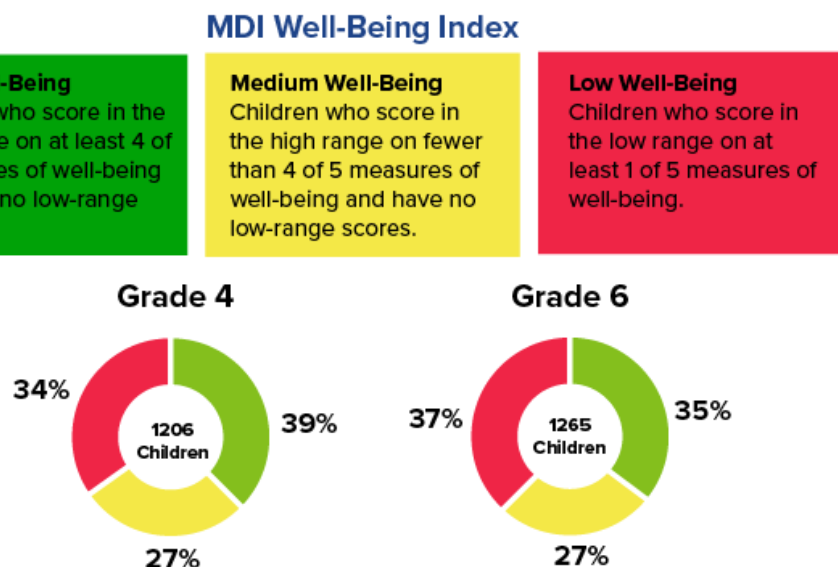
1. Provide Professional Learning Opportunities for all staff
2. Create a Collaborative Children and Youth in Care team
3. Engage and collaborate with families
4. Address inequity of opportunity

## Professional Learning

Our primary focus in grades K-7 to support physical and mental well-being is the implementation of physical literacy curricula and Social-Emotional Learning (SEL) programming; research indicates that being physically active promotes positive mental health in children. By implementing developmentally appropriate play-based activities in our elementary schools, we hope to give students the confidence, motivation and competence to move and be physically active throughout their life. Additionally, engaging in SEL opportunities promotes our students' capacity to learn and integrate skills, attitudes, and behaviours to deal effectively with daily tasks and challenges. Ongoing training and professional development that supports K-7 staff in creating school and classroom environments that integrate physical literacy and SEL continues with the social emotional learning program Second Step and physical literacy curricula provided through the Pacific Institute for Sport Excellence. Both have been well received by staff within our District and have proven to be beneficial to student well-being and learning.

## Data

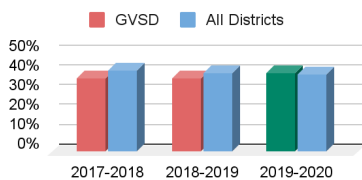
Our current data highlights the need to be explicit and intentional in helping students to identify and understand the skills they are gaining through physical literacy and mental well-being programming and curricula. The Middle Years Development Instrument (MDI) Well-Being Index data for our District, shows 39% of grade 4 students are thriving compared with 35% of our grade 6 students. Our target is to increase the percentage of students thriving by 5% for grade 4 and grade 6 students.



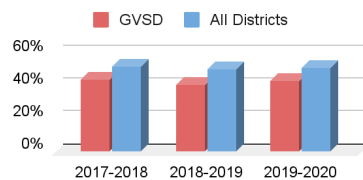
# Framework for Enhancing Student Learning Report 2021

Data from the Student Learning Survey also provides evidence that more explicit instruction is needed as to why we are undertaking certain activities or curricula as it relates to mental health and physical literacy. Our students do not correlate the opportunities for physical literacy and mental health curricula as learning about their mental health. We believe that this explicit focus will result in improved health and understanding for students and their role in their own physical and mental health. Our target is to exceed the Provincial average (blue bars) for each grade level when students are asked if they are learning about how to care for their mental health. The red bars show where we are behind the Provincial average, the double blue bars are where we have met the average, and the green bar shows where we have met our target.

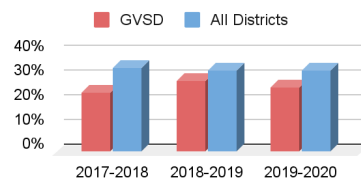
Grades 3-4



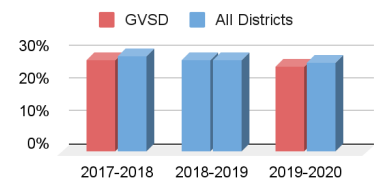
Grade 7



Grade 10



Grade 12



## Mental Health Framework

Mental health literacy curricula for grades 8-12 provides a framework that supports universal mental health and well-being promotion, prevention and intervention in our middle and secondary schools. We know mental health includes our emotional, psychological and social well-being; it impacts how we think, what we feel and the way we act. It also affects how we handle stress, relate to others and make choices. With the goal of providing an evidence based mental health framework, District wide training and implementation of TeenMentalHealth.org began in our middle schools in the 2018/2019 school year and was expanded to include our secondary schools in the 2020/2021 school year.

School staff are an integral part of our mental health framework as evidenced by data from the 2018 Adolescent Health Survey where youth were more likely than their peers five years earlier to approach school staff for help.

In the past year:

- 55% of students had asked a teacher for help (vs. 41% in 2013)
- 31% asked a school counsellor (vs. 27%)
- 23% asked other school staff (vs. 16%)

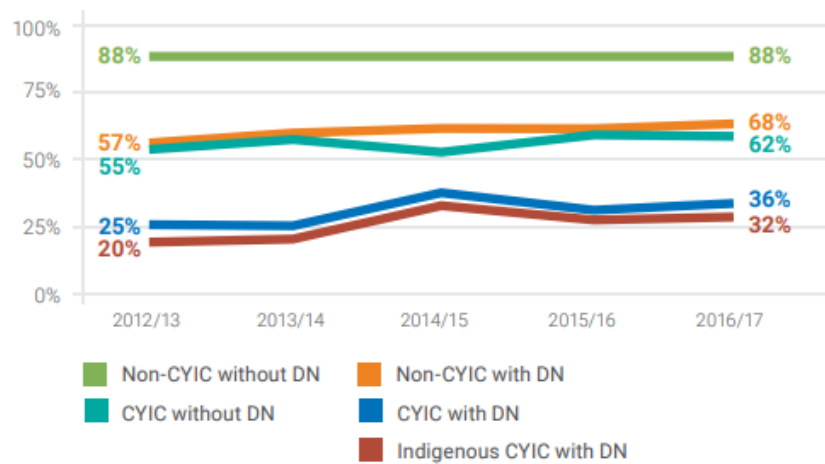
Staff well-being is an influential factor in supporting student well-being. It is essential that staff have the tools and skills to support their students and their own mental health. By providing opportunities to participate in strength based research programs such as trauma-informed practice, as well as using a compassionate systems approach with staff, we hope to improve their confidence and competence in providing support to their students.

## Children and Youth In Care

As stated in the Joint Educational Planning and Support for Children and Youth In Care Report, children and youth in care may have medical or developmental issues that can affect their ability to learn. In addition, they may be experiencing emotional difficulties due to stressful events in their lives such as family breakdown, domestic violence, trauma, moving on or off reserve, separation from siblings, or the intergenerational legacy of residential schools. These events and transitions can potentially have significant impacts on these children and youth – on their ability to learn and on their educational outcomes. Strong benefits are acquired by children and youth in care when those responsible for their care operate as a team and communicate about the child/youth's strengths, talents, needs and educational progress.

We have been working collaboratively with staff from the Ministry of Children and Family Development and delegated agencies including Surrounded by Cedars and representatives from the local Nations to develop and provide joint educational planning and support for Children and Youth In Care (CYIC) that helps develop the child's personality, talents and mental and physical abilities to the fullest. The 2018 Ministry of Education report *How Are We Doing? Children and Youth in Government Care and Youth on Youth Agreements* acknowledges that CYIC have a much lower six-year completion rate than non-CYIC and that CYIC that are Indigenous and/or have a designation have even lower success rates.

FIGURE 8. SIX-YEAR COMPLETION RATES CYIC & NON-CYIC WITH & WITHOUT DIVERSE NEEDS



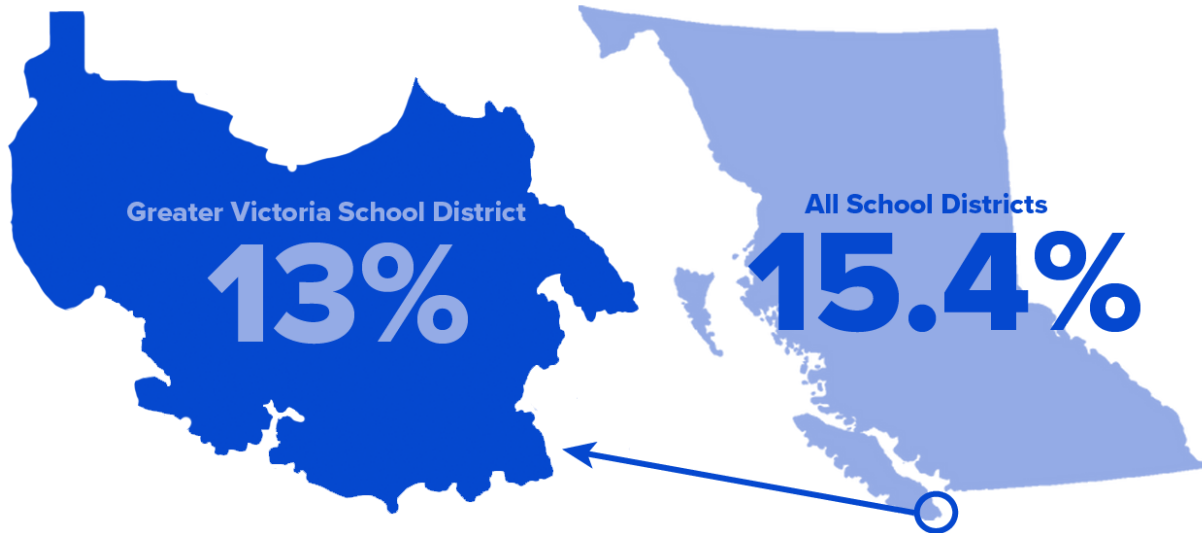
Working together, we can improve the outcomes for these students. We have appointed a District Youth and Family Counsellor to coordinate our District's standard of practice which includes a data tracking system, development of a Supporting Success in School Plan (SPP), a communication mechanism with our partners and delegated agencies and additional resources to support schools in this work. Our target is to have a Supporting Success in School Plan developed for each of the 160 identified children in care within our District.

## Reducing Barriers

COVID-19 has presented some challenges for our CYIC and other vulnerable students in our District. To support these students and families transitioning back to school and accessing community support, we have hired two District outreach transition support workers. Reducing barriers and improving coping skills for our most vulnerable students and families is a priority within our District.

Information from the Early Years Development Instrument (EDI) indicates the need for us to examine our data carefully and use it to identify and action our engagement with families who may not have access to community resources such as opportunities for physical activity and access to mental health support. We know that creating relationships with our community partners will support improvements in student educational outcomes. By building strong connections between schools, families and community partners, we hope to reduce inequities of opportunity and improve outcomes for students. Our target is to reduce the vulnerability average on the physical health and well-being scale by 2% from 13% to 11%.

## Vulnerability on the Physical Health & Well-being Scale Average For All Students



To achieve our targets, budget allocations and resources have been committed and include:

- Two 1.0 FTE Community Outreach Workers
- One 1.0 FTE Youth and Family Counsellor
- Social-Emotional Learning \$50,000
- Physical Literacy \$50,000
- Mental Health Supports \$50,000
- Middle Years Development Instrument (MDI) \$20,000
- Resources \$50,000
- COVID Recovery Plan Funding \$65,395
- Early Actions Initiative Funding \$48,000



# Framework for Enhancing Student Learning Appendix

## Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy so it can be shared with the public.

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Information is currently unavailable. Once an Information Sharing Agreement is signed with the Ministry of Children and Family Development, data will be shared.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

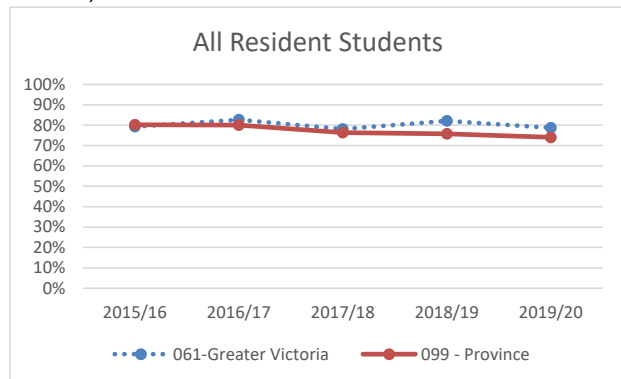
The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	1-2
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	3
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	4-5
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	6
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 11 resident students in BC Public schools transitioning into Grade 12.	7
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning	8-10
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	11
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	12
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	13-14

See the last page for further information about sub-populations and measures captured in this document.

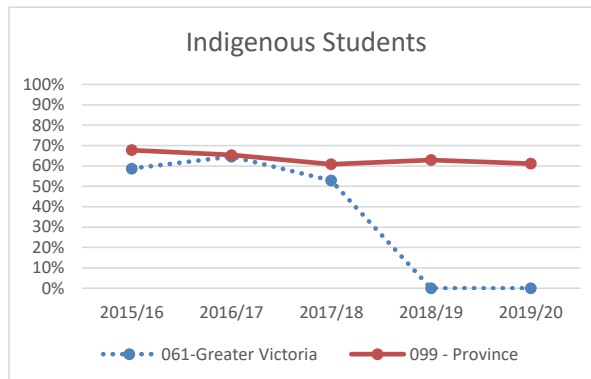
## Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)



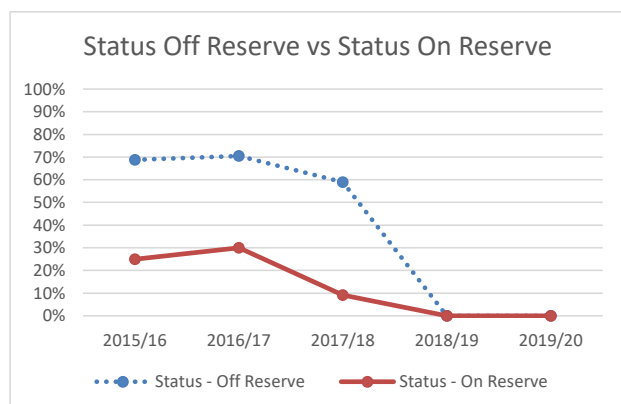
**Figure 1: FSA Grade 4 Reading - All Resident Students**

- In 2019/20, SD61 performed at a rate 5% higher than the province.
- Over 5 years, SD61 performed at a rate 3% higher than the province.



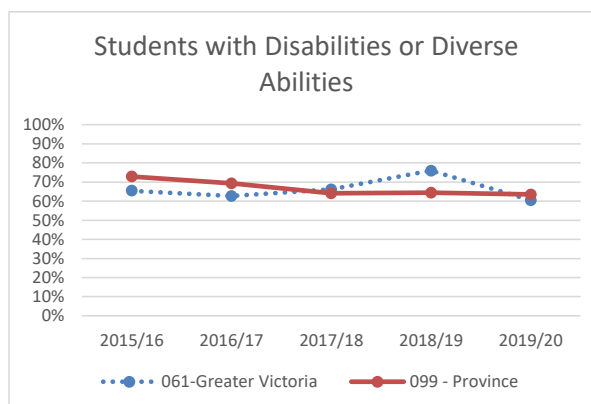
**Figure 2: FSA Grade 4 Reading - Indigenous Students**

- In 2019/20, information is masked.
- Over 5 years, information is masked.



**Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.
- Over 5 years, information is masked.

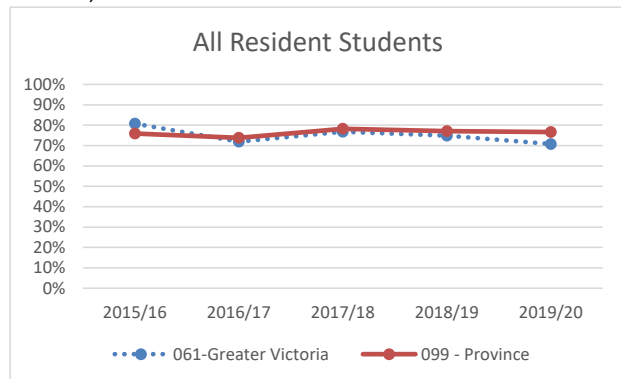


**Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 3% lower than the province.
- Over 5 years, SD61 performed at a rate same as than the province.

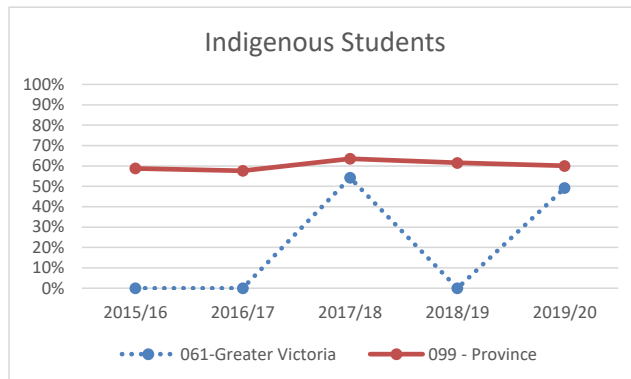
## Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)



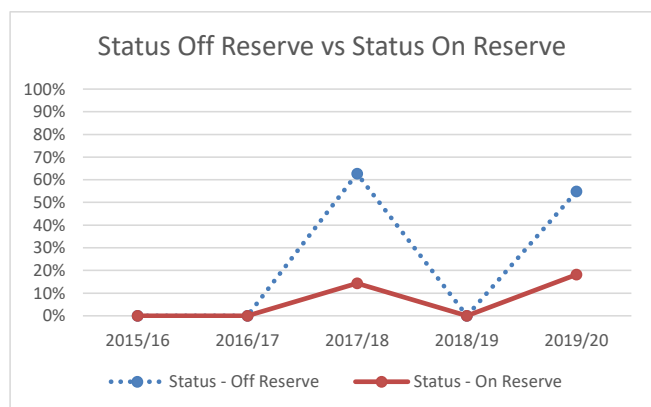
**Figure 5: FSA Grade 7 Reading - All Resident Students**

- In 2019/20, SD61 performed at a rate 6% lower than the province.
- Over 5 years, SD61 performed at a rate 1% lower than the province.



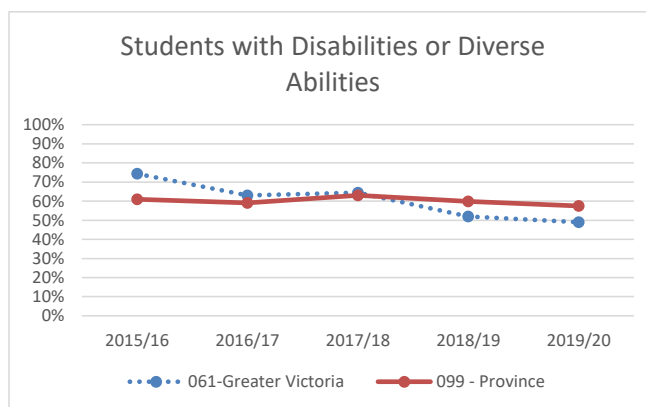
**Figure 6: FSA Grade 7 Reading - Indigenous Students**

- In 2019/20, SD61 performed at a rate 11% lower than the province.
- Over 5 years, information is masked.



**Figure 7: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve**

- In 2019/20, Status - Off Reserve performed at a rate 37% higher than Status - On Reserve.
- Over 5 years, information is masked.

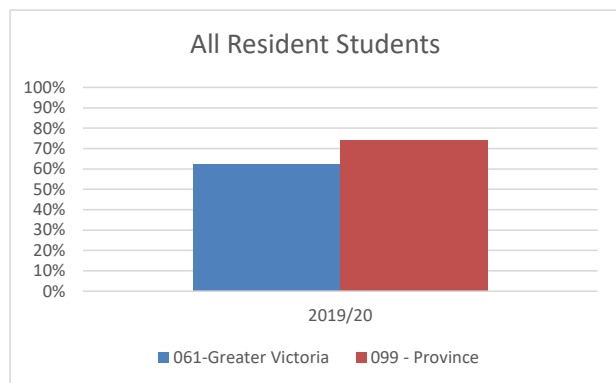


**Figure 8: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 8% lower than the province.
- Over 5 years, SD61 performed at a rate same as than the province.

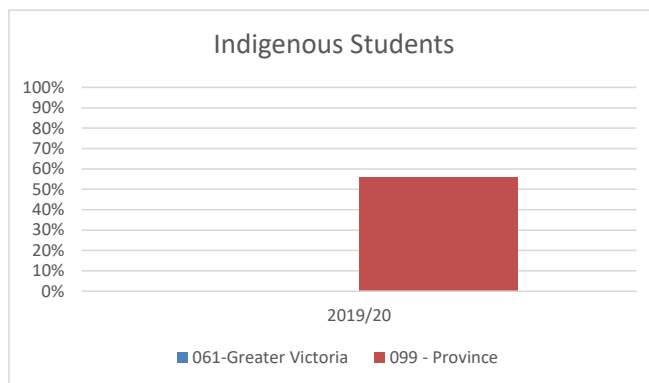
## Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



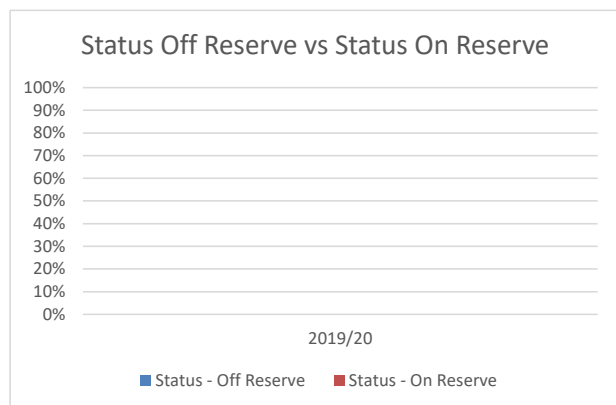
**Figure 9: Graduation Assessment Grade 10 Literacy - All Resident Students**

- In 2019/20, SD61 performed at a rate 12% lower than the province.



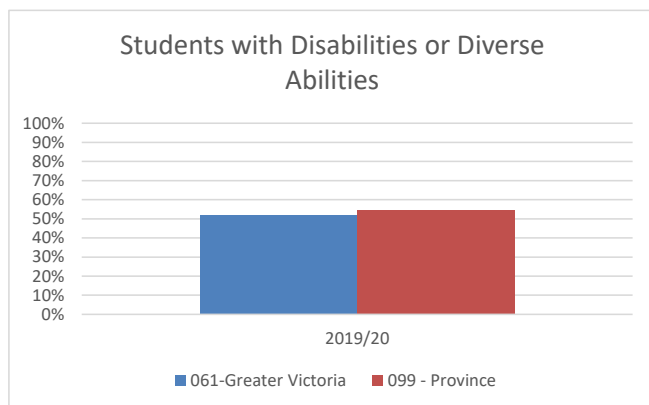
**Figure 10: Graduation Assessment Grade 10 Literacy - Indigenous Students**

- In 2019/20, information is masked.



**Figure 11: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.

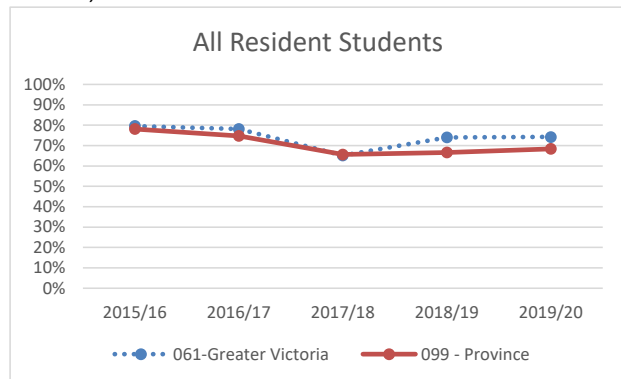


**Figure 12: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 2% lower than the province.

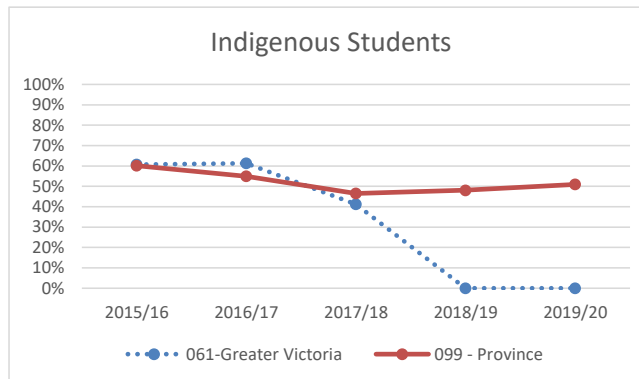
## Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)



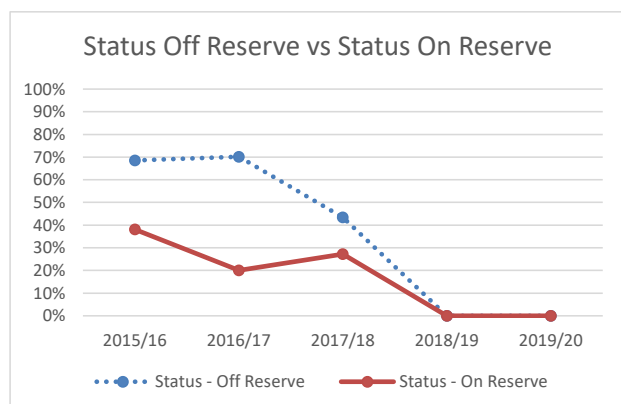
**Figure 13: FSA Grade 4 Numeracy - All Resident Students**

- In 2019/20, SD61 performed at a rate 6% higher than the province.
- Over 5 years, SD61 performed at a rate 3% higher than the province.



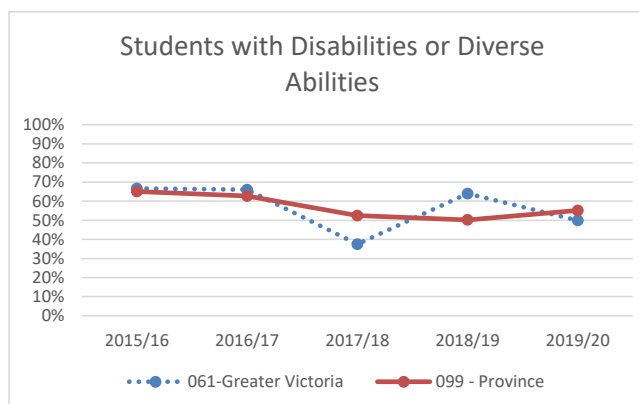
**Figure 14: FSA Grade 4 Numeracy - Indigenous Students**

- In 2019/20, information is masked.
- Over 5 years, information is masked.



**Figure 15: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.
- Over 5 years, information is masked.

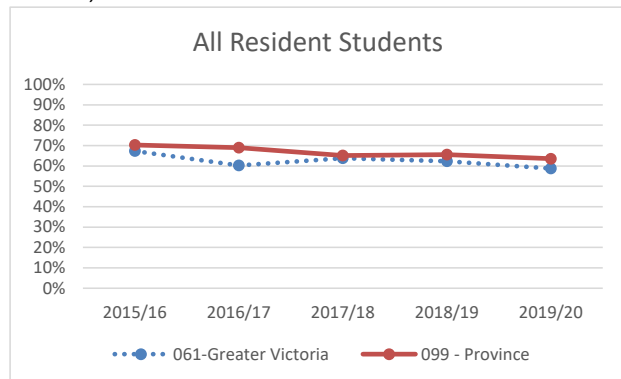


**Figure 16: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 5% lower than the province.
- Over 5 years, SD61 performed at a rate 1% lower than the province.

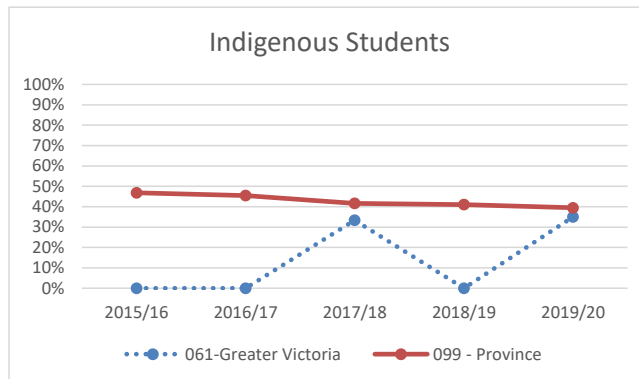
## Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)



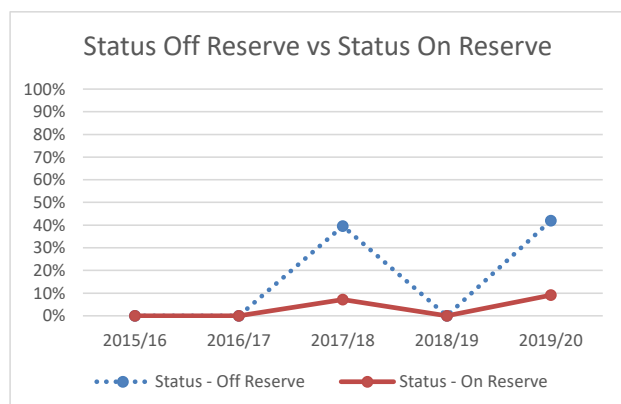
**Figure 17: FSA Grade 7 Numeracy - All Resident Students**

- In 2019/20, SD61 performed at a rate 5% lower than the province.
- Over 5 years, SD61 performed at a rate 4% lower than the province.



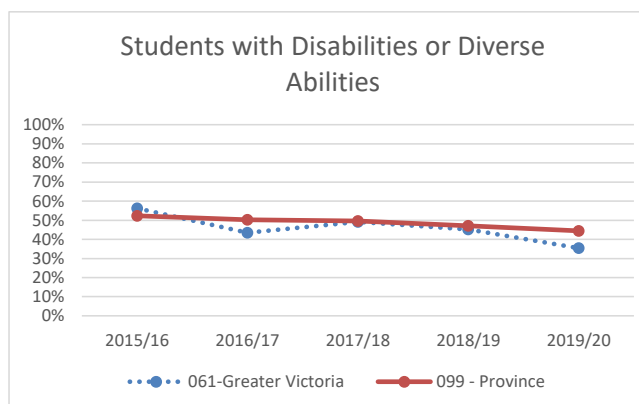
**Figure 18: FSA Grade 7 Numeracy - Indigenous Students**

- In 2019/20, SD61 performed at a rate 4% lower than the province.
- Over 5 years, information is masked.



**Figure 19: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve**

- In 2019/20, Status - Off Reserve performed at a rate 33% higher than Status - On Reserve.
- Over 5 years, information is masked.

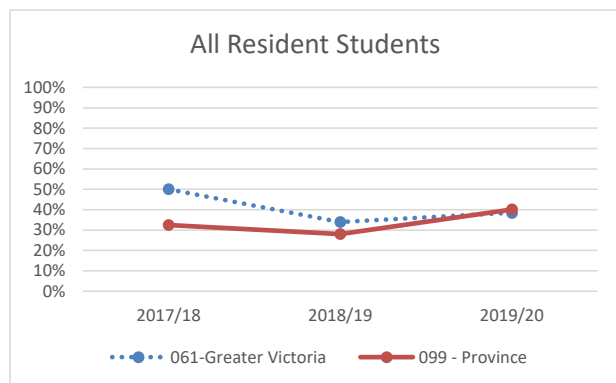


**Figure 20: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 9% lower than the province.
- Over 5 years, SD61 performed at a rate 3% lower than the province.

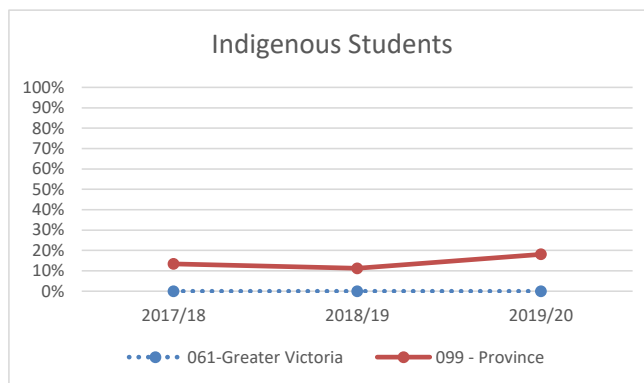
## Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



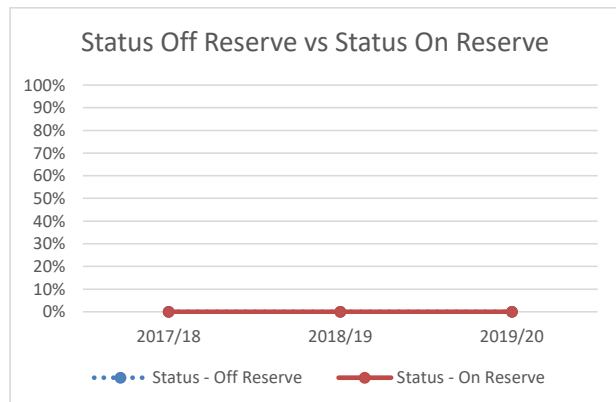
**Figure 21: Graduation Assessment Grade 10 Numeracy - All Resident Students**

- In 2019/20, SD61 performed at a rate 2% lower than the province.
- Over 3 years, SD61 performed at a rate 4% higher than the province.



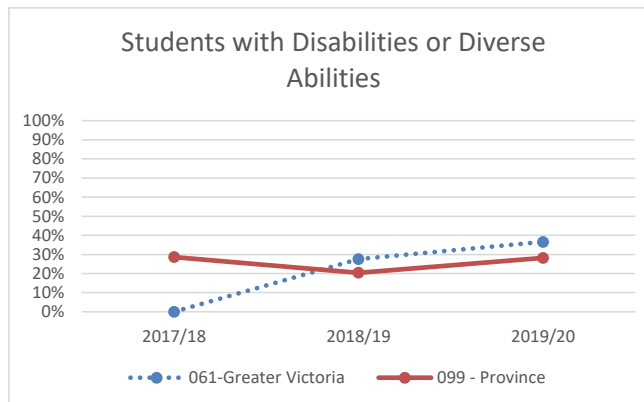
**Figure 22: Graduation Assessment Grade 10 Numeracy - Indigenous Students**

- In 2019/20, information is masked.
- Over 3 years, information is masked.



**Figure 23: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.
- Over 3 years, information is masked.

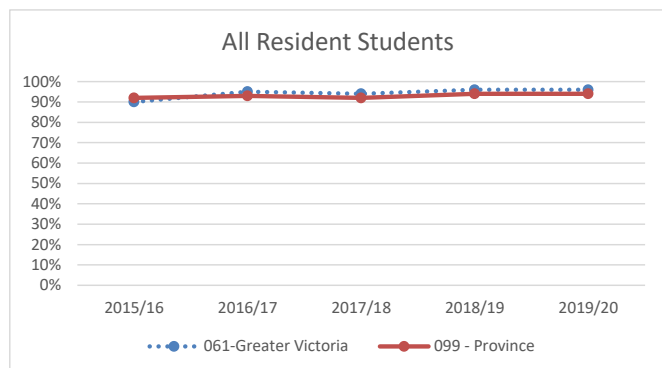


**Figure 24: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 8% higher than the province.
- Over 3 years, information is masked.

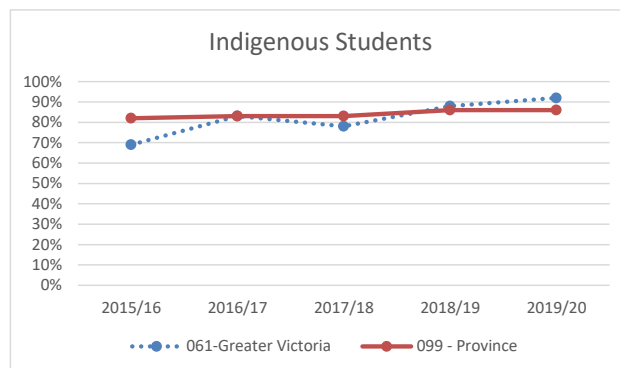
## Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)



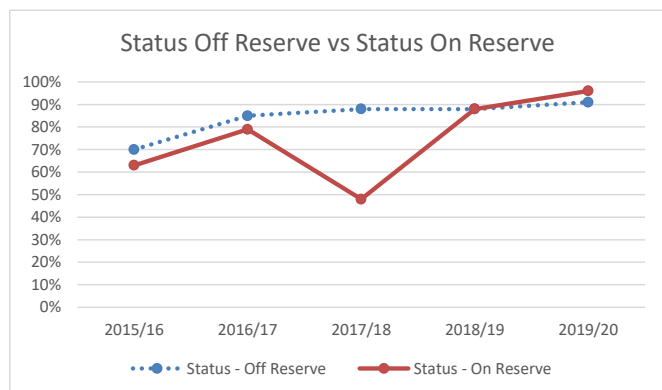
**Figure 25: Transition Grade 11 to 12 - All Resident Students**

- In 2019/20, SD61 performed at a rate 2% higher than the province.
- Over 5 years, SD61 performed at a rate 1% higher than the province.



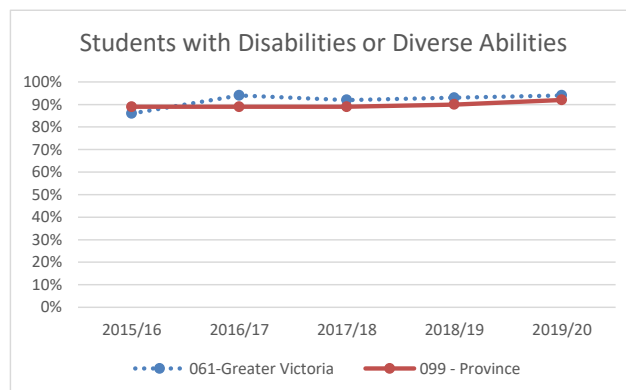
**Figure 26: Transition Grade 11 to 12 - Indigenous Students**

- In 2019/20, SD61 performed at a rate 6% higher than the province.
- Over 5 years, SD61 performed at a rate 2% lower than the province.



**Figure 27: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve**

- In 2019/20, Status - Off Reserve performed at a rate 5% lower than Status - On Reserve.
- Over 5 years, Status - Off Reserve performed at a rate 10% higher than Status - On Reserve.

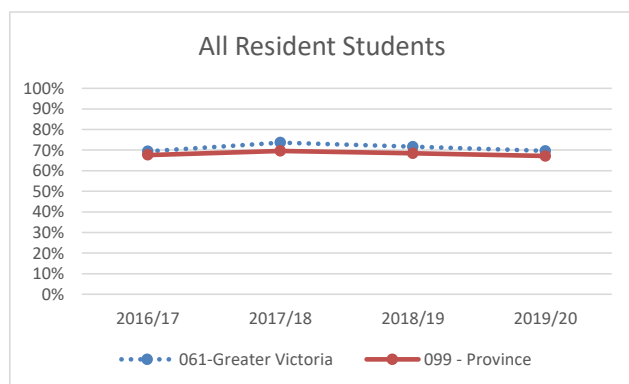


**Figure 28: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 2% higher than the province.
- Over 5 years, SD61 performed at a rate 2% higher than the province.

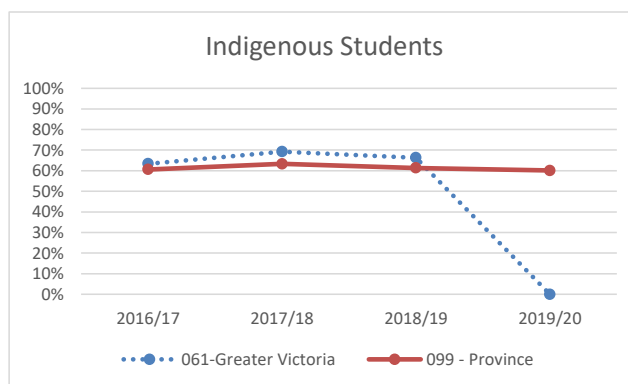


## Student Learning Survey (SLS) - Feel Welcome



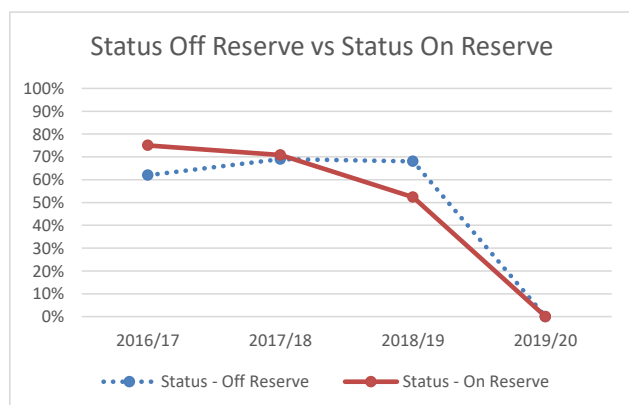
**Figure 29: SLS - Feel Welcome - All Resident Students**

- In 2019/20, SD61 performed at a rate 2% higher than the province.
- Over 4 years, SD61 performed at a rate 3% higher than the province.



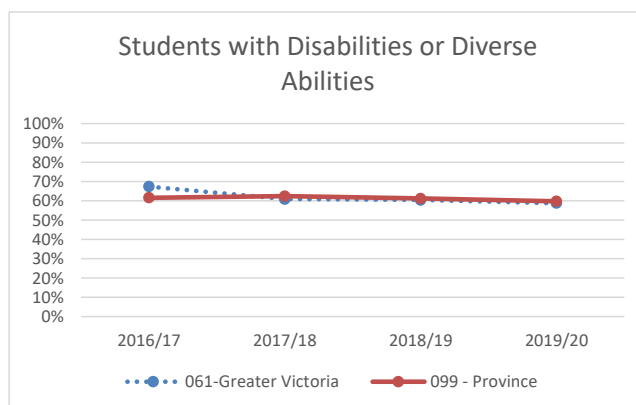
**Figure 30: SLS - Feel Welcome - Indigenous Students**

- In 2019/20, information is masked.
- Over 4 years, information is masked.



**Figure 31: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.
- Over 4 years, information is masked.



**Figure 32: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 1% lower than the province.
- Over 4 years, SD61 performed at a rate same as than the province.

Student Learning Survey (SLS) - Feel Safe

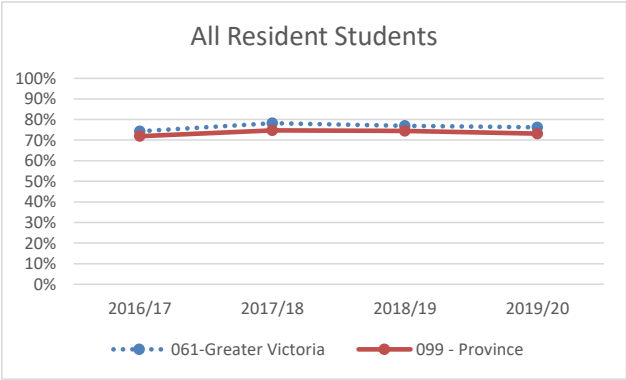
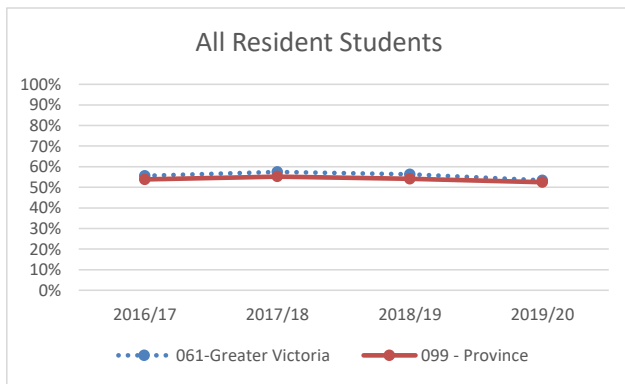


Figure 33: SLS - Feel Safe - All Resident Students

- In 2019/20, SD61 performed at a rate 3% higher than the province.
- Over 4 years, SD61 performed at a rate 3% higher than the province.

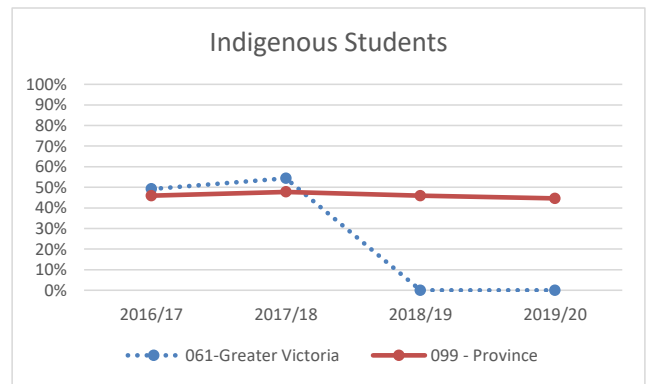
As 'Do you feel safe at school?' is an anonymous question on the SLS, subpopulation is not data available for further analysis.

## Student Learning Survey (SLS) - School Belong



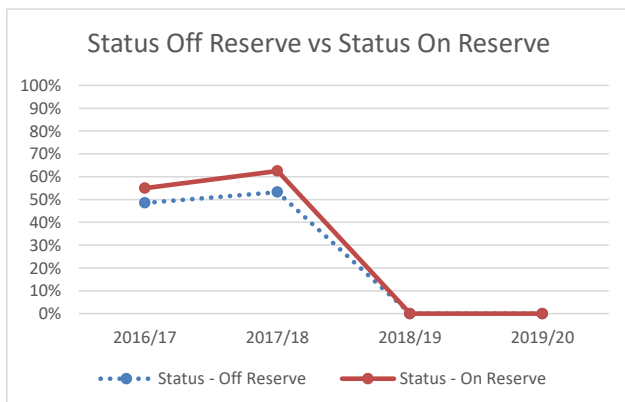
**Figure 34: SLS - School Belong - All Resident Students**

- In 2019/20, SD61 performed at a rate 1% higher than the province.
- Over 4 years, SD61 performed at a rate 2% higher than the province.



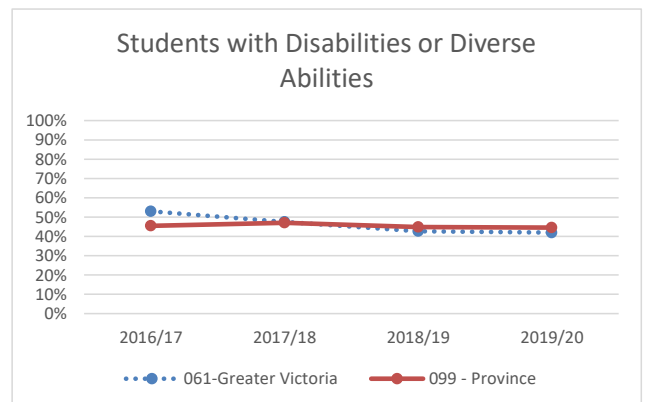
**Figure 35: SLS - School Belong - Indigenous Students**

- In 2019/20, information is masked.
- Over 4 years, information is masked.



**Figure 36: SLS - School Belong - Status - Off Reserve and Status - On Reserve**

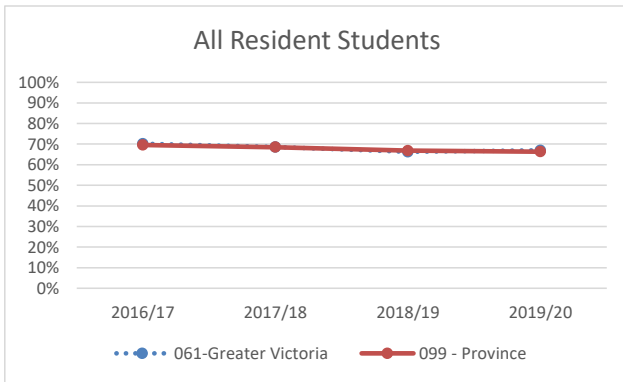
- In 2019/20, information is masked.
- Over 4 years, information is masked.



**Figure 37: SLS - School Belong - Students with Disabilities or Diverse Abilities**

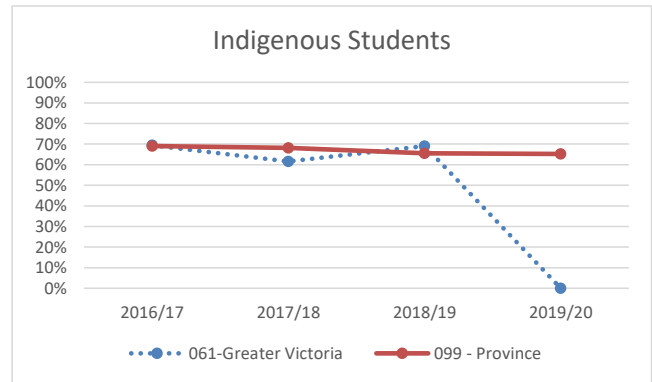
- In 2019/20, SD61 performed at a rate 3% lower than the province.
- Over 4 years, SD61 performed at a rate 1% higher than the province.

## Student Learning Survey (SLS) - Adults Care



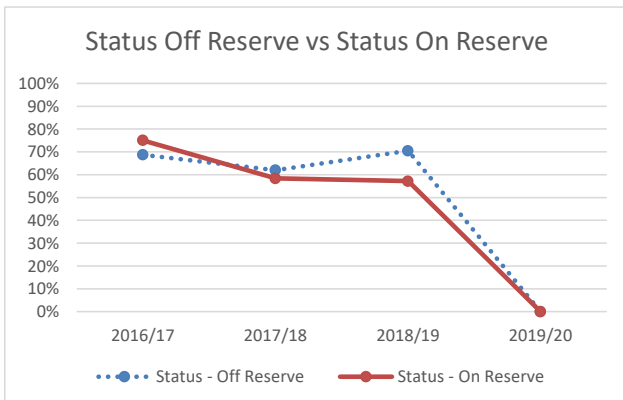
**Figure 37: SLS - Adults Care - All Resident Students**

- In 2019/20, SD61 performed at a rate 1% higher than the province.
- Over 4 years, SD61 performed at a rate same as than the province.



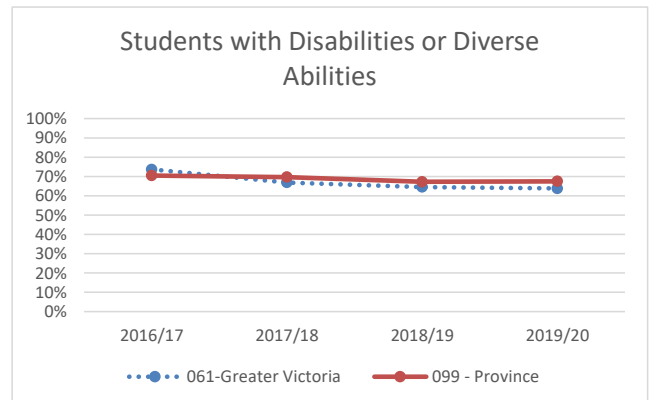
**Figure 38: SLS - Adults Care - Indigenous Students**

- In 2019/20, information is masked.
- Over 4 years, information is masked.



**Figure 39: SLS - Adults Care - Status - Off Reserve and Status - On Reserve**

- In 2019/20, information is masked.
- Over 4 years, information is masked.

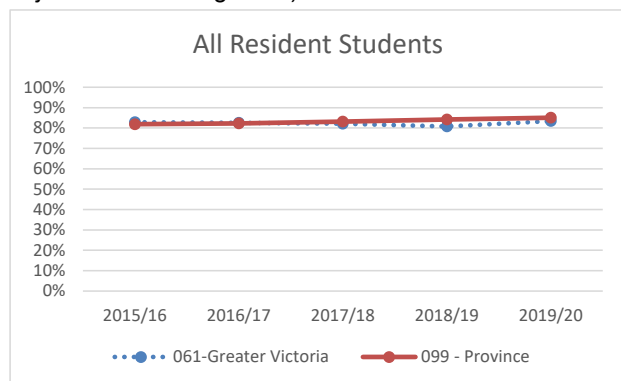


**Figure 40: SLS - Adults Care - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 4% lower than the province.
- Over 4 years, SD61 performed at a rate 2% lower than the province.

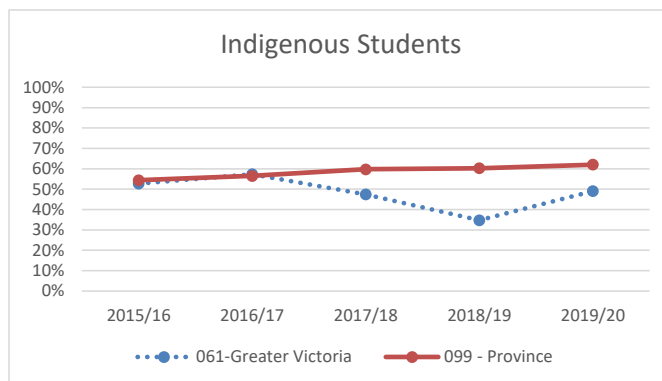
## 5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)



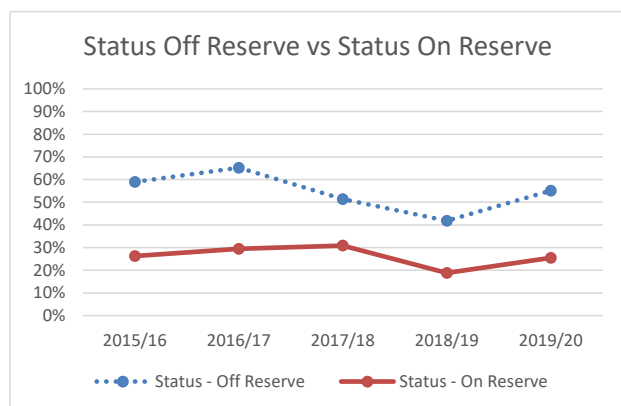
**Figure 41: 5 Year Completion Rate - All Resident Students**

- In 2019/20, SD61 performed at a rate 2% lower than the province.
- Over 5 years, SD61 performed at a rate 1% lower than the province.



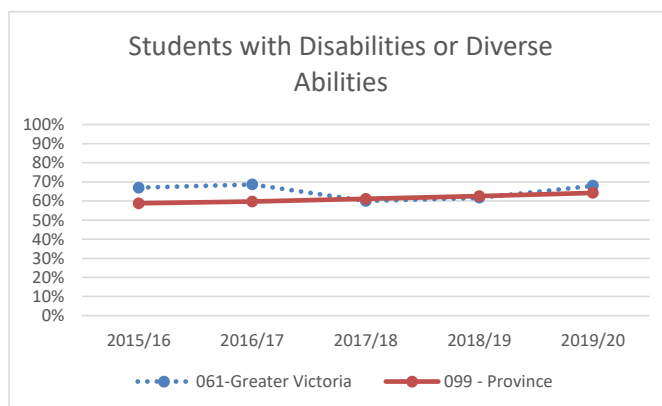
**Figure 42: 5 Year Completion Rate - Indigenous Students**

- In 2019/20, SD61 performed at a rate 13% lower than the province.
- Over 5 years, SD61 performed at a rate 10% lower than the province.



**Figure 43: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve**

- In 2019/20, Status - Off Reserve performed at a rate 30% higher than Status - On Reserve.
- Over 5 years, Status - Off Reserve performed at a rate 30% higher than Status - On Reserve.

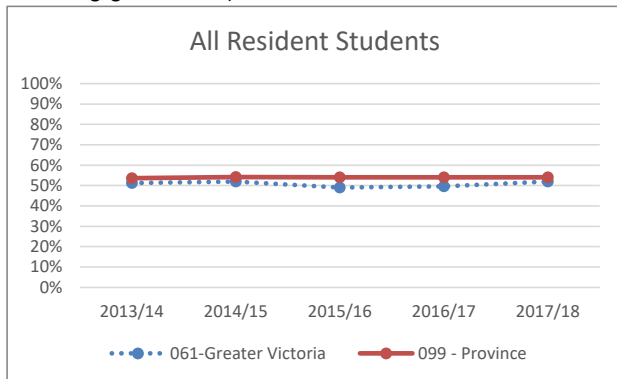


**Figure 44: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities**

- In 2019/20, SD61 performed at a rate 4% higher than the province.
- Over 5 years, SD61 performed at a rate 4% higher than the province.

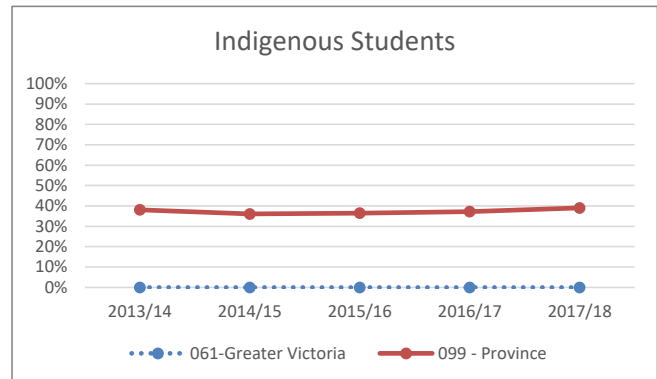
## Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)



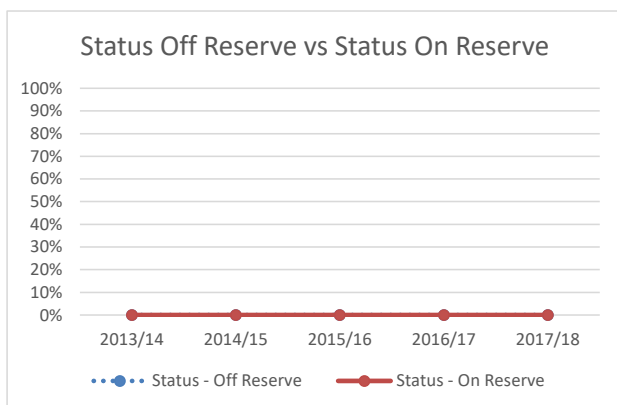
**Figure 45: Post-Secondary Institute Transition - All Resident Students**

- In 2017/18, SD61 performed at a rate 2% lower than the province.
- Over 5 years, SD61 performed at a rate 3% lower than the province.



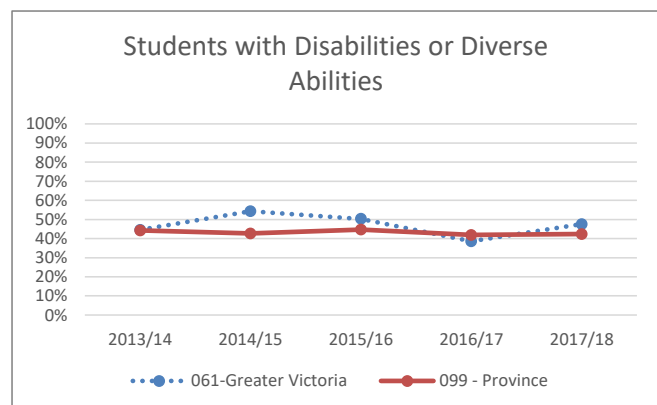
**Figure 46: Post-Secondary Institute Transition - Indigenous Students**

- In 2017/18, information is masked.
- Over 5 years, information is masked.



**Figure 47: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**

- In 2017/18, information is masked.
- Over 5 years, information is masked.

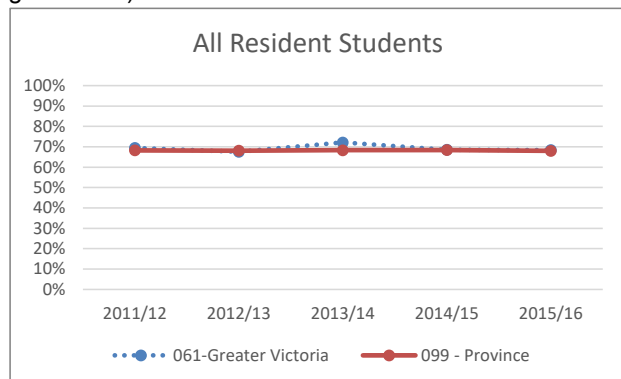


**Figure 48: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**

- In 2017/18, SD61 performed at a rate 5% higher than the province.
- Over 5 years, SD61 performed at a rate 4% higher than the province.

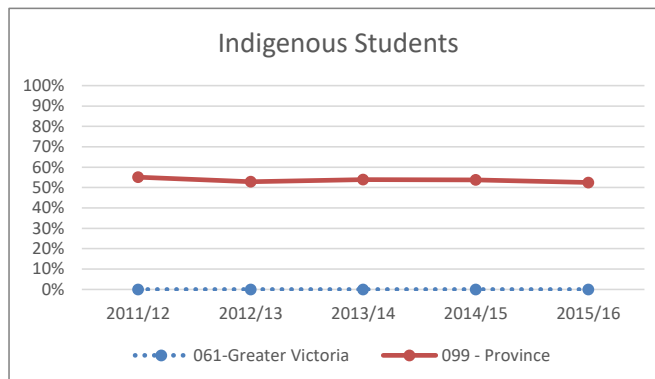
### Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



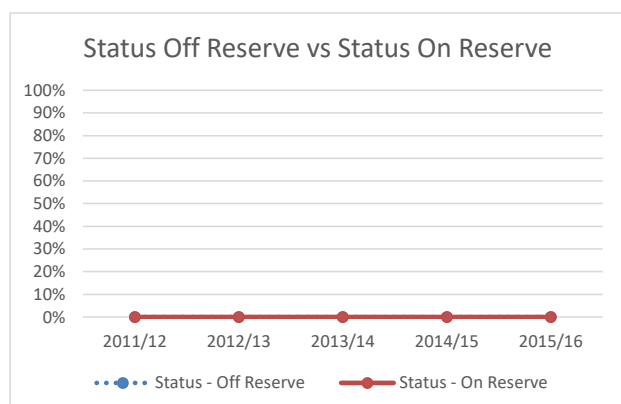
**Figure 49: Post-Secondary Institute Transition - All Resident Students**

- In 2015/16, SD61 performed at a rate same as than the province.
- Over 5 years, SD61 performed at a rate 1% higher than the province.



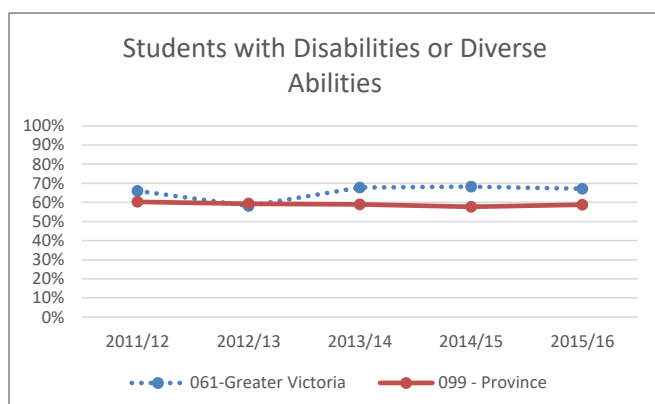
**Figure 50: Post-Secondary Institute Transition - Indigenous Students**

- In 2015/16, information is masked.
- Over 5 years, information is masked.



**Figure 51: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**

- In 2015/16, information is masked.
- Over 5 years, information is masked.



**Figure 52: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**

- In 2015/16, SD61 performed at a rate 8% higher than the province.
- Over 5 years, SD61 performed at a rate 6% higher than the province.

## **Additional notes**

### **Subpopulations**

#### **All Resident Students**

Students identified as residents through the annual enrolment collections in September and February.

#### **Indigenous Students**

Students who have ever self-identified as Indigenous on an enrolment collection.

#### **Indigenous students living on reserve**

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

#### **Indigenous students living off reserve**

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

#### **Children/Youth in Care**

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

#### **Students with Disabilities or Diverse Abilities**

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

### **Foundation Skills Assessment (FSA)**

#### **Grade 4 and Grade 7 Participation**

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

#### **Grade 4 and Grade 7 Achievement**

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

### **5-Year Completion Rate**

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

### **Post-Secondary Institute Transition (PSI)**

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

### **Student Learning Survey (SLS)**

#### **Sense of Belonging**

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

#### **School Belonging**

This measure is a specific question on the survey where the response is connected to a student.

#### **Feel Welcome**

This measure is a specific question on the survey where the response is connected to a student.

#### **Feel Safe**

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.



# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

TO: The Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

RE: Superintendent's Report

DATE: September 27, 2021

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

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

# Office of the Secretary-Treasurer

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

*Kim Morris - Secretary Treasurer*

**TO: Board of Education**  
**FROM: Kim Morris**  
**RE: Monthly Report**  
**DATE: September 27, 2021**

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

- Financial Year End: Huge thanks to Katrina Stride, Associate Secretary-Treasurer and her team for their work on year end, financial statement preparation and work with external auditors.
- District Allocation Working Group: a group of 19 Principals and Vice-Principals and 2 members of the Finance Team and the ST meet monthly to brainstorm new allocation methods based on a school profile to try to create equity in our district allocations to schools rather than simply formula based for fairness. PVP have agreed to participate for a 2 year term and we are 8 months into our work. Any findings or suggested changes will come to a future budget process.
- Budget Development 2022-2023: kicking off from the 2021-2022 budget process, the Special Advisor's report and the commitment to begin budget early for 2022-2023, I have worked with the Board, Senior Staff and 2 members of the Finance Team in one working session to set out our intentions including context, values, Indigenous voice, committee or working groups, communication, consultation and process timeline. Another working session will be held by October 5, 2021 to finalize the District's budget 2022-2023 plan.
- Childcare License Agreement template: three on-boarding childcare operators at new spaces sites along with SD61 Facilities staff, Interim Superintendent and me met three times over the summer to develop a new license agreement for operators in MCFD's new spaces capital funded childcare centres.
- Archives: volunteer Wendy Holob, retired Principal, and the I met over summer to review the plan for the future of archives in SD61 relative to space, concept and policy. The archives have moved from a large space to a very small space in Tolmie. Wendy will present at a future Operations Policy & Planning Committee meeting or Board meeting.

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- Art Inventory: SD61 has been the recipient of many pieces of art in its history, some of which is of considerable value. A large project is underway to update the inventory, consolidate and digitize the inventory in to one database, audit the inventory and value the inventory. The District is also accessing helpful staff at Royal BC Museum staff for guidance.
- Clerical Start Up Summer Sessions: SD61 hosted its first clerical start up sessions this past summer prior to school start. Payroll, Accounts, Purchasing, Human Resources, Communications and Financial Services staff provided sessions related to procedure changes, new software applications as well as Elementary, Middle/Secondary and Department roundtable discussions.
- Clerical Hours Review: Picking up from the 2020-2021 budget process in spring 2020 and a project brought to the Superintendent in 2019-2020 by a group of clerical staff, a commitment was made to review of clerical hours. This work is even more important now that clerical hours were reduced for the 2021-2022 school year. The ST has met with Finance team members and Jane Massy, President of CUPE 947 to start to formulate a plan. Clerical staff can look for a survey to come in October to kick off this work.
- Two retirements in Finance and Facilities were celebrated in September: Brenda Thompson, Administrative Assistant in Purchasing and Jim Soles, Associate Director of Facilities and Manager of Major Capital Projects. Both employees take a wealth of information and history with them and we wish them best of luck and health in their retirements. In their places we welcome Melinda Hirst to the role of Administrative Assistant in Purchasing and Marni Vistisen-Harwood as our new Associate Director of Facilities.

In addition to the initiatives above:

- Continue to serve as BCASBO representative on provincial Ministry Funding Equity Committee and K-12 SOGI Collaborative Committees
- Bi-weekly Vic High construction project meetings with Facilities staff and the Principal
- Pandemic Response Team meetings
- Bi-weekly Facilities and Superintendent meetings
- Weekly Finance Team budget meetings
- Weekly Senior Leadership Team meetings
- Annual District Leadership Meeting
- Escribe Agenda and Minutes Software replacement planning meetings
- Monthly Student Representative Council meetings
- Ministry meetings as requested
- Education Staffing Committee meetings
- Cedar Hill Replacement meetings for design of new school
- Weekly Chair Superintendent meetings for agenda setting
- Quarterly Audit Committee meeting

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

# Office of the Secretary-Treasurer

*Kim Morris –Secretary-Treasurer*

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TO: Board of Education  
FROM: Kim Morris, Secretary-Treasurer  
DATE: September 27, 2021  
RE: Lansdowne Land Disposal Feedback

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## Overview

The Greater Victoria School District is considering the sale of 7.3 acres of land at Lansdowne Middle to the Conseil scolaire francophone de la Colombie-Britannique (CSF) School District for \$15 million. The CSF is seeking a permanent location to build a new school to accommodate their growing school community. The funds from the land sale will fund future capital projects to existing or new schools in the Greater Victoria School District.

As the land sale is between two public school districts consultation is not required. However, in the Board's commitment to engagement and transparency, the District broadly advertised and shared information with the community—and held a public information session in the Spring. Feedback was also invited from the public.

Following IAP2 Foundations in Public Participation the efforts taken by the District level fall under the consult level of the IAP2 public participation spectrum. The engagement process is in accordance with Policy and Regulation 7110 – Disposal of Real Property.

## Background

For the past six years, the CSF has leased and operated l'École Beausoleil at the former Sundance Elementary location from the Greater Victoria School District. CSF's lease ended in June 2020 an extension was granted to June 2021. In 2018, The District determined it required Sundance Elementary to accommodate current and future students in the communities of Victoria and Oak Bay. Sundance Elementary reopens September 2021 as a Greater Victoria School District elementary school to meet the school district's growing student population.

In the interim, CSF students will be temporarily housed at Braefoot Elementary in a modular structure until they secure a permanent location.

## Public Participation

Information was shared broadly with the community in April and a public information session was held on Wednesday, April 28, 2021 with a question and answer period. There was also an opportunity for the public to provide feedback via [community@sd61.bc.ca](mailto:community@sd61.bc.ca) from April 28 to June 14, 2021.

*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.*

## Communication Awareness Efforts

- Updates to CSF and GVSD websites
- Letter to community association
- Camosun Community Association advertised on their website
- Letters to neighbouring properties following District of Saanich requirement for notification to neighbours within 90m.
- Over 500 letters hand delivered
- Invitations to nearby commercial properties.
- Letters sent to nearby facilities, mall and Camosun College
- Letters to Lansdowne Middle staff and families
- Letters to families in Lansdowne Middle feeder schools
- Ministry media release re: transfer and Braefoot as temporary school
- Media releases to promote consultation process and information session
- Earned media (Times Colonist, Saanich News, CHEK News, CTV)
- Print advertising to promote consultation process (TC & Saanich News)
- Signage on Lansdowne Middle fence
- Promotion on social media

## What We Heard - Themes

### In support of land disposal:

- General support to increase access to French instruction; creates enriching community
- CSF deserves a permanent school to accommodate their growing needs and student population in the neighbourhood
- CSF children need a permanent home to avoid interruptions to student learning that come with leasing from other school districts
- CSF students deserve permanent schools grounds that include green space, playgrounds, etc.
- Some people expressed the partnerships between the school districts will strength relationships and both school districts will mutually benefit from land deal

### In opposition of land disposal:

- Protect the green space; loss of green space in an area that is densely populated with limited park space
- The field is well utilized by members of the community (Slo-Pitch, Ultimate Frisbee, dog walkers). Concern over loss of green space by community sport associations
- There is historical significance to the land; former airfield in early 1900s
- Concerns over an increase in traffic/congestion
- Some expressed they would rather lease the land then to dispose of it; loss of revenue for field rentals
- Some opposed to selling any land; will need land in the future, e.g. what will happen in 100 years?
- Concerns over an increase in traffic; creating a bottleneck
- Not selling the land for enough money

### Neutral – Important considerations prior to selling:

- Must preserve and continue to restore and improve the local watershed – Bowker Creek
- Improvement to creek include: accessibility, hydrological function and a reduction in pollution
- Bussing concerns – busses will need to remain on major thoroughfares and not side streets
- Traffic and parking must be well thought out
- Some suggested that if the land must be sold, then significant improvements should be made at Lansdowne
- Others suggested outdoor amenities be shared between the two school districts

***For all feedback submitted see attached.***

*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.*

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 7:16 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** re: Landsdown Ground removal by SD61

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

---

SD61

I am totally against the destruction of the rapidly diminishing green areas (carbon sink) in Saanich.

I worked in the schools and had children enrolled in French Immersion but still think their time in nature was the most valuable education of all . During this time I watched school grounds being sold off and shrunk as a way to make money. This needs to become illegal.  
Playing outdoors is good for the brain.

Sincerely [REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 2:42 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
[REDACTED]

**Subject:** CCA VICTORIA SCHOOL DISTRICT June 14 letterhead

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

Hello:

As the President of the Camosun Community Association please see our letter to the GVSD on the proposed sale of land at Lansdown Middle School.

Kind regards,

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]







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[www.CamosunCommunityAssociation.com](http://www.CamosunCommunityAssociation.com)

Monday June 14, 2021

Attn: The Greater Victoria School District

The Camosun Community Association is concerned about the loss of green space with the building of an additional school on the property. We ask that you take this concern into consideration when deciding whether to sell the 7.3 acres.

Lansdowne Middle School is located within the boundaries of the Camosun Community Association, in the Saanich panhandle, a densely populated part of Saanich. The green space in this area is already below Saanich's recommended area for parks. School property is included in Saanich's calculation of green space area (p26 Shelbourne Local Area Plan). Lansdowne school is designated as the "only community level park in the area" on (SLAP pg. 28) It is also classified as green space in the Official Community Plan (map M-9).

See references below as per the CCA concerns and green space considerations:

- Bowker Creek 100 year plan - "8. *INCORPORATE PROPOSED GREENWAYS INTO LAND USE PLANNING* Greenways and green space make neighbourhoods more liveable. As the population in the region increases and land use becomes more dense, more green space will be needed
- Shelbourne Valley action plan (2017) pg 49 . "Generally speaking the Shelbourne Valley is park deficient when compared to other neighbourhoods, or Saanich standards for various park types. The parks system is supported by open spaces, which include public school grounds, plazas, boulevards and pedestrian connections." fig 5.1 includes Lansdowne Middle school as a green space.
- Under Policies, 5.6.9 " Partner with School District #61 to improve access to school yards within the Shelbourne Valley."
- The Saanich Park Property inventory shows a total of 41.5558 hectares of parks including schools (2010 Park Property inventory, saanich.ca). The recommended minimum standard is 55 hectares per 1000 population (OCO 2008 4-25 Parks and Trails). With the 2006 population in the Shelbourne area at 11,765, the area should have a minimum of over 55 hectares of green space: well below the actual area." See Table Below:



Shelbourne Local Area	Class of Park and Open Space	Size (Hectares)
Population: 11,765 (2006 Census)	Neighbourhood Parkland	5.7110
	Community Parkland	nil
	Municipal Parkland	18.5364
	School District Property Open Space	9.0428
	<b>Total Parkland in Shelbourne LAP</b>	<b>33.2902</b>
	CRD Regional Parks	nil
	Institutional Lands	8.2656
	<b>Total Parks &amp; Open Space in Shelbourne LAP</b>	<b>41.5558</b>

- Saanich Parks and Recreation Master Plan 2012 - 'Parks, recreation and culture master plan in 2012 that recommended maintaining the 5 hectares per 1000 population standard.
- The Official Community Plan (OCP) "Use a minimum of 5.0 hectares per 1000 people" (p4-25).
- Both the SVLAP and OCP both plans recommend that there be an agreement negotiated between the Victoria School District (61) and the municipality to rezone existing school sites to allow for non-institutional uses. The OCP further explains that this should include " the setting aside of at least 50% of the site as publicly accessible open space" (p4-25).
- Consideration be given to amending the institutional zoning of public schools by introducing restrictive maximum lot coverage and increased setbacks in order to encourage the retention of open space."
- Friends of Bowker Creek have expressed concerns that building more on the flood plain could be problematic in the future with expected increased precipitation with climate change.

The Camosun Community Association would encourage the Greater Victoria School District to reconsider the sale of this land.

Sincerely,

  
Camosun Community Association  
President

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 2:22 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Commentaires concernant la vente du terrain de Lansdowne/CSF

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

Bonjour,

Parent francophone de trois jeunes enfants, je suis impatiente que l'école Beausoleil obtienne un terrain pour pouvoir (enfin) construire ses bâtiments permanents.

Mon aînée a commencé sa scolarité à l'école Beausoleil il y a deux ans, et nous avons été informés de cette épée de Damoclès qu'était la fin annoncée du bail des bâtiments sur Bank Street. Le stress que cela a engendré n'a fait qu'augmenter au fur et à mesure que l'échéance se rapprochait, car les solutions temporaires d'hébergement de l'école ont mis beaucoup de temps à se concrétiser.

Nous espérons que la construction et les bâtiments temporaires (ce sera pour 3 à 5 ans quand même, ce qui est énorme dans la vie d'un jeune enfant) sur le site de l'école de Braefoot n'affecteront pas négativement l'enseignement et l'épanouissement de nos enfants. C'est pourquoi nous attendons avec impatience l'acquisition de cette partie de terrain de Lansdowne par le CSF pour que l'école Beausoleil puisse construire des bâtiments permanents.

La ville de Victoria a vu se confirmer depuis plusieurs années une augmentation de la demande pour un enseignement tout en français. L'expansion (Maternelle à grade 12) de l'école Beausoleil permettra d'absorber cette demande grandissante et de désengorger l'école Victor Brodeur.

De plus, l'assurance qu'il n'y aura plus de relocalisation durant la scolarité future de nos enfants rassurera assurément de nombreux parents.

L'enseignement de nos enfants dans la francophonie est un droit essentiel à mes yeux. Je suis contente qu'un pas dans la bonne direction soit effectué par l'acquisition de ce terrain.

Sincères salutations,

---

[REDACTED]

## GOOGLE TRANSLATION OF ABOVE LETTER

Hello,

A French-speaking parent of three young children, I can't wait for Beausoleil school to obtain land so that I can (finally) build its permanent buildings.

My [REDACTED] started her schooling at Beausoleil school [REDACTED] years ago, and we were informed of this sword of Damocles that was the announced end of the lease for buildings on Bank Street. The stress this created only increased as the deadline approached, as the school's temporary accommodation solutions took a long time to materialize.

We hope that the construction and temporary buildings (it will be for 3-5 years anyway, which is huge in the life of a young child) on the Braefoot school site will not negatively affect teaching and the development of our children.

This is why we are impatiently awaiting the acquisition of this part of the Lansdowne land by the CSF so that Beausoleil School can construct permanent buildings.

For several years, the city of Victoria has seen an increase in the request for instruction all in French. The expansion (Kindergarten to grade 12) of the Beausoleil school will make it possible to absorb this growing demand and relieve the Victor Brodeur school.

In addition, the assurance that there will be no more relocation during the future schooling of our children will certainly reassure many parents.

Teaching our children in the Francophonie is an essential right in my eyes. I am happy that a step in the right direction has been taken by the acquisition of this land.

Best regards,

---

[REDACTED]

---

**From:** [REDACTED]

**Sent:** Wednesday, March 3, 2021 12:10 PM

**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** RE: Conseil scolaire francophone de la Colombie-Britannique set to acquire 7.3 acres of Lansdowne lands for future new school, Media Release

Please don't sell part of the beautiful field that is used by so many in the community for leisure, walking dogs, flying airplanes and just enjoying this patch of greenspace in a sea of concrete.

How about re-opening some of the schools that were closed instead?



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**From:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Sent:** Wednesday, March 3, 2021 12:02 PM

**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Subject:** Conseil scolaire francophone de la Colombie-Britannique set to acquire 7.3 acres of Lansdowne lands for future new school, Media Release

**Importance:** High

Wednesday, March 3, 2021

## **Conseil scolaire francophone de la Colombie-Britannique set to acquire 7.3 acres of Lansdowne lands for future new school**

**Victoria, BC** – The Conseil scolaire francophone de la Colombie-Britannique (CSF) and Greater Victoria School District No. 61 are pursuing the transfer of 7.3 acres of land on Lansdowne Middle School’s 25 acre site.

The sale of the property is pending public consultation by the Greater Victoria School District. If approved, the CSF intends to use the land for a permanent location for l’École Beausoleil.

For the past six years, the CSF has leased and operated l’École Beausoleil at the former Sundance Elementary location from the Greater Victoria School District. The lease ended in June 2020 and CSF was granted an extension to June 2021 by School District No. 61. The building will be reopened in September 2021 as a Greater Victoria School District elementary school to meet the school district’s growing need.

In 2018, Greater Victoria School District underwent a boundary review due to increasing enrolment and space pressures in some of its schools. A result of the review was the school district had to re-align school boundaries and find additional space to accommodate current and future catchment students in the communities of Victoria and Oak Bay. It was determined that the Sundance School building was required for Greater Victoria School District enrolment.

The CSF and the Ministry of Education are committed to finding a short-term solution for l’École Beausoleil students, families and staff while work on a permanent solution is underway.

The Conseil scolaire francophone de la Colombie-Britannique is a public school district with more than 6,400 students and 45 schools across the province, offering a curriculum from kindergarten through grade 12.

The Greater Victoria School District will commence public consultation on the land sale at a future date.

### **Quote: Minister of Education, Jennifer Whiteside**

“Our government is committed to ensuring students have access to the same high quality education in both of Canada’s official languages. The intent from the Greater Victoria School District to provide land in Victoria to the CSF is a great step forward for local families, and we look forward to working with the CSF on a long-term solution for Francophone students in Victoria.”

### **Quote: SD61 Board Chair, Jordan Watters**

“Our Board of Education is very pleased that this parcel of land will be further utilized for public education—and that we were able to assist CSF in finding a permanent home. We are excited to know that this will provide many generations of students access to francophone programming, while also bringing benefits to the Greater Victoria school community.”

### **Quote: Murray Rankin, MLA for Oak Bay-Gordon Head**

"I'm happy to see that progress is being made and there is now more clarity for parents and students in their efforts to finding an alternative home for l'École Beausoleil. As MLA, I will continue to support the CSF and SD61 in delivering high-quality education in both of Canada's official languages."

**Quote: CSF Board Chair, Patrick Gatien**

"We are pleased to be working with the GVSD to acquire the land at Lansdowne, this represents an important milestone in the development of the access to Francophone education for the community of Victoria. This land will allow us to build a school that will permanently accommodate the growing school community of l'École Beausoleil."

-30-

**Media Contacts:**

**Pascale Cyr**

Chef, affaires publiques

Head, Public Affairs

T. 604.209.9593

**Lisa McPhail**

Communications & Community Engagement

Greater Victoria School District

T: 250.475.4103

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One *Learning* Community



---

**From:** Community Engagement <Community@sd61.bc.ca>

**Sent:** Wednesday, May 19, 2021 8:57 AM

**To:** [REDACTED]

**Cc:** Community Engagement <Community@sd61.bc.ca>

**Subject:** RE: Disposal consultation

Thank you for your input. This correspondence will be compiled for the Board to review.

Please note that the Board will be considering all input submitted to [community@sd61.bc.ca](mailto:community@sd61.bc.ca) by June 14, 2021.

**Lisa McPhail**

Manager, Communications & Community Engagement

Greater Victoria School District No. 61

Office: 250.475.4103



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**From:** [REDACTED]

**Sent:** Wednesday, April 28, 2021 7:43 PM

**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Subject:** Disposal consultation

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

Hello,

Thank you for holding a public consultation on the disposal of the Landsdowne lands to SD93. I am writing as both someone who lives in the neighbourhood of Landsdowne Middle School and as a Francophone parent who hopes to have a future for French education for my children in Victoria. We have heard the usual concerns from neighbours that occur whenever a new building is proposed. I think this is a moot point. Building codes and zoning exist for a reason, and it is in that process that the impact on neighbours can be mitigated. It is important for our children to have a school to go to. Understanding that school districts are always under pressure, we feel that the circumstances of SD93 are unique in that we have no land to begin with. If our children do not attend the French school, they will be forced to attend the English school, so the problem of needing a space for them will still exist. Our children are all citizens of the Greater Victoria area and it is important for our two communities within this city to find ways to increase exchanges and co-operation. It is the morally correct thing to do to ensure that there is a space for public education for all children in the city.

We also would suggest that much like having private schools nearby enriches the extra-curricular life

of SD61 children, having a Francophone school will similarly enrich the community as a whole.

If you wish to find parent spokespeople to consult throughout this process, we are always willing to engage.

Sincerely,

[Redacted signature block]

[Redacted signature block]



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**From:** [REDACTED]  
**Sent:** Wednesday, April 28, 2021 7:43 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Disposal consultation

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

---

Hello,

Thank you for holding a public consultation on the disposal of the Landsdowne lands to SD93. I am writing as both someone who lives in the neighbourhood of Landsdowne Middle School and as a Francophone parent who hopes to have a future for French education for my children in Victoria. We have heard the usual concerns from neighbours that occur whenever a new building is proposed. I think this is a moot point. Building codes and zoning exist for a reason, and it is in that process that the impact on neighbours can be mitigated. It is important for our children to have a school to go to. Understanding that school districts are always under pressure, we feel that the circumstances of SD93 are unique in that we have no land to begin with. If our children do not attend the French school, they will be forced to attend the English school, so the problem of needing a space for them will still exist. Our children are all citizens of the Greater Victoria area and it is important for our two communities within this city to find ways to increase exchanges and co-operation. It is the morally correct thing to do to ensure that there is a space for public education for all children in the city.

We also would suggest that much like having private schools nearby enriches the extra-curricular life of SD61 children, having a Francophone school will similarly enrich the community as a whole.

If you wish to find parent spokespeople to consult throughout this process, we are always willing to engage.

Sincerely,

[REDACTED]  
[REDACTED]

---

[REDACTED]

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**From:** [REDACTED]

**Sent:** Monday, June 14, 2021 1:23 PM

**To:** Community Engagement <Community@sd61.bc.ca>; [REDACTED]  
[REDACTED]  
[REDACTED]

**Subject:** errain de 7,3 acres du site de Lansdowne Middle School au Conseil scolaire francophone de la Colombie-Britannique (CSF)

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

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To whom it may concern,

So tired of the 30 year+ fight for infrastructure for franco kids here in Victoria. Please we need a permanent school. My [REDACTED] has been attending Bank st since [REDACTED] and now we are being displaced to portables on the other side of town at the bottom of a muddy hill under the english school kids...this is how the majority is treating a minority in Victoria -today 2021. We are an after thought with a make shift solution that I am sure, [REDACTED], you would not want for your kids. No real building or playground for the next 3-5 years for my child - because we do not have a permanent school this is how the immediate future looks for us. Life upheaved to attend a portable school in a new part of town. Please please let's stop having to fight for infrastructure and allow the franco community some well needed space. We are only growing! You can't keep ignoring us!!!  
Very concerned Frano parent,  
[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Wednesday, April 28, 2021 10:29 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Feedback on the sale of 7.3 acres to CSF

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

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Board of Education Members, Trustees and Committee Members,

I would like to provide feedback on the proposed sale of 7.3 acres of land at Lansdowne Middle School to the CSF for the future home of École Beausoleil.

I myself attended Lansdowne School during the 1990s as a French Immersion student, and now, as parent of a current École Beausoleil student, I could not be more pleased by the proposed sale of land between the two school districts. It is quite honestly a dream come true for me, and makes perfect sense, since the catchment for École Beausoleil encompasses the surrounding neighbourhoods and the Lansdowne field is largely underutilized.

I would like to express my heartfelt appreciation to SD61 for working together with the CSF to find what I consider to be a win-win solution to our respective needs for space.

With the successful sale, I hope the Lansdowne property will become a site in future where both SD61 and SD93 students can enjoy mutually beneficial exchanges, and ultimately build a stronger, more diverse and inclusive shared community.

Not to forget about the surrounding local residents, I know that the CSF will do its utmost to foster friendly relationships with them. In particular, ties of friendship will be made with the residents of Parkwood Place once Covid 19 is behind us and it is once more safe for primary students to engage with the elderly.

I also hope that the dear little site of the Sundance and Bank Street Schools can be used to SD61's best advantage in the future. Our francophone students have been fortunate to have access to it, and again, thanks are in order for SD61's role in helping the CSF grow and enrich the cultural lives of our young people. But let's not stop there. I look forward to the day when Victoria students will be able to learn and speak the Lekwungen language at school and have a deeper understanding of this place we all call home.

Merci beaucoup and best wishes for a positive outcome.

Sincerely,

[REDACTED]

---

**From:** [REDACTED]

**Sent:** Thursday, June 10, 2021 3:11 PM

**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** Fwd: Feedback regarding Lansdowne/CSF land sale welcomed until Monday, June 14, 2021

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

The School District 61 has a limited amount of land available educational purposes. It should be one of the main objectives of any school district that owns land to ensure that their properties continues to be used primarily for educational purposes of the students they serve. Even though in the current proposal the future use of the property for educational purposes would be warranted, ownership of the property would be transferred and therefore any future development rights would be given away. I am against the sale of the property, however, a long-term lease may be an alternative to a sale and would make a much better business case in the long-term. I am also very concerned that the sale of school property is needed to support future upgrades of schools, particularly knowing that the recent redevelopment decision of Victoria High School is going to result in the need for additional capital far beyond the 15 million dollar sale price, as the most expensive redevelopment option was chosen without proper funding.

Regards,

[REDACTED]

Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** June 7, 2021 at 10:15:46 PDT  
**To:** [REDACTED]  
**Subject:** Feedback regarding Lansdowne/CSF land sale welcomed until Monday, June 14, 2021  
**Reply-To:** [REDACTED]

Dear Lansdowne Families,

The Greater Victoria School District is considering the sale of 7.3 acres of land at Lansdowne Middle to the Conseil scolaire francophone de la Colombie-Britannique (CSF) School District for \$15 million. The sale involves lands within the Greater Victoria School District and enables the CSF to build a school that will accommodate their growing school community.

The funds from the sale of the land will fund future capital upgrades to existing or new schools and respond to growing student enrolment in the Greater Victoria School District.

Information was shared broadly with the community in April and a public information session was held Wednesday, April 28, 2021. A link to more information and a recording of the meeting is available here: <https://www.sd61.bc.ca/news-events/community/proposed-disposal-of-lansdowne-middle-school-lands/>

Thank you to those who have already provided feedback! If you haven't provided it already, your feedback is welcomed via [community@sd61.bc.ca](mailto:community@sd61.bc.ca) until Monday, June 14, 2021. All feedback will be considered by the Board of Education at the Monday, June 21<sup>st</sup> meeting.

Once public consultation has concluded, the Greater Victoria School District Board will give final consideration to the disposal of the Lansdowne lands to School District 93 by three readings of a disposal bylaw. If approved, the CSF will then commence the municipal land-use process to rezone and subdivide the property.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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**From:** [REDACTED]  
**Sent:** Tuesday, June 15, 2021 8:09 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Feedback regarding Lansdowne/CSF land sale

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

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Hello,

Concerning the sale of a parcel of the Lansdowne middle school property to the CSF.

I am completely in favour of this sale. I live close to the property and my [REDACTED] is currently enrolled in Ecole Beausoleil with the CSF. As a former student of Ecole Brodeur I speak from experience that the mandated fair and equitable education for French language students has always been in actuality one of disadvantage and under-funding in this city. Many programs and opportunities that are granted in larger English schools were never available to our French school. To be clear, the school was smaller then and funding for a variety of student experiences was just not possible.

But that should explain the importance of the language to our parents that they knowingly kept us in our little French school despite these disadvantages. I don't want my son's opportunities to be curtailed simply for being educated in French. I shouldn't have to chose between the two.

In this country, French is not only an official language, but a founding aspect of this country. This includes here in Victoria. In this city known as a very British part of Canada, the first European settlements came with the fur trade, many of them French speakers.

French is part our culture as Canadians in British Columbia. The French voice has always been part of this community.

We, francophones are the public. The property in question is for public education use. It isn't a recreational facility or a dog park. If increased traffic is a concern I would mention a school would add a tenth of the traffic that Walmart is sure to add to the area. Any modern historical point does not measure up. The land was former HBC farm and an airfield for those rich enough to own an airplane before the war. The significance of this is nothing compared to children (of all classes) that are present now.

I would be very interested in meeting anyone who is opposed to this project and ask them if they prefer SD 93 to purchase some undeveloped forest to bulldoze. Or maybe get some land out of the ALR?

Kids need to go to school, just like people moving to Langford need homes. Lucky for us in this case that we don't need to cut down venerable old trees or pave some agricultural land to deal with our inevitable growing population.

Thank you for your time.

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 1:50 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
[REDACTED]  
**Subject:** Feedback regarding Lansdowne/CSF land sale

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To Whom It May Concern at SD61,

I am a parent of [REDACTED] children attending Beausoleil school on Bank st. One in [REDACTED] and one in [REDACTED] who has been there since Kindergarten.  
I am French and Canadian as are my children. It is core to our family that we have francophone education and that that education is on par to anglophone kids, as per the Supreme Court ruling.  
Currently my children are being moved out of their school by SD61 who will not extend the lease. A very expensive temporary portable school is being built while we wait for a permanent solution. The temporary solution of portables on the Braefoot school property is not equitable to our current school on Bank st or other normal brick and mortar schools. In September, we will have no playground, and no gymnasium for example.  
We need a permanent school, as fast as possible.  
Please sell this land to the CSF so we can start building an equitable school for our francophone community children.  
Sincerely,

[REDACTED]

---

**From:** Friends of Bowker Creek Society <friendsofbowkercreek@gmail.com>

**Sent:** Monday, June 7, 2021 11:48 AM

**To:** [REDACTED]

clerksec@saanich.ca; Community Engagement <Community@sd61.bc.ca>

**Subject:** FoBC to SD61 re Lansdowne school site

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

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Please reply to confirm receipt of this email and the attached pdf letter:

Respectfully,



The Friends of Bowker Creek Society supports the restoration and enhancement of Bowker Creek and its watershed to a healthy state, guided by the vision and goals of the [Bowker Creek Blueprint](#).

Find out more at: [bowkercreek.org](http://bowkercreek.org)





June 7th, 2021

Dear Members of the Greater Victoria School District School Board,

I write on behalf of the Friends of Bowker Creek (FoBC) in response to your request for input to the Board of Education Greater Victoria School District's consideration of the sale of 7.3 acres of land at Lansdowne School property to the Conseil Scolaire Francophone de la Colombie-Britannique (CSF) School District for \$15 million for the purpose of constructing a new school facility on this property.

We respectfully request that the Greater Victoria School District delays the decision on the sale and development of the Lansdowne property or finds an alternative location for CSF infrastructure until the CRD, Saanich, Victoria and Oak Bay can complete a thorough study of a regional storm drainage solution for the Bowker Creek watershed.

FoBC is a community-based organization with the goals as presented in the [Bowker Creek Blueprint: a 100 year action plan to restore the Bowker Creek watershed](#):

- to preserve and restore the watershed and watercourse for the wellbeing of residents and wildlife;
- to pursue improvements to the hydrological function of the creek and watershed;
- and to improve creek accessibility and reduce pollution.

The Greater Victoria School District has endorsed the Blueprint, as have Saanich, Victoria, Oak Bay and the University of Victoria.

The residents of the Bowker Creek watershed have experienced periodic flooding and bank erosion as noted in the [Bowker Creek Master Drainage Plan Report](#) (2007). The Bowker Creek watershed is flood prone and the majority of the creek flows in underground culverts. Furthermore, the [Climate Projections for the Capital Region \(2017\)](#) states: "More precipitation is expected to fall during the 1-in-20 (or 5% chance) wettest day extreme storm events in the future. Larger 1-in-20 wettest day events could mean over 30% more rain by the 2050s, and almost 40% by the 2080s."

Predicted greater frequency and intensity of storm events will increase the risk of flooding, erosion events, impacts to the environment and to human health. Saanich has recognized these conditions and plans to undertake the Boundary Streams ISMP (including the Bowker Creek watershed) in 2025 as part of its updated Integrated Stormwater Management Plan.

A [Daylighting Feasibility Study](#) (2020), commissioned by the Bowker Creek Initiative (BCI) as a further step to implementation of Bowker Creek Blueprint, states "the Lansdowne SWMF (Stormwater Management Facility) can intercept about 66.6 ha of land east of Shelbourne Street and north of Lansdowne Road. This represents approximately 65% of catchment and approximately 6.5% of the total Bowker Creek basin, so its impact will be somewhat limited. While this catchment represents a small portion of the overall watershed, it is the largest single

catchment apart from the University of Victoria. The proposed Lansdowne SWMF has the capability to store about 6,000 m<sup>3</sup> based on a 200 m by 300 m footprint and a 1 m deep storage.” This study has been received by the Council of the City of Victoria and is pending review by Saanich and Oak Bay.

We are concerned that the proposal by the Board of Education of Greater Victoria School District and CSF will effectively eliminate consideration of the Lansdowne greenspace as a stormwater catchment area for the purposes outlined in the Feasibility study. We suggest that it would be prudent of the Greater Victoria School District to delay a decision until studies by the CRD, BCI and Saanich, to establish a regional storm drainage solution for the Bowker Creek watershed, are concluded. It would be regrettable if this opportunity for a stormwater detention facility was eliminated from consideration without careful consideration of all other solutions for a suitable school building site.

The Greater Victoria School District [Long Term Facilities Plan](#) states: “That all Facilities planning, including major retrofits, upgrades, new builds and Annual Facility Grant planning incorporate the principles of equity, sustainability and environmental responsibility.” The School District and Saanich are major public landowners and it is feasible that other options for the new school facilities exist elsewhere.

In conclusion, we encourage the Greater Victoria School District to delay the decision on the sale and development of the Lansdowne property or find an alternative solution for CSF infrastructure until a thorough evaluation of a regional storm drainage solution for the Bowker Creek watershed is completed.

Yours truly,



On behalf of the Friends of Bowker Creek Society

CC:

The Bowker Creek Initiative

The District of Saanich

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 9:47 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Francophone school on Landsdowne

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Hi

We are a local family we are very excited to have a new school for French speaking kids. It will diversify the area, and bring exposure to a bit of a different culture to our neighbourhood kids.

Also, I am hoping there can be some cross-pollination between programs (maybe through equipment or place rentals or some educational programs - theatre, arts, sports etc).

Thank you

---

**From:** Community Engagement <Community@sd61.bc.ca>  
**Sent:** Wednesday, May 12, 2021 12:15 PM  
**To:** [REDACTED] Community Engagement <Community@sd61.bc.ca>  
**Subject:** RE: French School on Lansdowne Middle School Grounds

Hello [REDACTED],

Thank you for sharing your input and expressing your concerns. We will compile this information for our Board to review.

Kind regards,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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**From:** [REDACTED]  
**Sent:** Friday, May 7, 2021 10:55 AM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** French School on Lansdowne Middle School Grounds

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To whom it may concern,

Although there seems to be enough land for the new school on the same property as Lansdowne School, I do have one significant neighbourhood concern. At issue is the buses that will transport students to and from the school. We live on [REDACTED] Street, about [REDACTED] blocks [REDACTED] of the Lansdowne property. To illustrate my concerns about the buses, I share the following observations and concerns. When some of the schools that were transporting students to and from Richmond School while their buildings were getting seismic upgrades, buses frequently chose to travel on Forrester Street. A few buses is one thing but frequent buses creates excessive noise and exhaust smell. In addition to this, the greatest concern is that, on not infrequent days, the speed of the buses was far too fast for small residential streets. This created an unnecessarily dangerous situation. I know this can be difficult to control because it comes down to the decision making of the driver, but neighbourhoods should not be put at risk in this way.

There are major roadways on two sides of the Lansdowne property and other major thoroughfares are close by. Out of respect for and the safety of this neighbourhood the buses need to remain on these major thoroughfares as they approach and depart from the school. There is no good reason for the buses to be on these narrower and at times congested residential streets.

We will not remain silent if a repeat of the bus concerns we experienced related to Richmond School are repeated in this situation. I am sure that the governing body of the new French school can

incorporate solutions to these safety concerns into the approval process for the new school.

Respectfully submitted,

A black rectangular redaction box covering the signature area.

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 3:18 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** Input -- SD61 Consultation on land transfer to CSF @ Lansdowne

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

Dear SD61,

Thank you for the opportunity to share our thoughts on the new acquisition of land by the Conseil scolaire francophone (CSF) to build the permanent new École Beausoleil at Lansdowne.

The parents of École Beausoleil have shared the following comments with our parents' association:

- 1) Location -- well located, easy commute, concerns about traffic congestion which is already backed up in the area.
- 2) Shared facilities -- will the fields and park space be shared by both schools?
- 3) Value for money -- parents have many questions about the pricetag and cost to the public for this land transfer. Other options are available and we want assurance that SD61 is not taking advantage of CSF's funding at the cost of taxpayers. The price has jumped astronomically and seems a bit opportunistic.

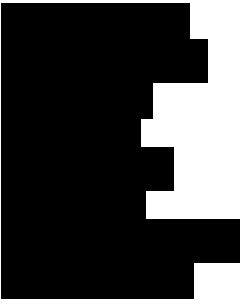
Here are some other options which have been around :

Date	Organisme	# d'acres	Prix	Prix/Acre
2019	Mun. Saanich (Hydro/Kings)	6	5,5 millions\$	0,916
07/2020	SD 62 (Langford, Latoria Rd)	6	7,7 millions +960,000=8,6 millions\$	1,4
06/2019	SD 62 (Langford, Costeo)	12	18,6 millions\$+365,000= 19 millions	1,58
2021	SD 93 (Lansdowne)	7,3	15 millions	2,05

- 4) Community enhancement -- wherever the new CSF will be located will be a tremendous asset for the neighbouring community. As the most multicultural schools in the province, Francophone schools bring so many cultural and linguistic riches from music to food to art and more. Our city will be better for the *joie de vivre* of French *bon vivants* with wine, croissants and chill that Beausoleil brings!

Thank you for the opportunity to speak up.

On behalf of the École Beausoleil Parents' Association, and also as parents and caregivers :



--

**Association de parents d'élèves (APÉ) de l'école primaire Beausoleil**  
(Parents Association for Beausoleil primary school)

[Redacted line]

[Redacted line]

[Redacted line]

[Redacted line]

[Redacted line]

[Redacted line]

----- Forwarded message -----

From: [REDACTED]  
Date: Tue, Jun 8, 2021 at 9:14 AM  
Subject: Message du CSF SD61 veut votre avis - Terrain Lansdowne  
To: [REDACTED]

**Message de CSF :**

SUJET : LE SD61 VEUT VOTRE AVIS : Les commentaires concernant la vente du terrain de Lansdowne/CSF sont attendus jusqu'au [lundi 14 juin 2021](#).

(ENGLISH VERSION FOLLOWS)

Le Greater Victoria School District (SD61) envisage de vendre un terrain de 7,3 acres du site de Lansdowne Middle School au Conseil scolaire francophone de la Colombie-Britannique (CSF) pour 15 millions de dollars. Cette vente concerne des terrains du Greater Victoria School District et permettra au CSF de construire une école qui répondra aux besoins de sa communauté scolaire grandissante.

L'information a été partagée avec la communauté en avril et une séance d'information publique tenue par le SD61 a eu lieu le [mercredi 28 avril 2021](#). Pour plus d'information, notamment un enregistrement de la réunion, veuillez consulter le lien suivant : <https://www.sd61.bc.ca/news-events/community/proposed-disposal-of-lansdowne-middle-school-lands/>

Le SD61 vous invite à faire part de vos commentaires en communiquant à l'adresse [community@sd61.bc.ca](mailto:community@sd61.bc.ca) jusqu'au [lundi 14 juin 2021](#). Tous les commentaires seront examinés par le SD61 lors de sa réunion du [lundi 21 juin](#).

Une fois la consultation publique terminée, le Greater Victoria School District Board examinera une dernière fois la cession du terrain de Lansdowne au CSF en procédant à trois lectures d'un règlement sur cette cession. S'il est approuvé, le CSF commencera le processus d'aménagement du territoire afin de subdiviser le terrain et d'en modifier le zonage.

SD61 WANTS YOUR FEEDBACK: Feedback regarding Lansdowne/CSF land sale welcomed until Monday, June



14, 2021

The Greater Victoria School District is considering the sale of 7.3 acres of land at Lansdowne Middle to the Conseil scolaire francophone de la Colombie-Britannique (CSF) School District for \$15 million.

The sale involves lands within the Greater Victoria School District and enables the CSF to build a school that will accommodate their growing school community.

Information was shared broadly with the community in April and a public information session was held by SD61 Wednesday, April 28, 2021. A link to more information and a recording of the meeting is available here: <https://www.sd61.bc.ca/news-events/community/proposed-disposal-of-lansdowne-middle-school-lands/>

SD61 is inviting you to share your feedback via [community@sd61.bc.ca](mailto:community@sd61.bc.ca) until Monday, June 14, 2021. All feedback will be considered by the Board of Education at the Monday, June 21<sup>st</sup> meeting.

Once public consultation has concluded, the Greater Victoria School District Board will give final consideration to the disposal of the Lansdowne lands to School District 93 by three readings of a disposal bylaw. If approved, the CSF will then commence the municipal land-use process to rezone and subdivide the property.

---

Conseil scolaire francophone would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Conseil scolaire francophone directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 7, 2021 12:18 PM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Lana downe sale

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---

I am in favour of this sale, but there needs to be some careful planning around traffic and parking that will accompany a whole additional school operating there. I also hope the District is very careful with the money that is generated, and uses it extremely cautiously over time.

Sincerely,

[REDACTED]

Sent from my iPhone

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 6:05 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Land to be sold for French School

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

It is never a good idea to sell land used by children and adults to build something - even if it is a school.

This land is a well used space for a variety of activities and should NOT be cut up and sold off.

Please please other than green space, like any other developer, there must be a location elsewhere to serve their needs.

The school board should not be pressured into this because the current school location will not be available to the French school. And the fact it's a burgeoning population that is prompting serving notice is the main reason not to sell off land at Lansdowne.

Another plan must be sought.

Thank you.

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 3:30 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Landsdown sale feedback

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

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Hi, my child will be attending Lansdowne in [REDACTED]. While it will be sad to see the spectacularly large field shrink, I believe it is a sensible decision, especially considering the cuts you have been considering. The current field is more than the school needs.

Cheers

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 1:56 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Landsdowne campus construction

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

Please start construction on the Landsdowne property! Our francophone community needs this!  
Do it for the children, perpetuate our national languages from coast to coast.

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Sunday, June 13, 2021 8:39 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Landsdowne Land Sale

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

---

To Whom it may concern,

I am against the sale of a portion of property on the landsdowne school site for the following reasons.

There is no specific reason for GVSD to sell the land, no specific project.

The funds will get used on various and unknown expenses and at the end of the day we will have nothing to show for the loss of the land.

If there was a specific project that needed money and it had a budget, like a full upgrade or rebuild of one of the schools.

They yes, that is a good use of the money, but to loss land and have nothing to show for it, NO.

Also selling 7.3 acres for \$15 million is far too little.

If the GVSD need money, sell the land to a developer, we would receive a lot more than \$15 million.

Sincerely,

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 11:00 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Landsdowne Middle School Land Sale

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

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Hi,

I want to throw my support for the sale of 7.3 acres to SD93 to build a new public francophone school. This is a good move for the community and for the children. It will allow SD93 families to continue having their children in a francophone environment and stay in the local area, and the sale will also allow for many much needed upgrades to SD61 schools. Building a new school on grounds that are already school grounds makes a lot of sense too.

It's win-win in my books.

Thank you,  
[REDACTED]

-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 7, 2021 4:23 PM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Lansdowne Sale

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

---

I am not in favour of selling a part of the land at Lansdowne Middle School to house a private school. Land is vital and once sold, the District will never get it back. In addition, being a resident of the area and a future Lansdowne parent, the amount of traffic we have to put up with in the area is already significant. Side roads getting bottlenecked at drop off and pick up times, and it is difficult to see students who dart from between cars to their awaiting rides or to walk home. Building a school that doesn't accommodate strictly catchment children will increase this issue twofold.

At the very least, if it is sold, and again I really hope it is not, I would hope and expect to see significant upgrades to SD61 schools in the catchment area: Lansdowne (including the much-needed upgrades at the former Richmond school), Oaklands and Quadra. These are the students you will be taking land from and increasing traffic in their areas. I know that Richmond is very run down, Lansdowne looks similar and Oaklands is in need of the playgrounds replaced. If you are benefiting from selling a piece of their community land, you should be giving back in any way possible.

[REDACTED].



-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 14, 2021 8:17 AM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Landsdowne School

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

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To whom it may concern

My name is [REDACTED] and I'm the president of the Greater Victoria Mixed Slo Pitch league that plays from April to July at Landsdowne School every year for the past 25 or so years. We rent diamonds 1, 2, and 3.

With the sale of Landsdowne we would lose 2 of our diamonds which most likely will drastically have an impact on our league. I can't tell you how disappointed I am that this could happen. It's very difficult in Victoria for leagues such as ours to find and rent decent fields. With the recent changes to Topaz park and Beacon Hill we find ourselves struggling to find fields.

Adults need there fun too. It's so important that we play recreational sports such as Slo pitch to keep us fit and moving. I feel that if this proposal goes through it would end our league that has been around for over 30 years. It would end some people being able to get out of there homes and play a sport and get some great exercise.

I know we are a small part of the rental of Landsdowne but we have over 400 adults that belong to our league that play. 400 adults that need to get out have some fun and get some exercise. This proposal will take that all away. I ask that the board really truly think of the impact this will have not only with our sport but with the other sports that go on Landsdowne as well. When will these types of proposals stop. When will fun, exercise and family mean something in this city.

In closing I ask the board to reject this proposal. I ask that you really think about the adults who will be impacted by this. Thank you for your time.

Best Regards

[REDACTED]  
President GVMSA

---

**From:** [REDACTED]  
**Sent:** Sunday, June 13, 2021 2:16 PM  
**To:** Community Engagement <Community@sd61.bc.ca>; Trustees <trustees@sd61.bc.ca>  
**Subject:** Landsdowne

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Good afternoon SD61 and Trustees,

I am opposed to the sale of 7.3 Acres of Landsdowne lands. No School District 61 lands should be sold.

Your public engagement page states that "The funds from the sale of the land will fund future capital upgrades to existing or new schools and respond to growing student enrolment in the Greater Victoria School District." As you have identified, enrollment is growing in SD61, and density will continue to increase. You are going to need the land for future schools and future students. Real estate is continuing to become more and more expensive in this region. Selling any land at all does not serve our school community. Selling over 7 acres located close to downtown at a bargain basement price of \$15M adds insult to injury.

I understand that the Conseil scolaire francophone is in need of a site for a school. The Ministry of Education should be helping with this need-- it should not be provided for at the expense of SD61 students and community.

Similarly, if SD61 is facing shortfalls in capital funding, the first place to look is the Ministry of Education, which should be fully funding capital needs. SD61 lands are held in order to meet the SD61 community's educational needs, not SD93 educational needs, and should not be sold off to address capital cost issues, including those resulting from past fiscal mismanagement.

Best regards,

[REDACTED]  
[REDACTED]

-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 7, 2021 1:25 PM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Lansdowne CSF sale

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

---

Just wanted to pass along that this looks like a great idea to better utilize the space, and to provide for local schooling for CSF School children. I support the sale.

[REDACTED]

Sent from my iPhone

---

**From:** [REDACTED]  
**Sent:** Sunday, June 13, 2021 11:09 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne Field

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

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Dear Members,

I am writing regarding the proposed sale of a section of Lansdowne Field. I was born here in Victoria, grew up across the street from the field and currently [REDACTED] street. I also attended Lansdowne Junior Secondary School from [REDACTED] to [REDACTED]. I have experienced many wonderful times at the field from participating in school related events, to other sporting events and watching my kids play there as well. Many generations have had the opportunity to enjoy the use of the field. Future generations should have the same opportunity as we have. There have been many official and unofficial events that have taken place on that field, from a National Frisbee tournament, to soccer, softball, field hockey, track meets, RC plane enthusiasts, marching bands practicing for the Victoria Day parade etc. The list goes on and on. At one time in the seventies, I remember it being designated as an emergency evacuation and gathering area. The field is currently large and safe enough to land a helicopter, which actually happened on a couple of occasions for practice in the case of some kind of an unforeseen emergency. I am sure that everyone is aware of the field's unique past and interesting beginnings. Therefore the historical value must also be taken into consideration before the decision is to be made.

Green spaces such as this field are becoming less and less. If one were to inquire to the Municipality of Saanich as to how many event permits are issued for Lansdowne Field each year, it would be a real eye opener as to the amount of permits that are given out. The population is projected to grow in the greater Victoria area, at least for the foreseeable future. Therefore you will find that the demand for vast recreational spaces such as Lansdowne Field will become more and more popular. I also believe this trend will continue to do so as the local population looks for recreational space to stay healthy and fit. It will be such a shame to have the size of the field reduced. People need to feel the freedom of these kinds of vast open recreational spaces. SD61 can still boast that they have the largest school playing field in all of Greater Victoria. Once the space is gone, it is gone for ever.

I am truly sympathetic to the financial challenges that the school district currently faces. However it is my opinion in selling off such a precious parcel of land to satisfy those challenges is not the correct or responsible action to be taken. Past decisions and commitments that have contributed to major cost implications such as the Vic High and Cedar Hill Middle School renovation projects should not be a factor that would impact your decision to sell. As I previously mentioned there are many user groups that will be negatively affected by the sale of the land, which would also include staff and students at Lansdowne Middle School. I have heard the argument that education comes first, which I totally agree with, however I would argue that the well-being and the fitness of students is part of the education process within itself. The indoor gym is not sufficient and would not work for all Physical Educations programs or curriculums. In essence what you are proposing is to down size the playing area to now accommodate the student population of two schools which would undoubtedly lead to more demand, with less space to work with. It is not logical, nor practical. The proposal is

basically calling for the flattest, greenest, precious piece of the property to be added to a concrete jungle. It would make much more sense financially to sell off depreciating assets such as the old original Richmond Elementary (which currently accommodates the young mother's alternative program) and the piece of property closest to Richmond Road from Lansdowne Middle School to end of the property. The elevation and grade of that piece of the property would accommodate excavation and development much more sensibly as you will end up having all the buildings located on one side of the whole property, which would result in keeping the vast field intact. This would be much more logical use of the space and property. Also please consider selling the old Uplands Elementary School which is currently used for foreign student programs which is another depreciating asset that will eventually be added to the expense challenges for the SD61. Why not dispose of these potential costly assets rather than a precious usable green space? Judging by those operations, it would not be that difficult to re-locate them to other existing locations which would make more sense financially in the long term. There is also a piece of land that is located on Newton Street across Bowker Creek behind the current Lansdowne Middle School Richmond campus that would be a very good location for the prospective developer to build on. I just hope that the board will endeavour to explore all these options before making this rash and harsh decision that would eventually come back to haunt them each time they drive down Lansdowne Road and see another concrete building rather than user groups and children enjoying the vast open green space that is currently Lansdowne Field.

If the decision is to go ahead with this sale, yes it will satisfy and solve the current financial challenges, but again it will be a regrettable decision as the years pass by. I reiterate that once it's gone it's gone forever! The phrase "that's progress" cannot and should not be applied to this scenario.

In closing I would ask that you all please reconsider selling off the land and to consider looking at other options to satisfy financial responsibilities of the school district. Lansdowne Field is a treasure and a rare gift that should never be developed. We as the citizens of this wonderful city should do our best to keep it intact as it currently stands for many generations to come.

Respectfully Submitted,

[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]



Virus-free. [www.avg.com](http://www.avg.com)

---

**From:** Community Engagement <Community@sd61.bc.ca>

**Sent:** Wednesday, May 19, 2021 9:00 AM

**To:** [REDACTED]

**Subject:** Lansdowne Input

Thank you for sharing this input. We will be including this correspondence in a report for the Board to review prior to making a decision in June.

Kind regards,

**Lisa McPhail**

Manager, Communications & Community Engagement

Greater Victoria School District No. 61

Office: 250.475.4103

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



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#### Full Name

[REDACTED]

#### Email Address

[REDACTED]

#### Feedback Comments

Idea:

Before building a brand new school across the field @ Lansdowne, please someone, find a way to invest in a face lift for the Lansdowne Jr School. I went to this school in 1975 (ish) and recently walked the halls there. It hasn't had a real paint and tidy face lift since I was there. Same floors. Same dated color schemes that echo a very depressing vibe. Actually, super depressing vibe. Check it out for yourself. Super sad and pathetic to think a brand new school is being considered across the field and yet no one with the negotiating power to make changes has invested in their own turf.

Ugh. Pathetic.

Somebody pleeeeeease make both ideas fly;  
and why not at the same time. What an uplifting thought to see both sides of the field thrive and be brought into the light of new design inspirations together.

Everyone knows how transformative a renovation is. New paint- amaaaazing. Kitchen reno- life changing. New furniture & fixtures: inspiring.

Somebody just start with a paint job. All white.

ALL WHITE. Skip the school color codes etc.

White is the most powerful transformational color. And if after it's done anyone has a hissy fit about it, you can negotiate color add ons.

It's ridiculous to think I am writing this knowing no one since 1976 (ish) has made this happen.

Crazy.

If someone steps up and sets a paint job in motion let me know.

I work in film/design/decorating.

Highest outcomes for everyone.

---




**From:** Tara Knight <tknight@sd61.bc.ca>  
**Sent:** Wednesday, June 2, 2021 3:08 PM  
**To:** [REDACTED]  
**Cc:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** RE: Lansdowne land disposal

Fantastic! Thank you so much [REDACTED].

Have a wonderful day!

Kind regards,

*Tara*

Tara Knight  
Senior Management Assistant  
Greater Victoria School District No. 61  
 [www.sd61.bc.ca](http://www.sd61.bc.ca) |   @sd61schools



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**From:** [REDACTED]  
**Sent:** Wednesday, June 2, 2021 3:08 PM  
**To:** Tara Knight <[tknight@sd61.bc.ca](mailto:tknight@sd61.bc.ca)>  
**Subject:** Re: Lansdowne land disposal

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

we did thank you

**From:** Tara Knight  
**Sent:** Wednesday, June 2, 2021 2:03 PM  
**To:** [REDACTED]  
**Cc:** Community Engagement  
**Subject:** RE: Lansdowne land disposal

Hello [REDACTED],

I am just following up to ensure that you have received the information that you were looking for.  
Please reach out if we can be of any assistance.

Thank you.

Kind regards,

*Tara*

Tara Knight  
Senior Management Assistant  
Greater Victoria School District No. 61  
 [www.sd61.bc.ca](http://www.sd61.bc.ca) |   @sd61schools



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**From:** Tara Knight  
**Sent:** Wednesday, May 5, 2021 1:40 PM  
**To:** [REDACTED]  
**Cc:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Lansdowne land disposal

Hello [REDACTED],

As per our conversation, please click on the link below to access all information pertaining to the

possible land disposal at Lansdowne Middle School.

<https://www.sd61.bc.ca/news-events/community/proposed-disposal-of-lansdowne-middle-school-lands/>

Here is the link to the public information session from April 28th:

[Livestream of Information Session](#)

Please send all inquiries and feedback regarding the baseball diamonds, or any other questions you may have to [community@sd61.bc.ca](mailto:community@sd61.bc.ca).

Members of the public can continue to submit their input until Monday, June 14th, 2021. At that time, all feedback will be compiled for the Board to review.

Thank you and have a wonderful day.

Kind regards,

*Tara*

Tara Knight  
Senior Management Assistant  
Greater Victoria School District No. 61

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



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---

**From:** Tara Knight <tknight@sd61.bc.ca>  
**Sent:** Wednesday, May 5, 2021 1:40 PM  
**To:** [REDACTED]  
**Cc:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne land disposal

Hello [REDACTED],

As per our conversation, please click on the link below to access all information pertaining to the possible land disposal at Lansdowne Middle School.

<https://www.sd61.bc.ca/news-events/community/proposed-disposal-of-lansdowne-middle-school-lands/>

Here is the link to the public information session from April 28th:  
[Livestream of Information Session](#)

Please send all inquiries and feedback regarding the baseball diamonds, or any other questions you may have to [community@sd61.bc.ca](mailto:community@sd61.bc.ca).

Members of the public can continue to submit their input until Monday, June 14th, 2021. At that time, all feedback will be compiled for the Board to review.

Thank you and have a wonderful day.

Kind regards,

*Tara*

Tara Knight  
Senior Management Assistant  
Greater Victoria School District No. 61

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



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**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 10:23 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne land sale

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

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Hi,

Can I ask a quick question about the Lansdowne land sale?

Why doesn't the CSF buy the Lansdowne South campus and then SD61 build up at Lansdowne to have the whole school in one place?

I'm guessing financially it doesn't work out as well, but just curious.

[REDACTED]

-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 7, 2021 10:57 AM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Lansdowne land sale

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

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Hello,

I am attending the meeting in regards to the sale of the land at Lansdowne middle school. I currently have [REDACTED] in Lansdowne and another who will attend in [REDACTED].

I support the sale of this land to the Francophone school board.

My main reason for supporting this sale is because we have children in our community who want to attend francophone schools but do not because of the travel required to attend the francophone program.

I also support the sale because as a parent with children in the French immersion program, I think there is an excellent opportunity to collaborate with the francophone program. I am hopeful that the francophone school can share their culture with the French immersion program, providing a more well rounded French education to immersion students.

I heard some concerns during the meeting about losing park space. I was shocked because Lansdowne isn't a park or even municipal land. This land is set aside by the province for education. Not as a community amenity. If there is a need for a park in the community, people should contact the city of Saanich.

Thank you for your time.

Kind Regards,

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 5:18 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne land sale

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

A small but not so insignificant idea that could save both schools moneyy should the sale go ahead and the new francophone campus built.

I strongly suggest that the outdoor spaces required for both schools could be mutually created, maintained and utilized.

While this would require some collaboration on timing of usage, I'm sure the benefits couldd outweigh. Further, the brain storming and planning of said spaces could be done by interested student groups from both schools, a try collaborative project!!

Thanks and all the best for next steps!

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Thursday, June 10, 2021 5:52 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne Middle School-feedback

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---

Hello

As a parent of a child that attends francophone school, the option currently in Victoria are Victor-Brodeur and Beausoleil.

Victor Brodeur is currently at capacity, whereas Beausoleil is growing. Yet Beausoleil is only offering K to G4 currently.

It does not make sense for kids attending Beausoleil to have to drop out of French school due to the lack of a school site.

Our kids will be at Braefoot temporarily on a modular site. We can't keep moving our kids every 3 years due to the lack of a permanent site.

Most of these kids would not be able to attend French immersion, due to the massive waitlist. Our kids are allowed an education. The Charter of Rights allow us to provide a French education to our kids shall we want it as Francophone parents.

The site of Lansdowne is large enough to accommodate the site for Beausoleil.

SD61 is in need of money and could largely use this sale for the purposes intended.

Finally having a francophone school in the Saanich area might attract more parents and there might be options for English parents desiring to put their kids into French school such as Brodeur current's options.

This addition would not only benefit the community by bringing in more people, it would benefit the business around, the estate....

I hear that the school plans to have a green plan and maybe some space for the community. If that is the case, it will also benefit the community on several aspects.

I am aware of all the Strategic Plans that the city is trying to have in place.

I m really hoping that the sale goes forward and our kids can finally have a site to call home in our beautiful city.

Thank you and Have a great day

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 11:10 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne Playfields

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

---

Hello

Attached hopefully is my input for discussion on the Lansdowne Playfields.

Thank you,

[REDACTED]





To whom it may concern:

I have read in the Times Colonist that the greater Victoria School District is considering selling off 7.3 acres of the Lansdowne School play fields to accommodate the Francophone School District # 93. I must say that I do not agree with this proposal. The Lansdowne School playfields support a plethora of sports activities, both school based and community based. The Lansdowne School playfields are the best in Greater Victoria for sure. In this digital age I believe it is critical that kids be encouraged to get outside and play to escape from their phones and computers. I am sure School District # 93 can find another site for their new school. This would be a travesty to chop up these beautiful playfields and green space for more buildings, asphalt and automobiles. I truly feel this would be a very bad decision on the part of School District # 61. I would encourage the Board to abandon this proposal. Thank you.

Yours truly,

A black rectangular redaction mark covering the signature area, consisting of two lines of text.

-----Original Message-----

From: [REDACTED]

Sent: Tuesday, June 8, 2021 7:00 AM

To: Community Engagement <Community@sd61.bc.ca>

Subject: Lansdowne proposal: Please don't destroy our historic field

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

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Thank you for the opportunity to comment. Please don't go for the cash grab and keep this historical green space preserved for future generations. Once it is developed, it will be gone forever. It will never again exist to capture imaginations and serve the community the way it currently does. Surely there are other plots of already developed land more suitable for development. I'm actually surprised there isn't a covenant on the land to protect it from development considering the historical markers.

[REDACTED]

---

**From:** Community Engagement <Community@sd61.bc.ca>  
**Sent:** Wednesday, May 19, 2021 9:09 AM  
**To:** [REDACTED] Community Engagement  
<Community@sd61.bc.ca>  
**Subject:** RE: Lansdowne school development bordering my business

Hello [REDACTED],

Thank you for bringing to our attention that you did not receive a letter. Apologies. We most certainly had your business on our distribution list.

As per communication awareness efforts, please see below. We took the following actions to inform the community:

- Updates to CSF and GVSD websites
- Letter to community association
- Letters to neighbouring properties
- District of Saanich requires notification to neighbours within 90m. Over 500 letters hand delivered; invitations to nearby commercial properties were also extended.
- Letters sent to nearby facilities, mall and Camosun
- Letters to Lansdowne staff and families
- Letters to families in Lansdowne feeder schools
- Ministry Media release re: transfer and Braefoot as temporary school
- Media releases to promote consultation process and information session
- Earned media (Times Colonist, Saanich News, CHEK News, CTV)
- Print advertising to promote consultation process (TC & Saanich News)
- Promotion on social media

Members of the public can continue to submit their input via [community@sd61.bc.ca](mailto:community@sd61.bc.ca) until Monday, June 14th, 2021. At that time, all correspondence will be compiled for the Board to review.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103  
Cell: 778.679.5049

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



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---

**From:** [REDACTED]  
**Sent:** Saturday, May 1, 2021 2:46 PM  
**To:** Shelley Green <[sgreen@sd61.bc.ca](mailto:sgreen@sd61.bc.ca)>; Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Lansdowne school development bordering my business

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

Hello,

It has been brought to my attention by a neighbor that there is the proposal for a school to be built on the fence line that borders my business. I was unaware, and am curious why I haven't been informed, or how the community was informed? [REDACTED]

[REDACTED]. I work and live within 1 block.

I am concerned about the amount of traffic this will bring to the area, specifically around my business. I have issues with people using my property for field related events, and can imagine the volume of parents that will try to use my property to save themselves time while dropping/picking up their kid(s). I have watched countless vehicle accidents in front of my store over the years, adding any sort of access close to the Shelbourne/Hillside intersection will cause congestion and accidents.

I hope I can be included in any further community conversations,

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Saturday, May 1, 2021 2:46 PM  
**To:** Shelley Green <sgreen@sd61.bc.ca>; Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne school development bordering my business

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Hello,

It has been brought to my attention by a neighbor that there is the proposal for a school to be built on the fence line that borders my business. I was unaware, and am curious why I haven't been informed, or how the community was informed? [REDACTED]

[REDACTED] I work and live within 1 block.

I am concerned about the amount of traffic this will bring to the area, specifically around my business. I have issues with people using my property for field related events, and can imagine the volume of parents that will try to use my property to save themselves time while dropping/picking up their kid(s). I have watched countless vehicle accidents in front of my store over the years, adding any sort of access close to the Shelbourne/Hillside intersection will cause congestion and accidents.

I hope I can be included in any further community conversations,

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 7:19 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Lansdowne School Ground Sale

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

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Hi there,

I am writing to express my concerns about the planned sale of Lansdowne school grounds. I don't support it.

I see the need for a permanent home for the French language school. However, the Lansdowne site is an important community amenity for green space in an area that is seeing significant higher density development.

In addition, the sale represents a lost opportunity for SD 61 expansion that may be needed down the road. Once sold to another district SD 61 will never get it back.

SD 61 has sold off the Blanshard school grounds and part of the SJ Willis site. Mount view is gone. Burnside - partly being repurposed for housing. Other schools have closed and the land sold off. There used to be a school where the times colonist building on Douglas is.

I recall that sale of the Richmond school grounds were under consideration at one time as well, and Richmond has been an essential swing space for many years.

The district should be thinking of our needs 100 years into the future. The thing about land is they ain't making any more of it. Our population isn't getting smaller.

With \$15M in place, I'm sure the French district can apply for federal grants and other capital to find a site that is more centrally located for regional use.

There's no need to rush this. A regional solution to purchase land that is not already dedicated to education would be a win win. Lansdowne grounds would be preserved for community use and future SD 61 use, and the greater Victoria area would get another school ground that is such a big part of a neighbourhood. Let's find another property that can reclaim at least some of the lost community land that previous boards have allowed to slip away.

Options:

- fmr Canadian tire site on Douglas
- fmr Mayfair lanes site
- partnership with Harris green developers
- university heights redevelopment
- land assembly along galloping goose

Thanks for your consideration.

[REDACTED]

**From:** [Community Engagement](#)  
**To:** [Tara Knight](#)  
**Subject:** FW: Lansdowne  
**Date:** Tuesday, June 15, 2021 2:39:00 PM  
**Attachments:** [image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)

---

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103  
Cell: 778.679.5049

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**From:** Community Engagement  
**Sent:** Wednesday, May 12, 2021 12:20 PM  
**To:** [REDACTED]  
**Subject:** RE: Lansdowne

Thank you for your input, [REDACTED].

Please note this feedback will be compiled with others' input for our Board to review.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Thursday, May 6, 2021 10:23 PM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Lansdowne



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The land should be designated Heritage as it was the first Air Strip in Victoria.  
The land should be left as is, it provide an excellent area for Baseball Games and Sporting Functions.

We do not have a need for another French Language School.

A few years ago they wanted to tear down Richmond Elementary which thankfully never came to light.

Leave the land alone...

Thanks

[REDACTED]



---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 11:30 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** Lansdowne/CSF land sale

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

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Dear school board trustees,

I would like to express my support for the sale of land at Lansdowne Middle School to the CSF for the construction of Ecole Beausoleil. My [REDACTED], who is francophone like [REDACTED], attends Beausoleil, a wonderful school. The uncertainty of the past year has been difficult for students, parents, and school staff alike because the property on Bank Street was a perfect fit. Moving into portables at Braefoot Elementary School will be a stressful adjustment, but it will be a worthwhile step if we know that a permanent home for our francophone students will finally be built.

Please consider the plight of the CSF, a province-wide public school board with very little land of its own on which to build schools for francophone pupils. As you know, when it comes to our two official languages, minority language rights are protected in Canada. Just as it is fair and reasonable that anglophone children in Quebec can attend English-language schools there, so too should francophone children in British Columbia be allowed to go to French-language schools. Remember, Beausoleil is not a French immersion school for anglophone students who wish to learn French, but rather a French-language school that enables francophone students to maintain their language and culture in an English-speaking city and province. Without such schools, Canada's minority francophone and anglophone communities would long ago have been assimilated into the dominant linguistic environment. In a day and age when we rightly celebrate multiculturalism and diversities of all kinds, let us not forget Canada's original cultural and linguistic heritage. Let us strive to protect and indeed enrich it for future generations to enjoy.

Without a permanent school, our francophone students cannot feel rooted, as they should be, in Victoria's cultural and educational landscape. For instance, the move into portables this autumn has already led to a drop in enrollment at Beausoleil. Once francophone students enter English-language schools, they will likely never return to a francophone academic setting; they are one step closer to losing their French language skills, perhaps forever. (There are many Canadians with French last names who cannot speak French.)

I strongly urge you to approve the sale of this land so that Ecole Beausoleil can be built for our community's francophone students, at last giving them the permanent academic home they deserve.

Thank you for your time and consideration.

Sincerely,

[REDACTED]



Virus-free. [www.avast.com](https://www.avast.com)

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 10:42 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Proposed Disposal of Land - Lansdowne Middle School

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

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Hello SD61 and thank you for taking a moment to read my objection to the proposal.

I feel strongly about green space and the flexibility and future-proofing of leaving it green for future generations. If it's park land, it can host so many diverse interests over time. Alternatively, by converting it to school, when there's already an education structure on the land, just seems really poor judgement to me.

The Lansdowne school is quite old and, in my opinion, will never be a candidate for architectural significance. Flatten it. Build a new school for both: one wing for the Middle School students and another wing for the CSF students. Share a (larger) gymnasium and auditorium. Keep the green space green. Yes, there's a lot of green space there, but carving it up is just too short-sighted to save a couple million dollars, which over the school's lifetime of 50+ years the financing cost is reasonable.

Finally, taking a cue from my old high school (North Toronto Collegiate Institute)- when they tore down the old and put up the new, the top floors were condo's to help pay for the cost of the new school. Why not have a couple floors of condo's at Lansdowne? There's a lot of good synergy there.

Thanks for listening to my 2 cents.

Kind Regards,

[REDACTED]

-----  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

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Conditions of [REDACTED] which can be found at [sloanvalley.com/policies](http://sloanvalley.com/policies) and are hereby incorporated by reference.

---

**From:** [REDACTED]  
**Sent:** Tuesday, May 4, 2021 8:09 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Proposed Disposal Of Lands at Lansdowne Middle School

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

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Public Consultation and Zoom Meeting 28 April 2021

We are area residents against approval of this Lands Disposal of 7.3 acres of Lansdowne Middle School's 25 acres and suggest that alternative sites elsewhere be considered for the Conseil scolaire francophone de la Colombie-Britannique (CSF) School District school.

We've attached a document that hopefully explains and expresses, in some detail, our thoughts in making the decision against approval. The decision is based:

- on the safety of the students
- population and traffic density in the area
- schools in the area and catchments
- the location of the piece of land proposed at the site
- Lansdowne School Travel Plan Final Report 2018
- Lansdowne Middle School currently divided into North and South school campuses blocks apart
- Possible further growth and expansion of Lansdowne Middle School

Thank you for considering our feedback during this time of Public Consultation.

[REDACTED]

[REDACTED]

## Proposed Disposal of Lands at Lansdowne Middle School

### Comments on SD61 Zoom Meeting 28 April 2021

Proposed Land Parcel of 7.3 acres at this location is not appropriate for a new school project

- Entrance/Exit to School Property
  - too close to extremely busy intersection of Lansdowne and Shelbourne
  - crosses a designated bike path and sidewalk closer to busy intersection than Lansdowne School North parking lot entrance and exit used for student drop off and pick up



New Cycle Path on Lansdowne close to or over \$1 million

- Safety issue with exiting onto an extremely busy four lane street and crossing a sidewalk and bike path used by Lansdowne North students during the same hours
- Staff Parking, student drop off and pick up and school bus waiting area wouldn't be large enough and would impede through traffic on Lansdowne if backed up on Lansdowne Road
  - Many students would be bused to this school. With a potential of 400-500 students many buses would require loading and parking space off Lansdowne road and access to the entrance and exit from a parking lot
  - Combined with the current drop off and pick up traffic daily at Lansdowne school north, this would cause even further traffic chaos as school traffic already causes backup on Lansdowne Rd.
  - Lansdowne is a feeder vehicle and bike route to Camosun College and UVIC
- Safety issue with entering/exiting onto Myrtle then Shelbourne
- Revera Parkwood Place would be greatly impacted by an up to 4 story building situated behind their building and with sports/playground area used on a daily basis

The Lansdowne School Final Travel Report dated 2018 indicates:

- Pg. 8
  - The school property is located at the intersection between Lansdowne Rd. and Richmond Rd., both of which are major truck and public transit routes..”

- Pg. 16
  - “Lansdowne Rd., north of the school, is a four-lane road that supports commuter traffic to UVic, Camosun College, Hillside Mall, and Jubilee Hospital.”
- Pg. 17
  - “Shelbourne St., west of the school, is a four-lane road where it intersects with Lansdowne Rd. South of this intersection, Shelbourne St. is a wide two-lane road with on-street parking and setback sidewalks on both sides.”
- Pg. 18
  - “Pedestrian safety at the intersection of Shelbourne St., Hillside Ave. and Lansdowne Rd. Through the baseline family survey, parents expressed concerns about the safety of students crossing the intersection of Shelbourne St., Hillside Ave., and Lansdowne Rd. The intersection features five lanes of motor vehicle traffic in each direction, including turning lanes, and its irregular, X-shaped orientation creates long crossing distances for pedestrians and poor sightlines for all road users. In particular, the intersection’s southeast corner, closest to the school, drew concerns from parents, who reported that its obtuse angle and the presence of a hydro pole in the middle of the curb return reduce the visibility of pedestrians in the intersection or waiting to cross.”
- Pg. 24
  - “Pedestrian safety at the intersection of Townley St., Taylor St. and Myrtle St. Walking route data gathered through the baseline family survey shows that many students who walk and cycle to school pass through the irregular, Y-shaped intersection of Townley St., Taylor St., and Myrtle St., located southwest of the school. During the walkabout, parents mentioned that the residential streets on the south side of the school are also a popular drop-off location for parents driving their children to school and looking to avoid the traffic on major roads. The irregular orientation of the intersection, wide streets, lack of pedestrian crossing facilities, and absence of a clear right-of-way raised concerns for parents about the safety of walking students navigating this intersection.” **Note: Traffic Circle installed April 2021**

View from Townley St. looking north east 2 May 2021



View from Myrtle St. looking south west 2 May 2021



**Questions:**

- What is the status of two campuses for Lansdowne School? Will this continue or will the students at Lansdowne South return to Lansdowne North?
  - If two campuses are required in future, further expansion of Lansdowne could be required creating crowding between two large schools and sports areas
  - Two campuses, blocks apart, are not ideal for a school community.
  - Changes in catchment areas appear to migrate more elementary students to Lansdowne as designated middle school
- Former Richmond School has been used for schools undergoing seismic upgrade. How will this continue if Lansdowne continues to be split between two schools?

---

**From:** Community Engagement <Community@sd61.bc.ca>  
**Sent:** Wednesday, May 19, 2021 9:14 AM  
**To:** [REDACTED] Community Engagement <Community@sd61.bc.ca>  
**Subject:** RE: Proposed Disposal of Lands at Lansdowne Middle School

Thank you for sharing this with us, [REDACTED]. This information will be compiled for our Board to review.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103  
Cell: 778.679.5049

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---

**From:** [REDACTED]  
**Sent:** Monday, April 26, 2021 7:59 PM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Proposed Disposal of Lands at Lansdowne Middle School

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

Dear School District:

I thought you might be interested in my memory of this issue from 50 years ago.

I attended Lansdowne Junior High School from [REDACTED] to [REDACTED]. The Principal, [REDACTED], often told us during morning announcements to take care of the fields. He said Lansdowne had the largest and best fields in the district and he didn't want to give the school board any reason to take any of them away from the school.

So there must have been talk even in those days about cutting land off from the school. Were he alive today he would undoubtedly be involved in the stakeholder process.

[REDACTED]  
[REDACTED]



---

**From:** [REDACTED]  
**Sent:** Friday, May 21, 2021 9:57 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Proposed Disposal of Lands at Lansdowne Middle School

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

Dear DS61,

Myself, my family and my neighbours were happy to see that some collaboration between SD93 and SD61 seems to be underway. Both SDs are publicly funded and care for the kids of all taxpayers.

The selling of a piece of land on the Lansdowne Middle School to be a K-12 french-speaking school seems appropriate and will enhance the school experience, and neighbour experience for all communities involved.

The only observation that seems odd is that the land was not divided equally between the two schools.

We support the project and anticipate that it will enhance the lives of all those involved.

Thank you

[REDACTED] (on behalf of my family and my neighbourhood community)

---

[REDACTED]

[REDACTED]

---

**From:** Community Engagement <Community@sd61.bc.ca>  
**Sent:** Friday, May 21, 2021 12:09 PM  
**To:** [REDACTED] Community Engagement <Community@sd61.bc.ca>  
**Subject:** RE: Proposed Disposal of Lands at Lansdowne Middle School

Thank you for your input, [REDACTED].

This correspondence will be compiled for our Board to review prior to making a decision.

Kind regards,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103  
Cell: 778.679.5049

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---

**From:** [REDACTED]  
**Sent:** Friday, May 21, 2021 9:57 AM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Proposed Disposal of Lands at Lansdowne Middle School

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Dear DS61,

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The only observation that seems odd is that the land was not divided equally between the two schools.

We support the project and anticipate that it will enhance the lives of all those involved.

Thank you

[REDACTED] (on behalf of my family and my neighbourhood community)

---

[REDACTED]

[REDACTED]

---

**From:** Lisa McPhail <lmcp@mail@sd61.bc.ca>  
**Sent:** Wednesday, May 19, 2021 9:01 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** FW: Proposed Land Disposal at Landsdowne Middle School

Record of response.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103  
Cell: 778.679.5049

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---

**From:** Community Engagement  
**Sent:** Wednesday, May 19, 2021 8:47 AM  
**To:** [REDACTED]  
**Subject:** RE: Proposed Land Disposal at Landsdowne Middle School

Thank you for your input, [REDACTED].

This correspondence will be compiled for the Board to review prior to making a decision.

Kind regards,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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---

**From:** [REDACTED]  
**Sent:** Sunday, May 16, 2021 7:32 AM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Proposed Land Disposal at Landsdowne Middle School

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

Hello SD61,

As a citizen who will be impacted (my backyard is on your map), thanks for this opportunity to provide input on the Landsdowne land disposal.

I think a school is a great use of this property. I do have a couple of concerns:

- **Additional traffic calming and school zone speed limits are required on Taylor St.** The new traffic circle at Myrtle is a good addition. The same is required at Taylor and Queenston, off of Richmond. Taylor street needs to be designated a school zone due to the number of pedestrian students currently. Every effort must be made to keep traffic on Hillside/ Landsdown and off of residential streets (Taylor). Without this, I would be unable to support this proposal.
- **Neighborhood use of outdoor facilities after hours.** I would expect the new public school playground and sports spaces to continue to be available to the public after school hours.
- **Please consider motion detection lighting on both schools to discourage nighttime party congregation and property abuse.**

Thanks for your consideration. Feel free to reach out if you have questions.

[REDACTED]  
[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Sunday, May 16, 2021 7:32 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Proposed Land Disposal at Landsdowne Middle School

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

---

Hello SD61,

As a citizen who will be impacted (my backyard is on your map), thanks for this opportunity to provide input on the Landsdowne land disposal.

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- **Neighborhood use of outdoor facilities after hours.** I would expect the new public school playground and sports spaces to continue to be available to the public after school hours.
- **Please consider motion detection lighting on both schools to discourage nighttime party congregation and property abuse.**

Thanks for your consideration. Feel free to reach out if you have questions.

[REDACTED]  
[REDACTED]

---

**From:** [REDACTED]

**Sent:** Sunday, June 13, 2021 10:18 PM

**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** Proposed Sale of Part of North Lansdowne Middle School Campus

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

To Each Trustee of the Board of SD 61:

Thank you for the opportunity to provide input on the proposed sale of part of the North Lansdowne Middle School campus.

My comments on the proposed sale are as follows:

1. I encourage the board to withdraw from the proposed sale. Selling land to fund the construction of depreciating assets (i.e. buildings) is an unsustainable practice by which to manage school district assets (i.e. the school district will run out of assets by doing so). Selling land (an asset which will continue to appreciate in value) to fund the construction of depreciating assets should be prohibited, if not by law, then by the policies and decisions of the board. At the very least, the proceeds of a land sale should be placed in a segregated fund to be used solely for future land acquisitions. "One doesn't sell one's land to pay off one's credit card", but that appears to be what the board is proposing to do in this case.

2. Selling land in one neighbourhood of the school district to fund "more expensive options" in designs chosen for schools in other neighbourhoods (e.g. Vic High and Cedar Hill) raises questions as to why North Lansdowne should be chosen to sacrifice its land for what, as stated in your own materials, can be described as design extravagances for schools in the other neighbourhoods.

3. Due diligence on the part of SD 61 appears to be lacking in respect of the proposed sale. Proceeding further at this time seems premature, at best. In the public Zoom presentation, for example:

- SD 61 staff acknowledged that the sale of other sites (e.g. Uplands Elementary) had not been considered.
- SD 61 staff made no mention of consultation with, or input from, First Nations as to the proposed sale.
- SD 61 staff acknowledged not considering the aeronautical history of the Lansdowne campus lands.
- SD 61 staff had not sought direct input from recreational groups that use the fields that may be impacted by the proposed sale nor from the operator of the seniors' home which backs onto those fields.
- The traffic impacts of the proposed development will likely be significant for Lansdowne Road and the neighbourhoods surrounding North Lansdowne. There are already large traffic volumes from the sites of other educational institutions in the area (in particular, St. Michael's University School, Camosun College and North Lansdowne Middle School). The intersection of Shelbourne & Hillside, already one of the most dangerous on Vancouver Island, is likely to be made more dangerous by increasing the density of traffic in the area with buses and cars driven to and from the proposed new school.

- SD 61 staff made no mention of a traffic study having been conducted in respect of the impact of the proposed transaction on current operations at North Lansdowne and proposed operations at the new SD 93 school. I expect that the traffic impacts of the proposed development will likely create a more dangerous traffic environment than that which currently exists for staff and students of North Lansdowne and for the parents who drive to and from the school. The safety of students in the new traffic environment deserves further study before the board decides to proceed with the proposed transaction.
- The impact of the proposed development by SD 93 on the surrounding neighbourhood has been left as something for residents of the neighbourhood to grapple with (by representing the public interest) through the subdivision and zoning process. It is not fair that nearby residents should bear the onus of this task. Given the significance of the proposed transaction to both school districts, preliminary discussions may already have occurred with Saanich as to the required subdivision and rezoning. If such discussions occurred before the public information session, these should have been brought to the attention of the public at, in or in advance of, that session.

Rightly or wrongly, my impression is that the proposed sale is a “done deal”. I believe that is the sentiment of many who participated in the public information session, and for that reason, many will have chosen to abandon the consultation process. Despite that, the comments received by SD 61 deserve due consideration by each trustee of the board before any decision is made as to the proposed transaction.

Yours truly,



P.S. If, despite the above, a decision is made to proceed with the sale, I encourage the board to direct SD 61 staff to structure the transaction in a manner which ensures that public access is maintained from Myrtle/Taylor (at the west end of the property near Shelbourne) to the North Lansdowne campus parcel which remains after the subdivision and sale. This should be done by dedicating a public pathway along the southern boundary of the property connecting to Myrtle/Taylor (or by the less preferred option of taking back a statutory right of way for access purposes over the parcel to be sold to SD 93). This would ensure two permanent direct public accesses to the North Lansdowne campus from Taylor (the second access being located further to the east, midway along the property's south boundary).



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**From:** [REDACTED]  
**Sent:** Sunday, June 13, 2021 9:12 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Proposed Sale to CSF

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Greetings All,

A few questions & concerns regarding this proposed sale of land to CSF:

In the April information session it was suggested that this parcel of land was considered because it was in short, the largest area in SD61, and in regard to student population etc. However, this beautiful, expansive, Unique Greenspace is EXACTLY why I feel it is imperative to preserve and maintain! Such as our virgin, old growth forest, expansive, undeveloped, flat, open green spaces within our city limits are vastly diminished and a rarity. This historic, pristine field at Lansdowne boosts majestic mountain views, and a lovely scenic reprieve from a rapidly developing city. An ideal spot, unobstructed and peaceful. I urge the board to ask yourselves, do you wish to see the truly, unique field disappear? Can other sites for CSF please be considered, such as the space Vic High is currently (temporarily using)? What about the building behind the new Summit building, on Kings Ave, across from Blanchard community building (an Art school?) Is that available? Others suggested the School board's Boleskine site? Is this site 100%utilized? When class sizes return to larger student numbers in September, will this not free up some space in an existing building? What became of the site with the other two (elementary) schools blending into one? I was quite alarmed during the April informational meeting that CSF had not looked at a single other site other than the Lansdowne property. Surely, we can put our heads together and find a Win Win to preserve this beautiful field. Wouldn't you rather have this preservation be your legacy? Do we not owe this to our children and future generations? If you agree with the enormous scientific literature that supports the need for easily accessible green space for mental health, and well being, not to mention climate change, please vote to protect this amazing field, for its birds and wildlife, for the community and further generations. One has only to look from the top of Mt.Tolmie to appreciate what a unique, vital gem of a field this green space truly is!! I believe the \$15 million, may be tempting to aid a difficult budget, but it is a drop in the bucket and a temporary, one time injection amount versus I permanent lose if this field is lost to development. Thank you for your time and consideration to this very important decision. Sincerely,

[REDACTED]

[Sent from Yahoo Mail for iPhone](#)

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**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 2:03 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** Sale of 7.3 acre lot at Lansdowne

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Hello,

I am a Greater Victoria resident, and I am fully in support of the sale of this land to the francophone school district (CSF).

Thank you,

[REDACTED]

-----Original Message-----

From: [REDACTED]  
Sent: Monday, June 14, 2021 2:33 PM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Sale of land for school

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I support the Landsdowne/CSF a sale for the purpose of building a new school.

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 11:09 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** SALE OF LANDSDOWNE PARCEL

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Hi There,

I feel like this is a great initiative by both school districts, especially in light of the relocation the Beausoleil kids are facing from the Sundance property.

However, I do have some concerns around the size of the parcel being disposed of. Landsdowne is a middle school with limited number of kids, and the proposed francophone school is K-12. It would seem that the 7.3 acres should be expanded in order to allow for more room for the larger school with more enrolments. There is barely enough room for a field, let alone track, playground, etc. and while the price tag is obviously high at 15MM, it would still make more sense from a forward planning perspective to carve out a larger piece of the land for the francophone school. A multi draw funding arrangement or a vendor takeback or at least allowance for further expansion of the grounds would make sense here if the funds are not readily available now.

This would secure additional funding for SD61 in the long term too so that it can pursue its plans for the future.

Best regards,

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 11:18 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Sale of Lansdowne field

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To Whom it May Concern,

I am very much against the sale of 7+ acres of public school land at Lansdowne for several reasons:

1. Once gone, SD61 can't get this land back. In a city, SDs should always hang onto their land as expansion may occur...and there won't be anywhere to expand to.
2. The sale of the elementary school at Quadra/Hillside was sold in the 2000s and is now CDI College, Victoria Art School and the field sold to the developer of the retirement home. When SD61 enrolment skyrocketed after the baby boom in 2012. we found ourselves in the position of needing another middle school and THAT SCHOOL site, exactly where we needed one demographically. As it was too late, the Lansdowne South campus was opened and is a bandaid solution. Lansdowne school culture is lost now, sharing a principal is not acceptable and is often a massive problem as there's no admin in the building quite often, leaving teachers scrambling. The 2 campus model is not ideal nor does it adhere to the Middle School Model in any way. This could have been avoided with the re-opening of the school (sold in the 2000s). This could have been avoided with forward thought to the sale of public school land 20 years ago. The Lansdowne community is paying for that poor decision now.
3. SD61 will lose revenue for field rentals
4. Keeping this land in the public school system is a SAVINGS ACCOUNT. PLEASE DON'T TOUCH IT.
5. It has been made clear that the sale of this land will only go to covering debts accrued for overspending at Burnside, Oak Bay and Vic High. It seems already gone...it won't go to upgrading Lansdowne itself.
6. Lansdowne Middle School is falling apart and much of it hasn't been updated ever since it's build in 1955. The ceilings are crumbling in many classrooms. How DEMORALISING is it going to be to the LMS community to have a very new and very beautiful Francophone school on our field? Actually. .. maybe this will push the district to actually fix LMS?
7. LMS will have another SD school on our ACTUAL field. ..how does that affect our schools? the kids? Will there be high school students at the Francophone school? How disruptive will this build be to our school? This all matters.
8. Other than us emailing you now. . why weren't we consulted prior to the sale being added to the plan? Clearly SD61 sees this as already sold and that is very concerning. There has been no consultation with staff or families of Lansdowne, who this is most going to affect.

We must assume Victoria will continue to grow as more Canadians and immigrants move here. Assuming it will slow down only causes massive issues that get banded over at the last minute - as we've seen over the past 5 years. SD61 will need this land in the next 100 years, guaranteed. The Francophone school district can buy land in Saanich or elsewhere. It's not really SD61s problem to solve. Please stop selling our savings to make some quick cash that's gone instantly.

Thank you,



---

**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 7:03 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Sale of Lansdowne property for CSF

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Hello,

Just a quick note to provide my support of the sale of this portion of the Lansdowne property for the CSF.

My [REDACTED] currently attends [REDACTED] and will be transitioning to Lansdowne for middle school.

Thank you,

[REDACTED]

---

**From:** Community Engagement <Community@sd61.bc.ca>

**Sent:** Wednesday, May 12, 2021 12:07 PM

**To:** [REDACTED] Community Engagement <Community@sd61.bc.ca>

**Cc:** [REDACTED]  
[REDACTED]

**Subject:** RE: Sale of Lansdowne school property

Hi [REDACTED],

Thank you for letter. Apologies that the business did not receive the letter. I know the business address was on our mail distribution list. We are unsure of what may have happened. Please note that we will be compiling this correspondence for our Board to review.

Thank you kindly,

**Lisa McPhail**

Manager, Communications & Community Engagement

Greater Victoria School District No. 61

Office: 250.475.4103

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



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**From:** [REDACTED]

**Sent:** Saturday, May 8, 2021 5:55 PM

**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Cc:** [REDACTED]  
[REDACTED]

**Subject:** Sale of Lansdowne school property

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It is amazing how many hoops any ordinary property owner has to go through when planning even the smallest improvement while SD #61 apparently has no need to inform its neighbours of major changes.

The writer has owned the small commercial building on the west of the proposed new school since the mid 90s and has not received the courtesy of being advised of the proposed subdivision and building of a new 4 story school.

The focus of the school is for French language students so the catchment area for students will be the whole of Victoria and beyond. The scant information available indicates upwards of 600 students plus of course teaching and administrative staff. It is highly unlikely that these students will walk to school so we can expect delivery and pickup of ALL by automobile. To be generous that will be



over 1000 vehicle visits each day.

Our tiny property, for which we pay incredible taxes, has for years had major difficulties with users of the school playing fields using our few parking spaces.

It is not difficult to imagine that parents and guardians will clog up our access and parking. Amazing how many people think they have rights to use others' property.

The Hillside Avenue(name changes to Lansdowne at our fence line) Shelborne intersection has a huge number of accidents annually. Adding a 1000 vehicle visits (which can only be from the west), 500 each at start and finish of school, will greatly increase that number.

--

[REDACTED]

-----Original Message-----

From: Community Engagement <Community@sd61.bc.ca>  
Sent: Monday, June 7, 2021 9:38 AM  
To: [REDACTED]  
Cc: Community Engagement <Community@sd61.bc.ca>  
Subject: RE: Sale of Lansdowne's Land

Good morning,

Thank you for your feedback. We will be compiling this correspondence for the Board to review.

Kind regards,

Lisa McPhail  
Manager, Communications & Community Engagement Greater Victoria School District No. 61  
Office: 250.475.4103  
www.sd61.bc.ca | @sd61schools

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-----Original Message-----

From: [REDACTED]  
Sent: Sunday, June 6, 2021 1:56 PM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Sale of Lansdowne's Land

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Hello,

I'm really disappointed by the decision to sell the land at Lansdowne. And yes, my wording there is purposeful, the implication that the sale IS happening that this consultation is mere lip service is clear by how the school board seems to work.

I think it's ludicrous that Lansdowne school itself is broken up by a km and yet another school, from another district can be housed on the campus!! I don't think that sd61 should sell ANY assets, to be clear, but if they MUST (again, I think that's a mistake!!!) sell Beausoleil the Richmond Road campus and build Lansdowne grade 6s a new building! I have "heard" they don't want to buy an old building, but WE DONT OWE THEM ANYTHING. They can buy a plot of land in sooke or langford or Houlihan Park in Gordon Head, if they are too good for the Richmond Campus, the Victoria School District is not their keeper! The fight they have is with the province, not with our individual school board.

There is a limited supply of land in Victoria, selling anything seems extremely short sighted. And building on the land where an entire school has been separated seems insulting to the staff and students of that school.

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 7, 2021 12:38 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Sale of portion of Lansdowne school land

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Hello,

As a neighbour of Lansdowne school and a parent with [REDACTED] children, attending [REDACTED] different schools in sd61, I am against the idea of selling this land. While I understand that the French School is looking for a new location, I really wish that sd61 would realize that once you sell off land you can never get it back. Our population will continue to grow and numbers of children in our school district will continue to rise. Selling off land for a quick cash grab to fund other areas of our school district is extremely short sighted.

Regards,  
[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, June 14, 2021 1:46 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** SD61 consultation on Landsdowne

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Hi,

I'd like to comment on the acquisition of Landsdowne land from CFS for Beausoleil's future school. I think this is an essential for the future of our school and it will enhance the community by bringing diversity culturally, linguistically, artistically, etc.

Thank you,

[REDACTED]

--

photo



[REDACTED]

---

[REDACTED]



---

**From:** [REDACTED]

**Sent:** Monday, June 14, 2021 6:34 PM

**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** Support for sale of Landsdown land to french school board

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

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Dear SD61,

I am writing in support of the sale if the proposed land to the french school board. This is an important part of the capital district community.

Thank you

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Wednesday, June 9, 2021 9:56 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** transfer of land at Lansdowne North campus

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With regards to the transfer of land at Lansdowne North campus between School District 61 and School District 93.

Hello,

To introduce myself, I am a parent of [REDACTED] kids who are currently all enrolled in school district 61, but who were all students who attended Victor Brodeur for a number of years. My [REDACTED] older children moved from Victor Brodeur to Lansdowne for grade 6 due to a couple of reasons. One of which was the quality music program offered at Lansdowne (but that is a conversation for my next email) and the other which was not having kids in the neighbourhood. We had planned to do the same for [REDACTED], but our plans quickly changed with the onset of the currently pandemic – the idea of [REDACTED] riding a bus for an hour, both ways, sitting on [REDACTED] own with a mask on was just too much, no matter how much we truly valued [REDACTED] French education. In addition, years ago our family was greatly affected by there only being offered a partial elementary school within this catchment as for many months, we were being told [REDACTED] would have to attend an elementary school that differed from our [REDACTED], which would have made staying in SD 93 unsustainable for us. I write this history to show how thrilled I am that the two school boards are collaborating in order to ensure that children of French families continue to receive their education in their given language. While moving my kids to the local schools was the right thing to do for our family, and school district 61 has been a very positive move, I will always be saddened that my kids did not complete their education in French.

The reason I am writing tonight is not whether land should be sold to school district 93 – because that is inarguably the right thing to do. My question is whether this is the right land. My concerns are the following.

To begin with, I grew up in a town called [REDACTED] in the [REDACTED] – this was a suburb of [REDACTED] that did not feel too different from the areas that school district 61

services. The schools were technically divided into the Protestant and Catholic school boards, but the reality was there was a French school board and English/French immersion school board with schools from both in very close proximity to each other. There was a very clear sense of us and them. Walking to school alone was always problematic as it would invite the possibility of bullying or aggressive and physical behaviour from kids from 'the other school district'. There were frequent verbal and sometimes physical fights which would often spill over to times when kids would see each other at the parks or on weekends. I am sure there was some Quebec language politics involved and I would hope times have changed, and that given the age difference between Lansdowne and the new SD 93 school the aggressions would not be as much of an issue. However, I still think it does invite the feeling of 'us and them' when the schools are put so close together – especially if SD 93 ever expands to higher grade levels. As mentioned, these are kids that live in our community – kids from the two schools will run into each other and it would be awful to see similar negative interactions in our community. Perhaps having some distance between the schools might be warranted.

For school district 61, Lansdowne school has been separated into a north and south campus. With my [REDACTED] child being the first cohort to be at the Lansdowne south campus, I was very wary – perhaps even resistant of this initially, but I have to say the space that has been given to these kids to has been wonderful and I think that keeping them apart from the grade 7 and 8 students has allowed these kids to not feel the pressure to grow up too fast. On the flip side, it also does divide the school into two separate entities and there is no real connection to the north campus – this may be a covid thing, but I suspect not. Has long term consideration been put into creating a full middle school at Lansdowne campus? I imagine eventually there may be funds to rebuild the aging school or to expand to make it one campus again. How will the sale of Lansdowne land affect any possibility of creating one middle school campus in the future?

From a SD 93 perspective, I have concerns regarding the attrition rate and it potentially increasing if the new school is right next door to the local middle school. I am not sure how it is in other schools throughout the SD93 district, but Victor Brodeur has a high rate of transferring to more local school districts as the students move to higher grades. I have concerns that having a middle school right next door may increase this rate of transfer. Why not keep sending your kid to a location that is essentially right next door to where they have been going rather than send them for an hour on the bus ... But then again, maybe the 'us versus them' I mentioned

above may make kids want to stay in SD 93 – I am really not sure.

Anyways, this is all to say, I am thankful that SD 93 is finally getting a little more of the resources they so desperately need – I hope they manage to find land in the west shore as well, as I know it is desperately needed there. If the land at Lansdowne is truly the best or the only option, I am in full support of the land transfer. I just strongly suggest investigating other options. Could the two school boards put in a joint proposal to the government for funding to create a French language school at the Richmond campus and expand the school at Lansdowne to accommodate the cohort of grade 6 students; Could another property that may not be in use by current students be sold to SD 93 so they can something that is truly felt as their own (I have concerns that it will be thought of as the 'Lansdowne land' for years to come); could the school board move its office location from Boleskine road to another area (once again, I am thinking Richmond, but that is because I do not know all that might be available), sell this land to SD93 and then expand Lansdowne... Essentially, for both school boards future planning and the children's well-being, I just think all possibilities should be investigated.

I wish you all the best with this decision and look forward to SD 93 having more of the resources it deserves – I wish my youngest had been able to stay a few more years.

Sincerely

A solid black rectangular box used to redact the signature of the sender.



---

**From:** Community Engagement <Community@sd61.bc.ca>

**Sent:** Wednesday, May 19, 2021 8:43 AM

**To:** [REDACTED] Community Engagement <Community@sd61.bc.ca>

**Subject:** RE: Victoria Ultimate Players Society - consultation comments re Lansdowne fields

Thank you [REDACTED] for connecting with us. I have shared your letter with our Facilities department to gather more information regarding field space and future use of field space.

Please note, your correspondence will be compiled in a report for the Board to review prior to a decision being made.

Kind regards,

**Lisa McPhail**

Manager, Communications & Community Engagement

Greater Victoria School District No. 61

Office: 250.475.4103

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**From:** [REDACTED]

**Sent:** Wednesday, May 19, 2021 8:11 AM

**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Subject:** Victoria Ultimate Players Society - consultation comments re Lansdowne fields

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

To whom it may concern,

Please see attached our consultation comments on the disposition of the Lansdowne property.

[REDACTED]

--

[REDACTED]

---

**From:** [REDACTED]

**Sent:** Wednesday, May 19, 2021 8:11 AM

**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** Victoria Ultimate Players Society - consultation comments re Lansdowne fields

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

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To whom it may concern,

Please see attached our consultation comments on the disposition of the Lansdowne property.

[REDACTED]

--

[REDACTED]



May 19, 2021

To whom it may concern,

I am writing on behalf of the Victoria Ultimate Players Society (“VUPS”) concerning the community consultation on the disposition of 7.3 acres of land at Lansdowne Middle School from School District 61 (“SD61”) to School District 93 (“SD93”).

**A. VUPS connection to Lansdowne**

VUPS is a long-time renter of the Lansdowne fields. VUPS specifically rents this field for the space that is available - there are no other equally large field spaces available for rent in the area. VUPS has hosted both summer league play and our annual tournament at Lansdowne for at least 15 years. VUPS relies heavily on this community resource.

**B. VUPS is not in favour of disposition**

VUPS does not support the disposition, primarily because it would impact our access to a uniquely large field space. Additionally, it does not appear any other sites have been considered. It appears as though, at the very least, more discussion about whether any other existing resources can meet the needs of SD93 should be considered before moving forward with this disposition.

In particular, it was concerning that SD93 does not appear to have a target for the number of students who would attend the new facility. How can it be known if the space will suit the needs of SD93 if some of these basic parameters are not set?

However, if the disposition takes place, VUPS urges recognition that the field space is unique in the city and to maintain as much of the field space as continuously accessible as possible. By this we mean avoiding building fences between the school fields and being cautious about the installation of permanent fixtures (for example, fences or baseball fields) so that the field space between the schools is maintained as best as possible.

We also urge that the continuous field space could be booked through one system, rather than going through both SD61 and SD93 booking systems.

**C. Consultation in respect of disposition**



It appears that community consultation with groups such as VUPS who rent space at Lansdowne has not taken place. At the community consultation meeting, your representatives confirmed that consultation notices to renters of the field space were not distributed. VUPS encourages SD61 to get a full and complete perspective from the users of the Lansdowne fields before proceeding with the disposition.

#### **D. Legal advice confirmed**

Your representatives conveyed the legal position that no ministerial consent is required for the disposition. I encourage you to confirm that advice.

The *School Act*, s. 96 (3) provides that “[s]ubject to the orders of the minister, the board may dispose of land or improvements, or both.” There is a Ministerial Order pertaining to the sale of land, which may be found at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law/school-act-ministerial-orders>. Ministerial Order 193/08 states, in section 5, “[b]oards must not dispose of land or improvements by sale and transfer in fee simple or by way of a lease of 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5.”

It appears that the intent for disposition is in part for educational purposes, but there are additional purposes you described in the consultation session such as a childcare facility. With a mixed-use purpose, it may be possible that ministerial consent is required.

Please feel free to reach out to me at [REDACTED] if further discussion or clarification is required.

Best wishes in this difficult time,

[REDACTED]

Victoria Ultimate Players Society

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

**BYLAW #2021-03, RE: DISPOSAL OF SURPLUS PROPERTY  
1765 LANSDOWNE ROAD, SAANICH, BC**

THAT the Board approves:

- (1) 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"**);
- (2) 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;
- (3) 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;
- (4) the taking of all such action and the execution and delivery of all such documentation ancillary to, or related to, the foregoing; and
- (5) 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 27<sup>th</sup> DAY OF SEPTEMBER, 2021.

READ A SECOND TIME THE 27<sup>TH</sup> DAY OF SEPTEMBER, 2021.

READ A THIRD TIME, PASSED AND ADOPTED THE 27<sup>TH</sup> DAY OF SEPTEMBER, 2021.

\_\_\_\_\_  
Chairperson of the Board

Seal

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original of School District No. 61 (Greater Victoria) Bylaw #2021-03, Re: Disposal of Surplus Property 1765 Lansdowne Road, Saanich, BC adopted by the Board the 27<sup>TH</sup> day of September, 2021.

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Secretary-Treasurer

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## BYLAW 9140

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### AD HOC COMMITTEE OF THE BOARD

1. The Board may establish Ad Hoc Committees of the Board.
2. An Ad Hoc Committee shall be an advisory committee established for a temporary purpose to deal with a specific issue. The Ad Hoc Committee shall report to the appropriate Standing Committee of the Board, within the time prescribed and within its terms of reference, with recommendation for action, which may include a recommendation for policy change.
3. All committees established by the Board of Education including Standing Committees of the Board, are considered advisory committees to the Board.
- ~~9.~~ 4. The membership of the Committee shall select a Chair at the first meeting of the Committee and select a note taker at each meeting.
- ~~4.~~ 5. Chair of the Committee, or the Chair's delegate, will be responsible for preparing the agenda.
- ~~12.~~ 6. Two or more members attending ad hoc committees will form quorum regardless of type of member.
- ~~6.~~ Ad Hoc Committee minutes will be attached to and reported by a member Trustee at the appropriate standing committee.
- ~~5.~~ 7. A member Trustee will be responsible for providing the minutes and reporting to the Standing Committee.
- ~~7.~~ 8. Ad Hoc Committees of the Board require a Terms of Reference document (template attached), which will be drafted by school district senior administration and presented to the Board.
- ~~8.~~ 9. Trustee members of any Ad Hoc Committee shall be as selected by the Board.

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

10. The Chairperson of the Board shall be a member of all Ad Hoc Committees, without voting rights.
11. The Superintendent or designate may be a member of all Ad Hoc Committees.
- ~~13.~~ 12. The Ad Hoc Committee shall be dissolved by motion of the Board.
13. Any changes to the TOR will be approved by the Board.
14. Ad Hoc Committee meeting materials including agendas, minutes, reports and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

*Greater Victoria School District*

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Approved:	April 27, 1981
Revised:	Sept. 22, 1986
Revised:	October 24, 1988
Minor revisions:	June 1998
Adopted:	February 25, 2002
Reviewed:	March 2012
Revised:	April 20, 2015
Revised:	November 16, 2015
Revised:	XXX

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

**Purpose:**

**Deliverables:**

**Membership:**

**Timeline:**

**Voting:**

**Procedural Notes:**

**Date Adopted:**



## SECTION 72 REPORT

**Present:**

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

**Guest:**

Raj Dhasi, Consultant, Turning Point Resolutions  
Andrew Kadler, Koffman, Koffman, LLP

**Administration:**

Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Harold Caldwell, Associate Superintendent, Colin Robert, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Marne Jensen, Associate Director, Human Resource Services, Chuck Morris, Director of Facilities Services, Jim Soles, Associate Director, Facilities Services, Lisa McPhail, Communications and Community Engagement Manager and Kelly Gorman, Recorder

The Board of Education discussed the following matters:

- Property
- Legal
- Personnel
- Land

## SECTION 72 REPORT

**Present:**

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

**Regrets:**

Trustees: Diane McNally, and Ryan Painter

**Administration:**

Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer

The Board of Education discussed the following matters:

- Personnel

## SECTION 72 REPORT

**Present:**

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

**Trustee Regrets:** Diane McNally and Ryan Painter

**Administration:**

Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director, Facilities Services, Marne Jensen, Associate Director, Human Resource Services, Kelly Gorman, Recorder

The Board of Education discussed the following matters:

- Property
- Legal
- Personnel
- Privacy

TO: Board of Education  
FROM: Trustee Jordan Watters  
RE: Standing Committees  
DATE: September 27, 2021

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### Background

In the Spring of 2021, independent consultants Mike McKay and Teresa Rezansoff were engaged to work with the Board and senior staff in an effort to improve Board dynamics, build governance capacity and create organizational alignment to support Greater Victoria School District's key work – to enhance student success and life chances. Consultants engaged with Trustees and staff, as well as observed many committee and Board meetings and drew upon their considerable experience in BC education to make recommendations to the Board.

### Rationale

A key recommendation made to the Board was to move to Committee of the Whole for all standing committees until the end of this Board's term. This recommendation was based on several observations and considerations including, but not limited to, the following:

- Trustee and staff concerns about the effectiveness of committees and general frustration about process;
- Lack of clear information flow from committees to the Board as a whole; and
- Lengthy and exhausting Board meetings that do not proportionally allocate time to the highest priority areas of focus (student success) and lead to increasingly combative interactions.

Given the longstanding issues evident for this Board which have functioned to damage public confidence in public education and erode the working conditions of our staff, it behooves the Board to make every effort to improve our governance processes and work together in service of student success. By implementing this recommendation, the Board creates an opportunity to do things differently – and as we know, if we keep doing what we have done, we will keep getting what we are getting.

### Motion

That the Board of Education of School District No. 61 (Greater Victoria) temporarily vary Board Bylaws 9130.1 *The Education Policy and Directions Committee* and 9130.2 *The Operations Policy and Planning Committee* membership from four trustees to nine trustees for the remainder of the Board's term ending November 2022.

*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.*