

**School District No. 61 (Greater Victoria)
VCPAC/CUPE 947/CUPE 382/GVTA/GVPVPA/
Board of Education/Senior Leadership**

**Talking Tables
Budget 2022-2023**

Thursday, November 18, 2021

6:00 pm

Zoom:

<https://qvsd61.zoom.us/j/61525251521?pwd=Z1dxcUpQMXdqYS9yZ2lwU2lrdHEyZz09>

AGENDA

- 6:00 – 6:20 Welcome
Acknowledgement
Opening Remarks
 Deb Whitten, Interim Superintendent
 Kristely Kelly, Director of Education, Songhees Nation
 Kalie Dyer, Education Director, Esquimalt Nation
 Caitlin Bird, President, Métis Nation of Greater Victoria
 Connor McCoy, President, Principals Vice Principals Association
 Jane Massy, President, CUPE 947
 Brian Whin-Yates, Recording Secretary, CUPE 382
 Angela Carmichael, Vice-President, VCPAC
 Winona Waldron, GVTA
Format of the Evening
- 6:30 – 7:00 Budget Presentation
- 7:00 - 7:20 Topic#1
- 7:20 – 7:50 Topic #2
- 7:50 – 8:10 Topic #3
- 8:10 – 8:25 Closing Remarks
 Ann Whiteaker, Board Chair

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TOPIC #1

Over the past months and weeks, and in particular this week, SD61 along with the community and province at large, has experienced challenge related to extreme weather events.

The Board has carried the following motions that are currently in progress:

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

- a) direct the Superintendent to develop a Climate Action Plan that establishes targets and strategies commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees;*
- b) direct the Superintendent to report back on specific actions and resources that could be included in future correspondence to the provincial or federal government; and*
- c) demonstrate leadership by directing the Board Chair to write letters to other school boards, local MLAs, and Provincial government encouraging them to declare climate emergencies and develop targets and strategies to combat climate change.*

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

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.

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.

Questions:

What does the Board need to consider in its resource allocation decisions (budget) regarding climate change?

How should the Board prioritize climate action, and what strategies should the Board use to carry out its climate action plan among all of the other competing imperatives in the K-12 organization?

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TOPIC #2

The Framework for Enhancing Student Learning (FESL) was approved by the Board on September 27, 2021 (<https://www.sd61.bc.ca/our-district/financial/>).

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 be inclusive and culturally responsive learning environments.

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

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

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

Question:

How have you experienced the Framework for Enhancing Student Learning and the Strategic Plan in your schools/sites? Have you noticed a common language developing? Have initiatives aligned to the goals and strategies impacted your school/site?

When you review the goals and strategies that will move success for students forward, how can the Board advance this work through its annual budget process?

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TOPIC #3

The Board of Education typically approves its budget in one meeting and uses surplus from the previous year to balance the upcoming year. In recent years of K-12 regular enrolment growth, along with a steady, robust International Student Program, budget decisions have typically been fairly simple.

During the pandemic the District experienced a deficit for the first time in many years and as a result, the Board adopted a new process for budget 2022-2023 development.

At the same time the Ministry of Education is requiring new/revised policy on surplus and Financial Statement Discussion and Analysis Report to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (for example, enhanced student educational outcomes (FESL) and other operational needs of the board).

Ministry policies below:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/operating-surplus>

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting>

Question:

How can the annual budget process evolve in ways that build understanding around the complex K-12 context in a large district our size, and provide opportunity for student voice, collaboration and diverse perspectives for the Board to consider in its decision making?
What other budget experiences can you draw on from your own professional career or volunteer activities to inform this discussion?