



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

**Monday, December 13, 2021, 7:30 p.m.**  
**Broadcasted via YouTube**  
**<https://bit.ly/3czx8bA>**

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**A. COMMENCEMENT OF MEETING**

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

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

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

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

Recommended Motion:

That the December 13, 2021 agenda be approved.

**A.3. Local Education Agreement: Esquimalt Nation**

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Local Education Agreement with the Esquimalt Nation, as presented.

**A.4. Approval of the Minutes**

Recommended Motion:

That the November 22, 2021 Regular Board minutes be approved.

**A.5. Business Arising from the Minutes**

**A.6. Student Achievement**

**A.7. District Presentations**

**A.8. Community Presentations** (5 minutes per presentation)

- a. Paul Pallan, Board Chair, Victoria Hospice Society, Lansdowne Middle School, South Campus
- b. Susan Haddon, Lansdowne Middle School, South Campus
- c. Soren Henrich, Victoria Resident, Lansdowne Middle School, South Campus
- d. Ian Graeme, Saanich Resident, Lansdowne Middle School, South Campus
- e. Mary Ann Watson, Systemic Racism

**B. CORRESPONDENCE**

**B.1. November 18, 2021, Greater Victoria Teachers' Association to SD61 Trustees, Bill 22 and Student Data Privacy**

**B.2. November 21, 2021, South Jubilee Neighbourhood Association to SD61 Trustees, Bank Street and Sundance Schools**

**B.3. November 23, 2021, Ruth Currey to SD61 Trustees, Proposed Sale of School Property at Lansdowne South Campus to Victoria Hospice**

**B.4. November 30, 2021, BCSTA to CSBA, Declaration of National Opiate Death Crisis**

**C. TRUSTEE REPORTS**

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

- a. Chair's Report
- b. Annual Workplan: January 2022
- c. Standing Committee Chair Elections
  - a. Education Policy and Directions Committee
  - b. Operations Policy and Planning Committee
- d. Trustee Standing Committee Assignments

**C.2. Trustees' Reports** (2 minutes per verbal presentation)

- a. Trustee Hentze

**D. BOARD COMMITTEE REPORTS**

**D.1. Combined Education Policy and Directions Committee and Operations Policy and Planning Committee**

- a. Draft combined minutes from the December 6, 2021 meeting - Information only
- b. Recommended motions from the December 6, 2021 meeting:
  - a. Cedar Hill Middle School Project: Net Zero Energy Ready

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) promote Bundle 2 - Net Zero Energy Ready with a 100kW PV array at a cost of \$538,375 for the following reasons:

- Bundle 3 – NZER with 272kW PV Solar Array is not feasible with BC Hydro's current net metering regulatory constraint of 100kW.
- Less capital costs than Bundle 3 – NZER with a 272kW PV Solar Array
- Achievable now without relying on changes from BC Hydro which are not guaranteed.

- b. BC Hydro: Net Metering Cap

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) advocate for BC Hydro to lift the 100kW net metering cap by advocating directly with BC Hydro and through BCSTA to BC Hydro, Minister of Education, Minister of Finance, Minister of Environment and Clean BC.

- c. School Shops Health and Safety Audit

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide monthly progress reports at the Operations, Policy and Planning Standing Committee in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017.

d. Letter to Ministries re Climate Action

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Premier of British Columbia, Minister of Education, Minister of Finance and Minister of Environment and Climate Change to request that they closely collaborate to address the misalignment between provincial obligations to address the climate emergency by reducing GHG emissions in line with CleanBC and the Climate Accountability Act and the current school district capital funding gaps which result from: a) the provincial capital funding cost sharing model; and b) the difference between the actual capital costs associated with a “zero emissions” building and the current so called “net zero ready” capital funding standard applied to both building and renovating school district buildings. As noted by other school boards the decision to build to a net zero standard resides with the local school board resulting in the local school board having to identify the additional funding.

e. Letter to Ministries re Bus Replacement

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Minister of Education and Minister of Finance to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses;

AND FURTHER

That the Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle.

f. Re-Affirm \$10 a day Childcare Plan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) write re-affirm its endorsement of the \$10 a day Childcare Plan including the inclusion of early learning and childcare being brought under the Ministry of Education; AND FURTHER that the Chair write a letter to the Ministry of Education and the Ministry of Children and Family Development urging this change and the necessary capital investment and on-going operating funding to create childcare space on school district property with the announced \$7.5 billion Federal funding.



g. Letter of Support to School Districts Affected by Recent Floods

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write letters of support to Chilliwack, Abbotsford, Fraser-Cascade and Nicola- Similkameen School Districts affected by the recent floods, landslides, and road closures.

h. Revised Bylaw 9330.1 – *Appeal Process*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Bylaw 9330.1 and Notice of Appeal and Feedback on the Appeal Process forms as presented.

c. Revised Bylaw 9330.1 *Appeal Process*: Bylaw Readings

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to revised Bylaw 9330.1 *Appeal Process* at the meeting of December 13, 2021.

**Must be Carried Unanimously to give all three readings.**

Recommended Motion:

That revised Bylaw 9330.1 *Appeal Process* be:  
Read a first time the 13<sup>th</sup> day of December, 2021;

Recommended Motion:

That revised Bylaw 9330.1 *Appeal Process* be:  
Read a second time the 13<sup>th</sup> day of December, 2021;

Recommended Motion:

That revised Bylaw 9330.1 *Appeal Process* be:  
Read a third time, passed and adopted the 13<sup>th</sup> day of December, 2021;

## E. DISTRICT LEADERSHIP TEAM REPORTS

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

a. Monthly Report

Recommended Motion:

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

- b. Trustee Questions

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

- a. Monthly Report

**Recommended Motion:**

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

- b. SJ Burnside Alternative School Site Disposal Bylaw, 2021: Third Reading

**Recommended Motion:**

WHEREAS section 65 (5) of the School Act provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the School Act, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the School Act provides that a board of education may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education (the "Minister");

AND WHEREAS section 3 of the Disposal of Land or Improvements Order M193/08 (the "Order") provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of 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 of the Order;

AND WHEREAS section 5 of the Order provides that the Minister may approve, with any terms and conditions, a disposition of land or improvements;

AND WHEREAS:

(a) The property described in this Bylaw (the "Property") is registered in the name of The Corporation of the City of Victoria (the "City") but is being used and administered by The Board of Education of School District No.61 (Greater Victoria) (the "Board) for school purposes;

(b) The Board is operating SJ Burnside Alternative School on a portion of the Property and has determined that the remainder of the Property, shown outlined in bold on Schedule A attached to this Bylaw (the "Quit Claim Area"), is no longer required for school purposes;

(c) The Board has agreed to release to the City all of its interest in the Quit Claim Area by way of a Quit Claim Deed in favour of the City (the "Quit Claim Deed") in exchange for consideration to be provided to the Board as described in an agreement (the "Framework Agreement") among the City, the Board, Pacifica Housing Advisory Association and British Columbia Housing Management Association, which will be fully executed as a precondition to the disposition of the Quit Claim Area as contemplated by this Bylaw;

(d) The Property is legally described as:

PID: 030-095-859 - Lot 1, Section 4, Victoria District, Plan EPP70074;

(e) The Board has confirmed that the Quit Claim Area will not be required for future educational purposes; and

(f) The Board is satisfied that the consideration to be provided to the Board under the Framework Agreement represents the fair market value of the Quit Claim Area;

NOW THEREFORE be it enacted as a Bylaw, that:

1. Subject to the approval of the Minister, the Board hereby authorizes the execution and delivery of the Quit Claim Deed in favour of the City on the terms and subject to the conditions in the Framework Agreement; and

2. Subject to the approval of the Minister, the Board hereby approves, ratifies and confirms the terms, covenants and conditions of the Framework Agreement and authorizes the Secretary-Treasurer of the Board, for and on behalf of the Board, to execute and deliver the Quit Claim Deed in the form provided as an attachment to the Framework Agreement, and all other documents required to complete the transactions contemplated in the Framework Agreement, with such amendments as the Secretary-Treasurer may consider reasonable and in the best interests of the Board.

This bylaw may be cited as "School District No. 61 (Greater Victoria) SJ Burnside Alternative School Site Disposal Bylaw, 2021".

Read a first time the 25<sup>th</sup> day of October, 2021

Read a second time the 25<sup>th</sup> day of October, 2021

Read a third time this 13<sup>th</sup> day of December, 2021 and passed and adopted the 13<sup>th</sup> day of December, 2021.

- c. Cedar Hill Middle School Replacement Project: Visioning Engagement Report, Kate Lemon, Principal Architect, KMBR
- d. Lansdowne Middle School, South Campus
  - i. Land Disposal Public Consultation Engagement Report
  - ii. Partial Disposal Bylaw 2021: 1<sup>st</sup> and 2<sup>nd</sup> Reading

Recommended 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;

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 WHEREAS:

- A. The Board of Education of School District No. 61 (Greater Victoria) (the "Board") owns lands and improvements at 2780 Richmond Road, Victoria, B.C. known as Lansdowne Middle School, South Campus (formerly Richmond Elementary School site (the "Property");

B. The Facility Number of the Property is:105629.

C. The legal description of the Property is:  
Parcel Identifier: 005-170-222  
Lot 3, Section 26, Victoria District, Plan 10792;

D. The Board proposes to subdivide and sell to the Victoria Hospice Society (the “VHS”) the portion of the Property lying to the west and south of Bowker Creek and measuring approximately 1.9 acres in area as shown on Schedule A attached hereto (the “Lands”), pursuant to the terms of a conditional agreement of purchase and sale (the “Sale Agreement”) for a price of \$2,500,000, adjusted as provided in the Sale Agreement (the “Price”);

E. The Board is satisfied that it would be in the best interests of the Board to enter into the Sale Agreement and pursuant to its obligations thereunder subdivide the Property and sell the Lands to the VHS for the Price (the “Subdivision and Sale”);

F. The Board is satisfied that the Subdivision and Sale will not interfere with the use by the Board of the remainder of the Property for educational purposes.

NOW THEREFORE be it enacted as a Bylaw of the Board that the Sale Agreement and the Subdivision and Sale be and are hereby authorized, ratified and approved, subject to the Minister of Education providing a written Certificate of Disposal approving the sale of the Lands.

BE IT FURTHER enacted that the Secretary-Treasurer be and is hereby authorized on behalf of the Board to execute and deliver the Sale Agreement and, subject to the Minister’s Approval, all documents required to complete the Subdivision and Sale, and all related and ancillary documents, with all such amendments thereto as the Secretary-Treasurer may, in her discretion, consider advisable.

This Bylaw may be cited as “School District No. 61 (Greater Victoria) Lansdowne Middle School, South Campus (formerly Richmond Elementary School) Site Partial Disposal Bylaw 2021”.

Read a first time this 13<sup>th</sup> day of December, 2021.  
Read a second time this 13<sup>th</sup> day of December, 2021.

e. 2022-2023 Budget Update

i. Talking Tables Report

ii. Budget Advisory Committee

a. Draft Minutes December 7, 2021 Meeting

**F. QUESTION PERIOD (15 minutes total)**

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

**G.1. Record of In-Camera Board of Education Meeting – November 22, 2021**

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

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

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

## **I. ADJOURNMENT**

Recommended Motion:  
That the meeting be adjourned.

# Office of the Associate Superintendent

*Colin Roberts – Associate Superintendent*

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**To: Board of Education**  
**From: Colin Roberts, Associate Superintendent**  
**Date: December 13, 2021**  
**RE: Local Education Agreement – Esquimalt Nation**

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Attached is the proposed Local Education Agreement (LEA) between the Esquimalt Nation and the Board of Education of School District No. 61.

Representatives of the Esquimalt Nation have shared the draft LEA with Esquimalt Nation Chief and Council, and the draft LEA was presented to the Education Policy and Planning Committee at the meeting on October 4, 2021.

If the LEA is approved by the Esquimalt Nation and the Board of Education of School District No. 61, it will become the first LEA between the parties.

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the Local Education Agreement with the Esquimalt Nation, as presented.
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# **LOCAL EDUCATION AGREEMENT**

**The ESQUIMALT NATION as**

**Represented by the Esquimalt Nation through its Chief and Council**



**AND**

**The BOARD OF EDUCATION OF SCHOOL DISTRICT #61**

**(GREATER VICTORIA)**



**January 1, 2022 to June 30, 2026**

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THIS AGREEMENT shall be effective from the 1<sup>st</sup> day of January 2022.

BETWEEN:

**THE ESQUIMALT NATION**

(hereinafter called the “Nation”)

AND:

**THE BOARD OF EDUCATION**

**SCHOOL DISTRICT NO. 61**

(hereinafter called the “Board”)

(collectively called the “Parties”)

**PREAMBLE:**

**WHEREAS**

- A. On July 1, 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee (FNESC) entered into the BC Tripartite Education Agreement (BCTEA), agreeing to work together to make systemic shifts to support successful educational outcomes of all First Nation Students, through the provision of relevant and quality educational programs and services, supported by funding that is responsive to the distinct needs of First Nation Students and the Nation.
- B. The parties to the BCTEA recognize the Local Education Agreement (LEA) as an integral part of the delivery of education services to First Nation students, as the LEA is an essential document that describes the process for building relationship between The Nation, The Board and schools to support improved First Nation student outcomes.
- C. The Board has the authority, under section 86 (3) of the *School Act*, to enter into agreements with a Council of a Band as defined in the federal *Indian Act*, RSC, c. I-5, or the Council of a Band established by another Act of the government of Canada, with respect to the education of First Nations Students.
- D. The Nation, pursuant to its jurisdiction over educational matters, has the authority and responsibility for the education of First Nation Students and desires to ensure its students all have access to and receive quality education.
- E. The Parties agree that the Board, district staff, principals, vice-principals, teachers and support staff in the School District have a central and important role to deliver quality education programs and services, and implement an effective LEA.
- F. The Parties wish to enter into this Agreement to set out the terms and conditions regarding the purchase of education services by the Nation from the Board for the Nation’s students.

**THEREFORE** the Parties agree as follows:

## **1.0 PURPOSE**

1.1 The Parties agree that the purposes of this Agreement are to:

- a) Confirm the mutual commitment of the Parties and acknowledge the important role of schools to build a positive, effective, collaborative and constructive relationship to improve the Nation's students' educational outcomes and graduation rates.
- b) Set out the roles and responsibilities of the Parties and Schools to meet the purposes and objectives of this Agreement.
- c) Serve as a core shared accountability document for both the Nation and the Board regarding the education of the Nation's students in the Greater Victoria School District.

## **2.0 GUIDING PRINCIPLES**

2.1 The Parties will be guided by the following principles:

- a) The Nation's students will receive a quality education that will allow them to access any opportunities they choose, including a range of pathways to higher learning or employment;
- b) The Nation's students will feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping;
- c) The success of the Nation's students will be informed by physical, psychological, emotional, social, cultural, and spiritual influences in addition to academic programming while at school;
- d) The Nation's students will feel a sense of belonging while at school and will have access to resources that support their sense of belonging, including access to the Education department at Esquimalt Nation;
- e) There will be high expectations for the Nation's students and their attendance and achievement levels;
- f) Promoting success for the Nation's students will occur through regular and ongoing communication between the School District and the Nation;
- g) Relevant data will be used to benchmark progress and inform decision-making to support the Nation's students;
- h) Individual student needs and academic progress will be assessed early and often to ensure that adequate resources/supports are assigned accordingly. Strength based

approaches will focus on looking for opportunities to complement and support existing strengths and capacities;

- i) Board policies and the learning environment will be respectful and, in partnership with local Nations, will promote a greater understanding among staff and students of the local Nations' history, territory and contemporary matters.

### **3.0 STRATEGIC PRIORITIES AND OBJECTIVES**

- 3.1 The parties agree to each other's respective strategic plans and strategies as it relates to the goals of Education.
- 3.2 The Nation agrees to be guided by the goals of the Esquimalt Nation Education Strategic Plan 2021-2026:

Goal 1: Prepare early learners (Ages 0-6) for academic and social success.

Strategy 1: Offer quality daycare programs for the Nation's parents and early learners.

Strategy 2: Support the spiritual, intellectual, and physical growth of early learners in formal programs.

Goal 2: Improve the academic achievement and school experience of K-12 students.

Strategy 1: Ensure the Nation, School District and families are working collaboratively to support the spiritual, intellectual, and physical growth of all students.

Strategy 2: Recognize cultural commitments as important life skills and find a balance of support between culture and mainstream education.

Strategy 3: Students will have access to extra-curricular activities which contribute to optimal learning and holistic wellness.

Strategy 4: Advocacy efforts will work towards equity in student support and achievement.

Strategy 5: Ensure students are supported in achieving full credit graduation requirements (Dogwood Diploma) and feel empowered to step into post-secondary education/training or employment post-graduation.

Goal 3: Further develop language and culture programming.

Strategy 1: Continue to work with Elders to document the Lekwungen language.

Strategy 2: Develop curriculum relevant to early learning, K-12 education, and adult education.

Strategy 3: Increase exposure to and understanding of Lekwungen words and language structure.

Strategy 4: Incorporate holistic Indigenous language/culture at all programs and events.

Goal 4: Continue to build educational capacity and programming opportunities.

Strategy 1: Ensure educational goals are integrated into the Nation's overall strategic direction.

Strategy 2: Ensure policies and procedures are in place related to equitable allocation of educational resources for K-12 students.

Strategy 3: Ensure policies and procedures are in place related to effective and equitable programming.

Strategy 4: Ensure that educational programming is designed to support employment outcomes.

Strategy 5: Ensure members are well informed of the educational programming and resources available to them.

3.3 The Board agrees to be guided by the goals of the School District's Strategic Plan 2020-2025:

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2: Engage and collaborate with students, families and School District staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2: Create a culturally responsive learning environment that will support Indigenous learner's personal and academic success.

Strategy 1: Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2: Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3: Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3: Create an inclusive and culturally responsive learning environment that will support all learner's physical and mental well-being.

Strategy 1: Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2: Work in collaboration with Ministry of Children and Family Development (MCFD) to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

Strategy 3: Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4: Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

#### **4.0 INFORMED CONSENT**

- 4.1 Throughout this agreement there will be reference to the district providing the Nation with information about individual Nation students. It is understood that this action will only occur with the informed consent of the individual parent/guardian.

#### **5.0 RESPONSIBILITIES & COMMITMENTS**

- 5.1 The Board agrees to:

- a) Foster a learning environment, at all levels of the school system, that establishes high expectations for the Nation's students and that maximizes their learning by helping them feel safe and comfortable and by nurturing a strong sense of belonging in the school;
- b) Ensure that the Nation's students have equitable access to educational programs in the School District, and to continue to strive towards high levels of student success in educational programs;
- c) Provide educational resources that promote an understanding of Lekwungen history, territory and contemporary matters;
- d) Promote the offering of, and enrollment in, English First Peoples 10, 11 and 12 and

BC First Peoples 12 and/or Contemporary Indigenous Studies 12, or any successor courses for all students;

- e) Encourage and support the Nation's students to participate in extracurricular and sports activities;
- f) Communicate with and provide timely information to parents and legal guardians regarding their child's ongoing academic progress and educational program;
- g) In collaboration with the Nation, communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular principals and teachers;
- h) Give direction and support to principals regarding the implementation of this Agreement, as appropriate, and have measures in place to hold personnel accountable;
- i) Include the Nation in discussions regarding the use of Targeted Aboriginal Education Funding;
- j) Provide an annual contract, the amount to be specified in each annual contract, for the hiring of staff to support Nation students as determined by the Nation.

5.2 The Nation agrees:

- a) To establish and grow a positive and collaborative working relationship based on open, regular and effective communication;
- b) To support the Nation's students in attending school on time and being ready to learn;
- c) To promote a greater understanding, awareness and respect for the Nation's history, language and culture among staff and students;
- d) To work in collaboration with the schools and families to increase the number and percentage of the Nation's students that meet or exceed the prescribed BC Ministry of Education Learning Outcomes in literacy, numeracy, and writing;
- e) To work in collaboration with the schools and families to increase graduation rates and eligibility for post-secondary training, and develop student's skills that will assist in the development of their communities.

5.3 Wherever this Agreement provides that a school will perform any obligation under this Agreement, the Board will provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfil that commitment.

## **6.0 EDUCATIONAL CURRICULUM & RESOURCES**

- 6.1 The Parties agree to implement the BC curriculum as revised, to integrate First Peoples Principles of Learning, authentic Indigenous resources, and diverse learning experiences including land-based education and traditional ecological knowledge, with a focus on Lekwungen and Coast Salish culture as much as possible.
- 6.2 Consistent with Article 31 of UNDRIP, the Parties agree that:
- a) The Nation retains intellectual property rights and copyrights of any curriculum content developed in collaboration and cooperation with them regarding their language, cultural heritage, traditional knowledge and cultural expressions;
  - b) The use of such information is intended to be for instructional purposes only at a local level and for the School District's professional development purposes; and
  - c) Any other proposed or intended use requires written consent from the Nation.

## **7.0 EDUCATION PROGRESS**

- 7.1 The Board and the Nation will support all Nation's students in their educational journey to develop the skills, knowledge, and aptitudes to achieve the Dogwood Diploma.
- 7.2 For greater clarity, the Board will ensure the intentional or unintentional streaming or marginalization of the Nation's students is not tolerated and that students are on an educational pathway that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education and employment.
- 7.3 The Board and the Nation will work with parents and guardians to monitor the progress of each student, identify and implement intervention supports to assist students to reach grade level and collaboratively make decisions about any adjustments to the level of a student's educational program and make those adjustments but only where the informed consent in writing has first been obtained.
- 7.4 The Board will ensure there is appropriate and timely (i.e. early) counselling support for career and post-secondary education planning available to students.

## **8.0 RECOGNITION AND ASSESSMENT OF NATION STUDENTS K-12 REQUIRING ADDITIONAL SUPPORTS AND SERVICES**

- 8.1 The Board will ensure schools communicate and collaborate with the Nation and parents/guardians in an informal way to develop a holistic understanding of the student's strengths and needs.
- 8.2 In cases where a Nation student is recognized as requiring additional support that may require more advanced assessments, such as a psycho-educational assessment, the Board will ensure schools communicate with the Nation and parents/guardians so there is a clear



understanding of the process of assessment, the need for and benefits of the assessment, and to obtain parental consent for the assessment.

- 8.3 In cases where a Nation student has undergone an advanced assessment, such as a psycho-educational assessment, the results of the assessment and the plan to provide additional supports and services will be discussed with the Nation and parents/guardians.
- 8.4 In cases where a Nation student has undergone an advanced assessment, plans will be reviewed annually to determine which, if any, follow-up assessments are to be conducted to ensure support strategies are still relevant and appropriate.
- 8.5 In cases where a Nation student has undergone an advanced assessment that determines a cognitive disability, the student will receive supports and services to complete the Dogwood or Evergreen graduation pathway, whichever is most appropriate for the student.

## **9.0 ADDITIONAL SUPPORTS AND SERVICES**

- 9.1 In cases where a student is recognized as having additional needs, supports and services will be offered to help the student reach their full potential. Parent communication, collaboration and consent is required prior to planning or offering additional supports and services. These additional supports and services may include, but are not limited to, Speech-Language Therapy, creating an Individual Education Plan (IEP), Occupational or Physical Therapy, Reading Recovery, etc.
- 9.2 The Board and the Nation will ensure that students and parents/guardians have the opportunity to request a liaison from the Nation participate in the student's support planning.
- 9.3 An Individual Education Plan will include specific learning outcomes that are in addition to, different from, or exceed the curricular outcomes. The goal of the IEP is to build independent successful learners and fade dependence of supports, as appropriate, over time.
- 9.4 Creating an IEP is a collaborative effort involving schools, parents/guardians the Nation and students (when appropriate). IEP planning will occur at the beginning of the school year and will be reviewed and adapted as needed throughout the year, and revisited at the end of the year to evaluate progress. Parents/guardians will receive a copy of the IEP, and with consent a copy will be sent to the Nation.

## **10.0 VULNERABLE STUDENT PLACEMENT**

- 10.1 The Board will ensure that schools work with parents and the Nation to identify vulnerable students and, where identification of a Nation student as a vulnerable student is supported by evidence and demonstrated need, that an Individual Learning Plan (ILP) or Behavioral Support Plan (BSP) will be created with parental consent and involvement, and regularly reviewed, for that Nation student. With consent a copy will be sent to the Nation.

## **11.0 CHILDREN IN CARE**

- 11.1 The parties will collaborate and share responsibility to support and promote success at school for the Nation's Children and Youth in Care (CYIC).
- 11.2 The Board will ensure a school plan is developed that supports literacy, numeracy, social emotional learning and cultural connections.
- 11.3 The Board will ensure that a case manager is assigned to follow, track and coordinate communication with social workers, care givers, school personnel and the Nation on a regular basis. The Nation will remain a consistent advocate for all Nation students who are in care.

## **12.0 STUDENT CONDUCT**

- 12.1 Expectations for Nation student conduct shall be in accordance with the School Act and Regulations, the code of conduct for each school as approved by the Board, and the appeals bylaws, policies and/or procedures of the Board, with due consideration given to any recommendations on policy provided by the Nation.
- 12.2 With written consent of the student's parent, the board will notify the Nation of disciplinary action, and provide to the Nation a copy of all correspondence related to the discipline of the Nation student by the school administrator.
- 12.3 The Board will ensure that situations requiring disciplinary action are analyzed from a trauma informed and culturally responsive perspective, identifying and focusing on the root cause of the behavior.
- 12.4 The Board will direct schools to take a team approach with the Nation's Education representatives when dealing with general disciplinary issues involving Nation students.

## **13.0 STUDENT SAFETY**

- 13.1 The Board will share with the Nation any policies, practices, school's code of conduct and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all students attending the school(s).

## **14.0 HUMAN RESOURCES**

- 14.1 The Board will ensure that the Nation has an opportunity to be meaningfully involved in the School District's recruitment and hiring process for personnel, and in particular those positions that have a significant impact on the Nation's students, such as Indigenous Support Workers, Indigenous District Principals, Indigenous Education Coordinators, classroom teachers, principals and vice-principals, and Senior Staff.

## **15.0 TRANSPORTATION**

- 15.1 In order to access the First Nations Transportation Fund, the Parties will identify the Nation's students' transportation needs and jointly develop and submit annually to the Tripartite First Nation Student Transportation Committee, a Joint First Nation Student Transportation Plan setting out how the Parties will ensure the Nation students have reliable and safe transportation services to the relevant school(s), including contingency measures for unexpected circumstances.
- 15.2 The Board agrees that, once transportation services are implemented pursuant to an approved Joint First Nation Student Transportation Plan with the Nation, the Board will not make changes to those services without written agreement of the Nation.
- 15.3 As per Schedule G of BCTEA, in the event that the Parties determine they need to revise their Joint First Nation Student Transportation Plan, and that the revisions require further funding, they may submit a revised plan to the Tripartite First Nations Student Transportation Committee.
- 15.4 Where the Parties make amendments to their Joint First Nation Student Transportation Plan, or agree to changes in transportation services, they will ensure that parents receive notice within a reasonable time in order to respond to any such changes.

## **16.0 REPORTING**

- 16.1 Nation, School, and District Meetings:
  - a) The Board and school(s) will provide at least once every two months to the Nation, with informed consent:
    - i) The number of Nation students enrolled in the School District as of September 30<sup>th</sup> and covered by this Agreement, and a description of the programs in which they are enrolled;
    - ii) A summary of student achievement, attendance, any discipline action, and retention data;
    - iii) A summary of any injuries/medical incidents that are reported through the online first aid portal;
    - iv) A summary of Nation student parental contacts made (e.g. by phone, email, school or home visits);
    - v) The number of Nation students enrolled in alternate programs, secondary courses and ungraded programs;
    - vi) Supports for successful transition to post-secondary education;

- vii) A summary of services and supports provided to Nation students on IEPs or Behavior Support Plans

## 16.2 Annual Report:

- a) The Board and school(s), in collaboration with the Nation, agree to produce and provide to the Nation an annual report on or before July 15th outlining the provision of educational programs to Nation students under this Agreement including the content in the Bi-Monthly Report, as well as:
  - i) The number of Nation students enrolled in the School District at the end of each term (semester where applicable) during the year;
  - ii) Measures of success of Nation students, including aggregate results for literacy and numeracy grade levels for K-8, course marks for Math and English for Grades 9-12, attendance rates, grade to grade transition by level, anticipated graduation rate and type of diploma (to be confirmed in the fall), and student transfers;
  - iii) A summary of the number and the designation of Nation students with IEPs placed in Modified or Adapted programs;
  - iv) A summary of any supplementary programs, services and/or supports (e.g. tutoring) that Nation students received during the year;
  - v) Survey report of the year's activities under headings of cultural activities, field trips and guest speakers;
  - vi) Identification of areas recommended for greater focus for the coming year to enhance Nation student success;
  - vii) Provide a summary to the Nation regarding the number of children and youth in care,

16.3 Upon request by the Nation, the Board and school(s) will meet with the community to present and discuss either the Bi-Monthly or Annual Reports.

16.4 Where an individual student is to be discussed, the written Informed Consent of the parent or legal guardian must first be obtained.

16.5 Each fall the Parties and school(s) agree to jointly prepare an annual report for community on progress under this Agreement.

16.6 The Board agrees to provide the annual "How Are We Doing?" (HAWD) Report to the Nation.

## **17.0 COMMUNICATION**

- 17.1 The Parties recognize the need for excellent communication and will establish agreed upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regularized meetings and contact through newsletters and other correspondence, as appropriate.
- 17.2 The Parties recognize the need for effective and ongoing communication with parents/guardians in the support of their child's successful education experience, and the Parties will advise parents/guardians of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for post-secondary education, etc.
- 17.3 The Parties will encourage functions and meetings, such as parent-teacher interviews, to be held in the community where appropriate.
- 17.4 The Board will ensure that all general communication from schools to families (mass emails, newsletters etc.) are also sent to the Nation.
- 17.5 The Board will ensure that the school calendar will be forwarded to the Nation upon completion.

## **18.0 TUITION PAYMENT**

- 18.1 As per the Band Council Resolution requested by the Nation, the Parties agree that the Nation will not receive Tuition Funding from Indigenous Services Canada, instead the funding will be paid by Indigenous Services Canada directly to the Ministry of Education. Therefore, the Nation is not responsible for payment of Tuition Fees of the Nation's students and the Board will not invoice the Nation for students attending a school operated by the Board on September 30<sup>th</sup>.
- 18.2 The Parties agree the September 30<sup>th</sup> Nominal Roll enrolment will be verified by:
  - a) The Nation authorized representative.
  - b) The Board authorized representative.
- 18.3 The Parties agree that additional services or programs not contemplated by this Agreement may be provided by the Board through agreement by the Parties on the terms and costs for such service(s) and/or program(s).

## **19.0 IMPLEMENTATION, MONITORING, REVIEW: LEA COMMITTEE**

19.1 The Parties hereby establish a joint LEA Committee responsible for overseeing the implementation of this agreement as follows:

- a) One Esquimalt Nation Council member, or their designate;
- b) The Esquimalt Nation Education Director;
- c) No more than three additional members of the Nation's Education team;
- d) An Associate Superintendent;
- e) Designated representative(s) of Craigflower Elementary, Shoreline Community Middle School and Esquimalt High School and other Board schools with Esquimalt students;
- f) The Director of Indigenous Education and/or District Principal of the Indigenous Education Department of the Greater Victoria School District;
- g) Other individuals may be invited to attend specific meetings with the Committee's approval.

19.2 The Parties agree that the LEA Committee will meet in the fall, winter, and spring to jointly monitor the effectiveness of this Agreement and identify, plan, and create opportunities for improvement of this Agreement, to achieve its purposes, principles and objectives.

## **20.0 DISPUTE RESOLUTION**

20.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to resolve such disputes together in a timely fashion, and in a manner that fosters ongoing respectful relationships between the Board and the Nation.

20.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.

## **21.0 TERM & AMENDMENTS**

21.1 The term of this Agreement will be four and one half (4 1/2) years, beginning January 1, 2022 and ending June 30, 2026, unless the Parties agree, in writing, to:

- a) Terminate the Agreement; or
- b) Renew the Agreement, with or without amendments.

- 21.2 Each Party may suggest improvements and amendments to this Agreement and both Parties agree to discuss such suggestions in good faith with a view to better achieving the purposes of this Agreement.

## **22.0 NOTICES**

- 22.1 Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the Nation:

The Director of Finance  
Esquimalt Nation  
1189 Kosapsum Crescent  
Victoria, B.C.  
V9A 7K7

If to the Board:

The Secretary-Treasurer  
Board of Education of Greater Victoria School District #61  
556 Boleskine Road  
Victoria, BC  
V8Z 1E8

## **23.0 GENERAL**

- 23.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia.
- 23.2 This Agreement will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns.
- 23.3 This Agreement supersedes any and all previous local education agreements between the Parties.
- 23.4 The Parties acknowledge that:
- a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limit Indigenous or treaty rights of the Nation; and
  - b) this Agreement is without prejudice to the rights of the Parties and the Nation with respect to such matters.

**IN WITNESS WHEREOF** the Parties have executed this Agreement as of the date first above written.

**SIGNED on behalf of the NATION by its duly authorized Officers:**

\_\_\_\_\_  
Chief

\_\_\_\_\_  
Councilor

**SIGNED on behalf of the BOARD OF EDUCATION Greater Victoria School District #61**

\_\_\_\_\_  
Chairperson – Board of Education

\_\_\_\_\_  
Secretary Treasurer GVSD#61



## APPENDIX A

### DEFINITIONS

The following definitions apply to the Agreement:

**“Adaptations”** are teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through the use of adaptations.

**“Adult Dogwood”** means an adult high school diploma that is the British Columbia Adult Graduation Diploma (BCAGD) for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma. Students must obtain twenty credits for completing specified courses to obtain this diploma.

**“BC Public School”** or **“BC Public School(s)”** means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or First Nation Schools.

**“Behaviour Support Plan”** is a strengths-based plan that assists students in developing skills to decrease challenging behaviours and increase positive behaviours. The plan may include teaching, improved communication, building relationships and other interventions.

**“Child in Care”** means a First Nation child for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child's estate.

**“Dogwood Certificate or Diploma”** means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program and, for greater clarity, does not include an Adult Dogwood. Students must obtain 80 credits, including 52 course credits from required courses to obtain this diploma.

**“Evergreen (School Completion) Certificate”** is a school leaving certificate intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (not all students with special needs should be in an Evergreen Certificate Program). The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal learning goals but does not represent graduation.

**“First Nation Student Rate”** means the education costs for a First Nation Student attending a BC Public School in a school district, as calculated annually by the Ministry in consultation with FNEC and Canada (formerly the “First Nations Billing Rate”).

**“First Nation Student”** means a student who is ordinarily resident on a reserve of the First Nation in British Columbia and is eligible to be on the Nominal Roll.

**“Guardian”** means, in respect of a student:

- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

**“Individual Education Plan (IEP)”** is a written document that identifies student strengths and areas for growth, educational goals, those responsible for assisting the student in completing those goals, timelines for completion, and methods for assessing the attainment of goals. Goals for all students will be developed with appropriate and high expectations for achievement.

**“Individual Learning Plan (ILP)”** is an education plan developed by the School-Based Team for a student who does not meet the criteria for an IEP but is considered to be a Vulnerable Student. An ILP could include a Behavioral Support Plan.

**“Informed Consent”** refers to the provision of approval or assent, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld.

**“Intellectual Property”** means the protection of Indigenous traditional knowledge, culture and cultural expression and the rights to this are owned and protected by the Nation, Knowledge Keepers and not that of any organization.

**“Minister”** means the Minister of Education (BC).

**“Ministry”** means the Ministry of Education (BC).

**“Modifications”** means instructional and assessment-related decisions made to support a student’s educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged).

**“Nominal Roll”** means the annual census of eligible students ordinarily living on-reserve and attending elementary/middle/secondary school as of September 30th.

**“Operating Grants Manual”** means the provincial manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district allocations.

**“Ordinarily resident on-reserve”** means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use

and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident.)

**“Parent”** means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and responsibility for the student;

**“School” or School(s)”** means and includes any school operated by the Board.

**“School Act”** means the British Columbia School Act, RSBC 1996, Chapter 412.

**“School District” or “District”** means the area constituted under the School Act as School District #61.

**“School Year”** means the period beginning on July 1 and ending on June 30 the following year.

**“Targeted Indigenous Education Funding”** means the funding provided to the School District by the Ministry of Education targeted for school age students of Indigenous ancestry participating in Indigenous Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

**“Truth and Reconciliation Commission of Canada” (TRC)** The TRC is a component of the Indian Residential Schools Settlement Agreement. Its mandate is to inform all Canadians about what happened in Indian Residential Schools (IRS) and to articulate calls to action to guide and inspire Indigenous Peoples and Canadians in a process of reconciliation and renewed relationships that are based on mutual understanding and respect.

**“Tuition Fees”** means the Tuition Funding per student received from Indigenous Services Canada by the Nation, which the Nation pays to the Board for the purchase of education services for students in the School District at the rate set out by the Ministry of Education in its fiscal framework for a given School Year.

**“Tuition Funding”** means the Tuition Funding received by the Nation from Indigenous Services Canada for the education of Nation Students in the School District who are on the Nominal Roll, which is invoiced for by the Board as per the Nation Student Rates established by the Ministry annually and as determined by the snapshot date of September 30th.

**“UNDRIP”** (United Nations Declaration on the Rights of Indigenous Peoples) is an international document adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that “constitute the minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world.”

Article 14:

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15:

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

**“Vulnerable Student”** means a student who has been identified as finding learning more challenging based on one or more of the following factors: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behaviour and/or mental health challenges, under suspension, not at grade level or is a child in care.



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

**Monday, November 22, 2021, 7:30 p.m.**

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

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, Andy Canty, Director, Information Technology for Learning, Lisa McPhail, Communications and Community Engagement Manager, Chuck Morris, Director, Facilities Services, Marni Vistisen-Harwood, Associate Director, Facilities Services, Kelly Gorman, Recorder

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**A. COMMENCEMENT OF MEETING**

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

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

Chair Whiteaker recognized 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**

**Moved by** Trustee Painter

**Seconded by** Trustee McNally

That the November 22, 2021 agenda be approved with removal of the following:

**H.1. New Business**

- a. Zoom Technology and Community Participation.

**Motion Carried Unanimously**

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

That the November 22, 2021 agenda be approved, as amended.

**Motion Carried Unanimously**

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

**A.3. Trustee Elections**

**a. Election of Chair**

Secretary-Treasurer Morris called for nominations for the position of Chair of the Board of Education for the term to November 2022.

Nominations were received for Trustees Painter and Whiteaker.

Trustees Painter and Whiteaker accepted the nomination.

A ballot vote via text to Secretary-Treasurer Morris and Interim Superintendent Whitten was taken and Trustee Painter was declared elected as the Chair of the Board of Education.

Chair Painter thanked Trustees for trusting him to lead the Board as its Chair and thanked Chair Whiteaker for her work.

*Secretary-Treasurer Morris passed the gavel to Chair Painter*

**b. Election of Vice-Chair**

Chair Painter called for nominations for the position of Vice-Chair of the Board of Education for the term to November 2022.

Nominations were received for Trustees Paynter and Ferris. Trustee Ferris accepted the nomination and Trustee Paynter declined. Chair Painter declared Trustee Ferris the Vice-Chair of the Board of Education by acclamation.

**c. Election of British Columbia Public School Employers' Association Representative**

Chair Painter called for nominations for the position of British Columbia School Employers' Association (BCPSEA) Representative for the period ending November 2022.

Nominations were received for Trustees Ferris and Paynter. Trustee Ferris

declined the nomination and Trustee Paynter accepted.

Chair Painter declared Trustee Paynter the representative to BCPSEA by acclamation.

d. Election of British Columbia School Trustees' Association Provincial Councilor

Chair Painter called for nominations for the position of British Columbia School Trustees' Association (BCSTA) representative for the period to November 2022.

A Nomination was received for Trustee Watters. Trustee Watters accepted the nomination.

Chair Painter declared Trustee Watters the representative to BCSTA by acclamation.

e. Motion to Destroy Election Ballots/Text Messages

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

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

**Motion Carried Unanimously**

**A.4. Approval of the Minutes**

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

That the October 25, 2021 Regular Board Minutes be approved.

**Moved by** Trustee Duncan  
**Seconded by** Trustee Whiteaker

That the October 25, 2021 Regular Board Minutes be approved with the following amendment.

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

...on August 8, 2021 Trustee Duncan requested an explanation of what led up to the resignations of the Chair and Vice Chair and was told that an agenda item was not planned but the Chair indicated that at the next special Board meeting Trustees would be invited to speak to it.

For: Trustees Duncan and Whiteaker

Against: Trustees Painter, Hentze, Watters, Ferris, Leonard  
Abstain: Trustees Paynter and McNally

**Motion Defeated (2 to 5)**

Chair Painter called for the vote on the main motion.

That the October 25, 2021 Regular Board Minutes be approved.

For: Trustees Painter, Hentze, Watters, Ferris, Leonard, Whiteaker  
Against: Trustee Duncan  
Abstain: Trustees Paynter and McNally

**Motion Carried (6-1)**

**A.5. Business Arising from the Minutes**

None

**A.6. Student Achievement**

None

**A.7. District Presentations**

None

**A.8. Community Presentations**

a. Childcare in Schools

David Fleming, CUPE BC, attended the Board meeting to speak to Trustees about childcare in schools.

b. Land Disposal

Soren Henrich, attended the Board meeting to speak to Trustees about the proposed disposal and sale of land at Lansdowne Middle School, South Campus.

c. Land Disposal

Andrea Gleichauf, attended the Board meeting to speak to Trustees about the proposed disposal and sale of land at Lansdowne Middle School, South Campus.

**B. CORRESPONDENCE**



- B.1. October 13, 2021, SD69 to Minister of Education, Funding for Electric buses**
- B.2. October 18, 2021, SD5 to Minister of Education, Safe Routes to Schools**
- B.3. October 18, 2021, SD5 to Minister of Education, Teacher Regulation Branch**
- B.4. October 18, 2021, SD5 to BCSTA, School Life Cycle Funding**
- B.5. October 22, 2021, SD23 to Premier, MOE, MOH, PHO, Vaccination Mandates**
- B.6. October 26, 2021, BCSTA to CERBC Team, Climate Education Reform in BC**
- B.7. November 4, 2021, CRD to SD61 Board Chair, Bowker Creek**
- B.8. November 17, 2021, Jonathan Faerber to SD61 Trustees, Budget 2021-2022**
- B.9. November 17, 2021, Greater Victoria Teachers' Association to SD61 Trustees, Provincial Funding Formula / Model**

## **C. TRUSTEE REPORTS**

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

- a. Chair's Report

Chair Painter invited former Chair Whiteaker to present her Chair's report. Trustee Whiteaker presented the report and provided highlights.

- b. Annual Workplan: December 2021

The plan was provided.

### **C.2. Trustees' Reports**

- a. Trustee Duncan

Trustee Duncan provided a verbal report and spoke to her concern regarding Bill 22 which is currently before the BC legislature promoting amendments to the Freedom of Information and Protection of Privacy Act. Trustee Duncan encouraged the learning community to join in voicing their concerns about Bill 22 by writing to the Premier, the local MLA, the Minister of Education and the Minister of Citizen Services.

- b. Trustee Paynter

Trustee Paynter expressed thanks to his colleagues during his absence.

## **D. BOARD COMMITTEE REPORTS**

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

- a. The draft minutes from the November 1, 2021 Education Policy and Directions Committee meeting were presented for information.

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

- a. The draft minutes from the November 8, 2021 Operations Policy and Planning Committee meeting were presented for information.

- b. Recommended motion from the November 8, 2021 meeting:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to create a rotating schedule of Trustees to be invited to participate in Chair's Superintendent's weekly meetings for the duration of this Board's term.

**Motion Carried Unanimously**

### **D.3. Audit Committee**

- a. Audit Committee Report – November 8, 2021

That the Board of Education of School District No. 61 (Greater Victoria) accept the September 30, 2021 Quarterly Financial Report as presented to the Audit Committee.

**Motion Carried Unanimously**

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

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

- a. Monthly Report

Interim Superintendent Whitten provided the report and highlighted an expression of gratitude to the staff at George Jay for their support of students as written by Grace Lore, MLA Victoria-Beacon Hill. Thank you to all schools who participated in the No Stone Left Alone ceremonies for Remembrance Day. Lambrick Park had youth category winners in the Saanich environmental awards. Special thanks to all facilities staff for their support during recent storms. Wishing Marne Jensen well as she moves on to BCPSEA as a Director of Labour Relations. Gratitude and thanks to Jillian Den Otter-Minter and Tammy Sherstobitoff in all of their work in relation to retention and recruitment for Educational Assistants.

**Moved by** Trustee Whiteaker  
**Seconded by** Trustee Watters

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

**Motion Carried Unanimously**

- b. Trustee Questions  
None

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

- a. Monthly Report

Secretary-Treasurer Morris provided the report and highlights. The Budget Advisory Committee had its first meeting on November 15<sup>th</sup>, 2021. The next Budget Advisory Committee meeting is December 7<sup>th</sup>, 2021. Secretary-Treasurer Morris gave thanks to the over 60 attendees who came to the Talking Tables meeting. Secretary-Treasurer Morris proposed that the 2023-2033 budget student symposium move from December 2021 to January 2022 to allow the format to change from online to in-person.

**Moved by** Trustee Whiteaker  
**Seconded by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend the 2022-2023 budget process to change the Student Symposium from December 2021 to January 2022.

**Motion Carried Unanimously**

**Moved by** Trustee Hentze  
**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. Capital Plan Bylaw No. 2021/22-CPSD61-03

Secretary-Treasurer Morris presented the Bylaw and explained that this was the third bylaw related to the 2021-2022 capital plan to recognize additional bus electrification funding from the Ministry.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Plan Bylaw No. 2021/22-CPSD61-03.

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 October 22, 2021, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No.2021/22-CPSD61-03.

**Moved by** unanimous consent from the Board.

Read a first time this 22 day of November, 2021.

Read a second time this 22 day of November, 2021.

**Motion Carried Unanimously**

**Moved by** Trustee Leonard

**Seconded by** Trustee Whiteaker

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- 03 at the November 22, 2021 Board Meeting.

**Motion Carried Unanimously**

**Moved by** Trustee Watters

**Seconded by** Trustee Ferris

Read a third time this 22 day of November, 2021, and finally passed and adopted the 22 day of November, 2021.

**Motion Carried Unanimously**

c. Cedar Hill Middle School: Net Zero Business Case

Secretary-Treasurer Morris thanked Associate Director of Facilities Marni Vistisen-Harwood for the technical aspects of the report. Three options have been provided for Board consideration. Secretary-Treasurer Morris stated that advocacy should be undertaken with BC Hydro and government to ensure effective climate change options for new builds. Secretary-Treasurer Morris, Associate Director of Facilities Marni Vistisen-Harwood and Curt Hepting, EnerSys President & Senior Energy Engineer, the energy modeler for KMBR Architects on the Cedar Hill project, answered questions of clarification.

**Moved by** Trustee Whiteaker

**Seconded by** Trustee Watters

That the motion "Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct the superintendent to 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." be referred to the December 6, 2021 Operations Policy and Planning Committee meeting.

**Motion Carried Unanimously**

d. Budget Advisory Committee DRAFT November 15, 2021 Minutes

The draft minutes from the November 15, 2021 Budget Advisory Committee meeting were presented for information.

e. Budget Advisory Committee Terms of Reference

Secretary-Treasurer Morris explained that no changes had been received from Committee members on the google doc and that a revised draft would be provided to the next Budget Advisory Committee meeting based on the

Committee's November discussions.

f. Bylaw 9130, Standing Committees

**Moved by** Trustee Paynter  
**Seconded by** Trustee McNally

That the motion "*That revised Bylaw 9130, Standing Committees be:  
Read a third time, passed and adopted, the 22<sup>nd</sup> day of November, 2021.*" be  
tabled.

For: Trustees Paynter, Whiteaker, Duncan, McNally  
Against: Trustees Painter, Hentze, Watters, Ferris, Leonard

**Motion Defeated (4 to 5)**

**Moved by** Trustee Paynter  
**Seconded by** Trustee McNally

That revised Bylaw 9130, Standing Committees be:  
Read a third time, passed and adopted, the 22<sup>nd</sup> day of November, 2021.

For: Trustees Painter, Hentze, Watters, Ferris, Leonard  
Against: Trustees Paynter, Whiteaker, Duncan, McNally

**Motion Carried (5 to 4)**

g. Bylaw 9130.1, The Education Policy and Directions Committee

Trustees debated the motion.

**Moved by** Trustee Leonard  
**Seconded by** Trustee Hentze

That revised Bylaw 9130.1, The Education Policy and Directions Committee be:  
Read a third time, passed and adopted, the 22<sup>nd</sup> day of November, 2021.

For: Trustees Painter, Hentze, Watters, Ferris, Leonard  
Against: Trustees Paynter, Whiteaker, Duncan, McNally

**Motion Carried (5 to 4)**

- h. Bylaw 9130.2, The Operations Policy and Planning Committee

Trustees debated the motion.

**Moved by** Trustee Leonard  
**Seconded by** Trustee Hentze

That revised Bylaw 9130.2, The Operations Policy and Planning Committee  
be: Read a third time, passed and adopted, the 22<sup>nd</sup> day of November, 2021.

For: Trustees Painter, Hentze, Watters, Ferris, Leonard  
Against: Trustees Paynter, Whiteaker, Duncan, McNally

**Motion Carried (5 to 4)**

## **F. QUESTION PERIOD**

- Q. Could Chair Painter please detail the work he has done since May 17, 2021 to review internalized and systemic racism and unconscious bias, as well as to repair his relationship with the Four Houses?
- A. Chair Painter stated that he did not want to be performative in his answer. The work the Board is doing is ongoing. As Board Chair the work to repair Rightsholder relationships is crucial.
- Q. Will the former Chair and Vice-Chair have an opportunity to update their Board on their resignations at the next board of education meeting? Why hasn't the board provided the public with any information regarding the former board chair or vice chair's resignations?
- A. Chair Painter responded that the reasons were personal to the two individuals and they would disclose as they saw fit.

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

- G.1.** Record of In-Camera Board of Education Meeting – October 25, 2021

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

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

None

### **H.2. Notice of Motion**

Trustee Whiteaker advised that she would be bringing back the Childcare motion *“That the Board of Education of School District No. 61 (Greater Victoria) re-affirm their endorsement of the \$10 a day Childcare Plan including the inclusion of early learning and childcare being brought under the Ministry of Education and that a letter be written to the Ministry of Education and the Ministry of Children and Family Development urging this change and the necessary capital investment to create childcare space on school district property with the announced \$7.5 billion Federal funding.”* to the December 6, 2021 Education Policy and Directions Committee meeting.

## **I. ADJOURNMENT**

The meeting adjourned at 9:58 p.m.

**Moved by** Trustee Leonard

**Seconded by** Trustee Duncan

That the meeting be adjourned.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer





## Greater Victoria Teachers' Association

#5-515 Dupplin Road Victoria BC V8Z 1C2  
t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

Via email

November 18, 2021

Trustees  
Greater Victoria School District No. 61  
556 Boleskine Road  
Victoria BC V8Z 1E8

Dear Trustees,

### **RE: Bill 22 and Student Data Privacy**

We are writing to express our concern about Bill 22 and changes to the *Freedom of Information and Privacy Protection Act*. These changes will be a step backwards and limit the role British Columbia plays in privacy leadership; they will also have serious implications for the privacy protections of student, parent and staff data, and create opportunities for increased privatization of public education. Students, families and the public trust schools to keep the large amount data collected safe.

We are particularly concerned with the proposed removal of requirements to house student, parent and staff data on Canadian servers. Personal information stored on servers in other countries, such as the United States, is subject to the laws of those jurisdictions. This presents dangerous risks to privacy and potential for the spirit of Canadian privacy laws to be undermined while data is stored in other jurisdictions.

Privacy is already risked by patchwork policy approaches and a multitude of applications, servers, cloud based data-storage services (such as Google) and devices used in schools. Private entities that provide data storage may use the end of data residency and loose privacy laws in other jurisdictions to attempt to increase monetization of their products or access data entrusted to schools to keep secure. This privatization and monetization of public education is deeply worrying. We must maintain trust in the ability of schools to protect our data.

Along with the British Columbia Teachers Association, the Greater Victoria Teachers Association is calling on you to join us in expressing our concerns with Bill 22. We must work together to protect privacy as an essential element of public education.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Winona Waldron', with a long, sweeping horizontal stroke extending to the right.

Mrs. Winona Waldron

President  
Greater Victoria Teachers' Association

cc: GVTA Executive Committee  
Angela Carmichael, VCPAC  
Deb Whitten, Superintendent



21 November, 2021

Ann Whiteaker, Board Chair  
School District 61

Dear Ms Whiteaker,

We are writing on behalf of the board of the South Jubilee Neighbourhood Association (SJNA), with regard to the future plans for the Bank Street and Sundance Schools in our neighbourhood. As you are probably aware, the Class C consultants report commissioned by the City of Victoria on the condition of the historic Bank Street School concluded that it was in suitable condition for a cost-effective seismic upgrading and renovation to bring it up to modern standard for public use.

South Jubilee residents are still seeking answers to a number of questions that will help us provide valuable insight into the future of this property, with the goal of making it a better place for students and the community. We would appreciate the opportunity to ask the following questions;

- The City's Class C survey suggests Bank Street school be restored and become a designated heritage building – does SD61 agree with this assessment?
- Has SD61 completed design work and costing on a proposed addition to Sundance School?
- Has SD61 completed a restoration assessment of Bank Street School?
- Has SD61 considered designing an addition to fill the space between the two schools in conjunction with a seismic upgrade and renovation of the Bank Street School?
- How would new community facilities (e.g. meeting rooms, community kitchen, childcare space) fit on the property?
- Does SD61 have any plans to include some shared community green space in the site development plans?
- What are timelines for a restored or new school?
- SD61 declared a climate emergency in 2019. Could a restored/new school be built to net-zero and heated without fossil fuels?

We are requesting another meeting with all interested parties, including SD61, SJNA, City of Victoria, and our MLAs Murray Rankin and Grace Lore, or their representatives, to discuss what the next steps are. As it stands now, there is a fair amount of concern in our neighbourhood that the currently neglected Bank Street School, with its haphazard collection of makeshift fencing, not become a long-term eyesore. This building is at the heart of our neighbourhood.

We would be available to meet in late November or early December. Please feel free to contact either of us as per info below.

With best regards,

Matt Dell, President SJNA (p: 250-532-6276 e: w.mattdell@gmail.com)

Murray Gudmundson, Vice-President SJNA (p: 250-886-6720 e: travelmg@lightspeed.ca)

Cc Charlayne Thornton-Joe, Councillor  
Murray Rankin, MLA  
Grace Lore, MLA  
Chuck Morris, SD61 Director of Facility Services  
Marni Vistisen-Harwood, SD61 Manager of Capital Planning and Implementation

November 23, 2021

Board Chair Ryan Painter and Trustees  
School District 61

cc: Saanich Municipal Council  
Jennifer Tyler, Chair, Bowker Creek Initiative  
Harley Machielse, Director of Engineering, Saanich  
Sharon Hvozdzanski, Director of Planning, Saanich

Dear Members of the Board:

As a former resident of Oak Bay and now of Victoria, I write to you today to express my profound disappointment with the lack of consultation and engagement displayed over the past few weeks on the subject of a proposed sale of school property at Lansdowne South campus to Victoria Hospice. Reading the public announcement and viewing the subsequent information session gave the distinct impression of presenting a 'done deal' to the public. The lack of information subsequent to the presentation, despite many questions at that session going unanswered, has been incomprehensible, as was SD 61 staff's apparent ignorance of previous endorsements made by the Board to the Bowker Creek Blueprint and of the level of community opposition to a previously proposed land divestment in the same location.

The issues that arise from the proposed sale are numerous and complex. To boil it down to some of the essentials, however, it would seem that the School Board, in order capture a relatively small percentage of a large budget shortfall, is about to sell property that is not only an integral part of rapidly disappearing green space in South Saanich, but home to one of the few open stretches of Bowker Creek where both banks are currently publicly held. Add to that the patent unsuitability of the land for development due to its propensity to flood and the necessity for riparian restrictions on development. A visit to the property on Monday, November 15 demonstrated these issues in spades, with the creek raging almost to bank full. A few more hours of rain or the presence of woody debris in the intake chute at Newton Street would have put the entire property under water and resulted in far more local flooding and property destruction. We can certainly count on the increasing frequency and severity of such storm events and for the School District to simply deny the existence of these issues and pass the responsibility for dealing with them to a proposed purchaser is inconceivable.

This property and its access to the Creek has the potential to be a jewel in the School Board holdings, and a hugely valuable amenity for the surrounding neighbourhoods and the region at large. In considering a land sale, the District and the Board are losing the possibility of restoration partnerships which could attract hundreds of thousands of dollars in grants and climate change mitigation funding and the opportunity to create a world class outdoor educational feature for future generations of students. Such a bold initiative would also send a positive message to students, staff and the community that the District truly believes in its commitments to environmental health, climate change mitigation and its endorsements of the riparian values of the Bowker Creek watershed.

I would submit that not only has the process of what is being called consultation on this matter been entirely inappropriate, but that it does not even qualify to be considered adequate by the [Ministry of Education's School Building Closure and Disposal Policies](#). I would urge the Board to slow down the consultation process, engage in an open and transparent manner with members of the community and extend the period open for such engagement. I look forward to your response and participation.

Sincerely,

Ruth Currey  
#6-933 Meares Street  
Victoria, BC V8V 5B8



November 30, 2021

**Laurie French**

*President*

Canadian School Boards Association

91 Sherwood Drive

Wolfville N.S. B4P2K5

Dear President French,

**Subject: Declaration of National Opiate Death Crisis**

At the October 23, 2021, meeting of the British Columbia School Trustees Association's Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

*"That BCSTA request that the Canadian School Board Association urge the Government of Canada to:*

- 1. a) declare the toxic drug supply crisis a national public health emergency,*
- 2. b) immediately seek input from the people most affected by this crisis and meet with provinces and territories to develop a comprehensive, Pan-Canadian overdose action plan,*  
*and advocate for expanded provincial, cross-ministry supports for our students around substance abuse."*

While often overshadowed by the county's response to the COVID-19 pandemic, the toxic drug supply crisis remains a significant public health concern. Conversations on substance use education, prevention and intervention are common concerns for students, families and staff in our province's schools.

In B.C., deaths associated with the crisis have surpassed previous levels, a statistic that sadly includes school-aged children within it. Reports have also indicated that just over five overdose deaths occurred daily in B.C. earlier this year. The impacts run deep within our communities, and we continue to witness the situation worsen daily. Students, families, communities and schools are deeply affected by these concerns, and it is paramount that steps be taken in response to a problem that is mirrored across the county.

It is crucial that we begin taking the steps needed to address this growing issue, with the first being that the federal government declare the toxic drug supply crisis a national public health emergency. It is also paramount that input from the people most affected by this crisis is considered. Meeting with all our nation's provinces and territories to develop a comprehensive national overdose action plan must be viewed as an essential step on the path forward.



British Columbia  
School Trustees  
Association

As part of this initial step, we call on you to open communication channels with the federal government on this issue to begin building cross-ministry and cross-government networks. These collaborative arrangements must be focused on reducing barriers and sharing resources. Cooperation at the local, provincial and federal levels is a critical component of responding to what has become a national matter.

Thank you for supporting the needs of boards of education across Canada in their work of promoting student success. Protecting the wellbeing of our students is a focal point for boards of education, and we look forward to being a part of the solution to this problem.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Higginson", with a long, sweeping horizontal line extending to the right.

**Stephanie Higginson**

*President*

British Columbia School Trustees Association

Motion: P120219.2

CC: Jean-Yves Duclos, Minister of Health (Canada)  
Suzanne Hoffman, CEO, BCSTA  
BCSTA member boards of education

# Office of the Chair of the Board

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

*Ryan Painter – Chair of the Board of Education*

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TO: Board of Education  
FROM: Ryan Painter, Chair of the Board of Education  
RE: Chair's Report  
DATE: December 13, 2021

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Please see below a summary of events and meetings attended by the Chair for the previous month:

- November 24 – Provincial Flood Update Call with Minister of Education, Ministry of Education Staff, BC School Trustees Association and BC Board Chairs
- November 26 – Board Chair call with BC School Trustees Association, the Minister of Education, Ministry of Education Staff, Dr. Reka Gustafson and Dr. Penny Ballem.
- November 30 – Chair signing at Board Office
- November 30 – Chair and Superintendent Planning Meeting
- December 1 – Combined Committee agenda review.
- December 1 – Colquitz Middle School Play: *Immortal Glory: The Challenge of the gods of Olympus*
- December 2 – December 4 – BC School Trustees Association Trustee Academy
- December 6 – Meeting with Greater Victoria Teachers Association President Winona Waldron
- December 6 – Unconscious Bias Session with the Canadian Centre for Diversity and Inclusion
- December 6 – Combined Education Policy and Directions and Operations and Planning Committee Meeting
- December 8 – Bowker Creek Presentation and walk at Lansdowne South Campus with Friends of Bowker Creek, municipal representatives, SD 61 staff and Victoria Hospice Staff
- December 8 – Chair and Superintendent Planning Meeting
- December 8 – Glanford Middle School Winter Concert: Band 7, Band 8, and Jazz Band
- December 9 – Meeting with Zero Emission Advocates regarding Cedar Hill Middle School
- December 10 – Meeting with Superintendent
- December 13 – Special In-Camera Meeting
- December 13 – In-Camera Meeting
- December 13 – Board of Education 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.*

One *Learning* Community



## January

Schools Reopen Tuesday, January 4, 2022

BCPSEA AGM: January 27-28

### **Strategic Direction and Context**

- 2022-2023 Budget Update
- Strategic Plan Resource Alignment

### **System Planning and Performance Monitoring**

- Long-Range Facilities Plan Update
- Enrolment Projections for Coming School Year
- Approve BAA Courses for following school year
- Monthly Financial Summary

### **External Compliance and Accountability**

- 2021-2022 Amended Budget
- Approve December 2021 Quarterly Financial Report through Audit Committee

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

- Attend BCPSEA AGM
- Prepare Submission of Motions to BCSTA AGM

*Review Policy positions for submission to BCSTA AGM*



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

Monday, December 6, 2021, 7:00 p.m.

Trustees Present: Elaine Leonard (Chair – Operations Policy and Planning), Tom Ferris (Chair – Education Policy and Directions) Angie Hentze, Nicole Duncan, Rob Paynter, Jordan Watters, Ryan Painter, Ann Whiteaker

Trustee Regrets: Diane McNally

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

Stakeholders: Angela Carmichael, President, VCPAC, Lena Palermo, Pro-D Chair, GVTA, Jane Massy, President, CUPE 947

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**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 acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

**A.2. Approval of the Combined Operations Policy and Planning and Education Policy and Directions Committees meeting agenda**

**Moved By** Trustee Duncan

That the December 6, 2021 agenda be approved.

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

Against (1): Trustee Paynter

**Motion Carried**

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

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

**Moved By** Trustee Painter

That the November 8, 2021 Operations Policy and Planning Committee meeting minutes be approved.

Trustee Duncan requested additional wording for item H.2.

**Moved By** Trustee Whiteaker

That the motion "*That the November 8, 2021 Operations Policy and Planning Committee meeting minutes be approved.*" be postponed to the January 17, 2022 Operations Policy and Planning Committee meeting to review additional wording for accuracy.

**Motion Carried Unanimously**

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

None.

**C. PRESENTATIONS TO THE COMMITTEE**

**C.1. Cedar Hill Middle School**

Kate Lawes presented to the Committee as a member of Parents for Climate in Victoria advocating for Cedar Hill Middle School to be a zero emissions school.

**C.2. Cedar Hill Middle School**

Finn Kreischer, community member, presented in support of a zero emissions school for Cedar Hill Middle School.

### **C.3. Cedar Hill Middle School**

Dave Mills presented as a member of Dogwood and advocated for a zero emissions school at Cedar Hill.

## **D. SUPERINTENDENT'S REPORT**

### **D.1. Recognition of Student Representatives**

Interim Superintendent Whitten thanked Sadie Schneider and Isabella Miskiewicz from Esquimalt Secondary School.

## **E. PERSONNEL ITEMS**

None

## **F. FINANCE AND LEGAL AFFAIRS**

### **F.1. Policy**

#### **i Draft Policy 3170, Operating Surplus**

Secretary-Treasurer Morris presented Draft Policy 3170, Operating Surplus, and stated that this is in alignment with the new Ministry Policy. Trustees debated the motion.

#### **Moved by** Trustee Watters

That the Board of Education of School District No.61 (Greater Victoria) approve Draft Policy 3170, Operating Surplus, as presented with one amendment: change “are” to “have been” in 2.1 of the draft policy.

Trustees and Stakeholders discussed the Draft Policy.

By consensus the Committee removed “in priority order” from 3.2 of the draft policy.

The Committee requested the policy go out for consultation.

Trustee Watters withdrew the main motion to approve the policy.

#### **Moved by** Trustee Whiteaker

That the Board of Education of School District No.61 (Greater Victoria) direct the Secretary-Treasurer to put Draft Policy 3170, Operating Surplus out for

consultation and refer it to the January 17, 2021 Operations Policy and Planning Committee of the Whole meeting.

**Motion Carried Unanimously**

ii **Bylaw 9330.1, *Appeals Process***

Interim Superintendent Whitten presented Bylaw 9330.1, *Appeals Process*.

**Moved by** Trustee Ferris

That the Board of Education of School District No.61 (Greater Victoria) approve Bylaw 9330.1, *Appeals Process*.

Trustees discussed the motion and made revisions relative to the review process, reporting to the Board, role of sub-committee, links to a contact and sample forms.

**Moved by** Trustee Leonard

That the motion “That the Board of Education of School District No.61 (Greater Victoria) approve Bylaw 9330.1, *Appeals Process*.” be updated based on the Committee’s discussion and referred to the December 13, 2021 Board of Education meeting.

**Motion Carried Unanimously**

iii **Whistleblower Policy**

Trustees Duncan presented the draft policy.

Trustees and Stakeholder discussed the policy. Trustees Leonard and Duncan agreed to meet and bring a revised version to the January 17, 2022 Operations Policy and Planning Committee meeting.

Due to time, by consensus the Committee referred the following agenda items to the January 17, 2022 Operations Policy and Planning Committee meeting:

**F.2. Monthly Financial Report: November 2021**

**F.3. Budget Change Report: November 2021**

**G.1. SJ Burnside Upgrade Project: Phase 2 Report**

**G.2. Operations Update: December 2021**

**G.3. Victoria High School Seismic Project Update**

**F.4. Cedar Hill Middle School: Net Zero Business Case**

Trustees discussed net zero and zero emissions schools and the presenters' information and requested staff to come back with more information.

**Moved by** Trustee Whiteaker

That the motion "*That the Board of Education of School District No.61 (Greater Victoria) promote Bundle 2 - Net Zero Energy Ready with a 100kW PV array at a cost of \$538,375 for the following reasons:*

- *Bundle 3 – NZER with 272kW PV Solar Array is not feasible with BC Hydro's current net metering regulatory constraint of 100kW.*
- *Less capital costs than Bundle 3 – NZER with a 272kW PV Solar Array*
- *Achievable now without relying on changes from BC Hydro which are not guaranteed.*" be referred to the December 13, 2021 Board of Education meeting.

**Motion Carried Unanimously**

**Moved by** Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) advocate for BC Hydro to lift the 100kW net metering cap by advocating directly with BC Hydro and through BCSTA to BC Hydro, Minister of Education, Minister of Finance, Minister of Environment and Clean BC.

**Motion Carried Unanimously**

## **G. FACILITIES PLANNING**

G.1, G.2 and G.3 were referred to the January 17, 2022 Operations Policy and Planning Committee of the Whole meeting.

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

None

## **I. NEW BUSINESS**

### **I.1. School Shops**

Trustee Duncan provided rationale for the motion.

**Moved by** Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly progress reports at the Operations, Policy and

Planning Standing Committee which specifies what actions and remediation's are planned, and what actions and remediation's have been completed that month in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017. The reporting is to continue until all the outstanding actions and remediation's identified in the school shop health and safety audits have been completed.

**Amendment:**

**Moved by** Trustee Watters

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly **progress** reports at the Operations, Policy and Planning Standing Committee ~~which specifies what actions and remediation's are planned, and what actions and remediation's have been completed that month in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017. The reporting is to continue until all the outstanding actions and remediation's identified in the school shop health and safety audits have been completed.~~

**Motion Carried Unanimously**

**Main Motion as Amended:**

**Moved by** Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly progress reports at the Operations, Policy and Planning Standing Committee in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017.

**Motion Carried Unanimously**

**I.2. Climate Action**

Trustee Duncan provided rationale for the motions.

**Moved by** Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) write a letter to the Premier of British Columbia, Minister of Education, Minister of Finance and Minister of Environment and Climate Change to request that they closely collaborate to address the misalignment between provincial obligations to address the climate emergency by reducing GHG emissions in line with CleanBC and the Climate Accountability Act and the current school district capital funding gaps which result from: a) the provincial capital funding cost sharing model; and b) the difference between the actual capital costs associated with a "net zero" building and the current so called "zero emissions" capital funding standard applied to both building and

renovating school district buildings. As noted by other school boards the decision to build to a net zero standard resides with the local school board resulting in the local school board having to identify the additional funding.

**Motion Carried Unanimously**

**Moved by** Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) write a letter to the Minister of Education and Minister of Finance to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses;

**AND FURTHER**

That the Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle.

**Motion Carried Unanimously**

**J. NOTICE OF MOTION**

None

**K. GENERAL ANNOUNCEMENTS**

None

**L. EDUCATION POLICY AND DIRECTIONS COMMITTEE**

**L.1. Approval of the Minutes**

**Moved By** Trustee Watters

That the November 1, 2021 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

**L.2. Business Arising from Minutes**

None

**M. PRESENTATIONS TO THE COMMITTEE**

**M.1. International Education Annual Report**

Director Davis presented the report. Year one of rebuild to return to pre-COVID enrolment levels is positive, but uncertainty for 2021-2022 and



beyond remains. Goals for this year are to strengthen proactive health and wellness supports as well as utilize *Framework for Enhancing Student Learning* data to support International Students. Questions of clarification were asked.

## **M.2. Anaphylaxis Quality Review**

District Principal McCartney presented the report. Questions of clarification were asked.

## **N. NEW BUSINESS**

### **N.1. \$10 a Day Childcare Plan**

Trustee Whiteaker provided rationale for the motion.

**Moved by** Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) ) re-affirm its endorsement of the \$10 a day Childcare Plan including the inclusion of early learning and childcare being brought under the Ministry of Education; AND FURTHER that the Chair write a letter to the Ministry of Education and the Ministry of Children and Family Development urging this change and the necessary capital investment and on-going operating funding to create childcare space on school district property with the announced \$7.5 billion Federal funding.

**Motion Carried Unanimously**

### **N.2. Letters of Support**

Trustee Painter provided rationale for the motion.

**Moved by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write letters of support to Chilliwack, Abbotsford, Fraser-Cascade and Nicola- Similkameen School Districts affected by the recent floods, landslides, and road closures.

**Motion Carried Unanimously**

## **O. NOTICE OF MOTION**

None

**P. GENERAL ANNOUNCEMENTS**

None

**Q. ADJOURNMENT**

**Moved by** Trustee Ferris

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 10:23p.m.

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Chair

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Secretary-Treasurer

# Office of the Secretary-Treasurer

*Kim Morris - Secretary Treasurer*

**TO: Operations Policy & Planning Committee of the Whole**  
**FROM: Kim Morris**  
**RE: Net Zero Cedar Hill Middle School Replacement Options **UPDATED****  
**DATE: December 6, 2021**

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## Background

At its September 27, 2021 Regular Open Board meeting, the Board made the following motion:

*Be it resolved that the Board of Education of School District No. 61 (Greater Victoria) direct the superintendent to 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.*

A net zero building is an energy efficient building which only uses as much energy as it can produce from on-site renewable energy on an annual basis. The design strategy is first-and-foremost to reduce the energy consumption of the building through building design.

This includes orientation of the building, efficient building form, enhanced envelope design (insulation, reduced thermal bridging, air/vapour barrier system design, glazing, and sunshades), the use of energy efficient mechanical and electrical systems, and energy saving fixtures and appliances.

The second major strategy for the building is to produce any of its remaining energy needs through on-site renewable energy and/or efficient sources. Solar, including photo-voltaic (PV) systems, is the primary viable means of doing this.

In support of developing the Project Definition Report for Cedar Hill a workshop was conducted to identify measures that would optimize the design of the build both in terms of capital costs and energy reductions. The primary goal was to design a school that could generate as much renewable energy on site as it consumed over a typical year – that is a net zero energy (NZE) building. In order to meet the goal of a net zero design in the most cost effective manner, potential energy saving measures were analyzed both in terms of site energy savings and relative value.

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The new middle school energy base design for Cedar Hill met or exceeded the requirements of the BC Building code. From this initial base design, three bundle options of energy efficient measures were explored.

### **Bundle 1: Positive Net Present Value (simply referred to as NPV bundle)**

**Positive NPV** - the projected earnings generated by a project or investment—in present dollars—exceeds the anticipated costs, also in present dollars. It is assumed that an investment with a positive NPV will be profitable. The bundle was configured such that each measure's NPV was positive.

Bundle 1 most notably does NOT include a PV solar array and focuses on reduced capital costs and utility bills primarily by:

- Replacing the base 65T air source heat pump (ASHP) with a 30T ground source heat pump (GSHP)
- Reducing floor insulation from 3 inches (R-15) to 2 inches (R-10) as a cost saving measure.

A horizontal geothermal system was assumed due to bedrock noted in the preliminary geotechnical report. A preliminary site plan and further geotechnical investigation are required to confirm that adding more ground source heat pumps is viable.

The building's main energy source would be ground source heat pump with backup gas boiler.

### **Bundle 2: Net Zero Ready (NZER)**

The Net Zero Ready (NZER) building is ready and able to achieve net zero some time in the future. This bundle allows for other options to be installed or used in the future (i.e. solar panels) when regulatory issues have been resolved and renewable energies become more affordable.

The bundle was configured such that each measure's NPV was better (i.e., higher) than that of a roof-mounted PV system, when normalized for the relative amount of energy the measures saved, or for the PV, that it produced. It included:

- Replacing the 65T ASHP with both a 30T GSHP and a 30T ASHP
- Displacement ventilation in the classrooms
- Lowering the leaving water temperature to 110°F for both heat pump systems
- Variable volume shop dust collector.

**IMPORTANT:** Bundle 2 can accommodate the addition of a 100kW PV solar array. The 100kW PV solar array falls short of the generation required to meet a net zero energy (NZE) building but falls within BC Hydro's current regulatory parameters.

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The building's main energy sources would be air source heat pump and ground source heat pump with a backup gas boiler.

### **Bundle 3 NZER with 272kW PV Solar Array**

While NZER Bundle 2 allows for further PV panels to be added at a later date and is achievable within the design and build of the new school with further funding from the Greater Victoria School District. A net zero school would include the full PV system to be added in the present construction phase. Adding enough rooftop PV to offset the building's equivalent annual energy requirements is achievable with a larger 272kW photovoltaic system at an estimated cost of nearly \$1.1M. Currently BC Hydro's net metering program only allows for 100kW systems. Until BC Hydro lifts this cap, the new Cedar Hill Middle School will not be truly net zero using PV systems. NZER with 272kW PV Solar Array would require alternate types of on site energy production under current BC Hydro Net Metering Service constraints.

The building's main energy sources would be air source heat pump and ground source heat pump with a backup gas boiler.

Table 1 outlines the bundle information identified to achieve optimal energy performance.

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**Table 1 – Information and Costs Associated with Net Zero Ready and Net Zero Builds**

Bundle #	Cost Explanation	Annual Energy Costs	CO <sub>2</sub> Emissions (tonnes)	Net Annual Energy Use (ekWh/m <sup>2</sup> )	Capital Costs x 1	Notes
Bundle 1  Positive Net Present Value	<b>(\$386,240)</b> NPV Bundle Cost  <b>Total = (\$386,240)</b>	\$37,910	26.1	66.3	<b>(\$386,240)</b>	-Less utility costs than base -Less Capital Costs due to replacing the base65T ASHP with 30TGSHP -No PV in this option
Bundle 2 Net Zero Energy Ready – NZER building with 100kW Solar Array	\$118,375 Cost of energy design  \$300,000 – 100kW PV Cost  \$100,000 – PV Structural Costs  <b>Total = \$538,375</b>	\$27,120	10.4	33	<b>\$538,375</b>	-Higher Capital Costs -Less Energy consumption -Longer payback -Smaller footprint – less GHG Emission
Bundle 3 NZER with 272kW PV Solar Array	\$118,375 Cost of energy design  \$816,000 – 272kW PV Cost  \$272,000 – PV Structural Costs  <b>Total = \$1,206,375</b>	\$9,900 If Net Metering applied to the full 272kW PV System	8.3	0	<b>\$1,206,375</b>	Annual Net Power Consumption = Annual Net Power Generation *BC Hydro's Net Metering Service has regulatory cap on PV arrays over 100kW*

Note – All costs are from 2020. Prices may increase.

At the estimated energy use requirements, an appropriately sized rooftop PV system should be able to produce enough energy to provide for a net zero building. However BC Hydro currently has a 100kW restriction on their net metering service. Furthermore, the school district could allocate the money for the Photovoltaic system (\$1.1M) to decrease greenhouse gas emissions in other schools throughout the school district. Table 2 suggests heating plant upgrades that would not only help the school district move forward on their commitment to climate change but would assist with replacement of aging infrastructure, while having an equitable positive impact for more students to improve indoor environmental quality and decrease the school district's maintenance costs, utility costs, GHG emissions and carbon offset costs.

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**Table 2 – Suggested Heating Plant Upgrades**

Building	Type of Upgrade	Natural Gas Savings (GJ / year)	Electricity Savings (kWh / year)	Capital Cost	Net Energy Cost Savings	Available Rebate	NPV (25,5%)				GHG Savings per year	NPV (Cost) per tCO2e saved	Current Boiler end of life
							Net Capital Costs	Utilities Savings	Carbon Offsets	Max Total			
Lambrick	Condensing Boiler	686	10,867	\$ (575,000)	\$ 8,559	TBD	\$ (575,000)	\$ 120,631	\$50,000 min \$90,000 max	\$ (364,369)	35.3	\$ (10,322)	5-10 yrs
	ASHP + Boiler	1856	(159,133)	\$ (1,325,000)	\$ 2,018	\$ 150,000	\$ (1,175,000)	\$ 28,439	\$128,000 min \$231,000 max	\$ (915,561)	90.8	\$ (10,083)	
Colquitz	Condensing Boiler	299	6,500	\$ (550,000)	\$ 3,879	TBD	\$ (550,000)	\$ 54,675	\$21,000 min \$38,000 max	\$ (474,325)	14.6	\$ (32,488)	5 yrs
	ASHP + Boiler	813	(75,500)	\$ (1,225,000)	\$ 243	90,000	\$ (1,135,000)	\$ 3,426	\$54,000 min \$100,000 max	\$ (1,031,574)	38.5	\$ (26,794)	
Eagleview	Condensing Boiler	132	5,667	\$ (375,000)	\$ 2,022	TBD	\$ (375,000)	\$ 28,498	\$9,500 min \$17,000 max	\$ (329,502)	6.6	\$ (49,925)	5 -10 yrs no backup
	ASHP + Boiler	365	(34,333)	\$ (875,000)	\$ 61	30,000	\$ (845,000)	\$ 857	\$25,000 min \$46,000 max	\$ (798,143)	17.8	\$ (44,839)	
Strawberry Vale	Condensing Boiler	351	(5,000)	\$ (375,000)	\$ 3,157	TBD	\$ (375,000)	\$ 44,494	\$24,500 min \$44,000 max	\$ (286,504)	17	\$ (16,853)	10 - 15 yrs
	ASHP + Boiler	726	(50,000)	\$ (875,000)	\$ 2,144	30,000	\$ (845,000)	\$ 30,218	\$49,000 min \$91,000 max	\$ (723,783)	35.1	\$ (20,621)	
Uplands (estimate)	Condensing Boiler	300	-	\$ (350,000)	\$ 3,171	TBD	\$ (350,000)	\$ 44,692	\$20,500 min \$37,000 max	\$ (268,308)	14.5	\$ (18,504)	5 yrs
	ASHP + Boiler	750	(35,000)	\$ (850,000)	\$ 4,056	30,000	\$ (820,000)	\$ 57,165	\$47,000 min \$85,000 max	\$ (647,835)	33.4	\$ (19,396)	
Sundance *(copied eagleview)	Condensing Boiler	132	5,667	\$ (375,000)	\$ 2,022	TBD	\$ (375,000)	\$ 28,498	\$9,500 min \$17,000 max	\$ (329,502)	6.6	\$ (49,925)	5 -10 yrs
	ASHP + Boiler	365	(34,333)	\$ (875,000)	\$ 61	30,000	\$ (845,000)	\$ 857	\$25,000 min \$46,000 max	\$ (798,143)	17.8	\$ (44,839)	
Southpark	Condensing Boiler	250	-	\$ (450,000)	\$ 2,643	TBD	\$ (450,000)	\$ 37,243	\$17,500 min \$32,000 max	\$ (380,757)	12.5	\$ (30,461)	5 yrs
	Quadra Repair	650	(50,000)	\$ (-175,000)	\$ 1,340	0	\$ (175,000)	\$ 18,886	\$50,000 min \$90,000 max	\$ (66,114)	32.4	\$ (2,041)	10-15 yrs no backup

## Conclusion:

The Board's ability to construct Cedar Hill Middle School to a "net zero now" building is constrained by BC Hydro at this time. Therefore while the Board could invest in the infrastructure to make the building net zero at a future date, the recognition of footprint reduction may not be in the foreseeable future. The school will not be occupied until 2025, so the Board should consider the risk of overbuilding the infrastructure in hopes that BC Hydro's limits will change.

Alternatively, the Board could consider taking the intended net zero now investment and spreading it across various projects in the district to have the same effect while under current BC Hydro constraints.

The Board has the opportunity to invest in carbon neutral capital projects at Cedar Hill Middle School as a stand-alone project, or across multiple projects.

## Recommendations:

1. The Greater Victoria School District promote Bundle 2 - Net Zero Energy Ready with a 100kW PV array at a cost of \$538,375 for the following reasons:
  - Bundle 3 – NZER with 272kW PV Solar Array is not feasible with BC Hydro's current net metering regulatory constraint of 100kW.
  - Less capital costs than Bundle 3 – NZER with a 272kW PV Solar Array
  - Achievable now without relying on changes from BC Hydro which are not guaranteed.

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2. The Greater Victoria School District Board advocate for BC Hydro to lift the 100kW net metering cap by advocating directly with BC Hydro and through BCSTA to BC Hydro, Minister of Education, Minister of Finance, Minister of Environment and Clean BC.
3. Prioritize targeted funds, in excess of the required Bundle 2 NZER with a 100kW PV Solar Array \$538,375 capital outlay, on carbon reducing heating plant retrofits that will reduce district carbon immediately, while simultaneously replacing equipment that is nearing end of life. Please refer to Table 2 above. Upgrading Lambrick Park's aging infrastructure would cost \$1.3M with an annual carbon savings of 90.8 tonnes. Suggested spending plans could include:

	<b>\$2.5M – Estimated Communicated in Public Consultation</b>	<b>\$1.2M-Estimated for Bundle 3</b>
NZER Cedar Hill with 100kW PV Solar Array	\$538,375	\$538,375
ASHP + Boiler Lambrick Park	\$1,325,000	\$1,325,000
Condensing Boiler Colquitz	\$550,000	\$0
<b>Total</b>	<b>\$2,363,375</b>	<b>\$1,862,375</b>

OR

Spend residual Bundle 2 NZER with 100kW PV Solar Array funds on smaller carbon reducing projects throughout the district.

- DDC Upgrades
- Provincially incentivized recommissioning of buildings
- Behavior change initiatives that offer funding of sustainable projects to schools that successfully meet behavior change goals.
- Upgrading roofs throughout the district
- Upgrading portables to air source heat pumps (ASHP). This offers a small reduction in carbon, while also proving a substantial return on investment.

OR

The Greater Victoria School District consider promoting photovoltaic solar energy now, at different sites throughout the school district that would be more suitable and cost effective to a PV solar installation, and would stay within current BC Hydro constraints.

Under current BC Hydro Net Metering Rate structure, PV systems appear to be much more economical in smaller schools that fall under the Small General Service rate structure. Choosing the smaller sites would avoid slipping into minimum charges based on peak winter demand during the summer while generating the most electricity and provide an educational opportunity for more students. Smaller sites to consider are Eagle View Elementary or Northridge Elementary as examples.

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Note:

The maximum approved potential project budget is \$46M and includes a \$3.5M district contribution to bridge the cost difference between the option to replace the school and the option to seismically upgrade the school. The Ministry's approved funding is for a LEED Gold equivalent school and a Net Zero Energy Ready building, which does not include the 100kW photo voltaic solar array. Ministry approval is required prior to any material changes to the project's scope, schedule, procurement method, or budget. Additional government approvals will delay the design phase and increase the risk to the completion schedule and budget overall.

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# Board of Education

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

Chair: Ryan Painter Vice-Chair: Tom Ferris

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

TO: Board of Education  
FROM: Trustee Duncan  
RE: Motion for OPPTS  
DATE: December 6, 2021

**Background:** On 21 September 2020, I presented a school shop health and safety audit motion to the Operations Policy and Planning Standing Committee (the “Committee”). This motion related to a memo dated 6 March 2017, received by the previous Board of Education at the March 2017 Operations Policy and Planning Standing Committee from the Director of Facilities at the time, Mr. David Loveridge regarding shop funding.

According to the memo provided by Mr. Loveridge, *“for the 2016-17 school year, the Board allocated \$77,353 in one-time funding to support shop rejuvenation...Once Staff began the planning process to expend those funds, it became apparent that there were a number of potential health and safety issues with many of our shops, in addition to the already identified need for overdue general shop repairs.”*

Further according to the memo, *“Staff made the decision to expend a portion of the approved funds to complete a full external review/audit of the condition of the shops across the District, to report back on their status from a Health and Safety perspective, and to make specific recommendations on the immediate actions required to address the concerns identified in the audit...The report has confirmed that there are significant health and safety gaps in our shops. The report highlights concerns related to ventilation systems, cleanliness, equipment safeguards and other general equipment and safety related issues. A plan is being created to address many of these issues moving forward. A general summary of the audit report is attached for the Board’s information.”* Note as an attachment to the 6 March 2017 memo there was a general summary of the condition of High School shops. A general summary of the condition of Middle School shops was not provided.

Since bringing forward the September 2020 school shop health and safety audit motion, a report was provided at the Operations Policy and Planning Standing Committee meetings in December 2020 and an update was provided in November 2021.

**Rationale:** After the initial memo from the Director of Facilities in March 2017, the Board did not receive further reports regarding plans in place and progress being made to address the health and safety risks identified in the school shop health and safety audit reports (stemming

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from shop audits carried out at 17 school shop sites and 1 District Facilities staff shop in November 2016 and in Spring 2017). It does not appear that progress was monitored through the Facilities Plan Ad Hoc Committee, nor the Operations Policy and Planning Standing Committee. As a result of the September 2020 motion and staff efforts since to address some of the actions and remediation's and to bring an initial report in December 2020 and an update in November 2021, it has become apparent that while progress has been made toward addressing the outstanding school shop health and safety audit actions and remediation's there are still a significant number of actions and remediation's to complete. The proposed motion seeks to address the need for ongoing regular Board level reporting pertaining to the outstanding actions and remediation's associated with the 17 school shop health and safety audits. It is essential that the Board take its oversight role seriously by putting in place this ongoing reporting measure until the outstanding actions and remediation's are completed. This ongoing reporting is a reasonable mitigation measure to ensure that this important student health and safety matter does not again fall off the Board agenda.

According to objectives set out in the Long Range Facilities Plan (LRFP) the aim of the shop audit was to identify the current condition of teaching shops and operational shops (used by District facilities staff) and to identify any areas of concern from a health and safety perspective. (p.21) According to the LRFP this audit was the first step in a process of reviewing District shop programming to develop a long term Shops Plan and to identify the associated funding for the renewal of these valuable and important teaching assets.

Further, as set out in the LRFP (p.22):

*"In February 2017, the District received the audit report on the state of shops which identified a large number of deficiencies ranging from minor repairs, changes and easy to fix issues to a large number of major equipment repairs/replacements and ventilation issues that will require a significant investment over time to be properly addressed.*

*The current state of the shops stems partially from the manner in which the shops have been planned, funded, equipped, managed and maintained, as well as the manner in which shop programming has been provided and located across the District.*

*While the District Facilities department does have staff that provide maintenance to the shop equipment, for the most part maintenance has been a school based obligation and the funding for maintenance has been dispersed and held at the school level. Typically, schools have received career preparation money to fund programs, including new purchases as well as repairs. As this money is relatively limited, keeping up with the requirements of programming as well as the significant demands related to the maintenance, repair and replacement of this equipment has been challenging.*

*In addition, while the Board has a policy addressing certain requirements on new programming within schools, the policy has not typically applied to equipment and resources added to previously existing programs. On the ground this has meant that as teachers or administrators change or provincial focuses shift, each of the District's schools has a diverse set of equipment and no attempt at standardization has occurred.*

*Finally, as shop teachers have attempted to deal with limited resources they have increasingly relied on donations and community support for their shops which has exacerbated shop issues as much of the equipment was not approved or supported centrally."*

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Moving forward, I expect that the Budget Advisory Committee will consider possible shop funding recommendations pertaining to the coming financial year and that the Board will consider shop funding requirements as part of long range budget planning which is required to properly support school shops now and in the future.

However, to date it is clear that while some of the shop health and safety audit actions and remediation's have been acted upon since the initial school shop health and safety audit motion in September 2020, there are still a significant number of outstanding actions and remediation's required. The Budget Advisory Committee is not the appropriate venue for receiving health and safety reporting aimed at supporting the Board's oversight responsibilities. In my view, this Board must implement the regular reporting set out in the proposed motion. It is not acceptable to regress to the previous situation whereby the Board had not received information regarding the plans in place to address the significant risks to student health and safety identified in the school shop health and safety audits. Nor in my view is it acceptable to regress to a state whereby there is no ongoing monitoring of progress being made to address the findings and recommendations set out in the school shop health and safety audits through the Operation Policy and Planning Standing Committee.

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

The proposed motion supports all Goals of the Strategic Plan aimed at supporting and improving learners' personal and academic success, physical and mental well being and addresses inequality of opportunity.

The proposed motion is aligned with our core values of openness and transparency. The reporting called for in the motion supports these core values. In my view, ongoing regular monitoring and evaluation of the status of the outstanding actions and remediation's necessary to ensure school shops are safe is a matter of compliance with the Board's obligations under the School Act (i.e. section 74 Management of Schools and Property), and the Board's responsibility to our students in respect of taking reasonable steps to safeguard all student's health and safety while they are at school. The motion also aligns with the Board's Policy 4300.1, Health and Safety which states "that the Board will adopt standards and practices that are in compliance with, but not limited to, the legal and regulatory requirements in an effort to take all reasonable steps to protect employees and students against accidents and health hazards."

### **Recommended motion:**

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly reporting at the Operations, Policy and Planning Standing Committee which specifies what actions and remediation's are planned, and what actions and remediation's have been completed that month in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017. The reporting is to continue until all the outstanding actions and remediation's identified in the school shop health and safety audits have been completed.

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One *Learning* Community



# Board of Education

Chair: Ryan Painter Vice-Chair: Tom Ferris

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

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TO: Board of Education  
FROM: Trustee Duncan  
RE: Motion for OPPS  
DATE: December 6, 2021

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**Background:** Since 2008 the School District of Greater Victoria No. 61 has been required to submit an annual Carbon Neutral Action Report. Previous reports can be found via the following url: <https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/cnar/annual-reports-cnars-table>

This reporting sets out our emission profile, the total offsets to reach net-zero emissions and the actions we have taken in the calendar year to offset our emissions in line with our obligations under the Climate Change Accountability Act and Carbon Neutral Government Regulation. The Climate Change Accountability Act section 6.1 sets out that:

## **Public sector buildings and fleets**

**6.1** *A public sector organization must manage the risks to the public sector organization that could reasonably be expected to result from a changing climate and minimize the public sector organization's adverse environmental effects by complying with the prescribed requirements and achieving the prescribed targets respecting*

- (a) buildings owned or leased by the public sector organization,*
- (b) motor vehicles and other mobile combustion sources owned or leased by the public sector organization, and*
- (c) the fuels used in or by the things referred to in paragraphs (a) and (b), that are owned or leased by the public sector organization, and the infrastructure used to dispense those fuels.*

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In the 2020 Carbon Neutral Action Report, we explain that, *“Buildings are by far our largest source of our GHG emissions and present the greatest opportunity to further GHG reduction. Conservation presents the most cost effective way to achieve our goals and therefore indirectly makes more funds available for alternative efforts in the future, including electrification and zero emission generation.”* (2020 Carbon Neutral Action Report, p. 4)

School Districts are in a unique position to show leadership in mitigating and adapting to address the impacts of climate change. We are a member of the public sector with responsibility to both manage our resources such as our buildings and infrastructure in an environmentally sustainable manner, and to support an environmental ethic including the importance of sustainability in our educational programs.

However, the current provincial approach to school district capital funding limits school districts ability to address joint provincial and local obligations to reduce emissions and to take more meaningful steps to address the climate emergency through the most environmentally sustainable investment in our capital assets.

### **Rationale:**

Recently the provincial government updated its’ requirement for GHG reductions in buildings with sectoral targets. Sectoral GHG targets have been established for 2030 in transportation, industry, oil and gas, and buildings and communities. Sectoral GHG targets for 2030 are expressed as a percentage reduction from 2007 sector emissions. Target ranges for each sector are as follows:

- Transportation- 27 to 32%;
- Industry- 38 to 43%;
- Oil and gas- 33 to 38%; and
- Buildings and communities- 59 to 64%.

Sectoral targets were established based on emissions modelling done by the Climate Action Secretariat and input from engagement with stakeholders and partners.

<https://news.gov.bc.ca/releases/2021ENV0022-000561>

The Province launched a round of applications for emission reduction projects for 2021 through the CleanBC Industry Fund with temporary changes to increase the provincial share of funding up to 90% of project costs with a cap of \$25 million per project to encourage a greater number of proposals. However, to be eligible for funding through the CleanBC Industry Fund, applicants must have emissions over 10,000 tonnes of carbon dioxide equivalent per year.

<https://news.gov.bc.ca/releases/2021ENV0022-000561>

Our School District’s Carbon Neutral Report in June 2020 reports 5,191 tonnes of carbon dioxide equivalent were emitted during the annual reporting period. Therefore, we are not eligible for the funding available to support sectoral targets.

Clean energy retrofits funded by the province could solve some of the budgetary challenges faced by school districts who should not be forced to sell assets in order to fund retrofits. It is a

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moral imperative that the Board act swiftly on climate change. We most certainly need a Climate Action Plan, and we need to monitor the implementation of that plan. But we also must advocate for provincial capital funding that aligns with our joint provincial and local obligations under the Climate Change Accountability Act and CleanBC. Currently provincial capital funding for school districts does not provide funding for net zero building, but rather funding is provided for net zero ready building. This leaves school districts to find the additional funds which can add up to millions of dollars. The Board must advocate for changes to the current capital funding model to address this misalignment with our joint provincial and local climate goals and that currently results in lost opportunities to build back better with greater resiliency in order to address the climate emergency. After all, given the lifecycle of our built assets we will not soon have another opportunity to build or renovate a school to a net zero standard.

Further the Province's longstanding capital project cost sharing approach in practice leaves school districts without the necessary capital funding. Full capital funding to complete major projects is only available to support the least cost capital project option, despite the clear benefits associated with addressing other matters such as failing windows, electrical, plumbing and other building systems. School Districts are forced to identify alternative funding including selling assets. Finally, the current piecemeal approach to offering one time, or special funding such as the Carbon Neutral Capital Program (CNCP) fails to address the need for stable long term funding.

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

The proposed motions support all Goals of the Strategic Plan aimed at supporting and improving learners' physical and mental well being and addresses inequality of opportunity as it relates to the physical learning environment.

The proposed motions are aligned with our core values of social responsibility, innovation and sustainability. The proposed motions also support the Board's obligations under the School Act (i.e. section 74 Management of Schools and Property), and our obligation to take action to address the climate emergency. In June 2019 our Board recognized that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency. We know that we must take action to mitigate and adapt to address climate change. The action directed in the motions is intended to support ongoing climate action and accountability.

### **Recommended motions:**

That the Board of Education of School District No. 61 Greater Victoria write a letter to the Premier of British Columbia, Minister of Education, Minister of Finance and Minister of Environment and Climate Change to request that they closely collaborate to address the misalignment between provincial obligations to address the climate emergency by reducing GHG emissions in line with CleanBC and the Climate Accountability Act and the current school district capital funding gaps which result from: a) the provincial capital funding cost sharing model; and b) the difference between the actual capital costs associated with a "net zero" building and the current so called "net zero ready" capital funding standard applied to both building and renovating school district buildings. As noted by other school boards the decision to

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build to a net zero standard resides with the local school board resulting in the local school board having to identify the additional funding.

That the Board of Education of School District No. 61 Greater Victoria write a letter to the Minister of Education and Minister of Finance to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses. The Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle. As noted by other school boards the decision to source an alternate energy vehicle resides with the local board resulting in the local board having to identify the additional funding.

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One *Learning* Community





# Board of Education

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

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

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

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TO: Board of Education  
FROM: Trustee Ann Whiteaker  
RE: Re-Affirm \$10 a day Childcare Plan  
DATE: December 13, 2021

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SD 61 has confirmed its support of 10\$ Child Care Plan on several occasions in the past, before I was a Trustee and again in the spring of 2016 during my first term as a Trustee.

Individually we all understand the need for childcare and its impact on our economic growth. We also understand the lost opportunities and financial burdens unavailable or costly child care spaces can play on the lives of families when parents find themselves struggling to maintain family budgets and find themselves in conflict with their employers or under employed as they seek to find care for their children. For society there is also a lost economic benefit when parents are unable to join the work force and contribute to productivity and GDP (wages plus profit).

Much has happened since 2016 in the area of early childcare. Of the most significance to the education system is the creation and implementation of the *Federal Indigenous Early Learning and Child Care Framework* and the *BC Early Learning Framework* which expands the focus from infancy to eight years of age (clearly in the K-12 mandate) and applies to all learning environments including StrongStart BC, primary classrooms, and preschools and other settings.

As Trustees and as school system, we are acutely aware of the importance quality and equitable childcare opportunities play in the learning readiness of children their future outcomes and opportunities.

Quality early child care which includes learning opportunities that provide exposure to language, exploration and prescribed learning outcomes, which also engages and encourages parents in their child's learning from an early age and which also supports the professional development of childcare providers and educators has proven to improve learning outcomes for students. The benefits are notably measured in the areas of school readiness, social and emotional learning, and communication skills. Additionally, earlier behavior and learning interventions implemented by qualified educators have proven to show significant long term benefits for children not yet diagnosed with special learning needs by providing supports for families and children even before diagnosis.

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Beyond the financial benefits for families, community and our overall prosperity as a province - equitable childcare creates positive learning outcomes which have lingering lifelong positive impacts especially when meshed together with parent engagement, and provided by trained child care providers.

If we are to improve student outcomes we must acknowledge and support the learning of children before Kindergarten as well as the time our students spend in the care outside of the school day while their parents are working.

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# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

TO: The Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

RE: Bylaw 9330.1 Appeal Process and Forms

DATE: December 13, 2021

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## Background

As you know, in October 2020 it was brought to our attention by the Office of the Ombudsperson that Bylaw 9330.1 Appeal Process was not in alignment with the expectations as set out in section 11 of the *School Act*.

The Office of the Ombudsperson expects the district to review its Appeal Process Bylaw 9330.1 and propose amendments for approval by the Board of Education that:

- i. ensures the district promptly notifies the Board of Education of all appeals and the course of action the Board intends to follow under the Appeal Process
- ii. the Board of Education makes the decisions in response to all Section 11 appeals within 45 days of the date on which the Board of Education receives the appeal; and
- iii. all decisions by the Board of Education be promptly reported to the appellant by the Board Chair or the Superintendent of Schools or designate on behalf of the Board of Education
- iv. the Bylaw includes the role of the superintendent of appeals as per Section 11.1 of the School Act.

The Board has previously reviewed Bylaw 9330.1 and suggested edits (indicated in red), which have been incorporated. The attachments for Bylaw 9330.1 have also been revised to make the process more clear, as well, the forms are now a fillable pdf, which may be completed electronically. The revised Bylaw and Notice of Appeal and Feedback on the Appeal Process forms are attached for approval.

***Recommended Motion:*** *That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Bylaw 9330.1 and Notice of Appeal and Feedback on the Appeal Process forms as presented.*

## **BYLAW 9330.1**

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### **APPEAL PROCESS**

#### **Preamble**

In the spirit of administrative fairness, the Greater Victoria School Board welcomes members of its educational community to express their questions, complaints or concerns to the appropriate authority.

As described in Section 11 of the *School Act*, the Greater Victoria School Board supports and recognizes the right of the student, parent or guardian to appeal a decision of an employee(s) of the Board which significantly affects the education, health, or safety of the student. The failure of an employee(s) to make a decision shall be deemed a decision for the purpose of initiating an appeal.

The Greater Victoria School Board encourages students, parents and guardians to pursue a resolution of any questions or concerns through the problem-solving process set up under Policy and Regulation 1155 *Complaint Process for a Resolution of Concerns*.

- I. The following decisions shall be considered to significantly affect the education, health or safety of a student:**
- a) Disciplinary suspension from school;
  - b) Placement in an educational program (this does not refer to classroom or teacher preference);
  - c) Grade promotion or graduation;
  - d) Refusal to offer an educational program to a non-graduated student sixteen (16) years of age or older; and,
  - e) Any other decision which significantly affects the education, health or safety of the student will be considered on a case-by-case basis.

## II. Written Notice of Appeal

Every appeal to the Greater Victoria School Board must be commenced by a written Notice of Appeal form ([see Bylaw 9330.1 attachment 1](#)). This form may be obtained from the school or district administration office. It must be completed in full and submitted to the Superintendent of Schools [in care of Community@sd61.bc.ca](#). Assistance required in filling out this form is available upon request from the Greater Victoria School Board Office [at 250-475-3212](#).

## III. The Appeal Process

Upon receipt of the Notice of Appeal, the Superintendent will notify the Board of Education who will meet as soon as practicable to:

- a) Determine whether the appeal meets the threshold set out in Section 11(2) of the *School Act* of a decision by an employee that significantly affects the education, health or safety of a student;
- b) In the event that the appeal does not meet the Section 11(2) threshold refer the appellant to the appropriate complaint resolution process; or
- c) In the event the appeal does meet Section 11(2) threshold;
  - i. Refer the appeal to the Appeal Sub-Committee for investigation;
  - ii. Require the appellant to meet with the Superintendent or designate prior to further consideration; or
  - iii. Convene a meeting of the Board of Education to hear the appeal.

The Board of Education will promptly report its decision and the reasons for the decision to the appellant.

## IV. Appeal Sub-Committee

The Appeal Sub-Committee is established under Section 11(5) of the School Act and its members will be appointed by the Board of Education, and its membership will include:

- a) Deputy/ Associate Superintendent or Director of Instruction;
- b) Trustees;
- c) Principal or Vice Principal.

The Sub-Committee may invite oral or written submissions.

The Sub-Committee will [conduct an investigation and provide a recommendation](#) on the appeal to the Board of Education within 21 days of receipt of the Notice of Appeal.

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

The Board of Education shall promptly notify the appellant in writing of the Sub-Committee's recommendation and the reasons for the recommendations. If the issue is not resolved by the Sub-Committee, **the Board of Education must hear the appeal within 45 days of the date the Notice of Appeal was received.**

## **V. Meeting with Designated Employee(s)**

**If the appellant is required by the Board to meet with an employee,** the Superintendent of Schools or designated employee(s) will gather all information relevant to the appeal and will meet with the appellant and attempt to resolve the appeal. If there is no resolution, the Superintendent of Schools will notify the Board of Education within 21 days of receipt of the Notice of Appeal that the appellant request to take the Appeal to the Board of Education.

## **VI. Board of Education Appeal Hearing**

- a) If an appeal hearing is granted the Board of Education will notify in writing the appellant and the employee(s) whose decision is being appealed of the time and date that the appeal hearing will occur. **The appeal hearing will be scheduled at a time that provides for the Board of Education to make a decision within 45 days of the date the Notice of Appeal was received.** In the case of a hearing, reasonable time limits must be given to both the appellant and the employee(s) whose decision is being appealed. Opportunity must be given to the appellant to have their story heard and to ensure that all relevant information has been considered.
- b) The appellant may be accompanied by a support person of their choice.
- c) The Board of Education must confine its deliberations to the decision being appealed.
- d) The Board of Education shall make a decision and that decision shall be deemed the final decision. The Board of Education shall notify in writing the appellant of the decision. At the same time, the decision and reasons for the decision shall be communicated in writing to the appellant and the employee(s) whose decision led to the appeal.

## **VII. Protection from Reprisals**

The Board of Education will not tolerate any direct or indirect form of reprisal as a result of the initiation or outcome of an appeal. Where there is

evidence of reprisal, the Board of Education will take immediate steps to remedy the situation.

### **VIII. Review Process**

Each appellant and each employee(s) whose decision has been appealed will be given the opportunity to provide feedback on their experience on the Appeal Process (**see Bylaw 9330.1, attachment 2**). This feedback will be **reported to the Board of Education annually and utilized when reviewing this bylaw and when developing new procedures to ensure mechanisms for ongoing annual reporting feedback from Bylaw 9330.1, and that the Appeal Process remains balanced and fair.**

### **IX. Avenues Beyond This Appeal Process**

If the appellant believes that the process has been unfair, the appellant may appeal to the superintendent of appeals under Section 11.1 of the *School Act*. **This appeal avenue will be included in the notification of the Board's decision.**

*Greater Victoria School District*

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Adopted: April 26, 1993

Revised: November 22, 2021

## BYLAW 9330.1 (attachment 1) Appeal Process

Please email to: **Superintendent of Schools**  
**Greater Victoria School District #61**  
[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)

### NOTICE OF APPEAL

This form constitutes a written notice of appeal and must be completed in full and submitted to the Superintendent (see above). Appellants should read Bylaw 9330.1 – Appeal Process Bylaw prior to completing this form. Upon receipt of the Notice of Appeal form, the appellant will be informed of the steps in the appeal process.

Assistance in filling out this form is available upon request from the Greater Victoria School Board Office **by calling 250-475-3212.**

#### 1. Information about the person(s) filing the appeal:

Name: Parent/Guardian

(First) \_\_\_\_\_ (Last) \_\_\_\_\_

Name: Student

(First) \_\_\_\_\_ (Last) \_\_\_\_\_

Address:

(Street) \_\_\_\_\_

(Postal Code) \_\_\_\_\_ (Phone) \_\_\_\_\_

Student birth date: (Year) \_\_\_\_\_ (Month) \_\_\_\_\_ (Day) \_\_\_\_\_

School: \_\_\_\_\_ Student Grade: \_\_\_\_\_

#### 2. List the employee(s) whose decision is being appealed:

Employee Name

Employee Position/Job

_____	_____
_____	_____
_____	_____





**List the employee(s) with whom you have consulted about the decision:**

Employee Name

Employee Position/Job

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**3. Information about the decision being appealed:**

**Dates you were informed of the decision:** \_\_\_\_\_

**Describe the decision:** \_\_\_\_\_

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**4. Give reasons for appealing the decision:**

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**Suggest a solution, which would satisfy you:**

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\_\_\_\_\_  
Signature of the Parent/Guardian

\_\_\_\_\_  
Date Appeal Submitted

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

**BYLAW 9330.1 (attachment 2) Appeal Process**

Please mail to: **Board Chair, Greater Victoria School District 61**  
**556 Boleskine Road, Victoria, BC V8Z 1E8**

**FEEDBACK ON THE PROCESS OF APPEAL**

This feedback may be given anonymously, or the appellant/employee whose decision was appealed, may provide their identifying data. Information so shared will be utilized in the review process for Bylaw 9330.1

**1. Name: *optional***

(First) \_\_\_\_\_ (Last) \_\_\_\_\_

**2. Please check one:**

☐ Parent ☐ Guardian ☐ Student ☐ Employee

**3. Were your concerns welcome?** \_\_\_\_\_

\_\_\_\_\_  
**Were they taken seriously by the School District?** \_\_\_\_\_

**4. Were you made to feel as comfortable as possible under the circumstances?**

**5. Were you assisted in clearly addressing your concern(s)?** \_\_\_\_\_

**6. Did you have all the information relative to the decision being made as soon as was possible?**

\_\_\_\_\_  
**Did you have to ask for the information?** \_\_\_\_\_

7. Did you feel your views were sought before decisions were made?  
\_\_\_\_\_  
\_\_\_\_\_
8. Did you feel your views were taken into account in the final decision?  
\_\_\_\_\_  
\_\_\_\_\_
9. Were the decisions made adequately explained to you? \_\_\_\_\_  
\_\_\_\_\_
10. Did you feel that the Appeals Process was clear in its steps and requirements? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
If not, how would you suggest clarifying them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you have any comments that would help the Educational Community ensure a fair and user-friendly process for appeals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you.

cc. Board of Education, School District No. 61

# 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: December 13, 2021

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Please see below the opportunities the Interim Superintendent has been involved with during the month of November 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.

- Administrators' Meeting: meet monthly with Principals, Vice Principals and District Leadership Team – December 2, 2021.
- District Leadership Team: meet bi-weekly – opportunity to connect with departments and share information – December 7, 2021.
- Climate Action Planning meeting.
- Representative Advisory Committee of Students' Meeting – December 6, 2021 – Unconscious Bias Session with the Canadian Centre for Diversity and Inclusion.
- School Visits to discuss School Growth Plan and Framework for Enhancing Student Learning (FESL).

Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

- Meet bi-weekly with Métis Nations Greater Victoria.
- Meet bi-weekly with the Director of Indigenous Education.
- Regular meetings with the Four Houses.

Goal 3: Create an inclusive and culturally responsive learning environment that will support learners' physical and mental well-being.

- Zoom meetings with the Ministry of Education.
- Meeting with VPVPA President and Vice President.

Gratitude: The Interim Superintendent would like to thank the following:

- Dana Marchant retired after 20+ years of service to staff, students, and families in the GVSD. Her illustrious career is highlighted by the success stories from many of our most vulnerable students and families who have had her support. We wish her well.
- I would like to thank our school community for their continued resiliency as we navigate the pandemic. This past year and a half has been challenging yet it has brought out the

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best in us all. Our thoughts and support are also with those in our provincial school community affected by the recent flooding and mudslides.

- Wishing everyone a safe and happy Holiday Season.

***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.*

# Office of the Superintendent

*Deb Whitten – Interim Superintendent*

TO: The Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

RE: Superintendent Report

DATE: December 13, 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.

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# 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: December 13, 2021**

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer's office since November's report.

➤ **Budget 2022-2023:**

The Budget Advisory Committee met December 7, 2021 by zoom. The Committee spent time finalizing its Terms of Reference, discussing Talking Tables, the meaning of a status quo budget, historical and projected budgets, surplus philosophy, and reached consensus on a work plan. Thank you to the 24 members who attended. Agendas, minutes and supporting documentation relative to the meeting can be found here: <https://www.sd61.bc.ca/our-district/financial/>. The Committee next meets January 18, 2022.

The Student Symposium has been re-scheduled for January 14, 2022 in hopes the symposium can be held in person.

➤ **Cedar Hill Middle School Seismic Replacement Project:**

The architect's visioning report is complete and the project is moving to the program stage where the architect will work with the steering committee and school staff to begin to formulate the function and layout of the building.

- **Proposed Land Disposal Lansdowne South (formerly Richmond Elementary):**  
On December 8<sup>th</sup>, Chair Painter, Vice-Chair Ferris and Trustees Duncan and Whiteaker along with the Secretary-Treasurer and the Manager of Communications and Engagement met with Bowker Creek Initiative and Friends of Bowker Creek members, along with representatives from Victoria Hospice Society and staff from the District of Saanich. BCI presented information on the creek and the Blueprint and then provided a tour of the creek for the group.

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- BCSTA Academy: Highlights included opening comments from Minister Whiteside, as well as Learning Should Know No Boundaries by Natalie Panek <https://www.nsb.com/speakers/natalie-panek/> , Asking the Better Question by Ann Makosinski <https://www.nsb.com/speakers/ann-makosinski/> and a compelling closing session with Jennifer Charlesworth, Representative for Children and Youth's Creating Belonging: Helping Children Thrive.
- Business Re-engineering: Financial Services staff attended Financial Planning & Analysis software demos throughout November and December to explore tools for managers responsible for budgets to use their data for analysis, forecasting, projections and decision making.
- Childcare BC Information Session: Held the evening of December 1<sup>st</sup>, Ministers Whiteside and Chen provided opening comments. The themes of the session were: 1) working together to deliver child care and early learning, 2) making child care culturally safe and inclusive of all children, 3) funding child care as a core service families can rely on, 4) supporting childhood professionals who support families and 5) creating more child care spaces. As childcare transitions from Ministry of Children and Families to Ministry of Education, more sessions will be held into the future. Follow here for the presentation and other engagement opportunities: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/childcarebc-engagement>
- Trustee Elections 2022: Staff held a planning meeting with a prospective Chief Elections Officer contractor to begin planning for the upcoming Trustee elections.

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
- Bi-weekly Vic High construction budget meetings with Capital Staff
- Bi-weekly Facilities and Superintendent meetings
- Weekly Finance Team budget meetings
- Weekly Senior Leadership Team meetings
- Monthly Student Representative Council meetings
- Ministry meetings as requested
- Weekly Chair Superintendent meetings for agenda setting

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(a)

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)  
SJ BURNSIDE ALTERNATIVE SCHOOL SITE DISPOSAL BYLAW, 2021**

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education (the "**Minister**");

AND WHEREAS section 3 of the Disposal of Land or Improvements Order M193/08 (the "**Order**") provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of 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 of the Order;

AND WHEREAS section 5 of the Order provides that the Minister may approve, with any terms and conditions, a disposition of land or improvements;

AND WHEREAS:

- (a) The property described in this Bylaw (the "**Property**") is registered in the name of The Corporation of the City of Victoria (the "**City**") but is being used and administered by The Board of Education of School District No.61 (Greater Victoria) (the "**Board**") for school purposes;
- (b) The Board is operating SJ Burnside Alternative School on a portion of the Property and has determined that the remainder of the Property, shown outlined in bold on Schedule A attached to this Bylaw (the "**Quit Claim Area**"), is no longer required for school purposes;
- (c) The Board has agreed to release to the City all of its interest in the Quit Claim Area by way of a Quit Claim Deed in favour of the City (the "**Quit Claim Deed**") in exchange for consideration to be provided to the Board as described in an agreement (the "**Framework Agreement**") among the City, the Board, Pacifica Housing Advisory Association and British Columbia Housing Management Association, which will be fully executed as a precondition to the disposition of the Quit Claim Area as contemplated by this Bylaw;
- (d) The Property is legally described as:  
PID: 030-095-859 - Lot 1, Section 4, Victoria District, Plan EPP70074;
- (e) The Board has confirmed that the Quit Claim Area will not be required for future educational purposes; and
- (f) The Board is satisfied that the consideration to be provided to the Board under the Framework Agreement represents the fair market value of the Quit Claim Area;

NOW THEREFORE be it enacted as a Bylaw, that:

1. Subject to the approval of the Minister, the Board hereby authorizes the execution and delivery of the Quit Claim Deed in favour of the City on the terms and subject to the conditions in the Framework Agreement; and

2. Subject to the approval of the Minister, the Board hereby approves, ratifies and confirms the terms, covenants and conditions of the Framework Agreement and authorizes the Secretary-Treasurer of the Board, for and on behalf of the Board, to execute and deliver the Quit Claim Deed in the form provided as an attachment to the Framework Agreement, and all other documents required to complete the transactions contemplated in the Framework Agreement, with such amendments as the Secretary-Treasurer may consider reasonable and in the best interests of the Board.

This bylaw may be cited as "School District No. 61 (Greater Victoria) SJ Burnside Alternative School Site Disposal Bylaw, 2021".

Read the first time the 25th day of October, 2021

Read the second time the 25th day of October, 2021

Read the third and final time this 13th day of December, 2021

I hereby certify this to be a true copy of the original School District No. 61 (Greater Victoria) "SJ Burnside Alternative School Site Disposal Bylaw, 2021", this 13th day of December, 2021.

---

Kim Morris, Secretary Treasurer

QUIT CLAIM AREA



# Lansdowne South

## Proposed Land Disposal:

### *Engagement Summary*

### *Report*



## Introduction

The Greater Victoria School District has entered into an agreement to potentially sell 1.9 acres of land south of Lansdowne Middle School to the Victoria Hospice Society for \$2.5 million. The triangular-shaped property is adjacent to the south campus of Lansdowne Middle School, formerly Richmond Elementary School.

The land is proposed to be used by Victoria Hospice Society (VHS) as a new Centre of Excellence, with space for expanded services including grief support, community education, and practical programs for people on their end-of-life journey – from those diagnosed with a life-limiting illness to those who are bereaved. VHS has provided quality end-of-life care for people in Greater Victoria for over 40 years.

The District has determined the property to be surplus lands, not needed for educational purposes. The revenue from the sale of the surplus lands will provide funding for future major and minor capital projects, including environmental and sustainable design, and to renovate and replace existing Greater Victoria schools, including advancing net-zero energy buildings and other energy-efficient strategies: key components of the District's approved climate action resolution.

## Background

In early 2021, the Victoria Hospice Society approached the District to acquire 1.9 acres of land at Lansdowne Middle School South Campus (formerly Richmond Elementary School). Upon further review and a market valuation by an appraiser, The Board of Education directed staff to develop a land disposal consultation plan that identified Victoria Hospice as the purchaser. In September 2021, the Board approved a public engagement plan for the potential land disposal.

Land disposal consultation is undertaken per Greater Victoria School District Regulation 1163. As part of the land disposal process, the District must communicate:

- reasons for sale of the property
- use of the proceeds of disposal
- projected enrolment in the District
- impact on District education programs
- impact on community use of school buildings

In addition the regulations states, the Greater Victoria Board of Education will consult with local governments, community organizations, neighbours adjacent to the property and the public as well as:

- shall give notice to existing tenants, licensees and other user groups
- shall provide public notice (such as newspaper ads, open houses, District website, etc.)

The land sale is subject to approval by the Ministry of Education and three readings of a disposal bylaw by the Greater Victoria School Board. If approved, the Victoria Hospice will then commence any required municipal land-use processes to advance its plans and use for the site.



## The Process

The District is committed to creating opportunities for the public to learn more, ask questions and provide feedback regarding the proposed land disposal prior to final consideration by the Board of Education. In planning to help inform the Board's decision-making, the District sought to raise awareness of the potential decision and gather input from the community to identify key considerations, concerns, alternatives and opportunities.

Information was broadly shared with the community starting in October and until late November, when the feedback period concluded. The District and VHS issued a joint media release to connect with the broader public on October 14, 2021. On the same day, letters were hand-delivered to over 500 nearby residential and commercial properties with an invitation to attend the online public information session. Letters/invitations were also sent to the Lansdowne Middle School community (staff and families), Lansdowne feeder schools, the community association the property resides in, Friends of Bowker Creek, the District of Saanich, and Representatives of the Four Houses (Esquimalt First Nation, Songhees First Nation, Métis Nation of Greater Victoria, and Urban Peoples' House Indigenous Advisory).

In addition, signage was posted on the property, inviting people to attend the information session and to start sharing their input with the District via [community@sd61.bc.ca](mailto:community@sd61.bc.ca). The information session was advertised on the District website, social media, and local community papers.

An online information session was held in November to provide the public more information about the proposed land sale and the District's considerations regarding disposal of surplus lands. The session included a question and answer period. The public also had the opportunity to provide additional feedback via [community@sd61.bc.ca](mailto:community@sd61.bc.ca) between October 14, 2021, and November 24, 2021.

All input sent to the community inbox was responded to and compiled for the purposes of this engagement summary report.

This report outlines engagement activities and summarizes what the District heard through its approved consultation process. Detailed feedback is attached in Appendix F.

For any additional information, visit the District website: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

### Engagement Timeline

- Raising Awareness – October 14 to November 3, 2021
- Online Information Session (Q & A – Open Dialogue) – November 3, 2021
- Collect written submissions from the public – October 14 to November 24, 2021
- On-site presentation and tour of the property with Bowker Creek Initiative – December 8, 2021
- What We Heard Summary Report to the Board – December, 2021
- Board Meeting to consider land disposal – December 13, 2021

## *What We Did*

### **Communications and Awareness Efforts**

The potential land disposal was broadly communicated to raise awareness and to gather as much input from interested members of the public. Activities included:

- Updates to GVSD website (web content, advertising banner)
- Joint media release to promote disposal, consultation process and information session (resulted in media coverage in the Times Colonist and Community Newspapers)
- Letters to the Four Houses
- Letter to community association: Camosun Community Association with information to share on their website
- Letters delivered to over 500 neighbouring properties
- Letters to Lansdowne Middle School staff and families (approx. 700 families)
- Letters to families in Lansdowne feeder schools
- Frequently Asked Questions posted on website
- Newspaper advertisements (Times Colonist, Victoria News, Saanich News)
- Promotion on social media

## *Engagement Activities*

### **Public Information Session – Inform/Consult**

The online public information session was held on November 3, 2021, to provide an opportunity for the community to learn more, ask questions and provide feedback. Nearly 60 people attended the online session, which included a question and answer period. Representatives from the Victoria Hospice Society were present to answer any questions regarding potential future site plans.

The information session was recorded for all members of the public to review and posted to the website for viewing for those unable to attend the event: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

### **Presentation - Key Topics**

Reason for sale of the property	Inform
Use of the proceeds of disposal <ul style="list-style-type: none"> <li>• Future capital projects</li> <li>• Deferred maintenance</li> </ul>	Inform
Projected enrolment/capacity in the District <ul style="list-style-type: none"> <li>• Students per acre</li> <li>• Surplus land</li> <li>• Enrolment projections</li> </ul>	Inform
Seismic Program – upgrades required for Greater Victoria schools	Inform

Future use of land <ul style="list-style-type: none"> <li>• impact on educational programs and community use of school buildings</li> </ul>	Inform
Question and Answer Period <ul style="list-style-type: none"> <li>• Please share your feedback on the overall plan to dispose on land</li> <li>• Are there any other important considerations?</li> <li>• Any additional information required?</li> </ul>	Consult

### Written Submissions – Consult

Open-ended written submissions were welcomed to obtain feedback on the proposed decision. Emails and letters submitted to the District are included in the engagement summary package. All feedback submitted is attached in Appendix G.

An FAQ was posted to the District’s website for questions that frequently occurred. All questions regarding potential future development and processes need to be referred to the prospective purchaser, the Victoria Hospice Society.

## What We Heard

### Key Themes

#### In support of land disposal:

- Some supporters shared stories of how they witnessed Victoria Hospice provide end of life care to dying patients and grieving families, and testified how it is a worthy organization to support.
- Other supporters shared how the Victoria Hospice Society has been seeking a new home for a Centre of Excellence for years and how this could finally provide additional services to the community.
- Supporters saw the proposed land sale as an opportunity for the community to work together for a better future for all. Some described it as a gift that fosters community connection.
- Members from the Victoria Hospice Board wrote in expressing how the property is excellent for their determined use and that they appreciate the important watershed. They outlined how they would be working with consultants, including a biologist to improve and restore the creek and surrounding area.

#### In opposition of land disposal:

- Reminders that the previous Greater Victoria School Board supported the Bowker Creek Blueprint: 100 Year Vision in March 2018.
- There were concerns that the region is prone to significant flooding and the land along the creek needs to be protected to create flood abatement areas to provide flooding in Saanich, Victoria and Oak Bay. Others explained drainage issues and how a dry pond would mitigate this issue.



- There were concerns that the full consideration of the unique ecological qualities of this parcel of land may be overlooked. Some asked for an extension of public consultation so all environmental factors could be considered.
- There were many requests for the District to help restore Bowker Creek and preserve green space in the region.
- Some asked that the land sale not proceed until the preservation and restoration of Bowker Creek is made a top priority.
- Some individuals expressed concern disposing of school lands because it is difficult to replace and may be required in the future.

**Neutral – Important considerations prior to selling:**

- Some shared environmental considerations and the protection and restoration of Bowker Creek must be included in the planning.
- Some people expressed that there is an opportunity for the District to lead by example and collaborate with parties in the region to help build flood abatement areas.
- Others communicated how there are invaluable opportunities to learn more about Bowker Creek through the restoration process that will provide educational opportunities for both students and community; similar to what took place during the seismic upgrade at Oak Bay High.

**On-Site Visit**

Responsive to feedback from the public information session, a meeting with the Bowker Creek Initiative, Greater Victoria School District, and Victoria Hospice Society was organized.

On December 8, 2021, four SD61 Trustees and staff, alongside representatives from Victoria Hospice, District of Saanich, and Friends of Bowker Creek gathered for a presentation and discussion with the Bowker Creek Initiative to learn more about the important watershed. Following the presentation, the group moved outside for a tour of the creek.



## Next Steps

All of the input collected in this process is being shared with the Board of Education to help inform their decision on the future use of land at Lansdowne Middle School - South Campus.

## Appendix

- A. Media Release
- B. Media Coverage
- C. Advertisements
- D. District Website
- E. Presentation
- F. Feeder School Projections
- G. Correspondence







Thursday, October 14, 2021

### **Victoria Hospice Society to purchase property from Greater Victoria School District**

**VICTORIA, BC** – The Greater Victoria School District has entered into an agreement to potentially sell 1.9 acres of land south of Lansdowne Middle School to the Victoria Hospice Society for \$2.5 million. The triangular-shaped property is adjacent to the south campus of Lansdowne Middle School, formerly Richmond Elementary School.

The land sale is subject to approval by the Ministry of Education and three readings of a disposal bylaw by the Greater Victoria School Board. If approved, the property would be used as a new Centre of Excellence for Victoria Hospice, with space for expanded services including grief support, community education, and practical programs for people on their end-of-life journey – from those diagnosed with a life-limiting illness to those who are bereaved.

For over 40 years, Victoria Hospice has provided quality end-of-life care for people in Greater Victoria.

“The demand for end-of-life care programs and services is growing,” says Kevin Harter, CEO. “Victoria Hospice must adapt and expand to ensure we can continue to meet the needs of our community. This agreement with SD61 is an important step in realizing our goals.”

The proceeds from the sale of the surplus lands will provide funding to renovate and replace existing Greater Victoria schools, including advancing net zero energy buildings and other energy efficient strategies: key components of the District’s approved climate action resolution.

“We will be pleased if this land can be utilized for greater community benefit while flowing dollars directly back into improving our facilities for students and staff,” said Ann Whiteaker, Board Chair. “The District needs to make significant capital investments to minimize our environmental impact. Over the short term and long term, we have schools that will require significant upgrades—and we need to start allocating dollars now to fund carbon neutral schools.”

The public can learn more online or attend the online information session planned for November 3, 2021. For more details visit: [www.sd61.bc.ca](http://www.sd61.bc.ca).

If approved by the Ministry of Education and the Board, the Victoria Hospice Society would then commence the land-use approval and corresponding public engagement processes required by the District of Saanich to advance its plans for the property.

-30-

#### **Media Contacts:**

Lisa McPhail

Communications and Community Engagement  
Greater Victoria School District No. 61  
250.475.4103  
[www.sd61.bc.ca](http://www.sd61.bc.ca)

Jen Cooper  
Communications & Marketing Manager  
Victoria Hospice Society  
250.217.8779  
[www.victoriahospice.org](http://www.victoriahospice.org)

One *Learning* Community



## Appendix B – Media Coverage

Victoria News – Second chunk of Lansdowne school land set to be sold to Victoria Hospice Society

<https://www.saanichnews.com/news/second-chunk-of-lansdowne-school-land-set-to-be-sold-to-victoria-hospice-society/>

Times Colonist – Hospice can buy land from Greater Victoria School District

<https://www.timescolonist.com/local-news/hospice-can-buy-land-from-greater-victoria-school-district-4692756>



The Victoria Hospice Society is hoping to build a new space for grief support, education and end-of-life programs on a 1.9-acre piece of the Lansdowne Middle School south campus land. (Photo courtesy Greater Victoria School District)

### Second chunk of Lansdowne school land set to be sold to Victoria Hospice Society

\$2.5 million sale waiting on Ministry of Education, school board approval

VICTORIA NEWS STAFF / Oct. 14, 2021 4:00 p.m. / LOCAL NEWS / NEWS



A 1.9-acre portion of the eight-acre Lansdowne Middle School south campus land may soon house an end-of-life support centre, if a \$2.5-million sale is

Home > Local News

### Hospice can buy land from Greater Victoria School District

The Greater Victoria School District has an agreement to potentially sell 0.8 hectare of land adjacent to the south campus of Lansdowne Middle School — formerly known as Richmond Elementary School — to the Victoria Hospice Society for \$2.5 million.

Jeff Bell  
Oct 14, 2021 2:58 PM



Map of Victoria Hospice property purchase at Lansdowne Middle School.

The Greater Victoria School District has an agreement to potentially sell 0.8 hectare of land adjacent to the south campus of Lansdowne Middle School — formerly known as Richmond



## Appendix C – Advertisements

Advertisements ran October 27, 2021 in Saanich and Victoria News.

Advertisements ran October 27, 2021 and November 2, 2021 in the Times Colonist.

**Greater VICTORIA School District**

### Proposed Disposal of School District Land

The Greater Victoria School District is considering the sale of 1.9 acres of land at Lansdowne Middle School - South Campus.

The sale would allow SD61 to fund future capital projects, address aging infrastructure, and provide the Victoria Hospice Society with land for a new Centre of Excellence.

Learn more about the proposed land sale at an online information session:  
**Wednesday, November 3, 2021**  
 6:30 p.m. - 8:00 p.m.

For the information session details, visit:  
[www.sd61.bc.ca](http://www.sd61.bc.ca)

[www.sd61.bc.ca](http://www.sd61.bc.ca) f @sd61schools

**One Learning Community**

## Appendix D – District Web Banner

*\*This was advertised on the front page of the District website from October 14 to December 8, 2021.*

**Weather update: All schools are open today!**

All schools in the Greater Victoria School District are OPEN today (Dec. 6th, 2021). All buses are running.

**Proposed Land Disposal**

The District is considering the sale of 1.9 acres of land at Lansdowne Middle School - South Campus.

[More details >](#)

Join us on social media: [f](#) [t](#) [in](#) [v](#)

**News**

Board of Education Meeting Highlights - November 2021

**Upcoming Events**

Operations Policy and Planning Committee  
 December 6, 2021

**Tweets by @sd61schools**

Greater Victoria SD  
 @sd61schools  
 All schools in the Greater Victoria School District

# **Lansdowne (South) Land Disposal**

**Date:** November 3, 2021  
**Presented to:** Public Information Meeting  
**Presented by:** Kim Morris, Secretary-Treasurer  
Chuck Morris, Director of Facilities Services

# Tonight's Events

- 6:30      Acknowledgement of Traditional Territories  
Welcome & Introductions**
- 6:40      Presentation**
- 7:00      Question & Answer**
- 7:30      Closing Remarks**





# Introductions

- **Trustees**
- **Senior Staff**
- **Victoria Hospice Society**
- **Municipal Partners**

# Overview

- **The Proposal:**
  - Land sale from SD61 to Victoria Hospice Society
  - Lansdowne Middle School South Campus where approximately 233 Grade 6 students attend
  - 1.9 acres of the 8 acres at school site
  - \$2.5 million
- **The Purpose:**
  - SD61: Capital reserves for future capital upgrades
  - Vic Hospice: continuation and improvement of community service

A sale of lands between a public school district and a third party requires Ministry of Education approval.

# Background

- **Vic Hospice approached SD61 about the parcel as it looked to relocate/expand**
- **SD61 Board discussed open market or partner**
- **SD61 and Vic Hospice entered into a purchase and sale agreement**
- **SD61's "subject to's":**
  - 3 readings of a Board disposal bylaw
  - Ministry of Education approval
- **So while an agreement has been signed, there are two major steps to finalize the deal**

# South Lansdowne Site





# Middle Schools– Current Acres

Acres Largest to Smallest (Current)	Enrolment	Acres	Hectares	Students per Acre
Lansdowne North (post CSF disposal)	488	17.9	7.2	27.26
Colquitz Middle	516	12.9	5.2	40.16
Cedar Hill Middle	508	10.6	4.3	47.79
Glanford Middle	342	10.1	4.1	33.76
Arbutus Middle	421	9.9	4.0	42.61
Shoreline	360	9.6	3.9	37.34
Gordon Head Middle	317	9.4	3.8	33.76
Rockheights Middle	215	8.2	3.3	26.38
Lansdowne South (former Richmond Elementary)	233	8.0	3.2	29.13
Central Middle	511	5.8	2.4	87.65
Monterey Middle	404	5.7	2.3	71.13

# Middle Schools– Current Students/Acre

Students per Acre Smallest to Largest (Current)	Enrolment	Acres	Hectares	Students per Acre
Rockheights Middle	215	<b>8.2</b>	3.3	26.38
Lansdowne North (post CSF disposal)	488	<b>17.9</b>	7.2	27.26
Lansdowne South (former Richmond Elementary)	233	<b>8.0</b>	3.2	29.13
Gordon Head Middle	317	<b>9.4</b>	3.8	33.76
Glanford Middle	342	<b>10.1</b>	4.1	33.76
Shoreline	360	<b>9.6</b>	3.9	37.34
Colquitz Middle	516	<b>12.9</b>	5.2	40.16
Arbutus Middle	421	<b>9.9</b>	4.0	42.61
Cedar Hill Middle	508	<b>10.6</b>	4.3	47.79
Monterey Middle	404	<b>5.7</b>	2.3	71.13
Central Middle	511	<b>5.8</b>	2.4	87.65

# Middle Schools– Post Acres

Acres Largest to Smallest (Post Disposal)	Enrolment	Acres	Hectares	Students per Acre
Lansdowne North (post CSF disposal)	488	<b>17.9</b>	7.2	27.26
Colquitz Middle	516	<b>12.9</b>	5.2	40.16
Cedar Hill Middle	508	<b>10.6</b>	4.3	47.79
Glanford Middle	342	<b>10.1</b>	4.1	33.76
Arbutus Middle	421	<b>9.9</b>	4.0	42.61
Shoreline Middle	360	<b>9.6</b>	3.9	37.34
Gordon Head Middle	317	<b>9.4</b>	3.8	33.76
Rockheights Middle	215	<b>8.2</b>	3.3	26.38
Lansdowne South (former Richmond Elementary)	233	<b>6.1</b>	3.2	38.20
Central Middle	511	<b>5.8</b>	2.4	87.65
Monterey Middle	404	<b>5.7</b>	2.3	71.13

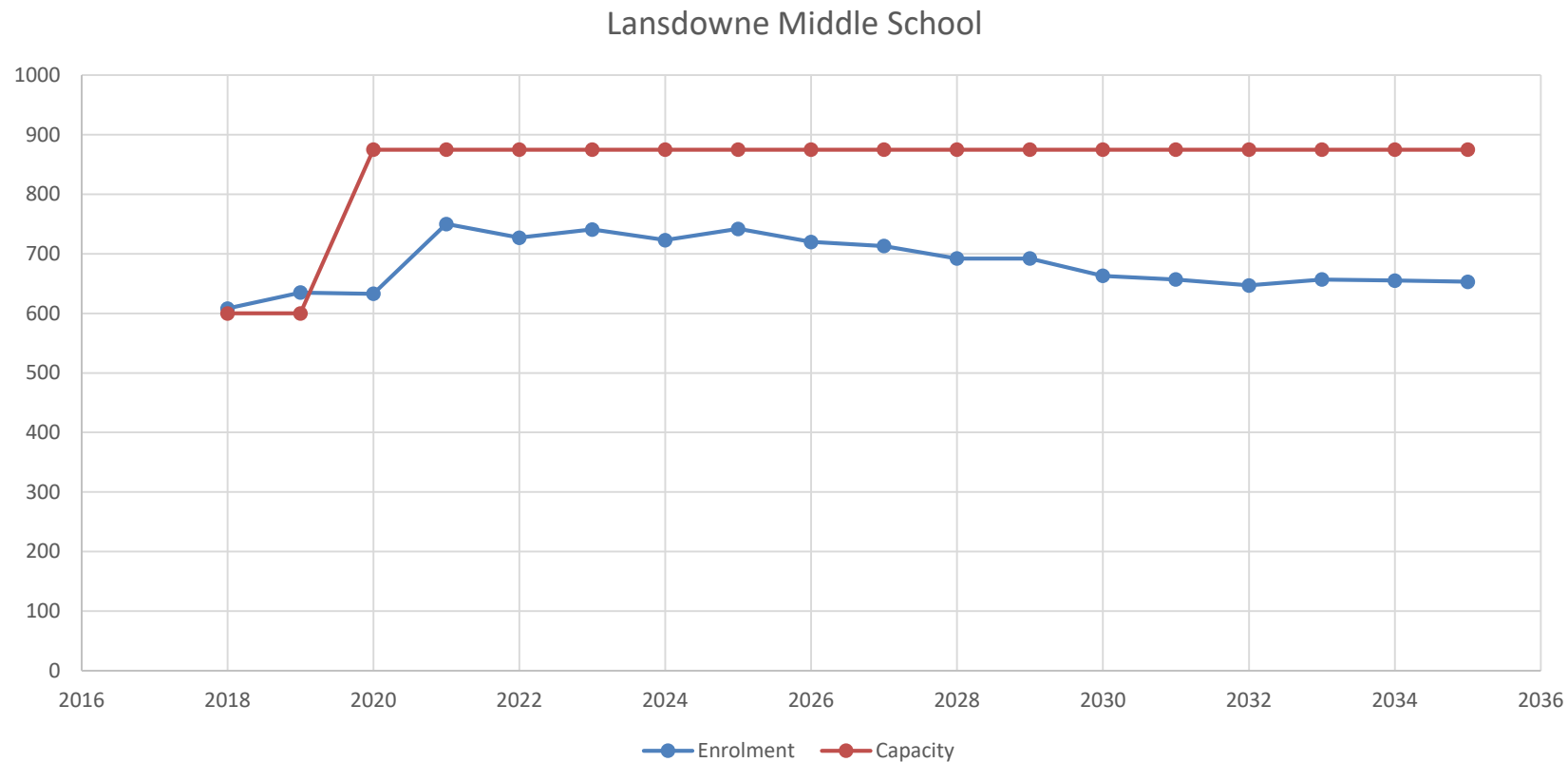
# Middle Schools– Post Students/Acre

Students per Acre Smallest to Largest (Post Disposal)	Enrolment	Acres	Hectares	Students per Acre
Rockheights Middle	215	<b>8.2</b>	3.3	26.38
Lansdowne North (post CSF disposal)	488	<b>17.9</b>	7.2	27.26
Gordon Head Middle	317	<b>9.4</b>	3.8	33.76
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Lansdowne South (former Richmond Elementary)	233	<b>6.1</b>	3.2	38.20
Colquitz Middle	516	<b>12.9</b>	5.2	40.16
Arbutus Middle	421	<b>9.9</b>	4.0	42.61
Cedar Hill Middle	508	<b>10.6</b>	4.3	47.79
Monterey Middle	404	<b>5.7</b>	2.3	71.13
Central Middle	511	<b>5.8</b>	2.4	87.65

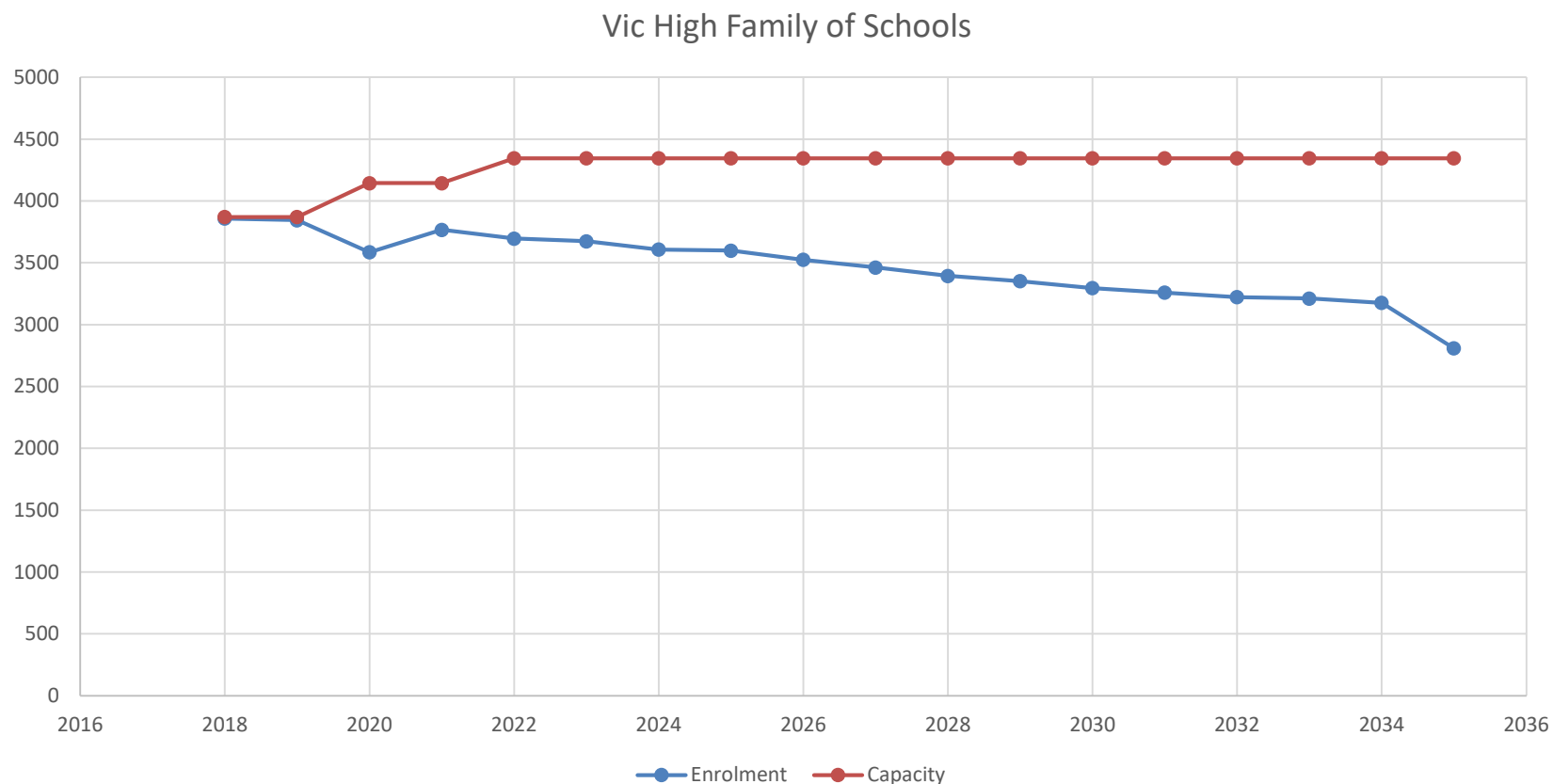


# Enrolment & Capacity

# Enrolment



# Enrolment– Family of Schools



# Proceeds

**\$2.5 million**

25% Local Capital	\$0.625m
75% Shareable Capital	\$1.875m

Proceeds from the \$2.5 million sale of the land will partially fund future capital upgrades or new construction for SD61 schools.

# Local Capital vs. Shareable Capital

Treatment of Proceeds from Land Disposal/Sale		
	Local Capital	Shared Capital
Purpose	Purchase of land, buildings, vehicles, furniture & equipment, computer hardware and software over \$5,000	Purchase of land, buildings, vehicles, furniture & equipment, computer hardware and software over \$5,000
General Use	Minor or major renovation to buildings, purchase of computer hardware and software, furniture & equipment and vehicles	Land acquisition, major capital upgrades, especially where District chooses a more expensive option than the MOE suggests (Ie Vic High renovation vs new build)
% of proceeds	25%	75%
Trigger to spend	Board Motion	Board Motion and Ministry Approval
Ability to spend on operating expenses	No	No

# Major Capital Projects

- **Ministry requires District funding**
  - Vic High Seismic Upgrade and Expansion
    - \$2.6m bridge for more expensive option (upgrade vs replacement)
  - Cedar Hill Middle School Seismic Replacement
    - \$3.6m bridge for more expensive option (replacement vs upgrade)
  - Carbon Neutrality?
    - June 2019 Board Climate Emergency Motion
    - Clean BC Government Buildings Program 2032
    - \$2.5m (est.) to build neutral



# Enrolment: SD61



## Important Considerations

The District has to consider many factors when reviewing school boundaries. Important considerations include but are not limited to:



- **2018 Boundary Review**

- Increasing enrolment
- Capacity pressure – not enough room for students
- Re-alignment of boundaries
- Re-balance school populations
- Provide additional spaces



# Victoria Hospice Society

- Victoria Hospice has provided quality end-of-life care for over 40 years.
- The demand for palliative and hospice programs and services is growing. This new site would allow space for Victoria Hospice to expand services like grief support, community education, and practical programs for people on their end-of-life journey.
- Victoria Hospice must adapt and expand to continue to meet the needs of our community.
- This agreement is an important step in realizing Victoria Hospice's strategic goals.



# Capital Planning Principles

- Safety
- Enrolment and Capacity
- Existing Building Condition
- Climate
- Learning Environments
- Funding Categories Available
- Student Transportation



# Seismic Program

## BC Seismic Mitigation Program

- All SD61 schools assessed in 2018
- 15 schools in SD61 are H1

## H1 High Risk

- Most vulnerable structure
- Highest risk of widespread damage or structural failure
- Not repairable after event
- Structural and non-structural seismic upgrades required



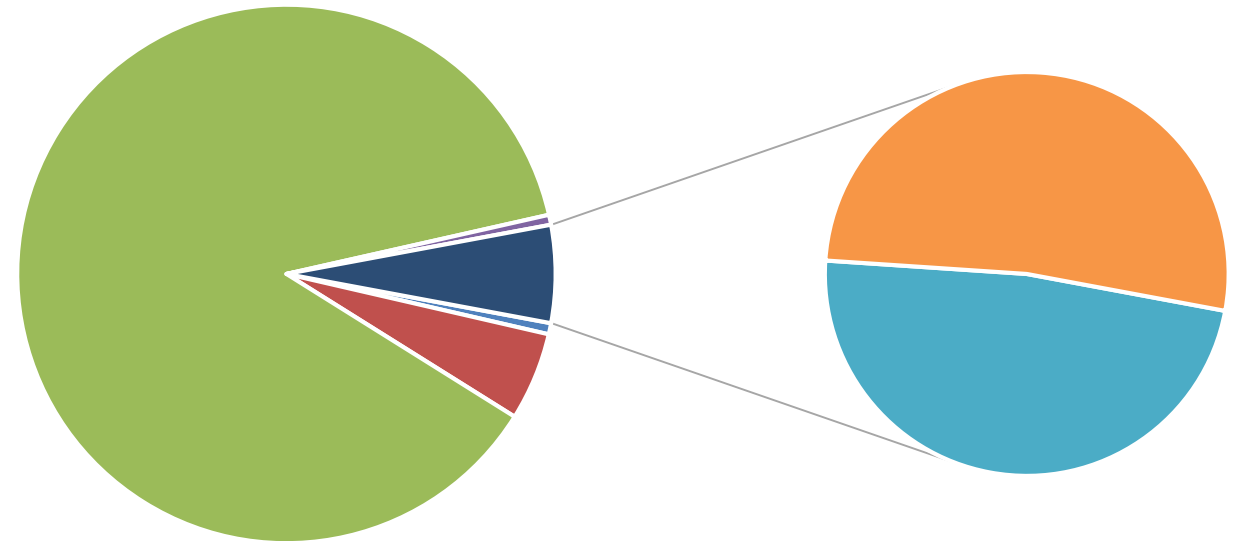
# Deferred Maintenance

- Aging infrastructure
- Factor in Facility Condition Index (FCI)
- Cost of all future repairs and system replacement, and when
- Used for capital planning
- Used for budgeting annual maintenance
- All SD61 buildings are audited on a 3-5 year cycle
- Ministry of Education contractor performs audits

# Deferred Maintenance - Priority

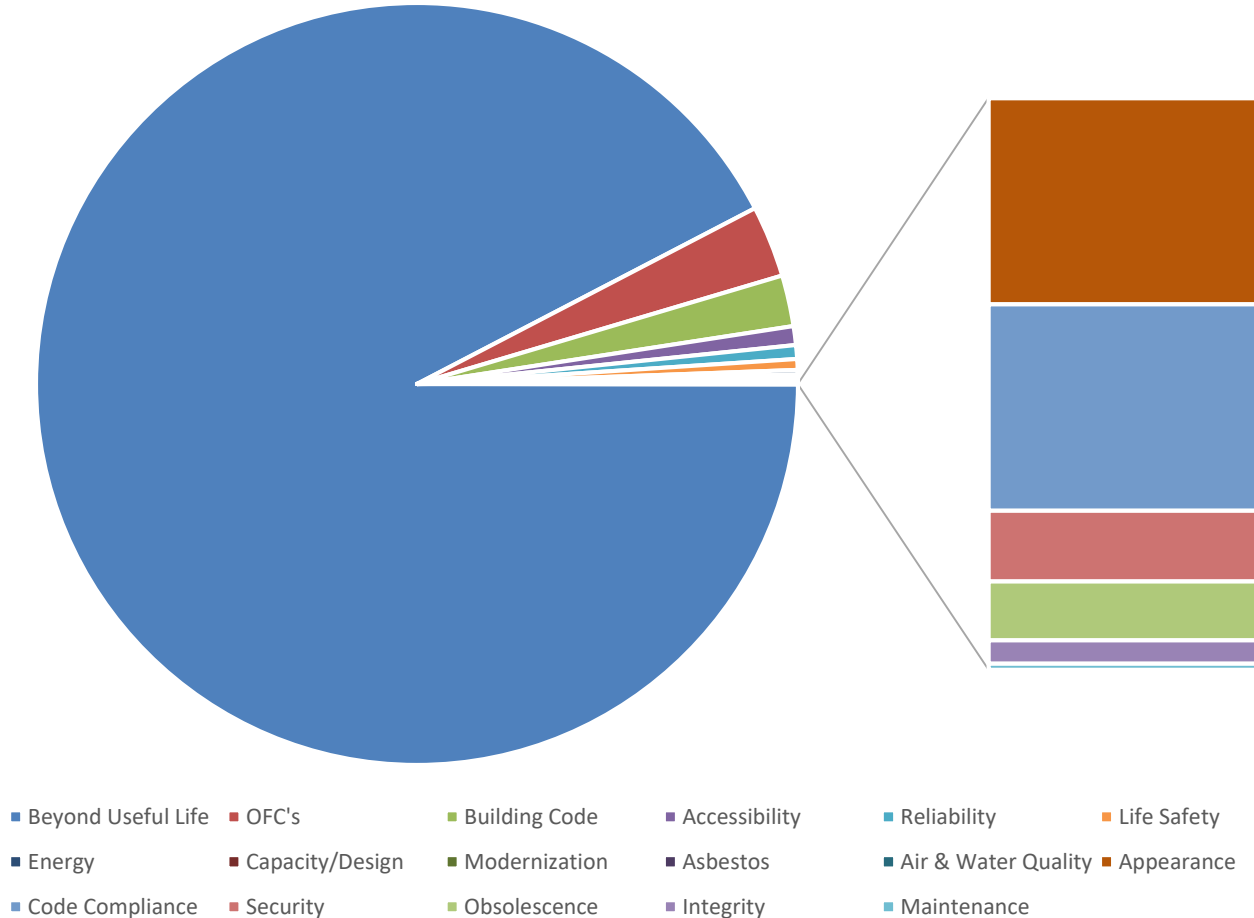
Deferred Maintenance \$278,025k

Priority	Cost (k)
Immediate	1,868
Short Term	14,728
Long Term	243,474
Recommended	1,667
Code	7,840
Non-Structural Seismic	8,448
<b>Total</b>	<b>278,025</b>



■ Immediate ■ Short Term ■ Long Term ■ Recommended ■ Code ■ Non-Structural Seismic

# Deferred Maintenance - Category

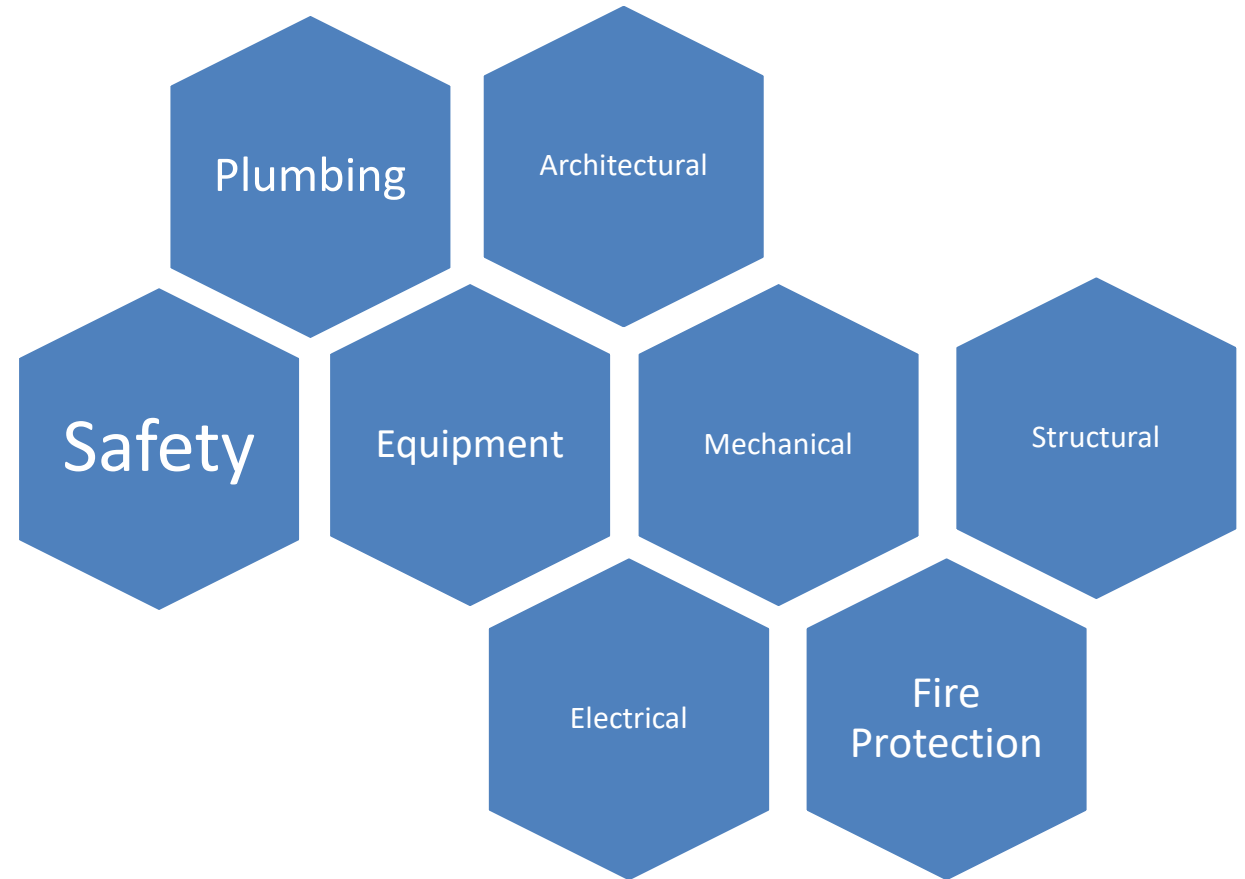


# Facility Condition Index

- Facility audits 3-5 year rotating cycle
- Determines condition
- Lower FCI the better the condition
- School District Capital and Budget Planning

# Facility Condition Index

Range	Condition
0.00 to 0.05	Excellent
0.05 to 0.15	Good
0.15 to 0.30	Average
0.30 to 0.60	Poor
0.60 and above	Very Poor



# FCI Over 0.5

Cedar Hill Middle	76%
Sundance Elementary	76%
Lambrick Park Secondary	62%
Arbutus Middle	60%
James Bay Community Elementary	60%
Frank Hobbs Elementary	59%
Torquay Elementary	56%
Shoreline Community Middle	56%
Reynolds Secondary	56%
Garage and Storage (Mntce. Shops)	55%
Craigflower Elementary	52%
Distribution Centre (Mntce. Shops)	52%
Marigold Elementary	52%

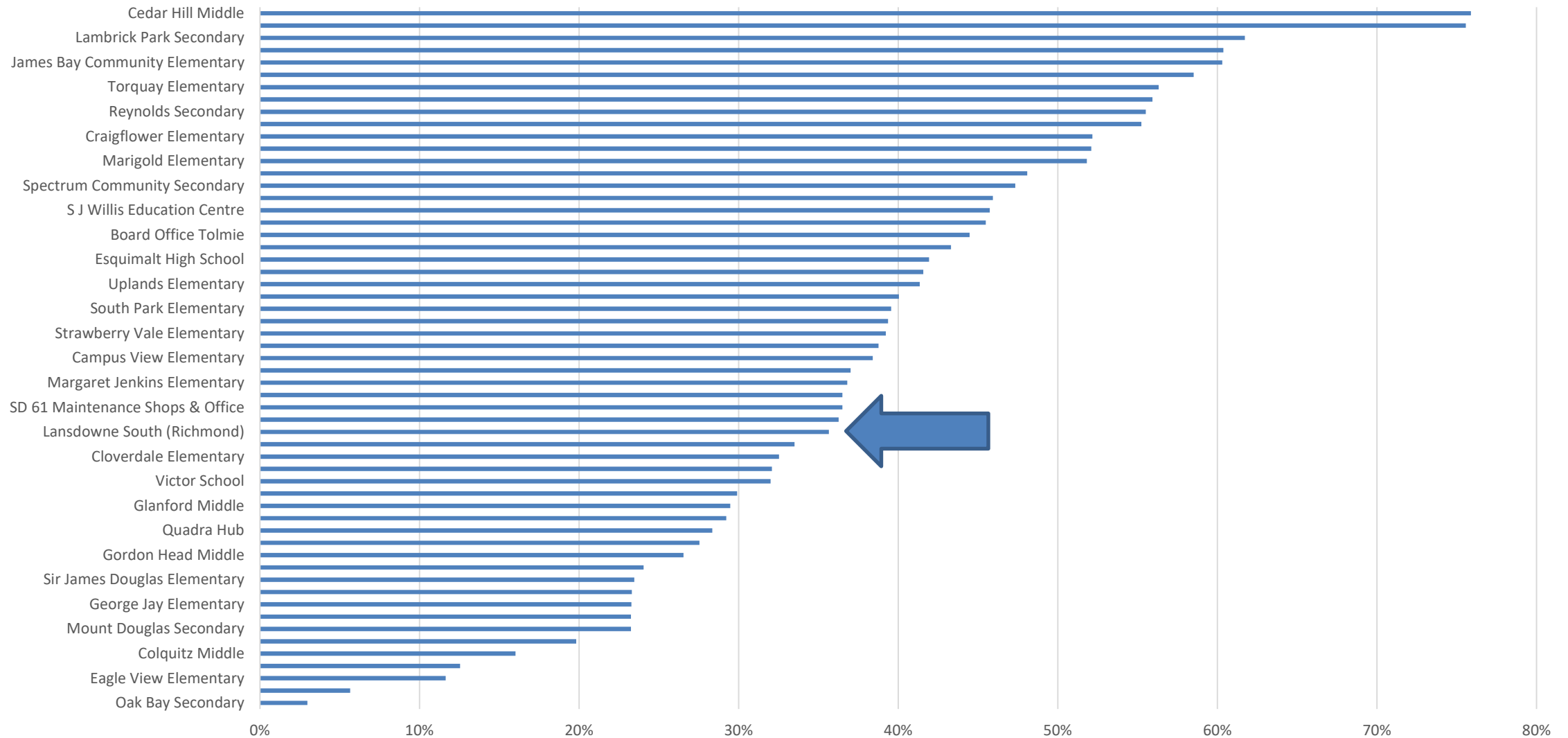


Macaulay Elementary	48%
Spectrum Community Secondary	47%
Lake Hill Elementary	46%
S J Willis Education Centre	46%
View Royal Elementary	45%
Board Office Tolmie	44%
Hillcrest Elementary	43%
Esquimalt High School	42%
Doncaster Elementary	42%
Uplands Elementary	41%
McKenzie Elementary	40%
South Park Elementary	40%
Victoria Secondary	39%
Strawberry Vale Elementary	39%
Lampson Elementary	39%
Campus View Elementary	38%
Tillicum Elementary	37%
Margaret Jenkins Elementary	37%
Lansdowne North (Main)	37%
SD 61 Maintenance Shops & Office	37%
Northridge Elementary	36%
Lansdowne South (Richmond)	36%
Victoria West Elementary	34%

Cloverdale Elementary	33%
Dean Heights Alternate	32%
Victor School	32%
Willows Elementary	30%
Glanford Middle	29%
Rogers Elementary	29%
Quadra Hub	28%
Rockheights Middle	28%
Gordon Head Middle	27%
Monterey Middle	24%
Sir James Douglas Elementary	23%
Braefoot Elementary	23%
George Jay Elementary	23%
Oaklands Elementary	23%
Mount Douglas Secondary	23%
Quadra Elementary	20%
Colquitz Middle	16%
Burnside Community	13%
Eagle View Elementary	12%
Central Middle School	6%
Oak Bay Secondary	3%

# FCI Under 0.5

## SD61 Facility Condition Index



# Next steps

- Once public consultation has concluded, the Greater Victoria School District Board will give final consideration to the disposal of the Lansdowne lands to Victoria Hospice Society by three readings of a disposal bylaw.
- Application will be made to the Ministry of Education for permission to dispose.
- If approved, Victoria Hospice will then commence the municipal land-use process to rezone and subdivide the property.
- Capital planning will continue and projects will be identified for coming year.

# Key Dates

Action	
27-Sep	Purchase & Sale Agreement between 2 parties
3-Nov	Community Consultation
24-Nov	Feedback Period Ends
3-Dec	Feedback to the Board
13-Dec	Land Disposal Bylaw/Decision

# Questions?



*\*If you have additional input you want to share in writing please send to [community@sd61.bc.ca](mailto:community@sd61.bc.ca)*

## Appendix F – Feeder School Projections

### Margaret Jenkins Elementary

#### A Projection of Total Enrolment: French Immersion Early

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>K</b>	47	33	35	39	37	37	37	37	37	37	37	37	37	37	37
<b>1</b>	40	48	34	36	40	38	38	38	38	38	38	38	38	38	38
<b>2</b>	38	38	46	32	34	38	36	36	36	36	36	36	36	36	36
<b>3</b>	34	37	37	45	31	33	37	35	35	35	35	35	35	35	35
<b>4</b>	36	34	37	37	45	31	33	37	35	35	35	35	35	35	35
<b>5</b>	37	33	32	34	34	42	29	31	34	33	33	33	33	33	33
<b>1 to 3</b>	112	123	117	113	105	109	111	109	109	109	109	109	109	109	109
<b>4 to 5</b>	73	67	69	71	79	73	62	68	69	68	68	68	68	68	68
<b>1 to 5</b>	185	190	186	184	184	182	173	177	178	177	177	177	177	177	177
<b>K to 5</b>	232	223	221	223	221	219	210	214	215	214	214	214	214	214	214
<b>Total</b>	232	223	221	223	221	219	210	214	215	214	214	214	214	214	214

### Oaklands Elementary

#### A Projection of Total Enrolment: Regular

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>K</b>	81	76	76	57	69	70	70	70	70	70	70	70	70	70	70
<b>1</b>	66	80	76	76	58	69	70	70	70	70	70	70	70	70	70
<b>2</b>	81	68	83	78	78	60	72	72	72	72	72	72	72	72	72
<b>3</b>	95	82	70	84	80	80	61	73	74	74	74	74	74	74	74
<b>4</b>	87	96	83	71	85	81	81	63	74	75	75	75	75	75	75
<b>5</b>	78	88	98	84	73	87	83	83	65	76	77	77	77	77	77
<b>1 to 3</b>	242	230	229	238	216	209	203	215	216	216	216	216	216	216	216
<b>4 to 5</b>	165	184	181	155	158	168	164	146	139	151	152	152	152	152	152
<b>1 to 5</b>	407	414	410	393	374	377	367	361	355	367	368	368	368	368	368
<b>K to 5</b>	488	490	486	450	443	447	437	431	425	437	438	438	438	438	438
<b>Total</b>	488	490	486	450	443	447	437	431	425	437	438	438	438	438	438

**Quadra Elementary**

**A Projection of Total Enrolment: Regular**

**Regular**

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>K</b>	39	41	44	38	40	40	40	39	39	39	39	39	39	39	39
<b>1</b>	40	38	40	43	37	38	38	38	37	37	37	37	37	37	37
<b>2</b>	42	44	41	43	46	40	42	42	42	41	41	41	41	41	41
<b>3</b>	51	42	44	41	44	47	40	42	42	42	41	41	41	41	41
<b>4</b>	43	52	43	45	42	45	48	41	43	43	43	42	42	42	42
<b>5</b>	32	43	51	43	45	42	44	48	41	43	43	43	42	42	42
<b>1 to 3</b>	133	124	125	127	127	125	120	122	121	120	119	119	119	119	119
<b>4 to 5</b>	75	95	94	88	87	87	92	89	84	86	86	85	84	84	84
<b>1 to 5</b>	208	219	219	215	214	212	212	211	205	206	205	204	203	203	203
<b>K to 5</b>	247	260	263	253	254	252	252	250	244	245	244	243	242	242	242
<b>Total</b>	247	260	263	253	254	252	252	250	244	245	244	243	242	242	242

**Quadra Elementary**

**A Projection of Total Enrolment: French Immersion Early**

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>K</b>	36	38	40	35	36	36	36	36	36	36	36	36	36	36	36
<b>1</b>	36	33	35	37	33	33	33	33	33	33	33	33	33	33	33
<b>2</b>	29	32	30	32	33	30	30	30	30	30	30	30	30	30	30
<b>3</b>	27	26	28	27	28	29	27	27	27	27	27	27	27	27	27
<b>4</b>	27	24	23	25	24	25	26	24	24	24	24	24	24	24	24
<b>5</b>	14	23	20	20	21	20	21	22	20	20	20	20	20	20	20
<b>1 to 3</b>	92	91	93	96	94	92	90	90	90	90	90	90	90	90	90
<b>4 to 5</b>	41	47	43	45	45	45	47	46	44	44	44	44	44	44	44
<b>1 to 5</b>	133	138	136	141	139	137	137	136	134	134	134	134	134	134	134
<b>K to 5</b>	169	176	176	176	175	173	173	172	170	170	170	170	170	170	170
<b>Total</b>	169	176	176	176	175	173	173	172	170	170	170	170	170	170	170

## Willows Elementary

### A Projection of Total Enrolment: French Immersion Early

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>K</b>	38	34	34	35	35	35	35	35	35	35	35	35	35	35	35
<b>1</b>	38	38	34	34	35	35	35	35	35	35	35	35	35	35	35
<b>2</b>	49	37	37	33	33	34	34	34	34	34	34	34	34	34	34
<b>3</b>	35	49	37	37	33	33	34	34	34	34	34	34	34	34	34
<b>4</b>	48	34	48	36	36	32	32	33	33	33	33	33	33	33	33
<b>5</b>	45	47	33	47	35	35	31	31	32	32	32	32	32	32	32
<b>1 to 3</b>	122	124	108	104	101	102	103	103	103	103	103	103	103	103	103
<b>4 to 5</b>	93	81	81	83	71	67	63	64	65	65	65	65	65	65	65
<b>1 to 5</b>	215	205	189	187	172	169	166	167	168	168	168	168	168	168	168
<b>K to 5</b>	253	239	223	222	207	204	201	202	203	203	203	203	203	203	203
<b>Total</b>	253	239	223	222	207	204	201	202	203	203	203	203	203	203	203



## Appendix G - All Correspondence

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** I support the sale of land to BC Hospice Society  
Thursday, October 14, 2021 2:38:25 PM

---

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

---

Hi,

I'm a parent with two kids in school and I support the sale because it is such an important purpose. I would not support the sale for most other purposes, like new condos, etc.

Thank you for asking for feedback!

[REDACTED]

--

Sent with Tutanota, the secure & ad-free mailbox.

[REDACTED]

To:

[REDACTED]

[Community Engagement](#)

Subject:

Sale of School to Victoria Hospice Society

Date:

Thursday, October 14, 2021 3:51:11 PM

---

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

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Hi,

I'm very concern about the continued liquidation of school lands and opposed to the sale of school lands to the Victoria Hospice Society. The sale of assets is something that is very difficult to replace and often cannot be replaced. In addition, the sale is of the land is not to provide facilities or spaces which will benefit school aged children (e.g. parks, libraries, community centres etc.). Frankly the city as a whole already caters poorly to children so it is essential the few spaces which are focused on children are not further reduced. Finally, using the proceeds for maintenance and renovations is a poor choice. These type of expense should be funded out of sustainable funding sources not by sale of assets.

Thank you for taking the time for reading my feedback. I'm a parent who live in the Oaklands neighbourhood and has two children attend Oaklands School.

Regards,

[REDACTED]

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

1.9 acre of land south Landsdowne Middle School

**Date:**

Saturday, October 16, 2021 9:44:00 AM

---

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

---

Dear School District , do you plan ahead such as 50, 100 years for now if you sell this land , it's gone for ever, where are you going to educate the children of the future. With the value of land in middle city that keeps going up, any school lands should be protected at the same level as the National Parks that we enjoy so much .

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Proposed sale of 1.9 acres of land at Lansdowne Middle School - South Campus to the Victoria Hospice Society

**Date:**

Tuesday, October 19, 2021 4:04:07 PM

---

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---

Hi there,

My wife and I live in the Avery Lane development at [REDACTED] at the corner of Kings and Richmond.

We are both in health care and strongly support the sale of 1.9 acres of land at Lansdowne Middle School - South Campus to the Victoria Hospice Society.

Best regards,

[REDACTED]

**From:** [Community Engagement](#)  
**Cc:** [Community Engagement](#)  
**Subject:** RE: online information session Nov 3 re sale of land to hospice  
**Date:** Thursday, October 28, 2021 1:23:13 PM  
**Attachments:** [Full SVAP April, 2017 small.pdf](#)

---

Good afternoon,

Thank you for your email. We look forward to connecting next week.

You do not need to register for the session; participants can just click the link. It is also available on our District website on the front page: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>.

There will be an opportunity for Q & A at the end of the presentation. Vic Hospice representatives will also be present to answer questions.

We will be recording the meeting and asking community members to email their input to [community@sd61.bc.ca](mailto:community@sd61.bc.ca). All input provided will be compiled for the Board to review prior to making a decision.

We are aware of the Shelbourne Valley Action Plan to answer your further question, and we've extended an invitation to the Friends of Bowker Creek Society.

Again, thank you for connecting and confirming you received the letter. It's greatly appreciated.

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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-----Original Message-----

Sent: Tuesday, October 26, 2021 1:31 PM  
To: Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
Subject: online information session Nov 3 re sale of land to hospice

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

---

I am both a resident in the area of Lansdowne north and south campuses and a board member of the Camosun Community Association and will be attending the Nov 3 information session. I have some questions. I did receive the letter about the proposed sale at Lansdowne south.

Is it necessary to register for this online session, or just click on the Zoom link?

Will there be an opportunity for input from the Community Association about their concerns?

Will a representative of Hospice be attending?

I wonder too if you and Hospice are aware that this triangle of land is designated as 'proposed park' on the District of Saanich Shelbourne local area plan. I wonder too if you are aware that Bowker Creek on the eastern boundary of the property has been the subject of many studies and plans, one of which SD61 signed on to with the city of Victoria, Oak Bay and Saanich. There are plans to reconfigure the creek both for beautification, a multiuse trail and for flood abatement purposes. I can provide links to these documents if you are interested in seeing them.

I draw these things to your attention, not to be confrontative, but to ensure that you have an idea of the types of concerns the neighbourhood may have. Hospice is certainly a worth cause, but once again, I wonder if this location is the best choice for them.

[REDACTED]

[REDACTED]

**From:** [Community Engagement](#)  
**Subject:** RE: Victoria Hospice Society to purchase property from Greater Victoria School District  
**Date:** Wednesday, November 10, 2021 9:40:12 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Good morning,

Thank you for the feedback, it will be included in our engagement report to the Board. As your questions relate to Victoria Hospice's plans, we encourage you to engage with Victoria Hospice now, or as they go through their subdivision consultation, should the property disposal advance.

Thank you,

**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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---

**Sent:** Sunday, November 7, 2021 4:10 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Victoria Hospice Society to purchase property from Greater Victoria School District

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

---

Please find attached a written feedback submission concerning the "Victoria Hospice Society to purchase property from Greater Victoria School District".

Comments formed from information:

- letter to the neighbourhood from the GVSD Office of the Superintendent dated 14 Oct 2021
- posted information on SD61 web site and Victoria Hospice Society web site
- media information concerning this proposal- e.g., Times Colonist, Chek TV news, Camosun Community Association
- Zoom Meeting 3 Nov 2021 On-line information session
- Bowker Creek Blueprint

Thank you,







Victoria Hospice Society to purchase property from Greater Victoria School District

[Victoria Hospice Society to purchase property from Greater Victoria School District \(sd61.bc.ca\)](https://sd61.bc.ca)

**ONLINE INFORMATION SESSION:**

Wednesday, November 3, 2021, 6:30 p.m. – 8 p.m.

**Zoom**

**Meeting:** <https://gvsd61.zoom.us/j/63319796192?pwd=bW0xaXVtcFZNMUgzL1V5OWc2VEo0UT09>

**Feedback From:** [REDACTED]

Victoria Hospice is a welcome and important service for many families and individuals in the Greater Victoria District and Vancouver Island communities. Many folks have had contact with or used their services for themselves, for a loved one or been a volunteer. It is a not for profit organization providing services in partnership with Vancouver Island Health.

The online information session did not provide enough detail of what Victoria Hospice plans are for the site and the impact to the adjacent community.

Given the current uncertainty around the defined needs of the Victoria Hospice Society to construct their New Centre of Care and Support, and other factors listed below, the disposal of this triangle shaped property by SD61 should not go ahead.

Victoria Hospice indicates they have been looking for land for a number of years to find the right size in a good location to service their clients. How can this be a good location?

- Victoria Hospice is well aware that the property is a wetland and flooding catchment area
- the only road access in and out is from Richmond via Newton- a narrow residential street
- Corner of Richmond and Newton- at side of school crosswalk and bus stop with limited visibility
- Safety concern exiting onto Richmond
  - Poor visibility due to narrowing of Richmond from Newton south
  - Heavy traffic area-Left turn onto Richmond and off Richmond or through on Newton
- North side of Newton has been used by workers in the area for daytime parking
- Bowker Creek issues as discussed and noted during the 3 November 2021 Zoom Meeting-and Bowker Creek Blueprint document. Remediation of the creek required and partnership with stakeholders. Reference pg. 55 Bowker Creek Pearl Street to Newton Street for action list.
- Land boundary at Bowker Creek not identified- e.g., which side of creek or middle of creek
- Public access bridge currently across the creek from school property to subject property

A previous Victoria Hospice proposal to develop land next to Victoria General Hospital in View Royal was being considered a couple of year ago. After getting through all the design and discussion around what would be needed and how it would look, both Island Health and Victoria Hospice determined it was not a viable project.

- If land disposal settlement goes ahead, Victoria Hospice would be owners of the property. Should discussion/consultation with Island Health, Saanich Staff, Saanich Municipal re-zoning and sub-division and/or community consultation reject the project, the land could be sold on the open market and out of public/institutional ownership. Victoria Hospice Society is a not-for-profit charity not a school or institution.
- It appears that Victoria Hospice is still in major discussion with Island Health about what services would/could be offered in the proposed project facility.
  - It is yet to be determined if end of life beds need to be part of this project. If this option is determined in scope of the new project, how many inpatient beds would be planned?
    - *They currently provide care at an 18-bed Inpatient Unit at the Royal Jubilee Hospital in Victoria. They also offer special touches like a 24-hour unrestricted family and friends visiting policy (including pets), a family lounge area, an open kitchen, and private meditation rooms.*
  - Other options still under discussion might result in the same scenario as the previous project i.e., determined not a viable project
  - Victoria Hospice web site indicates:
    - *The new location will house Victoria Hospice's inpatient beds and associated program areas, as well as providing a hub for our expanded community programs and services.*

*Respite care will also be expanded. This will serve to alleviate pressure on family caregivers, thereby improving the chances that patients are able to remain at home during their end-of-life journey, if that is their wish*

- Since Victoria Hospice doesn't appear to be at the point in their proposed project to know what needs/options and the footprint required, it is premature to be purchasing land that they don't know will fit their requirements. Zoom meeting- suggested footprint possibly 15,000 square ft.
- The disposal of this property to Victoria Hospice would result in loss of precious and dwindling greenspace already under duress by rapid densification in this area.
  - It is also used as a community sport field and could possibly be Saanich park space
  - Sale of 7.3 acres of greenspace/school fields at Lansdowne North has already reduced the greenspace in this area used not only by the school but also by the community
- Traffic impacts to Richmond Road, school and community safety
  - Victoria Hospice clients will increase traffic on Richmond Road and residential streets. They will also travel from proposed site on Newton to RJH on Richmond Road.
    - Richmond to Kings Road already has two 30 km school zones- one for Lansdowne North and one for Lansdowne South
    - Traffic calming from Kings Road to Bay Street impacts traffic flow as does
      - Arthritis Centre, Adanac Street entrance to hospital services, CNIB building, RHJ Emergency and Main Entrance etc.
    - Richmond is a feeder route to Camosun College and UVIC
    - Richmond services two bus routes- #14 UVIC & #8 Interurban/Tillicum/Oak Bay
    - Francophone school in SD61 Lansdowne North disposal property will increase traffic
    - Upgrades to Shelbourne Street will increase traffic on Richmond
    - Proposed apartment buildings across from Adanac Street in Victoria Municipality and project development across from RJH between Bay and Fort will also increase traffic to this area
- Mount Tolmie-Camosun Community Plan
  - 3.0 Community Vision pg. 14
    - *Bowker Creek will serve as an identifying feature of the community. Above-ground sections of the creek will be restored and efforts will be made to daylight its culverted sections. A greenway will develop along the creek's length and tie together natural areas through the community. Natural ecosystems in the area will be preserved and enhanced with special attention given to manage the Garry oak ecosystems present in Mount Tolmie Park. Neighbourhood parks will be developed to meet the community's needs, and new parks will serve growing*

areas such as the Shelbourne Valley Centre. New parkland in the south of the community will include the BC Hydro lands and **currently undeveloped lands alongside Bowker Creek.**

- *Pg. 15 The growth and expansion of institutions such as the University of Victoria, Camosun College, Royal Jubilee Hospital, and St. Michael's University School will respect the neighbouring built environment. The former Richmond Elementary School site will retain its status as a community amenity with at least 50% of its area preserved in the public domain.*
  - 4.3 Institutional Land
    - *Pg. 29- The churches and schools in the area will remain institutional in their use. Saanich will continue to work with School District #61 (SD61) to maintain public access to public school sites and develop long-term plans for the Richmond School site. Any future development of the site will preserve the property in the public domain.*
    - *Pg. 30-4.3.3 Continue partnering with SD61 to expand community services available at local schools and ensure joint-use agreements are protected.*
    - *Pg. 30-4.3.4 Work with School District #61 to develop with a long-term plan for the former Richmond Elementary School site. Ensure that the site is preserved in the public realm and that Bowker Creek is enhanced.*
- SD61's Land Disposal Policy
  - If land determined not to be needed for future enrollment or currently used for school programming could be disposed of, then Lansdowne North as the largest school land parcel, could again be targeted for further future disposal
  - Lansdowne South (Richmond School) after the current proposed land disposal might again be targeted for sale in future as it was in 2007  
<http://www.southjubilee.ca/Newsletters/2007-04.pdf>



### Parking on Newton Street near Triangle sport field area

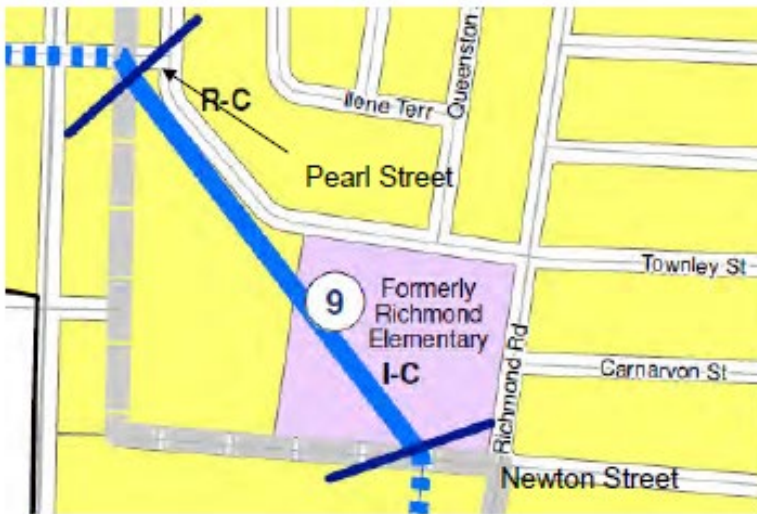




Parking on section of Newton Street by Richmond School (Lansdowne South) looking west



Corner of Richmond Rd and Newton St-exit/entrance to Newton where Richmond narrows





Reach location






Proposed greenways

#### Bowker Greenway Routing Options

Trails Within Watershed

-  Proposed Trail Route
-  Proposed Pedestrian Only Trail

#### Bowker Creek Main Channel

-  Underground
-  Open Channel
-  Bowker Creek Watershed Boundary

**From:** [Community Engagement](#)  
**Subject:** RE: Bowker Creek Initiative  
**Date:** Wednesday, November 10, 2021 9:46:25 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Good morning,

Thank you for sharing the link. This communication will be compiled and shared in our summary engagement report.

Please note, the Board is aware and has access to the Bowker Creek Blueprint Plan.

Thank you,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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**Sent:** Wednesday, November 3, 2021 8:03 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Bowker Creek Initiative

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

hello SD 61 and Board - here is the address of the Bowker Creek 100-year Initiative Blueprint - please forward to the Hospice people -

<https://www.crd.bc.ca/bowker-creek-initiative/about-bci/plans-and-strategies/bowker-creek-blueprint-a-100-year-plan>

cheers - 



**From:** [Community Engagement](#)  
**Subject:** RE: Questions raised at online meeting regarding the property sale of Lansdowne South  
**Date:** Monday, November 22, 2021 9:39:36 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Good morning, [REDACTED]

To confirm, this is the first email I have received from you.

Following the public information session on November 3, 2021, our District website was updated to include the recording of the meeting, which includes the question and answer period. In addition, further documentation was posted under Additional Resources.

Website: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Can you please provide us your specific questions? We are more than happy to assist.

Thank you kindly,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61

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---

[REDACTED]  
**Sent:** Sunday, November 21, 2021 8:13 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Questions raised at online meeting regarding the property sale of Lansdowne South

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

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Good evening - I have been following up on questions raised by a number of attendees at the public information session of November 3 regarding the disposition of property at Lansdowne South. Despite a commitment on behalf of the school board to provide further information and feedback on questions, I have seen no further mention of the session or the issues raised during the online session. I have transcripts of the session and details relating to the unanswered questions, should you require that information.



If I am missing the location of this feedback, could you please direct me to the appropriate location for it. Otherwise, could you please provide responses as promised during the online session. We are quickly approaching the November 24 deadline for further public input on this matter and the lack of response by SD61 has not been helpful in this regard.

Many thanks in advance for your attention on this matter.

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Letter to School District 61 regarding the proposed sale of land at Lansdowne South (Richmond Elementary)

**Date:**

Monday, November 22, 2021 4:48:16 PM

**Attachments:**

[Bowker Creek letter .docx](#)

---

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Attached letter for your review and consideration.

Thank you

[REDACTED]

School District 61 Chair, Ann Whitaker and Board Trustees  
[community@sd61.bc.ca](mailto:community@sd61.bc.ca)

As a resident and property owner in Oak Bay for more than 30 years, with two children who attended school in the district, I'm writing to express my concerns about the Memorandum of Understanding to sell a portion of land at Richmond School, (now Lansdowne South campus) adjoining Bowker Creek.

Bowker Creek is one of the most valuable community assets in Oak Bay. It is well managed by the Friends of Bowker Creek who have worked to protect, manage and improve it and the land adjacent to it for everyone's enjoyment. Hundreds of thousands of dollars of public funding and thousands of hours of staff and volunteer time have been invested over the past 20 years to improve management of Bowker Creek.

SD 61 has participated in the development of the 2003 Bowker Creek Watershed Management plan and endorsed the 2011 Bowker Creek Blueprint: A 100 Year Vision and you have received federal funding for \$738,000 for creek restoration at Oak Bay High School. Clearly, SD 61 has been aware of the Bowker creek Initiatives interest in this property for more than a decade.

So why, after supporting this initiative, would SD61 now choose to sell off this parcel of land which will only undermine and erode much of the work done so far?

It seems short sighted and inconsistent with your previous level of involvement and support. Not only would this move fragment ownership of the stream bed and riparian areas and unnecessarily complicate future restoration opportunities, it would result in lost opportunities for further educational opportunities.

Surely, as an educational organization, you have a responsibility to take a leadership role to protect this asset as well as its educational value now and for future generations. In 2021, with climate change and climate disasters occurring around the world and on our own doorstep, this is the time when we need our educational leaders to step up and take bold, decisive action to protect valuable community assets like Bowker Creek.

I urge you to reconsider this Memorandum of Understanding regarding the sale of a portion of land at Lansdowne South campus.

Sincerely,



**To:** [REDACTED] [Community Engagement](#)  
**Subject:** Re: Questions raised at online meeting regarding the property sale of Lansdowne South  
**Date:** Monday, November 22, 2021 8:49:57 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[SD61\\_info\\_session\\_unanswered\\_questions V1..pdf](#)

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Thanks for your response. I have attached excerpts from a transcription of the question and answer session, with commentary following each question outlining the request for further clarification. Looking forward to receiving the information as requested. Best regards, [REDACTED]  
[REDACTED]

On Mon, Nov 22, 2021 at 9:39 AM Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)> wrote:

Good morning, [REDACTED]

To confirm, this is the first email I have received from you.

Following the public information session on November 3, 2021, our District website was updated to include the recording of the meeting, which includes the question and answer period. In addition, further documentation was posted under Additional Resources.

Website: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Can you please provide us your specific questions? We are more than happy to assist.

Thank you kindly,

**Lisa McPhail**

Manager, Communications & Community Engagement



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**Sent:** Sunday, November 21, 2021 8:13 PM

**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>

**Subject:** Questions raised at online meeting regarding the property sale of Lansdowne South

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

Good evening - I have been following up on questions raised by a number of attendees at the public information session of November 3 regarding the disposition of property at Lansdowne South. Despite a commitment on behalf of the school board to provide further information and feedback on questions, I have seen no further mention of the session or the issues raised during the online session. I have transcripts of the session and details relating to the unanswered questions, should you require that information.

If I am missing the location of this feedback, could you please direct me to the appropriate location for it. Otherwise, could you please provide responses as promised during the online session. We are quickly approaching the November 24 deadline for further public input on this matter and the lack of response by SD61 has not been helpful in this regard.

Many thanks in advance for your attention on this matter.

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** New Hospice location  
Tuesday, November 23, 2021 10:17:47 AM

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Dear SD61,

I am a Bedside Singer in Hospice and I have seen the value of the support Hospice gives to dying patients and grieving families first-hand. I am excited by the proposal to relocate Hospice to property adjacent to Lansdowne School and I am hopeful the sale of the property is approved. The location seems to be perfect for the needs of Hospice as they seek to expand their services for the wider community. Victoria Hospice has been a pioneer in serving the needs of people near death and I am hopeful this property will enable them to create a modern facility to support those at the end of their lives and their families as well.

Thank you for the opportunity to comment,

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Support for sale of Lansdowne south land to Victoria Hospice

**Date:**

Tuesday, November 23, 2021 11:01:22 AM

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To whom it may concern,

I am writing to express my support for the sale of the portion of the Lansdowne Middle School south campus lands to Victoria Hospice for their new facility.

This land sale supports not only the development of much-needed new schools but also the compassionate care Victoria Hospice is known for. Any of us who have experienced the care hospice has provided for our loved ones will understand how crucial this service is.

Thank you for your consideration,

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Victoria Hospice and better schools

**Date:**

Tuesday, November 23, 2021 11:59:55 AM

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Dear GVSD,

I am writing to express my hopes that the agreement between the Greater Victoria School District and Victoria Hospice Society will soon be accomplished and that a new hospice will be built on the current Lansdowne Middle School property.

This is a perfect example of a community working together for a better future for all. Schools in Victoria will benefit from the sale of this land by being more able to improve the ability of schools to function in a time of climate crisis and impacts on infrastructure. Now is the time to be ready for climate effects. It is also beneficial to schools in being able to build with a lower carbon footprint.

Victoria Hospice Society has served my family and neighbours directly, in care, comfort and services that are found nowhere else. From a family member dying in their care and a neighbour being able to have MAID in Hospice, while I had the opportunity to receive grief counselling, and know volunteers offering support. Hospice is a gift to any family, friend and community. For 40 years Hospice has worked in the older part of Royal Jubilee Hospital, and needs a new home. The land offered is ideal, close to RJH, transit and in a quiet residential, natural and educational setting. I think good things will happen here with this connection.

I urge everyone to support this endeavor. Thank you.

[REDACTED]



**To:** [REDACTED]  
**Cc:** [Community Engagement](#)  
[Kevin Murdoch](#)  
**Subject:** Sale of SD61 land to Hospice Society  
**Date:** Tuesday, November 23, 2021 12:11:40 PM

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Dear Chair Painter and School Board Trustees

I urge the SD 61 School Board to halt the sale of the 1.9 acre parcel of land adjacent to Lansdowne Middle School. I am deeply concerned that there has not been adequate public consultation for the disposition of this land. There must be full consideration of the unique ecological qualities of this parcel of land. It appears that SD 61's commitment to the Bowker Creek Blueprint has been overlooked.

I know SD 61 is under pressure to raise much needed funds and Victoria Hospice is surely a worthy cause, however, there are other vital considerations which are unique to this piece of land.

The restoration of Bowker Creek as a healthy riparian ecosystem has deep commitments within the community. It is supported, both financially and in principle by the municipal governments of Victoria, Saanich and Oak Bay as well as the Capital Regional District. Thousands of hours of volunteer service over many years have contributed to this project. Many schoolchildren are actively engaged in this work.

Bowker Creek is profoundly important to the community. It is valued for its unique beauty, its role in the preservation of biological diversity and climate change mitigation, as well as for its many educational and community building opportunities.

Please go no further with this sale until the preservation and restoration of Bowker Creek is made top priority in any future use of this land.

Sincerely,  
[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Victoria Hospice

**Date:**

Tuesday, November 23, 2021 1:43:25 PM

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Dear School Board District 61,

I would like to support this proposed land sale to Victoria Hospice. The school lands serves the community and Victoria Hospice certainly serves the entire community by supporting end of life programs for the community. This proposal would support the community on a much broader scale. The community would benefit from this development.

As a supporter of Victoria Hospice, I am hopeful this proposal will move forward.

Warm regards,

[REDACTED]

*"Everytime you smile at someone, it is an action of love, a gift to that person, a beautiful thing." Mother Teresa*

[REDACTED]

To:

[REDACTED]

[Community Engagement](#)

Subject:

Proposed land sale at Lansdowne South school property; Ryan Paynter

Date:

Tuesday, November 23, 2021 4:17:03 PM

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Dear [REDACTED]

I was alarmed to learn, very recently, of the School District's plans to sell part of its property adjoining Bowker Creek.

The greenway there, part of the streamside protection area, is a right of way valued by the community.

The Lansdowne student body can be involved in restoration and enhancement of Bowker Creek by their school, and learn to care for their environments, as has been shown at Oak Bay High School with great success.

I hope SD 61 reconsiders its proposal to sell this parcel, and can come up with a plan that better serves its students, neighbours, and its section of Bowker Creek.

Thank you,

[REDACTED]

**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Victoria Hospice  
**Date:** Tuesday, November 23, 2021 4:40:50 PM

[Community Engagement](#)

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

Board of School District 61

November 23, 2021

Ladies and Gentleman

My name is [REDACTED] and I am a Board Member of Victoria Hospice and I have been charged with heading the Location Committee . We have been meeting for over 2 years in attempting to find a suitable location with 2 or 3 acres for Victoria Hospice . WE have examined over 2 dozen sites and unfortunately none of them were suitable as they were not large enough, location not right, or not on a bus route etc. etc..

Our present location is in the 1940's concrete old maternity ward at the Jubilee Hospital. This building is extremely awkward for us as it is built like a bunker and extremely difficult to redesign to today's standards for Hospice clients. It is amazing that we receive fantastic accolades from our previous clients families and the public. This is entirely due to our fantastic staff and volunteers who are devoted to our clients notwithstanding the very poor working conditions with the old concrete building.

We were extremely excited when we discovered your excess property on Newton Street and we were able to negotiate a purchase agreement with you subject to a number of conditions. This property is excellent for us and Bowker Creek would be a bonus . We realize that we would have to do a terrific amount of work to beautify the Creek and have already selected a number of consultants including a Biologist, Landscape Architects, Surveyor, Civil Engineer , Arborist and siting and building architects. We wish to improve Bowker Creek to create a perfect, beautiful, peaceful jewel with walking paths, perhaps a gazebo and benches .

Thank you for agreeing to sell this land to us ( with conditions we have to meet) . It will become a beautiful setting for so many aspects of Hospice

Your Truly

[REDACTED]  
[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

[REDACTED]

**Subject:**

[REDACTED]

Proposed sale of land at Landsdown South.

**Date:**

Tuesday, November 23, 2021 6:08:22 PM

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Attn: Ann Whitaker, Chair

Board of Trustees, School Dist. #61

I am writing to express my concern about the disposal of the land proposed for a Hospice Building. I am particularly concerned about the effect on Bowker Creek, which is adjacent to the property. I would like to know if the BC Riparian Areas Protection Act has been taken into account. In the Regulation Guidebook for this Act there should be a 30 metre set back of any construction adjacent to a waterway. How can you guarantee that this would be preserved if the land is sold?

Thank you for your consideration of this question.

Sincerely

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Bowker Creek

**Date:**

Tuesday, November 23, 2021 6:14:10 PM

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Hello Ms Whitaker and Board Trustees,

As someone who has contributed many volunteer hours in efforts to conserve the vital ecosystem surrounding Bowker Creek, I am writing to request that any party involved in the purchase of SD 61 parcel, be made aware of the essential need to preserve and improve this vital link and unique ecosystem in the Bowker Creek watershed.

Thank you,

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Victoria Hospice

**Date:**

Tuesday, November 23, 2021 6:20:34 PM

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Board of School District 61

Dear board members,

I am delighted with the opportunity to purchase the property on Newton St as a location for Victoria Hospice services. As a member of the Hospice board for the past five years, I have strived along with other board members to find a suitable location to build a new facility, replacing our current dated patient location of a floor in a 70 plus year old building. As a retired nurse, I can attest that the care provided by our staff and volunteers is extraordinary despite the setting with shared rooms, inadequate bathrooms and tub rooms, inadequate space for families both in the patients' rooms and on the unit, and much more. The access to outdoor green space and the Bowker Creek will be beneficial for patients, families and staff. Thank you for agreeing to sell this land. It will make a difference for dying patients and families for years to come.

Sincerely,

[REDACTED]

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** potential Hospice area.  
Tuesday, November 23, 2021 8:05:56 PM

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I would like to tell you how important it would be for Hospice to acquire this property. I have been a volunteer for 18 years and know what helpful services we provide for people experiencing grief and the families supporting those that are ill. This location is so excellent and I encourage all to consider this as a very important property to continue our support to the community. [REDACTED] teacher of 25 yr.

Sent from [Mail](#) for Windows



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**To:** [REDACTED]  
[Community Engagement](#)  
**Subject:** Victoria Hospice  
**Date:** Tuesday, November 23, 2021 8:10:32 PM

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Board of School District 61

November 23, 2021

Ladies and Gentleman

I was on the Board of Victoria Hospice for 6 years. All the while we were going through Pros and Cons of different sites. When it came right down to it..not one of the properties was just right for what we needed.. Also we needed to know our Donors would be willing to support our choice.

Finally there is this property on Newton, owned by yourselves, which is perfect for our needs. The community, I am sure, would see fit to allow us to have a tranquil beautiful setting for our loved ones at end of life. Part of our needs for a new home for Victoria Hospice, is a serene quiet environment. Bowker Creek will never be abused or not taken care of, as we all are of the same vision...Serenity and calm when our loved ones leave us.

I must tell you, and you probably know, many Victorians were born in the old Maternity Ward where Victoria Hospice is today...sadly - so many are also dying there.. We have one shower for 18 beds, and the Victoria Hospice care they get regardless of this is the best you can get. Victoria Hospice has been noted as the top Facility in Canada, with not only end of life, but a Learning centre, and education centre for our Country.

I was so very pleased when I heard you were opened to sell your property to us, with conditions. I know we will do our part to make you proud of your decision.

Thank you for your support.

Sincerely,

[REDACTED]

[REDACTED]

**To:** [REDACTED]  
**Subject:** Community Engagement  
**Date:** Hospice property acquisition  
Tuesday, November 23, 2021 8:16:04 PM

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I would like to speak in support of Hospice acquiring this property. It is very close to our RJH site. As a volunteer of 18 years, I know that Hospice supports many people in grief as well as helping those supporting family in last stages of disease. This would be a place of healing and support for many .  
Thanks [REDACTED] 25 yr teacher for District 61

Sent from [Mail](#) for Windows



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[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Feedback on proposed sale of SD61 property to Victoria Hospice

**Date:**

Tuesday, November 23, 2021 8:20:50 PM

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Hello,

I am a local community member and I do not support the sale of SD61 land at Lansdowne South Campus to the Victoria Hospice Society.

As we saw recently in the protection efforts to save the Kings Nature Space, this local area is at a large and growing deficit of greenspace. The particular parcel of land in question also encompasses Bowker Creek, and the CRD has plans to restore this section of the creek.

Why should we build on last remaining local greenspace and jeopardize the ecological integrity of Bowker Creek?

What are the goals of each organization and could we meet these AND at the same time protect this greenspace?

Has the St Pat's school and Diocese been approached? St Pat's has long been interested in the Lansdowne south campus. Perhaps a creative solution could be reached whereby St. Patrick's purchases the full Lansdowne south campus, and Lansdowne grade 6 students move to the current St Pat's school location. There would be more than enough capacity for grade 6 students in the existing St Pat's school building and students could use the back greenspace playground (at the end of Trent street off Haultain).

Victoria Hospice could build on the current St Pat's turf elementary playground and parking lot- immediately beside the hospital campus.

This scenario requires no loss of local greenspace and allows for the protection and restoration of Bowker Creek and the important surrounding floodplain.

I support the Victoria Hospice Society and their efforts to find a Centre of Excellence.

However I believe in 2021 we need to make decisions with the best long-term interests in mind for our climate, ecology and future generations. In this case, that will require a creative solution that 1) finds a location for Victoria Hospice, 2) brings in funds for SD61, and 3) does not include building on a floodplain and greenspace, and preventing the restoration of Bowker Creek.

Kind regards,

[REDACTED]

**To:** [REDACTED]  
**Subject:** SD61 Lansdowne Middle School South Campus 1.9 acre proposed sale to VHS  
**Date:** Tuesday, November 23, 2021 8:57:19 PM  
**Attachments:** [CCA Letter LANSDOWNE SOUTH SD61 Final.pdf](#)

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Hello

Please see CCA feedback letter attached.



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[www.CamosunCommunityAssociation.com](http://www.CamosunCommunityAssociation.com)

Nov 23, 2021

Dear SD61 Board Members:

I write on behalf of the Camosun Community Association (CCA) concerning the SD61 agreement to potentially sell 1.9 acres of land south of Lansdowne Middle School to the Victoria Hospice Society for \$2.5 million. The triangular-shaped property is adjacent to the south campus of Lansdowne Middle School, formerly Richmond Elementary School. The land use proposal from Victoria School District SD61 will impact local community greenspace, increase development adjacent to Bowker Creek and reduce opportunities for future flood mitigation for downstream communities. **I encourage SD61 to take the time to properly consult the community and other stakeholders in accordance with Ministry policy in land disposal decisions.**

***We ask that SD61 restart the community consultation process to discuss all options for land they consider for disposal and development. SD61 should engage all stakeholders in consideration of alternative solutions and allow the necessary time to inform and engage in meaningful dialogue.***

**Background**

1. SD61 proposes to sell 1.9 acres for the Lansdowne South campus (Richmond School) to the Victoria Hospice Society for \$2.5 million: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>



It is important to note that CCA supports Victoria Hospice Society's (VHS) goal to have a new facility however the location is not appropriate given the sensitivity of this area.

The triangular-shaped Richmond School property at Newton St. includes a significant portion of Bowker Creek.

### **This community is deficient of parks and green space:**

Camosun community is currently deficient in Saanich's recommended area for parks even if one includes the areas SD61 proposes to sell. Moreover, Saanich identified the Richmond School property as a proposed park in the 1998 Shelbourne Local Area Plan and this land is included in Saanich's current inventory of green space. The need for parks and greenspace will become even more acute with increasing intense densification along the Shelbourne and Hillside corridor.

*"Providing adequate and suitable park space to serve an increased Valley population, particularly in Centres, and an increasingly diverse number of user groups will be a critical challenge going forward. As more residents move into housing forms that have limited or no access to private outdoor space providing high quality and easily accessible parks and open spaces will help ensure a good quality of life for all citizens." Shelbourne Valley Action Plan 2017 page 49.*

SLAP 2008 page 27 – Proposed Park.

#### **LEGEND**



Proposed Park



Existing Park\*

\*For the purposes of park calculations 1/2 of the school sites are counted



Closed Roads, Unconstructed  
Rights of Way or Walkways



Bowker Creek (Open Sections)



Bowker Creek (Culvert Sections)



OAK BAY  
RECREATION  
CENTRE

#### **MAP 7.1**

#### **PARK AND OPEN SPACE**

C:\Project\_Admin\Local Area Plans\Shelbourne\maps\Map 7\_1.pdf

### **Regional Implications – Flood Mitigation:**

The CCA is a strong supporter of the Bowker Creek Blueprint: 100 Year Plan, also endorsed by Saanich, Victoria, Oak Bay and SD61. We are concerned that sale of 7.3 acres at Lansdowne Middle and the proposed 1.9 acres at the Lansdowne South Campus (Richmond) properties and subsequent development will have negative downstream impacts. The storm event this week once again demonstrated how susceptible all communities adjacent to Bowker Creek are to flooding. Adjacent natural areas are a critical asset for improved flood mitigation. SD61 has acknowledged the increasing risk of extreme weather events. Without intervention, flooding and property damage is expected to increase given current climate change projections.

The SD61 ‘information session’ on November 3<sup>rd</sup> on sale of the Richmond property failed to address concerns around storm water and flood plain management. Both the representatives for SD61 and Victoria Hospice had great difficulty answering basic questions on flooding and SD61’s previous commitment to the Bowker Creek Blueprint and 100 Year Plan, and the potential for flood mitigation presented in the Bowker Creek Daylighting Feasibility Study (2020). We are concerned with the lack of research, preparation, and consultation for this important initiative.

SD61 has an impressive record of collaboration with Oak Bay to restore flood capacity and natural areas at Oak Bay High School in 2015. SD61 made similar commitments for the property at Richmond School. We think it's vital that SD61 not undertake initiatives resulting in further loss of Bowker Creek's natural capacity for extreme weather and flood events.

### **Concerns - Inadequate Consultative Process:**

Ministry of Education policy directs School Districts to consult the community on alternatives for property disposal (M193/08). *“Just like consultation undertaken around school closures, a board must consult with local government, community organizations and the general public regarding alternative community uses and the disposal of land.”* SD61 policy and regulations for land disposal (Compliant with IAP2) also requires to consideration of alternative uses. Unfortunately, SD61 has simply focussed on their preferred option to sell the land to Victoria Hospice with no opportunity for meaningful consultation with community or other stakeholders on options/alternatives. We ask SD61 to look seriously at all possible options and solutions for Richmond School. We encourage SD61 to collaborate with the community in Saanich as they did with Oak Bay.

Thank you in advance for taking these concerns into consideration.



**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** Victoria Hospice  
Tuesday, November 23, 2021 9:07:58 PM

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To all concerned:

I am an ardent supporter of Victoria Hospice and fully understand the need for it to relocate its services.  
I also understand that Hospice has identified your property as an extremely suitable location, after spending much energy and time searching.

I am sure you will agree that when looking forward to 'best options' use of the property, Victoria Hospice will undoubtedly be the best steward of that location, while also having the greatest benefit to the Greater Victoria community, for many decades to come.

I sincerely hope that you will proceed with the sale of your property to Hospice.

Thanking you for your attention.

[REDACTED]  
Victoria



**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** Victoria Hospice  
Tuesday, November 23, 2021 9:55:15 PM

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To whom it may concern:

I have heard that Victoria Hospice is trying to purchase your excess property on Newton.

This would be such an ideal and beautiful location to relocate Hospice.

This charity is completely unselfish in its efforts to find the right setting and your property is perfect in every sense.

I would ask you to give your generous consideration to this request.

Yours Sincerely

[REDACTED]

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Hospice

**Date:**

Tuesday, November 23, 2021 10:02:38 PM

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Good afternoon:

My name is [REDACTED] and I am a lawyer practising in Victoria. Over my many years here in Victoria I have had clients from all walks of life who have spent their final time in the Hospice. I have to say that it is a wonderful organization that has treated my clients with compassion, generosity of spirit, kindness and humour despite the rather grim physical building in which they are housed.

I have been so pleased to hear of the discovery of your property on Newton Street. The property would be so perfect for the purpose of Hospice and I know that the Hospice organization would be excellent stewards of the property and would conserve and beautify the lands including the Creek. I understand that they have already selected a number of consultants including a Biologist, Landscape Architects, Surveyor, Civil Engineer, Arborist and siting and building architects to create a perfect, beautiful, peaceful jewel with walking paths, a gazebo and benches.

I sincerely hope that you will agree that this is a perfect use for your surplus land and Hospice will be able to create there a physical environment consistent with their mission of caring for those in their final days.

Best regards,

[REDACTED]  
[REDACTED]



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[REDACTED]

To:

[REDACTED]

[Community Engagement](#)

Subject:

Sale of Lansdowne South Property

Date:

Tuesday, November 23, 2021 10:20:58 PM

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Hello,

I am writing as a follow-up to the meeting that was hosted earlier this month regarding the sale of a portion of the Lansdowne South property to Victoria Hospice Society.

**We are opposed to this sale and do not support the decision to sell this property adjacent to Bowker Creek greenway.**

We were disappointed with the lack of knowledge displayed by the school board representative at the meeting with regards to the Bowker Creek Blueprint plan. The Blueprint was agreed to by all the municipalities and the School district. The triangle was also declared 'potential park' by Saanich and is shown as such in the Shelbourne Local area plan. This potential sale does not respect past planning at all!

We were also disappointed with Victoria Hospice- they are a deserving cause for sure; however, they did not sound like they had researched this property at all and seemed to know nothing about the flood plain, the creek, or any previous studies and agreements around this area.

Much research has been done on Bowker Creek and its important role in the ecosystem in the area. The greenspace is critical and especially, in light of recent weather events, it is more important than ever to maintain and protect our vanishing greenspaces and Bowker Creek.

We have just lost a large section of the Lansdowne field to development for another school. Citing percentages of greenspace per student is beside the point. The greenspace is for all the community, not just a 'per student' ratio.

On a more practical note- situating a hospice facility adjacent to a busy school seems poorly thought out to me. We live near the school and it is not restful or peaceful - which I would imagine would be the environment one would seek out for hospice.

We trust you will hold to agreements made in previous years and protect this valuable area.

Thank you,

[REDACTED]

**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** newton street property  
**Date:** Wednesday, November 24, 2021 8:11:34 AM

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I am writing in hopes you will allow Victoria Hospice to complete the sale of your undeveloped property on newton street. As I'm sure you know, Hospice has been looking for a suitable property to relocate to for years- literally. I cannot think of an agency that has more impact on peoples lives at a critical time, or one who does a better job of carrying out their mission. I have no doubt they will do as they say , and will meet the conditions you have set out- and we, the community they serve will be there to help.

If there is anything you require that we can help with, please don not hesitate to contact us at the above email.

with thanks [REDACTED]

[REDACTED]

To:

[REDACTED]

[Community Engagement](#)

Subject:

School Board Site - Newton Road - Victoria Hospice

Date:

Wednesday, November 24, 2021 8:48:08 AM

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To: Board of School District 61

Date: November 24, 2021

Ladies and Gentleman

Hello, my name is [REDACTED] and I am a Board Member of Victoria Hospice. We appreciate the effort involved by the school board with assisting Victoria Hospice finding a new site to continue to provide valuable services to the community.

The Victoria Hospice is extremely excited about the school boards property on Newton Street. The Victoria Hospice will be proud to beautify and protection Bowker Creek and the lands we acquire. We look forward to ensuring Victoria Hospice becoming a welcome community neighbour

Thank you for agreeing to sell this land to us ( with conditions we have to be meet)

Respectfully

[REDACTED]  
[REDACTED]  
[REDACTED]

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** SD61 land disposal at Lansdowne South  
**Attachments:** Wednesday, November 24, 2021 9:00:50 AM  
[SD61 land disposal at Lansdowne South - Streamkeepers response.docx](#)

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Thank you for this opportunity to comment. Please find my letter attached below.

[REDACTED]

To: School District 61

November 23, 2021

From: [REDACTED] Salmon Recovery Streamkeepers, Friends of Bowker Creek Society

Subject: Disposal of Lansdowne South property on Bowker Creek

Thank you for this opportunity to comment.

The Streamkeepers group that I represent is restoring salmon to Bowker Creek near Oak Bay High School. With support of Fisheries and Oceans Canada and in partnership with Peninsula Streams Society, we plan to incubate 30,000 Chum eggs in the creek for each of the next three years, beginning this winter. Returning adult salmon are expected in November 2024. Our Bowker Creek salmon recovery initiative enjoys enthusiastic community support.

My comments will relate to the Streamkeepers' interest in restoring Bowker Creek as a healthy stream ecosystem where salmon and trout may thrive. Comments are as follows:

**Bowker Creek restoration at the Lansdowne South campus matters greatly to the health of the stream and is part of an action plan endorsed by SD61.**

- The campus holds one of the longest stretches of the creek on public land. As such, it ranks very high among properties critical to Bowker Creek's future.
- The *Bowker Creek Blueprint: a 100-year action plan to restore Bowker Creek's watershed* (CRD, 2011) states:

On this site there is an opportunity to create a wider, healthier channel in the triangle to the west of the current alignment. See Figure 12 for a restoration concept in this location. The new, relocated channel should have gently sloping banks and be planted with native species to create a riparian buffer. Opportunities for an outdoor classroom.





- **SD61 has endorsed the *Bowker Creek Blueprint*. We appeal to the school district, as one of the significant public landholders on the stream channel, to accept its vital role in implementing the *action plan*.**
- The *Daylighting Feasibility Study – Bowker Creek* (CRD 2020) updates the *Blueprint* vision for the Lansdowne South portion of the stream, adding to its ability to mitigate peak storm flows in the creek.
- Financing the restoration need not be a school district responsibility. The project is extraordinarily well-suited for Federal and Provincial grants, as in the case of the Oak Bay High School stream restoration, completed in 2016.

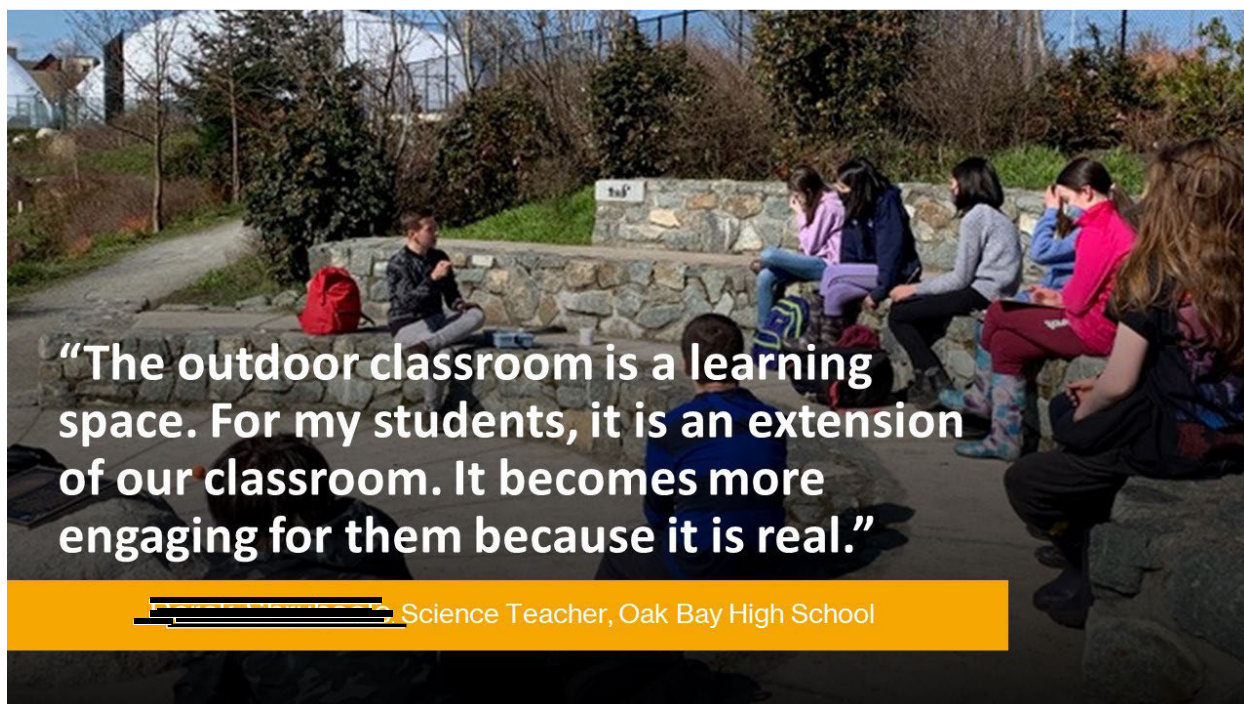
#### **Benefits of Bowker Creek restoration at Lansdowne South:**

- **Educational opportunities for students**
  - The example of Oak Bay High School shows that students can benefit greatly by stream restoration on school grounds. Design of the restoration included the school community. It features an outdoor classroom area that allows classes to meet on the streambank. Teachers at OBHS have brought the creek and its riparian zone into curriculum. Students conducting studies along and in the creek are a common sight, as are structures, nets and demarked study zones that indicate student projects taking place.
  - OBHS student research led to the salmon recovery initiative. Surveys of habitat and water quality in the restored area of stream surprised everyone by indicating that conditions were almost acceptable for introducing Chum salmon. The Streamkeepers were able to expand on the OBHS student work to identify a part of the stream with acceptable habitat and water quality where the egg incubation will occur.
  - Students and community volunteers work together at OBHS to restore habitat, to benefit ecosystem and human communities. The students learn that their local actions can be part of solving global problems.





- Students from other schools also benefit. Students from Monterey Middle School have engaged for many hours in learning and habitat work at OBHS and elsewhere on the creek. Their plantings are an evident and thriving part of restoration efforts. Other schools visit for learning at OBHS to enrich their projects incubating salmon eggs in the classroom.



- **Climate change adaptation**
  - Record rainfalls this month have awakened all of us to the vital need for adaptations now to prevent future disasters. We recognize that the rain this month is only a foretaste of winter storm events to come. This month’s rain pushed to the limit the creek’s ability to conduct stormwater to the sea. We know that we must improve the capacity of Bowker Creek and its catchment area to manage rainwater. Climate change dictates changes to our practices.
  - **The Bowker Creek Blueprint is a climate adaptation plan.** It represents a shift to Smart Rainwater Management. Rather than constructing drains and culverts ever bigger, while degrading the stream ever further, our communities are shifting to rainwater management that partly imitates nature. We learn to capture, recycle, delay and clean water on its way to the creek and in the creek; we learn to use rainwater to benefit people and nature throughout the catchment area. *Blueprint* plans for the Lansdowne South campus reflect that shift to Smart Rainwater Management.
  - Restoration will widen the stream to slow, store and clean the water at Lansdowne South campus. It will help to reduce downstream effects of big rainfalls. Fish habitat and water quality will benefit.
  - **We celebrate the stated commitment of SD61 to enact a Climate Action Plan. Stream restoration at Lansdowne South is an obvious part of that plan.**

- **Biodiversity**
  - Restoring the creek and its streambank (riparian) zone brings a great abundance of natural life back to Bowker Creek's valley. The stream is becoming a "biodiversity corridor" in our urban environment at a time when our nation is becoming aware of severe and dangerous loss in biodiversity. Bowker Creek can provide children and adults with vibrant ecosystem in the heart of the city, where people see otter and mink, hawks and owls, butterflies and caddisflies and where people hear yellow warblers and red-winged blackbirds. **Restoring the creek can allow students to witness a Chum salmon spawning run in their own neighbourhood, without the bus trip to Goldstream.**
  - In addition, restoration at the Lansdowne South campus offers the rare opportunity to establish wetlands ecosystem, once prevalent along the creek, but now rare.
- **Creek restoration at Lansdowne South can create excellent fish habitat.**
  - At present, Bowker Creek at the school is a narrow, deep ditch. Storm flows raging through it would sweep away any salmon or trout as well as any eggs and spawning gravel. Low summer flows would expose fish in bare, narrow channel, lacking pools and hiding places.
  - The Oak Bay High School provides an example of restoration. Storm water has room to spread out and slow down. At the height of storm flow this year on November 15<sup>th</sup>, water velocity remained moderate in the main channel, streambed gravel stayed in place and flooded streambank vegetation provided calm refuge where ducks paddled. **SD61, can succeed like this again at Lansdowne South.**



**We urge SD61 to work with community and governments to restore Bowker Creek at Lansdowne South, as you did at Oak Bay High, with wonderful results.**

**To:**  
**Date:**

**Community Engagement**  
Wednesday, November 24, 2021 9:35:14 AM

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Ladies and Gentlemen,

My name is [REDACTED], I am a member of the Victoria Hospice Board .

As [REDACTED] and others have presented the history and facts of the Hospice long journey to find an ideal location for a new stand alone home for Hospice , I will keep my input short .

The Newton site under your jurisdiction would be an ideal new home for Hospice for many reasons .

It is centrally located in a lovely residential area with Bowker Creek running the border of the proposed site .

A lovely setting for patients at their end of life and families to share together .

We are hoping that with the foundations due diligence of engaging with all consultants and stakeholders that the sale of your land to us comes to fruition.

Many in our community will benefit from this project .

Many thanks

[REDACTED]

[REDACTED]

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** Sale of land at Lansdowne South Campus  
Wednesday, November 24, 2021 10:01:12 AM

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To Whom it May Concern,

I write to urge you to suspend plans to sell the land at Lansdowne South campus, in the interests of community engagement, ecological awareness, and SD61's prior commitment to the Bowker Creek Blueprint.

My son and I have been volunteering with the Friends of Bowker Creek/Bowker Creek Streamkeepers for several years now, and have seen the tremendous changes that can be wrought with volunteer labour and sincere commitment. My son is an avid birder and advocate for the environment, especially the reintroduction of salmon species into Bowker creek and the gradual restoration of the entire waterway to its pre-concrete state (the substance of the aforementioned blueprint). There is little enough hope for kids these days in terms of environmental recovery, and I hate to think what the sale of these lands would do to his, and my, investment in restoring this bit of our ecology.

Land is thought—how we engage with it is a mode of thinking. Please at least halt the sale of these lands until proper consultation has been undertaken and we have arrived at some consensus about its true value – as opposed just to its price.

Thank you,  
[REDACTED]



**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** Bowker creek  
Wednesday, November 24, 2021 10:41:26 AM

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Please halt the sale of the 1.9 acre parcel of land adjacent to Lansdowne Middle School. This parcel of land has unique ecological qualities for fish habitat / restoration AND it appears that SD 61's commitment to the Bowker Creek Blueprint has been overlooked.

PLEASE RESPECT PAST COMMITMENTS TO THE BOWKER CREEK BLUEPRINT.

[REDACTED]

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Proposed disposition of property at Lansdowne South campus

**Date:**

Wednesday, November 24, 2021 11:02:15 AM

**Attachments:**

[SD61 Lansdowne south sale.pdf](#)

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November 23, 2021

Greater Victoria School District  
[community@sd61.bc.ca](mailto:community@sd61.bc.ca)

Re: Proposed disposition of property at Lansdowne South campus

This property, which SD61 proposes to divest by sale, is one of very few undeveloped properties of any size adjacent to Bowker Creek remaining in public ownership. It has been identified by the *Bowker Creek Blueprint*, endorsed by SD61 in 2018, and the 2020 *Bowker Creek Daylighting Feasibility Study* as an important location for enhancement of public Greenway access, Creek restoration and naturalization, and storm water management infrastructure. All of these functions are of great and growing importance to our increasingly densified urban community.

The crucial need for enhanced storm water management capacity, for which this site has significant potential, has been highlighted by recent, unprecedented storm events. We need that capacity on rare sites such as this to increase environmental resilience of our community in the face of such events, which are becoming more frequent and more severe with the advance of climate change. Our community cannot afford to forego that potential of this site.

The process of public consultation on this proposed property disposition has been hurried and insufficient in scope. It risks failing to recognize and account for the significant potential of this site to serve greater values of public benefit and the public opportunity costs through development inconsistent with the *Bowker Creek Blueprint*. There is no indication, for example, that the District of Oak Bay and its residents have been specifically consulted on the significant, potential “downstream” impacts for them from the proposed disposition and consequent lost opportunities to realize the anticipated long-term benefits of the *Blueprint* plans.

We urge SD61, at the very least, to pause this hurried process and revise it so as to consult more widely and effectively with communities affected by the proposed disposition.

[REDACTED]

**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** [Community Engagement](#)  
[Trustees](#)  
**Date:** sale of Lansdowne Middle School South Campus lands  
Wednesday, November 24, 2021 11:02:31 AM

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Hello,

I am writing to urge SD61 to extend the public consultation process on the sale of this land so that the implications of the proposed sale on Bowker Creek and the local watershed can be fully considered.

Sincerely,

[REDACTED]



**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Newton Street Location for Hospice  
**Date:** Wednesday, November 24, 2021 11:04:30 AM

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**I received the news of the purchase of this land for the purpose of relocating Hospice with great interest and delight. This site will provide for a great location, with adequate parking and accessibility.**

**Having worked as a volunteer at Hospice in its present location, I am aware of the need for an improved environment. The staff provide the highest degree of care and it is such a privilege to work and learn from them.**

**I was also delighted to see that Bowker Creek runs through the property.**

**Anyone who has visited Hospice has likely seen the garden on the 4th floor. It is a wonderful spot for families and, when possible, patients to revisit nature at a time when a person is confronting the end of life. Having a natural site like Bowker available would be a great enhancement to their experience at such a difficult time, both for the patients and their families. I know this natural area will be tended to with great care by volunteers as is the rooftop garden now.**

**Thank you for your consideration of my opinion.**

[REDACTED]

[REDACTED]

To:

[REDACTED]

[Community Engagement](#)

Subject:

Disposal of the Lansdowne South property - community feedback

Date:

Wednesday, November 24, 2021 11:10:31 AM

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To School District 61,

Thank you for the opportunity to comment on the proposed disposal of the Lansdowne South property. I write to urge you to reconsider the sale because I believe that the development of the greenspace will bring undue hardship onto the community and the environment.

Loss of greenspace in urban landscapes is a well documented phenomenon, with lower income families and children most affected by the decline. Access to greenspaces is a necessity for babies and children and provides significant physical, mental, and social benefits including higher birthweight, improved cognitive development and academic performance, better mental and physical health outcomes, as well as fewer behavioral and social problems. With the rapid and alarming increase in real estate prices combined with the continued densification of Saanich and Victoria, many families find themselves fully reliant on public green spaces. UNICEF states that schools must **preserve, maintain, and improve** greenspaces that are under their ownership instead of allowing them to be developed.

On a personal note, as a young family we have experienced firsthand how the focus on profit has made Victoria and Saanich an unwelcome place for families. During the public information session, the presenter made it clear that there were cheaper school restoration options available to the school board that would be covered by provincial funds, but the school board is **choosing** not to pursue those. I would encourage the school board to rethink their budget and consider pursuing options that do not require the community to bear the loss of greenspace.

Finally, in my opinion it is disingenuous and intellectually dishonest to pit carbon neutrality against the environment and I would encourage the school board to reconsider. Also, please take the time to familiarize yourselves with the wonderful work that has been done by Friends of Bowker Creek and other community groups. The restoration project near Oak Bay High School has attracted great community support and similar work can be done at Lansdowne South if given the opportunity.

All the best,

[REDACTED]

**From:** [Ryan Painter](#)  
**Cc:** [Trustees](#)  
**Subject:** Re: sale of Lansdowne Middle School South Campus lands  
**Date:** Wednesday, November 24, 2021 11:18:12 AM

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Dear [REDACTED],

Thank you for your email and these important contributions to this discussion about the proposed land disposal at the Lansdowne South Campus, formerly Richmond Elementary School.

I wanted to let you know that Trustees have received your letter.

I'm certain that all Trustees will review this correspondence with care and respect for the considerations highlighted within.

As a friendly reminder, feedback on the proposal will be accepted until November 24. A summary "What We Heard" document will be provided to the Board in December, and the final vote is currently scheduled for the Board meeting on December 13.

Thank you again for providing this important feedback.

Sincerely,

**Ryan Painter (he/him)**  
Board Chair  
Greater Victoria Board of Education  
*Sent via cell*

---

**From:** [REDACTED]  
**Sent:** Wednesday, November 24, 2021 11:02:22 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** Trustees <trustees@sd61.bc.ca>  
**Subject:** sale of Lansdowne Middle School South Campus lands

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Hello,

I am writing to urge SD61 to extend the public consultation process on the sale of this land so that the implications of the proposed sale on Bowker Creek and the local watershed can be fully considered.

Sincerely,

[REDACTED]

**To:**

[REDACTED]

[Community Engagement](#)

**Subject:**

Disposal of SD61 lands on Bowker Creek

**Date:**

Wednesday, November 24, 2021 11:26:22 AM

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Please provide better public consultation before proceeding with this.

Thanks

--

Regards, [REDACTED]



**To:**



[Community Engagement](#)

**Subject:**

Don't sell the Bowker property

**Date:**

Wednesday, November 24, 2021 11:38:20 AM

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Don't do it!

**To:** [REDACTED]  
**Subject:** [Community Engagement](#)  
**Date:** hospice  
Wednesday, November 24, 2021 11:56:43 AM

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I noticed that Hospice is requesting to purchase the property by Lansdowne School in order to build a new Hospice building,

I think that is is a very good location and I would support this purchase.

With thanks for your consideration,

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Cc:** [REDACTED]  
**Subject:** Lansdowne North property sale to Victoria Hospice Society  
**Date:** Wednesday, November 24, 2021 12:45:57 PM  
**Attachments:** [My letter to SD61 - Richmond School property 11.24.2021.docx](#)

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Dear Board members,

Please find attached my letter concerning the sale of 1.9 acres of Lansdowne North Campus property to the Victoria Hospice Society.

I would be grateful if you could acknowledge receipt.

Yours truly,

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Bowker Creek & land sale at Lansdowne  
**Date:** Wednesday, November 24, 2021 1:00:51 PM

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To Whom It May Concern,

As a concerned member of the local community and a parent with children who actively volunteer their time in helping to restore the health of Bowker Creek I'm writing with these requests regarding the sale of land at Lansdowne:

1. Please extend the public feedback period beyond Nov. 24th;
  2. Defer making a decision to sell this land until broad public consultation has taken place; and
  3. the SD61 Board has a chance to review the relevant content in the *Bowker Creek Blueprint*, especially at Reach 9;
  4. consult downstream municipalities of Victoria and Oak Bay regarding flood protection and mitigation;
  5. open dialog with neighbourhood associations in the watershed, with community groups, – including the Friends of Bowker Creek, who have an interest in this property for educational, environmental and health benefits;
  6. visit the site, including downstream greenway routes to Oak Bay High School - Bowker Creek restoration project with an outdoor classroom in the riparian zone, allowing access to the creek.
- 
6. As a local parent who has volunteered hours with my 2 kids to do our part to contribute to the realizing of the long term Bowker Creek Blueprint I feel it is imperative that the school board grant this matter the careful consideration from a long-term perspective that it deserves.

With thanks and looking forward to your response,

[REDACTED]

Sent from my iPhone



**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Proposed Location-Victoria Hospice  
**Date:** Wednesday, November 24, 2021 1:38:40 PM

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I'm writing in support of the potential new site for Victoria Hospice on the property adjacent to Lansdowne Middle School South Campus. I have been an enthusiastic supporter (financially and as a volunteer) of Victoria Hospice since 2008 when I first saw for myself what an invaluable service this is. I am amazed at the level and quality of service that staff and volunteers provide in the outdated current facility. I can only imagine that patients and families could be cared for even better and more comfortably in a new, purpose built facility.

I also see great potential for a partnership between Lansdowne students and Victoria Hospice. I leave it to those who are more involved and knowledgeable than I am as to what that could look like.

Thank you for allowing me to have input into the engagement process. Please feel free to contact me if you have any questions.

Respectfully submitted,

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Cc:** [REDACTED]  
**Subject:** Victoria Hospice Land  
**Date:** Wednesday, November 24, 2021 6:03:19 PM

---

Hello -

We are teachers at Lansdowne South campus and we just wanted to quickly send in our input as we see this is the last day for feedback.

While we understand the land sale/purchase and the need for additional Hospice facilities, we also want to make sure that the board is aware of the incredible opportunity that lies in making this building suit the needs of the environment and community.

A restoration of the Bowker creek area that lies in between Lansdowne south campus and the new development of Victoria Hospice is essential for our community, the environment and is in best interest of all properties. The learning opportunities this would provide to students are invaluable. The connection and restorative piece it could allow as part of the hospice could be immensely beneficial as well.

We are sure that all are aware of the intense need to respond to the environment after the storms and fires we have seen in our province recently. As well as the vital need to consult with the local First Nations in order to restore and revitalize this section of Bowker Creek. This is a real opportunity to show this commitment as a school district community.

This will not happen unless it is agreed upon ahead of time. The builder of the new building must understand the expectation to commit to the environmental restoration.

There are numerous teachers and staff at Lansdowne that would be excited to participate in a project like this. We have seen as a community what this can look like with Oak Bay high and the Bowker Creek walkway there. Please make a commitment to this for Lansdowne South as well. For our students, for our community and for the future of all of us living here.

Thank you

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Lansdowne school  
**Date:** Wednesday, November 24, 2021 6:50:21 PM

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I support the sale of part of the land of lansdowne school to Victoria Hospice to help them develop a new facility that will keep this vital organization growing with the CRD population.

This will also generate revenue for the school district - important in these times to continue the task of educating children.

[REDACTED]  
Get [Outlook for iOS](#)

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Cc:** [REDACTED]  
**Subject:** Consultation re: sale of Lansdowne South campus  
**Date:** Wednesday, November 24, 2021 8:13:25 PM

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To whom it may concern:

We understand there is consideration to dispose of land at the Lansdowne South campus, in the heart of the Bowker Creek pathway.

Our family has worked with the Friends of Bowker Creek for a number of years, including our local Scout group, to restore native plantings with the hope of reintroducing salmon species into Bowker Creek. Please see this article which features their work. <https://www.oakbaynews.com/community/trio-of-10-year-olds-swap-invasive-for-native-plants-in-bowker-creek/>

We are deeply concerned by the potential impact of the sale and the future development of the lands. We urge you to conduct appropriate consultation with all those who have interest in Bowker Creek, including the traditional keepers of the land it occupies, the Songhees and Esquimalt Nations.

Thank you for your consideration,

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Support for Friends of Bowker Creek  
**Date:** Wednesday, November 24, 2021 8:26:14 PM

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Dear School District 61,

I am a volunteer with the Friends of Bowker Creek and recently learnt about SD 61 proposal to sell lands on Richmond Road between Newton and Townley. I am a nature lover, a civil engineering tech by profession, and supporter of projects and initiatives that improve natural areas in the community. Projects that improve nature's ability to handle weather events are critical for the well being of the city and its people. Without improvements to the creek, residents will be faced with more flooded dwellings and loss of biodiversity in the city.

I would like to request that you please take into consideration the letter from the Friends of Bowker Creek Society on behalf of Streamkeepers of the community and commitments made for the Bowkery Creek 100 Year Blueprint while making the decision to sell this property. Please consider giving more time for further public engagement in this matter.

Thank you for your time. Sincerely,

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Re: Proposed Land Disposal at Lansdowne South (former Richmond School)/Public engagement  
**Date:** Wednesday, November 24, 2021 8:44:24 PM

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November 24, 2021

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Dear Chair Painter and Board Trustees:

Re: Proposed Land Disposal at Lansdowne South (former Richmond School)

I am a member of a fundraising group to protect Kings Community Nature Space (KCNS). KCNS is situated downstream from the proposed property. As I was celebrating the news that KCNS will be protected from development in perpetuity on Monday November 22nd, I learned that an area of land situated along Bowker Creek upstream from KCNS is in jeopardy of sale & development.

I am very concerned to learn of all the impacts that the proposal would have, especially related to the flood and stormwater mitigation measures that have been planned for years and have become more urgent to initiate.

I fail to understand how this sale can be proposed without the consultation of the Friends of Bowker Creek especially considering their extensive work involving the SD61 on the planning and restorative work on the Creek and surrounding riparian zone.

After 35 years of working at the RJH in Critical Care I can safely say that no one could dispute the value of the service that Hospice care provides. It would be obviously more convenient if it was located on the hospital premises and to build on developed property, not pave greenspace. As our population explodes in this area it would be important to look at what the hospital plans are for the future growth of all the medical areas, not just hospice.

We should learn from the recent devastating flooding in Abbotsford and the astronomical cost incurred due to inadequate flood mitigation planning and headed warnings. Each year

Bowker Creek rises and will continue to rise. Neighbours (cc'd) spoke at the Saanich Council meeting Monday night, November 22nd, of the devastating flooding they experienced downstream from Lansdowne School as Bowker Creek overflowed.

It is imperative that adequate time be allowed to examine this proposal thoroughly and not rush the process through, in haste. Allowing more time for engagement will be beneficial for all parties in the long run.

Please consider extending the public engagement period to allow for a more thorough analysis of all options and concerns from our citizens and community associations that have spent years on planning and protecting Bowker Creek.

Thank you for your consideration,

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Please give the Bowker Creek Land Disposal more time for public consultation!  
**Date:** Wednesday, November 24, 2021 10:36:09 PM

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Dear Chair Painter and School Board Trustees

Please give more time for public consultation regarding the sale of 1.9 acres of land near Lansdowne Middle School! And if you are going to go ahead with selling it, please make sure people are gentle with the section of Bowker Creek. Volunteers have worked hard to restore sections of the creek!

Thank you,

[REDACTED]



**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Re: Purchase and Sale Agreement 1.9 Acres Lansdowne South  
**Date:** Wednesday, November 24, 2021 11:18:52 PM

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Dear Chair Painter and SD61 Board Trustees,

I am a neighbourhood resident writing with concern to the sale agreement of the 1.9 acres of public land adjacent to Lansdowne South.

I have spent time on that field since I was a child, as my uncle lives a few blocks away. When I was staying with him during my degree at the University of Victoria, I would walk in that field nearly every day, as I took respite from my studies, attempting to trace the few places where Bowker Creek is visible amidst the urban sprawl.

Through my uncle I have learned much about the ecological importance of the Bowker Creek watershed and how little of it remains. The lot you intend to sell is one of few jewels on an emerald necklace that string along Bowker Creek. It has so much potential as a creek-side park rather than be developed and lost. The field could (and already does) provide a great extension to Kings Park, as it is connected through the Spirit Garden trail.

In terms of climate adaptation, given its function as a flood-plane, the field is an important sponge for mitigating floods and protecting the limits of Bowker Creek. Destroying more greenspace will also take a toll on Greater Victoria's contribution to mitigating the climate crisis. With some volunteer ecological restoration work, the field could become a thriving native plant garden and food forest. Like many similar reclaimed greenspaces across the city, it could contain community garden plots to help increase urban food security which will become increasingly threatened with the worsening climate emergency.

As a resident and stakeholder, I don't feel that the public was adequately consulted for this reckless disposal. I encourage you to make the right decision and allow for proper community engagement so that this special greenspace can reach its greatest potential, for the local neighbourhood and the planet. The future is counting on you.

Kindly,

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Disposal of land at Landsdowne Middle School  
**Date:** Tuesday, November 30, 2021 10:57:50 AM

---

Hello [REDACTED]

Thank you for your feedback. Please note this communication will be compiled and provided to the Board in an Engagement Summary Report.

The Board will review all feedback prior to making a decision.

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: Saturday, November 20, 2021 8:08 AM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Disposal of land at Landsdowne Middle School

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Thank you for the opportunity to provide input. While no doubt a hospice is a worthy cause, I feel that the sale of this land is short sighted. I understand the district needs to find money and may have deficits to address, but I don't believe the sale of land is the right approach. Land is incredibly valuable right now - which is why I'm sure it is tempting to sell. But the sale of our limited assets isn't the right way. It's a temporary fix with a long term, permanent impact.

Thank you,

[REDACTED]  
(Parent of two SD61 kids)

Sent from my iPad

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: feedback to the proposed sale of land to Victoria Hospice Society  
**Date:** Tuesday, November 30, 2021 11:03:47 AM

---

Hello [REDACTED],

Thank you for your feedback.

Please note this communication will be compiled and provided to the Board in an Engagement Summary Report. The Board will review all feedback prior to making a decision.

In addition, we recognize that the Board passed a motion in 2018 supporting the Bowker Creek Blueprint in principle. The presentation and motion is linked to the Lansdowne Disposal webpage under additional resources: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

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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-----Original Message-----

From: [REDACTED]  
Sent: Monday, November 22, 2021 11:36 AM  
To: Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
Subject: feedback to the proposed sale of land to Victoria Hospice Society

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---

I protest in the strongest way the proposed sale of land to the west of Bowker Creek on the Lansdowne South middle school property.

SD 61 endorsed the Bowker Creek Blueprint in March 2018 and thereby agreed to be a partner in the restoration of Bowker Creek from the University of Victoria to the ocean. You agreed to be a partner with the municipalities of Saanich, Victoria and Oak Bay as well as the CRD. This is an important 100 year CRD plan to obtain and protect land along the creek to create flood abatement areas (two of which are on Lansdowne north and south lands) to prevent flooding in all three municipalities. It involves complicated hydrological engineering, shifting the creek beds, sloping the banks, planting of native plants and building on these areas will preclude and jeopardize the whole project. Does the school board not live up to its agreements??

Here is a link to the presentation that [REDACTED], Harbours and Watershed Coordinator made to board in March 2018 <https://www.sd61.bc.ca/wp-content/uploads/sites/91/2018/03/Bowker-Creek-Presentation.pdf>

And here is the board's record of a carried motion to endorse the Blueprint from SD61 minutes of April 16 2018

pg5.

### 3. Bowker Creek Initiative

[REDACTED], CRD Harbours and Watersheds Coordinator updated the Committee on the current status and work plans related to the restoration of Bowker Creek and requested the Committee's endorsement of the "Bowker Creek Blueprint"

which is a

5Combined Education Policy and Directions and Operations Policy and Planning Committee Meeting Regular Minutes, March 5, 2018 Page 3 commitment to incorporate the principles and goals into future planning.

Trustees

thanked [REDACTED] for her presentation.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) endorse in principle the Bowker Creek Blueprint.

Motion Carried

For: Trustees McNally, Paynter and Watters

Abstained: Trustee Leonard

It may have escaped your notice that the region had significant flooding in the past week, including houses along Townley St that runs between Lansdowne south and north near the creek. Many municipalities and School Boards in other cities (Edmonton Alta for example) have partnered with cities to build these flood abatement areas. The recent Bowker Creek Daylighting Feasibility study (2020) references this collaboration. With SD 61's strong environmental policies, I would think the district would want to live up to their agreement, help build a shining example of cooperation with their community and a wonderful example and learning opportunities for their students.

Please, please do not approve this sale!!!

[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Support for sale of Lansdowne south land to Victoria Hospice  
**Date:** Tuesday, November 30, 2021 11:07:11 AM

---

Hello [REDACTED],

Thank you for your feedback. Please note this communication will be compiled and provided to the Board in an Engagement Summary Report.

The Board will review all feedback 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  
www.sd61.bc.ca | @sd61schools

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-----Original Message-----

From: [REDACTED]  
Sent: Tuesday, November 23, 2021 11:02 AM  
To: Community Engagement <Community@sd61.bc.ca>  
Subject: Support for sale of Lansdowne south land to Victoria Hospice

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---

To whom it may concern,

I am writing to express my support for the sale of the portion of the Lansdowne Middle School south campus lands to Victoria Hospice for their new facility.

This land sale supports not only the development of much-needed new schools but also the compassionate care Victoria Hospice is known for. Any of us who have experienced the care hospice has provided for our loved ones will understand how crucial this service is.

Thank you for your consideration,

[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Victoria Hospice and better schools  
**Date:** Tuesday, November 30, 2021 11:07:55 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Hello [REDACTED],

Thank you for your feedback. Please note this communication will be compiled and provided to the Board in an Engagement Summary Report.

The Board will review all feedback 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:** Tuesday, November 23, 2021 12:00 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Victoria Hospice and better schools

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

Dear GVSD,

I am writing to express my hopes that the agreement between the Greater Victoria School District and Victoria Hospice Society will soon be accomplished and that a new hospice will be built on the current Lansdowne Middle School property.

This is a perfect example of a community working together for a better future for all. Schools in Victoria will benefit from the sale of this land by being more able to improve the ability of schools to function in a time of climate crisis and impacts on infrastructure. Now is the time to be ready for climate effects. It is also beneficial to schools in being able to build with a lower carbon footprint.

Victoria Hospice Society has served my family and neighbours directly, in care, comfort and services that are found nowhere else. From a family member dying in their care and a neighbour being able to have MAID in Hospice, while I had the opportunity to receive grief counselling, and know volunteers offering support. Hospice is a gift to any family, friend and community. For 40 years Hospice has worked in the older part of Royal Jubilee Hospital, and needs a new home. The land offered is ideal, close to RJH, transit and in a quiet residential, natural and educational setting. I think good things will happen here with this connection.

I urge everyone to support this endeavor. Thank you.



**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: Sale of SD61 land to Hospice Society  
**Date:** Tuesday, November 30, 2021 12:18:14 PM

---

Hello [REDACTED],

Thank you for your feedback.

Please note this communication will be compiled and provided to the Board in an Engagement Summary Report. The Board will review all feedback prior to making a decision.

In addition, we recognize that the Board passed a motion in 2018 supporting the Bowker Creek Blueprint in principle. The presentation and motion is linked to the Lansdowne Disposal webpage under additional resources: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

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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-----Original Message-----

**From:** [REDACTED]  
**Sent:** Tuesday, November 23, 2021 12:12 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** Sale of SD61 land to Hospice Society

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Dear Chair Painter and School Board Trustees

I urge the SD 61 School Board to halt the sale of the 1.9 acre parcel of land adjacent to Lansdowne Middle School. I am deeply concerned that there has not been adequate public consultation for the disposition of this land. There must be full consideration of the unique ecological qualities of this parcel of land. It appears that SD 61's commitment to the Bowker Creek Blueprint has been overlooked.

I know SD 61 is under pressure to raise much needed funds and Victoria Hospice is surely a worthy cause, however, there are other vital considerations which are unique to this piece of land.

The restoration of Bowker Creek as a healthy riparian ecosystem has deep commitments within the community. It is supported, both financially and in principle by the municipal governments of Victoria, Saanich and Oak Bay as well as the Capital Regional District. Thousands of hours of volunteer service over many years have contributed to this project. Many schoolchildren are actively engaged in this work.

Bowker Creek is profoundly important to the community. It is valued for its unique beauty, its role in the preservation of biological diversity and climate change mitigation, as well as for its many educational and



community building opportunities.

Please go no further with this sale until the preservation and restoration of Bowker Creek is made top priority in any future use of this land.

Sincerely,

A solid black rectangular box used to redact a signature.

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Cc:** [Community Engagement](#)  
**Subject:** RE: Letter re proposed sale of land at Lansdowne South Campus  
**Date:** Tuesday, November 30, 2021 4:49:07 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Hello [REDACTED],

Thank you for your feedback. Please note this letter will be compiled and provided to the Board in an Engagement Summary Report.

The Board will review all feedback 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:** Tuesday, November 23, 2021 4:41 PM  
**To:** Victoria Hanley <vhanley@sd61.bc.ca>; Community Engagement <Community@sd61.bc.ca>; Ryan Painter <rpainter@sd61.bc.ca>; Diane McNally <dmcnally@sd61.bc.ca>; Nicole Duncan <nduncan@sd61.bc.ca>; Tom Ferris <tferris@sd61.bc.ca>; Angie Hentze <ahentze@sd61.bc.ca>; Elaine Leonard <eleonard@sd61.bc.ca>; Rob Paynter <rpaynter@sd61.bc.ca>; Jordan Watters <jwatters@sd61.bc.ca>; Ann Whiteaker <awhiteaker@sd61.bc.ca>  
**Cc:** [REDACTED]  
**Subject:** Letter re proposed sale of land at Lansdowne South Campus

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

Attached please find a letter from me as an individual and concerned citizen, regarding the proposed sale of land at Lansdowne South. Best regards, [REDACTED]

November 23, 2021

Board Chair Ryan Painter and Trustees  
School District 61

cc:

Dear Members of the Board:

As a former resident of Oak Bay and now of Victoria, I write to you today to express my profound disappointment with the lack of consultation and engagement displayed over the past few weeks on the subject of a proposed sale of school property at Lansdowne South campus to Victoria Hospice. Reading the public announcement and viewing the subsequent information session gave the distinct impression of presenting a 'done deal' to the public. The lack of information subsequent to the presentation, despite many questions at that session going unanswered, has been incomprehensible, as was SD 61 staff's apparent ignorance of previous endorsements made by the Board to the Bowker Creek Blueprint and of the level of community opposition to a previously proposed land divestment in the same location.

The issues that arise from the proposed sale are numerous and complex. To boil it down to some of the essentials, however, it would seem that the School Board, in order capture a relatively small percentage of a large budget shortfall, is about to sell property that is not only an integral part of rapidly disappearing green space in South Saanich, but home to one of the few open stretches of Bowker Creek where both banks are currently publicly held. Add to that the patent unsuitability of the land for development due to its propensity to flood and the necessity for riparian restrictions on development. A visit to the property on Monday, November 15 demonstrated these issues in spades, with the creek raging almost to bank full. A few more hours of rain or the presence of woody debris in the intake chute at Newton Street would have put the entire property under water and resulted in far more local flooding and property destruction. We can certainly count on the increasing frequency and severity of such storm events and for the School District to simply deny the existence of these issues and pass the responsibility for dealing with them to a proposed purchaser is inconceivable.

This property and its access to the Creek has the potential to be a jewel in the School Board holdings, and a hugely valuable amenity for the surrounding neighbourhoods and the region at large. In considering a land sale, the District and the Board are losing the possibility of restoration partnerships which could attract hundreds of thousands of dollars in grants and climate change mitigation funding and the opportunity to create a world class outdoor educational feature for future generations of students. Such a bold initiative would also send a positive message to students, staff and the community that the District truly believes in its commitments to environmental health, climate change mitigation and its endorsements of the riparian values of the Bowker Creek watershed.

I would submit that not only has the process of what is being called consultation on this matter been entirely inappropriate, but that it does not even qualify to be considered adequate by the [Ministry of Education's School Building Closure and Disposal Policies](#). I would urge the Board to slow down the consultation process, engage in an open and transparent manner with members of the community and extend the period open for such engagement. I look forward to your response and participation.

Sincerely,

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Cc:** [Community Engagement](#)  
**Subject:** RE: Lansdowne North property sale to Victoria Hospice Society  
**Date:** Wednesday, December 1, 2021 11:19:42 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Good morning [REDACTED],

Thank you for taking the time to express your concerns regarding consultation, flood mitigation and environmental impacts. This email correspondence and attached letter will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

Again, thank you for this important contribution.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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---

**From:** [REDACTED]  
**Sent:** Wednesday, November 24, 2021 12:46 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Cc:** [REDACTED]  
[REDACTED]  
[REDACTED]  
**Subject:** Lansdowne North property sale to Victoria Hospice Society

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

Dear Board members,

Please find attached my letter concerning the sale of 1.9 acres of Lansdowne North Campus property to the Victoria Hospice Society.

I would be grateful if you could acknowledge receipt.

Yours truly,

A solid black rectangular box used to redact a signature.



Dear Members of The Greater Victoria School District School Board,

11.24.2021

Subject: Proposed sale of the Lansdowne South Campus property to Victoria Hospice Society

I write in response to your request for input re your proposed sale of 1.9 acres of the Lansdowne South (Richmond School) property to Victoria Hospice Foundation.

Since 2012 the CRD, Saanich, Victoria, Oak Bay, and the School District of Greater Victoria (SD61) have advanced the restoration of Bowker Creek through endorsement and collaboration as presented in the Bowker Creek 100-year Blueprint. SD61's collaboration to restore the Creek at Oak Bay High School is a superb example of future restoration for the whole watercourse. The Blueprint identifies the Lansdowne South property as the cornerstone for a future greenway from Newton to Pearl Street. I respectfully encourage SD61 fulfill their commitment to preserve the Lansdowne South property as a natural community greenspace for future restoration.

My objections to the sale and development the Lansdowne South property are as follows:

- 1. Inadequate Community consultation:** Ministry policy directs School Districts to consult the community on alternatives for property (M193/08). *"Just like consultation undertaken around school closures, a board must consult with local government, community organizations and the general public regarding alternative community uses and the disposal of land."* SD61 policy and regulations for land disposal also requires consultation (Compliant with IAP2) that provides for consideration of alternatives. Unfortunately, SD61 current consultation has focused on selling the land to Victoria Hospice for the sole purpose of raising capital with no opportunity for meaningful consultation with community or stakeholders, or consideration of other alternatives. Meeting attendees on November 3<sup>rd</sup>, 2021, found answers to questions failed to show an understanding of local issues and concerns associated with this important property. I encourage SD61 to recognize the regional scope of their proposal and follow the Ministry's and SD61's land disposal policies to engage the community and other stakeholders in meaningful, informed and transparent consultation.
- 2. Flood mitigation:** SD61 recognizes the risks of more frequent and intense storm events as evidenced by your Climate plan. Residents of the Bowker Creek watershed have experienced periodic flooding and bank erosion as noted in the [Bowker Creek Master Drainage Plan Report](#) (2007). [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." Recent storm events have demonstrated that Bowker Creek and stormwater infrastructure is "at capacity". SD61 has an impressive record of collaboration with Oak Bay to restore flood capacity at Oak Bay High School in 2015. SD61 made similar commitments for the property at the Lansdowne South property. It is vital that SD61 not undertake initiatives resulting in further loss of Bowker Creek's natural capacity to accommodate extreme weather and flood events.
- 3. Environmental Impacts:** SD61's [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 relentless loss of natural areas and green space in Greater Victoria has resulted in the loss of tree canopy, habitat, biodiversity in Saanich and Victoria and only 5 to 10 percent of natural area and greenspace remains and about 67 percent of Bowker Creek flows underground. It is crucial to preserve remaining areas adjacent to the creek to support unique aquatic and terrestrial species. The Lansdowne South property has great potential to create a greenway linking otherwise isolated natural areas and habitat. This vision for Bowker Creek was beautifully realized in Oak Bay’s Walkway (including Oak Bay High School). This is soon to be extended to include Kings Community Nature Space and adjacent properties from Trent to Kings Road. The Lansdowne South property is a critical ‘cornerstone’ to restoring a further 430 meters of Bowker Creek from Newton to Pearl Street. SD61’s Board has an outstanding opportunity to collaborate with Saanich and other stakeholders to bring this unique opportunity to realization.

In conclusion, I encourage The Greater Victoria School District to honour their commitments by undertake meaningful and transparent community consultation concerning the future of the Lansdowne South property, to engage all stakeholders, and to consider the alternatives including the Actions presented in the Bowker Creek Blueprint.

Yours truly,

[Redacted signature]

[Redacted signature block]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Bowker Creek & land sale at Lansdowne  
**Date:** Wednesday, December 1, 2021 12:23:32 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

---

Good day, [REDACTED].

Thank you for your input. This email correspondence will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

In addition, please note a site visit is in the near future for trustees and that the Board is aware of the Bowker Creek Blueprint. The Board passed a motion in 2018 supporting the Bowker Creek Blueprint in principle. The presentation and motion is linked to the Lansdowne Disposal webpage under additional resources: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Thanks,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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---

**From:** [REDACTED]  
**Sent:** Wednesday, November 24, 2021 1:01 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Bowker Creek & land sale at Lansdowne

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To Whom It May Concern,

As a concerned member of the local community and a parent with children who actively volunteer their time in helping to restore the health of Bowker Creek I'm writing with these



requests regarding the sale of land at Lansdowne:

1. Please extend the public feedback period beyond Nov. 24th;
2. Defer making a decision to sell this land until broad public consultation has taken place; and
3. the SD61 Board has a chance to review the relevant content in the *Bowker Creek Blueprint*, especially at Reach 9;
4. consult downstream municipalities of Victoria and Oak Bay regarding flood protection and mitigation;
5. open dialog with neighbourhood associations in the watershed, with community groups, – including the Friends of Bowker Creek, who have an interest in this property for educational, environmental and health benefits;
6. visit the site, including downstream greenway routes to Oak Bay High School - Bowker Creek restoration project with an outdoor classroom in the riparian zone, allowing access to the creek.
6. As a local parent who has volunteered hours with my 2 kids to do our part to contribute to the realizing of the long term Bowker Creek Blueprint I feel it is imperative that the school board grant this matter the careful consideration from a long-term perspective that it deserves.

With thanks and looking forward to your response,



Sent from my iPhone

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Proposed Land Disposal at Lansdowne South (former Richmond School)/Public engagement  
**Date:** Wednesday, December 1, 2021 12:34:24 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

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Good day, [REDACTED].

Thank you for your input. This email correspondence will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

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, November 24, 2021 8:44 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Re: Proposed Land Disposal at Lansdowne South (former Richmond School)/Public engagement

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

November 24, 2021

Chari Ryan Painter and Board of Education  
Greater Victoria School District No.61  
556 Boleskine Road  
Victoria,  
BC  
V8Z 1E8

Dear Chair Painter and Board Trustees:

Re: Proposed Land Disposal at Lansdowne South (former Richmond School)

I am a member of a fundraising group to protect Kings Community Nature Space (KCNS). KCNS is situated downstream from the proposed property. As I was celebrating the news that KCNS will be protected from development in perpetuity on Monday November 22nd, I learned that an area of land situated along Bowker Creek upstream from KCNS is in jeopardy of sale & development.

I am very concerned to learn of all the impacts that the proposal would have, especially related to the flood and stormwater mitigation measures that have been planned for years and have become more urgent to initiate.

I fail to understand how this sale can be proposed without the consultation of the Friends of Bowker Creek especially considering their extensive work involving the SD61 on the planning and restorative work on the Creek and surrounding riparian zone.

After 35 years of working at the RJH in Critical Care I can safely say that no one could dispute the value of the service that Hospice care provides. It would be obviously more convenient if it was located on the hospital premises and to build on developed property, not pave greenspace. As our population explodes in this area it would be important to look at what the hospital plans are for the future growth of all the medical areas, not just hospice.

We should learn from the recent devastating flooding in Abbotsford and the astronomical cost incurred due to inadequate flood mitigation planning and headed warnings. Each year Bowker Creek rises and will continue to rise. Neighbours (cc'd) spoke at the Saanich Council meeting Monday night, November 22nd, of the devastating flooding they experienced downstream from Lansdowne School as Bowker Creek overflowed.

It is imperative that adequate time be allowed to examine this proposal thoroughly and not rush the process through, in haste. Allowing more time for engagement will be beneficial for all parties in the long run.

Please consider extending the public engagement period to allow for a more thorough analysis of all options and concerns from our citizens and community associations that have spent years on planning and protecting Bowker Creek.

Thank you for your consideration,

[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: Please give the Bowker Creek Land Disposal more time for public consultation!  
**Date:** Wednesday, December 1, 2021 12:35:00 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

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Good day, [REDACTED],

Thank you for your input. This email correspondence will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

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, November 24, 2021 10:36 PM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** Please give the Bowker Creek Land Disposal more time for public consultation!

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

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Dear Chair Painter and School Board Trustees

Please give more time for public consultation regarding the sale of 1.9 acres of land near Lansdowne Middle School! And if you are going to go ahead with selling it, please make sure people are gentle with the section of Bowker Creek. Volunteers have worked hard to restore sections of the creek!

Thank you,  
[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Cc:** [Community Engagement](#)  
**Subject:** RE: Proposed Land Disposal - Lansdowne South  
**Date:** Wednesday, December 1, 2021 1:16:11 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

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Good morning [REDACTED],

Thank you for taking the time to express your concerns regarding consultation, flood mitigation and environmental impacts. This email correspondence and attached letter will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

Please note, the Board is aware of the Bowker Creek Blueprint in principle. The presentation and motion is linked to the Lansdowne Disposal webpage under additional resources:

<https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Again, thank you for this important contribution.

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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**From:** [REDACTED]  
**Sent:** Wednesday, November 24, 2021 11:13 PM  
**To:** Ryan Painter <rpainter@sd61.bc.ca>; Diane McNally <dmcnally@sd61.bc.ca>; Nicole Duncan <nduncan@sd61.bc.ca>; Tom Ferris <tferris@sd61.bc.ca>; Angie Hentze <ahentze@sd61.bc.ca>; Elaine Leonard <eleonard@sd61.bc.ca>; Rob Paynter <rpaynter@sd61.bc.ca>; Jordan Watters <jwatters@sd61.bc.ca>; Ann Whiteaker <awhiteaker@sd61.bc.ca>  
**Cc:** Community Engagement <Community@sd61.bc.ca>; Deb Whitten <dwhitten@sd61.bc.ca>  
**Subject:** Proposed Land Disposal - Lansdowne South

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Dear Chair Painter and Board of Education Trustees:

I do not support SD61's proposal to dispose of the 1.9-acre triangular parcel on the west side of the Lansdowne South (formerly Richmond School) property in Saanich. Your 'consultation process' is poorly designed, inconsistent with basic IAP2 principles and far too hasty. Poor public process typically generates mediocre results at best. Why not aim higher by bringing together information and experience, community interests, partners, teachers and funders and have a genuine dialogue about future options for the site?

**Please defer your decision to sell this public asset and redesign this “Fast-track” disposal process by engaging with the community, your partners and other interests on the future of this parcel, including how it might be better used for educational purposes.. You have a great template downstream at Oak Bay High School. Why not use it?**

Some of my principal concerns include:

### **1) Educational opportunities**

Are you aware of the outstanding restoration project at Bowker Creek adjacent to Oak Bay High School? SD61, the Bowker Creek Initiative, District of Oak Bay, SD61 and the school teaching staff were essential partners and helped create this exceptional outdoor learning facility—a win-win-win for students, the community and the environment. Your partners leveraged \$738,000 towards this project.

Before disposing of “excess acres per student”, why not explore the potential of the Richmond site and how it could better contribute to childhood education and learning outcomes? The creek and the vision described in the *Bowker Creek Blueprint: a 100-Year Vision* is also a fabulous opportunity to involve local First Nations in a restoration partnership, perhaps to promote reconciliation and an eco-cultural education program as has been done successfully at Bowker Creek at Oak Bay High School.

Subdividing the property is likely to seriously diminish these options as well as your ability to integrate sports/play facilities if and when they are needed in the future (see attached concept from the BCI's Daylighting Feasibility Study)

I also hear time and again that maintaining open space "isn't a SD61 responsibility". Yet surely it demands your serious consideration as a public agency. Many leading [research studies including this recent one in BC](#) show the importance of urban open space to early childhood development, a responsibility that is clearly “in your lane”.

### **2) Bowker Creek Watershed**

Your disposal proposal involves over 100 metres of Bowker Creek. The property is part of one of the largest public open spaces surrounding the creek, and has the rare condition where the stream bed and the riparian zones of both banks are publicly owned.



The creek has important habitat, biodiversity and hydrologic values. Both stream banks are in poor condition and failing. Disposing of the property further fragments ownership of the stream bed and may constrain options on the remaining property in the future. There is a 10-metre wide Development Permit Area and a 7-metre wide public Right-of-Way (ROW) on the east side of the creek.

If the property is sold, how will you deliver on the Blueprint vision (a document and vision that the Board endorsed in March 2018), configure stream-bank repairs and restoration, as well as manage the DPA and ROW with current and future school activities? Senior staff at the Q/A session were unable to address these questions.

### **3) Flood mitigation and stormwater management**

The property and its importance to current and future flood mitigation is referenced in a number of planning and technical documents including the Bowker Creek Watershed Management Plan (2003), the Bowker Creek Master Drainage (2007), the Bowker Creek Blueprint (2011) and the 2020 Bowker Creek Daylighting Study (2020). In addition to restoration, the property has been identified and recommended as a suitable location for a Stormwater Management Facility.

Disposing of the property is likely to foreclose this option and diminish the ability to mitigate flooding, erosion, safety concerns and property damage downstream. While the above documents, along with the hundreds of thousands of dollars of investment, and the 20 years of local government and community effort do not obligate SD61 to action BCI recommendations, surely you have a responsibility as a public agency to at least have a fulsome dialogue about these broad public interests and options before entering into a Purchase and Sale Agreement. Due diligence and procedural fairness.

### **4) Consultation process**

SD61 provided very little information on its website in advance of the Q/A session. SD61 offered no details about Bowker Creek for example--the principal landform of the property and an important regional asset. Nothing about the community vision, the long-standing Bowker Creek Initiative (BCI), the Bowker Creek watershed plan, Bowker Creek "Blueprint", or the related technical studies some of which relate directly to the property. Very disappointing to many of the public who participated.

Nor was anything presented on the topic by staff at the Q/A session. Why was this overlooked? In its haste to fast track the sale of this property, SD61 still has not addressed this question. Note that SD61 proposed selling the entire Richmond School property in 2007. There was much public discussion but it appears none of that was used to inform your current "consultation process". Why is this?

In closing, please consider the quote below from former Oak Bay High Vice Principal [REDACTED]:

*"A young person's surroundings are always a silent educator and the best way to inoculate a sense of environmental responsibility and*

*stewardship in youth is to model it. Allowing an important waterway to pass through our property in a ditch silently teaches students that the environment doesn't really matter, whereas a rehabilitated and healthy creek, with safe and reasonable access, speaks volumes about how one should value the environment."*

I appreciate the enormous financial pressures you are facing, but the short-term sale of this property is not going to solve your structural budget issues. Please do not approve the disposal (sale) of this 1.9 acre property. Please direct your staff to redesign your engagement process by working closely with community and stewardship groups, local government, the BCI and its partners.

Thank you in advance for carefully considering my comments.

Sincerely,

[REDACTED]





**From:** [Lisa McPhail](#)  
**To:** [Community Engagement](#)  
**Subject:** FW: Questions raised at online meeting regarding the property sale of Lansdowne South  
**Date:** Wednesday, December 1, 2021 3:16:47 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[Richmond-Property Plan.pdf](#)

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For our records.

**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, December 1, 2021 3:16 PM  
**To:** [REDACTED]  
**Cc:** Ryan Painter <[rpainter@sd61.bc.ca](mailto:rpainter@sd61.bc.ca)>  
**Subject:** RE: Questions raised at online meeting regarding the property sale of Lansdowne South

Hi [REDACTED],

Please see below answers to your questions:

- All feedback provided at the meeting and collected during the community feedback period will be provided in a summary engagement report, which will be reviewed by the Board and be taken into consideration. This input will inform their decision-making.
- School enrolment projections for feeders schools have been posted to the website under additional resources: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>
- Re: Boundary - The property would be re-surveyed if the Board moves forward with the transaction. Please see Richmond property plan attached (also available on the website). SD61 continues to be a neighbor of the creek.
- Re: Master Drainage Plan - This information will be taken into account when the municipality considers the subdivision request if the transaction moves forward as a member of the CRD, for which the report was prepared.
- Re: Bowker Creek Plan - The Board of Education passed a motion in 2018 that states: "That the Board of Education endorse in principle the Bowker Creek Blueprint". The Board will

need to consider its commitment in principle, including the context under which the District committed in 2018 and what has changed in the meantime, if anything, when it considers the decision (3 readings of the bylaw) to dispose of the property.

- Re: History - The Board of Education passed a motion in 2018 that states: "That the Board of Education endorse in principle the Bowker Creek Blueprint". The Board will need to consider its commitment in principle, including the context under which the District committed in 2018 and what has changed in the meantime, if anything, when it considers the decision (3 readings of the bylaw) to dispose of the property. The Board's 2018 motion stands until it is changed by the Board. If we assume the commitment remains, impacts and options will be considered by the Board, and by the municipality approving the development.
- Re: Contingency Plan/Recent Events - The Board's has responsibility and liability for property in its title, that it owns. The Board has endorsed the blueprint in principle. Any development on the potential to be subdivided property is subject to approval by Saanich and its team of engineers, planners and others in its determination of the viability of the proposed development. SD61 cannot speak to the engineering requirements of a municipality.
- Re: Proposed Hospice facility/location at end of cul-de-sac – SD61 cannot answer these questions; subject to Municipal planning, not SD61's purview.
- Re: If disposal of land is found unsuitable - There is no restriction in the Purchase Agreement on the Purchaser's use of the property after closing. However, any use must comply with the applicable zoning of the property and local bylaws.
- Re: If SD61 took neighbours into consideration – The purpose of the meeting and feedback period is to hear from neighbours.
- Re: Access to green space - The Board is listening to the feedback. The Board can give direction to staff to work with municipalities on greenspace. As a reminder the Lansdowne North campus, even after the sale of land to CSF, is still 17 acres which remains one of the district's largest parcels of land and it is available to the public.
- Re: Population predictions - The district uses two independent consultants to project enrolment, one of which takes into account local knowledge, the other in and out migration trends. However, if enrolment in the area grows, it is unlikely Lansdowne would be considered for enrolment expansion because the school is believed to be at its max capacity in terms of the optimal size of a middle school. The District doesn't necessarily want the school to get any bigger, despite housing starts. Boundaries and other sites will need to be considered if catchment enrolment grows.
- Re: Vic Hospice & Planning - Victoria Hospice is a registered Society and a third party to SD61. If the disposal is approved by the Board, Victoria Hospice will engage its consultants and begin its subdivision and development process, and its own requirement to consult with the neighbourhood. Victoria Hospice would not undergo the effort and expense of this work until the School District has removed its subjects: three readings of a disposal bylaw and Ministry approval.
- Re: Future Meeting - Trustees, staff, Victoria Hospice and BCI are meeting to discuss the creek and the Blueprint. The Board can direct further consultation by board motion.
- Re: SD61 Climate Plan - Resulting from the June 2019 motion, the Board has directed staff to formulate its climate emergency plan, which staff will deliver to a future Board meeting. The plan has not yet been developed so it is not possible to answer this question at this time.

Again, questions regarding Victoria Hospice's proposal or processes, will need to be directed to Victoria Hospice.

Thanks,

**Lisa McPhail**

Manager, Communications & Community Engagement

Greater Victoria School District No. 61

Office: 250.475.4103

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**From:** [REDACTED]  
**Sent:** Monday, November 22, 2021 8:50 PM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Re: Questions raised at online meeting regarding the property sale of Lansdowne South

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Thanks for your response. I have attached excerpts from a transcription of the question and answer session, with commentary following each question outlining the request for further clarification. Looking forward to receiving the information as requested. Best regards, [REDACTED]

On Mon, Nov 22, 2021 at 9:39 AM Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)> wrote:

Good morning, [REDACTED] !

To confirm, this is the first email I have received from you.

Following the public information session on November 3, 2021, our District website was updated to include the recording of the meeting, which includes the question and answer period. In addition, further documentation was posted under Additional Resources.

Website: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Can you please provide us your specific questions? We are more than happy to assist.

Thank you kindly,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61

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**From:** [REDACTED]  
**Sent:** Sunday, November 21, 2021 8:13 PM  
**To:** Community Engagement <[Community@sd61.bc.ca](mailto:Community@sd61.bc.ca)>  
**Subject:** Questions raised at online meeting regarding the property sale of Lansdowne South

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

Good evening - I have been following up on questions raised by a number of attendees at the public information session of November 3 regarding the disposition of property at Lansdowne South. Despite a commitment on behalf of the school board to provide further information and feedback on questions, I have seen no further mention of the session or the issues raised during the online session. I have transcripts of the session and details relating to the unanswered questions, should you require that information.

If I am missing the location of this feedback, could you please direct me to the appropriate location for it. Otherwise, could you please provide responses as promised during the online session. We are quickly approaching the November 24 deadline for further public input on this matter and the lack of response by SD61 has not been helpful in this regard.

Many thanks in advance for your attention on this matter.

[REDACTED]

**From:** [Community Engagement](#)  
**To:** [REDACTED]  
**Subject:** RE: SD61 Land Disposal proposal - Lansdowne South  
**Date:** Wednesday, December 1, 2021 3:32:07 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image006.png](#)

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Hi [REDACTED],

Thank you for your feedback. This email correspondence and attached letter will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

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:** Thursday, November 25, 2021 12:00 AM  
**To:** Community Engagement <Community@sd61.bc.ca>  
**Subject:** SD61 Land Disposal proposal - Lansdowne South

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

Dear Board of Education of School District 61.

I strongly oppose the proposal to sell the triangular parcel of land west of Bowker Creek. There are too many issues that have been overlooked in staff's haste to negotiate a Purchase and Sales Agreement. Issues including Bowker Creek, stormwater management, value to education, school enrollment projections and the notion that the school has "excess acres per student".

Your "Community Engagement" process has been totally inadequate. A 45-minute Q/A session is not "Dialogue" by any definition. Many questions were not answered, some

answers were not factual and the questions were cut-off because of SD61 time constraints. There was little or no follow-up on the commitments made by staff at the session.

To all Trustees, please review the [video transcript on the Q/A session](#). I've also attached a text version of the transcript for your reference. It is hard to watch and as a professional with many years experience managing public engagement processes it is embarrassing to watch. I know you have talented passionate staff that can do much better!

Thank you,



#### Community Engagement

##### ENGAGEMENT TIMELINE

- Raising Awareness – October 14 to November 3, 2021
- Online Information Session (Q & A – Open Dialogue) – November 3, 2021
- Collect written submissions from the public – Feedback period closes on November 24, 2021
- *What We Heard* Summary Report to the Board – December 2021
- Board Meeting to consider land disposal – December 13, 2021

**From:** [REDACTED]  
**To:** [Community Engagement](#)  
**Subject:** Re: Disposal of SD61 lands Bowker Creek Newton St.  
**Date:** Wednesday, December 1, 2021 4:24:41 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)

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Thank you Lisa.

On Dec 1, 2021, at 12:13 PM, Community Engagement  
<Community@sd61.bc.ca> wrote:

Hello [REDACTED],

Thank you for your input. This email correspondence will be included in a summary engagement report that will be provided to the Board of Education. The report will be included in the agenda for December's Board Meeting - Dec. 13, 2021.

The Board will review all feedback prior to making any decisions.

As per the Bowker Creek Blueprint, the Board is aware and it is posted under additional resources on our website: <https://www.sd61.bc.ca/news-events/news/title/victoria-hospice-society-to-purchase-property-from-greater-victoria-school-district/>

Thank you,

**Lisa McPhail**

Manager, Communications & Community Engagement  
Greater Victoria School District No. 61  
Office: 250.475.4103

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**From:** [REDACTED]  
**Sent:** Wednesday, November 24, 2021 10:42 AM  
**To:** Community Engagement <Community@sd61.bc.ca>

**Subject:** Disposal of SD61 lands Bowker Creek Newton St.

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Attention Ann Whitiker and Board Trustees.

I, like so many other concerned residents, am writing last minute to your deadline to give comment on this proposed disposal of SD61 property next to the open section of Bowker Creek.

There has been shown a severe weakness in the public process by SD61 Board to catch so many concerned people of this proposal of such as critical piece of land adjacent to one of the most significant and vital streams in the region.

My first reaction is how can any consideration be given to selling land for development not only in the Bowker Creek floodplain but right next to the banks itself after so much damage has been done to buildings in floodplains after the recent floods and disruption of people's lives. What I fear immediately is a development requiring the open section of creek to be culverted to prevent inevitable flooding of a new building housing people in the last days of their lives and the wonderful Hospice staff and volunteers who care for them.

Are you not aware of the Bowker Creek Initiative and the 100 year Blueprint adopted by the three core municipalities Bowker Creek flows through. Are you not aware of all the people such as the Friends of Bowker Creek and the countless number of volunteers, organizations, staff from all levels of government etc. putting in so much time and money to follow the recommendations of the 100 year Blueprint? I think not. Not when the disposal of this property is not following proper public process and hearing these concerns.

Please slow down and give all concerned it's full and proper voice to this ill-thought out proposal.

██████████

Sent from [Mail](#) for Windows





November 4, 2021

File: 5220-20  
Bowker Creek Initiative

Ms. Ann Whiteaker  
Board Chair  
Greater Victoria School District 61  
Via email: [awhiteaker@sd61.bc.ca](mailto:awhiteaker@sd61.bc.ca)

Dear Chair Whiteaker:

## **RE: BOWKER CREEK AND SCHOOL DISTRICT 61 PROPERTIES**

I am writing on behalf of the Bowker Creek Initiative (BCI) to share information about potential opportunities we have identified to collaborate at four Greater Victoria School District 61 (SD61) properties for the improvement of Bowker Creek and its watershed. This letter provides details about these opportunities and suggestions for next steps to move forward together.

The BCI is a collaboration of local governments, community groups, institutions and private citizens working together to improve the health of Bowker Creek and its watershed. The BCI is guided by the *Bowker Creek Blueprint* (the *Blueprint*), a 100-year action plan to restore the Bowker Creek watershed, published in 2011, and endorsed by SD61 in March 2018.

SD61 has been a valued contributor to several projects and studies carried out by the BCI, most notably the restoration of Bowker Creek adjacent to Oak Bay High (2015), and staff participation on the steering committee of the *Daylighting Feasibility Study* (2020), which details routing for stream daylighting and proposed stormwater management facilities within the Bowker Creek Watershed.

Four SD61 properties within the Bowker Creek watershed present important opportunities to collaborate for the improvement of Bowker Creek and its watershed:

### **1. Lansdowne Middle School South Campus (formerly Richmond Elementary)**

The sale of a portion of the Lansdowne South Campus to Victoria Hospice would provide an important opportunity to achieve some of the actions proposed in the *Blueprint*. This section of the creek has steep, eroded banks and has issues with invasive species. Currently, it is fenced off from the schoolyard due to safety concerns. Restoration of the creek, similar to what was achieved at Oak Bay High, could contribute to student learning and create an important community amenity, while improving the health of the creek. The *Blueprint* also recommends a creekside greenway through this property, which would provide an important neighbourhood linkage.

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ENVS-720536236-1781

Both the *Blueprint* and *Daylighting Feasibility Study* identified key opportunities at this site for stormwater management. As one of the largest undeveloped open areas in the Bowker Creek watershed, stormwater management at the site would help to alleviate downstream flooding, which will be increasingly important due to the impacts of climate change. The *Blueprint* and *Daylighting Feasibility Study* proposed shifting the creek channel along the southwest boundary of the property and developing the adjacent field as a dual-use dry pond. This dry pond would function as a normal playing field, except during infrequent storm events (25- and 100-year storms) when it would be flooded for less than 24 hours. While the proposed Victoria Hospice development would interfere with the original design, BCI hopes that creek restoration and some form of stormwater management could still be achieved at the site.

Please refer to the Appendix A for more details about opportunities at this location.

## **2. Lansdowne Middle School North Campus**

Although Bowker Creek does not run through the property, the *Daylighting Feasibility Study* identified the large fields at the Lansdowne Middle School North Campus site as very important for stormwater management in the Bowker Creek watershed. With the recent sale of a portion of this property to the Conseil scolaire francophone de la Colombie-Britannique (CSF), the BCI is hoping there are still opportunities for stormwater management at the site, on the remaining land at Lansdowne North, and potentially in partnership with the new property owner. An infrequently flooded dry pond, as proposed above for Lansdowne Middle School South Campus, would provide stormwater management with minimal impacts to playing field function.

Please refer to the Appendix B for more details about opportunities at this location.

## **3. Cedar Hill Middle School**

The *Daylighting Feasibility Study* assessed Cedar Hill Middle School as having “fair” potential for a stormwater management facility due to its moderate slope and close proximity to Bowker Creek. Cedar Hill Middle School’s upcoming redevelopment presents an opportunity to consider stormwater management opportunities, as well as to accommodate the proposed greenway along Cedar Hill Road that was identified within the *Blueprint*.

## **4. Campus View Elementary School**

The *Daylighting Feasibility Study* identified Campus View Elementary School as having “fair to good” potential for a stormwater management facility due to its large upstream sub-catchment and moderate slopes.

The benefits of collaboration at these four sites are substantial:

- On-site stormwater management at SD61 properties would reduce peak flows within the watershed, limit flooding and erosion, and help the region adapt to the impacts of climate change. Dry ponds manage stormwater, while having minimal impact on recreational use of the playing fields.
- Restoration of Bowker Creek at Lansdowne Middle School South Campus represents one of only a few opportunities to improve the quality of an open section of the creek, since more than half of the entire creek is currently culverted. Creek restoration enhances aquatic and riparian habitat, reduces erosion and flooding, and creates learning opportunities for the school and broader community.

- Support for the Bowker Creek greenway will help build neighbourhood connections and promote active transportation.

The BCI appreciates SD61's commitment to Bowker Creek through its endorsement of the *Blueprint* and past collaboration on projects and studies. We are very interested in continuing to work with you to improve the health of Bowker Creek at these four locations in the watershed.

Potential next steps for working together include:

- The BCI would like to invite representatives from SD61 and the Victoria Hospice to attend a guided tour of Bowker Creek, starting at the Oak Bay High restoration project and walking to Lansdowne Middle School South Campus, to showcase what is possible in terms of creek restoration and explore common goals.
- The BCI would welcome an SD61 representative on the BCI steering committee and would be happy to arrange a meeting to discuss this opportunity.

If you have any questions, please contact me at 250.360.3299 or [lmccrank@crd.bc.ca](mailto:lmccrank@crd.bc.ca).

Sincerely,



Lindsey McCrank, Coordinator  
Bowker Creek Initiative

LM:slw

cc: Glenn Harris, Senior Manager, Environmental Protection (CRD) (via email)  
Adriane Pollard, Manager of Environmental Services (District of Saanich) (via email)

## Appendix A: Lansdowne Middle School South Campus

(Excerpted from *Daylighting Feasibility Study*, ISL Engineering and Land Services, 2020)

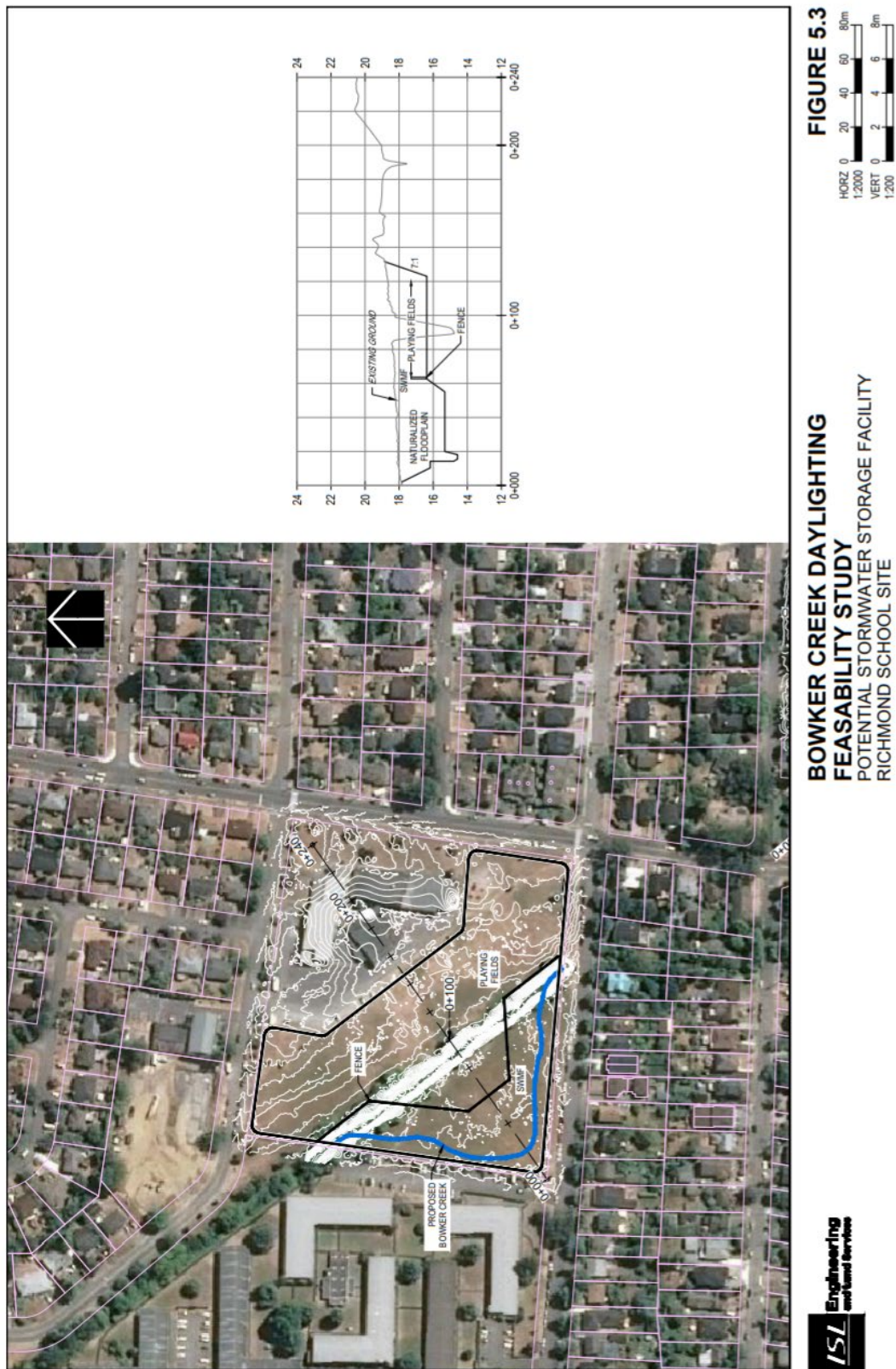
The site is currently divided by Bowker Creek (open channel), which runs northwest to southeast. The creek is fenced off from the school for safety reasons. The triangular parcel southwest of the existing creek was suggested as a SWMF in the MDP but was considered too small to be effective in mitigating downstream flood risks (area is a 100 m x 100 m triangle). At the south boundary of the property, the creek enters a storm sewer at Spirit Garden, a City of Victoria owned property that has a high potential for daylighting and active transportation connectivity.

The southwest section of the site is generally flat, the northeast is approximately 1-2 m higher (includes school buildings) than the southwest part. Both the southwest and northeast sections each have a soccer field and baseball backstop. The two sections are connected by an existing pedestrian bridge.

A sanitary trunk sewer runs parallel to the creek (northwest to southeast direction) which will have to be considered in the design. The proposed concept for developing a SWMF within the existing school site is summarized below:

- The creek would be re-aligned to the southwest to increase the green space available for school playing fields.
- The creek would be naturalized with a slight meander, boulders, woody debris, and native plant species. Flow velocities would be reduced to limit erosion potential.
- The lower portion of the SWMF would be low lying along the creek and would be inundated during frequent storm events (~2 year). This area would be fenced from the school and naturalized with suitable riparian plants.
- The green space between the re-aligned creek and the school buildings would be developed as a dual-use dry pond; it would have a net increase in green space available for playing fields; the playing fields would flood during infrequent storm events (~25 year).
- The existing bridge crossing could be maintained via a new pedestrian bridge or open bottom culvert.
- A granular walking path and multi-use path (MUP) could be constructed alongside the creek; to maintain or improve active transportation connectivity between Townley Street and Newton Street.

The use of dual-use SWMF on school sites is new to greater Victoria and concerns were expressed during the project workshops about the impact of these facilities on the community's use of the playing fields. The depth and duration of flooding was simulated using the hydraulic model. The results of the analysis are shown in Figure 5.6. The playing fields are at an elevation of about 16.4 m, and thus would only be impacted during infrequent storm events (less than about once every two years). During infrequent storm events (25-year and 100-year), the field would be flooded for less than 24 hours.



Excerpted from the *Bowker Creek Daylighting Feasibility Study* (2020)



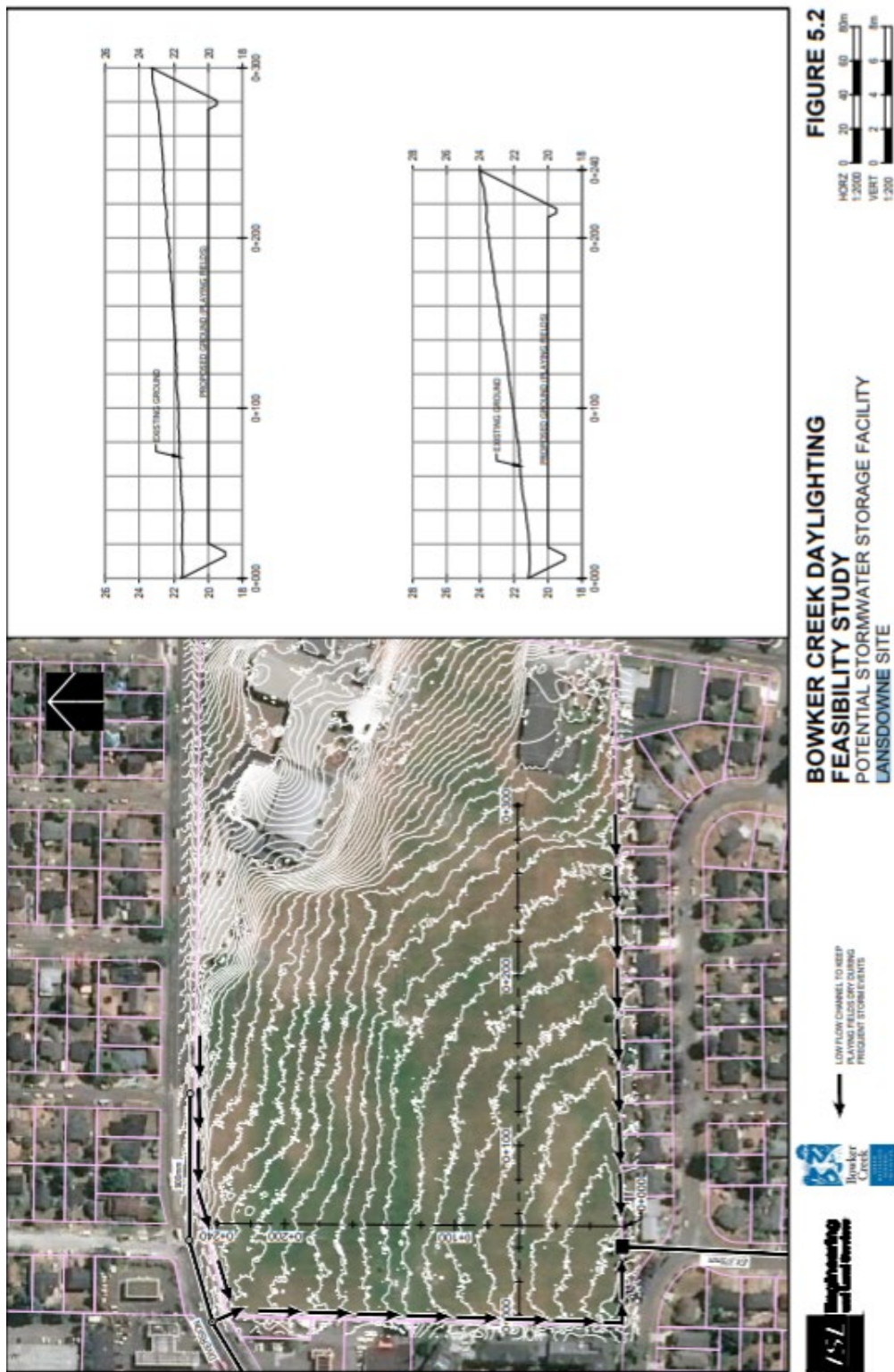


Excerpted from the report *Potential Stormwater Management Facilities on Bowker Creek* (ISL, 2020)

## Appendix B: Lansdowne Middle School North Campus

(Excerpted from the *Daylighting Feasibility Study*, ISL Engineering and Land Services, 2020)

The Lansdowne Middle School SWMF was modeled by diverting the 750 mm storm sewer on Lansdowne Road (about 100 m east of Shelbourne Street) to a SWMF constructed within the grass playing fields. The catchment area was split so that the lands east of Shelbourne Street and north of Lansdowne Road (about 2/3 of total catchment) was diverted to the storage, with the remainder of the catchment connecting to the Bowker Creek Trunk at Pearl Street and Scott Street. The total drainage area that can be diverted to this SWMF is estimated to be 66.6 ha. Existing Lansdowne Middle School Playing Fields stored stormwater would then discharge through the existing 375 mm storm sewer on Townley Street, connecting to Bowker Creek at Pearl Avenue. The SWMF was simulated as a dry pond with a pond bottom elevation of 20.0 m. The existing 250 m long, 375 mm diameter storm sewer on Townley Street provides hydraulic constraint and a separate control structure was not added.



Excerpted from the *Bowker Creek Daylighting Feasibility Study* (2020)



**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**

**LANSDOWNE MIDDLE SCHOOL, SOUTH CAMPUS (FORMERLY RICHMOND ELEMENTARY SCHOOL) SITE PARTIAL DISPOSAL BYLAW 2021**

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the “**Minister**”);

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 (the “**Order**”) requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

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 WHEREAS:

- A. The Board of Education of School District No. 61 (Greater Victoria) (the “**Board**”) owns lands and improvements at 2780 Richmond Road, Victoria, B.C. known as Lansdowne Middle School, South Campus (formerly Richmond Elementary School) site (the “**Property**”);
- B. The Facility Number of the Property is: 105629.
- C. The legal description of the Property is:  
Parcel Identifier: 005-170-222  
Lot 3, Section 26, Victoria District, Plan 10792;
- D. The Board proposes to subdivide and sell to the Victoria Hospice Society (the “**VHS**”) the portion of the Property lying to the west and south of Bowker Creek and measuring approximately 1.9 acres in area as shown on Schedule A attached hereto (the “**Lands**”), pursuant to the terms of a conditional agreement of purchase and sale (the “**Sale Agreement**”) for a price of \$2,500,000, adjusted as provided in the Sale Agreement (the “**Price**”);
- E. The Board is satisfied that it would be in the best interests of the Board to enter into the Sale Agreement and pursuant to its obligations thereunder subdivide the Property and sell the Lands to the VHS for the Price (the “**Subdivision and Sale**”);
- F. The Board is satisfied that the Subdivision and Sale will not interfere with the use by the Board of the remainder of the Property for educational purposes.

NOW THEREFORE be it enacted as a Bylaw of the Board that the Sale Agreement and the Subdivision and Sale be and are hereby authorized, ratified and approved, subject to the Minister of Education providing a written Certificate of Disposal approving the sale of the Lands.

BE IT FURTHER enacted that the Secretary-Treasurer be and is hereby authorized on behalf of the Board to execute and deliver the Sale Agreement and, subject to the Minister’s Approval, all documents required to complete the Subdivision and Sale, and all related and ancillary

documents, with all such amendments thereto as the Secretary-Treasurer may, in her discretion, consider advisable.

This Bylaw may be cited as "School District No. 61 (Greater Victoria) Lansdowne Middle School, South Campus (formerly Richmond Elementary School) Site Partial Disposal Bylaw 2021".

Read a first time this \_\_\_\_ day of \_\_\_\_\_, 2021.

Read a second time this \_\_\_\_ day of \_\_\_\_\_, 2021.

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

\_\_\_\_\_  
Chairperson of the Board

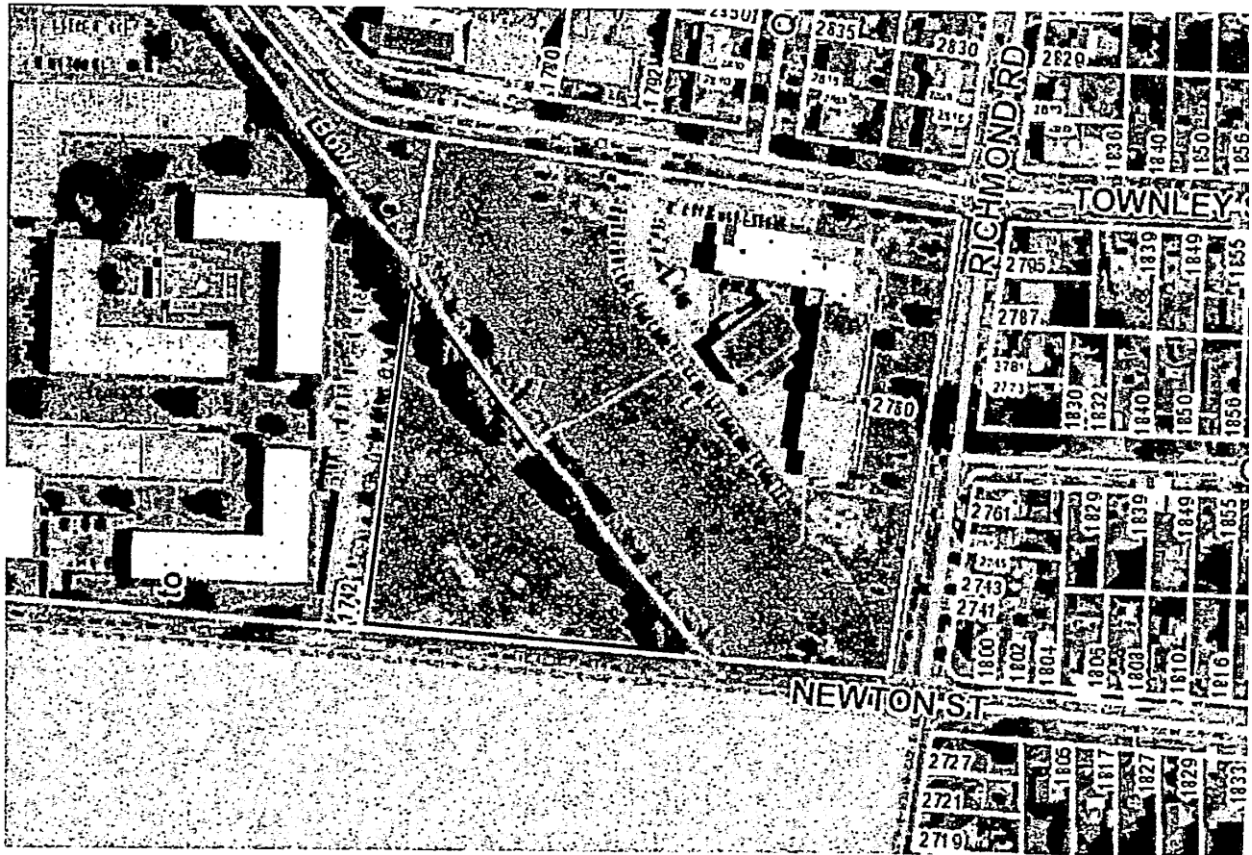
Corporate Seal

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Lansdowne Middle School, South Campus(formerly Richmond Elementary School) Site Partial Disposal Bylaw, adopted by the Board the \_\_\_\_ day of \_\_\_\_\_ 2021.

\_\_\_\_\_  
Secretary-Treasurer

SCHEDULE A



**TO: Budget Advisory Committee and Board of Education**

**FROM: Kim Morris**

**RE: Talking Tables 2021**

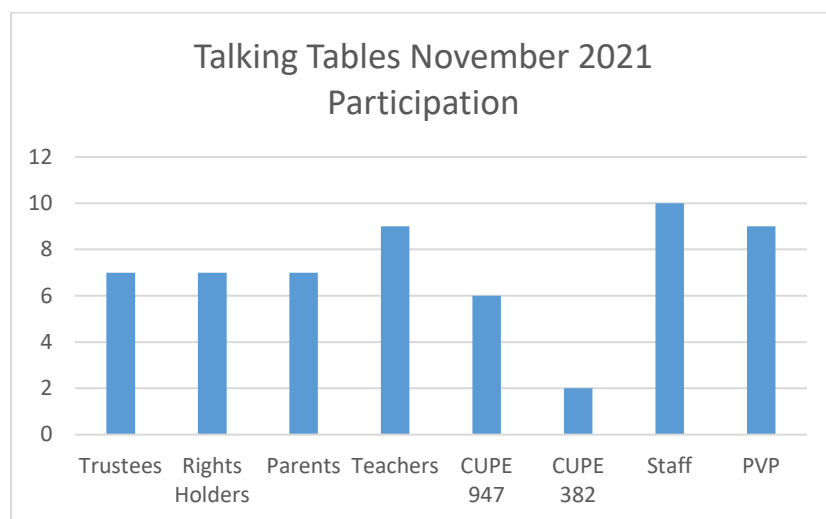
**DATE: December 7, 2021 and December 13, 2021**

On November 18, 2021, a “Talking Tables” event for budget was held. Talking tables for budget is an opportunity to hear directly from Rights Holders, parents, unions, staff, and trustees about student learning. Topics are broad and are intended to draw out themes for decision makers to consider when making human and financial resource allocations for 2022-2023.

Intentions of the event were:

1. Social and relationship building
2. Rights Holders and Partner engagement directly with Trustees
3. Maximum Trustee interaction with Rights Holders and Partners
4. Inform decision making
5. Diverse opinion

Approximately 57 participants came together:



*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.*

Sites Represented	
SJ Burnside Alternate	Oak Bay Secondary
Arbutus Middle	Oaklands Elementary
Cedar Hill Middle	Quadra Elementary
Central Middle	Reynolds Secondary
Doncaster Elementary	Rockheights Middle
Facilities	Shoreline Middle
George Jay Elementary	Strawberry Vale Elem
Lansdowne Middle	Tolmie Board Office
Marigold Elementary	Trustees
Mt Douglas Secondary	Willows Elementary

Opening comments were provided by:

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, President, GVTA

Closing comments were provided by Chair Whiteaker.

Participants were introduced by their table facilitators, after which, a short budget presentation was provided. Participants then moved into the first of three topics: Climate. Facilitators were identified and note recorders were selected at each table. A timer was set for 20-30 minutes and discussion ensued. When the first topic's time was up, Trustees 'moved' (were assigned to a new zoom breakout room) to a new table for topic 2: Framework for Enhancing Student Learning. The same format repeated for topics 3: Budget Process.

The agenda is attached as Appendix "A". The budget presentation slides are attached as Appendix "B" and notes from table recorder on each topic are attached as Appendix "C".

Thank you to all participants and Trustees who were able to attend for part or all of the evening and especially to Rights Holders and Partner executives who found attendees for the evening. To those unable to attend, we hope to see you at future events.

This report will be shared with Rights Holders and Partner groups, will be on a Budget Advisory Committee agenda, will be received by the Board at its December 13, 2021 Regular Board Meeting and will be posted on the budget resources District web page under 2022-2023 School Year Budget at <https://www.sd61.bc.ca/our-district/financial/>.

*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)  
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

**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**  
**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?**



**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**  
**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?**

**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**  
**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?**

# Talking Tables 2022-2023

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**Date:** November 18, 2021

**Presented by:** Kim Morris, Secretary-Treasurer

# Agenda

6:00 – 6:20	Welcome Acknowledgement Opening Remarks 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



# Traditional Acknowledgement

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.

# 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

# Breakout Room Introductions

- Breakout Room 1 – Sean McCartney
- Breakout Room 2 – Jeff Davis
- Breakout Room 3 – Harold Caldwell
- Breakout Room 4 – Katrina Stride
- Breakout Room 5 – Chuck Morris
- Breakout Room 6 – Shelly Niemi



# What is Talking Tables?

Event in the annual budget process

Include all education partners

Include large, diverse group

Social

Opportunity for Trustees to hear from as many voices as possible

Opportunity for individuals to deliver messaging to trustees

Talk about learning before money to align resources

# Format of the Evening

- Unfortunately due to COVID we are not meeting face to face at this time
- Non-COVID, we'd have dinner and social time together
- Tonight after the presentation you'll be placed in a breakout room
- The breakout room will be your team for the evening
- Trustees will move to different breakout rooms after teach topic is discussed
- Intention is you meet as many trustees as possible and that they meet as many of you as possible

# Budget Presentation

# Values/Guiding Principles

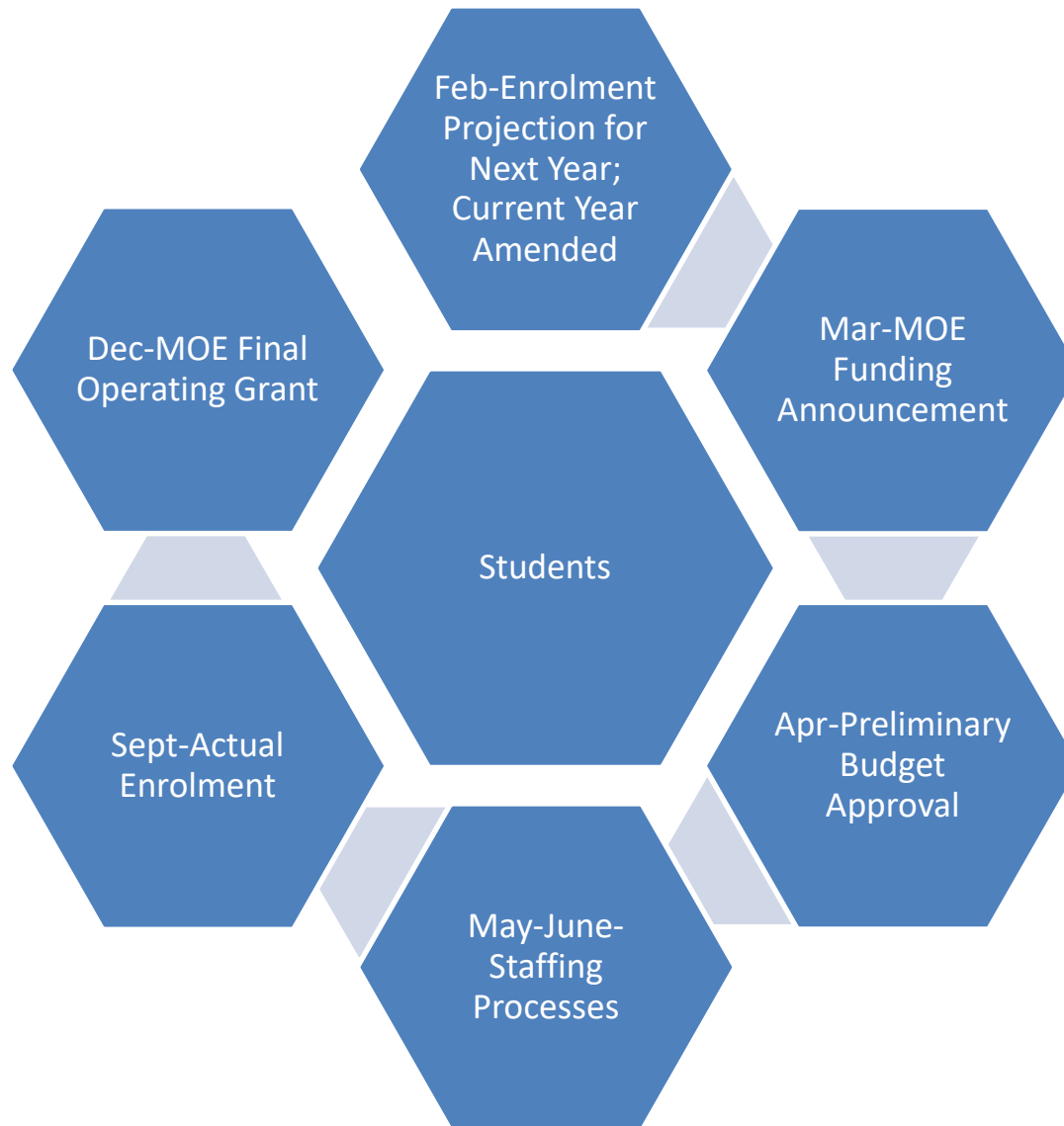
- Students: at centre, service for every student to succeed
- Relationships: respect, expertise, diverse opinions, civil discourse
- Indigenous: culturally respectful and responsive
- Alignment: Strategic Plan, Framework for Enhancing Student Learning
- Timelines: critical for staffing & collective agreement deadlines
- Collaboration: inclusive, understanding, impacts, solution-oriented
- Sustainability/Change: efficiencies, surplus, long term planning, environment

# Budget Advisory Committee

- 34 member committee
- Trustee Duncan is chair
- Agendas and Minutes: <https://www.sd61.bc.ca/our-district/financial/>
- Make recommendations to the Board by:
  - Consensus; or
  - Opposing view made known to trustees
- Board is the decision maker
- Decision deadline: April 2022

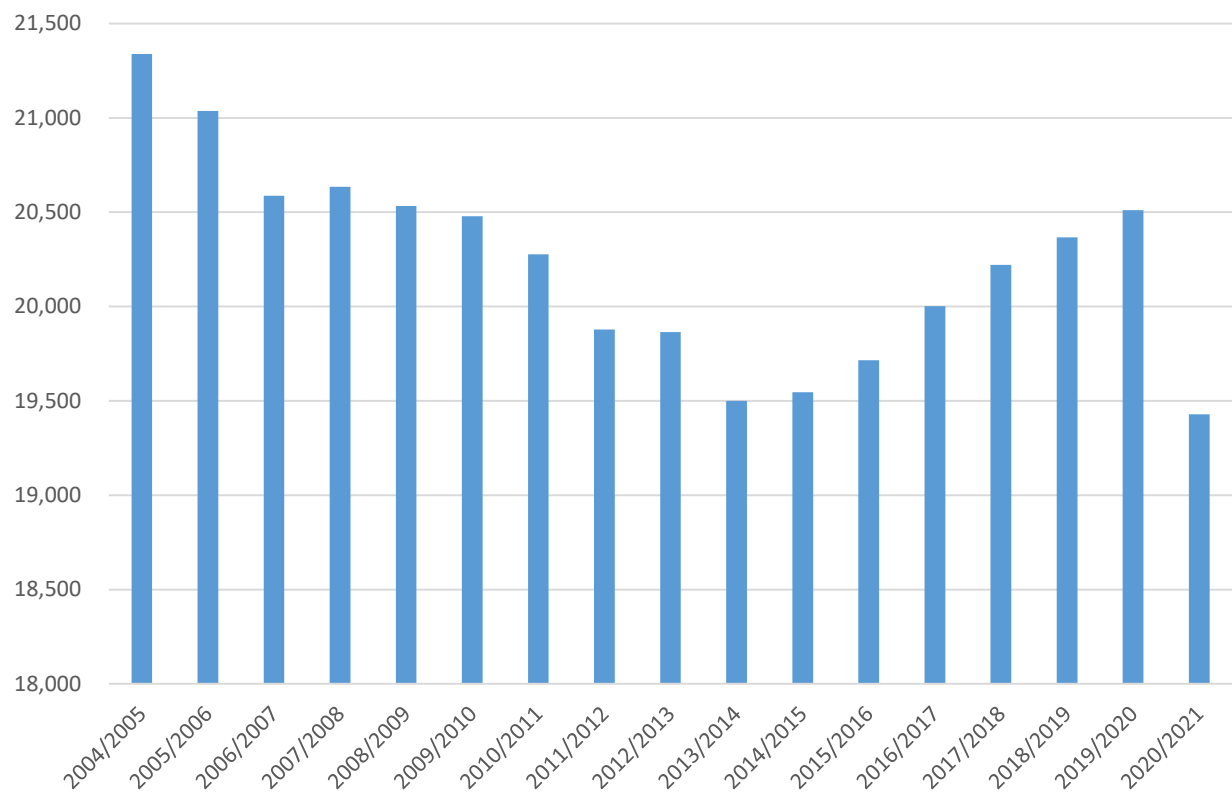
# Process

- Committee meets 7 times between November and April
- Talking Tables
- Student Symposium
- Public Town Hall March 10, 2022
- Bylaw Readings April 4 and April 7, 2022



# Budget Cycle

# Enrolment



## Basic Allocation

Common per student amount for every FTE student enrolled by school type

<b>Standard School:</b> \$7,885 per school age FTE	<b>Continuing Education:</b> \$7,885 per school age FTE
<b>Alternate School:</b> \$7,885 per school age FTE	<b>Distributed Learning:</b> \$6,360 per school age FTE

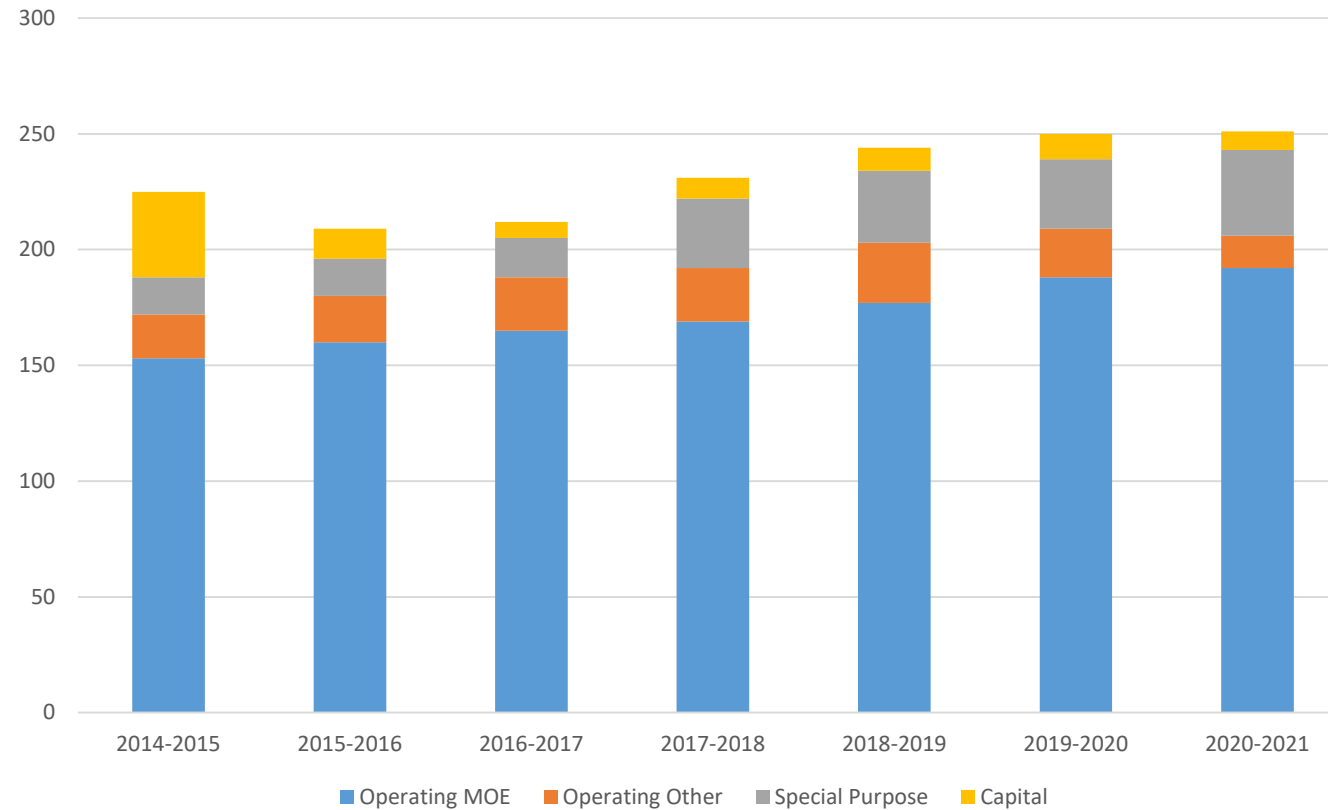
## Unique Student

Additional per student funding to address uniqueness of district enrolment and support additional programming

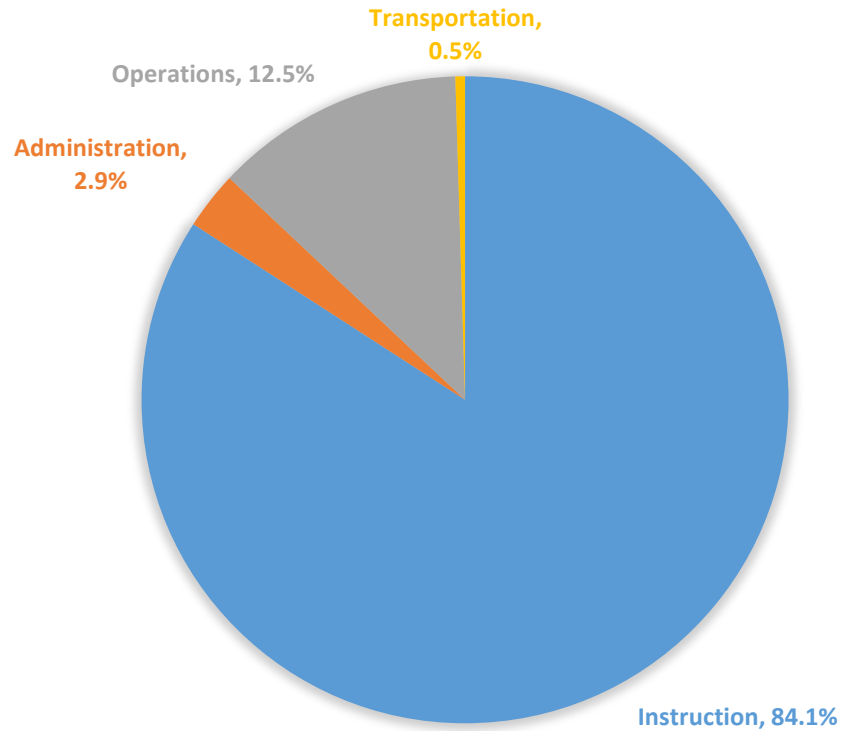
<b>Level 1 Special Needs:</b> \$44,850 per student	<b>Level 2 Special Needs:</b> \$21,280 per student	<b>Level 3 Special Needs:</b> \$10,750 per student
<b>English/French Language Learning:</b> \$1,585 per student	<b>Indigenous Education:</b> \$1,565 per student	<b>Adult Education:</b> \$5,030 per FTE
<b>Equity of Opportunity:</b> Mental health; youth in care		



# Revenue



# Operating Expenses



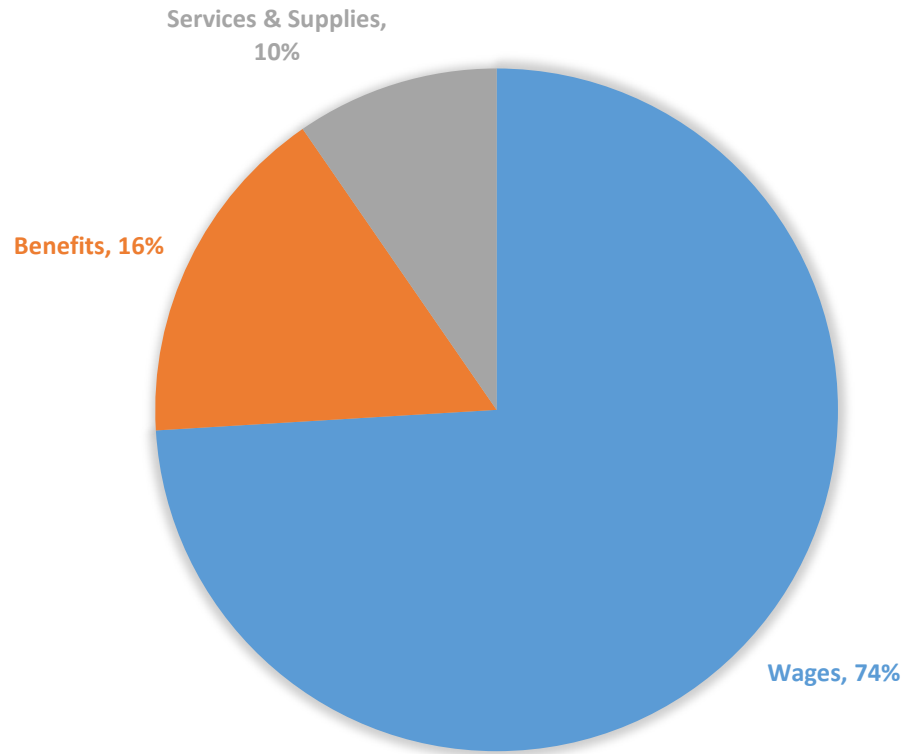
**Instruction** –relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Education Assistants, technology for the classroom, textbooks, curricular and extra curricular travel

**Administration** –relates to **running the district**: Superintendent, learning and special education leaders, finance, human resources, payroll, software, legal, audit

**Operations** –relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

**Transportation** –relates to **getting students to and from school each day** bus contractors and bus monitors

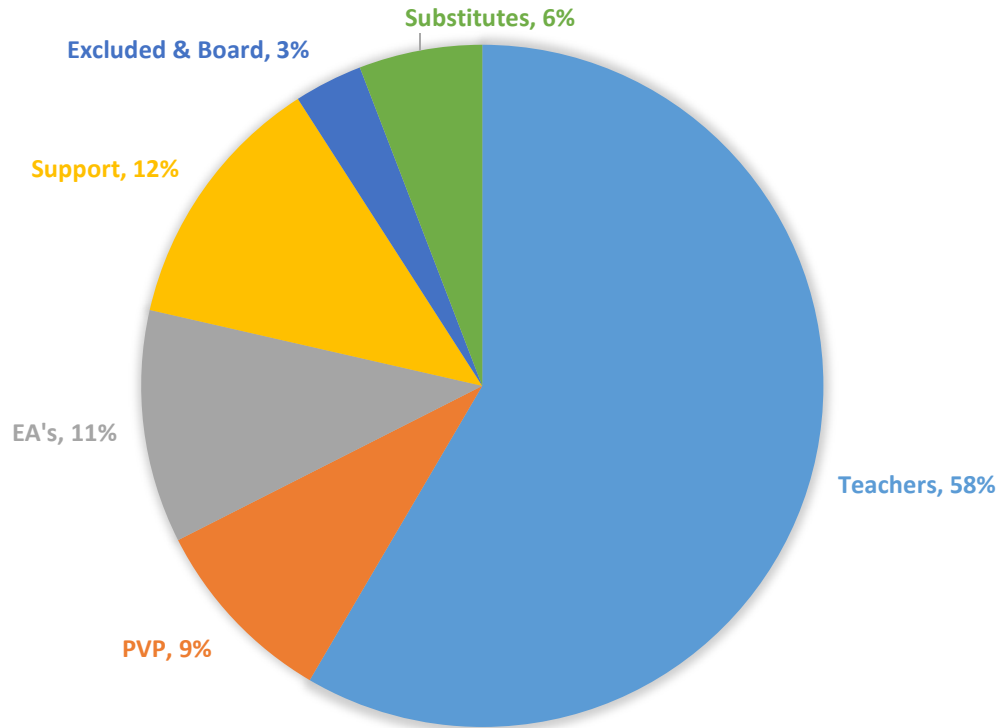
# Operating Expenses



**Paying people** their wages and benefits takes up approximately **90%** of the budget

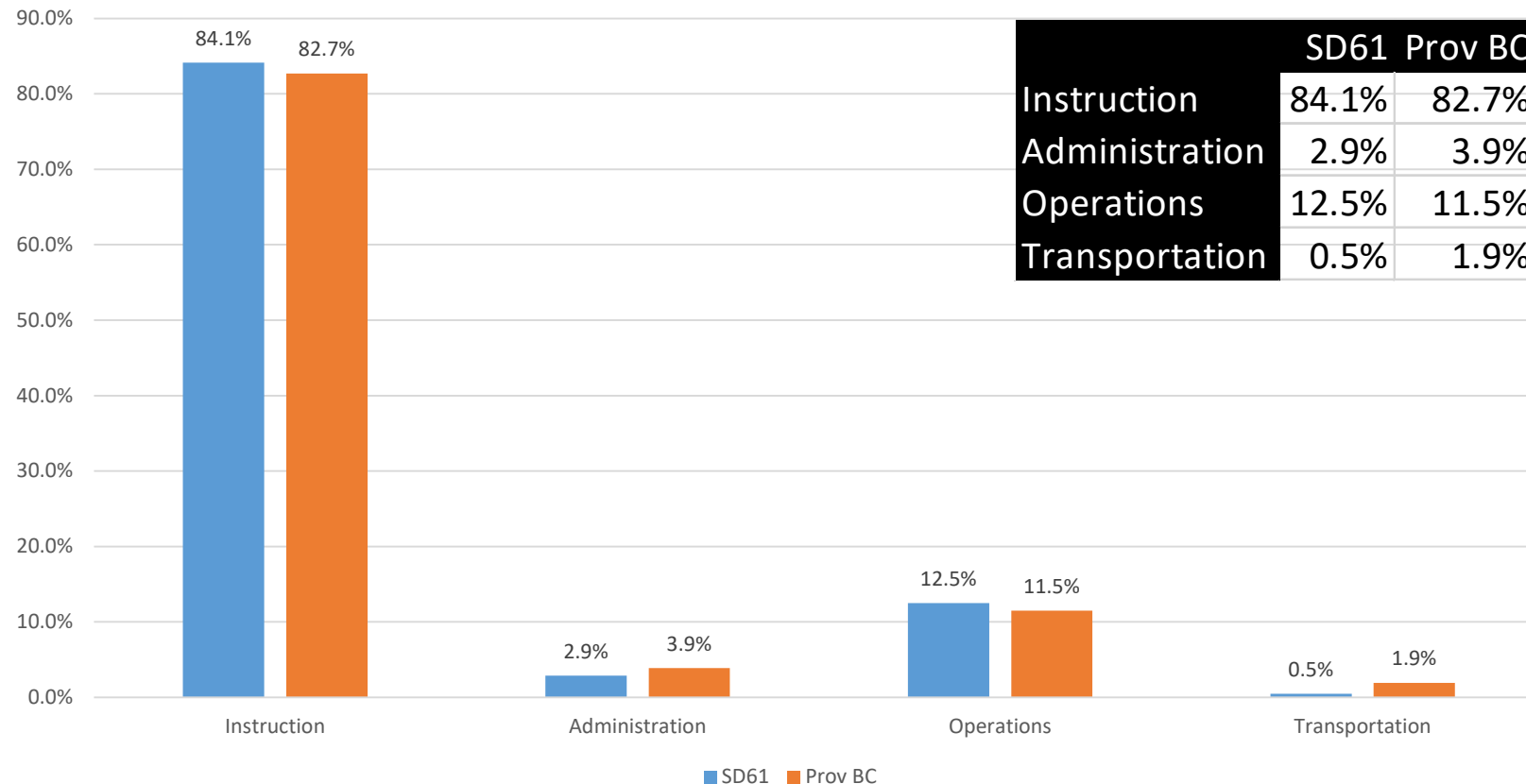
Paying for **everything else** (services and supplies) like technology, textbooks, fuel, travel, toilet paper, library books etc takes up the remaining **10%**

# Operating Expenses

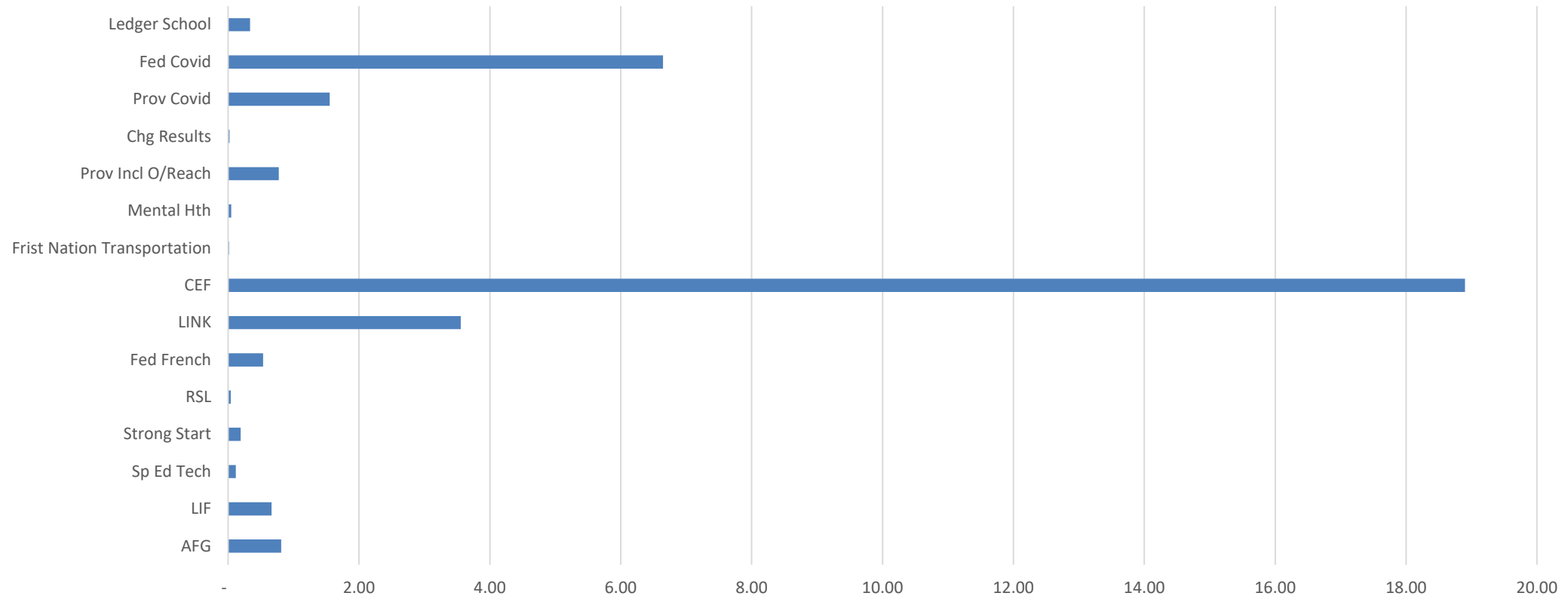


- Education is a **human service**, therefore most of the wages paid are to people **directly servicing students in schools and classrooms day to day**; teachers, counsellors, Principals and Vice-Principals, Education Assistants and Aboriginal Education Workers. These employees are paid 80% of total wages
- **Supporting and foundational** to classrooms are the secretaries, journeymen, custodians, computer technicians, superintendent, accounting staff etc. These employees are paid 15% of total wages
- Finally, when a teacher gets sick or attends a district meeting or a custodian or secretary or education assistant takes vacation, a **replacement or sub** is required to do their work. TTOC's and CUPE Relief employees are paid 5% of total wages

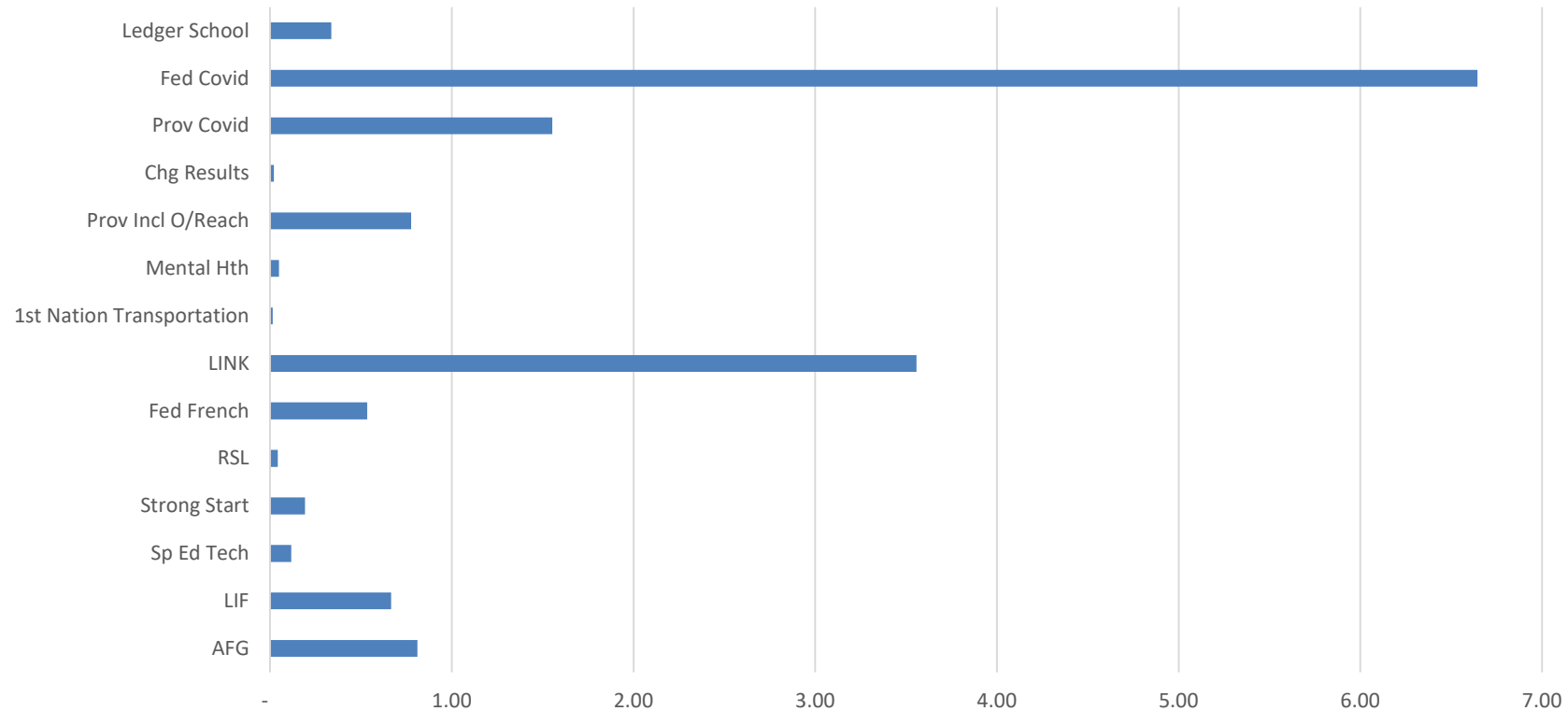
# How Do We Stack Up?



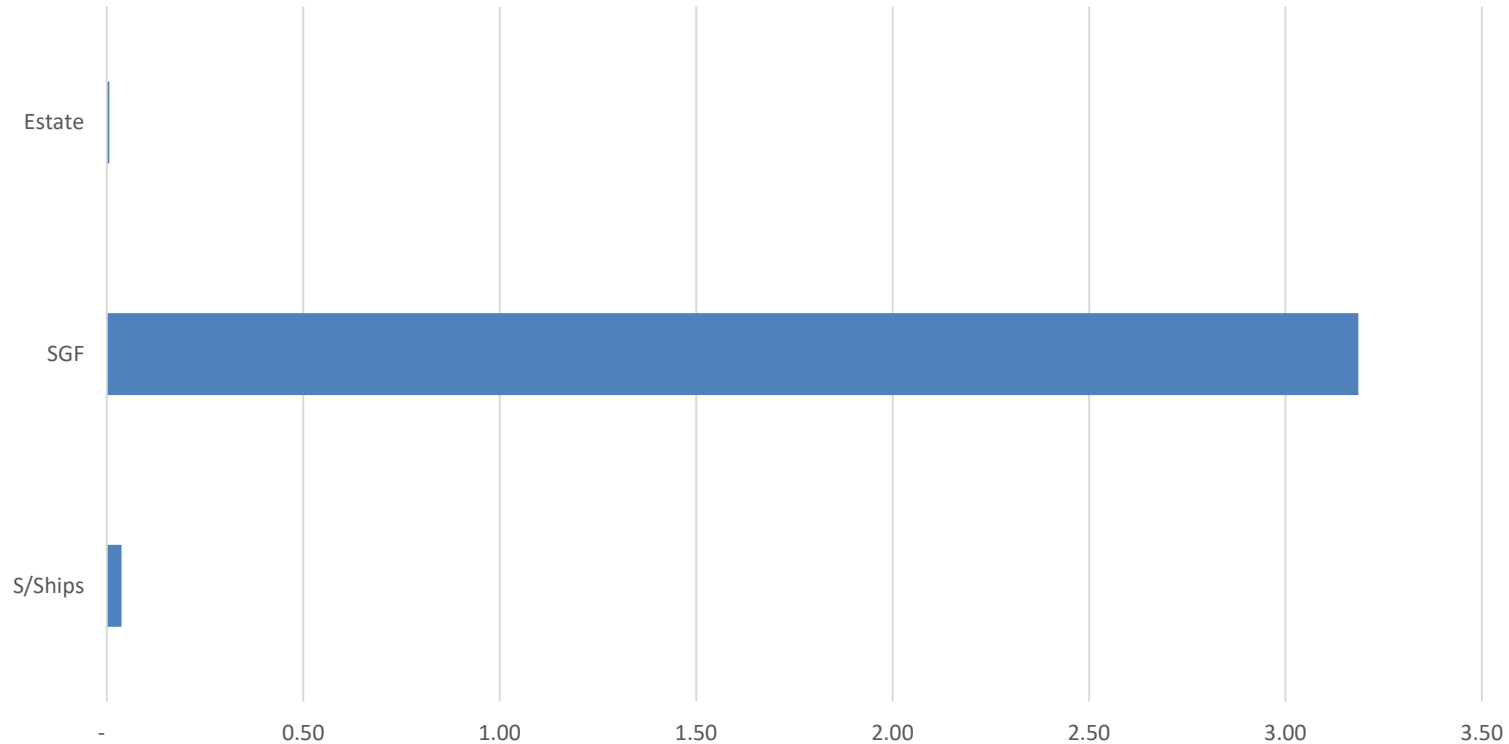
# Special Purpose - MOE



# Special Purpose - MOE



# Special Purpose - Other





# Special Purpose Funds - Ministry

- Ledger School
- Provincial Inclusion Outreach Program
- Mental Health & Well-Being Promotion
- Community LINK - Learning Involves Nutrition & Knowledge
- Federal French (OLEP)
- Ready Set Learn
- Strong Start
- SET BC / Special Education Technology
- Learning Improvement Fund
- Annual Facilities Grant
- Classroom Enhancement Fund
- First Nations Transportation Fund
- Safe Return to School (Provincial) COVID Fund
- Safe Return to Class (Federal) COVID Fund

# Special Purpose Funds - Other

- Estate
- School Generated Funds
- Scholarships

# Capital

## Local Capital

- \$\$ the Board votes to set aside for equipment/projects like technology device replacement, childcare capital reserve, learning studios
- Can be planned as a recurring expense each year, or ad hoc depending on surplus at year end and emerging needs

## Ministry Restricted Capital

- Approved on a project by project case basis
- Projects are submitted each June on the District's Annual 5-Year Capital Plan
- Requires Ministry approval to spend
- Examples include: playground grants, school enhancement grants, seismic projects, school replacement projects, additional student capacity projects; new builds
- Expectation that Districts will contribute some reserves to approved capital projects

# Capital Planning Principles

- Safety
- Enrolment & Capacity
- Existing Building Condition
- Climate
- Funding Categories Available

# Capital - Projects

- AFG
  - Used to maintain assets that are not minor or major capital threshold
  - 41 projects
- Additions
  - Used to increase capacity
  - Sundance Elementary
- New Schools
  - Used to increase capacity
  - Downtown Victoria Elementary site acquisition & construction

# Capital - Seismic 2022-2023

- Used to seismically upgrade existing school to mitigate seismic risk
  - 6 Projects
    - Sundance Upgrade 3 blocks
    - James Bay Upgrade 1 block
    - Reynolds Upgrade 7 blocks
    - Northridge Upgrade 4 blocks
    - McKenzie Upgrade 3 blocks
    - Victoria West Upgrade 3 blocks
    - NOTE: Awaiting response from Nations re: placement of Shoreline/Craigflower TBD

# Capital - School Enhancement Program

- Used to renovate or upgrade buildings that are not big enough for major capital but bigger than AFG can manage
  - 6 Projects
    - South Park – Roofing - Replacement Phase 1
    - Strawberry Vale – Exterior Walls Systems - Siding replacement Phase 1
    - Victoria High – Exterior Wall Systems – Window Replacement Phase 2
    - Victoria High – HVAC – Mechanical Upgrade Phase 2
    - Mount Douglas – Exterior Wall Systems – Window Upgrade Phase 5
    - Esquimalt High – HVAC - Dust Collection System Woodshop

# Capital - CNCP Intake

- Used to improve carbon neutrality
  - 5 Projects
    - Sundance - HVAC – replace unit ventilators
    - Spectrum – Energy - Upgrade DDC to Reliable Controls
    - Doncaster – HVAC – replace air handling units
    - Lambrick Park – HVAC - Boiler replacement
    - Lambrick Park – Energy - Upgrade DDC to Reliable Controls



# Capital - Playgrounds

- Used to add or replace playground equipment that may have previously fallen to PACs to fundraise
  - 3 Projects (all universally accessible playgrounds)
    - Macaulay - replacement
    - Hillcrest - replacement
    - Sundance - new

# Surplus

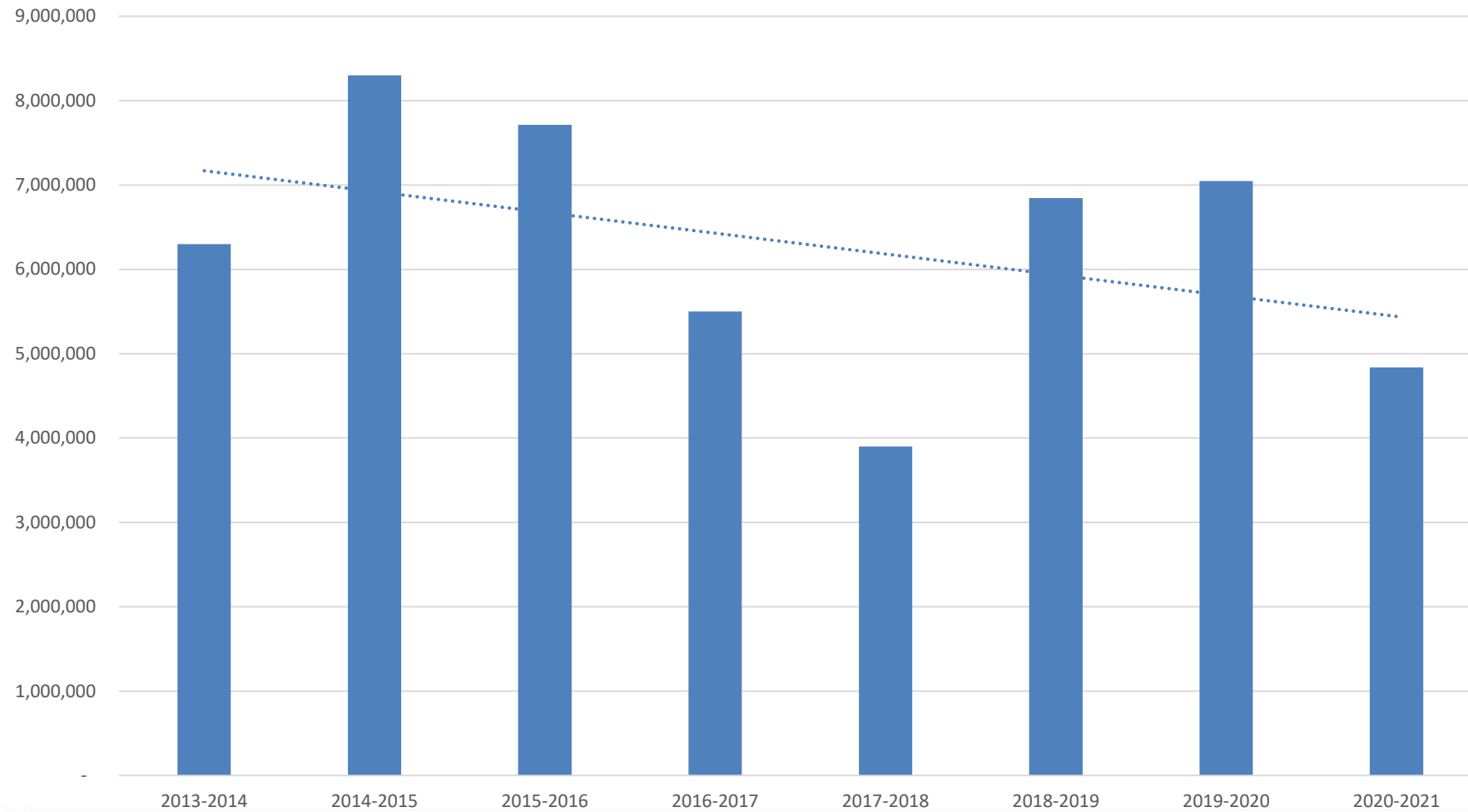
Operating surpluses can be restricted or unrestricted

International program is run like a business with students fluctuating and constant recruiting and enrolment balancing efforts. There is no government/ministry money supporting ISP

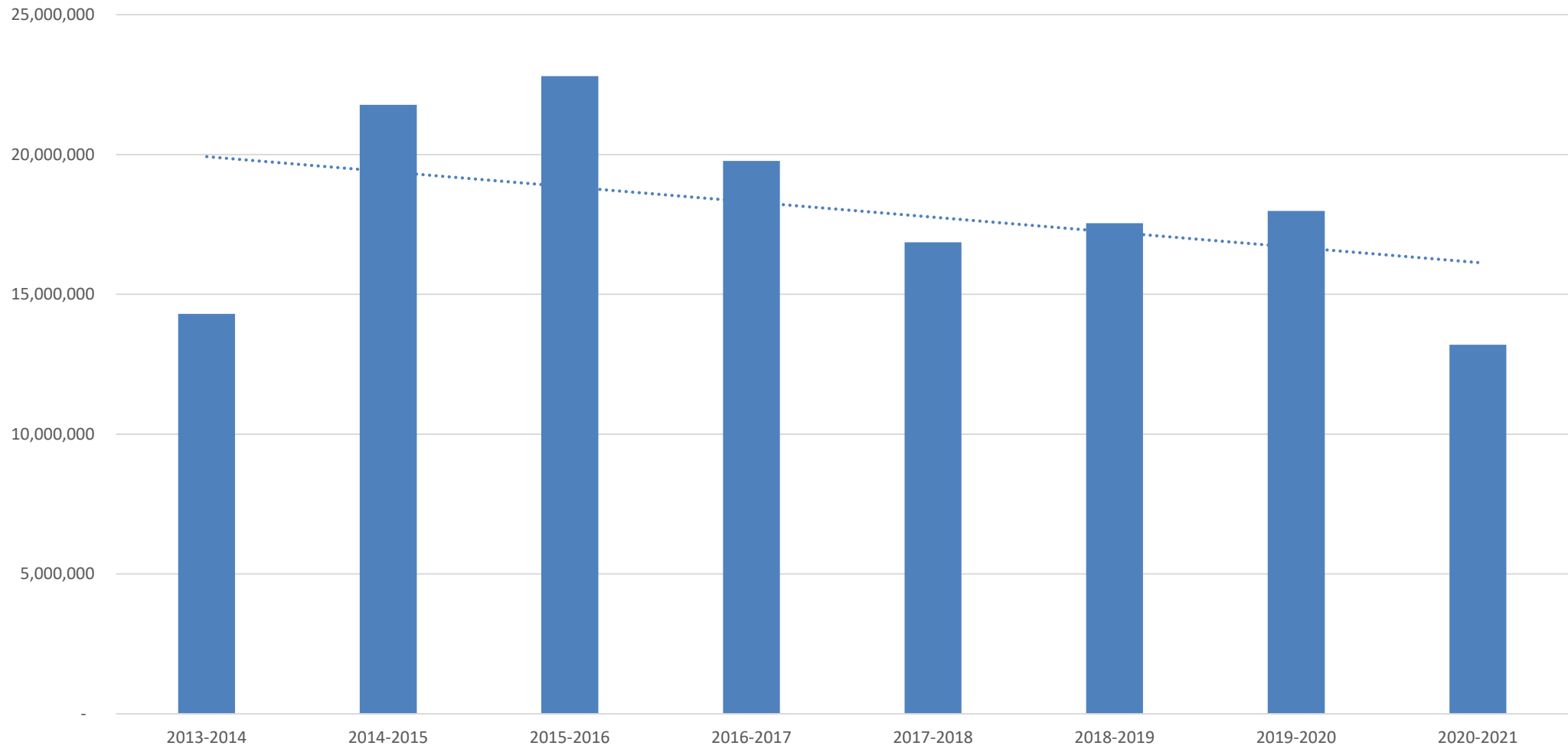
Inclusion Education –this program holds a contingency for students with unique needs that arrive in SD61 after the September 30 funding deadline and for students identified for supports between April (projected) and September (actual)

Facilities –SD61 is currently undergoing major capital upgrades and navigating increasing enrolment. Replacement schools do not have the same furniture & equipment budgets as new schools, shops need upgrading and technology infrastructure is requiring renewal

Surplus Budgeted to Balance Next Year



Surplus History - Overall



# Surplus – October 2021

Reserves	
- Reserve - District (Board Approved June 2021)	821,019
- Reserve - District (Board Approved - September 2021)	921,622
- Reserve - International (Board Approved - September 2021)	425,000
Total Operating Reserves (0.98% of revenue)	2,167,641
- Local Capital Fund	320,646
- Ministry of Education Restricted	2,975,006
	3,295,652

# Surplus – Ministry Policy

- Specific purpose
- Limited timeframe
- Alignment to Strategic Plan and Framework for Enhancing Student Learning
- Revised policy being drafted

# Discussion Topics

# Topic 1: Climate

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?



## Topic 2: FESL

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?

# Topic 3: Budget Process

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?

# Agenda

8:20-8:30 Closing Remarks



# Thank You & Goodnight

## 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?**

Table Talk Notes

- We need to empower our young people to take action
- It's about us, as an organization, to model what we need to do draw down our impact and to empower our youth
- We need to look at infrastructure, drive to 5, walking school bus, drive less type initiatives
- So much wisdom within the Indigenous communities on how to lesson our impact on the climate – ways to bring in local Indigenous knowledge to make things better
- Encourage our families and children to look locally for resources/food etc. instead of importing from other lands
- Promote gardens and living locally
- Could the district look at solar power? Conservation and less use of fossil fuels in the buildings
- Incentives and rebates available for using alternate energy resources
- Using electric vehicles for the district fleet vehicles
- Sometimes you have to make an investment up front but the return makes it more than worth it – good for the environment and net profit
- Torquay Elementary has solar panels on their building
- There is a cost associated with green initiatives – we need to look at the cost of changing and the cost of not changing
- Initiatives need to properly researched and these initiatives need to be supported
- Make education of our students a priority and allow for time and funding to support the green team initiatives
  - Recycling was stopped at schools and many schools don't have the capability to compost
- It's so much more than recycling, pack in/pack out - we can't just compost anymore
- New discussions with energy manager - Brian Leslie - need to look at the bigger things:
- Big ticket items in terms of facilities and infrastructure
- Combined with learning and experiences for students and staff
- We really need to hear from our kids/students and follow their lead/voices/input
- Work with other school districts across the province - bring to Ministry - partner with other Districts to create collective voice and possibly strategize and purchase in larger amounts (e.g. solar panels, etc.)
- Invest in helping our kids have high quality access to initiatives and experts that help them know how they can be part of the change - empower them to capitalize on their knowledge and skills to be change makers
- Recommit to greater rentals and use of resources we do have - buildings after hours, neighbourhood partnerships (e.g. Sweden example of community partnership to have after-school tutoring and other programming for students and families)
- Global citizenship and connectedness to nature / place / land

- Local partnerships with examples of innovative facilities, etc.
- When it comes to resourcing climate action, how are we being comprehensive in reviewing where to reallocate from - not just one finite part (e.g. administrative jobs/roles, department budgets, etc.)
- Student Safety – Facilities need to be safe (storms; rain, snow, etc.)
- Students need to see role models – why are we changing light bulbs, solar panels, gardens in schools?
- How do we use Indigenous knowledge to support our conversations on climate?
- Food security is important – no climate, no gardens, no food
- Transportation – move away from fossil fuels
- Priorities are important with children first – safe and sustainable
- Climate needs to be prioritized with other funding sources included – provincial and federal grants
- Start small and with those successes we can go big
- Involve the students
- Needs to be a budget for this
- No cost items:
  - advocate to government for funding
  - joint letter to city of Victoria for bus passes for all students
- Consider a competition to see which school can run their school more climate friendly, every school can be environmentally friendly in its own way (e.g. tree planting, food waste)
- Will cost money, but will cost too much to not make a focus moving forward
- More capital – carbon neutral (boilers etc.)
- When building new schools, making them as efficient as we can (net zero project), requesting Ministry to fund these capital initiatives
- Look at other partnerships for help
- Retrofitting schools with solar panels – extensive presentation made and willingness in community but no action
- Board pays compensation for mileage, but not for taking the bus or riding your bike
- We're seeing more than every pandemic, heat dome, forest fires, floods – really need to put our mind to what we can do for climate action
- Possible for half of schools by 2030, all by 2050
- Clear action plan no later than a year from now
- Looking at moving all vehicles in school district to electric by 2025
- Ensuring that climate accountability committee so all working groups to be sitting together and having these discussions and looking at accountability
- While district has slowly tried to reduce carbon footprint, have a reporting out process to understand what is being done so we have a clear idea
- Important that we understand where we are, where we are going and where we've been
- Look at well-being and climate anxiety specifically Indigenous students on these lands; heard sentiment from a lot of students
- More support for safe streets so students can walk safely, or bike safely
- Climate action-safe outdoor spaces help families get kids to school. Really important.
- Energy uses, geo-thermal, spending money to reduce energy consumption.
- Safe buildings and grounds.
- Solar, self-contained as possible.

- Go away from fossil fuel.
- Top priority-Climate Action-Don't skimp.
- SD a new challenge.
- Question of provincial funding with appropriate to respond to this challenge.
- View it from a one foot to a 10,000 foot view.
- Even 10 year olds know how to do it better.
- Decision through budget process.
- Small steps put together can make bigger decisions.
- Current practices-what goals.
- Can we do better? Yes.
- Education K-12; we as adults need to be the role models. Encourage this through the students.
- Secondary kids-varying resources get moved away from other things.
- Don't drive so much.
- Packaging reductions.
- Students top of mind.
- Model for students.
- Decisions, do better!
- Baseline carbon footprint would be nice to know and measure from.
- Solar, heat pumps-energy.
- Initial outlay \$ to make more green; cost benefits in both short & long term.
- Cut resources and supplies – can redirect; bottled water, paper usage
- Highly complex; consultation up front to see where low-hanging fruit; strategically place funds; net zero
- How will this play out in schools; need champion, can drop-off when you lose your champion.
- Direction from District; guidance and resources, working together w. administration and teaching staff; natural play area, gardens, weather monitoring.
- Sustainable schools document (2001); practical guide; school-wide initiative, engage everyone, empower w. positive stories, speakers and industry leaders (exciting), climate into curriculum in long-run.
- greening; kids in touch w. nature; school garden; remove barriers from getting green projects such as gardens moving forward.
- VSB small book for all environmental projects; can and can't funding – grant writing for green projects, reach out to community for resources; standardize.
- Facilities barriers; long process.
- What are more frequent road blocks schools are experiencing? How to streamline?
- Sometimes just reluctance to do something different.
- Not changing footprint; just shifting it, e.g. pack-in; pack-out; what is global view? Collaboration with municipality.
- School-based initiatives; policies & processes to support community around climate action.
- Make schools greener in long-term budget plans; green roofs, metal roofs, etc.
- Hopeful for more \$ for net zero ready; District needs to take it to the next step; centralize things that need external support; streamline processes.



## 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?**

**Table Talk Notes**

- From facilities, in the last 2 years there has been an apprenticeship program started to allow people to learn and to work at a higher wage. Red Seal programs with the assistance of the district and helps to overcome barriers for our employees
- Community standpoint – supporting Indigenous identity – work with the Metis Nations is ongoing and the Metis students are feeling supported
- Inequity between schools, parent volunteer base is different from school to school
- One of the targets of the FESL is about reducing barriers. Principals encourage communication and targets to be explicit – use the FESL and strategic plan in our decision making processes – alignment is critical for students, staff, parents and community to be successful in meeting our goals
- Where is the doing? Walking the walk and what are we going to explicitly do to meet these goals/targets
- Each goal is equally important
- How do you prioritize areas within each goal and ensure equity amongst the goals
- How do we make the documents more “livable” – a one page summary?
- We need to look at the impact of decisions on all three goals, not concentrating on just one goal at a time they are a collective
- Wellness – things are really tough for all members of our community – students, staff and families
- We will have to move some funds in the budget in order to support the strategic plan
- Is there a disconnect between teachers and the board as to what is seen as supporting the strategic plan. There was a lack of collaboration and communication between teachers and trustees. Teachers feel there is a lack of trust with the process. Teachers would like more input/collaboration with budget decisions
- Communication is very important
- Parent view – we would like choices on budget decisions, more information on why choices were being made
- Public interpretation played into last year’s budget cycle

- It would be valuable to be able to bring people together for these important conversations – coming together helps to build communication and trust (Zoom made last year very challenging to build relationships and communication)
- Relationship and trust is key!
- Removal of behavioral programming has not seemed equitable - not working for students with highest needs, not working for others - desire to recreate these programs
- We need specially trained staff to work with ALL children - trauma-informed practices, social-emotional learning, etc.
- proud/excited to see Strategic Plan with a distinct focus on vulnerable learners
- Ratio of 1:66 for ELL supports is too high - request for trustees to be aware of this
- Examples of case management and workloads/demands
- Bring awareness, professional learning, laser focus on supports and strategies for vulnerable students
- Focus on success stories, capture-celebrate-promote-share
- Priority focus for schools with on-reserve students/families - such as Craigflower, Shoreline, Esquimalt
- We are in a crisis - need to commit stability of funding and resources to support these priority areas in the Strategic Plan for us to see any progress
- EA lens is that they are no longer focused on supporting learning, but rather managing behaviours
- Community resources and supports are still needed - mental health needs have increased dramatically
- EA recruitment/retention and professional learning supports
- How do we connect all of this together - comprehensive, collective vision and action - with community partners
- How can we reconnect disengaged students/families with a 'hook' to draw them in - e.g. land-based learning ... help them be ready to learn
- Example of a program from community that helps kids and parents be engaged with food, connection, activities, learning, belonging ... wraparound supports
- Providing an environment that supports all to feel safe, seen and supported. Welcome and ready to learn.
- Good intentions but implementation lacks resources
- Cultural component is important – meeting students where they are at
- Resources are needed to train P/VP with communication
- More Indigenous Education Assistants needed
- Resources needed to align relationships to education and awareness
- Move slower for a broader picture and awareness
- Vice Principal time is important – improves communication opportunities with families and partners

- Data collection, benchmark app will coincide nicely with early learning collaborative teacher; early intervention is key; see some movement in that area and appreciate work being done by district and learning team in this area
- GVTA trying to engage and align to strategic plan – looking to have educators reflect student body (kids need to see themselves reflected in educators around them)
- Preferential hiring for indigenous teachers agreement, concrete way of supporting students
- Hiring equity for racialized groups (BIPOC) – so more of students can see themselves reflected in their teachers
- Indigenous students lumped in with students with diverse learning or special needs – upsetting; we are separate from this category, should be in own category.
- Some Indigenous students may have diverse learning or disabilities, but not all do
- Language in FESL should be reflective not a deficit way for children
- Within buildings, we are trying to survive; exhausted and trying to focus to a future when we are still trying to get through today is really difficult
- To come up with theories, ideas, directions we want to go – they are so far in the distance, I don't know how we wrap our brain around them
- Can't answer any of these questions as we are busy surviving; until we address what is happening right now, I don't know how we can address these goals for the future
- Unless you are in the school you don't realize the differences from a couple of years ago
- For teachers, dealing with day to day hard to see big picture, feels frustrating on ground as there are so many other things to deal with hard to conceive big picture documents
- Teachers are exhausted and just trying to cope (absences, med leaves unsustainable), new teachers burning out, hard for these big picture topics to grasp
- Earlier intervention supports
- Ensuring all children feel supported as a whole, not just academically
- More one on one support for students – case manager, YFC or someone, needs to be an adult accountable to a student
- Students slipping through cracks, no one is checking in to their success
- EAs are really big area that needs to be expanded on – when ask student who their person is, say EA
- Investing money in family engagement, check in with families, learn so much by talking to family, powerful; see a difference when that isn't there
- Invest in more permanent open spaces for indigenous students; quiet spaces with one-on-one support, learning spaces
- Ensure all schools have these rooms (full capacity due to enrolment growth so quiet spaces are gone)
- Curriculum – Indigenous literature as a course, how to support teachers to incorporate these teachings
- More speech therapists
- Seamless Kindergarten staffed by CUPE 947 before and hour so more hours

- Comes down to pay and hours – has to be appealing to the general public; less hours and not paid as well as Sooke and Saanich
- Tough work – doing multiple classrooms and students, go go go, burning EAs out
- Giving them the support (e.g. meaningful professional development opportunities)
- Can't be any more cuts to library clerk or EA hours – caused total chaos around district, has been really detrimental and are now just seeing impacts of these cuts
- 66 for ELL students is entirely too high
- PTSD in students who are refugees, not feeling safe in Mexico, require much more time for support
- More EAs/Teachers, lens of the "whole child", pro-d on what can be done to support these students
- EAs say they aren't supporting students, they are managing behaviours.
- Budget for specially trained EAs
- Strategic Plan is good and allows richer dialogue.
- Common language piece-need to realize where students have come from, where they are going.
- Shotgun approach is not where we want at Central.
- We focus on equity and diversity.
- Work/focus on vulnerable learners.
- Adults need to move forward in their growth.
- Personal growth for staff is really valuable.
- Focus goals 1 to 3.
- Common language next steps.
- Common language for parents.
- What affects learning?
- Care for each other.
- Link into strategic plan.
- Common language developing.
- More inclusive/differentiation.
- How does a teacher meet these literacy needs?
- Happy removing marks from grades 6 to 8.
- See an attempt to provide learning opportunities for staff.
- School focusing on connectedness.
- Keep class sizes reasonably small.
- Staff developments!
- Cultural, response, awareness.
- Brought in drums, Elders Veterans.
- Worked to bring into the environment.
- Think we have been doing a really good job.
- Support but limited funds.
- Need support.

- We are doing a pretty good job.
- I think we can do more.
- Frustrated in my job in Career Centre.
- Have to break the bubble.
- In my school definitely front of mind. Getting kids to buy in is tough.
- I like where we are going.
- Struggle. Aware of SD Policies.
- Need to do a lot more work.
- Parents need help to understand.
- Common language-parents struggle.
- Reduction of EA's, programs from last year's budget processes.
- Want this front and center.
- Did not like those reductions last year.
- Kids with IEP-educational goal?
- How do you properly record educational goals?
- Diverse student body.
- Worked for years to improve.
- Pandemic teaching.
- Not a lot of energy left in me to sit through 6 weeks of learning.
- How do we get more resources in front of students?
- Put more people in touch with students.
- Data; put data into buckets; fail to see full picture at times; FSA component of assessment in conjunction with more information; allow greater visualization.
- Not sure if we need more data; teachers know where students are at; don't have student learning support that they should have; ratios used = less support; use \$ to support learners not to obtain more data.
- Data informs process; very prevalent at Shoreline that students need support; doing school-wide initiatives; need to measure how they are doing; having resources to do what we need to do is a struggle; wish more \$; short-change kids; short-change society.
- What single resource would have biggest impact?
- Need people who are qualified; more people; how to attract them; employee market; more opportunities for kids to keep them engaged.
- More adults in building; more connection.
- Partner with private industry; gym or room to be active; nutrition is big; habits being cultivated from K; work through all grades.
- Unregulated adult will not be able to regulate a child; student-centred; as adults need to be coming from a place of strength.
- Stress and anxiety; kindness and empathy towards kids; been a long time since they had fun.
- Kids in crisis; even ones who had coped well are not doing well; teacher role has expanded and not trained; feeling spent; nourish teachers; positive impact on students.

- Indigenous; what is happening with those kids who have returned to class after COVID; don't understand where Indigenous funding goes to support those students; incorporating outdoor learning – use existing funding – shift from other areas not necessarily needed at elementary (D. Hovis model at Oaklands); Indigenous person at school to make that connections with all students.
- Partnerships; not off side of Principal's desk; focus on connectedness; find spark for each student and nurture it; need skilled bodies; training and mentorship; acknowledge that we need to look after each other; kindness (value).
- FESL and data collection – data is strategic plan; minimize bias; place for it to inform larger picture; not quick and reactive.

### 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?**

#### **Table Talk Notes**

- Some questions were not answered during the process last year, lack of follow up
- It would be great for the VCPAC to share information with the schools so it can be shared with all parents with the possibility of having special meetings to help provide input. It was very rushed and parents didn't feel like they had a say. Need more data and time in the process. Data will show why money is needed in some areas and needs to be moved from other areas – the whys and why nots
- Community felt like the decision was already made and presented as a done deal. Not a lot of opportunity for input or feeling like you had a say.
- Lack of trust in the decisions that were made
- Student voice is important in the conversation
- Talking tables is a step in the right direction
- The instability that the process produced made some employees fearful



- Trust and relationship is key. Budget committee is working on building trust, relationship and communication. The committee needs to hear each other's perspectives. There is an expectation that members of the committee push the information out to their groups and then bring feedback back to the committee. Transparency is important and communication will help facilitate this
- Cuts effect people personally. Everyone would love to have more money and you can never have enough to do everything you want to do.
- Always good to have options when you have to cut money and weighing them against the district's priorities and commitments around the Strategic Plan and the FESL
- Clarity is important – we can do anything but we can't do everything
- We need to live sustainably and it may mean that tough decisions need to be made
- Equity in voice is important for the process, not just the loudest voice and the voice that connects with the media should be heard.
- Keep the goals and targets in mind when tough decisions need to be made
- The current process has more opportunity and openness about it
- Building relationship and knowing each other is the biggest shift in this year's process
- Conversation needs to be fluid and open with the long game in mind
- We will get there but it may not be easy but it will be worth it
- Space out the budget readings in front of the board
- Projections in the spring are very conservative, not a good foundation to work from
- Surplus model is not sustainable
- Infrastructure and capital costs/overspends should not infringe on student learning
- E.g. we can't take away supports from students for earthquake priorities
- Needs to go back to the province as feedback
- New committee structure is good - new/more opportunity for better consultation and input
- Need to step away from having an 'us versus them' mindset ... creating adversarial attitudes and competing priorities
- Are there systemically problematic issues with the funding model - how do we raise these and bring forward for feedback and action
- Again - can Districts / Boards work together to surface these barriers (e.g. facilities/capital costs) to bring a more collective voice/approach to the Ministry
- E.g. VISTA, BCSTA = funding and model review
- Share the information with transparency and honoring local protocols
- Include student voices
- Have a transparent fair system – vocal parents had more success in getting the Board's attention
- All voices need to be heard
- Provide rationale for the final decision
- Indigenous Perspective – how do nations work alongside?
- Gather data to help make the decision – how does this impact all, not just a certain group – loud voices get what they want, soft voices lose out.

- Equitable standard regardless of background
- Collaborative conversations are important – do not overwhelm with a lot of information all at once
- Identify schools in district that have extraordinary needs (and every year needs those same supports), do not wait until Sept 30th for extra supports
- If we are looking to spend money in that year, should enact proactive measures to support those schools
- Need to address equity issue first, then look at balancing resources
- When we put barriers up inside our own system and force employees to have to beg for certain supports, affects morale for staff and makes them question whether they are putting their own job in jeopardy for asking for supports for children
- Should be examining what barriers are we putting up internally, staff shouldn't feel apologetic or wrong to advocate for best supports
- Don't feel what we say here will make a difference
- If we put the kids first and money aside, we could put an EA in every class, have space we need for every class, every student would get the attention they needed – could you imagine the number of children who would be successful?
- Kids have to come first!
- More ongoing communication between local First Nations communities rather than just being invited to these types of meetings, space to bring concerns, and have our voices at these tables more regularly. Often the way we are approached isn't right or doesn't make sense.
- GVTA budget – smaller budget, based on year prior
- Don't rely on preparing budget after you know your revenue
- Common for boards to rely on surplus from year prior as enrolment isn't known
- Don't know problem of relying on surplus year to year – change in policy, significant change to not rely on surplus
- School budget & staff committee – tried to spend money for students in that school year
- Get questions answered when they are asked
- Tell parents what's going on and what's happening so PACs can meet, bring back ideas, thoughts and input (felt left out last year and like decision was already made).
- Consultation vs Not ACTUALLY Consulting, no/few opportunities for consultation
- Feeling like decision was made and Indigenous Ad Hoc Committee just asked to rubber stamp
- Speaking with students, include them in the conversation
- Really appreciated the opportunity tonight (step in the right direction)
- If you have to move X amount of money, best to have 2X worth of options
- WE can do anything, but we can't do everything
- Make sure budget is focused on priorities (FESL/Strat Plan)
- Not everyone is going to be happy, but we need transparency and communication
- Equity of voice needs to be included in the process
- More openness to have these conversations around the school community, more collaborative

- Board drafted some good policies around budgets.
- On paper, on a graph-to better understand budget numbers.
- Put it out in lots of different ways so many people can better understand.
- Give me the street version.
- Like to see this info a good week ahead of time.
- Reflecting back on other consultations over process-example catchment consultation-Victor, South Park, Cloverdale conversation.
- February-inclusive learning presentation. Did not like that process.
- Like the budget process when you have a good exchange.
- Listening to conversation is really good.
- Respond to concerns.
- SD 61 staff are really good.
- Show respect for parents, critical choices.
- None of us want to be where we were in June of last year.
- Leadership with Grade 8's.
- Respect.
- Open dialogue-discussion.
- Children most important stakeholders.
- What do you need to be happy at school?
- Type of dialogue.
- Always places to improve.
- Table talk.
- Perplexed with some of the questions.
- Info needs to be introduced in a variety of formats.
- Hope Board hears clearly-music is so important.
- Help kids with skills to keep them for the future.
- Provide funds to allow learning supports.
- Put the money at the beginning of a child's life where they need it the most.
- Advocate to keep music.
- Use simple language.
- Challenging to budget when some voices more prevalent; not all voices are heard; intricate and complex; working with less and trying to do more; trying to balance; better understanding of what the impact will be; reduced administration time had huge impact; how to learn from what happened in last year.
- Opportunity to listen; what are mechanisms to do that?
- Dedicate position as management; didn't know impact until it happened; spend time to understand what actually was impacted.
- Survey in previous job on what is working or not; round table with senior leadership regardless of position.
- Quiet voices; surveys of students to hear their voices.

- Asking questions of people not ordinarily involved in process as to what they see from their perspective.
- Is analysis done prior to major cuts to detail system-wide impact?
- Levelled discussions; potential budget; lots to say once budget hits the table the voices start to come out; some quantitative; some qualitative – story-telling, e.g. music impact. Sometimes unintended consequences with changes – what are we not collecting and should be?
- Collaborative work of everything on the table; come to bottom line together and fully understand what is at stake.
- Limited specificity about priorities in budget; nothing on the table (at this event).
- Mental health of Indigenous students; expand elders in residence; Indigenous workers in schools, not just for Indigenous students but for all students.
- Honour work being done by Indigenous Department; what support is needed? More time to do things well.
- Spend targeted \$ in different ways; used appropriately; are kids getting literacy and oral language support.
- Is there room for talking tables once decisions are on the table; enjoy the perspectives at the table.



**Budget Advisory Committee  
MINUTES  
Tuesday, December 7, 2021**

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**In Attendance:**

Board of Education:

Trustees Duncan (Committee Chair), Whiteaker, Paynter, Ferris, Hentze, Leonard

Staff:

Deb Whitten, Interim Superintendent

Kim Morris, Secretary-Treasurer

Colin Roberts, Interim Deputy Superintendent

Harold Caldwell, Associate Superintendent

Katrina Stride, Associate Secretary-Treasurer

Chuck Morris, Director of Facilities

Julie Lutner, Director of Finance – Budgets and Financial Reporting

Connor McCoy, President, Greater Victoria Principals Vice-Principals Association

Brenna O'Connor, Vice-President, Greater Victoria Principals Vice-Principals Association

Songhees Nation:

Ellie Dion, Education Liaison

Metis Nation Greater Victoria:

Caitlin Bird, President

Stakeholders:

Karin Kwan, VCPAC

Paula Marchese, VCPAC

Ilda Turcotte, GVTA

Jane Massy, CUPE 947

Taily Wills, CUPE 947

Darren Reed, CUPE 382

Katrina Legge, CUPE 382

Regrets:

Trustees McNally, Painter, Watters

Kalie Dyer, Education Director, Esquimalt Nation

Winona Waldron, President, GVTA

Shelly Niemi, Director, Indigenous Education Department

The meeting was called to order at 5:02 pm

## **Acknowledgement**

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

## **Terms of Reference**

By consensus, the Committee recommended approval of the terms of reference as presented with the understanding that the Committee's progress would be reported regularly to the Board, and with one amendment: a link to a definition of cultural safety. Staff will work with Indigenous Education Department to insert an appropriate link.

### **ACTION:**

- Recommend to the Board approval of the Budget Advisory Committee Terms of Reference as presented once an appropriate link to the definition of cultural safety is inserted; and that Staff work with the Indigenous Education Department to source a link.

## **Talking Tables**

Committee members were asked the following questions:

1. Should Talking Tables be continued in future budget years?
2. What is one thing you liked about the event?
3. What is one thing you would improve on the event?

Comments in the chat highlighted the following:

- All commenters indicated the event should continue in future years
- Many comments indicated they would like the event to be in person in future years
- Like hearing diverse perspectives on a topic and for trustees to have an opportunity to hear from a variety of perspectives
- Appreciate meeting everyone and hearing their perspectives and priorities. I wouldn't change a thing
- Good opportunity to discuss with other parties
- Provides an opportunity for everyone to at least begin to understand each other
- An improvement would be the opportunity to define and explain everyone's unique role and it's implication ex.: Right Holders
- Encourages participation
- It provided a great opportunity to exchange ideas around the budget in a safe environment
- Very helpful and felt more a part of the budgeting process
- Whether Talking Tables is the appropriate venue for this I'm unsure but would like individuals to have the opportunity to speak about their specific priorities or interests respecting the budget
- There was lots of engagement from participants
- I might ask different questions and also provide a "free topic" "parking lot" break out
- I would have liked our facilitator to have maybe jumped in a few times as we had two people who really monopolized the content so maybe just a little reminder for the facilitators to watch for that - area of improvement!!!

## **Status Quo: What Does It Mean?**

The Committee discussed various budget methods: Status Quo, Base +, Base + Alignment and Zero Based. The Committee broke into three groups to discuss the following questions:

1. What budget option is most appropriate for SD61 and when?

2. What option(s) would you like to explore further? Groups reported back highlighting the following:

Reporting out from the breakout rooms highlighted the following:

- Money left at the end of the year is not one time, it's accumulated and explains the structural deficit
- Need to ensure proper contingency and reserve for unexpected events
- Interest in base + alignment may be best of both worlds; establish the base and apply to planning for alignment of residual
- We agreed zero base 3-5 years is a good cycle because of workload
- Zero Base is intensive and would need to develop to have an in depth look at everything
- Looked at base + and Base + Alignment where a number of budget items would be status quo for some lines and then the additions through the +
- Difficult to define what is base; one person's base is not another person's base
- What costs would occur in moving to base+ or Base + alignment?
- Different departments may want to zero base internally or use different methods depending on the experience of the leaders
- Can we do more than one or can there be a hybrid?
- Ministry requirements indicate must be alignment in spending to goals and how to portray the budget The Ministry forms not helpful because the rollup does not speak to advantages and disadvantages of one decision over another
- A better way may be to understand how schools are resourced to show what one school receives compared to another and why.
- Rollover budgets (status quo) maintain programs year over year. Programs like music are not necessarily curricular or prescribed – so we have to be aware of what would happen to those programs and how would they be in existence if we zero-based. We would want to think about how they would be affected?
- Recollection 4-5 years ago not zero based but fair bit of effort put into amounts allocated to different uses and different line items – it wasn't a budget approach per se but an effort to be more precise
- Years back we had to look for low hanging fruit for admin savings
- Previous admin staff were interested in the structural deficit and how it could be reduced by forecasting closer to zero.
- Less conservative

### **2018-2019 to 2024-2025 History & Projection**

The Committee reviewed 3 year historical operating revenues, expenditures and surplus/deficit, the current fiscal year and 2022-2023, 2023-2024 and 2024-2025 projections. Because of the structural deficit, deficits are projected as follows:

- 2022-2023 \$4.648 million
- 2023-2024 \$3.612 million
- 2024-2025 \$3.335 million

Staff warned that there is risk in projecting as much of the information is based on assumptions and estimates and that all projections are subject to change.

The Committee broke into three groups to discuss the following questions:

1. What do you notice about the data in the pack up and the charts?

## 2. What conclusions can you draw?

Reporting out from the breakout rooms highlighted the following:

- Staff to include enrolment for the historical years
- Discussed the struggle of using enrolment projections to create budget and trying to balance being as accurate as we can vs making sure we're not over estimating revenues (risk)
- Challenge of projection and balance how aggressive to be
- Surplus to cover deficit when you have it but what happens when surpluses are all used?
- We're getting there (with small reserve we have now) - how do we allocate and reduce our dependence on deficit over time?
- Using up budget in the year its allocated - schools sit with carry overs - lost opportunity
- within each year there's a story about revenue and expense
- When we look at it there is money saved in a year but not the next (i.e. COVID)
- Making assumptions and if clearly articulated can help us make decisions

### **Surplus Philosophy and Policy**

The Committee discussed aspects of surplus including its importance and how to create and maintain a surplus. The Committee also reviewed the draft revised surplus policy that went to the Operations Policy & Planning Committee on December 6, 2021. The policy has been drafted out of necessity following the Ministry's new policy. The Committee also review historical operating budget underspends which average 9.13% over 7 years, to understand if the District could take more risk in its budgeting to come closer to \$0 at year end, could this address part of the structural deficit each year.

The Committee broke into three groups to discuss the following questions:

1. What should the Board do when it has a surplus?
2. Should the Board hold unallocated operating surplus for contingency?
3. How much? Currently 1% contingency = \$2.1million
4. What should the Board consider if it makes more assumptions or takes more risk in its budget methodology?

Reporting out from the breakout rooms highlighted the following:

- No one disagreed with holding as surplus; almost a must
- 2%-4% is adequate
- Defining a rainy day fund and parameters around when to use
- Discussion how to buildup 2-4% surplus
- Strategy formulation could be longer term over 3-4 years
- Coming out of pandemic this year may not be a good year to do all at once; add a small amount this year and add more in fully functioning 'normal' year
- Try not to touch student services as the surplus is grown
- Could take more risk/less conservative approach to budgeting
- Needs to be higher than the 1% we currently have
- Aligning to MOE guidance
- Importance of being clear on decisions
- Surplus is a goal to strive for
- Talking and learning about how a conservative budget could lead to those funds being accessible
- Area that needs some analysis and deeper



## **Work Plan**

Building off the google doc input from Committee members, Senior Leadership Team and Financial Services Staff, the Committee reviewed the draft work plan in the agenda pack up. The work plan included the topic, the overall theme, the sequencing of the topics: January for infrastructure and February for learning, and suggested resource people and experts to invite. The Committee agreed to change the sequence of music as a topic to start in January given how important it is and how much discussion it created last spring, to give it more time to be discussed and understood.

## **Take Away**

Committee members were asked to provide one thing they would take away from the meeting and how representatives of groups were taking and bringing information from their associations/members. Responses were:

- Passing information on tomorrow at general meeting  
Reporting to our executive tomorrow evening and then to the membership this upcoming Saturday; will continue to do so once per month, or more frequently if something urgent arises
- We are sending emails to our membership, giving an overview of the meetings and asking for feedback on the "homework" items. Hopefully, we will get some good feedback
- we might come up with a shared google sheet in which we can paste the topics and have members input ideas or questions they would really like answers to so we can bring them back to this committee
- We had a meeting this morning in which our role in talking tables and budget advisory committee was reported out
- We have lot of expertise and diverse ideas in this group. I feel like we are all working well together. I look forward to collaborating with everyone in the coming months.
- great in-depth learning/instruction about budget processes
- Budgets have the potential to be hugely complex discussions that many may not feel they have the background to engage in. The more we can discuss the budget in terms that make sense to the "average" community member, the more accessible we will make the topic and hopefully, the greater the engagement and understanding
- Enjoyed the discussion -- especially learning about the various budget models and surplus recommendations. Hoping that we can continue to engage in a level of detail that makes all this understandable.

**Next Meeting: January 18, 2022 5 pm Zoom**

## **Adjournment**

The meeting adjourned at 7:10 pm.

## SECTION 72 REPORT

**Present:**

Trustees Ann Whiteaker, Chair, Rob Paynter, Vice-Chair, Nicole Duncan, Tom Ferris, Angie Hentze, Elaine Leonard, Diane McNally (6:01 p.m.-6:10 p.m.), Ryan Painter, and 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, Shelly Niemi, Director, Indigenous Education Department, Chuck Morris, 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