



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

Monday, June 20, 2022, 7:30 p.m.
Broadcasted via YouTube
<https://bit.ly/3czx8bA>

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:
That the June 20, 2022 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the May 30, 2022 Regular Board Minutes

Recommended Motion:
That the May 30, 2022 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

A.5. Student Achievement

A.6. District Presentations

A.7. Community Presentations (5 minutes per presentation)

- a. Sarah Rhude, SD61, Storm Drain Construction at Vic High Learning Farm
- b. Eden Murray, Storm Drain Construction at Vic High Learning Farm

B. CORRESPONDENCE

- B.1. April 27, 2022, George Jay PAC to Trustees, CommunityLINK Funding**
- B.2. May 26, 2022, SD69 to Minister of Education, Funding for Electric Buses**
- B.3. May 31, 2022, BCSTA to Minister of Education, Climate Action, Remove BC Hydro Metering Caps**
- B.4. May 31, 2022, BCSTA to Minister of Transportation, Safe Passing Distance for Safer Routes to School**
- B.5. May 31, 2022, BCSTA to Minister of Education, Universal Food Programs**
- B.6. June 6, 2022, Greater Victoria Crossing Guards Association to SD61, Final Notice of Service**
- B.7. June 7, 2022, BCSTA to Minister of Education, Advocacy for Truth and Reconciliation**
- B.8. June 7, 2022, BCSTA to Minister of Education, Attributes of a BC Graduate Review Process**
- B.9. June 7, 2022, BCSTA to Minister of Education, Traditional Territory Acknowledgement**
- B.10. June 8, 2022, South Jubilees Neighbourhood Association to SD61 Trustees, Future of Bank Street School**
- B.11. June 15, 2022, SD61 to Minister of Education, Budget Constraints**

C. TRUSTEE REPORTS

- C.1. Chair's Report**
- C.2. Trustees' Reports** (2 minutes per verbal presentation)
 - a. Trustee Duncan - Annual Committee Reports
 - b. Trustee Whiteaker – Annual Committee Report

D. BOARD COMMITTEE REPORTS

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

- a. Draft minutes from the June 6, 2022 meeting – information only
- b. Recommended motions from the June 6, 2022 meeting
 - i. New Policy 1330.1, *Childcare*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 1330.1, *Childcare*.

- ii. New Policy XXXX, *Social Media Use*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy XXXX, *Social Media Use*.

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the June 13, 2022 meeting - Information only
- b. Recommended motions from the June 13, 2022 meeting
 - i. 2023-2024 Annual Five Year Capital Plan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Annual Five Year Capital Plan.

- ii. Revised Policy and Regulation 3170, *Operating Surplus*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revisions to Policy 3170 *Operating Surplus* (formerly *Reserves*) as presented.

- iii. Revised Policy 8210, *Orienting New Board Members*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revisions to Policy 8210 *Orienting New Board Members* as presented.

- iv. New Policy XXXX, *Role of the Trustee*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy XXXX *Role of the Trustee*.

D.3. Climate Action Committee Report

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. Major Capital Projects

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2023-2024 Capital Plan, as it relates to Major Capital Projects.

c. Minor Capital Project

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2023-2024 Capital Plan, as it relates to Minor Capital Projects.

d. Building Envelope Program

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve for submission to the Ministry of Education, the 2023-2024 Capital Plan, as it relates to the Building Envelope Program.

e. Spectrum Turf Project

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with District staff, and the Spectrum Turf stakeholder team including the Spectrum Community School Principal, to negotiate a draft Joint Use Agreement between the Board and Vancouver Island Soccer League for the construction, use, maintenance and capital replacement of an artificial turf field at Spectrum Community School;

AND FURTHER

That the agreement be presented for the Board's consideration no later than September 27, 2022.

f. Victoria High School Storm Drain Construction

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) advance the Vic High storm connection project to commence July 2022;

AND FURTHER

That the Superintendent negotiate with Mason Street City Farm to compensate Mason Street City Farm the equivalent of its lost revenue for the period of disruption to the Farm, up to a maximum of \$25,000.

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – May 30, 2022

G.2. Record of Special In-Camera Board of Education Meetings – June 13, 2022

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

H.2. Notice of Motions

a. Vic High Storm Drain Installation – Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to schedule the planned storm drain installation at Vic High for a period after mid-September 2022 to allow the Vic High Learning Farm growing season (including planting and harvesting) to conclude without interruption and to provide support for the temporary move and preservation of the indigenous plant garden and Garry oak meadow.

I. ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.



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

MINUTES

Via Zoom

May 30, 2022, 7:30 p.m.

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

Trustees Sanctioned: Diane McNally, Rob Painter

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Marni Vistisen-Harwood, Associate Director, Facilities Services, Lisa McPhail, Manager, Communications and Community Engagement, Vicki Hanley, Recorder

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:32 p.m.

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Ferris

Seconded by Trustee Whiteaker

That the May 30, 2022 agenda be approved with the following addition:

C.2. Trustees' Reports

a. Trustee Whiteaker

Motion Carried Unanimously

A.3. Approval of the Minutes

Trustee Duncan requested that the April 25, 2022 minutes be amended under item C.1.c. Annual Workplan: May 2022. In the second paragraph remove “*all other changes were made in December*” and replace with “*Trustee membership is usually rotated on an annual basis and the current Trustees assigned are going into their third year on the Committee.*”

Moved by Trustee Watters

Seconded by Trustee Leonard

That the April 25 2022 Regular Board minutes be approved, as amended.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

None

A.5. Student Achievement

None

A.6. District Presentations

None

A.7. Community Presentations

- a. Bruce Bidney, Principal of Spectrum Community School, attended the Board meeting to speak to Trustees about the Spectrum Turf Project and provide an overview of the project.
- b. Ian Sander, attended the Board meeting as a representative of the Spectrum Turf Project Committee, to provide an overview of the project, stakeholders, legal structure, Joint Use Agreement draft and a conceptual drawing.
- c. Audrey Smith, attended the Board meeting as a representative of the Spectrum Turf Project Committee, to provide further context of the project as it relates to the financial plan.
- d. Karin Kwan, attended the Board meeting to speak to Trustees about the funds that has been raised in order to donate and keep the elementary strings program running for the 2022-2023 school year.

B. CORRESPONDENCE

B.1. April 29, 2022, SD23 to Minister of Education, Additional Funding

B.2. May 2, 2022, BCSTA to Minister of Education, Indigenous-Focused Graduation Requirements Survey

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report

None

- b. Annual Workplan: June 2022

The Board work plan for June 2022 was presented for information.

C.2. Trustees' Reports

- a. Trustee Whiteaker provided a verbal report relative to an Indigenous Community Education Series that she attended at Rogers Elementary School, which concluded with a salmon barbecue, drum making and student drumming.

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. The draft minutes from the May 2, 2022 meeting were presented for information.

- b. Recommended motion from the May 2, 2022 meeting.

- i. Revised Policy 4304, *Bullying and Harassment*

By consensus, Trustees agreed to add the *School Act* under Section 5.0 References.

Discussion ensued amongst Trustees with a suggestion being made to amend the policy under section 4.1.

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

That Policy 4304, *Bullying and Harassment* be amended under Section 4.1 to read "*The Board of Education delegates responsibility for the day to day compliance with the School Act and WorkSafe legislation to the Superintendent.*"

Motion Defeated

For: Trustees Duncan, Whiteaker

Against: Trustees Ferris, Hentze, Leonard, Painter, Watters

Further discussion ensued amongst the Trustees with a suggestion being made to amend the Policy under Section 3.3.

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That Policy 4304, *Bullying and Harassment* be amended to strike Section 3.3.

Motion Defeated

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

Chair Painter called for the vote on the main motion, as presented.

Moved by Trustee Ferris
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approved revised Policy 4304 *Bullying and Harassment*, as amended.

Motion Carried

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

D.2. Operations Policy and Planning Committee

- a. The draft minutes from the May 9, 2022 meeting were presented for information.
- b. Recommended motions from the May 9, 2022 meeting.
 - i. New Policy XXXX, *Whistleblower*

Moved by Trustee Leonard
Seconded by Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy XXXX, *Whistleblower*.

Motion Carried Unanimously

- ii. Revised Policy 8251, *Trustees' Code of Conduct*

By consensus, Trustees agreed to strike the word "*public*" in the second to last sentence of Section 3.20.

Discussion ensued amongst the Trustees with a suggestion being made to amend the Policy.

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That Policy 8251, *Trustees' Code of Conduct* being amended by striking all references to Trustees seeking direction from staff members other than the Superintendent; such as the Secretary-Treasurer and/or Leadership Team in Sections 3.7, 3.9 and 3.15.

Motion Defeated

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

Chair Painter called for the vote on the recommended motion, as presented.

Moved by Trustee Leonard
Seconded by Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8251, *Trustees' Code of Conduct*, as amended.

Motion Carried

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

iii. Carbon Neutral Action Report

The Carbon Neutral Action Report was presented for information and Trustees asked questions of clarification of Secretary-Treasurer Morris and Associate Director of Facilities Services Vistisen-Harwood.

Moved by Trustee Hentze
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) accept the Carbon Neutral Action Report as presented.

Motion Carried Unanimously

D.3 Audit Committee Report

a. 2021-2022 Audit Planning Report

Moved by Trustee Ferris
Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2021-2022 Audit Planning Report as presented to the Audit Committee.

Motion Carried Unanimously

- b. Audit Committee Report – May 9, 2022 Meeting

Moved by Trustee Ferris

Seconded by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) accept the march 2022 Quarterly Financial Report as presented to the Audit Committee.

Motion Carried Unanimously

Moved by Trustee Whiteaker

Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) take a recess break at 9:12 p.m.

Motion Carried Unanimously

Chair Painter called the meeting back to order at 9:18 p.m.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Interim Superintendent's Report

- a. Interim Superintendent Whitten provided the report and highlighted the May 2, 2022 Representative Advisory Council of Students' dinner, a meeting with music students at Reynolds High School and the first District Indigenous Film Festival on May 20th hosted by the Indigenous Education Department.

Moved by Trustee Duncan

Seconded by Trustee Ferris

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

Motion Carried Unanimously

- b. Fossil Fuels Industry-Sponsored Educational Materials

Interim Superintendent Whitten provided an update to Trustees with respect to a meeting that Associate Superintendent Caldwell attended with members off the Joint Committee on Curriculum Implementation. The topic of fossil fuels industry-sponsored education materials was part of their discussion as it relates to the motion passed by the Board and the GVTA confirmed their motion to discontinue the use of the resources was carried. Interim Superintendent Whitten expressed the need to review and update Policy 6161.1, *Learning Resources for Classroom Use*.

- c. 2022-2023 Board of Education and Standing Committee Meeting Dates

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2022-2023 Board of Education and Standing Committee meeting dates.

Motion Carried Unanimously

d. Elementary Strings Report

Interim Superintendent Whitten presented the report and highlighted specific areas of information.

Recommended Motion:

Moved by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to participate in a strings or alternative music program to be offered outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council.

AND FURTHER;

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year.

Discussion ensued amongst the Trustees with a suggestion being made to move into a Committee of the Whole meeting for a more fulsome discussion.

Moved by Trustee Duncan
Seconded by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) move out of the formal Board of Education meeting and into a Committee of the Whole meeting at 9:36 p.m.

Motion Carried Unanimously

Discussion ensued amongst the Trustees with a recommendation being made to amend the motion.

Moved by Trustee Duncan
Seconded by Trustee Whiteaker

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to*

participate in a strings or alternative music program to be offered outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council. AND FURTHER; That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year" be amended to strike the words "or alternative music."

Motion Carried

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

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

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to participate in a strings or alternative music program to be offered outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council. AND FURTHER; That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year" be amended to add the words "inside or" before the word "outside."

Motion Carried

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

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

Moved by Trustee Whiteaker

Seconded by Trustee Duncan

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to participate in a strings or alternative music program to be offered outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council. AND FURTHER; That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year" be amended to add "and to complete a report with recommendations to present to the Education Policy and Directions Committee meeting in January 2023."

Motion Carried Unanimously

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

That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to participate in a strings program to be offered inside or outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council.

AND FURTHER;

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year and to complete a report with recommendations to present to the Education Policy and Directions Committee meeting in January 2023.

Motion Carried

For: Trustees Duncan, Hentze, Painter, Watters, Whiteaker

Against: Trustees Ferris, Leonard

Moved by Trustee Leonard

Seconded by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) move out of the Committee of the Whole meeting and back into the formal Board of Education meeting at 10:39 p.m.

AND FURTHER,

That the Board of Education of School District No. 61 (Greater Victoria) accept the recommended motion from the Committee of the Whole.

Motion Carried

For: Trustees Duncan, Hentze, Painter, Watters, Whiteaker

Against: Trustees Ferris, Leonard

e. Trustee Questions

Interim Superintendent Whitten responded to a question with regards to the lack of lawn maintenance in the District and advised Trustees that the District is experiencing staff shortages, as many organizations are.

E.2. Secretary-Treasurer's Report

a. Secretary-Treasurer Morris provided the report.

Moved by Trustee Watters

Seconded by Trustee Hentze

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

Motion Carried Unanimously

b. Shoreline Middle School: Local Capital Appropriation

Secretary-Treasurer Morris explained the need for additional classroom space at Shoreline Middle School and the options that had been discussed. Treasurer Morris responded to a question of clarification.

Moved by Trustee Leonard

Seconded by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) approve the expenditure of up to \$250,000 from Local Capital Reserve to create classroom space for a new 2022-2023 division at Shoreline Middle School.

Motion Carried Unanimously

F. QUESTION PERIOD

Q: In the April financial monthly report, the Secretary-Treasurer disclosed that the school district has accumulated \$470,424 in legal costs since the start of this year. Were any of these costs related to legal action taken against the district, and if so, what process under Policy 3546 was used to approve the decision to defend the district in court (at the expense of the district's learning community)? What percentage of the costs to the Greater Victoria School District (of the \$470,424 accumulated so far) are due to expenses or payments made to Harris & Company LLP between January 1, 2022 and May 30, 2022?

A: Legal discussions and costs are reported during In-Camera meetings on a monthly basis and are not disclosed publicly.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – April 25, 2022

G.2. Record of Special In-Camera Board of Education Meeting – May 24, 2022

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

a. Elementary Strings Programming for 2022/23 - Trustee Whiteaker

Trustee Whiteaker withdrew the motion.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the donation in the amount of XXXX dollars from AMIS to support elementary strings programming for 2022/23.

H.2. Notice of Motions

None

I. ADJOURNMENT

The meeting adjourned at 10:57 p.m.

Moved by Trustee Leonard
Seconded by Trustee Hentze

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

George Jay Parent Advisory Council

1118 Princess Avenue
Victoria British Columbia V8T 1L3 Canada
E-mail georgejaypac@gmail.com
Web <http://www.georgejaypac.com>

April 27, 2022

Dear Board of Trustees of SD61, Minister of Education and Childcare, and Minister of Health,

We are writing to you today to highlight our significant concerns with how the proposed budget for 2022/2023 will impact our school community. The allotted CommunityLINK funding for George Jay has forced our school to make hard decisions, resulting in losses of critical support right when members of our community desperately need it.

It is important to highlight that it's been one year since the PAC members of George Jay were writing similar letters of advocacy relating to the same funding crisis and budget cuts to these essential services, and this should not be an yearly activity.

Ecole George Jay Elementary School is unique within school district 61. The school has experienced a tremendous change in the past 10 years, including a doubling of its population and the addition of French Immersion. The downtown urban area of George Jay's catchment is one of the lowest income areas in the district. People on average have 66% lower income than school catchments in the district's highest income areas. Families attending George Jay are more likely to be struggling financially and to rely on income assistance services. At the same time, the George Jay student population has one of the largest proportions of families that do not speak English at home. Given that services are mainly offered in English, such disparities create an equity gap in accessing these services.

The CommunityLINK funding provided to George Jay has bridged that gap and helped mitigate some of the economic and cultural barriers encountered by George Jay families. In the past, CommunityLINK funding has supported:

- A social, emotional support teacher
- Family Liaison position
- Increased Vice-Principal time
- Educational Assistants
- School lunches for vulnerable students

Reducing CommunityLINK funding to George Jay risks the education of all students at George Jay, forcing impossible choices between, for example, family liaison support and a social, emotional support teacher. The unique situation at George Jay requires exactly the additional supports provided by CommunityLINK funding. The district needs to adopt an equity-based decision to this funding and target it towards a school like George Jay to stabilize the vulnerable students and provide optimal learning outcomes for all students. The timing of this funding reduction, as we continue through the COVID-19 global pandemic, will hit George Jay families hard. This pandemic's effects are not distributed equally. People in lower income brackets are disproportionately shouldering both the health and economic burden of the pandemic. Given George Jay's unique economic and cultural position in the district, a global pandemic is exactly the time to raise funding for those communities disproportionately affected by the pandemic. Any other action threatens to have lasting impacts on our community by widening the equity gap by some families at George Jay and removing the CommunityLINK funding bridge that has been so impactful.

We, the George Jay PAC, implore you to prioritize additional funding to schools like George Jay. The programs funded by CommunityLINK create stability and safety, and have direct meaningful impacts in the classroom.

Sincerely,

George Jay Parent Advisory Council



SCHOOL DISTRICT No.69 (QUALICUM)

May 26, 2022

Honourable Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

via email: educ.minister@gov.bc.ca

Dear Minister Whiteside:

Further to our letter of October 21, 2021 and a request by trustees at its Regular Board Meeting held Tuesday, April 26, 2022, I am writing on behalf of the Board of Education to express our disappointment that funding has not been provided for districts to replace gas/diesel buses with electric buses, which would be in keeping with the Province's commitment to carbon neutrality.

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. However, the decision to source an alternate energy vehicle resides with the local board resulting in the local board having to identify the additional funding. This additional cost of an electric bus continues to remain a barrier to our efforts to reduce our carbon footprint.

The Board appreciates the grants that have been made available in the past to offset the additional costs for electric vehicles; however, there is no guarantee that supplemental funding will be ongoing. Again, given the province's Carbon Neutral Program and the benefits of electric over gas and diesel vehicles, the Board respectfully requests that the Minister set the level of funding for bus replacement to be consistent with the purchase price for electric buses.

Sincerely,

Eve Flynn, Board Chair

c: Adam Walker, MLA, Parksville/Qualicum
Josie Osborne, MLA, Mid-Island/Pacific Rim
Hon. George Heyman, Minister of Environment and Climate Change
Strategy and CleanBC
Board of Education of SD69 (Qualicum)
Ron Amos, Secretary Treasurer
Phil Munro, Director of Operations, SD69
BCSTA Boards of Education

File: 0530-01



British Columbia
School Trustees
Association

May 31, 2022

**The Honourable
Jennifer Whiteside**
*Minister of Education
and Child Care*
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
educ.minister@gov.bc.ca

David M. Morton
Chair and CEO
British Columbia
Utilities Commission
Suite 410, 900 Howe Street
Vancouver, BC V6Z 2N3
commission.secretary
@bcuc.com

Chris O'Riley
President and CEO
BC Hydro
333 Dunsmuir St.
Vancouver, B.C. V6B 5R3
chris.oriley@bchydro.com

Dear Minister Whiteside, Chair Morton and President O'Riley,

Subject: Climate Action – Remove BC Hydro Metering Caps

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA advocate directly to BC Hydro, the BC Utilities Commission, and the Ministry of Education and Child Care, to request the removal of BC Hydro's 100kW net metering caps in all public school facilities."

School districts continue to emphasize the importance of planning for the future and lessening our sector's environmental impacts by working towards running facilities that exclusively use the energy produced from on-site renewable sources, such as solar panels. These actions are done in alignment with CleanBC goals and objectives.

While these goals are achievable, these efforts are hampered by BC Hydro's net metering caps, which only allow for 100 kilowatt systems. This limitation keeps school facilities from matching energy output to current needs, essentially eliminating the opportunity to decrease the carbon impact schools have on the environment.

We understand that BC Hydro is planning to review the net metering rate with the BC Utilities Commission, setting the stage for these critical concerns to be addressed. On behalf of all 60 of the province's boards of education, we implore BC Hydro, the BC Utilities Commission, and the Ministry of Education and Child Care to work together and recognize the value of removing these metering caps for all public school facilities.



British Columbia
School Trustees
Association

This action would bring us closer to a more environmentally friendly future and may address some aspects of the current climate crisis.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is fluid and cursive, with the first name "Carolyn" and last name "Broady" clearly distinguishable.

Carolyn Broady
President
British Columbia School Trustees Association

Motion: A202210

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors
Doug Allen, board chair, BC Hydro board of directors
Anna Fung, Deputy Chair, Commissioner, British Columbia Utilities Commission

10. Climate Action – Remove BC Hydro Metering Caps

Category: School Premises, Facilities, Services

Motion #:	10 : A202210	Sponsor:	SD 61 (Greater Victoria)
Meeting:	AGM 2022	Action:	<i>not specified</i>
Category:		Outcome:	Letter to be drafted (April 28)
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA advocate directly to BC Hydro, the BC Utilities Commission, and the Ministry of Education and Child Care, to request the removal of BC Hydro's 100kW net metering caps in all public school facilities.

Motion as Presented:

BE IT RESOLVED:

That BCSTA advocate directly to BC Hydro, the BC Utilities Commission, and the Ministry of Education and Child Care, to request the removal of BC Hydro's 100kW net metering caps in all public school facilities.

Rationale:

As School Districts work to build net zero buildings which only use energy produced from on-site renewable energy, they are constrained in their efforts by BC Hydro's net metering caps which only allow for 100KW systems.

Solar, including photo-voltaic (PV) systems, is the primary viable means of achieving net zero buildings.

Adding enough rooftop PV to offset a building's equivalent annual energy requirements is only achievable with larger PV systems, however currently BC Hydro's net metering program only allows for 100kW systems. This creates a major barrier to building net zero schools and buildings and is in direct opposition to the province's CleanBC initiative.

BC Hydro is planning to review the net metering rate in an upcoming Rate Design Application with the BC Utilities Commission, which provides an excellent opportunity to advocate for changes which would support school district's in taking important steps towards addressing the climate emergency.

Reference(s):

[CleanBC: Roadmap to 2030](#)

[BC Hydro, RATE SCHEDULE 1289 – NET METERING SERVICE](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



British Columbia
School Trustees
Association

May 31, 2022

The Honourable Rob Fleming

Minister of Transportation & Infrastructure

PO Box 9055, Stn Prov Govt

Victoria, B.C. V8W 9E2

minister.transportation@gov.bc.ca

Dear Minister Fleming,

Subject: Safe Passing Distance for Safer Routes to School

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That the BCSTA request that the Province of British Columbia amend the Motor Vehicle Act to better support safe active transportation by requiring drivers to provide 1 meter of space on roads with posted speeds of 50 km/h or less, and 1.5 meters of space on roads with posted speeds in excess of 50 km/h, when passing people cycling or walking."

Your time as the minister of education would have alerted you to many instances of children using alternative forms of transport to get to school, especially as we push the importance of reducing our carbon footprint within our communities and subsequently onto students. Cyclists, in particular, face many additional threats as they often share the roadways in our province with vehicles. Many students also walk to local schools, and not all have protected sidewalks to utilize. We must ensure that no more lives are lost when preventable measures can be put in place to protect those partaking in activities as simple as walking down a street.

As we look for examples from across the nation, we note that other provinces have adopted "safe passing distance" legislation which requires that motorists assume additional responsibility for maintaining minimum safe distances from vulnerable road users. Adjusting our existing laws to meet current needs, coupled with an awareness campaign aimed at drivers, will lead to better, safer outcomes for students who rely on public infrastructure to get to and from school and other places.

A by-product of improving safety measures for those dependent on these methods is that it will also encourage others who may not currently feel safe to take advantage of alternative transportation options.



British Columbia
School Trustees
Association

On behalf of all boards of education, we ask that the *Motor Vehicle Act* be amended to better protect cyclists and pedestrians by increasing space requirements for passing drivers, as outlined in the resolution above. I look forward to hearing from you and thank you for taking the time to consider this request.

Sincerely,

A handwritten signature in black ink, reading "Carolyn Broady", written in a cursive style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A202211

Enclosure: Original motion rationale

CC: Jennifer Whiteside, Minister, Ministry of Education and Child Care
Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

11. Safe Passing Distance for Safer Routes to School

Category: School Premises, Facilities, Services

Motion #:	11 : A202211	Sponsor:	SD 61 (Greater Victoria)
Meeting:	AGM 2022	Action:	<i>not specified</i>
Category:		Outcome:	Letter to be drafted (April 28)
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That the BCSTA request that the Province of British Columbia amend the *Motor Vehicle Act* to better support safe active transportation by requiring drivers to provide 1 meter of space on roads with posted speeds of 50 km/h or less, and 1.5 meters of space on roads with posted speeds in excess of 50 km/h, when passing people cycling or walking.

Motion as Presented:

BE IT RESOLVED:

That the BCSTA request that the Province of British Columbia amend the *Motor Vehicle Act* to better support safe active transportation by requiring drivers to provide 1 meter of space on roads with posted speeds of 50 km/h or less, and 1.5 meters of space on roads with posted speeds in excess of 50 km/h, when passing people cycling or walking.

Rationale:

The death of young people travelling to and from school brings to stark relief our need to update our antiquated road safety laws.

Recent data from ICBC clearly shows that cyclists, pedestrians, and motorcyclists face greater risk of death or injury in a collision with a motor vehicle relative to the motor vehicles' occupants. While motor vehicle injuries have seen a significant drop in the past decade, pedestrian injuries and fatalities have remained constant. Between 2010 and 2019, an average of 47 children under 18 years old were killed walking down the street.

Currently the *Motor Vehicle Act* of British Columbia mandates that cyclists must ride on the right-hand side of the road, and not on sidewalks unless expressly permitted by local by-law. Faster motor vehicles sharing roads with inherently slower cyclists often result in close passes, accounting for almost one third of the threatening encounters experienced by people on bicycle and almost fifty per cent of incidents in rural areas.

Because relatively few roads in B.C. have bike lanes or shoulders, and many do not even have sidewalks, directing cyclists and pedestrians to share the road with high-speed motor vehicle traffic poses a potentially fatal risk and a resulting disincentive for active transportation.

Five other provinces, including Ontario and Quebec, have updated their traffic safety laws, moving away from the old paradigm of "same road, same rules" to acknowledge that motor vehicles, due to their size and speed, have additional obligations to ensure the safety of vulnerable road users. These provinces have all enacted "safe passing distance"

legislation designed to protect vulnerable road users by educating and requiring motor vehicle operators to maintain a minimum safe distance when passing more vulnerable road users. Establishing a clear and reasonable distance for safe passing has created a better understanding and expectation around safely sharing roads, in areas that do not have dedicated or separated cycling infrastructure.

The need for safe passing distances between vehicles and those families walking and cycling to school is evident. Most families who walk or cycle to school do not have access to adequate infrastructure like sidewalks, trails, and protected bike lanes to get to school, requiring them to travel on the side of the road and share space with much larger and faster vehicles. Many families would like to walk or cycle more, but simply don't feel it is safe to do so. Others don't have a choice.

Updating our road safety laws to reflect modern best practices is a critical step in creating safer roads for all road users.

Reference(s):

[The BC Cycling Coalition](#)

[Motor Vehicle Act](#)

[Union of BC Municipalities](#)

[Vision Zero](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment).



British Columbia
School Trustees
Association

May 31, 2022

The Honourable Jennifer Whiteside

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

educ.minister@gov.bc.ca

Dear Minister Whiteside,

Subject: Universal Food Programs

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA requests that the Ministry of Education and Child Care provide new funding to support universal food programs at all BC Public Schools."

Throughout our response to COVID-19, we have focused on keeping schools open, not only for learning but for support systems relied on by students and families. Over this time, it has become increasingly apparent that school food programs are heavily relied on, and the ability of school districts to respond to local needs varies across the province. This is not a need that COVID-19 created but an existing one amplified by it.

Many districts exhaust their Community Link funding before fully responding to these meal program needs of the public, and inequity exists across districts in their ability to match local needs. In many cases, staff provide services leveraging their own time and money to support their community. Local charities are also doing what they can to fill these gaps but relying on these groups is not sustainable or equitable. While noble, we should not ask so much of our staff, schools and communities. Instead, we should equip them properly for the task.

Our membership is seeking a universal food program that concentrates on equitable Community Links funding for all school districts, with additional funding aimed at improving staff and administrative support required for the growth of this program.

Removing barriers, such as access to food, is vital as we seek to provide learners with the best chance to reach their full potential as members of our society. This is especially important when considering the most disadvantaged members of our communities who are at risk of being left behind due to limited access to basic needs.



British Columbia
School Trustees
Association

Thank you for taking the time to consider this request from our membership. I look forward to exploring what a program like this would look like with you in future conversations.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is fluid and cursive, with the first name "Carolyn" and last name "Broady" clearly distinguishable.

Carolyn Broady
President
British Columbia School Trustees Association

Motion: A20227

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Jennifer McCrea, Assistant Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

7. Universal Food Programs

Category: Students

Motion #:	7 : A20227	Sponsor:	Northern Interior Branch
Meeting:	AGM 2022	Action:	<i>not specified</i>
Category:		Outcome:	Letter to be drafted (April 28)
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA requests that the Ministry of Education and Child Care provide new funding to support universal food programs at all BC Public Schools.

Motion as Presented:

BE IT RESOLVED:

That BCSTA requests that the Ministry of Education and Child Care provide new funding to support universal food programs at all BC Public Schools.

Rationale:

- The COVID context has highlighted the importance of school food programs and highlighted the inequities that exist across BC schools in delivering quality food programs.
- The majority of school districts far outspend their Community Link funding allocations in order to provide schools with their needed meal programs.
- School Districts and the BC Ministry of Education have made improving educational outcomes and life chances for vulnerable and Indigenous learners a priority and a focus area. These communities are disproportionately, economically disadvantaged members of our society who have continued to benefit from food programs in our schools. Without a universal food program, a renewed focus on equitable Community Links funding will help ensure food is not an obstacle in engaging learners.
- Additionally, the capacity, staffing (including nutritionists) and administration costs need to be covered when providing funding to expand the program.
- Staff are currently providing these program services on their own time and with their own money.
- These inequities have been growing over time and are not strictly related to the COVID pandemic.

Reference(s):

[Why Canada Needs a Universal School Food Program - Nutrition Connections](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 4.3FS (Child Poverty and Learning).

Greater Victoria Crossing Guards Association



1225 Glyn Oak Place, Victoria, BC V8Z 5J4
email: admin@gvcga.com phone: 250-744-5026

Honourable Councils of:

City of Victoria
District of Oak Bay
District of Saanich
Town of View Royal

Macaulay PAC Chair
Esteemed SD61 School Board Chair and Trustees
SD61 Superintendent and Administrators
VCPAC Chair and PAC Chairs/Presidents

The Greater Victoria Crossing Guards Association will cease operations at our year end July 31, 2022. The crossing guard staff will serve at their posts through June 23, 2022. This was announced in August 2021 to the above addressees with the exception of the PAC chair and Administrators of most of the schools near which we provide services. A list of the intersections we will be leaving is on page 2 of this letter.

This decision was made at the 2021 AGM of the association organized under the Society Act. We agreed our organization and its activities were not sustainable under the circumstance at the time across the 5 municipalities in which we work. Although some concerns have been addressed there are sufficient concerns remaining to follow through on the decision made last year.

A replacement management structure has not been arranged to date. A suggestion has been proposed but it is admittedly not a good long term solution. Our members and staff have been made aware of the gap in management. Many of them remain optimistic that something will be arranged to keep them serving in their assigned intersections. However, they are also looking for other opportunities to fill the need for paying work.

The association was originally organized to fill the need that came from Beacon Community Services moving away from this type of service. It was meant to be a gap filler as the funding entities found a more viable solution to the pedestrian safety needs. A singularly focused group is not the answer to this very important work.

We appreciate the various levels of support we have received from all of the above listed groups and government. We would like to thank those that have made an effort to streamline the process to accessing funding and the quick response we have received when concerns were raised about the road conditions in our work zones.

We apologize to the school PACs that are just hearing about this now. We had hoped we would find a new management plan before letting you know we were closing operations.

Greater Victoria Crossing Guards Association



1225 Glyn Oak Place, Victoria, BC V8Z 5J4
email: admin@gvcga.com phone: 250-744-5026

We remain available to help with transition to the next management structure.

Sincerely,
Audrey Smith
President Greater Victoria Crossing Guards Association

GVCGA intersections By School Community(Municipality)

Cloverdale Elementary
Cook & Quadra(Saanich)
Doncaster Elementary
Cedar Hill & Rowan(Saanich)
Shelbourne & Cedar(Saanich)
Eagle View Elementary
Watkiss & Burnside(View Royal)
Watkiss & Talcott(View Royal)
Lansdowne Middle School
Lansdowne & Richmond(Saanich)
Macaulay Elementary
Lampson & Lyall(Macaulay PAC/Esquimalt)
Lampson & Wychbury (Macaulay PAC/Esquimalt)
Margaret Jenkins Elementary
Fairfield & Irving
Marigold Elementary
Burnside & Grange(Saanich)
Oaklands Elementary
Hillside & Gosworth(City of Victoria)
Shelbourne & Ryan(City of Victoria)
Quadra Elementary
Quadra & Finlayson(City of Victoria)
Quadra & Finlayson(City of Victoria)
Sir James Douglas Elementary
Fairfield & Moss(City of Victoria)
South Park Elementary
Michigan & Douglas(City of Victoria)
View Royal Elementary
Helmkin Road at the school(View Royal)
Willows Elementary
Hampshire & Dalhousie(Oak Bay)
Cadboro Bay & Dalhousie(Oak Bay)

Greater Victoria Crossing Guards Association

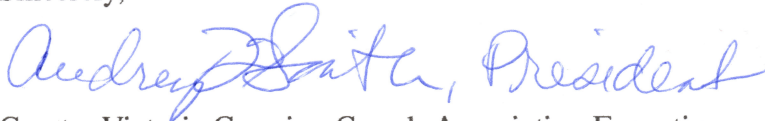
GVCGA

1225 Glyn Oak Place, Victoria, BC V8Z 5J4
email: admin@gvcga.com phone: 250-744-5026

We are willing to assist all involved during transition of the management services to another community service provider or several solutions if that is what is required. Hopefully something can be arranged that is more resilient to the funding concerns which we have encountered. The staff members we have at this time are dedicated, willing and able to continue working as crossing guards for the rest of this school year as funding is made available and very likely for future years as well if we can successfully transition to a new accepted and funded management model.

The children and their safety crossing the high traffic areas near schools is our main concern and we take that responsibility seriously. We hope something can be organized to continue to provide this support to the safe and healthy mode of travel to and from school.

Sincerely,

A handwritten signature in blue ink that reads "Audrey Smith, President". The signature is fluid and cursive.

Greater Victoria Crossing Guards Association Executive



June 7, 2022

The Honourable Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
educ.minister@gov.bc.ca

Laurie French
President
Canadian School Board Association
91 Sherwood Drive
Wolfville, N.S. B4P2K5
frenchl@limestone.on.ca

Dear Minister Whiteside and President French,

Subject: Advocacy on the Truth and Reconciliation Calls to Action #'s 7,10,11,12 & 57

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA urge the British Columbia Ministry of Education and Child Care and the Canadian School Board Association to call on the Federal Government to fund and implement the following Truth and Reconciliation Commission of Canada Calls to Action.

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non- Aboriginal Canadians.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.*
- ii. Improving education attainment levels and success rates.*
- iii. Developing culturally appropriate curricula.*
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.*
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*
- vi. Enabling parents to fully participate in the education of their children.*
- vii. Respecting and honouring Treaty relationships.*

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.”

Since the Truth and Reconciliation Commission of Canada released its full set of recommendations, many have not been fully pursued. In some cases, work has begun but since lost momentum. Responding to COVID-19 drained many resources, but as we move out of the pandemic, our members desire to refocus on these essential recommendations.

As leaders in their communities, school trustees have a deep interest in seeing these recommendations through. Boards of education have worked diligently for many years with local Indigenous leaders to support the B.C. Tripartite Education Agreement and local Indigenous Education Enhancement Agreements. These relationships and efforts go far as we seek equity and improved life chances for disadvantaged and underserved students.

As an association, BCSTA represents these values and concerns in our intentions and actions at the provincial level, but efforts must take place on a grander scale as we seek the best possible outcomes.

On behalf of B.C.'s 60 boards of education, we ask that the Ministry of Education and Child Care and the Canadian School Boards Association leverage their influence to call on the federal government of Canada to fund and respond to the Truth and Reconciliation Commission of Canada's calls to action outlined above.



British Columbia
School Trustees
Association

Thank you for hearing this request from our members. Our association is willing to support this work to the best of our ability, and I invite you to further discuss this concern with us at your earliest convenience.

Sincerely,

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A20228

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Denise Augustine, Superintendent of Indigenous Education (Secondee), Ministry of Education and Child Care
Jennifer McCrea, Assistant Deputy Minister, Ministry of Education and Child Care
Nancy Pynch-Worthylake, Executive Director, Canadian School Boards Association
Tyrone McNeil, President, First Nations Education Steering Committee
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

8. Advocacy on the Truth and Reconciliation Calls to Action #'s 7,10,11,12 & 57

Category: Students

Motion #: 8 : A20228

Meeting: AGM 2022

Category:

Disposition: Carried

Sponsor: Vancouver Island Branch

Action: *not specified*

Outcome: Letter to be drafted (April 28)

Motion as Adopted:

BE IT RESOLVED:

That BCSTA urge the British Columbia Ministry of Education and Child Care and the Canadian School Board Association to call on the Federal Government to fund and implement the following Truth and Reconciliation Commission of Canada Calls to Action.

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non- Aboriginal Canadians.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Motion as Presented:

BE IT RESOLVED:

That BCSTA urge the British Columbia Ministry of Education and Child Care and the Canadian School Board Association to call on the Federal Government to fund and implement the following Truth and Reconciliation Commission of Canada Calls to Action.

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Rationale:

In 2015, the Truth and Reconciliation Commission of Canada made 94 Call to Action recommendations, including many directed specifically at Education practices. To date, very few have been actualized.

In 2018, the Canadian School Board Association published a report detailing the work they had done, which included writing letters the Prime Minister, the Federal Minister of Indigenous and Northern Affairs, and provincial Ministers of Education, among others. This is the most recent report available and while it signals a good start, advocacy from BCSTA could revitalize these efforts.

At Academy 2021, the BCSTA Indigenous Education Committee presented the Trustee Knowledge Series. Series 5 includes the following: **“Thuy’she’num Tu Smun’eem – better prepare the children.** As the TRC commissioners made clear, the process of reconciliation would only be possible through meaningful action on the part of non-Indigenous people in Canada. Trustees can play a powerful role within their district by supporting initiatives addressing the Calls to Action. **-Joe Thorne, BCSTA Elder and Knowledge Keeper (Hul’q’umi’num).**” This motion is one way we can do that through our Association, as well as at a local level.

BC school trustees have been leaders in developing and implementing the BC Tripartite Education Agreement and Indigenous Education Enhancement Agreements for many years and are well positioned to support this work. We understand how important it is to nurture cooperative relationships across Turtle Island and will lead by example in many of the difficult conversations that this work necessitates.

BCSTA’s Strategic Directions for this year include:

“Advocacy: In the area of advocacy, BCSTA will work to:

1. Identify and advance the key advocacy themes and priorities of BCSTA, with a focus on co-governance, student learning and capital infrastructure.
2. Ensure BCSTA and our member boards are ‘central influencers’ in all significant provincial discussions regarding K-12 public education.”

This motion impacts co-governance, student learning and infrastructure and we have a unique opportunity to be ‘central influencers’ in these conversations moving forward.

Reference(s):

[BCSTA Trustee Knowledge Series *Truth to Reconciliation*](#)

[Truth and Reconciliation Calls to Action](#)

[CSBA Update on Implementation of TRC Calls to Action](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



British Columbia
School Trustees
Association

June 7, 2022

The Honourable Jennifer Whiteside

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

educ.minister@gov.bc.ca

Dear Minister Whiteside,

Subject: Attributes of a BC Graduate Review Process

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA request that the Ministry of Education and Child Care, along with sector partners, establish a process to review and refresh the 'Attributes of a BC Graduate' and that the review be commenced in the 2022/2023 school year."

The current expectations of graduating students in B.C. are rooted in language and anticipations based on three-decade-old views. They do not reflect the current societal norms and expectations placed on young people, nor the challenges they face that were not applicable or envisioned in years past. A particularly notable example can be found in recent actions supporting Truth and Reconciliation, which are not directly reflected in the current guidelines.

The present attributes focus on intellectual, human/social and career development and do not reflect our current societal needs and priorities. More than ever, students are expected to have a broader understanding of globalization and the impact humans have on one another beyond our borders.

We have spent considerable time focusing on seeking equity in our communities and teaching our youth about how their actions impact the world. The amount of connectivity and subsequent responsibility today's youth have is a radical departure from what was presented to similarly aged students over 30 years ago. I strongly encourage you to review the enclosed motion rationale for additional detailed examples.

In response to this, B.C.'s boards of education ask that the Ministry of Education and Child Care and relevant K-12 partners create a review process during the 2022/23 school year that will enable future updates to the "Attributes of a B.C. Graduate."



British Columbia
School Trustees
Association

Our association looks forward to contributing to the processes outlined above as we work together to review and assess any potential changes to our expectations of future graduates.

Sincerely,

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A20229

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Melanie Stewart, Assistant Deputy Minister, Ministry of Education and Child Care
Ray Velestuk, President, BC Association of School Business Officials
Allan Reed, Executive Director, BC Association of School Business Officials
Chris Schultz-Lorentzen, President, BC Confederation of Parent Advisory Councils
John Gaipman, CEO, BC Confederation of Parent Advisory Councils
Darren Danyluk, President, BC Principals' & Vice-Principals' Association
Kevin Reimer, Executive Director, BC Principals' & Vice-Principals' Association
Teresa Downs, President, BC School Superintendents Association
Claire Guy, Executive Director, BC School Superintendents Association
Teri Mooring, President, BC Teachers' Federation
Tyrone McNeil, President, First Nations Education Steering Committee
Deborah Jeffrey, Executive Director, First Nations Education Steering Committee
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

9. Attributes of a BC Graduate Review Process

Category: Educational Programs

Motion #:	9 : A20229	Sponsor:	SD 44 (North Vancouver)
Meeting:	AGM 2022	Action:	<i>not specified</i>
Category:		Outcome:	Letter to be drafted (April 28)
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Child Care, along with sector partners, establish a process to review and refresh the 'Attributes of a BC Graduate' and that the review be commenced in the 2022/2023 school year.

Motion as Presented:

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Child Care, along with sector partners, establish a process to review and refresh the 'Attributes of a BC Graduate' and that the review be commenced in the 2022/2023 school year.

Rationale:

Given the social, cultural, technological, and environmental challenges facing our province, country and the world, the Ministry of Education should engage in a consultation process to review and refresh the 'Attributes of a BC Graduate'.

Since 1989, we have seen extreme changes in the world impacting how we live together locally and globally. As such, students of today face local and global challenges that were not of consideration at the time the 'Attributes of a Graduate' was written. Issues of truth, healing and reconciliation, urbanization, climate change, equity, inclusion, as well as the ethical use of technology and social media are challenges that were not in the minds of our community in 1989. The Graduate of today needs to be a 'Citizen of Humanity' with insight and dispositions that consider our shared needs as much as the individual needs. The 'Attributes of a BC Graduate' (The Educated Citizen) situates the Individual's achievement at the core with little expectation into care for the environment, Indigenous rights, equity, and inclusion.

The current Mandate for Public Schooling was written in 1989, and the Attributes of a BC Graduate stem from a province-wide consultation related to the Mandate. Like any consultation process, the results reflected the concerns and needs of that time. In 1989, the process was rooted in three key goals of public schooling: Intellectual, Human and Social, and Career development. The context and meaning provided to each of these goal areas reflects the values of BC citizens in 1989. If our job is to create thoughtful world citizens who can reason ethically, and embrace collaboration and interdependence, we ask for a timely review and refreshing of 'Attributes of a BC Graduate', and related consideration for the Mandate for Public Schooling published in 1989.

This review could help inform the Enhancing Student Learning Reporting Order 302/20 which was put in place in August 2020 and took effect on September 1, 2020. The Policy outlines requirements for both the ministry of education and boards of education.

Any successful implementation of a policy or plan should incorporate a process for review, assessment, reflection, and amendment. Both parties should have an opportunity to reflect on the goals of the framework and review to see if the

mandated report and other requirements meet that goal. The review will enable boards to share feedback with the ministry regarding improvements that could be made to the reporting requirements in the Framework for Enhancing Student Learning.

Reference(s):

[Framework for Enhancing Student Learning](#)

[Memorandum of Understanding between the Ministry of Education and BCSTA](#)

[Enhancing Student Learning Reporting Order](#)

[Program Guide for Graduation Transitions](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 4.1FS (Purpose of Public Education).



British Columbia
School Trustees
Association

June 7, 2022

The Honourable Jennifer Whiteside

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

educ.minister@gov.bc.ca

Dear Minister Whiteside,

Subject: Traditional Territory Acknowledgment in the BC School Act

At the British Columbia School Trustees Association's most recent annual general meeting, our membership, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA request that the Ministry of Education and Child Care organize and participate with sector partners in analyzing and making recommendations to revise the BC School Act regarding the acknowledgment of traditional territories."

Fully embracing the journey toward truth and reconciliation requires specific modelling of change that supports progress. For example, as stated in the *School Act*, "the Canadian flag and the BC flag shall be displayed at each school while in session." We desire to see this updated to reflect the importance of traditional territories.

Where possible and practicable, and when protocols that bar certain flags from being positioned next to others are absent, we ask that the flags of Indigenous nations be included alongside provincial and federal flags at schools while in session and during other relevant conditions.

This ask extends further as we also request that the acknowledgment of traditional territories be regularly incorporated into situations including, but not limited to, ceremonies, celebrations and other similar gatherings.

Ultimately, boards of education ask to see that updates are made throughout the *School Act* to reinforce these crucial protocols and acknowledgments. Copied to this letter are several K-12 partners who we call on to participate by providing feedback on these processes so we can thoroughly promote recognition and healing in classrooms throughout the province.



British Columbia
School Trustees
Association

Thank you for hearing the voice of boards of education and considering this request as we work toward truth and reconciliation together. I look forward to discussing this with you further as we explore the changes we can make to support this vital work that serves Indigenous peoples.

Sincerely,

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A20222

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Tyrone McNeil, President, First Nations Education Steering Committee
Deborah Jeffrey, Executive Director, First Nations Education Steering Committee
Ray Velestuk, President, BC Association of School Business Officials
Allan Reed, Executive Director, BC Association of School Business Officials
Chris Schultz-Lorentzen, President, BC Confederation of Parent Advisory Councils
John Gaipman, CEO, BC Confederation of Parent Advisory Councils
Darren Danyluk, President, BC Principals' & Vice-Principals' Association
Kevin Reimer, Executive Director, BC Principals' & Vice-Principals' Association
Teresa Downs, President, BC School Superintendents Association
Claire Guy, Executive Director, BC School Superintendents Association
Teri Mooring, President, BC Teachers' Federation
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

2. Traditional Territory Acknowledgment in the BC School Act

Category: Other

Motion #:	2 : A20222	Sponsor:	Kootenay Boundary Branch
Meeting:	AGM 2022	Action:	<i>not specified</i>
Category:		Outcome:	<i>not specified</i>
Disposition:	Carried		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Child Care organize and participate with sector partners in analyzing and making recommendations to revise the *BC School Act* regarding the acknowledgment of traditional territories.

Motion as Presented:

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Child Care organize and participate with sector partners in analyzing and making recommendations to revise the *BC School Act* regarding the acknowledgment of traditional territories.

Rationale:

In order to proceed with the truth and reconciliation process, the BCSTA Kootenay Boundary Branch believes the flags of British Columbia, Canada, and Indigenous Nations, and the acknowledgment of traditional territories and the national anthem “O Canada” are important parts of the celebration of Canada as a country, British Columbia as a province, and the traditional territory of Indigenous Peoples upon which all Districts reside. It is important to update our *School Act* to ensure it reflects these critical acknowledgements.

School Regulation, 265/89, sections 5 (10) and 5 (11) of the *School Act*, specifically states: “ensures that the Canadian flag and the BC flag shall be displayed at each school while in session” and is mute about the importance of our traditional territories.

Reference(s):

[Truth and Reconciliation Commission of Canada - NCTR](#)

[BC Tripartite Education Agreement - FNSA](#)

[BC Declaration — BC Legislation on the Declaration on the Rights of Indigenous Peoples \(bcdripa.org\)](#)

[School Regulation, BC Reg 265/89, ss 5\(10-12\)](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



8 June 2022

Ryan Painter
Board Chair
School Trustees, SD61
556 Boleskine Road
Victoria, BC V8Z 1E8

Dear Chairman Painter:

After requesting a commitment to a community engagement process on the future of the Bank Street School, which was addressed in previous letters and in our meeting with SD61 in August 2021, we are concerned about the lack of progress on initiating a transparent and collaborative consultation that includes the South Jubilee Neighbourhood Association (SJNA) and the fact that we have not heard from SD61 since last August's meeting.

The SJNA and the Committee on Bank Street School are committed to saving this historic building and are anxious to move forward on this significant issue.

Two independent neighbourhood surveys, with the most recent conducted in April 2022, document that a majority of residents value the building, wishing it to be saved and refurbished with allowances for public use.

SJNA successfully lobbied City Hall to fund an independent assessment of the building, which concluded it was less costly to refurbish than demolish and rebuild a new structure.

While we understand this matter may not be front and centre for SD61, residents are looking to us for answers and the SJNA anticipates a commitment to a full neighbourhood consultation process on the future of the Bank Street and Sundance School sites.

We look forward to your response and to meeting with you soon.

Sincerely,

A handwritten signature in black ink that reads "SP Wetmore".

Susan P. Wetmore
SJNA Board Member

Cc. Ms. Deb Whitten, Interim Superintendent

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

June 16, 2022

via email: educ.minister@gov.bc.ca

Minister of Education
PO Box 9045, STN PROV GOVT
Victoria BC V8W 9E2
ATTENTION: Honourable Jennifer Whiteside

Dear Minister Whiteside:

RE: **2022-2023 Annual Budget**

On April 7, 2022, the Board of Education of School District No. 61 (Greater Victoria) gave third reading of the subject budget bylaw.

The Board appreciates the unique circumstances of navigating a global pandemic and the collective challenges of the economy in a post pandemic context. As a public Board of Education carrying the Minister's mandate and tasked with ensuring quality public education delivery during and after the pandemic, it is imperative that Government is aware of the consequences and impact of provincial funding decisions and resulting budget decisions in Greater Victoria, and that Government takes action to assist school districts.

GVSD is in its second budget cycle of structural deficit resulting from pandemic enrolment loss of both local and international students, partially unfunded collective agreement increases and unfunded inflationary pressures. Compounding these pressures are aging infrastructure, escalating deferred maintenance liability, high cost of effectively advancing climate initiatives and increasing local contributions required for major capital projects.

The Board takes stewardship of its budget very seriously and is committed to exploring all efficiencies to realign resources to balance the budget, and at the same time and most

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

importantly, providing a quality, equitable, inspiring, supportive, and progressive education for all students.

During the 2021-2022 and 2022-2023 budget cycles the Board has had to make difficult decisions to reduce services and supports to students, staff, and families. Compounding pressure is the static annual facilities grant funding (\$4.4m annually), while deferred maintenance (\$319m) in our schools continues to escalate.

For this and next school year the Board trimmed \$9.1m or 4% from its operating expenditures while re-investing only \$2.2m to realign priorities in support of learning and infrastructure. With a net reduction of \$6.9m over two years, GVSD's students have been impacted.

Reductions over the two years include youth and family counsellors and outreach workers to maintain elementary school counsellors, French immersion teachers, collaboration time, gifted teachers, elementary and middle school strings and band, career centre teachers, school and district leadership staffing, and school supply budgets. Further reductions include daytime custodians, human resources administration, governance meetings and engagement tools and technology, information technology support staffing, technology hardware refresh cycles and clerical staffing to name a few.

The 2021 inflation rate is 3.4% and is estimated to go as high as 5.64% in 2022. With per pupil funding amounts unchanged for 2022-2023 and unknown for 2023-2024, this equates to estimated increased, unfunded costs of \$1.7m over two years for goods and services. The District expects to have a third consecutive structural deficit of \$2.6m for 2023-2024 which will require further reductions.

The Board of Education calls on the Minister of Education and Child Care to:

- 1) Increase per pupil funding amounts by at least inflation and collective agreement increases to cover basic cost increases;
- 2) Reinstate adequate COVID support funds to assist districts in recovering from the pandemic;
- 3) Fully fund any collective agreement increases using a funding distribution model that recognizes and funds the unique staffing levels of each district;
- 4) Provide adequate funding for capital projects with less contribution from local school districts;
- 5) Accelerate funding and advocacy for climate initiatives that will meet Government and local targets.

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.

Without adequate, stable funding, the District is unable to maintain its programs and services to students in order to fulfill the Minister's mandate relative to quality education, mental health, reconciliation, modernized and safe schools, classroom supports for students and relieving fundraising pressure from parents.

Collectively we have weathered the pandemic and kept students and staff safe, learning and working. The cost is becoming too great for districts to bear locally and requires a concerted effort by Government to see Boards through the recovery by adequately funding and resourcing its mandate at the local level.

Yours sincerely,



Ryan Painter
Chair, Board of Education

Cc: Board of Education, School District No. 61
Deb Whitten, Interim Superintendent, School District No. 61
Kim Morris, Secretary-Treasurer, School District No. 61
Connor McCoy, President, Victoria Principals and Vice-Principals Association
Chief Ron Sam, Songhees Nation
Chief Rob Thomas, Esquimalt Nation
Chair Janice Simcoe, Urban Peoples' House Indigenous Advisory
President Caitlin Bird, Metis Nation of Victoria
Angela Carmichael, President, VCPAC
Winona Waldron, President, GVTA
Jane Massy, President, CUPE 947
Paul Knapik, President, CUPE 382
Jeanette Alexander, President, ASA
BCSTA member Boards of Education

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



Trustee Nicole Duncan
Chair, Budget Advisory Committee

TO: The Board of Education
FROM: Trustee Duncan, Chair, Budget Advisory Committee
RE: Budget Advisory Committee- Annual Trustee Report
DATE: Monday, June 20, 2022

The purpose of the memo is to provide an update regarding the Budget Advisory Committee's work during the 2021-22 school year.

Background

The Budget Advisory Committee (the "Committee") met on eight occasions during the 2021-22 school- year:

- November 15, 2021
- December 7, 2021
- January 18, 2022
- February 8, 2022
- February 22, 2022
- March 8, 2022
- March 16, 2022
- March 26, 2022

This was the Board's first Budget Advisory Committee. So the Committee worked to create a terms of reference ("TOR") during meetings held on November 15, 2021, December 7, 2021 and January 18, 2022. The Budget Advisory Committee terms of reference was approved by the Board on January 24, 2022. The approved TOR can be accessed on the District website under Finance: <https://www.sd61.bc.ca/our-district/financial/>.

The purpose of the Budget Advisory Committee is to oversee the School District's budget process, make recommendations and deliver reports to the Board of Education with a focus on the provision of service to support all students recognizing that all learners are unique and have differing needs.

According to the Committee's TOR, it is responsible to make recommendations that have clear linkages to:

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.

Trustee Nicole Duncan
Chair, Budget Advisory Committee

"1. the District's Strategic Plan goals and strategies and the District Framework for Enhancing Student Learning for inclusion in the Financial Statement Discussion & Analysis Report; and

2. the Board's Values and Guiding Principles set out in the fiscal year's budget process;

3. Sustainability:

- commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices

- move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year

- spend surplus on one-time initiatives and priorities, and not on-going expenses

- recognize that the needs of students change from year to year and so will the budget allocations

- protect reserves and contingency even when there is pressure to spend in times of constraint

- consider long term financial planning and three year budget forecasts.

4. Oversee the annual budget process.

5. Receive budget input from education partners and the public.

6. Make recommendations for Board approval relative to improvements to annual budgeting process."

Update

The Committee received budgetary information from District finance staff and numerous presentations from District teams regarding their operations and budget requirements. In March 2022, the Committee also received input from students via ThoughtExchange and hosted a public budget session to gather public input about how to balance the 2022-23 budget.

However, the Committee was not able to make recommendations to the Board related to the 2022-23 Annual Operating, Special Purpose and Capital Budgets by 10 March 2022. In February 2022, most of the stakeholder members of the Committee withdrew their participation from Board related work following the suspension of two Trustees by the Board. The Board's decision to suspend two Trustees is now subject to judicial review by the Supreme Court of British Columbia. I expect the Committee will reconvene to begin work on the 2023-24 budget at some point in the fall of 2022.

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

*Trustee Nicole Duncan- Chair,
School Police Liaison Officer Program
Review Ad Hoc Committee*

TO: The Board of Education

FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee

RE: School Police Liaison Officer Program Review Ad Hoc Committee- Annual Trustee Report

DATE: Monday, June 20, 2022

The purpose of the memo is to provide an update regarding the School Police Liaison Officer (SPLO) Program Review Ad Hoc Committee's work during the 2021-22 school year.

Background

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer Program and;
2. Develop recommendations, as required, on what changes, including the cessation of the program, should be made to the program to improve its value to the school community.

Update

In 2021, the Committee met on 7 January, 4 February, 11 March (participated in anti-racism training), 1 April, 6 May, 1 June, 17 June, 16 September, 28 October and 2 December 2021. In 2022, the Committee met on: 13th & 27th January and 16 February 2022. During, these meetings the Committee started to draft recommendations for the Board's consideration. However, this work was tabled, as most of the stakeholder members of the Committee withdrew their participation from Board related work following the suspension of two Trustees by the Board. The Board's decision to suspend two Trustees is now subject to judicial review by the Supreme Court of British Columbia. I expect the Committee will reconvene to complete our work at some point following the outcome of the judicial review proceedings.

When the Committee reconvenes to complete our work we will continue to focus on the importance of student and parent voice and considering the program through the lens of racism and discrimination. For your information, the Committee will make recommendations by

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.

*Trustee Nicole Duncan- Chair,
School Police Liaison Officer Program
Review Ad Hoc Committee*

consensus. If the Committee does not reach a consensus, multiple options will be reported for the Board's consideration.

Please note, the Committee intends to provide recommendations to be discussed initially at an Education Policy and Directions Standing Committing meeting before being presented to the Board of Education. The Board of Education will decide how to proceed in relation to the School Police Liaison Officer Program.

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.

SD 61 Advocacy Committee Year End Report 2021/22

Submitted By Chair Trustee Whiteaker on behalf of Advocacy Committee

In June of 2021, the Advocacy Committee was tasked with considering and drafting a needs budget.

In September 2021, this was discussed by the Committee Chair and Staff Liaison. It was suggested that this work might be better suited for the new Budget Committee as part of its work. As the Board discussed the formation, ToR and work of a Budget Committee in October 2021, the motion to draft a needs budget was added to the work of the Budget Committee.

No other work was assigned to the Advocacy Committee over the year and as such, no meetings occurred.



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, June 6, 2022, 7:00 p.m.**

Trustees Present: Tom Ferris, Elaine Leonard, Angie Hentze, Ryan Painter (Chair), Ann Whiteaker, Jordan Watters

Trustees Suspended: Diane McNally, Rob Paynter

Trustee Regrets: Nicole Duncan

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

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 p.m.

* Due to illness of Committee Chair, by consensus Trustee Painter assumed the Committee Chair for the meeting.

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved By Trustee Watters

That the June 6, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved By Trustee Leonard

That the May 2, 2022 Education Policy and Directions Committee meeting minutes, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None

B. PRESENTATIONS TO THE COMMITTEE

Staff Presentation

- B.1.** District Elders & Indigenous Knowledge Facilitator Harris and District Vice-Principal Shortreed presented on exploring the Salish Sea - Classroom Opportunity. The program has been a collaborative effort between the Indigenous Education Department and the District Team and is comprised of 4 sessions centered around experience, connecting, understanding, celebratory learning. 50 classroom have taken advantage of the opportunity. Trustees were invited to participate in the Pro-D session in the summer/fall.

Trustees expressed thanks for the presentation.

- B.2.** District Principal Renyard, presented a summary of 2021-22 Education Policy and Planning Committee presentations and student learning.

District Principal Halverson and District Counsellor Chambers presented a Mental Health Update.

Three mental health lenses to support mental health in the District, including three mental health lenses to support mental health in the District: harm reduction, social emotional learning and capacity building.

A harm reduction handbook has been created for parents/caregivers. The District will continue to engage with partners to ensure the learning continues as they shift from a reactive to a proactive approach.

Trustees expressed thanks for the presentation.

C. NEW BUSINESS

C.1. Childcare Policy 1330.1

Moved By Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approve Childcare Policy 1330.1.

Motion Carried Unanimously

C.2. Social Media Use Policy XXXX

Trustees had questions of clarification and 3 revisions were made to the Policy.

Moved By Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) approve new Social Media Use Policy XXXX., as amended.

Motion Carried Unanimously

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

Moved By Trustee Leonard

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:54 p.m.

Chair

Secretary-Treasurer

DRAFT

POLICY #

Child Care Policy

Drafted: February 2021/May 2022 – no change based on feedback

Adopted:

Revised:

Frequency of Review:

1.0 RATIONALE

- 1.1 The purpose of this policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.
- 1.2 The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

2.0 DEFINITIONS

- 2.1 In this Policy, the terms “Board property,” “business day,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
- 2.2 “Direct and indirect costs” include:
 - i. Utilities;
 - ii. Maintenance and repair;
 - iii. A reasonable allowance for the cost of providing custodial services;
 - iv. A reasonable allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.

3.0 POLICY

- 3.1 The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rights holders, Indigenous service providers, municipal partners and existing child care operators. The process for engagement will be reviewed on an ongoing basis, and conducted in a manner acceptable to the Board.
- 3.2 If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

- 3.3 Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- 3.4 Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program in accordance with the School Act and set by the Secretary-Treasurer from time to time.
- 3.5 If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
- 3.6 In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
- (a) provide inclusive child care;
 - (b) foster Indigenous reconciliation in child care;
 - (c) maintain a program philosophy and management concept congruent with the values of this Policy and the Board's Strategic Plan
 - (d) demonstrated successful experience as a licensed childcare operator;
 - (e) opt into the Provincial Fee Reduction Initiative; and
 - (f) demonstrate financial stability
 - (g) utilize the BC Early Learning Framework to guide and support learning experiences in childcare settings.
- 3.7 If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
- i. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the *British Columbia Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "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
 - ii. is inclusive and consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*.
- 3.8 Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review annually ~~no less than~~ every ~~[insert number]~~ years. The contract must contain:

- i. a description of the direct and indirect costs for which the licensee is responsible, including a provision for late payment or default;
 - ii. an agreement by the licensee to comply with this policy and all other applicable policies of the Board;
 - iii. a provision describing how the agreement can be terminated by the Board or the licensee;
 - iv. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - v. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - vi. a requirement for the licensee to maintain appropriate standards of performance;
 - vii. a requirement that the licensee must at all times maintain the required license to operate a child care facility; and
 - viii. Provision for adherence to the Board's Child Care Handbook
- 3.9 Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
- i. Whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - ii. the availability of school district staff to provide before and after school care; and
 - iii. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.
- 3.10 When the Board decides to change the use of Board property that is being used for provision of childcare programming, , the Board will provide written notification to the Minister of Education.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and regulations are enforced.
- 4.3 School-based Administration are responsible to ensure adherence to the Board's Child Care Handbook

5.0 REFERENCES

- 5.1 Ministerial Order M326, August 31, 2020
- 5.2 School Act Section 85.1, 85.2, 85.3, 85.4, March 5, 2020

DRAFT

POLICY xxxxx

Social Media Use

Drafted: April 2022

Adopted: TBA

Revised:

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Greater Victoria School District uses social media to communicate with parents, staff, students, and the broader community. Social media tools are also commonly used by Trustees, employees, and students to communicate with others.
- 1.2 It is important social media activity is professional and reflects the District's values of engagement, openness, partnerships, respect and integrity.
- 1.3 Responsible personal and professional use of social media use will ensure the role, reputation, and interests of the entire District, employees and students are protected.
- 1.4 This policy is intended to guide the use of social media for the purpose of achieving the vision, goals and objectives prescribed by the Ministry of Education and the School District. This policy applies to District Trustees, employees, and students.

2.0 DEFINITIONS

- 2.1 *Social media*: is defined as any website or applications that enables a user to create and share content or to participate in social networking. "Social media" includes, but is not limited to:
 - Social networking sites (e.g. Facebook, Twitter, LinkedIn, Snapchat, Instagram)
 - Video and photo sharing websites (e.g. YouTube, Flickr, Tiktok)
 - Live streaming platforms (e.g. Facebook live, Instagram live)
 - Blogs
 - Podcasts
 - Electronic messaging apps (e.g. WhatsApp)
 - Video conference and live chat platforms
 - Online news blogs hosted by media outlets, including the comment sections
 - Facebook, Twitter, Instagram, LinkedIn

- Discussion forums and groups (e.g. Reddit)

2.2 *Content:* Includes online information and communications such as posts, blog posts, wall posts, tweets, document posting, images and video posting, comments, replies, direct messages, events, invitations, and other similar communications.

3.0 POLICY

3.1 Social media use must be undertaken in a manner that is respectful, privacy and copyright compliant and consistent with all District policies and regulations.

3.2 Social Media Activity:

- When engaging on social media:
 - Treat everyone with respect and equality
 - Remember that social media supports two-way conversations
 - Strive for accuracy
- Trustees, employees, and students must conduct their social media use in accordance with professional and appropriate standards and all District policies, including but not limited to:
 - Code of Conduct
 - Technology Usage
 - Bullying, Discrimination, Harassment and Sexual Harassment
 - Respectful Workplace
- Trustees, employees, and students must not share or post information, opinions, images, or links on their professional or district sites containing any of the following:
 - Content that threatens or defames any individual or organization
 - Violent, profane, or obscene content
 - Content that promotes, fosters, or perpetuates hate or discrimination
 - Marketing or advertising proposes (other than District endorsed sponsors/affiliations/partnerships)
 - Promotion of illegal activity
 - Information that may compromise the safety or security of the public or District technology
 - Information about or concerning individual ~~Trustees,~~ employees, or students without their consent
 - Content that is confidential

- Content that violates a legal ownership interest of any other party, including violation of trademarks or copyright

3.3 Social Media Management

- Official District social media sites are maintained by District staff. District social media tools will not be used to promote commercial activities, personal opinions, or political campaigns.
- Staff endeavor to provide a timely response to social media enquiries; however, correspondence, general information requests, and concerns requiring timely response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

3.4 Public Record

- All District and school social media sites will adhere to applicable laws, regulations, and policies, including applicable District bylaws and policies.
- Content generated or received within District social media channels are considered official records of the District. The Freedom of Information and Protection of Privacy Act applies to social media content, and therefore, all social media content generated or received within District social media tools will be managed, stored, and retrieved to comply with the legislation.

3.5 Copyright Laws

- Laws governing copyright and fair use or fair dealing of copyrighted material owned by others must be adhered to, including District copyrights and brand standards. The District logo should not be used without approval from the Superintendent or designate.

3.6 Compliance

- This policy is in addition to and complements all other District policies, including those that govern the use of technology, human resources, and the interests of the District.
- Any Trustee, employee or student that becomes aware of or has knowledge of content in violation of the provisions of this policy shall notify their respective teacher, supervisor or District Superintendent immediately.
- Inappropriate communications or use of District social media, or other electronic devices, are subject to the same policies and principles as other forms of work-related misconduct. Unauthorized or inappropriate use of District internet, email, and social media will result in the loss of access, and depending on the seriousness of the infraction, may result in disciplinary action.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and administrative procedures are developed and enforced.

5.0 REFERENCES

- i. *School Act* Section 85.1

DRAFT

POLICY xxxxx

Social Media Use

Drafted: April 2022

Adopted: TBA

Revised:

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Greater Victoria School District uses social media to communicate with parents, staff, students, and the broader community. Social media tools are also commonly used by Trustees, employees, and students to communicate with others.
- 1.2 It is important social media activity is professional and reflects the District's values of engagement, openness, partnerships, respect and integrity.
- 1.3 Responsible personal and professional use of social media use will ensure the role, reputation, and interests of the entire District, employees and students are protected.
- 1.4 This policy is intended to guide the use of social media for the purpose of achieving the vision, goals and objectives prescribed by the Ministry of Education and the School District. This policy applies to District Trustees, employees, and students.

2.0 DEFINITIONS

- 2.1 *Social media*: is defined as any website or applications that enables a user to create and share content or to participate in social networking. "Social media" includes, but is not limited to:
 - Social networking sites (e.g. Facebook, Twitter, LinkedIn, Snapchat, Instagram)
 - Video and photo sharing websites (e.g. YouTube, Flickr, Tiktok)
 - Live streaming platforms (e.g. Facebook live, Instagram live)
 - Blogs
 - Podcasts
 - Electronic messaging apps (e.g. WhatsApp)
 - Video conference and live chat platforms
 - Online news blogs hosted by media outlets, including the comment sections
 - Facebook, Twitter, Instagram, LinkedIn

- Discussion forums and groups (e.g. Reddit)

2.2 *Content:* Includes online information and communications such as posts, blog posts, wall posts, tweets, document posting, images and video posting, comments, replies, direct messages, events, invitations, and other similar communications.

3.0 POLICY

3.1 Social media use must be undertaken in a manner that is respectful, privacy and copyright compliant and consistent with all District policies and regulations.

3.2 Social Media Activity:

- When engaging on social media:
 - Treat everyone with respect and equality
 - Remember that social media supports two-way conversations
 - Strive for accuracy
- Trustees, employees, and students must conduct their social media use in accordance with professional and appropriate standards and all District policies, including but not limited to:
 - Code of Conduct
 - Technology Usage
 - Bullying, Discrimination, Harassment and Sexual Harassment
 - Respectful Workplace
- Trustees, employees, and students must not share or post information, opinions, images, or links on their professional or district sites containing any of the following:
 - Content that threatens or defames any individual or organization
 - Violent, profane, or obscene content
 - Content that promotes, fosters, or perpetuates hate or discrimination
 - Marketing or advertising proposes (other than District endorsed sponsors/affiliations/partnerships)
 - Promotion of illegal activity
 - Information that may compromise the safety or security of the public or District technology
 - Information about or concerning individual employees, or students without their consent
 - Content that is confidential

- Content that violates a legal ownership interest of any other party, including violation of trademarks or copyright

3.3 Social Media Management

- Official District social media sites are maintained by District staff. District social media tools will not be used to promote commercial activities, personal opinions, or political campaigns.
- Staff endeavor to provide a timely response to social media enquiries; however, correspondence, general information requests, and concerns requiring timely response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

3.4 Public Record

- All District and school social media sites will adhere to applicable laws, regulations, and policies, including applicable District bylaws and policies.
- Content generated or received within District social media channels are considered official records of the District. The Freedom of Information and Protection of Privacy Act applies to social media content, and therefore, all social media content generated or received within District social media tools will be managed, stored, and retrieved to comply with the legislation.

3.5 Copyright Laws

- Laws governing copyright and fair use or fair dealing of copyrighted material owned by others must be adhered to, including District copyrights and brand standards. The District logo should not be used without approval from the Superintendent or designate.

3.6 Compliance

- This policy is in addition to and complements all other District policies, including those that govern the use of technology, human resources, and the interests of the District.
- Any Trustee, employee or student that becomes aware of or has knowledge of content in violation of the provisions of this policy shall notify their respective teacher, supervisor or District Superintendent immediately.
- Inappropriate communications or use of District social media, or other electronic devices, are subject to the same policies and principles as other forms of work-related misconduct. Unauthorized or inappropriate use of District internet, email, and social media will result in the loss of access, and depending on the seriousness of the infraction, may result in disciplinary action.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and administrative procedures are developed and enforced.

5.0 REFERENCES

- i. *School Act* Section 85.1

DRAFT



The Board of Education of School District No. 61 (Greater Victoria)
Operations Policy and Planning Committee Meeting

Regular Minutes

Monday, June 13, 2022, 7:00 p.m.

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Trustees Present: Elaine Leonard (Chair), Ryan Painter, Angie Hentze, Jordan Watters, Tom Ferris, Nicole Duncan, Anne Whiteaker

Trustees Suspended: Diane McNally, Rob Paynter

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, Brian Leslie, Energy Manager, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Connor McCoy, President, VPVPA

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 p.m.

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved By Trustee Watters

That the June 13, 2022 agenda be approved.

Moved By Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) add a presentation at B.5. Jesse Brown from Mason Street City Farm.

Motion Carried Unanimously

Moved By Trustee Duncan

That the following motion be added to the agenda under New Business H.1.:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to schedule the planned storm drain installation at Vic High for a period after mid-September 2022 to allow the Vic High Learning Farm growing season (including planting and harvesting) to conclude without interruption.

For: Hentze, Duncan, Whiteaker

Against: Leonard, Ferris, Watters, Painter

Motion Defeated (3 to 4)

Moved By Trustee Watters

That the June 13, 2022 agenda be approved, as amended.

For: Leonard, Ferris, Hentze, Watters, Painter

Against: Duncan, Whiteaker

Motion Carried (5 to 2)

A.3. Approval of the Minutes

Moved By Trustee Painter

That the May 9, 2022 Operations Policy and Planning Committee meeting minutes, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

- B.1.** Bruce Bidney, Principal of Spectrum, along with the STAR project team presented on the Spectrum Secondary Artificial Turf Project and requested a formal joint use agreement to move fundraising forward.

Trustees had questions of clarification.

- B.2.** Graham Tarling, Dogwood's Beyond Gas presented on May's Climate Action Report.

Trustees thanked Mr. Tarling for the presentation.

- B.3.** Kate Lawes, Parents for Climate did not attend the meeting.

- B.4.** Isabella Miskiewicz, Esquimalt High student presented on Climate change and the electrification of new buildings.

- B.5.** Jesse Brown, owner of Mason Street City Farm presented on the Victoria High School learning garden and how it will be affected by the proposed construction schedule.

Trustees had questions of clarification. A staff report will be provided at the June 20, 2022 Board meeting.

C. SUPERINTENDENT'S REPORT

C.1. Freedom of Information Requests

Interim Superintendent Whitten provided the memo for information.

D. PERSONNEL ITEMS

E. FINANCE AND LEGAL AFFAIRS

E.1. Monthly Financial Report: May 2022

Secretary-Treasurer Morris provided the report for information.

Trustees provided thanks questions of clarification were asked.

E.2. 2023-2024 Annual Five Year Capital Plan

Secretary-Treasurer Morris presented the 2023-2024 Annual Five Year Capital Plan and indicated that 3 separate motions by funding category would be on the June Board agenda, as per the Ministry's submission guidelines.

Moved By Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Annual Five Year Capital Plan.

Trustees discussed the plan and had questions of clarification.

For: Hentze, Ferris, Leonard, Whiteaker, Watters, Painter

Against: Duncan

Motion Carried (6 to 1)

Moved By Trustee Leonard

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

Motion Carried Unanimously

Meeting recessed at 8:33 p.m.

Meeting reconvened at 8:38 p.m.

E.3. Revised Policy 3170, Operating Surplus and Revised Regulation

3170, Operating Surplus

Secretary-Treasurer Morris presented the revised Policy.

Moved By Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the revisions to Policy 3170 Operating Surplus (formerly Reserves) as presented.

Trustees discussed the Policy and made revisions.

Amendment

Moved By Trustee Whiteaker

3.8 That the Board of Education will strive to maintain an unrestricted operating surplus between 2 and 4 percent and will achieve this by 2025.

Trustees discussed the amendment.

For: Duncan, Whiteaker

Against: Leonard, Painter, Watters, Hentze, Ferris

Motion Defeated (2 to 5)

Moved By Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the revisions to Policy 3170 Operating Surplus (formerly Reserves) as amended.

Motion Carried Unanimously

E.4. Revised Policy 8210, Orienting New Board Members

Trustees discussed the Policy and made revisions.

Moved By Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) approve the revisions to Policy 8210 Orienting New Board Members as amended.

Motion Carried Unanimously

E.5. New Policy XXXX Role of Trustee

Trustees discussed the Policy and made revisions.

Moved By Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) approve new Role of Trustee policy.

Amendment

Moved By Trustee Duncan

3.5 iii Arrange personal contact with the Staff through the Superintendent *who will ensure that all Trustees receive the resulting information.*

For: Duncan

Against: Leonard, Watters, Ferris, Hentze, Painter

Abstain: Whiteaker

Motion Defeated (1 to 5)

Moved By Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) approve new Role of Trustee policy, as amended.

For: Watters, Ferris, Leonard, Hentze, Painter

Against: Duncan

Abstain: Whiteaker

Motion Carried (5 to 1)

E.6. New Policy XXXX Role of the Board

Moved By Trustee Painter

That the motion “*That the Board of Education of School District No. 61 (Greater Victoria) approve new Role of the Board policy*” be referred to the September 19, 2022 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

E.7. 2022-2023 Meeting Format Options

Interim Deputy Superintendent Roberts presented 2022-2023 meeting format options for Trustees to consider.

Trustees expressed thanks for the information.

F. FACILITIES PLANNING

F.1. Operations Update: June 2022

Director of Facilities Services Morris presented the report for information.

Trustee Duncan asked if whether or not the Aviation program at Mount Douglas Secondary school had received students. Staff will provide the information at a future Operations Policy and Planning Committee meeting.

Trustees had questions of clarification.

F.2. Victoria High School Seismic Project Update

Associate Director of Facilities Services Vistisen-Harwood provided the update. The project is on schedule for completion September 2023.

Trustee Duncan asked why the capacity increase was 175 instead of the 200 student increase previously communicated. Staff will provide the information at a future Operations Policy and Planning Committee meeting.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. NEW BUSINESS

None.

I. NOTICE OF MOTION

Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to schedule the planned storm drain installation at Vic High for a period after mid-September 2022 to allow the Vic High Learning Farm growing season (including planting and harvesting) to conclude without interruption and to provide support for the temporary move and preservation of the indigenous plant garden and Garry oak meadow.

J. GENERAL ANNOUNCEMENTS

None.

K. ADJOURNMENT

Moved By Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:49 p.m.

Chair

Secretary-Treasurer

DRAFT

DRAFT 5-Year Capital Plan 2023-2024

Operations Policy & Planning Meeting
June 13, 2022

DRAFT Planning Principles

1. Safety
2. Enrolment & Capacity
3. Existing Building Condition
4. Climate
5. Funding Categories Available

DRAFT Annual Facilities Grant 2022-2023

- Used to maintain assets that are not minor or major capital threshold
 - 47 projects (up 6 from 21-22)

DRAFT Additions 2023-2024

- Used to increase capacity of existing schools
 - 2 Projects (up 1 from 22-23)
 - Sundance Elementary
 - Increase capacity to 200
 - Reynolds Secondary
 - Increase capacity to 1325

DRAFT New School 2023-2024

- Used to add new space to the District via new schools
 - 2 Projects (up 1 from 22-23):
 - Site acquisition and construction of downtown Victoria Elementary School
 - New Sundance Elementary School as alternative to addition (proposed) and seismic (approved in 22-23 plan to advance to next stage)

DRAFT Seismic 2023-2024

- Used to seismically upgrade existing school to mitigate seismic risk

- 6 Projects

- | | |
|-----------------|------------------|
| • Reynolds | Upgrade 7 blocks |
| • McKenzie | Upgrade 3 blocks |
| • James Bay | Upgrade 1 block |
| • Victoria West | Upgrade 3 blocks |
| • Northridge | Upgrade 4 blocks |

- NOTE: Shoreline/Craigflower TBD

DRAFT School Enhancement Program (SEP) 2023-2024

- Used to renovate or upgrade buildings that are not big enough for major capital but bigger than AFG can manage
 - 5 Projects (down 1 from 22-23)
 - South Park – Roofing - Replacement Phase 1
 - Esquimalt – HVAC - Dust Collection System Woodshop
 - SJ Burnside – Exterior Wall Systems – Windows
 - Mount Douglas – Exterior Wall Systems – Window Upgrade Phase 5
 - Central – Interior Construction – Gym Floor Replacement

DRAFT CNCP Intake 2023-2024

- Used to improve carbon neutrality
 - 5 Projects
 - Vic High – HVAC – Mechanical Upgrade Phase 2
 - Reynolds – HVAC – Replace Existing Boiler
 - Lambrick Park – HVAC - Boiler replacement
 - Doncaster – HVAC – Replace Air Handler Units
 - Sundance – HVAC – Replace Unit Ventilators/Upgrade DDC

DRAFT Playground Enhancement Program 2023-2024

- Used to add or replace playground equipment that may have previously fallen to PACs to fundraise
 - 3 Projects (all universally accessible playgrounds)
 - Hillcrest - Replacement
 - Frank Hobbs - replacement
 - Vic West - new

Submission Summary

Submission Summary:	AFG 2022/2023 2022-05-31
Submission Type:	Expenditure Plan
School District:	Greater Victoria (SD61)
Open Date:	2022-04-01
Close Date:	2022-05-31
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	\$4,086,641
Total	\$4,086,641

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
156215	Yes	Arbutus Global Middle School	Asbestos Abatement			Asbestos - All facilities	\$100,000
156176	Yes	Braefoot Elementary	Site Upgrades			Site Improvements - Repair asphalt	\$50,000
156179	Yes	Campus View Elementary	Site Upgrades			Site Improvements - trench and asphalt repairs	\$50,000
156172	Yes	Central Middle School	Roofing (AFG)			Roof Replacement	\$300,000
156205	Yes	Cloverdale Traditional Elementary	Electrical (AFG)			Energy Upgrades - LEDs	\$15,000
156189	Yes	Colquitz Middle School	Electrical (AFG)			Security Upgrade	\$25,000
156173	Yes	Doncaster Elementary	Roofing (AFG)			Roof Replacement	\$400,000
156169	Yes	Eagle View Elementary	Plumbing (AFG)			Sprinkler system upgrade	\$125,000
156188	Yes	Eagle View Elementary	Electrical (AFG)			Security Upgrades	\$25,000
156194	Yes	Ecole Macaulay Elementary	Electrical (AFG)			Telephone Systems Upgrades	\$10,000
156177	Yes	Ecole Marigold School	Site Upgrades			Site Improvements - Asphalt Replacement	\$75,000
156190	Yes	Ecole Marigold School	Electrical (AFG)			Security Upgrades	\$25,000
156200	Yes	Ecole Quadra Elementary	Electrical (AFG)			Energy Upgrades - LED	\$25,000
156187	Yes	Ecole Willows Elementary	Electrical (AFG)			Network Upgrade	\$10,000
156204	Yes	Ecole Willows Elementary	Electrical (AFG)			Energy Upgrades - LEDs	\$30,000
156183	Yes	Esquimalt High	Electrical (AFG)			Infrastructure Upgrade	\$30,000
156198	Yes	Esquimalt High	Electrical (AFG)			LED - Energy Upgrades	\$50,000
156178	Yes	Frank Hobbs Elementary	Site Upgrades			Site Improvements	\$50,000
156214	Yes	Frank Hobbs Elementary	Site Upgrades			Site Improvements - Field	\$100,000
156174	Yes	George Jay Elementary	Accessibility Upgrades			Elevator Upgrade	\$80,000

Submission Summary

156175	Yes	Glanford Middle School	Site Upgrades		Site Upgrades - Repair of the front drop off area	\$100,000
156213	Yes	Glanford Middle School	Site Upgrades		Site Improvements - Field	\$66,641
156185	Yes	Hillcrest Elementary	Electrical (AFG)		Network Upgrade	\$10,000
156208	Yes	Hillcrest Elementary	Exterior Wall Systems		Building Envelope Improvements	\$150,000
156184	Yes	James Bay Community	Electrical (AFG)		Network Upgrade	\$10,000
156186	Yes	Lake Hill Elementary	Electrical (AFG)		Network and Telephone Systems Upgrades	\$20,000
156195	Yes	Lambrick Park Secondary	Electrical (AFG)		System Upgrades - PA	\$15,000
156210	Yes	Lambrick Park Secondary	HVAC (AFG)		Metal Shop HVAC Upgrades	\$300,000
156202	Yes	Margaret Jenkins Elementary	Electrical (AFG)		Energy Upgrades - LEDs	\$35,000
156181	Yes	Mckenzie Elementary	Site Upgrades		Site Improvements - Parking Lots	\$300,000
156191	Yes	Mckenzie Elementary	Electrical (AFG)		Security Upgrades	\$25,000
156212	Yes	Mount Douglas Secondary	HVAC (AFG)		Shop HVAC Upgrades	\$50,000
156197	Yes	Northridge Elementary	Electrical (AFG)		System Upgrades - PA	\$15,000
156199	Yes	Northridge Elementary	Electrical (AFG)		Energy Upgrades -LED	\$30,000
156211	Yes	Oak Bay Secondary	HVAC (AFG)		Metal Shop HVAV Upgrades	\$50,000
156170	Yes	Reynolds Secondary	Roofing (AFG)		Roof Replacement	\$425,000
156196	Yes	Rogers Elementary	Electrical (AFG)		System Upgrades -PA	\$15,000
156192	Yes	Shoreline Community Middle School	Electrical (AFG)		PA and Telephone Upgrades	\$10,000
156193	Yes	Sir James Douglas Elementary	Electrical (AFG)		PA and Telephone System Upgrade	\$25,000
156207	Yes	Sir James Douglas Elementary	Electrical (AFG)		Energy Upgrades	\$50,000
156180	Yes	South Park Family School	Site Upgrades		Site Improvements - Asphalt Repairs	\$100,000
156171	Yes	Spectrum Community School	Roofing (AFG)		Roof Replacement	\$300,000
156182	Yes	Spectrum Community School	Electrical (AFG)		Infrastructure Upgrade	\$30,000
156209	Yes	Strawberry Vale Elementary	Exterior Wall Systems		Building Envelope Improvements	\$300,000
156206	Yes	Sundance Elementary	Electrical (AFG)		Energy Upgrades - LEDs	\$10,000
156201	Yes	Tillicum Community School	Electrical (AFG)		Energy Upgrades -LEDs	\$35,000
156203	Yes	View Royal Elementary	Electrical (AFG)		Energy Upgrades - LEDs	\$35,000
					Submission Category Total:	\$4,086,641

Submission Summary

Submission Summary:	Major 2023/2024 2022-06-30
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2022-04-01
Close Date:	2022-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
New School	\$68,267,920
Addition	\$39,044,425
Seismic	\$65,225,322
Site Acquisition	
Total	\$172,537,667

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150126	Sundance Elementary	Addition	Increase capacity to 200 seats	\$15,854,346
2	156365	Reynolds Secondary	Addition	200 seat addition.	\$23,190,079
				Submission Category Total:	\$39,044,425
NEW SCHOOL					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150203	New Hillside Area Elementary School	New (School)	Proposed New 350 Capacity K-5 School in Vic High Catchment Area	\$39,846,477
2	156803	Sundance Elementary	New (School)	New School for Sundance Site	\$28,421,443
				Submission Category Total:	\$68,267,920
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150443	Reynolds Secondary	Upgrade	Seismic Upgrade of 7 H1 Blocks	\$27,822,565
2	150409	Mckenzie Elementary	Upgrade	Seismic Upgrade of 1 H1 Block, 1 H2 Block and 1 H3 Block	\$4,488,657
3	150380	James Bay Community	Upgrade	Seismic upgrade of 1 H1 Block	\$2,354,136
4	150473	Victoria West Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	\$11,686,488
5	150419	Northridge Elementary	Upgrade	Seismic Upgrade of 4 H1 Blocks	\$18,873,476
				Submission Category Total:	\$65,225,322
SITE ACQUISITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	156366	Hillside Area	Site Acquisition	Site Acquisition for a new school in the Hillside Area due to potential future growth	
				Submission Category Total:	

Submission Summary

Submission Summary:	Minor 2023/2024 2022-09-30
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2022-04-01
Close Date:	2022-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
CNCP	\$3,250,000
SEP	\$3,900,000
PEP	\$495,000
Total	\$7,645,000

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	156217	Victoria High	HVAC (CNCP)	Phase 2 - Vic High Mechanical Upgrade	\$750,000
2	156669	Reynolds Secondary	HVAC (CNCP)	Replace existing Boiler	\$800,000
3	151404	Lambrick Park Secondary	HVAC (CNCP)	Replace existing boilers with new energy efficient units. New units will save	\$700,000
4	151402	Doncaster Elementary	HVAC (CNCP)	Replace the original AHU that serve four classrooms and replace with unit	\$300,000
5	153612	Sundance Elementary - Leased To Sd93 Ecole Beausoleil Sundance	HVAC (CNCP)	Replace original 1969 Unit Ventilators that are at the end of their life and upgrade school's DDC system. Replacement of these units and upgrading the DDC will	\$700,000
Submission Category Total:					\$3,250,000
PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	153613	Hillcrest Elementary	Replacement (PEP)	Hillcrest has a small older playground that is not accessible. Like to replace this	\$165,000
2	156216	Frank Hobbs Elementary	Replacement (PEP)	School has no accessible playground and currently has a playground that was	\$165,000
3	152033	Victoria West Elementary	New (PEP)	Vic West has a diverse community of needs. The school has one playground that	\$165,000
Submission Category Total:					\$495,000
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151681	South Park Family School	Roofing (SEP)	Roof Replacement - Phase 1 of an historic slate roof. Roof is starting to leak in	\$1,500,000
2	153608	Esquimalt High	HVAC (SEP)	Upgrade the dust collector at Esq Woodshop to ensure collector is sized correctly	\$750,000
3	156218	Burnside Community	Exterior Wall Systems	Phase 1 - Exterior Repairs including window replacement, modillions, soffits and	\$800,000
4	156670	Mount Douglas Secondary	Exterior Wall Systems	Phase 5 - Window Upgrade	\$450,000
5	151685	Central Middle School	Interior Construction	Gym Floor Replacement. The current floor is in need of replacement which will be	\$400,000
Submission Category Total:					\$3,900,000

POLICY

3170: ~~Board Reserves~~ Operating Surplus (Markup)

Adopted: November 27, 2017

Revised: January __, 2022

Frequency of Review: Annual

1.0 RATIONALE

~~1.1 The Board of Education is responsible for managing its financial resources to provide educational services to its students while maintaining a sound financial position.~~

The School Act requires the Board of Education to prepare **and approve** a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables the Board to engage in long-term planning, mitigate financial risk and support consistent service to all students in the District.

1.2 The Operating Surplus policy ensures a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus and also allows the Board to restrict portions of its operating surplus for future use to address board priorities.

2.0 DEFINITIONS

~~2.1 Operating reserves represent resources that can be used to provide future services and are created when expenditures are less than the revenue earned.~~

~~2.2 Restricted Surplus represents operating reserve funds upon which the Board of Education has approved restrictions on spending.~~

2.1 Accumulated Operating Deficit: means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.

2.2 Accumulated Operating Surplus: means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus will be used.

2.3 Annual Operating Deficit: is the amount by which a fiscal year's Operating Expenses and Inter-fund Transfers exceed that same fiscal year's Operating Revenues.

- 2.4 Annual Operating Surplus: is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Inter-fund Transfers.
- 2.5 Inter-Fund Transfers: means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- 2.6 Internally Restricted Operating Surplus: means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- 2.7 Local Capital: is comprised of previous years' available operating surpluses, which ~~are~~ **have been** transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- 2.8 Operating Expenses: are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.9 Operating Revenue: is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.10 Unrestricted Operating Surplus (Contingency): means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

3.0 POLICY

~~The Board of Education determines the amount of operating reserves that are maintained by schools and departments. The Board of Education has identified its operating reserve categories as follows:~~

- ~~3.1 Instructional operating reserves accumulated by schools and other instructional areas including the International Student Program, Continuing Education, Distributed Learning, English Language Learning, Aboriginal Nations Education, and Student Services (Inclusive Learning, Learning Support and the Learning Team).~~
- ~~3.2 Board Departments and System Administration operating reserves accumulated by Facilities Services, Human Resource Services, Financial Services, Information Technology and by the Board's administrative functions.~~
- ~~3.3 Restricted Surplus operating reserves retained by the Board of Education to address any anticipated future years' operating budget deficit (not beyond the next three fiscal years) or for emergent matters.~~

- 3.1 As part of the annual budget process , the Board will engage in public discussions with Rights Holders, Urban Peoples' House Indigenous Advisory (UPHIA) and Métis Nation of Greater Victoria , stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students. The engagement will include a review of historical accumulation and usage of operating surplus to identify patterns that will assist the Board in more effective long-term financial planning.
- 3.2 The Board may set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, the Board will ensure that the restrictions are made only for defined operational needs with a timeline of two years or less, including services or purchases that are directly related to ~~in priority order~~, a boards' strategic plan, enhanced educational outcomes for students (framework for enhancing student learning), and operational needs.
- 3.3 Operating Surplus appropriations or restrictions **must** be made by board motion.
- 3.4 Operating Surplus may be internally restricted by the Board for the following purposes:
- i. Restricted Due to the Nature of Constraints on the Funds: unspent grants provided for a specific purpose, unspent commitments that are legally binding and some donations.
Examples: contractual obligations (e.g., professional development language in a collective agreement or employment contract), funding required to meet the Indigenous education spending target; and school allocations from district (not externally restricted).
 - ii. Restricted for Anticipated Unusual Expenses Identified by the Board: identified one-time and intermittent projects that will not be funded by revenues in the fiscal year or where if they are funded from annual Provincial Operating grants, may cause fluctuations or reductions in educational service levels.
Examples: staffing needs that are short term and variable in nature, self-insurance for minor equipment loss and breakage, implementation of new initiatives; and the impact of emerging events (i.e., COVID-19 pandemic, refugee students).

- iii. Restricted for Operations Spanning Multiple School Years: To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years.

Examples: future 2 fiscal years' Operations/Budget, future 2 fiscal years' schools and department surplus/carry-forwards; operating projects in progress; technology, utilities, equipment, and Capital projects, purchase order commitments; and educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

- 3.5 Where Operating Surplus is restricted for the purchase of tangible capital assets such as technology, equipment and capital projects, transfers may be made to the Local Capital Fund for future use. Operating Surplus transfers to Local Capital, will be made by Board motion and the purpose and use of the funds will be communicated through the Annual Budget process and the year-end financial reporting process. Operating Surplus transfers to Local Capital will only be made for specific initiatives that have a clear linkage to the Board's strategic goals, address capital assets investment or meet specific District need.
- 3.6 The Board may restrict Operating Surplus for future capital cost share to support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development where no local or restricted capital reserves are available.
- 3.7 In order to limit the impact fluctuations expenses or revenues have on service delivery over time that may result in cuts to service, the Board will not restrict Operating Surplus for on-going expenses that span 2 or more years.
- 3.8 The Board will maintain a reasonable unrestricted operating surplus to support effective planning that includes risk mitigation for emergencies or unexpected increases in expenses and/or decreases in anticipated revenues to continue to provide educational services and maintain regular operations without implementing one-time service cuts. The unrestricted operating surplus will be maintained at between 2% and 4% of the previous year's operating revenue.

4.0 RESPONSIBILITIES

- ~~4.1 — The Board of Education must comply with the Ministry of Education's expectations regarding financial governance and accountability.~~
- ~~4.2 — The Board of Education is required by legislation to prepare an annual balanced budget which may include the use of restricted surplus funds.~~
- ~~4.3 — The Board of Education must follow Public Sector Accounting Standards~~

- 4.1 The responsibility for the overall compliance with this policy rests with the Board through its Annual Budget process and its financial year end reporting process.
- 4.2 The responsibility for the day to day administration of this Policy rests with the Secretary Treasurer.
- 4.3 **The Board of Education must follow Public Sector Accounting Standards**

5.0 REFERENCES

~~5.1 Statement of Education Policy Order (Mandate for the School System, OIC 1280/89)~~

School Act, s.81, s.156, s. 157, s 157.1

Accounting Practices Order, Ministerial Order 033/09 (033/ 09), Amended by M177/10, Amended by M135/12, Amended by M413/14

Ministry of Education Policy: Accumulated Operating Surplus, May 28, 2021

POLICY

3170: Operating Surplus

Adopted: November 27, 2017

Revised: June __, 2022

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The School Act requires the Board of Education to prepare and approve a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables the Board to engage in long-term planning, mitigate financial risk and support consistent service to all students in the District.
- 1.2 The Operating Surplus policy ensures a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus and also allows the Board to restrict portions of its operating surplus for future use to address board priorities.

2.0 DEFINITIONS

- 2.1 Accumulated Operating Deficit: means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- 2.2 Accumulated Operating Surplus: means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus will be used.
- 2.3 Annual Operating Deficit: is the amount by which a fiscal year's Operating Expenses and Inter-fund Transfers exceed that same fiscal year's Operating Revenues.
- 2.4 Annual Operating Surplus: is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Inter-fund Transfers.
- 2.5 Inter-Fund Transfers: means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).

- 2.6 Internally Restricted Operating Surplus: means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- 2.7 Local Capital: is comprised of previous years' available operating surpluses, which have been transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- 2.8 Operating Expenses: are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.9 Operating Revenue: is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.10 Unrestricted Operating Surplus (Contingency): means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

3.0 POLICY

- 3.1 As part of the annual budget process , the Board will engage in public discussions with Rights Holders, Urban Peoples' House Indigenous Advisory (UPHIA) and Métis Nation of Greater Victoria , stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students. The engagement will include a review of historical accumulation and usage of operating surplus to identify patterns that will assist the Board in more effective long-term financial planning.
- 3.2 The Board may set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, the Board will ensure that the restrictions are made only for defined operational needs with a timeline of two years or less, including services or purchases that are directly related to a boards' strategic plan, enhanced educational outcomes for students (framework for enhancing student learning), and operational needs.
- 3.3 Operating Surplus appropriations or restrictions must be made by board motion.
- 3.4 Operating Surplus may be internally restricted by the Board for the following purposes:

- i. Restricted Due to the Nature of Constraints on the Funds: unspent grants provided for a specific purpose, unspent commitments that are legally binding and some donations.
Examples: contractual obligations (e.g., professional development language in a collective agreement or employment contract), funding required to meet the Indigenous education spending target; and school allocations from district (not externally restricted).
 - ii. Restricted for Anticipated Unusual Expenses Identified by the Board: identified one-time and intermittent projects that will not be funded by revenues in the fiscal year or where if they are funded from annual Provincial Operating grants, may cause fluctuations or reductions in educational service levels.
Examples: staffing needs that are short term and variable in nature, self-insurance for minor equipment loss and breakage, implementation of new initiatives; and the impact of emerging events (i.e., COVID-19 pandemic, refugee students).
 - iii. Restricted for Operations Spanning Multiple School Years: To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years.
Examples: future 2 fiscal years' Operations/Budget, future 2 fiscal years' schools and department surplus/carry-forwards; operating projects in progress; technology, utilities, equipment, and Capital projects, purchase order commitments; and educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).
- 3.5 Where Operating Surplus is restricted for the purchase of tangible capital assets such as technology, equipment and capital projects, transfers may be made to the Local Capital Fund for future use. Operating Surplus transfers to Local Capital, will be made by Board motion and the purpose and use of the funds will be communicated through the Annual Budget process and the year-end financial reporting process. Operating Surplus transfers to Local Capital will only be made for specific initiatives that have a clear linkage to the Board's strategic goals, address capital assets investment or meet specific District need.
- 3.6 The Board may restrict Operating Surplus for future capital cost share to support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development where no local or restricted capital reserves are available.

- 3.7 In order to limit the impact fluctuations expenses or revenues have on service delivery over time that may result in cuts to service, the Board will not restrict Operating Surplus for on-going expenses that span 2 or more years.
- 3.8 The Board will maintain a reasonable unrestricted operating surplus to support effective planning that includes risk mitigation for emergencies or unexpected increases in expenses and/or decreases in anticipated revenues to continue to provide educational services and maintain regular operations without implementing one-time service cuts. The unrestricted operating surplus will be maintained at between 2% and 4% of the previous year's operating revenue.

4.0 RESPONSIBILITIES

- 4.1 The responsibility for the overall compliance with this policy rests with the Board through its Annual Budget process and its financial year end reporting process.
- 4.2 The responsibility for the day to day administration of this Policy rests with the Secretary Treasurer.
- 4.3 The Board of Education must follow Public Sector Accounting Standards.

5.0 REFERENCES

School Act, s.81, s.156, s. 157, s 157.1

Accounting Practices Order, Ministerial Order 033/09 (033/ 09), Amended by M177/10, Amended by M135/12, Amended by M413/14

Ministry of Education Policy: Accumulated Operating Surplus, May 28, 2021

POLICY 8210

ORIENTING NEW BOARD MEMBERS

BOARD ORIENTATION

Drafted: January 2021/May 2022/~~June 2022~~
Adopted: September 1962
Revised: December 18, 1978, November 1981,
Frequency of Review: TBD

1.0 RATIONALE

- 1.1 ~~The Board~~ Incumbent Trustees and its staff the Superintendent shall assist each newly elected trustees-elect to understand the Board's function, policies, and procedures before said trustee takes office. ~~The following methods shall be employed.~~

2.0 DEFINITION

Nil

3.0 POLICY

Following the filing of nomination papers and during the period of their candidacy, the Superintendent will cooperate impartially with all candidates in providing them with information about the organization.

Once elected, the Board Chair, with the assistance of the Superintendent of Schools, will arrange for a series of meetings with trustees, the Superintendent and other district staff for the purpose of acquainting the newly-elected trustees with:

- 3.1 the roles of the Corporate Board and individual trustees;
~~The electee shall be given selected material on the job of being part of the Board.~~
- 3.2 the administration organizational structure and the roles and functions of the Superintendent and other district staff;
~~The electee shall be invited to attend Board meetings and to participate in its discussions.~~
- 3.3 the strategic plan;
~~The Secretary-Treasurer shall supply material pertinent to meetings and shall explain its use.~~
- 3.4 the policy and regulation development process;
- 3.5 the budget process;
~~The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board.~~

~~A set of the Board's policies and regulations, and copies of the School Act, Regulation to the Act, Robert's Rules of Order, and other relevant documents, shall be given to the new trustee.~~

- 3.6 the Board meeting agenda development process;
- 3.7 programs and services in the district;
- 3.8 participation in the New Trustees' Academy organized by the British Columbia School Trustees' Association;
- 3.9 Relationship with Songhees and Esquimalt First Nations;
- 3.10 Relationship with the Métis Nation of Greater Victoria;
- 3.11 Relationship with the Urban Indigenous Peoples' House Advisory (UPHIA);
- 3.12 Other foundational documents including, but not limited to, Board bylaws, policies and regulations, ministerial orders, *School Act* and regulations, Robert's Rules, latest board budget, committee structure and committee terms of reference, previous outstanding board motions and letters of advocacy; and
- 3.13 other areas as required or requested.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and regulations are enforced.

5.0 REFERENCES

Nil

POLICY 8210

BOARD ORIENTATION

Drafted: January 2021/May 2022/June 2022

Adopted: September 1962

Revised: December 18, 1978, November 1981,

Frequency of Review: TBD

1.0 RATIONALE

- 1.1 Incumbent Trustees and ~~its staff~~ the Superintendent shall assist each newly elected trustees to understand the Board's function, policies, and procedures before said trustee takes office.

2.0 DEFINITION

Nil

3.0 POLICY

Following the filing of nomination papers and during the period of their candidacy, the Superintendent will cooperate impartially with all candidates in providing them with information about the organization.

Once elected, the Board Chair, with the assistance of the Superintendent of Schools, will arrange for a series of meetings with trustees, the Superintendent and other district staff for the purpose of acquainting the newly-elected trustees with:

- 3.1 the roles of the Corporate Board and individual trustees;
- 3.2 the administration organizational structure and the roles and functions of the Superintendent and other district staff;
- 3.3 the strategic plan;
- 3.4 the policy and regulation development process;
- 3.5 the budget process;
- 3.6 the Board meeting agenda development process;
- 3.7 programs and services in the district;
- 3.8 participation in the New Trustees' Academy organized by the British Columbia School Trustees' Association;
- 3.9 relationship with Songhees and Esquimalt First Nations;
- 3.10 relationship with the Métis Nation of Greater Victoria;
- 3.11 relationship with the Urban Indigenous Peoples' House Advisory (UPHIA);
- 3.12 other foundational documents including, but not limited to, Board bylaws, policies and regulations, ministerial orders, *School Act* and regulations, Robert's Rules, latest board budget, committee structure and committee terms

of reference, previous outstanding board motions and letters of advocacy;
and
3.13 other areas as required or requested.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and regulations are enforced.

5.0 REFERENCES

Nil

DRAFT

POLICY #XXXX

ROLE OF THE TRUSTEE

Drafted: December 2020/January 2021/May 2022/June 2022

Adopted: TBA

Revised:

Frequency of Review: TBA

1.0 RATIONALE

- 1.1 Trustees are elected in accordance with the Local Government Act. The B.C. School Act prescribes eligibility requirements for running for the office of School Trustee.

2.0 DEFINITIONS

Nil

3.0 POLICY

- 3.1 The role of the Trustee is to contribute to the Board as it carries out its legislated mandate, to achieve its vision and goals related to student success. The oath of office taken by each Trustee when they assume office binds that person to work diligently and faithfully in the cause of public education. A Trustee must first and foremost be concerned with the interests of the school Board and its stated mission.
- 3.2 Trustees balance their governance role with their representative role, participating in decision-making that benefits the whole district while representing the interests of their constituents. In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole.
- 3.3 The Board of Education is a corporation. The decisions of the Board in properly constituted meetings are those of the corporation. The School Act gives no individual authority to trustees. As members of the Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services.
- 3.4 A Trustee must serve the community as an elected representative, but the Trustee's primary task is to act as a member of the corporate Board. School

Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. A Trustee's fiduciary duties are owed to the school Board which is, in turn, accountable to the electorate.

3.5 Roles and Responsibilities of Individual Trustees

The Trustee shall:

- i. Become familiar with district policies and procedures, meeting agendas and reports in order to participate in board business.
- ii. Refer governance queries issues and problems not covered by board policy to the board for Board discussion and decision. *For example a policy may be silent on an issue that needs review by the Board.*
- iii. Arrange personal contact with District staff through the Superintendent.
- iv. Keep the board and district management informed in a timely manner of all matters coming to their attention that might affect the district by Trustee and District Staff email.
- v. Refrain from becoming involved in or expressing judgments on any school-level or community disputes or concerns, but listen to complainants and refer them to the district's Complaints Policy #1155.
- vi. Support the decision of the board and monitor progress to ensure decisions are implemented.
- vii. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
- viii. Participate in board/trustee development sessions, including orientation, so that the quality of leadership and service in the district can be enhanced.
- ix. After attending conferences, seminars or workshops at board expenses, the trustee shall submit a report to the board, which report will be included in the next Board agenda package.

- x. Be knowledgeable and respectful of the roles of those who work with and for the board.
- xi. Attend meetings of the Board, participate in, and contribute to the debate regarding potential decisions of the Board in order to provide the best solutions possible for the education of students within the District as determined by majority vote of the Board.
- xii. Attend committee meetings or meetings as a Board representative, as assigned and accepted, and report to the Board in a timely manner through standing committees or through Trustee Reports on the Board agenda, following reporting timelines determined by Board vote and Policy.
- xiii. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
- xiv. Continue to carry out duties with integrity and responsibility during an election period.
- xv. Always adhere to the Trustee Code of Conduct.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*, Workers Compensation Act/Worksafe and policies of the Board.

5.0 REFERENCES

Nil

POLICY #XXXX

ROLE OF THE TRUSTEE

Drafted: December 2020/January 2021/May 2022/June 2022

Adopted: TBA

Revised:

Frequency of Review: TBA

1.0 RATIONALE

- 1.1 Trustees are elected in accordance with the Local Government Act. The B.C. School Act prescribes eligibility requirements for running for the office of School Trustee.

2.0 DEFINITIONS

Nil

3.0 POLICY

- 3.1 The role of the Trustee is to contribute to the Board as it carries out its legislated mandate, to achieve its vision and goals related to student success. The oath of office taken by each Trustee when they assume office binds that person to work diligently and faithfully in the cause of public education. A Trustee must first and foremost be concerned with the interests of the school Board and its stated mission.
- 3.2 Trustees balance their governance role with their representative role, participating in decision-making that benefits the whole district while representing the interests of their constituents. In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole.
- 3.3 The Board of Education is a corporation. The decisions of the Board in properly constituted meetings are those of the corporation. The School Act gives no individual authority to trustees. As members of the Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services.
- 3.4 A Trustee must serve the community as an elected representative, but the Trustee's primary task is to act as a member of the corporate Board. School

Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. A Trustee's fiduciary duties are owed to the school Board which is, in turn, accountable to the electorate.

3.5 Roles and Responsibilities of Individual Trustees

The Trustee shall:

- i. Become familiar with district policies and procedures, meeting agendas and reports in order to participate in board business.
- ii. Refer governance queries issues and problems not covered by board policy to the board for Board discussion and decision. *For example a policy may be silent on an issue that needs review by the Board.*
- iii. Arrange personal contact with District staff through the Superintendent.
- iv. Keep the board and district management informed in a timely manner of all matters coming to their attention that might affect the district by Trustee and District Staff email.
- v. Refrain from becoming involved in or expressing judgments on any school-level or community disputes or concerns, but listen to complainants and refer them to the district's Complaints Policy #1155.
- vi. Support the decision of the board and monitor progress to ensure decisions are implemented.
- vii. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
- viii. Participate in board/trustee development sessions, including orientation, so that the quality of leadership and service in the district can be enhanced.
- ix. After attending conferences, seminars or workshops at board expenses, the trustee shall submit a report to the board, which will be included in the next Board agenda package.

- x. Be knowledgeable and respectful of the roles of those who work with and for the board.
- xi. Attend meetings of the Board, participate in, and contribute to the debate regarding potential decisions of the Board in order to provide the best solutions possible for the education of students within the District as determined by majority vote of the Board.
- xii. Attend committee meetings or meetings as a Board representative, as assigned and accepted, and report to the Board in a timely manner through standing committees or through Trustee Reports on the Board agenda, following reporting timelines determined by Board vote and Policy.
- xiii. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
- xiv. Continue to carry out duties with integrity and responsibility during an election period.
- xv. Always adhere to the Trustee Code of Conduct.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*, Workers Compensation Act/Worksafe and policies of the Board.

5.0 REFERENCES

Nil



TO: Board of Education
FROM: Climate Action Committee
RE: **Progress Report**
DATE: June 16, 2022

The Climate Action Ad Hoc Committee has met five times since its inception:

- March 2, 2022
- March 17, 2022
- May 17, 2022
- June 8, 2022
- June 16, 2022

Over this time, the Committee has reviewed and accepted the Terms of Reference provided to the committee by the Board, and elected Trustee Watters as Committee Chair. In addition, the Committee reviewed a variety of documents including:

- 17 climate action related motions the SD61 Board adopted between 2017 and the present day
- SD61's Strategic Energy management Plan 2021
- Climate Action Plans from Richmond SD38; the District of Saanich; and View Royal.

The Committee is focused on overseeing the development of Greater Victoria School District's Climate Action Plan by May 2023. To focus this work, the Committee reviewed the Richmond School District Sustainability and Climate Action Plan (Dec. 2021).¹ Following the example in this document, the Committee discussed and agreed upon five pillars which will guide the work going forward.

1. Learning, Engagement and Leadership
2. Lands and Water Stewardship
3. Waste Reduction²
4. Sustainable Transportation
5. Energy Management

These key areas of focus are not discrete but rather they are fluid and overlapping and may evolve over time as the work progresses and additional feedback is received from the community, staff and the Board.

¹

https://facilities.sd38.bc.ca/sites/default/files/Sustainability/District_Sustainability_and_Climate_Action_Plan_Dec_2021.pdf

² This pillar will include Compost and Waste policy as well as consideration of soft plastics

To support the work of the first pillar, “Learning, Engagement and Leadership,” Joint Committee for Curriculum Implementation (JCCI) is initiating the creation of a sub-committee which will have six members representing two teachers from each level – elementary/middle/secondary. Once established in September this JCCI sub-committee will bring forth ideas to support the development and implementation of our Climate Action Plan.

Brian Leslie, Energy Manager, has provided the committee with regular updates on the progress of his work and the many climate actions initiatives underway. Much of this information is available in Brian’s monthly reports available on the SD61 website here: <https://www.sd61.bc.ca/news-events/climate-action-initiatives>

The Committee has identified a diversity of potential partners for supporting climate action initiatives in the district (eg. Energy Wise, CleanBC, Royal Roads, One Planet Saanich etc.), and will continue to explore opportunities for collaboration.

Looking forward, the Committee is scheduled to meet in September and October 2022. At this time we will be considering a climate risk assessment aimed at understanding risks related to extreme weather events.

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: June 20, 2022

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

- Oak Bay – Young Exceptional Star (YES) Awards – May 31, 2022.
- Administrators' meeting & PVP Retirement Acknowledgements – June 2, 2022.
- Vic High Graduation Ceremony – June 2, 2022.
- Indigenous Students' Graduation – June 9, 2022.
- SJ Burnside Graduation Ceremony – June 22, 2022.
- Coaches' Banquet – June 22, 2022.
- Oak Bay High Graduation Ceremony – June 23, 2022.
- Cedar Hill Open House #3 – June 28, 2022.

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

- Regular individual meetings with Esquimalt Nation; Songhees Nation; Urban Indigenous Peoples' House Advisory (UPHIA); and the Métis Nations of Greater Victoria.
- Regular meetings with the Four Houses.
- Meet bi-weekly with the Director of Indigenous Education.
- Indigenous Students' Graduation – June 9, 2022.

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.
- Monthly meetings with VPVPA President and Vice President.
- Climate Action Committee Meetings – June 8 and June 16, 2022.
- Pride Parade District Participation – June 26, 2022.

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

- Organizers of the Indigenous Graduation ceremonies. It was an honour to have been invited to attend the graduation celebrations.
- Congratulations to all the 2022 Greater Victoria School District Graduates! May you take with you what you have learned and continue to build upon it.

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.

- Congratulations to all the 2022 Greater Victoria School District Retirees! Thank you for keeping students at the centre of your work. Best wishes to all.
- All students, staff, parents/caregivers for their support and diligence this past year to ensure a safe and welcoming learning environment for all. Wishing you all a safe and relaxing summer break.

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: June 20, 2022

During this portion of the Board Meeting, Trustees will have the opportunity to raise questions. Where possible, an immediate response will be provided. In the event that research is necessary before a response is provided, the matter will be postponed until a researched response can be provided.

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

Office of the Secretary-Treasurer

Kim Morris - Secretary Treasurer

TO: Board of Education

FROM: Kim Morris

RE: Monthly Report

DATE: June 20, 2022

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

➤ Indigenous Graduation

The Indigenous Graduation held at Songhees Wellness Centre on June 9 was a celebration of ceremony as Indigenous Education Department staff, School Principals, Vice-Principals and their staffs, along with proud parents and Community received their graduates and ushered them to the next step in their bright futures. It was an honour to attend with the Senior Leadership Team and Chair Painter. Congratulations to the IED on the success of the event.

➤ Trustee Elections

On June 16, 2022, the first of two "Do You Want to Be a Trustee?" sessions in person at the Tolmie Board Office. The second repeat session will be held on August 27, 2022 at 9 am. A reminder to all that nomination period is August 30 to September 9, 2022. More information can be found at <https://www.sd61.bc.ca/board-of-education/trustee-elections/>. We'll continue to update the page as elections processes progress.

➤ Art Inventory

All elementary schools except one have been visited to verify the art inventory. Middle and Secondary school visits will occur over Summer if staff is available, and into the Fall. Big thank you to Vicki Hanley, Executive Assistant, for site verifications and Principals and other Staff for their help on site.

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.

In addition to the initiatives above:

- Continue to serve as BCASBO representative on provincial Ministry Funding Equity Committee and K-12 SOGI Collaborative Committees
- Climate Action Committee meeting
- Bi-weekly Vic High construction project meetings with Facilities staff and the Principal
- Bi-weekly Facilities and Superintendent meetings
- Weekly Senior Leadership Team meetings
- Monthly Student Representative Council meetings
- Ministry meetings as requested
- Weekly Chair Superintendent meetings for agenda setting

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

Office of the Secretary-Treasurer

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

Kim Morris - Secretary Treasurer

TO: Board of Education

FROM: Kim Morris

RE: Spectrum Community School Artificial Turf Project

DATE: June 20, 2022

Background

The Spectrum Turf and Rink (STAR) Committee would like to fund, construct, operate and maintain an artificial turf field on the Spectrum Community School campus.

The Board has carried the following resolutions relative to STAR:

December 17, 2018

That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for an all-weather turf field and "pop-up" ice-rink at the Spectrum Community School site by the schools STAR Committee at no cost to the Board.

October 26, 2020

That the Board of Education of School District No. 61 (Greater Victoria) support in principle for a period of up to two years, the proposed artificial turf field project at Spectrum Community School, at no cost to the Board; AND FURTHER THAT Staff be directed to update the Board once funding has been secured by the STAR Committee.

Issue

STAR has been working with Vancouver Island Soccer League (VISL), SD61 Facilities Staff and the Secretary-Treasurer to come to agreement on potential placement of the field on the Spectrum campus as well as to review a potential joint use agreement.

The funding framework for the project does not require any funding from the school district, only use of the land.

STAR has reached a point in the project where they need a firm commitment from the Board in order to secure funding from donors.

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.

Recommendation

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with District staff, and the Spectrum Turf stakeholder team including the Spectrum Community School Principal, to negotiate a draft Joint Use Agreement between the Board and Vancouver Island Soccer League for the construction, use, maintenance and capital replacement of an artificial turf field at Spectrum Community School;

AND FURTHER

That the agreement be presented for the Board's consideration no later than September 27, 2022.

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

One *Learning* Community



Office of the Secretary-Treasurer

Kim Morris - Secretary Treasurer

TO: Board of Education

FROM: Kim Morris

RE: Victoria High School Storm Drain Construction

DATE: June 20, 2022

Background

Vic High is an \$80m project that has had many unforeseen difficulties, and continues to have challenges within an extremely constrained budget and schedule.

The approved budget to seismically upgrade Vic High was provided by the Ministry of Education and is now stretched. The escalation of the construction market caused by labour and material shortages have impacted tender results which continue to come in well over budget, including the recently tendered site work. The project team is carefully reviewing all expenditures and is reducing or eliminating scope so the project comes in within budget. However, the Project is still encountering additional unforeseen structural steel requirements to seismically upgrade the building. Creating a safe building for the students and staff continues to be the first priority. Any additional costs will put the project at risk.

The District and the Mason Street City Farm entered into a Memorandum of Understanding in October 2017, a commercial for profit enterprise, that sets out the following:

- *"Victoria High is scheduled for a seismic upgrade within the next 5 years. If the project required the garden space as a construction zone the garden may not be accessible, discussions on how to best preserve the garden during this time will occur between Mason St City Farm, the School District and the Seismic Contractor."*
- Financials: the MOU also provides for the District's examination of financials for the Farm *"Mason St City Farm shall if requested provide such financial information as the SD may require. Such information may include but shall not be limited to proposed budgets, and profit and loss statements."* The District has not requested financial information but this would be a requirement if any compensation to the Farm is being contemplated.

There are no course credits connected to the garden for Vic High students. Vic High does not offer an agricultural course/program. There are classes at Vic High that visit the garden on school days to help maintain the garden and learn about urban farms but this is intermittent, not firmly scheduled/timetabled and may be considered more of a "field trip" type of usage.

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.

The Principal, the Associate Director of Facilities and the Secretary-Treasurer met with the Owner of the Farm on June 16, 2022 to discuss the issue and options.

Issue

The storm line connection for the Vic High seismic project will temporarily displace the Mason Street City Farm in order to keep the project within budget and schedule.

The Farm was notified by the District in March 2022 that it may be interrupted. The Farm planted the gardens for the season based on the usual production farming start in February 2022.

The interruption to the Farm will cause a loss of revenue to the Farm in the amount of \$17,000-21,000.

Work in this area needs to start as soon as possible in order to maintain schedule and safety, and reduce delay costs.

Delaying the storm line connection project to September could result in

- up to \$375,000 in prolongation costs as well as other escalation costs resulting from delay;
- delayed opening of the school from September 2023 to potentially December 2023; and
- most importantly, an unsafe campus for students accessing Fairey Tech in September 2022 by not completing the work during the summer months. The work is occurring where the students access Fairey Tec. There is no other access point that is safe for the duration of the excavation in this area.

The second issue is the temporary displacement of the Indigenous gardens.

The Indigenous Education Director indicates the Indigenous garden at Vic High is under the stewardship of the School Administration and that IED has been consulting with Facilities Staff in how to move or put to sleep the garden and to facilitate the construction project in a good way.

Resulting discussions between Facilities Staff, IED and the Principal will reinstate the camas bulbs within the Indigenous Garden, once the storm connection digging has concluded. It is noted that the camas bulbs are harvested and dormant for the season. The District is working with the Indigenous Education Department to relocate the medicine wheel garden to another school for stewardship and plans for a new Indigenous garden at Vic High are underway.

Given the collaboration above, the proposed plan for the Indigenous garden is acceptable under the circumstances from the IED's, staff's and the Principal's perspective.

Options

Option 1: Commence the Storm Connection in July, Displace the Farm and Relocate to Adjacent Lands

As per discussions March 18th and June 10th between the Facilities Staff and the Owner of the Farm, the District is prepared to assist with moving the current garden to an adjacent site on the property by

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.

supplying and levelling three loads of base soil, installing temporary fencing and assisting with two people for a full day (16 person hours) to move the current garden beds.
The storm drain construction will cause a limited duration interruption to Mason Street City Farm operations.

Moving the Farm temporarily will cost \$5,000+ per the Owner's calculations.

The Owner has indicated the moving of the garden is untenable due to soil degradation at the new site.

Option 2: Commence the Storm Connection in July, Cease Farm Operations for the Season with Compensation

The storm drain construction will cause a limited duration interruption to Mason Street City Farm operations.

Despite any obligation in the MOU for the District to provide notice to the Farm, in recognition that the notice to the Owner of the Farm was in March, and the production season began in February, compensation of lost of revenue may be palatable. The Owner estimates lost revenue from ceasing operations in July is between \$17,000 and \$21,000.

Option 3: Delay the Storm Connection Project to September 2022

Delaying the storm line connection project to September will result in:

1. up to estimated \$375,000 in prolongation costs, and other escalation costs resulting from delay
2. delayed opening of the school from September 2023 to potentially December 2023 and
3. most importantly, an unsafe campus for students accessing Fairey Tech in September 2022 by not completing the work during the summer months. The work is occurring where the students access Fairey Tec. There is no other access point that is safe for the duration of the excavation in this area.

Delaying the project will not disrupt the Farm and will result in no loss of revenue.

Recommendation

That the Board of Education of School District No. 61 (Greater Victoria) advance the Vic High storm connection project to commence July 2022;

AND FURTHER

That the Superintendent negotiate with Mason Street City Farm to compensate Mason Street City Farm the equivalent of its lost revenue for the period of disruption to the Farm, up to a maximum of \$25,000.

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.

SECTION 72 REPORT

Present:

Trustees Ryan Painter, Chair, Tom Ferris, Vice-Chair, Nicole Duncan, Angie Hentze, Elaine Leonard, Jordan Watters and Ann Whiteaker

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Katrina Stride, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Associate Director, Facilities Services, Lisa McPhail, Manager, Communications and Community Engagement, Vicki Hanley, Recorder

The Board of Education discussed the following matters:

- Property
- Legal
- Privacy

SECTION 72 REPORT

Present:

Trustees Ryan Painter, Chair, Tom Ferris, Vice-Chair, Nicole Duncan, Angie Hentze, Elaine Leonard, Jordan Watters, Ann Whiteaker

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Interim Superintendent of Schools, Caroline Manders, Recorder

The Board of Education discussed the following matter:

- Personnel

SECTION 72 REPORT

Present:

Trustees Ryan Painter, Chair, Tom Ferris, Vice-Chair, Nicole Duncan, Angie Hentze, Elaine Leonard, Jordan Watters, Ann Whiteaker

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Kim Morris, Secretary-Treasurer

The Board of Education discussed the following matter:

- Personnel

SECTION 72 REPORT

Present:

Trustees Ryan Painter, Chair, Tom Ferris, Vice-Chair, Nicole Duncan, Angie Hentze, Elaine Leonard, Jordan Watters, Ann Whiteaker

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent

The Board of Education discussed the following matter:

- Personnel

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, Ryan Painter, Rob Paynter, Ann Whiteaker

TO: Board of Education

FROM: **Trustee Duncan**

RE: Motion for Board of Education

DATE: June 20, 2022

Background:

The Vic High Learning Farm is run on Vic High land in partnership with Mason St. City Farms. The School District has a Memorandum of Understanding with Mason St. City Farms. Mason St. City Farms uses the Vic High Learning Farm land in exchange for weekly class facilitation, and Vic High classes have unlimited crop access for school use. Mason St. City Farms sells crop shares in March each year to pay for the work associated with the site.

In March 2022 the School District informed Mason St. City Farms that almost half of the Vic High Learning Farm will be dug up in early July 2022 for the installation of a storm drain. This is apparently to allow for the Vic High construction project landscaping schedule to be completed by Sept 2023.

It took almost four years of prep work to develop the fertility of the Learning Farm garden beds, which are scheduled to be dug up and destroyed in a few weeks. The School District has offered to move dirt from another part of the construction site, and to move the beds. However, I understand that fertile soil suitable for growing is not just dirt, it is a complex and delicate ecosystem. Further, crops currently growing have already been sold. These crops are planned and planted from seed in February, to grow into September.

Unfortunately Mason St. City Farms were notified after the entire season was planned, all materials purchased, all labour to get the season ready was complete and the entire space was planted. Mason St. City Farms have continued to run classes every week. Two classes per week on Tuesdays and they are continuing to do so until the end of the school year. Mason St. City Farms only source of funding for this project is through the sale of the produce grown on site. According to Mason St. City Farms 90% of the costs incurred in their spring start up, and operation of production and education are paid for through the sale of produce between June and November each year.

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.

Rationale:

Hundreds of students per year participate in authentic experiential learning about regenerative urban agriculture through this innovative and successful project. The destruction of the production portion of the VH Learning Farm in the middle of the growing season would risk bankrupting this rare educational and community resource project.

For the last 6 years the VH Learning Farm has operated in partnership with Mason St. City Farms from February until November each year. The proposed work will result in damage to the food production portion of the VH Learning Farm and will be extensive, requiring at least 1 year to repair using cover crops. 60-80% of the VH Learning Farm will be unusable during that period which will result in a further drastic loss of revenue. Mason St. City Farms has indicated that it is prepared to accept the loss of revenue and continue to provide the educational portion of their work to the extent possible until the soil has recovered and full production and student education can start again. Mason St. City Farms is asking that the School District delay the planned storm drain work until mid-September and to provide financial support to move and to return the 65 yards (approx. 6 dump truck loads) of soil to its current location after construction is complete.

By mid-September most of the crops on this site will be finished and disruption would be minimized. However, if the VH Learning Farm is dug up and the crops destroyed prior to mid-September 2022, Mason St. City Farms will likely need to purchase food from other local farms to meet their Community Supported Agriculture ("CSA") box commitments for 70 families who receive a food box weekly.

Further the Native Medicinal Plant Garden and Garry Oak meadow was planted about 10 years ago under the direction of Sarah Rhude from the School District and this space was blessed by Indigenous Elders. Consultation with all relevant parties must be undertaken to ensure that any move required is done carefully and with due consideration to the health and spirit of these blessed Indigenous plants.

Alignment to Strategic Plan and Board Policy:

The proposed motion aligns with all goals of the Strategic Plan aimed at supporting and improving learners' personal and academic success, physical and mental well being. At the core of the proposed motion is a clear commitment to our District's Strategic Plan and the core values expressed in that plan of sustainability, social responsibility, innovation, openness and transparency.

Board Policy 3324: Environment sets out,

"[t]he Board of School Trustees believes that the maintenance of our environment is necessary to the quality of our lives. Further, it believes that the district and its schools have the responsibility of fostering and reinforcing positive environmental concepts, concepts that will enhance the relationship between living things and their natural and built surroundings.

The introduction of these concepts must begin early in the life of each child in order to develop a responsible environmental ethic which will be sustained throughout life."

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



Board Policy 3324: Environment includes three broad areas of focus:

1) environmental practices; 2) environmental education; and 3) environmental management. Environmental education refers to supporting integrated environmental studies whereby the district fosters the use of an environmental theme at every level as a focus for integrating existing curriculum and inclusion of environmental education resources in school library/resource centres, environmental studies that encourage the inclusion of Ministry of Education and locally developed environmental studies course/and or units in the program offerings of schools including integrating appropriate environmental field trips.

The proposed motion also supports the operation of Regulation 3323: Purchasing Services which articulates our School District's commitment to considering the environmental impacts of our procurement decisions from a perspective of the overall life cycle value including purchase to end of life considerations. Value in this case includes the value of this cost neutral Learning Farm for students and the school community.

Recommended motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to schedule the planned storm drain installation at Vic High for a period after mid-September 2022 to allow the Vic High Learning Farm growing season (including planting and harvesting) to conclude without interruption, and to provide support for the temporarily move and preservation of the Indigenous Plant garden and Garry Oak Meadow.

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

