



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

Monday, September 26, 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 September 26, 2022 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the June 20, 2022 Regular Board Minutes

Recommended Motion:
That the June 20, 2022 Regular Board minutes be approved.

b. Approval of the July 27, 2022 Special Meeting Board Minutes

Recommended Motion:
That the July 27, 2022 Special Board meeting minutes be approved.

- c. Approval of the September 15, 2022 Special Board Minutes

Recommended Motion:

That the September 15, 2022 Special Board meeting minutes be approved.

A.4. Business Arising from the Minutes

A.5. 2021-2022 Audit Findings Report, Lenora Lee, KPMG, Auditors Presentation

A.6. Student Achievement

A.7. District Presentations

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

B. CORRESPONDENCE

B.1. June 27, 2022, SD61 to South Jubilee Neighbourhood Association, Sundance/Bank Street School

B.2. June 30, 2022, Minister of Education to SD61, Response re 22-23 Budget Constraints

B.3. July 5, 2022, SD61 to MLA Kirkpatrick, Response re Major Capital Funding Delays

B.4. July 7, 2022, SD61 to George Jay PAC, Response re CommunityLINK Funding

B.5. August 14, 2022, SD61 to Chinese Consolidated Benevolent Association, Apology for the 1922 Segregation

B.6. August 29, 2022, Minister of Education to SD61, Student and Family Affordability Fund

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. 2022-2023 Board Work Plan

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

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. Draft minutes from the September 12, 2022 meeting – information only

- b. Recommended motions from the September 12, 2022 meeting

At its September 21, 2020 Regular Open Board meeting, the Board carried the following resolution:

*That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2 as presented;
AND FURTHER
That the policy remain in draft until the first evaluation is concluded;
AND FURTHER
That the Board review the draft Superintendent Evaluation policy immediately after completing the Superintendent Evaluation process.*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) rescind the second part of the original motion from September 21, 2020. *“That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2 as presented;
AND FURTHER
That the policy remain in draft until the first evaluation is concluded;*

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) move Draft Policy 2100.1 *Superintendent Evaluation* adopted in September 2020, out of draft and formally adopt as presented, to establish the process for evaluating the Superintendent.

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the September 20, 2022 meeting - Information only
- b. Recommended motion from the June 20, 2022 meeting
 - i. New Policy XXXX, *Role of the Trustee*

Recommended Motion:

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

- c. Recommended motion from the September 20, 2022 meeting
 - i. Revised Minor Capital – 2023-2024 Annual Five-Year Capital Plan

Recommended Motion:

WHEREAS the Board of Education of School District No. 61 (Greater Victoria) approved its 2023-2024 Five Year Capital Plan in June 2022 and wishes to revise the Minor Capital projects in the approve plan;

BE IT RESOLVED that the Board of Education of School District No. 61 (Greater Victoria) approve the revised Minor Capital projects in the 2023-2024 Annual Five Year Capital Plan, as presented.

D.3. 2021-2022 Financial Year End

a. Audit Committee Report – September 15, 2022 Meeting

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$8,218,621 of the operating surplus as follows: 1) internally restricted \$6,717,367, and 2) unrestricted (contingency) \$1,501,254.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) allocate the total net Caledonia land exchange and disposal proceeds from the Local Capital reserve for the purpose of: 1) District contribution to Victoria High School Seismic Capital Project \$2,600,000 as set out by the Ministry of Education and Child Care, and 2) Amenities for Victoria High School Seismic Capital Project \$557,564.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2022; AND FURTHER that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to affix their signatures to the statements, where applicable, on behalf of the Board.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Financial Statement Discussion and Analysis Report for the year ended June 30, 2022.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2021 to June 30, 2022; AND FURTHER that the approved schedules be posted to the District website.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

Recommended Motion:

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

- b. Revised 2022-2023 Board and Standing Committee Meeting Dates

Recommended Motion:

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

- c. Special Program Approval, Director Vair, Human Resource Services
- d. Framework for Enhancing Student Learning (FESL)

Recommended Motion:

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

- e. 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. 2023-2024 Budget Development Process

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve 2023-2024 Budget Development Process, as presented.

- c. Long Range Facilities Plan Process

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Long Range Facilities Plan 2024-2030 process, as presented.

- d. 2022-2023 Enrolment Update

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of Special In-Camera Board of Education Meeting – June 16, 2022

G.2. Record of In-Camera Board of Education Meeting – June 20, 2022

G.3. Record of Special In-Camera Board of Education Meeting – July 27, 2022

G.4. Record of Special In-Camera Board of Education Meeting – August 25, 2022

G.5. Record of Special In-Camera Board of Education Meeting – September 1, 2022

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

H.2. Notice of Motions

I. ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.



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

MINUTES

Via Zoom

June 20, 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, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Chuck Morris, Director, Facilities Services, Marni Vistisen-Harwood, Associate Director, Facilities Services, Vicki Hanley, Recorder

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:31 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 Leonard

Seconded by Trustee Duncan

That the June 20, 2022 agenda be approved with the following additions:

A.7. Community Presentations

c. Jesse Brown, Mason Street City Farm

B.12. June 8, 2022, Karen Kirkpatrick, MLA to SD61 Trustees

B.13. June 20, 2022, Fernwood NRG to SD61 Trustees, Support for Vic High Gardens

Motion Carried Unanimously

A.3. Approval of the Minutes

Trustee Duncan requested that the May 30, 2022 minutes be amended under agenda item A.3. to add a second paragraph with the following “*Trustee Whiteaker sought clarification on whether Mr. Faerber’s question was answered under the Q&A portion of the April 25, 2022 Board meeting minutes and Chair Painter responded that he would follow up with Mr. Faerber.*”

Trustees did not object to the addition.

Moved by Trustee Watters

Seconded by Trustee Leonard

That the May 30, 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. Sarah Rhude did not attend the meeting but a letter with her presentation was read out by Eden Murray on Sarah’s behalf. Sarah’s presentation was with respect to the Vic High indigenous plant garden and camas meadow and her involvement with the gardens.
- b. Eden Murray attended the Board meeting to speak to Trustees about the Victoria High learning and indigenous plant garden and camas meadow and her involvement with the gardens.
- c. Jesse Brown attended the Board meeting to speak as the owner of the Mason Street City Farm located at Victoria High and how the temporary relocation of the gardens affects his business.

B. CORRESPONDENCE

B.1. April 27, 2022, George Jay PAC to Trustees, CommunityLINK Funding

Moved by Trustee Whiteaker

Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to respond to the April 27, 2022 letter received from George Jay Parent Advisory Council with respect to CommunityLINK Funding.

Motion Carried Unanimously

- 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**

Trustee Duncan requested information on whether there was any plans to keep this service running when school is back in session in September. Superintendent Whitten advised that given the complexity of the service, information is being gathered and a solution is being developed with a goal of school start up as a time line.

- 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**

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to respond to the June 8, 2022 letter received from South Jubilee Neighbourhood Association regarding the future of Bank Street School.

Motion Carried Unanimously

- B.11. June 15, 2022, SD61 to Minister of Education, Budget Constraints**
- B.12. June 8, 2022, MLA Kirkpatrick to SD61 Trustees, Delay of Provincial Funding**

Moved by Trustee Duncan
Seconded by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to respond to the June 8, 2022 letter received from MLA, Karen

Kirkpatrick with regards to the delay of Provincial capital funding for local projects.

Motion Carried Unanimously

B.13. June 20, 2022, Fernwood NRG to SD61 Trustees, Letter of Support for Vic High Farm Gardens

C. TRUSTEE REPORTS

C.1. Chair's Report – None

C.2. Trustees' Reports

- a. Trustee Duncan presented for information her Budget Advisory Committee Report and School Police Liaison Officer Program Ad Hoc Committee Report.
- b. Trustee Whiteaker presented for information her Advocacy Committee Report.

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. The draft minutes from the June 6, 2022 meeting were presented for information.
- b. Recommended motions from the June 6, 2022 meeting.
 - i. New Policy 1330.1 *Child Care*

Moved by Trustee Leonard

Seconded by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy 1330.1 *Child Care*.

Motion Carried Unanimously

- ii. New Policy XXXX *Social Media Use*

Trustee Whiteaker referred to Section 1.3 of the new Policy and suggested striking the second word “*use*”. By consensus, Trustees agreed.

Trustee Whiteaker referred to Section 1.3 of the new Policy and suggested striking the word “*personal*.” By consensus, Trustees agreed.

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That new Policy XXXX *Social Media Use* be amended in Section 1.3 by striking “*role, reputation and.*”

Motion Defeated

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

Moved by Trustee Whiteaker

That new Policy XXXX *Social Media Use* be amended in Section 1.4 to strike “*for the purpose of achieving the vision, goals and objectives prescribed by the Ministry of Education and the School District*” and add the following after the last sentence “ *while using School District 61 social media resources.*”
Approved by consensus.

Trustee Whiteaker referred to Section 3.2, first bullet, second point, of the new Policy and suggested striking “*remember that*” and “*supports*”. Approved by consensus.

Moved by Trustee Duncan
Seconded by Trustee Whiteaker

That new Policy XXXX *Social Media Use* be amended in Section 3.3, to strike:

- ~~Staff endeavor to provide a timely response to social media enquiries, however~~
- Correspondence, general information requests, and concerns requiring a ~~timely~~ response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

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

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That new Policy XXXX *Social Media Use* be amended in Section 3.3 to read as follows:

- Staff endeavor to provide a timely response to social media enquiries.
- Correspondence, general information requests, and concerns requiring a ~~timely~~ response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

Motion Carried Unanimously

Chair Painter called for the vote on the amended amendment.

Motion Carried Unanimously

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

Motion Carried Unanimously

Trustee Whiteaker referred to Section 3.6. third bullet, and suggested striking the word “*will*” and replacing it with “*may*.”
Approved by consensus.

Chair Painter suggested that Trustees reconsider the change made at 1.3 to strike “*personal*” and provided rationale.

Moved by Trustee Painter

Seconded by Trustee Watters

That Trustees reconsider the change to new Policy XXXX *Social Media Use* that struck “*personal*” in Section 1.3 by consensus.

Motion Carried

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

Against: Trustees Duncan, Whiteaker

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

That new Policy XXXX *Social Media Use* be amended under Section 1.3 to strike “*personal and professional*.”

Motion Defeated

For: Trustees Duncan, Whiteaker

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

Chair Painter called for the vote on the main motion to replace “*personal*” back to Section 1.3.

Motion Carried

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

Against: Trustees Duncan, Whiteaker

Chair Painter called the vote on approving new Policy XXXX, *Social Media Use*, as amended.

Moved by Trustee Leonard
Seconded by Trustee Hentze

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

Motion Carried

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

D.2. Operations Policy and Planning Committee

- a. The draft minutes from the June 13, 2022 meeting were presented for information.
- b. Recommended motions from the June 13, 2022 meeting.
 - i. 2023-2024 Annual Five Year Capital Plan

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

Motion Carried

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

- ii. Revised Policy 3170, *Operating Surplus*

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

Motion Carried Unanimously

- III. Revised Policy 8210, *Board Orientation*

Trustee Whiteaker referred to revised Policy 8210 *Board Orientation* and suggested an amendment.

Moved by Trustee Whiteaker
Seconded by Trustee Duncan

That revised Policy 8210 *Board Orientation* be amended in Section 1.1 by striking “*before said Trustee takes office.*”

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.

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

Motion Carried Unanimously

Given the time, Trustee Leonard suggested moving the following agenda item to the end of the agenda for discussion.

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

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

Chair Painter recessed the meeting for a break at 9:35 p.m.

Chair Painter reconvened the meeting at 9:41 p.m.

D.3 Climate Action Committee Report

Trustee Watters presented the Climate Action Report, on behalf of the Committee, which summarized the work done to date.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Superintendent Whitten provided the report and highlighted with gratitude the 2022 graduates including the Indigenous Grad Ceremony, District retirees and Audrey Smith, retiring from the Greater Victoria Crossing Guard Association after many years of service. After a long year of many challenges and successes Superintendent Whitten extended summer break well wishes to students, staff, caregivers and the Board.

Moved by Trustee Duncan
Seconded by Trustee Leonard

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

Motion Carried Unanimously

b. Trustee Questions

Superintendent Whitten responded to questions from Trustees relative to Ad Hoc Committee reports.

Trustee Duncan requested information relative to rescinding two motions that passed in June 2021 for loans to purchase e-busses. Secretary-

Treasurer Morris advised that approval from the Ministry of Education is required first after which the motions to rescind will appear on a future agenda.

Trustee Duncan requested clarification on the seating capacity at Victoria High School once it has been seismically upgraded. Secretary-Treasurer Morris responded that the information will be provided during an update at the September 2022 Operations Policy and Planning Committee meeting.

E.2. Secretary-Treasurer's Report

- a. Secretary-Treasurer Morris provided the report and responded to Trustee questions.

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

Motion Carried Unanimously

- b. Major Capital Projects

Moved by Trustee Watters
Seconded by Trustee Whiteaker

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.

Motion Carried

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

- c. Minor Capital Projects

Moved by Trustee Leonard
Seconded by Trustee Ferris

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.

Motion Carried

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

d. Building Envelope Program

Moved by Trustee Leonard
Seconded by Trustee Watters

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.

Motion Carried Unanimously

e. Spectrum Turf Project

Secretary-Treasurer Morris presented Trustees with information relative to the proposed Spectrum Community School Turf project and responded to questions of clarification from Trustees.

Moved by Trustee Whiteaker
Seconded by Trustee Watters

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 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.

Motion Carried Unanimously

f. Victoria High School Storm Drain Construction

Secretary-Treasurer Morris presented Trustees with an overview of information pertaining to Victoria High School seismic construction as it relates to the installation of storm drainage and the temporary relocation of the Mason Street City garden and Indigenous garden. In addition, Secretary-Treasurer Morris provided further context and information that was received after the meeting agenda package was distributed and published.

Moved by Trustee Ferris
Seconded by Trustee Leonard

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.

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

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 10:19 p.m.

Carried by Consensus

A lengthy discussion ensued amongst Trustees with questions of clarification being asked of Secretary-Treasurer Morris and Associate Director of Facilities Vistisen-Harwood.

Moved by Trustee Leonard

Seconded by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) move out of a Committee of the Whole meeting and back into a formal Board of Education meeting at 10:31 p.m.

Motion Carried Unanimously

Chair Painter referred to the main motion as presented and opened the debate.

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

That the 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*" be amended to strike "\$25,000" and replace with "\$30,197."

Motion Carried

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

Against: Trustee Ferris

Abstain: Trustee Leonard

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

Secretary-Treasurer Morris reminded the Board that the Indigenous Education Department had attended to the Indigenous garden transition.

That the 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" be amended to add "in close consultation with Mason Street City Farm regarding the responsible relocation of plants and soil" in the first paragraph after "2022."

Motion Carried

For: Trustees Duncan, Hentze, Watters, Whiteaker

Against: Trustees Ferris, Leonard, Painter

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

That the Board of Education of School District No. 61 (Greater Victoria) advance the Vic High storm connection project to commence July 2022 in close consultation with Mason Street City Farm regarding the responsible relocation of plants and soil;

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 \$30,197.

Motion Carried

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

Abstain: Trustee Leonard

F. QUESTION PERIOD

Q: Why have the basic, tangible, frequently enjoyed and costly to replace benefits for present and future Vic High classes – unlimited seasonal produce for class use, and the value of facilitated Learning Farm sessions, been left out of the accounting process for this report and recommended decision on this topic?

A: It is very difficult to put a cost on intangible items and the fact that the Board is supporting the temporary relocation of the garden by providing assistance in the way of lost revenue is the best possible solution for right now. In order to stay on within the timeline of this \$80 million seismic upgrade of Vic High, the storm drainage connection needs to be completed and the gardens temporarily moved in order to get staff and students back in the school in a timely manner.

Moved by Trustee Duncan

Seconded by Trustee Whiteaker

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

Motion Defeated

For: Trustee Duncan, Whiteaker

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

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

a. Vic High Storm Drain Installation – Trustee Duncan

Trustee Duncan withdrew the motion.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to schedule the planned storm drain installation for 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 plan garden and Garry oak meadow.

Moved from: D.2. Operations Policy and Planning Committee

b. Recommended motions from the June 13, 2022 meeting.

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

Moved by Trustee Leonard

Seconded by Trustee Watters

That the motion “ *That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy XXXX Role of the Trustee*” to the September 26, 2022 Board of Education meeting agenda.

Motion Carried Unanimously

H.2. Notice of Motions

**a. Creation of VISTA Board Representative – September 26, 2022
Board of Education Meeting -Trustee Whiteaker**

I. ADJOURNMENT

The meeting adjourned at 11:07 p.m.

Moved by Trustee Watters

Seconded by Trustee Leonard

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT



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

Special Board Meeting

MINUTES

Wednesday, July 27, 2022, 7:00 p.m.

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

Trustee Regrets: Nicole Duncan

Sanctioned/Suspended: Diane McNally, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:12 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 Leonard

Seconded By Trustee Hentze

That the July 27, 2022 Special Board meeting agenda be approved, with the following addition:

B. Community Presentations

B.1. Alan Lowe, Chair, Chinese Consolidated Benevolent Association

Motion Carried Unanimously

Moved by Trustee Painter
Seconded by Trustee Ferris

That the July 27, 2022 Special Board meeting agenda be approved, as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

Nil

B. COMMUNITY PRESENTATIONS

B.1. Alan Lowe, Chair, Chinese Consolidated Benevolent Association

Mr. Lowe attended the meeting to speak to Trustees about the 100th year anniversary of the 1922 Chinese student strike and the events planned to commemorate the strike.

C. CHAIR'S REPORT

C.1. 100-Year Commemoration of the 1922 Chinese Student Strike

Discussion ensued amongst Trustees with suggestions being made on how the District can honor the anniversary of the strike.

Moved by Trustee Ferris
Seconded by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter of apology to the Chinese Consolidated Benevolent Association, formally apologizing for the 1922 segregation of all racialized Chinese students by the School Board and Board Chair George Jay.

Motion Carried Unanimously

D. ADJOURNMENT

That the meeting be adjourned at 7:24 p.m.

Moved By Trustee Ferris
Seconded By Trustee Leonard

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



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

**Special Board Meeting
Tolmie Board Room, 556 Boleskine Road**

MINUTES

September 15, 2022, 4:30 p.m.

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

Trustee Regrets: Elaine Leonard

Trustees uspended/Sanctioned: Diane McNally, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Shelly Niemi, Director, Indigenous Education Department, Lisa McPhail, Marni Vistisen-Harwood, Associate Director, Facilities Services, Communications and Community Engagement Manager, Vicki Hanley, Recorder

A. COMMENCEMENT OF MEETING

The meeting was called to order at 4:31 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.

Chair Painter welcomed everyone to the meeting and introductions were made around the Board table.

A.2. Approval of the Agenda

Moved By Trustee Ferris

Seconded By Trustee Watters

September 15, 2022/Special Board Meeting

That the September 15, 2022 Special Board meeting agenda be approved.

Motion Carried Unanimously

B. SUPERINTENDENT'S REPORT

B.1. Métis Education Agreement

Superintendent Whitten welcomed members of the Métis Nation of Greater Victoria, Métis Nation BC, and the Minister of Education Metis Nation BC. Superintendent Whitten gave thanks to the team who co-created the Métis Nation Education Agreement and spoke about the importance of Metis learners seeing themselves reflected in the school that they attend, the opportunities they and all students need to learn about Métis culture and history.

Moved by Trustee Ferris

Seconded by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) approve the Métis Education Agreement, as presented.

Motion Carried Unanimously

C. ADJOURNMENT

The meeting adjourned at 4:44 p.m.

Moved By Trustee Whiteaker

Seconded By Trustee Hentze

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



School District No. 61 (Greater Victoria)

Audit Findings Report for the year ended
June 30, 2022

KPMG LLP

Prepared on August 26, 2022 for presentation at
meeting on September 15, 2022

kpmg.ca/audit

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KPMG contacts

The contacts at KPMG in connection with this report are:

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Our refreshed Values

What we believe



Integrity

We do what is right.



Excellence

We never stop learning
and improving.



Courage

We think and act boldly.



Together

We respect each other
and draw strength from
our differences.



For Better

We do what matters.

Audit highlights

Purpose of this report

The purpose of this report is to assist you, as a member of the Audit Committee (the “Committee”), in your review of the results of our audit of the financial statements (hereinafter referred to as the “financial statements”) of School District No. 61 (Greater Victoria) (the “School District”) as at and for the year ended June 30, 2022. This Audit Findings Report builds on the Audit Plan we presented to the Committee dated May 9, 2022.

Status of the audit

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

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

We will update the Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditors’ report, a draft of which is attached to the enclosed financial statements, will be dated upon the completion of any remaining procedures.

Significant changes from the audit plan

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

Areas of audit focus

Our audit is risk focused. As required by professional auditing standards, we have identified the presumed risk of management override as a significant risk in our audit.

We have identified the following key areas of audit focus:

- Tangible capital assets and deferred capital revenue
- Change in Accounting Policy – Amortization of Disposals in Partial Year of Service
- Expenses, including salaries and benefits expense
- School generated funds
- Revenue, deferred revenue and unearned revenue
- Accumulated operating surplus policy

See pages 5 to 10 for the audit findings related to these areas of audit focus.

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

Audit highlights (continued)

Audit misstatements

Audit misstatements include presentation and disclosure misstatements, including omissions.

Uncorrected audit misstatements

We did not identify any misstatements that remain uncorrected by management.

Corrected audit misstatements

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

Control deficiencies and other observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

Significant accounting policies and practices

Refer to page 6 for a summary of the impact of the change in accounting policy related to amortization of tangible capital assets in the year of disposal. We have completed our audit work over this change in policy and noted no issues.

Independence

We confirm that we are independent with respect to the School District within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation from July 1, 2021 up to the date of this report.

Current developments

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

Areas of audit focus

Area of audit focus

Tangible Capital Assets and Deferred Capital Revenue

Background

In the 2022 fiscal year, the School District had \$33.9 million (2021 - \$31.6 million) of tangible capital asset additions. Significant expenditures for projects during the year include:

- \$23.4 million of bylaw capital for seismic upgrades on Victoria High (\$23.0 million) and Cedar Hill (\$0.4 million).

In addition, certain land transactions occurred related to the Caledonia redevelopment project:

- the School District entered into an agreement with Capital Regional Housing Corporation (CRHC) to provide access to land for affordable housing.
- Revenue of \$4.3 million was recognized for the licence fee paid to the School District.
- the School District exchanged certain land parcels with the City of Victoria at no cash cost to either party.

Our Response

- We updated our understanding of the process activities and controls over tangible capital assets and deferred capital revenue, including the approval and related review processes for capital expenditures to ensure they are consistent with approved budgets and Ministry approvals.
- We selected a sample of additions for testing and inspected the supporting invoices to determine if the amount recognized agreed, was capital in nature, and eligible per the funding sources.
- We obtained an understanding of the funding sources for the tangible capital asset additions incurred during the year. We ensured the cumulative expenditures incurred year-to-date for capital projects did not exceed the total approved funding in the related certificate of approval.
- We performed a reasonability assessment of amortization expense recorded during the year based on estimated useful life of capital assets.
- We inspected the agreements with CRHC and City of Victoria. We assessed the comparability of land parcels exchanged, management's assessment that the land given up was equal to the land acquired and the accounting for these lands (no change in book value).
- We agreed the licence fee received from CRHC to cash receipt and evaluated the agreement based on accounting standards for government transfers.
- We reviewed agreements for contractual commitments and related disclosure requirements.
- We reviewed the information related to deferred capital revenue, which is used to support our additional reporting to the Office of the Auditor General.

Significant Findings

- There were no issues noted in our testing.

Areas of audit focus

Area of audit focus

Change in Accounting Policy – Amortization of Disposals in Partial Year of Service

Background

On May 28, 2021 the Office of the Comptroller General issued a directive ordering school districts to retroactively apply the half-year rule of amortization for the fiscal year ended June 30, 2021. For government year-end March 31, 2021, the Ministry estimated the effect of this change for inclusion in the Public Accounts. Due to the timing of the receipt of this directive, the Ministry delayed the application to June 30, 2022, at which time all school districts must be using the half-year rule to amortize assets and related deferred capital contributions.

The government directive resulted in a change in accounting policy which was applied retroactively.

The School District was already applying the half-year rule to tangible capital asset additions, so the change in accounting policy was limited to applying the half-year rule to asset disposals in their partial year of service.

The impact of the change in accounting policy was a decrease in accumulated surplus of approximately \$1.4 million at the beginning of the earliest comparative period of July 1, 2020. The change in policy was a non-cash timing difference in amortization impacting only the Capital Fund. The Operating Fund and Special Purpose Funds were not impacted by the change in policy.

Our Response

- We obtained management's assessment of the change and the related adjustments. We compared the adjustment to the amortization tool provided by the Ministry that tracked disposals and the cumulative impact of the change in accounting policy.
- We inspected supporting documents for the inputs used in the amortization tool and verified mathematical accuracy of the calculations.
- We compared management's adjustments to the balances presented in the financial statements.
- We assessed the application of the half-year rule for disposals against Public Sector Accounting Standards and concur that the adjustment is a change in accounting policy, appropriately applied retroactively.

Significant Findings

- There were no issues noted in our testing.
- Our auditors' report includes reference to the comparative information for fiscal 2021 being restated, our audit procedures performed over the adjustment and that our opinion is not modified with respect to the adoption of the new accounting policy.

Areas of audit focus

Area of audit focus

Expenses, including salaries and benefits expense

Background

The School District incurred total salaries and benefits expense of \$223.6 million during the year (2021 - \$215.2 million).

The School District provides employees with certain vested and non-vested post-employment benefits pursuant to contracts and union agreements such as sick leave, retirement payments, vacation and overtime. The Ministry engaged Mercer as an external expert to perform an actuarial valuation of the liability. As at June 30, 2022, the School District has recognized a liability for employee future benefits of \$3.1 million (2021 - \$2.9 million).

Our Response

- We updated our understanding of the process activities and controls over expenses, including salaries and benefits expense.
- We performed a walkthrough of the payroll process by tracing a transaction from initiation through to being recorded in the general ledger to confirm that the controls are implemented as designed.
- We performed analytical procedures for salaries and benefits expense based on the change in head count and pay rates. We tested the completeness and accuracy of the head count information and agreed the pay rates to union and other employment agreements.
- We obtained an understanding of the variances in expenses relative to prior year and the approved budget. We corroborated significant variances noted by reviewing supporting documentation.
- We selected a sample of payments made, trade payables recorded and invoices received subsequent to year-end and ensured they were recorded in the appropriate fiscal year.
- We obtained the valuation report for employee future benefits performed by Mercer as at March 31, 2022.
- The School District's Accrued Benefit Obligation ("ABO") is calculated annually at March 31 (early measurement date) by the actuary, Mercer, and is used for estimating the employee future benefit liability as at June 30. Accounting Standards require that significant changes in assumptions between the measurement date and the financial statement date should be evaluated to determine its impact on the actuarial valuation for retirement benefits.
- Due to the rise in interest rates between March and June 2022, Mercer noted that updated discount rate assumptions at June 30, 2022 would decrease the ABO by 6 to 8%. We evaluated the impact of the rate change on the financial statement notes at June 30, 2022 and concluded the differences are not considered significant to adjust or disclose in the financial statement notes, and will be adjusted by the actuary into the fiscal 2023 valuation.

Significant Findings

- There were no issues noted in our testing.

Areas of audit focus

Area of audit focus

School generated funds

Background

A substantial amount of funds are managed by schools within the School District. Transactions are managed and monitored by staff at each school. As at June 30, 2022, \$4.2 million (2021 - \$3.7 million) of school generated funds are included in the School District's financial statements as cash and cash equivalents.

Our Response

- We updated our understanding of the process activities and controls over school generated funds.
- We confirmed the balance of the funds held by schools directly with the bank.
- We compared the deferred revenue reported in the financial statements to the cash held with the bank.
- We compared revenue recognized to expenses incurred as expenses are expected to be fully funded by restricted collections received.

Significant Findings

- There were no issues noted in our testing.

Areas of audit focus

Area of audit focus

Revenue, deferred revenue and unearned revenue

Background

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

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

In fiscal 2022, the School District recognized total revenue of \$264.9 million (2021 - \$251.6 million) of which \$227.1 million relates to grants from the Ministry of Education (2021 - \$226.7 million). As at June 30, 2022, the School District recognized a liability of \$7.5 million (2021 - \$6.5 million) for unspent special purpose funds, including \$4.2 million of school generated funds.

Our Response

- We updated our understanding of the process activities and controls over revenue, deferred revenue and unearned revenue.
- We obtained a confirmation from the Ministry for the funding provided in the 2022 fiscal year and agreed the operating grants to the amount of revenue recognized.
- We agreed the special purpose funding received and recorded in deferred revenue to the confirmation received from the Ministry. We ensured that the special purpose funding recognized as revenue was consistent with the expenses incurred and the purpose of the funding specified by the Ministry.
- We developed an expectation for earned and unearned international student tuition fees based on the number of students and fees. We compared our expectation to the actual amount recorded and obtained supporting documentation for any significant variances noted.

Significant Findings

- There were no issues noted in our testing.

Areas of audit focus

Area of audit focus

Accumulated operating surplus policy

Background

In 2021, the Ministry released the K-12 public education accumulated operating surplus policy which provides guidelines and resources for school districts to ensure there is a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus.

Our Response

- We updated our understanding of the School District's policy over the accumulated and planned use of operating surpluses.
- We reviewed the School District's surplus policy to assess its alignment with the Ministry's guidelines and the School District's practices.
- We inspected the financial statement note disclosure for the internally restricted surplus. We noted categories of internally restricted surplus include primarily 1) funds for operations spanning multiple years (\$6.2 million), 2) constraints on funds (\$0.5 million) and 3) anticipated unusual expenses (\$0.07 million). The categories described are consistent with the permitted streams of internally restricted surplus noted in the Ministry's guidelines.

Significant Findings

- There were no issues noted in our testing.

Audit risks

Significant Risk - Professional requirements

Presumption of the risk of fraud resulting from management override of controls.

Why is this significant?

Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities.

Our response

As the risk is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- Testing of journal entries and other adjustments.
- Performing a retrospective review of significant estimates.
- Evaluating the business rationale of significant unusual transactions.

Significant findings

There were no issues noted in our testing.

Significant accounting policies and practices



Significant accounting policies

- There were no initial selections of or changes to the new significant accounting policies and practices, other than the adoption of a new accounting policy for amortization of disposals as described on page 6.
- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the School District's transactions in relation to the period in which they were recorded.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
- There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.



Significant accounting estimates

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



Financial statement presentation and disclosure

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

Implications of PS 3280 Asset Retirement Obligations

PS 3280 Asset Retirement Obligations ("PS 3280") is a new accounting standard effective for the fiscal years beginning on or after April 1, 2022. This standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets by public sector entities. This significant new accounting standard has implications that have the potential to go beyond financial reporting.

Financial reporting implications

A liability for asset retirement costs will be recorded with a corresponding increase in the cost of tangible capital assets in productive use, resulting in a decrease (increase) to the net financial assets (net debt) reported in the Statement of Financial Position.

Asset retirement obligations associated with tangible capital assets that are not recognized or no longer in productive use are expensed.

Additional non-cash expenses for the amortization of tangible capital assets and accretion will be recognized annually.

The total cost of legally required retirement activities will be recognized earlier in a tangible capital asset's life. There is no change to the total cost recorded over an asset's life.

A rigorous process needs to be established to support updates to the ARO measurement on an annual basis post-initial implementation.

Asset management implications

The asset retirement date used to determine the asset retirement liability needs to be consistent with the useful life of the related tangible capital asset. As a result, public sector entities need to assess whether the useful lives of tangible capital assets continue to be accurate and consistent with asset management plans.

Many public sector entities are using the implementation of PS 3280 as an opportunity to develop or refine their asset management plans.

Funding implications

PS 3280 does not provide guidance on how the asset retirement liability should be funded. Many public sector entities currently fund retirement costs as they are incurred at the end of the asset's life. Public sector entities will need to assess whether this practice remains appropriate or if funding will be obtained over the life of the asset.

Budget implications

In addition to budgeting for costs associated with the initial implementation of PS 3280, public sector entities will need to consider if the non-cash accretion expense and additional amortization expense will be included in the annual budget.

Public sector entities operating under balanced budget legislation or similar guidelines will need to obtain guidance from the provincial government to determine the impact of PS 3280 on current requirements.

Capital planning implications

PS 3280 requires legal obligations associated with the retirement of tangible capital assets to be recorded when the assets are acquired, constructed or developed. As a result, the cost of legally required retirement activities will need to be considered at the inception of a capital project to determine the financial viability and impact of the project.

Appendices

Appendix 1: Required communications

Appendix 2: Management representation letter

Appendix 3: Current developments



Appendix 1: Required communications

Draft auditors' report

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

Management representation letter

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

Independence

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

Appendix 2: Management representation letter

KPMG LLP
Chartered Professional Accountants
St. Andrew's Square II
800-730 View Street
Victoria, BC V8W 3Y7
Canada

Date of financial statement approval

Ladies and Gentlemen:

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of School district No. 61 ("the District") as at and for the period ended June 30, 2022.

General:

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

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

Responsibilities:

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated January 20, 2021, including for:
 - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.



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- b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements (“relevant information”), such as financial records, documentation and other matters, including:
 - the names of all related parties and information regarding all relationships and transactions with related parties;
 - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of shareholders, board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
- c) providing you with unrestricted access to such relevant information.
- d) providing you with complete responses to all enquiries made by you during the engagement.
- e) providing you with additional information that you may request from us for the purpose of the engagement.
- f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- i) ensuring that internal auditors providing direct assistance to you, if any, were instructed to follow your instructions and that we, and others within the entity, did not intervene in the work the internal auditors performed for you.

Internal control over financial reporting:

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

Fraud & non-compliance with laws and regulations:

- 3) We have disclosed to you:



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

Subsequent events:

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

Related parties:

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

Employee future benefits:

- 8) The employee future benefits costs and obligations have been determined, accounted for and disclosed in accordance with the financial reporting framework.



- 9) All arrangements (contractual or otherwise) by which programs have been established to provide employee benefits have been disclosed to you and included in the determination of employee future benefits costs and obligations.
- 10) The assumptions included in the actuarial valuation are those that management instructed Mercer to use in computing amounts to be used by the Entity in determining non-pension post employment benefits costs and obligations and in making required disclosures in the above-named financial statements, in accordance with the relevant financial reporting framework.
- 11) The source data and plan provisions provided to the actuary for preparation of the actuarial valuation are accurate and complete.
- 12) The extrapolations are accurate and properly reflect the effects of changes and events that occurred subsequent to the most recent valuation and that had a material effect on the extrapolation.
- 13) All material events and changes to the plan subsequent to the most recent actuarial valuation have been properly reflected in the extrapolation.

Environmental matters:

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

Estimates:

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

Going concern:

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

Accounting changes:

- 18) We believe that the change in policy related to the application of the half-year rule for disposals is reliable and more relevant than the previous accounting policy because it results in a more precise estimate of amortization that aligns with the period of use of the tangible capital asset.

Non-SEC registrants or non-reporting issuers:

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

Other:

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

Yours very truly,

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

By: Kim Morris, Secretary-Treasurer

By: Katrina Stride, Associate Secretary-Treasurer



Attachment I – Definitions

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

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

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

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

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

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

Appendix 3: Current developments

New auditing standards

The following changes to auditing standards applicable to our 2023 audit are listed below.

Standard	Key observations
Revised CAS 315, Identifying and Assessing the Risks of Material Misstatement	<p>Revised CAS 315, Identifying and Assessing the Risks of Material Misstatement has been released and is effective for audits of financial statements for periods beginning on or after December 15, 2021.</p> <p>The standard has been significantly revised, reorganized and enhanced to require a more robust risk identification and assessment in order to promote better responses to the identified risks. Key changes include:</p> <ul style="list-style-type: none">- Enhanced requirements relating to exercising professional skepticism- Distinguishing the nature of, and clarifying the extent of, work needed for indirect and direct controls- Clarification of which controls need to be identified for the purpose of evaluating the design and implementation of controls- Introduction of scalability- Incorporation of considerations for using automated tools and techniques- New and revised concepts and definitions related to identification and assessment of risk- Strengthened documentation requirements <p>CPA Canada has published a Client Briefing document to help you better understand the changes you can expect on your 2023 audit – Click here to access the document.</p>

Appendix 3: Current developments (continued)

Public Sector Accounting Standards

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"> - The new standard is effective for fiscal years beginning on or after April 1, 2022. - The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. - The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets ("TCA"). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. - As a result of the new standard, the public sector entity will have to: <ul style="list-style-type: none"> • Consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset; • Carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements; • Begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.
Revenue	<ul style="list-style-type: none"> - The new standard is effective for fiscal years beginning on or after April 1, 2023. - The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. - The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. - The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.

Appendix 3: Current developments (continued)

Standard	Summary and implications
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> - PSAB has introduced Section PS3160, which includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The standard has an effective date of April 1, 2023, and may be applied retroactively or prospectively. - The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. - The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists.
Purchased Intangibles	<ul style="list-style-type: none"> - In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles. - PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized. - The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.
Employee Future Benefit Obligations	<ul style="list-style-type: none"> - PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. PSAB intends to use principles from International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point to develop the Canadian standard. - Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues. - PSAB released an exposure draft on proposed section PS3251, Employee Benefits in July 2021. Comments to PSAB on the proposed section were due by November 25, 2021. Proposed Section PS 3251 would apply to fiscal years beginning on or after April 1, 2026 and should be applied retroactively. Earlier adoption is permitted. - This proposed section would result in organizations recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations.

Appendix 3: Current developments (continued)

Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> - PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. - PSAB released four exposure drafts in early 2021 for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. PSAB is in the process of considering stakeholder comments received. - PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 Financial Statement Concepts and PS 1100 Financial Statement Objectives. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. - In addition, PSAB is proposing: <ul style="list-style-type: none"> • Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. • Separating liabilities into financial liabilities and non-financial liabilities. • Restructuring the statement of financial position to present non-financial assets before liabilities. • Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). • Removal of the statement of rereasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”. • A new provision whereby an entity can use an amended budget in certain circumstances. • Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.

Appendix 3: Current developments (continued)

Thought leadership – Environmental, social, and governance (ESG)

Thought leadership	Overview	Links
Unleashing the Positive in Net Zero	CoP26 in Glasgow made some progress to tackling climate change but there is much more to do. At KPMG, we're committed to accelerating the changes required to fight climate change. Our Global portal provides links to further thought leadership to help drive real change.	Link to Global portal
KPMG Climate Change Financial Reporting Resource Centre	KPMG's climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your business.	Link to Global portal
You Can't Go Green Without Blue – The Blue Economy is Critical to All Companies' ESG Ambitions	In this report, KPMG considers how leading corporates and investors can take action to capture the value that can be found in a healthy, sustainable ocean economy.	Link to Canadian portal
ESG, Strategy and the Long View	This paper presents a five-part framework to help organizations understand and shape the total impact of their strategy and operations on their performance externally – on the environment, consumers, employees, the communities in which it operates, and other stakeholders – and internally.	Link to Global portal
Inclusion and diversity practices	In 2021 societal changes brought more attention to inclusion and diversity. In this age of transparency, businesses must act proactively to implement strategic inclusion and diversity practices. It has become increasingly important for organizations to adopt I&D initiatives in order to foster an enjoyable work environment for their employees. Learn how to consider your own organizations' unique context, meet with the stakeholders you want to include, understand where they are at, and guide them along their own individual transformation journey.	Link to Canadian portal

Appendix 3: Current developments (continued)

Thought leadership – Digital and technology

Thought leadership	Overview	Link
Going digital, faster in Canada	Pre-COVID-19, private and public organizations were moving towards a digital business model, travelling at varying speeds. But the pandemic forced a dramatic acceleration, both in the speed of change and the required investment to digitally transform. According to Canadian insights from KPMG's recent global survey, organizations are investing heavily in technology to address immediate concerns, ranging from falling revenue and interrupted supply chains to building longer-term competitiveness and operational resilience.	Link to Canadian portal

Thought leadership – Board, Audit Committee and C-Suite

Thought leadership	Overview	Links
Accelerate	Our Accelerate series offer insight into the key issues that will drive the Audit Committee agenda in 2022 in a number of key areas: cyber-related risk, digital transformation in the finance function, the 'Great Resignation' impacting finance, climate-related physical risks, enterprise risk management, and building a climate-conscious organization.	Link to Canadian Accelerate 2022 Insights series
KPMG 2021 CEO Outlook – Canadian Insights	This year we surveyed over 1,300 CEOs globally and the results are pointing to an optimistic outlook amongst Canadian CEOs. Some of the key themes coming out of the survey include expectations for aggressive growth through expansion, investment in both people and technology as well as a focus on delivering on environmental, social and governance (ESG) and sustainability commitments.	Link to Canadian portal
Board Leadership Centre + Audit Committee Guide	KPMG in Canada Board Leadership Centre engages with directors, board members and business leaders to discuss timely and relevant boardroom challenges and deliver practical thought leadership on risk and strategy, talent and technology, globalization and regulatory issues, financial reporting and more. The new Audit Committee Guide – Canadian Edition from our Board Leadership Centre provides timely, relevant and trusted guidance to help both new and seasoned audit committee members stay informed.	Link to Canadian portal Link to 2021 guide
20 Predictions for the Next 20 Years	This series looks at how new technologies could evolve and how these advances will change every facet of our lives, including the industries and sectors that drive them.	Link to 20 Predictions Report



kpmg.ca/audit

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KPMG member firms around the world have 236,000 professionals, in 145 countries.



Board of Education

School District No. 61 (Greater Victoria)
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Phone (250) 475-4106 Fax (250) 475-4112

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

June 27, 2022

South Jubilee Neighbourhood Association

BY E-MAIL: board@southjubilee.ca

ATTENTION: Susan P. Wetmore, Board Member

Dear Board Member Wetmore:

RE: **Sundance and Bank Street School Sites**

Thank you for your June 8, 2022 letter relative to the future of Bank Street School. The Board received your correspondence at its June 20, 2022 regular open meeting.

District Staff have plans to meet with City Staff over the summer months to exchange information and to advance the City of Victoria's May 10, 2021 motion and the Board of Education's June 21, 2022 motion for staffs to meet to discuss potential options. After meetings have concluded, the Board of Education will receive a Staff report on the matter.

In the meantime, the following have occurred:

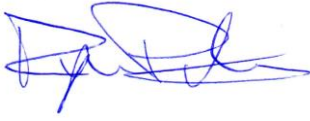
1. The Ministry has advanced the Sundance seismic project to the next step in its 2022-2023 Capital Plan response letter, and District Staff are preparing the documentation required to move the project forward;
2. The Bank Street demolition permit application remains at the City, presumably pending the discussions between the City and the District;
3. Sundance Elementary School had a successful re-opening in September 2021 with one division and will move into the 2022-2023 school year with two divisions as planned in the Catchment Boundary Review.

The Board will be in contact with South Jubilee Neighbourhood Association once the Board have received its report from Staff.

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.

At that stage we look forward to updating the Association.

Yours sincerely,



Ryan Painter
Chair, Board of Education

Cc: Board of Education, School District No. 61
Deb Whitten, Superintendent, School District No. 61
Kim Morris, Secretary-Treasurer, School District No. 61
Chuck Morris, Director of Facilities Services, School District No. 61
Matt Dell, President, South Jubilee Neighbourhood Association

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One *Learning* Community





June 30, 2022

Ref: 281881

Ryan Painter, Chair
Board of Education
School District No. 61 (Greater Victoria)
Email: rpainter@sd61.bc.ca

Dear Ryan Painter:

Thank you for your letter of June 16, 2022, to the Honourable Jennifer Whiteside, Minister of Education, regarding the 2022-2023 Annual Budget. As Deputy Minister, I am pleased to respond on behalf of Minister Whiteside.

The Ministry recognizes the value of all the work that boards of education do to balance the many needs of the district and to consult with rightsholders and partners during the budget process.

The Ministry of Education and Child Care has recently heard from several school districts that inflation is a concern for them with the current rate of inflation having not been experienced for decades. The Ministry is working with the BC Association of School Business Officials to gather information on inflationary pressures in the K–12 sector, and discussions are ongoing as to the extent of the impact on operations.

Approximately 90 percent of school district operating costs are salaries and benefits. When labour settlements are finalized the cost of negotiated settlements will be added to operating funding. The approach to this allocation will be discussed with the Funding Equity Committee, consisting of three superintendents, three Secretary-Treasurers and the First Nations Education Steering Committee.

With regards to capital funding, the Annual Facilities Grant (AFG) is part of the asset rehabilitation and maintenance suite of funding programs. Funding is provided to boards of education to address repair and maintenance priorities within the nine categories of eligible expenditures listed in the [AFG Policy](#), to ensure these facilities are safe and functioning well. In FY2021/22, AFG was increased by \$5 million to \$120.5 million (includes \$97 million for capital portion)— the same AFG allocation of \$120.5 million was also committed for FY2022/23.

.../2

In addition to the AFG, the Ministry manages other capital programs such as the School Enhancement Program (SEP - \$70 million budget in FY2022/23) and the Carbon Neutral Capital Program (CNCP - \$23.5 million budget in FY22/23) which can be used to fund asset rehabilitation and maintenance type projects. Further details on these capital programs can be found online at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/programs>.

The CNCP is specifically designed to fund capital projects at existing schools that will reduce greenhouse gas emissions. In FY2020/21, CNCP was increased by \$12.2 million to \$17.2 million – the CNCP allocation of \$17.2 million was increased again to \$23 million for FY2021/22 and 2022/23. Additional funding to reduce greenhouse gas emissions is provided specifically for new/replacement school projects. Also, the Bus Acquisition Program has provided funding towards electric school buses since FY2020/21.

I appreciate the efforts of boards of education and senior staff are making to achieve balanced budgets in these unique times.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read 'C.A. Zacharak'.

Christina Zacharak
Deputy Minister

Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
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*Chair: Jordan Watters, Vice-Chair: Elaine Leonard
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Diane McNally, Ryan Painter, Rob Paynter, Ann Whiteaker*

July 5, 2022

BY E-MAIL: karin.kirkpatrick.MLA@leg.bc.ca

Karin Kirkpatrick, MLA
West Vancouver-Capilano
Official Opposition Critic for Education,
Children and Family Development Childcare

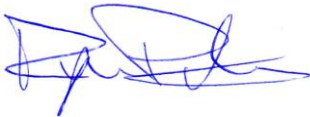
Dear MLA Kirkpatrick:

RE: **Provincial Capital Funding for Local Projects in 2022-2023**

The Board received your June 8, 2022 letter relative to the subject funding in its June 20, 2022 Regular Open Board meeting correspondence package.

I can confirm that to date, no approved projects in the Ministry's 2022-2023 capital plan response letter to the Board received in March 2022 nor previous response letters, have been deferred or withdrawn.

Yours sincerely,



Ryan Painter
Chair, Board of Education

Cc: Board of Education, School District No. 61
Deb Whitten, Superintendent, School District No. 61
Kim Morris, Secretary-Treasurer, School District No. 61

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Board of Education

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Diane McNally, Rob Paynter, Ann Whiteaker, Jordan Watters

July 7, 2022

George Jay Parent Advisory Council

BY E-MAIL: georgejaypac@gmail.com

Dear PAC Members:

RE: **CommunityLINK Funding**

Thank you for your April 27, 2022 letter relative to the 2022-2023 Budget, and CommunityLINK Funding and its impact on the George Jay Elementary school community from PAC's perspective.

The District is working hard to provide equity across the district by recognizing unique and distinct aspects of schools and their respective cultures of learning and support for students.

A few quick George Jay facts from the 2021-2022 school year:

Enrolment:	450 students or 2.23% of the District student population 18 th largest out of 48 schools District-wide
Indigenous Students:	56 self-identified students or 3.8% of the Indigenous self-identified population 8 th largest out of 48 schools District-wide
Early French Immersion:	158 students or 4.2% of the District EFI 13 th largest out of 18 EFI schools District-wide
English Language Learners:	100 students or 5.2% of the District ELL student population 1 st largest out of 48 ELL schools District-wide

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Ministry Designations:	51 or 1.9% of the District designations
Teacher Staffing:	33.839 FTE or 2.6% of the District Teacher staffing
Pupil Teacher Ratio:	13.298 students for every teacher 4 th lowest PTR out of 48 schools District-wide
Education Assistant Staffing:	19.662 FTE or 4.7% of the District Education Assistant staffing

Strong Start Centre co-located on site.

Population Summary as a % of District		
Student Enrolment	2.3%	
Indigenous Self-Identified	3.8%	
Early French Immersion	4.2%	
English Language Learner	5.2%	
Ministry Designations	1.9%	
Teacher Staffing	2.6%	
Education Assistant Staffing	4.7%	
PTR: Pupil Teacher Ratio	13.298	4th Lowest PTR in District

The information shown above for the 2021-2022 school year indicates that the District has recognized the diverse population and unique needs of the George Jay school and has staffed accordingly.

In its second year of pandemic deficit, the Board made many difficult and challenging 2022-2023 budget decisions. One such decision was to maintain a focus on social and emotional learning and well-being by retaining all fully qualified, masters' degree elementary school counsellors partially paid out of CommunityLINK funding. This reduced the overall CommunityLINK funding usually allocated to individual vulnerable schools like George Jay for supplemental staffing and third party contracted services such as Youth and Family Counsellors in some cases.

For the 2022-2023 school year George Jay is 1 of 20 district-assessed vulnerable schools in SD61 and will receive approximately 12.14% of the total vulnerable school CommunityLINK funding, or \$232,913, not including meals/food. Despite a 48-student decrease in the number of vulnerable students between 2022-2023 and 2021-2022 and a potential resulting funding loss

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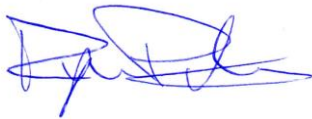


of \$80,000, the District maintained the majority of funding allocated to George Jay and only reduced the budget by \$5,000 for the 2022-2023 school year. George Jay is receiving the most funding out of the 20 identified vulnerable CommunityLINK schools. This funding supports a 1.0 Youth & Family Counsellor, a 1.0 Social Emotional Learning Teacher, a 0.100 FTE uplift to the School Based Counsellor and an additional 16 hours of Educational Assistant time. The school will also receive additional CommunityLINK services by way of \$48,000+ for provision of food to students, as well as access to District Counsellors, District Behaviour Interventionist services, healthy schools programming, and training opportunities in the areas of CIRT, VTRA and CPI.

In total, through combined operating and CommunityLINK funding above, the school is staffed with a 0.8 FTE School Based Counsellor.

With a K-12 and early learning mandate, the District focused 2022-2023 budgets and staffing on school age and pre-school age students. Throughout the pandemic financial recovery, the District will continue to identify the unique and diverse needs of its schools and provide supports to give each student the best opportunity possible.

Yours sincerely,



Ryan Painter
Chair, Board of Education

Cc: Minister Whiteside, Ministry of Education and Child Care
Minister Dix, Ministry of Health
Board of Education, School District No. 61
Deb Whitten, Superintendent, School District No. 61
Kim Morris, Secretary-Treasurer, School District No. 61

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Board of Education

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Diane McNally, Rob Paynter, Ann Whiteaker, Jordan Watters

August 14, 2022

Chinese Consolidated Benevolent Association
636 Fisgard Street
Victoria, British Columbia V8W 1R6

BY E-MAIL: vicchinesemuseum@gmail.com

ATTENTION: Thomas Chan, President

Dear President Chan:

RE: **Apology for the 1922 Segregation**

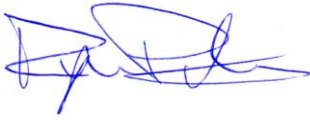
In July 1922 the Victoria School District Board of Education, in an initiative led by Board Chair George Jay, voted to segregate all racialized Chinese students. In response on September 5, 1922, after being called out and marched over to the newly opened Chinese-only school on Kings Rd, students dispersed and started the Chinese Student Strike that would last for one year. This strike was supported by the Chinese Canadian Club, The Chinese Commerce Association, and the Chinese Consolidated Benevolent Association.

Among a long list of historic wrongs perpetuated against the Chinese community in Victoria, this stands out as a particularly dark incident for our school district. The Board of Education of the Greater Victoria School District apologizes for the actions of its previous trustees and Board Chair George Jay. The racist discrimination that led to this act is unacceptable and viewed with regret. We will endeavour to work with you to ensure that this history is not forgotten.

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.

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As we walk forward together, our Board is committed to working with you to honour the history and immense contributions of the Victoria Chinese community to the City of Victoria and the South Island.



Ryan Painter
Chair, Board of Education

Cc: Board of Education, School District No. 61
Deb Whitten, Superintendent of Schools/CEO, SD61
Alan Lowe, Chair, Victoria Chinatown Museum Society

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.

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August 29, 2022

Ref: 283291

To: All Board Chairs, Superintendents and Secretary-Treasurers

Dear Colleagues:

Families across British Columbia are facing unprecedented global inflation challenges. I see and appreciate the remarkable work boards of education and school district and front line staff have done to support their communities navigate these pressures. To further assist with these efforts, I am pleased to announce our government's \$60 million dollar Student and Family Affordability Fund for BC public schools.

We have heard you regarding the challenges and pressures families and your communities are experiencing. And we know we need to help as you collectively seek innovative ways to feed more children, help those needing school supplies and give families that extra help they need. The Student and Family Affordability Fund is designed to do just that. There is nothing more important than assuring students are supported in their learning journey in these challenging times.

School districts and local schools know their student and family communities best. The Student and Family Affordability Fund is to be used to expand and enhance school meals and food programs, and support the provision of school supplies to students, directly offsetting costs to parents, guardians, and students. Districts may also use the fund to offset fees related to the learning experience, such as the cost of field trips, to ensure that all students can participate in such opportunities. Existing mechanisms. Such as school district hardship policies, should be utilized when allocating the funding.

Meaningful engagement with your First Nation partners and Indigenous groups will be critical to the success of this program. Please also ensure you connect with your local DPAC. Barrier-free access to this program in a stigma free manner is key to ensuring students and families get the support they need, and I thank-you in advance for your work in this regard. More details are already available from the Ministry team members to explain the details around the Student and Family Affordability Fund and more will follow this week.

.../2

Thank you for the hard work you and your teams have done over the summer to prepare schools for the upcoming year, and I want to assure you I have always kept your needs top of mind as together we navigate the important work of providing students and their families the necessities they need to thrive and succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Whiteside". The signature is fluid and cursive, with the first name "Jennifer" written in a larger, more prominent script than the last name "Whiteside".

Jennifer Whiteside
Minister

pc: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Chris Brown, Assistant Deputy Minister, Resource Management

2022-2023 BOARD ANNUAL WORK PLAN

The Importance of a Governance Framework

Effective Boards of Education have a governance structure that is designed to result in strong decisions that flow from a strategic direction supported by quality information and public transparency.

In a broad sense, the Board of Education, working hand in hand with the superintendent and District senior staff, accomplish their work in the following ways:

- Setting the strategic direction in the context of the District and province;
- Monitoring the performance of the system and adjust plans as necessary;
- Attending to both internal and external compliance and accountability;
- Engaging effectively with stakeholders and the public and operate on a basis of transparency; and
- Advocating for public education locally and provincially.

In the annual work plan, the activities of the Board, both annual and emergent, are identified for the coming year as a way to communicate the work of the Board and as a way to operate on the basis of transparency.

In each month, the work of the Board is aligned to the governance framework above. While many issues overlap, the broad categories operate as an efficient and effective organizer for the work of the Board. This framework does not reference routine communications as part of the regular Board meetings. Most specific are the Capital Project Updates and the Operations Report which are highlighted every month.

Board's Vision and Goals

The Board has established goals that support the overall District vision which states that:

“Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.”

We realize this vision through:

- Relationships with Rightsholders.
- Relationships with community partners to broaden opportunities for students.
- Supporting the culturally responsive and engaging learning environments for all students.
- Operational efficiencies that prioritize resources to directly support learning.
- Advocacy for necessary facilities and resources.
- Supporting schools and workplaces that are safe and caring for all.

From Governance and Goals to a Strategic Annual Work Plan

As part of effective governance, each year our Board of Education identifies a strategic working plan for the year ahead. This work plan is tailored to the specific events and issues that are on the Board's horizon in the coming school year while attending to the ongoing governance and compliance issues that are annual in nature.

Our District vision is realized by a focus on priority practices. These practices guide our support of schools and our pursuit of engaging learning environments.

The annual work plan is broken into the categories of governance as indicated above in the framework. In addition to the framework, and the annual work plan, each month or every second month, the Board engages in an in-service and professional development activities to both inform the Board in a deeper way about the monthly governance work, but also as a way to answer detailed operational questions that support individual trustees in their work.

These monthly or bi-monthly in-service opportunities are an important supporting structure for the Board's work. These sessions help deepen the Board's understanding of operational issues while allowing staff to address any questions or issues that the Board may have in the many areas that make up the Greater Victoria School District's educational and business operations. In each month of the year, there is generally a theme for the work and the in-service opportunities are intended to align with those themes.

Strategic Plan 2020-2025

Goal 1

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Goal 2

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Goal 3

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

Strategy 1:

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

Strategy 2:

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

Strategy 3:

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

Strategy 4:

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

September 2022

September 6: Schools Open

September 23: Non-Instructional Day

September 30: National Day for Truth and Reconciliation

Strategic Direction and Context

- Receive Board Annual Work Plan
- FESL at Education Policy & Directions Committee
- Approve 2023-24 Budget Process
- Recognize Orange Shirt Day – September 30 (events take place during the week of September 26)

System Planning and Performance Monitoring

- Receive Preliminary Enrollment and Analysis Projections vs. Actual
- Capital Project Updates
- Operations Report
- 2022-2023 Monthly Financial Summary
- Anaphylactic Aggregate Report

External Compliance and Accountability

- Approve Executive Compensation Disclosure for October 7 Submission to Public Sector Employer's Council (PSEC)
- Review the Audit Findings Report and Management Letter
- Approve the Audit Financial Statements for the Previous School Year for September 30 Submission to the Ministry of Education and Child Care
- Approve the Statement of Financial Information (SOFI) Report for Submission the Ministry of Education and Child Care
- Surplus Appropriation Update
- Ombudsperson Quarterly Report

Engagement with Stakeholders and Public Recognition Events

- Welcome Letter to Employees, Parents and Community

October 2022

October 21: Non-Instructional Day

October 15: Municipal Elections - Trustees

Strategic Direction and Context

- FESL

System Planning and Performance Monitoring

- Capital Project Updates
- Operations Report
- 2022-2023 Monthly Financial Summary
- Local Bargaining (CUPE, ASA, GVTA) Update
- Human Resources Update: e.g. COR Audit, Hires, Staffing
- Occupational Health & Safety Annual Report
- Crossing Guard Implementation Update

External Compliance and Accountability

- Student Enrolment Update
- Implications for Capacity and Funding

Advocacy for Public Education and Provincial Liaison

- Attend BCSTA Provincial Council
- Partners-Liaison Meeting

November 2022

November 14: Non-Instructional Day

November 1: Inaugural Meeting of the Board of Education

November 7-8: BCPSEA Symposium

Strategic Direction and Context

- Elect Board Chair and Vice-Chair, BCPSEA Rep., BCSTA Rep. (Meeting Format Update Zoom/in-person)
- 2023-2024 Budget Update

System Planning and Performance Monitoring

- FESL
- Capital Projects Update
- Operations Report
- 2022-2023 Monthly Financial Summary
- IT4L Update

External Compliance and Accountability

- Approve September 2022 Quarterly Financial Report through Audit Committee

Engagement with Stakeholders and Public Recognition Events

- Board Members Attend Remembrance Day Ceremonies in the Community

Advocacy for Public Education and Provincial Liaison

- Attend BCPSEA Regional Meetings
- Attend BCPSEA Fall Symposium

December 2022

December 1-3, 2022: BCSTA New Trustee Orientation / Trustee Academy

December 19, 2022 to January 2, 2023 – Winter Break

Strategic Direction and Context

- Trustee Committee Assignments
- 2023-2024 Budget Update

System Planning and Performance Monitoring

- FESL
- Capital Projects Update
- Operations Report
- 2022-2023 Monthly Financial Summary

External Compliance and Accountability

- Ombudsperson Quarterly Report

Engagement with Stakeholders and Public Recognition Events

- Attend December Social Events as Invited
- Invitations to Municipalities – Board & Councils to Meet (February, March, April)

Trustee Professional Development In-Service

- Attend BCSTA Trustee Orientation and Academy

January 2023

Schools Reopen Tuesday, January 3, 2023

January 26-27: BCPSEA AGM

Strategic Direction and Context

- 2023-2024 Budget Update
- Long-Range Facilities Plan Board Working Session

System Planning and Performance Monitoring

- Long-Range Facilities Plan Update
- Capital Projects Update
- Operations Report
- 2022-2023 Monthly Financial Summary
- Approve BAA Courses for following school year
- Music Program Review (Receive Report)

External Compliance and Accountability

- 2022-2023 Amended Budget
- Approve December 2022 Quarterly Financial Report through Audit Committee

Advocacy for Public Education and Provincial Liaison

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

Review Policy positions for submission to BCSTA AGM

February 2023

February 17: Non-Instructional Day

February 9-10: Partner Liaison Meeting / Board Chairs' Meeting

February 24-25: BCSTA Provincial Council

Strategic Direction and Context

- Propose the 2023/24 School Calendar
- 2023-2024 Budget Update
- Pink Shirt Day – Anti-bullying

System Planning and Performance Monitoring

- FESL
- Approve international student fees (every two years) for 2023-2024
- Capital Projects Update
- Operations Report
- 2022-2023 Monthly Financial Summary

External Compliance and Accountability

- Approve the amended annual budget and bylaw for submission to the Ministry of Education and Child Care
- Student Enrolment Report

Engagement with Stakeholders and Public Recognition Events

- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Represent Board at BCSTA Provincial Council Meeting

Trustee Professional Development In-Service

- BCSTA Motions to Propose – Provincial Direction

March 2023

March 20 to March 31: Spring Break

Schools Re-Open: April 3

Strategic Direction and Context

- 2023-2024 Budget Update

System Planning and Performance Monitoring

- FESL
- Communications Update
- Enrolment Update
- Capital Projects Update
- Capital Planning/Annual Capital Cycle
- Operations Report
- 2022-2023 Monthly Financial Summary

External Compliance and Accountability

- Receive Ministry of Education and Child Care funding announcement, approximately March 15th

Engagement with Stakeholders and Public Recognition Events

- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Prepare communications to the District about preliminary budget and implications

April 2023

April 27-30: BCSTA AGM

BCSTA Provincial Council

Strategic Direction and Context

- 2023-2024 Budget Bylaw – Readings 1, 2 & 3

System Planning and Performance Monitoring

- FESL
- Lead in Water Report
- Capital Projects Update
- Operations Report
- 2022-2023 Monthly Financial Summary
- Pass Bylaw for Capital Plan approved by Minister
- School Calendar Approval
- Human Resources – Staffing Update, Timelines and Processes

External Compliance and Accountability

- Approve March 2023 Quarterly Financial Report through Audit Committee
- Appoint Auditor through Audit Committee and Approve Terms of Engagement
- Ombudsperson Quarterly Report

Engagement with Stakeholders and Public Recognition Events

- Observe the National Day of Mourning (April 28)
- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Attend the BCSTA AGM
- Attend the BCSTA Provincial Council Meeting

Trustee Professional Development In-Service

- Preparation for BCSTA AGM motions that Board wishes to present

May 2023

May 19: Non-Instructional Day (Ministry of Education and Child Care Indigenous Focus)

Strategic Direction and Context

- Approve the 2023-2024 Board of Education and Standing Committee Dates
- Approve the 2023-2024 Academy Fees
- Approve Long-Range Facilities Plan Process 2023-2024

External Compliance and Accountability

- Receive Carbon Neutral Action Report for Submission to Climate Action Secretariat by May 31st
- Receive Draft 2023-2024 Five-Year Capital Plan

Engagement with Stakeholders and Public Recognition Events

- Budget Process Debrief

June 2023

June 29: Last day of school for students

Strategic Direction and Context

- Acknowledge National Indigenous Peoples' Day – Traditional Welcome

System Planning and Performance Monitoring

- FESL
- Operations Report
- Capital Projects Update
- 2022-2023 Monthly Financial Summary
- Review the Draft Annual Five-Year Capital Plan

External Compliance and Accountability

- Approve the Five-Year Capital Plan and Bylaw for June 30 Submission to the Ministry of Education and Child Care
- Audit Committee Report

Engagement with Stakeholders and Public Recognition Events

- Attend Commencement Ceremonies
- Host the Annual Retirement Celebration

2022-2023 Board Meeting Dates

The public is welcome to attend regular Standing Committee and Board meetings.

- Board meetings at 7:30 p.m.
- Standing Committee meetings at 7:00 p.m.
- Please refer to the District website for further information: www.sd61.bc.ca

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 12, 2022	Monday, Sept. 19, 2022	Monday, Sept. 26, 2022
Monday, Oct. 3, 2022	Monday, Oct. 17, 2022	Monday, Oct. 24, 2022
		Tuesday, Nov. 1, 2022 <i>Inaugural Board Meeting – Swearing in of new Trustees</i>
Monday, Nov. 14, 2022	Monday, Nov. 21, 2022	Monday, Nov. 28, 2022
Monday, Dec. 5, 2022 (combined with OPPS)	Monday, Dec. 5, 2022 (combined with Ed)	Monday, Dec. 12, 2022
Monday, Jan. 9, 2023	Monday, Jan. 16, 2023	Monday, Jan. 30, 2023
Monday, Feb. 6, 2023	Monday, Feb. 13, 2023	Monday, Feb. 27, 2023
Monday, Mar. 6, 2023 (combined with OPPS)	Monday, Mar. 6, 2023 (combined with Ed)	Monday, Mar. 13, 2023
Monday, Apr. 3, 2023	Monday, Apr. 17, 2023	Monday, Apr. 24, 2023
Monday, May 1, 2023	Monday, May 8, 2023	Monday, May 29, 2023
Monday, June 5, 2023	Monday, June 12, 2023	Monday, June 19, 2023



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, September 12, 2022, 7:00 p.m.

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

Trustees Suspended: Diane McNally, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Dr. Shelly Niemi, Director of Indigenous Education, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved By Trustee Leonard

That the September 12, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved By Trustee Whiteaker

That the June 6, 2022 Education Policy and Directions Committee meeting minutes, be approved.

Trustee Whiteaker requested the following amendment under B.2:

B.2. Remove, including three mental health lenses to support mental health in the District, it is a duplicate sentence.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None

B. PRESENTATIONS TO THE COMMITTEE

None

C. NEW BUSINESS

C.1. Parent Education Fund 2021-2022 Update

Superintendent Whitten presented the Parent Education Fund Update for 2021-2022.

Trustee Whiteaker requested Superintendent Whitten provide an update to the Board on the top themes that the funds were utilized to support.

C.2. Anaphylaxis Aggregate Report 2021-2022

Superintendent Whitten provided the aggregate report.

Trustee Duncan requested an update on seizure medication changes and impacts. Superintendent Whitten will provide an update at the September 20, 2022 Operations Policy and Planning Committee Meeting.

C.3. Framework for Enhanced Student Learning (FESL)

District Principal Renyard introduced the draft Framework for Enhancing Student Learning (FESL) report for 2022-2023. The purpose of FESL is to report and monitor continuous improvement and report to the Ministry of Education annually. The report

was created in alignment with the district's strategic plan. Goals were presented by the district team.

Trustees provided thanks and questions of clarification were asked.

C.4. Draft Policy 2100.1 Superintendent Evaluation

Secretary-Treasurer Morris presented draft Policy 2100.1 Superintendent Evaluation.

Moved By Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) move Draft Policy 2100.1 *Superintendent Evaluation* adopted in September 2020, out of draft and formally adopt as presented, to establish the process for evaluating the Superintendent.

Trustees discussed the motion.

Amendment to Draft Policy 2100.1

Moved By Trustee Whiteaker

That the draft Policy 2100.1 be amended as follows:

Process:

1. The ~~Chair~~ **Board** will appoint two trustees who will, together with the Superintendent, seek consensus relative to the evaluation process , including but not limited to, recommending an external consultant, selecting a leadership survey tool and identifying the possible recipients of the survey tool and staff who may be interviewed.

Trustees discussed the amendment.

For: Hentze, Watters, Whiteaker

Against: Leonard, Ferris, Painter

Abstain: Duncan

Motion Defeated (3 to 3)

Moved By Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) rescind of the second part of the original motion from Sept 21, 2020.

That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2 as presented;

AND FURTHER

That the policy remain in draft until the first evaluation is concluded;

AND FURTHER

~~*That the Board review the draft Superintendent Evaluation policy immediately after completing the Superintendent Evaluation process.*~~

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

Against: Duncan

Motion Carried (6 to 1)

That the Board of Education of School District No. 61 (Greater Victoria) move Draft Policy 2100.1 *Superintendent Evaluation* adopted in September 2020, out of draft and formally adopt as presented, to establish the process for evaluating the Superintendent.

For: Watters, Hentze, Leonard, Painter, Ferris

Against: Duncan

Abstain: Whiteaker

Motion Carried (5 to 1)

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

Moved By Trustee Duncan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:18 p.m.

TO: Board of Education

FROM: Kim Morris, Secretary-Treasurer

RE: Policy 2100.1 Superintendent Evaluation

DATE: September 26, 2022

Background

At its September 21, 2020 Regular Open Board Meeting, the Board carried the following resolution:

That the Board of Education of School District No.61 (Greater Victoria) adopt the draft Superintendent Evaluation Policy Option 2 as presented;

AND FURTHER

That the policy remain in draft until the first evaluation is concluded;

AND FURTHER

That the Board review the draft Superintendent Evaluation policy immediately after completing the Superintendent Evaluation process.

The approved policy in DRAFT is attached as Appendix A.

Issue

Policy 2100.1 Superintendent Evaluation has been approved in draft for 2 years. Since the adoption of the draft policy for one year in September 2020 by Board motion, Superintendents have changed.

At its June 14, 2022 meeting, the Policy Sub-Committee discussed a recommendation to the Board be made to move the policy out of draft and to finally adopt, after a meeting of the current Superintendent and the Board Chair to discuss any concerns.

The Superintendent and the Board Chair met over the summer and suggested no changes to the September 2020 version.

Therefore Appendix A remains the current version of the policy in draft.

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) move Draft Policy 2100.1 Superintendent Evaluation adopted in September 2020, out of draft and formally adopt as presented, to establish the process for evaluating the Superintendent.

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.

APPENDIX A

POLICY 2100.1 SUPERINTENDENT EVALUATION

Drafted: January 2020

Draft Revision: September 2020

Adopted:

The Superintendent's evaluation provides for both accountability and growth, as well as for strengthening the relationship between the Board and the Superintendent. The written Superintendent evaluation report will affirm specific accomplishments and identify areas of growth, where applicable.

Guiding Principles

The Superintendent's evaluation:

1. Will be reasonably related to the roles and responsibilities of the Superintendent and the goals of the District strategic plan.
2. Will provide for a written evaluation of the Superintendent's performance at least once in a four-year trustee term with preference being the middle years of the Superintendent's contract.
3. Will emphasize the need for and use of evidence for evaluation purposes within the interview process.
4. Will utilize an anonymous leadership survey tool and an external consultant.

Process:

1. The Chair will appoint two trustees who will, together with the Superintendent, seek consensus relative to the evaluation process, including but not limited to, recommending an external consultant, selecting a leadership survey tool and identifying the possible recipients of the survey tool and staff who may be interviewed.
2. Upon approval of the Board, an external consultant will be engaged who will be responsible for completing the final report.
3. The anonymous leadership survey will be sent to the following that have a recent working relationship with the Superintendent:
 - Trustees
 - VCPAC Executive

OPTION #2

- District Leadership Team
 - Principals
 - Teachers
 - Indigenous Leaders
 - ASA, CUPE 382, CUPE 947, GVTA
 - Community Organization Partners
 - Other
4. The external consultant will conduct interviews with groups identified in 3 above.
The interview questions will align to Roles and Responsibilities of the Superintendent and the goals of the Strategic Plan.
 5. The external consultant will gather all information, analyze and prepare a written evaluation report to be presented to the Board.
 6. The evaluation report will be reviewed with the Board.
 7. The Superintendent will create a growth plan that will be reviewed with the Board annually.



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

Regular Minutes

Monday, September 20, 2022, 7:00 p.m.

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

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

Trustees Suspended: Diane McNally, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Andy Canty, Director, Information Technology for Learning, Sarah Winkler, VPVPA Kelly Gorman, Recorder

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:08 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 Painter

That the September 20, 2022 agenda be approved with the following amendment:

Move F. Facilities Planning to C and renumber accordingly.

That the September 20, 2022 agenda be approved with the following additions:

C.2.b. Cedar Hill Middle School Seismic Replacement

D.1.b. Student and Family Affordability Fund Update

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved By Trustee Painter

Trustee Duncan asked if whether or not the Aviation program at Mount Douglas Secondary school had received students **and whether or not the aviation shop remediation's had been completed.**

That the June 13, 2022 Operations Policy and Planning Committee meeting minutes be approved, as amended.

Motion Carried Unanimously

A.4. Business Arising from Minutes

Trustee Duncan

F.1. Do we have clarity about the aviation shop remediation and whether or not it has been completed, and whether or not we have received students into that shop yet?

Director of Facilities Vistisen-Harwood reported that the Mt. Douglas Secondary aviation shop consultation is complete and that machinery movement is still to occur. The hanger where the plane will be stored has had full consultation completed as well and is safe for occupancy.

Deputy Superintendent Caldwell will provide an update on student enrollment in the aviation program at the October 17, 2022 Operations Policy and Planning Committee meeting.

B. PRESENTATIONS TO THE COMMITTEE

- B.1.** Chloe Faught and Amelita Kucher representing Salish Sea Environmental Educators Provincial Specialist Association Chapter presented on Green Schools and Waste.

Trustees provided thanks for the presentation.

C. FACILITIES PLANNING

C.1. Operations Update: August 2022

Director of Facilities Services Vistisen-Harwood provided the report for information.

Trustees provided thanks to all facilities staff for their hard work over the summer to get the schools ready for September.

C.2. Victoria High School Seismic Project Update

a. Director of Facilities Services Vistisen-Harwood provided the Victoria High School Seismic project update. Victoria High School will have a capacity of 1000 students once it has been completed. This is an increase of 200 students.

b. Trustee Whiteaker requested an update on the Cedar Hill Middle School seismic project public input session hosted by the District. Secretary-Treasurer Morris will provide an update at the October 17th, 2022 Operations Policy and Planning Committee meeting.

C.3. Revised Minor Capital – 2023-2024 Annual Five-Year Capital Plan

Secretary-Treasurer Morris and Director of Facilities Services Vistisen-Harwood provided the update to phase projects to implement heat pumps.

Trustees thanked staff for completing additional work over the summer on the revised plan.

Moved By Trustee Ferris

WHEREAS the Board of Education of School District No. 61 (Greater Victoria) approved its 2023-2024 Five Year Annual Capital Plan in June 2022 and wishes to revise the Minor Capital projects in the approved plan;

BE IT RESOLVED that the Board of Education of School District No. 61 (Greater Victoria) approve the revised Minor Capital projects in the 2023-2024 Annual Five Year Capital Plan, as presented.

Motion Carried Unanimously

D. SUPERINTENDENT'S REPORT

D.1. a. Seizure Action Plan

Superintendent Whitten presented the Seizure Action Plan for 2022-2023.

Trustees provided thanks to staff for the report.

b. Student and Family Affordability Fund

Superintendent Whitten and Secretary-Treasurer Morris reported that the District is currently collecting feedback from Rightsholders, Stakeholders, and Administration, on where need exists to develop a spending plan.

Trustees provided thanks and questions of clarification were asked.

E. PERSONNEL ITEMS

None

F. FINANCE AND LEGAL AFFAIRS

F.1. Monthly Financial Report: August 2022

Secretary-Treasurer Morris provided the report for information.

Trustee Duncan requested the reports from June 2022 and July 2022.

F.2. Budget Change Report: September 2022

Secretary-Treasurer Morris presented the report for information.

Trustees provided thanks and questions of clarification were asked.

F.3. New Policy 8110 Role of the Board

Trustees discussed the Policy and made revisions.

By consensus, Trustees agreed to change “*Ensure*” to “*Provide*” under Section 3.0 Policy 3.2 iv.

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.3. ii. To change “provide” to “ensure”. Plus add “prior to decision making”

Secretary-Treasurer Morris stated that staff will provide opportunities for engagement and will meet the obligations of the Board. Staff will not be able to ensure that all members of the public feel that engagement opportunities were provided.

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain original wording under Section 3.3. ii.

For: Leonard, Hentze, Watters, Ferris, Painter

Against: Whiteaker, Duncan

Abstain: Painter

Motion Carried (5 to 2)

By consensus, Trustees agreed to change “District” to “Superintendent” under Section 3.0 Policy 3.4 iii.

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.5. ii.

3.5

ii. Delegate the authority to the Superintendent and define commensurate accountabilities **as per the School Act**.

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain the original wording under Section 3.5. ii.

Motion Carried Unanimously

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.5. iii.

3.5

iii. **Propose new policies and identify the purpose and the criteria for any new policies in accordance with Bylaw 9210.**

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain the original wording under Section 3.5. iii.

For: Ferris, Leonard

Against: Whiteaker, Duncan, Watters, Hentze, Painter

Motion Defeated (2 to 5)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.6. v.

3.6

v. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action which are exercised within the delegated discretionary powers of the position **and communicate any Board direction including any required changes and improvement.**

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain the original wording under Section 3.6. v.

For: Ferris, Leonard, Painter, Watters, Hentze

Against: Whiteaker, Duncan

Motion Carried (5 to 2)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.6. iv.

3.6

iv. Evaluate the Superintendent in accordance with ~~a pre-established performance appraisal mechanism~~, Policy 2100.1 Superintendent Evaluation.

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain the original wording under Section 3.6. iv.

For: Ferris, Leonard, Painter, Watters, Hentze

Against: Whiteaker, Duncan

Motion Carried (5 to 2)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.9. i.

3.9

i. Approve budget process and timelines ~~at the outset of~~ **prior to** the budget process

Moved By Trustee Leonard

That Policy 8110, *Role of the Board* retain the original wording under Section 3.9. i.

For: Ferris, Leonard, Painter, Watters, Hentze

Against: Whiteaker, Duncan

Motion Carried (5 to 2)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 3.10.

3.10

Add "**other**" to the list.

By consensus, Trustees agreed to add xiii) "**other**" Under Section 3.10. With wording to be provided.

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 5.0.

5.0

Add "**5.2 Bylaw 9210 The Development of Policy**"

By consensus, Trustees agreed to add "**5.2 Bylaw 9210 The Development of Policy**" Under Section 5.2.

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

4.0

4.1 The Board of Education is responsible to ensure compliance with the *School Act*, *Bylaws*, Policies and *Regulations* of the Board.

By consensus, Trustees agreed to add “*Bylaws and Regulations*” Under Section 4.1.

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 4.0. *4.2.*

4.0

4.2 Evaluation of the effectiveness of the Superintendent in achieving established priorities and key results.

By consensus, Trustees agreed to not add “*4.2 Evaluation of the effectiveness of the Superintendent in achieving established priorities and key results.*” Under Section 4.0.

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 9:10 p.m.

The meeting reconvened at 9:15 p.m.

F.4. New Policy XXXX Role of the Chair and Vice-Chair

Discussion ensued amongst Trustees and staff with a suggestion being made to amend New Policy XXXX Role of the Chair and Vice-Chair under Section 1.

~~1. The Chairperson provides Board leadership and is primarily responsible for safeguarding the integrity of the Board's governance processes.~~

Moved By Trustee Leonard

That New Policy XXXX *Role of the Chair and Vice-Chair* retain the original wording under Section 1.

For: Leonard, Ferris, Painter, Hentze, Watters

Against: Duncan, Whiteaker

Motion Carried (5 to 2)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 2.2. iii.

2.2

iii. Ensure that each Trustee has a full and fair opportunity to ask questions and to be heard.

Moved By Trustee Leonard

That New Policy XXXX *Role of the Chair and Vice-Chair* retain the original wording under Section 2.2 iii.

For: Ferris

Against: Duncan, Whiteaker Leonard, Painter, Hentze, Watters

Motion Defeated (1 to 6)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 2.3. iv.

2.3

iv. ~~Facilitate, or arrange~~ for the facilitation of, the Superintendent evaluation in accordance with Policy 2100.1 Superintendent Evaluation and take responsibility for compiling and reporting the Superintendent evaluation.

Moved By Trustee Leonard

That New Policy XXXX *Role of the Chair and Vice-Chair* retain the original wording under Section 2.3 iv.

For: Leonard, Painter, Hentze, Watters

Against: Duncan, Whiteaker

Abstain: Ferris

Motion Carried (4 to 2)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 2.4. i.

2.4

i. Bring all matters requiring a ~~corporate~~ decision to the Board.

Moved By Trustee Leonard

That New Policy XXXX *Role of the Chair and Vice-Chair* retain the original wording under Section 2.4 i.

For:

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

Motion Defeated (0 to 7)

Discussion ensued amongst Trustees and staff with a suggestion being made to amend the policy under section 2.7. i.

2.7

i. Treat all Trustees ~~equally~~ **equitably** and ensure that each Trustee has equal access to information.

By consensus, Trustees agreed to change “*equally*” to “*equitably*” under Section 3.0 Policy 3.4 iii.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None

H. NEW BUSINESS

None

I. NOTICE OF MOTION

None

J. GENERAL ANNOUNCEMENTS

None

K. ADJOURNMENT

Moved By Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:44 p.m.

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

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: 2023-2024 Five Year Annual Capital Plan Revision – Minor Capital

DATE: September 26, 2022

Background

In June 2022 the Board approved the Five Year Annual Capital Plan for 2023-2024. The capital plan included minor capital projects as follows:

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	Lambriek 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 1999 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

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.

At the meeting discussion occurred relative to the CNCP section and the projects for gas fired boilers rather than electrification in light of the Board's climate emergency motion and the climate action plan development.

Issue

Facilities has worked to modify the minor capital CNCP projects of the capital plan and will resubmit this section of the plan to Ministry. The revised minor capital project list is attached on page 3.

The heating requests have moved to a two phase approach to allow for the possibility of heat pumps as the primary heating source with a backup boiler plant.

The revision to the minor capital section of the 2023-2024 Five Year Annual Capital Plan requires Board approval before it is submitted.

Ministry response to Five Year Annual Capital Plan requests usually occur in March of the following year, in this case March 2023.

Recommendation

WHEREAS the Board of Education of School District No. 61 (Greater Victoria) approved its 2023-2024 Five Year Annual Capital Plan in June 2022 and wishes to revise the Minor Capital projects in the approved plan;

BE IT RESOLVED that the Board of Education of School District No. 61 (Greater Victoria) approve the revised Minor Capital projects in the 2023-2024 Annual Five Year Capital Plan, 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.

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	\$3,600,000
SEP	\$4,050,000
PEP	\$495,000
Total	\$8,145,000

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)	Phase 1 - Install Heat Pumps and Replace existing Boiler to decrease GHG	\$800,000
3	151404	Lambrick Park Secondary	HVAC (CNCP)	Phase 1 - Install heat pumps for phase 1 and Replace existing boilers with new	\$850,000
4	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
5	151402	Doncaster Elementary	HVAC (CNCP)	Replace the original AHU that serve four classrooms and replace with unit	\$500,000
Submission Category Total:					\$3,600,000
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4	156670	Mount Douglas Secondary	Exterior Wall Systems	Phase 5 - Window Upgrade	\$500,000
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:					\$4,050,000

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, Secretary-Treasurer

DATE: September 26, 2022

RE: **Audit Committee Report – September 15, 2022 Meeting**

Background:

The Audit Committee held a meeting on September 15, 2022. KPMG, the District's external auditor, presented the Audit Findings Report for 2021-2022. New business included discussions on the 2021-2022 Audited Financial Statements, the 2021-2022 Financial Statement Discussion and Analysis Report, the 2021-2022 Statement of Financial Information, and the 2021-2022 School Accounting Records Review.

Items of a financial nature were presented to the committee resulting in five recommendations to the Board.

Recommendations:

2021-2022 Audited Financial Statements

Secretary-Treasurer Morris presented the 2021-2022 Audited Financial Statements including the 2021-2022 Financial Statement Discussion and Analysis Report. Trustees asked questions of clarification.

Trustees recommended that the Board approve four motions related to the 2021-2022 Audited Financial Statements through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of \$8,218,621 of the operating surplus as follows: 1) internally restricted \$6,717,367, and 2) unrestricted (contingency) \$1,501,254.

That the Board of Education of School District No. 61 (Greater Victoria) allocate the total net Caledonia land exchange and disposal proceeds from the Local Capital reserve for the purpose of: 1) District contribution to Victoria High School Seismic Capital Project \$2,600,000 as set out by the Ministry of Education and Child Care, and 2) Amenities for Victoria High School Seismic Capital Project \$557,564.

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.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements for the year ended June 30, 2022; AND FURTHER that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to affix their signatures to the statements, where applicable, on behalf of the Board.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Financial Statement Discussion and Analysis Report for the year ended June 30, 2022.

2021-2022 Statement of Financial Information

Secretary-Treasurer Morris provided an overview of the 2021-2022 Statement of Financial Information.

Trustees recommended that the Board approve one motion related to the 2021-2022 Statement of Financial Information through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2021 to June 30, 2022; AND FURTHER that the approved schedules be posted to the District website.

Audited Financial Statements of

School District No. 61 (Greater Victoria)

And Independent Auditors' Report thereon

June 30, 2022

School District No. 61 (Greater Victoria)

June 30, 2022

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School District No. 61 (Greater Victoria)

MANAGEMENT REPORT

Version: 9872-9126-7144

Management's Responsibility for the Financial Statements.

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

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

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

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

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

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

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed



KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria BC V8W 3Y7
Canada
Telephone 250-480-3500
Fax 250-480-3539

INDEPENDENT AUDITORS' REPORT

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

To the Minister of Education and Child Care, Province of British Columbia

Opinion

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

- the statement of financial position as at June 30, 2022
 - the statement of operations for the year then ended
 - the statement of changes in net debt for the year then ended
 - the statement of cash flows for the year then ended
 - and notes to the financial statements, including a summary of significant accounting policies
- (Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2022 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

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

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

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

Emphasis of Matter – Financial Reporting Framework

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

Our opinion is not modified in respect of this matter.

Emphasis of Matter – Comparative Information

We draw attention to Note 23 to the financial statements which explains that certain comparative information presented for the year ended June 30, 2021 has been restated. Note 23 explains the reason for the restatement and also explains the adjustments that were applied to restate certain comparative information.

Our opinion is not modified in respect of this matter.



Other Matter – Comparative Information

As part of our audit of the financial statements for the year ended June 30, 2022, we also audited the adjustments that were applied to restate certain comparative information presented for the year ended June 30, 2021. In our opinion, such adjustments are appropriate and have been properly applied.

Other Information

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

- Information included in Unaudited Schedules 1-4 attached to the audited financial statements

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

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

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

We have nothing to report in this regard.

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

We also:



- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Victoria, Canada
DATE

School District No. 61 (Greater Victoria)

Statement 1

Statement of Financial Position

As at June 30, 2022

	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$
Financial Assets		
Cash and Cash Equivalents	66,075,808	62,735,222
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	1,240,454	4,851,003
Due from Province - Other	-	476,596
Due from First Nations	-	306,891
Other (Note 3)	3,322,280	3,408,670
Portfolio Investments (Note 4)	499,715	499,658
Total Financial Assets	71,138,257	72,278,040
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 6)	34,580,499	33,492,718
Unearned Revenue (Note 7)	11,497,069	11,955,313
Deferred Revenue (Note 8)	7,532,465	6,540,627
Deferred Capital Revenue (Note 9)	246,275,116	223,573,627
Employee Future Benefits (Note 10)	3,073,254	2,996,493
Total Liabilities	302,958,403	278,558,778
Net Debt	(231,820,146)	(206,280,738)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	287,356,817	265,216,436
Prepaid Expenses	875,252	957,276
Total Non-Financial Assets	288,232,069	266,173,712
Accumulated Surplus (Deficit) (Note 20)	56,411,923	59,892,974
Unrecognized Assets (Note 11)		
Contractual Obligations (Note 15)		
Contractual Rights (Note 16)		
Contingent Assets (Note 18)		
Contingent Liabilities (Note 18)		

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 61 (Greater Victoria)

Statement 2

Statement of Operations
Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	216,081,028	227,053,205	226,659,672
Other	112,750	166,975	103,076
Tuition	12,242,537	15,070,357	9,496,466
Other Revenue	5,529,152	7,412,286	5,494,884
Rentals and Leases	1,779,874	2,519,825	1,587,882
Investment Income	415,552	557,202	633,130
Amortization of Deferred Capital Revenue	7,969,213	7,858,370	7,705,292
Construction License		4,300,000	
Total Revenue	<u>244,130,106</u>	<u>264,938,220</u>	<u>251,680,402</u>
Expenses			
Instruction	207,618,206	218,385,765	209,607,636
District Administration	6,329,294	7,074,628	6,306,434
Operations and Maintenance	38,027,511	41,870,376	38,967,479
Transportation and Housing	1,291,815	1,088,502	1,121,348
Total Expense	<u>253,266,826</u>	<u>268,419,271</u>	<u>256,002,897</u>
Surplus (Deficit) for the year	<u>(9,136,720)</u>	<u>(3,481,051)</u>	<u>(4,322,495)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		59,892,974	64,215,469
Accumulated Surplus (Deficit) from Operations, end of year		<u>56,411,923</u>	<u>59,892,974</u>

School District No. 61 (Greater Victoria)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Surplus (Deficit) for the year	(9,136,720)	(3,481,051)	(4,322,495)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(50,712,864)	(33,913,379)	(31,640,450)
Amortization of Tangible Capital Assets	11,451,527	11,772,998	11,720,594
Ministry Tool Amortization Adjustment	-	-	1,191,685
Total Effect of change in Tangible Capital Assets	(39,261,337)	(22,140,381)	(18,728,171)
Acquisition of Prepaid Expenses	-	-	(572,377)
Use of Prepaid Expenses	-	82,024	-
Total Effect of change in Other Non-Financial Assets	-	82,024	(572,377)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(48,398,057)</u>	<u>(25,539,408)</u>	(23,623,043)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(25,539,408)	(23,623,043)
Net Debt, beginning of year		(206,280,738)	(182,657,695)
Net Debt, end of year		<u>(231,820,146)</u>	<u>(206,280,738)</u>

School District No. 61 (Greater Victoria)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2022

	2022 Actual	2021 Actual
	(Restated - Note 23)	
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(3,481,051)	(4,322,495)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	4,480,426	(200,012)
Prepaid Expenses	82,024	(572,377)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	123,689	298,811
Unearned Revenue	(458,244)	3,483,644
Deferred Revenue	991,838	(104,328)
Employee Future Benefits	76,761	162,322
Other Liabilities	964,092	5,630,974
Amortization of Tangible Capital Assets	11,772,998	11,720,594
Amortization of Deferred Capital Revenue	(7,858,370)	(7,705,292)
Total Operating Transactions	6,694,163	8,391,841
Capital Transactions		
Tangible Capital Assets Purchased	(3,677,800)	(4,684,094)
Tangible Capital Assets -WIP Purchased	(30,235,579)	(26,956,356)
Bylaw Expenditures	(2,403,438)	(811,727)
Insurance Claim Expense		(1,829,035)
Total Capital Transactions	(36,316,817)	(34,281,212)
Financing Transactions		
Capital Revenue Received	32,963,297	29,972,115
Total Financing Transactions	32,963,297	29,972,115
Investing Transactions		
Investments in Portfolio Investments	(57)	(57)
Total Investing Transactions	(57)	(57)
Net Increase (Decrease) in Cash and Cash Equivalents	3,340,586	4,082,687
Cash and Cash Equivalents, beginning of year	62,735,222	58,652,535
Cash and Cash Equivalents, end of year	66,075,808	62,735,222
Cash and Cash Equivalents, end of year, is made up of:		
Cash	66,075,808	62,735,222
	66,075,808	62,735,222

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

1. Authority and Purpose

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

2. Summary of Significant Accounting Policies

(a) Basis of Accounting

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

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

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

(b) Cash and Cash Equivalents

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

(c) Accounts Receivable

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

(d) Portfolio Investments

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

Detailed information regarding portfolio investments is disclosed in Note 4.

(e) Unearned Revenue

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

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

(f) Deferred Revenue and Deferred Capital Revenue

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

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

(g) Employee Future Benefits

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

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

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

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

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

(h) Liability for Contaminated Sites

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

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

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

(i) Tangible Capital Assets

The following criteria apply:

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

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

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

(j) Capital Leases

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

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

(k) Prepaid Expenses

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

(l) Funds and Reserves

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

(m) Revenue Recognition

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

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

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

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

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

2. Summary of Significant Accounting Policies (Continued)

(m) Revenue Recognition (continued)

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

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

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

(n) Expenditures

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

Allocation of Costs

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

(o) Financial Instruments

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

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

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

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

2. Summary of Significant Accounting Policies (Continued)

(o) Financial Instruments (continued)

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

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

(p) Measurement Uncertainty

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

(q) Future Changes in Accounting Policies

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

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

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

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

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

2. Summary of Significant Accounting Policies (Continued)

(q) Future Changes in Accounting Policies (continued)

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

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

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

3. Accounts Receivable – Other Receivables

	June 30, 2022	June 30, 2021
Due from Agencies and Associations	\$ 276,059	\$ 464,578
Due from Government of Canada	337,411	220,730
Other Receivables	2,708,810	2,723,362
	<u>\$ 3,322,280</u>	<u>\$ 3,408,670</u>

4. Portfolio Investments

Portfolio investments is comprised of a 7.6% Province of Ontario Bond maturing June 2, 2027. The market value of the investments as of June 30, 2022 was \$0.59 million (2021: \$0.67 million).

5. Bank Indebtedness

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

6. Accounts Payable and Accrued Liabilities – Other

	June 30, 2022	June 30, 2021
Trade Payables	\$ 6,066,150	\$ 5,942,459
Salaries and Benefits Payable	15,780,759	16,157,683
Accrued Vacation Pay	1,882,577	2,178,207
Holdback Payables	2,586,762	1,053,327
International Student Program Fee Payable	7,262,919	7,569,654
Other	1,001,332	591,388
	<u>\$ 34,580,499</u>	<u>\$ 33,492,718</u>

International Student Program Fees Payable in the amount of \$7,262,919 (2021: \$7,569,654) is comprised of 2021/22 refunds \$286,835 (2021: \$483,032), homestay fees of \$5,802,363 (2021: \$5,966,030) and medical fees of \$1,173,721 (2021: \$1,120,592). These amounts are collected and paid by the School District on behalf of the International Student Program. The same amount included in cash and cash equivalents is restricted and not available for general use.

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

7. Unearned Revenue

	June 30, 2022	June 30, 2021
Unearned Revenue, Beginning of Year	\$ 11,955,313	\$ 8,471,669
Changes for the Year:		
Increase:		
Tuition fees	14,458,006	12,625,596
Rentals and Leases	2,519,825	1,535,504
Other	1,248,832	904,267
Summer school	-	1,720
	18,226,663	15,067,087
Decrease:		
Tuition fees	15,070,357	9,496,466
Rentals and Leases	2,519,825	1,587,882
Other	1,094,725	497,375
Summer school	-	1,720
	18,684,907	11,583,443
Net Changes for the Year	(458,244)	3,483,644
Unearned Revenue, End of Year	\$ 11,497,069	\$ 11,955,313

Unearned Revenue includes tuition collected from International students for school terms beginning after June 30, 2022.

8. Deferred Revenue

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

	June 30, 2022	June 30, 2021
Deferred Revenue, Beginning of Year	\$ 6,540,627	\$ 6,644,955
Changes for the Year:		
Increase:		
Provincial Grants - Ministry of Education and Child Care	29,296,235	35,919,986
Other	5,443,756	3,201,604
Investment Income	92,850	95,185
	34,832,841	39,216,775
Decrease:		
Allocation to Revenue	32,595,202	37,441,290
Recovered	1,245,801	1,879,813
	33,841,003	39,321,103
Net Changes for the Year	991,838	(104,328)
Deferred Revenue, End of Year	\$ 7,532,465	\$ 6,540,627

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

9. Deferred Capital Revenue

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

Deferred Capital Revenue:

	June 30, 2022	June 30, 2021 (Restated – Note 23)
Deferred Capital Revenue, Beginning of Year	\$ 188,451,831	\$ 185,446,765
Prior Period Adjustment (Note 23)	-	(1,191,686)
Deferred Capital Revenue, Beginning of Year, as Restated	188,451,831	184,255,079
Changes for the Year:		
Increase:		
Transferred from Deferred Capital Revenue – Capital Additions	-	204,858
Transferred from Deferred Capital Revenue – Work in Progress	5,269,287	11,697,185
	5,269,287	11,902,043
Decrease:		
Amortization of Deferred Capital Revenue	7,858,370	7,705,291
	7,858,370	7,705,291
Net Changes for the Year	(2,589,083)	4,196,752
Deferred Capital Revenue, End of Year	\$ 185,862,748	\$ 188,451,831

Deferred Capital Revenue – Work in Progress:

	June 30, 2022	June 30, 2021
Work in Progress, Beginning of Year	\$ 27,422,963	\$ 12,687,439
Changes for the Year:		
Increase:		
Transferred from Unspent Deferred Capital Revenue	30,110,027	26,432,709
	30,110,027	26,432,709
Decrease:		
Transferred to Deferred Capital Revenue	5,269,287	11,697,185
	5,269,287	11,697,185
Net Changes for the Year	24,840,740	14,735,524
Work in Progress, End of Year	\$ 52,263,703	\$ 27,422,963

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

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

	June 30, 2022	June 30, 2021
Unspent Deferred Capital Revenue, Beginning of Year	\$ 7,698,833	\$ 7,005,047
Changes for the Year:		
Increase:		
Provincial Grants - Ministry of Education and Child Care	32,822,733	27,319,169
Provincial Grants - Other	-	2,538,841
Other	132,326	110,932
Investment Income	8,238	3,173
	<u>32,963,297</u>	<u>29,972,115</u>
Decrease:		
Transferred to Deferred Capital Revenue – Capital Additions	-	204,858
Transferred to Deferred Capital Revenue – Work in Progress	30,110,027	26,432,709
Bylaw and Other Provincial Capital Expenditures	2,359,133	811,727
Insurance Claim Expense	44,305	1,829,035
	<u>32,513,465</u>	<u>29,278,329</u>
Net Changes for the Year	449,832	693,786
Unspent Deferred Capital Revenue, End of Year	\$ 8,148,665	\$ 7,698,833
Total Deferred Capital Revenue, End of Year	\$ 246,275,116	\$ 223,573,627

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

10. Employee Future Benefits

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

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

	June 30, 2022	June 30, 2021
Discount Rate - April 1	2.50%	2.25%
Discount Rate - March 31	3.25%	2.50%
Long-Term Salary Growth - April 1	2.50%+seniority	2.50%+seniority
Long-Term Salary Growth - March 31	2.50%+seniority	2.50%+seniority
Expected Average Remaining Service Lifetime - March 31	10.6	10.3

	June 30, 2022	June 30, 2021
Reconciliation of Accrued Benefit Obligation:		
Accrued Benefit Obligation - April 1	\$ 2,837,663	\$ 2,835,619
Service Cost	282,454	283,791
Interest Cost	74,420	66,898
Benefit Payments	(291,600)	(237,981)
Actuarial Loss	49,828	(110,663)
Accrued Benefit Obligation - March 31	\$ 2,952,765	\$ 2,837,663

Reconciliation of Funded Status at End of Fiscal Year:		
Accrued Benefit Obligation - March 31	\$ 2,952,765	\$ 2,837,663
Market Value of Plan Assets - March 31	-	-
Funded Status - Deficit	(2,952,765)	(2,837,663)
Employer Contributions After Measurement Date	25,892	8,461
Benefit Expense After Measurement Date	(97,381)	(89,219)
Unamortized Net Actuarial Loss	(49,000)	(78,072)
Accrued Benefit Liability - June 30	\$ (3,073,254)	\$ (2,996,493)

Reconciliation of Change in Accrued Benefit Liability:		
Accrued Benefit Liability - July 1	\$ 2,996,493	\$ 2,834,171
Net Expense for Fiscal Year	385,792	383,735
Employer Contributions	(309,031)	(221,412)
Accrued Benefit Liability - June 30	\$ 3,073,254	\$ 2,996,493

Components of Net Benefit Expense:		
Service Cost	\$ 284,412	\$ 283,457
Interest Cost	80,625	68,779
Amortization of Net Actuarial Loss	20,755	31,500
Net Benefit Expense	\$ 385,792	\$ 383,735

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

11. Tangible Capital Assets

June 30, 2022

Cost:	Balance at June 30, 2021	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2022
		\$			
Sites	\$ 10,833,717	1,144,523	\$ -	\$ -	\$ 11,978,240
Site Improvements	1,700,000	-	-	-	1,700,000
Buildings	382,089,095	7,359	-	4,691,911	386,788,365
Buildings – WIP	27,378,456	29,571,340	-	(4,691,911)	52,257,885
Furniture & Equipment	13,133,013	1,041,650	(829,463)	612,059	13,957,259
Furniture & Equipment – WIP	44,507	605,176	-	(612,059)	37,624
Vehicles	1,157,916	15,476	-	-	1,173,392
Computer Software	111,437	-	(47,244)	-	64,193
Computer Hardware	10,064,738	1,468,792	(4,880,015)	59,063	6,712,578
Computer Hardware – WIP	-	59,063	-	(59,063)	-
Total	\$ 446,512,879	\$33,913,379	\$ (5,756,722)	\$ -	\$ 474,669,536

	Balance at June 30, 2021 (Restated – Note 23)	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2022
Accumulated Amortization:					
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvements	765,000	170,000	-	-	935,000
Buildings	168,961,190	8,436,624	-	-	177,397,814
Furniture & Equipment	4,747,096	1,354,513	(829,463)	-	5,272,146
Vehicles	426,449	116,566	-	-	543,015
Computer Software	87,456	17,563	(47,244)	-	57,775
Computer Hardware	6,309,252	1,677,732	(4,880,015)	-	3,106,969
Total	\$ 181,296,443	\$ 11,772,998	\$ (5,756,722)	\$ -	\$ 187,312,719

June 30, 2021

Cost:	Balance at June 30, 2020	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2021 (Restated – Note 23)
Sites	\$ 10,833,717	\$ -	\$ -	\$ -	\$ 10,833,717
Site Improvements	1,700,000	-	-	-	1,700,000
Buildings	368,828,464	352,637	-	12,907,994	382,089,095
Buildings – WIP	13,510,641	26,775,809	-	(12,907,994)	27,378,456
Furniture & Equipment	11,072,728	2,327,219	(330,610)	63,676	13,133,013
Furniture & Equipment – WIP	22,855	85,328	-	(63,676)	44,507
Vehicles	1,091,556	94,320	(27,960)	-	1,157,916
Computer Software	239,464	-	(128,027)	-	111,437
Computer Hardware	8,485,415	1,909,918	(425,814)	95,219	10,064,738
Computer Hardware – WIP	-	95,219	-	(95,219)	-
Total	\$ 415,784,840	\$31,640,450	\$ (912,411)	\$ -	\$ 446,512,879

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

11. Tangible Capital Assets (Continued)**June 30, 2021 (Continued)**

	Balance at June 30, 2020 (Restated – Note 23)	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2021
Accumulated Amortization:					
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvements	595,000	170,000	-	-	765,000
Buildings	160,710,542	8,250,648	-	-	168,961,190
Furniture & Equipment	3,837,122	1,240,584	(330,610)	-	4,747,096
Vehicles	340,537	113,872	(27,960)	-	426,449
Computer Software	167,590	47,893	(128,027)	-	87,456
Computer Hardware	4,837,469	1,897,597	(425,814)	-	6,309,252
Total	\$ 170,488,260	\$ 11,720,594	\$ (912,411)	\$ -	\$ 181,296,443

Net Book Value:

	Net Book Value June 30, 2022	Net Book Value June 30, 2021 (Restated – Note 23)
Sites	\$ 11,978,240	\$ 10,833,717
Site Improvements	765,000	935,000
Buildings	209,390,551	213,127,905
Buildings – WIP	52,257,885	27,378,456
Furniture & Equipment	8,685,113	8,385,917
Furniture & Equipment – WIP	37,624	44,507
Vehicles	630,377	731,467
Computer Software	6,418	23,981
Computer Hardware	3,605,609	3,755,486
	\$ 287,356,817	\$ 265,216,436

Buildings – Work in Progress having a value of \$52,257,885 (2021: \$27,378,456) and Furniture & Equipment – Work in Progress having a value of \$37,624 (2021: \$44,507) have not been amortized. Amortization of these assets commence when the asset is put into service.

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

The School District entered into a Land Exchange Agreement with the Corporation of the City of Victoria (“the City”) as part of the Caledonia Redevelopment Master Agreement, whereby the School District transferred parcels of land located at 1801/1805/1855 Chambers Street and 1216 North Park Street to the City in exchange for parcels of land located at 1235 Caledonia Street, 1230 Grant Street and a portion of Vining Street and North Park Street. The City lands had a total market value of \$2.38 million and the School District lands had a total market value of \$2.88 million. No gain or loss on disposal was recorded on the exchange.

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

12. Employee Pension Plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. At December 31, 2021, the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As of December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020 indicated a \$1,584 million surplus for basic pension benefits on a going concern basis.

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

The School District paid \$19,447,660 for employer contributions to these plans in the year ended June 30, 2022 (2021: \$18,865,730).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan was at December 31, 2021, with results available in 2022.

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

13. Interfund Transfers

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022 were as follows:

- Transfer from the operating fund to the capital fund \$635,257 for tangible capital assets purchased.
- Transfer from the special purpose fund to the capital fund \$458,779 for tangible capital assets purchased.

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

14. Related Party Transactions

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

15. Contractual Obligations

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

	2023	2024	2025	2026	2027	Thereafter
Youth and Family Counselling	\$1,654,316	-	-	-	-	-
Catering	340,000	340,000	-	-	-	-
Transportation	863,000	863,000	863,000	863,000	863,000	-
Operating Lease	103,936	42,074	42,074	22,365	1,139	-
Occupational/Physical Therapy	379,142	-	-	-	-	-
Waste Management	191,000	191,000	31,833	-	-	-
Bus Purchase	1,556,818	-	-	-	-	-
Computer Technology	516,603	-	-	-	-	-
Vic High Construction Contracts	22,209,607	-	-	-	-	-
Cedar Hill Construction Contracts	1,466,052	350,000	350,000	-	-	-
Other Construction Contracts	781,490	68,397	68,397	-	-	-
Total	\$30,061,964	1,854,471	1,355,304	885,365	864,139	-

16. Contractual Rights

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

	2023	2024	2025	2026	2027	Thereafter
Property Leases	\$1,354,820	\$1,213,736	\$ 726,236	\$ 661,261	\$ 567,912	\$3,935,723
Local Education Agreement	832,036	832,036	832,036	-	-	-
Total	\$2,186,856	\$2,045,772	\$1,558,272	\$ 661,261	\$ 567,912	\$3,935,723

17. Budget Figures

Budget figures were approved by the Board through the adoption of an annual budget on June 3, 2021.

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

18. Contingent Liabilities and Assets

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

At June 30, 2022, unspent Classroom Enhancement Fund remedies totalled \$442,286 (2021: \$308,613). The School District was unable to reach an agreement with the local teachers' union regarding the treatment of the unspent remedies by June 30th. The Deferred Revenue balance is \$307,570 (2021: \$251,925).

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

19. Expense by Object

	June 30, 2022	June 30, 2021 (Restated – Note 23)
Salaries and Benefits	\$ 223,581,886	\$ 215,159,059
Services and Supplies	33,064,387	29,123,244
Interest	-	-
Amortization	11,772,998	11,720,594
	<u>\$ 268,419,271</u>	<u>\$ 256,002,897</u>

20. Internally Restricted Surplus – Operating Fund

Internally Restricted (appropriated) by Board for:		
<i>Constraints on funds</i>	\$ 476,914	
<i>Anticipated unusual expenses</i>	71,000	
<i>Operations spanning multiple years</i>	6,169,453	
<i>Future capital cost share</i>	-	
Subtotal Internally Restricted	<u>\$ 6,717,367</u>	<u>\$ 6,717,367</u>
Unrestricted Operating Surplus (Deficit) – Contingency		1,501,254
Total Available for Future Operations		-
Total Internally Restricted Surplus – Operating Fund		\$ 8,218,621
Invested in Tangible Capital Assets		44,716,211
Local Capital Surplus		3,477,091
Total Accumulated Surplus		\$ 56,411,923

21. Economic Dependence

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

22. Sale of 1765 Lansdowne Road, 2780 Richmond Road and Quit Claim

On March 29, 2021, the School District entered into a Purchase and Sale Agreement ("the Agreement") dated March 24, 2021, a First Addendum dated May 17, 2021, a Second Addendum dated May 2, 2022 and a Third Addendum dated May 31, 2022 with Conseil Scolaire Francophone De La Colombie-Britannique to dispose of a portion of land situated at 1765 Lansdowne Road for \$15,232,000. The Agreement has a closing date of March 31, 2023.

On September 17, 2021, the School District entered into an Agreement of Purchase and Sale ("the Agreement"), a First Addendum dated December 14, 2021, a Second Addendum dated February 28, 2022, a Third Addendum dated March 16, 2022, a Fourth Addendum dated March 22, 2022, a Fifth Addendum dated April 5, 2022 and a Sixth Addendum dated June 30, 2022 with Victoria Hospice Society to dispose of a portion of land situation at 2780 Richmond Road for \$2,500,000. The closing date is one business day after the date on which the subdivision has been fully registered and title to the Property has been conveyed to the purchaser, free and clear of all encumbrances except the permitted encumbrances, estimated to be sometime between September 2024 – March 2025.

On September 24, 2021, the School District entered into a Framework Agreement ("the Agreement") and an Addendum dated August 29, 2022 with The Corporation of the City of Victoria ("the City") and Pacifica Housing Advisory Association ("Pacifica Housing") and British Columbia Housing Management Commission, where the School District will dispose, release and quit claims a Quit Claim Area located at 498 Cecelia Road in favour of the City, in exchange for \$1,000,000 paid for by Pacifica Housing. The closing date is estimated to be August 31, 2022.

23. Prior Period Adjustment

On May 28, 2021, the Office of the Comptroller General directed all school districts to apply the half-year rule method of amortization beginning in the fiscal year an asset is placed into service. This directive applies to both past and future purchases. Prior to this directive, the school district did not recognize amortization on disposals in the partial service year. The School District has made a retroactive adjustment to recognize amortization of all assets and deferred capital contributions on disposals including in a partial service year. The impact of the prior period adjustment on the June 30, 2021 comparative amounts is as follows:

	Increase (Decrease)
Tangible Capital Assets	\$ (2,569,745)
Deferred Capital Revenue	(1,191,686)
Accumulated surplus, July 1, 2020	\$ (1,378,059)
Amortization of Deferred Capital Revenue	\$ 56,501
Operations and Maintenance Expense (Amortization)	62,654
Surplus for the year ending June 30, 2021	\$ (6,153)

24. Risk Management

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

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

School District No. 61 (Greater Victoria)

Notes to Financial Statements

Year Ended June 30, 2022

24. Risk Management (*Continued*)

a) Credit risk:

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

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

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

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in bonds and guaranteed investment certificates.

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk management and insurance services for all school districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

There has been no change to risk exposure from 2021 related to credit, market or liquidity risks.

School District No. 61 (Greater Victoria)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	13,192,739		46,700,235	59,892,974	65,593,528
Prior Period Adjustments					(1,378,059)
Accumulated Surplus (Deficit), beginning of year, as restated	13,192,739	-	46,700,235	59,892,974	64,215,469
Changes for the year					
Surplus (Deficit) for the year	(4,338,861)	458,779	399,031	(3,481,051)	(4,322,495)
Interfund Transfers					
Tangible Capital Assets Purchased	(609,370)	(458,779)	1,068,149	-	
Tangible Capital Assets - Work in Progress	(25,887)		25,887	-	
Net Changes for the year	(4,974,118)	-	1,493,067	(3,481,051)	(4,322,495)
Accumulated Surplus (Deficit), end of year - Statement 2	8,218,621	-	48,193,302	56,411,923	59,892,974

School District No. 61 (Greater Victoria)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	190,981,576	197,056,412	191,638,791
Other	112,750	166,975	100,802
Tuition	12,242,537	15,070,357	9,496,466
Other Revenue	2,029,152	2,478,948	2,325,833
Rentals and Leases	1,779,874	2,519,825	1,587,882
Investment Income	352,652	475,034	568,013
Total Revenue	207,498,541	217,767,551	205,717,787
Expenses			
Instruction	180,770,133	187,045,527	174,918,158
District Administration	6,329,294	7,074,628	6,306,434
Operations and Maintenance	24,765,705	26,897,755	25,619,933
Transportation and Housing	1,291,815	1,088,502	1,121,348
Total Expense	213,156,947	222,106,412	207,965,873
Operating Surplus (Deficit) for the year	(5,658,406)	(4,338,861)	(2,248,086)
Budgeted Appropriation (Retirement) of Surplus (Deficit)	5,658,406		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	-	(609,370)	(2,538,503)
Tangible Capital Assets - Work in Progress	-	(25,887)	-
Total Net Transfers	-	(635,257)	(2,538,503)
Total Operating Surplus (Deficit), for the year	-	(4,974,118)	(4,786,589)
Operating Surplus (Deficit), beginning of year		13,192,739	17,979,328
Operating Surplus (Deficit), end of year		8,218,621	13,192,739
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 20)		6,717,367	13,192,739
Unrestricted		1,501,254	-
Total Operating Surplus (Deficit), end of year		8,218,621	13,192,739

School District No. 61 (Greater Victoria)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	188,753,064	194,701,752	183,351,677
ISC/LEA Recovery	(966,444)	(832,036)	(1,031,724)
Other Ministry of Education and Child Care Grants			
Pay Equity	2,896,617	2,896,617	2,896,617
Funding for Graduated Adults	100,287	49,673	89,835
Student Transportation Fund	20,027	20,027	20,027
Support Staff Benefits Grant	193,437	198,514	193,437
Teachers' Labour Settlement Funding			5,654,057
Early Career Mentorship Funding			435,000
FSA Scorer Grant	17,740	17,740	17,740
Early Learning Framework	-	4,125	4,125
Equity Scan Implementation	-	-	3,000
Suicide Prevention	-	-	5,000
Summer School Operating Grant Reduction	(33,152)	-	-
Total Provincial Grants - Ministry of Education and Child Care	190,981,576	197,056,412	191,638,791
Provincial Grants - Other	112,750	166,975	100,802
Tuition			
Summer School Fees	-	-	1,720
Continuing Education	7,000	3,625	2,975
International and Out of Province Students	12,217,537	15,057,307	9,473,221
Distributed Learning	18,000	9,425	18,550
Total Tuition	12,242,537	15,070,357	9,496,466
Other Revenues			
Other School District/Education Authorities	-	2,700	2,700
Funding from First Nations	966,444	829,034	1,031,724
Miscellaneous			
International Student Program Revenues	639,527	829,365	497,375
Industry Training Authority Grants	175,000	182,300	193,250
ArtStarts Grant	17,600	17,600	-
Cafeteria Revenue	55,000	123,423	59,842
Miscellaneous	110,981	438,820	540,942
Odyssey French Language Assistant Funding	27,100	-	-
BC Hydro Commercial Energy Manager Program Funding	37,500	55,706	-
Total Other Revenue	2,029,152	2,478,948	2,325,833
Rentals and Leases	1,779,874	2,519,825	1,587,882
Investment Income	352,652	475,034	568,013
Total Operating Revenue	207,498,541	217,767,551	205,717,787

School District No. 61 (Greater Victoria)**Schedule 2B (Unaudited)**

Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Salaries			
Teachers	92,198,153	94,940,648	90,349,744
Principals and Vice Principals	14,385,816	14,297,258	14,066,958
Educational Assistants	18,641,764	18,601,555	17,265,674
Support Staff	19,273,071	19,092,704	18,669,864
Other Professionals	4,957,013	5,093,299	4,916,468
Substitutes	8,570,336	11,140,179	8,663,963
Total Salaries	158,026,153	163,165,643	153,932,671
Employee Benefits	36,054,086	36,977,340	34,422,220
Total Salaries and Benefits	194,080,239	200,142,983	188,354,891
Services and Supplies			
Services	6,314,984	9,158,014	7,007,812
Student Transportation	1,076,545	877,741	915,608
Professional Development and Travel	727,897	682,992	1,038,194
Rentals and Leases	109,851	109,850	126,428
Dues and Fees	105,199	121,279	110,536
Insurance	420,003	474,094	424,325
Supplies	6,493,917	6,376,005	6,188,153
Utilities	3,828,312	4,163,454	3,799,926
Total Services and Supplies	19,076,708	21,963,429	19,610,982
Total Operating Expense	213,156,947	222,106,412	207,965,873

School District No. 61 (Greater Victoria)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	71,754,147	5,003,936	2,143,600	207,865	223,891	9,095,572	88,429,011
1.03 Career Programs	847,955	122,923	311,998	-	-	34,632	1,317,508
1.07 Library Services	2,319,050	-	-	308,423	-	67,849	2,695,322
1.08 Counselling	2,635,571	-	-	-	-	87,431	2,723,002
1.10 Special Education	9,789,621	624,918	15,359,790	213,701	-	826,017	26,814,047
1.30 English Language Learning	2,068,012	85,544	-	6,952	-	78,542	2,239,050
1.31 Indigenous Education	336,904	141,362	693,816	48,241	146,784	41,005	1,408,112
1.41 School Administration	-	8,015,723	-	4,062,622	-	3,685	12,082,030
1.60 Summer School	-	-	-	-	-	-	-
1.61 Continuing Education	183,659	28,758	-	56,125	-	7,550	276,092
1.62 International and Out of Province Students	4,772,403	-	18,801	870,994	747,828	330,622	6,740,648
1.64 Other	-	-	4,853	-	-	123	4,976
Total Function 1	94,707,322	14,023,164	18,532,858	5,774,923	1,118,503	10,573,028	144,729,798
4 District Administration							
4.11 Educational Administration	-	173,442	-	311,401	1,072,020	11,316	1,568,179
4.40 School District Governance	-	-	-	-	327,724	-	327,724
4.41 Business Administration	186,084	100,652	-	1,263,211	1,309,349	41,128	2,900,424
Total Function 4	186,084	274,094	-	1,574,612	2,709,093	52,444	4,796,327
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	47,242	-	64,874	291,031	1,010,303	16,064	1,429,514
5.50 Maintenance Operations	-	-	-	10,576,161	143,571	365,717	11,085,449
5.52 Maintenance of Grounds	-	-	-	801,239	-	132,926	934,165
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	47,242	-	64,874	11,668,431	1,153,874	514,707	13,449,128
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	25,598	111,829	-	137,427
7.70 Student Transportation	-	-	3,823	49,140	-	-	52,963
7.73 Housing	-	-	-	-	-	-	-
Total Function 7	-	-	3,823	74,738	111,829	-	190,390
9 Debt Services							
9.92 Interest on Bank Loans	-	-	-	-	-	-	-
9.94 Interest on Temporary Borrowing	-	-	-	-	-	-	-
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	94,940,648	14,297,258	18,601,555	19,092,704	5,093,299	11,140,179	163,165,643

School District No. 61 (Greater Victoria)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 17)	2021 Actual (Restated - Note 23)
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	88,429,011	20,016,290	108,445,301	3,484,675	111,929,976	107,955,458	105,116,687
1.03 Career Programs	1,317,508	305,081	1,622,589	924,808	2,547,397	2,403,947	2,324,493
1.07 Library Services	2,695,322	628,531	3,323,853	141,010	3,464,863	3,222,845	3,363,611
1.08 Counselling	2,723,002	632,901	3,355,903	4,620	3,360,523	3,551,244	3,723,864
1.10 Special Education	26,814,047	6,353,741	33,167,788	992,560	34,160,348	34,740,474	32,029,738
1.30 English Language Learning	2,239,050	516,565	2,755,615	25,551	2,781,166	2,922,740	2,770,867
1.31 Indigenous Education	1,408,112	311,512	1,719,624	868,086	2,587,710	2,394,091	2,382,772
1.41 School Administration	12,082,030	2,549,787	14,631,817	188,629	14,820,446	14,419,920	15,235,765
1.60 Summer School	-	-	-	-	-	-	33,079
1.61 Continuing Education	276,092	63,259	339,351	5,614	344,965	319,607	389,649
1.62 International and Out of Province Students	6,740,648	1,526,704	8,267,352	2,650,770	10,918,122	8,727,057	7,444,514
1.64 Other	4,976	1,218	6,194	123,817	130,011	112,750	103,119
Total Function 1	144,729,798	32,905,589	177,635,387	9,410,140	187,045,527	180,770,133	174,918,158
4 District Administration							
4.11 Educational Administration	1,568,179	307,181	1,875,360	154,660	2,030,020	1,971,900	1,819,162
4.40 School District Governance	327,724	31,498	359,222	155,222	514,444	535,229	482,335
4.41 Business Administration	2,900,424	629,793	3,530,217	999,947	4,530,164	3,822,165	4,004,937
Total Function 4	4,796,327	968,472	5,764,799	1,309,829	7,074,628	6,329,294	6,306,434
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	1,429,514	290,971	1,720,485	832,335	2,552,820	2,316,392	2,320,226
5.50 Maintenance Operations	11,085,449	2,568,956	13,654,405	3,753,428	17,407,833	16,153,834	16,916,765
5.52 Maintenance of Grounds	934,165	203,302	1,137,467	740,280	1,877,747	1,650,915	1,781,085
5.56 Utilities	-	-	-	5,059,355	5,059,355	4,644,564	4,601,857
Total Function 5	13,449,128	3,063,229	16,512,357	10,385,398	26,897,755	24,765,705	25,619,933
7 Transportation and Housing							
7.41 Transportation and Housing Administration	137,427	27,404	164,831	5,101	169,932	165,480	155,522
7.70 Student Transportation	52,963	12,646	65,609	852,961	918,570	1,126,335	965,826
7.73 Housing	-	-	-	-	-	-	-
Total Function 7	190,390	40,050	230,440	858,062	1,088,502	1,291,815	1,121,348
9 Debt Services							
9.92 Interest on Bank Loans	-	-	-	-	-	-	-
9.94 Interest on Temporary Borrowing	-	-	-	-	-	-	-
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	163,165,643	36,977,340	200,142,983	21,963,429	222,106,412	213,156,947	207,965,873

School District No. 61 (Greater Victoria)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual (Restated - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	24,099,452	27,593,355	34,211,428
Other Revenue	3,500,000	4,933,338	3,169,051
Investment Income	58,900	68,509	60,811
Total Revenue	<u>27,658,352</u>	<u>32,595,202</u>	<u>37,441,290</u>
Expenses			
Instruction	26,848,073	31,340,238	34,689,478
Operations and Maintenance	810,279	796,185	811,079
Total Expense	<u>27,658,352</u>	<u>32,136,423</u>	<u>35,500,557</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>458,779</u>	<u>1,940,733</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(458,779)	(1,940,733)
Total Net Transfers	<u>-</u>	<u>(458,779)</u>	<u>(1,940,733)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 61 (Greater Victoria)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	668,776	5,497	3,711,279	2,374	49,723	-	521,651
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	793,188	657,183		190,549		192,000	68,600	468,090	3,998,998
Other			23,317		5,420,439				
Investment Income	2,997		53,132		23,203				
	796,185	657,183	76,449	190,549	5,443,642	192,000	68,600	468,090	3,998,998
Less: Allocated to Revenue	796,185	657,183	35,715	123,334	4,956,541	180,413	80,056	450,217	4,162,324
Recovered				4,497					
Deferred Revenue, end of year	-	-	709,510	68,215	4,198,380	13,961	38,267	17,873	358,325
Revenues									
Provincial Grants - Ministry of Education and Child Care	793,188	657,183		123,334		180,413	80,056	450,217	4,162,324
Other Revenue					4,933,338				
Investment Income	2,997		35,715		23,203				
	796,185	657,183	35,715	123,334	4,956,541	180,413	80,056	450,217	4,162,324
Expenses									
Salaries									
Teachers								76,787	758,601
Principals and Vice Principals				5,072				57,029	256,093
Educational Assistants		531,109		95,007	6,227	126,655			259,126
Support Staff								6,368	92,924
Substitutes		21,524			46,654	1,486	17,667	31,317	39,180
	-	552,633	-	100,079	52,881	128,141	17,667	171,501	1,405,924
Employee Benefits		104,550		20,211	9,147	30,601	3,019	36,500	321,469
Services and Supplies	796,185		35,715	3,044	4,451,671	21,671	59,370	226,279	2,434,931
	796,185	657,183	35,715	123,334	4,513,699	180,413	80,056	434,280	4,162,324
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	442,842	-	-	15,937	-
Interfund Transfers									
Tangible Capital Assets Purchased					(442,842)			(15,937)	
	-	-	-	-	(442,842)	-	-	(15,937)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 61 (Greater Victoria)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2022

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	Early Childhood Education Dual Credit Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	515,437	251,925	34,953	-	28,179	-	614,310	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	702,459	17,728,997	1,986,310	22,219	113,395	25,000	456,742	441,192	260,000
Other									
Investment Income									
	702,459	17,728,997	1,986,310	22,219	113,395	25,000	456,742	441,192	260,000
Less: Allocated to Revenue	702,459	17,263,561	1,225,666	29,985	82,775	9,780	456,742	-	210,000
Recovered		515,437	704,999						
Deferred Revenue, end of year	-	465,436	307,570	27,187	30,620	43,399	-	1,055,502	50,000
Revenues									
Provincial Grants - Ministry of Education and Child Care	702,459	17,263,561	1,225,666	29,985	82,775	9,780	456,742		210,000
Other Revenue									
Investment Income									
	702,459	17,263,561	1,225,666	29,985	82,775	9,780	456,742	-	210,000
Expenses									
Salaries									
Teachers		13,227,513	310,977						
Principals and Vice Principals									
Educational Assistants					28,226				
Support Staff	158,981						380,420		
Substitutes	433,311	780,166	717,831		1,759	6,627			
	592,292	14,007,679	1,028,808	-	29,985	6,627	380,420	-	-
Employee Benefits	110,167	3,255,882	196,858		7,077	1,139	46,792		
Services and Supplies				29,985	45,713	2,014	29,530		210,000
	702,459	17,263,561	1,225,666	29,985	82,775	9,780	456,742	-	210,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2022

Schedule 3A (Unaudited)

	Ledger School	Provincial Inclusion Outreach	Estate Trust	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	21,868	1,515	113,140	6,540,627
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	366,840	824,473		29,296,235
Other				5,443,756
Investment Income			13,518	92,850
	366,840	824,473	13,518	34,832,841
Less: Allocated to Revenue	340,433	825,239	6,594	32,595,202
Recovered	20,868			1,245,801
Deferred Revenue, end of year	27,407	749	120,064	7,532,465
Revenues				
Provincial Grants - Ministry of Education and Child Care	340,433	825,239		27,593,355
Other Revenue				4,933,338
Investment Income			6,594	68,509
	340,433	825,239	6,594	32,595,202
Expenses				
Salaries				
Teachers	190,119	210,906		14,774,903
Principals and Vice Principals	15,084	24,015		357,293
Educational Assistants	55,667	142,640		1,244,657
Support Staff		29,538		668,231
Substitutes	540		375	2,098,437
	261,410	407,099	375	19,143,521
Employee Benefits	61,348	90,558	64	4,295,382
Services and Supplies	17,675	327,582	6,155	8,697,520
	340,433	825,239	6,594	32,136,423
Net Revenue (Expense) before Interfund Transfers	-	-	-	458,779
Interfund Transfers				
Tangible Capital Assets Purchased				(458,779)
	-	-	-	(458,779)
Net Revenue (Expense)	-	-	-	-

School District No. 61 (Greater Victoria)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual			2021 Actual (Restated - Note 23)
	\$	Invested in Tangible Capital Assets	Local Capital	Fund Balance	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	1,000,000	2,403,438		2,403,438	809,453
Other	-	-		-	2,274
Investment Income	4,000		13,659	13,659	4,306
Amortization of Deferred Capital Revenue	7,969,213	7,858,370		7,858,370	7,705,292
Construction License	-	-	4,300,000	4,300,000	-
Total Revenue	8,973,213	10,261,808	4,313,659	14,575,467	8,521,325
Expenses					
Operations and Maintenance	1,000,000	2,403,438		2,403,438	815,873
Amortization of Tangible Capital Assets					
Operations and Maintenance	11,451,527	11,772,998		11,772,998	11,720,594
Total Expense	12,451,527	14,176,436	-	14,176,436	12,536,467
Capital Surplus (Deficit) for the year	(3,478,314)	(3,914,628)	4,313,659	399,031	(4,015,142)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	-	1,068,149		1,068,149	4,479,236
Tangible Capital Assets - Work in Progress	-	25,887		25,887	-
Total Net Transfers	-	1,094,036	-	1,094,036	4,479,236
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		2,609,651	(2,609,651)	-	
Tangible Capital Assets WIP Purchased from Local Capital		99,665	(99,665)	-	
Total Other Adjustments to Fund Balances		2,709,316	(2,709,316)	-	
Total Capital Surplus (Deficit) for the year	(3,478,314)	(111,276)	1,604,343	1,493,067	464,094
Capital Surplus (Deficit), beginning of year		44,827,487	1,872,748	46,700,235	47,614,200
Prior Period Adjustments					
Ministry Amortization Tool Adjustment					(1,378,059)
Capital Surplus (Deficit), beginning of year, as restated		44,827,487	1,872,748	46,700,235	46,236,141
Capital Surplus (Deficit), end of year		44,716,211	3,477,091	48,193,302	46,700,235

School District No. 61 (Greater Victoria)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2022

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	10,833,717	383,789,095	13,133,013	1,157,916	111,437	10,064,738	419,089,916
Changes for the Year							
Increase:							
Purchases from:							
Operating Fund		7,359	586,535	15,476			609,370
Special Purpose Funds			421,527			37,252	458,779
Local Capital	1,144,523		33,588			1,431,540	2,609,651
Transferred from Work in Progress		4,691,911	612,059			59,063	5,363,033
	1,144,523	4,699,270	1,653,709	15,476	-	1,527,855	9,040,833
Decrease:							
Deemed Disposals			829,463		47,244	4,880,015	5,756,722
	-	-	829,463	-	47,244	4,880,015	5,756,722
Cost, end of year	11,978,240	388,488,365	13,957,259	1,173,392	64,193	6,712,578	422,374,027
Work in Progress, end of year		52,257,885	37,624				52,295,509
Cost and Work in Progress, end of year	11,978,240	440,746,250	13,994,883	1,173,392	64,193	6,712,578	474,669,536
Accumulated Amortization, beginning of year		167,075,935	4,764,994	426,452	87,453	6,309,246	178,664,080
Prior Period Adjustments							
Ministry Amortization Tool Adjustment		2,650,255	(17,898)	(3)	3	6	2,632,363
Accumulated Amortization, beginning of year, as restated		169,726,190	4,747,096	426,449	87,456	6,309,252	181,296,443
Changes for the Year							
Increase: Amortization for the Year		8,606,624	1,354,513	116,566	17,563	1,677,732	11,772,998
Decrease:							
Deemed Disposals			829,463		47,244	4,880,015	5,756,722
		-	829,463	-	47,244	4,880,015	5,756,722
Accumulated Amortization, end of year		178,332,814	5,272,146	543,015	57,775	3,106,969	187,312,719
Tangible Capital Assets - Net	11,978,240	262,413,436	8,722,737	630,377	6,418	3,605,609	287,356,817

School District No. 61 (Greater Victoria)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2022

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	27,378,456	44,507			27,422,963
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	25,020,882	605,176		59,063	25,685,121
Deferred Capital Revenue - Other	4,424,906				4,424,906
Operating Fund	25,887				25,887
Local Capital	99,665				99,665
	29,571,340	605,176	-	59,063	30,235,579
Decrease:					
Transferred to Tangible Capital Assets	4,691,911	612,059		59,063	5,363,033
	4,691,911	612,059	-	59,063	5,363,033
Net Changes for the Year	24,879,429	(6,883)	-	-	24,872,546
Work in Progress, end of year	52,257,885	37,624	-	-	52,295,509

School District No. 61 (Greater Victoria)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	161,631,808	24,933,397	3,134,812	189,700,017
Prior Period Adjustments				
Ministry Amortization Tool Adjustment	(1,642,353)	637,350	(243,183)	(1,248,186)
Deferred Capital Revenue, beginning of year, as restated	159,989,455	25,570,747	2,891,629	188,451,831
Changes for the Year				
Increase:				
Transferred from Work in Progress	1,542,146	3,727,141		5,269,287
	1,542,146	3,727,141	-	5,269,287
Decrease:				
Amortization of Deferred Capital Revenue	6,738,647	965,181	154,542	7,858,370
	6,738,647	965,181	154,542	7,858,370
Net Changes for the Year	(5,196,501)	2,761,960	(154,542)	(2,589,083)
Deferred Capital Revenue, end of year	154,792,954	28,332,707	2,737,087	185,862,748
Work in Progress, beginning of year	24,788,390	2,634,573	-	27,422,963
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	25,685,121	4,424,906	-	30,110,027
	25,685,121	4,424,906	-	30,110,027
Decrease				
Transferred to Deferred Capital Revenue	1,542,146	3,727,141	-	5,269,287
	1,542,146	3,727,141	-	5,269,287
Net Changes for the Year	24,142,975	697,765	-	24,840,740
Work in Progress, end of year	48,931,365	3,332,338	-	52,263,703
Total Deferred Capital Revenue, end of year	203,724,319	31,665,045	2,737,087	238,126,451

School District No. 61 (Greater Victoria)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$ -	\$ 2,975,006	\$ 4,256,745	\$	\$ 467,082	\$ 7,698,833
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	28,769,680		4,053,053			32,822,733
Other					132,326	132,326
Investment Income		5,319			2,919	8,238
	28,769,680	5,319	4,053,053	-	135,245	32,963,297
Decrease:						
Transferred to DCR - Work in Progress	25,685,121		4,424,906			30,110,027
Bylaw and Other Provincial Capital Expenditures	2,356,085		3,048			2,359,133
Insurance Claim Expense	44,305					44,305
	28,085,511	-	4,427,954	-	-	32,513,465
Net Changes for the Year	684,169	5,319	(374,901)	-	135,245	449,832
Balance, end of year	684,169	2,980,325	3,881,844	-	602,327	8,148,665



FINANCIAL STATEMENT DISCUSSION & ANALYSIS

2021-2022

Greater Victoria School District No. 61

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1.0 Overview

This document will discuss and analyze the financial performance of the Greater Victoria School District (“the District”) for the fiscal year ending June 30, 2022 and will provide clarity to the variances from prior years. The District financial statements represent the consolidation of three separate funds: operating, special purpose, and capital. This is only an introduction and should be read in conjunction with the District’s audited financial statements and accompanying notes.

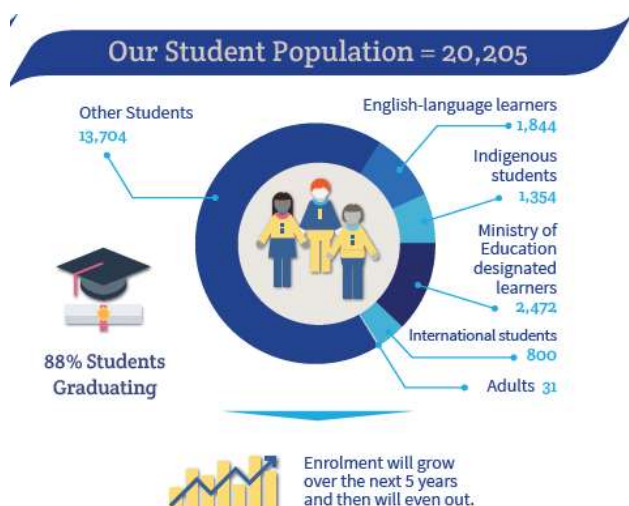
1.1 About Us

The Greater Victoria School District No. 61 (GVSD) resides on the traditional territory of the lək'wəŋən (Lekwungen) people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose traditional territory we live, work and play. Hay'sxw'qa – thank you.

The Four Houses represented in the District include the Songhees First Nation, Esquimalt First Nation, Metis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA). The term Four Houses came from community to the District as a way to activate their relationship for the programs and services for their children.

The District is located in the capital city of British Columbia and covers the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

The District is proud to provide quality education for 20,000 students in 28 elementary schools (Kindergarten to Grade Five), 10 middle schools (Grades Six to Eight), and seven secondary schools (Grades Nine to Twelve). Approximately 1,000 International Students from across the globe attend schools in our District, and each year, over 650 adult learners register in the Continuing Education Program. Our District also offers a variety of Programs of Choice, including French Immersion.



1.2 Board Authority, Roles and Responsibilities

The Board of Education has, as its primary role, the governance of the school district and the commitment to student achievement. The Board fulfills this role, in part, through the development and implementation of a strategic plan that establishes a vision, mission and goals to direct resources and align the work of staff.

The Board also has a foundational responsibility to competently protect the interests, image and credibility of the District, to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies.

The Board's authority is established within the *School Act* and its regulations. The rights, powers, duties and liabilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees.

The Board exercises its authority and responsibilities through the development of policy and the establishment of a balanced annual budget.

1.3 Our Mission Statement

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

1.4 Our Vision Statement

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

1.5 Our Values

- Engagement – Students are actively engaged in their education and connected to our learning community.
- Equity – We give each student the opportunity to fulfill their potential.
- Innovation/Positive Change – We are innovative. We constantly seek ways to make positive change.
- Integrity – We are ethical and fair.
- Openness and Transparency – We are open about the decisions we make and how we make them.
- Partnerships – We create open and respectful partnerships with each member of our learning community.
- Respect – We respect ourselves, others, and our environment.
- Social Responsibility and Justice – It is our shared responsibility to work with and inspire students to create a better world.

2.0 Strategic Plan

At its June 22, 2020 Regular Board meeting, the Greater Victoria Board of Education approved Strategic Plan 2020-2025. This Strategic Plan set priorities and defines the path of our District.

The Strategic Plan has three goals:


1. Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
2. Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
3. Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Operational plans for Information Technology for Learning (ITL), Finance and Facilities are in their infancy, and will become the direction for these infrastructure departments in the next strategic plan.



3.0 Financial Governance and Planning Cycle

3.1 Planning Cycle



	Budget Advisory Committee	Operations Policy & Planning Committee	Audit Committee	Board
September	Meeting		Review Draft Audited Financial Statements	Approve Audited Financial Statements
Ministry Student Count for Funding				
October	Meeting	Monthly Financial Report		
November	Meeting	Monthly Financial Report	Quarterly Report	Receive Audit Committee Report
December	Meeting	Monthly Financial Report		
Ministry Funding Final				
January	Meeting	Monthly Financial Report		
February	Meeting	Monthly Financial Report	Quarterly Report	Receive Audit Committee Report
				Approve Amended Budget
Amended Budget Due to Ministry				
March	Meeting	Monthly Financial Report		
Preliminary Ministry Funding Public Budget Presentation				
April		Monthly Financial Report		Approve Preliminary Budget
May		Monthly Financial Report	Quarterly Report & Audit Plan	Receive Audit Committee Report
				Approve Audit Plan
June				
Preliminary Budget due to Ministry				

3.2 Budget Advisory Committee

The Board of Education values consultation as an important part of budget development and monitoring. The Board also recognizes and accepts its responsibility to approve the annual budget. The Budget Advisory Committee (the “Committee”) is advisory in nature and reports directly to the Board through the chair of the committee.

The Committee” was formed in November 2021. The purpose of the Budget Committee is to oversee the District’s budget process, make recommendations and deliver reports to the Board of Education with a focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs.

Composition

All Trustees of the Board

Superintendent

Secretary-Treasurer

Deputy Superintendent

Associate Superintendents

Associate Secretary-Treasurer

Director of Finance, Budgets and Financial Reporting

Director of Facilities

Director of Indigenous Education as the conduit to and from the Four Houses

Two Principals/Vice-Principals

Two representatives from each of the GVTA, CUPE Local 947, CUPE Local 382, Allied Specialists Association, and VCPAC

One representative from each of the Songhees Nation, Esquimalt Nation, Urban Peoples’ House Indigenous Advisory (UPHIA) and the Métis Nation of Greater Victoria

Duties & Responsibilities

Make recommendations for Board approval and/or deliver reports relative to the annual operating, special purpose and capital budgets no later than March 10, 2022.

Make recommendations that have clear linkages to:

1. the District’s Strategic Plan’s 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:
 - a. commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
 - b. move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
 - c. spend surplus on one-time initiatives and priorities, and not on-going expenses
 - d. recognize that the needs of students change from year to year and so will the budget allocations
 - e. protect reserves and contingency even when there is pressure to spend in times of constraint

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

Oversee the annual budget process.

Receive budget input from education partners and the public.



Audit Sub-Committee (Bylaw 9130.4)

The Audit Sub-Committee (the “Sub-Committee”) mandate exists to assist the Board in fulfilling its financial oversight responsibilities. The committee is advisory in nature and reports directly to the Board through the Chair of the committee. The Sub-Committee will have direct communication channels with the external auditor to discuss and review issues within its mandate.

The Sub-Committee is comprised of two Trustees appointed by the Chair, the Superintendent and any other staff required, usually the Secretary-Treasurer, the Associate Secretary-Treasurer and the Director of Finance, Budgets and Financial Reporting. Any trustee may attend the Sub-Committee meetings as an observer. The Sub-Committee composition also contemplates up to three (3) community members with financial or business backgrounds determined by the Chair of the Sub-Committee however, the District has not taken up this public membership to date.

3.3 Presentations and Information Sharing - 2021/22 Operating Budget

The 2021-2022 budget development process was challenging due to the fact that the Board faced its first deficit in a decade resulting from enrolment decline both local and international due to COVID-19 (the “Pandemic”). The District had depended on large surpluses remaining at year ends to balance future years’ budgets.

Many presentations were made in public committee and board meeting to build understanding amongst Trustees and the community. A special advisor was contracted as an independent third party to verify information, context and status. The results of the advisor’s findings were made publicly available.

Presentations and information sharing opportunities were as follows:

	Education Policy & Directions Committee (Public)	Operations Policy & Planning Committee (Public)	Board Working Sessions	Board (Public)
February	Opportunities & Gaps: Alignment to Strategic Plan			Receive Audit Committee Report
March		Draft 1: Structural Deficit		Draft 2: Bylaw Reading 1
April			Sessions 1,2 and 3	Draft 3: Reading 2
				Update: Surplus Projection, Enrolment, Public Consultation & Music
May				Independent Advisor's Presentation & Report
				Frequently Asked Questions Publication
June				Preliminary Budget Approval

4.0 Financial Statement Composition Overview

The District uses fund accounting, and each of these funds has restrictions on accounting for revenues and expenditures. There are three funds that are reported in the financial statements:

Operating Fund

Includes revenue and expense related to the daily operation of the district, including school and administrative functions.

Special Purpose Funds

Funding is restricted for a specific purpose and includes school generated funds. These funds do not report a surplus as revenues are only recognized when the related expenditure occurs. There may be a deficit in this fund which is then transferred to the Operating Fund or Capital Fund depending on the nature of the expenditure.

Capital Fund

This fund includes financial activities for tangible capital assets. The Ministry of Education and Child Care provides capital funding which is accounted for using the deferral accounting methodology whereby capital revenue is recorded over the life of the related asset to match the amortization expense recorded in the financial statements. Therefore, the revenue reported in the financial statements does not match the actual capital funding received in a year.

Assets purchased in the Operating and Special Purpose funds are also recorded on the Capital fund balance sheet.

4.1 Statement of Financial Position

The Statement of Financial Position (balance sheet) presents the District's financial assets and liabilities at the fiscal year end. It provides a comparative analysis of the district's net financial position for fiscal years ending June 30, 2021 and June 30, 2022 along with the year over year dollar and percentage changes.

		2022	2021	Change	%
Financial Assets					
	Cash and Cash Equivalents	66,075,808	62,735,222	3,340,586	5%
	Accounts Receivable				
	Due from Province - Ministry of Education & Child Care	1,240,454	4,851,003	-3,610,549	-74%
	Due from Province - Other	0	476,596	-476,596	-100%
	Due from First Nations	0	306,891	-306,891	-100%
	Other	3,322,280	3,408,670	-86,390	-3%
	Portfolio Investments	499,715	499,658	57	0%
	Total Financial Assets	71,138,257	72,278,040	-1,139,783	-2%
Liabilities					
	Accounts Payable and Accrued Liabilities	34,580,499	33,492,718	1,087,781	3%
	Unearned Revenue	11,497,069	11,955,313	-458,244	-4%
	Deferred Revenue	7,532,465	6,540,627	991,838	15%
	Deferred Capital Revenue	246,275,116	223,573,627	22,701,489	10%
	Employee Future Benefits	3,073,254	2,996,493	76,761	3%
	Total Liabilities	302,958,403	278,558,778	24,399,625	9%
	Net Financial Assets (Debt)	-231,820,146	-206,280,738	-25,539,408	11%
Non-Financial Assets					
	Tangible Capital Assets	287,356,817	265,216,436	22,140,381	8%
	Prepaid Expenses	875,252	957,276	-82,024	-9%
	Total Non-Financial Assets	288,232,069	266,173,712	22,058,357	8%
	Accumulated Surplus (Deficit)	56,411,923	59,892,974	-3,481,051	-6%

Explanation of Components of Financial Position

Cash and Cash Equivalents represent funding available to meet short term obligations such as Accounts Payable. Both Cash and Accounts Payable have increased significantly from the prior year due to the volume of spending on four concurrent building projects.

Accounts Receivable are monies owed to the District and primarily consist of GST rebates and draw claims from the Ministry of Education and Child Care for capital projects.

- **Due from Province** includes reimbursements receivable for expenses made on capital projects.
- **Due from First Nations** relates to the purchase of educational services from the District by local First Nation Bands for their students attending schools in the District.

Unearned Revenue is related mainly to International Education tuition for subsequent years received in advance.

Deferred Revenue refers to the unused money in Special Purpose Funds. The majority of this balance consists of School Generated Funds and Scholarship & Bursary investments.

Deferred Capital Revenue is money provided to the District for capital projects. This account will increase as new building projects are constructed and decrease to match the amortization on those buildings. Note how the increase this year closely relates to that of Tangible Capital Assets.

Employee Future Benefits relate to retirement payments to employees for years of service and are actuarial adjusted on an annual basis.

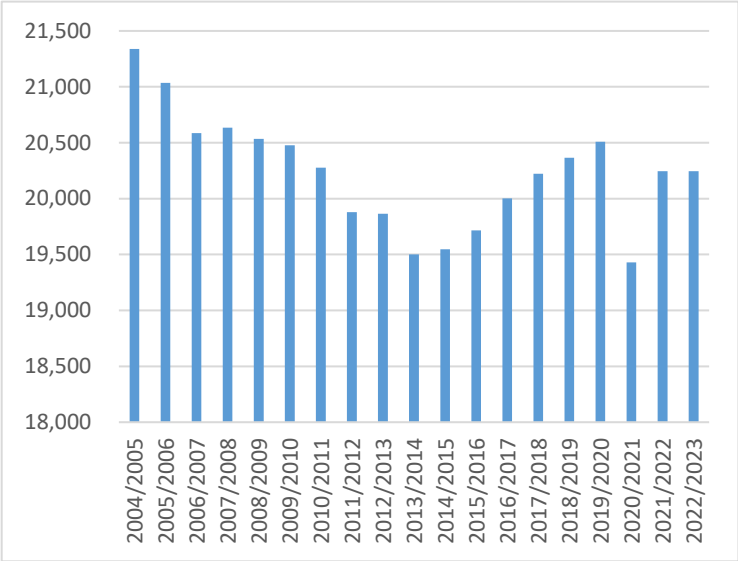
Tangible Capital Assets reflect the unamortized cost of land, buildings and equipment owned by the District.

Prepaid Expenses are expenditures that have been made for a future period (e.g., next year's insurance premiums paid in advance).

5.0 Financial Highlights

5.1 Enrolment

For the ten year period 2004-2005 to 2013-2014 the District experienced declining enrolment similar to much of the province. The District experienced a period of growth for the six year period 2014-2015 to 2019-2020. With the onset of the pandemic the District experienced severe enrolment decline in 2020-2021 and since then has made a steady recovery to near pre-pandemic levels, but still lower than the highest enrolment in 2004-2005.

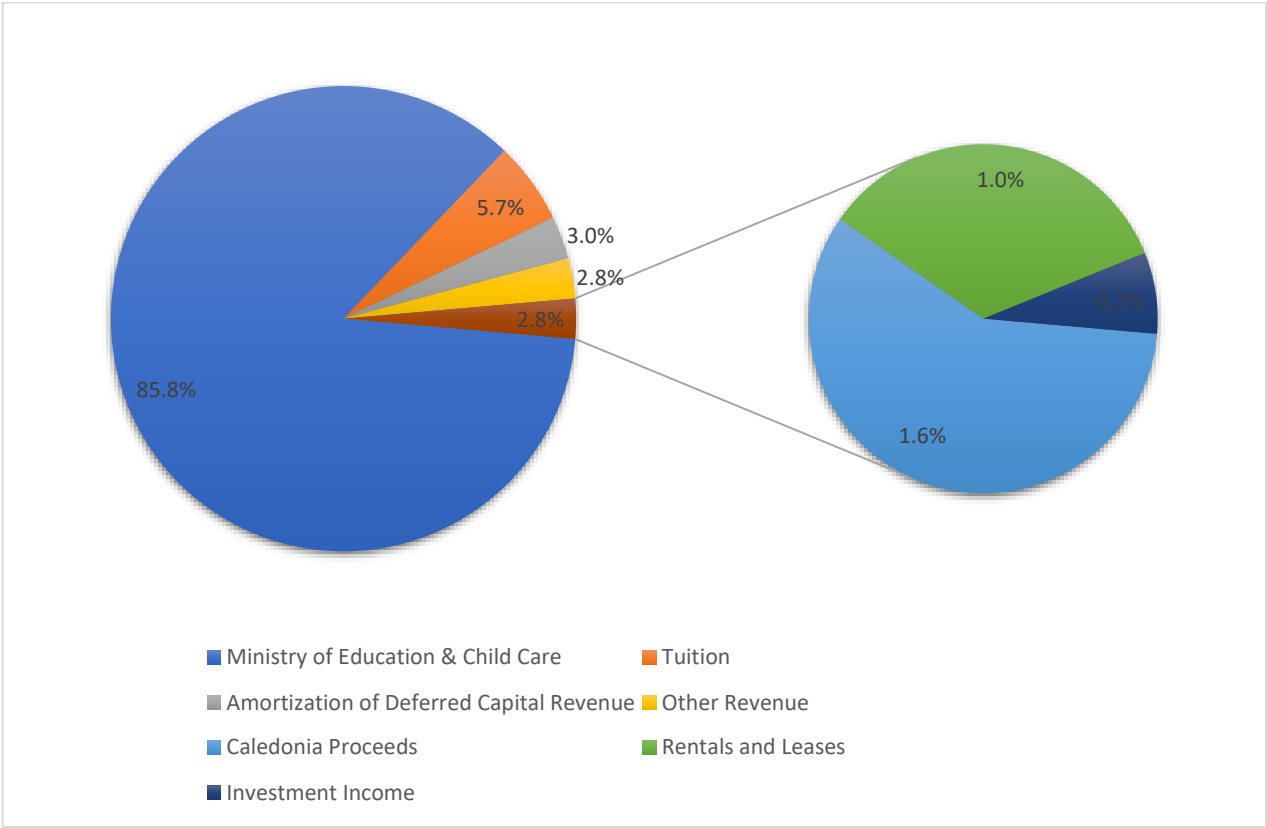


5.2 Revenues

Total revenues for the District were \$265 million for 2021/22. Revenue is heavily reliant upon funding from the Provincial government which is based mainly on student enrolments. The grant is calculated on student enrolment which is compiled through a data collection process called 1701 in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The District also receives supplementary grants for students who are identified as having unique needs and for other demographic and geographical factors.

86% of the District's revenue is from Ministry of Education and Child Care funding, 6% of revenue is tuition, 1% of revenue is rentals and leases and 3% are funds raised by schools through their non-public funds. 1% of revenue is generated from the proceeds of the conclusion of the Caledonia land exchange, long term lease, land acquisition and land disposal. 3% is associated with the recognition of deferred capital grants, and the balance through other revenue programs such as investment income.

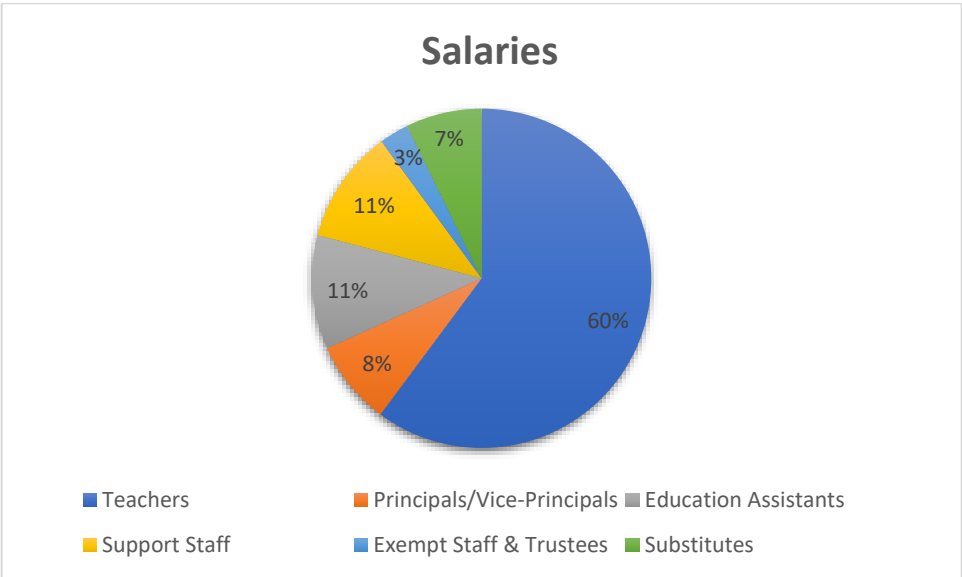
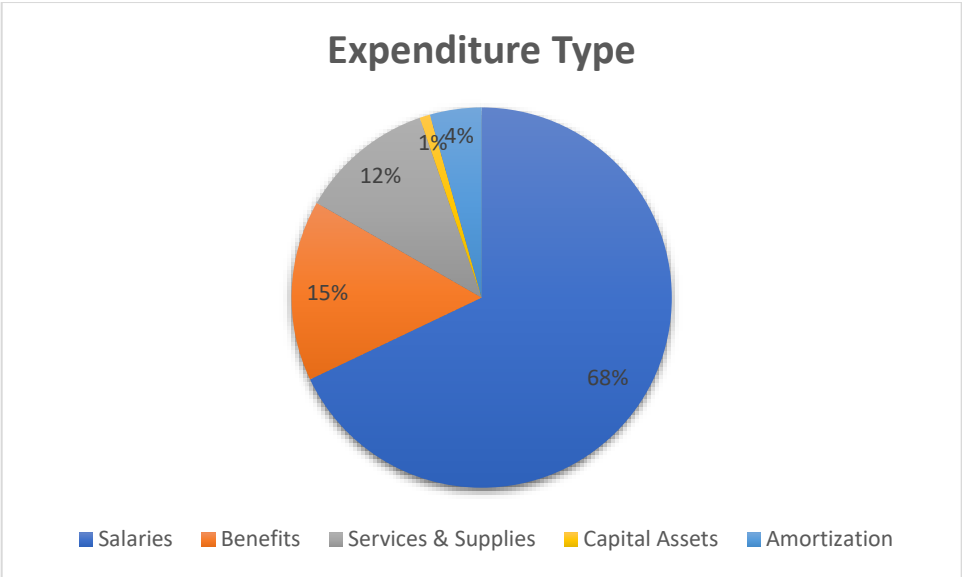
Revenues increased 5.3% versus last year due mainly to the Caledonia proceeds, and increased local and international enrolment increases over 2020/2021, the District's most impactful COVID-19 year in terms of enrolment. As well rentals and lease revenue increased due to the opening up of facilities after the COVID-19 restrictions.



5.3 Expenditures

83% of the District’s expenditures are associated with salaries and benefits with 60% of salaries for teachers. The balance of expenditures is related to amortization of capital assets and supplies and services including utilities, professional development, and maintenance.

Overall expenditures are up by 4.9% versus last year. This is mainly due to increases in staffing and services and supplies to cover enrolment increases, collective agreement wage settlements, benefit premiums, and costs for replacement staff.



Looking at expenditures by Program, 81% of expenditures are on instruction, 3% administration and 16% on operations, maintenance and transportation.

5.4 Reserves

Operating

Unrestricted Reserves (formerly called Operating Reserve and International Education Reserve in the June 30, 2021 financial statement notes) decreased in 2021/22 from \$2,167,641 to \$1,501,254.

In June 2022 the Board updated its Operating Surplus policy to hold between 2% and 4% unrestricted operating surplus (contingency) as a percentage of operating revenue. It is anticipated the Board will need 2-3 years to reach a 2% unrestricted operating reserve as it recovers from the pandemic and enrolment trends continue upward.

Elementary and Middle schools are permitted to carry over \$40,000 budget surpluses to the next year. Secondary schools are permitted to carry over \$80,000. The total school surpluses (which are included in restricted reserves) decreased by \$245,358 this year to \$1,407,776, due to improved spending patterns and schools' anticipation of the new year's allocation reduction based on historical carry forwards to balance the 2022/23 budget.

Surplus projections during the next year's budget process continue to show good trending with variance in projected operating surplus of \$7.1 million versus actual surplus of \$8.2 million. This trending indicates the projected surplus numbers at budget development are reliable plus or minus.

As shown below the 2021/22 surplus is \$4,974,117 less than 2020/21. The District has worked to improve spending patterns (this year's money on this year's students) in the fiscal year and is striving for less reliance on large surpluses to balance annual budgets.

Description	Actual 2021-2022	Actual 2020-2021	Variance	Actual 2021-2022	Est. 2021-2022	Variance
School Funded Balances	1,407,776.00	1,653,133.79	-245,357.79	1,347,625.00	1,545,000.00	-197,375.00
School Funded Balances Exceeding Reserve	-60,151.00	-42,257.00	-17,894.00	0.00	0.00	0.00
The Link	76,694.00	80,000.00	-3,306.00	76,694.00	80,000.00	-3,306.00
International Education	0.00	280,000.00	-280,000.00	0.00	250,000.00	-250,000.00
Continuing Education	0.00	1,812.97	-1,812.97	0.00	0.00	0.00
PO Commitments	1,273,565.00	618,487.00	655,078.00	1,273,565.00	630,000.00	643,565.00
Department Carryforwards (Restricted)	1,719,483.00	2,840,184.00	-1,120,701.00	1,719,483.00	1,804,431.00	-84,948.00
Year 1 of 5 Network Infrastructure Replacement	0.00	406,350.00	-406,350.00	0.00	0.00	0.00
Year 2 of 2 Shops Upgrades	0.00	350,000.00	-350,000.00	0.00	0.00	0.00
Classroom Portable	0.00	200,000.00	-200,000.00	0.00	0.00	0.00
Carryforward - Dept CF (Unrestricted)	0.00	0.00	0.00	0.00	555,833.00	-555,833.00
Carryforward - International (Unrestricted)	0.00	0.00	0.00	0.00	233,311.00	-233,311.00
Carryforward - Surplus to Balance Budget	2,300,000.00	4,837,387.00	-2,537,387.00	2,300,000.00	0.00	2,300,000.00
Carryforward - Reserve	1,172,813.41	1,542,640.79	-369,827.38	1,172,813.41	1,542,641.00	-369,827.59
Carryforward - Reserve International	328,441.00	425,000.00	-96,559.00	328,441.00	425,000.00	-96,559.00
TOTAL	8,218,621.41	13,192,738.55	-4,974,117.14	8,218,621.41	7,066,216.00	1,152,405.41

Local Capital Reserve

Restricted Reserve in local capital increased by \$1,604,343 to \$3,477,091 in 2021/22 due to the Caledonia net proceeds being received. It is noted that while the increases to local capital increased, so did the uses of local capital and in particular the acquisition of a city parcel as part of the Caledonia project as well as the Board's use of \$1,000,000 for the purchase of capital assets normally purchased from Operating, in order to decrease the reduction in services and supplies to the annual budget in the first year of deficit.

Balance, Beginning of the Year	1,872,747
Increases:	
Caledonia Development License	4,300,000
Caledonia Lease	1
Caledonia Interest Income	2,087
Fund Investment Income	11,572
Decreases:	
Caledonia Purchase of North Park Lot	(1,089,000)
Caledonia Land Exchange GST	(55,523)
Sundance Elem K Cohort Start-up Costs	(52,665)
Local Capital Purchases - Budget 21-22	(1,000,000)
Shoreline Classroom Addition	(5,918)
Inclusion for Learning Strategy	(93,747)
Student Device Replacement	(412,463)
Balance, End of Year	3,477,091

Ministry Restricted Capital Reserve

The Ministry Restricted Capital reserve remains fairly constant with a \$5,319 increase from the previous year as a result of interest revenue. The 2021/22 year-end balance is \$2,980,325.

6.0 Financial Analysis of the District

6.1 Analysis of Operating Results to Budget and Last Year

The following is a discussion and analysis of the District's financial performance for the fiscal year ended June 30, 2022. This section of the report is a summary of the District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year, as well as in comparison with the current year's budget. These sections are broken down into three areas: Revenues, Salaries and Benefits, and Supplies and Services.

Revenues

Operating Fund	2021/22		2020/21 ACTUAL	Increase (Decrease) vs. BUDGET		Increase (Decrease) vs PRIOR YEAR		2021/22 ACTUAL AS A % of TOTAL REVENUE
	BUDGET	ACTUAL		\$	%	\$	%	
Provincial Grants, Ministry of Ed & Child Care	190,981,576	197,056,412	191,638,791	6,074,836	3.08%	5,417,621	2.83%	90.5%
Funding from First Nations	966,444	829,034	1,031,724	(137,410)	-16.57%	(202,690)	-19.65%	0.4%
Provincial Grants, Other	112,750	166,975	100,802	54,225	32.47%	66,173	65.65%	0.1%
Tuition	12,242,537	15,070,357	9,496,466	2,827,820	18.76%	5,573,891	58.69%	6.9%
Other Revenue	1,062,708	1,649,914	1,294,109	587,206	35.59%	355,805	27.49%	0.8%
Rentals and Leases	1,779,874	2,519,825	1,587,882	739,951	29.37%	931,943	58.69%	1.2%
Investment Income	352,652	475,034	568,013	122,382	25.76%	(92,979)	-16.37%	0.2%
Total Operating Revenue	207,498,541	217,767,551	205,717,787	10,269,010	4.72%	12,049,764	5.86%	

Both local and international enrolments were higher than projected in February 2021 for local enrolment, and Spring 2021 budget projections for the International Program as reflected in increased revenues in Provincial Grants and Tuition revenues.

Provincial Grants, Other are comprised of After School Sport and Arts Initiative (ASSAI) grants from the Ministry of Tourism, Arts, Culture and Sport, the ERASE School District Mentorship Grant from the Ministry of Public Safety and Solicitor General, and from the sale of surplus assets through public auction by the Province of BC Asset Investment Recovery Service.

Rentals and Leases revenue has increased from the prior year as a result of opening up school facilities to external rental clients post pandemic, as well as clarification of rental policies and resulting in improved availability of space to rental clients.

The budget and actual income are lower in the current year as a result of lower interest rates due to the pandemic. Interest rates started at 1.45% in July 2020 and dropped to 0.95% in July 2021.

Other Revenue includes other grants, fees, commissions, rebates, and general donations. The amount and timing of this revenue varies each year. The budget in the current year was increased in anticipation of higher administrative fees in International Education and to incorporate budgets for Industry Training Authority (ITA) grants and vendor rebates. Revenue in the current year is higher than the prior year mostly due to an increase in homestay and activity fees collected by International Education.

6.1 Budgetary Highlights / Analysis of Operating Results to Budget and Last Year (continued)

Salaries & Benefits

Operating Fund	2021/22		2020/21 ACTUAL	Increase (Decrease) vs. BUDGET		Increase (Decrease) vs PRIOR YEAR		2021/22 ACTUAL AS A % of TOTAL SALARIES
	BUDGET	ACTUAL		\$	%	\$	%	
Teachers	92,198,153	94,940,648	90,349,744	2,742,495	2.89%	4,590,904	5.08%	58.2%
Principals & Vice-Principals	14,385,816	14,297,258	14,066,958	(88,558)	-0.62%	230,300	1.64%	8.8%
Education Assistants (CUPE 947)	18,641,764	18,601,555	17,265,674	(40,209)	-0.22%	1,335,881	7.74%	11.4%
Support Staff (CUPE 947 & 382)	19,273,071	19,092,704	18,669,864	(180,367)	-0.94%	422,840	2.26%	11.7%
Exempt Staff and Trustees	4,957,013	5,093,299	4,916,468	136,286	2.68%	176,831	3.60%	3.1%
Substitutes	8,570,336	11,140,179	8,663,963	2,569,843	23.07%	2,476,216	28.58%	6.8%
Total Salaries	158,026,153	163,165,643	153,932,671	5,139,490	3.15%	9,232,972	6.00%	
Employee Benefits	36,054,086	36,977,340	34,422,220	923,254	2.50%	2,555,120	7.42%	
Total Salaries and Benefits	194,080,239	200,142,983	188,354,891	6,062,744	3.03%	11,788,092	6.26%	

Teacher and Educational Assistant salaries were lower in the prior year due to lower enrolment and a shortage of Educational Assistants. Substitute salaries are higher in the current year due to an increase in leaves of absence.

Salary budgets and expenses for all employee groups saw an increase in the current year due to bargained or approved wage increases and step increments. In addition increased enrolment resulted in higher Teacher and Education Assistant staffing levels.

Employee benefits are higher in the current year as they are tied to the higher salaries and increased enrolment.

Fully Funded Collective Agreement Increases

Districts are funded primarily on a per student FTE basis. The per pupil amount funded is intended to cover the costs of labour, geographic and climate factors, student composition, population density and socio-economic measures (FUNDING).

Boards of Education are responsible for allocating their funds to address local needs including staffing levels over and above those required by collective agreements (SPENDING).

If a Board has more staff per student than a Board with comparable student numbers then they will receive a similar amount of labour settlement funding while having increased costs. In some cases, a board has decided to have higher staffing levels rather than fund other programs or maintain higher staffing levels funded from revenues from other sources like international tuition.

Government fully funds the amount of money the collective agreement will cost for teachers and support staff at a provincial level and puts this money into the Ministry of Education and Child Care block. In this way government has met its mandate to fully fund labour costs resulting from collective agreements. However:

1. When MOE allocates funding out, and a District is in declining enrollment, the District will receive a

lesser share (FUNDING MODEL: Ministry), especially if the District is not reducing staff enough to match the enrolment decline (SPENDING MODEL: Board).

2. MOE does not fund statutory benefits increases like CPP and EI which increased.
3. MOE does not fund Principal/Vice-Principal and Exempt salary increases.

SD61 added staffing in years of growing enrolment and maintained staffing levels in years of declining enrolment in 2020-2021. SD61 has higher Operating salary costs per student in various categories than similar districts. Therefore, it can be concluded that SD61 has had the ability to make choices about how it SPENDS its FUNDING and that in the funding allocation from the MOE, SD61 received its proportionate share of the labour settlement funding. Because SD61 makes decisions to maintain higher staffing levels in its spending model, the labour cost increase is not fully funded.

Supplies and Services

Services and Supplies categories represent approximately 10% of the operating budget expenditures. Overall, services and supplies are 15% higher than budget due to the nature of 2020/21 year end carry forwards and surplus appropriations, as well as the fact that budget figures in the financial statements are preliminary budget amounts, not amended budget amounts.

Operating Fund	2021/22		2020/21 ACTUAL	Increase (Decrease) vs. BUDGET		Increase (Decrease) vs PRIOR YEAR		2021/22 ACTUAL AS A % of TOTAL SERVICES & SUPPLIES %
	BUDGET	ACTUAL		\$	%	\$	%	
Services	6,314,984	9,158,014	7,007,812	2,843,030	45.02%	2,150,202	30.68%	41.7%
Student Transportation	1,076,545	877,741	915,608	(198,804)	-18.47%	(37,867)	-4.14%	4.0%
Professional Development & Travel	727,897	682,992	1,038,194	(44,905)	-6.17%	(355,202)	-34.21%	3.1%
Rentals and Leases	109,851	109,850	126,428	(1)	0.00%	(16,578)	-13.11%	0.5%
Dues and Fees	105,199	121,279	110,536	16,080	15.29%	10,743	9.72%	0.6%
Insurance	420,003	474,094	424,325	54,091	12.88%	49,769	11.73%	2.2%
Supplies	6,493,917	6,376,005	6,188,153	(117,912)	-1.82%	187,852	3.04%	29.0%
Utilities	3,828,312	4,163,454	3,799,926	335,142	8.75%	363,528	9.57%	19.0%
Services & Supplies	19,076,708	21,963,429	19,610,982	2,886,721	15.13%	2,352,447	12.00%	

The annual operating budget for Services was adjusted in the current year for anticipated increases in marketing and recruitment activity in International Education, the movement of the Next Generation Network (NGN) services recovery from Utilities into Services, as well as other service-based expenses such as software maintenance, legal fees and service contracts. The amended annual operating budget in the current year was further increased due to higher than anticipated enrolment in International Education.

Student Transportation expenses were higher in the prior year due to additional bussing costs for Willows students to attend before- and after-school care at Victor as a result of delaying the opening of Sundance-Bank Elementary.

Professional Development and Travel expenses are lower than the prior year due to reduced services from the District/Learning Team. In 2020/2021 the Equity of Opportunity grant was allocated to the District team for capacity building initiatives. In 2021/2022 the Equity of Opportunity grant was reallocated to general revenue as the Board balanced its deficit for the 2021/22 fiscal year.

The budget for Rentals and Leases expenditures was reduced slightly in the current year to reflect the expected cost of the operating leases on fleet vehicles for Facilities Services. Actual expenditures in the current year are comparable to the prior year.

Supplies' current year expenditures are lower than the prior year mainly due to one-time purchases in the prior year for the opening of Lansdowne Middle School South campus.

Utilities costs, particularly natural gas, have increased compared to the prior year. The District employs an Energy Manager, partially funded by BC Hydro. The efforts of the Energy Manager are making a difference to the District's energy consumption however increasing energy unit costs do not financially reflect the reduced consumption.

Special Purpose Funds

Special Purpose Funds consist of restricted grants and other funding subject to a legislative or contractual restriction on its use. These revenues are deferred until the relevant expenditures are incurred.

Grant	Source	Amount Received	Amount Expended	Amount Recovered	Discussion
Annual Facility Grant Operating Portion	Ministry of Education & Child Care	\$ 796,185	\$ 796,185		Projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.
Changing Results for Young Readers	Ministry of Education & Child Care	\$ 25,000	\$ 9,780		Collaborative professional learning to increase the number of BC children who are engaged, successful readers.
Classroom Enhancement - Overhead, Staffing & Remedies	Ministry of Education & Child Care	\$ 20,417,766	\$ 19,191,686	1,220,436	Teacher staffing and overhead costs of restoration of class size and composition teacher collective agreement language in 2017
CommunityLINK	Ministry of Education & Child Care	\$ 3,998,998	\$ 4,162,324		Learning Involves Nutrition and Knowledge; improve learning conditions for priority student academic and social success
Early Childhood Education Dual Credit Program	Ministry of Education & Child Care	\$ 260,000	\$ 210,000		students in grades 11 and 12 will be able to earn both high school and post-secondary credits toward careers in early childhood education
Federal Safe Return to Class/Ventilation	Ministry of Education & Child Care	\$ 441,192	\$ -		Federal funding in response to COVID-19
First Nation Student Transportation	Ministry of Education & Child Care	\$ 22,219	\$ 29,985		Support transpiration needs of on-reserve First Nation students to/from school and extra-curricular activities
Learning Improvement Fund	Ministry of Education & Child Care	\$ 657,183	\$ 657,183		Augment Education Assistants' hours to provide additional supports to priority students
Ledger School	Ministry of Education & Child Care	\$ 366,840	\$ 340,433	20,868	Vancouver Island children and youth attending this in-patient, hospital based psychiatric service.
Mental Health in Schools	Ministry of Education & Child Care	\$ 113,395	\$ 82,775		Mental Health literacy activities aimed to build safe, caring and inclusive learning environments in schools
Official Languages in Education French Programs (OLEP)	Ministry of Education & Child Care	\$ 468,090	\$ 450,217		Core French and French immersion language programs and curriculum and resources
Provincial Inclusion Outreach	Ministry of Education & Child Care	\$ 824,473	\$ 825,239		Outreach services to educators, students and families for students with severe cognitive and multiple physical disabilities
Ready, Set, Learn	Ministry of Education & Child Care	\$ 68,600	\$ 80,056		Events for 3-5 year olds and parents/guardians to support and facilitate smooth transition to Kindergarten
Safe Return to School/Restart Health & Safety	Ministry of Education & Child Care	\$ 456,742	\$ 456,742		Provincial funding in response to COVID-19
Special Education Technology	Ministry of Education & Child Care	\$ 190,549	\$ 123,334	4,497	outreach services to educators, students and families for students who require specialized technology
StrongStart	Ministry of Education & Child Care	\$ 192,000	\$ 180,413		Early learning centres to provide school-based, drop-in programs for children aged birth to age 5 and their parents/guardians/caregivers
Ministry Restricted					
Estate Trust	Other and Investment Income	\$ 13,518	\$ 6,594		Estate donations where interest earned is used to provide scholarships and materials related to social students to two schools
Scholarships & Bursaries	Other and Investment Income	\$ 76,449	\$ 35,715		Collected from donors and then awarded to graduating students
School Generated Funds	Other and Investment Income	\$ 5,443,642	\$ 4,956,541		Collected by schools for field trips, school sports and clubs, and fundraising for school priorities
Internally Restricted					
		34,832,841	32,595,202	1,245,801	

The District has the following carry forwards in 2021/2022 as related to significant Special Purpose grants where expenditures were less than the deferred revenue received.

Special Purpose Funds	2021/22	2020/21	Increase (Decrease) vs PRIOR YEAR		2021/22 ACTUAL AS A % of TOTAL SPECIAL PURPOSE
	ACTUAL	ACTUAL	\$	%	%
OLEP Federal French	17,873	-	17,873		0.2%
CommunityLINK	358,325	521,651	(163,326)	-31.31%	4.8%
Special Education Technology	68,215	5,497	62,718	1140.95%	0.9%
StrongStart	13,961	2,374	11,587	488.08%	0.2%
Ready Set Learn	38,267	49,723	(11,456)	-23.04%	0.5%
Change Results for Young Children	43,399	28,179	15,220	54.01%	0.6%
Federal Safe Return to Class/Ventilation	1,055,502	614,310	441,192	71.82%	14.0%
Ledger School	27,407	21,868	5,539	25.33%	0.4%
Provincial Inclusion Outreach	749	1,515	(766)	-50.56%	0.0%
Classroom Enhancement - Staffing	465,436	515,437	(50,001)	-9.70%	6.2%
Classroom Enhancement - Remedy	307,570	251,925	55,645	22.09%	4.1%
First Nation Student Transportation	27,187	34,953	(7,766)	-22.22%	0.4%
Mental Health in Schools	30,620	-	30,620		0.4%
Early Childhood Education Dual Credit Program	50,000	-	50,000		0.7%
Ministry Restricted	2,504,511	2,047,432	457,079	22.32%	33.2%
School Generated Funds	4,198,380	3,711,279	487,101	13.12%	55.7%
Estate Trust	120,064	113,140	6,924	6.12%	1.6%
Scholarships & Bursaries	709,510	668,776	40,734	6.09%	9.4%
Internally Restricted	5,027,954	4,493,195	534,759	11.90%	66.8%
Total Special Purpose Funds	7,532,465	6,540,627	991,838	15.16%	

Overall the Ministry Restricted special purpose carry forwards have increased 22.32% over the prior year mainly due to unspent Classroom Enhancement Funds resulting from labour and replacements shortages, and unspent Federal Safe Return to Class/Ventilation funding in district and school accounts. As the District looks to improve ventilation in schools, the Safe Return to Class carry forward will be added to current year funding for ventilation.

Overall the special purpose carry forwards have increased by 11.9% due to School Generated Funds, or non-public funds held in schools, increasing 13%. During the 2022/23 budget process a one time supplies reduction is being implemented for Operating school allocations to help balance the budget. Schools may have spent less in 2021/22 in their non-public funds in anticipation of the operating allocation reduction in 2022-2023.

6.2 Capital Fund Accounts

Capital fund schedules provide information on the District's tangible capital acquisitions and the net book value of these acquisitions. The Capital Fund includes capital expenditures related to land, buildings, computer hardware and software, vehicles and equipment that are funded from Ministry of Education and Child Care capital grants, land capital, local capital, the operating fund, and special purpose funds.

During the year ended June 30, 2022, the District invested \$33.9 million in capital additions including \$23.5 million in Work in Progress for Victoria High School and Cedar Hill Middle School seismic projects.

Capital Asset Additions	2021/22	2020/21	Increase (Decrease) vs PRIOR YEAR		2021/22 ACTUAL AS A % of TOTAL CAPITAL ASSET ADDITIONS
	ACTUAL	ACTUAL	\$	%	%
Sites (Land)	1,144,523	-	1,144,523		3.4%
Buildings	4,699,270	13,260,631	(8,561,361)	-64.56%	13.9%
Furniture & Equipment	1,653,709	2,390,895	(737,186)	-30.83%	4.9%
Vehicles	15,476	94,320	(78,844)	-83.59%	0.0%
Computer Hardware	1,527,855	2,005,137	(477,282)	-23.80%	4.5%
Increases to Capital Assets	9,040,833	17,750,983	(8,710,150)	-49.07%	26.7%
Work in Progress	24,872,546	13,889,467	10,983,079	79.07%	73.3%
Total Increases & Work in Progress	33,913,379	31,640,450	2,272,929	7.18%	

The 2021/22 funding to provide these additions came from the following sources: \$30.1 million from the Ministry of Education and Child Care, \$0.6 million from District Operating Funds, \$0.5 million from Special Purpose and \$2.7 million from Local Capital.

6.3 Major Capital Projects

Victoria High School Seismic & Expansion is currently under construction and expected to be occupied in September 2023. The project includes a major renovation of our oldest school, added capacity of 200 seats, and a Neighbourhood Learning Centre (NLC) that co-locates the International Community Association, as well as, providing enhancements to the new Multi-purpose Room to make it more flexible for school and community use, and the astronomy deck/outdoor classroom. Site works will include additional parking and landscaping, and a new artificial turf field as a part of the NLC funding package.. The budget of \$79 million is made up of \$76.4 million from the Ministry of Education and Child care, \$3.3 million from the District, and over \$800,000 from community partners for the artificial all weather turf field.



The Cedar Hill Middle School Seismic project is a replacement school for 575 students and a design that will allow for future expansion if mid-long terms enrolment growth dictates capacity pressures. The budget for the project is \$46.5 million with \$42.9m from the Ministry of Education and Child Care and \$3.6m from the District. In addition to the replacement project District contribution of \$3.6m, the Board through its commitment to climate action, is contributing over \$500,000 additional funds for a net zero ready build. The school is scheduled to open in September 2025.



The Ministry of Education and Child Care has also given support for one additional major capital project: A seismic upgrade to Sundance Elementary School. The District is currently developing detailed business cases for presentation to the Ministry.

6.4 Capital Fund Balances

Unspent Deferred Capital Revenue and Local Capital balances in the Capital Fund are as follows:

Capital Fund Balances	2021/22	2020/21	Increase (Decrease) vs	
	ACTUAL	ACTUAL	\$	%
Bylaw Capital	684,169	-	684,169	
Ministry of Education & Child Care Restricted	2,980,325	2,975,006	5,319	0.18%
Other Provincial Capital	3,881,844	4,256,745	(374,901)	-8.81%
Other Capital	602,327	467,082	135,245	28.96%
Local Capital	3,477,091	1,872,748	1,604,343	85.67%
Total Capital Funds	11,625,756	9,571,581	2,054,175	21.46%

Bylaw Capital

Bylaw Capital represents Ministry of Education and Child Care capital grants drawn on Certificates of Approval (COA) for capital projects and includes amounts for specific capital projects funded by the Ministry of Education and Child Care, capital portion of the Annual Facility Grant, carbon neutral capital project funding, playground equipment funding, and other project funding paid through a COA.

Restricted Capital

Ministry of Education and Child Care restricted capital represents the Ministry's portion (usually 75%) of the proceeds on disposal of land and buildings, and any bylaw project surpluses on completed projects. The Ministry's permission must be received to spend these funds.

Other Provincial Capital

These funds were provided by the Ministry of Child and Family Development under the Child Care New Spaces Funding.

Other Capital

Other capital is comprised of funds from other non-provincial government sources, such as District of Oak Bay for the Neighbourhood Learning Centre, Bays United capital replacement contributions to artificial turf replacement over time among others.

Local Capital Reserve

The Board's Local Capital Reserve is designated for local capital expenditures. Most of the balance in the fund at June 30, 2022 is restricted towards the District's share of Victoria High School Seismic Upgrade and technology.

6.5 Reserves – Operating and Capital Balances

Reserves

Internally Restricted Surplus - Operating Grant		
Internally Restricted by the Board for:		
Constraints on funds	476,914	
Anticipated Unusual Expenses	71,000	
Operations Spanning Multiple Years	6,169,453	
Future Capital Cost Share	-	
Sub-Total Internally Restricted:	6,717,367	6,717,367
Unrestricted Operating Surplus - Contingency		1,501,254
Total Internally Restricted Surplus - Operating Fund		8,218,621
Invested in Tangible Capital Assets		44,716,211
Local Capital Surplus		3,477,091
Total Accumulated Surplus		56,411,923

1 Operating Fund Surplus

The Board of Education is responsible for ensuring the District is protected financially from forecasting risk and unforeseen circumstances. Therefore, they have established an Operating Surplus policy that allows the District to budget for an accumulated operating surplus to serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects.

Details of Internally Restricted categories for Constraints on Funds, Anticipated Unusual Expenses and Operations Spanning Multiple Years are as follows:

Restricted due to the Nature of Constraints on the Funds		
Holdback Grant	93,256.00	
Early Learning Framework (ELF) Grant	5,847.00	
ERASE Grant	7,582.00	
Equity Scan Grant	1,792.00	
Indigenous Education Harvest4Knowledge Grant	1,653.00	
Indigenous Education LEA Capacity Building Grant	10,927.00	
Indigenous Education Graduation and Scholarship Fund	4,195.00	
Cooper Smith Music Library Collection	49,151.00	
Speech Language Pathologists (SLP) Professional Development Fund	6,425.00	
Psychologists Professional Development Fund	4,754.00	
Principals and Vice Principals Professional Development Fund	58,310.00	
Allied Specialists (ASA) Professional Development Fund	8,311.00	
CUPE 947 Professional Development Fund	96,768.00	
CUPE 382 Professional Development Fund	18.00	
CUPE 382 Service Improvement Allocation	127,925.00	476,914.00
Restricted for Anticipated Unusual Expenses Identified by the Board		
Shared Minor Capital - New Classrooms due to Enrolment Growth	25,000.00	
Reconciliation and Anti-Racism	41,000.00	
Police Liaison	5,000.00	71,000.00
Restricted for Operations Spanning Multiple School Years		
Schools Operating Surplus	1,347,625.00	
Schools Special Project Carryforward	174,473.00	
The Link Surplus	76,694.00	
Healthy Schools Initiatives	11,039.00	
Continuing Education Surplus (Deficit)	0.00	
International Education Surplus (Deficit)	0.00	
Indigenous Education Targeted Grant	256,532.00	
Inclusion for Learning Strategy - Supplies	37,492.00	
Incomplete School/Department Funded Facilities Projects	131,859.00	
Sundance-Bank Start-Up Costs - Year 2 (Funding in 22-23)	-19,499.00	
Shop Upgrades	124,629.00	
Quadra Wall	50,000.00	
Vic West Portable	374,113.00	
Childcare Capital Reserve	15,433.00	
Technology Replacement Reserve - Network Infrastructure	15,498.00	
Purchase Order Commitments	1,273,565.00	
Future Years' Operations/Budget; 2022-2023	2,300,000.00	6,169,453.00

The District closed out the year with a \$8,218,621 operating surplus of which \$6,717,367 was internally restricted for specific purposes and \$1,501,254 was unrestricted.

2 Capital Fund Surplus

There are three categories of Capital Fund Surpluses:

The **Local Capital** reserve fund represents a portion of accumulated operating surpluses designated to fund the purchase of Tangible Capital Assets which are not funded directly from the Ministry of Education and Child Care. The Local Capital Reserve fund is increased if the Board of Education passes a motion to transfer operating surpluses to Local Capital.

The **Invested in Tangible Capital Assets** reserve represents capital investments that are funded by operating revenues (recorded as transfers of accumulated operating surplus to the capital fund). Then, as assets are amortized, a deficit is incurred in the capital fund which is applied against the Invested in Tangible Capital Assets reserve. Therefore, the balance in this fund is to cover future amortization costs and is not available for other purposes.

7.0 Context, Assumptions and Other Considerations

Framework for Enhancing Student Learning (FESL)

As accountability and transparency for financial information grows, so does accountability for student success. The Framework for Enhancing Student Learning combines accountability with evidence based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social and career development of all students in the K-12 public system.

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We recognize that achieving this goal will require us to continue to:

- lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
 - Local Education Agreements, Metis Education Agreement and Urban Peoples' House Indigenous Advisory Terms of Reference
 - Truth and Reconciliation Commission of Canada: Call to Action,
 - Declaration on the Rights of Indigenous Peoples Act (DRIPA),
 - British Columbia Tripartite Agreement (BCTEA),
 - Standard 9 – Professional Standards for BC Educators.
- engage with the communities in a culturally responsive way that is open, transparent and collaborative
- focus on aligning the human and financial resources of the system to meet the educational goals of the District
- increase our data literacy across the system.

The Board, through its annual budget process, aligns human and financial resources to the Strategic Plan and the FESL.

2021/22 was the Board's first year of this new requirement from the Ministry of Education and Child Care. The 2022/23 FESL draft has been presented in Committee and will be forwarded for the Board to approve in September 2022.

Local, Provincial, Global Economic Context

Inflation, costs escalation for capital projects and supply chain issues continue to challenge districts around the province. The Board should take into consideration contingencies for larger purchases given the dramatic increase in capital project costs as the timing of support for a project from the Ministry to the time a project is designed, costed and tendered can vary. As well, the Board should be prepared for scheduling challenges as supply chain impacts project timelines.

Enrolment Growth

The District's mid-term student enrolment projections show ongoing, moderate growth across the District after which the enrolment will flatten. Some schools in the District are experiencing capacity pressures

during a period of high capacity utilization in buildings as enrolment growth that the District has realized over the past few years, the pandemic excluded, moves through the grade configurations. Once the enrolment levels out, pressure at elementary should lessen.

Funding Model Review

The majority of the District's operating funding is provided by the Ministry of Education and Child Care and is based on student enrolment and other factors. The current funding formula has been in place since 2002. In 2018, the MOE began a review of the formula and work is currently underway on the development, review and consultation on a potential new formula. While it was expected that the new formula would be announced and implemented for 2020/21, the Ministry has postponed the decision to implement any changes at this time. It is not known whether a new formula will have a positive or negative impact on the operating budget. In particular any movement from per course funding to per student funding (FTE versus Headcount) will result in a \$3m+ decrease in funding and may reduce the courses offered to students. The District should continue to take this risk into account as it builds its unrestricted operating surplus to between 2% and 4% of operating revenue.

Pandemic

While the impacts of the pandemic appear to have lessened, from a student and staff perspective, assessing learning growth points and mental health issues will be a major focus of staff and administration this next year.

It will take some time to rebuild operational areas back to pre-pandemic levels (e.g. International Program). The District has adjusted operating budgets accordingly, and in some cases, opportunities have been found to do things differently such as more on-line meetings which reduce travel costs.

Strategic Plan

At its June 22, 2020 Regular Board meeting, the Greater Victoria Board of Education approved Strategic Plan 2020-2025. This Strategic Plan set priorities and defines the path of the District. The Board is committed aligning resources to the Strategic Plan to reach the goals of the plan.

Operational plans for Human Resources, Finance and Operations are in progress, and will support the education initiatives contained in the Strategic Plan.

8.0 Questions or More Information

This financial report is designed to provide a general but more detailed overview of the District's finances and to demonstrate increased accountability for the public funds received by the District.

If you have questions about this financial report or need additional financial information, please contact the Secretary Treasurer's office at 250-475-4108.

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: Audit Committee

FROM: Kim Morris, Secretary-Treasurer

DATE: September 15, 2022

RE: **Schedules as Required by the Financial Information Act
for the Period July 1, 2021 to June 30, 2022**

In accordance with the *Financial Information Act* (the “Act”), each school district is required to prepare a Statement of Financial Information (SOFI) for each fiscal year within six months of the end of the fiscal year. The Act, together with the related regulation and directive, prescribes the information that is required to be included in the statement.

The required schedules have been completed for the year ended June 30, 2022:

- i. Management Report
- ii. Schedule of Debts (nil report)
- iii. Schedule of Guarantee and Indemnity Agreements (nil report)
- iv. Schedule of Remuneration and Expenses
- v. Statement of Severance Agreements
- vi. Schedule of Payments for the Provision of Goods and Services
- vii. Comparison of Scheduled Payments to the Audited Financial Statement Expenditures
- viii. School District Audited Financial Statements

The Schedule of Remuneration and Expenses individually lists employees with remuneration exceeding \$75,000. Section 6 of the Financial Information Regulation defines remuneration to include any form of salary, wages, taxable benefits, payment into trust or any form of income deferral paid by the District to an employee, or on behalf of an employee, whether or not such remuneration is reported under the Income Tax Act (Canada). Remuneration does not include anything payable under a severance agreement.

Taxable benefits include the employer-paid portion of certain employee benefits defined by the Canada Revenue Agency, such as group life insurance premiums.

Section 6 of the Financial Information Regulation defines expenses to include travel expenses, business meetings, memberships, tuition, relocation, extraordinary hiring expenses, registration fees

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

and similar amounts paid directly to an employee, or to a third party on behalf of the employee. Expenses are not limited to those generally perceived as perquisites, or bestowing personal benefit, and may include expenditures required for employees to perform their job functions. Expenses exclude benefits of a general nature applicable to all employees pursuant to an agreement, such as medical, dental, counselling, insurance and similar plans.

The Schedule of Payments for the Provision of Goods and Services lists payments made to third parties for the supply of goods and services to the School District in excess of \$25,000.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the schedules as required by the Financial Information Act for the period July 1, 2021 to June 30, 2022; AND FURTHER that the approved schedules be posted to the District website.



**The Board of Education of
SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**

Schedules as required by

The Financial Information Act

For the period July 01, 2021 to June 30, 2022

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULES AS REQUIRED BY
THE FINANCIAL INFORMATION ACT**

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Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER	NAME OF SCHOOL DISTRICT	YEAR
61	Greater Victoria	2021-2022
OFFICE LOCATION(S)	TELEPHONE NUMBER	
556 Boleskine Road	250-475-3212	
MAILING ADDRESS		
556 Boleskine Road		
CITY	PROVINCE	POSTAL CODE
Victoria	BC	V8Z 1E8
NAME OF SUPERINTENDENT	TELEPHONE NUMBER	
Deb Whitten	250-475-4162	
NAME OF SECRETARY TREASURER	TELEPHONE NUMBER	
Kim Morris	250-475-4108	

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2022

for School District No. 61 as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
	Sept. 26, 2022
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
	Sept. 26, 2022
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED
	Sept. 26, 2022

EDUC. 6049 (REV. 2008/09)

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian Generally Accepted Accounting Principles for not-for-profit organizations, and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all of the other schedules of financial information and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

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

Deb Whitten
Superintendent of Schools
September 26, 2022

Kim Morris
Secretary-Treasurer
September 26, 2022

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 9*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

SCHEDULE OF DEBTS

Information on all long-term debt is included in Statement 1 and in the Notes of the School District Audited Financial Statements.

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 4*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 61 (Greater Victoria) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 5*.

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

ELECTED OFFICIALS

NAME	POSITION	REMUNERATION	EXPENSES
DUNCAN, NICOLE B.C.	TRUSTEE	\$24,664.35	\$0.00
FERRIS, W THOMAS M	TRUSTEE, VICE CHAIR	\$25,539.35	\$19.26
HENTZE, ANGELA CATHLEEN	TRUSTEE	\$24,664.35	\$1,491.43
LEONARD, ELAINE W	TRUSTEE	\$24,876.85	\$19.26
MCNALLY, DIANE	TRUSTEE	\$24,664.35	\$157.50
PAINTER, RYAN LESLIE	TRUSTEE, CHAIR	\$26,414.35	\$2,507.87
PAYNTER, ROB	TRUSTEE	\$25,126.85	\$19.26
WATTERS, JORDAN	TRUSTEE	\$24,901.85	\$2,109.25
WHITEAKER, ANN M.	TRUSTEE	\$25,589.35	\$1,547.63
TOTAL, ELECTED OFFICIALS		\$226,441.65	\$7,871.46

EMPLOYEES, OTHER THAN ELECTED OFFICIALS

(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
ABRA, MEAGHAN	TEACHER	\$76,695.96	\$78.02
ABRAMI, JESSICA	TEACHER	\$79,310.72	\$46.40
ADAMS, DANA	TEACHER	\$97,960.10	\$0.00
ADAMS, JARED	TEACHER	\$97,944.05	\$1,680.00
ADAMS, MIKE	TEACHER	\$99,494.83	\$0.00
ADAMS, TANYA	TEACHER	\$89,148.59	\$0.00
ADAMSCHEK, DARLENE	TEACHER	\$84,973.73	\$0.00
ADAMSON, JENNIFER	VICE PRINCIPAL	\$128,637.87	\$771.75
AERTS, THOMAS	PRINCIPAL	\$143,845.43	\$2,452.64
ALBISTON, CAROLINE	TEACHER	\$83,288.25	\$0.00
ALEXANDER, BONNIE	TEACHER	\$77,748.59	\$1,715.44
ALEXANDER, JEANETTE	ALLIED SPECIALIST	\$85,662.48	\$512.25
ALEXANDER, SCOTT	TEACHER	\$99,454.16	\$1,051.37
ALEXANDER, SHARI	TEACHER	\$89,134.21	\$0.00
ALLEN, RYAN	TEACHER	\$90,850.74	\$0.00
ALLOWAY, ESTHER	TEACHER	\$80,128.59	\$26.48
ALLSOPP, JONATHON	TEACHER	\$89,207.29	\$0.00
ALVAREZ, LOUISE	TEACHER	\$88,691.43	\$50.48
ALVERNAZ, CIDALIA	TEACHER	\$95,747.30	\$29.03
AMMON, ROBERT	TEACHER	\$98,058.81	\$5.00
ANDERSON, ALLEN	TEACHER	\$79,172.50	\$0.00
ANDERSON, KELSEY	TEACHER	\$97,590.40	\$50.48
ANDERSON, RUSSELL	TEACHER	\$97,078.64	\$0.00
ANDRES, KRISTINA	TEACHER	\$76,339.34	\$0.00
ANDREWS, KENNETH	PRINCIPAL	\$140,188.55	\$48.00
ARCHER, NANCY	VICE PRINCIPAL	\$126,185.49	\$3,660.31
ARIS, BRANDON	TEACHER	\$91,994.09	\$15.16
ARMSTRONG, ANNE	TEACHER	\$76,009.87	\$0.00
ARNOTT, DAN	TEACHER	\$89,246.15	\$26.92
ASHURST, DAVID	TEACHER	\$97,960.09	\$0.00
ASKEW, COURTNEY	HUMAN RESOURCES ADVISOR	\$95,247.80	\$33.17
ASTON, JENNIFER	YOUTH & FAMILY COUNSELLOR	\$84,120.40	\$2,235.60
ATCHISON, DEBORA	TEACHER	\$80,180.89	\$0.00
ATKINSON, PETER	TEACHER	\$89,221.55	\$60.00
ATTERBURY, JOHN	TEACHER	\$89,134.21	\$269.70
AWAI, DOUGLAS	TEACHER	\$90,881.02	\$84.00
AYLWARD, TRAVIS	TEACHER	\$97,963.99	\$0.00
BACKHOUSE, DAVID	TEACHER	\$89,240.77	\$0.00
BADDELEY, GILLIAN	TEACHER	\$89,128.22	\$0.00
BAGGOTT, MARK	MANAGER, BUILDING OPERATIONS	\$110,923.06	\$3,699.79
BAILEY, DANA	TEACHER	\$94,480.41	\$10.06
BAINS, GINA	TEACHER	\$83,021.93	\$0.00
BAIRD, TARA	TEACHER	\$93,567.24	\$118.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
BAKER, DARRYL	MECHANICAL FOREMAN	\$76,583.03	\$2,030.93
BAKER, GARY	TEACHER	\$100,059.39	\$415.75
BAKER, KATE	TEACHER	\$89,270.51	\$280.02
BALABUCH, ALLISON	TEACHER	\$97,959.84	\$0.00
BALDWIN, CAROLINE	TEACHER	\$97,965.47	\$180.00
BALL, CHRISTOPHER	TEACHER	\$98,064.23	\$807.74
BALLARD, CORRIE	TEACHER	\$95,667.91	\$0.00
BARBER, DANA	TEACHER	\$91,562.62	\$54.78
BARBER, JENNIFER	TEACHER	\$97,021.92	\$718.11
BARKS, JOSHUA	DISTRICT VICE PRINCIPAL, INFORMATION TECHNOLOGY	\$130,370.66	\$264.84
BARMBY, GREGORY	TEACHER	\$84,623.30	\$0.00
BARWIN, ALAN	TEACHER	\$99,663.92	\$6.96
BASI, ROB	TEACHER	\$99,470.32	\$200.00
BATHURST-HUNT, REBECCA	TEACHER	\$90,050.00	\$88.85
BAUR, TIFFANY	TEACHER	\$82,645.52	\$0.00
BEATTIE, JORDANA	VICE PRINCIPAL	\$104,029.85	\$87.50
BEATTY, RACHELLE	TEACHER	\$95,652.06	\$60.00
BEAUCAGE, DOMINIQUE	TEACHER	\$98,046.29	\$116.40
BECKNER, PAULINE	TEACHER	\$95,176.98	\$0.00
BEDARD, KIMBERLEY	TEACHER	\$76,237.98	\$0.00
BEDELL, JULIE	TEACHER	\$86,372.05	\$0.00
BEIERMEISTER, HEATHER	TEACHER	\$95,667.53	\$258.92
BEISCHER, ANDREW	TEACHER	\$77,575.10	\$49.02
BELANGER, ELIZABETH	TEACHER	\$98,093.69	\$0.00
BELANGER, SOPHIE	TEACHER	\$79,091.08	\$15.54
BELL, MAI	TEACHER	\$97,944.05	\$0.00
BELLAGENTE, TANYA	MANAGER, LABOUR RELATIONS	\$109,422.26	\$3,142.04
BELLEFONTAINE, LAUREN	TEACHER	\$77,852.97	\$0.00
BELVEDERE, KYLA	TEACHER	\$90,766.68	\$0.00
BENDER, LOIS	PRINCIPAL	\$136,533.35	\$2.00
BENDER, SUSANNA	TEACHER	\$97,960.11	\$311.79
BENNETT, WILLO	TEACHER	\$89,246.91	\$0.00
BENTHAM, CAMELLIA	TEACHER	\$95,673.79	\$75.49
BENTON, DANIELLE	TEACHER	\$88,589.26	\$26.48
BERGERON, TODD	TEACHER	\$95,772.46	\$0.00
BERRY, JONATHAN	TEACHER	\$99,470.28	\$0.00
BERUBE, MARIE-FRANCE	TEACHER	\$89,205.84	\$0.00
BETTS, CHRISTINE	TEACHER	\$80,249.12	\$116.32
BEYER, ALANA	TEACHER	\$86,473.26	\$0.00
BIDNEY, BRUCE	PRINCIPAL	\$143,845.43	\$60.00
BIGAM, ABIGAIL	TEACHER	\$97,944.09	\$0.00
BILLINGS, DANIELLE	TEACHER	\$95,769.62	\$0.00
BIRD, MAGGIE	TEACHER	\$83,371.47	\$0.00
BJORK, AMANDA	TEACHER	\$88,707.29	\$35.98
BJORNSON, DANA	TEACHER	\$87,480.60	\$10.06
BLACK, CERI	TEACHER	\$89,246.21	\$0.00
BLAIR, ANDREA	TEACHER	\$98,019.34	\$0.00
BLAZKOW, BREENA	TEACHER	\$89,625.69	\$0.00
BLECIC, KEVIN	TEACHER	\$99,620.19	\$2,668.11
BLOUIN, LORI	TEACHER	\$97,537.59	\$0.00
BOLDT, COLIN	TEACHER	\$95,772.50	\$0.00
BOND, ANDREW	TEACHER	\$82,705.48	\$0.00
BONSOR KURKI, SARAH	TEACHER	\$93,292.96	\$8.15
BOOMER, TRISTAN	TEACHER	\$79,268.16	\$180.00
BORICH, PAUL	TEACHER	\$80,877.48	\$0.00
BOTTINEAU, MONIQUE	TEACHER	\$95,657.93	\$0.00
BOUCHER, JOHANNE	TEACHER	\$80,339.13	\$0.00

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)

EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
BOULDING, SHAWN	PRINCIPAL	\$140,188.50	\$124.17
BOULTON, MARY	TEACHER	\$78,985.14	\$0.00
BOULTON, MATTHEW	TEACHER	\$92,002.20	\$52.63
BOUTHILLIER, SHELBY	TEACHER	\$82,278.24	\$0.00
BOWDEN, ROBYN	MANAGER, HUMAN RESOURCES	\$94,605.27	\$1,376.31
BOWEN, ALEXANDER	TEACHER	\$85,095.48	\$0.00
BOWYER-SMYTH, SHARON	TEACHER	\$99,656.65	\$30.37
BRACH RICHEY, LAUREL	TEACHER	\$88,933.66	\$0.00
BRADBURY, CHARLENE	ALLIED SPECIALIST	\$76,215.01	\$751.17
BRADLEY, BRIAN	TEACHER	\$90,718.73	\$54.02
BRADSHAW, CELESTE	TEACHER	\$86,087.05	\$0.00
BRADSHAW, TIM	TEACHER	\$89,221.85	\$0.00
BRAID-SKOLSKI, HILARY	VICE PRINCIPAL	\$122,979.61	\$1,570.26
BRAIN, TANI LAUREEN	TEACHER	\$98,050.85	\$26.48
BRATZER, COLLEEN	TEACHER	\$89,148.83	\$0.00
BRAUN, GILLIAN	PRINCIPAL	\$139,889.42	\$80.48
BREMAUD, FREDERIC	TEACHER	\$98,066.43	\$0.00
BRERETON, KRISTINA	TEACHER	\$86,881.76	\$0.00
BRETHERTON, SARAH	TEACHER	\$79,660.24	\$0.00
BRIGIDEAR, KARIAN	VICE PRINCIPAL	\$119,772.39	\$288.75
BRISBANE, LISA	TEACHER	\$88,234.29	\$50.48
BROOKE, STEPHANIE	TEACHER	\$79,866.55	\$0.00
BROOKE, HOLLY	TEACHER	\$80,542.32	\$0.00
BROOKER, DEREK	TEACHER	\$99,548.01	\$0.00
BROOKES, KIERSTEN	TEACHER	\$97,960.16	\$0.00
BROWN, HEATHER	VICE PRINCIPAL	\$126,185.44	\$280.33
BROWN, RHIANNA	TEACHER	\$90,898.45	\$0.00
BRYAN, GARY	TEACHER	\$95,667.79	\$0.00
BUCHAN, JAMES	TEACHER	\$94,047.22	\$188.00
BUCHANAN, TODD	TEACHER	\$97,958.14	\$0.00
BUCHMANN, NATALIE	TEACHER	\$79,232.05	\$0.00
BUCKHAM, TANYA	TEACHER	\$95,667.80	\$0.00
BUCKINGHAM, ELISHA	TEACHER	\$89,251.64	\$0.00
BUCKINGHAM, TRENT	TEACHER	\$90,990.92	\$0.00
BUDDA, GERALD	TEACHER	\$80,115.30	\$0.00
BUDGELL, MELINDA	TEACHER	\$78,441.74	\$0.00
BUKOWSKI, DESIREE	TEACHER	\$78,456.93	\$0.00
BULLARD, TIMON	TEACHER	\$96,940.50	\$0.00
BUNDON, JESSE	TEACHER	\$98,052.98	\$63.00
BURGERS, SIMON	PRINCIPAL	\$137,665.82	\$0.00
BURLESON, WENDY	TEACHER	\$98,091.77	\$58.02
BURREN, JAMES	TEACHER	\$80,831.91	\$0.00
BUSBY, MAURA	TEACHER	\$98,077.69	\$29.03
BUSCH, KEVIN	TEACHER	\$89,148.89	\$0.00
BUSH, IAN	TEACHER	\$95,696.37	\$0.00
BUSHELL, ELLY	TEACHER	\$91,212.42	\$88.91
BUTCHER, DOMINIC	TEACHER	\$97,946.36	\$73.00
BYER, PATRICIA	TEACHER	\$79,968.92	\$0.00
CAIN, SHADRICK	TEACHER	\$99,609.30	\$0.00
CAIRNS, LAURIE	TEACHER	\$81,624.61	\$0.00
CAIRNS, STUART	TEACHER	\$85,456.20	\$128.06
CALDER, CLAIRE	TEACHER	\$79,010.29	\$0.00
CALDWELL, HAROLD	ASSOCIATE SUPERINTENDENT	\$171,326.17	\$2,811.55
CALESTAGNE-MORELLI, ALISON	TEACHER	\$90,444.99	\$5.71
CAMERON, CARRIE	TEACHER	\$98,122.34	\$46.40
CAMERON, JULIANNE	TEACHER	\$97,960.07	\$0.00
CAMPBELL, COURTNEY	TEACHER	\$98,096.80	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
CAMPBELL, GRAHAM	TEACHER	\$96,857.75	\$5.00
CAMPBELL, JULIE	TEACHER	\$89,207.29	\$0.00
CAMPBELL, LAURIE	TEACHER	\$97,944.09	\$0.00
CAMPBELL, PAMELA	TEACHER	\$75,266.06	\$50.48
CAMPBELL, SCOTT	TEACHER	\$97,959.95	\$0.00
CANTY, ANDREW	DIRECTOR, INFORMATION TECHNOLOGY	\$146,161.44	\$39.87
CAPELLI, GIULIA	TEACHER	\$95,746.26	\$0.00
CARLSON, BRADLEY	TEACHER	\$79,117.99	\$26.48
CARLSON, CYTHERA	COORDINATOR, PROGRAMS & PROMOTION INTERNATIONAL EDU	\$81,143.07	\$2,397.88
CARMICHAEL, ALLAN	TEACHER	\$90,182.06	\$323.30
CARSON, JEFFREY	TEACHER	\$89,245.96	\$0.00
CARTER, LEESA	TEACHER	\$90,756.91	\$0.00
CASO-ROHLAND, DEBRA	TEACHER	\$95,663.36	\$492.99
CASTELLANOS, NICOLE	TEACHER	\$97,944.07	\$0.00
CECH, GINA	TEACHER	\$89,147.36	\$0.00
CHALLIES, MADELEINE	TEACHER	\$80,539.21	\$258.84
CHALUPNIK, PETRA-ANN	TEACHER	\$98,050.89	\$112.91
CHAMBERS, JENNIFER	TEACHER	\$84,031.29	\$374.27
CHAN, AMANDA	VICE PRINCIPAL	\$126,185.44	\$88.25
CHAN, ATHENA	TEACHER	\$77,956.32	\$0.00
CHANT, JULIA	TEACHER	\$95,578.32	\$63.08
CHASE, CHRISTINA	VICE PRINCIPAL	\$116,273.53	\$284.72
CHELL, LARA	TEACHER	\$80,363.57	\$159.30
CHERRY, JOHANN	TEACHER	\$78,782.93	\$0.00
CHESSA, JUDITH	TEACHER	\$95,667.80	\$0.00
CHEWPOY, MICHAEL	TEACHER	\$86,966.65	\$0.00
CHIAPPETTA, MARY	TEACHER	\$78,399.58	\$227.37
CHILD, JANICE	TEACHER	\$89,314.00	\$0.00
CHONG, COLLEEN	TEACHER	\$82,075.23	\$0.00
CHRETIEN, DIANNE	VICE PRINCIPAL	\$119,772.42	\$30.21
CHRISTIANSON, JULIA	TEACHER	\$81,888.89	\$0.00
CHRISTIE, MATTHEW	TEACHER	\$84,131.76	\$0.00
CHRISTOFF, DINA	TEACHER	\$78,362.57	\$0.00
CHRISTOFF, PATRICK	TEACHER	\$98,019.37	\$63.00
CHRISTOFF, SOPHIA	TEACHER	\$81,827.40	\$0.00
CHRISTY, NORAH-DAWN	TEACHER	\$99,564.17	\$0.00
CICCONE, TERESA	TEACHER	\$97,960.06	\$689.58
CIMON, MIMI	TEACHER	\$97,944.11	\$0.00
CLAGUE, SHANDI	MANAGER, HOMESTAY INTERNATIONAL EDUCATION	\$78,065.54	\$3,408.13
CLANCY, FIDELMA	TEACHER	\$98,077.40	\$0.00
CLARK, ALAN	TEACHER	\$98,066.62	\$0.00
CLARK, CAROLINE	TEACHER	\$77,335.76	\$0.00
CLARK, KEVIN	TEACHER	\$98,066.87	\$0.00
CLARK, PAUL	CARPENTER FOREMAN	\$75,620.78	\$162.75
CLARKE, COURTNEY	TEACHER	\$96,256.75	\$0.00
CLEMENS, GORDON	TEACHER	\$84,617.51	\$0.00
CLEMENTS, OWEN	TEACHER	\$89,148.84	\$0.00
CLIFFORD, ESTHER	TEACHER	\$89,148.76	\$0.00
CLIFFORD, GEOFFREY	TEACHER	\$76,067.41	\$0.00
CLIFFORD, LEAH	TEACHER	\$86,766.99	\$0.00
COEY, HEATHER	TEACHER	\$97,960.06	\$0.00
COLEMAN, DANIELLE	TEACHER	\$96,581.65	\$62.43
COLLEY, SHANNON	TEACHER	\$95,795.05	\$50.48
COLLIE, LAURA	TEACHER	\$98,077.66	\$0.00
COLLINS, AMY	TEACHER	\$89,383.27	\$0.00
CONDIE, RICHEL	TEACHER	\$95,667.87	\$952.04

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS

(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
CONIBEAR, FRANK	TEACHER	\$97,960.18	\$54.02
COONS, BRETON	TEACHER	\$98,077.38	\$0.00
COPP, ANNA	TEACHER	\$89,148.50	\$115.00
CORMIER, JASON	TEACHER	\$90,523.02	\$0.00
COTTIER, SUSAN	TEACHER	\$97,984.44	\$0.00
COULTER, KERRI	TEACHER	\$98,061.76	\$0.00
COUTTS, ANGELA	TEACHER	\$79,717.16	\$954.00
COUTURE, MICHELLE	TEACHER	\$98,318.01	\$60.00
COWIE, TRACY	TEACHER	\$98,066.86	\$129.29
COX, JENNIFER	VICE PRINCIPAL	\$119,772.41	\$1,102.82
CRABB, SHAYLENE	TEACHER	\$82,073.48	\$98.48
CRAWFORD, ROBERT	TEACHER	\$87,594.22	\$0.00
CREESE, JACQUELINE	TEACHER	\$84,964.15	\$101.18
CREIGHTON, KAYLA	TEACHER	\$83,433.82	\$52.62
CRISP, SARAH	TEACHER	\$77,333.13	\$10.06
CRISTANTE, DEAN	TEACHER	\$80,345.54	\$0.00
CRISTANTE, KOLETTE	TEACHER	\$94,472.70	\$205.32
CRISTINI, ROBYN	TEACHER	\$85,402.41	\$0.00
CRLJENKOVIC, CHRISTINA	TEACHER	\$90,751.40	\$0.00
CRUST, LYNN	TEACHER	\$95,641.06	\$0.00
CRYSTAL, TRACEY	TEACHER	\$98,072.15	\$0.00
CULLEN, AUDRA	TEACHER	\$94,686.15	\$35.98
CUNNINGHAM, BRADLEY	TEACHER	\$99,578.69	\$49.02
CUNNINGHAM, MORA	MANAGER, CAPITAL PLANNING & IMPLEMENTATION	\$75,074.02	\$2,421.14
CZAR, JACQUELINE	TEACHER	\$85,983.26	\$0.00
DAGG, JODI	TEACHER	\$98,040.11	\$0.00
DAILYDE, PAUL	TEACHER	\$82,165.10	\$0.00
DANIELLS, PATRICIA	TEACHER	\$98,050.92	\$15.72
DANN, GABRIELLE	TEACHER	\$88,688.49	\$0.00
DANN, KATHLEEN	TEACHER	\$91,750.97	\$0.00
DAUM, AMANDA	TEACHER	\$82,182.07	\$313.52
DAVIDOV, LATCHEZAR	TEACHER	\$97,944.04	\$0.00
DAVIDSON, DAVID	ALLIED SPECIALIST	\$95,247.41	\$742.32
DAVIDSON, GILLIAN	TEACHER	\$80,542.67	\$106.61
DAVIS, DOUGLAS	TEACHER	\$90,508.05	\$0.00
DAVIS, JEFFREY	DIRECTOR, INTERNATIONAL EDUCATION	\$155,203.40	\$35,217.75
DAVIS, LESLIE	TEACHER	\$94,548.49	\$72.00
DAVIS, NADINE	TEACHER	\$98,093.46	\$0.00
DE MEDEIROS, ALEXANDER	TEACHER	\$98,066.80	\$26.92
DE VRIES, STEVEN	TEACHER	\$86,104.67	\$0.00
DEBLOIS, SARAH	TEACHER	\$97,591.64	\$0.00
DEEGAN, LISA	TEACHER	\$77,502.47	\$0.00
DEN OTTER-MINTER, JILLIAN	MANAGER, HUMAN RESOURCES	\$96,903.52	\$3,027.92
DHALIWAL, NIVTEJ	TEACHER	\$98,093.54	\$0.00
DHILLON, SHANNON	TEACHER	\$97,960.07	\$0.00
DI BIASE, JEANETTE	TEACHER	\$96,954.62	\$67.25
DI CICCIO, JOHN	TEACHER	\$89,134.19	\$0.00
DICKSON, CHRIS	TEACHER	\$90,783.62	\$0.00
DIEMERT RIVERA, RENEE	TEACHER	\$98,066.76	\$0.00
DIETIKER, MARTHA	TEACHER	\$86,207.26	\$848.00
DIGESO, CANDICE	TEACHER	\$93,691.15	\$29.03
DILASSER, LOUISE	TEACHER	\$89,270.06	\$0.00
DIVOKY, PILAR	SENIOR MANAGER MARKETING, INTERNATIONAL EDUCATION	\$105,278.85	\$9,930.17
DIXON, MICHELLE	TEACHER	\$95,667.62	\$0.00
DOHERTY, KIRK	TEACHER	\$88,224.05	\$46.40
DONLEVY, LEAH	TEACHER	\$80,165.76	\$92.10
DORION, CHARLOTTE	TEACHER	\$96,546.98	\$61.54

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
DOWNING, GREGORY	TEACHER	\$90,026.09	\$0.00
DOYLE, DWAYNE	PRINCIPAL	\$136,533.35	\$0.00
DRESLER, RANDIE	TEACHER	\$84,641.05	\$0.00
DU PLESSIS, MITCHEL	TEACHER	\$95,528.74	\$376.52
DUGGAN, CLARKE	TEACHER	\$95,966.93	\$0.00
DUNN, JACQUELINE	TEACHER	\$98,097.36	\$167.09
DUNSTAN, DUANE	TEACHER	\$98,067.14	\$5.00
DURRANCE, DEBBIE	TEACHER	\$97,959.53	\$0.00
DUYNDAM, JEFFREY	PRINCIPAL	\$136,533.35	\$593.94
DUYNDAM, JESSA	TEACHER	\$98,093.53	\$50.48
DYCK, HEIDI	TEACHER	\$98,952.21	\$180.00
EBRAHIM, SHAMEEM	TEACHER	\$90,867.81	\$0.00
EBY, CAROL	TEACHER	\$89,231.68	\$0.00
EDGLEY, LEAH	TEACHER	\$86,286.41	\$0.00
EGGERT, PETRA	PRINCIPAL	\$132,579.18	\$194.27
EHRKAMP, ALIZA	TEACHER	\$90,476.33	\$169.03
ELFORD, SARAH	VICE PRINCIPAL	\$119,772.38	\$1,001.30
ELLIOT, MAYLYN	TEACHER	\$98,066.77	\$258.92
ELLIOTT, KORRY	VICE PRINCIPAL	\$96,320.38	\$0.00
ELLIOTT, LYNN	TEACHER	\$80,654.60	\$0.00
ELLISON, PETER	TEACHER	\$89,567.73	\$0.00
ELSDON, JOSHUA	TEACHER	\$99,700.08	\$144.40
EMERSON, DAVID	ASSISTANT MANAGER, BUILDING OPERATIONS	\$88,157.78	\$1,113.71
EMES, MARNIE	TEACHER	\$95,279.84	\$0.00
ENGELBRECHT, EDITH	TEACHER	\$95,652.04	\$0.00
EPP, GILLIAN	TEACHER	\$85,478.47	\$18.18
ERICKSON, CAROLINE	TEACHER	\$90,584.65	\$0.00
EVANCHIEW, TODD	TEACHER	\$98,066.61	\$0.00
EVANCIO, LAURISSA	TEACHER	\$96,787.44	\$6,359.29
EWALD, HELENA	TEACHER	\$97,547.91	\$25.71
EWART, PAMELA	TEACHER	\$98,000.80	\$0.00
FAHR, JENNIFER	VICE PRINCIPAL	\$120,797.82	\$585.98
FALLAN, KAREN	TEACHER	\$97,960.04	\$176.40
FALLIS, JEANETTE	TEACHER	\$85,367.38	\$0.00
FAST, RICHARD	TEACHER	\$97,458.27	\$790.00
FAWCETT, INGRID	PRINCIPAL	\$136,533.32	\$187.41
FEHR, VANESSA	TEACHER	\$88,197.47	\$0.00
FELLMAN, JULIA	VICE PRINCIPAL	\$92,363.40	\$25.86
FERGUSON, BRUCE	TEACHER	\$99,432.40	\$15.16
FERRARELLI, DOMENIC	MECHANICAL FOREMAN	\$76,253.64	\$2,680.12
FERREIRA, PHILIP	TEACHER	\$95,955.69	\$180.00
FINLAYSON, ERIN	TEACHER	\$99,432.58	\$5.00
FISCHBACH, SHELLEY	TEACHER	\$95,746.25	\$5.00
FISCHER, ERIC	MANAGER, TRANSPORTATION & FLEET	\$111,514.81	\$997.83
FLATER, ALANA	TEACHER	\$77,226.69	\$0.00
FLEET, KATHERINE	TEACHER	\$88,789.61	\$0.00
FLETCHER, KENNETH	TEACHER	\$98,003.25	\$0.00
FOGELKLOU, TONY	TEACHER	\$100,059.52	\$225.00
FORAND, LUKE	TEACHER	\$75,014.45	\$0.00
FORSBERG, RAY	TEACHER	\$90,751.60	\$63.00
FORSHAW, NICOLE	TEACHER	\$80,215.97	\$0.00
FORSYTH, ELAINE	TEACHER	\$95,746.28	\$0.00
FOSTER, AARON	PROJECT MANAGER, FACILITIES	\$86,491.66	\$577.50
FRAMPTON, AARON	TEACHER	\$99,590.10	\$797.12
FRANCESCHINI, DIANE	TEACHER	\$98,039.98	\$0.00
FRANKLIN, CHRISTOPHER	TEACHER	\$82,922.74	\$2,183.99
FRASER, ARCHIE	ASSISTANT MANAGER, NETWORK & COMMUNICATIONS	\$95,195.39	\$833.52

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
FRASER, GERRY	TEACHER	\$99,947.99	\$0.00
FREIBERGER, ALIX	TEACHER	\$89,199.99	\$116.33
FRENCH, JULIA	TEACHER	\$75,480.31	\$0.00
FRENETTE, CARLYN	TEACHER	\$76,278.22	\$0.00
FRIESE, LONN	TEACHER	\$98,024.22	\$60.00
FRKETICH, ASHLEY	TEACHER	\$98,095.28	\$116.32
GAGE, BRYDEN	TEACHER	\$97,589.56	\$109.03
GAGNE, ANGIE	TEACHER	\$89,244.94	\$119.07
GALHON, SANJIV	VICE PRINCIPAL	\$121,346.93	\$105.20
GALLOWAY, JAMIE	ALLIED SPECIALIST	\$83,469.13	\$1,111.33
GALWAY, LISA	TEACHER	\$89,221.84	\$0.00
GAMMON, JASON	TEACHER	\$95,772.56	\$193.09
GANN, OONAGH	TEACHER	\$89,134.20	\$0.00
GARAT, MELINDA	TEACHER	\$95,673.55	\$26.48
GARCHA, DISHA	TEACHER	\$78,941.61	\$0.00
GARDNER, MARIE-CLAIRE	TEACHER	\$97,960.07	\$0.00
GARNER, DEBORAH	TEACHER	\$89,142.82	\$0.00
GARR, SARAH	VICE PRINCIPAL	\$126,185.44	\$734.16
GARRAWAY, NICHELLE	TEACHER	\$77,333.06	\$45.00
GAUVREAU, CARMEN	PRINCIPAL	\$136,533.35	\$353.76
GEEHAN, JONATHAN	TEACHER	\$98,097.33	\$5.00
GEOGHEGAN, ROBERT	TEACHER	\$77,287.81	\$0.00
GEORGESSEN, NATHAN	TEACHER	\$99,195.30	\$0.00
GERBER, RAMY	VICE PRINCIPAL	\$119,772.42	\$1,449.71
GERHARDT, MARK	TEACHER	\$98,093.61	\$0.00
GERHART, AMBER	TEACHER	\$89,148.76	\$0.00
GERMAN, SUSAN	TEACHER	\$88,305.67	\$0.00
GEUER, MARIA	TEACHER	\$88,454.50	\$109.03
GIASSON, GUY	TEACHER	\$89,134.28	\$0.00
GIBSON, HILARY	TEACHER	\$97,388.71	\$0.00
GIBSON, MISHA	TEACHER	\$95,563.42	\$50.48
GIESBRECHT, CARTER	PRINCIPAL	\$140,188.50	\$1,642.16
GILBERT, JOHN	TEACHER	\$98,715.53	\$30.34
GILLESPIE, JAQUELINE	TEACHER	\$86,285.98	\$0.00
GILMOUR, ERIN	TEACHER	\$95,162.08	\$50.48
GLEESON, BARBARA	TEACHER	\$95,751.51	\$0.00
GLOVER, BREANNE	TEACHER	\$98,093.66	\$460.23
GOLDER, MICHAEL	TEACHER	\$98,070.63	\$0.00
GORDON, MARY	TEACHER	\$82,842.00	\$0.00
GORDON, THOMAS	TEACHER	\$90,717.05	\$0.00
GOUGH, HANNAH	TEACHER	\$95,788.14	\$54.78
GOULET, SARAH	TEACHER	\$86,780.93	\$0.00
GRAF, LUCINDA	TEACHER	\$98,004.98	\$0.00
GRAHAM, RICHARD	TEACHER	\$89,275.86	\$174.48
GRANGER, CARMELLE	TEACHER	\$83,179.37	\$0.00
GRANGER, CHRIS	TEACHER	\$89,243.70	\$0.00
GRANT, EDWIN	TEACHER	\$80,298.84	\$0.00
GRANT, HEATHER	TEACHER	\$89,207.29	\$0.00
GRANT, NICOLE	TEACHER	\$89,148.26	\$0.00
GREEN, SHELLEY	SUPERINTENDENT OF SCHOOLS	\$90,948.80	\$0.00
GREENE, BEN	TEACHER	\$99,616.75	\$0.00
GREENWOOD, MICHAEL	TEACHER	\$89,203.28	\$0.00
GREW, CATHERINE	TEACHER	\$97,960.24	\$140.00
GREW, KEITH	TEACHER	\$103,169.48	\$1,047.10
GRINDER, MATTHEW	TEACHER	\$98,050.89	\$49.02

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
GRONOTTE, MEAGAN	TEACHER	\$91,592.30	\$0.00
GRONOW, PAUL	TEACHER	\$90,638.76	\$0.00
GRUBB, MARGARET	TEACHER	\$97,944.10	\$0.00
GUAY, MARIE	TEACHER	\$98,570.45	\$0.00
GUIZZO, MARKO	TEACHER	\$90,825.41	\$0.00
GUTIERREZ, LUCAS	TEACHER	\$89,130.43	\$72.00
GUY, DANI	TEACHER	\$89,134.25	\$0.00
HAAS, KIMBERLEY	TEACHER	\$78,331.58	\$0.00
HABERL, LESLIE	TEACHER	\$78,496.48	\$52.63
HAIDAR, MICHELLE	VICE PRINCIPAL	\$78,306.24	\$113.86
HALL, LESLIE	TEACHER	\$97,960.05	\$140.00
HALLAM, SALLY	TEACHER	\$88,692.01	\$0.00
HALLETT, TODD	TEACHER	\$89,148.81	\$0.00
HALVERSON, PAMELA	DISTRICT PRINCIPAL, DISTRICT TEAM	\$142,331.39	\$374.28
HAMILTON, GRAEME	TEACHER	\$98,065.96	\$0.00
HAMLIN, JONATHAN	VICE PRINCIPAL	\$122,979.54	\$3,432.53
HANLEY, VICTORIA	EXECUTIVE ASSISTANT	\$80,218.14	\$585.09
HANNAH, BRITTANY	TEACHER	\$76,548.25	\$0.00
HANSEN, JAMES	PRINCIPAL	\$136,533.33	\$59.99
HARRIS, MURRAY	PRINCIPAL	\$136,533.35	\$2,575.73
HART, ANDREA	TEACHER	\$98,077.70	\$76.96
HARTE, CINDY	PRINCIPAL	\$136,533.33	\$35.03
HARTLEY, BRADLEY	TEACHER	\$89,246.69	\$0.00
HARTT, ARTEMIS	TEACHER	\$95,652.17	\$0.00
HARVEY, JENNIFER	TEACHER	\$88,514.90	\$0.00
HASLER, VICTORIA	TEACHER	\$98,050.82	\$11.29
HATAKEYAMA, RIEKO	ALLIED SPECIALIST	\$95,247.46	\$0.00
HAVELAAR, NORA	TEACHER	\$98,072.15	\$37.03
HAYMES, CHRISTY	TEACHER	\$87,964.49	\$0.00
HAZELTON, RYAN	TEACHER	\$98,105.97	\$0.00
HEARSEY, BRIDGET	TEACHER	\$95,668.02	\$183.03
HEATHERINGTON, SHAMIM	TEACHER	\$98,016.17	\$0.00
HEBERT, KATHLEEN	VICE PRINCIPAL	\$81,764.55	\$50.48
HEFFELFINGER, LISA	TEACHER	\$75,647.34	\$0.00
HEISLER, STEPHEN	TEACHER	\$100,432.98	\$0.00
HELM, AARON	TEACHER	\$91,110.31	\$0.00
HENDERSON, KEN	TEACHER	\$98,926.39	\$876.35
HENDRA, TANNIS	TEACHER	\$76,617.50	\$0.00
HENDY, JAMES	TEACHER	\$97,960.06	\$0.00
HENRY, EMMANUELLE	VICE PRINCIPAL	\$104,029.85	\$145.33
HENRY, TASHA	TEACHER	\$88,260.02	\$0.00
HERBERT, SHERRILL	TEACHER	\$89,229.15	\$62.43
HERLAAR, ADRIAN	TEACHER	\$85,481.68	\$5.00
HERMANSON, ANDREA	TEACHER	\$97,272.82	\$203.16
HERPERGER, AMY	TEACHER	\$98,093.57	\$52.63
HIBBERT, KATHERINE	TEACHER	\$95,793.31	\$5.00
HIGGINBOTHAM, KAREN	VICE PRINCIPAL	\$119,510.09	\$43.76
HIGGINS, LISA	TEACHER	\$89,254.18	\$0.00
HILL, JENNIFER	TEACHER	\$89,255.77	\$118.65
HINRICHSEN, CHRISTOPHER	TEACHER	\$110,909.24	\$0.00
HINRICHSEN, PATRICIA	VICE PRINCIPAL	\$98,508.29	\$25.86
HO, JENNIFER	TEACHER	\$97,561.04	\$0.00
HODGINS, HELENA	TEACHER	\$97,621.47	\$0.00
HODGSON, SARAH	TEACHER	\$79,330.95	\$0.00
HOFFMAN, ALLYSON	VICE PRINCIPAL	\$99,880.37	\$1,900.03
HOPE, GEORGINA	TEACHER	\$82,223.01	\$5.00
HORLOR, LINDSAY	TEACHER	\$99,470.45	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
HORTON, DEREK	TEACHER	\$88,993.46	\$1,826.65
HORTSING, TRISHA	TEACHER	\$93,091.29	\$0.00
HORWOOD, CHRISTINA	TEACHER	\$89,148.56	\$100.00
HOTCHKISS, KATHERINE	TEACHER	\$78,895.24	\$54.86
HOVIS, DAVID	DISTRICT PRINCIPAL, DISTRICT TEAM	\$142,331.39	\$3,748.14
HOWE, CAROLYN	TEACHER	\$89,234.29	\$30.34
HOWE, CLAYTON	TEACHER	\$98,109.14	\$0.00
HOWLETT, CLAYTON	TEACHER	\$87,565.90	\$0.00
HUDSON, AARON	TEACHER	\$89,134.23	\$0.00
HUGHES-O'FLYNN, THERESA	TEACHER	\$82,110.04	\$64.45
HUMENIUK, LAURI	TEACHER	\$99,454.07	\$0.00
HUMMEL, KIM	ALLIED SPECIALIST	\$80,002.94	\$190.96
HUMPHRIES, JEANNE	VICE PRINCIPAL	\$116,302.81	\$94.23
HUNT, JANELLE	TEACHER	\$97,944.02	\$0.00
HUSTON, WENDY	TEACHER	\$98,066.88	\$0.00
HUYTER, ROSALYNE	TEACHER	\$95,665.85	\$0.00
HYNDMAN, SEANNA	TEACHER	\$89,313.45	\$6.70
ING, MARIANNE	TEACHER	\$92,175.11	\$0.00
INGLIS, KATHLEEN	TEACHER	\$97,954.27	\$0.00
IRETON ROACH, MARJORIE	TEACHER	\$98,024.18	\$0.00
IRETON, CATHERINE	TEACHER	\$88,765.08	\$0.00
IRISH, WENDY	TEACHER	\$82,350.59	\$8.97
IRVING, BRIANNE	TEACHER	\$79,571.63	\$0.00
JACKLIN, NATHAN	TEACHER	\$84,131.67	\$0.00
JAMES, CAMERON	TEACHER	\$89,134.18	\$0.00
JAMES, HEIDI	TEACHER	\$97,972.33	\$37.03
JANTZ, MEGAN	TEACHER	\$79,202.18	\$1,322.71
JANZEN, BARRY	VICE PRINCIPAL	\$126,185.39	\$28.40
JARDIM, ANDREA	TEACHER	\$87,925.63	\$490.68
JARDINE, DANIEL	TEACHER	\$89,148.79	\$0.00
JAY, CLAUDIA	TEACHER	\$75,052.48	\$0.00
JENKINS, CHRISTOPHER	TEACHER	\$100,051.17	\$6,190.11
JENSEN, LAURENCE	TEACHER	\$75,404.13	\$72.00
JENSEN, SELENA	TEACHER	\$98,050.86	\$0.00
JESSE, JOANNE	TEACHER	\$86,761.49	\$0.00
JODOIN, COLLEEN	TEACHER	\$89,134.19	\$0.00
JOHNS, TRACY	TEACHER	\$90,314.83	\$50.48
JOHNSON, AMANDA	VICE PRINCIPAL	\$119,509.98	\$310.18
JOHNSON, BRETT	PRINCIPAL	\$136,533.34	\$477.26
JOHNSON, LINDSAY	DISTRICT VICE PRINCIPAL, PATHWAYS & PARTNERSHIPS	\$122,979.67	\$2,504.67
JOHNSON, NEAL	TEACHER	\$89,231.69	\$0.00
JOHNSTON, CATHERINE	TEACHER	\$89,134.19	\$0.00
JOHNSTON, PETER	TEACHER	\$89,134.19	\$0.00
JOLLIFFE, PARKER	TEACHER	\$97,692.81	\$0.00
JONES, ALECIA	TEACHER	\$84,974.11	\$49.02
JONES, FIONA	TEACHER	\$95,777.52	\$0.00
JONES, TAMARA	TEACHER	\$101,603.89	\$105.00
JORGENSEN, READ	PRINCIPAL	\$136,533.25	\$0.00
JORY, MEGAN	TEACHER	\$97,383.30	\$0.00
JOST, SHANNON	TEACHER	\$81,049.63	\$0.00
JUN, SUNG YUN	VICE PRINCIPAL	\$121,066.20	\$691.48
KARIM, KASSAM	TEACHER	\$97,257.44	\$36.00
KARPES, KATRINKA	TEACHER	\$89,149.44	\$0.00
KEANE, HAYLEY	TEACHER	\$80,995.75	\$0.00
KELLY, JENNIFER	TEACHER	\$78,314.49	\$103.82
KENNEDY, CALEB	TEACHER	\$88,257.17	\$0.00
KENNEDY, MELANIE	TEACHER	\$97,960.02	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
KENNEL, GLYNNIS	TEACHER	\$95,667.89	\$0.00
KERR, DAWNA	TEACHER	\$89,214.27	\$0.00
KHEARI, MOHADESSEH	TEACHER	\$85,100.80	\$0.00
KHOSLA, GAUTAM	PRINCIPAL	\$139,889.42	\$146.03
KHOSLA, SARAH	VICE PRINCIPAL	\$128,499.25	\$1,912.93
KIDD, WENDY	TEACHER	\$97,960.65	\$0.00
KIERNAN, MICHAEL	TEACHER	\$98,050.86	\$0.00
KILPATRICK, KRISTY	TEACHER	\$89,148.74	\$0.00
KIND, CINDY	TEACHER	\$95,667.79	\$0.00
KING, ALYSON	TEACHER	\$88,691.62	\$25.86
KING, CLAIRE	TEACHER	\$98,004.42	\$0.00
KING, NORA	TEACHER	\$88,827.75	\$177.60
KINNEAR, MYA	TEACHER	\$85,255.99	\$684.33
KINNEAR, ROBERT	TEACHER	\$89,148.81	\$9.00
KIRZINGER, EMILY	VICE PRINCIPAL	\$126,185.46	\$197.32
KITTMER, LISA	TEACHER	\$94,799.45	\$26.92
KIVELL, SIOBHAN	TEACHER	\$88,692.42	\$0.00
KOLEBA, JANE	TEACHER	\$97,961.12	\$180.00
KONING, BERNARD	TEACHER	\$95,730.99	\$0.00
KOOSMANN, TROY	TEACHER	\$97,601.19	\$0.00
KOSCIK, KIMBERLY	TEACHER	\$95,669.10	\$18.18
KOSH, JACKIE	TEACHER	\$98,070.11	\$0.00
KOUTOUGOS, CHRISTOPHER	VICE PRINCIPAL	\$126,185.45	\$521.56
KOZLOWSKI, PATRICIA	TEACHER	\$79,028.08	\$5.00
KREMLER, LARA	TEACHER	\$95,176.62	\$26.98
KUBICEK, TESSA	TEACHER	\$98,715.35	\$248.00
KUCHER, AMELITA	TEACHER	\$90,783.60	\$25.00
KURTZ, MARIE	TEACHER	\$95,772.46	\$0.00
KUSHNIR, MEGHAN	TEACHER	\$93,962.21	\$120.75
LA PLANTE, ANGELA	TEACHER	\$81,175.61	\$61.54
LACY, DONALD	TEACHER	\$97,945.01	\$0.00
LAM, ROBIN	TEACHER	\$89,246.22	\$0.00
LAMONT, CATHERINE	TEACHER	\$77,107.99	\$0.00
LAMPARD, REBECCA	TEACHER	\$78,528.67	\$26.48
LAMPRECHT, PAUL	CARPENTER FOREMAN	\$75,139.24	\$0.00
LANCASTER, CINDY	TEACHER	\$98,066.15	\$0.00
LANSDELL, SEAN	TEACHER	\$89,258.35	\$0.00
LAROCQUE, JEFFREY	TEACHER	\$97,144.82	\$131.25
LAROUCHE, DONNA	TEACHER	\$81,860.84	\$26.92
LAWRIE, JOELLE	TEACHER	\$76,051.56	\$54.78
LEAHY, CHRISTINA	TEACHER	\$80,699.77	\$0.00
LEBLOND, DONALD	TEACHER	\$95,706.53	\$174.48
LEDET, PAUL	VICE PRINCIPAL	\$126,185.48	\$0.00
LEDUC, RHONDA	VICE PRINCIPAL	\$116,035.03	\$727.78
LEE, MICHELLE	TEACHER	\$76,551.67	\$0.00
LEE, WINNIE	TEACHER	\$96,341.65	\$1,097.25
LEESON, CHRISTOPHER	TEACHER	\$82,391.10	\$33.76
LELONDE, PAMELA	TEACHER	\$87,778.57	\$35.98
LEMON, ALEX	TEACHER	\$100,796.99	\$0.00
LENO, LAURA	TEACHER	\$89,246.22	\$0.00
LEROY, CLODAGH	ALLIED SPECIALIST	\$95,246.80	\$415.85
LESLIE, BRIAN	ENERGY MANAGER, FACILITIES	\$83,417.73	\$5,818.89
LESLIE, JASON	TEACHER	\$89,421.77	\$0.00
LEUNG, TAMIYA	TEACHER	\$95,728.96	\$26.92
LEVINSON, TAMI	TEACHER	\$99,554.51	\$907.73
LEWIS, CHERIE	TEACHER	\$89,148.15	\$0.00
LIDDELL, RACHEL	TEACHER	\$88,692.01	\$62.43

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)

EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
LIENARD-BOISJOLI, BYRON	TEACHER	\$95,667.80	\$0.00
LILYHOLM, ROBERT	TEACHER	\$97,060.50	\$36.80
LIM, TERENCE	TEACHER	\$97,055.38	\$0.00
LINDSAY, SHONA	TEACHER	\$97,944.04	\$0.00
LINDSETH, IAN	TEACHER	\$90,736.58	\$0.00
LINNELL, DEBORAH	TEACHER	\$89,134.19	\$0.00
LISTER, KATHRYN	TEACHER	\$81,656.71	\$0.00
LITSTER, JONATHAN	SENIOR MANAGER MARKETING, INTERNATIONAL EDUCATION	\$109,745.10	\$2,592.71
LOCKWOOD, PAULA	TEACHER	\$97,067.26	\$0.00
LONGEWAY, KRISTA	TEACHER	\$85,468.42	\$0.00
LOUCKS, SUSAN	TEACHER	\$81,035.23	\$180.00
LOUGHTON, JACQUELINE	TEACHER	\$97,960.14	\$258.92
LOUKES, JEFFREY	TEACHER	\$97,959.66	\$0.00
LUBINICH, CHRISTOPHER	TEACHER	\$87,540.14	\$0.00
LUKAT, NICOLE	TEACHER	\$77,834.85	\$5.00
LUND, LILA	TEACHER	\$77,438.68	\$380.36
LUNDGREN, KRISTEN	TEACHER	\$84,777.17	\$0.00
LUNT, FIONA	TEACHER	\$95,652.25	\$206.50
LUTES, KATIE	TEACHER	\$89,292.07	\$0.00
LUTNER, JULIE	DIRECTOR, FINANCE, BUDGETS & FINANCIAL REPORTING	\$133,131.51	\$997.50
LUTSCH, AARON	TEACHER	\$83,089.42	\$0.00
MACDONALD, GEOFFREY	VICE PRINCIPAL	\$80,823.86	\$164.76
MACDONALD, MEAGHAN	TEACHER	\$76,248.24	\$0.00
MACDONALD, URSULA	TEACHER	\$89,142.58	\$25.86
MACINNIS, CHRISTIAN	TEACHER	\$79,222.98	\$0.00
MACINTOSH, CHRISTOPHER	PRINCIPAL	\$140,188.50	\$1,946.16
MACKAY, ALYSSA	TEACHER	\$79,010.22	\$54.86
MACKENZIE, CAROLINE	TEACHER	\$89,246.30	\$0.00
MACLELLAN, LAURA	TEACHER	\$90,307.35	\$293.00
MACMASTER, MEGAN	ALLIED SPECIALIST	\$83,867.66	\$550.90
MADDERN, METTHEA	TEACHER	\$98,093.55	\$387.94
MAESTRELLO, JENNIFER	TEACHER	\$84,299.21	\$0.00
MAGEE, NESSIE	TEACHER	\$81,679.85	\$0.00
MAILHIOT, DALE	TEACHER	\$97,960.09	\$5.00
MALLET, DEIRDRE	TEACHER	\$89,447.32	\$25.86
MALLET, JOSEPH	TEACHER	\$85,402.73	\$210.00
MALLORY, DIANNE	TEACHER	\$95,484.11	\$0.00
MALLORY, DOUGLAS	TEACHER	\$97,944.08	\$0.00
MALOUGHNEY, ALISON	TEACHER	\$88,589.23	\$0.00
MANDERS, CAROLINE	EXECUTIVE ASSISTANT	\$83,862.17	\$62.85
MANGAN, JOANNA	TEACHER	\$83,522.13	\$0.00
MANN, STEPHANIE	TEACHER	\$95,738.09	\$0.00
MANNING, PAULA	TEACHER	\$85,832.78	\$49.02
MARCHI, JEFF	TEACHER	\$98,066.53	\$0.00
MARCZYK, LISA	TEACHER	\$82,360.32	\$0.00
MARGETTS, MARLA	PRINCIPAL	\$92,081.24	\$196.06
MARI, DANIEL	TEACHER	\$99,416.15	\$64.18
MARLEY, EMMA	VICE PRINCIPAL	\$119,772.39	\$213.61
MARSH, SONJA	TEACHER	\$83,579.65	\$0.00
MARSHALL, TRESA	TEACHER	\$85,036.28	\$673.07
MARTA, LISA	TEACHER	\$95,710.92	\$0.00
MARTA, STEPHEN	TEACHER	\$95,710.87	\$0.00
MARTIN, JEANETTE	TEACHER	\$97,971.48	\$60.00
MARTIN, JENNIFER	TEACHER	\$98,066.73	\$0.00
MARTIN, MATTHEW	TEACHER	\$79,784.87	\$0.00
MASINI, DAVID	TEACHER	\$89,207.29	\$0.00
MASON, CHELSEA	TEACHER	\$89,502.73	\$48.35

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
MATHIAS, EMILY	TEACHER	\$88,452.66	\$0.00
MATHIS, JENNIFER	TEACHER	\$98,093.69	\$60.00
MATTE, SANDRA	TEACHER	\$97,959.64	\$0.00
MAWHINNEY, MELISSA	TEACHER	\$99,699.69	\$25.00
MAWSON, CASEY	TEACHER	\$85,100.92	\$60.00
MAXWELL, AARON	PRINCIPAL	\$132,068.33	\$132.25
MAXWELL, KWYN	TEACHER	\$95,658.06	\$0.00
MAY, FIONA	TEACHER	\$99,700.07	\$0.00
MAZZA, MICHAEL	TEACHER	\$97,957.32	\$0.00
MCCARTNEY, LEANNE	TEACHER	\$95,667.90	\$0.00
MCCARTNEY, SEAN	DISTRICT PRINCIPAL, DISTRICT TEAM	\$142,630.47	\$2,268.09
MCCONCHIE, CHLOE	TEACHER	\$86,111.46	\$0.00
MCCOY, CONNOR	PRINCIPAL	\$136,533.34	\$175.07
MCCREESH, TIMOTHY	VICE PRINCIPAL	\$119,772.41	\$219.55
MCDIARMID, JESSICA	TEACHER	\$82,995.71	\$5.00
MCDONALD, CHRIS	TEACHER	\$89,134.26	\$177.60
MCDONELL, RISA	TEACHER	\$76,009.97	\$472.50
MC GEE, KATRINA	TEACHER	\$98,092.13	\$6,386.71
MCILMOYLE, NATALIE	TEACHER	\$79,337.52	\$480.81
MCINTOSH, GWYNETH	TEACHER	\$101,345.32	\$20.00
MCINTYRE, LEIGH	TEACHER	\$76,923.81	\$0.00
MCKAY, MARTHA	TEACHER	\$95,652.31	\$114.03
MCKAY, PETER	TEACHER	\$85,658.58	\$360.00
MCKEAN, DANIEL	TEACHER	\$99,470.07	\$5.66
MCKEE, HEATHER	TEACHER	\$97,722.15	\$0.00
MCKEE, COLTON	TEACHER	\$84,943.94	\$523.95
MCKINTY, ALEXIS	TEACHER	\$76,327.69	\$0.00
MCLAREN, GRAHAM	TEACHER	\$92,634.84	\$0.00
MCLAUGHLIN, SARAH	TEACHER	\$89,224.51	\$121.54
MCLEAN, MARY	TEACHER	\$88,112.07	\$0.00
MCMASTER, ELIZABETH	VICE PRINCIPAL	\$126,185.44	\$1,862.62
MCMILLAN, CATHY	TEACHER	\$88,775.41	\$26.48
MCMILLAN, DANNY	TEACHER	\$89,221.74	\$0.00
MCMORRAN, ANDREA	TEACHER	\$89,149.05	\$0.00
MCPHAIL, LISA	MANAGER, COMMUNICATIONS & COMMUNITY ENGAGEMENT	\$101,002.43	\$881.09
MCPHEE, JESSICA	TEACHER	\$85,880.88	\$76.96
MCRAE, SONYA	TEACHER	\$79,704.23	\$78.00
MEAD, KATHY	TEACHER	\$88,690.14	\$26.48
MEADOWS, ALLISON	TEACHER	\$89,251.91	\$0.00
MEILLEUR, MARGO	TEACHER	\$93,371.86	\$548.03
MEJRHIROU, NAIMA	TEACHER	\$77,632.78	\$0.00
MELDRUM, EDWARD	TEACHER	\$89,246.24	\$0.00
MELVIN, ELLEN	TEACHER	\$99,505.52	\$54.02
MICHAEL, MORGANE	TEACHER	\$89,087.13	\$35.98
MILLER, SHANNON	TEACHER	\$94,255.78	\$76.96
MILLIKEN, EMMA	TEACHER	\$89,156.21	\$75.93
MITCHELL, GORDON	PRINCIPAL	\$143,845.44	\$64.27
MITCHELL, JOANNE	ALLIED SPECIALIST	\$95,213.85	\$176.46
MITCHELL, MAUREEN	TEACHER	\$80,539.49	\$9.12
MITCHELL, NATALIA	TEACHER	\$89,148.89	\$37.03
MIX, LAURA	TEACHER	\$79,453.81	\$0.00
MOONLIGHT, DAVID	TEACHER	\$98,093.60	\$85.00
MOORE, ALISSA	VICE PRINCIPAL	\$122,979.61	\$1,444.05
MOORE, AUDREY	TEACHER	\$98,066.79	\$0.00
MOORE, JESSIE	VICE PRINCIPAL	\$118,140.21	\$7,382.63
MOORE, MARY	TEACHER	\$97,792.05	\$321.66
MOORE, MONIQUE	TEACHER	\$89,134.19	\$2,565.05

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
MOORE, WILLIAM	TEACHER	\$99,605.52	\$321.66
MOORES, JENNA	TEACHER	\$80,237.95	\$0.00
MORA, JENNIFER	TEACHER	\$82,760.29	\$0.00
MOREAU, HEATHER	TEACHER	\$89,246.34	\$0.00
MOREAU, JOYCE	TEACHER	\$97,979.64	\$50.00
MOREAU, LEAH	PRINCIPAL	\$143,845.33	\$659.34
MORRELL, AMANDA	TEACHER	\$98,032.07	\$0.00
MORRIS, CHUCK	DIRECTOR, FACILITIES	\$164,541.12	\$3,521.80
MORRIS, KIM	SECRETARY TREASURER	\$194,451.25	\$7,502.18
MORRIS, MICHAEL	TEACHER	\$101,476.80	\$20.00
MORRISON, JEAN	TEACHER	\$99,432.38	\$84.04
MORRISON, JESSIE	TEACHER	\$79,338.99	\$0.00
MORSON, MICHELLE	TEACHER	\$98,077.62	\$0.00
MOSTYN, KATHLEEN	TEACHER	\$98,050.89	\$0.00
MOWAT, CAROL	TEACHER	\$89,148.76	\$0.00
MUELLER, ANDREA	TEACHER	\$97,944.03	\$0.00
MULLEN, CLARE	TEACHER	\$89,148.75	\$0.00
MULVIHILL, LISA	TEACHER	\$78,490.44	\$0.00
MUNRO, NATALIE	TEACHER	\$83,465.07	\$180.00
MUNSON, JENNIFER	TEACHER	\$79,658.94	\$0.00
MURPHY, TIM	PRINCIPAL	\$136,234.14	\$329.60
MURRAY, CAROLINE	TEACHER	\$84,634.39	\$35.98
MURRAY, CHRISTIAN	TEACHER	\$98,018.94	\$50.00
MURRAY, PAMELA	TEACHER	\$98,040.02	\$0.00
MYHRE, SONJA	TEACHER	\$98,109.34	\$409.13
MYLES, SUNNY	TEACHER	\$92,686.65	\$26.92
MYTTENAR, MELINDA	TEACHER	\$97,758.28	\$63.51
NAST, RYAN	TEACHER	\$98,093.60	\$0.00
NAUGHTON, NADINE	PRINCIPAL	\$136,533.32	\$930.02
NAULT, LAURA	TEACHER	\$97,960.05	\$0.00
NEAL, BRYAN	TEACHER	\$92,544.40	\$0.00
NELSON, CATHARINE	TEACHER	\$89,148.24	\$63.00
NEUDORF, SHERRI	TEACHER	\$89,148.80	\$0.00
NEVES, COLLEEN	TEACHER	\$89,147.67	\$0.00
NEVILLE, RANDY	TEACHER	\$88,918.69	\$0.00
NEWELL, DAVID	TEACHER	\$98,790.25	\$0.00
NEWMAN-BENNETT, MICHELLE	TEACHER	\$97,960.22	\$0.00
NG, CHRISTINA	TEACHER	\$85,498.04	\$0.00
NGUYEN, KIRA	TEACHER	\$88,362.67	\$0.00
NICOLSON, JOANNE	TEACHER	\$89,221.90	\$105.26
NIEMI, SHELLEY	DIRECTOR, INDIGENOUS EDUCATION	\$146,415.02	\$6,580.56
NIGH, CHERYL	TEACHER	\$99,307.17	\$15.16
NOLAN, JAIME	TEACHER	\$90,605.11	\$0.00
NORDSTROM, MARIA	TEACHER	\$98,066.09	\$0.00
NORRIS, AARON	PRINCIPAL	\$139,889.41	\$162.27
NUGENT, JOY	TEACHER	\$80,253.26	\$0.00
NYHAN, KELLY	TEACHER	\$89,221.48	\$0.00
O'CONNOR, BRENNAN	PRINCIPAL	\$136,533.35	\$507.34
O'CONNOR, KATHERINE	TEACHER	\$86,275.74	\$0.00
O'CONNOR, KYLA	TEACHER	\$95,667.90	\$112.91
OHL, JENNY	VICE PRINCIPAL	\$103,013.56	\$110.68
OHL, PHILIP	VICE PRINCIPAL	\$125,923.07	\$234.31
O'KEEFE, MARCY	TEACHER	\$89,148.23	\$0.00
OLAFSON, TOVE	TEACHER	\$95,664.25	\$31.92
OLOHAN, BRIAN	OCCUPATIONAL HEALTH & SAFETY ADVISOR	\$89,145.80	\$4,018.57
OLYNYK, NICOLE	TEACHER	\$80,516.08	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
O'MALLEY, KATHLEEN	TEACHER	\$97,959.80	\$80.61
ONUMA, JODY	TEACHER	\$98,077.73	\$0.00
ORAAS, KAREN	TEACHER	\$97,944.08	\$0.00
ORME, GEOFFREY	TEACHER	\$98,050.81	\$49.02
O'RYAN, JENNIFER	TEACHER	\$97,960.09	\$0.00
O'SULLIVAN, SHERRI	TEACHER	\$80,299.29	\$35.98
OTOU PAL, SARAH	TEACHER	\$88,353.12	\$0.00
OTTENBREIT, SUSAN	PRINCIPAL	\$132,878.33	\$262.43
OWEN, JASON	TEACHER	\$90,736.57	\$0.00
PANTALEO, PAUL	TEACHER	\$76,345.19	\$57.09
PARIS, JOSEE	PRINCIPAL	\$136,533.33	\$232.90
PARKER, AARON	PRINCIPAL	\$143,845.43	\$4,550.11
PARKER, CHRISTOPHER	TEACHER	\$89,148.85	\$0.00
PARLEE, JENNIFER	TEACHER	\$87,595.45	\$0.00
PARMAR, HERVINDER	MANAGER, ACCOUNTING	\$111,601.81	\$1,805.42
PARRY, MEGAN	TEACHER	\$84,388.43	\$0.00
PASK, SHANE	TEACHER	\$81,891.81	\$169.03
PATTERSON, CHRISTINE	VICE PRINCIPAL	\$119,772.42	\$0.00
PAULSON, SARAH	TEACHER	\$81,549.23	\$378.33
PEATY, MARK	PROJECT MANAGER, FACILITIES	\$94,094.24	\$5,520.70
PEDDIE, MEGAN	TEACHER	\$98,077.67	\$261.67
PEDLOW, LINDSAY	TEACHER	\$86,440.86	\$0.00
PELLETIER, CHRISTINA	VICE PRINCIPAL	\$122,979.54	\$192.82
PENTY, ROSALIND	TEACHER	\$95,652.16	\$0.00
PERRY, NAOMI	TEACHER	\$95,782.44	\$0.00
PETERSON, ALISON	TEACHER	\$97,591.62	\$50.48
PETERSON, KRISTINE	TEACHER	\$91,669.01	\$5,243.90
PETLEY-JONES, JACK	TEACHER	\$92,663.75	\$0.00
PETROPOULOS, JENNY	TEACHER	\$83,050.09	\$37.03
PETROVIC, SHANNON	TEACHER	\$89,231.68	\$52.63
PHARIS, LEIGH	TEACHER	\$93,115.50	\$0.00
PHILIP, ANTHONY	ELECTRICAL FOREMAN	\$77,376.27	\$1,322.77
PHILLIPS, JODI	TEACHER	\$98,069.95	\$54.79
PHILLIPS, MATTHEW	TEACHER	\$78,525.71	\$666.06
PIASENTIN, CHANTELE	TEACHER	\$86,681.00	\$53.88
PICK, RENEE	PRINCIPAL	\$136,533.33	\$760.44
PIERCY, DAVID	TEACHER	\$81,683.35	\$0.00
PIERIK, TINA	PRINCIPAL	\$143,845.46	\$1,254.72
PIGGOTT, CAROLINE	TEACHER	\$88,233.93	\$0.00
PILLAY, KOGIE	TEACHER	\$89,220.87	\$0.00
PIRRITANO, MICHAEL	DEVELOPER/BUSINESS ANALYST	\$101,356.35	\$0.00
PITE, AARON	TEACHER	\$98,054.24	\$54.78
PITRE, GREGORY	TEACHER	\$96,509.73	\$49.02
PITRE, PHILLIP	VICE PRINCIPAL	\$126,185.51	\$1,127.03
PLEDGER, MELISSA	OCCUPATIONAL HEALTH & SAFETY ADVISOR	\$84,195.44	\$174.21
POHL, BRENDA	TEACHER	\$97,961.01	\$79.87
POIRIER, TIFFANY	VICE PRINCIPAL	\$109,561.66	\$304.78
POLLITT, SEAN	TEACHER	\$99,551.89	\$63.00
POLSON, AMANDA	VICE PRINCIPAL	\$119,772.43	\$0.00
PONCHET, THIERRY	TEACHER	\$90,806.39	\$0.00
POPOVIC, DARINKA	TEACHER	\$95,545.45	\$0.00
PORTER, ERIN	TEACHER	\$97,310.42	\$0.00
PORTER, LINDSAY	TEACHER	\$88,676.86	\$63.00
POSTLE, MELANIE	PRINCIPAL	\$138,328.35	\$2,022.83
POULAIN, LOUIS	TEACHER	\$89,221.34	\$0.00
POULIN, HELENE	TEACHER	\$90,595.74	\$191.79

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
POULSEN, JACQUELINE	TEACHER	\$81,650.91	\$0.00
POWELL, SEAN	DISTRICT PRINCIPAL, DISTRICT TEAM	\$142,630.47	\$2,146.23
POY, GREGORY	TEACHER	\$98,680.60	\$0.00
PRATT, ROSANNE	TEACHER	\$95,673.54	\$29.03
PRENDERGAST, KAREN	TEACHER	\$89,199.98	\$0.00
PRESTON, JOYCE	TEACHER	\$97,959.99	\$0.00
PRETTY, BRETT	TEACHER	\$95,652.17	\$0.00
PREVOST, CATRIN	TEACHER	\$79,928.02	\$423.28
PRICE, STEVEN	TEACHER	\$100,725.64	\$182.00
PROCTOR, SAUL	TEACHER	\$89,416.56	\$0.00
PSAILA, KEITH	TEACHER	\$89,221.88	\$46.40
PSAILA, LYNDIA	TEACHER	\$89,246.22	\$0.00
PUCKETT, MELISSA	TEACHER	\$98,367.57	\$625.00
PUGH, ALISON	TEACHER	\$99,416.21	\$0.00
PULLAN, MIILA	TEACHER	\$97,043.52	\$0.00
PUTMAN, AMANDA	TEACHER	\$99,578.30	\$60.00
QUAST, BRADY	TEACHER	\$100,911.97	\$0.00
QUAST, JEREMY	TEACHER	\$108,767.64	\$0.00
QUAST, VANESSA	TEACHER	\$97,944.08	\$0.00
RACANSKY, BETH	TEACHER	\$89,221.82	\$0.00
RACANSKY, KELSEY	TEACHER	\$90,892.24	\$0.00
RAK, MICHAEL	TEACHER	\$83,365.88	\$188.30
RANKIN, TRACY	TEACHER	\$92,869.38	\$0.00
RATSOY, CARL	TEACHER	\$94,670.53	\$0.00
RAYNOR-ATTERBURY, MOIRA	TEACHER	\$99,454.16	\$0.00
REED, DARREN	GROUNDS FOREMAN	\$75,145.89	\$3,226.30
REID, DANA	TEACHER	\$92,059.76	\$0.00
REID, DEANNA	TEACHER	\$85,858.16	\$81.34
REID, KARI	TEACHER	\$97,960.04	\$0.00
REINTJES, MIKKI	TEACHER	\$97,944.06	\$26.92
RELF, JANA	PRINCIPAL	\$136,234.15	\$5.20
REMPEL, SUSAN	TEACHER	\$98,040.08	\$0.00
RENYARD, TAMMY	DISTRICT PRINCIPAL, DISTRICT TEAM	\$143,845.44	\$480.49
RESIDE, SARA	TEACHER	\$97,947.90	\$466.22
RETELL, DAGMAR	TEACHER	\$76,488.46	\$0.00
REYNOLDS, ALLEN	TEACHER	\$82,860.07	\$0.00
REYNOLDS, SEAN	TEACHER	\$98,080.36	\$0.00
RHODES, LEWIS	TEACHER	\$81,811.48	\$20.00
RICHARDSON, BETH	VICE PRINCIPAL	\$119,510.02	\$562.64
RICHEY, TRAVIS	TEACHER	\$97,944.20	\$0.00
RIMEK, JANINE	TEACHER	\$89,148.95	\$0.00
ROBERTS, COLIN	DEPUTY SUPERINTENDENT	\$255,613.77	\$3,246.63
ROBERTS, LAURINDA	TEACHER	\$76,760.66	\$0.00
ROBERTS, LEILANI	TEACHER	\$89,255.30	\$54.86
ROBERTS, VICKI	DISTRICT VICE PRINCIPAL, DISTRICT TEAM	\$126,185.46	\$1,072.41
ROBERTSON, JESSICA	TEACHER	\$90,621.21	\$49.02
ROBERTSON, LAURA	TEACHER	\$75,782.21	\$33.34
ROBINSON, AXEL	TEACHER	\$87,824.79	\$0.00
ROBINSON, TRISH	TEACHER	\$97,960.24	\$0.00
ROCKWELL, ADRIA	TEACHER	\$80,277.53	\$52.50
ROLSTON, CHERYL	VICE PRINCIPAL	\$119,572.37	\$15.89
ROMPHF, CINDY	TEACHER	\$97,669.46	\$75.00
ROMPHF, JONATHAN	TEACHER	\$82,983.22	\$165.00
ROSENBERG, PETER	TEACHER	\$89,148.76	\$60.00
ROSS, BEVERLEY	TEACHER	\$89,132.88	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
ROSS, DARLENE	TEACHER	\$97,960.08	\$63.00
ROSS, JEREMY	TEACHER	\$89,427.17	\$63.00
ROSS, PADDY	TEACHER	\$89,148.76	\$0.00
ROSS, TANYA	TEACHER	\$98,039.38	\$6,253.51
ROTKIN, LISA	TEACHER	\$79,352.43	\$20.00
ROUX, FRANCOISE	TEACHER	\$99,390.45	\$0.00
ROY, MATTHEW	TEACHER	\$78,526.22	\$46.74
RUD, LANA	TEACHER	\$89,148.96	\$60.00
RUDMAN, NICK	CARPENTER FOREMAN	\$75,081.24	\$1,634.75
RUMBLE, SEAN	TEACHER	\$90,868.61	\$0.00
RUMBOLT, SACHA	TEACHER	\$76,171.36	\$36.66
RUSS, PAM	ALLIED SPECIALIST	\$78,065.62	\$75.93
RUSSELL, MATTHEW	TEACHER	\$79,175.99	\$0.00
RUTHERFORD, SCOTT	TEACHER	\$90,606.11	\$37.03
SAKIYAMA, DALE	TEACHER	\$99,773.42	\$0.00
SALOMONS, MICHELLE	TEACHER	\$75,271.57	\$98.19
SALVATI, SUSAN	TEACHER	\$85,261.42	\$0.00
SAMUELSON, SCOTT	TEACHER	\$98,066.87	\$0.00
SANBORN, ANDREA	TEACHER	\$90,847.44	\$115.00
SANCHEZ, ANGELA	TEACHER	\$89,298.39	\$0.00
SANDERSON, CINDY	PRINCIPAL	\$136,533.23	\$0.00
SANSCHAGRIN, JENNIFER	TEACHER	\$89,255.79	\$0.00
SAPSFORD, BARBARA	VICE PRINCIPAL	\$119,772.42	\$250.00
SARTON, KATHLEEN	TEACHER	\$95,670.64	\$112.00
SAXBY, LEANNE	TEACHER	\$91,275.59	\$60.00
SCALAPINO, LISA	ALLIED SPECIALIST	\$102,812.95	\$1,487.86
SCHAEFER, JEFFREY	TEACHER	\$98,066.02	\$0.00
SCHELLENBERG, CRAIG	DISTRICT PRINCIPAL, INDIGENOUS EDUCATION	\$139,889.42	\$134.25
SCHIPPERS, MARK	TEACHER	\$98,050.88	\$180.00
SCHLAPPNER, CARRIE	PRINCIPAL	\$132,068.32	\$280.67
SCHNEIDER, JONATHAN	TEACHER	\$98,066.78	\$0.00
SCHROEDER, TODD	TEACHER	\$89,133.02	\$60.00
SCHURING, MEGAN	TEACHER	\$89,270.12	\$0.00
SCHWAB, CLARK	TEACHER	\$98,039.77	\$0.00
SCHWARZ, LOUISE	TEACHER	\$87,914.82	\$0.00
SCHWARZ, RENE	TEACHER	\$98,043.42	\$0.00
SCIGLIANO, FRANK	TEACHER	\$93,562.41	\$0.00
SCOTT, JENNIFER	VICE PRINCIPAL	\$122,979.67	\$0.00
SCOTT-MONCRIEFF, KIMBERLY	TEACHER	\$89,148.87	\$0.00
SEABERG, MICHA	VICE PRINCIPAL	\$122,979.65	\$64.76
SEABERG, VICKY	TEACHER	\$97,960.13	\$0.00
SENESE, JANE	TEACHER	\$88,725.71	\$0.00
SHARP, DEANNE	TEACHER	\$97,944.23	\$0.00
SHARRATT, MELISSA	TEACHER	\$89,505.01	\$71.53
SHAW, LISA	TEACHER	\$88,202.80	\$0.00
SHEFFER, LOUISE	DISTRICT PRINCIPAL, DISTRICT TEAM	\$144,128.85	\$4,144.00
SHEMILT, SUSAN	TEACHER	\$89,183.04	\$62.43
SHERRINGTON, JENNIFER	TEACHER	\$95,652.17	\$112.00
SHERSTOBITOFF, TAMMY	DISTRICT PRINCIPAL, HUMAN RESOURCES	\$143,845.43	\$30.34
SHI, ZIHAN	SENIOR MANAGER MARKETING, INTERNATIONAL EDUCATION	\$106,965.74	\$12,677.55
SHIRES, ANDREW	TEACHER	\$89,134.19	\$0.00
SHLAKOFF, LYNN	TEACHER	\$90,667.40	\$93.40
SHOLINDER, KIMBERLY	TEACHER	\$84,269.33	\$243.68
SHONKI, KARMDEEP	TEACHER	\$75,148.91	\$0.00
SHORTHOUSE, ALYSON	TEACHER	\$79,028.20	\$0.00
SHORTREED, DAVID	DISTRICT VICE PRINCIPAL, DISTRICT TEAM	\$122,979.68	\$352.93
SHORTT, CHARMAINE	VICE PRINCIPAL	\$97,430.83	\$3,749.12

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
SHOWERS, SONDRRA	TEACHER	\$96,327.96	\$321.66
SHRUBSOLE, DEREK	TEACHER	\$98,066.49	\$180.00
SHULTZ, ACIA	TEACHER	\$87,653.82	\$1,156.45
SHUM, ANNIE	TEACHER	\$87,328.57	\$0.00
SHYPITKA, BRENDA	TEACHER	\$89,207.33	\$0.00
SIMONS, KAILEIGH	TEACHER	\$77,561.07	\$60.00
SIMONSON, ERIC	TEACHER	\$97,944.06	\$46.40
SIMONSON, ERIKA	TEACHER	\$76,218.18	\$187.00
SIMPSON, CORRINA	TEACHER	\$97,960.11	\$180.00
SINGH, TANIA	VICE PRINCIPAL	\$116,034.98	\$935.63
SIRDINSKI, SUZANNE	TEACHER	\$98,004.35	\$0.00
SITAR, ISTVAN	TEACHER	\$98,050.88	\$0.00
SIVERTSON, GREG	TEACHER	\$97,960.21	\$0.00
SKINNER, ANDREA	TEACHER	\$98,050.90	\$0.00
SKWAROK, JAMES	TEACHER	\$98,050.88	\$0.00
SMALL, JENNIFER	TEACHER	\$88,676.86	\$179.33
SMART, KIMBERLEE	TEACHER	\$95,178.33	\$0.00
SMITH, ALLISON	TEACHER	\$75,064.01	\$0.00
SMITH, CHRISTINE	TEACHER	\$99,596.29	\$0.00
SMITH, JOLENE	TEACHER	\$95,448.28	\$0.00
SMITH, PAUL	TEACHER	\$83,288.46	\$0.00
SMITH, SANDY	VICE PRINCIPAL	\$97,882.66	\$65.20
SMITH, SUSAN	TEACHER	\$95,756.93	\$46.40
SNIDER, IAN	TEACHER	\$82,918.07	\$15.68
SNOW, JOANNA	PRINCIPAL	\$133,685.39	\$180.27
SOLES, JIM	ASSOCIATE DIRECTOR, FACILITIES	\$92,596.87	\$0.00
SOMERS, EDWARD	TEACHER	\$99,923.18	\$598.90
SORENSEN, JODI	TEACHER	\$97,960.03	\$0.00
SPARROW, DENISE	TEACHER	\$89,148.78	\$0.00
SPICER, KEVIN	TEACHER	\$98,066.22	\$0.00
SPICER, STEPHANIE	TEACHER	\$79,627.71	\$0.00
SPRAY, TIM	TEACHER	\$99,077.20	\$0.00
SPRIGG, RICHARD	TEACHER	\$100,741.93	\$295.00
SRAN, STEVE	TEACHER	\$89,231.82	\$143.79
STAR, MICHAEL	TEACHER	\$106,781.54	\$0.00
ST-ARNAUD, GABRIELLE	TEACHER	\$79,075.90	\$10.00
STEAD, NICOLE	TEACHER	\$95,668.00	\$0.00
STEEVES, NICOLE	TEACHER	\$97,957.16	\$0.00
STEVENS, MANDY	TEACHER	\$98,066.79	\$50.48
STEVENS, RYAN	TEACHER	\$95,667.81	\$0.00
STEVENS, SHELLEY	TEACHER	\$89,246.22	\$0.00
STEVENSON, PAUL	VICE PRINCIPAL	\$126,185.47	\$0.00
STEVENSON, RYAN	TEACHER	\$80,118.66	\$0.00
STEWART, AMBER	TEACHER	\$87,636.62	\$61.54
STRATFORD, KATHY	TEACHER	\$79,010.17	\$50.48
STRIDE, KATRINA	ASSOCIATE SECRETARY-TREASURER	\$159,532.35	\$1,327.20
STROHSCHN, ALYSSA	CONTRACT - DISTRICT OUTREACH	\$77,323.57	\$860.89
STRONG, NICOLE	TEACHER	\$98,088.18	\$26.48
SUMNER, JOHN	TEACHER	\$80,352.32	\$656.64
SWAN, LINDSAY	PRINCIPAL	\$122,717.27	\$629.15
TAGGART, AMY	TEACHER	\$95,756.87	\$0.00
TAGGART, ROXANNE	TEACHER	\$99,454.09	\$0.00
TAGHAOUSSI, MARC	TEACHER	\$95,771.99	\$0.00
TAYLOR, BARBARA	VICE PRINCIPAL	\$119,772.36	\$0.00
TAYLOR, CARRIE	TEACHER	\$95,756.88	\$0.00
TAYLOR, LISA	TEACHER	\$91,542.57	\$0.00
TAYLOR, JUSTIN	MANAGER, BUILDING MAINTENANCE	\$113,110.79	\$2,285.42

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
TEMMEI, LAUREL	TEACHER	\$88,217.48	\$10.17
TENCH, EMILY	TEACHER	\$78,634.02	\$0.00
TESSEMAKER, JOCELYN	TEACHER	\$89,150.16	\$72.00
TEVAARWERK, KATHERINE	TEACHER	\$97,960.60	\$0.00
THATCHER, GORDON	TEACHER	\$97,284.40	\$0.00
THEIM, SUSAN	TEACHER	\$89,148.24	\$0.00
THISTLE, WILLIAM	TEACHER	\$83,035.82	\$0.00
THOMAS, LARA	TEACHER	\$76,202.97	\$170.50
THOMAS, SCOTT	PRINCIPAL	\$136,533.34	\$0.00
THOMAS-BOOTH, ERICA	TEACHER	\$95,668.87	\$0.00
THOMPSON, DONNA	PRINCIPAL	\$143,546.19	\$380.60
THOMPSON, JULIA	TEACHER	\$97,944.03	\$0.00
THOMPSON, MIKE	TEACHER	\$99,542.90	\$183.90
THOMPSON, LAUREN	TEACHER	\$89,246.24	\$50.48
THOMPSON, THOMAS	PRINCIPAL	\$136,533.33	\$0.00
THORNBUR, SARAH	TEACHER	\$105,756.27	\$0.00
THORNTON, KEELY	TEACHER	\$94,814.50	\$0.00
THURBIDE, CAMERON	TEACHER	\$89,221.83	\$0.00
TIMMERMAN, TANYA	TEACHER	\$86,662.67	\$50.48
TIRINGER, KATHERINE	TEACHER	\$89,275.91	\$0.00
TISSARI, JANET	TEACHER	\$95,667.95	\$0.00
TOMPKINS, MARYLOU	TEACHER	\$97,960.01	\$76.96
TOPIC, WINIFRED	TEACHER	\$97,957.38	\$0.00
TOTH, MAXINE	TEACHER	\$84,160.05	\$0.00
TRAN, JACK	TEACHER	\$89,183.04	\$0.00
TRAN, STEPHANE	TEACHER	\$91,657.24	\$0.00
TRAYNOR, JANELLE	TEACHER	\$97,944.07	\$27.67
TREBILCO, RACHEL	TEACHER	\$82,229.82	\$498.14
TREBLE, JENNIFER	TEACHER	\$97,835.61	\$37.20
TREGGAR, KARINE	TEACHER	\$83,762.76	\$0.00
TRENCHARD, LEANN	TEACHER	\$98,040.09	\$0.00
TRERICE, DYLAN	TEACHER	\$76,470.25	\$113.46
TRINH, AI LINH	TEACHER	\$97,960.13	\$54.86
TROFIMUK, MARYANNE	PRINCIPAL	\$140,188.49	\$126.90
TROZZO, CINDY	TEACHER	\$89,134.19	\$0.00
TRUMPY, CHRISTINA	TEACHER	\$82,070.02	\$136.80
TUCKER, ROBERT	DISTRICT ADMINISTRATOR, INTERNATIONAL EDUCATION	\$153,133.00	\$9,409.61
TURCOTTE, ILDA	TEACHER	\$98,024.18	\$210.34
TURCOTTE, JULIEN	TEACHER	\$83,790.03	\$0.00
TURNER, BENJAMIN	TEACHER	\$88,469.46	\$0.00
TYMOSHUK, VICTOR	TEACHER	\$89,142.50	\$0.00
TYRRELL, RACHELLE	TEACHER	\$96,407.67	\$0.00
VAN MOLL, ERIC	TEACHER	\$89,255.87	\$0.00
VAN TINE, BART	TEACHER	\$77,354.97	\$0.00
VANAKKER, MARK	TEACHER	\$89,246.38	\$0.00
VARGA, LYNN	TEACHER	\$96,531.37	\$25.00
VARGAS, DAVID	TEACHER	\$89,134.20	\$0.00
VERHAGEN, MICHAEL	TEACHER	\$89,148.72	\$987.28
VINGO, MICHELLE	TEACHER	\$93,704.15	\$0.00
VISTISEN-HARWOOD, MARNI	ASSOCIATE DIRECTOR, FACILITIES	\$121,599.78	\$152.37
VITALE, WILLIAM	TEACHER	\$89,211.44	\$0.00
VOLK, STACEY	TEACHER	\$78,153.57	\$0.00
VON TIGERSTROM, MAUREEN	TEACHER	\$97,960.25	\$6,525.17
WADE, PHILLIP	ASSISTANT MANAGER, BUILDING MAINTENANCE	\$78,555.23	\$754.57
WALASEK, DEBRA	TEACHER	\$80,374.20	\$0.00
WALASEK, JASON	TEACHER	\$95,668.51	\$50.48
WALKER, OMDREA	TEACHER	\$99,416.19	\$49.02
WALKER, REBECCA	TEACHER	\$89,231.69	\$0.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS
(Details of employees with remuneration that exceeds \$75,000)**

NAME	POSITION	REMUNERATION	EXPENSES
WALKER, SHEILAH	TEACHER	\$97,081.94	\$44.74
WALLACE, GORDON	PROJECT MANAGER, MAJOR CAPITAL	\$99,325.48	\$848.00
WALLACE, SEAN	TEACHER	\$99,478.27	\$255.36
WALMAN, ASHLEY	TEACHER	\$98,004.30	\$81.72
WALSH-ANSTEY, MICHELLE	TEACHER	\$86,921.02	\$0.00
WALT, DANA	TEACHER	\$99,550.46	\$0.00
WALTON, CAROL	TEACHER	\$103,927.35	\$1,598.02
WANLESS, JENNIFER	VICE PRINCIPAL	\$103,663.22	\$50.48
WARDLE, TANYA	TEACHER	\$96,956.20	\$62.43
WARRENDER, CONNIE	TEACHER	\$97,960.07	\$0.00
WATSON, BRENT	TEACHER	\$95,652.18	\$0.00
WATT, ZOE	ALLIED SPECIALIST	\$95,196.76	\$8,612.33
WAUTHY, JAMES	TEACHER	\$89,148.86	\$0.00
WEAR, LARA	TEACHER	\$97,944.09	\$0.00
WEAVER, JEFFERY	TEACHER	\$99,606.20	\$987.34
WEBER, DEBORAH	TEACHER	\$86,293.95	\$0.00
WEBER, ELEANOR	TEACHER	\$78,474.64	\$0.00
WECKEND, SUZANNE	VICE PRINCIPAL	\$115,815.00	\$689.91
WEIR, HEATHER	TEACHER	\$90,653.61	\$284.00
WELBY, SEAN	TEACHER	\$99,569.89	\$115.00
WELSH, ELIZABETH	ALLIED SPECIALIST	\$95,212.90	\$0.00
WEST, ALISON	TEACHER	\$88,219.51	\$0.00
WEST, GWYNETH	TEACHER	\$89,134.20	\$60.00
WEST, KRISTY	TEACHER	\$86,394.54	\$88.46
WESTBY, LEOLA	TEACHER	\$89,222.16	\$0.00
WESTCOTT, STEPHEN	TEACHER	\$89,148.89	\$0.00
WESTON, JOHN	TEACHER	\$99,699.77	\$0.00
WESTON, PATRICK	TEACHER	\$82,999.32	\$0.00
WESTON, SHELLEY	TEACHER	\$89,232.05	\$0.00
WHEELER, STEWART	TEACHER	\$102,984.83	\$922.27
WHITE, BENJAMIN	TEACHER	\$97,085.62	\$4.71
WHITE, JAIMEE	TEACHER	\$88,008.98	\$23.18
WHITTEN, DEBORAH	INTERIM SUPERINTENDENT OF SCHOOLS	\$214,716.60	\$5,277.39
WIEDEMAN, KRISTIN	TEACHER	\$97,944.07	\$0.00
WIGNALL, CHRISTOPHER	TEACHER	\$95,797.95	\$49.02
WIGNALL, JENNIFER	VICE PRINCIPAL	\$125,923.10	\$607.19
WILLIAMS, ALAN	TEACHER	\$89,148.76	\$0.00
WILLIAMS, JESSICA	TEACHER	\$88,612.17	\$0.00
WILLIAMS, LYNDA	TEACHER	\$95,730.68	\$112.91
WILLINGTON, CARMEN	TEACHER	\$93,166.86	\$26.48
WILSON, CHRISTINA	TEACHER	\$88,676.86	\$0.00
WILSON, NICOLE	TEACHER	\$79,009.49	\$0.00
WILTON, DEANNA	TEACHER	\$89,246.23	\$0.00
WINKLER, SARAH	PRINCIPAL	\$128,449.10	\$184.12
WINTON, TONYA	VICE PRINCIPAL	\$84,270.43	\$1,739.99
WITTMAN, BRIE	TEACHER	\$82,403.82	\$0.00
WOLSAK, JUSTINE	TEACHER	\$97,256.66	\$0.00
WOOD, SHAWNA	TEACHER	\$97,960.07	\$0.00
WOODLAND, JUDITH	TEACHER	\$76,704.15	\$46.40
WORSLEY, HARRISON	TEACHER	\$89,221.83	\$0.00
WRIGHT, COREY	TEACHER	\$99,075.28	\$180.00
WRIGHT, LAUREN	TEACHER	\$82,313.94	\$109.03
WRIGHT, LINDSAY	TEACHER	\$92,309.33	\$0.00
WRIGHT, SARA	TEACHER	\$97,944.34	\$72.00
YARR, TRACY	TEACHER	\$99,470.36	\$46.40
YEARWOOD, LYNN	MANAGER, PAYROLL & BENEFITS	\$130,476.46	\$2,172.15
YOUNG, ALANA	TEACHER	\$79,202.87	\$0.00
YOUNG, DAVID	TEACHER	\$97,960.07	\$12.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING REMUNERATION AND EXPENSES PAID IN RESPECT OF EACH EMPLOYEE
(IN EXCESS OF \$75,000)**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS

(Details of employees with remuneration that exceeds \$75,000)

NAME	POSITION	REMUNERATION	EXPENSES
ZAHARA, JODI	TEACHER	\$80,496.65	\$0.00
ZEMANEK, TIMOTHY	TEACHER	\$76,092.34	\$165.06
ZOLBROD, SAMUEL	TEACHER	\$76,202.88	\$350.00
ZUCKO, VINI	TEACHER	\$75,051.59	\$50.48
ZUYDERDUYN, MELISSA	TEACHER	\$97,591.65	\$0.00
TOTAL FOR EMPLOYEES WITH REMUNERATION THAT EXCEEDS \$75,000		\$102,151,748.85	\$371,763.56
TOTAL FOR EMPLOYEES WITH REMUNERATION OF \$75,000 OR LESS		\$83,799,595.65	\$259,561.95
TOTAL FOR EMPLOYEES OTHER THAN ELECTED OFFICIALS		\$185,951,344.50	\$631,325.51
CONSOLIDATED TOTAL - REMUNERATION PAID		\$186,177,786.15	\$639,196.97
EMPLOYER PORTION OF EMPLOYMENT INSURANCE CONTRIBUTIONS AND CANADA PENSION PLAN			\$10,625,538.71

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 6.*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

STATEMENT OF SEVERANCE AGREEMENTS

There were two (2) severance agreements under which payment commenced between School District No. 61 (Greater Victoria) and its non-unionized employees during fiscal year 2021-2022. These agreements represent from one (1) to sixteen (16) months of compensation.

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Subsection 6(7)*.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES
(IN EXCESS OF \$25,000)

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
ACCESSSMT HOLDINGS LTD	\$78,027.52
ACCUTEMP	\$68,090.40
AMAZON.CA	\$392,621.85
AMERESCO CANADA INC	\$57,618.75
ANDREW SHERET LTD	\$217,064.36
APOLLO SHEET METAL LTD	\$93,611.84
APPLE CANADA INC	\$111,812.02
ARCHIE JOHNSTONE PLUMBING & HEATING	\$273,499.52
ARI FINANCIAL SERVICES	\$156,975.66
ASSOCIATED VICTORIA PEST CONTROL LTD	\$27,034.95
AVI-SPL CANADA LTD	\$25,972.11
B&B TRUSS	\$32,828.00
BARAGAR ENTERPRISES LTD	\$30,607.50
BARTLE & GIBSON CO LTD	\$26,375.11
BARTLETT TREE EXPERT COMPANY	\$273,114.99
BC FERRIES	\$51,429.17
BC HYDRO & POWER AUTHORITY	\$1,629,756.34
BC SCHOOL SPORTS	\$42,302.46
BC TRANSIT	\$70,738.97
BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION (BCSTA)	\$61,674.01
BEST BUY	\$26,523.64
BIN THERE DEMOLITION	\$29,505.02
BOLEN BOOKS LTD	\$41,712.91
BRADLEY SHUYA ARCHITECT INC	\$59,943.71
BUNZL CLEANING AND HYGIENE CANADA	\$709,989.76
BURNSIDE GORGE COMMUNITY ASSOCIATION	\$385,083.56
BUTLER CONCRETE & AGGREGATE LTD	\$29,047.20
CAMOSUN COLLEGE	\$476,836.15
CANADA POST CORPORATION	\$25,351.77
CANADIAN CORPS OF COMMISSIONAIRES	\$34,856.29
CANAM HOLDINGS LTD	\$73,500.00
CAPITAL CITY PAVING	\$38,340.77
CASCADIA METALS LTD	\$25,342.02
CANADIAN TIRE STORE	\$55,478.88
CHARTER TELECOM INC	\$327,413.72
CHENELIERE EDUCATION	\$80,717.92
CLOVERDALE PAINT INC	\$37,581.11
COAST APPLIANCES	\$58,017.22
COASTAL INSTALLATIONS (PREFAB)	\$28,351.07
COLUMBIA FIRE & SAFETY LTD	\$29,958.00
COLUMBIA INDUSTRIAL SUPPLIES	\$61,401.08
CONTI ELECTRONICS LTD	\$118,955.28
CONVOY SUPPLY - VICTORIA	\$98,277.82
CORP OF THE CITY OF VICTORIA	\$376,884.05

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES
(IN EXCESS OF \$25,000)

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
CORP OF THE DIST OF SAANICH	\$142,119.78
COSTCO WHOLESALE	\$126,004.73
CRESCENT BEACH PUBLISHING	\$73,475.28
DELTA VICTORIA OCEAN POINTE RESORT	\$91,018.62
DENBOW	\$50,511.29
DMS TECHNOLOGIES INC	\$87,150.02
DOLLARAMA	\$36,321.76
DURWEST CONSTRUCTION MANAGEMENT	\$21,447,337.45
ECCO SUPPLY.CA	\$54,325.65
EDUCAN INSTITUTIONAL FURNITURE	\$61,365.60
EECOL ELECTRIC LTD	\$118,412.99
ELLISON TRAVEL & TOURS LTD	\$30,436.37
ESQUIMALT NATION	\$112,283.00
FAIRFIELD GONZALES COMMUNITY ASSOCIATION	\$1,437,461.52
FIRST RESPONSE GLASS LTD	\$41,086.78
FIVE STAR PAVING CO LTD	\$92,281.35
FLYNN CANADA LIMITED	\$623,766.16
FOCUSED EDUCATION RESOURCES SOCIETY	\$61,764.96
FOLLETT SCHOOL SOLUTIONS INC	\$42,503.97
FOREIGN STUDENT SERVICES	\$26,910.00
FORTISBC ENERGY (VANCOUVER ISLAND)	\$1,345,244.16
FULCRUM MANAGEMENT SOLUTIONS LTD	\$26,880.00
FUN INTERNATIONAL EDUCATION	\$32,475.02
FUTUREBOOK PRINTING INC	\$73,645.58
GARDEN CITY TRANSPORTATION LTD	\$167,908.30
GARRAWAY, GARY	\$31,673.00
GASPARD	\$35,367.05
GORDON FOOD SERVICE CANADA LTD	\$56,028.28
GREATER VICTORIA TEACHERS' ASSOCIATION (GVTA)	\$123,620.00
HABITAT SYSTEMS INCORPORATED	\$552,132.46
HARRIS & COMPANY	\$323,017.34
HDR ARCHITECTURE ASSOCIATES INC	\$1,097,398.84
HOME LUMBER & BUILDING SUPPLY	\$263,520.63
HOT HOUSE PIZZA	\$41,054.27
HOUSTON SIGN 90 LTD	\$36,713.58
HUB INTERNATIONAL INSURANCE BROKERS	\$44,123.00
ICONIX WATERWORKS LTD	\$30,104.76
IEL PROJECTS LTD	\$306,006.23
INCHARGE ENERGY INC	\$55,141.89
INDEPENDENT CONCRETE LTD	\$25,987.49
INDIGO BOOKS & MUSIC INC	\$25,362.93
INNOV8 DIGITAL SOLUTIONS INC	\$803,397.10
INTERSTATE BATTERIES	\$27,371.97
INTRADO CANADA INC	\$44,598.85

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES
(IN EXCESS OF \$25,000)

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
IREDALE ARCHITECTURE	\$266,202.10
ISLAND ASPHALT LIMITED	\$169,056.23
ISLAND ENVIRONMENTAL HEALTH & SAFETY	\$92,732.39
ISLAND KEY COMPUTER LTD	\$818,271.85
ISLAND TEMPERATURE CONTROLS LTD	\$26,875.18
JAMES BAY COMMUNITY SCHOOL SOCIETY	\$111,200.00
JAMF SOFTWARE	\$29,171.00
JE ANDERSON & ASSOCIATES	\$51,032.20
JOSTENS	\$64,965.99
K P M G	\$64,727.65
KAL TIRE	\$29,624.96
KENNEDY, MARY KAY	\$28,713.07
KERR CONTROLS INC	\$29,044.50
KEV SOFTWARE INC	\$178,965.45
KEY-2 PARTS SERVICE LTD	\$28,051.71
KIRBY'S SOURCE FOR SPORTS	\$32,401.36
KMBR ARCHITECTS PLANNERS INC	\$317,591.85
KMS TOOLS & EQUIPMENT LTD	\$130,745.96
KOFFMAN KALEF LLP	\$135,576.92
LANGILLE, LYNN	\$33,565.37
LIFEWORCS	\$129,893.40
LONG & MCQUADE LTD	\$140,483.36
LUMBERWORLD OPERATIONS LTD	\$268,613.21
LOWER VANCOUVER ISLAND SECONDARY SCHOOLS ATHLETIC ASSOCIATIO	\$72,404.45
MACNUTT ENTERPRISES LTD	\$78,390.17
MEGA SCREEN PRODUCTIONS INC	\$39,089.31
MICHAELS #3501	\$40,208.38
MICHELL EXCAVATING LTD	\$264,914.43
MINISTER OF FINANCE - EMPLOYER HEALTH TAX	\$3,624,468.43
MINISTER OF FINANCE C/O CLIMATE ACTION	\$145,530.00
MONK OFFICE SUPPLY LTD	\$543,642.27
MUCHO BURRITO	\$30,663.60
MUNICIPAL PENSION PLAN	\$3,999,058.43
MUNROS BOOKSTORE LTD	\$107,062.54
NAMDOR REINFORCING STEEL LTD	\$33,833.65
NELSON EDUCATION LTD	\$69,325.98
NORDIC INDUSTRIES LTD	\$65,677.39
NORMAN TOURS LTD	\$27,181.42
OAK BAY WATER DEPT	\$81,079.88
OCEAN CONCRETE (VICTORIA)	\$36,090.56
OUT OF THE BLUE DESIGNS	\$133,710.05
PACIFIC BLUE CROSS	\$4,289,797.31
PACIFIC CONTROLS LIMITED	\$27,961.80
PACIFIC INSTITUTE FOR SPORT EXCELLENCE	\$68,540.00

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES
(IN EXCESS OF \$25,000)**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
PACIFIC PAINT (BENJAMIN MOORE PAINT)	\$40,922.11
PACIFIC TRUSS DIV OF ALL-FAB BUILDING	\$40,207.87
PANAGO	\$77,343.68
PARKER JOHNSTON INDUSTRIES LTD	\$604,800.01
PASSION SPORTS	\$64,671.33
PEARSON CANADA INC	\$50,484.99
PHOENIX STAR POWER	\$30,345.00
PINTON FORREST & MADDEN GROUP	\$33,669.40
POWERSCHOOL CANADA ULC	\$238,207.64
PROVINCE OF BRITISH COLUMBIA	\$66,611.96
PUBLIC EDUCATION BENEFITS TRUST	\$1,724,923.34
QM ENVIRONMENTAL LP	\$33,892.39
REAL CANADIAN WHOLESALE CLUB	\$79,215.06
REIMER HARDWOODS LTD	\$140,868.22
RICHELIEU HARDWARE	\$82,466.71
RICHMOND ELEVATOR MAINTENANCE	\$120,026.26
RIVERS LAWN & GARDEN MAINTENANCE	\$87,574.73
ROCKRIDGE CANYON	\$30,689.42
RUSSELL BOOKS LTD	\$43,074.21
RYZUK GEOTECHNICAL	\$120,242.19
SAANICH WATER DEPARTMENT	\$401,658.58
SAVE ON FOODS	\$96,312.80
SCHOLASTIC CANADA LTD	\$45,815.75
SCHOOL DISTRICT #62 (SOOKE)	\$55,539.05
SCHOOL DISTRICT #63 (SAANICH)	\$123,206.53
SCHOOL DISTRICT #64 (GULF ISLANDS)	\$50,161.00
SCHOOL DISTRICT NO. 73 BUSINESS COMPANY	\$35,050.00
SCHOOLHOUSE PRODUCTS INC	\$36,621.80
SEARLE'S AUTO REPAIRS CO LTD	\$26,649.85
SHAW BUSINESS	\$36,020.52
SHERATON VANCOUVER AIRPORT HOTEL	\$58,596.85
SINCLAIR SUPPLY	\$37,079.33
SLEGG BUILDING MATERIALS	\$77,760.89
SMCN CONSULTING INC	\$50,557.53
SOFTCHOICE LP	\$54,202.06
SONGHEES FIRST NATION	\$218,437.00
SPARKER CONSTRUCTION LTD	\$355,349.72
SPECTRUM EDUCATIONAL SUPPLIES	\$28,547.68
SRD CONTROLS INC	\$49,822.52
STAPLES STORE #64	\$43,073.93
STARLINE WINDOWS LTD	\$51,650.15
STORY CONSTRUCTION LTD	\$394,211.46
STRATHCONA PARK LODGE	\$26,215.80
STRONG NATIONS PUBLISHING INC	\$34,341.03

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022**

**SCHEDULE SHOWING PAYMENTS MADE FOR THE PROVISION OF GOODS AND SERVICES
(IN EXCESS OF \$25,000)**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
SUBWAY	\$77,663.50
SUNBELT RENTALS OF CANADA INC	\$27,111.59
SUNCOR ENERGY PRODUCTS	\$276,936.45
SWING TIME DISTRIBUTORS LTD	\$230,404.16
SYSCO VICTORIA INC	\$44,396.77
TEACHERS PENSION PLAN	\$16,170,699.17
TEAM SALES VANCOUVER ISLAND LTD	\$56,438.50
TECHNICAL SAFETY BC	\$35,933.57
TEDFORD OVERHEAD DOOR & GATES	\$52,754.10
TELUS	\$144,052.77
TELUS MOBILITY INC	\$230,055.23
TEXTHELP	\$35,998.83
THE HOME DEPOT #7074	\$61,421.96
THE LEARNING PARTNERSHIP	\$29,940.00
THIRDWAVE BUS SERVICES	\$741,908.83
THRIFTY FOODS	\$90,538.30
TOWER FENCE PRODUCTS LTD	\$33,264.82
TROY LIFE & FIRE SAFETY LTD	\$120,432.91
TRUFFLES CATERING	\$339,225.46
TURNING POINT RESOLUTIONS INC	\$31,969.06
TYEE SUPER SERVICE	\$29,253.11
ULINE	\$44,680.56
UNITED LIBRARY SERVICES INC	\$48,630.78
UNIVERSAL SHEET METAL LTD	\$195,507.92
UNIVERSITY OF VICTORIA	\$70,765.45
VANCOUVER ISLAND HEALTH AUTHORITY	\$578,472.30
VANCOUVER PUBLIC EDUCATION ALLIANCE CORP	\$96,277.90
VICTORIA INTERNATIONAL STUDENT SERVICE	\$27,675.02
VICTORIA NATIVE FRIENDSHIP CENTRE	\$125,690.00
VIEC EDUCATION CANADA LTD	\$42,006.67
VILLAGES PIZZA	\$38,456.04
WAL-MART	\$73,695.86
WASTE MANAGEMENT OF CANADA CORP	\$212,854.63
WEATHERPROOFING TECHNOLOGIES CANADA INC	\$32,340.02
WESCO DISTRIBUTION-CANADA INC	\$339,880.68
WESTCOAST ROOF INSPECTION SERVICES	\$45,580.40
WHITE SPOT	\$54,746.04
WILSONS TRANSPORTATION LTD	\$150,911.46
WINTERGREEN LEARNING MATERIALS	\$37,420.89
WORKSAFE BC	\$1,671,319.12
TOTAL SUPPLIERS WHERE PAYMENTS EXCEED \$25,000	\$83,076,099.43
TOTAL SUPPLIERS WHERE PAYMENTS ARE \$25,000 OR LESS	\$6,619,811.81
CONSOLIDATED TOTAL PAYMENTS FOR THE PROVISION OF GOODS AND SERVICES	\$89,695,911.24

This statement is prepared pursuant to the *Financial Information Regulation, Schedule 1, Section 7*.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
YEAR ENDED JUNE 30, 2022

COMPARISON OF SCHEDULED PAYMENTS TO THE AUDITED FINANCIAL STATEMENT EXPENDITURES

SCHEDULED PAYMENTS

Schedule of Remuneration and Expenses:		
Remuneration	\$ 186,177,786	
Employee expenses	639,197	
Employer portion of Employment Insurance		
Contributions and Canada Pension Plan	10,625,539	
<i>Total - Schedule of Remuneration and Expenses</i>		\$ 197,442,522
Schedule of Payments for the Provision of Goods and Services		89,695,911

CONSOLIDATED TOTAL OF SCHEDULED PAYMENTS	\$ 287,138,433
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FINANCIAL STATEMENT EXPENDITURES

Operating Fund Expenditures	\$222,106,412	
Trust Fund Expenditures	32,136,423	
Capital Fund Expenditures	36,316,817	
CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES		\$290,559,652

DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND FINANCIAL STATEMENT EXPENDITURES	\$ (3,421,219)
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EXPLANATION OF DIFFERENCE

The schedule of payments for the provision of goods and services differs from the financial statements in the following ways:

- ☐ 100% of GST paid to suppliers is included, whereas the financial statement expenditures are net of the GST rebate
- ☐ Third party recoveries of expenses from PAC and school fundraising activities may not all be adjusted for in the schedules
- ☐ Employee benefits may be duplicated in the schedule of payments where also reported in employee remuneration
- ☐ Travel expenses that are paid directly to suppliers may be duplicated in employee expenses
- ☐ Other miscellaneous cost recoveries that may not have been deducted from the scheduled payments

The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the schedule of remuneration and expenses, and accounts payable balances that are not reflected in the schedule of payments for the provision of goods and services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: September 26, 2022

Please see below the opportunities the Superintendent has been involved with during the month of September aligned to the Strategic Plan:

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

- District Leadership Meetings – Connectedness and Belonging -August 25 & 26, 2022
- Summer Literacy Professional Development Day – September 1, 2022
- School Year Start-Up Session – September 1, 2022
- Welcome and Learning Centre – to assist refugee and immigrant students seeking placement in a Greater Victoria school – opened September 12, 2022
- Representative Advisory Committee of Students' Meeting – September 12, 2022 and began school visits with student representatives and their respective Principals / Vice-Principals

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 Nation of Greater Victoria.
- Regular meetings with the Four Houses.
- Meet bi-weekly with the Director of Indigenous Education.
- Local Education Agreement Training Session – August 31, 2022
- Teacher-Librarian Professional Development Day – September 8, 2022
- Métis Education Agreement Signing Event – September 15, 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.
- BCSSA Conference – August 17-19, 2022
- Welcome Back to School Letter – August 31, 2022
- CFAX 1070 interview – September 6, 2022
- CBC Interview with Gregor Craigie – September 7, 2022
- Town Hall & New LST/Counsellor Orientation – September 14, 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.

Gratitude: The Superintendent would like to thank the following:

- Indigenous Education Department – Supporting with resources available to explore ideas on how to acknowledge The National Day for Truth and Reconciliation and Orange Shirt Day.
- Métis Education Agreement – Dr. Shelly Niemi, Métis Nation of Greater Victoria, Métis Nation British Columbia.
- Facilities staff for their work on various summer projects.
- All staff for a smooth and supportive start-up of the new school year.
- Parents/caregivers, Rightsholders and Partners for a great start to the 2022-2023 school year.

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 – Superintendent

TO: The Board of Education

FROM: Deb Whitten, Superintendent of Schools

RE: Revised: 2022-2023 Board of Education & Standing Committee Meeting Dates

DATE: September 26, 2022

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 12/22	Monday, Sept. 19/22	Monday, Sept. 26/22
Monday, Oct. 3/22	Monday, Oct. 17/22	Monday, Oct. 24/22
		Tuesday, November 1, 2022 Inaugural Board Meeting – Swearing in of new Trustees
Monday, Nov. 14/22	Monday, Nov. 21/22	Monday, Nov. 28/22
Monday, Dec. 5/22 (combined with OPPS)	Monday, Dec. 5/22 (combined with Ed)	Monday, Dec. 12/22
Monday, Jan. 9/23	Monday, Jan. 16/23	Monday, Jan. 30/23
Monday, Feb. 6/23	Monday, Feb. 13/23	Monday, Feb. 27/23
Monday, Mar. 6/23 (combined with OPPS)	Monday, Mar. 6/23 (combined with Ed)	Monday, Mar. 13/23
Monday, Apr. 3/23	Monday, Apr. 17/23	Monday, Apr. 24/23
Monday, May 1/23	Monday, May 8/23	Monday, May 29/23
Monday, June 5/23	Monday, June 12/23	Monday, June 19/23

Recommended Motion:

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

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.



British Columbia's
**Office of the Human Rights
Commissioner**

JULY 18, 2022

Tammy Sherstobitoff
District Principle, Human Resource Services
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC, V8Z 1E8

Dear Tammy Sherstobitoff,

Re: Special Program Approval – Preferential hiring of Indigenous and racialized candidates

On May 20, 2022, School District No. 61 (Greater Victoria) applied for Special Program designation for a five-year duration that would cover:

- Preferential hiring of self-identified Indigenous applicants for all positions created through funding targeted to support Indigenous students.
- Preferential hiring of self-identified Indigenous applicants for continuing contract teaching positions until the proportion of self-identified Indigenous teachers reaches that of self-identified Indigenous students.
- Preferential hiring of self-identified racialized applicants for continuing contract teaching positions until the proportion of self-identified racialized teachers reaches the proportion of racialized people in the area served by the School District as measured by census data.

The School District explains that schools are not always culturally safe places for Indigenous and racialized students and their families. Students do not see themselves reflected in the adults around them nor do they see themselves in the curriculum. Furthermore, Indigenous students continue to experience disadvantage due to the legacy of colonization.

The School District explains that when Indigenous and racialized students have teachers who are reflective of their identity, they are more likely to be engaged in school and to develop a positive attitude toward their education. Teachers who reflect the social location of their students are better able to act as role models, bridge achievement gaps, provide resources for families, engage in more effective communication with parents and guardians, and implement authentic learning.

Based on the materials before me, I am satisfied that the equality-enhancing purposes of section 42 (Special Programs) of B.C.'s *Human Rights Code* (Code) are advanced by the School District's initiative for preferential hiring of self-identified Indigenous and racialized applicants.

As a result, I am prepared to grant the application for Special Program approval pursuant to s.42(3) of the Code for a five-year term.

The Special Program is effective as of the date of this letter and expires on **July 18, 2027**. This Special Program will not be considered a contravention of the Code while this approval remains in effect.

This Special Program approval is granted on the condition that the School District provide a mid-term report to my Office by **December 31, 2024**, approximately half-way through the five-year term, and a final report when the program expires. If you intend to apply for a renewal of the Special Program approval, we ask that you submit a final report and renewal application at least 90 days prior to the expiry date to better ensure the renewal request is dealt with in a timely manner.

All mid-term and final reports are required to provide information on the actions taken as part of the Special Program, how any barriers in implementing the Special Program have been addressed, and whether and to what extent the Special Program is meeting its goal of ameliorating disadvantage faced by the target group.

In addition, your mid-term and final reports should include the following information:

- Number of self-identified Indigenous and racialized applicants and hires under the Special Program, as well as data on their retention over time.
- The percentage and overall change in the number of teachers self-identifying as Indigenous and the proportion of Indigenous students for each year the Special Program has been active.
- The percentage and overall change in the number of teachers self-identifying as racialized and the proportion of racialized people in the area served by the School District as measured by census data for each year the Special Program has been active.
- Measures of annual achievement and graduation rates for Indigenous students (and racialized students when available) as well as for the total student population for each year the Special Program has been active.
- Any other impacts of the program, such as qualitative descriptions of the benefits to students, teachers, the School District, and to broader communities achieved through the Special Program.



The mid-term and final reports are a condition of approval. Therefore, failure to provide the requested reports may result in the Special Program being cancelled without notice, or a renewal not granted should one be requested.

The School District has one other active Special Program (Original Special Program), set to expire on September 1, 2023, which covers the preferential hiring of a person of Indigenous ancestry for the position of District Principal/District Coordinator, Aboriginal Education Department. As this role would be among those included under the School District's new Special Program, I am prepared to grant the School District's request to end the Original Special Program, effective immediately. However, the School District is still required to submit the final report for the Original Special Program to the Commissioner by September 1, 2023 (or earlier if possible).

If you have any questions, please contact SpecialPrograms@bchumanrights.ca.

Sincerely,



Commissioner Kasari Govender
BC's Office of the Human Rights Officer



Office of the Superintendent

Deb Whitten – Superintendent

TO: The Board of Education

FROM: Deb Whitten, Superintendent of Schools

RE: 2022-2023 Framework for Enhancing Student Learning (FESL)

DATE: September 26, 2022

The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment. We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

The Enhancing Student Learning Reporting Order requires the Board to submit to the Minister of Education and Child Care a report completed in accordance with the Order. A draft of this report, referred to as the Framework for Enhancing Student Learning (FESL) was presented at the September 12, 2022 Education and Policy Planning Committee meeting, and was also distributed to Rightsholders and Partners for their feedback.

The Framework for Enhancing Student Learning combines accountability with evidence based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social and career development of all students in the K-12 public system.

Recommended Motion: *That the Board of Education of School District No. 61 (Greater Victoria) approve the 2022 Framework for Enhancing Student Learning, as presented.*

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

Framework for Enhancing Student Learning Report 2022

One *Learning* Community

Report Title Page

Enhancing Student Learning Report 2022-2023

In review of the five year strategic plan that was renewed in 2020. We are currently in year three of the five year plan.

School District: Greater Victoria School District 61

Approved by Board on September 26th, 2022.

District Context

The Greater Victoria School District No. 61 (GVSD) resides on the traditional territory of the lək'wəŋən (Lekwungen) people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose traditional territory we live, work and play. Hay'sxw'qa – thank you.

School District 61 is located in the capital city of British Columbia which includes the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

School District 61 is committed to activating distinctions based data and supports for Indigenous learners as per the Declaration of the Rights of Indigenous Peoples Act (DRIPA) Action plan and as such, we have four agreements that represent the Four Houses within our School District. The term Four Houses means the localized structure co-created with the Indigenous communities to provide equitable opportunities and structure for Indigenous Nations to have a voice within the Greater Victoria School District. The Four Houses represented in School District 61 include the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA). The term Four Houses came from community to the school district as a way to activate their relationship for the programs and services for their children.

Based on 2021-22 enrollment, School District 61 Indigenous student population is represented as follows:

- 40 self-identified students from the Esquimalt Nation
- 91 self-identified students from the Songhees Nation
- 991 self-identified students represented by UPHIA
- 357 self-identified Métis students

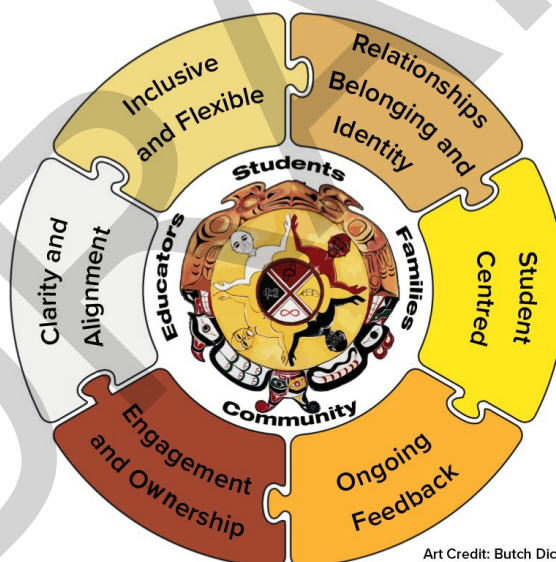
School District 61 continues to provide quality educational programs for 20,000 students in 28 elementary schools (Kindergarten to grade 5), 10 middle schools (grades 6 to 8), and 8 secondary schools (grades 9 to 12). More than 1 000 International students from across the globe attend schools in our District. Each year, over 650 adult learners register in the Continuing Education Program. Additionally, we offer a variety of Programs of Choice, including French Immersion and Sport Academies.

Current Strategic Plan Priorities

School District 61 has three goals identified in the strategic plan (insert link to strategic plan). The goals and strategies with priorities can be found in Appendix A.

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We recognize that achieving this goal will require us to continue to:

- lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
 - Local Education Agreements, Metis Education Agreement and Urban Peoples' House Indigenous Advisory Terms Of Reference
 - Truth and Reconciliation Commission of Canada: Call to Action,
 - Declaration on the Rights of Indigenous Peoples Act (DRIPA),
 - British Columbia Tripartite Agreement (BCTEA),
 - and Standard 9 – Professional Standards for BC Educators.
- engage with the communities in a culturally responsive way that is open, transparent and collaborative
- focus on aligning the human and financial resources of the system to meet the educational goals of the school district
- increase our data literacy across the system



District Successes



Goal 1	Goal 2	Goal 3
<p>Engagement with our learning community with a focus on assessment and reporting:</p> <ul style="list-style-type: none"> Establishment of a reporting sub-committee Early adoption of proficiency scale in some schools (K-8) On-going, targeted support for proficiency scales K-12 with educators and principals and vice-principals Development of a local electronic portfolio tool to support student/teacher/family communication/connection Finalized assessment principles aligned with the FPPL (insert link to document and video) 	<p>Four agreements and communication structures that represent all self-identified Indigenous students within the GVSD</p> <ul style="list-style-type: none"> Songhees LEA Esquimalt LEA (First) Urban Peoples' House Indigenous Advisory Terms of Reference Métis Education Agreement (First) <p>Next steps – Implementation plans for all four agreements (beginning in the 2022 school year)</p>	<p>Opening of a centralized <i>Welcome and Learning Centre</i> to support immigrant and refugee students new to Victoria. The intention is to support successful transition into local schools.</p> <p>As part of the Mental Health Framework, the establishment of community partnerships, including PISE, to support student and family physical and mental wellness.</p>
Development of a District Literacy Framework (draft, Spring 2022)	Elders' Advisory Committee that meets monthly to support Indigenous Education.	The implementation of the District Children and Youth in Care Standard of Practice
The expansion of childcare studios on school sites – birth to five years and before/after school care.	Indigenous Education Department service delivery shift to provide programs and services across all schools in School District 61. There was an intentional focus on creating a family of schools support and school level support from a holistic lens.	The establishment of collaboration sessions with MCFD and Indigenous delegated agencies to build better connections in support of Children and Youth in Care

Strategic Engagement

Introduction – Engagement in the Greater Victoria School District

The Greater Victoria School District serves more than 20,000 students in the Capital Region, and actively engages with all members of its learning community to ensure decision-makers are making informed decisions that strengthen the organization's strategic vision to help all students reach their greatest potential.

The School District is the largest on Vancouver Island. It is comprised of 48 schools and serves the communities of Esquimalt, Oak Bay, Victoria, View Royal, Saanich and portions of the Highlands. In addition, it serves Four Houses: Songhees Nation and Esquimalt Nation, Urban Peoples House Indigenous Advisory, and Métis Nation Greater Victoria.

Each of the communities has its own distinctive characteristics and elected officials, which require meaningful engagement. The School District is committed to working alongside local Nations and municipalities in order to provide wrap-around supports that best serve the needs of its students, staff and families.

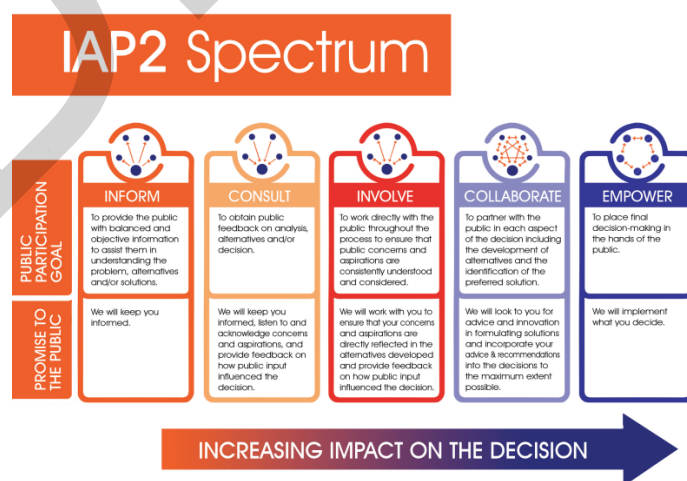
Public schools within the Greater Victoria School District play a key role in weaving communities and families together. The School District fosters community connection by building partnerships with parents and guardians, students and staff, while remaining open to two-way communication.

Through public participation, the School District creates the space for the community to work constructively and collaboratively to develop sustainable outcomes that transform and shape the future for students. Working together, the School District's vision of "One Learning Community" comes to life.

What does engagement in SD61 look like?

The School District strives to keep families informed and provides various opportunities throughout a school year for student, staff and public input; developing a feedback mechanism to ensure it provides the best supports for students.

Each project or initiative requires a tailored approach depending on the participants and audiences involved. For example, engagement with staff and students regarding learning or classroom experiences will vary from the methods used when engaging with the broader public. Strategies used for internal and external engagement vary and depend on the scope of engagement. The School District follows the [International Association of Public Participation \(IAP2\) Foundations](#) and [Spectrum of Public Participation framework](#) when developing engagement strategies and plans. See image below.



Anyone who may be affected by a decision should have the opportunity to provide input on the potential outcome. A key consideration in engagement planning is accessibility and reducing barriers for all community members to participate in best efforts to remain inclusive and transparent throughout the process. Some strategies include translating materials into different languages and utilizing various communication tools or platforms to adapt to the active participant's needs.

Communication awareness efforts are an important component of all engagement strategies, highlighting the purpose, timelines and the opportunities for the learning community to provide feedback. Providing good information in a timely manner assists those who are engaging and making the decisions.

Effective public participation also facilitates understanding. Reporting out on how information was advertised and collected, what was heard, and considered prior to a final decision, is key in developing a transparent process and public understanding.

The School District is always seeking ways to bring student, staff, and parent perspectives the schools and Board. All input and data collected through engagement inform the staff's planning and the Board's decision-making. The School District strongly believes well-informed decisions lead to great governance.

Audience Approaches (INSERT INFOGRAPHICS IN SECTION or Appendix B)

The School District regularly engages with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. It is important to note, during public engagement that the scope of engagement defines the extent to which the public can influence a decision. This varies on each initiative or project and is communicated on the outset of any public engagement.

See **Appendix B** for a brief overview of how the School District engages with Rightsholders, Indigenous Peoples, students, staff, families, partners and the broader community—where input and data collected define processes or informs decisions.

Engagement Snapshot (INSERT INFOGRAPHICS IN SECTION)

- *Nearly 40,000 students, staff and members of the public have participated in online surveys and forums since 2020.*
- *244,000 monthly visitors to our website.*
- *45 Parent Advisory Councils.*
- *30+ Public Board of Education and Committee Meetings.*
- *On average 13 media requests per week.*

Student Performance Data Analysis & Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Our goal in the 2021-2022 FESL was to close the gaps between the District and the province. The Foundation Skills Assessment (FSA) in Literacy 7 shows School District 61 matching the province at 73%. Although our goal was to close the gap, students demonstrating on-track or extending proficiency actually decreased by 8%. We recognize that comparative goals with the province may not support on-going increases within our district. Our goals need to consider provincial data and focus more directly on continuous growth over time. Similarly, on the Grade 4 Literacy FSA, students within the district (all resident students) scored above that of the provincial cohort (all resident students) by 5%. On closer examination, we see an 8% decrease for the district and a 7% decrease for the province. We recognize there is considerable work to do to support the literacy success of Indigenous students in the district. Our commitment is to close the achievement gap between all resident students in our school district and Indigenous students. Further priority work will be with distinction based data for Indigenous students as per the DRIPA Action Plan.

Literacy focus for 2022-2023

- 1.1 Increase Indigenous Student Achievement (on track and extending) on FSA 4, 7
- 1.2 Increase Indigenous Student Achievement (proficient and extending) on Literacy 10
- 1.3 Continue to increase student achievement in early literacy through the Early Literacy Collaboration Teachers in priority schools (year two – ten schools)

Strategies to support:

- Intentional activation of the four agreements to support Literacy achievement
- Activate the District Literacy Plan
- Continue to work with the District Literacy sub-committee of JCCI
- Focus on literacy for District professional development
- Launch optional District Literacy Assessments at the grade 3, 6, and 9 level
- Teacher Librarian collaboration and support for aligning goals and resources
- Continue to increase capacity within schools by providing a variety of access points for educators

Framework for Enhancing Student Learning Report 2022

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

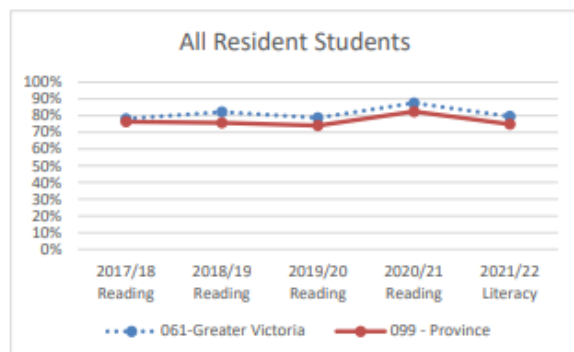


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

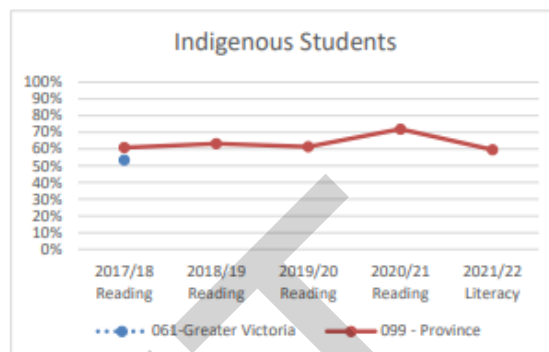


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

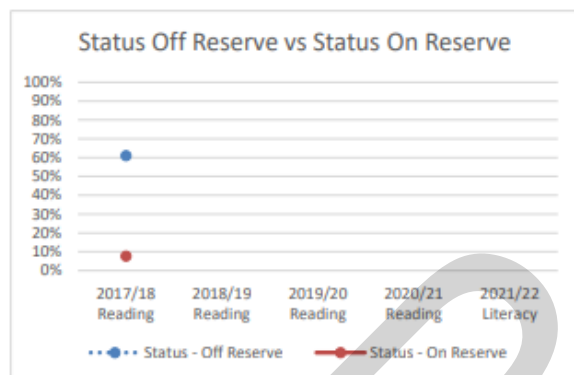


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

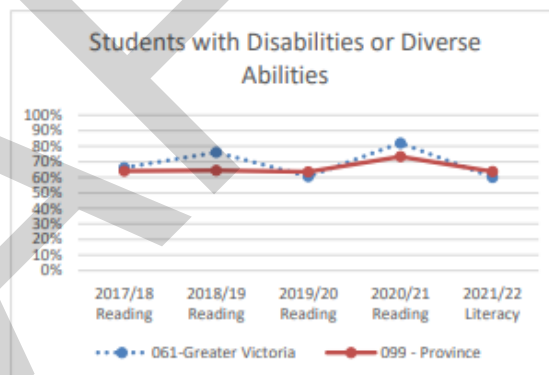


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

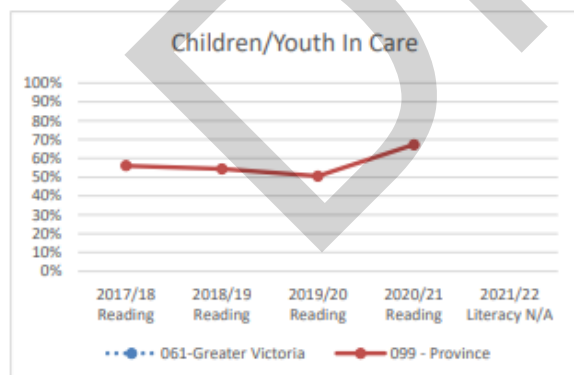


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

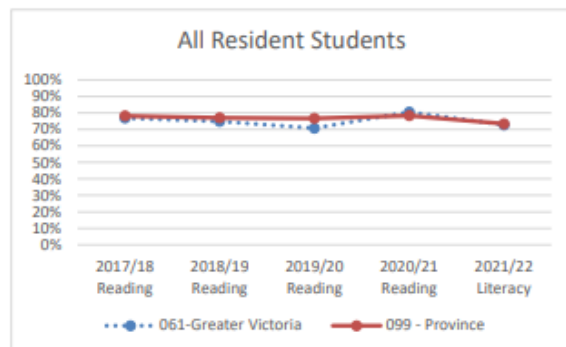


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

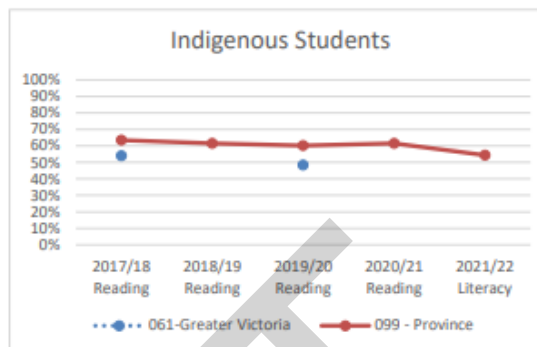


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

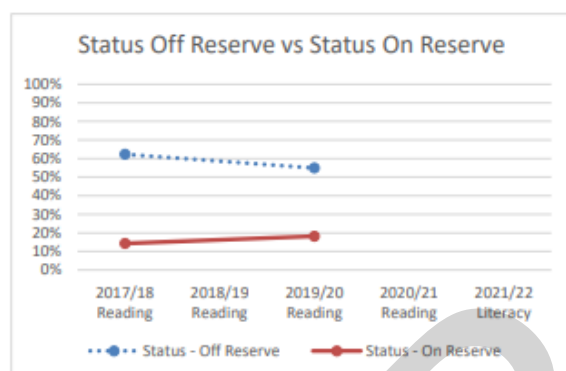


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

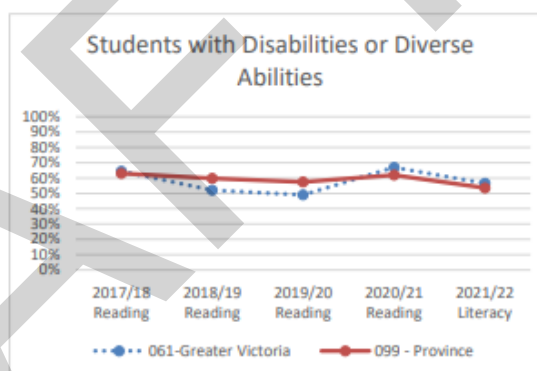


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

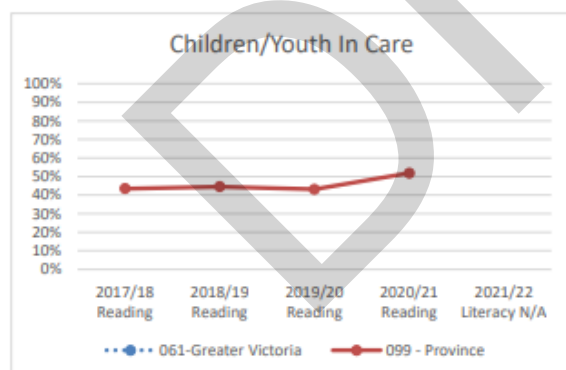


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Analysis:

Grade 4 & Grade 7 Literacy Expectations (FSA Literacy/Reading)

FSA participation rates continue to be challenging for the school district (61% of grade four students and 55% of grade seven students). We are actively working to increase participation through communications with families, staff, the Four Houses and the Board of Education. Sharing outcomes and participation rates with the Four Houses will better support the education agreements and success of their children.

Comparative data, year over year, is challenging with the new 2021/22 data. The FSA in 2021/22 moved from assessing reading and writing to assessing literacy. We will be using the 2021/22 data for literacy 4 and 7 as a benchmark with a goal of increasing student success in on-track or extending by 2% in 2022/23.

We also have to consider the students not represented in our data. In 2022/23 we will collect MYED data in Language Arts and Social Studies at the grade 4 and 7 level to provide additional insight into student achievement.

Data Highlights:

District Grade 4:

- 80% of all resident students were on track or extending – 5% above provincial average
- Data indicated that Indigenous students in School District 61 were less successful than the provincial average – 56% district, 60% province. A gap of 24% still exists between all resident students and Indigenous students. Further examination of distinctions based data is required.
- Students with disabilities or diverse abilities were less successful than the provincial average – 60% district, 64% province

District Grade 7:

- 73% of all resident students on track or extending – matches provincial average
- Data indicated Indigenous students in School District 61 were less successful than the provincial average – 45% district, 54% province. A gap of 28% still exists between all resident students and Indigenous students. Further examination of distinctions based data is required.
- Students with disabilities or diverse abilities outperformed the provincial average by 3%

Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

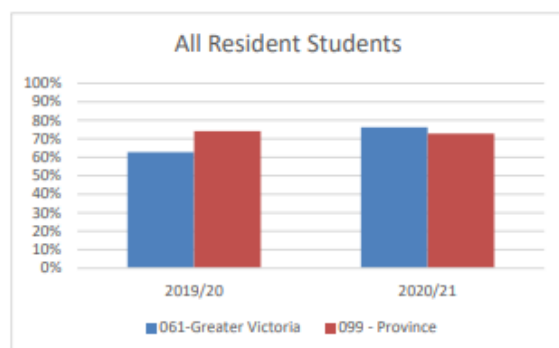


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

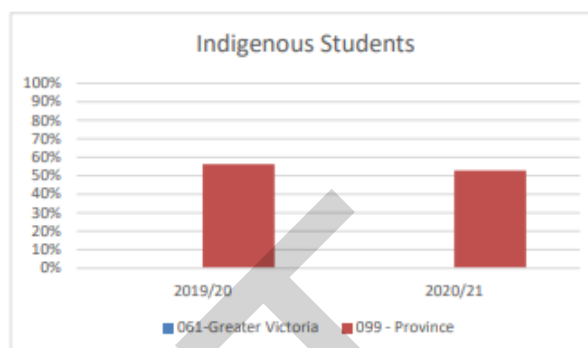


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

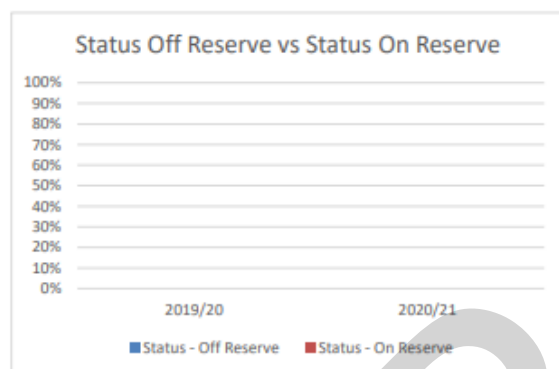


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

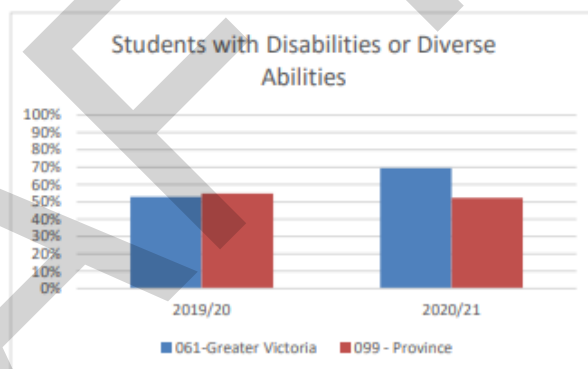


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

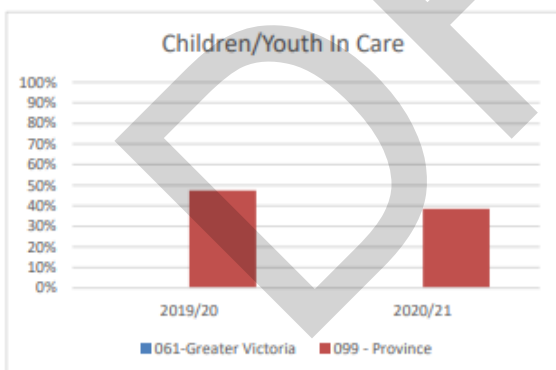


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Measure 1.2: Grade 10 Literacy Expectations

Analysis:

Grade 10 Literacy Expectations (Literacy 10 Graduation Assessment)

There are many aspects of this data that show positive achievement gains for all students. As a district, we will implement the use of distinction based data to examine Indigenous student achievement. A goal is to close the achievement gap between all resident students and Indigenous students (76% all resident students and 62% Indigenous students).

Data Highlights:

- The GLA 10 data shows School District 61 ahead of the province by 3% (students proficient or extending).
- Data indicates that Indigenous student achievement on the Literacy 10 exam (students proficient or extending) in School District 61 was 62% which is 9% higher than the provincial data.
- Similar data for Children/Youth in Care shows the school district significantly higher than the provincial average (75% district, 39% provincial).
- Data for students within the school district increased from 53% to 70% while the provincial data indicates a decline from 55% to 52%.

Intellectual Development

Educational Outcome 2: Numeracy

In recent years, District professional learning has been focused on decolonizing numeracy instruction and shifting to supporting culturally responsive learning environments. Numeracy assessment tasks for optional implementation in grades 3, 6, and 9 have been established and will be introduced in the 2022/23 school year. These tasks align with the provincial numeracy assessments and will be adjusted as provincial benchmarks/performance indicators are launched.

A marked decline in student success occurs between grade 4 and grade 7. The difference of about 10% has persisted over the last five years.

Numeracy focus for 2022-2023

- 1.1 Increase Indigenous Student Achievement (on track and extending) on FSA 4, 7
- 1.2 Increase Indigenous Student Achievement (proficient and extending) on Numeracy 10
- 1.3 Increase All Resident Students' Achievement (proficient and extending) on Numeracy 10
- 1.4 Co-create a Greater Victoria School District Numeracy Framework K-12

Strategies to support:

- Intentional activation of the four agreements to support Numeracy achievement
- Support on-going District professional development in numeracy K-12
- Launch optional District Numeracy Assessments at the grade 3, 6, 9 level
- Continue to provide access to resources such as *Educating Now – The Art of Teaching Math*

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

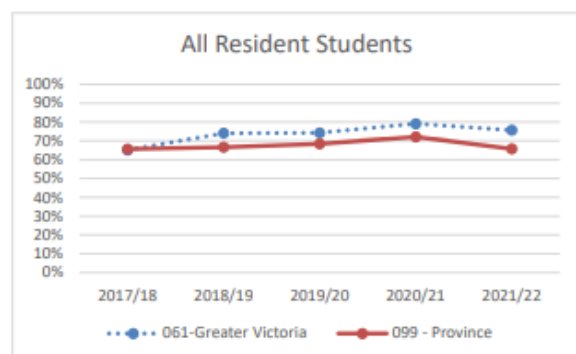


Figure 26: FSA Grade 4 Numeracy - All Resident Students

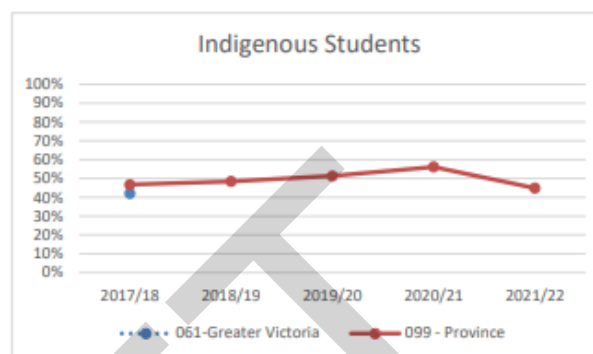


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

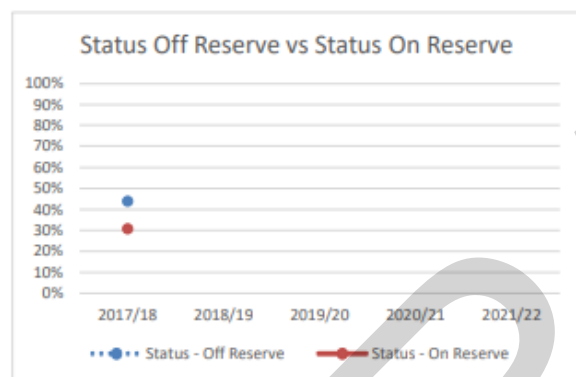


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

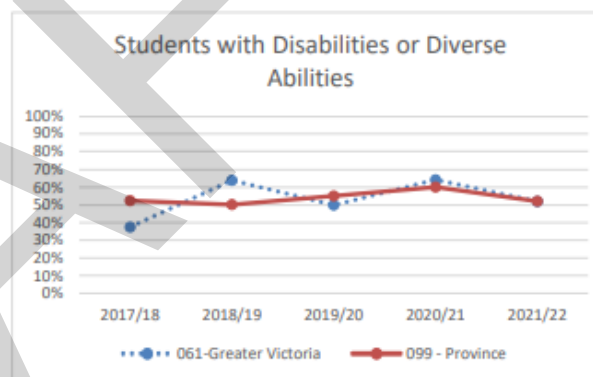


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

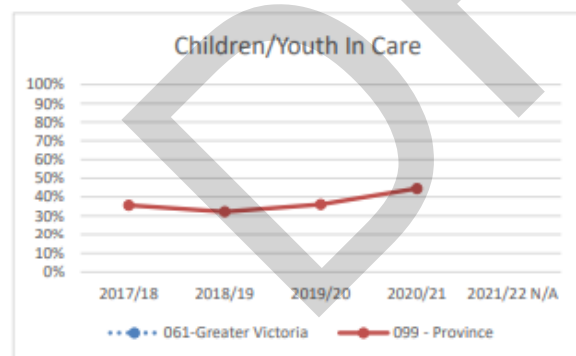


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

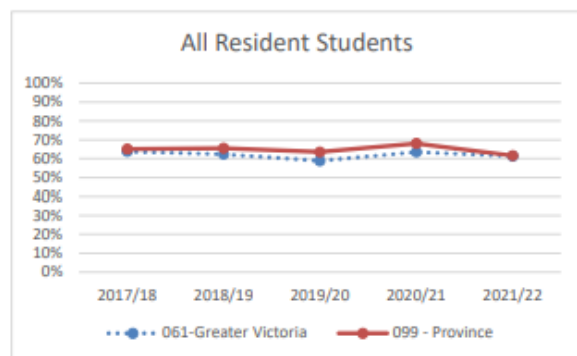


Figure 31: FSA Grade 7 Numeracy - All Resident Students

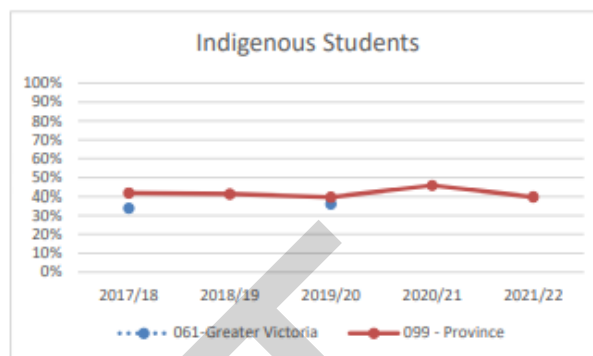


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

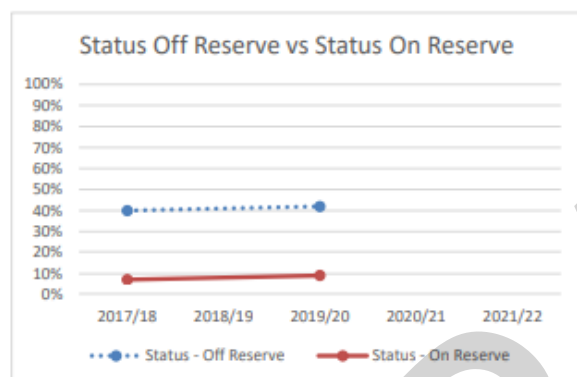


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

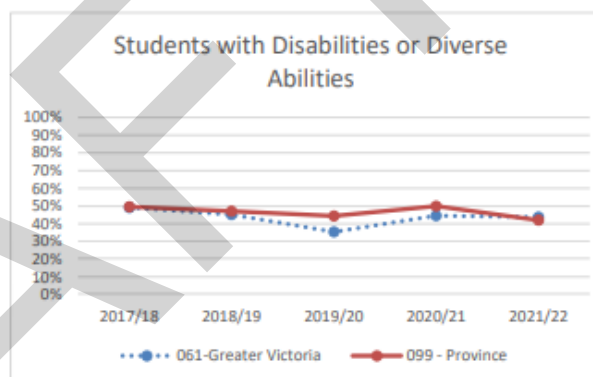


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

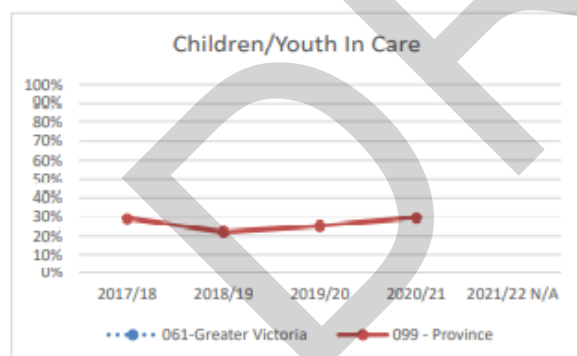


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Analysis:

Grade 4 & Grade 7 Numeracy Expectations (FSA Numeracy)

FSA participation rates continue to be challenging for the school district (61% of grade four students and 55% of grade seven students). We are actively working to increase participation through communications with families, staff, the Four Houses and the Board of Education. Sharing outcomes and participation rates with the Four Houses will better support the education agreements and success of their children.

We will be looking to use the 2021/22 data for numeracy 4 and 7 as a new benchmark with goals of increasing student success in on-track or extending by 2% in 2022/23.

We also have to consider the students not represented in our data. In 2022/23 we will collect MYED data in mathematics and science at the grade 4 and 7 level to provide additional insight into student achievement.

Data Highlights:

District Grade 4:

- 76% of all resident students were on track or extending – 10% above provincial average and a 3% decline for the district
- Data indicated that Indigenous students in School District 61 were more successful than the provincial average – 49% district, 45% province. A gap of 27% still exists between all resident students and Indigenous students. Further examination of distinction based data will identify key areas of focus and growth.
- Students with disabilities or diverse abilities matched the provincial average – 52% on track or extending

District Grade 7:

- 61% of all resident students on track or extending – 1% lower than the provincial average
- Data indicated Indigenous students in School District 61 were less successful than the provincial average – 38% district, 40% province. A gap of 23% still exists between all resident students and Indigenous students. Further examination of distinction based data will identify key areas of focus and growth.
- Students with disabilities or diverse abilities outperformed the provincial average by 2%

Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

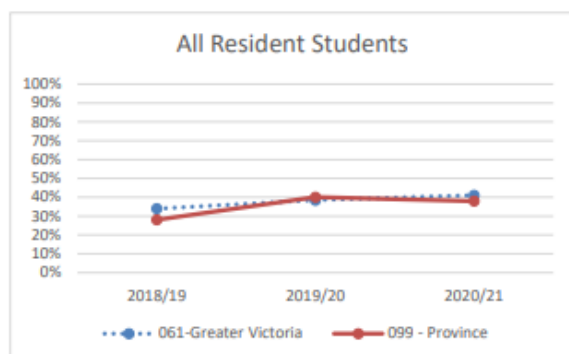


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

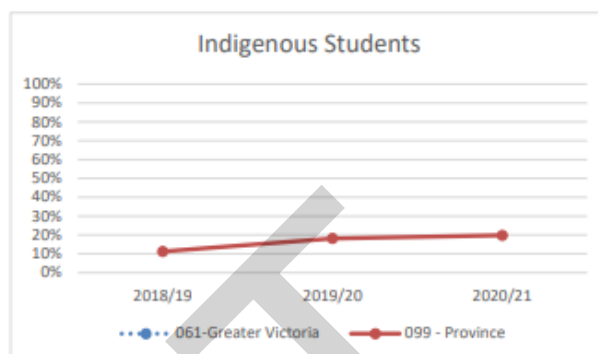


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

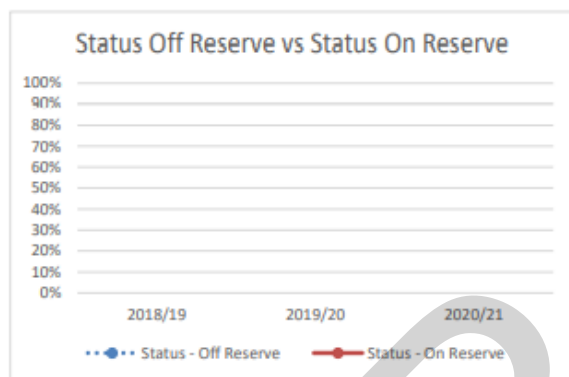


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

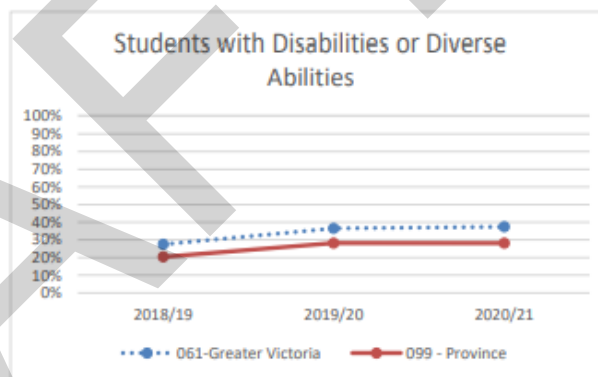


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

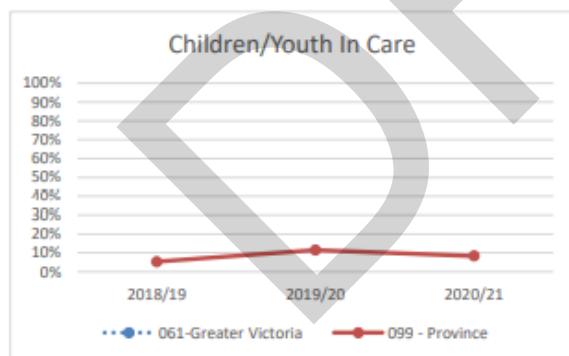


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Measure 2.2: Grade 10 Numeracy Expectations

Analysis:

Numeracy 10

Student achievement in Numeracy 10 continues to be lower than that of Literacy 10 (Numeracy 10 – proficient or extending, all residents – 41% compared to Literacy 10 – proficient or extending, all residents – 76%). Continued work across the system to support a greater understanding of numeracy and what it means to be numerate is important. In 2022/23 we will collect MYED data in Mathematics and Science at the grade 10 level to provide additional insight into student achievement.

As a district, we will be working towards increasing Indigenous student achievement in numeracy and co-creating strategies with community through a distinctions based lens.

Data Highlights:

- The Numeracy Assessment shows School District 61 ahead of the province by 3% (students proficient or extending).
- Data indicates that Indigenous student success on the Numeracy 10 assessment (students proficient or extending) in School District 61 was 19% which is 1% lower than the provincial data.
- Data indicates that students with disabilities or diverse abilities within the school district remained consistent at 37% compared to 28% in the province.

Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

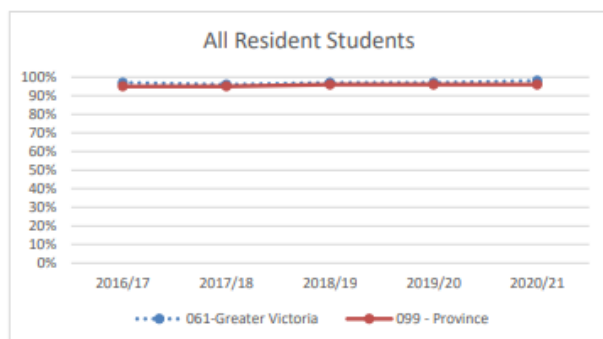


Figure 41: Transition Grade 10 to 11 - All Resident Students

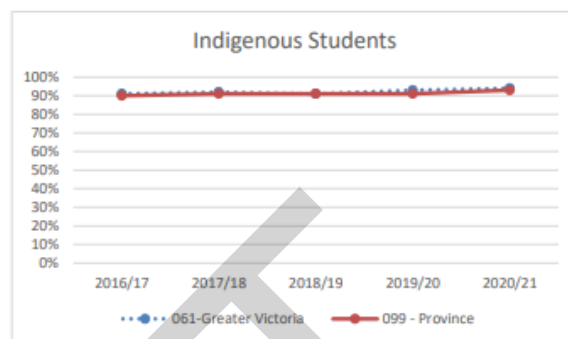


Figure 42: Transition Grade 10 to 11 - Indigenous Students

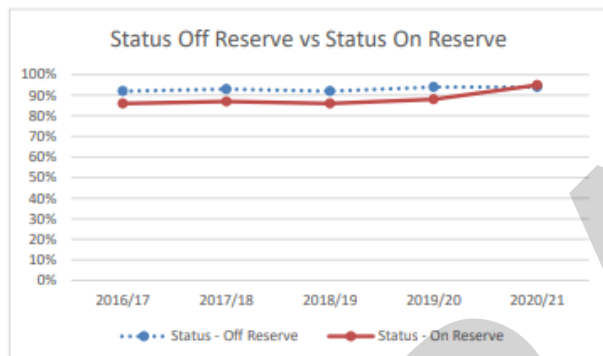


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

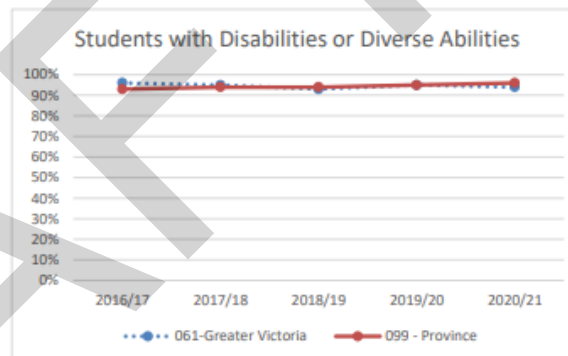


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

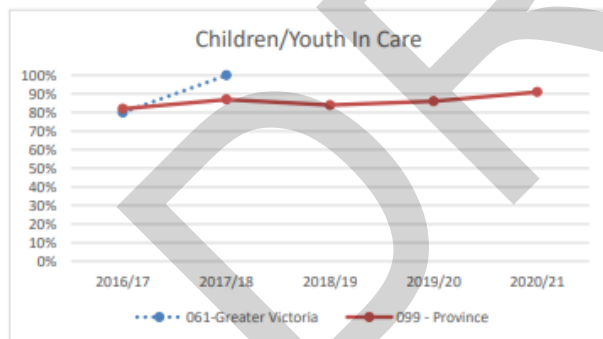


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Framework for Enhancing Student Learning Report 2022

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

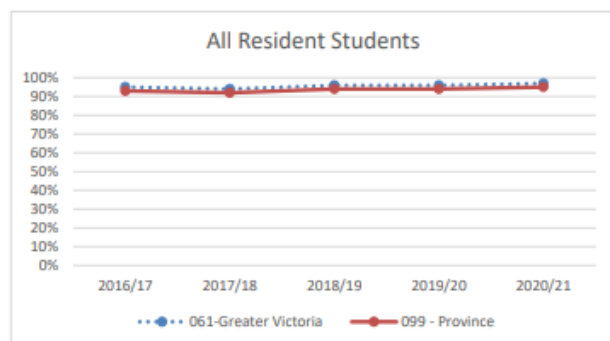


Figure 46: Transition Grade 11 to 12 - All Resident Students

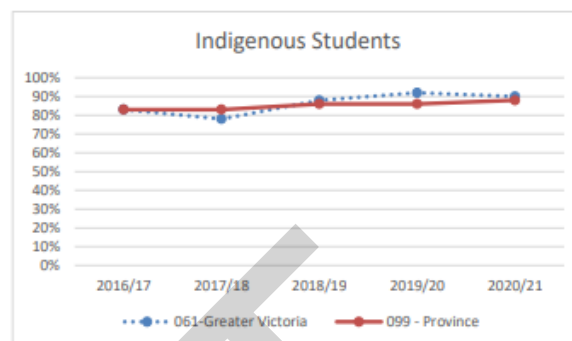


Figure 47: Transition Grade 11 to 12 - Indigenous Students

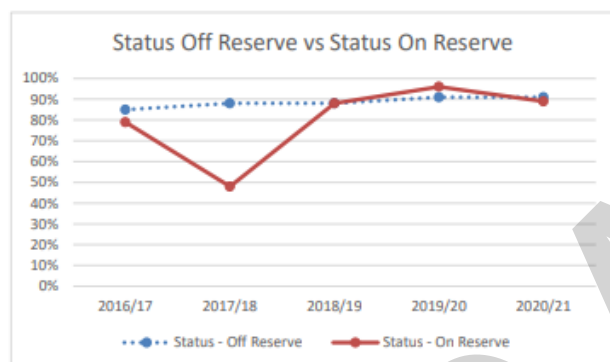


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

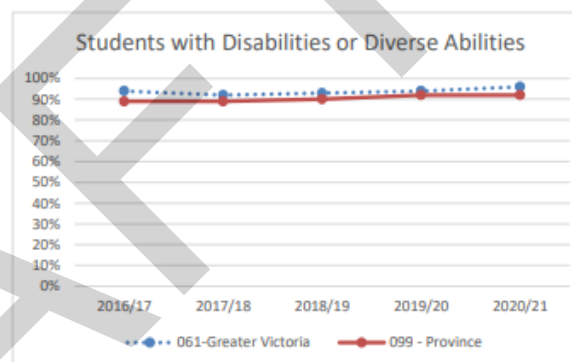


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

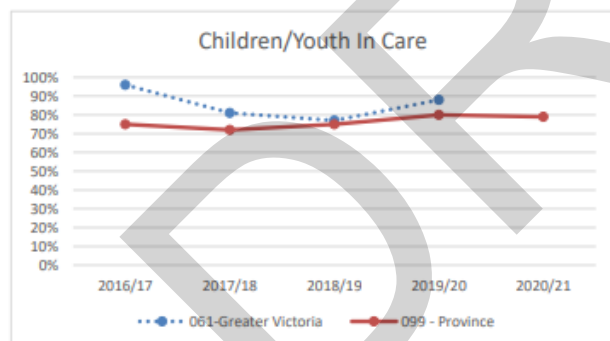


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Measure 2.3: Grade to Grade Transitions

Analysis and Considerations:

Although the data reflects positive success of grade to grade transitions for Indigenous students, Indigenous communities, through our agreements, want to ensure that their students are transitioning with the courses and credits they need from kindergarten to grade 12. Further examination of transition data is needed with grade level course success being examined.

Further examination of students leaving school with Adult Graduation is also an area of focus for 2022-2023.

Data Highlights:

District Grade 10-11:

All populations have remained consistent over the last four years.

- 98% of all resident students transitioned to grade 11 – consistent (+-2%) over 4 years
- 94% of Indigenous students transitioned to grade 11 – consistent (+-2%) over 4 years
- 95% of on reserve students in school district 61, compared to 87% in the province successfully transitioned to grade 11

District Grade 11-12:

- 97% of all resident students transitioned to grade 12 – consistent (+-3%) over 4 years
- Data indicates that Indigenous students successfully transitioning to grade 12 has increased 12% to 90% over the last four years.
- Both on reserve and off reserve Indigenous students in Greater Victoria School District transitioned at a higher rate than the province (Off reserve – 91% District, 89% Province and On Reserve, 89%, Province 83%).
- Students with disabilities or diverse abilities successfully transitioned to grade 12 - 4% above the provincial average.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

As a School District, a primary focus Pre-K to grade 12, is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. We recognize that creating culturally responsive learning environments supports improved outcomes for Indigenous students, families and communities.

We currently utilize data from both the Middle Development Instrument (MDI) grades 4 and 6 and Student Learning Survey data for grades 10 and 12 as well as Attendance Data to examine engagement and belonging. Moving forward, it is important to develop more avenues to collect and share other sources of data, including distinction based data, from the communities we serve.

Human and Social Development Focus for 2022-2023

- 1.1 Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement.
- 1.2 Identify additional strategies and structures to include more voices in the District data set.
- 1.3 Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs and resources.
- 1.4 Increase the number of students who indicate that they feel school is a place where they belong.

Strategies to support:

- Intentional activation of the four agreements to support human and social development
- Support on-going district professional development in the areas of social emotional learning, mental health literacy and culturally responsive learning environments
- Implement the use of person-centered planning in secondary schools and extend the implementation of Competency Based IEPs K-12
- Implement the Children and Youth in Care District Standard of Practice
- Strengthen the relationships with the Ministry of Children and Family Development and delegated agencies

Student Learning Survey (SLS) - Feel Welcome

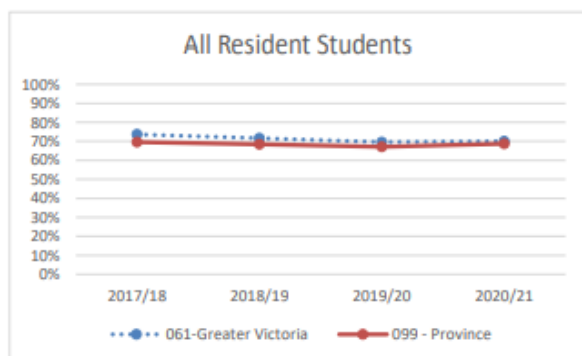


Figure 51: SLS - Feel Welcome - All Resident Students

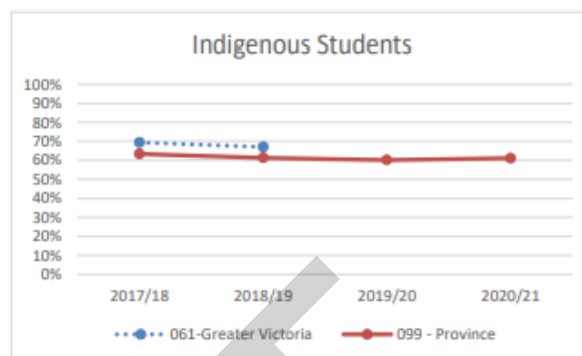


Figure 52: SLS - Feel Welcome - Indigenous Students

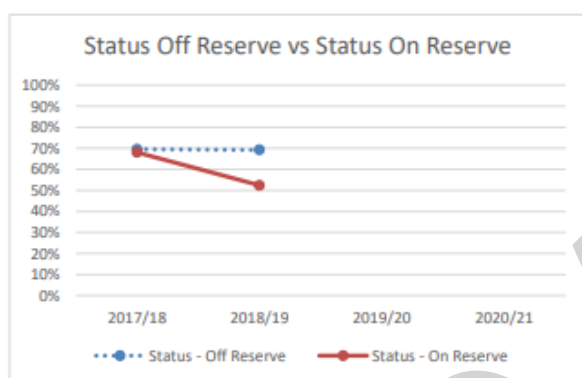


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

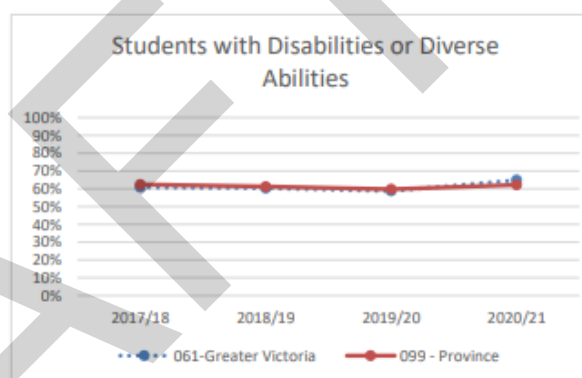


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

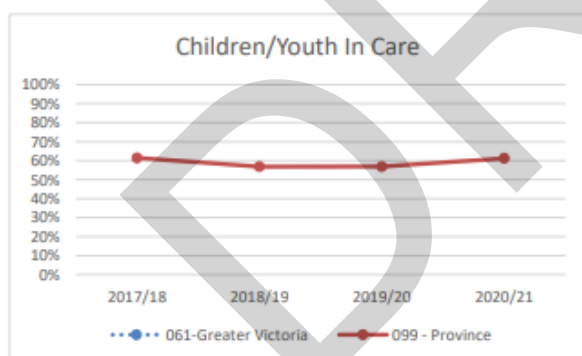


Figure 55: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

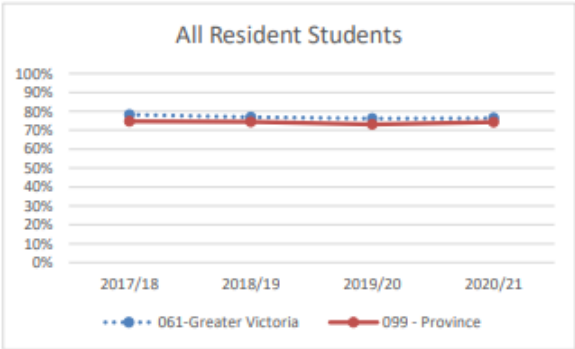


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

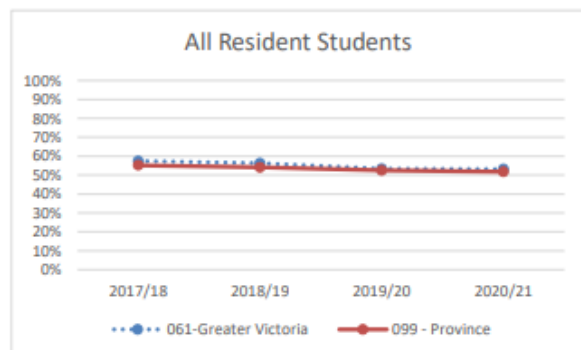


Figure 57: SLS - School Belong - All Resident Students

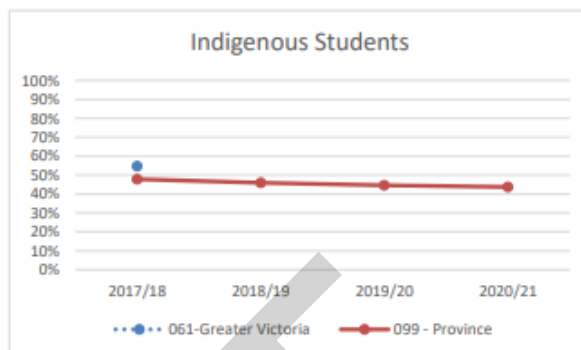


Figure 58: SLS - School Belong - Indigenous Students

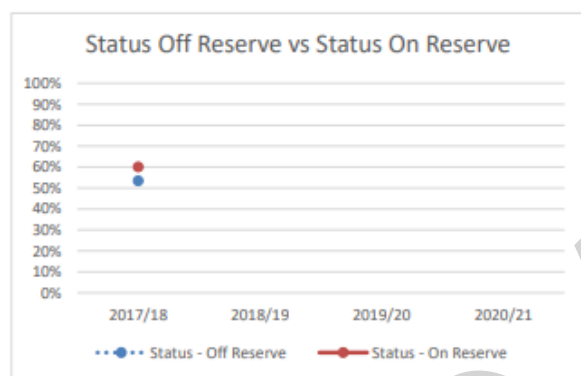


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

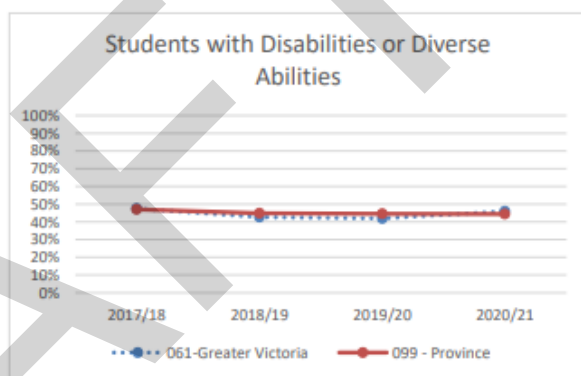


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

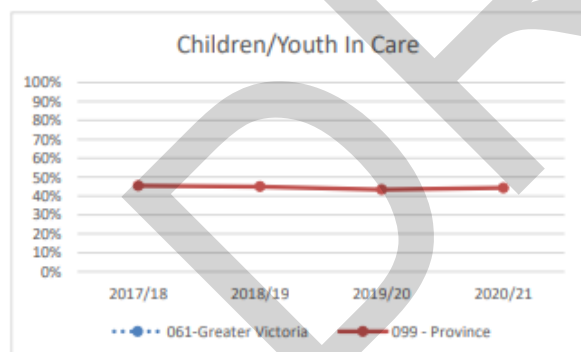


Figure 61: SLS - School Belong - Children/Youth In Care

Measure 3.1: Student Sense of Belonging

Analysis:

Data across all three areas (Student Sense of Belonging, Students Feel Welcome and Students Feel Safe) is consistent with the provincial data. One noticeable exception is 53% of students on reserve responded to feeling welcome as opposed to 60% provincially. 40% of Indigenous students off reserve indicate that school is a place where they belong, while 53% of all resident students indicated they belong. The data for all students has only moderately changed over time despite an intentional focus on connection and belonging.

Additional data will be sought to gain student voice and better understand why some students do not see school as a place where they belong.

Data Highlights:

- Feel Welcome – Provincial and District Data within 1% (70% District and 69% Province – All Resident Students). Data has been consistent over five years.
- Feel Safe – Provincial and District Data within 2% (76% District and 74% Province – All Resident Students). Data has been consistent over five years.
- School Belonging – Provincial and District Data within 1% (53% District and 52% Province – All Resident Students). Data has been consistent over five years.

Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS) - Adults Care

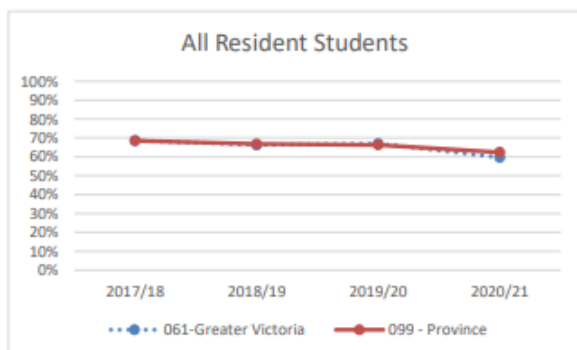


Figure 62: SLS - Adults Care - All Resident Students

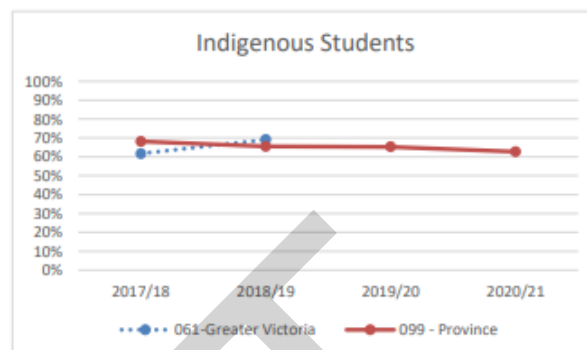


Figure 63: SLS - Adults Care - Indigenous Students

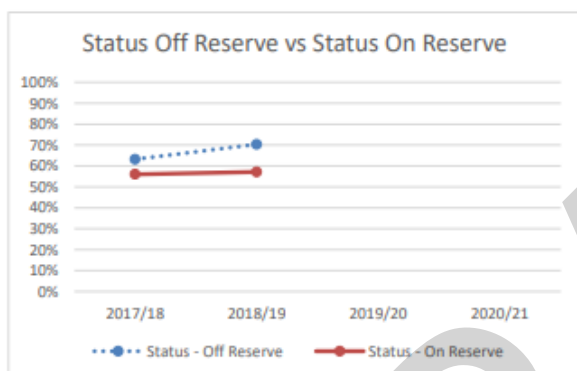


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

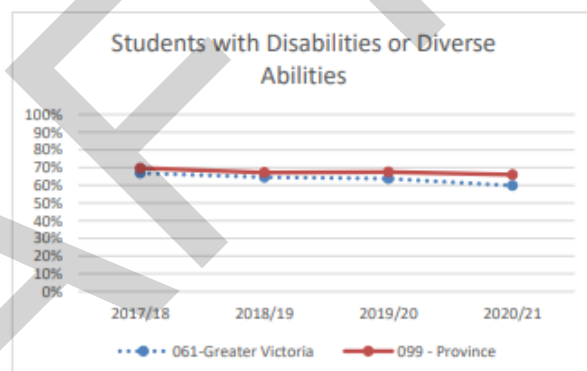


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

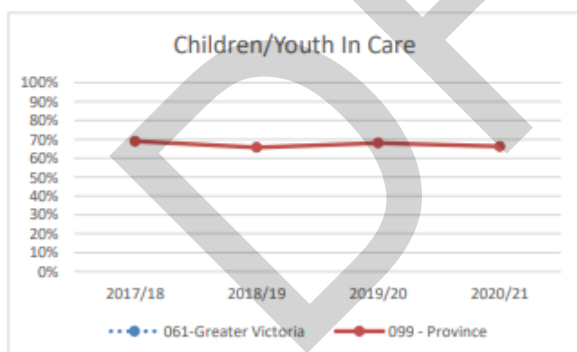
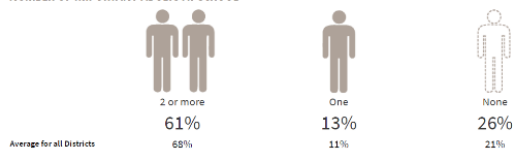


Figure 66: SLS - Adults Care - Children/Youth In Care

Grade 4 MDI – 2020-2021

NUMBER OF IMPORTANT ADULTS AT SCHOOL



MDI 2020/21

SD61 Greater Victoria - Grade 4 - School District & Community Report

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Grade 4 MDI – 2021-2022

NUMBER OF IMPORTANT ADULTS AT SCHOOL



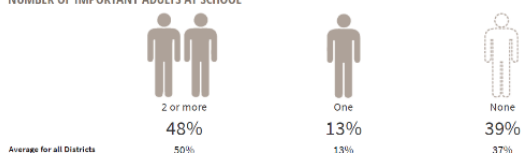
MDI 2021/22

SD61 Greater Victoria - Grade 4 - School District & Community Report

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Grade 6 MDI – 2020-2021

NUMBER OF IMPORTANT ADULTS AT SCHOOL



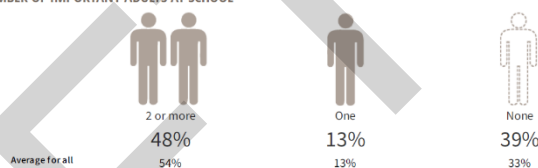
MDI 2020/21

SD61 Greater Victoria - Grade 6 - School District & Community Report

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Grade 6 MDI 2021-2022

NUMBER OF IMPORTANT ADULTS AT SCHOOL



MDI 2021/22

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Measure 3.2: Two or More Adults who Care About Them

Analysis:

There have been some changes in the data from the previous year to current as indicated. We recognize, as a system, that COVID continues to impact the overall social and emotion health of students, staff and families. Over the past five years, there has been a decrease in the number of students identifying that they have two or more adults who care about them both within the district and the province at the secondary level. More information would be needed to determine what is impacting student response. Street data, including student interviews and surveys, may provide additional information to inform next steps.

Data Highlights:

- MDI Grade 4 – more students – 67% versus 61% indicate they have two or more important adults at school.
- MDI Grade 6 – Data has remained consistent over the two years.
- Grade 10 and 12 Student Learning Survey – 60% of all resident students indicated a positive response to having two or more adults who care.
- 59% of Indigenous students indicated a positive response to having two or more adults how care.

Career Development

School District 61 designs opportunities and resources within Career Development in the K-12 environment to support all students through the lenses of *equity* and *cultural responsiveness*. The focus on a personalized future orientation leading to student success creates connection, engagement, and achievement. Career Education in elementary, middle, and secondary focuses on self-discovery, growth in the core competencies, and learning in multiple contexts within the classroom, career centers, community, and the workplace. This work is crucial to students finding their personal version of success through the accessible, flexible, meaningful, engaging, and individualized services provided. School District 61 continues to be committed to creating avenues for all learners to succeed and feel a sense of purpose in their future orientation. The research that guides us proves that this sense of purpose has positive impacts on students' well-being, graduation rates, and transitions to post-secondary. Areas of focus for School District 61 include creating increased opportunities for priority students to access career development opportunities such as dual credit, work experience, training, and experiential learning activities. Priority students include Indigenous students, children and youth in care, and students with diverse abilities and disabilities.

Educational Outcome 4: Students Will Graduate

Career Development focus for 2022-2023

- 1.1 Implement the attendance strategy
- 1.2 Design opportunities for students to feel they belong, they have purpose, they and matter.
- 1.3 Improve rates of dual credit participation by Indigenous students, children and youth in care, and students with diverse abilities

Ministry of Education and Child Care Data (from Dual Credit Policy Review, Aug 2022):

Dual credit increases student success.

- Participants are 7% more likely than propensity matched peers to complete high school.
 - 8% for Indigenous students
 - 9% for students with diverse abilities and

Strategies to support:

- School District 61 District Team Goal: *To support schools to feel confident and capable in re-engaging priority students so the students can say "I belong, I have purpose and I matter."*
- Continue to invest in existing and new dual credit partnerships
- Continue to provide individualized student supports at the secondary and post-secondary level for priority students taking dual credit courses (ie. Center for Accessible Learning, Eyē? Sqā'lewen, inclusive education educators, career educators, Indigenous education support team, etc.)

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

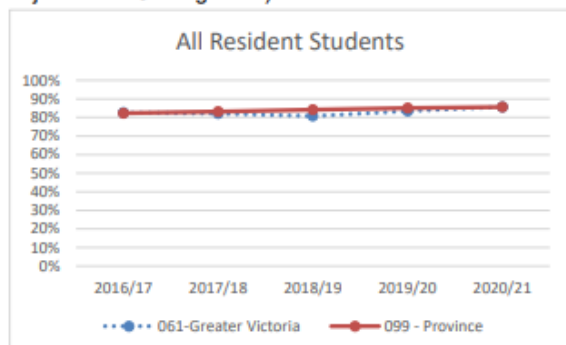


Figure 67: 5 Year Completion Rate - All Resident Students

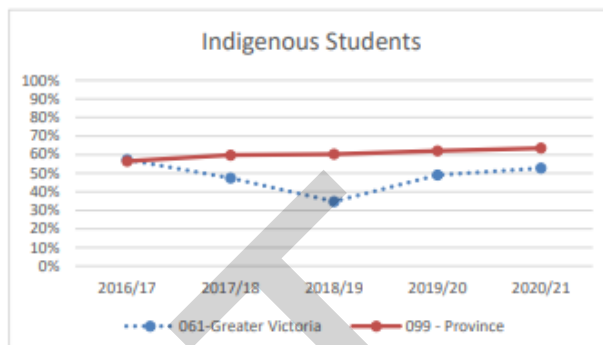


Figure 68: 5 Year Completion Rate - Indigenous Students

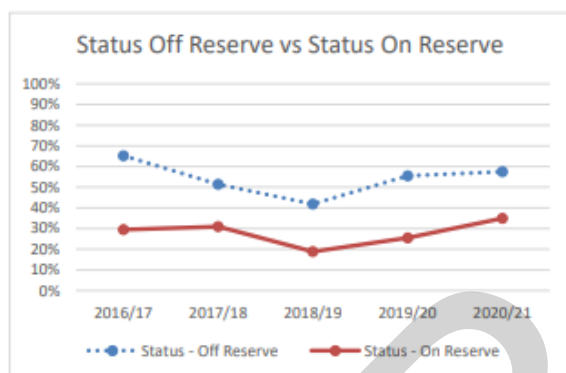


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

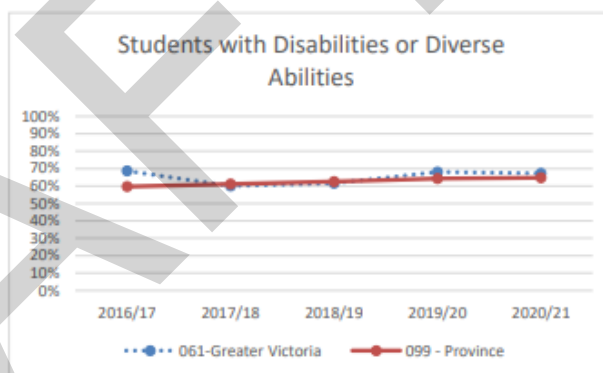


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

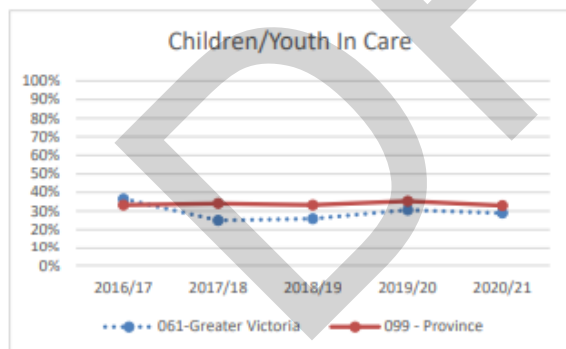


Figure 71: 5 Year Completion Rate - Children/Youth In Care

Measure 4.1: Achieved Dogwood Within 5 Years

Analysis:

A priority for School District 61 continues to be closing the gap of Indigenous Student success (53%) and All Resident Student success (86%). Distinction based data is critical and will be a focus moving forward. Additionally, we will be looking at the breakdown of students who are leaving with an Adult Graduation versus Dogwood Diploma.

Data Highlights:

- The five year completion rate for the district and the province is 86%.
- Indigenous student success rate is 53% - 33% lower than that of all resident students.
- The success rate for Children/Youth in Care is concerning at 29% compared to 33% in the province but more importantly to the 86% of all resident students.
- Students with disabilities or diverse abilities are within 2% of the province (67% district, 65% province)

7.1 The Board and the Nation will support all Nation's students in their educational journey to develop the skills, knowledge, and aptitude to achieve the Dogwood Diploma.

LEA – The Esquimalt Nation

6.1 The Board and the Nation will support all Nation's students in their educational journey to develop the skills, knowledge, and aptitude to achieve the Dogwood Diploma.

LEA – The Songhees Nation

Educational Outcome 5: Life and Career Core Competencies

Career Development focus for 2022-2023

- 1.1 Improve rates of dual credit participation by Indigenous students, children and youth in care, and students with diverse abilities
- 1.2 Improve the rates of participation in career education experiential learning activities by Indigenous students, children and youth in care, and students with diverse abilities and disabilities.
- 1.3 Increase the number of students with diverse abilities and disabilities with person-centered planning including transition after grade 12

Strategies to support:

- Continue to invest in time for career center educators to co-create individualized plans with students, families, communities, and Indigenous education, inclusive education, and counselling teams
- Co-create culturally responsive and inclusive experiential learning opportunities such as:
 - Job skill training by high school teams, post-secondary and/or community partners.
 - Meaningful work experience facilitated by school and/or community teams.
 - Events that enable students to engage in post-secondary experiences related to their personal interests.
 - Career and university fairs, information sessions, and presentations both in-school and off-site.
- Implement the use of person-centered planning in secondary schools

Ministry of Education and Child Care Data (from Dual Credit Policy Review, Aug 2022):

Dual credit increases student success.

- Participants are 16% more likely than peers to transition to post-secondary

"Transition is enhanced when students have multiple experiential learning opportunities from K-12 and in Post-Secondary Education, including direct exposure to diverse learning and work options".

~ Council of Ministers of Education, Canada's Reference Framework for Successful Student Transitions

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

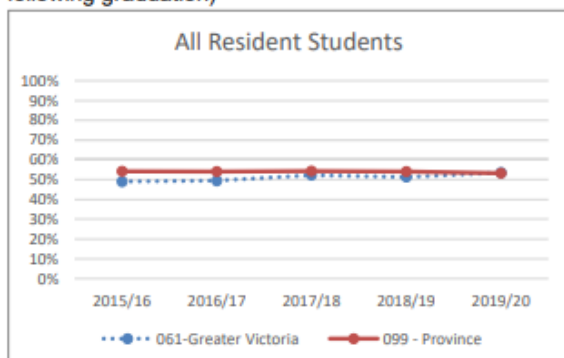


Figure 72: Post-Secondary Institute Transition - All Resident Students

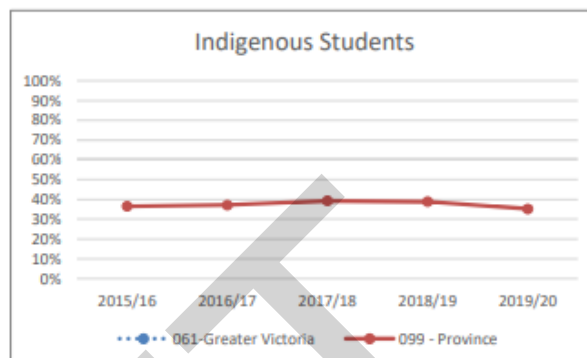


Figure 73: Post-Secondary Institute Transition - Indigenous Students

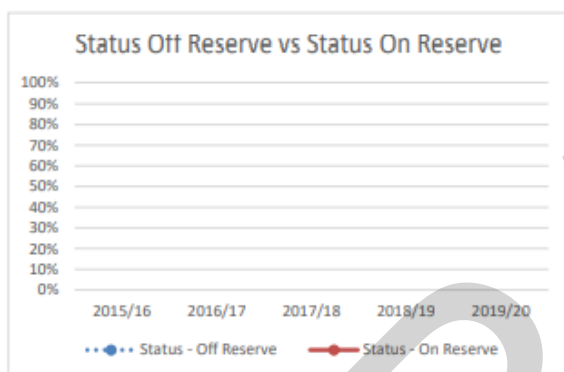


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

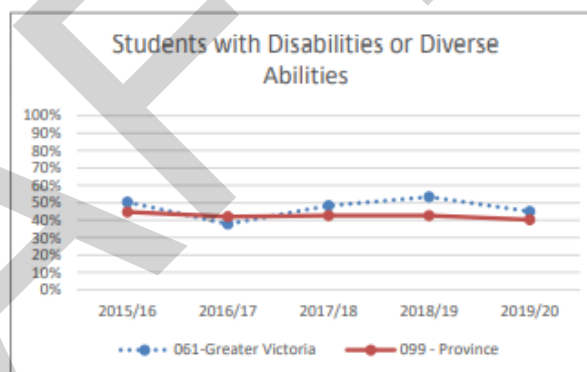


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

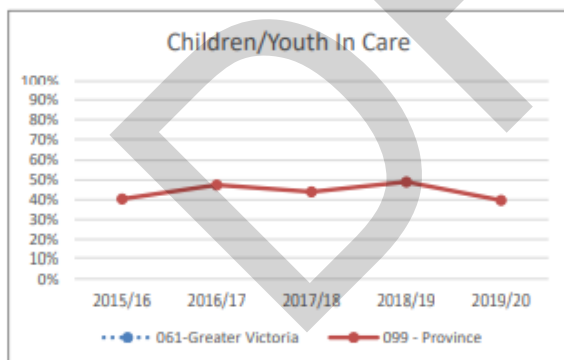


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

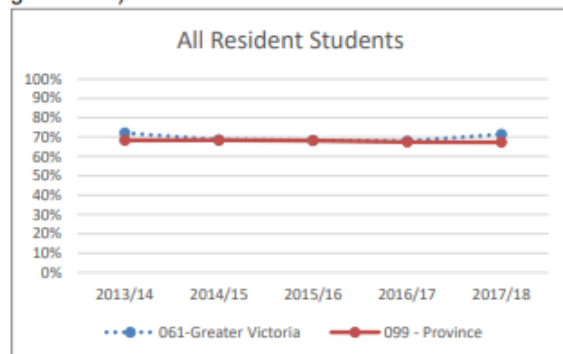


Figure 77: Post-Secondary Institute Transition - All Resident Students

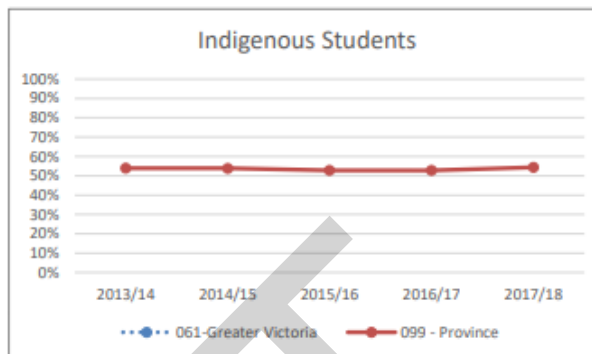


Figure 78: Post-Secondary Institute Transition - Indigenous Students

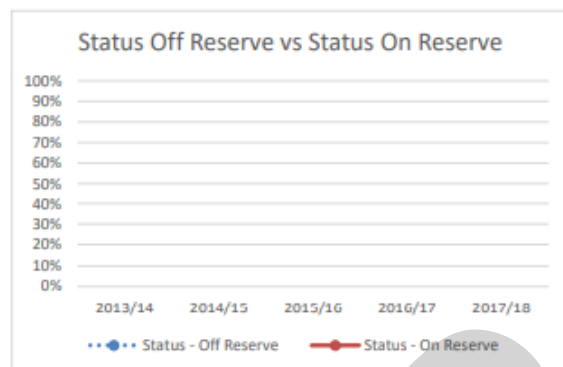


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

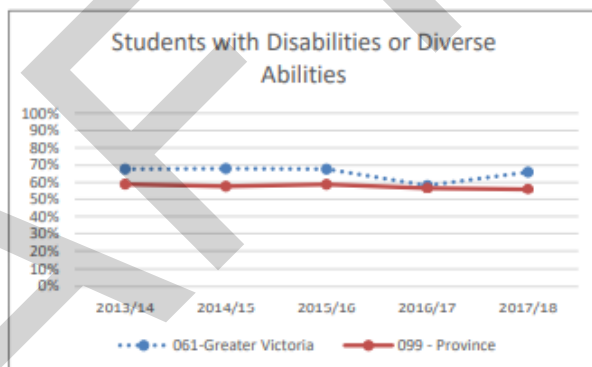


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

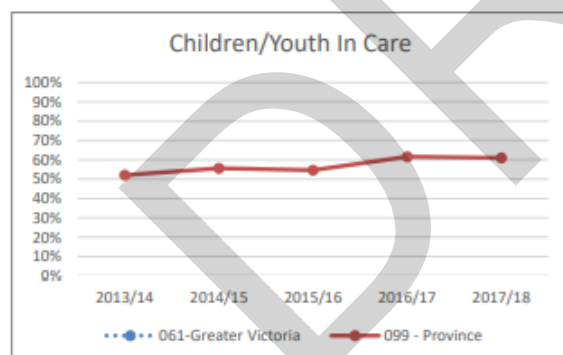


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

5.1: Transitioning to Post-Secondary

Analysis

While analysis of PSI transition rate is important, we would like to highlight the positive and successful transitions into post-secondary life that may not be reflected in this data. Many of the students participating in the following categories are priority students:

- Every year approximately 40 School District 61 students complete a dual credit Youth Train in Trades program while in high school. These students are completing their Level 1 Technical Training, leading to viable career pathways (ex. carpentry, electrical, professional cook, etc.).
- Every school year we support approximately 70 students in their Youth Work in Trades apprenticeship, beginning their paid trades career journey.
- Students are supported with work experience, post-secondary skills training, and/or community programming that will lead to meaningful and viable work opportunities after high school, continuing into adulthood.

The data referenced in this report for Post-Secondary Transition is 2017/2018 and 2019/20 data. It's important to keep this information in mind when considering the time it takes for strategy implantation to be realized.

2017-2018 and 2019-2020 Data Highlights:

- District and provincial data is consistent +-5% except for Indigenous students on reserve. 41% of Indigenous students on reserve provincially transition directly to post secondary as opposed to 30% in the school district.
- The three year transition rate indicates that 72% of all resident students transition to post secondary in the district compared to 67% in the province.
- Children and Youth in care data is promising with 88% district success compared to 61% provincially
- 42% district, 62% provincial for Indigenous students on reserve and 43% district, 53% provincial off reserve, is a concern. (needs more words)

Framework for Enhancing Student Learning Report 2022

Existing and/or Emerging Areas of Need

1. Distinction based data to support Indigenous student achievement in literacy, numeracy, grade to grade transitions and graduation with a Dogwood Diploma.
2. The development of a Culturally Responsive Leadership Framework to support culturally responsive learning environments.
3. Increase the structures, strategies and opportunities for engaging student voice.
4. On-going, targeted support for Mental Health and Physical Well Being.
5. Incremental growth in all completion rates and parity between Indigenous students and all residents is required.
6. Numeracy data as measured through the grade 7 FSA and the grade 10 numeracy continues to be a concern as scores for students on track/proficient or extending are considerably lower than literacy. Create a District numeracy sub-committee through JCCI and begin to develop a District Numeracy Framework K-12 in 2022-2023.

Update GRAPHIC

District	Numeracy 10				099 - Province	Numeracy 10			
Proficient or Extending	2017/18	2018/19	2019/20	2020/21	Proficient or Extending	2017/18	2018/19	2019/20	2020/21
All Resident Students	50%	34%	38%	41%	All Resident Students	33%	28%	40%	38%
Indigenous Students	0%	13%	23%	19%	Indigenous Students	13%	11%	18%	20%
Status - Off Reserve	0%	13%	28%	22%	Status - Off Reserve	15%	12%	21%	22%
Status - On Reserve	0%	0%	0%	0%	Status - On Reserve	5%	5%	5%	9%
Children/Youth In Care	0%	0%	0%	0%	Children/Youth In Care	5%	5%	11%	8%
Students with Disabilities or Diverse	0%	28%	37%	37%	Students with Disabilities or Diverse Abilities	29%	20%	26%	28%

Adjustments and Adaptations

1. District Team:

- The District Team has worked collaboratively to identify one key goal to guide the work that operationalizes the Strategic Plan: ***To support schools to feel confident and capable in re-engaging priority students so the students can say "I belong, I have purpose and I matter."*** We recognize that the student learning experience is critical to student success.
- The District Team, with the support of the Indigenous Education Department, will lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
 - i. Local Education Agreements, Metis Education Agreement and Urban Peoples' House Indigenous Advisory Terms Of Reference,
 - ii. Truth and Reconciliation Commission of Canada: Call to Action,
 - iii. Declaration on the Rights of Indigenous Peoples Act (DRIPA),
 - iv. British Columbia Tripartite Agreement (BCTEA), and
 - v. Standard 9 – Professional Standards for BC Educators.
- The District Team will continue to focus on increasing data literacy across the system.
- The District Team will develop a District Numeracy Framework K-12

2. Indigenous Education Department:

- Programs and service delivery model
- Indigenous Mental Health Framework
- Implementation plans for the Four Agreements
- District Allocation of Funding (targeted and block)
- Re-engagement of Equity Scan

Alignment for Successful Implementation

Section Objective:

School District 61 was a growing district in pre-covid years, rolling over large carry forwards to balance future years' budgets, giving three readings to \$200m+ annual budgets in one Board meeting, and having little conversation in the community or at the Board level about intentional investment in the strategic plan, learning or priorities. It became apparent that harnessing the input, energy and passion of our learning community, and the Board's responsibility to financially steward the District, was needed to engage the organization in learning about learning in School District 61 through human and financial resource alignment.

Beginning with the development of the 2020-2021 Annual Budget, the Board approved a process encompassing the following engagement events:

- A. Student Symposium 60+ middle and secondary school students with stated intentions for the day as follows:
1. Student voice
 2. Student learning and agency
 3. Engagement
 4. Inform decision making

NOTE: During 2021-2022 and 2022-2023 Budget development COVID was a factor in gathering people together. Student symposiums were not held during these years but a tentative date is set for January 2023 for the 2023-2024 budget year.

- B. Talking Tables dinner event 50+ partners from 25 schools, the Board Office and Trustees gathered to hear directly from parents, unions, staff, and trustees about student learning. Topics are broad and are intended to draw out themes for decision makers to consider when making human and financial resource allocations. Intentions for the evening were:
1. Social and relationship building
 2. Partner engagement directly with trustees
 3. Maximum trustee exposure to partners
 4. Inform decision making
 5. Diverse opinion

NOTE: During 2021-2022 and 2022-2023 Budget development COVID was a factor in gathering people together. Talking Tables was not held for the 2021-2022 budget but was held remotely by zoom for the 2022-2023 budget with 57 partners from 18 schools, the Board Office and Trustees gathering to discuss learning and student success in SD61.

- C. ThoughtExchange – an online engagement tool where a broad question is asked “What are the most important things we can do in the Greater Victoria School District to meaningfully support learning opportunities for students?”, participants with the link can enter responses and rate responses in order to theme and inform the Board's budget decisions. 1,778 people participated, entered 956 thoughts and those 956 thoughts received 28,970 ratings.

NOTE: During 2022-2023 a student ThoughtExchange was run to replace Student Symposium and to add student voice to budget considerations.

- D. Three information sessions for members of the Operations Policy & Planning Committee to understand Staffing, Departments and Services & Supplies in the District.
- E. Budget FAQ document.

In the 2021-2022 budget development, the District faced its first deficit in over a decade and it was more important than ever to engage with the community, made even more difficult in COVID. Regardless, in addition to the above, the Board added the following engagement events to the process:

- F. Board working sessions to further build on the understanding from the information sessions the year before (replacing the information sessions) covering topics such as music, strategic plan alignment, professional development, literacy, CommunityLINK funding, mental health, infrastructure departments and school budgets and balances.
- G. Public Information Meeting
- H. Budget Prioritization Survey

Framework for Enhancing Student Learning Report 2022

- I. Independent Advisor to add external, third party voice to the deficit and balancing strategies presented during the budget process.
- J. Budget bylaw readings over multiple meetings to allow time between readings to consider options, debate and feedback before the final decision.

Building on the previous two years' budget development processes, the following were added to the 2022-2023 budget process:

- K. In the 2022-2023 Annual Budget development, the District's second consecutive year of deficit, School District 61's first Budget Advisory Committee was formed to oversee the School District's budget process, make recommendations and deliver reports to the Board of Education with a focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs. Committee membership comprised all Trustees of the Board, Superintendent, Secretary-Treasurer, Deputy Superintendent, Associate Superintendents, Associate Secretary-Treasurer, Director of Finance, Director of Facilities, Director of Indigenous Education as the conduit to and from the Four Houses, two Principals/Vice-Principals, two representatives from each of the Greater Victoria Teachers Association, CUPE Local 947, CUPE Local 382, Allied Specialists Association, and VCPAC, and one representative from each of the Songhees Nation, Esquimalt Nation, Urban Peoples' House Indigenous Advisory (UPHIA) and the Métis Nation of Greater Victoria.

The committee duties and responsibilities included making recommendations having clear linkages to:

1. the District's Strategic Plan's 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:
 - a) commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
 - b) move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
 - c) spend surplus on one-time initiatives and priorities, and not on-going expenses
 - d) recognize that the needs of students change from year to year and so will the budget allocations
 - e) protect reserves and contingency even when there is pressure to spend in times of constraint
 - f) consider long term financial planning and three year budget forecasts

The Committee met eight times over five months. All agendas, reports, materials and minutes of the committee were posted to the website.

In addition to the inception of the Budget Advisory Committee, the following engagement events occurred in the 2022-2023 budget development:

- L. Public meeting 95+ registered participants for a budget presentation first related to learning and alignment to Strategic Plan and FESL, second a financial picture, and finally a workshop for the public to balance the budget within the District's funding, constraints, learning priorities, proposed asks and savings with the goal of balancing the budget. Workshop materials and balancing options developed by the public were gathered, summarized and provided to the Board categorized by the frequency of supported asks and savings items.
- M. Indigenous Education Director and Secretary-Treasurer presentation to the Songhees and Esquimalt Nations' Education Directors about Indigenous student success data in School District 61, 2022-2023 funding sources: targeted and block funding, and proposed 2022-2023 budget spending priorities including \$400,000 investment in Indigenous Education from block funding, in addition to targeted funding.

By improving engagement, transparency and education in its budget processes, the Board continues to improve informing and educating education partners, Rights Holders, Principals and Vice-Principals and the public at large about the District. Learning strengths and stretches, and alignment to Strategic Plan and FESL, along with sharing district data about student success creates space for informed conversation to happen with a diverse group of people about priorities for learning in SD61. These discussions create pathways for resource allocation in intentional and focused areas.

Framework for Enhancing Student Learning Report 2022

Example of where resulting budget alignment has direct linkages to FESL, recognizing two consecutive years of deficit thus making a difficult environment for new investments, are:

1. Literacy Framework commitment of \$2.5m over five years (2022-2023 is year two of five);
2. Additional Education Assistant Hours totaling \$273,000 to support priority students
3. Network infrastructure upgrades of \$2.5m over five years to ensure stable, secure 24/7 access to on-line resources, data and collaboration for students and staff (2022-2023 is year one of five)
4. Indigenous Education supports to students and Nations through block funding of \$400,000
5. School allocation of \$10/student: \$5 from Indigenous Education targeted funding and \$5 from existing school supply allocations. The intention of this funding is to improve the visibility and access to Indigenous Education learning and resources within and across the school district and school communities. This funding offers an ideal opportunity for the school community to be innovative as you explore Indigenous Education. This funding is well suited for piloting a project or finding new ways to bring Indigenous worldviews, perspectives and considerations to the school community and classrooms for all learners.

School District 61 was able to reinvest in itself in the areas above by analyzing where we were not being intentional with rollover budgets, examining and understanding year over year unspent funds and lost opportunity, making difficult decisions to reduce senior leadership staffing, school leadership staffing, daytime custodians, collaboration time and programs richly resourced that did not necessarily align with today's priorities. We recognize all initiatives and areas of spending are important, and that priorities and gaps in student success require intentional focus and investment, and that those intentions change as our data changes when students are doing well or they are struggling.

This is the true financial alignment to Strategic Plan and FESL: How are our students doing, and where they are not doing well, what supports and investment can we make in targeted areas to improve results? With every decision regarding budget allocations we ask ourselves what is the through line to the student, what does the data tell us and what is the story of each learner and their needs.

School District 61 has also formed a District Allocation Working Group led by the Secretary-Treasurer with financial services leadership staff and school Principals and Vice-Principals. In all 20 people sit on the working group and have committed two years to creating school profile criteria that take into account the myriad of aspects of adequately resourcing rich learning environments, and how each school differs. Small working groups are creating, weighting and modeling criteria for school profiles in the areas of regular instruction (all), diverse instruction (some or few), administration and physical plant (buildings). The goal of the working group is to create a framework for recognizing each school's needs and strengths and resourcing schools accordingly. In this way we move away from formula driven allocations (i.e. base + or population based) to fully recognize diversity in our schools and address inequity.

School plans will be re-aligned each fiscal year to invest in areas of need based on the data presented in FESL, alignment to Strategic Plan and the required investment to improve success trends. This will be supported by continuing to carefully examine existing spending patterns and areas for return on investment for the priorities identified. This will also be supported by creating an environment where it is understood that priorities change from year to year and that our resource allocation must also change; that investments in year one and two do not mean the same investment for the next ten years, and that a realignment of resources to meet a current challenge should not be perceived as a loss of service, but a focus on improving results for students supported by evidence and research.

Conclusion

Our Framework for Enhancing Student Learning (FESL) is guided by our District mission, vision and core values and is grounded in research and local knowledge. The FESL reflects our the District's Strategic Plan and a deep commitment to continue to improve results for all children, while focusing on those students who are currently the least successful in our system.

As stated in the opening, School District 61 is committed to activating distinction based data and supports for Indigenous learners as per the Declaration of the Rights of Indigenous Peoples Act (DRIPA) Action plan and as such, we have four agreements that represent the Four Houses within our School District. The term Four Houses means the localized structure co-created with the Indigenous communities to provide equitable opportunities and structure for Indigenous Nations to have a voice within the Greater Victoria School District. The Four Houses represented in School District 61 include the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA). The term Four Houses came from community to the school district as a way to activate their relationship for the programs and services for their children.

As one learning community, we continue to align resources and supports to the strategic plan through a collaborative, transparent process.

Additionally, we are continuing to ask the questions **"Whose voices are missing?"** and **"How can we continue to reach and include the voices of the families we serve?"**

"Education is not a neutral enterprise, Indigenous students at times, must engage knowledge as a border crosser, as a person moving in and out of borders constructed around coordinates of difference and power- these are not physical borders, they are cultural borders historically constructed and socially organized within maps of rules and regulations that limit and enable particular identities, individual capacities, and social forms. In this case, Indigenous students cross over into borders of meaning, maps of knowledge, social relations, and values that are increasingly being negotiated and rewritten as the codes and regulations which organize them and their student learning experience" (Giroux, p.169).

"When pursuing equity, how can we plan anything responsive without first listening to those at the margins? Where does the voice of the learner – adult or student – fit into the process?"

Shane Safir – Street Data

Framework for Enhancing Student Learning Report 2022

Appendix A

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.		
Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates
<ul style="list-style-type: none"> Targeted professional learning offered through a variety of ways with a focus on literacy, numeracy and social emotional learning through the lens of culturally responsive teaching and learning. <ul style="list-style-type: none"> A learning series supporting new career teachers will continue – year 2. Additionally, targeted support will be offered to new counsellors and learning support teachers. District professional learning options aligned with the strategic plan that prioritize culturally responsive learning environments and explicitly connect philosophy and pedagogy with a focus on increasing student connections, engagement and achievement will be a priority. French oral language pilot with a family of schools to support the acquisition and strengthening of French oral language development Assessment Principles that focus on culturally responsive assessment and communicating student learning (insert link to the video and document) 	<ul style="list-style-type: none"> Through the K-12 Career Education Curriculum, continue to create opportunities focused on personalized future orientation Further implementation and support of Competency Based Individual Education Plans K-12 - focus on engaging students and families (Year 3) Continued work to support person centered planning and transitions K-12 and beyond with a focus for diverse learners Opening of the Welcome and Learning Centre to support immigrant and refugee students new to Victoria (Sept 2022) Continued support with inclusion of SOGI-themed resources and activities through collaboration with SOGI school leads and targeted professional learning opportunities 	<ul style="list-style-type: none"> Activation of the four agreements with Indigenous communities Literacy Framework K-12 completion fall 2022 Year 2 of early childhood educators working alongside teachers in kindergarten classrooms Year 2 of District multi-disciplinary 'wrap-around team' supporting school teams with programming implementation for diverse learners with the most complex support needs Increase initiatives for students with diverse learning needs to connect with meaningful work experience, training, and post-secondary learning opportunities
Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.		
Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.	Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.	Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
<ul style="list-style-type: none"> Indigenous Education Learning Series Culturally Responsive Learning Series Human Rights Tribunal – Special Programs Hiring Exemption Indigenous Education Learning Resource Library – with Approved Authentic Resources Indigenous Mental Health Framework (Locally Developed with the Four Houses) Local Education Agreements Métis Education Agreement Urban People's House Indigenous Advisory – Terms of Reference Elders Advisory Standing Weekly Office Hour for all Staff of SD61 on Zoom to explore any question related to Indigenous Education 	<ul style="list-style-type: none"> Songhees Local Education Agreement – Implementation Plan Esquimalt Nation Education Agreement – Implementation Plan Métis Education Agreement – Implementation Plan UPHIA – Terms of Reference Monthly Meetings with the Four Houses Elders Advisory Monthly Meetings Indigenous Education District Elementary, Middle and Secondary School Teams Indigenous Education Dept and District Team – Collaboration to Support the work across the system 	<p>All departments and schools are working towards an implementation of a Distinctions Based Data approach as per DRIPA, our Local Education Agreements with Songhees Nation, Esquimalt Nation, our Métis Education Agreement and our UPHIA Terms of Reference in our work with addressing inequities in literacy, numeracy, attendance and graduation rates with Indigenous students in our school district. All of our agreements were co-created with each of the Indigenous Communities and we meet regularly to discuss and activate the needs of their students and families as outlined in each of these agreements from a distinctions based approach.</p>

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

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.	Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.	Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.	Address the inequity of opportunity for all learners to maximize physical health and mental well-being.
<p>Provide in-school implementation support for district resources including Second Step, Mental Health Literacy, EASE for all grades K to 12 including:</p> <ul style="list-style-type: none"> targeted sessions for school counsellors and learning support teachers, counsellor collaboration sessions (several times throughout the year) ongoing work with Pacific Institute for Sport Excellence to provide Physical Literacy Teacher Mentorship programming in 10 middle and several elementary schools learning sessions focused on social emotional learning and behaviour as communication for educational assistants 	<ul style="list-style-type: none"> Implement information strategy "one-by-one" with all MCFD offices that have SD61 students to ensure that accurate and timely information between schools and social workers In collaboration with MCFD host two sessions for staff from schools, MCFD and Indigenous Delegated Agencies to build better connections in support of our Children and Youth in Care Support implementation of District CYIC Standard of Practice 	<ul style="list-style-type: none"> Provide Monthly Snap Shots at all levels for families that include community resources and relevant research Share new and relevant community resources and opportunities as they become available Promote in-school physical activities including clubs, intramurals and student led initiatives Develop and promote mental health campaigns through interactive posters in middle and secondary schools 	<ul style="list-style-type: none"> Continue to work with Pacific Institute for Sports Excellence (PISE) to provide physical literacy teacher mentorship programming in ten middle and several elementary schools Provide membership access to local centres or programs for students and families with limited means Encourage participation in before and after school programs by providing snacks, transportation and equipment/clothing as needed Development of an attendance and re-engagement strategy to better identify and support priority students (three meetings throughout the year with community partners to connect and share information on disengaged students and share promising practices)

APPENDIX B

Audience Approaches (INSERT INFOGRAPHICS IN SECTION)

The School District regularly engages with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. It is important to note, during public engagement that the scope of engagement defines the extent to which the public can influence a decision. This varies on each initiative or project and is communicated on the outset of any public engagement.

See below for a brief overview of how the School District engages with Rightsholders, Indigenous Peoples, students, staff, families, partners and the broader community—where input and data collected define processes or informs decisions.

RIGHTSHOLDERS AND INDIGENOUS PEOPLES

- The School District respectfully walks alongside the Four Houses when it comes to student and public engagement by first asking how the Four Houses would like to engage, and then through the Indigenous Education Department as a conduit. It creates a space for meaningful conversations to strengthen relationships, and seeks the Four Houses (Songhees Nation and Esquimalt Nation, Urban Peoples House Indigenous Advisory, and Métis Nation Greater Victoria) guidance on how to best support their children, youth and families.
- Senior staff meets with the Four Houses regularly, once a month, to co-develop plans that set learners up for success. The School District has the Four Houses set the table for conversation and actively listens. Meetings take place in-person or virtually.

STUDENTS

- School staff/teachers engage with students at the school level on important topics.
- The School District has a Student Representative Advisory Council (SRAC) comprised of secondary students that informs senior team about school based initiatives or ideas. They also inform their schools and collect input from peers to help inform School District processes. The students and staff meet monthly. SRAC students attend Board of Education Standing Committee and Board meetings.
- All schools have Gender and Sexuality Alliances (GSA) to create inclusive school cultures that make all students feel safe and welcome.
- Students are also invited to participate in school level appropriate engagement activities on potential proposals that will impact them, including the annual budget. These activities include surveys, polls, meetings, or student symposiums.
- Senior students also work with staff to assist with initiatives and present to the Board of Education. For example, a student assisted staff on the Substance Use Regulation and then presented it to the Trustees.

STAFF

- Regular updates from the Superintendent and Departments to all staff.
- The Superintendent, the Deputy Superintendent and the Associate Superintendent hold weekly school levelled meetings with Principals and Vice-Principals.
- Monthly administrative meetings with all Principals and Vice-Principals.
- Monthly labour management or liaison meetings between staff and unions.
- Inception of budget advisory committee with representation from unions, VCPAC etc.
- Staff from various departments, including teacher staff for music, provide presentations and expertise to the Budget Advisory committee.

- Talking tables, a facilitated discussion budget meeting, invites 10 reps each from each union along with Principals/Vice-Principals, and the district parent advisory VCPAC, as well as representatives of the Four Houses.

PARENTS/GUARDIANS

- Regular communication is shared with families to keep them informed on multiple channels: email, websites, social media, School Messenger, meetings, etc.
- Families are always invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, public meetings, and Thoughtexchanges.
- Parents/guardians have opportunities to be part of committees.
- The Superintendent has regular conversations with VCPAC President.
- All families are invited to attend or present at monthly Standing Committee and Board Meetings.

COMMUNITY PARTNERS

- Community partners always invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, public meetings, and Thoughtexchanges.
- Regular Standing Committee and Board Meetings.
- Opportunities to be part of committees.
- Opportunities to attend or present at monthly Standing Committee and Board Meetings.
- Trustees are assigned as Board liaisons to municipalities in the District.

EDUCATIONAL PARTNERS

- Joint Committee on Curriculum Implementation; meetings between District staff and Greater Victoria Teachers Association.
- Regular Meetings with Island Chapter of BCSSA and BCASBO and BCSSA and BCASBO provincially
- Regular meetings of the Vancouver Island School Trustees Association and BCSTA provincially
- Board of Education Meetings.

MINISTRY OF EDUCATION

- Many of our staff are members of provincial Ministry committees. In addition the Ministry holds an annual meeting for Board Chairs, Superintendent and ST's to discuss initiatives at a high level. The School District participates in pilot projects to support the Ministry. For example, SD61 is a leader in new child care new spaces funding; 50% of new funding spaces are in GVSD.

Appendix C

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

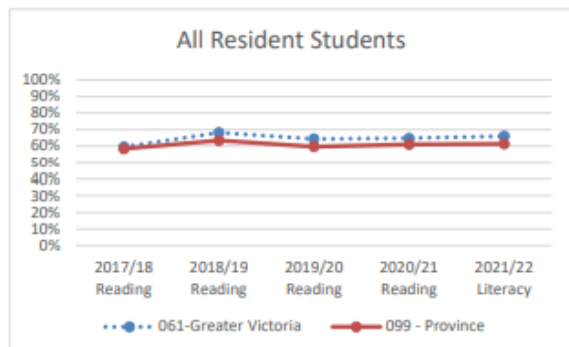


Figure 11: FSA Grade 4 Reading - All Resident Students

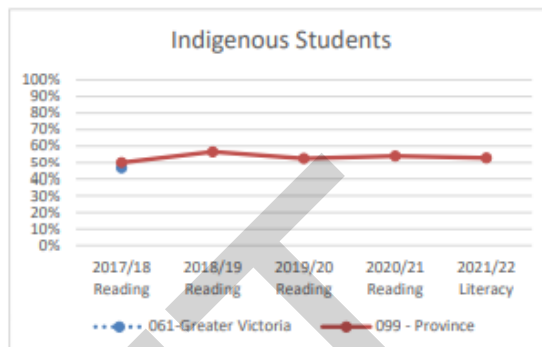


Figure 12: FSA Grade 4 Reading - Indigenous Students

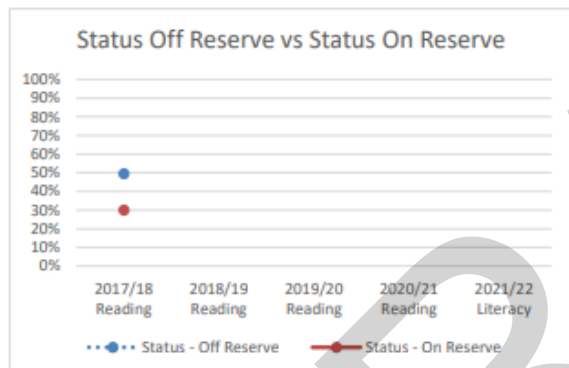


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

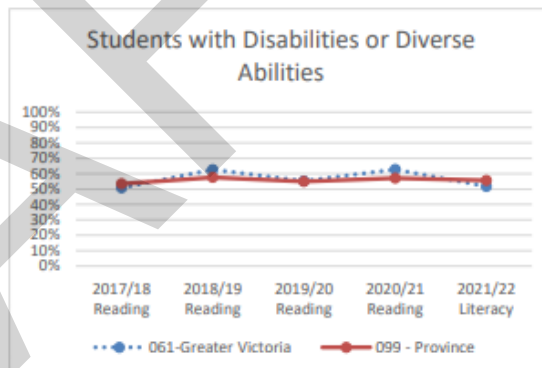


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

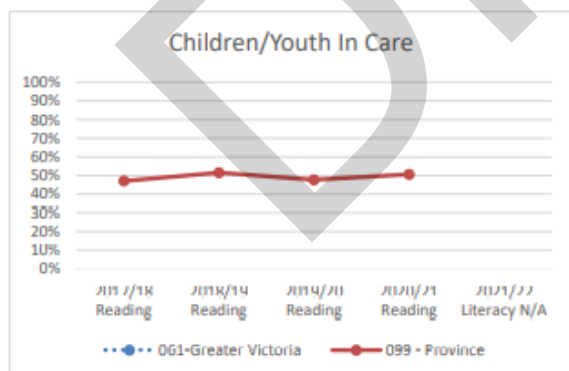


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

Framework for Enhancing Student Learning Report 2022

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

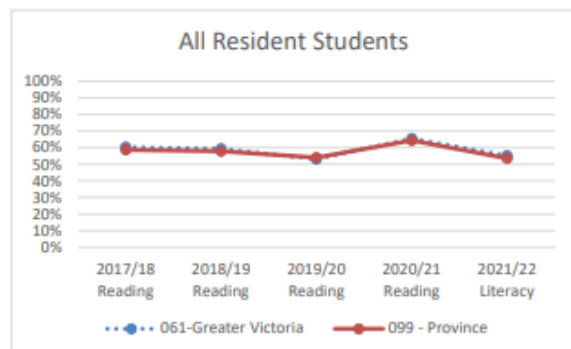


Figure 16: FSA Grade 7 Reading - All Resident Students

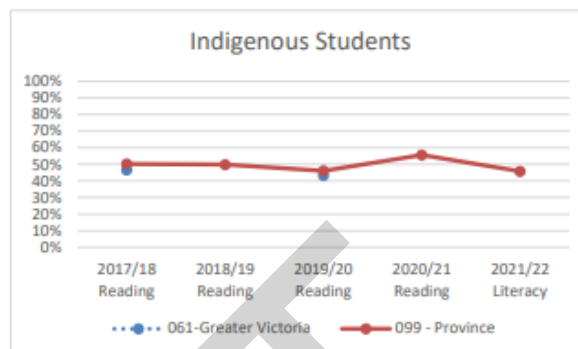


Figure 17: FSA Grade 7 Reading - Indigenous Students

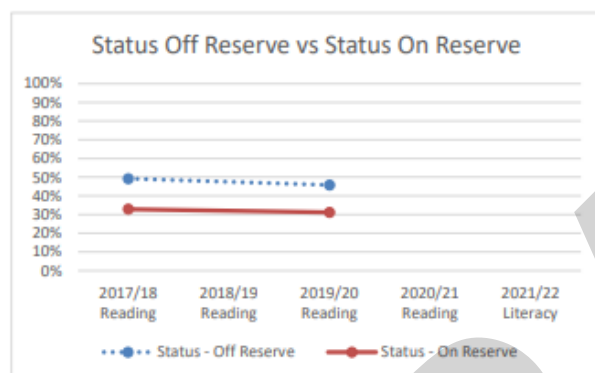


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

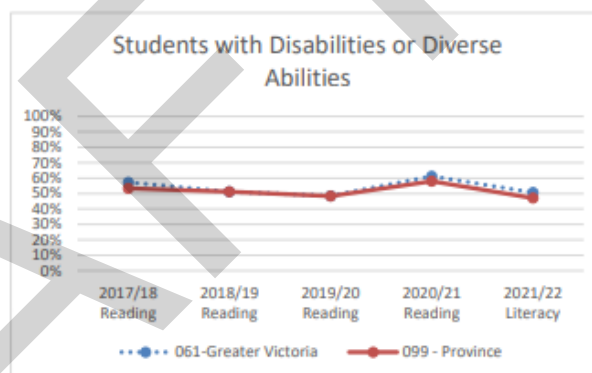


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

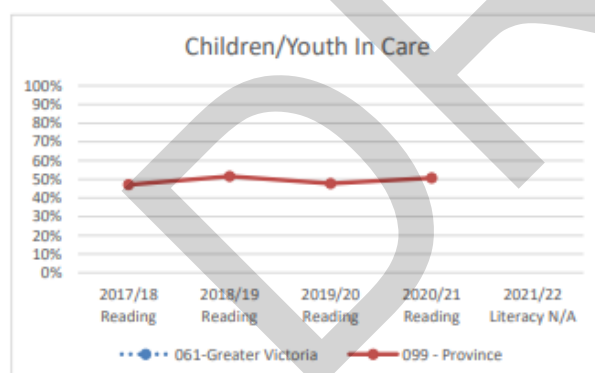


Figure 20: Grade 7 Reading - Children/Youth In Care

Office of the Superintendent

Deb Whitten –Superintendent

TO: The Board of Education

FROM: Deb Whitten, Superintendent of Schools

RE: Superintendent Report

DATE: September 26, 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.

TO: Board of Education

FROM: Kim Morris

RE: Monthly Report

DATE: September 26, 2022

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

➤ Indigenous Opportunities for Learning

A training session was provided in June for district team, senior leadership, Indigenous Education Department and trustees around unpacking the Declaration of Rights of Indigenous Peoples Action Plan and discussing implementation.

An August Local Education Agreement training day was held for administration teams, district team and senior leadership hosted on the Esquimalt Nation. Songhees Nation and Esquimalt Nation Education staff and our Indigenous Education Department staff guided us through the roles and responsibilities in the LEA's as we move into school start-up and delivering the services in the agreements. A huge takeaway from this day is the expansive role that each Nation's education staff hold: everything from child care and early learning to post-secondary portfolios.

Many thanks to Esquimalt Nation for hosting, to Songhees Nation and Esquimalt Nation along with the Indigenous Education Department for providing these learning opportunities.

The Métis Education Agreement was signed on Thursday, September 15 with Métis Nation Greater Victoria and Métis Nation BC leadership in attendance along with trustees and staff. The celebratory event was a momentous occasion and congratulations go out to Métis Nation Greater Victoria, Métis Nation BC, and Dr. Shelly Niemi and team, for this innovative and progressive work to provide services to Métis students and in turn, all students.

➤ Trustee Elections

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.

On August 27, the second of two “Do You Want to Be a Trustee?” sessions in person at the Tolmie Board Office. A Candidates Profile Guide has been compiled by the Communications Department from candidate submitted information and can be found here: <https://www.sd61.bc.ca/board-of-education/trustee-elections/>. Thank you to Lisa McPhail, Communications Manager for their work on the guide, and to Vicki Hanley, Executive Assistant and Deputy Elections Officer for their work coordinating accepting of nomination packages for the then 33 candidates.

➤ Facilities Services Celebrations and Farewells

The leadership team at Facilities Services held a year end barbeque for their staffs at the maintenance yard at Cecilia. The event was very well attended as the year wrapped up thanking the many people that help our schools run smoothly and underpin service to students. On September 16, 2022 we bid farewell to Director of Facilities Services Chuck Morris as he makes his way to the interior to share his knowledge and expertise with another school district. We welcomed Marni Vistisen-Harwood to the role of Director and look forward to their continuation of Chuck’s great work and implementation of new initiatives in our cycle of continuous improvement.

➤ Victoria Pride Parade

GVSD had a huge turnout for this year’s June Pride Parade in with trustees, employees and students flooding the streets to represent the district. Thank you to CUPE 382 Carpenter Andrew Young for leading us in the parade and driving the GVSD truck.



➤ School Clerical Admin Start-Up Session

The Financial Services team lead by Katrina Stride, Association Secretary-Treasurer, coordinated the second annual event hosting 50+ clerical staff in person at Spectrum Community School. Presentations were provided to clerical staff by Tolmie and Cecilia departments relevant to start-up followed by focussed round table discussion. Topics included records retention, clerical mentorship initiative, clerical hours and workflow review, human retention – what is it like to be an employee in GVSD?, input in to Student and Family Affordability Fund spending plan, discussion about personal learning related to Indigenous knowledge and ways of knowing and future Indigenous learning opportunities. Thank you to presenters and especially to Katrina for her work on this at a busy time of year for Finance.

➤ 2021-2022 Year End Audit and Financial Statements

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 and many thanks to Katrina Stride, Associate Secretary-Treasurer, Julie Lutner, Director of Finance, Budgets and Financial Reporting, Hervinder Parmar, Manager, Accounts and Chris Hardie, Manager, Payroll & Benefits for another clean audit and successful year end. While many employees enjoy a well-deserved summer break, our Financial Services team ramps up their workload as they draft financial statements, reconciliations and fulfill audit requests from our external auditors.

In addition to the initiatives above:

- Continue to serve as BCASBO representative on provincial Ministry Funding Equity Committee and K-12 SOGI Collaborative Committees
- Bi-weekly Vic High construction project meetings with Facilities staff and the Principal
- Bi-weekly 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
- BCSSA Summer Leadership Academy
- BCASBO Leadership Session as facilitator

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



2023-2024 BUDGET PROCESS/TIMELINE - BOARD APPROVED _____, 2022

<div>DRAFT</div>				
Date	Event Description	Meeting Type	Agenda Deadline	Reach
September 26	Approval of Proposed Budget Process	Regular Open	September 22	Public
September 30	Media Release			Unlimited
October 15	Trustee Election			
November 1	New Board Inauguration			
November 3	Budget Advisory Committee (BAC) - Chair appointed (Trustee) - members invited			
November 10	BAC Meeting #1 - values check in - terms of reference review - introductions - Briefing note on timeline and CA provision restricting timeline - SD61 budget overview (incl deficit and enrolment projection) - Annual plan: Topics to be discussed and experts to invite - 22-23 Debrief Review - 21-22 Year End Review	Committee	November 8	
November 24	Talking Tables - Rightsholders & Stakeholders	Public		60-70
December 8	BAC Meeting #2 - Talking Tables Report - Topic 1, 2 3	Committee	December 6	
January 13	Student Syposium	Students		60-70
January 19	BAC Meeting #3 - Student Symposium Report - Topic 4,5,6	Committee	January 17	
February 9	BAC Meeting #4 - Topic 7, 8, 9	Committee	February 7	
February 15	3 Year Enrolment Projections Due to MOE			
February 23	BAC Meeting #5 - Draft 1 / Options creation	Committee	February 21	
March 2	BAC Meeting #6 - Draft 2 Options Refinement - RECOMMENDATIONS	Committee	March 7	
March 7	Public Townhall - Committee work to date - Present draft budget - Options creation - Feedback mechanism	Public Trustees Staff		100
March 9	BAC Meeting #7 - if needed - RECOMMENDATIONS	Committee	March 7	
March 14	Present BAC Recommendations to Public	Special Open Board	March 10	
March 15	MINISTRY FUNDING ANNOUNCEMENT			
March 7-17	Public Feedback Period (11 days)	Public		
March 20 - 31	SPRING BREAK			
April 4	1st or 1st and 2nd Bylaw Reading	Special Open Board	March 31	
April 6	3rd or 2nd and 3rd Bylaw Reading/ BUDGET PASSED	Special Open Board	April 4	
April 11	Media Release			Unlimited
April 20	BAC Meeting #8 - Debrief 23-24 process - Suggestions for 24-25 process	Committee	April 18	

TO: Board of Education
FROM: Kim Morris
RE: Long Range Facilities Plan Process
DATE: September 26, 2022

Background

The Board's current Long Range Facilities Plan (LRFP) was developed between 2017 and 2018. Long Range Facilities Plans are integral to a Board's capital, financial and learning planning as well as a key compliance document for the Ministry capital plan submissions and major capital project applications.

Issue

The Board's LRFP is nearing its fifth year and should be renewed/redeveloped. The proposed draft process is attached. The proposed plan includes community consultation and a two-year timeline.

Recommendation

That the Board of Education of School District No. 61 (Greater Victoria) approve the Long Range Facilities Plan 2024 to 2030 process, 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.

Long Range Facilities Plan: July 2024 to June 2030/Board Approved _____, 2022

DRAFT

Delivery	Date	Event Description	Meeting Type
May-December 2022		Data Gathering & Analysis	Staff
September 26		Approval of Proposed Long Range Facilities Plan Process	Regular Open
January 2023		Introduction - We're Developing a Plan for the Future of SD61 Facilities, What should we consider?	
	January xx	- Board Working Session #1: Strategic Facilities Planning	Board and Staff
	January xx	- DLT/PVP Meetings	Staff
	January xx	- IN PERSON + SURVEY -Public consultation #1 (incl. Municipal Partners)	Public
	January xx	- ST meeting with Facilities Team	Staff
	January xx	- Committee formation & Committee Meeting #1	Committee
May 2023		Process, Timeline & Criteria	
	March 2023	- Board Working Session #2: Guiding Principles and Criteria Weighting	Board and Staff
	April 2023	- Committee Meeting #2	Committee
	April 2023	- DLT/PVP Meetings	Staff
	May 2023	VIRTUAL - Public consultation #2 - What we heard/Guiding Principles/Scorecard	Public
	May 2023	- Board adopts Weighted Criteria/Scorecard	Board
October 2023		Scenarios	
	June-September 2023	- Develop potential scenarios	Staff
	October 2023	- Board Working Session #3	Board and Staff
	October 2023	- Committee meeting #3	Committee
	October 2023	IN PERSON WORKSHOP - Public Consultation #3 - Scenarios	Public
January 2024		Scoring and Evaluation	
	November 2023	- Feedback period for additional potential scenarios	Public
	Nov-Dec 2023	- Scoring all scenarios, analysis, report	Staff
	January 2024	- Board Working Session #4	Board and Staff
	January 2024	- Committee meeting #4	Committee
	January 2024	- Municipal Partner Meeting #2	Board, Staff, Municipalities
	January 2024	- Board Meeting: Engagement Report/Presentations/Scenarios Evaluation	
March 2024		Recommendations	
	February	- Feedback period for scenario reaction	
	February	- Recommendation formulation	Staff
	February	- Board working session #5	Board and Staff
	February	- Committee meeting #5	Committee
	March	VIRTUAL - Public Consultation #4	Public
	March xx	Board Meeting: Recommendations	
April 2024		Adoption	
	April	- Committee meeting #6	Committee
	April	- Municipal Partner meeting #3	Board, Staff, Municipalities
	April	- Board approves LRFP	Board
July 2024 - June 2030		Implement, Monitor, Measure, Report	

SECTION 72 REPORT

Present:

Trustees Ryan Painter, Chair, Tom Ferris, Vice-Chair, Angie Hentze, Elaine Leonard, Jordan Watters

Regrets:

Trustees Duncan, 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 and Ann Whiteaker

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director, Facilities Services, Marni Vistisen-Harwood, Associate Director, Facilities Services, 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, Angie Hentze, Elaine Leonard, Jordan Watters, Ann Whiteaker

Regrets:

Trustee Nicole Duncan

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer

The Board of Education discussed the following matter:

- Personnel

SECTION 72 REPORT

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Regrets:

Trustees Tom Ferris, Jordan Watters

Sanctioned/Suspended:

Trustees Diane McNally, Rob Paynter

Administration:

Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Vicki Hanley, Recorder

The Board of Education discussed the following matter:

- Personnel

SECTION 72 REPORT

Present:

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Administration:

Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Vicki Hanley, Recorder

The Board of Education discussed the following matter:

- Personnel