



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

Regular Board Meeting

AGENDA

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Monday, January 30, 2023, 7:30 p.m.

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 January 30, 2023 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the December 12, 2022 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

A.5. Student Achievement

A.6. District Presentations

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

- a. **Greater Victoria Music Educators' Association – Cindy Romphf**
- b. **Music - Dr. Anita Collins**
- c. **Late French Immersion – Amy Teucher**

B. CORRESPONDENCE

- B.1. December 13, 2022, GVTA to SD61, Indigenous Graduation Requirement**
- B.2. January 10, 2023, Saanich Police to SD61, Reorganization of the Saanich Police Department's Community Engagement Division**
- B.3. January 13, 2023, Greater Victoria Music Educators' Association, Elementary Strings**

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. February 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 January 9, 2023 meeting – information only
- b. Recommended motions from the January 9, 2023 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Province on behalf of the Board expressing support for an EA Standards of Practice (as stated in the letter from VCPAC on December 5, 2022).

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with Victoria Confederation of Parent Advisory Councils (VCPAC) to develop a communication protocol to

support the parents' advisory council (PAC) to communicate with PAC members in their school communities.

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the January 16, 2023 meeting – information only
- b. Referred motion from the January 16, 2023 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to hire and dispatch up to ten (10) additional CUPE 382 custodial employees for the remainder of the 2022-2023 school year, and allocate budget to the custodial relief account to a maximum of \$209,068 subject to the availability of budget in the 2022-2023 amended annual budget process,

AND FURTHER to commence conversations with CUPE 382 regarding custodial service levels for the 2023-2024 school year, and any potential efficiencies,

AND FURTHER to recommend custodial service levels for the 2023-2024 school year, including budget implications, for consideration in the 2023-2024 annual budget process.

D.3. Budget Advisory Committee

- a. Talking Tables Event Report – January 5, 2023
- b. 2023-2024 Budget Update
 - i. Budget Advisory Committee DRAFT January 19, 2023 Minutes
 - ii. Revised Values and Guiding Principles

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles, as presented.

- iii. Revised Budget Advisory Committee Terms of Reference

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Budget Advisory Ad Hoc Committee Terms of Reference, as presented.

iv. Revised Budget Process Timeline

Recommended Motion:

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

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. 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.

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – December 12, 2022

G.2. Record of Special In-Camera Board of Education Meeting – December 21, 2022

G.3. Record of Special In-Camera Board of Education Meeting – January 23, 2023

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)

REGULAR MINUTES

Via Zoom

Monday, December 12, 2022, 7:30 p.m.

Trustees Present: Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Angela Carmichael, Natalie Baillaut, Derek Gagnon, Emily Mahbobi, Rob Paynter, Mavis David, Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Julie Lutner, Director of Finance, Budgets and Financial Reporting, Lisa McPhail, Manager of Communications, Andy Canty, Director of Information Technology

Partners: Ilda Turcotte, GVTA, Jane Massy, CUPE 947, Brenna O'Connor, VPVPA

A. COMMENCEMENT OF MEETING

This meeting began at 7:42 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Duncan 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 Kwan
Seconded by Trustee Paynter

That the December 12, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Carmichael
Seconded by Trustee Baillaut

That the November 28, 2022 Regular Board minutes be approved with the following amendments:

Replace Moved by with Seconded by where appropriate.

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

None.

B. CORRESPONDENCE

B.1. December 5, 2022, VCPAC to SD61, Education Assistants

B.2. December 5, 2022, BCEdAccess to SD61, School Police Liaison Officer Committee

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report provided for information.
- b. January Board Work Plan

C.2. Trustees' Reports

- a. Trustee Kwan provided a verbal report.

D. BOARD COMMITTEE REPORTS

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

- a. Draft combined minutes from the December 5, 2022 meeting – information only
- b. Recommended motions from the December 5, 2022 meeting:

Moved by Trustee Kwan

Seconded by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-Committee to review the current policies regarding legal services and make recommendations as needed to the Board.

Motion Carried Unanimously

D.2. Budget Advisory Committee

- a. Budget Advisory Committee DRAFT December 8, 2022 Minutes

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Superintendent Whitten provided the report for information.

Moved by Trustee Baillaut

Seconded by Trustee Mahbobi

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

None.

E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

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

Motion Carried Unanimously

F. QUESTION PERIOD

None.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – October 24, 2022

G.2. Record of Special In-Camera Board of Education Meeting – November 3, 2022

G.3. Record of Special In-Camera Board of Education Meeting – November 14, 2022

G.4. Record of In-Camera Board of Education Meeting – November 28, 2022

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

a. Trustee Kwan

Moved by Trustee Kwan

Seconded by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify the cost to increase custodial levels to the previous year, 2021-22, and provide recommendations to the Board on using funds coming out of revised budget allocations toward custodial deficits.

Amendment

Moved by Trustee Gagnon

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify ~~options the cost to increase custodial levels to the previous year, 2021-22,~~ and provide recommendations to the Board on using funds coming out of revised budget allocations toward custodial deficits.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify options and provide recommendations to the Board on using funds coming out of revised budget allocations toward custodial deficits.

Motion Carried Unanimously

b. Trustee Duncan

Moved by Trustee Duncan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update the gender language in all Bylaws of the Board.

Read a first time this 12th day of December 2022.

Motion Carried Unanimously

Moved by Trustee Duncan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update the gender language in all Bylaws of the Board.

Read a second time this 12th day of December 2022.

Motion Carried Unanimously

Moved by Trustee McNally
Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the motion “That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update the gender language in all Bylaws of the Board” at the December 12, 2022 Board meeting.

Motion Carried Unanimously

Moved by Trustee Duncan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update the gender language in all Bylaws of the Board.

Read a third time this 12th of December 2022, and finally passed and adopted this 12th day of December 2022.

Motion Carried Unanimously

H.2. Notice of Motions

a. Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the chair to write a letter to the Province on behalf of the Board expressing support for an EA Standards of Practice (as stated in the letter from VCPAC on December 5, 2022).

b. Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to forward any reports, provided to the Board at Standing Committee meetings or Board meetings, on any current updates or status of the ongoing project at Vic High to the PAC president of Central Middle School, Carrie Peter, and the PAC president of Vic High, Kate Wallace.

I. ADJOURNMENT

The meeting adjourned at 8:25 p.m.

Moved by Trustee Mahbobi
Seconded by Trustee McNally

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT

Late French Immersion at Cedar Hill Middle School

Equitable Access to Our Second Official Language

Education Policy and Directions Committee
Monday, January 9, 2023
Amy and Andy Teucher

My name is Andy/Amy Teucher

Parent of a current late french middle school student at Cedar Hill, and a student in Grade 5 who wants to do French next year

For three years (intake years 2019-2021), CHMS has offered a strong LFI program with dedicated, talented teachers providing a strong and integrated program that was well known and appreciated in the community.

The decision to cancel the Grade 6 Late French Immersion class at Cedar Hill Middle School does not put the kids first. The Late French Immersion video on the district website states that learning French is for every child - and parents in the (former) Cedar Hill Catchment want this opportunity for our children. The closure of the program at Cedar Hill removes this opportunity for many children in the district.

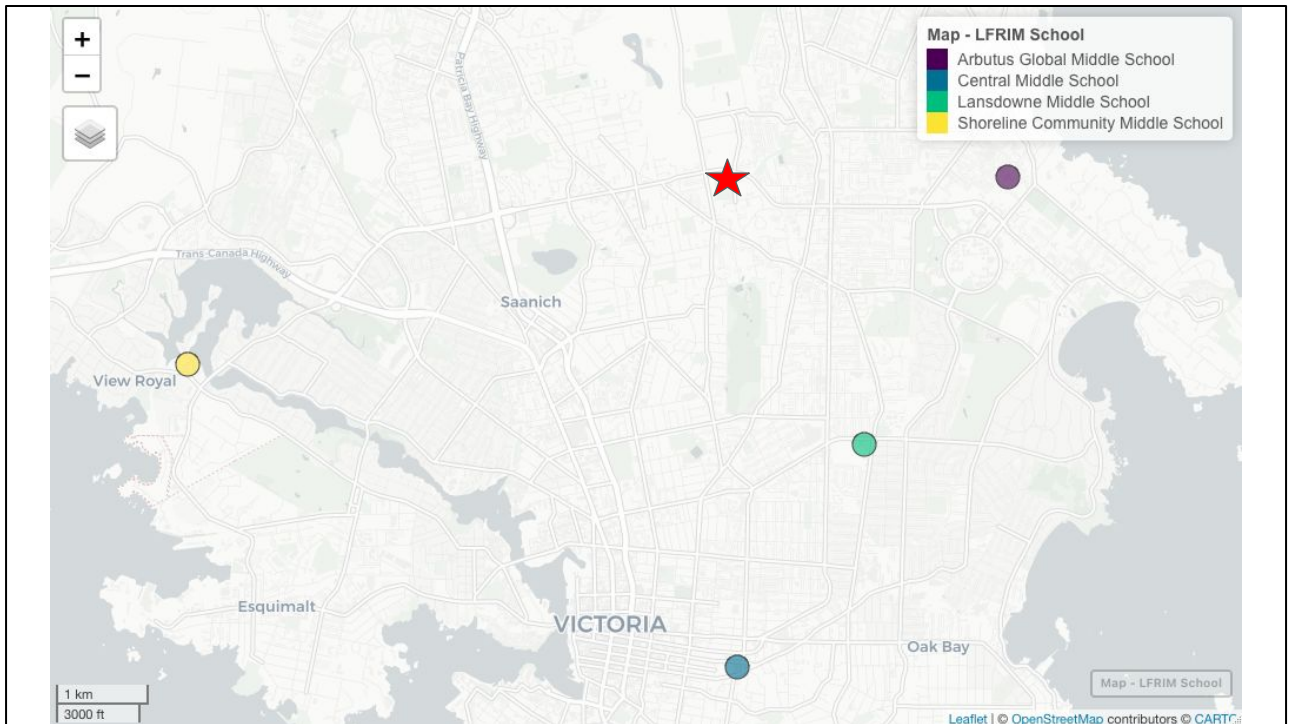
Key Requests

1. SD61 reopen the Late French Immersion program at Cedar Hill Middle School in order to provide equal opportunity for students across the District to attend Late French Immersion.
2. Include Cedar Hill Middle school as an option during the January 23-27 Registration Week.

Thank you for having these opportunities to provide input into district processes and allowing us to speak today

We're here today to request that:

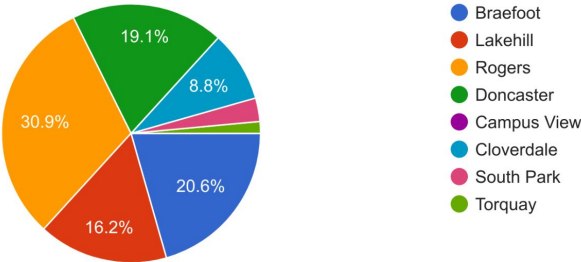
1. SD61 reopen the Late French Immersion program at Cedar Hill Middle School in order to provide equitable access to Late French Immersion.
2. Include Cedar Hill Middle school as an option during the January 23-27 Registration Week so that interest can be properly evaluated.



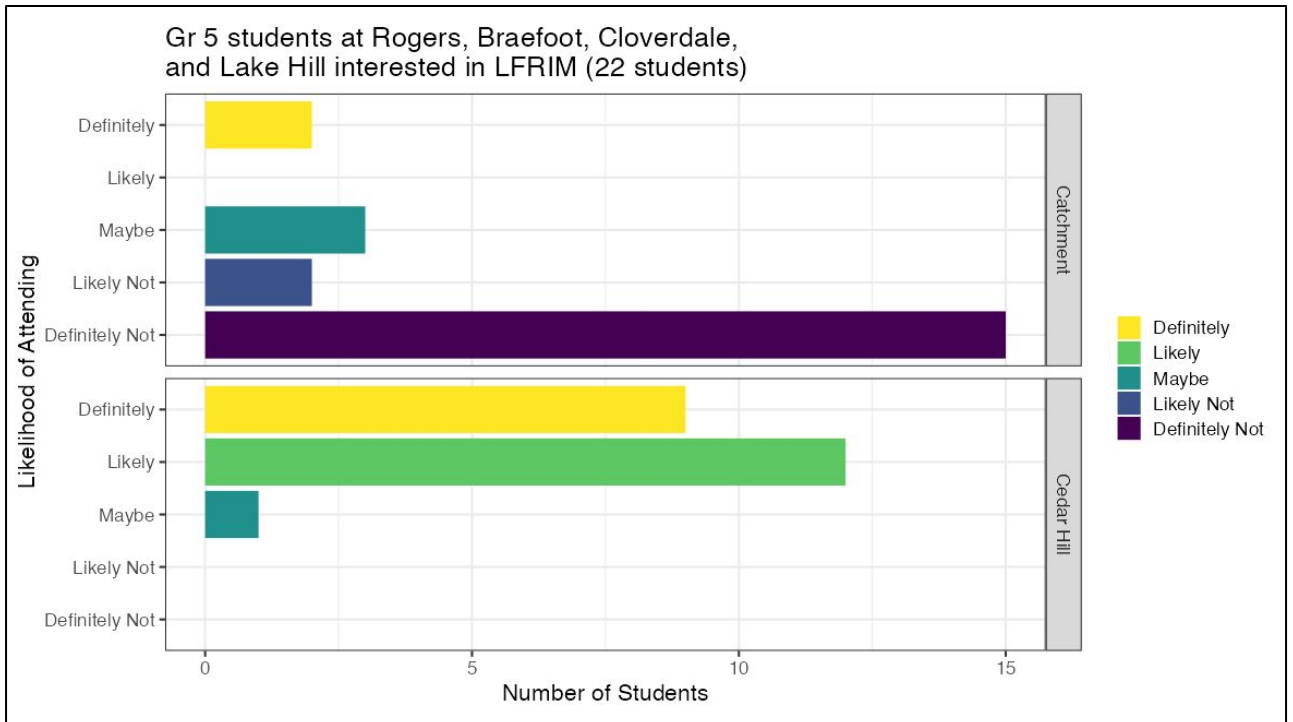
Cedar Hill Middle School fills a critical gap in the distribution of Late French schools - without it a huge proportion of people in the centre of the district does not have reasonable access to Late French Immersion.

Survey of Parents

- 69 responses
- 96% said they are interested in Late French Immersion
- 22 children in Grade 5 interested in LFRIM in 2023/2024
- 38 parents expressed interest in advocating for LFRIM at Cedar Hill



We've done a small survey of parents in Cedar Hill catchment schools. The survey has been open for less than a week, and mostly spread through word-of-mouth, so the results are likely an underrepresentation



Aside from the strong overall support for Late French Immersion, the most striking result was the desire for LFRIM at Cedar Hill, and the high number of children that would miss out on Late French if it is not offered at Cedar Hill.

Of 22 Grade 5 students at Braefoot, Cloverdale, Rogers, and Lake Hill interested in Late French next year:

An overwhelming majority said they will not send their children to their current catchment LFRIM school (17 out of 22)

Conversely, at least 21 would likely or definitely attend LFRIM if it is offered at Cedar Hill next year

This shows clearly that by not offering Late French at Cedar Hill you will be driving down enrolment in the district by denying students a feasible option. We don't believe this is in the best interest of the students, the community, or the district.

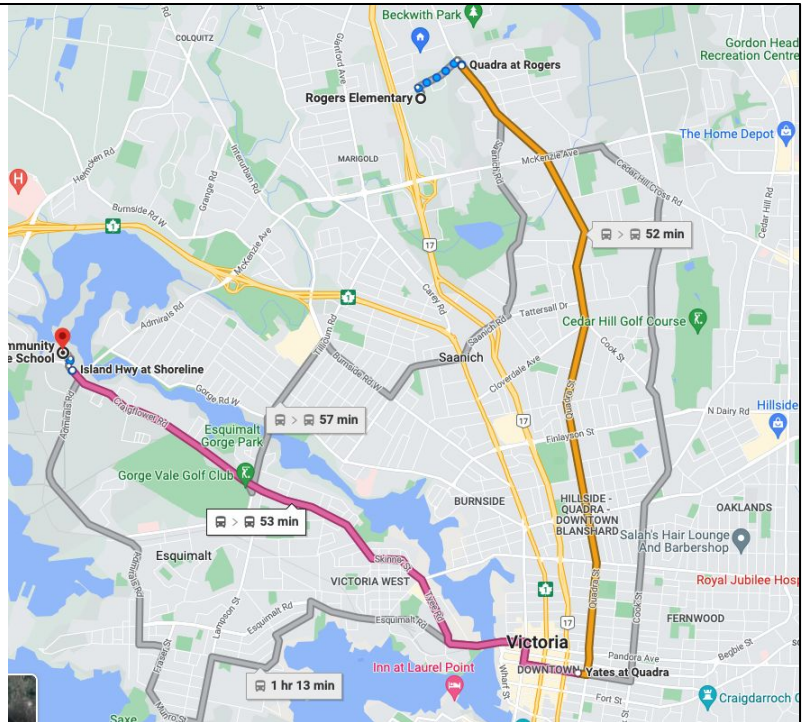
Closing LFI at Cedar Hill Middle School takes children out of their communities and pathway schools

- They will not be within walking or biking distance of their school
- They will not be with their cohort from their elementary school
- They will not be with their older siblings

Closing LFI at Cedar Hill Middle School takes children out of their communities and pathway schools. They will not be within walking distance of their school, they will not be with their cohort from their elementary school, and they will not be with their older siblings. Driving our children out of our neighbourhoods to more distant schools increases our community's carbon footprint.

Safe and Sustainable Routes to School

Public Transit from Rogers to Shoreline



Closing the Late French Immersion class at Cedar Hill Middle School results in unsafe and unsustainable transportation options to get to school. Our kids are far from the new catchment schools and there are no reasonable public transportation routes or safe bike routes to the new catchment schools. Practically, attending Shoreline from our community requires a 10 year old to take two buses with a downtown transfer to get to their Late French Immersion catchment school, or bike 7km on unsafe roads. The other option, where a family drives their student to the new catchment school, creates significant greenhouse gas emissions and pressure on families.

The decision to close LFRIM at Cedar Hill is not equitable

- Many families do not have the budgets or flexibility in their schedules to have children in schools across the city
- Only those privileged families with the means will be able to send their kids to Late French Immersion
- This only furthers the equity gap we have in our society

Finally, The decision to close Cedar Hill is not equitable. For many families, their budgets and schedules do not allow the option to have their children register at a school that is so far outside their neighbourhood. Children who would have walked or biked to school would now need to be driven. This decision does not allow for many families to take part in Late French Immersion, thus furthering their inequality.

SD61 Policy on Consultation and Communication

- In 2022, SD61 cancelled the LFI program despite strong advocacy and enrolment with no consultation
- It was indicated at that time that was a decision for 1 year only, and it would be reconsidered the following year
- For 2023/24 school year, the closure of the program continues with no consultation
- Budget decisions made by the board in previous years should not drive program delivery priorities going forward.

We believe the School District is violating its own policy on consultation and communication. Policy 1163 on the school district website states, “the Board expects district, school and program level decisions will be made using appropriate consultation processes.” SD61 did not consult with the parents and children affected by the closure of LFI at CHMS, and they should have. The French Parent Advisory Board, VPAC, SD 61 teachers/administrators, and parents were not consulted prior to cuts to LFI. This does not fulfill the requirements in the SD61 communications policy (policy 1150)

Key Requests

1. SD61 reopen the Late French Immersion program at Cedar Hill Middle School in order to provide an opportunity for students to attend their community school to learn French.
2. Include Cedar Hill Middle school as an option during the January 23-27 Registration Week.

We understand that budget and future space constraints at Cedar Hill Middle School may have influenced the closure of the program. However, we believe that there are creative and innovative ways to reinstate the program in a stable and successful way so that Late French Immersion is equitably available across the district.



Greater Victoria Teachers' Association

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

Sent via email

December 13, 2022

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Trustees,

The Indigenous-Focused Graduation Requirement was a welcome announcement from the government. Many teachers had been advocating for Indigenous-focused courses and is something both the BCTF and Indigenous communities had been lobbying the government. This requirement will be effective the 2023-24 school year for all students working toward their Dogwood Diploma. As this course is to be offered beginning next year, we only have a few months left to provide the training and support needed to have teachers ready to teach these courses.

As we have not yet received substantial funds from the Ministry of Education and Child Care to provide training and/or information sessions, districts are having to bear the cost of this themselves. Perhaps you may feel it prudent to reach out to the Ministry to request additional funding? The GVTA recognizes, and appreciates, that SD 61 has budgeted a few days of release time this school year for some teachers to come together to learn about this graduation requirement and how it will be implemented next year. We appreciate having these opportunities; however, the few days scheduled for a few teachers to meet this year are not enough.

Teachers are very supportive of this graduation requirement and want to do this work well. In order to accomplish this, there needs to be more funding. Teachers need time to plan and collaborate with each other, and to learn how to teach this course well, in a culturally responsive way. Our request for additional funding and support comes from a desire that the launch of this important graduation requirement be a successful experience for our students. To that end teachers need time to organize and plan for its successful implementation.

In essence, funding teacher collaboration time during this school year for all teachers affected, to discuss, plan, identify resources needed, and feel confident teaching the Indigenous-Focused Graduation Requirement course would be a worthwhile investment for our students and their teachers.

Sincerely,



Ilda Turcotte
President, Greater Victoria Teachers' Association

cc Superintendent Deb Whitten
GVTA EC



DEAN DUTHIE
CHIEF CONSTABLE

SAANICH POLICE

Keeping Saanich safe since 1906

January 10, 2023

To our valued partners in the Saanich school districts and community,

Re: Reorganization of the Saanich Police Department's Community Engagement Division

Dear Sir or Madam,

I am writing to provide you with advance notice of upcoming changes in the deployment of Saanich Police personnel within our Community Engagement Division. For many years, the SPD has maintained a dedicated School Liaison Section, currently consisting of one sergeant and four constables. These five officers have been assigned the full-time responsibility of serving the 53 public and private schools and educational institutions within the jurisdiction of the District of Saanich. Over the years, they have done an exceptional job of meeting our community's needs and built lasting positive relationships with students, teachers, and the entire school community.

Our goal is to be equally responsive to the needs of other segments of our community which do not currently have dedicated resources to serve groups such as the LGBTQ2S+ community, our older adults population, or our culturally diverse communities, to name a few examples. While our front-line uniformed officers in the Patrol Division respond to calls from all members of the community in a manner that reflects our organizational commitment to equity, diversity, and inclusion, many community members do not currently have a dedicated resource within the SPD that they can call upon or partner with as we work together towards the shared goal of a safer and more inclusive community for everyone.

In our current economic climate, we are not able to dedicate additional liaison officers to engage these different areas of our diverse community. Our commitment to the key strategic priority of *Effectiveness, Efficiency, and Innovation* demands that we continually reassess existing resources and mandates to ensure that we are meeting our mission, goals, and objectives as effectively and efficiently as possible and take an innovative approach to the deployment of limited staff resources. This approach has led us to reconsider the mandate of the School Liaison Section and introduce some changes that we believe will address this service gap and advance our commitment to delivering the highest quality of police service to everyone in our community.

Effective January 23, 2023, the School Liaison Section will be replaced by a new Community Liaison Section, which will continue to serve our school community while providing enhanced services to previously underserved groups in Saanich. To help meet these new service demands, our current School Liaison Officers will be joined by officers reassigned from other work units to the Community Liaison Section to meet their expanded mandate. The most significant change from the perspective of teachers, students, and

administrators is that a given school will no longer have one individual officer assigned as its dedicated School Liaison Officer. We recognize that this change has the potential to compromise the positive individual relationships which each of our School Liaison Officers have built with their assigned schools. However, the schools will now be able to call upon the new Community Liaison Section 5 days per week, 52 weeks per year and receive assistance from as many members of the Community Liaison Section as necessary to address the specific issue, function, or investigation. We believe that this change will allow us to provide a more flexible and inclusive response to all members of our community and is in keeping with our desire to be a progressive, innovative, and responsive service provider known for our commitment to excellence.

We sincerely value our longstanding and positive working relationships with our educational partners in the Saanich, and we hope to implement these important changes without compromising those critical relationships. We appreciate that our service delivery model may look somewhat different than the mutually beneficial one that we have enjoyed for so many years, but we look forward to continuing to work together effectively through our new Community Liaison Section.

I invite you to direct any questions you or your staff might have about these changes to the attention of the outgoing officer in charge of the Community Engagement Division, Inspector Darrell Underwood, or the incoming officer in charge, Inspector Steve Morgan.

With respect and gratitude,



Gary Schenk,
Deputy Chief Constable



January 13, 2023

Dear Trustees,

We are writing to you to share our thoughts about Elementary Strings and how the program can be strengthened. There are many challenges with offering this program, and we want to make sure that you are aware of the many nuances and issues that need to be considered before a decision is made so that it meets the needs of students, teachers, schools, and families.

The implementation of the Elementary Strings program has become quite complicated over the past year. We feel like the district wants to make the program the same at each school, when each school community is different: each student and parent community have different needs and music teachers have different strengths. What may work for one school, may not work for another. For decades and decades, the Elementary Strings program has historically been a program of choice. It was only in the last few years that it has been considered as a program that could be mandatory for all Grade 5 students. The idea of "if one school can't have it, then no one can have it" became the main driver for this program by the district, which led to trustees voting to remove the program last year before private funding was found to keep the program going this year.

In response to equity concerns, currently, there are strings programs being implemented at 25 of 28 elementary schools. Although, it should be emphasized that the staffing costs for this program have not increased, despite the fact that this program is now being taught in nine more schools than it was last year. Right now, there are over 700 elementary students participating in the program. They are being taught by nine music teachers. A small number of schools have two classes per week while most have one class per week. The program is offered before school, after school, during lunch, and during the regular school day, depending on the school community and timetable needs. While this may work for some teachers, by no longer having a pull out option, this is not an equitable way to run the program since some Grade 5 students cannot participate in a before or after school program, due to family or extracurricular commitments.

We recognize that there may be some advantages in having Strings as a grade 5 prep program: it may work for that school, it's in the timetable, it would be accessible for all students.

However, we do have a number of logistical concerns regarding the Elementary Strings program if it is implemented as a Grade 5 Prep class. Some of these include:

- Teachers have autonomy on how to teach and run their programs. Many elementary schools already have a well established grade 5 general music program and these teachers really enjoy teaching this program at this level. However, music is a specialty area and within music, there are even *further* specialty areas such as General Music, Band, Choir, Strings, etc. Each area needs to have a high level of expertise to successfully run a program. There are not many general music teachers in our school district who are trained or comfortable to teach beginning strings. ***We feel it is important that Strings is taught by experienced Strings teachers***, when possible. Strings are very technical instruments that require a lot of detailed direction to play comfortably and successfully.
- According to the current staff committee process, if the music teacher turns down the additional prep time minutes, the additional FTE typically would go to the person with the highest seniority that is not at a 1.0 FTE. The staff committee also decides what prep subject will be taught, whether it is music, PE, ADST, etc. If the Staff Committee did not choose Strings, then that program would be lost at that school.
- If the prep subject that is chosen is Strings, and the general music teacher turns down the additional prep time minutes, what would happen to the FTE of the general elementary music teacher if they are not currently full time and are not comfortable or qualified to teach Elementary Strings? Would they lose out on that additional FTE if a Strings teacher is brought in? This would result in loss of work for that teacher.
- Although making grade 5 Strings mandatory may mean smaller class sizes for some schools, all students need to be very well supported. Some students may need an educational assistant to help them focus and regulate. Our district is at a critically low level of available EA's; because of this, we don't believe that this critical support will be there for students that need it.
- To have Strings as prep, we would need a space to teach it in. Some elementary schools lost their designated music room due to a lack of space for classrooms. In these schools, the music teacher is teaching music by moving from room to room using a cart. This will not work for a strings program. In addition to instruments, students need stands and space to play. Currently, the coordination with music teachers, and gym teachers to find a space during school hours to teach the strings program has been very challenging and that is if the strings teacher is just teaching strings.
- It seems unfair to ask parents to rent/buy equipment for a mandatory program and many families will not be able to afford that. The Cooper Smith Music Library Collection does not have enough instruments to cover the entire district and it would be difficult to supply and repair instruments for the whole district with private funds, even if we had the parents and volunteers willing to coordinate such an effort.

- The sheer amount of instruments and storage space a school would need to house these instruments is unavailable at most schools. Currently, some classes that even have 7-8 Strings students barely have space to store the instruments.
- If Strings is run as prep, in addition to buying and repairing instruments, we would need additional resources to find and purchase equipment like music stands and method books, as well as the insurance and liability. These would all be very challenging to fund.
- As is for all music programs, there is a lack of TTOCs for general elementary music. There are already a lot of TTOCs that turn down elementary calls because they don't want to do music, leaving our positions unfilled. We fear that with Strings in the job description, even fewer people will be willing to take the call. We also fear that personal/educational/etc. leaves will be denied for elementary music teachers because there will be no one qualified to replace them if a Strings program is a part of the job.
- How would Grade 4/5 split classes work? Especially since many schools have them. Often there are around 3-6 divisions in most elementary schools that are 4/5 splits at one school.
- Many elementary schools already have a well-established Grade 5 general music program with other instruments, such as ukulele, and these teachers really enjoy teaching this program at this level. Introducing mandatory Strings may upset these dynamics.
- Finally, each school has a right to be its own community, autonomous from other schools. Implementing grade 5 strings as prep for every school is unreasonable and not every school or community would want it as prep. This may also create resentment towards music teachers and music programs.

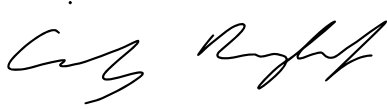
As you can see, this issue is more complicated than one might think. We have tried to document some of the factors to take into account before making a decision about the Elementary Strings program as it will affect hundreds of students and families, teachers and school communities.

How we ran the program for the past twenty years has worked enormously well for students, families and music educators. Each school had a different time they offered the program. We had qualified Strings teachers teach the program. We would like to see Elementary Strings back as a line item on the School District Budget because doing so will show that it is an important enough program to fund and implement.

We would like a proper, authentic, mutually agreed upon consultation process that involves music educators, VCPAC, GVTA, trustees and the district before any major changes are decided on.

Thank you for considering all of the variables in this program. Please reach out to me or any of the other LSA music teachers if you have any questions. This letter was written in consultation and on behalf of the Greater Victoria Music Educators' Association.

Thank you for your time and consideration,

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

Cindy Romphf

President - Greater Victoria Music Educators' Association

Past President - British Columbia Music Educators' Association

Board of Education

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

Chair: Nicole Duncan Vice-Chair: Karin Kwan

*Trustees: Natalie Baillaut, Angela Carmichael, Mavis David,
Derek Gagnon, Emily Mahbobi,
Diane McNally, Rob Paynter*

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: January 30, 2023

Activities on behalf of the Board:

1. Weekly Chair/Superintendent agenda planning meetings to set the agendas for our meetings. Bi-weekly check in/signing meeting with Superintendent and Secretary Treasurer.
2. **Board Orientation:** The second Board learning session took place on Saturday, 7 January 2023 led by Dr. Shelly Niemi, Director of Indigenous Education. I would like to acknowledge both my Trustee colleagues and staff who were able to participate. I would like to extend a very special thank you to Dr. Niemi who led our session, and to our special guests: Brad Baker, Associate Superintendent of Indigenous Education (Ministry of Education and Childcare), Heather Helm, Manager, Early Years, Métis Nation British Columbia and Lauren Petersen, Education Manager, K-12, Métis Nation British Columbia. We greatly appreciate their willingness to share their time, experience and expertise with our Board.
3. **Talking Tables 2023-24 Budget Meeting-** 5 January 2023. I had the pleasure of taking part in this event and providing closing remarks on behalf of the Board of Education. It is a unique event, and one of the few opportunities for the Board of Education to sit together with so many members of our learning community over dinner and to work in support of learning in our school district.
4. **Student Symposium-** 13 January 2023. This special event is part of a series of engagement activities that were approved by the Board of Education as part of our 2023-24 Budget process. I was very fortunate to participate alongside students from middle and high schools across our school district who discussed topics such as: Climate, Technology, Cultural Responsiveness, and Mental Health and Wellness. I

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

understand that approximately 100 students participated in the event. A report detailing the purpose of the event and summarizing the student feedback received will be posted on the District website via the following link: <https://www.sd61.bc.ca/our-district/financial/>.

5. Ad Hoc Committee scheduling was prioritized for Ad Hoc Committees that have outstanding work to complete such as the George Jay Naming, School Police Liaison Program Review and Climate Action Plan Committees. Please let me know if there are any other Ad Hoc Committees that have outstanding work to complete. The Board will consider the work of the other Ad Hoc Committees and give Board direction as appropriate.

Trustee Assignment: Thanks to Trustee Carmichael for volunteering to sit as the Board's representative on the Victoria Youth and Family Justice Committee.

Reminders: The deadlines for submitting motions to the BCSTA for the AGM are set out below:

[Extraordinary motions](#) | February 15

[Substantive motions](#) | February 24

[Late motions](#) | March 27

Significant Dates: Data Privacy Day 2023 is on **Saturday, 28 January 2023**. The purpose of Data Privacy Day is to raise awareness and promote data privacy education. Data Privacy Day began as a day to commemorate the 1981 signing of Convention 108, the first legally binding international treaty dealing with privacy and data protection. This has grown into a week focused this year on highlighting the impact technology is having on the privacy rights of all Canadians and the unique impact this has on young people. It is an opportunity for our entire learning community to consider the importance of valuing and protecting personal information and respecting the human right to privacy.

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Annual Work Plan – February 2023

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



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, January 9, 2023, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Mavis David, Angela Carmichael, Nicole Duncan

Operations Policy and Planning members: Nicole Duncan, Rob Paynter, Derek Gagnon, Karin Kwan

Trustee Regrets: Diane McNally, Natalie Baillaut

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Tammy Renyard, District Principal, Charmaine Shortt, Acting District Principal, Sean Powell, District Principal, David Hovis, District Principal, Andy Canty, Director, Information Technology for Learning

Partners: Jane Massy, CUPE 947, Lena Palmero, GVTA, Brenna O'Connor, VPVPA

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the January 9, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Duncan

That the December 5, 2022 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes be approved with the following amendment:

Add Nicole Duncan's name to the Education Policy and Directions members list.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

B.1. Griffin Foster from Oak Bay High School presented on appointed student leadership at Oak Bay High School.

B.2. Amy Teucher and Andy Teucher presented on Late French Immersion at Cedar Hill Middle School.

C. NEW BUSINESS

C.1. Trustee Mahbobi informed the Board that the Elementary Strings Review will be provided at the January 16, 2023 Operations Policy and Planning Committee Meeting.

C.2. Deputy Superintendent Caldwell presented the Framework for Enhancing Student Learning (FESL) review memo. District Principals Hovis, Renyard and acting District Principal Shortt presented on Literacy Framework and the K-12 Plan as it relates to FESL.

The primary purpose of education and the three main objectives are:

1. Intellectual Development
2. Human and Social Development

3. Career Development

The Provincial Literacy Focus was reviewed as the province realigns from english to literacy. Ongoing strategies to support literacy teaching and learning in the District were shared. Next steps are piloting of the Grades 3, 6, 9 literacy assessments and the development of the Grade 1 literacy assessment.

Trustees thanked staff for the presentation and had questions of clarification.

Moved by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) move C.5. Late French Immersion – District Principal Powell to C.3. and renumber accordingly.

Motion Carried Unanimously

- C.3.** District Principal Powell provided the Late French Immersion memo for information.

Questions of clarification were asked.

Meeting recessed at 9:01 p.m.

The meeting reconvened at 9:06 p.m.

- C.4.** Associate Superintendent Aerts provided the Board Authority Authorized Courses Memo for information.

- C.5.** Superintendent Whitten provided the Parent Education Fund 2022-2023 update for information.

- C.6.** VCPAC EA Standards of Practice – Trustee Kwan

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Province on behalf of the Board expressing support for an EA Standards of Practice (as stated in the letter from VCPAC on December 5, 2022).

Motion Carried Unanimously

- C.7.** VCPAC Communication Protocol – Trustee Duncan

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with Victoria Confederation of Parent Advisory Councils (VCPAC) to develop a communication protocol to support the parents' advisory council (PAC) to communicate with PAC members in their school communities.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Mahbobi

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:21 p.m.

Chair

Secretary-Treasurer



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

Operations Policy and Planning Committee

REGULAR MINUTES

Monday, January 16, 2023, 7:00 p.m.

Trustees Present: **Operations Policy and Planning members:** Rob Paynter (Chair), Karin Kwan, Derek Gagnon, Nicole Duncan, Natalie Baillaut

Education Policy and Directions members: Angela Carmichael, Emily Mahbobi, Diane McNally, Nicole Duncan

Trustee Regrets: Mavis David

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Andy Canty, Director, Information Technology for Learning

Partners: Paula Marchese, VCPAC, Cindy Romphf, GVTA, Brenna O'Connor, VPVPA, Paul Knapik, CUPE 382

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:02 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Paynter 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 Paynter

That the January 16, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Paynter

That the December 5, 2022 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Operations Policy and Planning Committee be approved with the following amendment:

Change Karen Kwan to Karin Kwan.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. SUPERINTENDENT'S REPORT

C.1. Deputy Superintendent Caldwell introduced the Elementary Strings Review and the Executive Summary provided by Mr. Harris.

Trustees thanked Mr. Harris for the presentation and had questions of clarification.

Meeting recessed at 8:42 p.m.

The meeting reconvened at 8:47 p.m.

D. PERSONNEL ITEMS

None.

E. FINANCE AND LEGAL AFFAIRS

E.1. Monthly Financial Report: December 2022

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.2. 2022-2023 Budget Change Report: December 2022

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.3. 2023-2024 Budget

Secretary-Treasurer Stride provided the memo for information.

F. FACILITIES PLANNING

F.1. Custodial Considerations

Superintendent Whitten provided the memo for information.

Trustees had questions of clarification.

Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to hire and dispatch up to ten (10) additional CUPE 382 custodial employees for the remainder of the 2022-2023 school year, and allocate budget to the custodial relief account to a maximum of \$209,068 subject to the availability of budget in the 2022-2023 amended annual budget process,

AND FURTHER to commence conversations with CUPE 382 regarding custodial service levels for the 2023-2024 school year, and any potential efficiencies,

AND FURTHER to recommend custodial service levels for the 2023-2024 school year, including budget implications, for consideration in the 2023-2024 annual budget process.

Trustees discussed the motion.

Moved by Trustee Duncan

That the motion, *“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to hire and dispatch up to ten (10) additional CUPE 382 custodial employees for the remainder of the 2022-2023 school year, and allocate budget to the custodial relief account to a maximum of \$209,068 subject to the availability of budget in the 2022-2023 amended annual budget process,*

AND FURTHER to commence conversations with CUPE 382 regarding custodial service levels for the 2023-2024 school year, and any potential efficiencies,

AND FURTHER to recommend custodial service levels for the 2023-2024 school year, including budget implications, for consideration in the 2023-2024 annual budget process” be referred to the Board meeting on January 30, 2023.

Motion Carried Unanimously

F.2. Operations Update: January 2023

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

F.3. Victoria High School Seismic Project Update

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

Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

H. NEW BUSINESS

H.1. Vic High Project Reports to Central and Vic High PAC's – Trustee Kwan

Trustee Kwan withdrew the motion as there is a communication plan in effect to provide the public reports to the schools' PAC.

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to forward any reports, provided to the Board at Standing Committee meetings or Board meetings, on any current updates or status of the ongoing project at Vic High to the PAC president of Central Middle School, Carrie Peter, and the PAC president of Vic High, Kate Wallace.

I. NOTICE OF MOTION

None.

J. GENERAL ANNOUNCEMENTS

None.

K. ADJOURNMENT

Moved by Trustee Gagnon

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:59 p.m.

Chair

Secretary-Treasurer

Office of the Secretary-Treasurer

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4117 Fax (250) 475-4112

Katrina Stride – Secretary-Treasurer

TO: Budget Advisory Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 16, 2023

RE: Talking Tables Event Report

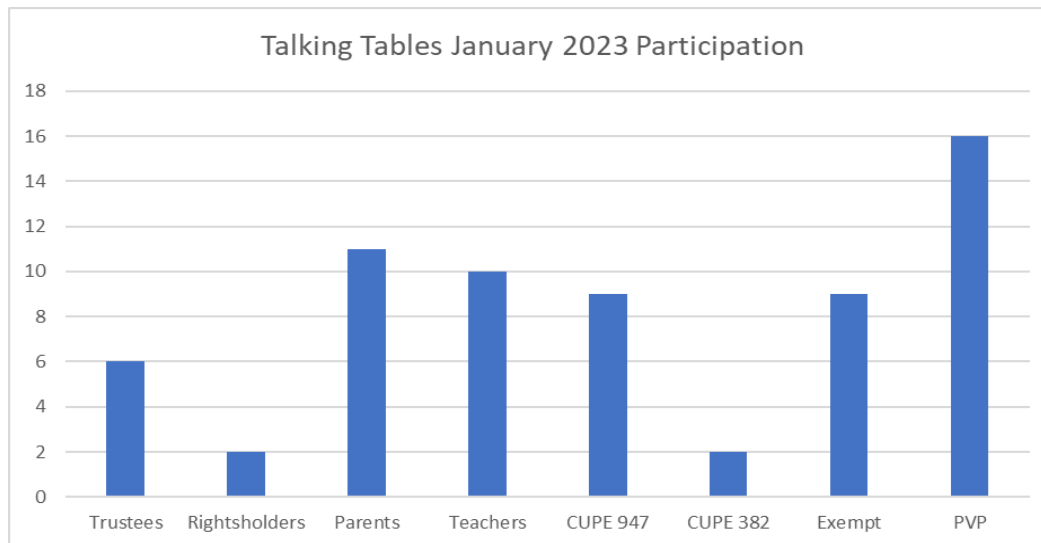
What is Talking Tables?

The Talking Tables Event was held on January 5, 2023 as part of the 2023-2024 Budget process. The purpose of the event was to inform members of the Budget Advisory Committee and the Board by:

- Providing an opportunity to discuss important topics and obtain feedback directly from Rightsholders and stakeholders
- Facilitating communication within a large, diverse group
- Encouraging open, honest conversation and respectful dialogue
- Building relationship, understanding and trust

Participation

There were 65 participants from the following groups:



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Opening Remarks

Opening remarks were provided by Deb Whitten, Superintendent.

Event Format

- Participants were assigned to tables to ensure diverse perspectives
- Introductions at tables
- Dinner (45 minutes)
- Budget Presentation (15 minutes)
- Talking Tables (90 minutes)
 - 30 minutes each topic:
 - Topic 1 – Culturally Responsive Learning Environments
 - Topic 2 – Student Learning: Goals 1, 2 and 3
 - Topic 3 – Infrastructure
- Trustees had the option to move tables after each topic
- Facilitator at each table took notes for each topic

Closing Remarks

Closing remarks were provided by:

Deb Whitten, Superintendent
 Shelly Niemi, Director, Indigenous Education
 Ron Rice, UPHIA
 Kristy McLeod, Metis Nation of Greater Victoria
 Ilda Turcotte, President, GVTA
 Jane Massy, President, CUPE 947
 Darren Reed, CUPE 382
 Nicole Duncan, Board Chair

Appreciation

Thank you to all of the participants who were able to attend the event and add their voices to the table.

Supporting Documentation

The agenda is attached as Appendix A.

The presentation slides are attached as Appendix B.

Notes from table facilitators on each topic are attached as Appendix C.

Report

This report will also be included in the Regular Board meeting agenda for January 30, 2023 under Board Committee Reports. It will also be posted on the District website on the Financial page under the heading of 2023-2024 School Year Budget at <https://www.sd61.bc.ca/our-district/financial/>.

School District No. 61 (Greater Victoria)

**Talking Tables
Budget 2023-2024
Thursday, January 5, 2023
5:30 – 8:30pm**

**Chief and Petty Officers' Mess, 1575 Lyall Street, Esquimalt
Rainbow Room (Downstairs)**

AGENDA

5:00 – 5:30	Gathering and Seating	
5:30 – 5:45	Welcome	
	Acknowledgement	
	Opening Remarks - Deb Whitten, Superintendent	
	Format for the Evening	
	Introductions	
5:45 – 6:30	Dinner	
6:30 – 6:45	Budget Presentation	
6:45 – 7:15	Topic 1: Culturally Responsive Learning Environments	Pgs. 2 - 6
7:15 – 7:45	Topic 2: Student Learning: Goals 1, 2 and 3	Pg. 7
7:45 – 8:15	Topic 3: Infrastructure	Pgs. 8 - 30
8:15 – 8:30	Closing Remarks	

School District No. 61 (Greater Victoria)
Talking Tables
Budget 2023-2024
Thursday, January 5, 2023

In preparation for the topic discussions at the Talking Tables event, please review the following supporting documentation:

Topic 1: Culturally Responsive Learning Environments



Indigenous Education Department

Greater Victoria School District No. 61
556 Boleskine Road, Victoria, B.C. V8Z 1E8
Telephone: 250 475-4124
Fax: 250 475-4109

Introduction to Culturally Responsive Learning Environments through; Pedagogy, Leadership and Governance

Prepared by: Dr. Shelly Niemi
Director of Indigenous Education
Greater Victoria School District No.61

This document is intended to provide you with a small sample of contextual knowledge that include some considerations, excerpts, and resources from scholars and authors whose research inform us about:

What is Cultural Safety? What are the Characteristics of Culturally Responsive Learning Environments and Education Systems? What is Culturally Responsive Practice Through; Pedagogy, Leadership and Governance?

Please Note: *This document serves merely as a brief introduction to this topic and does not include an exhaustive list of the scholars, authors, or resources that can be found to support the research within this area.*

Introduction

Culturally responsive teaching, leadership and governance is derived from the concept of culturally responsive pedagogy, which involve philosophies, practices, and policies that work towards creating inclusive school environments for students and families from ethnically and culturally diverse backgrounds. (Johnson & Fuller, 2014).

Becoming a culturally responsive education system is all about creating a movement away from oppressive structures within the education system and a focus towards the inequities that interplay with power, privilege, and bias. Being culturally responsive is not just about celebrating the diversity that exists within the education system, rather, it is intentionally focused on how you disrupt the impact of “sameness.”

If education systems have the courage and conviction to challenge their historical practices and move towards “newness” inspired by the knowledge of the lived experiences of the students and their families they serve then the education system can say they are doing the work of culturally responsive education (MacKinnon, 2018).

Bonnie Davis (2012) describes culturally responsive leadership by indicating that *“If we want to raise the academic achievement of all students in our schools, we must address the school culture and personal lens with which we view our students.”* This then must become the critical starting point for an education system if they are to make change towards becoming culturally responsive. (Davis, 2012, pp.37- 39).

Jessica Ball’s work with the Early Childhood Development Intercultural Partnership at the University of Victoria (Ball, 2009) states that Cultural Safety is:

“the outcome of interactions where individuals experience their cultural identity and way of being as having been respected or, at least not challenged or harmed”

Furthermore, it is imperative to understand that cultural safety is not determined by the provider of a service, rather that cultural safety is determined by the recipient of that particular service (Education, Healthcare, Social Services, Justice, etc.). Ball (2009) further examines that when there is a lack of cultural safety and/or a plan to increase cultural safety within an education system then cultural unsafety continues to occur even if it is unintended. Cultural un-safety is “a subjective sense that one’s cherished values, goals, language, identity, culture and ways of life are denigrated or threatened in an encounter, or that one is being asked to venture into a foreign culture without knowing how to function in it and without positive accompaniment” (Ball, 2009).

Culturally un-safe environments can still be found in all systems (Education, Healthcare, Social, Justice etc.) and the impact of culturally un-safe environments do causes stress and in some cases duress for the recipients of the service (Niemi, 2020).

If an education system is moving towards becoming culturally responsive all involved within that education system do require processes for where they can safely self-examine their own bias, privilege, beliefs, pedagogy, leadership and decision-making processes. As it is through these self-examination processes that one can begin to self-locate how their practice and decision-making impacts learning for students from diverse cultural and ethnic backgrounds. Which, in turn have a direct impact on all of the students, families and communities they serve (Niemi, 2020, Ladson-Billings, G. 2011).

Cultural Safety is then viewed as an *‘outcome’* of culturally responsive practice and is only determined by the recipients of the service.

Some Books and Guiding Documents for Consideration

✓ **The Auditor General’s Report (2019) on the Education of Aboriginal Students within the B.C. Public Education System.**

The Ministry of Education has a responsibility to Indigenous students, their caregivers and communities to provide high-quality learning experiences and improve educational outcomes. The Ministry is committed to aligning those efforts with the commitments to the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action of the Truth and Reconciliation Commission and the draft Principles that Guide the Province of British Columbia’s Relationship with Indigenous Peoples. The Ministry fully supports the rights of Indigenous peoples to have control of, and decision-making responsibility for, Indigenous education, and is committed to continuing to work with First Nations partners who are interested in moving towards jurisdiction in education (Auditor General’s Report, The Education of Aboriginal Students in the B.C. Public School System, 2019).

✓ **Decolonizing Education: Nourishing the Learning Spirit (Marie Battiste, 2013)**

Change process takes time, and moving a system towards becoming culturally responsive will require a plan, and space for vulnerability, decolonizing processes, and the ability to critically examine self-biases while being prepared to deconstruct and reconstruct worldviews (Battiste, 2013).

✓ **Culturally Responsive School Leadership (Muhammad Khalifa, 2018)**

Culturally responsive school leadership (CRSL) has become important to research on culturally responsive education, reform, and social justice education. This book provides a comprehensive review and example framework for the expanding body of literature that seeks to make not only teaching, but rather the entire school environment, responsive to the schooling needs for students from diverse backgrounds. This book provides information to support CRSL and teacher preparation, CRSL and school environments, and CRSL and community advocacy and aligns literature on leadership, social justice, for culturally relevant education.

✓ **Street Data: A Next Generation Model for Equity, Pedagogy and School Transformation (Shane Safir and Jamila Dugan, 2021)**

Education can be transformed if we eradicate our fixation on big data like standardized test scores as the supreme measure of equity and learning. Instead of the focus being on "fixing" and "filling" academic gaps, we must envision and rebuild the system from the student up -- with classrooms, schools and systems built around students' brilliance, cultural wealth, and intellectual potential. Street data reminds us that what is measurable is not the same as what is valuable and that data can be humanizing, and healing.

By breaking down street data fundamentals, what it is, how to gather it, and how it can complement other forms of data to guide a school or district's equity journey, Safir and Dugan offer an actionable framework for school transformation. Written for educators and policymakers, this book: Offers fresh

ideas and innovative tools to apply immediately and provides an asset-based model to help educators look for what's right in our students and communities instead of seeking what's wrong.

✓ **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (Zaretta Hammond, 2015)**

In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction and information on how one's culture programs the brain to process data and affects learning relationships. Hammond explores Ten "key moves" to build students' learner operating systems and prepare them to become independent learners; Prompts for action and valuable self-reflection while guiding an understanding of these techniques for educators.

✓ **Culturally Responsive Pedagogy: Working Towards Decolonization, Indigeneity and Interculturalism (Fatima-Pirbhai Illich, Shauneen Pete and Fran Martin, 2018)**

This book convincingly argues that effective culturally responsive pedagogies require teachers to firstly undertake a critical deconstruction of Self in relation to and with the Other; and secondly, to consider how power affects the socio-political, cultural and historical contexts in which the education relation takes place. The contributing authors are from a range of diaspora, Indigenous, and white mainstream communities, and are united in their desire to challenge the hegemony of Eurocentric education and to create new educational spaces that are more socially and environmentally just. In this venture, the ideal education process is seen to be inherently critical and intercultural, where mainstream and marginalized, colonized and colonizer, Indigenous and settler communities work together to decolonize selves, teacher-student relationships, pedagogies, the curriculum and the education system itself.

YouTube Links

Etuaptmunk: Two-Eyed Seeing | Rebecca Thomas

<https://youtu.be/bA9EwcFbVfg>

Cultural Safety Education as the Blueprint for Reconciliation | Len Pierre

<https://youtu.be/jmRFsVAXmiQ>

Cultural Safety: Respect and Dignity in Relationships

<https://youtu.be/MkxcuhdgIwY>

Zaretta Hammond "Culturally Responsive Teaching"

<https://youtu.be/ME8KjqyqthM>

Chimamanda Ngozi Adichie: The danger of a single story

<https://youtu.be/D9Ihs241zeg>

Robin DiAngelo on "White Fragility" - EXTENDED CONVERSATION

<https://youtu.be/Qx-gUfQx4-Q>

Topic 2: Student Learning: Goals 1, 2 and 3

Strategic Plan

https://www.sd61.bc.ca/wp-content/uploads/sites/91/2020/06/GVSD61_StrategicPlan2020-2025.pdf

Framework for Enhancing Student Learning (FESL)

<https://www.sd61.bc.ca/our-district/framework-for-enhancing-student-learning/>

Topic 3: Infrastructure

Infrastructure – Facilities Services

Facility Condition

General

The Greater Victoria School District ('the District') has a total of 57 facilities; 49 active schools, 6 administration facilities / shops, and 2 facilities that were previously used for educational purposes which were closed by the Board of Education. These closed educational facilities have been retained by the District for other purposes, such as International Education, seismic swing space, and for use by a number of community-based and commercial entities. The District has over 3.1 million square feet (287,000 square metres) of space with the average age of our facilities being over 62 years old.

A key component in the planning of the maintenance and repair of District facilities is knowing the condition and life expectancy of the assets in our custody and care. Developing a plan to ensure that District staff keep our educational spaces clean, safe and healthy on a daily basis is of utmost importance. This plan includes maximizing the useful life of each of the assets, components and sub-components of all of our facilities to ensure the long term availability of these assets. This is done through the conduct of regular Facility Condition Assessments (FCA) and the careful management of the limited financial resources made available to the District on an annual basis.

Facility Condition Assessment (FCA)

A Facility Condition Assessment (FCA) is a process that provides detailed information about all current building deficiencies, from structure to systems components, and estimates the costs associated with renewal, repair and code compliance. The process is a financial forecasting process, not a capital planning process. From a completed FCA, a District can determine the priority in which facilities should be looked at, and the general areas within a facility that are of concern.

Much of an FCA uses the original costs and the manufacturer's life expectancy of a component to calculate the future costs and the timeline of when a component should be replaced. Given that school districts employ significant expertise from both internal and external trades people, they regularly maintain and often replace wearable parts within components and are able to prolong the actual life of various building components beyond the manufacturer's suggested life. As such, the estimates in a FCA are a guide for planning purposes and need to be reviewed and updated with real data through an ongoing FCA process.

Since 2009, the Ministry of Education and Child Care (ECC) has used the contracted services of Accruent Inc (VFA Canada Inc) to visit all K-12 schools in the Province once every 5 years to conduct detailed inspections of each building component in each facility. The assessors populate the layers of asset components data into a central database system for use by Ministry and District staff. This data provides core building information, as well as actual and projected condition assessments for the various components in each school, and then projects standardized costs for when and how much the repair/replacement of the components will be rolled up at the facility, District and eventually at the provincial level.

One of the comparator data calculations that VFA provides in their online FCA system is the Facility Condition Index (FCI) for each facility across the District and an overall FCI for the District itself. This data allows the Province to compare facilities and Districts across the Province.

Facility Condition Index (FCI)

Facility Condition Index (FCI) is an industry standard asset management tool which measures the “constructed asset’s condition at a specific point in time” (US Federal Real Property Council, 2008). FCI is typically used as a strategic capital planning tool for prioritizing capital investment over a set planning horizon. The FCI serves as a key consideration for the Ministry and for school districts when conducting long-term capital planning by helping to determine capital priorities for enhancing school facilities through maintenance, upgrades and new infrastructure.

A facility’s FCI is obtained by aggregating the total cost of any needed or outstanding repairs, renewal or upgrade requirements for a building compared to the current replacement value of the building components minus the available capital repair funding in that period. It is the ratio of the “repair needs” to “replacement value” expressed in percentage terms.

$$\text{FCI (\%)} = \frac{\text{Total of Building Repair/Upgrade/Renewal Needs (\$)}}{\text{Current Replacement Value of Building Components (\$)}}$$

The FCI usually has a value between 0 to 100, but if the repair requirements exceed the replacement value of the facility, then the FCI can be greater than 100. The closer the FCI is to 0.00, the less of an anticipated investment is required to maintain the facility or component. It is important to note that the value of the land that the facility is not considered as part of the replacement cost of the facility when evaluating FCI.

The estimated costs and values of building components used to determine a building’s FCI are gathered through the Facility Condition Assessment (FCA) and the replacement value is calculated based upon standardized cost per square foot for new construction or through a detailed calculation of the actual cost of building the facility today as it exists.

FCIs can be categorized into 4 levels using a number of different scales depending on the industry. What is generally agreed to is that a facility with a FCI greater than “30” is considered to be “Critical” and provides a strong indicator to the owner that they should look seriously at addressing some of the deferred maintenance in that facility to ensure the availability and sustainability of that facility.

Many organizations have reviewed these ranking categories for FCI and have made adjustments to the scale to better reflect their experience as compared to the condition of their assets on the ground. The Ministry has not yet defined the FCI rating categories for the Province, preferring to state that the FCI is to be used as a guide for planning purposes and to direct staff to look at those deferred maintenance areas identified by the FCI to see if the replacement of the component or sub-component is required and should be submitted under one of the capital funding programs in order to extend the useful life of the facility or component itself.

From the District's perspective, FCI has been, and continues to be, used as a guide in the planning of the annual capital plan and for all capital program submissions to the Ministry. The scale is used as a guideline and when school maintenance and repair requirements are raised by our users, we look at the FCI to guide us and to make priorities. Which scale to be used helps make more quantifiable decisions when choosing what needs to be looked at first and an established FCI Rating Scale helps with the deliberations.

The recommended scale is in Table 1 below.

Table 1 - FCI Rating Scale

Building Condition	FCI Rating Scale
Good	0 to 10%
Fair	10 to 20%
Poor	20 to 30%
Critical	+30%

Besides the FCI, there are other indicators/outcomes from letting the overall condition of a facility to deteriorate and help guide staff in making tough capital priority decisions. Table 2 below highlights some of those likely outcomes.

Table 2 - FCI Ratings - Likely Outcomes

RATING	SCALE	LIKELY OUTCOMES
Good	0 to 5%	Schools generally in GOOD condition. Regular maintenance and capital replacements being planned and completed in a timely manner. Lower day-to-day Maintenance activities. Generally high level of end user satisfaction with the facility.
FAIR	10 to 20%	Schools generally in FAIR condition. Regular maintenance and capital replacements being planned and completed as funds become available. Critical issues are being addressed. Some aesthetics issues not being addressed due to lack of funding. Deferred Maintenance is increasing across the portfolio. Users are generally satisfied – occasional inquiries when major building system failures occur.
POOR	20-30%	Schools generally in POOR condition and are starting to look their age. Regular maintenance and capital replacements are not being completed in a timely manner due to lack of available funding.

		Deferred Maintenance is at levels that are becoming unacceptable across the portfolio. Considerable user dissatisfaction with regular inquiries about when repairs/replacement will happen.
CRITICAL	>30%	Some schools would not be meeting the educational requirements of the educators. Consistent issues with building envelope. Major Building systems likely to fail on a consistent basis. Deferred Maintenance is at levels that are unacceptable across the portfolio. High user dissatisfaction with accompanying media and political inquiries.

Provincial Facility Condition Data

There are approximately 1,600 schools across 60 school districts in the Province of BC. The Ministry has been using VFA to conduct FCAs on each of these schools over the past years on a roughly five year inspection cycle. As a result of this ongoing process, the Ministry now has a full database of the condition of all schools across the Province based on the completion of one full cycle and part of a second cycle. In addition, District staff update the VFA database annually based on the capital repairs completed using the various Capital program funding allocations from the Ministry and the use of internal funding sources and reserves.

Provincially, the average age of all K-12 schools is **43 years old**, with 60% of the schools older than 40 years (1894 – 2022). Based on the results of the VFA inspection data and forecasting, the average FCI for all school facilities across the province is **0.41**. In other words, the deferred maintenance across the Province for all schools is equal to 41% of the replacement cost of those assets. Using any industry accepted FCI scale or rating, this means that the condition of the provincial education stock is rated as **“Critical”**.

Capital Funding

District staff manages the overall maintenance, repair, replacement and the supervision of all new construction activities associated with these facilities by applying for a number of annual grants funded by the Ministry. These include an annual operating grant for the day-to-day operation and maintenance of schools and a series of capital grant programs to address specific areas of facility replacement, construction and repair activities. The following programs are included:

- **Annual Facilities Grant (AFG):** The Annual Facility Grant is intended to fund the projects required to maintain a District’s facility assets through their anticipated economic life and to prevent the premature deterioration of these assets. Each Board of Education is to develop a long-term maintenance plan that articulates the plan to maintain or improve the condition of District

facilities within its inventory of capital assets and to allocate AFG towards this strategy accordingly;

- **School Expansion Program (EXP):** This program funds the expansion of schools in those areas across the province that are experiencing consistent and rapid high density population growth due to economic development and where the local District can demonstrate that space optimization has already taken place;
- **School Replacement Program (REP):** This program funds the replacement of schools that have reached the end of their useful life and where further investment of capital dollars is not substantiated due to major structural issues or the accumulation of maintenance needs exceed the cost of replacement;
- **Building Envelope Program (BEP):** A limited program available to districts for school facilities that were built between 1980 and 2000 and have been assessed as potentially having a building envelope design issue that could pose a risk to the long term sustainability of the facility;
- **School Enhancement Program (SEP):** This program is designed to supplement the AFG and focusses on requirements that contribute to the safety and the function of the school and will help to extend the useful life of the existing asset. This program includes upgrades in electrical, energy, mechanical, health and safety, as well as roofing and flooring;
- **Carbon Neutral Capital Program (CNCP):** This program specifically aims at reducing the carbon footprint of the districts across the Province with annual funding ranging from \$150-\$450K;
- **Seismic Mitigation Program:** A program set-up in 2004 to assess and mitigate all schools across the Province with a high-risk seismic rating; and
- **Bus Replacement Program (BUS):** This program is designed to assist districts with the replacement of their school bus fleets.

Historically, the District has applied for most of the funding programs that are available and has consistently had a number of capital projects at the ready (“Shovel Ready”) to take advantage of last minute or unique funding opportunities that are made available from time to time.

The Annual Facilities Grant (AFG) allocated to the District has been relatively stable since 2005/06. This has resulted in an overall reduction in the funding available for the maintenance and repair of our assets due to the effects of inflation. If inflation had been applied to the AFG during that period, the District would have received an estimated \$6.6M in needed capital funds to help maintain and repair our schools. This will become important, as we discuss the District FCI in the section below.

Over the past five years, the District has received an average of \$5.65M per year in Capital funding from all programs. Capital funding details are included in Table 3 below. Not included in the capital summary is the funding received for the Vic High Seismic Upgrade and the Cedar Hill Seismic Replacement.

Table 3 - GVSD Capital Funding Allocations – 2017/2018 – 2021/2022

5 year Average Capital Funding – Ministry Capital Programs (\$M)							
	2017/18	2018/19	2019/20	2020/21	2021/22	Total	5 Year Average
Annual Capital Grants							
AFG	3,810,598	3,983,030	3,983,030	3,983,030	4,155,614	19,915,302	3,983,060
SEP	1,208,657	800,000	1,800,000	1,200,000	1,250,000	6,258,657	1,251,731
BEP				32,000	539,350	571,350	285,675
CNCP	395,400		350,000	65,000	700,000	1,510,400	377,600
Sub-Total	5,414,655	4,783,030	6,133,030	5,280,030	6,644,964	28,255,709	5,651,142

Given the size and increasing age of our facility stock, funding must address the District’s capital needs and recognize the inflationary pressures that the District is facing, especially on Vancouver Island where the availability of qualified trades is scarce due to an ongoing building boom and where costs have been consistently coming in well above planned budgets. These pressures have and will continue to affect the overall condition of District facilities.

Greater Victoria School District Facility Condition

General

For the purposes of this report, the facility condition of District facilities will be reported in three separate groupings. This will focus attention on our core assets (schools) and show the issues we face as a District with older, closed facilities that we maintain in our inventory for activities other than educational purposes. The three categories are as follows:

- Active K-12 Schools – facilities that are currently being used as a K-12 educational facility;
- Administration Facilities – those buildings/facilities used by the District for administrative support (Board Office, Facilities, Quadra Warehouse, International Education, etc.); and
- Inactive Schools/Facilities - schools/facilities that have been previously closed by the District but are still owned by the District (Lampson).

FCI Information and Clarification

The reporting of FCI comes with some important reminders and points of clarification that everyone should understand before starting the discussion about the condition of District facilities. These include:

- A Facility Condition Assessment (FCA) and the Facility Condition Indices (FCI) that are produced are fundamentally a financial planning tool and should guide staff when being used to prepare Capital Plan submissions. The FCA and FCI are a snapshot and an indicator of the overall condition of our schools and other District facilities.
- It is important to keep in mind that a school FCI rating does not reflect on the **safety** of a school building for our students and staff, but rather that it is an indicator of the overall condition of the facility based on an industry accepted scale used for long-term financial planning purposes.
- An older school may need more repairs and therefore have a higher FCI rating, but those repairs do not necessarily reflect ongoing health or safety issues. Facilities staff work all year round to ensure our schools are safe regardless of their FCI rating. The health and safety of students, staff and community members who use our schools are considered to be the highest priority in planning school repairs and, as such, maintenance is scheduled to fix the most critical problems first.
- The term “Deferred Maintenance” is used in asset management to characterize the “worst case” aggregate replacement cost of all building systems past their manufacturer’s suggested replacement life. For example, if a boiler has a 25 year manufacturer’s suggested life, then at year 26 the full cost of replacement would be tracked as a potential “deferred maintenance liability”, regardless of whether or not it actually needs to be replaced due to condition / performance. This term is helpful to gain a general understanding of the age of components / systems and a worst case estimate of the cost of replacement components SHOULD they be required for replacement.
- FCI is not a good indicator of the actual condition of the components / systems nor need (cost) for replacement, as it does not recognize the replacement parts within the component or regular maintenance undertaken, nor does it represent well when the component will actually need to be replaced due to wear and reduced operating performance. Only regular inspection and maintenance investment tracking can inform its replacement/repair and use in the Capital Program Annual Budgeting process.
- School districts employ significant expertise in trades people who regularly maintain and often replace wearable parts within components and by doing so are able to prolong the life of building components beyond the manufacturer’s suggested life. As such, it is important not to rely solely on “deferred maintenance estimates” to establish District needs and/or to distribute allocated annual capital funding.
- The Ministry’s current 5-Year Capital Fiscal Plan and 10-Year Provincial Capital Plan does not have an on-going condition-based school replacement program based on the FCA data that is collected across the Province. The Ministry only considers schools for replacement based on the submission of a business case analysis showing, based on major component deterioration such as foundation failure or major structural deterioration, that it makes good financial sense to replace the school versus repairing it. In other words, with proper capital investment over the life of a building, the

actual life of a facility can be much longer than the FCA projections. This of course assumes that adequate funding has and will continue to be made available to the District to complete the preventative and ongoing repair/replacement activities required to keep the facility structurally viable. This also does not address the educational viability issues that aging schools present.

Greater Victoria School District Facility Condition

The overall FCI of the District Facilities is **0.402** for both active and inactive schools and facilities. From an FCI rating perspective this reflects overall a **CRITICAL** rating using generally accepted industry standards/ratings. The current facility condition of the three categories of District facilities is highlighted in Table 4 below:

Table 4 - Greater Victoria School District's Current Facility Condition Index Ratings

Facility Category	Average FCI	Current FCI Rating (2022)	# of Facilities	% of Facilities Rated CRITICAL
Active K-12 Schools	0.04	Good (0-10%)	2	
Active K-12 Schools	0.16	Fair (0-10%)	4	
Active K-12 Schools	0.27	Poor (10-20%)	10	
Active K-12 Schools	0.49	Critical (+30%)	33	
Administration Facilities	0.48	Critical (+30%)	6	100%
Inactive Schools	0.36	Critical	2	100%
All Facilities (Combined)	0.40	Critical	57	70%

Deferred Maintenance

The ratings above reflect the values of the deferred maintenance that exist for our facilities. Deferred Maintenance is defined as follows:

***“Deferred maintenance** is the practice of postponing maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) in order to save costs, meet budget funding levels, or realign available budget monies.*

Failure to perform needed repairs and maintenance can lead to asset deterioration and ultimately asset impairment. Generally, a policy of continued deferred maintenance usually results in higher long term costs, asset failure, and in some cases, health and safety implications.”

The current deferred maintenance backlog for the District, based upon Ministry (VFA) data, is **\$291M (2022)** and growing. The VFA data shown below calculates the deferred maintenance piece based on the upcoming five year cycle. The District’s last VFA FCA inspections were completed in 2021 and as such the deferred data represents the period of 2017-2021. Given the age of our facilities and the current average annual funding level of approximately \$5.65M annually from the various Ministry Capital Funding programs, this maintenance deficit is projected to increase to a level of well over \$320M over the next 10 years. The subsequent FCI for the District will also increase significantly over this period.

FCI Targets for the District

Much of the FCI data highlights what it will cost to return District facilities to “**new**” status. In other words, the deferred maintenance numbers reflect the full renewal/replacement cost to restore the life of the asset or component to zero. That is not realistic in today’s world, and as such, many organizations develop a “Target FCI” for staff to work towards.

Depending on the type of facilities and usage, this target can and does vary. The generally accepted FCI ratings used across the facilities management industry was explained in detail above. The target of a FCI <.10 as being **GOOD** is great in an ideal world, but does not reflect the reality of available funding, usage and facility maintenance issues faced by many school districts across the Province. As such, many organizations choose to set a FCI target for their organization that is more realistic and that recognizes that the organization will accept less than ideal facility condition as long as the health, safety and legislated issues are dealt with promptly and properly. Aesthetics that are less than ideal are acceptable and efforts are made across the organization to extend the useful life of assets and make the schools as aesthetically pleasing as possible.

The FCI target will directly affect the amount of funding required on an annual basis to meet that target FCI for active schools only. Table 8 below shows the difference in deferred maintenance based on a number of different FCI targets.

Table 8 - Deferred Maintenance Values – Various FCI Targets

FCI Target	Annual Capital Funding Requirements
0	\$19.81M
10	\$18.17M

20	\$16.34M
30	\$14.53M

As seen in Table 8 above, current average annual capital funding levels (\$5.65M) do not come close to meeting the level of capital investment required to keep the FCI of District buildings below **0.30 FCI** (Critical) over the next 30 years. The current levels of investment ensure that the school stock will continue to deteriorate and will eventually result in schools that are not meeting educational requirements, have significant aesthetic issues, as well as mechanical/structural/building envelope issues that will require significant investments and/or replacement. The District has already experienced this with Oak Bay Secondary, which needed to be replaced at a cost of \$53M due to the age of the facility and the deferred maintenance required to bring it back to an acceptable level. It is important to note that these figures relate to District facilities (buildings) only, and there are additional costs associated with site services that have not been included.

Efforts need to be made to increase the amount of capital funding that is available to invest in District facilities, through increased Ministry funding, increases in other income (rental income) and freeing up operating grant funds to invest in additional maintenance and repairs.

Current District Facilities Maintenance and Repair Challenges

In addition to the maintenance and repairs to school facilities (buildings and sites), there are a number of other significant maintenance challenges that the District will continue to face. Some of these issues will require significant investments on behalf of the District, as well as the Ministry of Education and Child Care. These include:

Seismic Program

The Ministry is committed to addressing the high-risk schools identified in the Seismic Mitigation Program (SMP). The Five-Year Capital Plan submission allows the Ministry to annually identify the highest priority projects that should be considered for major capital investment. Critical to this identification is an assessment of current seismic risk.

The Ministry works with structural engineers in the assessment and mitigation of seismic risks to public schools through the Engineers and Geoscientists BC (EGBC). The EGBC has developed the Seismic Retrofit Guidelines (SRG), by which all seismic assessments and seismic mitigation work is assessed and completed.

Boards of Education are responsible for funding the cost of seismic risk assessments or seismic risk reassessments, to be completed by a qualified structural engineer possessing the most recent SRG training. All seismic risk assessments and re-assessments of schools must be pre-approved, in writing, by the Ministry.

If an approved seismic assessment or re-assessment of a school indicates a high seismic risk-rating, the documented results must be reported to the Ministry. The Ministry may then request the school district to complete a Seismic Project Identification Report (SPIR) for that school, which would be submitted as part of a future Five-Year Capital Plan submission.

The SPIR is a specifically formatted report developed by EGBC, which is to be used by SRG-trained structural engineers to document seismic mitigation options for a seismically deficient block in a school. A SPIR will define the preliminary scoping and costing for the mitigation strategy proposed. EGBC has provided a guideline for the completion of a SPIR, which also includes fee structures for structural engineers.

Since the 2004 inception of the SMP, the BC government has spent over \$1.9 billion to complete high-risk seismic projects throughout the province with approximately \$1 billion approved since September 2017. The current budget has another \$1.098 million allocated for high-risk seismic projects in their capital plan.

Provincially, the SMP has upgraded or replaced 229 high-risk schools, this includes 16 schools that are under construction. There are 267 high-risk schools in the Province that need to be addressed or are in various stages of planning. In the District, the SMP has identified 43 high-risk schools, of these 10 are completed, 2 are proceeding to or are under construction, and 3 are in business case development. The District has 28 high-risk schools that remain to be addressed.

Risk Ratings

Engineers calculate the seismic risk ratings based on the risk of damage from an earthquake to a building. This calculation is the foundation for decisions on prioritization of funding from the Province, as well as, how the school will be mitigated.

When SMP first started, the EGBC used a high, medium and low rating system, with High 1, 2 and 3 indicating a need to be mitigated.

In addition to the original seismic ratings, updates to the National Building Code have prompted the need for supplementary ratings and guidelines for seismic mitigation. The 2015 National Building Code resulted in the Seismic Retrofit Guidelines 3 (SRG3) and the 2020 National Building Code has resulted in the Seismic Retrofit Guidelines 2020 (SRG2020). The SRG3 updates focus on the 2% in 50-year seismic event (major event - 1 in 2,500 years) while SRG2020 provides focus on the 5% in 50-year seismic event (more moderate event - 1 in 1,000 years). The SRG3 updated ratings are based on probability factor or P-value which reflects how a High-Risk block of a school will respond in a more moderate shaking event with P1 being most likely to be impacted. The SRG2020 guidelines will be implemented by Spring 2023.

Throughout 2018, all active schools in the School District were reassessed using the updated SRG3 to determine a current risk rating for each school. The results of these reassessments are now incorporated in the Ministry's SMP Progress Report. Some of the schools that were previously mitigated have been returned to the list, but only for those blocks of the schools that were not previously mitigated due to a low risk rating under the previous guidelines. The previously mitigated blocks remain safe for students and staff.

The updated SRG3 P1-4 rating system has resulted in 7 high-risk schools that were previously mitigated being reassessed and added back to the SMP list. These school will require further mitigation.

Table 9 below provides an overview of the risk ratings used for B.C. schools:

Table 9 - EGBC Seismic Ratings and Definitions

Rating	Definition
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
SRG3 Rating	Definition (only applies to H1 blocks)
Probability 1 (P1)	<ul style="list-style-type: none"> • Total Damage • Highest Life safety consequences • Demolition post-event outcome

Probability 2 (P2)	<ul style="list-style-type: none"> • High probability of total damage • Highest Life safety consequences • Demolition probable post-event outcome
Probability 3 (P3)	<ul style="list-style-type: none"> • Moderate probability of total damage • Moderate Life safety consequences • High post-event repair costs
Probability 4 (P4)	<ul style="list-style-type: none"> • Low probability of total damage • Low Life safety consequences • Readily repairable post-event

The BC government is only approving projects to structurally upgrade schools that have a High-risk rating (High 1, High 2 or High 3) and has expressed interest in expediting structures within the High 1 rating that also have a corresponding SRG3 – P rating. At the District level, 41 schools were identified as being high risk, 10 of these have been mitigated. Of the 31 schools left to mitigate, 29 of them are H-1, the highest priority for mitigation.

Other challenges related to aging infrastructure

Drinking Water Safety

In the spring of 2016, the District conducted tests in a number of schools based on concerns about possible lead in the drinking water. These tests came back negative; however, to be sure, a limited testing of drinking water of all District schools was conducted in May/June 2016. At that time, the testing regime returned results that raised concerns in over 25 schools and the District embarked on an independent testing of all drinking sources in all of our facilities. This independent third party testing process ended in August 2016 with clear indications that the District had lead in drinking water issues in 40 of the 47 active schools. Some schools had minimal levels and others well in excess of Health Canada Guidelines. In many cases, the lead levels were quickly mitigated through flushing of the drinking water source lines at multiple times each school day, however, to err on the side of safety, the Board of Education approved the installation of in-line water filtering systems on all affected drinking water sources in each of schools. This installation process was completed in November 2017 followed up by the installation of water filling stations in many of our schools. Since that time, District staff have continued to monitor the water and changed out the filters. Filter changes have become a significant ongoing expense and as such, the District is again faced with adjusting the plan to ensure healthy water in our schools, through the installation of pre-filters in each school as well as the newly provincially mandated continued testing of one third of all schools on an annual basis. To date all of these changes have and will continue to be funded by the District.

Ventilation

The COVID pandemic saw the District install 25 Heat Recovery Ventilator (HRV) units in the summer of 2021 and a further 23 units in 2022/23. These HRV units, as with all our ventilation units, require regular filter changes which continues to be funded by the District.

Direct Digital Control (DDC) allows us to improve air quality, save energy and diagnose system issues efficiently. DDC offers the ability to tackle multiple issues within our schools with one upgrade. It also has the added benefit that, with a few some equipment upgrades, improving the performance of our existing equipment.

Boilers

While the Ministry CNCP funds assist to fund the replacement of aging boilers, it does not keep pace with the equipment failures.

School Access and Security

The safety and security of our students and staff is paramount for the District. In that regard, the District still has some key and lock systems, that need attention in order to secure our facilities including while in lock down situations.

Elevators/Elevating Devices

In older buildings (1960/70's), the elevators are often the same age as the school. While many of these buildings have seen renovations and upgrades, the elevators have seen only minor repairs. These older elevators are in a critical state.

Sites and Underground Services

Each school has significant site considerations including irrigation systems, positive drainage, playgrounds, hard services (asphalt and concrete) and hard surface replacement and restoration that require regular maintenance and repair and eventually replacement. To date these assets are replaced at failure and little ongoing preventive maintenance is happening to ensure maximum life. Future annual capital plans will include planned site services repairs and replacements as funding allows.

Trees

The District continues to have a comprehensive tree assessment and maintenance program with limited funding. The trees in the District have all been tagged and are inspected on a four year cycle. The maintenance recommendations are prioritized on a scale of 1 to 5 and may include pruning, monitoring, bracing, closer examinations or removal. The Priority 1 items are attended to immediately with priority 2 being completed within the year, with the remaining priorities being completed as budget allows. The

District needs allocate funds and prioritize tree infrastructure to ensure safe, healthy school grounds. Some of the ways to complete this is through cyclical pruning of young trees, mulching, and reducing foot traffic over the interior root zones by installing fencing.

Transportation

We are in an excellent position as far as migration of our fleet towards Zero Emission Vehicles (ZEV) in terms of electrical infrastructure and overall capacity at the Facilities Buildings. We are currently ahead of schedule in this regard, and future spending required for electrical infrastructure should be easily obtainable when also considering alternative energy source ZEVs (hydrogen).

Our ability to move forward in this area will depend mostly on spending allocated towards ZEV purchases which would simultaneously address issues with our aging fleet while decreasing future operating costs due to fuel, maintenance, and carbon offsets.

Network, Communications, Infrastructure and Security

Public Address (PA) Systems

PA Systems are still used in schools for regular announcements and emergency messages. There are over 37 systems that are over 10 years old, 22 of those systems are over 20 years old. The process of upgrading or replacing these systems across the District has started and needs to keep moving ahead.

Telephone Systems

There are currently 9 telephone systems on our high priority list for replacement with another 10 systems installed prior to 2010 soon to be added to that list.

Security and Access Control Systems

There are 13 older code access systems still in use that have surpassed their end of life date and replacement parts are no longer available. Following those, there are 15 original fob access systems that have also reached their end of life date and are no longer supported. We have an in-house security technician who is keeping all our systems operational and slowly upgrading problematic sites.

Networks

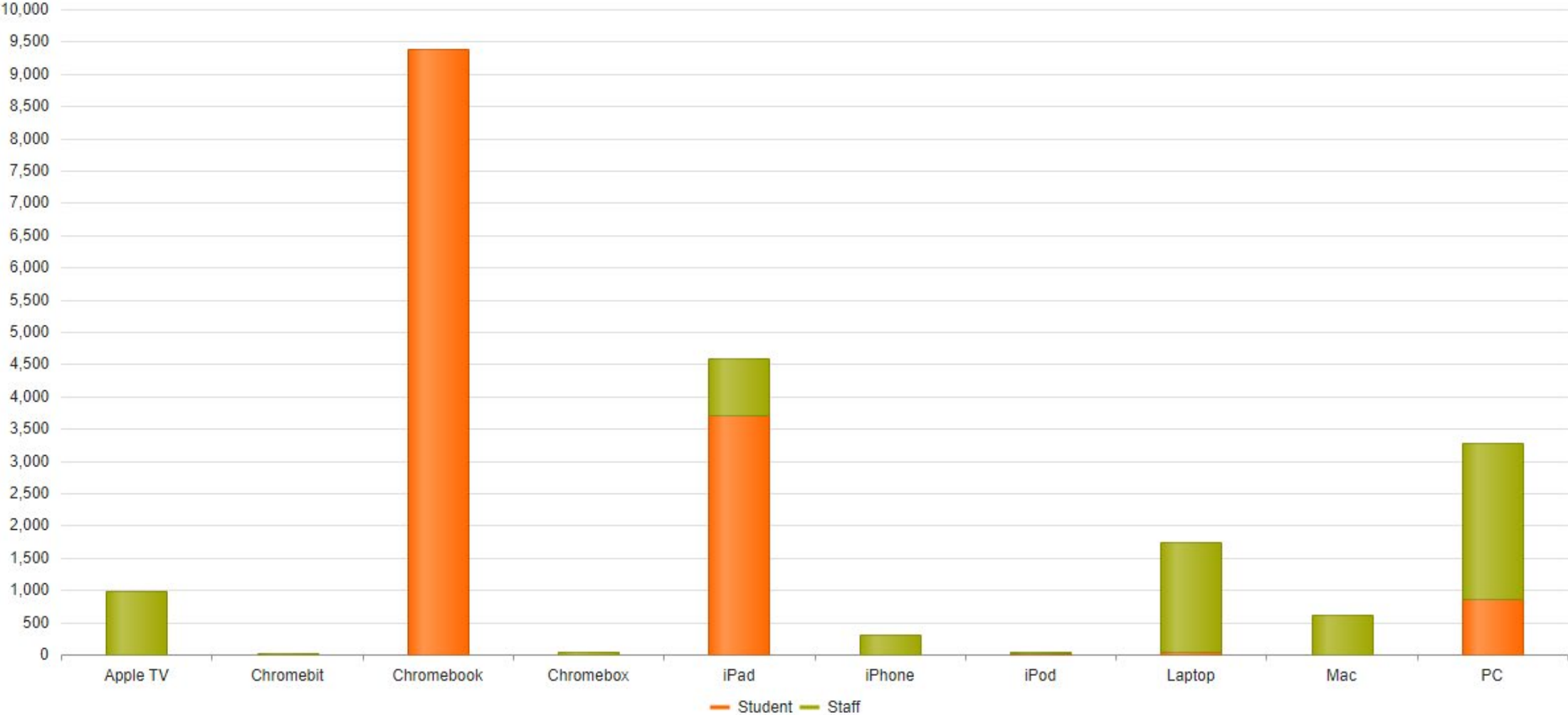
The current network infrastructure was laid out and installed in the mid 1990s. We have been able to maintain and upgrade the infrastructure as needed from that point. Looking ahead, we have 10 sites that need some modification and in-house experts have laid out a solid plan that needs to be implemented.

Technology (Tec) Packages

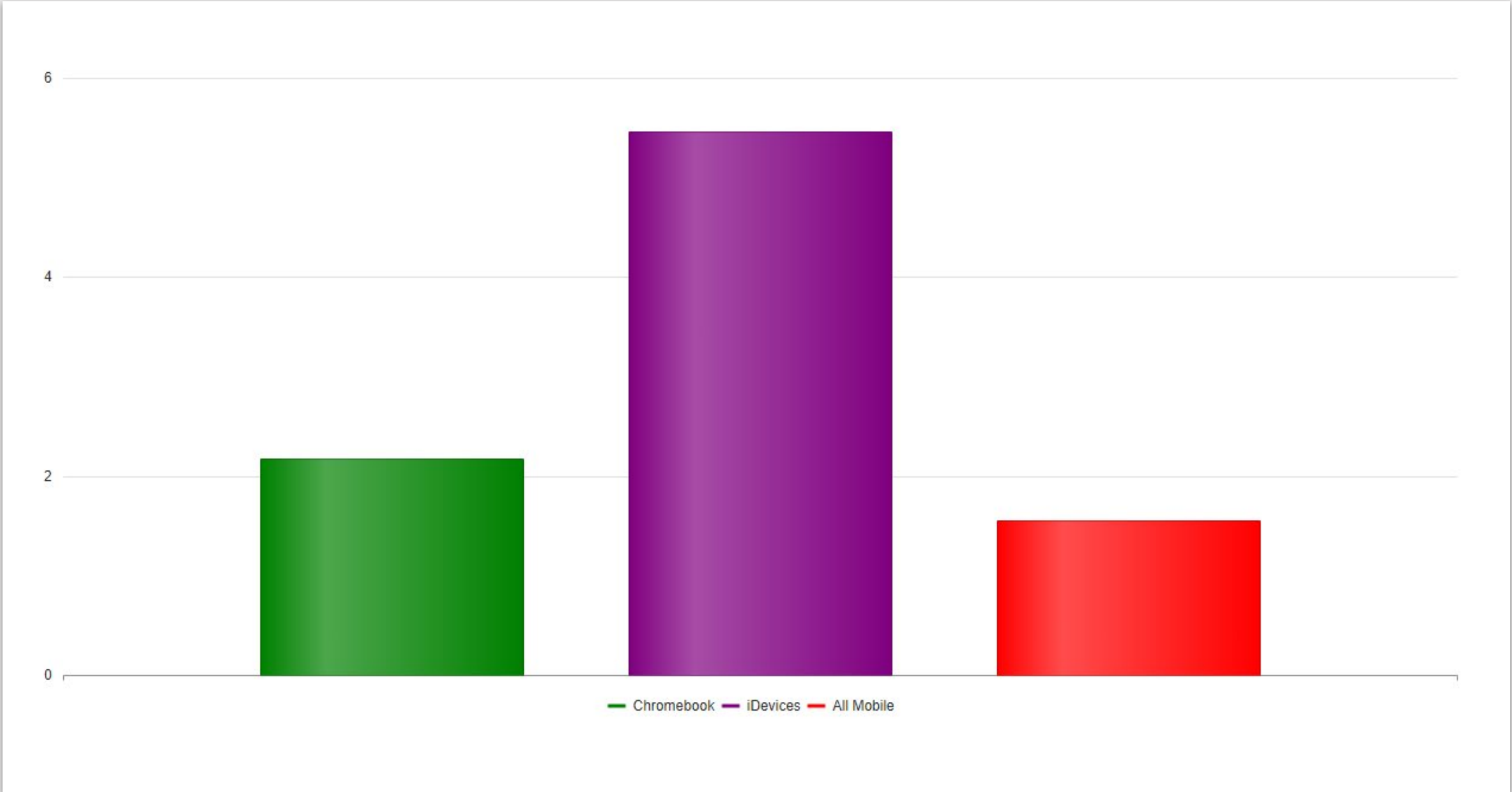
We have over 1,000 Tec Packages installed throughout the District with more teaching spaces requesting them every day. Now that all of the regular use classrooms have been completed we need to look at the specialty teaching spaces: art rooms, music rooms, trades areas, foods classrooms, etc.

Infrastructure - Information Technology

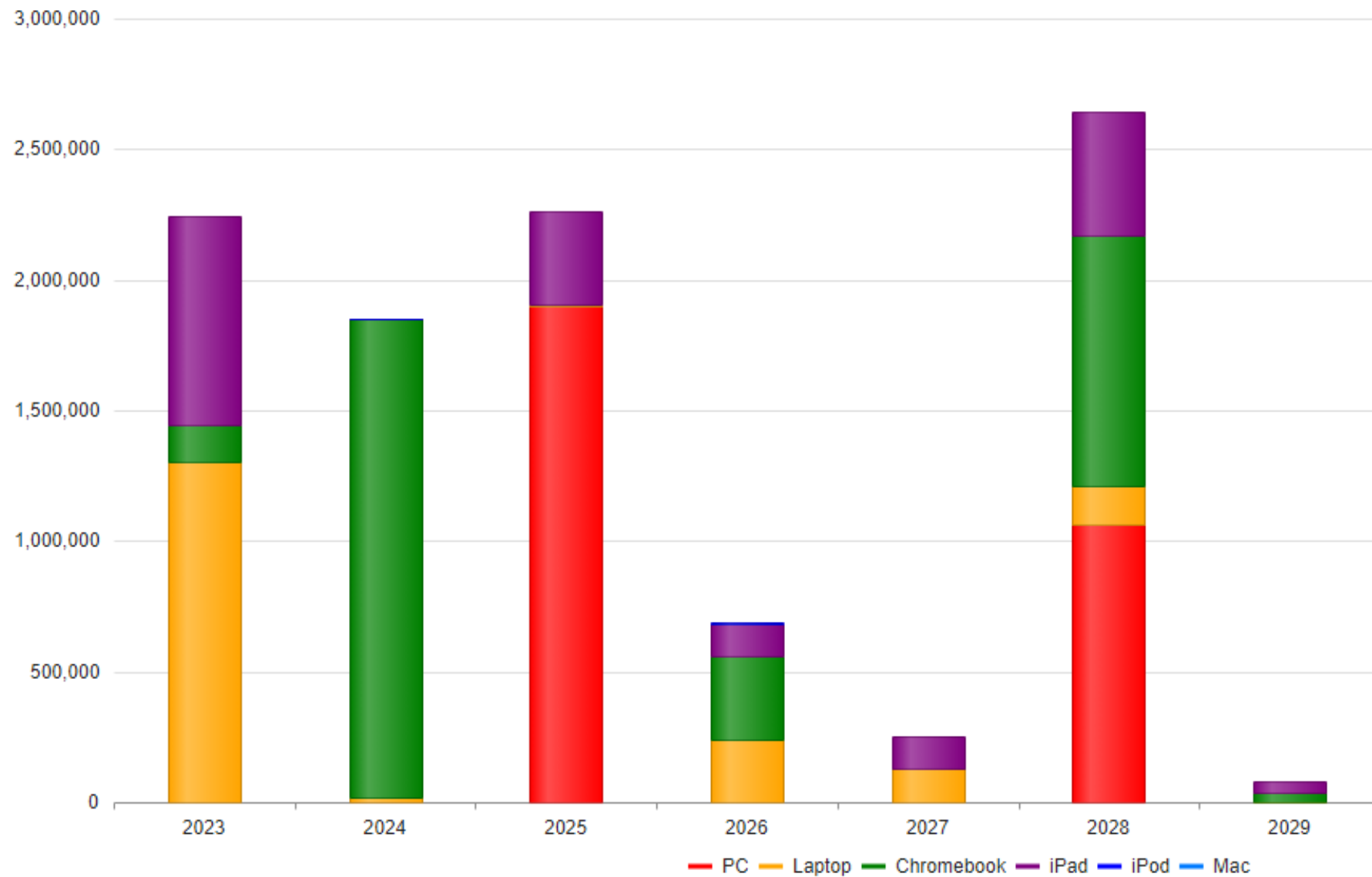
This graph shows how many devices we currently support for students and staff



This graph shows that we have a mobile device available for every two students



This graph shows in dollars what we need to allocate to sustain this level of technology



Initial Network Infrastructure Five Year Plan and Budget - 2021/22 to 2025/26

Equipment	Year 1 - 2021/22			Year 2 - 2022/23			Year 3 - 2023/24			Year 4 - 2024/25			Year 5 - 2025/26		
School/Site Network	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget
Core Distribution Switch				37	15	\$ 82,500		22	\$ 121,000						
Distribution Switches	20										20	\$ 38,000			
Access Switch	180	50	\$ 135,000		20	\$ 54,000		10	\$ 27,000		20	\$ 54,000		80	\$ 216,000
PoE Switch	46	23	\$ 85,100		23	\$ 85,100									
PoE+ Switch							60	20	\$ 74,000		20	\$ 74,000		20	\$ 74,000
Access Point	400	200	\$ 180,000		200	\$ 180,000		200	\$ 180,000	360	160	\$ 144,000			
		Refresh Total	\$ 400,100		Refresh Total	\$ 401,600		Refresh Total	\$ 402,000		Refresh Total	\$ 310,000		Refresh Total	\$ 290,000
Data Center	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget	End of Life	Refresh	Budget
Core Switch Stack				2	2	\$ 50,000									
Wireless LAN Controllers										1		\$ 200,000			
Wireless Auth Servers							1	1	\$ 200,000						
Wireless Mgmt Server													1	1	\$ 100,000
Virtual Host Servers	4	*	\$ 5,000		4	\$ 40,000									
Backup Server	1	*	\$ 1,250		1	\$ 5,000									
Network Mapping Server				1	*	\$ 1,250	1	*	\$ 1,250	1	1	\$ 3,000			
Primary Domain Controller				1	*	\$ 1,250	1	*	\$ 1,250	1	1	\$ 5,000			
Database Server				1	*	\$ 1,250	1	*	\$ 1,250	1	1	\$ 10,000			
SCCM Servers				2	*	\$ 2,500	2	*	\$ 2,500	1	1	\$ 10,000			
Storage Array							1	*	\$ 10,000	1	*	\$ 10,000	1	1	\$ 200,000
* warranty		Refresh Total	\$ 6,250		Refresh Total	\$ 101,250		Refresh Total	\$ 216,250		Refresh Total	\$ 238,000		Refresh Total	\$ 300,000
Totals		\$ 406,350			\$ 502,850			\$ 618,250			\$ 548,000			\$ 590,000	

This page shows the original network infrastructure plan before cost increases

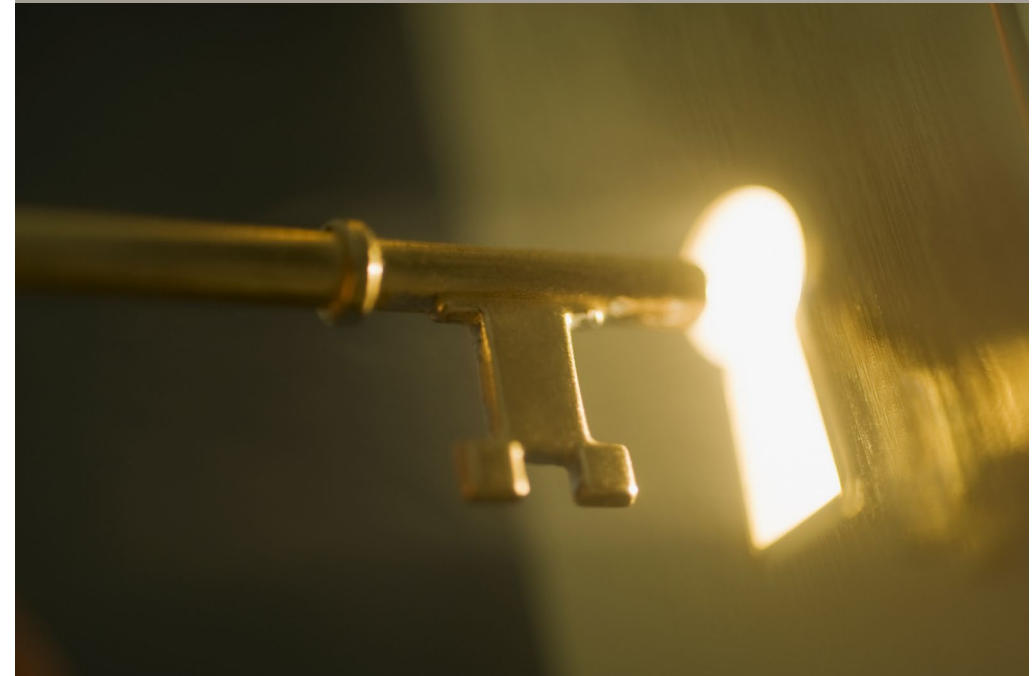
Cybersecurity Cost Estimates

A number of enhancements are required to mitigate against the increasing threats of ransomware, hacking, and data breach.

These solutions include a SIEM (Security Information and Event Management system), a WAF (Web Application Firewall), and immutable backups to enable a quick restore of data in the event of an attack.

The cost estimates for these systems total approximately \$150K

New funding is required



Digital Telecoms for Schools

The District has an aging phone system in schools that urgently needs replacing. We are currently researching options to transition to a digital phone system and will be bringing cost estimates forward in a joint IT/Facilities proposal.

From analogue to digital



Talking Tables 2023-2024

Date: January 5, 2023

Presented by: Katrina Stride, Secretary-Treasurer

Agenda

- **5:00 – 5:30** Gathering and Seating
- **5:30 – 5:45** Welcome
Acknowledgement
Opening Remarks - Deb Whitten, Superintendent
Format for the Evening
Introductions
- **5:45 – 6:30** Dinner
- **6:30 – 6:45** Budget Presentation
- **6:45 – 7:15** Topic 1: Culturally Responsive Learning Environments
- **7:15 – 7:45** Topic 2: Student Learning: Goals 1, 2 and 3
- **7:45 – 8:15** Topic 3: Infrastructure
- **8:15 – 8:30** Closing Remarks

Welcome to Talking Tables

Traditional Acknowledgement

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

Opening Remarks

Deb Whitten – Superintendent of Schools

Format for the Evening

- Introductions
- Dinner (45 minutes)
- Budget Presentation (15 minutes)
- Talking Tables (90 minutes)
 - 30 minutes each topic
 - Trustees will move tables after each topic
 - Facilitator at each table will take notes which will be incorporated into a report to the Budget Advisory Committee and the Board
- Closing Remarks (15 minutes)

Introductions

- Briefly share your name, title, and associated school/organization (if any)

Dinner

Budget Presentation



Values/Guiding Principles

- **Students:** at centre, service for every student to succeed
- **Relationships:** respect, expertise, diverse opinions, civil discourse
- **Indigenous:** culturally respectful and responsive
- **Alignment:** Strategic Plan, Framework for Enhancing Student Learning
- **Timelines:** critical for staffing & collective agreement deadlines
- **Collaboration:** inclusive, understanding impacts, solution-oriented
- **Sustainability/Change:** efficiencies, surplus, long term planning, environment

Budget Advisory Committee

- 36 member committee
- Trustee Gagnon is Committee Chair
- Agendas and Minutes: <https://www.sd61.bc.ca/our-district/financial/>
- Makes recommendations to the Board by:
 - Consensus; or
 - Opposing views are made known
- Board is decision maker
- Decision deadline April 6, 2023

Budget Process

- Budget Advisory Committee meets 7 times between November and April
- Talking Tables Event
- Student Symposium Event – January 13, 2023
- Public Town Hall Event – March 7, 2023
- Board Bylaw Readings – April 4 and April 6, 2023



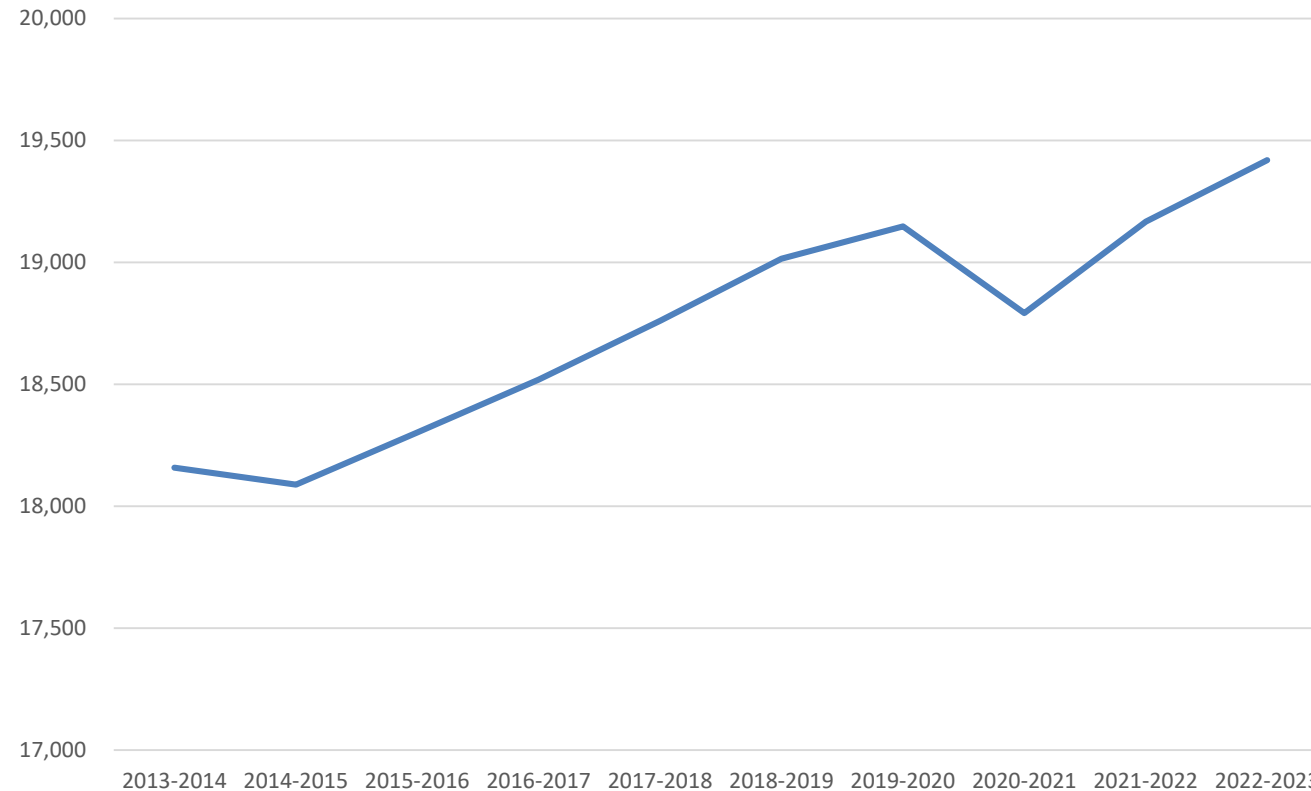
Budget Cycle

Enrolment Trends (Ministry Funded)

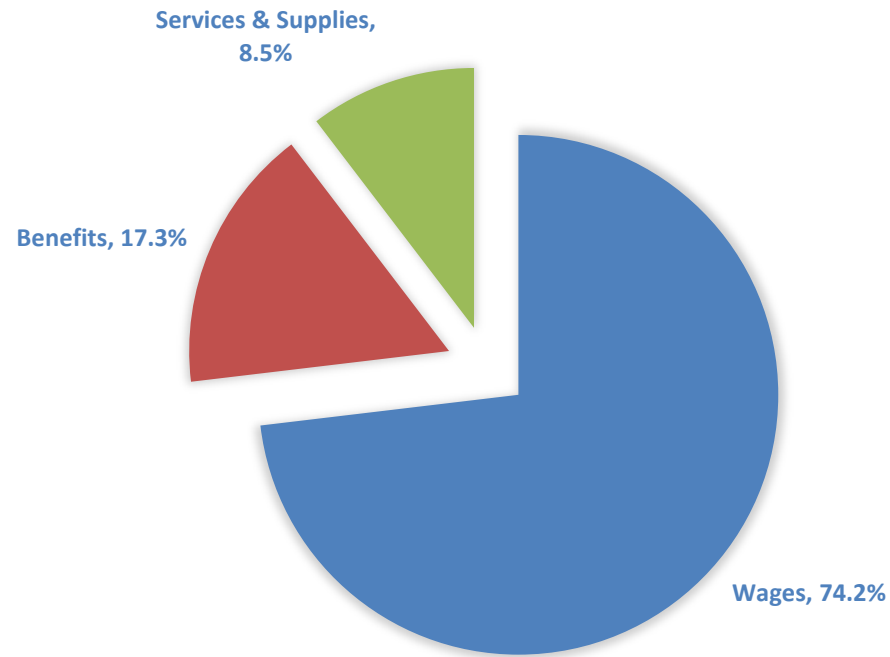
School-Aged Headcount excl CE & The Link			
Year	Prelim	Actual	% Change
2013-2014	18,124	18,158	0.2%
2014-2015	18,203	18,089	-0.6%
2015-2016	18,042	18,303	1.4%
2016-2017	18,374	18,519	0.8%
2017-2018	18,625	18,760	0.7%
2018-2019	18,696	19,015	1.7%
2019-2020	19,172	19,148	-0.1%
2020-2021	19,172	18,792	-2.0%
2021-2022	18,801	19,167	1.9%
2022-2023	19,278	19,420	0.7%

Enrolment Trends (Ministry Funded)

School-Aged Headcount excluding Continuing Education & The Link



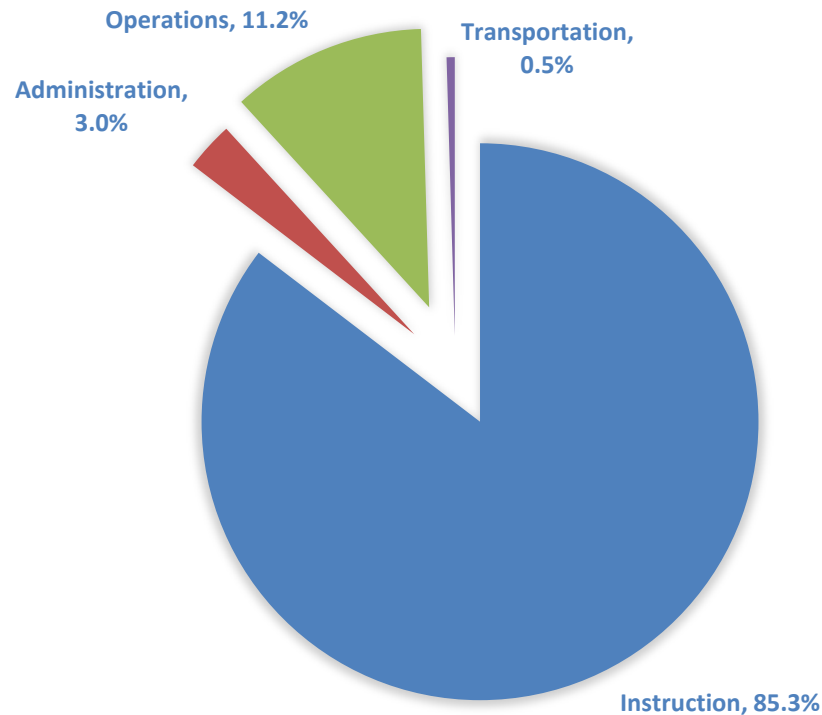
Operating Expenses



Wages and benefits make up approximately 91.5% of the budget

Everything else (services and supplies) such as technology, textbooks, fuel, travel, toilet paper, library books, etc. makes up the remaining 8.5%

Operating Expenses



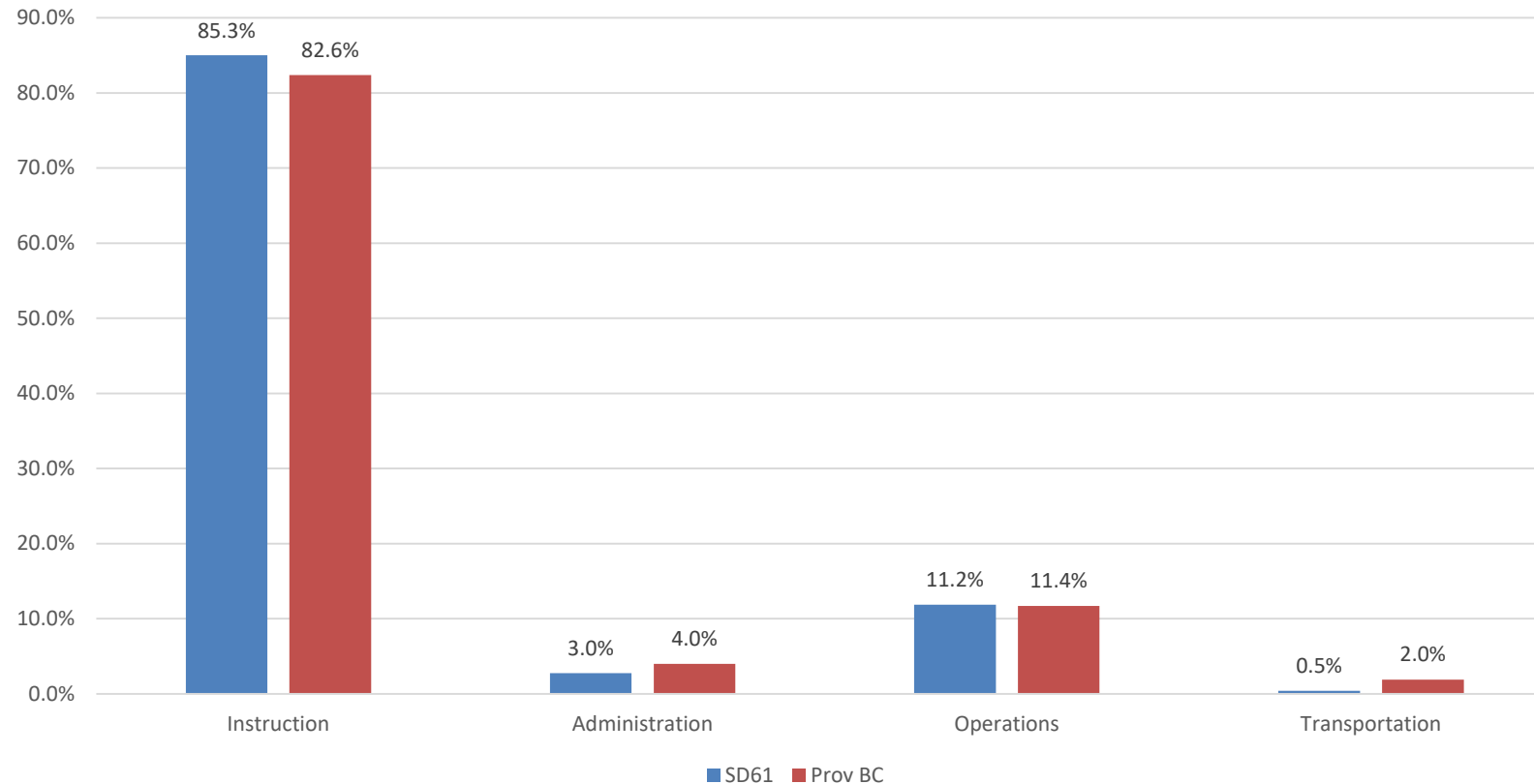
Instruction 85.3% – relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Educational Assistants, technology for the classroom, textbooks, curricular and extra-curricular travel

District Administration 3.0% – relates to **running the District**: Superintendent, learning and inclusion leaders, finance, human resources, payroll, software, legal, audit

Operations and Maintenance 11.2% – relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

Transportation and Housing .5% – relates to **getting students to and from school each day**: bussing staff, contractors and trips

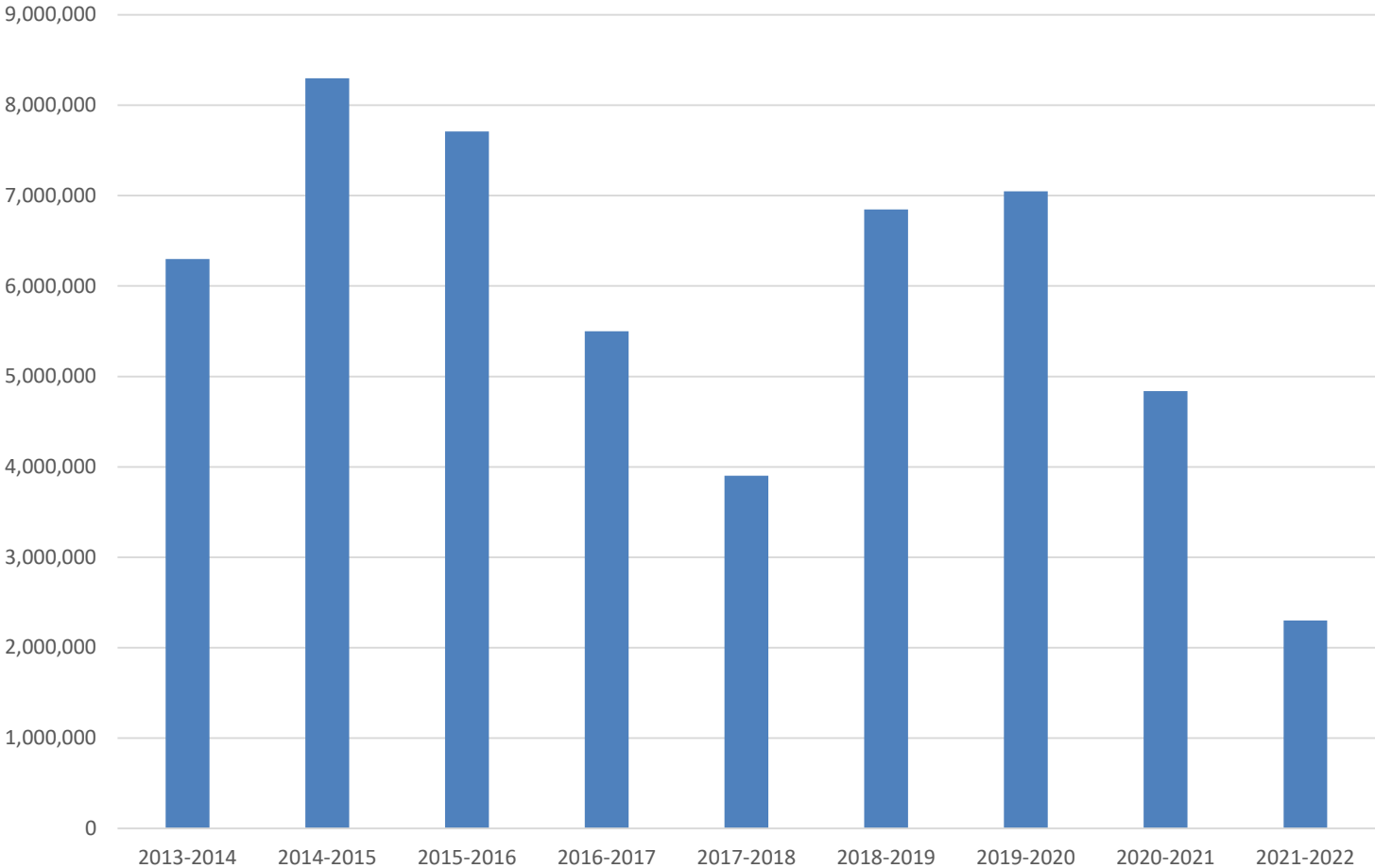
How Do We Stack Up?



Structural Deficit

- What is a Structural Deficit?
 - Budgeted expenditures are greater than budgeted revenues
 - Using prior year surplus and one-time savings to balance the budget

Surplus to Balance Next Year



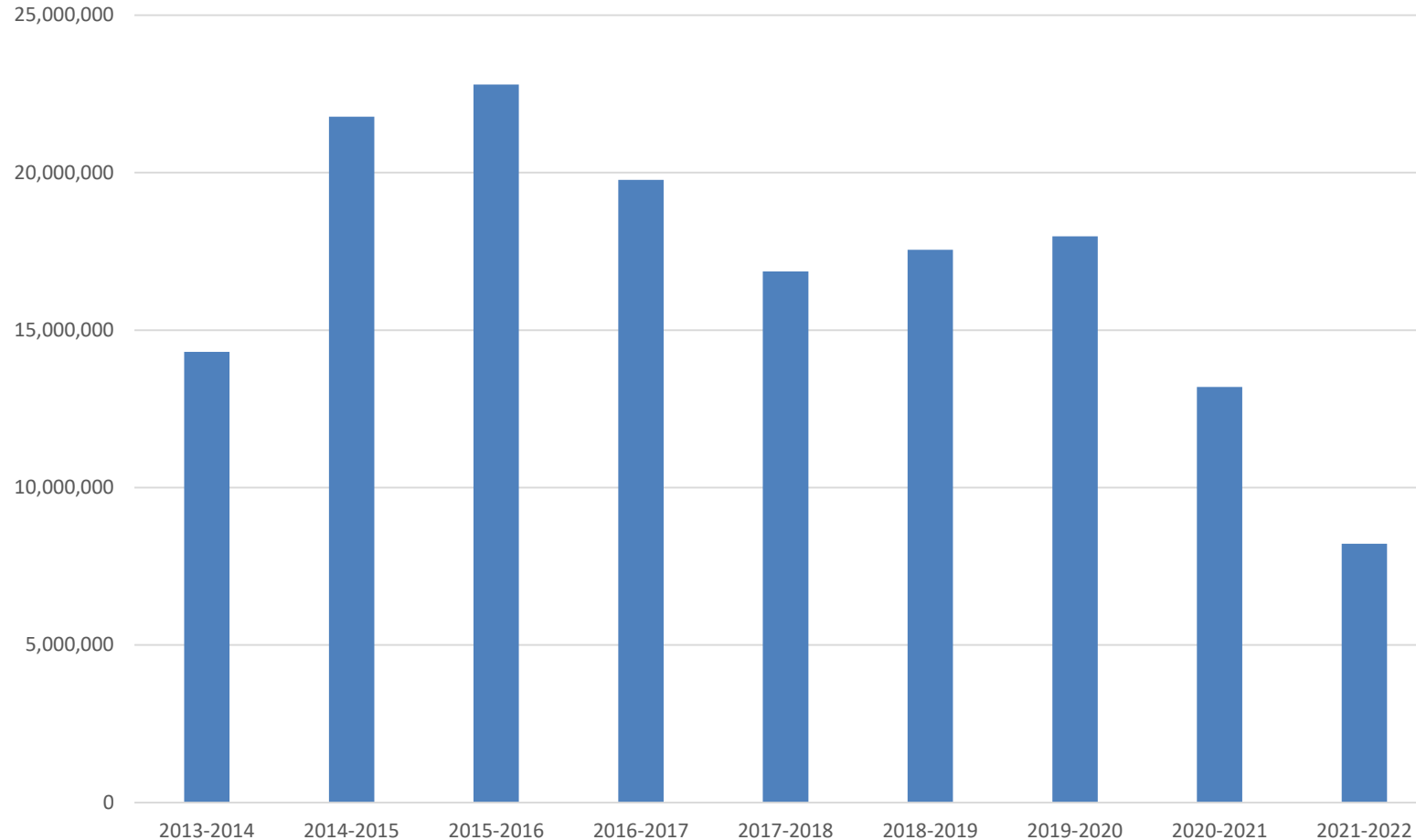
Projected 2023-2024 Structural Deficit

2023-2024 Structural Deficit		
	22/23 Beginning Structural Deficit - Presented to Board Apr 2022	\$ 2,300,000
	Add back One-Time 22/23 Operating Expenses charged to Local Capital	1,388,855
	Add back One-Time 22/23 School Supply Allocation	800,000
	Add back One-Time 22/23 International Education Program Savings	150,000
	Remove One-Time 22/23 Elections Revenue	81,915
	Remove One-Time 22/23 Elections Expense	(322,580)
	22/23 International Education Program Rate Increase (\$1,000/FTE x 925 x 36.72%)	(339,660)
	22/23 Enrolment growth 25% overhead contribution (18 FTE x \$7,885 x 25%)	(35,483)
	23/24 Enrolment change 25% overhead contribution	TBD
	22/23 Salary Differential Change	TBD
	22/23 Unique Geographic Factors Change	TBD
	23/24 Sundance Costs (adding 1 division)	TBD
	Other costs (salary increments, benefit rate increases, contract increases etc.)	TBD
	2023-2024 Beginning Structural Deficit (estimate)	\$ 4,023,048

Surplus

- What is a Surplus?
 - Amount by which revenues exceed expenses
 - Surplus can be:
 - Restricted
 - Contractual obligations and commitments
 - To support operational planning for future years (balance future year budgets)
 - One-time expenses
 - Unrestricted
 - Contingency/Reserve

Surplus History - Overall



Surplus Philosophy & Strategy

- District's Policy 3170 - Operating Surplus
 - Based on K-12 Public Education Accumulated Operating Surplus Policy
 - Unrestricted operating surplus to be maintained at between 2 – 4% of previous year's operating revenue (should be \$4.36M - \$8.71M)
 - Currently at \$1.50M

Reserves – June 30, 2022

Operating Reserves

District	\$ 1,172,813
International Education	328,441
Total Operating Reserves (0.69% Prior Year Operating Revenue)	\$ 1,501,254

Local Capital Fund	\$ 3,477,091
Ministry of Education and Child Care Restricted Capital	2,980,325
	\$ 6,457,416

Talking Tables

What is Talking Tables?

- Provides opportunity to discuss important topics and obtain feedback from Rightsholders and stakeholders
- Facilitates communication within a large, diverse group
- Encourages open, honest conversation and respectful dialogue
- Builds relationship, understanding and trust

Topic 1: Culturally Responsive Learning Environments

Culturally responsive teaching, leadership and governance is derived from the concept of culturally responsive pedagogy, which involve philosophies, practices, and policies that work towards creating inclusive school environments for students and families from ethnically and culturally diverse backgrounds. (Johnson & Fuller, 2014).

Becoming a culturally responsive education system is all about creating a movement away from oppressive structures within the education system and a focus towards the inequities that interplay with power, privilege, and bias. Being culturally responsive is not just about celebrating the diversity that exists within the education system, rather, it is intentionally focused on how you disrupt the impact of “sameness.”

Topic 1: Culturally Responsive Learning Environments

Through a culturally responsive lens and being mindful of our shared commitment to the Truth and Reconciliation Calls to Action, where do we need to focus our resources in order to bring the Truths to the centre of our work and learning?

Topic 2: Student Learning: Goals 1, 2 and 3

Goals 1, 2 and 3 are intentionally focused on creating a culturally responsive learning environment that will support learners' personal and academic success including physical and mental well-being. The strategies for each goal identify areas of focus in order to achieve the goals. These areas include critically examining personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives. As well, the strategies provide opportunities to identify and address the inequity of outcomes for diverse learners and Indigenous learners in literacy, numeracy, mental health and well-being, attendance and graduation rates.

Topic 2: Student Learning: Goals 1, 2 and 3

When you review the goals and strategies in the District's Strategic Plan and the Framework for Enhancing Student Learning, how can the Board advance this work through its annual budget process?

Topic 3: Infrastructure

The District has 57 facilities, including 49 active schools, some of which are the oldest in the Province. Aging buildings and sites are continually requiring costly repairs, maintenance and upgrades to ensure the provision of safe, accessible, and functioning schools.

The District is in year two of a five-year network infrastructure plan to ensure it has a reliable and secure network. There are new cost pressures to defend against the increased risk of ransomware, hacking, and data breaches. Outdated staff and student devices need to be replaced to support learning outcomes for students, while the cost of technology has increased by 20% due to the pandemic and global supply chain issues.

Topic 3: Infrastructure

What does the Board need to consider in its resource (budget) allocation decisions regarding the aging infrastructure found throughout the District? Infrastructure includes buildings, technology, climate action, transportation, equipment, playgrounds, fields, etc.

Closing Remarks

Deb Whitten, Superintendent of Schools

Shelly Niemi, Director, Indigenous Education

Ilda Turcotte, President, GVTA

Jane Massy, President, CUPE 947

Darren Reed, CUPE 382

Nicole Duncan, Board Chair

Thank You & Goodnight

TOPIC 1 – CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

Culturally responsive teaching, leadership and governance is derived from the concept of culturally responsive pedagogy, which involve philosophies, practices, and policies that work towards creating inclusive school environments for students and families from ethnically and culturally diverse backgrounds. (Johnson & Fuller, 2014).

Becoming a culturally responsive education system is all about creating a movement away from oppressive structures within the education system and a focus towards the inequities that interplay with power, privilege, and bias. Being culturally responsive is not just about celebrating the diversity that exists within the education system, rather, it is intentionally focused on how you disrupt the impact of “sameness.”

Question:

Through a culturally responsive lens and being mindful of our shared commitment to the Truth and Reconciliation Calls to Action, where do we need to focus our resources in order to bring the Truths to the centre of our work and learning?

Table Talk Notes for Topic 1:

- Resources – time rather than a thing, cross-department collaboration; unpacking together
- Just because its presented, doesn't mean collaboration has happened
- Declaration Act, Rights of Indigenous People missing from question
- Curriculum - evaluating curriculum is it inclusive, accurate, correct?
- Way to reflect other Indigenous cultures
- HR policies, Senior Admin needs to pay attention
- Healthcare process - can education system look at what they did? Rely on other sectors to collaborate (e.g. post-secondary Ministry of Children & Family Development MCFD)
- Figure out how to evaluate system so you can layout strategy rather than respond.
- Cross-sector work – MCFD collaboration, post-secondary (are students ready)?
- Lots of layers.
- Reporting back to 4 Houses – consideration for reporting resources. How do we use data to inform future decisions? Done slowly and thoughtfully (not just box checking) and not lost on students and system.
- Not a one-year plan – continually evolving.
- Physical spaces, books in library, film, music – ways for people to learn about Indigenous culture.
- Find quick wins and build long-term strategy.
- Decision-making siloed, not interconnected.
- Slow piece important – time, relationship won't happen in a year, but need to show commitment.
- Physical space – does a student see themselves in the space – walls, décor. How do we feel in the environment?
- Where does the money come from? How do you plan if you don't know resources?

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 1 (Continued)

- Health care sector, makes sure building reflects local culture, art, grieving spaces, etc.
- Truth & Reconciliation – feels like lots of institutions look at event, not tying back to trauma that families have experienced. Are individuals even aware of it?
- Things currently affect children's lives that they are not aware of, due to trauma from prior generations.
- Teachers afraid of making mistakes in curriculum. However, trying won't get you cancelled. Lots of resources out there to tap into.
- Book Club – UNFC has collections
- Being creative to engage people in learning – food, art, movies, cooking, book club, music.
- Needs to be more funding to understand student background and needs.
- Based on cultural responsibilities – need to understand needs and programs to assist student to graduate by staying within culture.
- Staff needs training to understand cultures
- Not just Indigenous – all cultures
- People do not understand that school district is a service and has a budget to live within
- Saying we throw more funding towards something – no we need to make wise choices
- Take established programs and change to assist with current needs
 - Do current programs in more mindful way – teach in mindful way to students. Change way programs are delivered. We understand terms, now change delivery.
 - Elders make decision – make children front and centre (different lens).
- Prioritize which students are not doing well:
 - Indigenous, diverse learners, youth in care (<40% grad rate)
 - Need to change programs to adjust to those students.
- Who is responsible – ALL
 - Teachers take into account all students (80% in class are fine; focus on 20% in need)
 - Use students to learn from / teach
 - Bring in student families, communities to learn from
- Open up teaching to community instead of hiring people to teach inclusivity.
 - Each school would teach different
 - Bring community in to teach
- Grad rates
 - Students learn differently this need to teach differently and different cultures learn and teach differently
 - Wrap mind around different ways to teach
 - How to explore without over-burdening staff (?)
 - Addition by subtraction (implementation hard) – 80% of students okay
 - Parents have hard time with changes in teaching
- Could change be made incrementally?
 - Minor adjusted changes

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 1 (Continued):

- Strategic Plan – focus on Early Years
 - Priority families reading earlier (SD61 – focus on early years now); 13-year cycle – take time to learn and grow as school district
- Think outside the box now as in \$4M deficit – need to unpack what we do as a society
- Compare learning over years and its changing needs to change over time
- Students now more tolerant and open-minded to different cultures – always evolution
- Incremental changes – society likes instantaneous change – challenging
- No more cuts – school district and schools stretched now
 - Have more diverse kids coming and only so much support staff can do
 - EA are taking and altering curriculum (not their job), but EA taking on more needs – school overburdened
 - Add in new perspectives and new cultures and have to factor in all needs and walk graciously through egg shells to make it happen
 - Cannot take any further cuts
 - Many students not diagnosed and student doesn't get support
 - Overall very overwhelming
- Younger years need more support – support can wean off in high school
 - System now is disheartening
 - \$44K and amount student generates (\$8K) doesn't make sense
 - Need living wage with no more funding – can't afford to live in Victoria – impractical – losing staff thus losing support for students.
- Indigenous grad requirement
- Training for teachers to be CR
- Work of all levels
- Resources to support the process
 - Ongoing collaboration and conversation with Rightsholders
- Supporting Indigenous Committee
- Standing conversation at all staff committee meeting and staff meetings – just like a Health & Safety meeting – have a “culturally responsive” meeting
- Discussing concerns on playground, etc. “How could we have done differently?”
- District Terms of Reference for schools to help facilitate a CR continuous conversation.
- Continuing to grow school and classroom resources
- Continuation of the Indigenous Film Festival
- Library selections – CR books
- Many schools rely on grants
- Drum program – continued or expand with language and oral traditions (stewardship)
- Indigenous funds – used in many ways – sharing ideas cross-district so others can learn and gain without being performative
- Mindful of access – creating space for conversation
- GVTA Indigenous teacher mentorship program is working well and could be expanded!
- All diverse populations need to be lifted up

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 1 (Continued):

- Where is it looking?
- Centralization of services to Tolmie?
- Indigenous staff in schools
- Indigenous teachers needed
- Welcome Centre for new Canadians
- Support for all cultures
- More mentorship – GVTA program
- Indigenous EAs
- Meaningful ProD
- Adequate funding to teachers to support Indigenous and curriculum requirements
- FINESC presentations (Chilliwack)
- Indigenous celebration support
- What can the PAC provide?
- Needs to be embraced by administration at schools as well.
- Please share back with attendees
- Highschool teachers are focused on the new graduation requirements – was implemented very quickly and for good reasons. Teachers/Administrators are asked to a lot in this and perhaps more of a budget piece can be allocated to support school-based implementation this change – VCPAC has spoken a lot about this and very much support it. Important to meet all kids' needs as well as the Indigenous aspect. Must also look at connecting students to an adult (preferably 2) within the school. Must provide students with equal opportunities to participate in educational opportunities.
- Pro-D funds can be utilized to help educate staff in terms of Cultural Responsiveness. Getting Indigenous support workers in schools is vital but has been a hard process to fill positions
- K-12 exposure to culturally responsive education – professional standards for teachers addresses the need for Indigenous voice in curricular outcomes hiring practices have also been adjusted to address the lack of Indigenous staff in buildings but is still an issue
- Music programs should include works by Indigenous artists
- The Spirit Animals concept is evident in many schools
- 'Nothing about us without us' mentality – other cultures would benefit from this philosophy – can we bring these groups to the table?
- A wonder – the challenge of students taking time from school to participate in Big House activities
- Is there a means through which we can incorporate the learning in Big House (Board Approved Academic) Scouting programs can give a student credits – can something like this be done for Big House Learning / Experience?
- Could engaging with 4 Houses to find what their concerns are around their children's education – getting feedback from them to allow the educational system to revisit delivery of curriculum

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 1 (Continued):

- Example given of Oak Bay Indigenous kids who were toured through the school by administration to determine what areas these students felt safe in – this exercise led the Principal to understand that the old benches from ‘Old Oak Bay High’ that looked like church pews were ‘unsafe’ to many of these students
- “Focus on our resources”?
- Variety of answers depending on the level/department we work on
- What are our common/collective values or standards?
- Doing the work with/for our Indigenous community benefits and serves a wide variety of cultures
- The education system doesn’t exist within a vacuum – our best intentions/efforts may not be properly supported by wider society
- Resources are needed for an entire systemic shift to understand that this is a multi-generational process. Post-secondary teacher education programs need to evolve:
 - Healthy dialogue
 - Resources that teach you how to think – not what to think.
 - Resources to support a system truly built on competencies not content
- Idea – challenging sameness. It feels like we are just checking boxes, displaying what we have done. Repeating the same.
- Where is education from? Education was privilege. It was a way to suppress. It was a tool of colonization.
- There is hesitancy to engage in change because they don’t know where to start.
- Invest in opportunities to allow students to feel success in learning.
- Resources that are user-friendly (auditory, tactile). Knowing our space and place.
- Funding for ESD
- Different needs, resources for the teachers to be supported
- What are we hearing is that we (at a Board level) that we have resources but aren’t being used
- Student survey – how do we get to know?
- We have to get better at understanding our 4 Houses and not to bring other languages in.
- View Royal – plants/parks with QR codes w. Lekwungen language – examples of this
- Removing barriers for all students. Asking about attendance.
- Parents don’t have the info – example 4 Houses they don’t know “explain like I’m 5”
- We need to consult with Indigenous communities and learners
- What are we defining as resources? (materials, people?)
- People that need to learn it are non-Indigenous peoples
- Bring everyone in the entire district (teachers, custodians, admin assistance) all together for a focused day on Indigenous Education – appreciated the May Pro-D with focus on the film festival – could this be open to parents & public?
- Where/what is the status of the Equity Scan? Is this focused on Indigenous learning?
- Should each school have a goal focused on commitment to Truth & Reconciliation?
- Time & energy needs to go into the knowledge – the why & the how

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 1 (Continued):

- Resources into food for students
- Resources for Middle & French Immersion needed – connected to Indigenous Education
- Concern around lack of reciprocity with the community
- Building internal capacity is important so we are asking too much of community
- Relying on community doesn't shift practice internally. It continues to be separate
- What does support look like for changing school team names, i.e. Vic High Totems
- Create a community that has access to resources and supports to do individual work that is essential
- Continue to support book clubs – teachers, students – maybe parents
- “Culturally responsive, Indigenous and others – international, students of colour”
- Focus resources:
 - Teach to an educated citizen
 - The curriculum supports this
 - Support implementation & educators
 - Not just what you teach but it's how – the way
 - Are there enough resources for teachers to design learning?
 - Teacher collaboration
 - Teacher resource development
- People in schools, pro-d and resources
- Hiring equity is in place in HR for GVTA, now with CUPE- important to continue/expand this
- We have strengths in places - how could we expand/leverage/spread these?
- Pro-D and professional learning investment is key - some kind of training for all adults/staff across the District
- Land-based and place-based learning, creative ways to “cover the curriculum”
- Outreach / information for parents to help inform them of the shifts and why
- Reporting and letter grades continues to be a challenge
- Assessment - we need data; but what will we do with that data
 - Proficiency scales - how are we defining what it means to be proficient
- Student mentorship and leadership for other students
- Professional learning for all employees around being culturally knowledgeable
- Looking at our Governance Structures
 - i.e. Robert's Rules – PAC
- Continued budget targeted funding
 - Indigenous Education for all students
 - Indigenous student funding
- Hiring practices
- Budgeting which is purposeful towards moving our adults forward in their understanding about Indigenous education – shared responsibility in this knowledge
- Programming that can help all students to be successful – i.e. land-based learning, work-based learning

Table Talk Notes for Topic 1 (Continued):

- Where do we need to focus our resources?
- What are the resources?
- What are the current program offerings? Within agreements?
- What does VCPAC need to be culturally responsive? VCPAC has new president Tracey
- What is out there for resources around becoming culturally responsive?
- 382 CUPE local – far behind on culturally responsive – not sure where to look
- Engagement on this topic (cultural responsiveness)
- Where do we start?
- Challenge Micro-aggressions – see how to resource
- Focus resources on adults in the building
- Consider Indigenous grad requirement and resources around this
- Indigenous Film festival 2022
- Indigenous Story Telling festival
- Change from setting the agenda to adapting to norms
- Consider power distance relationships in cultural contexts

TOPIC 2 – STUDENT LEARNING: GOALS 1, 2 AND 3

Goals 1, 2 and 3 are intentionally focused on creating a culturally responsive learning environment that will support learners' personal and academic success including physical and mental well-being. The strategies for each goal identify areas of focus in order to achieve the goals. These areas include critically examining personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives. As well, the strategies provide opportunities to identify and address the inequity of outcomes for diverse learners and Indigenous learners in literacy, numeracy, mental health and well-being, attendance and graduation rates.

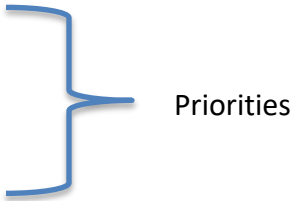
Question:

When you review the goals and strategies in the District's Strategic Plan and the Framework for Enhancing Student Learning, how can the Board advance this work through its annual budget process?

Table Talk Notes for Topic 2:

- Impact is lost when big decision is made. Needs to be better understanding of how decisions impact students, staffing, etc.
- Looking aback at history (e.g. graduation rates) and how prepared were they? Should we put more resources into early learning?
- Is grad rate only indicator? How successful were they after grad?
- Intentionally focus resources and re-evaluate (did this work?)

Table Talk Notes for Topic 2 (Continued):

- Ask Indigenous Education what they need from us?
 - Parent Engagement
 - Emergency-preparedness Strategy – weather extremes, global pandemic, more parents involved in their kids' education (homeschool). How are we helping them?
 - Creating a safe space – when decision is put on table, taking time to understand impact on HR, students, teachers, etc. Are decisions taking time away from learning.
 - What are we doing in advance, proactively?
 - Decisions over past 10 years should be analyzed. Things that are saving money but having impact on students.
 - Looking at different ways of delivery – can we do it better rather than the same?
 - Leaning on feedback of experts – how can we reduce? Should be in hands of departments (e.g. reduce by 10% - what would you do; rather than Board makes decision).
 - Prioritize and focus
 - Early learning
 - Diverse learners
 - Indigenous students
 - Youth in care
- 
- Priorities
- Child care and locations: 0 to school-age
 - Don't want to cut, but hit low-hanging fruit
 - Stop looking at extras to fund and fund priorities
 - Province move to \$10 day child care
 - Need staffing for child care
 - Icing on cake – stuff extra
 - Specialty programs, student to staff ratio (i.e. outdoor K) cost per student huge – stop funding
 - Need to look after needs first
 - Anything not provincially funded is a want i.e. cut music, not a need
 - Take care of needs first (buildings, curriculum)
 - Wants, tug at heartstrings – louder voice always wins (music parents)
 - Trustee to stop being politician and make decisions based on needs
 - Younger kids – many under-privileged kids
 - Start feeding them. Spend on food program.
 - Stigmatize
 - Kids coming to school with no food
 - Needs – food, serving child
 - Wants – nice to have – identify & come to understanding
 - Needs first
 - Wants when can afford
 - Music funded after needs met
 - Extra programs after needs met
 - As culture, economy change – education needs first
 - Theatre program – want

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 2 (Continued):

- Prioritize needs and wants – do not listen to loudest voice. Rational choices.
- Money generator – where can we make more money?
- Open rentals up further – do not give schools a choice (all facilities rented after 6pm)
- Look at culinary to generate revenue
- Schools buy boxes bananas, apples – set further parameters to save money
 - Inequities throughout school district
 - Make larger purchases of food, etc. to save money
 - School gardens – undertake as school district to take yield to assist hungry kids.
 - No profits made
- Look at amending programs to save money
- Lots of land in school district – use this land, use our land
 - Reynolds good program
 - Gardens – responsibility falls to whom (teacher, staff, student, parents)
- Programs that are flexible
- Supporting teachers I finding pathways for each student
- Early intervention – focus on early years
- Smaller classes to help all students
- Early literacy teachers are essential
- In Kindergarten > EA in every classroom in elementary
- Increase EA collaboration time (with classroom teachers)
- Help children out in the early years – this is a must
- Trauma-informed EAs
- 30-hour EA time – increase LIF time to help with retention issues – (wage)
- Consistency with EAs in classrooms – not running around among many classrooms
- All early year classes need an EA
- Early years intervention
- Equity of EA time – not all schools need 30hr. EA
- Teaching staff requires more training – skillset for staff to learn more differentiated strategies
- Teacher Counsellor ratios are too high – more Teacher Counsellors are needed
- More specialized staff – ECE in all early years classrooms
- Counsellors inclusive learning teachers who are well-trained
- Primary classrooms need all the bolstering – uplift the mental health and wellness
- Data – commitment to an outcome
- Understand the impacts of COVID
- Reinstate behaviour programs / gifted programs
- Support violence prevention programs
- Speech support post-COVID?
- What do the District Principals work involve?
 - Transparency to parents
 - Understanding impact
- Custodial support impacts learning

Table Talk Notes for Topic 2 (Continued):

- Staffing shortages – positions not getting filled – impact learning
- Administrators can work out of the schools – not Tolmie
- French Immersion Program review
- Review of the Middle School model
- Comment: the agenda pickup needs to be delivered to consumers far in advance of 1 day.
- As past majority of budget is staffing we are limited in allocating money to new areas. Money spent to support teachers in terms of how to more uniformly teach literacy – Strategic Plan may be needed to create better learning opportunities for our kids. We may be spending money on things that are not in-line with best practice – FSA results are not giving us the accurate data we need to inform us as an institution of learning. Clarity around what students are expected to achieve must be measurable. Challenge of finding accurate data on student ability.
- Each school in the district should have some consistencies regarding literacy and numeracy. For example, when transient students who are most vulnerable students/learning, move from school to school, if their learning is not measured in the same way, it is to their detriment. They will fall further behind.
- So while teachers should have some autonomy, literacy and numeracy should be taught in a similar way.
- Inclusive Education teachers based on numbers of students in schools; not on the designations support that students are getting is not equitable.
- Those are contractual provincial funding / Inclusive Ed / EAs are burning out.
- EAs need more money
- Teamwork make the best classrooms
- EAs should be part of the team
- EAs are taking kids out when they are disruptive; takes learning out of the classroom
- Teachers are under the gun. Need best practices.
- The better we get at inclusivity and CRT. They go hand-in-hand.
- Each child is valued.
- Families are still afraid of schools.
- Funding student success in all areas.
- I want IED and inclusivity to be separated.
- Indigenous children are being seen with a lens of deficit – A.G. 2015 report.
- How do you take the finite budget and allocating it to support the students
- Allocate pots of funding to strategies/goals
- Having unions work with staff collaboratively
- Early interventions within the elementary level
- Fund strategies / initiatives that work. Stop funding ones that are not.
- The need for collaboration initiatives that includes EAs
- GVTA / CUPE members haven't always been consulted
 - Inclusive Education that have changed such as Behaviour Programs
- As a parent, we don't always feel consulted
- Building in time for consultation – is important

Table Talk Notes for Topic 2 (Continued):

- Would like to see steps to the shift
- Equity means that some schools get more than others
- Working together to be our best selves in supporting students
- Advance this:
- All learners' Success
- Aware of Distinction-based data
- All learners' Mental and Physical Health
- Culturally responsive?
- Strategic plan was launched in June 2020 and built prior to pandemic, but mental health issues have increased coming out of pandemic
- Counsellors shortage – how do we address?
- Grounded in which theory – we need a distinction based approach to the data
- How do parents navigate the system and all of the resources?
- How has the labour market effected the Strat plan?
- Have any of the three goals met targets?
- Budget decisions need to support strategic plan
- CUPE 382 – Nobody keeps track of illness numbers anymore
- Hard to manage (illness / cleaning)
- Are there guiding questions that hold up equity through the process? i.e. City of Toronto – equity-focused budget
- Goals are integrated – all need to be supported. Mental health – concerns
- Question about introducing peer counselling to support mental health
- YFCs – important role – funded better critical role
- Mental Health Budget
- Continue to support early literacy – critical skills
- Some ideas from/on page 1 go here as well
- Continued support for teaching / learning – collaboration time for teachers
- Does the government / District support the increase in costs of items
- Strat. Plan is very broad - is that good/bad? Room for autonomy, flexibility with schools
- What's the goal/purpose of a strategic plan? How do we help schools have stronger goals/plans? How to ensure this results in school communities being empowered and involved in planning.
- We have to maintain the strong pieces of previous practice, while we introduce shifts/new changes, etc.
- Continue to expand / enhance integrated project-based learning opportunities
- Keep thinking about ways to partner with students/families for use of targeted funds
- Having District staff and trustees more involved/connected
- Investing in leadership and networking across schools/District
- Advocate for looking at other ways of accessing funds for mental health supports
- Targeting money towards other delivery models for learning using student goals rather than the colonial idea of “success”

TOPIC 3 – INFRASTRUCTURE

The District has 57 facilities, including 49 active schools, some of which are the oldest in the Province. Aging buildings and sites are continually requiring costly repairs, maintenance and upgrades to ensure the provision of safe, accessible, and functioning schools.

The District is in year two of a five-year network infrastructure plan to ensure it has a reliable and secure network. There are new cost pressures to defend against the increased risk of ransomware, hacking, and data breaches. Outdated staff and student devices need to be replaced to support learning outcomes for students, while the cost of technology has increased by 20% due to the pandemic and global supply chain issues.

Question:

What does the Board need to consider in its resource (budget) allocation decisions regarding the aging infrastructure found throughout the District? Infrastructure includes buildings, technology, climate action, transportation, equipment, playgrounds, fields, etc.

Table Talk Notes for Topic 3:

- Prioritize
- Crisis levels – what will deferring by a year do?
- Making sure people understand life cycle of technology.
- Indigenous baby boom – incorporate discussion into population growth in Facilities (spaces).
- Neurodiversity, SLP – technologies needed.
- Need to look 10+ years down the road. What will tech look like (emerging technology)?
- Cyclical budgeting.
- Foundation – Board needs to set aside funds to support this initiative.
- Make smarter choices – smart Boards not good choice – tech pack good
- Students do not have free access to computers (few in schools for diverse students) – monitored location
- EA/TTOC do not get computer – smarter decisions on access to technologies.
 - Huge turnover on technology
 - Where put the money – put some in each school i.e. staff room / library, etc.
- Technology costly but necessary – need appropriate technology – not just Chrome carts as need to monitor and get – need few towers in each school.
- Playgrounds – needs vs wants
 - Do schools need 3 playgrounds – NO
 - Net replacement \$10K – who pays?
 - Like technology (evergreen budget) – need for playgrounds/equipment
 - Fiber (woodchips) – expensive
 - Make district standards for equipment or put money to schools with less funding
 - Need equity throughout school district

Table Talk Notes for Topic 3 (Continued):

- All schools will have X
- Keys – better resources so less money spent on keys
 - Admin on keys – lots of labour to cut
 - Lots of ways to save
- Buildings – look for efficiencies and change
 - Strategically putting \$ solar on school to reduce energy needs
 - Long-term goal and make good choices not political choices (needs vs wants)
 - No appliances in classrooms – cost on electricity and time on labour – make standard (in this together)
 - Vandalism during school time – more eyes on students
 - Vandalism outside cameras to deter after hours – no budgets for vandalism
- Because of PACs, schools do not have equitable infrastructure and tech, etc.
- PACs create ‘have’ and ‘have not’ schools
- Climate change is causing maintenance issues
- Board needs to advocate to BCPSEA and Ministry for changes in relation to climate change as it is taking a toll on the infrastructure
- Technology is critical for all and particularly for priority students.
- Technology is integral to 21st century learning
- Centralized funds available for tech so it’s not pitted against things like paper
- Privacy and security matters prioritizing data management
- Current technology is paramount in training students to thrive in their careers
- Student ratio with tech is a success and must continue
- Prioritizing student safety when it comes to infrastructure
 - Minimizing impact to students
- Responsible use of space in new builds
- Maintenance matters for student learning and school pride
- Urinals out in washrooms for gender neutral
- New builds need to be very forward-thinking
 - Multi-use
 - Cleanliness
 - Storage
 - Heating & cooling
- Custodial services need to be reinstated
- Too much pressure put on PACs to provide technology
- PAC should not be fundraising for playgrounds
- Regular maintenance vs emergency repairs
- Build for growth – Provincial lobbying required
- Transparency on investments / land sales
- Less public consultation (re Vic High)
- Following through on capital project commitments
- Board prioritizes school and student priorities over everything
- Lack of communication to parents re portfolios

Table Talk Notes for Topic 3 (Continued):

- Wireless needs to be consistent
- Nice to have vs Need to have an overarching consideration
- Need to consider infrastructure inside buildings, not just physical building
- Equality – fair is not equal
- Easy to give people (staffing), harder to deal with facilities
- Do we have work to do around dismantling structures which limit sharing of physical resources between schools (school bus sharing example)?
- There are elitist structures in our communities
- Facilities condition index -70% in critical condition
- Possessions vs school property different conceptions exist around this
- Fragmented
- Context in Victoria matters – perceived poor conditions of our buildings
- Basic costs do not cover actual costs
- Facilities will always be the group that we take money from – can also be a very deep money pit – what parts are capital and what are operational – shouldn't vehicles be a capital purchase? Aging infrastructure will continue to be an issue as long as Ministry continues to ignore even simple inflationary increases – we should be appealing to the Ministry here??
- EAs – we just don't want to throw people at the problem; even with \$30/hour EAs we still don't have enough EAs; every office in 49 schools deals with absences; GVTA supportive of EAs being increased in schools; hard job to draw people into it; hard job period.
- Parents – EAs and custodians are biggest needs
- Smaller class sizes: hired teachers but not EAs
- Model to EAs has stifled
- Develop multi-year plan – chip away on an ongoing basis.
- Partnerships with municipalities to share the load.
- Trees – can this cost be shared with municipalities?
- We are in silos; some partnerships do occur.
- Climate action: how do you find money for that?
- Cedar Hill: Same size gym; could municipality keep provide bigger gym; lots of red tape; 21 divisions not 24; lots of issues with rebuild
- nice to have vs need to have aesthetics vs structural safety
- The space allocations for IED rooms
- HVAC system that will allow for smudging
- Health hazards (lead in water/asbestos) – trees safety
- Pool purchasing power within district for big tech purchases
- Painters
- Beautify the space. Thinking creatively to make change.
- How do we continue to support a growing population in aging infrastructure?
- Safety of students should be a priority – earthquake proof, mould, etc.
- Ensuring new infrastructure should be environmentally focused

Appendix C - Talking Tables Event Notes – January 5, 2023

Table Talk Notes for Topic 3 (Continued):

- There should be an increase from the Ministry for infrastructure costs – pressure on government
- Up-to-date and secure technology is an important concern
- How do we ensure equity for families across the District regardless of where they live
- What should technology look like at each level? Should there be more of a priority at Middle & Secondary?
- Some schools don't have a space for students to have lunch
- Custodial concerns – daytime; cleanliness
- Safety – focus
 - Is it a matter of safety
 - Students feel connected
 - Accessibility
 - Air quality & water
- Equity of Facilities
 - Some schools need significant upgrades & support compared to others
 - Rentals – does it offset the actual cost of maintenance and wear & tear
 - Student voice, ownership – increase and include in facility conversations
 - Long-term impact of decisions – what does it mean now – 5 years, beyond
 - Equal is not equity
 - Voices are all voices represented – who is missing & why and how do we include systems?
 - Data to guide decisions – qualitative and quantitative
- Technology to support the range of students - prioritize for equity
- Cell phone financial supports for staff to use own personal devices?
- Climate action - we need to move on this; need to put \$\$ aside to continue this investment
 - how to empower students to move beyond recycling, etc.
- PAC \$\$ is not consistent/equitable
- Accessibility needs are not equitable/consistent across all sites
- Needs-based allocations / funding
- Space needs is a concern - schools are full/bursting
- Needs-based conversations
- Look at cost efficiencies
 - Ordering products as a tri-district
 - Electrical efficiencies, etc.
 - Use our buildings beyond 3:00pm
 - Creative business using our buildings for i.e. Elder classes; immigrant/refugee classes / community school model
 - Money-maker??

End of Table Talk Notes

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

Katrina Stride – Secretary-Treasurer

TO: Board of Education (In-Camera)
FROM: Katrina Stride, Secretary-Treasurer
DATE: January 30, 2023
RE: **Budget Advisory Committee Report – January 19, 2023 Meeting**

Background:

The Budget Advisory Committee held a meeting on January 19, 2023. Draft minutes are attached.

There were three recommendations to the Board.

Recommendations:

1. Values and Guiding Principles

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles, as presented.

2. Budget Advisory Committee Terms of Reference

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Budget Advisory Committee Terms of Reference, as presented.

3. 2023-2024 Budget Process Timeline

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



**Budget Advisory Committee
MINUTES
Thursday, January 19, 2023
Tolmie Boardroom, 556 Boleskine Rd**

In Attendance:

Board of Education:

Trustees Nicole Duncan, Karin Kwan, Natalie Baillaut, Angela Carmichael, Derek Gagnon (Committee Chair), Diane McNally (by phone) and Rob Paynter

Staff:

Deb Whitten, Superintendent
Harold Caldwell, Deputy Superintendent
Tom Aerts, Associate Superintendent
Katrina Stride, Secretary-Treasurer
Julie Lutner, Associate Secretary-Treasurer
Marni Vistisen-Harwood, Director of Facilities Services
Jim Vair, Director of Human Resource Services
Jeff Davis, Director of International Education
Shelly Niemi, Director of Indigenous Education
Connor McCoy, Past President, Greater Victoria Principals Vice-Principals Association
Gautam Khosla, Executive Member, Greater Victoria Principals Vice-Principals Association
Lindsay Johnson, District Vice Principal
David Hovis, District Principal
Sean McCartney, District Principal
Sean Powell, District Principal
Tammy Renyard, District Principal
Charmaine Shortt, Acting District Principal

Stakeholders:

Tracy Humphries, VCPAC
Paula Marchese, VCPAC
Mark Morrison, GVTA
Cindy Romphf, GVTA
Tailly Wills, CUPE 947
Trina Legge, CUPE 382

The meeting was called to order at 6:01 pm.

Acknowledgement

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

Approval of Minutes

By consensus, the Committee approved the minutes from the December 8, 2022 meeting.

Values and Guiding Principles

Values and Guiding Principles with the following revisions were presented to the Committee for approval:

- Changed budget year in heading from 2022-2023 to 2023-2024
- Changed date under Timelines from April 11, 2021 to April 6, 2023

By consensus, the Committee approved the revised Values and Guiding Principles. The Committee will recommend that the Board approve the revised Values and Guiding Principles.

Terms of Reference

Terms of Reference with the following revisions were presented to the Committee for approval:

- Under Composition and Operations:
 - Removed pluralization of Associate Superintendent
 - Added the word Services following Director of Facilities
 - Removed 'as the conduit to and from the Four Houses' following the position of Director of Indigenous Education (addressed in subsequent paragraph in TOR)
 - Added Director of Human Resource Services
 - Added Director of Information Technology for Learning
 - Added Director of International Education
 - Added that student voice will be heard through the Student Symposium and the Representative Advisory Council of Students
- Under Duties and Responsibilities:
 - Changed date to make recommendations to Board from March 10, 2022 to March 2, 2023

By consensus, the Committee approved the revised Terms of Reference. The Committee will recommend that the Board approve the revised Terms of Reference.

Monthly Financial Report – June 2022

The Committee reviewed the Monthly Financial Report for June 2022.

Talking Tables Event Report

The Committee was provided with the Talking Tables Event Report. There were 65 participants with representation from Rightsholders, Trustees, CUPE 382, CUPE 947, GVTA, Exempt staff, and Principals and Vice Principals. Included in the report was the agenda package with topic links and documentation, presentation slides, and notes from facilitators at each table for each topic.

Indigenous Education

Dr. Shelly Niemi, Director of Indigenous Education, presented the Committee with an overview of the Indigenous Education department. Topics included the goals and strategies related to Indigenous students, the role of the department, Four Houses, communication protocol, targeted and core funding, distinction-based data, and completion rates. Dr. Niemi responded to questions from the Committee

regarding the presentation and the department profile provided in the agenda package.

Mental Health and Wellness

Tammy Renyard, District Principal, presented the Committee with an overview of mental health and wellness initiatives in the District. Topics included the goals and strategies related to social emotional learning, physical literacy, and mental health literacy; data and research; and current mental health resources and supports, including counselling. District Principal Renyard responded to questions from the Committee regarding the presentation.

District Team Department Profiles

Each of the following members of the District Team presented a brief overview of their area of responsibility and responded to questions from the Committee regarding their presentation and department profiles.

- Tammy Renyard, District Principal: District Team, Secondary, Pro-D
- Sean McCartney, District Principal: Inclusive Learning, Community Link
- Charmaine Shortt, Acting District Principal: Early Learning and Childcare
- David Hovis, District Principal: Elementary, English Language Learners (ELL)
- Sean Powell, District Principal: Middle, French Immersion (FRIMM)
- Lindsay Johnson, District Vice Principal: Pathways and Partnerships

Work Plan

The Committee reviewed the draft work plan for upcoming meetings including topics of interest, department reviews, and consensus building towards making recommendations to the Board.

Revised Budget Process Timeline

The Committee reviewed the revised Budget Process Timeline. Changes to the Budget Process Timeline included:

- Talking Tables moved from November 24 to January 5
- Budget Advisory Committee Meeting #8 (Debrief) moved from April 20 to May 4

The Committee will recommend that the Board approve the revised Budget Process Timeline.

Take Away and Questions

The following question was received following the meeting:

Since we will be looking at a deficit budget for next year, we will alas most likely need to recommend some cuts to the trustees (if we can all agree on them). Will suggested cuts be brought to us from various district departments for us to consider or will the BAC be responsible for coming up with possible reductions on our own? (Or will the committee need to decide how we want to proceed?) Just wondering how the recommendations will be formulated and if there is a process for that.

Next Meeting: February 9, 2023 6pm-8pm via Zoom

Adjournment

The meeting adjourned at 8:31 p.m.

VALUES/GUIDING PRINCIPLES

BOARD APPROVED October 26, 2021

December 8, 2022 – Budget Advisory Committee

Students

Students are at the centre of all we do in SD61. Students are our primary stakeholder and must have voice and agency in their learning. The budget will focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs. Quantitative and qualitative data are both important.

Relationships

Partnerships and relationships are strengthened by demonstrating respect, recognition of expertise, recognition of diverse opinions and ability to have civil discourse. We assume good intentions on all sides and for all ideas. Trust will be built by having authentic and difficult conversations with transparency and building understanding over time. The budget will be communicated clearly and regularly throughout the process.

Indigenous

The budget will be culturally respectful and responsive to the needs of Indigenous peoples and will include the Four Houses and the Indigenous Education Department within the Budget process. Trustees, the Board and Staff will utilize the Indigenous Education Department's regularly scheduled meetings with the Songhees Nation, Esquimalt Nation, Urban Indigenous Peoples' House Advisory (UPHIA) and the Métis Nation of Greater Victoria as the conduits to share information, consult, seek input and direction. The Board and Staff will attend meetings with Songhees Nation, Esquimalt Nation, UPHIA, the Métis Nation of Greater Victoria and the Indigenous Education Department when invited and/or when any concerns and/or clarity is required.

Alignment

Budget decisions will align to the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning. Priority will be given to Strategic Plan and Framework for Enhancing Student Learning initiatives and will make financial connections to complete the annual financial report. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

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.

Timelines

The Board will adhere to the Board approved budget process timelines in order for the organization to meet its system, staffing and collective agreement obligations to properly place human and financial resources in schools and provide stability in the organization. In the process, the learning community will be informed about the time constraints for the final budget approval. The Board will give third reading to the budget no later than April ~~611~~, 2023~~1~~.

Collaboration

The budget will be an inclusive collaborative process where stakeholders and Rightsholders have the opportunity to understand the District budget, be made aware of positive and negative impacts of proposed budget options and to provide input on same, and where possible to co-create solutions. Participants should feel heard at the end of the budget process while also understanding that feedback and input are provided for the Board's consideration in its decision making. Quiet voices will require extra attention.

Sustainability and Ability to Withstand Change

To advance sustainability the Board will:

- commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
- move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
- spend surplus on one-time initiatives and priorities, and not on-going expenses
- recognize that the needs of students change from year to year and so will the budget allocations
- protect reserves and contingency even when there is pressure to spend in times of constraint
- consider long term financial planning and three-year budget forecasts

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.

Budget Advisory Committee – Terms of Reference

January 24, 2022 FINAL

December 8, 2022 - Budget Advisory Committee

PURPOSE

The Budget Advisory Committee (the “Committee”) is a committee of the whole of the Board of Education. The purpose of the Budget Committee is 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.

COMPOSITION & OPERATIONS

The Committee shall be composed of:

- All Trustees of the Board
- Superintendent
- Secretary-Treasurer
- Deputy Superintendent
- Associate Superintendents
- Associate Secretary-Treasurer
- Director of Finance
- Director of Facilities Services
- Director of Indigenous Education ~~as the conduit to and from the Four Houses~~
- Director of Human Resource Services
- Director of Information Technology for Learning
- Director of International Education
- 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
- Student voice will be heard through the Student Symposium and the Representative Advisory Council of Students

All committee members shall commit to: ethical conduct, decorum, and professional conduct.

All committee members will promote and uphold cultural safety as set out the Board’s Values/Guiding principles where the budget will be culturally respectful and responsive to the needs of Indigenous peoples and will include the Four Houses and the Indigenous Education Department within the Budget process. Trustees, the Board and Staff will utilize the Indigenous Education Department’s regularly scheduled meetings with the Songhees Nation, Esquimalt Nation, Urban Peoples’ House Indigenous

Advisory (UPHIA) and the Métis Nation of Greater Victoria as the conduits to share information, consult, seek input and direction. The Board and Staff will attend meetings with Songhees Nation, Esquimalt Nation, UPHIA, the Métis Nation of Greater Victoria and the Indigenous Education Department when invited and/or when any concerns and/or clarity is required. The Committee's working definition of cultural safety as provided by SD61's Indigenous Education Department is attached as Appendix A.

Trustees will elect a Chair at the first meeting of the Committee and select a note taker at each meeting.

The Committee quorum will consist of the Committee Chair or designate plus four Trustees, the Secretary-Treasurer or designate, and one member from any two of the partner groups.

The Committee is advisory in nature and reports to the Board.

The Committee does not make decisions. The Committee will strive to make recommendations by consensus; failing consensus, committee discussions, with opposing views, will be communicated to the Board.

Agendas and minutes will be posted on the District website.

The Committee will meet monthly between November and April each year.

Confidential matters, such as property, personnel, litigation, will not be discussed by the Committee.

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 ~~210~~, 202~~32~~.

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:
 - commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
 - move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
 - spend surplus on one-time initiatives and priorities, and not on-going expenses
 - recognize that the needs of students change from year to year and so will the budget allocations
 - protect reserves and contingency even when there is pressure to spend in times of constraint
 - consider long term financial planning and three-year budget forecasts

Oversee the annual budget process.

Receive budget input from education partners and the public.

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

ACCOUNTABILITY

Meetings will not be open to the public. The Committee shall report its discussions to the Board by maintaining minutes of its meetings.

All approved minutes will be posted to the District's website in a timely manner.

DRAFT

2023-2024 BUDGET PROCESS/TIMELINE - BOARD APPROVED SEPTEMBER 26, 2022; REVISED

Date	Event Description	Meeting Type	Agenda Deadline	Reach	What can the learning community expect?
September 26	Approval of Proposed Budget Process	Regular Open	September 22	Public	
September 30	Media Release			Unlimited	
November 10	BAC Meeting #1	Committee	November 8	Internal	Agenda & Minutes
December 8	BAC Meeting #2	Committee	December 6		Agenda & Minutes
		Trustees Staff			
January 5	Talking Tables - Rightsholders & Stakeholders	Partner Representatives		60-70	Report
January 13	Student Symposium	Students		60-70	Report
January 19	BAC Meeting #3	Committee	January 17	Internal	Agenda & Minutes
February 9	BAC Meeting #4	Committee	February 7	Internal	Agenda & Minutes
February 23	BAC Meeting #5	Committee	February 21	Internal	Agenda & Minutes
March 2	BAC Meeting #6 - RECOMMENDATIONS	Committee	March 7	Internal	Agenda & Minutes
March 7	Public Meeting	Public Trustees Staff		100	Preliminary Budget
March 9	BAC Meeting #7 - if needed	Committee	March 7	Internal	Agenda & Minutes
March 14	Present BAC Recommendations to Public	Special Open Board	March 10	Public	Information
March 7-17	Public Feedback Period	Public			Input & Feedback
April 4	1st or 1st and 2nd Bylaw Reading	Special Open Board	March 31	Public	Information
April 6	3rd or 2nd and 3rd Bylaw Reading/ BUDGET PASSED	Special Open Board	April 4	Public	Information
May 4	BAC Meeting #8	Committee	May 2	Internal	Agenda & Minutes

Revisions:

- Revision 1 Talking Tables: moved from November 24 to January 5
Revision 2 BAC Meeting #8: moved from April 20 to May 4

Office of the Superintendent

Deb Whitten – Superintendent

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: January 30, 2023

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

- Talking Tables 2023-2024 Budget Meeting with Learning Partners – January 5, 2023
- CBC Interview – January 9, 2023
- Administrators' Meeting – January 12, 2023
- Student Symposium 2023-2024 Budget – January 13, 2023
- Meeting with VCPAC and Inclusive Education Team – January 19, 2023
- Monthly Meeting with VPVPA President and Vice-President – January 26, 2023

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

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

- Representative Advisory Committee of Students' Meeting – January 9, 2023
- Zoom meetings with the Ministry of Education.

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

Follow up information re: Custodial Considerations

At the December 12, 2022 Board of Education meeting, the Board of Education passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify the cost to increase custodial levels to the previous year, 2021-22, and provide recommendations to the Board on using funds out of revised budget allocations toward custodial deficits.

As a result, at the Operations Policy and Planning Committee meeting on January 16, 2023 the following recommended motion was provided by staff:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to hire and dispatch up to ten (10) additional CUPE 382 custodial employees for the remainder of the 2022-2023 school year, and allocate budget to the custodial relief account to a maximum of \$209,068 subject to the availability of budget in the 2022-2023 amended annual budget process,

AND FURTHER to commence conversations with CUPE 382 regarding custodial service levels for the 2023-2024 school year, and any potential efficiencies,
AND FURTHER to recommend custodial service levels for the 2023-2024 school year, including budget implications, for consideration in the 2023-2024 annual budget process.

A discussion occurred during the Operations Policy and Planning Committee on January 16, 2023 and a few questions were asked.

Questions and Answers:

Question: How many custodian positions were reduced as a result of the Budget Process?

The number of daytime custodians reduced as a result of the 2022-2023 Budget process was 10 positions.

Question: Why not reduce the 10 positions paid by Provincial funding?

The 10 additional custodian positions funded by COVID-specific Provincial funding ceased to exist when the external funding ended. These positions were not reduced as a result of a Budget decision, however, the system felt the additional loss as the timing occurred in conjunction with the Budget reduction.

Question: Will the newly hired custodians be laid off at the end of the school year?

If the Board of Education of School District No. 61 votes in favour to hire and dispatch up to ten additional CUPE 382 custodial employees these employees will be placed on the spare board. These custodians will be utilized to address

the areas of greatest concern after a conversation between the Manager of Building Operations and CUPE 382 representatives.

Note – if the additional funding for another 10 custodians are not approved for the 2023/24 year, these 10 employees that will be hired for the remainder of the 2022/23 school year will be laid off at the end of June

Question: What is the difference between 2019 – 2020, 2020- 2021, 2021- 2022, and 2022-2023?

Please see next page for information from Facilities Services.

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FACILITIES SERVICES

491 Cecelia Road
Victoria, British Columbia, V8T 4T4
Phone 250-920-3400 ~ Fax 250-920-3461

Historical Custodial FTE / Desktop Cleaning Breakdown

School Years	Number of Custodians	Custodial Tasks
2019-20 Pre-Pandemic March 2020 students were not in classes in person	Initial budget of 116 Custodians <ul style="list-style-type: none"> 46 Day Custodians 70 Afternoon Custodians 	<ul style="list-style-type: none"> Morning perimeter walk to ensure no transient people on property, no broken glass or offensive graffiti that needs immediate attention prior to students arrival occurring at 46 schools Daily Needle Walks Daytime snow removal at 46 schools Bodily fluid clean-up as needed Unlock schools and contact Facilities asap if something is not running (i.e. boilers) Desktop cleaning schedules were implemented as follows: <ul style="list-style-type: none"> K/1 – daily, through the utilization of daytime custodians 2-5 – twice weekly during cleaning run assignment 6-12 – weekly during cleaning run assignment
2020-21 COVID	Initial budget of 116 Custodians <ul style="list-style-type: none"> 46 Day Custodians 70 Afternoon Custodians <p>August 2020 – 15 Provincial one-time funded COVID positions</p> <ul style="list-style-type: none"> Revamped all custodial runs and deployed the 15 temporary custodians in the evening as follows: <ul style="list-style-type: none"> Approximately 3.5 hours per elementary Approximately 2.0 hours per middle Approximately 1.0 hour per secondary <p>November 2020 – 10 additional Federal one-time funded COVID positions</p> <ul style="list-style-type: none"> Revamped all custodial runs and deployed the 10 temporary custodians to come to a total deployment as follows: <ul style="list-style-type: none"> Approximately 4.2 hours per elementary Approximately 4.1 hours per middle Approximately 8.0 hour per secondary <p>*25 Extra Funded Positions ended June 2021</p>	<ul style="list-style-type: none"> Morning perimeter walk to ensure no transient people on property, no broken glass or offensive graffiti that needs immediate attention prior to students arrival occurring at 46 schools Daily Needle Walks Daytime snow removal at 46 schools Bodily fluid clean-up as needed Unlock schools and contact Facilities asap if something is not running (i.e. boilers) Through 2020-21, the Ministry of Education guidelines of disinfecting desktops twice daily was achieved through this additional funding.

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School Years	Number of Custodians	Custodial Tasks
2021-22 COVID	<p>Initial budget of 116 Custodians</p> <ul style="list-style-type: none"> 46 Day Custodians 70 Afternoon Custodians <p>Revamped all custodial runs to pre-pandemic levels</p> <p>August 2021 – 10 Provincial one-time funded COVID positions</p> <ul style="list-style-type: none"> Revamped all custodial runs and deployed the 10 temporary custodians as follows: <ul style="list-style-type: none"> Approximately 3.0 hours per elementary Approximately 1.5 hours per middle 	<ul style="list-style-type: none"> Morning perimeter walk to ensure no transient people on property, no broken glass or offensive graffiti that needs immediate attention prior to students arrival occurring at 46 schools Daily Needle Walks Daytime Snow Removal at 46 schools Bodily fluid clean-up as needed Unlock schools and contact Facilities asap if something is not running (i.e boilers) Through 2021-22, the Ministry of Education guidelines of disinfecting desktops once daily was achieved through this additional funding in Elementary/Middle schools. Secondary school desktop disinfection was achieved by providing disinfectant to all classrooms for students to use.
2022-23 Post Pandemic	<p>Budget reduced in April 2022 allowing for 106 Custodians</p> <ul style="list-style-type: none"> 27 Day Custodians 79 Afternoon Custodians <p>Revamped all custodial runs to pre-pandemic levels, including 20 split-day positions in middle/elementary schools</p>	<ul style="list-style-type: none"> Morning perimeter walks occurring to ensure site safety at 27 of the schools with grounds completing walks in the morning at 10 schools. Daily Needle Walks – Completed by grounds employees Daytime Snow Removal at 27 schools, remainder of schools completed by grounds employees Bodily fluid clean-up as needed – custodians may need to travel back to site for cleanup. 27 of 39 elementary/middle schools are unlocked by day custodians remaining schools are unlocked by either staff or child care providers who are on site first <p>Desktop cleaning schedules are implemented as follows:</p> <ul style="list-style-type: none"> K-12 – weekly during cleaning run assignment In 2022-23, the Ministry of Education guidelines do not address desktop cleaning

Updates:

School Capacity: Tillicum – currently monitoring Kindergarten registration and will likely need to add 1-2 classrooms. Current/upcoming discussions with Facilities, school staff, PAC and Senior Leadership Team.

Equity Scan:

Dr. Niemi has been in communication with Joe Heslip, Provincial Lead for the Equity Scan to discuss the restart of the Equity Scan. They discussed the possibility of restarting this as a co-developed plan with community, when community is ready. The district has funds remaining from the initial Ministry funding and Dr. Niemi and Mr. Heslip discussed the possibility of using some of these funds to support a community gathering to begin the conversation.

Gratitude: The Superintendent would like to thank the following:

- Many thanks to the Facilities Department staff for all their efforts during the winter break in clearing snow, salting parking lots, paths, and attending the leaky roofs and flooding during the holiday season.

Recommended Motion: *That the Board of Education of School District No. 61 (Greater Victoria) receive 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 Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Board of Education

FROM: Katrina Stride

RE: Monthly Report

DATE: January 30, 2023

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer since December 12, 2022.

- Budget Advisory Committee Meeting 3
- Talking Tables Event
- Student Symposium Event
- Board Learning Session - Indigenous Education
- Meeting with Ministry of Education and Child Care – Capital Branch
- Meetings with municipalities regarding crossing guard services and funding
- Meetings regarding compliance audit
- Meetings with community partners
- Meetings with legal counsel
- Meeting with Communications and Community Engagement
- Meeting with Victoria Principals and Vice Principals Association
- Meeting with school districts on Vancouver Island
- Weekly Senior Leadership Team meetings
- Weekly Chair Superintendent agenda setting meetings
- Weekly Superintendent meetings
- Weekly Budget meetings
- Weekly Facilities meetings
- Bi-weekly Vic High construction project meeting with Facilities and School Principal
- Bi-weekly Human Resource Services meeting
- Bi-weekly Facilities and Superintendent meeting
- Bi-weekly Information Technology for Learning meeting
- Monthly Standing Committee and Board meetings
- Monthly Representative Advisory Council of Students meeting
- Monthly District Leadership Team meeting
- Monthly Administrators meeting
- Monthly Childcare meeting with Facilities and District Principal

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- Annual Greater Victoria Foundation for Learning meeting
- Professional Development:
 - Reconciliation Education – First Nations University of Canada
 - Calm within the Storm – A Pathway to Everyday Resiliency: Dr. Robyne Hanley-Dafoe

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One *Learning* Community



SECTION 72 REPORT

Present:

Trustees Nicole Duncan, Chair, Karin Kwan, Vice-Chair, Angela Carmichael, Derek Gagnon, Emily Mahbobi, Natalie Baillaut, Rob Paynter, Diane McNally

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Jim Vair, Director of Human Resources Services, Marni Vistisen-Harwood, Director of Facilities Services, Mora Cunningham, Manager, Capital Planning and Implementation, Lisa McPhail, Communications and Community Engagement Manager

The Board of Education discussed the following matter:

- Legal
- Personnel

SECTION 72 REPORT

Present:

Trustees Nicole Duncan, Chair, Karin Kwan, Vice-Chair, Derek Gagnon, Emily Mahbobi, Natalie Baillaut, Mavis David, Rob Paynter

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Jim Vair, Director of Human Resources Services

The Board of Education discussed the following matter:

- Legal

SECTION 72 REPORT

Present:

Trustees Nicole Duncan, Chair, Karin Kwan, Vice-Chair, Derek Gagnon, Natalie Baillaut, Rob Paynter, Diane McNally, Angela Carmichael

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Jim Vair, Director of Human Resource Services and Legal Counsel

The Board of Education discussed the following matter:

- Legal