



**Budget Advisory Committee**  
**Thursday, February 9, 2023 6:00-8:00p.m.**  
**Via Zoom**

---

**AGENDA**

- 1. Call to Order (5 min)**
- 2. 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.
- 3. Approval of Minutes January 19, 2023** **Pages 2-4**
- 4. Student Participation (15 min)**
  - a. Representative Advisory Council of Students** **Pages 5-6**
  - b. Student Symposium Report** **Pages 7-40**
- 5. Music (25 min)** **Pages 41-48**
- 6. Department Profile Discussions**
  - a. Facilities (40 min)** **Pages 49-73**
  - b. Communications and Community Engagement (10 min)** **Pages 74-79**
  - c. International Education (10 min)** **Pages 80-87**
- 7. Consensus – What does it mean? (5 min)**
- 8. Work Plan: Topics and Departments (5 min)**
- 9. Take Away and Questions (5 min)**
- 10. Next Meeting: February 23, 2023 6pm In-person**
- 11. Adjournment**



**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  
Dr. Jeff Davis, Director of International Education  
Dr. 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, 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.

# Office of the Secretary-Treasurer

*Katrina Stride – Secretary-Treasurer*

**TO:** Budget Advisory Committee

**FROM:** Katrina Stride, Secretary-Treasurer

**DATE:** February 9, 2023

**RE:** **Representative Advisory Council of Students – January 9, 2023**

At the Representative Advisory Council of Students meeting held on January 9, 2023, students were presented with three topics of discussion related to budget. The purpose of the meeting was to create an opportunity for student voice and to provide direct feedback to the Budget Advisory Committee and the Board.

The three topics of discussion were:

- In your experience as a student, are there areas related to your learning at school that you believe should have received specific resources?
- Building or Infrastructure
- Are there any other areas related to the budget you would like the Board to consider?

The following notes were taken during the discussion:

## **Topic 1 – Areas related to learning that require specific resources**

- Counselling; huge resource for people, from course selection to mental health; a lot of people find it helpful; problem with budgeting/staffing, understaffed; important to budget for this
- Food in counselling area, e.g. granola bars, fruit, etc. used to be available, but not available this year
- Critical to have access to food (toast) and fidget toys
- Counsellors important; more focused on academic course planning
- Music programs benefit a lot of students, build sense of community; restore cut funding to music
- Put funding into outdoor education, gardens, learning about balancing eco-system
- 2 counsellors for 973 students; not enough counsellors to support students; have had bad experience; so busy, too focused on course selection; can take a week to get back to people, students not getting needed support
- Music program one of most important things, especially at Middle; child development and community building; creative outlet, talent and joy obvious in high school; cutting music in earlier years will impact high school; bigger bands are better
- Music program very important; band and strings huge motivator to attend school, huge part of who student is and has influenced what they have decided to do after school
- Choir; teacher makes it more than choir; Best Buddies (Inclusive Education) come to choir; nice to have community support, life changing

*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.*

- Gardens important
- Loving Indigenous course; make room in budget to bring in Indigenous speakers
- Indigenous garden; preserve Indigenous plants and provide plant education
- Reconciliation
- Don't have Cafeteria at Mt. Doug; problem when wet/cold outside; classrooms closed, students hanging in hallways, crowded, have to eat in multi-purpose room or foyer, creating a garbage problem; need cafeteria or common area space to accommodate students

## **Topic 2 – Building or Infrastructure**

- Chromebooks; need access to learn, appreciate having more access
- School Wi-Fi slow, difficult to do assignments during class time
- School Wi-Fi terrible, hard to do work, Wi-Fi not working
- Noticed tech lab really good (2 PC labs, 1 Mac lab)
- Some science labs aren't updated, including safety equipment, eyewash station in locked room; safety important
- Computers in library; only 4 computers that can be used at lunch and before or after school, lineups, need more computers, also used to print when no computers or printers at home
- Women's washroom tampon/pad dispensers have nothing in them or they are not working properly; frustrated, don't want to go to office

## **Topic 3 – Other areas to consider in the budget process**

- Consent and sexual health education; drunk driving and drug use education; beyond important, start at lower grades; healthy eating, health issues, conversations in class and community, would love to see support continue
- Consent and sex education
- New tools on understanding consent, bringing into curriculum, hope to see work continue
- Naxalone training and education; resources there, benefits school and home life, biggest thing is safety, important to be able to help others, interested in learning and talking more about this
- How addiction and dependence happens; would like to see this learning in school instead of only outside school
- Composting/recycling, or replacing composting/recycling bins with garbage cans if not composting/recycling; work with climate action team
- School breaks in calendars between local school districts are different; parents working in other district and creating stress for families
- Recycling/composting; costly to compost; super important to know what is actually happening with compost; work in small ways to get there; get funding to be able to compost
- Gender neutral washrooms/changerooms; appreciate having space to change that feels safe; don't have to worry about being bullied
- Gender neutral washrooms; friends who have transitioned, have the right to feel comfortable, space for people, inclusion, will be recognized and noticed

## **Appreciation**

Thank you to the Representative Advisory Council of Students for sharing your thoughts.

## **Report**

This report will also be included in the Regular Board meeting agenda for February 27, 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/>.

# Office of the Associate Superintendent

*Tom Aerts – Associate Superintendent*

**To:** Budget Advisory Committee

**From:** Tom Aerts, Associate Superintendent

**Date:** February 9<sup>th</sup>, 2023

**RE:** Student Symposium 2023

On January 13th, a student symposium for the 2023-2024 budget was held. The student symposium is an opportunity to hear directly from students about their learning. Topics are broad and are intended to draw out themes for decision-makers to consider when making human and financial resource allocations for the 2023-2024 budget.

66 students from all 18 of our middle and secondary schools were invited and selected by their principals. The 66 students and 24 adults attended as follows:

Middle	#	Secondary	#	Total
Arbutus	3	Spectrum	5	
Colquitz	3	Oak Bay	2	
Cedar Hill	3	Lambrick Park	5	
Central	4	SJB	3	
Monteray	3	Reynolds	5	
Gordon Head	4	Equimalt	4	
Shoreline	3	Vic High	5	
Rockheights	3	Mt. Doug	5	
Glanford	3			
Lansdowne	3			
<b>Middle</b>	<b>32</b>	<b>Secondary</b>	<b>34</b>	<b>66</b>

Adults	#
Trustees	2
Adminsitration	7
School Staff	7
Board Office Staff	8
<b>Total</b>	<b>24</b>

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



The day began at 9 am with students participating in the following four sessions.

1. Climate Action (Facilitator: Arbutus Middle School teacher Gillian Petrini)
2. Technology (Facilitator: District Vice Principal Josh Barks)
3. Cultural Responsiveness (Facilitator: Director of Indigenous Education Shelly Niemi)
4. Mental Health and Well-being (Facilitator: District Counsellor Monique Moore)

Facilitators were provided at each table to draw out quiet voices to ensure everyone was heard, and to provide guiding questions if the conversation was stalling. Following each session presentation, the students were given an opportunity to provide feedback to the Trustees.

Trustees attended, participated, and listened to students. Morning nutrition break and lunch were provided.

After lunch, students gathered at tables and were given a budget simulation with set revenues and expenses. With \$4m leftover as discretionary, students were asked to consider \$15m in requests from the community (schools, departments, unions, PVP etc). They need to prioritize where they would spend their money, knowing that it was not possible to accommodate all community requests.

After completing this activity and ensuring they did not have a negative balance, the students were informed that some unexpected costs had come up, a school was flooded during Winter break and a boiler broke in a school that needed replacing. The students then needed to re-evaluate original decisions and re-calculate their budgets to balance to zero by the end. The breakdown of how each group allocated their spending is attached to this memo as Appendix "A"

The end of the day wrapped up at 2 pm with students sharing "One Thing" they wanted to make sure that Trustees and district staff were aware of.

Throughout the day, as students participated in the sessions, they placed stickie notes on chart paper about the room, along with one additional sheet, One Takeaway for the Board (if you wanted the Board to hear one thing from you today, what would it be?).

All the stickie note comments from each session are included in this report as raw data as Appendix "B".

Thank you to the trustees who were able to attend for part or all day. Thank you to all administrators that sent students. The biggest thank you is to the students. Students took time out of high-pressure, busy schedules, were honest and open about their opinions, articulated what they need for their learning, and added student voice to the 2023-2024 budget process.

This report will be shared with students at all secondary and middle schools and will be posted on the budget resources District web page under the 2023-2024 School Year Budget at <https://www.sd61.bc.ca/our-district/financial/>.

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



January 13<sup>th</sup>, 2023

## AGENDA

9:00	Arrival & Sign-in
9:15 – 9:30	Acknowledgement & Welcome Opening Remarks Introductions Intentions of the day
9:30 – 10:00	Session 1: Climate (Sean Powell)
10:00 – 10:30	Session 2: Technology (Josh Barks)
10:30 - 10:45	Nutrition Break
10:45 – 11:25	Session 3: Cultural Responsiveness (Shelly Niemi)
11:25 – 11:55	Session 4: Mental Health and Wellbeing (Monique Moore)
11:55 – 12:45	Lunch
12:45 – 1:45	Budget Simulation
1:45 – 2:00	Takeaways from the Day The ONE Thing Closing Comments
2:00 - 2:15	Door prizes Departure

*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 Simulation - Student Symposium - January 13, 2023

FACTS	ORIGINAL	Budget 1	Budget 2	Budget 3	Budget 4	Budget 5	Budget 6	Budget 7	Budget 8	Budget 9	Budget 10	Budget 11	Budget 12	Budget 13
Revenues:														
Ministry Grant - Current Year	\$100 million													
Ministry Grant - Unspent from Prior Year	\$2 million													
Expenses:														
Teachers and Administrators	\$45 million													
Education Assistants and Secretaries	\$25 million													
Custodians	\$10 million													
Classroom Resources (books, computers, supplies)	\$15 million													
Utilities (hydro, telephone)	\$1 million													
How much is left?	\$6,000,000													
Allocated for Mental Health Initiatives	\$100,000													
Community has requested the following be included in the budget (in no particular order):														
Solar panels at 2 schools (unable to afford using fundraising)	\$1,000,000	\$1,000,000	--	\$500,000	--	--	\$1,000,000	--	\$1,000,000	--	--	\$1,000,000	--	\$1,000,000
Recycling and composting at all schools	\$1,000,000	\$500,000	\$1,000,000	\$300,000	\$1,000,000	--	\$1,000,000	\$1,000,000	\$500,000	\$1,000,000	\$1,000,000	--	--	--
Professional development for teachers on Indigenous Grad Requirement	\$500,000	--	--	\$250,000	--	\$250,000	\$500,000	--	--	--	--	--	--	\$500,000
Cybersecurity prevention (ransomware, data breach)	\$150,000	\$150,000	--	--	\$150,000	--	\$150,000	--	\$150,000	\$150,000	--	\$150,000	--	--
Improve Wi-Fi access across all schools (annual cost for 5-year plan)	\$600,000	\$300,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$300,000	\$300,000	\$600,000	\$600,000	\$600,000	--
New Chromebooks to increase ratio to 1 Chromebook for every 2 students	\$1,500,000	--	--	--	--	\$1,500,000	--	--	--	\$1,500,000	--	--	--	--
Consent and sexual health education at all Middle and Secondary Schools	\$100,000	--	\$100,000	\$100,000	--	--	\$100,000	\$100,000	--	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
One new counsellor added to 5 schools to help support mental health	\$500,000	--	\$1,000,000	\$400,000	\$600,000	--	\$400,000	\$500,000	--	\$500,000	\$500,000	\$400,000	\$500,000	\$225,000
One new counsellor added to 3 schools to help support course selection	\$300,000	--	--	\$200,000	--	--	--	\$300,000	--	\$500,000	--	--	--	\$225,000
Food available for hungry students in schools	\$650,000	\$400,000	\$650,000	\$650,000	\$650,000	--	--	\$650,000	\$400,000	\$650,000	\$650,000	\$650,000	\$550,000	\$650,000
Additional Education Assistants to support struggling students	\$1,000,000	\$700,000	--	--	\$1,000,000	\$700,000	\$50,000	\$1,000,000	--	--	\$1,000,000	--	\$800,000	--
Upgrade theatre in 2 schools	\$1,000,000	--	--	--	--	--	--	--	--	--	--	--	--	--
Upgrade gymnasium in 2 schools	\$1,000,000	--	--	\$500,000	--	\$750,000	--	--	--	--	--	--	--	--
Culturally Responsive Learning Environments training for all school staff	\$300,000	\$150,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	--	\$250,000	\$250,000	\$300,000	\$300,000	--
Extra-curricular trips for Fine Arts and Athletics	\$400,000	\$200,000	--	--	\$400,000	--	\$500,000	\$400,000	--	--	--	--	--	--
10 extra teachers to focus on literacy in elementary schools	\$1,000,000	\$400,000	\$1,000,000	\$500,000	--	\$1,000,000	--	--	--	--	--	\$1,000,000	\$800,000	--
10 extra teachers to suport Inclusive Education in schools	\$1,000,000	\$400,000	--	\$500,000	--	--	--	--	--	--	--	--	\$800,000	--
Youth and Family Counsellor to each family of schools	\$400,000	\$400,000	\$400,000	--	--	--	--	\$400,000	--	--	\$610,000	\$400,000	\$400,000	--
Outdoor education program in 2 schools	\$200,000	--	--	--	\$200,000	--	--	--	--	--	--	--	--	--
Convert to gender-neutral washrooms in 4 schools	\$400,000	--	\$400,000	\$200,000	\$600,000	--	--	\$100,000	--	\$400,000	\$400,000	--	\$400,000	\$400,000
Purchase fleet of electric buses	\$2,000,000	\$500,000	--	--	--	--	--	--	--	--	--	--	--	\$2,000,000
				\$100,000		\$350,000	\$50,000			\$100,000	\$150,000	\$750,000	\$100,000	\$150,000
				\$350,000					\$3,000,000		\$90,000			\$100,000
TOTAL REQUESTS	\$15,000,000	\$5,100,000	\$5,450,000	\$5,450,000	\$5,500,000	\$5,450,000	\$4,650,000	\$5,350,000	\$5,350,000	\$5,450,000	\$5,350,000	\$5,350,000	\$5,350,000	\$5,350,000
ACTION:														
Using the money that is left (\$6 million) decide what to spend it on from the list above or include some other priority of which you are aware.														
HINTS:														
Do not have to spend all the money.														
Can change any of the amounts in the requests above.														
You can hire any position in the District for any purpose, if you have the money.														
Unit costs for positions:														
Teacher	\$100,000													
Counsellor	\$100,000													
Custodian	\$50,000													
Educational Assistant	\$50,000													
Secretary	\$50,000													
Budget Changes (see How Much is Left above for available funds):														
Remove \$650,000 used for snowstorm (can no longer spend)	-\$650,000													
Add \$100,000 (must be used for mental health initiatives)	+\$100,000													

# Student Symposium – January 13, 2023

## Climate

- Recycling improvement and compost program
- Promoting non-meat diets
- Bike rack storage
- Encourage students to receive free bus passes for school-age kids
- Implement LEDs when lightbulbs go out
- Recycling lightbulbs
- Education on recycling and compost
- Plants on sides of roads/large concrete areas -> absorbs water and decreases flood rates
- Solar power
- I would make it so all districts compost
- Make more bike friendly areas
- Technologically advances -> dams, solar panels, turbines
- More electrical vehicles and public transport
- Major overhaul in food stuff and consumption
- I would eliminate all the plastic use all over the world
- Make more bus routes all around to cut out how much gas is used daily
- Geothermal heat pumps
- Free bus passes
- Proper recycling and compost options
- Planting native, non-invasive species of plants and trees
- More accessibility for compost and recycling (multiple around schools, not just a few) and visible
- More electric buses
- Use less paper
- More plant-based school lunches
- Encouraging to buy local at affordable costs
- Green energy buses
- Implement car or walking pooling to and from school
- Using solar panels at more schools
- Updating services (plumbing, electrical, heating, etc.) in ALL schools, especially older ones (or renovating)
- Teach young kids about climate change. The younger you start the more time you have to make a difference.
- Start walking places more to reduce pollution
- Reusing scrap foods
- Schools have their own renewable energy
- Community garden

# Student Symposium – January 13, 2023

- Do more meetings like this to help get more ideas more often? The more ideas the more we can help.
- High cost now, good return later
- More greenhouses! Or build around nature, don't destroy it.
- School wide green bins
  - Compost bins in school to properly dispose of green waste
- Large scale waste removal operations in lakes, rivers, and streets
- Implementing better waste management programs
  - Compost
  - Recycling
- Implementing a program to create an incentive for green travel
  - "Bike to school week"
  - Secure and covered bike storage
  - A request to the Saanich Municipal Board to get access to free bus passes for students
  - Providing access to bikes for those who cannot afford
- Creating and education program
  - Learning how to compost and recycle
  - Learning about closing doors so that less energy is wasted
  - Learning about green transport
  - Learning about a meat-less diet
  - Program should be made by students
- Solar
- Sun
- Reuse bags or bring glass food boxes
- Teaching younger kids in an age-appropriate way about climate change
- We need a district wide composting program!
- Secured, covered bike storage
  - Safe biking lanes around schools
- Make more reusable plastics
- Have more compostable items in buildings
- Cut down on the amount of paper used in schools
- Cut down on the amount of cars on the street
- Insulation
  - Better windows
- Planting plants to remove carbon from the air
- More localized control of heating system so it's consistent less waste of energy
- Having it (climate change) specifically as part of the curriculum and actionable items

# Student Symposium – January 13, 2023

- Emphasis on actionable items and less broad ideas, more specific (i.e., Proper compost and recycling)
- Upgrade recycling stations
- Bring back cafeterias and community garden
- Giving bikes to students or households
- Improving bike lanes/traffic
- Taught about it earlier in our education
- To cut the government funds towards companies that mostly make plastic
- To find better alternatives for plastic-based items
- More climate talk and building awareness, bigger topic
- More localization of food, jobs and transportation
- Solar energy/panels
- Encourage riding the bus rather than car
- Electric buses
- You can use electric vehicles for renovations (not gas)
- Don't dig up more oil rigs
- Encourage riding bikes/walking to school
- Mandatory classes from elementary to high school (such as CLC) to encourage action and educate ALL students about the environment
- Compost and recycling going into the right bins
- Vending machines? How much single use plastic waste do they produce?
- Paper use. Lots of paper waste.
- Educating all age students on native and non-native species and how to preserve native species and get rid of invasive species
- Raise awareness about sources of materials
- Improved waste management
- More electric heating
- Ride bikes/walk more
- Solar panels (long term investment)
- More composts in school
- Even the smallest things have an effect
- Implement solar panels/solar energy
- Implement more insulation, use less heating
- Find ways to use different kinds of energy
- Have less taxes on electric cars
- Gardening club
- Beach cleaning field trips

# Student Symposium – January 13, 2023

- Encouraging and educating students about not using single driver cars as school transportation
- More trees
- Integrating climate change education in the school curriculum from the earlier grades
- Including the basics of the science of climate change in our science courses (having a mini unit about climate change in science 1 to 10)
- Replace buses that run on fossil fuel with electrical
- Implement more hands-on education surrounding biodiversity and climate change
- Connecting students with the outdoors – gardens, planting trees, rehabilitation for nature (science discovery, Bowker Creek)
- Photocopying limits. Reduce paper use. Use scrap paper. Reuse worksheets, etc.
- Waste management: recycling should get recycled always (not in the landfill)
- Electric buses
- Buying locally
- Compost option
- Budget for multiple bin recycling system
  - Soft plastics
  - Refundables
  - Hard plastic
  - Paper
- In school compost piles for gardens
- Light sensors
- Setting aside budget for climate plans
- More bins and cans at every school
- Gardens and green spaces for every school
- Look at more native/sustainable plants. Bee friendly!
- Look at switching to LED lights
- Free bus passes for high school students
- High school -> elementary or middle connections (big buddies) encouraging gardening/recycle
- Bring back recycling programs
- Easy and safe bike routes for kids allowing the to want to bike to school
- Waste bins that have sensors that if it's the correct waste it will open, but if it's not it will stay closed
- Recycle bins and district wide recycle program
- Bring back school district wide compost
- Encourage more green transportation
- Recycling and compost at every school

# Student Symposium – January 13, 2023



- 3 garbage bins (recycling, garbage, organics)
- Green energy
- More garden classes and dedicated time to support gardens at school
- More composts around the school and having that funding
  - Compost into the gardens
- Having educators come to the school to talk about climate change
- Reducing plastic packaging
  - Having a budget to have different recyclings
- Transit – provide bus passes for all students/expand free bus pass program
- Focus on big impacts/things that affect all not just a few
- Engage students in hands on action through school programs/initiatives – bottle depots, school gardens at high schools
  - Incentivize student participation (give credit/volunteer hours!)
- Incorporating climate education into curriculum
- Bus passes for all of Victoria municipality students
- Food waste programs
- Education of young people, incentivizing composting, recycling, etc.
- Planting trees/plants for assignments
- Bringing in guest speakers who are educated on climate change
- Having room in the budget for proper recycling and compost
- Having room in the budget to have First Nations education around natural resources (ex. Plants, ocean, animals). Happy to help!
- [REDACTED] should focus on the restoration of Bowker Creek and working with the community!
- Assembly about recycling and its impacts
- Posters to encourage stopping littering and to recycle
- Solar paneled schools
- Garden club and salad bar for students
- School garden
- Leadership “recycle depot”
- Alignment with culinary arts/garden
- More garden partnerships at schools
- Promoting “Bike to Work/School” initiatives
- Systemic and sustainable recycling, composting and waste management.
- More “pack it in, pack it out”
- Present passion people extremely stretched
- Solar energy
- Geothermal



# Student Symposium – January 13, 2023

- Climate initiatives
- Compost
- Spend now, return on investment later
- Having professional climate change educators brought into classrooms to education student on climate issues – possibly from UVic
- Teaching younger kids about the impact they have
- Encouraging kids to take greener modes of transportation
- Building composting facilities for food waste
- Way to spend money on climate education
- Places for hard/soft plastic, cans, bottles, etc.
- Gardens (or like programs)
- Bottle drives
- Walk, bike or chose a low emission way to get to school
- Budget for compost and recycle
- Budget to educate proper disposable
- Budget for more transit
- Use the recyclables from subway lunches on your own and recycle them and use the money for our exploratories
- Solar panels

## Technology

- Cyber security: good thing, but better planning around upgrading technology
- Rating 7-8.5
  - Regular checkup for condition
  - More access to different thing
  - More Chromebooks and better Wi-Fi
- Rating 6.5/10
- Rating 4 – 
  - Really bad Wi-Fi
  - Run out of Chromebooks in the library
- Rating 7.5
  - Ok Wi-Fi, lots of new PC
- Rating 7
  - Ok Wi-Fi, library ok
- Rating 3 – 
  - Wi-Fi don't work
  - No phones
  - No computers in lab

# Student Symposium – January 13, 2023

- Insufficient Chromebooks (1:4-5 students @ [REDACTED])
  - What happens to end of life Chromebooks? What does the district do with them?
- Lack of maintenance leave resources in dire shape and less accessible
- Missing tech
- Better Wi-Fi
- Rating 7
  - Tech availability and functionality
    - Chromebook care, availability and connectivity is an issue
- What is missing?
  - Stable Wi-Fi, headphones (schools assume students have cash to buy own)
- Rating 4/10 – [REDACTED]
  - Better Wi-Fi
  - Need more Chromebooks
- Rating 8/10 – [REDACTED]
  - Chromebooks are great
  - Need better Wi-Fi
- Missing technology
  - Wi-Fi (reliable and consistent)
  - PCs (easier to use, Chrome doesn't allow certain programs)
    - Chromebooks have limitations
- Missing technology
  - Reliable Wi-Fi x2
  - Better computers
  - Enough Chromebooks x2
- Class of the future
  - More tech being used for projects, assignments, tests maybe too...?
- Preferred tech
  - Chromebooks/laptops
  - Assigned Chromebooks
- Missing technology
  - Access to libraries online (school libraries)
  - Wikipedia – not allowed to access it
  - YouTube – not allowed to use it
    - These can be good learning tools too
  - Wikipedia – you can add correct information
    - You can check the facts at the references at the bottom
- Classroom of the future
  - Chrome is notorious for stealing your personal information

# Student Symposium – January 13, 2023

- Chromebooks that stay in the classroom
  - One for each class
  - How about full laptops instead of Chromebooks?
- Preferred technology device
  - Chromebooks give you more freedom of where you can work
  - Chromebook – typing and docs
  - Phone for researching
  - Chromebooks, but sometimes it can get uncomfortable to sit in front (better desk setup)
- I am not very interested in cyber security; however, I think it is important to know for the future
- Cyber security
  - Yes, interested in tighter security – so I don't get ads, etc. sent to me
  - Change email addresses to student numbers
- Cyber security
  - Student Connect – better security
- Preferred device
  - Reliable Chromebooks
  - iPads for younger grades
  - Printers
  - Projectors/media package
- Missing tech
  - More Zoom access
  - Printer access availability
  - 3D printers schoolwide
- Rating 6
  - In high school more software is needed to complete projects
- Rating 6
  - We do mainly have access to technology, but the reliability is patchy
  - Wi-Fi consistency
- Missing technology
  - More software
    - Celtix
  - Access to Microsoft at home
  - Bring back PCs in LLC
- Preferred device
  - PC ✓✓✓✓ or Thinkpad/laptop
    - We discussed portability, functionality and students
      - Felt that Chromebooks are very limiting

# Student Symposium – January 13, 2023

- Cyber security
  - Important to secure data on school computers
  - So many devices lead to security cracks
  - Thin line on secure browsing
- Preferred device
  - Middle: Chromebooks
  - High: PC
- Classroom of future
  - Plan appropriate uses for AI
  - VR
    - Exploration of sites
    - Meta-like environment
- Classroom of the future
  - No paper
  - A lot of tech
    - PC
    - Laptop
- Cyber security
  - Yes!
  - Online we sometimes have to give a bit of personal info and this is worrisome. Some student preferred paper and pen
  - Identity theft
- Classroom of the future
  - Hands on learning balance between tech and traditional
  - Projectors
  - Functioning, accessible Chromebooks/tech
- Cyber security
  - More Chromebook security
    - Protect students from danger, malicious comments/acts
- We may need to educate students as to why cyber security is important
- Rating
  - IRN – 7.5/10
  - SD61 – 4/10
- Cyber security is very important
  - No one wants to be hacked or have other people find out their personal info
- Better wifi and Chromebooks
- Rating 7/10 – [REDACTED]
- Rating 8
- Cyber security

# Student Symposium – January 13, 2023

- I am interested in cyber security because technology is the future and I want to protect myself
- Rating 6/10
- Future classroom
  - Top notch projector
  - Use AI
  - Great computers
  - More technology choices
- Missing tech
  - Better wifi
- Rating 8/10
  - Chromebook access
  - Decent technology
  - Software could be better
  - Wifi
  - Tech packages
- Very accessible
- Desktops -> replaced with laptops for staff
- Better Chromebooks
- Rating 6/10 for accessibility and functionality – [REDACTED]
  - Better Chromebooks and Wi-Fi
- Cyber security
  - Important to protect students because we are minors
- Missing technology
  - Laptops for staff
  - Properly working projectors
  - Speakers (upgrade)
  - User friendly
  - Useful Wi-Fi
- Cyber security – why or why not
  - Yes, for personal knowledge
  - Dispose of student info
  - Personal privacy
- Classroom of the future
  - Every classroom has own source of technology (always accessible)
- Missing tech
  - Increase of tech so use of phone isn't an option
  - Student printers
  - Keep the PCs

# Student Symposium – January 13, 2023

- Computer lab
- Future
  - Same tech as now, too high-level tech can make students reliant
    - However, basics should be upgraded
- Cyber security
  - NetEase?
- Rating
  - Good availability, better access of software
  - Some more desktop PCs
  - Better Wi-Fi
  - Should be less investing in laptops, more PCs
- Missing tech
  - Charging stations
- Preferred tech
  - PCs (desktop)
- Preferred tech device
  - Chromebooks x4
- I think cyber security could be very interesting
- Classroom of the future
  - Everything getting done on tablets or Chromebooks and having AI teachers
- Preferred tech devices
  - Chromebooks
- Missing tech
  - Phone
  - Good monitor projector
- Missing
  - We just want enhanced Wi-Fi (other technology access is good)
- Missing technology
  - Better projector for the classrooms
- Preferred tech
  - Laptops/Chromebooks
- Preferred technology
  - Desktops or my phone
- Less need for lower lifespan tech such as laptops, and instead invest in renewable and upgradable PCs
  - Less cost, less waste
- The classroom of the future
  - AI teachers
  - All work done on tech

# Student Symposium – January 13, 2023






- Cyber security
  - Important
  - More security for the office computer
- Classroom of future
  - Use AI to think critically/analyze AI produced essays
  - Use AI as a tool for learning and shift methods of teaching
- More tech
  - Charging stations for libraries
  - More PC (to access software)
  - Self-checkout for libraries
- Classroom of the future
  - More accessible for those who can't use paper and pens to finish assignments
  - Workshops for staff (to support learners of all sorts – especially with tech)
  - Google classroom
- Rating
  - Function 2.3
  - Access 7
    - Access is strong, functionality is lacking
    - Computer (Admin) says “phone is trusted”, but phone won't connect to the Wi-Fi
- Preferred devices
  - Desktop
  - Chromebooks
  - Projectors
- Cyber security
  - I think cyber security is more important in the offices rather than the student accounts
- Wishlist
  - Improve tech packs
  - [REDACTED] and [REDACTED] doesn't have computer lab
  - Have media production space, more uses per room
  - Headphones, other accessories
  - Printer access
  - Wi-Fi, dead zones, network connections
- Preferred technology
  - Chromebook
    - Useful, available
  - PC
    - Wi-Fi connects



# Student Symposium – January 13, 2023

- Phone
  - Diverse
- iPads
  - Science, photography
  - Elementary and middle schools
- Preference
  - Chromebooks
    - Can't sign in on iPads
- Class of future
  - Writing AI for easy work
  - Automated work assignments
  - Desktops
- Classroom of the future
  - Chromebooks for all students
  - Reliable projectors
  - Moving to digital
    - Fast network
    - Digital discussions
  - Filming online lectures
    - Wi-Fi networks that are reliable
- Rating 9/10 – [REDACTED]
  - Missing technology
    - More desktops needed in the library
      - Only four
      - Can't print from Chromebook
      - Coding etc. can't be done on the Chromebooks
    - Add desktop ONLY for printing
  - Preferred technology
    - Desktops
    - Laptops
  - Classroom future
    - Staff getting taught how to use technology
    - Google classroom
- Missing technology
  - Printers
  - Diversity of tools
  - Functional Wi-Fi
  - More effective sharing (documents, information)
  - Social media

# Student Symposium – January 13, 2023

- Rating 5/10, 7/10, 8/10
  - The tech is available, but the function is not good
- Classroom of the future
  - Looks similar
  - New technology/better working
- Cyber sec
  - As more of our world becomes digital it becomes even more important, needs more attention
- Future class
  - Smartboard
  - Easy sign in method
  - Pagers
    - Easier to find student/teacher
  - Working Wi-Fi
- Rating
  - 
    - 7 for availability
    - 6 for functionality
  - 
    - 8 for availability
    - 7 for functionality
  - 
    - 6 for availability – many classes
    - 4 for functionality – Wi-Fi issues, dead zones
  - 
    - 8 for availability – lots of computer labs
    - 4 for functionality
  - 
    - 8 for availability – lots of Chromebooks
    - 5 for functionality
- Preferred technology
  - Phones
  - Laptop
  - Chromebook
- Rating 5/10
  - Pros: projectors, alternative learning resources
  - Cons: Wi-Fi, vandalized Chromebooks, outdated, computers
- Missing tech
  - Better Wi-Fi

# Student Symposium – January 13, 2023

- Preferred device
  - My phone
  - Chromebook
- Future class
  - Mostly done over laptops
  - More catered to each individual
- Cyber security
  - The school account doesn't matter, but keep personal files very secure
- Missing
  - Charging ports
- Preferred tech
  - Easy I PCs (E2 43 HP Monitors)
- Future classroom
  - Student input on curriculum
  - Allowance of dictionaries during tests and essays
- Rating 7/10 – [REDACTED]
  - Issues
    - More printing and computers in library
    - Wi-Fi is okay often in and out for classrooms, not in computer for labs
    - Charging ports in library and commons
  - IT training courses for teachers to help with tech understanding
  - Use Google Classroom
    - All teachers
    - Super helpful for student organization
- Cyber security
  - It is important because all of our work is on our gmails and it can protect people/students from getting scammed etc.
- Cyber security
  - I want to feel like my information is protected
- Chromebook
- PCs
- iPads are only used for photos and videos
- Rating 8.5
- Future classrooms
  - Current and working well technology
- Rating 6.5ish

# Student Symposium – January 13, 2023

## Cultural Responsibility

- More guest speakers so students can hear more stories
- There IS racism within school although more hidden
  - Find a way to responsibly take action
- Educating students on words such as “cultural genocide” and making sure they understand the true significance
- Bringing together all age groups so everyone can learn together and feel more like a family
- Proper education for all ages to build on what you learn so it’s not the same every year
- Learn about all aspects of the culture both good and bad
- Gain more hands on and heart felt classes that allow students to feel closer and truly understand the culture
- Having a large student voice for all
- Allowing people to safely share their culture/beliefs
- Global intercultural studies in ALL subjects
- Budget for Elders to teach the youth about reconciliation
- Budget for cultural food/food studies
- Budget for more resources
- Exercise tolerance
- Listen to others
- Be kind
- Be culturally sensitive and observant
- Don’t be afraid to ask!
- Ask from a place of respect
- Including other holidays that belong to cultures is great
- Why hasn’t the district refurbished the Sno’uyutth pole at [REDACTED]? It was gift given to you and it is so sad it is falling apart. Happy to help.
- We need to have a better Indigenous education in all levels of education (elementary, middle, high school)
- We need Indigenous counsellors and support!
- Incorporate the 94 Calls in schools!
- Having budget to have different cultural teachers come in and talk about their culture
- Having more people’s cultures heard
  - Not just Indigenous and white cultures, but also immigrants and others
  - Expand to global studies
- Diverse teaching and awareness on other perspectives
- Good step forward to have grad requirement to take Indigenous studies course

# Student Symposium – January 13, 2023

- Having each/all classes to teach about culture (ex. Foods class to make other culture's food)
- Awareness is key
- 94 Calls to Action
- Field trips with Indigenous people teaching people about their culture
- Integrating First Nations art
- Education on the topic of the cultural genocide of Indigenous peoples brings awareness, then reconciliation
- Indigenous educators are ridiculously important
- Creating support in schools
  - Staff that can see you, hear you, and hold space for you
- Having enough representation for all the diverse cultures that students bring to the table. At [REDACTED], we have we have a Minority Empowerment Club which are working on showing student cultures and creating an inclusive environment.
- Privilege
  - Recognizing the opportunities that I have that others don't
  - The benefits that I receive because of social status, position
- More accessibility to BIPOC, more opportunities
- From personal experience TOLERANCE is a carabiner that should be instilled within the whole family (district)
  - Just ask you will never get a response if you never ask marginalized, underrepresented school. Ask from a place of goodness and progress not just to check off a box on a list
- Not acknowledging someone's race too much because it doesn't matter what race they are
- BC curriculum needs to be more culturally safe
- When we do talk about BIPOC and diversity we always ALWAYS highlight the negatives. Why can we not celebrate our cultural ethnicities
- More BIPOC authors/illustrators in school libraries
- Assignments with more diversity involved
- BIPOC and more diverse counsellors and teachers/staff
- Sometimes small changes go a long way (ex. [REDACTED] posts any cultural holidays)
- Adjusting to different learning styles (ex. Outdoor ed, connecting with the land, flexibility and variety of teaching styles that suit diverse learners)
- Getting beyond the Canadian/North American perspective
- Informing teachers more about cultural backgrounds (older teacher)
- Informing and celebrating different holidays to gain public knowledge
- Cultural knowledge: we need to teach history from different viewpoints to understand where other people are coming from

# Student Symposium – January 13, 2023

- Inviting older generations that are currently in power to learn with our younger generations
- Broadening what cultures and events we learn about in not only history classes, but the importance of cultures in STEM
- Making sure that teachers are also educated on all cultures, so they are properly informed
- The way we treat the Sno'uyutth welcome pole is a visual reminder of how the district feels about reconciliation
- Access to actual tampons and pads in washrooms
- A different or better introduction to the Indigenous studies grad requirement
  - The introduction this year created a lot of anger and harm
- Reviewing Indigenous education content
  - Holding space for Indigenous students in those classes
  - What it means to hear your culture talked about as a dead culture or people
- Carabiner - Acknowledgement of differences
- ■ is a very whitewashed school, but we do have amazing Indigenous resources
- Respect to all race, sex, gender identity and though most people are good there are a few who do not respect others
- Being aware of different intersectionalities
- Cultural education
  - Black cultural education
- Cultural awareness
- Putting in an effort to learn and acknowledge other cultures
- Supporting others in cultures
- Implementing a plan where Indigenous culture is a recurring topic
  - Have people with Indigenous backgrounds sharing their teachings, stories, skills and the history of their nation
  - Learning from people from national all around BC; not just the 2 nations in with our school district resides
  - Each nation has specific and unique teaching and perspectives, and their knowledge is valuable
- Carabiners
  - I feel safe and that I can get the help I need
  - Although I would like more chances to practice my culture (Native)
- There are always bias
- Bring diversity into culture conversations/actions
- Tackling homophobia, transphobia, etc.
- The earlier we are taught about other cultures the less time for misinformation and prejudice to grow

# Student Symposium – January 13, 2023

- Cultural awareness
- Representative of all culture
- Support of cultures and people
- Something my school needs to do to be more culturally appropriate is making more clubs for people with different backgrounds
- Don't make demographic assumptions without any data
- More diverse representation in the Challenge Program
- More training for our teachers around cultural responsiveness, access to speakers who can speak from experience
- I feel like a lot of the schools here are whitewashed
  - We need black history month at schools!
- We should have things like culture week
- Cultural awareness to more students
- Make sure students know about the teachings of the First Nations
- More counsellors available in school settings to work on the racism issue
- Implement education for more/all races, religions and beliefs
- Workshops for teachers not using outdated language
- Continuous educations about cultural responsiveness from elementary school through to high school
- School district representatives (of different races, religions, etc.) to go and teach at school on their specific race/belief
- Racism is active in schools
  - More action taken when an incident is reported
- Carabiner
  - I feel like my school has good resources for most stuff
  - Everyone at the school feels like family though there are some students that are troublesome
- Defining words
  - Educate students at an early age of Indigenous cultures
    - Talks from Aboriginal people
    - Drum circles and other opportunities to experience culture
      - Leads to empathy and more cultural awareness
      - Awareness can lead to change
      - We can support students to make change and support
      - Student voice
- Open mind (understanding)
  - Education
  - Home environment (empathy)
    - Can influence/bring stereotypes in action



# Student Symposium – January 13, 2023

- Educate and keep an open mind to understand other point of views
- Giving opportunities for people to help
  - Help people write calls to action
    - Support and use tools to help bring awareness to the Call to Action plan
      - Make sure students are aware and they can be involved
- Incorporate different cultural ideas into everyday school life
  - Music (create a larger cultural spectrum of written music library)
  - Drum circles (in music classes) run by local Elders from Indigenous communities
  - Work to find resources and opportunities to include cultural education into our class education
- Carabiner
  - They should add a program for people to understand the culture or identity of others
- Improve teachers' knowledge about Indigenous history and culture
  - Pro D days focused on these
  - Inform teachers better on genders, sex and pronouns
- Improve teachers' knowledge about LGBTQ+ communities and how to accommodate all students
- Improve teaching language in general
  - "Boys and girls", "Christmas", "Mom and Dad"
- Introduction of more diverse authors of literature works in English classes
  - Less Shakespeare, Lee, Poe, etc. and more African American/Canadian, French, Chinese, First Nations, Japanese, etc. authors
- Lessen the "whiteness" of school culture
  - Christmas (already done, but there's still a lot of influence)
  - Winter break can be moved (in the middle of important academic period mainly there because of Christmas)
- I feel safe at my school
- Honouring other races. People here are not respectful towards races. They don't learn about in school (ex. Black people)
- Workshops and education opportunities for students, teachers, etc. and even parents and others
- Encourage a growth mindset and open mind in early age so they are more likely to understand other people's biases
- Creating a safe space for people to share their biases
- Keeping everyone on the same level and don't think you're better than someone because they're not the same as you and have different beliefs and choice
- Honouring cultural diversity and holding space and acceptance in our schools

# Student Symposium – January 13, 2023

- Calling out racism for what it is and properly dealing with it as a community
- We must make school as safe as possible for as many people as we possibly can and give everybody a voice and have safe spaces for them. We must erase criticism against people unlike you, with different beliefs.
- Gender neutral bathrooms/changerooms
- I think that I feel culturally safe at my school because it feels like a safe place
- People can have opinions and even if you don't agree you don't have to say anything
- You can tell someone about reconciliation and that someone could feel like they can make a difference, but eventually the power they thought they could use fades away from them.
- I'm Christian and believe that God created the heavens and the earth and don't really believe in stuff that I'm taught, and some people think I'm crazy
- Focusing on all aspects of cultures
- Respect pronouns
  - Not using dead names
  - Training for teachers and staff
- Bringing in Elders or experts (telling stories/history)
  - Integration is key
- Continuing to improve the curriculum to incorporate Indigenous history in both a local, provincial and national setting
  - Made by people with Indigenous learning
  - Not one unit that once finished is never brought up again
  - Talking about the difficult topics, they happened and unless we as a population learn from them no progress is going to be made

## Mental Health

- Mental health days
- ■■■■■ has amazing counsellors, but we need more hours for ■■■■■!!
- Resources more accessible through the school
- Helping kids at their own pace
- Supporting others
- Being flexible with due dates
- Helping people open up or understand each other
- Being able to talk to someone you know you can trust
- Do not cut mental health
- More confidentiality
- Understanding that not everyone wants to talk about their feelings
- Taking things step by step

# Student Symposium – January 13, 2023

- Better counselling
- Better plans for middle schools involving the students in the process
- Flexible teacher able to work at your own pace
- The district/world needs to focus here on bullying. In my school there is a ball academy and a lot of the girls there used to get favoured because they all played on a certain team and the people that weren't on the team would be ignored. That had a huge impact on me, and I know it did to others as well. It made me feel not good enough and other negative thoughts
- Access to quiet spaces
- Having more counsellors in schools so kids who need the help can seek it as fast as they can
- Comfort room/staff room type space for overwhelmed and struggling students throughout the day
- More attention (positive, obviously) towards mental health. The expectation shouldn't be that nobody has any mental health issues. Mental health should be talked about as freely and normally as physical health
- Accountability for unjust behaviour and oppression
- Better mental health training for educators
- More mental health supports
- Improve communication between teachers and students
  - At start of year make the teacher give clear options the students can have if they're struggling mentally (ex. If you're not feeling mentally well, email me and you can have a maximum of \_\_\_\_\_ to put off work and focus on yourself)
  - Very open communication options (mail, phone, etc.)
- We do not always have access to the trusted adults in our lives
- Openness with teachers
  - De-stigmatization
  - Extensions
  - Training for teachers
  - Have teachers
- Reducing stigma
  - Allowing personal days
- Building trust
  - Proving reliability showing time and time again the importance and understanding
    - More training for teachers
  - Increasing counsellors and resources
- Jokes and comments
  - Being inclusive and not shaming people for choices or addictions

# Student Symposium – January 13, 2023

- Prioritize the health and safety of students
  - It can start young it's not just a high school issue
- Make the students feel welcome to open up to the therapists
- Prioritizing mental health can improve quality of life and could make you happier. Mental health could improve you as a person and sets you up for success
- Building trust between teachers and students
- Build trust with teachers
- Mental health training
- Medicine accessibility
- Drug abuse control
- Removal of stigma
- If you don't, people can get depressed from things and then off themselves
- We need more counsellors! We don't have enough and they're so overworked that often times they can't even meet with students!
- Need to have more sympathetic, caring teachers/staff so students will build a connection and feel comfortable talking about what's going on and what's bugging you
- Access to resources such as fidgets
- Affects every aspect of your life therefore very important
- More understanding about substance abuse
- Students need to be educated and being more aware of what they're doing. Like if you say something mean to somebody, you never know what's happening in their life.
- Students shouldn't have to feel unsafe in classrooms
- Teachers being more involved/aware, creating a safe space
- Mental health talks
- Educate teachers
- More counselling budget
- Depression and anxiety are linked to imbalances in the brain, not just sadness/nervousness and this needs to be taken more seriously
- Mental and physical health
  - Mental health is the key to learning, if your mental health isn't doing good, you're not going to be doing good which in turn is going to make you feel worse
- Prioritizing is important because having a bad mental health can lead to worse things like suicide or suicidal thoughts that could've been prevented if either something was changed or getting help
- Greater funding for YFCs – most important part of ■
- More YFCs for student body
- Our school counsellor is really busy. I think that we should have more counsellors in our schools.
- More therapists in middle school

# Student Symposium – January 13, 2023

- We should be able to share to our teachers
- More counsellor time (no .5 positions in middle and high)
- Better access and awareness of services available in the community
- More than one YFC at some schools
- 3/5 of the youth at our table don't have regular access to school counsellors or YFCs – we need more across the district!
- More inclusive spaces that support students' mental health and well being
- Accessible resources on who to go to and the ability to access a counsellor whenever you need one (easier)
- Teachers being more understanding about deadlines towards students with ADHD/ADD
- More funding towards counsellors so that we get quality help and support
- Helping students through hard times and not shaming them
- More counsellors
- Teachers that will help you through hard times
- More resources and better education about those resources
- Implementing a district wide program where teachers are able to learn how to help make a safe environment where students can ask for help and teachers are able to understand
  - Mental health training for teachers because most students don't feel comfortable being vulnerable with counsellors since they don't know them
  - Teachers being educated in a way that helps them empathize when their students are struggling
- Not understanding concept that are being taught in class can be really stressful and embarrassing, especially if it seems like everyone else understands them
  - Mount Doug has a youth-led tutor program. Thought this isn't directly related to mental health, having a support system set up when students need additional support can be extremely beneficial
- Stigma
  - Days off for everyone for one day every month
  - Workshops for teachers on how to talk about mental health for students
    - Encourage discussion/email
- Early mental health education during whenever people feel ready for it
- Resources to set up good healthy mental health and improve communications
- Making people struggling with mental health feel less alone
  - Trust (build trust via team building skills)
- More ways for students to talk with counsellors – or people they can trust
- Stop blaming the victims of substance abuse
- Better resources to help students cope with school stress
  - More time for students to socialize/work on schoolwork

# Student Symposium – January 13, 2023

- Ministry of Health should work on reducing the time to get a learning disability assessment
  - Our district can help with this by providing these students with alternative learning options while still being in school
    - Leads to less stress on those students
    - For slower learners – less stress
    - Learning healthier options should be available for all
- Encourage discussion at the Snapshots in school
  - Start a monthly (per month) thing to talk about the topic of the Snapshot
    - We are given a Snapshot topic, but if we want to talk about this, we don't get to
      - School (optimal) discussions
      - Learning workshops
- Funding for drug abuse education and prevention
- Education on SH (self-harm)
- More counselling
- More consent education
- Funding for more resources
- Educating teachers on to help signs and how
- We need to build trust
- More access to coping skills
- For problems like racism, bullying and fights not to be pushed under the rug like they are not worth the help
- People that need more help for proper education are given the support they need
- More knowledge on the support we have!
- A lot of the students that I know of who are struggling with their mental health are associated with substances like vapes, marijuana, cigarettes, and other illicit substances. As a student who studies human biology and have studies about how these substances affect young bodies, they are damaging!
- More easily accessible tools for mental health (posters, CLC/CLE assignments)
- Extra focus on students with things like ADHD or Autism or support for them in class
- Teacher mental health support and competency workshops on how to support students
- Early education on healthy coping strategies
- Group workshops on self-care and -love advocacy
- Funding for more counsellors
- More focus on funding for more counsellors and prioritizing on making sure every student is ok to prevent suicide and SH (self-harm)
- Communication improvement on how to access counsellors and resources
- Create more support and trust between students and staff

# Student Symposium – January 13, 2023

- I have one teacher that I trust in the entire school
- More school counsellors that can help with different needs, anxiety, depression, school stress, mental health, home life AND trust that information won't be shared
- Implementing mental health into curriculum more to reduce stigma and normalize the conversation
- Better resources for victims of sexual assault
- Quiet spaces for students
- Regular checkups on people's mental health statuses
- It takes lots of bravery to seek for help. I think lots of mental illness are there because they are too scared to seek for help or they just can't find the right person to talk about.
- I think that school can sometime be a stressful place. You might get lots of work to do and with all the pressure you might collapse and then your grade will drop and then experience depression and stuff.
- Educating teachers on the stress that students feel to balance all classes and classwork
- More counsellors within the schools so students have somewhere to go when they need help
- Better support for LGBTQ+
- More fidgets for people with ADHD
- Students indicated (at our table) that teachers give no consideration to students who take mental health days
- Educating teachers on why mental health is important for school as well
- For speakers/presentation be more open for all classes to get the help not just gym classes, but to higher level/stress classes (Gr. 11 and 12s)
- For educators to truly aid students who are struggling with substance abuse instead of just shaming them for their students' decisions
- More sex education
- Announcements for accessible counsellors that are available
- Mental health isn't just depression, anxiety, etc. It is also about cultural safety. PLEASE have POC counsellors brought in. How are students from diverse backgrounds going to be heard/seen and relate to the experiences of the counsellor in our schools?
- Incorporate topics such as wellbeing into CLC (or other mandatory classes)
- Resources and supports need to be more advertised and available (I knew about 2 of them)
- More gender-neutral bathrooms
- Better programs for emotional understanding
- Talking about individual learning needs
- Consent education
- At [REDACTED] we are understaffed when it comes to counselling
- Mental health needs to be taken more seriously



# Student Symposium – January 13, 2023

- Funding for counselling
- Better funding for: Drug use courses, consent education, mental health, safe sex
- My friends because I can connect with them and they knew me on the inside and my friend know some things that my parents don't so if I'm feeling bad I will always open up to my friends
- More resources and the ongoing reassurance that it is okay to ask for help
- More options for support that do not just involve counsellors
- Move resources provided for Grade 12 etc. to ease the stress of the jump into university
- Collaborating with people associated with cultural responsiveness to help with racism etc.
- Incorporated well-being classes
- Access to resources educating students about consent, boundaries, etc.
- Importance of sleep
- Student help numbers
- Education about self-harm and substance dependency
- More funding for counselling
- Awareness around mental health – get rid of stigma
- Awareness around how addiction is linked to mental health issues
- Having more funding for counsellors so that students can have those resources
- Change the shame and stigma to listening and acknowledging
  - Listen to student voice
- Educating adults in the students lives (their guardians/parents and teachers)
- Teaching the teachers about recognizing and acknowledging students' mental health
  - Having different forms of education
    - Check-ins
    - Mind break
- Increasing the understanding around mental health
- It's ok to have breaks, but if you have too much you feel that you always need a break
- Counsellors – 1 full time/100 students
- Teaching students about mental health now will help society in the future, understanding how to help later
- We need to have more sexual health conversations. Two classes from school are not enough and this needs to change now.
- It is so important to learn about sexual health and healthy relationships, there are nowhere near enough lessons and classes to teach students about sexual health when it is so crucial
- Teach teachers that there are more learning ways to show our understanding and work. Certain techniques need to be changes

# Student Symposium – January 13, 2023

- Training programs on mental health for teachers to be more understanding. Many do not feel welcome to share.
- Available resources for focus and anxiety
- De stigmatization
- Education of coping strategies

## The One Thing

- Don't cut music – Elementary strings
- Educate teachers
  - Indigenous Ed.
  - Mental health
  - Indigenous grad
- Tech. in the library
  - Desktop
  - Charging ports
- Outdoor Ed. and Tech – hands on work
- I'm really worried about climate change, and I want to make a difference
- Please improve LGBTQ+ inclusion in schools
- Improve or maintain music funding
  - Helps improve academic prowess/creativity in students
- Do not cut mental health and improve mental health services
- Don't cut counsellors and middle school band
- Work towards cultural safety
- More help to kids learning needs and wants
- Have more outside activities for climate change
- This is a need! We really need more mental health funding for our counsellors at ■. They really help all the students. I see mine every day!! Thank you!!!!
- Add more funding for counsellors in middle and elementary schools
- From the bottom of my heart, I ask that the district does not slash EA salary or recruitment. They are crucial to all aspects of student success and learning (support teachers, students and those with special needs!)
- The importance of having a vast and accessible support team is huge and not always considered. Students need to feel heard
- More support from Indigenous staff counsellors for Indigenous students. More training for teachers teaching Indigenous content (not talking about them like a dead culture). I don't feel safe or normal safe at school.
- Add more funding for equal gender sports (ex. More money and support for girls' sports)

# Student Symposium – January 13, 2023

- Health, mental and physical
- More money for applied learning
- Recycling and compost at schools and education on how to use
- More counsellor training for teachers and more understanding
- BIPOC authors/illustrators in libraries
- BIPOC counsellors
- More BIPOC celebrated cultures in BC curriculum
- Mental health awareness!
- Education towards students about resources and supports. Also, increasing resources and counsellor funding.
- Better food options
- Improvements in the compost and recycling programs
- We need more inclusivity and funding toward education about different culture and awareness and workshops
- Extracurricular activities matter!
- Counsellors in every school 1/100 student ratio! We need mental health help.
- Keep cuts away from kids!! We need our in-school supports.
- My school's textiles budget this year was \$40. I used that much in 2 months. It runs entirely on donations. Please fund art more!
- We need gender neutral bathrooms in new schools
- Counsellors are very important. They take on additional responsibilities outside of counselling students, so they are vital to the fabric of our schools.
- Keep listening to students' voices!
- Middle school music still needs to be funded with ample funds
- Add more mental health and academic counsellors
- Upgrade gym equipment
- Keep strings funding (especially for all level of strings-elementary, middle and secondary). As someone who has been part of the school strings music program since grade 4, I find it extremely valuable to access music and music lessons as it may not be accessible for many others. Additionally, I'd like to leave you with this quote/saying "We all may come from different cultures and speak different languages, but music is one we all understand".
- Add more extracurricular activities that are educational (ex. Coding, engineering)
- There needs to be more budget into exploratories, janitors, and counselling
- Mental health – promotion and workshops on self-love, -care and -advocacy!!!
- Games?
- Gen Z has some of the worst mental health of any modern gen, please keep this in mind
- More money towards the performing arts

# Student Symposium – January 13, 2023

- Have more non gender/gender neutral bathrooms
- Fine arts rules
- Helping kids with their mental health and focusing more on that its okay to take breaks and go at your own pace
- Mental health
  - Awareness and resources
  - \*Counsellors
- Prioritize authentic mental health!
- Focus on student mental health and wellness
- It is important to hear what student need. Student voice – Matter –
- Music
- I really enjoyed the mental health presentation
- Add to athletic sports team funding for coaches, training, equipment, tournaments
- Mental health support, specifically neurodiversities (like ADHD)
- Keep the Band program
- Simplify the presentations to students' big questions
- ■ needs funding for school dances like every other school
- Invest to reduce climate change!!
- Don't cut the music programs!!
- I think we need to support struggling students (in both mentally and emotionally) in any way possible
- Create less of an impact on the environment
- More counsellors
- We need more support from peers

# Music

# Elementary Strings and Middle School Music Historical Staffing

Schools	Total 07/08	Total 08/09	Total 09/10	Total 10/11	Total 11/12	Total 12/13	Total 13/14	Total 14/15	Total 15/16	Total 16/17	Total 17/18	Total 18/19	Total 19/20	Total 20/21	Total 21/22	Total 22/23
Arbutus	0.790	0.790	0.790	0.852	1.002	1.046	1.046	1.026	1.300	1.300	1.300	1.300	1.300	1.300	1.221	0.977
Cedar Hill	0.990	1.090	1.090	1.010	0.960	1.300	1.300	1.250	1.300	1.300	1.500	1.624	1.624	1.624	1.526	1.220
Central	0.654	0.748	0.748	0.800	0.800	1.044	1.040	1.024	1.300	1.300	1.400	1.583	1.583	1.583	1.487	1.190
Colquitz	0.660	0.660	0.660	0.560	0.560	0.460	0.491	0.440	1.100	1.100	1.100	1.100	1.100	1.100	1.033	0.827
Glanford	0.710	0.710	0.710	0.875	0.752	0.895	0.695	0.675	1.100	1.100	1.100	1.100	1.100	1.100	1.033	0.827
Gordon Head	0.560	0.560	0.560	0.560	0.660	0.860	0.829	0.840	0.900	0.900	0.900	0.987	0.987	0.987	0.927	0.742
Lansdowne	1.060	1.160	1.160	1.160	1.110	1.106	1.147	1.127	1.300	1.300	1.798	1.881	1.881	1.881	1.767	1.414
Monterey	0.670	0.670	0.670	0.670	0.670	0.570	0.529	0.509	0.700	0.700	0.700	0.900	0.900	0.900	0.845	0.676
Rockheights	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.500	0.500	0.500	0.500	0.500	0.500	0.470	0.376
Shoreline	0.500	0.580	0.580	0.681	0.714	0.611	0.611	0.471	0.763	0.763	0.763	0.763	0.763	0.763	0.717	0.573
<b>TOTAL MIDDLE</b>	<b>6.994</b>	<b>7.368</b>	<b>7.368</b>	<b>7.568</b>	<b>7.628</b>	<b>8.292</b>	<b>8.088</b>	<b>7.762</b>	<b>10.263</b>	<b>10.263</b>	<b>11.061</b>	<b>11.738</b>	<b>11.738</b>	<b>11.738</b>	<b>11.027</b>	<b>8.822</b>
Braefoot	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Campus View	0.096	0.100	0.100	0.100	0.100	0.100	0.150	0.150	0.150	0.150	0.150	0.155	0.155	0.155	0.155	0.059
Cloverdale	0.057	0.100	0.100	0.107	0.100	0.120	0.150	0.150	0.101	0.150	0.150	0.160	0.160	0.160	0.160	0.059
Craigflower	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Doncaster	0.100	0.100	0.100	0.100	0.100	0.195	0.150	0.150	0.150	0.150	0.210	0.150	0.150	0.150	0.150	0.059
Eagle View	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Frank Hobbs	0.085	0.100	0.100	0.100	0.100	0.100	0.085	0.085	0.085	0.085	0.085	0.059	0.059	0.059	0.059	0.059
George Jay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.089
Hillcrest	0.103	0.100	0.100	0.100	0.100	0.100	0.085	0.085	0.085	0.085	0.085	0.065	0.065	0.065	0.065	0.059
James Bay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Lake Hill	0.100	0.100	0.100	0.100	0.100	0.100	0.085	0.085	0.085	0.085	0.085	0.085	0.085	0.085	0.085	0.059
Macaulay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Margaret Jenkins	0.064	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.117	0.117	0.117	0.117	0.059
Marigold	0.120	0.120	0.120	0.100	0.100	0.100	0.100	0.085	0.085	0.085	0.085	0.088	0.085	0.085	0.085	0.059
McKenzie	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Northridge	0.120	0.100	0.100	0.100	0.100	0.100	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.059
Oaklands	0.124	0.100	0.100	0.100	0.100	0.100	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.089
Quadra	0.120	0.100	0.100	0.100	0.100	0.100	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.090	0.059
Rogers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Sir James Douglas	0.096	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.117	0.117	0.117	0.117	0.089
South Park	0.113	0.100	0.100	0.100	-	0.100	0.085	0.085	0.085	0.085	0.085	0.088	0.088	0.088	0.088	0.059
Strawberry Vale	-	-	-	-	0.100	0.100	0.090	0.085	0.085	0.085	0.085	0.085	0.085	0.085	0.085	0.059
Sundance-Bank	0.050	0.050	0.050	0.050	0.050	0.050	0.085	-	-	-	-	-	-	-	-	-
Tillicum	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Torquay (in GHMS staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Vic West	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
View Royal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.059
Willows	0.113	0.100	0.100	0.100	0.100	0.100	0.110	0.110	0.110	0.110	0.110	0.112	0.112	0.112	0.112	0.089
<b>TOTAL ELEMENTARY</b>	<b>1.461</b>	<b>1.470</b>	<b>1.470</b>	<b>1.457</b>	<b>1.450</b>	<b>1.665</b>	<b>1.645</b>	<b>1.540</b>	<b>1.491</b>	<b>1.540</b>	<b>1.600</b>	<b>1.551</b>	<b>1.548</b>	<b>1.548</b>	<b>1.548</b>	<b>1.595</b>
<b>TOTAL E&amp;M</b>	<b>8.455</b>	<b>8.838</b>	<b>8.838</b>	<b>9.025</b>	<b>9.078</b>	<b>9.957</b>	<b>9.733</b>	<b>9.302</b>	<b>11.754</b>	<b>11.803</b>	<b>12.661</b>	<b>13.289</b>	<b>13.286</b>	<b>13.286</b>	<b>12.575</b>	<b>10.417</b>
Prep	0.003	0.313	0.313	0.060	0.067	0.099	0.101	0.076	0.103	0.103	0.104	-	-	-	-	0.239
Travel	0.210	-	-	0.190	0.190	0.210	0.165	0.190	0.153	0.153	0.170	0.246	0.246	0.246	0.246	0.180
Adjust	0.069	-	-	0.080	0.090	0.113	0.071	0.080	0.065	0.065	0.076	-	-	-	-	-
Contingency	-	-	-	-	0.116	0.336	-	0.166	0.195	0.200	-	0.100	0.100	0.100	0.100	-
<b>TOTAL BUDGET</b>	<b>8.737</b>	<b>9.151</b>	<b>9.151</b>	<b>9.355</b>	<b>9.541</b>	<b>10.715</b>	<b>10.070</b>	<b>9.814</b>	<b>12.270</b>	<b>12.324</b>	<b>13.011</b>	<b>13.635</b>	<b>13.632</b>	<b>13.632</b>	<b>12.921</b>	<b>10.836</b>

## Elementary Strings FTE Allocation and Cost

	20/21	21/22	22/23
Total FTE (does not include travel or prep time)	1.548	1.548	1.595
Number of Schools Participating	15	15	26
<b>Total Cost</b>	<b>\$206,715</b>	<b>\$213,662</b>	<b>\$232,738</b>

- Total FTE provided to elementary schools for 2022/23 is 1.595 FTE.
- We add in strings teachers' prep and travel adjustments of 0.419 FTE to come up with a total Elementary Music Budget of 2.014 FTE for a total cost of \$232,738 (excluding labour settlement costs)
- Advocacy for Music in Schools (AMIS) provided one-time funding of \$213,260 for 22/23 and George Jay PAC provided one-time funding of \$250.

## Elementary Music as Prep (Cost Included in Staffing)

	Music Prep	Music Specialist Teacher
Braefoot	Yes	Yes
Campus View	Yes	Yes
Cloverdale	Yes	Yes
Craigflower	No	No
Doncaster	Yes	Yes
Eagle View	Yes	Yes
Frank Hobbs	Yes	Yes
George Jay	Yes	Yes
Hillcrest	Yes	Yes
James Bay	No	No
Lake Hill	Yes	Yes
Macaulay	Yes	Yes
Margaret Jenkins	Yes	Yes
Marigold	Yes	Yes

	Music Prep	Music Specialist Teacher
McKenzie	Yes	Yes
Northridge	Yes	Yes
Oaklands	Yes	Yes
Quadra	Yes	Yes
Rogers	Yes	Yes
Sir James Douglas	Yes	Yes
South Park	Yes	Yes
Strawberry Vale	Yes	Yes
Sundance – Bank	No	No
Tillicum	Yes	Yes
Torquay	Yes	Yes
Vic West	Yes	Yes
View Royal	Yes	Yes
Willows	Yes	Yes



## Middle School Music FTE Allocation

	20/21	21/22	22/23
Arbutus	1.300	1.221	0.977
Cedar Hill	1.624	1.526	1.220
Central	1.583	1.487	1.190
Colquitz	1.100	1.033	0.827
Glanford	1.100	1.033	0.827
Gordon Head	0.987	0.927	0.742
Lansdowne	1.881	1.767	1.414
Monterey	0.900	0.845	0.676
Rockheights	0.500	0.470	0.376
Shoreline	0.763	0.717	0.573
<b>Total FTE</b>	<b>11.738</b>	<b>11.027</b>	<b>8.822</b>

## Middle School Budget Allocation 2022/23

	FTE	Cost
Operating Budget	6.597	\$762,349
Classroom Enhancement Fund (CEF)	2.225	\$257,121
<b>Total</b>	<b>8.822</b>	<b>\$1,019,470</b>

2022/23 Cost per 1.000 FTE = \$115,560 (excluding labour settlement costs)

## Music Exploratory Middle (Cost Included in staffing)

	Music Offered in Exploratory
Arbutus	Yes
Cedar Hill	No
Central	Yes
Colquitz	No
Glanford	Yes
Gordon Head	Yes
Lansdowne	No
Monterey	Yes
Rockheights	Yes
Shoreline	Yes

## District Ukulele, Indigenous Drumming & Instrument Repairs

	FTE	Cost
District Ukulele	0.143	\$16,525
Indigenous Drumming	0.200	\$23,112 (moved to IED Budget)
Musical Instrument Repairs		\$50,000
<b>Total</b>	<b>0.343</b>	<b>\$89,637</b>

2022/23 Cost per 1.000 FTE = \$115,560 (excluding labour settlement costs)

# Department Profile – Facilities Services-Maintenance

## 1. Department (description of primary work of the group):

Repairs to all schools and District owned buildings.

Scheduled maintenance of all systems in schools and District owned buildings. Minor improvement/replacement projects in schools and District owned buildings.

## 2. Staff Name(s), Position(s), FTE & Affiliation:

Manager Building Maintenance, Exempt

Assistant Manager Building Maintenance, Exempt

Admin Assistant II, FTE CUPE 947

### CARPENTRY DEPARTMENT (14 FTE)

1 - Carpentry Foreperson, FTE CUPE 382

1 - Carpentry Shop Foreperson, FTE CUPE 382

9 - Carpenter, FTE CUPE 382

1 - Welder, FTE CUPE 382

1 - Locksmith, FTE CUPE 382

1 - Labourer, FTE CUPE 382

### CENTRAL RECEIVING (1 FTE)

1 - Shipper/Receiver, FTE CUPE 382

### ELECTRICAL DEPARTMENT (5 FTE)

Electrical Foreperson, FTE CUPE 382

4 - Electrician, FTE CUPE 382

### REPAIRS & MAINTENANCE - INSTRUCTIONAL EQUIPEMENT (2 FTE)

1 - Carpenter, FTE CUPE 382

1 - Utility Person, FTE CUPE 382

### MECHANICAL DEPARTMENT (8 FTE)

1 - Mechanical Foreperson, FTE CUPE 382

5 - Plumber, FTE CUPE 382

1 - Heating Mechanic, FTE CUPE 382

1 - Utility Person-HVAC, FTE CUPE 382

### ROOFING & SHEET METAL (2 FTE)

1 - Sheet Metal Mechanic, FTE CUPE 382

1 - Roofer, FTE CUPE 382

### PAINTING DEPARTMENT (10 FTE)

1 - Painting Foreperson, FTE CUPE 382

8 - Painters, FTE CUPE 382

1 - Drywall Finisher, Painter, FTE CUPE 382

## Department Profile – Facilities Services-Maintenance

### 3. Select as Applicable:

- ☐ Allied Specialists' Association (ASA)
- ☒ CUPE 382
- ☒ CUPE 947
- ☐ Counsellor
- ☐ Teacher
- ☐ P/VP
- ☒ Exempt
- ☐ Other

### 4. Student FTE as per 1701 / Other Numbers of Students Supported / Served:

Complete student population in District.

### 5. Budget (Operating and/or Special Purpose Funds):

5 41 58 1 HEALTH & SAFETY - FACILITIES  
5 41 62 B CUPE 382 PROFESSIONAL DEVELOPMENT (Shared)  
5 41 62 E CUPE 382 SERVICE IMPROVEMENT ALLOCATION (Shared)  
5 41 70 0 MAINTENANCE - ADMINISTRATION  
5 50 73 0 CARPENTRY  
5 50 75 0 ELECTRICAL  
5 50 79 0 MECHANICAL  
5 50 80 0 ROOFING & SHEET METAL  
5 50 81 0 PAINTING  
5 54 84 0 REPAIR AND MAINTENANCE - INSTRUCT. EQUIP  
5 54 85 0 REPAIR AND MAINTENANCE - NON-INSTRUCTION EQUIP  
5 60 00 0 CENTRAL RECEIVING

### 6. Student / Family Support (description of work for students & families):

The Maintenance Department contributes to providing safe, healthy & functional spaces for student learning.

### 7. School Support (description of work for staff, P/VP, etc.)

The Maintenance Department supports staff by creating and maintains school infrastructure and assets that assists them in student learning. The department also makes modifications to school spaces to support all staff depending on their needs.

## **Department Profile – Facilities Services-Maintenance**

### **8. District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):**

We help support school shop programs, work experience programs for trades, Pathways and Partnerships and garden programs. We understand that these initiatives outside of core curriculum serve to elevate and enhance the experience of our students and always make the effort to assist our schools when possible. We help support and implement needs through the Inclusive Learning program.

### **9. Community & Interagency Partnerships:**

Consultation on all aspects of our work with community, municipalities and government. Consult with experts to fulfill requirements such as architects, engineers and other professionals in an effort to provide the best learning environments possible. We support community rental clients inside and outside of our buildings through groups and sports programs, many of which have our staff and students participation.

### **10. Ministry of Education and Child Care Directives:**

Provide safe and healthy learning spaces in our schools. We perform the maintenance on all Child Care facilities in the District.

## Department Profile – Facilities Services-Maintenance

### 11. Alignment with the District Strategic Plan:

- ☒ **Goal 1:** Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
  - ☐ **Strategy 1:** Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.
  - ☒ **Strategy 2:** Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well- being.
  - ☐ **Strategy 3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
- ☒ **Goal 2:** Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
  - ☐ **Strategy 1:** Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.
  - ☒ **Strategy 2:** Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.
  - ☐ **Strategy 3:** Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
- ☒ **Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well- being.
  - ☐ **Strategy 1:** Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
  - ☐ **Strategy 2:** Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
  - ☐ **Strategy 3:** Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
  - ☒ **Strategy 4:** Address the inequity of opportunity for all learners to maximize physical health and mental well-being.



## Department Profile – Facilities Services-Maintenance

### 12. **Data (FESL, Student Learning Survey, Participation Rates, etc.):**

Safe and healthy learning spaces has shown to increase student success in their continual education. Well maintained buildings also increases a sense of pride for students which also contributes to higher success rates. Often the classroom is referred to as the "third teacher", which we directly effect.

# Facilities Services Department

## Maintenance

### Budget FY 2022-2023

\$000

**STAFF: 45.8**

**FTE**

Exempt	2.3	Trades - Painting*	10.0	Trades - Instr Equip	2.0
Trades - Carpentry**	14.0	Trades - Mechanical*	8.0	Trades - Central Receiving	1.0
		Trades -			
Trades - Electrical*	5.0	Roofing/Sheetmetal	2.0	Clerical - Office	1.5

**Total Salaries and Benefits**

**3,906**

**EXPENSES:**

**Facilities Management Software Annual Subscription Fee**

**70**

**Contracted Services**

**353**

(emergency repairs, specialty work, alarm & elevator maintenance, permits,  
duct cleaning, annual fire sprinkler inspections)

**Supplies**

**614**

(carpentry, electrical, plumbing, heating & ventilation, roofing, paint supplies,

**Replacement equipment for trades**

**27**

**Mileage**

**8**

**Professional Development and Training**

**3**

**Cell Phones**

**25**

**Office supplies, photocopy, telephone, membership fees**

**7**

**5,013**

\*Trades include 5.0 Forepersons

# Department Profile – Facilities Services-Transportation, Fleet and Grounds

1. **Department (description of primary work of the group):**

Grounds Department - works to maintain and upgrade the grounds, including trees, irrigation, parking lots, pathways, fences, fields etc.

Fleet & Transportation Department - maintains the white fleet, and manages student bussing and field trips

2. **Staff Name(s), Position(s), FTE & Affiliation:**

Manager Transportation and Grounds, exempt

TRANSPORTATION DEPARTMENT

0.8 Transportation Assistant (CUPE 382)

1- Mechanic (1 FTE, CUPE 382)

1 - Mechanic Apprentice (1 FTE, CUPE 382)

5 - Bus Drivers (CUPE 947)

1 -Spare Bus Driver (CUPE 947)

GROUNDS DEPARTMENT (18 FTE, CUPE 382)

1- Foreman

2 - Sub-Forepersons (Hardscape, softscape)

2 - Irrigation Techs

1- Utility Person

1 - Horticulturalist

1 - Truck Driver

1 - Backhoe Operator

9 - Equipment Operators (1 vacancy)

3. **Select as Applicable:**

☐ Allied Specialists' Association (ASA)

☒ CUPE 382

☒ CUPE 947

☐ Counsellor

☐ Teache

☐ P/VP

☐ Exempt

☐ Other

# Department Profile – Facilities Services-Transportation, Fleet and Grounds

4. **Student FTE as per 1701 / Other Numbers of Students Supported / Served:**

Support the whole student population

5. **Budget (Operating and/or Special Purpose Funds):**

Operating budget: Transportation, Fleet & Grounds

6. **Student / Family Support (description of work for students & families):**

Inclusive bussing, scheduled out of walk limit school bussing, field trips PAC supported projects such as naturescapes and gardens, playgrounds and other grounds projects as approved

7. **School Support (description of work for staff, P/VP, etc.)**

All school grounds maintenance including snow removal, de-icing, grounds maintenance, grass cutting, irrigation, fencing and tree maintenance.

8. **District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):**

We work with all departments, teachers and students.

9. **Community & Interagency Partnerships:**

Work with Esquimalt and Songhees nations for school bussing and extra-curricular activities.

10. **Ministry of Education and Child Care Directives:**

Transporting students as per the school act and school district policies.

11. Alignment with the District Strategic Plan:

- ☒ **Goal 1:** Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
- ☐ **Strategy 1:** Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.
- ☒ **Strategy 2:** Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.
- ☐ **Strategy 3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
- ☒ **Goal 2:** Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
- ☐ **Strategy 1:** Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.
- ☒ **Strategy 2:** Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.
- ☐ **Strategy 3:** Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
- ☒ **Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.
- ☐ **Strategy 1:** Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
- ☐ **Strategy 2:** Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
- ☐ **Strategy 3:** Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
- ☐ **Strategy 4:** Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

**Department Profile – Facilities Services-Transportation, Fleet and Grounds**

12. **Data (FESL, Student Learning Survey, Participation Rates, etc.):**

N/A

# Facilities Services Department

## Transportation and Fleet

### Budget FY 2022-2023

\$000

**STAFF:            6.1 FTE**

Exempt	1.0	Trades	2.0
Clerical	0.8	Bus Drivers	2.3

Total Salaries and Benefits	437
-----------------------------	-----

**EXPENSES:**

Vehicle Leases	110
----------------	-----

Insurance Premiums for district vehicles	42
--	----

Fleet Telematics	25
(two-way radios, Zonar GPS system, Traversa Routing Software)	

Miscellaneous Services	100
(vehicle repairs and maintenance contracted out that cannot be performed in house)	

Vehicle Supplies & Fuel	250
(tires, bulk oil and grease, washer & transmission fluid, coolant, vehicle parts)	

Furniture & Equipment	12
(specialty tools, shop specific tools and equipment)	

Vehicle Purchases	65
-------------------	----

Office, memberships, professional development	8
---	---

BC Transit Bus Passes	15
-----------------------	----

Contracted Transportation	863
---------------------------	-----

	<u>1,927</u>
--	--------------

# Facilities Services Department

## Grounds Maintenance

### Budget FY 2022-2023

\$000

**STAFF: 18.0 FTE**

Trades 17.0 Foreperson 1.0

**Total Salaries and Benefits**

**1,296**

**EXPENSES:**

**Cell Phone Expense**

**12**

**Contracted Services**

**59**

(City of Victoria McDonald Park maintenance agreement, emergency paving, pruning, tree removal, spraying and other miscellaneous services)

**Equipment Purchases**

**24**

(small mowers, weed eaters, shop equipment, irrigation system parts etc.)

**Supplies**

**63**

(fertilizer, grass seed, lumber, gravel, sand, soil, wood chips, field marking paint)

**1,454**



# Department Profile – Facilities Services-Operations

## 1. Department (description of primary work of the group):

- Facilities Services Department
- Custodial Operations
- Cartage
- Rentals

## 2. Staff Name(s), Position(s), FTE & Affiliation:

2.5 FTE - Exempt

3.5 FTE - Clerical

105.6 FTE - Custodians

4.0 FTE - Cartage

1.0 FTE - Foreperson

(Plus approximately 37 Casual, on-call spareboard custodians and theatre rental attendants)

## 3. Select as Applicable:

- ☐ Allied Specialists' Association (ASA)
- ☒ CUPE 382
- ☒ CUPE 947
- ☐ Counsellor
- ☐ Teache
- ☐ P/VP
- ☒ Exempt
- ☐ Other

## Department Profile – Facilities Services-Operations

4. **Student FTE as per 1701 / Other Numbers of Students Supported / Served:**

Support the whole student population

5. **Budget (Operating and/or Special Purpose Funds):**

Operations – Administration

Custodians

Cartage

Community Rental of Facilities

6. **Student / Family Support (description of work for students & families):**

Childcare operations

7. **School Support (description of work for staff, P/VP, etc.)**

Custodial operations. Cartage delivery. School use rental permits.

8. **District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):**

Presentations at administration and board meetings.

9. **Community & Interagency Partnerships:**

Community Use Rental support. Custodial and security for community use.

10. **Ministry of Education and Child Care Directives:**

Compliance with MoE health guidelines.

Clean and secure child care buildings.

Manage leases and licenses for child care.

# Department Profile – Facilities Services-Operations

## 11. Alignment with the District Strategic Plan:

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Department Profile – Facilities Services-Operations**

### **12. Data (FESL, Student Learning Survey, Participation Rates, etc.):**

N/A

# Facilities Services Department

## Operations

### Budget FY 2022-2023

\$000

**STAFF: 114.6 FTE**

Exempt	2.5	Cartage	4.0	Custodians	105.6	
Clerical	1.5			Forepersons	1.0	
<b>Total Salaries and Benefits</b>						<b>7,671</b>

**EXPENSES:**

<b>Custodial Supplies</b>	<b>472</b>
(cleaning supplies: disinfectant, cleaners, mops, brooms, boiler water treatment, janitorial safety supplies, hand soap, toilet paper, paper towel, hand sanitizer, feminine hygiene products)	
<b>Contracted Services</b>	<b>22</b>
(pest control)	
<b>Equipment Purchases</b>	<b>98</b>
(replacement parts/batteries for old equipment, new floor equipment)	
<b>Mileage</b>	<b>7</b>
<b>Professional Development and Training</b>	<b>24</b>
<b>Security</b>	<b>84</b>
<b>Office supplies, photocopy, telephone, membership fees</b>	<b>37</b>
	<b>8,413</b>

# Facilities Services Department

## Rentals

### Budget FY 2022-2023

\$000

**STAFF: 2.0 FTE**

Clerical 2.0

**Total Salaries and Benefits**

**134**

**EXPENSES:**

**Additional Custodial and Rental Attendant Time**

**193**

(regular time and overtime due to community use of schools and rental relief)

**Insurance Premiums**

**7**

(for group liability coverage for rental clients who are unable to provide  
third party liability insurance)

**Bank and Interac fees**

**12**

**Supplies, Equipment**

**1**

**347**

# Department Profile – Facilities Services-Capital & Network

## 1. Department (description of primary work of the group):

Facilities Services Department

-Network, Communication, Infrastructure and Security

-Major Capital Projects

-Minor Capital Projects

## 2. Staff Name(s), Position(s), FTE & Affiliation:

1. Network, Communications, Infrastructure and Security Manager, exempt  
CUPE 947 (6 FTE)

1- Network Systems Coordinator

2 -Technician II

3- Technician I

CUPE 382 (3 FTE)

1- Access and Security Technician

2 -Electricians

2. Major Capital

Manager Major Capital, exempt

Project Manager (Vic High), exempt

3. Minor Capital

Manager Minor Capital, exempt

Project Manager, exempt

Project Manager, exempt

Energy Manager, exempt

Admin Assistant II, FTE CUPE 947

Capital Projects Building Technologies, FTE CUPE 947

CARPENTRY DEPARTMENT (16 FTE, CUPE 382)

1 - Carpentry Foreman

13- Carpenters

1 -Carpenter Apprentice

1 -Labor

ELECTRICAL DEPARTMENT (8 FTE, CUPE 382)

1 - Electrical Foreman 6 - Electricians

1 -Electrician Apprentice

MECHANICAL DEPARTMENT (7 FTE, CUPE 382)

1- Mechanical Foreman

2- Plumbers

2- Roofers

1- Sheet Metal

1- Sheet Metal Apprentice

PAINT DEPARTMENT (6 FTE, CUPE 382)

1 - Paint Foreman

3- Painters

1- Drywaller

1- Paint Apprentice

GROUNDS DEPARTMENT (2 FTE, CUPE 382)

2- Grounds Positions

## Department Profile – Facilities Services-Capital & Network

### 3. Select as Applicable:

☐ Allied Specialists' Association (ASA)

☒ CUPE 382

☒ CUPE 947

☐ Counsellor

☐ Teacher

☐ PVP

☒ Exempt

☐ Other

### 4. Student FTE as per 1701 / Other Numbers of Students Supported / Served:

Support the whole student population

### 5. Budget (Operating and/or Special Purpose Funds):

Local Capital

Annual Facilities Grant

School Enhancement Program

Carbon Neutral Capital Program

Childcare Funding

Major Capital Funding (Seismic, Expansion, Replacement)

Ministry Restricted Capital

Playground Enhancement Program

### 6. Student / Family Support (description of work for students & families):

Inclusive Learning Projects, childcare, school funded projects (PAC supported projects such as naturescapes and gardens) playgrounds and other grounds and building projects as approved.

### 7. School Support (description of work for staff, P/VP, etc.)

All school requested projects to support and maintain, upgrade and supplement with new construction for existing facilities.

### 8. District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):

Work with all departments, teachers and students. Example: Audio support and visual support for students and staff to support an inclusive environment.



# Department Profile – Facilities Services-Capital & Network

## 9. **Community & Interagency Partnerships:**

Consultation on projects with community, municipalities and government. Also work with the Indigenous Learning Department to consult with our 4 houses on various projects. Consult with experts to fulfill requirements such as architects, engineers and other professionals.

## 10. **Ministry of Education and Child Care Directives:**

All Capital projects for seismic, expansion and replacement, major system upgrades (telecommunications, PA systems, Security, access control systems, windows, HVAC etc.) childcare units and all minor capital facilities projects to maintain and improve building assets.

## Department Profile – Facilities Services-Capital & Network

### 11. Alignment with the District Strategic Plan: \*

- ☒ **Goal 1:** Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
  - ☐ **Strategy 1:** Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.
  - ☒ **Strategy 2:** Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well- being.
  - ☐ **Strategy 3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
- ☒ **Goal 2:** Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
  - ☐ **Strategy 1:** Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.
  - ☒ **Strategy 2:** Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well- being and identity.
  - ☐ **Strategy 3:** Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
- ☒ **Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well- being.
  - ☐ **Strategy 1:** Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
  - ☒ **Strategy 2:** Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
  - ☐ **Strategy 3:** Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
  - ☒ **Strategy 4:** Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

## **Department Profile – Facilities Services-Capital & Network**

### **12. Data (FESL, Student Learning Survey, Participation Rates, etc.):**

N/A

# Facilities Services Department

## Capital and Network & Communications

### Budget FY 2022-2023

\$000

<b>STAFF:</b>	<b>10.3</b>	<b>FTE</b>				
	Exempt	6.3	Electronics Tech I	3.0	Trades	42.0
	Exempt Recovery*	-4.0	Electronics Recovery*	-2.0	Trades Recovery*	-40.0
	Sr Build Tech	1.0	Electronics Tech II	2.0	Network Svs Coord	1.0
	Clerical	1.0				
	<b>Total Salaries and Benefits</b>					<b>956</b>
<b>EXPENSES:</b>						
	<b>Child Care Capital Reserve</b>					<b>100</b>
	<b>Contracted Services</b>					<b>13</b>
	<b>Supplies</b>					<b>64</b>
	(parts and materials for repair and maintenance of school-based tech)					
	<b>Portable Moves</b>					<b>60</b>
	<b>Mileage</b>					<b>7</b>
	<b>Professional Development and Training</b>					<b>4</b>
	<b>Cell Phones</b>					<b>10</b>
	<b>Office supplies, photocopy, telephone, membership fees</b>					<b>15</b>
						<b>1,229</b>

\*4.0 FTE Exempt, 2.0 FTE Electronic Technician I's and 40 Trades recovered to Capital.  
Trades includes 4 Forepersons.

# Facilities Services

## Utilities

Budget FY 2022-2023

		<u>\$000</u>
<b>STAFF:</b>	<b>0.0</b>	
	Energy Manager	1.0
	Energy Manager Recovery*	-1.0
	<b>Total Salaries and Benefits</b>	<b>-</b>
<b>EXPENSES:</b>		
	Land Telephone Lines	172
	Digital Services Recovery	793
	Light and Power	1,537
	Gas	1,341
	Oil	55
	Water	443
	Sewer User Charge	298
	Stormwater	81
	Garbage Disposal	255
		<u><u>4,975</u></u>

\*Energy Manager salary and benefits recovered 0.50 FTE from BC Hydro Grant and 0.50 FTE from Annual Facilities Grant.

# Department Profile – Communications and Community Engagement

## 1. Department (description of primary work of the group):

- Develops and implements strategic communication plans for the organization.
- Develops and implements public engagement plans/strategies with the exception of Indigenous education items and budget. The department continuously provides support to the Superintendent, Secretary-Treasurer and Board with their public engagement initiatives. Some examples include the Boundary review, Vic High (x3), COVID-related engagements, SPLO, Cedar Hill, Land Disposals, etc.
- Creates and monitors policy and administrative procedures to support communication functions within the organization. E.g., media relations, social media policy, and brand standards.
- Organizes and manages special projects/announcements with Ministry, District, and Schools.
- Regularly updates the District's website and supports other departments with webpage publications. Best efforts are put forward to ensure continuity and easily accessible information for the public.
- Develops, implements, and analyzes social media strategies while creating content for digital platforms.
- Auditing and editing communication collateral to ensure it amplifies the District's Strategic Plan, vision, values, and priorities.
- Monitors media and proactively and reactively manages media relations to ensure timely, accurate and fair reporting. Works closely with reputable media agencies and seeks stories to generate positive coverage.
- Provides communication supports and develops statements on behalf of the District, or for the Board Chair/Superintendent to respond to media enquiries.
- Provides communication support to Principals and Vice-Principals when communicating with their school communities. E.g., emergency communications, covid updates.
- Writes a variety of content and messaging, including media releases, media advisories, speeches and key messaging for staff, backgrounders, letters, briefing notes, board highlights, memos to the Board, web and digital content, storyboards/video scripts \*also edits video projects\*, articles, brochures, radio and print advertisements, and posters for a wide range of audiences (internal/external).
- Works closely with community partners, police and municipalities on initiatives that best serve students and schools. E.g., Back to School Road Safety Events.
- Provides front-line information. Responds daily to public enquiries via phone or email.

## 2. Staff Name(s), Position(s), FTE & Affiliation:

2 FTE

Communications Manager

Communications Coordinator

# Department Profile – Communications and Community Engagement

## 3. Select as Applicable:

- ☐ Allied Specialists' Association (ASA)
- ☐ CUPE 382
- ☐ CUPE 947
- ☐ Counsellor
- ☐ Teacher
- ☐ P/VP
- ☒ Exempt
- ☐ Other

## 4. Student FTE as per 1701 / Other Numbers of Students Supported / Served:

The communications and engagement department extends the opportunity and invites students to have voice and choice in their educational journey, providing student engagement opportunities where students can share their input on proposed changes or educational experiences that directly impact them. Increasing student voice in decision-making processes develops a deeper sense of connection and helps students feel more engaged and invested in their learning.

## 5. Budget (Operating and/or Special Purpose Funds):

Please see the attached Budget.

## 6. Student / Family Support (description of work for students & families):

Communications and engagement support students and families in a variety of ways. The department works to inform families about important operational and educational decisions happening around the Board table that impact students and families. The department ensures the Board and District demonstrate their values of openness and transparency by providing families and students with accurate, easily accessible, and timely information. This was proven critical during the pandemic and any time there is change management.

In times of uncertainty or potential emergencies, the department promptly informs families and supports schools with crisis communication. It is key that parents/guardians hear from the District or School on any potential issues before it reaches the media.

In addition, as previously mentioned, the department consults with students and families on important decisions. It consistently communicates and engages with families via email, phone, and social media, offering support and informing them of upcoming opportunities/deadlines while aiming to make them feel connected to the learning community.

# Department Profile – Communications and Community Engagement

## 7. School Support (description of work for staff, P/VP, etc.)

Communications offer the following support to staff/PVP:

- Key messaging, letters, and content to share with families and the community
- Assists with crisis management and media relations
- Promotes and advertises school initiatives to a broader audience
- Assists with graphic design, content creation and signage. E.g., StrongStart signage
- Publicly highlights and celebrates staff and student achievements

## 8. District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):

Communications offer the following support to departments:

- Develops communication plans, outlines, materials, web and social content
- Assists Superintendent and Secretary-Treasurer with content generation, Board memos, Summary Engagement reports, committee work
- Supports schools and other departments with public engagement. E.g., Facilities – Child Care
- Supports the Board Chair with communications/ media relations
- Assists with crisis management and media relations – may assist with CIRT responses
- Coordinates with HR to develop materials for employees and advertises job vacancies
- Offers graphic design support, videography, photography

As per FESL: The Ministry's Policy on Framework for Enhancing Student Learning outlines the Board of Education's requirement to align all operational plans with the strategic plan, including a district plan for communications and engagement. Strategic Communication was outlined in the GVSD's 2022 FESL.

## 9. Community & Interagency Partnerships:

The department works closely with communication teams in municipalities and police departments.

Communications and engagement collaborate with municipalities to share information or develop plans with mutual benefit. For example, SD61's election content (video and brochure) was shared on municipalities' websites to help promote the importance of democracy and voting dates.

The department also has a close relationship with local police. In the event of an emergency, such as a hold and secure or a lockdown, the communication teams collaborate, prioritizing public safety.

The department also connects with non-profits and local organizations to support initiatives that benefit SD61 students or promote students' well-being.

## 10. Ministry of Education and Child Care Directives:

The department supports the Ministry by:

- Drafting media releases, preparing quotes, generating positive stories
- Preparing event plans and coordinating special events with student participation. E.g., playground and child care announcements
- Working with Facilities to consult with the community on child care builds
- Updating the District website with the latest information on child care providers
- Sharing Ministry announcements on our social channels



# Department Profile – Communications and Community Engagement

## 11. Alignment with the District Strategic Plan: \*

- ☒ **Goal 1:** Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
  - ☐ **Strategy 1:** Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.
  - ☒ **Strategy 2:** Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.
  - ☐ **Strategy 3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
- ☒ **Goal 2:** Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
  - ☒ **Strategy 1:** Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.
  - ☒ **Strategy 2:** Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.
  - ☐ **Strategy 3:** Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
- ☒ **Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.
  - ☐ **Strategy 1:** Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
  - ☐ **Strategy 2:** Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
  - ☒ **Strategy 3:** Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
  - ☐ **Strategy 4:** Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

# Department Profile – Communications and Community Engagement

## 12. Data (FESL, Student Learning Survey, Participation Rates, etc.):

On average, the District has high student, staff, and community participation in public engagement. Examples below.

COVID-19 - Student Experience Surveys - 9,000+ participants

Vic High Land Disposal - 200+ people at the open house - 1,000+ respondents on amenities survey

George Jay - 2,500+ survey respondents ThoughtExchanges - 10,000+ participants per year

SPLO - 3,800 survey respondents

Cedar Hill - 200+ people at open houses - 367 survey respondents

# Communications

## Budget FY 2022-2023

\$000

### STAFF

2.0 FTE

Communications Manager	1.0	Communications Coordinator	1.0
------------------------	-----	----------------------------	-----

**Total Salaries and Benefits**

**198**

### EXPENSES:

Video/Photography/Editing (content to support all schools and departments)	10
Printing/Signage (for schools, district and open houses/information sessions)	8
Contractor Support (special engagement projects, survey development, sensitive emergent issues)	13
District Website Maintenance (currently no budget for updating)	
Engagement Tools - Annual Fees - Survey monkey, Thoughtexchange	10
Advertising (paper & radio ads - registration, back to school, safety campaigns, engagement)	15
Graphic Design (advanced)	5
Membership Fees (CACE, IAP2, CPRS)	4
Professional Development (for two people)	4
Office (cell phone, supplies for open houses)	2

**269**

# Department Profile – International Program

## 1. Department (description of primary work of the group):

The International Student Program (ISP) supports the delivery of services with funds from international tuition revenue. These services include, but are not limited to:

- Compliance with Immigration, Refugees and Citizenship Canada (IRCC) policy regarding student study permits
- Communications to students, parents, agents, homestay families, and school-based staff
- Direct student and family support
- Direct support to schools and school-based staff to support students
- Educational program delivery (e.g. Academic Transition Program, Camp Victoria)
- Fee collection (tuition fees and homestay fees)
- Homestay program service delivery and Custodianship services
- International student admissions (fee-paying students and Ministry-funded international students)
- International student school registration
- Legalization and validation of marks for students returning to home countries
- Marketing, recruitment, agent training, and business operations
- Outbound student mobility and intercultural learning opportunities
- Overseas school partnership development and support

## 2. Staff Name(s), Position(s), FTE & Affiliation:

7.0 FTE Administrative Assistant (CUPE 947)

2.0 FTE Accounting (CUPE 947)

7.0 FTE Exempt

7.0 FTE Homestay (CUPE 947)

## 3. Select as Applicable:

☐ Allied Specialists' Association (ASA)

☐ CUPE 382

☒ CUPE 947

☐ Counsellor

☐ Teacher

☐ P/VP

☒ Exempt

☐ Other

## Department Profile – International Program

### 4. **Student FTE as per 1701 / Other Numbers of Students Supported / Served:**

As noted, International students are not funded by the Ministry of Education. Therefore, the student FTE is derived from the Final Budget enrolment figure.

2022-2023 Final Regular Budget: 882 FTE

2022-2023 Final Short term Budget: 474 students

### 5. **Budget (Operating and/or Special Purpose Funds):**

22-23 Final Regular Budget: \$13,763,863

22-23 Final Short Term Budget: \$1,336,428

Additional details available in package\*

### 6. **Student / Family Support (description of work for students & families):**

- Custodianship (guardianship responsibility and services) as per Immigration, Refugees, and Citizenship Canada
- Delivery of mental health supports for International students
- Direct support for International students and families in all schools
- Educational program planning
- Homestay program placement and service delivery
- International student admissions (fee collection tuition and Homestay fees)
- International student registration
- International student admissions for Ministry-funded international students and families
- International student transcript review for registration
- Legalization and validation of marks for students returning to home countries
- Outbound student mobility and intercultural learning for all students
- Regular communications to students, parents, agents, homestay families and school-based staff

### 7. **School Support (description of work for staff, P/VP, etc.)**

- Direct support to schools, specifically school-based advisors, teachers and administrator contacts to support students
- Advisory support for staff in GVSD as it relates to International Education
- Direct support for international students and families in all schools

### 8. **District Support (cross-department, FESL, Ed Policy, Admin Mtgs., etc.):**

- Supports all departments within GVSD on areas related to International Education
- Director regularly attends meetings as identified above and is a member of District Leadership Team
- Regularly scheduled International Education Meetings with school-based staff

## Department Profile – International Program

### 9. **Community & Interagency Partnerships:**

- 706 registered agencies in 48 countries
- 20 school partnerships in seven countries
- University of Victoria
- Camosun College
- Royal Roads University
- Saanich School District
- Sooke School District
- Cascadia Counselling Services
- Canadian Association of Public Schools International
- International Public Schools Education Association
- International Education Greater Victoria (IEGV)
- 5 private homestay organizations

### 10. **Ministry of Education and Child Care Directives:**

Funding compliance:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/eligibility-of-students-for-operating-grant-funding>

International student graduation policy:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/international-student-graduation-credit>

## Department Profile – International Program

### 11. Alignment with the District Strategic Plan:¶

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

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

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

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

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

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

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

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

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

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

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

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

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

## Department Profile – International Program

### 12. **Data (FESL, Student Learning Survey, Participation Rates, etc.):**

In previous years, International has collected data regarding:

- Student experience in Homestay and Homestay department service levels. However, we do not have data yet for 22-23.
- Data from the student learning survey for international students was incomplete in 21-22.
- ISP regularly collects data on student attendance to support delivery of student support services
- International students are not explicitly identified in the FESL report



# International Education

## Regular Program

	2019-2020	2020-2021	2021-2022	2022-2023	
	Final Budget	Final Budget	Final Budget	Preliminary Budget	Final Budget
	FTE	FTE	FTE	FTE	FTE
<b>ENROLMENT:</b>					
Middle & Secondary	956	537	902	900	854
Elementary	39	25	25	25	37
Total FTE	995	562	927	925	891
	\$000	\$000	\$000	\$000	\$000
<b>REVENUES:</b>					
Tuition Fees	13,552	8,414	13,737	13,664	13,009
Other Fees	257	286	114	78	334
Homestay Placement & Monitoring Fees	372	185	429	335	420
Total Revenues	14,180	8,885	14,280	14,077	13,764
Use of International Education Reserve	-	-	-	-	328
<b>EXPENSES:</b>					
Teacher and TTOC Salaries & Benefits	7,038	3,838	5,688	6,026	5,935
Exempt Salaries & Benefits	682	738	738	740	740
Clerical Salaries & Benefits	821	716	851	863	867
Total Salaries and Benefits	8,541	5,291	7,277	7,629	7,542
Agent Fees	533	551	1,200	476	603
School Supply allocations	310	184	248	248	283
Miscellaneous Services	75	25	100	80	100
Other (membership fees, office, supplies, equipment)	90	59	65	77	66
Advertising expenses	128	31	55	55	107
Bank Service Charges & Credit Card Fees	60	30	30	27	30
Travel and recruitment costs	181	50	26	151	150
Student transportation	9	-	7	9	3
Local Mileage	7	4	5	8	8
Total Supplies and Services	1,392	933	1,738	1,129	1,349
Total Expenses	9,933	6,224	9,014	8,758	8,891
<b>District Allocation \$</b>	<b>4,247</b>	<b>2,661</b>	<b>5,265</b>	<b>5,319</b>	<b>5,201</b>
<b>District Allocation %</b>	<b>29.95%</b>	<b>29.95%</b>	<b>36.87%</b>	<b>37.79%</b>	<b>37.79%</b>

# International Education

## Short-Term Programs

	2019-2020	2020-2021	2021-2022	2022-2023	
	Final Budget	Final Budget	Final Budget	Preliminary Budget	Final Budget
	FTE	FTE	FTE	FTE	FTE
<b>ENROLMENT:</b>					
Short-Term Individual Programs	410	85	194	306	401
Short-Term Group	110	88	192	182	73
Total FTE	520	173	386	488	474
	\$000	\$000	\$000	\$000	\$000
<b>REVENUES:</b>					
Tuition Fees	1,176	539	1,237	1,441	1,102
Other Fees	45	12	88	88	161
Homestay Placement & Monitoring Fees	35	18	59	61	73
Total Revenues	1,256	569	1,384	1,590	1,336
<b>EXPENSES:</b>					
Teacher and TTOC Salaries & Benefits	47	30	94	95	95
Exempt Salaries & Benefits	140	149	152	152	152
Clerical Salaries & Benefits	181	147	164	209	209
Total Salaries and Benefits	368	326	410	456	456
Agent Fees	100	30	241	344	110
Miscellaneous Services	289	56	228	200	225
Other (membership fees, office, school allocations)	70	3	115	149	145
Advertising expenses	45	10	21	21	32
Travel and recruitment costs	20	1	3	8	8
Student Activities / Transportation	50	1	20	15	26
Total Supplies and Services	574	101	628	736	546
Total Expenses	942	427	1,038	1,192	1,002
<b>District Allocation \$</b>	<b>314</b>	<b>142</b>	<b>346</b>	<b>398</b>	<b>335</b>
<b>District Allocation %</b>	<b>25.03%</b>	<b>25.03%</b>	<b>25.03%</b>	<b>25.03%</b>	<b>25.03%</b>

# International Education

## Combined Programs

	2019-2020	2020-2021	2021-2022	2022-2023	
	Final Budget	Final Budget	Final Budget	Preliminary Budget	Final Budget
	\$000	\$000	\$000	\$000	\$000
<b>REVENUES:</b>					
Regular	14,180	8,885	14,280	14,077	13,764
Short-Term	1,256	569	1,384	1,590	1,336
Total Revenues	15,436	9,454	15,664	15,667	15,100
Use of International Education Reserve	-	-	-	-	328
<b>EXPENSES:</b>					
Wages and Benefits	8,909	5,617	7,686	8,085	7,998
Agent Fees	633	581	1,441	820	713
Miscellaneous Services	364	81	328	280	325
Travel and recruitment costs	201	51	29	158	158
Other (school supply allocations, office, membership fees)	476	249	434	481	501
Bank Service Charges & Credit Card Fees	60	30	30	27	30
Advertising expenses	173	41	76	76	139
Student Activities / Transportation	59	1	27	24	29
Total Expenses	10,875	6,651	10,052	9,950	9,893
<b>District Allocation \$</b>	<b>4,561</b>	<b>2,804</b>	<b>5,612</b>	<b>5,717</b>	<b>5,536</b>
<b>District Allocation %</b>	<b>29.55%</b>	<b>29.65%</b>	<b>35.83%</b>	<b>36.49%</b>	<b>36.66%</b>