



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

Regular Board Meeting

AGENDA

Broadcasted via YouTube

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

Monday, March 13, 2023, 7:30 p.m.

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:
That the March 13, 2023 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the February 27, 2023 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

A.5. Student Achievement

Introduction of student representative Danya Elkhidir.

A.6. District Presentations

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

B. CORRESPONDENCE

B.1. March 3, 2023, GVTA to SD61 Trustees, School Police Liaison Officers

B.2. March 7, 2023, VCPAC to SD61 Trustees, Budget

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. April Board Work Plan

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

D. BOARD COMMITTEE REPORTS

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

- a. Draft minutes from the March 6, 2023 combined meeting – information only
- b. Recommended motions from the March 6, 2023 combined meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to consider the Sanctuary School policy proposal submitted at the 6 March 2023 Education Policy and Directions Committee by reference to Sanctuary School policies implemented by other School Districts in BC and relevant provincial policy;

AND FURTHER

Provide recommendations to the Board through the Education Policy and Directions Committee by the May 2023 meeting.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-committee to examine and review the process and guidelines in place for Program Accreditation and Evaluation (reviews) relating to provisions made in Policy and Regulations 6162.8 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to examine and review the process and guidelines in place for Consultation relating to provisions made in Policy and Regulation 1163 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

D.2. Policy Sub-Committee Report

- a. Terms of Reference

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Policy Sub-Committee Terms of Reference.

D.3. Budget Advisory Committee

- a. Budget Advisory Committee February 23, 2023 Minutes
- b. Budget Advisory Committee March 2, 2023 Minutes
- c. Budget Public Meeting March 7, 2023 Feedback

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Recommended Motion:

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

- b. International Students Program Memo
- c. Trustee Questions

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Recommended Motion:

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

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – February 27, 2023

G.2. Record of Special In-Camera Board of Education Meeting – February 28, 2023

G.3. Record of Special In-Camera Board of Education Meeting – March 6, 2023

G.4. Record of Special In-Camera Board of Education Meeting – March 8, 2023

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

- a. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to implement a District wide discretionary spending freeze for the remainder of the 2022-23 financial year effective immediately.

- b. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to ensure that all local student registration, transfer requests, elementary to middle and middle to secondary transition needs are met in accordance with the District student enrollment priorities before placing an “out of district student” such as ISP students.

H.2. Notice of Motions

I. ADJOURNMENT

Recommended Motion:

That the meeting be adjourned.



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

REGULAR MINUTES

Via Zoom

Monday, February 27, 2023, 7:30 p.m.

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

Trustee Regrets: Diane McNally, Mavis David

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

Partners: Ilda Turcotte, GVTA, Sarah Winkler, VPVPA, Jane Massy, CUPE 947, Jeanette Alexander, ASA, Tracy Humphreys, VCPAC

A. COMMENCEMENT OF MEETING

This meeting began at 7:30 p.m.

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Kwan

Seconded by Trustee Carmichael

That the February 27, 2023 agenda be approved, with the following addition:

A.3. Approval of the Minutes

b. June 20, 2022 Regular Board minutes be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

- a. January 30, 2023 Regular Board minutes

Moved by Trustee Kwan

Seconded by Trustee Baillaut

That the January 30, 2023 Regular Board minutes be approved.

Motion Carried Unanimously

- b. June 20, 2022 Regular Board minutes

Moved by Trustee Duncan

Seconded by Trustee Kwan

That the June 22, 2022 Regular Board minutes be approved with the following amendment.

Under F. Question Period add the following question from the public:

Q. In the past two months, the district has spent close to \$200,000 on legal fees while the Supreme Court heard the recently concluded case involving two suspended trustees. In this case, does the board agree that the decision to pursue legal action against trustees was both optional and avoidable, and can the board explain why it opted to litigate this case at its students' expense instead of investing the district's resources into programs that benefit students more directly (such as music programming, custodial staffing, and so on)?

Question was ruled out of order by the Board Chair Ryan Painter.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

Trustee Duncan requested an update on a motion from the Board of Education meeting on January 30, 2023.

“That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Budget Advisory Ad Hoc Committee Terms of Reference, as presented,” be tabled until the Superintendent reports back on the Budget Advisory Committee Terms of Reference.

Superintendent Whitten stated that three of the four houses have been contacted.

A.5. Student Achievement

None.

A.6. District Presentations

None.

A.7. Community Presentations

None.

B. CORRESPONDENCE

B.1. February 7, 2023, GVTA, Sanctuary Schools Policy

Trustee Kwan thanked GVTA for the letter and stated that she will be addressing it at H.2. Notice of Motion.

B.2. February 8, 2023, Oak Bay Police Department, School Liaison Officer Program

Trustee Kwan asked if the School Police Liaison Officer Ad Hoc committee has met with any of the policing members of the surrounding municipalities or if they have plans to do so.

Trustee Duncan provided an update.

B.3. February 16, 2023, GVAT, Rogers Society

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report

Chair Duncan presented the report and provided highlights.

b. March Board Work Plan

The plan was provided.

C.2. Trustees' Reports

None.

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

a. Draft minutes from the February 6, 2023 meeting – information only

b. Recommended motions from the February 6, 2023 meeting:

Moved by Trustee Kwan

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the International student fees for the 2023-2024 school year.

Motion Carried Unanimously

Moved by Trustee Kwan

Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Ministry of Education and childcare advocating for the funding to allow teachers time to plan, collaborate and learn together, as well as provide the resources, to deliver the new Indigenous Grad requirements (courses) successfully.

Motion Carried Unanimously

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the February 13, 2023 meeting – information only
- b. Recommended motions from the February 13, 2023 meeting:

Moved by Trustee Paynter

Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2023/2024 and 2024/2025 school calendars on the School District's website for a period of one month:

2023/2024 School Calendar*

School Opening	September 5, 2023
First non-instructional day	September 22, 2023
National Day for Truth and Reconciliation	October 2, 2023
Thanksgiving	October 9, 2023
Second non-instructional day (Province wide)	October 20, 2023
Remembrance Day	November 13, 2023
Third non-instructional day	November 20, 2023
Schools close for Winter vacation	December 22, 2023
Schools re-open after Winter vacation	January 8, 2024
Fourth non-instructional day	February 16, 2024
Family Day	February 19, 2024
Schools close for Spring vacation	March 15, 2024
Schools re-open after Spring vacation	April 3, 2024
Good Friday	March 29, 2024
Easter Monday	April 1, 2024
Fifth non-instructional day	May 17, 2024
Victoria Day	May 20, 2024
Administrative Day and School Closing	June 28, 2024
• Sixth non-instructional day to be chosen by each school	

2024/2025 School Calendar*

School Opening	September 3, 2024
First non-instructional day	September 23, 2024

National Day for Truth and Reconciliation	September 30, 2024
Thanksgiving	October 14, 2024
Second non-instructional day (Province wide)	October 25, 2024
Remembrance Day	November 11, 2024
Third non-instructional day	November 22, 2024
Schools close for Winter vacation	December 20, 2024
Schools re-open after Winter vacation	January 6, 2025
Fourth non-instructional day	February 14, 2025
Family Day	February 17, 2025
Schools close for Spring vacation	March 14, 2025
Schools re-open after Spring vacation	March 31, 2025
Good Friday	April 18, 2025
Easter Monday	April 21, 2025
Fifth non-instructional day	May 16, 2025
Victoria Day	May 19, 2025
Administrative Day and School Closing	June 27, 2025
• Sixth non-instructional day to be chosen by each school	

For: Trustees Paynter, Duncan, Carmichael, Kwan, Baillaut, Mahbobi
 Abstain: Trustee Gagnon

Motion Carried

Moved by Trustee Paynter
Seconded by Trustee Kwan

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

Motion Carried Unanimously

D.3. Budget Advisory Committee

- a. Representative Advisory Council of Students Meeting – January 9, 2023
- b. Student Symposium Report – January 13, 2023
- c. Budget Advisory Committee February 9, 2023 Minutes

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Moved by Trustee Paynter
Seconded by Trustee Gagnon

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

Motion Carried Unanimously

- b. Trustee Questions
None.

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Moved by Trustee Baillaut
Seconded by Trustee Kwan

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

Motion Carried Unanimously

- b. 2022-2023 Amended Annual Budget Bylaw Readings

Secretary-Treasurer Stride thanked Associate Secretary-Treasurer Lutner for her tireless work to provide the report for the Board.

Secretary-Treasurer Stride provided the report for information.

Trustees and partners discussed the 2022-2023 amended annual budget.

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the School District No. 61 (Greater Victoria) 2022-2023 Amended Annual Budget Bylaw in the amount of \$289,487,489 be:

Read a first time the 27th day of February, 2023.

Motion Carried Unanimously

Moved by Trustee Baillaut
Seconded by Trustee Gagnon

That the School District No. 61 (Greater Victoria) 2022-2023 Amended Annual Budget Bylaw in the amount of \$289,487,489 be:

Read a second time the 27th day of February, 2023.

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2022-2023 Amended Annual Budget Bylaw at the Regular Board meeting on February 27, 2023.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the School District No. 61 (Greater Victoria) 2022-2023 Amended Annual Budget Bylaw in the amount of \$289,487,489 be:

Read a third time, passed and adopted the 27th day of February, 2023;

And that the Secretary-Treasurer and the Board Chair be authorized be authorized to sign, seal and execute this Bylaw on behalf of the Board.

Motion Carried Unanimously

F. QUESTION PERIOD

- Q. I had a look at the Budget materials online and I think the district has a 4.m+ deficit next year and tonight I'm hearing in the new -revised budget has 10 new custodians in it. How can the Board afford to add back when facing a deficit next year?
- A. Secretary-Treasurer Stride stated that the \$200,000 for custodial was added into the 2022-2023 budget. The remainder of the motion is for the budget committee to review the custodial service plan for the 2023-2024 school year and make recommendations to the Board.
- Q. What is the impact of hiring delays on student learning? When my child didn't have a permanent teacher to start the year, it was awful for her.
- A. Superintendent Whitten replied that staff try to avoid hiring delays although illnesses and leaves do occur. Hiring for permanent positions takes place in the spring before the start of the following school year.
- Q. Why is the Board adding custodial time this year when you are facing a \$4 M budget deficit next year? is the plan to reinstate daytime custodians next year too, and if so what will you cut?
- A. Secretary-Treasurer Stride stated that the \$200,000 for custodial was added into the 2022-2023 budget. The remainder of the motion is for the budget committee to review the custodial service plan for the 2023-2024 school year and make recommendations to the Board.
- Q. How do exempt staff pay increases get approved? I have not seen them come to the board, but also there is very little discussion by this board so I may have missed it.
- A. Secretary-Treasurer Stride explained that pay increases for exempt staff are governed by British Columbia Public School Employers Association, BCPSEA. They provide direction on what is an acceptable increase. This information is provided to the Board during in-camera Board meetings.

- Q. When will the board implement a trustee attendance record as per Trustee McNally's motion carried by the last board? I notice some trustees attend only rarely.
- A. Staff will report back at a future Board meeting.
- Q. How much will a byelection cost and when/how will it be budgeted for? Will it be more or less than the costs incurred by Trustees McNally and Paynter's litigation costs?
- A. Chair Duncan stated that the Board currently does not have a pending byelection.
- Q. What is the status of the music review? The last trustee discussion I saw on line was in January 2023.
- A. Superintendent Whitten stated that the music review was provided in January 2023. Staff are moving forward with providing options to the budget advisory committee.
- Q. What is the process to file a complaint of misconduct by a school district board member? Regulation 1155 is not clear whether this applies to board members as well as educational staff.
- A. Chair Duncan stated that Trustees have responsibilities that are set in the School Act. School District 61, Greater Victoria has Policy 8251, Trustee Code of Conduct. Regulation 1155 is to do with employees of the school district.

Chair Duncan ruled one question out of order that was submitted therefore it was not provided to the Board.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

- G.1. Record of In-Camera Board of Education Meeting** – January 30, 2023
- G.2. Record of Special In-Camera Board of Education Meeting** – February 6, 2023
- G.3. Record of Special In-Camera Board of Education Meeting** – February 15, 2023

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

None.

H.2. Notice of Motions

a. Trustee Kwan

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to research and explore Sanctuary School policies implemented

by other School Districts in BC and provide recommendations to the Board through the Education Policy and Directions Committee about implementing a Sanctuary School policy in School District No. 61 (Greater Victoria) by the May 2023 meeting.

b. Trustee Kwan

Recommendation:

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub-committee to examine and review the process and guidelines in place for Program Accreditation and Evaluation (reviews) relating to provisions made in Policy and Regulations 6162.8 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

c. Trustee Kwan

Recommendation:

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub Committee to examine and review the process and guidelines in place for Consultation relating to provisions made in Policy and Regulation 1163 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

I. ADJOURNMENT

The meeting adjourned at 9:21 p.m.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

That the meeting be adjourned.

Motion Carried Unanimously



Greater Victoria Teachers' Association

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

Via email

March 3, 2023

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

Dear Trustees,

Re: School Police Liaison Officers

The Greater Victoria Teachers' Association strongly recommends that:

The SD#61 Board of Education end the School Police Liaison Officer Programs (SPLO) and establish a committee to establish an action plan on how to implement the recommendations put forward by the School Police Liaison Officer (SPLO) review committee [*on ending the program, see below for clarity*], enhance mental health services in schools, address violence in the workplace, and provide evidence-based, harm-reduction and trauma-informed programming on drug use, consent/sexual violence and all other programs currently delivered by SPLO's."

This decision is based on research conducted by the BCTF on the effect of SLO (School Liaison Officers) on teachers from marginalized groups, numerous reports from organizations and civilian review committees across Canada on the effects of policing on marginalized populations, and the recommendation from the BC Human Rights Commissioner to end SLO programs. This research makes it evident that SLO programs cause harm that negatively affects the safety, rights, and sense of belonging that many marginalized people (including Indigenous, Black, People of Colour, 2SLGBTQIA+, and people with disabilities) experience in school.

Public conversations over the last several years have highlighted that Canada's policing and criminal justice systems have been founded on and continue to perpetuate systemic racism. For our schools to take meaningful anti-racist action, we must not ignore this legacy, or the ongoing harm caused by police.

While school budgets have been drastically reduced over the last 20 years, police budgets in British Columbia have increased beyond the rate of inflation. Victoria Teachers and school counsellors are working in a chronically underfunded system

marked by insufficient staffing, inadequate resources, and an expectation to do more with less. In this underfunded system, police have, at times, been used to fill gaps in school supports, by taking on a variety of roles, including supporting the work of school counsellors. The presence of SPLO's not only harms many marginalized students, but also does nothing to solve the broader systemic issues caused by underfunding and austerity. For this reason, in addition to ending the SPLO program, our district needs to provide fully funded academic, social, health, and emotional support services in schools, enhance the rights of students and have clear and significant policy to govern any interaction schools may have with police.

It is important that as a district that supports the rights of all learners and seeks to advance equity, diversity, and inclusion, that we embrace policy that supports the marginalized members of our community by ending all SPLO programs, and creating the supports necessary to support all learners.

Specific Recommendations from GVTA For the SPLO Review Committee:

That the board end the SPLO programs due to current trauma-informed research on impacts of policing on Black, Indigenous, People of Colour (BIPOC), 2SLGBTQIA+, and people with disabilities, AND;

- 1) Focus on preventative measures for intensive behaviour such as early intervention by:
 - a. Hiring appropriate professionals such counsellors, social workers, nurses, and behavioural support teachers to support complex needs of students.
 - b. Properly fund EA's to keep retention rate of EA's to support at ground level.
- 2) Delivery of curriculum programs be administered by appropriate groups/organizations that present information based on research, from a trauma-informed, compassionate perspective that addresses structural inequities and power dynamics.
- 3) That administrators be directed to track the frequency, purpose, and intensity of all uses of police in schools and report directly to the superintendent and school trustees.
- 4) Establish thorough and sufficient policy to govern actions of all interactions with police in schools which includes:
 - a. Complaints Process:
 - i. A substantial and impartial complaints process specifically referring to police be established along with a dedicated ombudsperson at each school who will assist students and families with the process.

- ii. That the complaints process be made clear to families in three situations during the school year (i.e., principal letter, school assembly, PAC meetings etc.) and to students in their classroom (by teacher).
- b. That all schools develop discipline and behaviour management procedures that are based in trauma-informed research on impacts of BIPOC, 2SLGBTQIA+ students, and students with disabilities.
 - i. That the district adopt an official policy that police not be used in instances of student behaviour management and that the district invest appropriately in school and mental health supports for situations that require intensive intervention.
 - ii. Investing in creating safer schools without police by utilizing models of transformative and/or restorative justice and utilizing approaches outlined in alternative approaches to discipline overview
<https://mje.mcgill.ca/article/view/9547/7381>.
 - iii. That data be collected on race, ethnicity, ability, gender expression of students disciplined, and that if police are involved in any services provided to these students, that families are contacted within a month of receiving services to provide anonymous feedback on the experience of the process.
- c. Student Rights:
 - i. That the district take an active stance against criminalization of youth specifically with respect to the Youth Criminal Justice Act.
 - ii. That the district adopt a restorative or transformational justice model for dealing with school related offences.
 - iii. That police may not be used in the surveillance of students, nor have the power to arrest, detain, interrogate, question, fine or ticket students on municipal code, juvenile, criminal or immigration-related matters on school grounds.
 - iv. On those rare occasions when it is appropriate for law enforcement to enter a school building, there should be agreements with police departments that limit the cases when law enforcement can be called into a school, with particular safeguards in place to ensure students' rights to education and dignity are protected, in addition to their constitutional rights to counsel and due process.
 - v. That police not be used to perform well-being checks on students attending or not attending school.
 - vi. That a lawyer or independent ombudsperson be appointed at each school for assisting students with navigating the criminal justice system and multi-jurisdictional sections if those services are required.

- vii. That Regulation 5145 be removed and that administrators not be able to substitute as legal guardians in the matter of the questioning of students. Students interacting with the criminal justice system be provided a lawyer for the purposes of legal counsel and ensuring their rights are upheld.
- d. Staff Training:
 - i. That all school staff are provided with current, research-based information on the impacts of policing on BIPOC, 2SLGBTQIA+ students, and students with disabilities
 - ii. That all district staff are provided in-service training on identifying personal implicit bias, as well as anti-racist and anti-oppressive training.
 - iii. That all school staff receive in-service training in trauma-informed/antiracist approaches to behaviour management.
- e. Police and School Community:
 - i. That police not attend school functions particularly for events where their presence may be triggering for BIPOC folks such as Orange Shirt Day, Rainbow Day, and Pink Shirt Day.
 - ii. That if police are brought in for the purposes of a class, all legal guardians of students must be notified 2 weeks in advance in writing and both legal guardians and students have the right to not attend these sessions without academic penalty.
 - iii. Police may not wear their street uniform or carry guns on school grounds. Police must be thoroughly identified, as students and staff have a right to know when they are speaking with an officer.
 - iv. That Regulation 5134.1 be removed and police not mentor individual or groups of students.
- f. School Programing:
 - i. That the District acknowledge the need for a diversity of people and perspectives to be brought into the classroom; the district should ensure there is funding and availability for members from community groups and organizations to present programming, with a special attention to BIPOC groups.
- h. Future Review Processes:
 - i. That the district take seriously the democratic concerns of having independent reviews of policing;
 - ii. That police officers may not sit on any review committee reviewing any function of policing within schools.
 - iii. Establish an impartial process for collecting data from the community that is trauma-informed, and is inclusive for all members of the community, particularly marginalized people, free

of barriers and safe to participate in for all consultative processes policing related or otherwise.

5) Mental Health and Social Supports in Schools:

- a. That the District staffing formula include a base-level of counselling, behaviour support, psychologist, inclusive learning support, and other forms of inclusive mental health and social supports necessary to utilize a proactive model of safe schools and behaviour management.

6) Anti-racism/Anti-Oppression:

- a. The District establish an official definition of racism connected to democratic and systemic racism.
- b. Adopt an official policy with budget line items for anti-oppression work.
- c. Acknowledge and validate the historical and ongoing violence perpetuated against BIPOC folks by police through a public statement.
- d. That this process be steered by BIPOC folks from staff, students, and community.

Sincerely,



Ilda Turcotte
President, Greater Victoria Teachers' Association
cc GVTA Executive Committee



VICTORIA
CONFEDERATION
OF
PARENT ADVISORY COUNCILS
556 BOLESKINE ROAD, VICTORIA, BC V8W 2R1
TELEPHONE (250) 475 4193
WWW.VCPAC.CA

March 7, 2023

Dear Board of Trustees,

I am writing to express the strong concern of families in our District about the priorities for your 2023/24 budget. We firmly insist that any required cuts should be as far from student programs and supports as possible. Our members have shared several critical areas that need immediate attention, which I briefly shared with you last night at the committee meeting. Here are more details to support your decision-making:

Education Assistant Staffing, Recruitment and Retention

Education Assistant (EA) funds and funds for support staff that the district was unable to spend in 2022-23 have been taken out of that budget line item and returned to 'general coffers'. At the February 27 Board meeting, the amount cited was approximately \$1.2 million.

We would like to ensure those funds are not adjusted to be removed from these line items in the 2023/24 budget. These staff play a vital role in supporting students with disabilities and diverse abilities. The Board of Education goals state that the district is committed to creating "*an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.*" Without adequate EAs and support/specialist teachers, the District is not meeting its obligations to all students in our learning community. This is a human rights issue that is of the highest priority. We cannot afford to compromise on this.

We suggest flexibility to redirect these funds to those efforts where it makes sense, and to fund specific initiatives.

Last night, Human Resources gave a detailed report on current actions as well as some options around the clear recruitment and retention crisis. With failure to fill 50 or more EA roles per day, we are in support of their suggestion to extend the 30 hour a week positions to 5 more schools, which would require additional budget for this action. We would further urge you to consider adding funds for some of these positions to high schools who are also in great need of more EA support.

Other suggestions, many raised at the February Education Policy and Directions Committee meeting:

- Differentiated positions/rates of pay based on experience and skill set
- More and ongoing in-service training opportunities for EAs
- Opportunities for collective training and engagement of Teachers and EAs



STUDENTS FIRST

VICTORIA
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- Showing EAs that they are valued staff members - providing digital devices, prep time, involving them in planning

We understand that the District has not been idle on this issue. We feel that they need support and funding from the Board to be able to prioritize this work to begin to alleviate the crisis.

While we are highlighting the EA recruitment and retention issue, we are aware that there is a similar concern in teaching positions and especially specialist positions that the District needs to address as well. We are also aware that recruitment and retention in K-12 education is a province-wide concern. We need to do whatever we can in our District to address these issues locally for students and staff.

Mental Health Support

One of the biggest issues we hear about from our families is that there is not enough mental health support for students in our schools. This is particularly urgent since we are coming out of a pandemic, and many students continue to struggle.

As noted at the Student Budget Symposium in January, where trustees and District Staff heard directly from middle school and high school students in our learning community, counselling and mental health support was the issue that was raised again and again. Students feel that teacher counsellors spend the majority of their time on academic advising and are not available to help students with mental health concerns.

It seems that filling the counselor positions is not enough and we need to do more to specifically address mental health support. VCPAC would value a targeted discussion around this with students, and District rights holders and stakeholders, with some funding attached to implement solutions.

Anti-Racism, Anti-Oppression

According to the BC Adolescent Health Survey:

14 percent of racialized students reported experiencing discrimination because of race, ethnicity or skin colour. Three in five (58 percent) of BC students say they have seen other pupils insulted, bullied or excluded based on their race.

Youth with a physical or sensory condition experienced barriers to fully participating in their family, school, and community. They were more likely than youth without a condition to report



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they lived in poverty, felt unsafe at school and in their home, experienced violence and abuse, and missed out on needed mental health services.

Among youth with a physical or sensory condition, female and non-binary youth were more likely to experience discrimination and other barriers to enjoying their human rights.

We are concerned that the Ministry of Education and Child Care have not provided specific and additional funding for the Indigenous course graduation requirement and the K-12 Anti-Racism Action Plan; nevertheless these programs need specific attention and funding support from the District.

VCPAC hears from parents, teachers, and administrators that there is racism, ableism, and gender, specifically transphobia and cisnormative harassment and even violence at many SD61 schools. As a human rights issue, this needs to be highlighted and confronted. All students deserve to have a safe place at school, and we strongly urge SD61 to provide more training, support and prep time for the people who spend the most time with our children to work toward this goal.

Custodial Support and Capital Planning

VCPAC fully supports the restoration of ten custodians that were cut in last year's budget. We hope that these positions are not short term but will be added to next year's budget. These positions are absolutely necessary to providing our students a safe, healthy and clean place to learn. VCPAC also supports the cost-free implementations (such as one trash can per classroom by the door, one rug per classroom, classrooms that are free of clutter) that will allow our custodial staff to do their jobs more efficiently.

We recognize the necessity of urgent spending on technology updates because this expenditure has been put off for several years. Teachers need updated devices and EAs should also have access to dedicated devices if possible. We have heard reports from some of our secondary schools that the WiFi has been insufficient when students are writing provincial assessments. This clearly needs immediate attention.

Some possible considerations are prioritizing accessibility needs for students, and we hope that you are working with teachers to consider needs at different grade levels.

Equity To Access Choice Programs

Music: Over the past two budget cycles, we have seen how, despite universal support from families and the community, the District continues to look for ways to cut elementary and middle school music from our district's schools. This action is particularly concerning because it has been



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proven in numerous studies that music education benefits go beyond the provincial curriculum. Music education, particularly learning an instrument, has many emotional and mental health benefits. It's been made clear by District parents and the community at large that especially since we are coming out of a pandemic, the District should not be cutting student programs that offer our students a safe place to go, the opportunity to connect with other students and the community and a reason to be at school.

Please see VCPAC's comments to the Budget Committee for our input about the current music models being considered for the 2023-24 budget. Whatever options are chosen by the trustees, we expect that they will be inclusive and accessible to all students in our learning community.

Late French Immersion: Parents came to present to the Board about inequity of access to Late French Immersion with the closure of the program at Cedar Hill Middle School. They note that removing this option has left students in the Late French Immersion catchment without equitable access because of significant transportation challenges to the replacement catchment schools. For Rogers Elementary students, there is no safe public transit or active transit route to the new catchment school, Shoreline Community Middle School. Lakehill Elementary and Braefoot Elementary students also face impractical transport options to Arbutus Global Middle School.

These are all crucial services that directly impact the mental health and well-being of our students. We wish to remind the trustees that according to the Framework for Enhancing Student Learning, the Human and Social Development focus that the Board of Education has voted to implement is as follows:

- Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that *increase student connections, engagement and achievement*.
- Increase staff knowledge and understanding of trauma sensitive approaches through the *implementation of social emotional learning and mental health programs and resources*.
- *Increase the number of students who indicate that they feel school is a place where they belong.*

We have seen significant negative impact on students due to cuts in these areas in past budgets, and it will be difficult to see improvement in these areas if the District continues to make cuts in the areas of music, counselling and EA support.

It is disheartening to note that the District spent a considerable amount of money on legal fees and services last year. In addition, the District incurred staffing and severance costs due to the unnecessary suspension of trustees, which led to increased legal costs in responding to a subsequent judicial review, of which the financial costs are still unknown to the school community. We urge you to be mindful of this expenditure when making decisions on the allocation of funds



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for the next budget for the students in our district; the decision to suspend trustees and respond to a judicial review should not mean that students should go without required supports and services.

We recognize there are difficult decisions to be made as you are faced with a deficit that needs to be addressed. We also support you in advocating strongly to the provincial government for coverage of inflationary costs, general increases to district funding, and specific requirements for which no additional funds have been provided.

It is our role to remind you that your responsibilities and obligations are first to Rights holders, including Indigenous students, and also disabled students and other students from protected classes under the BC Human Rights Code, the School Act, the Accessible BC Act, the Canadian Human Rights Act, and the United Nations Declaration on the Rights of Indigenous Peoples, the Convention on the Rights of Persons With Disabilities, and the Convention on the Rights of the Child.

As a public institution, it's imperative that the District ensure all students have equitable access to education. We urge you to prioritize the needs of students who are rights holders and those belonging to protected classes, keep cuts away from all of our students, and allocate funds accordingly. We look forward to your response and to continued collaboration towards ensuring a quality education for all students in our district.

Sincerely,

Tracy Humphreys
President, Victoria Confederation of Parent Advisory Councils

Board of Education

Chair: Nicole Duncan Vice-Chair: Karin Kwan

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

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: March 13, 2023

Activities on behalf of the Board:

1. Weekly Chair/Superintendent agenda planning meetings to set the agendas for our meetings. Bi-weekly check in/signing meeting with Superintendent and Secretary Treasurer.
2. Board Work Plan: Possible updates to the Board Work Plan will come to the Board for consideration in April 2023. Some possible updates include:
 - i. An annual review of the Appeal Bylaw 9331.1 which will align with the Board's obligation to review both the Appeal Bylaw and the feedback forms received from participants as a result of their experience with the appeal process.
 - ii. Annual Review of Ad Hoc Committees that need to be concluded via board motion.
 - iii. Annual Trustee Ad Hoc Committee Reporting in June each year.
3. VISTA Spring Conference in Courtenay, 3 & 4 March 2023. Board governance, the role of the Board Chair, advocacy motion building, truth and reconciliation, Indigenous student supports and achievement and various VISTA representative and BCSTA updates were received. It was a privilege to hear Hereditary Chief Rob Everson of the Giga'gam 'Walas Kwagu't of the Kwakwaka'wakw and Chief of one of the four Pentlatch clans speak to governance, structural racism, Indigenous history and the need for truth before we can meaningfully reconcile. A heartfelt thanks to The Little Bears K/1 Indigenous student performers from SD71 Comox Valley who sang and danced and so generously gifted each Trustee with a beautiful handmade piece of artwork.
4. **2023 Provincial Budget- K-12 Public Education:** Please see the media release and 2023 Provincial Budget Overview document from the BCSTA which speaks to the inadequate provincial funding for K-12 public education:

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

One *Learning* Community

<https://bcsta.org/media-release-provincial-budget-doesnt-address-the-needs-of-k-12-students/>

https://cdn.cyberimpact.com/clients/29367/public/cab73408-7860-4e5c-15a1-aa9217f3e704/files/Update/2023_Q1_Jan_Mar/BCSTA_2023_Provincial_Budget_Overview.pdf

Significant Dates: The Ombudsperson administrative fairness workshop for Trustees and members of the SLT has been rescheduled to Saturday, 22 April 2023.

Reminders: BCSTA annual general meeting takes place **April 27-30 in Vancouver**. Directors will be voted in for two-year terms. Nominations are due **March 27**. Approved motions will be distributed by **March 27**. Late motions can also be sent in after the deadline, providing they are emergent and meet the requirements of a late motion.

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April 2023

April 27-30: BCSTA AGM

BCSTA Provincial Council

Strategic Direction and Context

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

System Planning and Performance Monitoring

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

External Compliance and Accountability

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

Engagement with Stakeholders and Public Recognition Events

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

Advocacy for Public Education and Provincial Liaison

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

Trustee Professional Development In-Service

- Preparation for BCSTA AGM motions that Board wishes to present



The Board of Education of School District No. 61 (Greater Victoria)
Combined Education Policy and Directions and
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, March 6, 2023, 7:00 p.m.

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

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

Trustee Regrets: Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Sean McCartney, District Principal, Marni Vistisen-Harwood, Director of Facilities Services, Jim Vair, Director of Human Resource Services, Tammy Sherstobitoff, District Principal, Andy Canty Director, Information Technology for Learning

Partners: Jane Massy, CUPE 947, Lena Palermo, GVTA, Tracy Humphreys, VCPAC, Brenna O'Connor, VPVPA

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

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

Moved by Trustee Duncan

That the March 6, 2023 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved.

Motion Carried Unanimously

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1. Approval of the Minutes

Moved by Trustee Duncan

That the February 6, 2023 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

B.2. Business Arising from Minutes

None.

B.3. Recognition of Student Representative

None.

C. PRESENTATIONS TO THE COMMITTEE

C.1. Matt Christie presented information on a Sanctuary Schools Policy for consideration by the Board.

C.2. Omar Chu and Ellen Campbell presented information on a Sanctuary Schools Policy for consideration by the Board.

Trustees had questions of clarification and thanked presenters for their presentations.

C.3. Deputy Superintendent Caldwell introduced District Principal McCartney and Director of Facilities Services Vistisen-Harwood who provided a presentation on Framework for Enhancing Student Learning (FESL), Inclusion for Learning Strategy.

Spring 2018 through February 2023:

- All schools were supported to purchase sensory supplies/equipment
- 40 schools were supported to create spaces
- Specific middle and secondary schools were supported to create additional spaces for accessibility needs

Trustees and partners had questions of clarification and provided thanks for the presentation.

- C.4.** Director of Human Resources Services Vair and District Principal Sherstobitoff provided an update on Education Assistant (EA).

Trustees and partners had questions of clarification and provided thanks for the update.

Director of Human Resources Services Vair will provide a “Need to Fill” report to the Board at a future meeting.

D. NEW BUSINESS

D.1. Trustee Kwan

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to research and explore Sanctuary School policies implemented by other School Districts in BC and provide recommendations to the Board through the Education Policy and Directions Committee about implementing a Sanctuary School policy in School District No. 61 (Greater Victoria) by the May 2023 meeting.

Amendment

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to ~~research and explore~~ **consider the** Sanctuary School policies **proposal submitted at the 6 March 2023 Education Policy and Directions Committee** ~~implemented by other School Districts in BC and provide recommendations to the Board through the Education Policy and Directions Committee about implementing a Sanctuary School policy in School District No. 61 (Greater Victoria) by the May 2023 meeting.~~ **by reference to Sanctuary School policies implemented by other School Districts in BC and relevant provincial policy;**

AND FURTHER

Provide recommendations to the Board though the Education Policy and Directions Committee by the May 2023 meeting.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to consider the Sanctuary School policy proposal submitted at the 6 March

2023 Education Policy and Directions Committee by reference to Sanctuary School policies implemented by other School Districts in BC and relevant provincial policy;

AND FURTHER

Provide recommendations to the Board through the Education Policy and Directions Committee by the May 2023 meeting.

Motion Carried Unanimously

D.2. Trustee Kwan

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub-committee to examine and review the process and guidelines in place for Program Accreditation and Evaluation (reviews) relating to provisions made in Policy and Regulations 6162.8 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

Motion Carried Unanimously

D.3. Trustee Kwan

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub Committee to examine and review the process and guidelines in place for Consultation relating to provisions made in Policy and Regulation 1163 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

Motion Carried Unanimously

E. NOTICE OF MOTION

None.

F. GENERAL ANNOUNCEMENTS

None.

G. OPERATIONS POLICY AND PLANNING COMMITTEE

G.1. Approval of the Minutes

Moved by Trustee Kwan

That the February 13, 2023 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

G.2. Business Arising from Minutes

None.

H. PRESENTATIONS TO THE COMMITTEE

H.1. VCPAC President Tracy Humphreys presented on budget priorities.

Trustees provided thanks for the presentation.

I. SUPERINTENDENT'S REPORT

None.

J. PERSONNEL ITEMS

None.

K. FINANCE AND LEGAL AFFAIRS

K.1. Monthly Financial Report: February 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

K.2. Budget Change Report: February 2023

Secretary-Treasurer Stride provided the report for information.

K.3. 2023-2024 Budget Update

Secretary-Treasurer Stride provided the report for information.

L. FACILITIES PLANNING

L.1. Operations Update: March 2023

Director of Facilities Services Vistisen-Harwood provided an update.

L.2. Victoria High School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

N. NEW BUSINESS

None.

O. NOTICE OF MOTION

O.1. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to implement a District wide discretionary spending freeze for the remainder of the 2022-23 financial year effective immediately.

O.2. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to ensure that all local student registration, transfer requests, elementary to middle and middle to secondary transition needs are met in accordance with the District student enrollment priorities before placing an “out of district student” such as ISP students.

P. GENERAL ANNOUNCEMENTS

None.

Q. ADJOURNMENT

Moved by Trustee Gagnon

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:28 p.m.

Chair

Secretary-Treasurer

DRAFT

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: Operations Policy and Planning Committee
FROM: Katrina Stride, Secretary-Treasurer
DATE: March 13, 2023
RE: **Policy Sub-Committee Report – February 23, 2023 and March 8, 2023 Meetings**

Background:

The Policy Sub-Committee held meetings on February 23, 2023 and March 8, 2023. New business at the February 23, 2023 meeting included drafting a Terms of Reference; prioritizing the order of outstanding bylaws, policies and regulations; and initiating the review of Policy 3546 – Legal Services. New Business at the March 8, 2023 meeting included further review of Policy 3546 – Legal Services.

There is one recommendation to the Board from the Policy Sub-Committee.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) adopt the Policy Sub-Committee Terms of Reference.

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.

Policy Sub-Committee Terms of Reference

Purpose

The Board believes that to fulfill its democratic mandate in representing the public interest it must be involved in or give leadership in all stages of policy development and implementation.

The work of the Policy Sub-Committee will be governed by Bylaw 9130.3 Policy Sub-Committee, Bylaw 9210 The Development of Policy, and Bylaw 9220 Administrative Regulations.

Deliverables

As set out in Bylaw 9130.3 Policy Sub-Committee, the Policy Sub-Committee is responsible for the following:

1. To consider questions of overall school district policy;
2. To ensure existing school district policies are updated in accordance with the provisions of the School Act and other provincial legislation;
3. To make recommendations to the Board on new policies following changes in current practice, enactment of new legislation or introduction of new regulations;
4. To consider such other matters as may be referred by the Board and make recommendations thereon as required.

Membership

2 Trustees (1 to chair)

Superintendent of Schools or delegate

Any other staff member as may be required by the Sub-Committee

Timeline

The Committee will report to the Education Policy & Directions Committee or Operations Policy & Planning Committee as is appropriate.

Voting:

Recommendations to be made by consensus. If consensus cannot be reached, multiple options will be reported to the Education Policy and Directions Committee or the Operations Policy & Planning Committee. In some cases, the Committee may need to seek direction from the Board of Education.

Procedural Notes

Meeting dates, locations, agendas and minutes to be available to the members.

Date Adopted:



**Budget Advisory Committee
MINUTES
Thursday, February 23, 2023
Via ZOOM**

In Attendance:

Board of Education:

Trustees Nicole Duncan (Committee Chair), Karin Kwan, Natalie Baillaut, Angela Carmichael, Emily Mahbobi, 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
Andy Canty, Director of Information Technology for Learning (via Zoom)
Hervinder Parmar, Director of Finance, Budgets and Financial Reporting
Jim Vair, Director of Human Resource Services
Dr. Jeff Davis, Director of International Education
Connor McCoy, Past President, Greater Victoria Principals Vice-Principals Association
Gautam Khosla, Executive Member, Greater Victoria Principals Vice-Principals Association
Mark Baggott, Manager, Building Operations
Dave Emerson, Assistant Manager, Building Operations

Stakeholders:

Paula Marchese, VCPAC
Rachel McLellan, VCPAC
Cindy Romphf, GVTA
Jane Massy, CUPE 947
Trina Legge, CUPE 382
Darren Reed, CUPE 382

The meeting was called to order at 6:05 pm.

Acknowledgement

Committee Chair Duncan 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 February 9, 2023 meeting.

Department Profile Discussion

Each of the following departments presented a brief overview of their area(s) of responsibility and responded to questions from the Committee regarding their presentation and department profiles.

- Andy Canty, Director, Information Technology for Learning
- Jim Vair, Director, Human Resource Services
- Julie Lutner, Associate Secretary-Treasurer

Custodial Services Options

Mark Baggott, Manager of Building Operations presented the Committee with an overview of the custodial services working group process, which included the composition of the working group and its objectives. The working group was made up of 2 day custodians, 1 evening custodian, CUPE 382 President (former custodian), Elementary and Middle Principal, and 2 Facilities Managers and Director. The objectives of the working group were: 1) brainstorm options to deploy 10.0 FTE back into custodial services, 2) compare benefits of day and evening custodial hours, and 3) investigate additional (cost-free) implementations to recommend.

The first set of recommendations included two options that would see the addition of 18 day custodians and the removal of 8 afternoon custodians (cleaning area assigned to day), but with a varied start time. The first option had a 6am start, and the second option had a 5 am start with 30 minutes of cleaning area reassigned from afternoon to day with no change to afternoon shift time. The cost of both options is \$669K. The working group also recommended both school-based and district-wide cost-free implementations that would create efficiencies in custodial workload. The final set of recommendations was based on the exploration of alternative options, particularly options that included less than 10.0 FTE being deployed back into custodial services. Options ranged from the addition of 3 afternoon custodians for \$208K to 5 afternoon custodians for \$347K to 7 afternoon custodians for \$486K. Full details on these options can be found in the presentation file posted on the District website.

Questions and comments following the presentation included:

- Could the options be implemented over multiple years, e.g. some now, more next year?
 - Have budget to hire up to 10 custodian to the end of the year, but difficult to hire.
- Could the custodial runs be reallocated with current staff?
 - Biggest square footage on island; won't have an impact on cleaning within schools
 - Not sustainable with hard runs
- Do you have a preference for the two options?
 - No preference
- Could there be a recruitment issue with 5am start?
 - Difficult to answer, some custodians prefer an earlier start
- Is there a recruitment issue for the spareboard?
 - Yes

2022-2023 Operating Surplus Estimate

The Committee was provided with information regarding the 2022-2023 Operating Surplus Estimate. The Operating Surplus is expected to be \$0, compared to \$2.3M in the prior year. Increased revenue in the current year has been completely offset by net increases in expenses. The Unrestricted Operating Surplus – Contingency is expected to remain at \$1.2M. The Unrestricted International Surplus – Contingency is expected to be \$0, as the \$.3M balance from the prior year is being used to balance the

budget in the current year.

Questions and comments related to this agenda item:

- Is the estimate based on part way through the year or to year-end?
 - Year-end
- Why is there less surplus this year compared to last year?
 - Many factors that contribute to this change, including a change in spending patterns (spend current year \$ on current year kids; not saving for a rainy day), less conservative budgeting, inflationary increases, etc.
- Can you provide any additional insight into the teacher hiring lag?
 - There are two parts to this: 1) medical leaves not being filled, and 2) average teacher salary calculation. A small variance in the average teacher salary can make a huge difference when extrapolated out across all teachers.
- Has there been any consideration of a spending freeze? How quickly could one be implemented?
 - This has been discussed and would require further conversation with schools and departments. A spending freeze can be implemented immediately, but we would need to consider the impact over the 4 months left in the school year. We would also need to define what spending could be frozen, as we cannot prevent costs from going through if they are not discretionary.

2023-2024 Structural Deficit Estimate

The Committee received an update on the projected 2023-2024 Structural Deficit. The structural deficit is expected to be \$4M, but there are still a number of outstanding variables that may impact this number.

Operating Capital Reserves

The Committee reviewed the various operating capital reserves, including the Childcare Capital Reserve, Technology Replacement Reserve, Student Device Replacement Reserve, and the 5-Year Network Infrastructure Plan. Historical budget allocations were provided, along with the increased investment needed in 2023-2024 to refresh outdated teacher classroom laptops and student devices.

Questions and comments related to this agenda item:

- Can't keep devices on network safely; previously held on to devices until they stopped working, but now they become a risk for data breach and ransomware.
- Student to device ratio previously at 4:1 for student devices, but that ratio is no longer effective; current ratio is at least 2:1; need to decide how to sustain and fund
- Is there an advocacy piece needed for technology replacement given the shift to having technology in classrooms?
- Over how many years do we amortize computer technology?
 - Amortize over 5 years
 - Useful life of technology: 5 years for teacher classroom laptops, and 7 years for Chromebooks/iPads
 - Would like to plan for 5 year budget cycle and extend where possible
- Are the costs in 2023-2024 one-time costs or annual costs?
 - There are some one-time costs included, as there hasn't been an annual amount budgeted for the past two years and we are now at end of life
- Do many students bring their own device to school?
 - Can be challenging with different devices, easier to manage if same standard and all can connect to Wi-Fi
- At what age do students use devices in Elementary?

- Varies from class to class; some K classes have no technology, but there is generally more technology in higher grades
- Important to consider other items, such as insurance coverage should devices be damaged or destroyed (family insurance if child's device); having personal items in schools adds complexity

Building Consensus – Small Group Discussions/Share Out

a. Operating Surplus and Operating Reserve

This item was deferred to the March 2, 2023 meeting due to lack of time.

b. Operating Capital Reserves

This item was deferred to the March 2, 2023 meeting due to lack of time.

c. Custodial Services Options

The Committee broke into small groups to discuss the following questions regarding the Custodial Services Options:

- Which is your preferred option? Provide rationale.
- If budget limitations required us to add fewer than 10 custodians, which of the alternative options would you choose? Provide rationale.
- Should the District enforce some, if not all, of the cost-free implementations given the immediate positive impact on custodial workload?

Groups took notes and reported the following:

Which is your preferred option? Provide rationale.

- Option 2: 5am start
 - more undisturbed cleaning time = more bang for buck
 - morale enhancing
 - presence of daytime custodian
 - 50% elementary; use emergency service
- Option 2: 5am start
 - Extra hour significantly increases day custodian's ability to clean without students
 - Workload increase for afternoon shift (as a result of day staff not being able to pitch in) has resulted in significant injury and burnout
- Alternate Option: 5:30am start
 - If they can achieve efficiencies
 - 5 am seems too early
- Option 2: 5 am start
 - Extra cleaning during the day
- Option 2: 5 am start
 - When the school is empty, cleaning is done more quickly
 - In year 2 of the pandemic, there was less funding and everyone started at 5am
 - Ability to start at 5am is new!
 - Unhoused are moved on earlier

If budget limitations required us to add fewer than 10 custodians, which of the alternative options would you choose? Provide rationale.

- +7 afternoon
- +7 afternoon

- Reduction of cleaning square feet is best, but most expensive
- Island average is 25,000 square feet; SD61 is above average
- Pandemic changed need for daytime FTE
- No retirements coming in the current year
- Large workforce = ebb and flow
- Comes down to how much budget needs to be reduced to balance. Need to be aware of cost of burnout, injury, redirecting admin staff to clean waste, facilities impact
- +7 afternoon
 - Only if we can't have 10 custodians
 - Strong preference for 10 custodians
- +3 afternoon
 - Square footage lower than current
 - Not paying \$140K extra for daily cleaned desktops versus 2x week at K-1
 - Only 2-4 districts in Province have daytime custodians

Should the District enforce some, if not all, of the cost-free implementations given the immediate positive impact on custodial workload?

- Agreed to all cost-free implementations; good ideas
- Likely need to have a bit of a discussion first, but need to build consensus
- Support cost-free implementations
 - Central garbage in K-5 helpful
 - Classroom tidy easier in K-5; less likely in Middle and Secondary
 - Pack in pack out lunch helpful
 - Portables being underused is an issue
 - Less spaces allowed for lunch use
 - Take workload down, bring up morale, less sick days when lessened workload
- Support cost-free implementations
 - Room readiness
 - Use kids to help as much as possible
- All cost-free implementations should be enforced
 - Classroom education
 - Limit carpets
 - One garbage can
 - No appliances or furniture

Work Plan

The Committee reviewed the draft work plan for upcoming meetings including music options and building consensus towards making recommendations to the Board.

Questions

The following questions were received by email following the meeting:

- I see that the information about the March 7 open budget meeting has gone out. Can you speak on Thursday about what the BAC's role is at this meeting? Will we be at tables as moderators or participants? Do we need to RSVP to Caroline?
- I would like to propose that the terms of reference or guiding principles be amended to possibly include something along these lines: "That when considering recommendations for cuts (or savings), the Budget Advisory Committee members receive detailed information about the expected impacts that such reductions would have on students, staff, and infrastructure at SD61 schools."
- Can the budget committee receive information about the \$600,000 that was cut from the EA on call budget that may not get added back to this year's budget? (It is my understanding that this is in addition to the \$1.2 million from EA and school assistant positions that have not been filled this year - please correct me if this info is not accurate.) We've heard from VCPAC members that they would like to see a substantial amount of this money reinvested in EA recruitment and retention. It is a big concern of ours that without being able to staff our schools adequately with qualified EAs, we are not meeting the needs of disabled students in our district and are therefore violating their human rights. VCPAC is hearing from parents that their number one issue about the budget issue this year is student support, especially in the areas of EAs and counselling.

Next Meeting: March 2, 2023 6pm-8pm via ZOOM

Adjournment

The meeting adjourned at 8:12 p.m.



**Budget Advisory Committee
MINUTES
Thursday, March 2, 2023
Via ZOOM**

In Attendance:

Board of Education:

Trustees Derek Gagnon (Committee Chair), Nicole Duncan, Karin Kwan, Natalie Baillaut, Emily Mahbobi, 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
Andy Canty, Director of Information Technology for Learning
Hervinder Parmar, Director of Finance, Budgets and Financial Reporting
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

Stakeholders:

Paula Marchese, VCPAC
Rachel McLellan, VCPAC
Ilda Turcotte, GVTA
Cindy Romphf, GVTA
Taily Wills, CUPE 947
Trina Legge, CUPE 382
Darren Reed, 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 February 23, 2023 meeting.

The three questions submitted by a committee member following the February 23, 2023 meeting were answered:

Question 1

I see that the information about the March 7 open budget meeting has gone out. Can you speak on Thursday about what the BAC's role is at this meeting? Will we be at tables as moderators or participants? Do we need to RSVP to Caroline?

The BAC's role will be to participate in the meeting and interact with the public at tables. We are working on having District Staff facilitate and take notes at the tables, if possible. Please RSVP to Caroline if you plan to attend in any capacity.

Question 2

I would like to propose that the terms of reference or guiding principles be amended to possibly include something along these lines: "That when considering recommendations for cuts (or savings), the Budget Advisory Committee members receive detailed information about the expected impacts that such reductions would have on students, staff, and infrastructure at SD61 schools."

Given that all of the changes to the BAC terms of reference or guiding principles need to go to the Board for approval and we are nearing our last meeting, it is recommended that we do our best to incorporate this request for any proposed savings for the current budget. In addition, it is recommended that this item be brought up at the debrief meeting to be held on May 4, so that it can be noted and incorporated into the discussion of the terms of reference and guiding principles at the start of the next budget year.

Question 3

Can the budget committee receive information about the \$600,000 that was cut from the EA on call budget that may not get added back to this year's budget? (It is my understanding that this is in addition to the \$1.2 million from EA and school assistant positions that have not been filled this year -- please correct me if this info is not accurate.) We've heard from VCPAC members that they would like to see a substantial amount of this money reinvested in EA recruitment and retention. It is a big concern of ours that without being able to staff our schools adequately with qualified EAs, we are not meeting the needs of disabled students in our district and are therefore violating their human rights. VCPAC is hearing from parents that their number one issue about the budget issue this year is student support, especially in the areas of EAs and counselling.

In the preliminary (annual) 2022/23 budget, a reduction of \$0.60 million was built into Educational Assistant salary and replacement budgets to account for historical savings due to hiring lags and shortage of EAs to fill replacements when EAs are on short term leaves (e.g. sick). A portion of these funds were used to balance the 2022/23 preliminary budget and \$274k was used to increase 20% of EAs to 30 hours a week.

In the final (amended annual) 2022/23 budget, a further reduction of \$0.60 million was built into the "Educational Assistant Salaries" object within the Amended Annual Budget statements to account for additional hiring lags and staffing shortages to fill replacements when CUPE 947 employees are on short-term leaves. The Educational Assistants category within the budget statements includes EAs, ECEs, School Assistants, School Meal Assistants, Supervision etc. so not all of the \$0.60 million was due to EA shortages as some was due to ECEs and Supervision shortages. These funds are being used to help cover the \$2.60 million deficit within Teacher replacement costs.

However, efforts have been put forth this year to try to recruit additional EAs. The district is holding an EA bridging program this year, and has been spending funds on EA recruitment advertising.

Music Options

Associate Secretary-Treasurer Lutner presented the Committee with an overview of the budget options for Elementary Strings and Middle School Music for the 2023-2024 Budget.

The set of options for Elementary Strings included:

- 28 Elementary Schools with Strings; \$258,485 addition
- Hub Model – 5 Sites; \$91,675 addition
- Hub Model – 10 Sites; \$183,350 addition
- Strings Prep \$0

The set of options for Middle School Music included:

- Maintain Current FTE 8.822; \$0
- Reduce FTE by 20% to 7.058 FTE; \$226,450 savings
- School Population: Base FTE 7.000; \$233,843 savings
- Base FTE + Participation Rate FTE: 10.000 FTE; \$151,189 addition
- Band as an Exploratory/Elective: \$859,939 savings

Questions and comments following the presentation included:

- Elementary Strings Prep \$0; wondering if we could consider as trial run? Saw increase when opened up to all schools, but participation declined when outside of school day
 - Would present challenges; some schools not set up for within schedule; might not have enough instruments; hard to make this fit across all schools
- Saw decrease in numbers at keen schools; used to be in timetable; might also have to do with space; how would it work with extra prep in contract, if already have music prep teacher?
- 4/5 splits, logistical problem; need empty classroom; could be creative solutions, but not sure of them at the moment
- When Elementary strings outside school day, makes program not as accessible; if continues as is, need more discussion to bring into timetable; challenging to move this into 25 schools; what about trying in some schools to see if they can overcome challenges? Elementary strings program important to parents
 - Haven't asked schools if they would want to go in this direction; could go there if committee willing
- Have we done hub model or strings in prep before? Have we done the Middle School options before? Do a trial in first year; pros and cons; not a large FTE; sensitive that these are music teachers
 - Some schools do music as prep/exploratory now; do Ukulele as a hub model now
- Hub at Elementary is at Middle; would it be in evening? Is it taught by one teacher? A class of 50 students and one teacher is a lot.
 - Would look at class size and location of students
 - Each middle school would have program, but for Elementary students
- Music room is being used before school, lunch, and after school already; don't understand the Base FTE model
 - FTE would not drop below a certain minimum
- How would base FTE + participation rate work?
 - Minimum FTE plus allocation based on participation

- Is it 2 blocks per week?
 - Depends on participation
- How many blocks per week? Con is disruption to learning, but not that disruptive because consistent
- Challenging when only looking at 2 options; out of context; prefer to have complete picture of all departments; why is number of instruments an issue now? Wasn't a factor previously, e.g. rentals vs CSMMLC; could include entire 4/5 class instead of just 5s; liked some of the creative options in M. Harris report; plan based on number of participants, not hard thresholds; better appreciation of how much prep time will be added; feedback from Ps what they had planned inside schedule if considering enforcing strings; maybe 1 in prep and 1 not, so 50% reduction
- School population – how many schools < 300 and how many > 600?
 - School population read out and linked in chat
- More class time with 3.0 participation?
 - More FTE in school
- Band exploratory elective; \$272K is the cost of choir and strings
- If limited in exploratory, limits breadth of options

BAC Budget Priorities and Savings

The Committee broke into small groups to discuss the following questions regarding BAC Budget Priorities and Savings:

- Identify three budget items that are of the highest prior to the Committee
- Are there any areas of savings that should be explored in more detail for the next meeting? Be specific.

Groups reported back highlighting the following:

Highest priority items:

- Counselling
- Mental health (can go beyond counselling)
- Custodial services
- EA retention
- Music
- EA retention
- Custodians
- Teachers – smaller class sizes
- Increase EA wages and hours
- Computer purchases – student devices and teacher laptops
- Network infrastructure
- Programs that keep kids connected to schools
- Student programming - no cuts to students

Areas of savings:

- District administration as efficient and tight as possible?
- Consider 10% reduction across the board
- 5% reduction across all departments; not a big hit to one area
- Spending freeze; discretionary – defined, e.g. travel is obvious; last quarter of year
- Service charge for access to Wi-Fi
- Cost for programs of choice, such as music; pay if able to pay and access through hardship policy if not able to pay
- Why not explore other areas of savings; same areas getting cuts

- Are there other options to consider?
- Consider emotional impact of budget on students; post-COVID is challenging
- Discretionary spending review

Building Consensus

a. Operating Surplus and Operating Reserve

The Committee broke into small groups to discuss the following questions regarding operating surplus and operating reserve:

- The current operating reserve is \$1.1M, which is .5% of the prior year operating revenue. District Policy states that the operating reserve should be at 2-4%. Would you increase the reserve for 2023-2024? Or would you plan to use some, or all, of this reserve to offset the 2023-2024 budget deficit? Provide rationale.
- If there was an operating surplus projected for 2022-2023, would you use that surplus to help offset the 2023-2024 budget deficit? Provide rationale.

Groups reported back highlighting the following:

Would you increase the reserve for 2023-2024?

- Not comfortable to build up
- Add surplus at end of year, if surplus available to do that
- Need advocacy, not funded in a way to build reserves
- Advocate for per pupil funding increase
- When have big contingency Province looks to us to contribute to capital projects (drawback)
- Should build reserve when we have a balanced budget
- In deficit position, due to COVID; build reserve slowly without impacting students; how are other school districts handling COVID impacts?
- Not interested in increasing reserve; put money into students now and when we are in happier years, add to the reserve then
- Increase reserve in good years

Would you plan to use some, or all, of this reserve to offset the 2023-2024 budget deficit?

- Not comfortable taking from the reserve
- What is the purpose of the reserve; unforeseen events? If keeping reserve means cuts to services, maybe that is when to use it
- Risk management; old infrastructure
- We are in rainy day situation now; would use reserve funds to offset deficit
- Not advisable to use funds in reserve

Would you use an operating surplus from 2022-2023 to help offset the 2023-2024 budget deficit?

- Yes to using surplus to offset shortfall
- Would use surplus to balance
- Yes, if don't have to make cuts to do so

b. Operating Capital Reserves

The Committee broke into small groups to discuss the following questions regarding operating capital reserves:

- Outdated staff and student devices need to be replaced to support learning outcomes for students. Technology costs have increased significantly. There isn't enough budget to

maintain student ratios or refresh devices in a timely manner. What should we add to the operating budget in 2023-2024 to address this issue?

- The District has invested \$900K in the first two years of a 5-year network infrastructure plan. Year 3 of the plan costs \$618K. If we do not proceed, we will lose Wi-Fi access in areas of schools. Should year 3 of this plan be added to the operating budget?

Groups reported back highlighting the following:

What should we add to the operating budget in 2023-2024 to address the issue of replacing staff and student devices?

- In general, we haven't contributed and now we have to catch up; funding at 100% may not be realistic; budget model going forward should be consistent amount each year
- Coming up with a specific amount is challenging
- If funded at 30-40%, what would priorities be?
- Teacher laptops are critical; tech packages
- Families buying technology which will work in schools; offer discount to families?
- Can you prioritize schools?
- Can you do 1/3 staff laptops every year to spread out cost?
- Significant risk not investing in technology
- Possibly have a conversation around ratio? Work toward 2:1 over time?
- Start with worst need and cycle through schools instead of all at once
- How could devices be shared across school?
- Could students use their phones? Some are using them like Chromebooks
- Consider what is healthy for students; wait till 8 – no cell phone until grade 8
- Huge lump sum is difficult; could you spend the 1 year amount?
- Could the student devices be stretched out over another year?
- K and Elementary – don't introduce too early
- Could have technology a required supply at high school?
- Less laptops for staff – can they share?
- Is there more need for staff laptops at secondary compared to elementary?
- Consider priority for student learning
- Updated technology for staff is important; Andy to help navigate
- Are there grants available?
- Consider the inequity of technology for some families; poverty; access to technology is a privilege; what are reasonable expectations for technology?
- Tie to strategic plan

Should year 3 of the network infrastructure plan be added to the operating budget?

- If not tackled, open to threats – can't sit on this
- Definitely something we need to just do
- Not having Wi-Fi in schools is an issue
- Wi-Fi high priority
- High priority to maintain Wi-Fi
- Wi-Fi is bad
- Students are complaining about Wi-Fi; more important than computers
- What is the purpose and intent? Keep Wi-Fi safe or extending service?

Andy Canty, Director of Facilities Services, was able to respond to some of the questions following the group share out.

- Spreading of costs was part of initial plan, but unable to sustain; was not funded appropriately and technology usage has increased
- Planning; using volume leverage to reduce cost by purchasing up front; then put away annual requirement to refresh in several years
- Staff laptops; hard to do shared scenario
- Don't have funds to do both PCs and laptops for teachers; extending laptops to all teachers; far lower cost than replacing PCs in classroom
- BYOD model is in some districts; there is pressure on families to have technology, difficult to estimate how many might pay
- If creating expectation of own device at high school, it will require a good conversation and understanding of different models
- Equity; 2000 devices loaned out during COVID
- Stretching life cycle; teacher PCs – no, already run into ground; student devices – depends; iPads old and stuck on old operating system, security issues; Chromebooks already beyond lifecycle at 7 years old
- Need to pick investment and support over 6 years
- Not much leeway in extending; just fewer devices
- Funding grants? Not aware of any; other districts dip into AFG for network (not sustainable and intended for wiring), also AFG funding is huge need for aging facilities
- Not extending Wi-Fi; increasing capability (increased number of devices); increasing wireless access points, replaced when they fail, do a good job of not overprovisioning
- Have to replace in shorter timeframe due to security risks
- 20% increase in hardware costs since pandemic and supply chain issues; not coming down
- Teachers do a lot of work with computers; attendance, TTOC attendance, emails, need the educator laptop for administrative duties
- Don't have access to laptops for EAs; talking to schools, communal desktops for email, using Chromebooks in classroom

c. Music Options – Elementary Strings and Middle School Music

i. Elementary Strings

The Committee ran out of time to do small group work on this topic. It was decided that individual committee members would email responses to the following questions to Secretary-Treasurer Stride in order for them to be included into the minutes.

- Which is your preferred option? Provide rationale.
- Elementary Strings is not currently included in the 2023-2024 budget and you will need to make reductions equal to the cost of the option chosen. Would you reconsider your preferred option? Provide rationale.
- Is there a variation of these options or a new option the Committee should consider? Provide details.

Individuals and VCPAC reported back highlighting the following:

- Prefer to eliminate program; having it inside the timetable creates inequities for those not participating and music already exists in prep time at all elementary schools; delaying strings to grade 6 helps to reduce costs.
- Please consider elementary strings not being included in the budget for next year. Given the over \$4 million deficit, strings are already offered in our district at all grade levels from grades 6-12. Also, music is offered in K-5.
- Feedback for Elementary Strings is the 5 site Hub model. Music is in the curriculum

and offered at every elementary school in our district. The staffing is in addition to elementary staffing. An Elementary School Strings Program of Choice should either be cost neutral or a low cost which is similar to athletics or arts offered at elementary school. Visual Arts, Physical Health and Music help to contribute to a student's mental health and well-being and the Ministry has included these areas in the curriculum.

- Preferred option is strings as prep where possible (school choice). Cutting supplemental funding to Elementary Strings does not mean the district will not have music; it's part of the curriculum and all schools currently offer music in prep time so music will still be taught in schools. It just means that, similar to athletics in elementary school, music won't be funded outside of the timetable. The district is looking at a \$4M+ deficit, and while offering grade 5 students an opportunity to learn violin, viola or cello is nice in concept, it's a nice to have, not a must have.
- My preferred option is to eliminate it. Having it inside the timetable creates inequities for those not participating and music already exists in prep time at all elementary schools. Delaying Strings until grade 6 reduces cost.
- VCPAC feedback is attached as Appendix A

ii. Middle School Music

The Committee ran out of time to do small group work on this topic. It was decided that individual committee members would email responses to the following questions to Secretary-Treasurer Stride in order for them to be included into the minutes.

- Which is your preferred option? Provide rationale.
- Middle School Music is currently included in the 2023-2024 budget as Option 1. Given the projected deficit, if you had to choose an option that provides a budget reduction, which option would you choose? Provide rationale.
- Is there a variation of these options or a new option the Committee should consider? Provide details.

Individuals and VCPAC reported back highlighting the following:

- My preferred option is to reduce FTE by 20% and to look at further reductions next year including consideration to move band into exploratory. Middle school music does not generate staffing and will continue to be aggressively defended as a need during budget deficits rather than a want.
- Please consider looking at Option 5 band being offered as an exploratory. This would increase the number of students who take band in middle school and hopefully build strong music programs in high school.
- Feedback for Middle Music is a reduction of 20%. The music programs at middle school provide students who are interested with several different opportunities and with a reduction of 20% will still be able to offer many options. The funds are in addition to middle school staffing. Athletic opportunities provided to students occur after school at a low cost to the district and also help contribute to the mental health and well-being of students.
- Preferred option is band as an exploratory/elective or reduction of 20% this year, with future cuts to follow. We are in a deficit budget and while music is a nice to have, there are other items that are more in line with the strategic plan that we should be investing our money into. The number of music classes some students are taking should be capped as we can't afford to fund students taking numerous classes.
- VCPAC feedback is attached as Appendix A

Work Plan

The Committee reviewed the draft work plan for the upcoming meeting including reviewing priorities and savings, and reaching consensus on recommendations to the Board.

Questions

The following question was asked:

- If the funding for education has not increased, do we have a list of how much things have increased?
 - We do not currently have a list, but Associate Secretary-Treasurer Lutner has been keeping track of inflationary increases while working on the 2023-2024 budget.

Next Meeting: March 9, 2023 6pm-8pm in person

Adjournment

The meeting adjourned at 8:22 p.m.

APPENDIX A: VCPAC FEEDBACK TO MUSIC OPTIONS

VCPAC opposes any cuts to the 2023-24 SD61 school budget that targets student programming. Music, at the elementary and middle school levels, has been severely cut for the past two years. If we continue whittling away at it, we will have no program left.

AMIS, as a sub-committee of VCPAC, has spent more than two years researching and speaking with current and former music students, teachers, arts leaders in the community, parents, and other music specialists across the province. We have sent hundreds of letters and made multiple presentations to the Board of Education, citing how important these programs are to the district and the community at large. Music teachers and families are feeling untold stress at having to advocate for this program year after year. Parents and families have told the District that they overwhelmingly value music education for their students and they do not want to see further cuts to this program.

VCPAC does not understand why music is being targeted yet again for cuts for the third consecutive year. **We are requesting that at the March 9 BAC meeting that District Staff provide a rationale why they are proposing cuts to student programming in our District, that provide such clear mental health and socio-emotional benefits and why cuts to other areas are not being proposed.**

Below, we have provided our recommendations for Elementary and Middle School music, comments about each option, and suggestions for further research and analysis.

Elementary Strings Recommendations

1. Offer Elementary Strings to each school in the current format while exploring options to keep the program within the school day. Currently, 47% of Grade 5s participate in Elementary Strings, which speaks to how popular the program is. The current program which offers Elementary Strings in 24 schools has 15 classes offered **outside** the school schedule, which is not equitable or accessible to all Grade 5 students in the district. Note that the current level of funding was for 15 schools in the 2021-22 school year; the level of funding has not increased, despite the program being now offered in 24 schools.
2. Provide Principals with the choice between a prep time program and in-school instruction. The Music Review noted that a significant number of principals in the district found that the Elementary Strings program interfered with access to learning in the classroom. If school admins do not want the Elementary Strings pullout program going forward in their schools, then individual participation in the prep model may be a way for them to still make the program available to students at their schools. (Strings does not have to be a one size fits all model.)
3. Offer a pilot program of five elementary schools to try out prep, if there is interest among five instrumental music teachers, principals and their school communities. This would give SD61 a chance to see the challenges and benefits of this model and to evaluate if it would be worthwhile to roll it out to the entire district. Note: Any pilot program would ideally run concurrently with the Strings program as is. This would be so that all students receive the same instrumental music opportunities in the District during a pilot program year.
4. Offer a pilot program to one family of schools to try a hub model. This could work if school communities, admins, school staffs, and music teachers agreed to be part of a pilot program to see what benefits and challenges there are to this model. Note: Any pilot program would need to run concurrently with the Strings program as is so that all students receive the same instrumental music opportunities in the District for the year in which the hub model is being piloted.

Comments About Each Option:

1. Keep as is:
 - VCPAC feels this is the most inclusive option for students currently, especially if offered inside school time. However, as noted above, we find it very concerning that 15/24 schools offer Strings outside the school day. This is not equitable or accessible to all Grade

5 students. **We strongly recommend that families and PACs be consulted on the schedule for their school community; this decision should not be made solely by principals and non-music teachers at our elementary schools.**

- Other benefits include: Convenient for parents to have their children participate at their own schools; funding available to help with the cost of instruments; provides a sense of pride and comfort to have the program at their schools; specialist music instructors are already in place; performances are included, which is a necessity for instrumental music instruction and provides a link to the larger school community; Strings gives many families the opportunity to experience the benefits of music education who otherwise may not be able to afford it on their own privately.

2. Hub model 5/10 sites:

Challenges:

- Students may face barriers to attending such a program and may not be able to travel to the hub sites. They may be participating in other activities during suggested times.
- Programming would almost certainly be in the evening since middle schools and high schools already have programming after school. They may not have space to run a hub model.
- There may be limits on how many students in the district could participate; there may be limits on teaching staff, especially with hubs that could have very large class sizes; specialist music teachers may not choose to stay in the district if the only opportunities for teaching this program were in the evenings.
- Participation rates in the program would likely drop as a result of this shift which may potentially affect the viability of the program going forward and would have an impact on Middle School Strings programs.

3. Prep:

Challenges:

- Not enough specialist teachers or instruments if offered to all Grade 5 and 4/ 5 split classes.
- Some schools would not have enough space to run this as a prep program.
- Possibly will eliminate FTE from general music teachers; how would that be reconciled?
- Students who may enjoy more comprehensive music instruction, may not want to learn Strings. What happens to students who do not want to do Strings?
- If schools decide they want to do a different prep due to the complicated nature of Strings, Elementary Strings disappears as a district program.

Ideas Worth Exploring and Researching:

- Explore if a prep scenario could include different instruments other than Strings. Perhaps each school community could pick within a group of instruments that worked best for them. The benefits of learning an instrument and reading music would still be there. One potential challenge would be trying to supply those particular instruments for all the

- children in the class – under the prep model, this should not be a cost that families need to absorb.
- Can an Indigenous focus be added to the Strings program to make it more inclusive to all students?
 - Are there ways to explore a middle school mentorship program? Perhaps it could be used as part of a hub program? Can Grade 6/7 strings students mentor Grade 5 students?

Middle School Music Recommendations

1. Keep Middle School Music as is. This program promotes inclusivity and equity. We should not be cutting popular performing arts programs that are so critical to our students' mental health and well being. Music gives students connections; a sense of belonging; a place to feel comfortable; and the same teacher over several years, which studies show can be integral to student success.
2. If further cuts need to be explored, VCPAC recommends a 5 to 10 percent cut across the board in the district. If this is considered, these cuts need to be done in an equitable way, which means they should not proportionally affect students who depend on Inclusive Learning or who are Indigenous.

Comments About Each Option:

1. Keep as is:

Reasons We Should Keep the Program:

- Students already have faced changes in programming over the past two years; when music cuts began, students were in Grade 7. They will be entering high school and have only known cuts to music, which we know is a passion for many of them.
- Families and music teachers are feeling strain that these cuts are targeting music every year.
- Further cuts would mean a decrease in qualified staff = a decrease in class and program availability.

2. Reduce FTE by 20%

Challenges:

- Continuation of cuts would continue the precedent of chipping away at the program until it is gone.
- Already middle school music programs have cut choirs and strings programs at district schools. The program cannot sustain further deep cuts and remain a high quality, vibrant program.

3. Adjust FTE to the size of the school population starting at base FTE 7.0. (It is currently 8.82).

Challenges:

- Continuation of cuts would continue the precedent of chipping away at the program until it is gone.

- It is inequitable to base the FTE on the whole of the school population when it involves just one subject being taught. Not an accurate measurement of the students being affected by the cut.
 - It is exclusionary to target school music programs based on size. Students are encouraged to go to catchment schools. If their neighbourhood school does not offer a music program with a larger FTE, it is inequitable for them to not have the same music opportunities that are offered at other schools.
4. Adjust FTE to levels of participation, (Note that this would increase the line item from where it currently is. Could go as high as 10.0 FTE.).

Challenges:

- The actual data broken down by school is not quite clear to us. We would like to have the data of each school and what the effects would be (how many teachers vs. how many students participating in music) before commenting any further.
 - Again this feels discriminatory – it penalizes students who are not in the catchment of a strong music school; limits opportunities for them.
5. Exploratory Option (Would only have cost for choir and strings.)

Challenges:

- The potential to diminish existing programs (especially band) is high if students are only allowed to pick two exploratories for those that want to participate in band.
- Students would not be able to be in a band program for the full year, which would impact their music learning and would likely mean that some would not continue. This would impact high school music programs.
- The whole idea behind exploratories is to let middle school students explore a variety of subjects and passions. Limiting these options feels short sighted and does not give them the same learning opportunities that other students have.

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: Budget Advisory Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: March 8, 2023

RE: **Public Meeting March 7, 2023 Feedback**

A public meeting was held on March 7, 2023 as part of the 2023-2024 Budget process. The purpose of the meeting was to inform members of the Budget Advisory Committee and the Board by:

- Providing the public with the current context around the 2023-2024 Budget
- Providing an opportunity to discuss important budget topics and obtain feedback from the public
- Providing an opportunity for the public to engage directly with Trustees and District staff

Participation

There were 63 participants including Trustees and District staff. The breakdown of participants is as follows:

Trustee	5	8%
Exempt	11	17%
Principal	11	17%
VP	4	6%
Teacher	8	13%
ASA	1	2%
CUPE 947	1	2%
Public	12	19%
Parent	9	14%
Community Partner	1	2%
	63	100%

Upon arrival at the meeting at the Uplands Campus Gymnasium, participants received name tags and seated themselves at tables.

Welcome

Welcome was provided by Nicole Duncan, Board Chair.

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

Opening Remarks

Opening remarks were provided by Deb Whitten, Superintendent.

Presentation

Deb Whitten, Superintendent, presented information on the alignment of the District's budget to the Strategic Plan and the Framework for Enhancing Learning (FESL) in order to meet the needs of students.

Katrina Stride, Secretary-Treasurer, presented information on the 2023-2024 budget, including the source of revenues and expenses, operating capital reserves, structural deficit, accumulated operating surplus, unrestricted operating surplus – contingency, and capital reserves.

Table Talk

Participants discussed and answered questions on the following topics:

1. Student Learning: Goals 1, 2 & 3
2. Unrestricted Operating Surplus – Contingency
3. Elementary Strings
4. Middle School Music
5. Technology for Learning
6. Educational Assistants
7. Custodial Services
8. Mental Health and Wellbeing

Written notes were taken of the conversation at each table and individual comment cards captured participants top priorities.

Closing Remarks

Closing remarks were provided by Trustee Derek Gagnon, Budget Advisory Committee Chair

Appreciation

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

Supporting Documentation

The presentation slides are attached as Appendix A.

Table Talk package provided to each table is attached as Appendix B.

Transcribed notes from each table are attached as Appendix C.

Transcribed comment cards are attached as Appendix D.

Report

This report will also be included in the Regular Board meeting agenda for March 13, 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/>.

Public Meeting: Budget 2023-2024

Date: March 7, 2023
Presented to: Community
Presented by: Budget Advisory Committee

Territorial Acknowledgement

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

Agenda

Welcome

- Nicole Duncan, Board Chair

Opening Remarks

- Deb Whitten, Superintendent

Budget Presentation

- Katrina Stride, Secretary-Treasurer

Table Talk

- Everyone

Closing Remarks

- Trustee Derek Gagnon, Budget Advisory Committee Chair

Purpose

- Provide context for 2023-2024 budget
- Receive public feedback on budget topics and priorities
- Opportunity for public to communicate directly with Trustees and District Staff

Welcome

Nicole Duncan, Board Chair

Opening Remarks

Deb Whitten, Superintendent of Schools

Aligning our work

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:

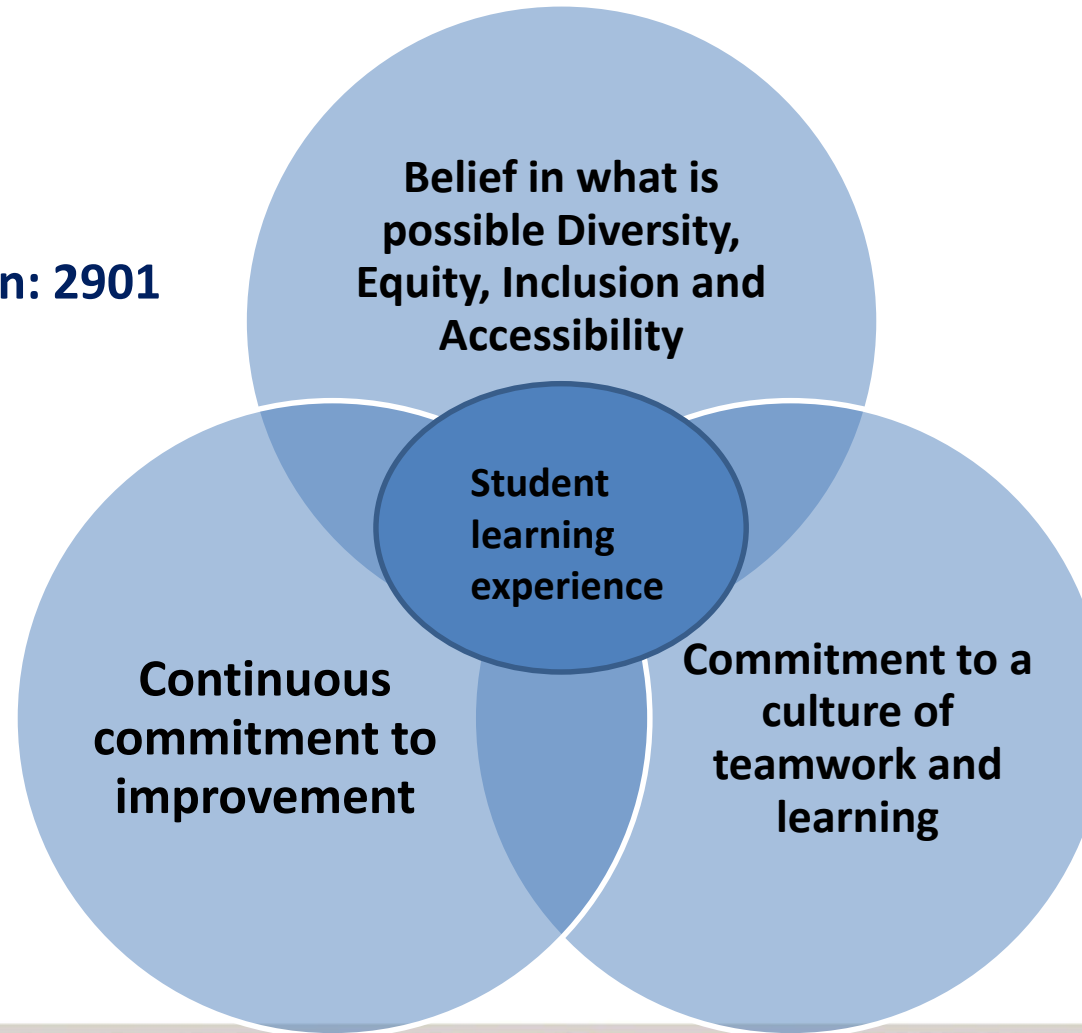
Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4:

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

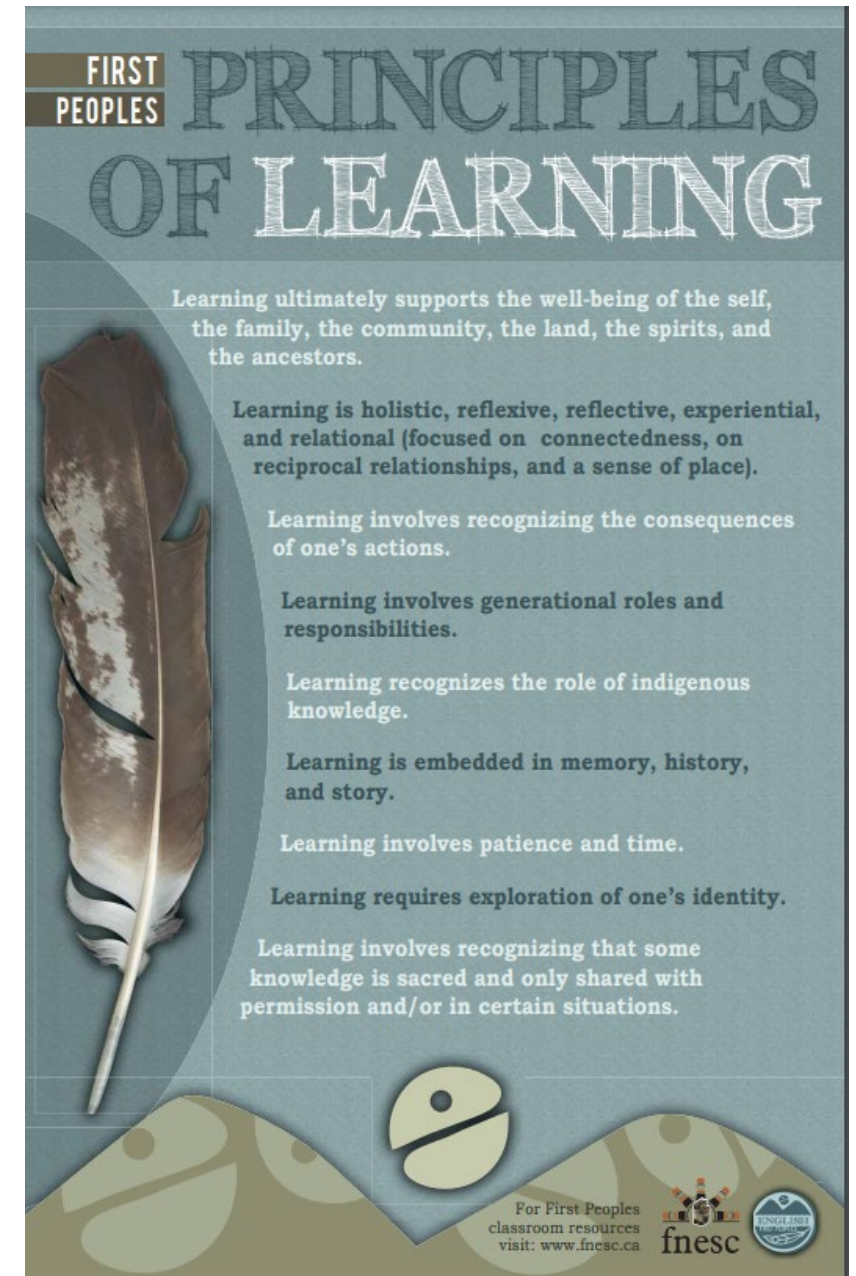
Our work

Total Students: 19713
Indigenous students: 1491
Students with a Designation: 2901
FRIMM: 3865



District focused work
Indigenous students
Students with a disability
Anti-Racism
Climate Action
Literacy and Numeracy
Mental Health and Well-being
Indigenous Focused Grad requirement

The gap in educational outcomes between Indigenous Students and non-Indigenous students is a persisting legacy of colonialism and we must continue to take measures to eliminate this gap.



Core Values

Core Values

Engagement

We work to actively engage students in their education and make them feel connected to their learning

Equity

We give each student the opportunity to fulfill their potential

Innovation

We are innovative and consistently seek ways to make positive change

Integrity

We are ethical and fair

Transparency

We are accountable for the decisions we make and how we make them

Partnerships

We create open and respectful partnerships with each member of our learning community

Respect

We respect ourselves, others and the environment

Social Responsibility

We share responsibility to work with and inspire students to create a better world

Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet

Mission & Vision



Mission

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



Vision

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

Goals

Goal 1

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

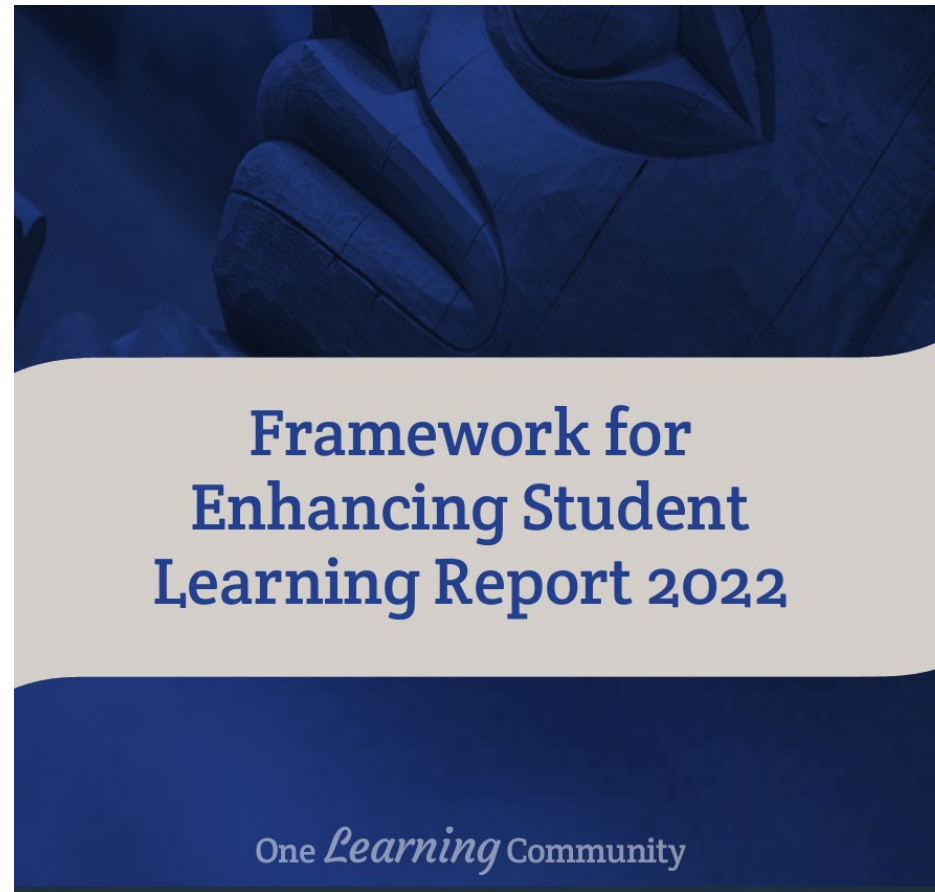
Goal 2

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

Goal 3

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

Framework for Enhancing Student Learning (FESL)



District Successes

Goal 1	Goal 2	Goal 3
<p>Engagement with our learning community with a focus on assessment and reporting:</p> <ul style="list-style-type: none"> Establishment of a reporting sub-committee Early adoption of proficiency scale in some schools (K-8) On-going, targeted support for proficiency scales K-12 with educators and principals and vice-principals Development of a local electronic portfolio tool to support student/teacher/family communication/connection Finalized assessment principles aligned with the FPPL (document and video) 	<p>Four agreements and communication structures that represent all self-identified Indigenous students within the Greater Victoria School District:</p> <ul style="list-style-type: none"> Songhees LEA Esquimalt LEA (First) Urban Peoples' House Indigenous Advisory Terms of Reference Métis Education Agreement (First) <p>Next steps—Implementation plans for all four agreements (beginning in the 2022 school year).</p>	<p>Opening of a centralized Welcome and Learning Centre to support immigrant and refugee students new to Victoria. The intention is to support successful transition into local schools.</p>
Development of a District Literacy Framework (draft, Spring 2022).	Elders' Advisory Committee that meets monthly to support Indigenous Education.	As part of the Mental Health Framework, the establishment of community partnerships, including PISE, to support student and family physical and mental wellness.
The expansion of childcare studios on school sites—birth to five years and before/after school care.	Indigenous Education Department service delivery shift to provide programs and services across all schools in the Greater Victoria School District. There was an intentional focus on creating a family of schools support and school level support from a holistic lens.	The implementation of the District Children and Youth in Care Standard of Practice.
		The establishment of collaboration sessions with MCFD and Indigenous delegated agencies to build better connections in support of Children and Youth in Care.

Framework for Enhancing Student Learning (FESL)

Intellectual Development Educational Outcome 1: Literacy

Focus:

- Increase Indigenous Student Achievement on FSA 4, 7
- Increase Indigenous Student Achievement on Literacy 10
- Continue to increase student achievement in early literacy

Framework for Enhancing Student Learning (FESL)

Educational Outcome 2: Numeracy

Focus:

- Increase Indigenous Student Achievement on FSA 4, 7
- Increase Indigenous Student Achievement on Numeracy 10
- Increase All Resident Student's Achievement on Numeracy 10

Framework for Enhancing Student Learning (FESL)

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Focus:

- Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement.
- Identify additional strategies and structures to include more voices in the District data set.
- Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs and resources
- Increase the number of students who indicate that they feel school is a place where they belong.

Framework for Enhancing Student Learning (FESL)

Educational Outcome 4: Students Will Graduate

Focus:

- Implement the attendance strategy
- Design opportunities for students to feel they belong, they have purpose and they matter
- Improve rates of dual credit participation of Indigenous students, children and youth in care and students with disabilities

Framework for Enhancing Student Learning (FESL)

Educational Outcome 5: Life and Career Core Competencies

Focus:

- Improve rates of dual credit participation of Indigenous students, children and youth in care, and students with disabilities
- Improve rates of participation in career education experiential learning activities by Indigenous students, children and youth in care, and students with disabilities
- Increase the number of students with disabilities with person-centered planning including after grade 12

Aligning our Work

Closing the achievement gap for Indigenous students

Anti-Racism and Mental Health and Well-being

Network Infrastructure upgrades

Custodial services

Educational Assistant hours

Aging Buildings – including climate initiatives

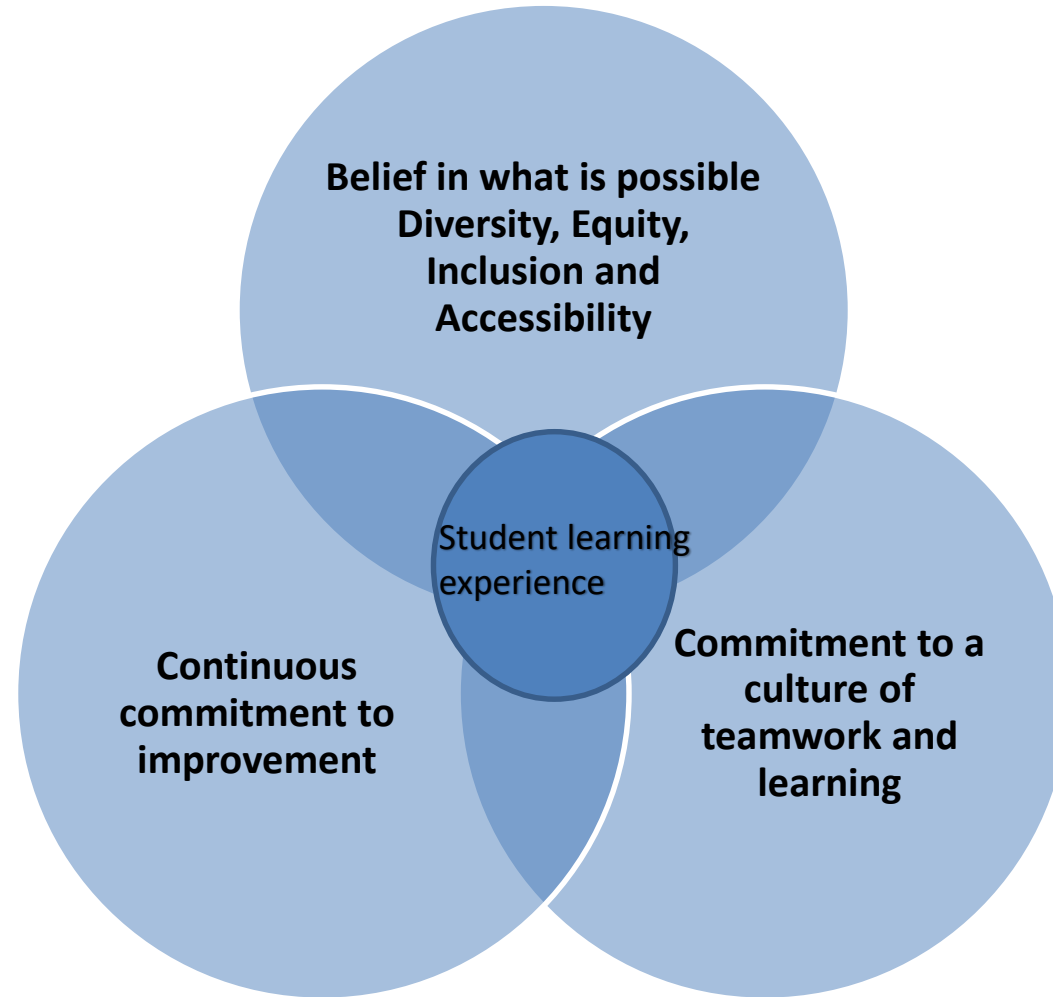
Access to music programs

Supports for students with disabilities

Literacy and Numeracy

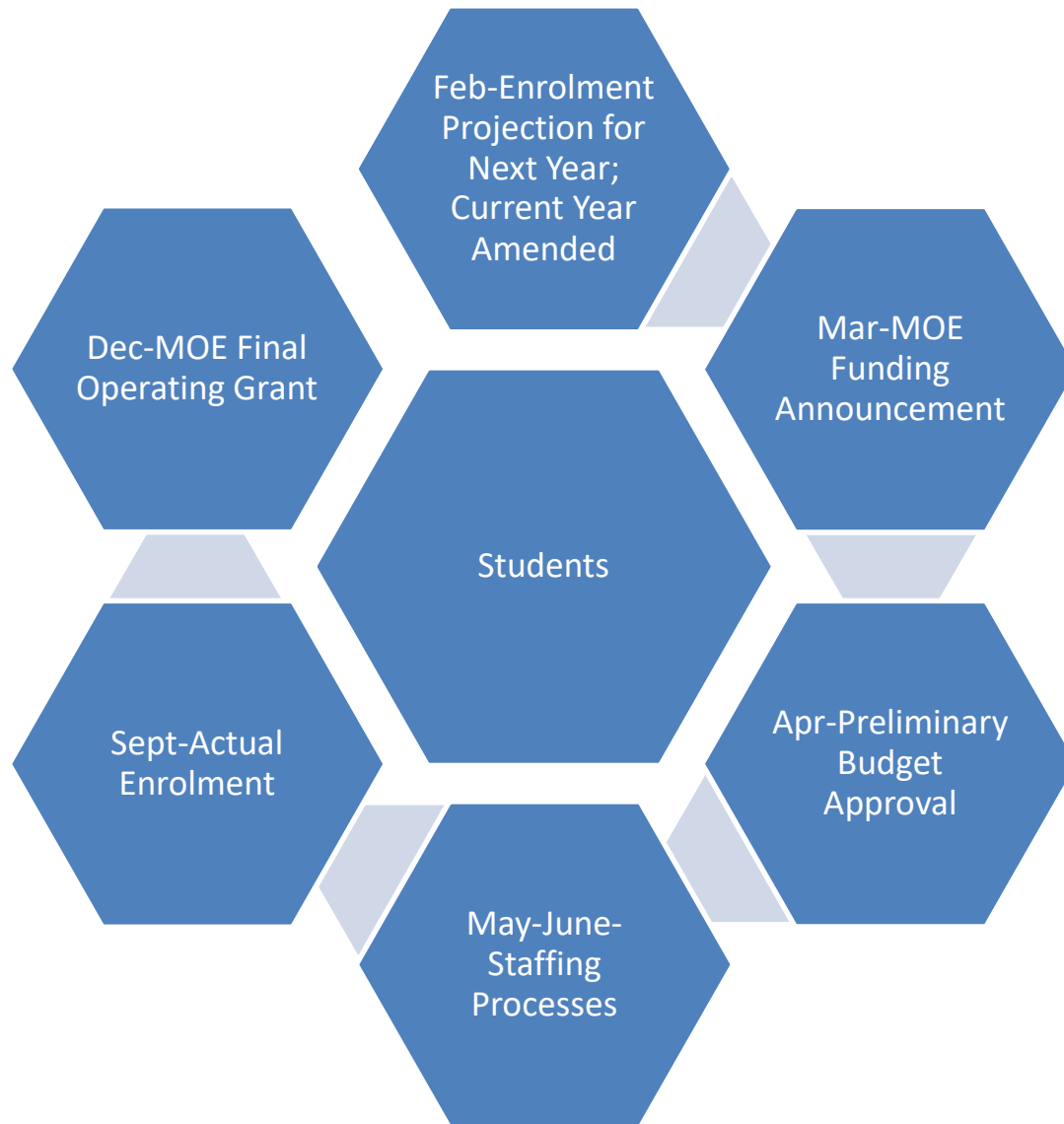


Gratitude



Budget Presentation

Katrina Stride, Secretary-Treasurer



Budget Cycle: Student Centred

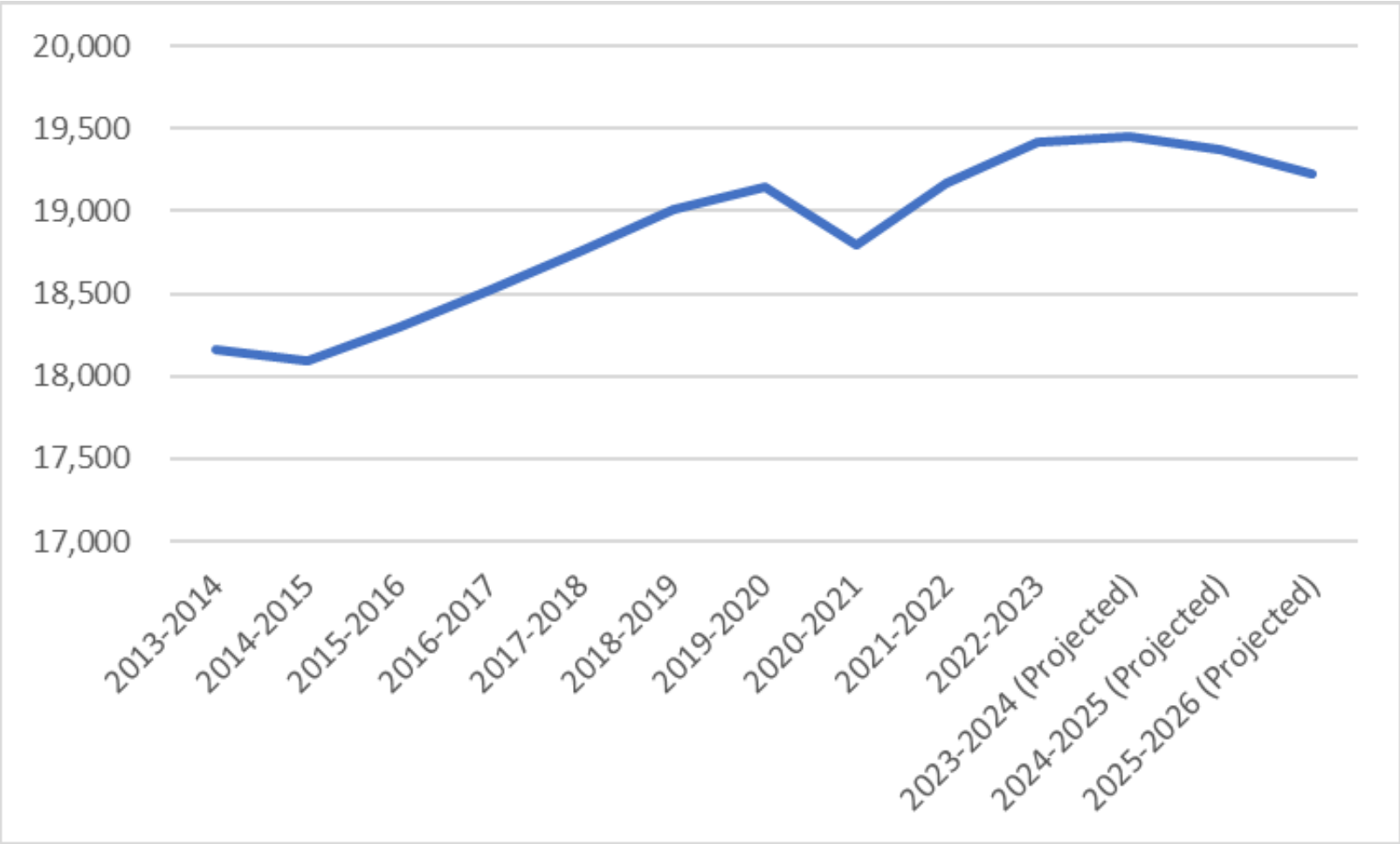
Budget Scope

- Per Public Sector Accounting Standards, the Board is required to create a budget that encompasses all funds; Operating, Special Purpose, and Capital
- The focus of this meeting will be on the Operating Budget with some reference to Capital Reserves

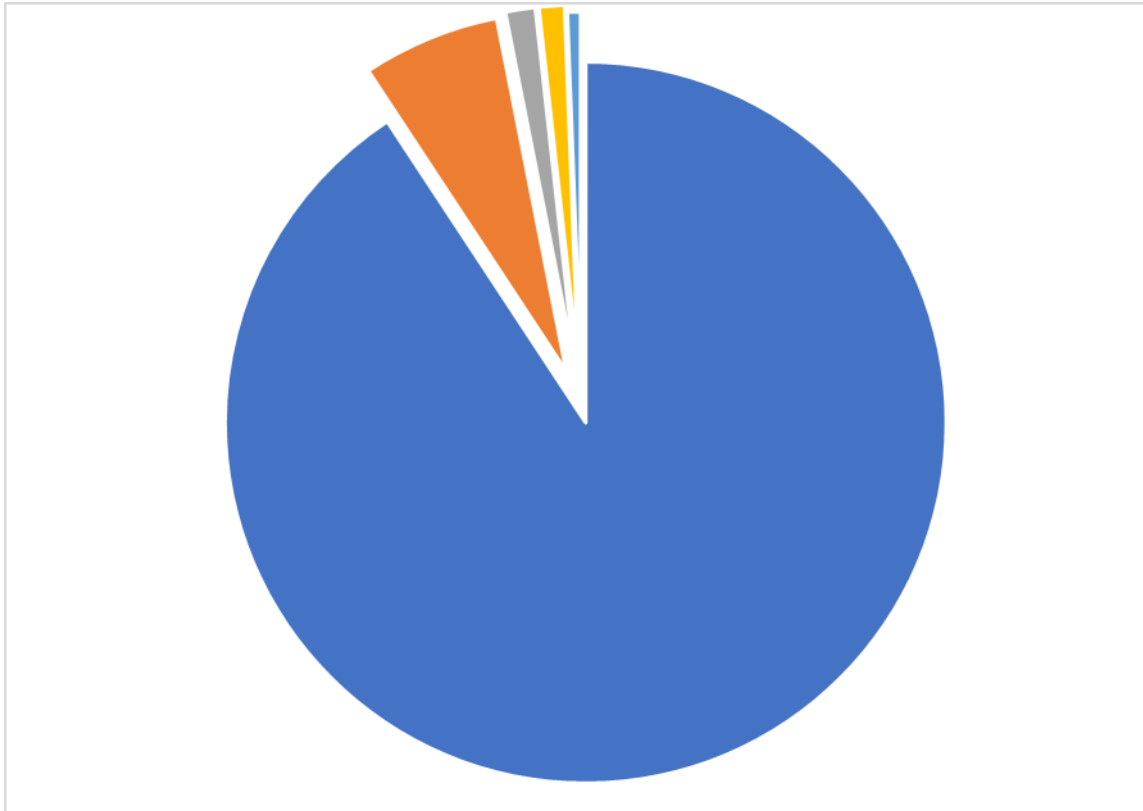
Budget Responsibility

- Per legislation, the Board must approve a balanced budget, where revenues equal expenses
- Permitted to use unspent budget from the prior year to balance
- Board of Education is a corporate body; its rights, duties and powers reside with the full Board and not individual Trustees
- Budget Advisory Committee will provide recommendations to the Board, but it is the Board's responsibility to approve a balanced budget

Enrolment Trends (Ministry Funded)



Revenue



Provincial Grants – 90.73%

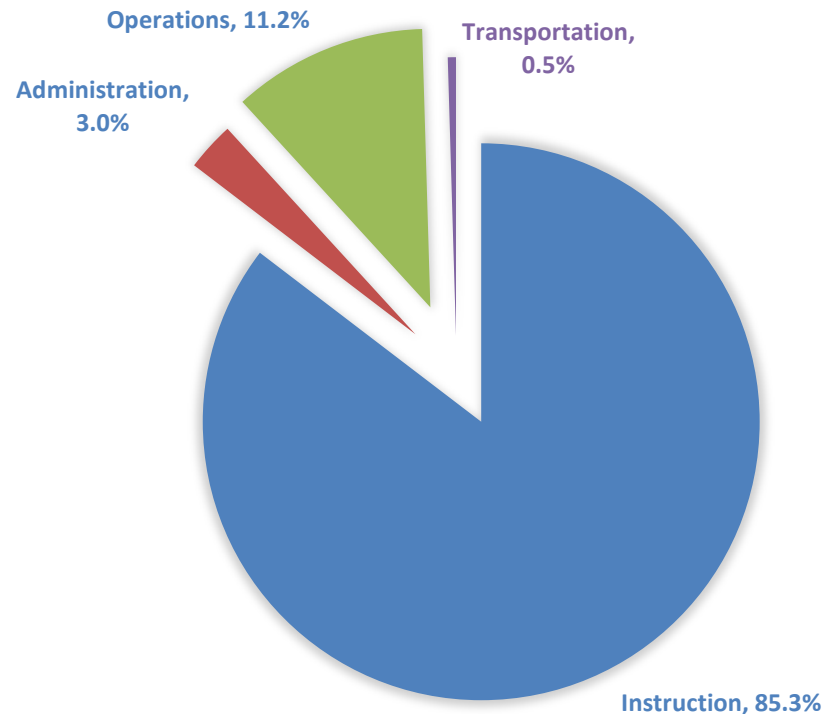
Tuition – 6.17%

Other Revenue – 1.35%

Rentals & Leases – 1.15%

Investment Income – 0.60%

Operating Expenses



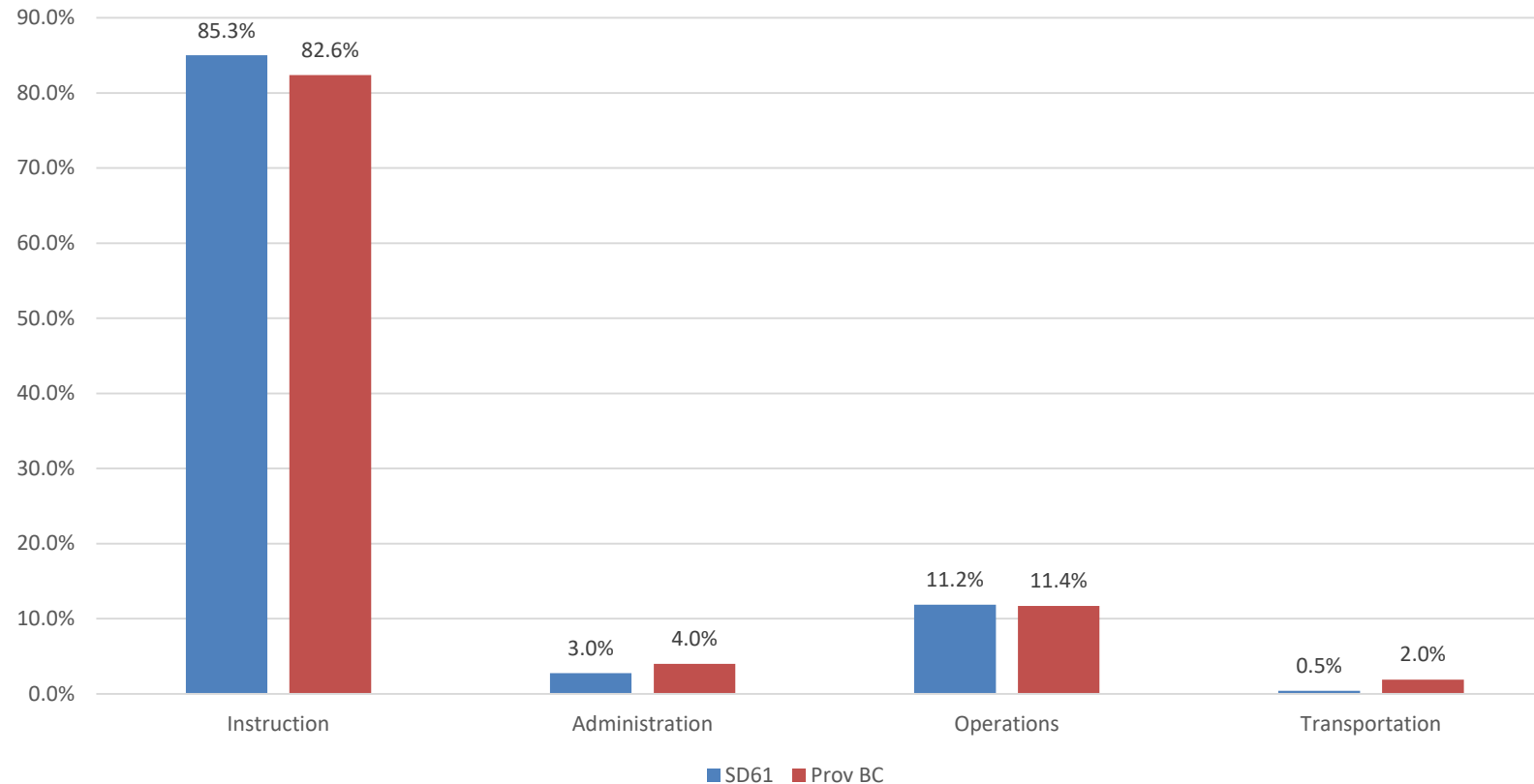
Instruction – relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Educational Assistants, technology for the classroom, textbooks, curricular and extra-curricular travel

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

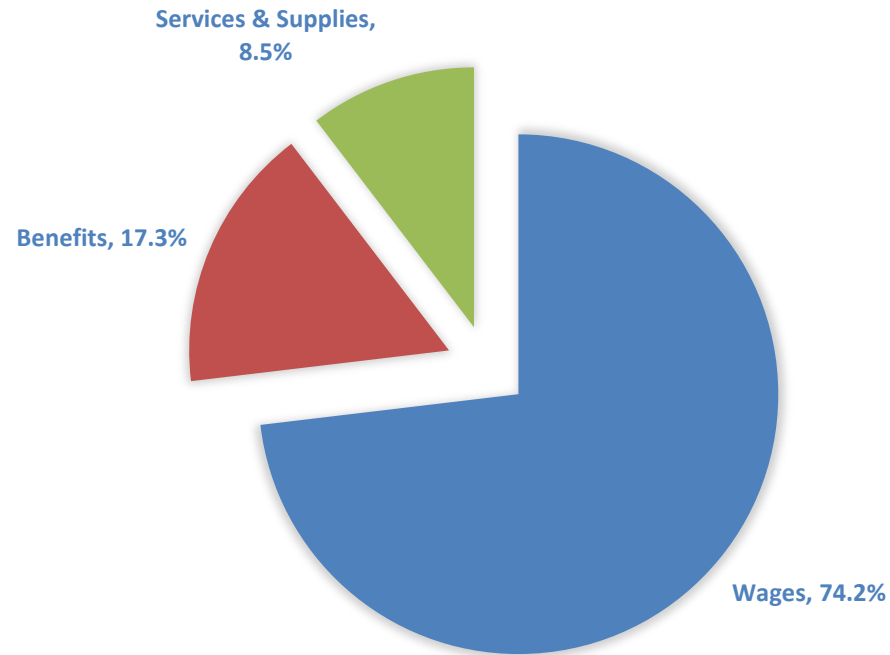
Operations and Maintenance – relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

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

How Do We Stack Up?



Operating Expenses



Wages and benefits make up approximately **91.5%** of the budget

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

Operating Capital Reserves

Operating funds budgeted each year to refresh cyclical capital assets

- **Childcare Capital Reserve (\$100K in 22-23)**
 - Funded from rental fees collected from childcare service providers
 - Funds used to repair and maintain childcare facilities
- **Technology Replacement Reserve (\$180K in 22-23)**
 - In IT4L, funds used to replace educator laptops and staff PCs and Chromebooks
 - In Facilities, funds used to install and replace tech packages
- **Student Device Replacement Reserve (\$0 in 22-23)**
 - Funds used to repair and replace student devices

Operating Capital Reserves

Operating Capital Reserves	2019-2020	2020-2021	2021-2022*	2022-2023**	2023-2024	
Childcare Capital Reserve	\$100,000	\$100,000	\$ 100,000	\$ 100,000	\$ 100,000	
Technology Replacement Reserve - IT4L	200,000	100,000	80,000	80,000	1,119,240	
Technology Replacement Reserve - Facilities	-	100,000	100,000	100,000	100,000	
Student Device Replacement Reserve	339,270	339,270	-	-	750,000	
Network Infrastructure 5-Year Plan	-	-	406,350	502,850	618,250	
Total	\$639,270	\$639,270	\$ 686,350	\$ 782,850	\$ 2,687,490	
*Tech Replacement Reserve - IT4L and Student Device Replacement Reserve reduced due to Federal COVID funds						
**Tech Replacement Reserve - IT4L and Student Device Replacement Reserve remained reduced in 2022-2023						

Operating Capital Reserves

Student and Educator Device Requirement 2023/24

Equipment	Year 1 - 2023/24	
<i>Student Devices</i>	<i>Refresh</i>	<i>Budget</i>
Chromebook	2000	\$ 720,000
Mobile Device Repair	500	\$ 30,000
	Refresh Total	\$ 750,000
<i>Teacher Classroom Laptops</i>	<i>Refresh</i>	<i>Budget</i>
HP ProBook 440 G9	868	\$ 807,240
Admin PC	300	\$ 312,000
	Refresh Total	\$ 1,119,240
Totals	\$	1,869,240

Operating Capital Reserves

Network Infrastructure 5-Year Plan

- Funded from:
 - Operating surplus in Year 1
 - Local Capital Reserve in Year 2
- Need \$618,250 to be funded from operating budget in Year 3
- Funds used to purchase switches and access points in schools and upgrade technology equipment in data centre
- Investment required to ensure the District has a reliable and secure network
- If investment does not continue, we will see areas within schools without access to Wi-Fi (students have identified Wi-Fi access as a budget priority)

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

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

\$ - \$ 2,665,450

Structural Deficit

- Budgeted expenditures are greater than budgeted revenues
- Using prior year surplus and one-time savings to balance the budget

Projected 2023-2024 Structural Deficit

2023-2024 Structural Deficit	
22/23 Beginning Structural Deficit - Presented to Board Apr 2022	\$ 2,300,000
Add back One-Time 22/23 School Supply Reduction	800,000
Add back One-Time 22/23 International Education Program Savings	150,000
Add back One-Time 22/23 Operating Capital Expenses to Local Capital	886,005
Remove One-Time 22/23 Elections Revenue	81,915
Remove One-Time 22/23 Elections Expense	(322,580)
Remove One-Time 22/23 Sundance-Bank Classroom & Maintenance Costs*	(153,688)
22/23 Enrolment Growth - 25% overhead contribution (12 FTE x \$7,885 x 25%)	(23,655)
22/23 Salary Differential Funding Decrease	271,257
23/24 Utilities Expense Increase (Gas and Carbon Tax)	452,566
23/24 Investment Income Increase	(990,173)
23/24 Enrolment Decline - 25% overhead contribution (9 FTE x \$7,885 x 25%)	17,741
23/24 Benefit Expense Increases	900,000
23/24 International Education Program Tuition Rate Increase (\$1,000/FTE x 891 x 36.72%)	(327,175)
23/24 Sundance-Bank Costs (adding 2 divisions)	TBD
Other Changes (salary increments, contract increases, interest rate etc.)	TBD
Custodial Add-Back	TBD
2023-2024 Beginning Structural Deficit (estimate)	\$ 4,042,213
*additional \$230K budgeted in Local Capital for capital costs	

Projected 2023-2024 Structural Deficit

We will have a more accurate estimate of the structural deficit as we finalize work on the 2023-2024 Annual Budget.

- There are still many variables not yet incorporated
- Ministry funding not announced until March 15
- Pending Board decisions, such as the one for Custodial Services, may increase the structural deficit

History of Accumulated Operating Surplus

	Accumulated Operating Surplus (Opening)	Surplus/(Use to Balance Budget)	Equipment	Balance	Contractually Committed and Carry Forwards	Balance Contingency
2015/16	21,775,666	2,320,877	(1,296,116)	22,800,427	(10,448,070)	12,352,357
2016/17	22,800,427	2,955,704	(5,986,567)	19,769,564	(10,494,970)	9,274,594
2017/18	19,769,564	(44,437)	(2,865,770)	16,859,357	(10,572,661)	6,286,696
2018/19	16,859,357	1,204,571	(3,236,043)	14,827,885	(8,664,131)	6,163,754
2019/20	14,827,885	5,221,324	(2,069,882)	17,979,327	(8,141,693)	9,837,634
2020/21	17,979,327	(9,822,003)	(1,000,000)	7,157,324	(4,377,294)	2,780,030
2021/22	13,192,739	(6,126,523)	-	7,066,216	(5,098,575)	1,967,641
2022/23	8,218,621	(2,300,000)	-	5,918,621	(4,417,367)	1,501,254

2022-2023 Accumulated Operating Surplus

Greater Victoria School District - Appropriated Surplus 2022-2023 Surplus Projection			
	2022-2023 (Projection)	2021-2022	Increase (Decrease)
Project Budgets	\$ 1,105,600	\$ 1,719,483	\$ (613,883)
School Level Funds	1,000,000	1,424,319	(424,319)
Purchase Order Commitments	800,000	1,273,565	(473,565)
Planned Surplus to Balance Budget	-	2,300,000	(2,300,000)
Unrestricted Operating Surplus - Contingency	1,172,813	1,172,813	-
Unrestricted International Surplus - Contingency	-	328,441	(328,441)
Projected Unappropriated Surplus	-	-	-
Accumulated Surplus (Deficit), end of year	\$ 4,078,413	\$ 8,218,621	\$ (4,140,208)
Total Prior Year Operating Revenue	217,767,551	205,717,787	
Unrestricted Surplus as % of prior year operating revenue	0.54%	0.73%	

Planned Surplus to Balance Budget

- \$0 in current year (\$2.3M in prior year)
- Increased revenue completely offset by increased costs

Planned Surplus to Balance Budget \$0

Revenue adjustments include:

- Ministry Operating Grant \$2.6M
- Interest Income \$1M

Expense adjustments include:

- Direct costs related to increased Ministry Operating Grant \$1.8M
- TTOC costs \$2.6M
- Teacher savings/hiring lag (\$1.7M)
- EA savings/hiring lag (\$.6M)
- Custodial services addition \$.2M
- International Education Gross Profit Reduction \$.3M
- Other (legal, utilities, insurance, crossing guards, JJEC, etc.) \$.9M

Unrestricted Operating Surplus - Contingency

Unrestricted Operating Surplus - Contingency

- \$1.1M in current year (\$1.1M in prior year)

Unrestricted International Surplus - Contingency

- \$0 in current year (\$.3M in prior year)
- Contingency used to balance budget in current year due to lower enrolment

Unrestricted Operating Surplus - Contingency

- District Policy 3170: Operating Surplus
- Ministry directive to hold a reasonable unrestricted operating surplus
 - Mitigate risk for emergencies or unexpected changes in revenue and expenses
 - Allow District to maintain regular operations without interruption in provision of educational services
- Ideal level: 2% and 4% of the prior year's operating revenue
- Current level: 0.54% (\$1.2 million)

Capital Reserve – Local Capital

- Local Capital Reserve can be used to purchase capital assets
- In 2022-2023, the Board approved \$1.4M of capital asset purchases from Local Capital instead of using operating funds
- All funds in Local Capital have been allocated

2023-2024 Budget Summary

- \$4.0M operating fund deficit for 2023-2024 (estimate)
- \$2.4M operating capital reserves (unbudgeted)

Other sources of funding available to offset deficit?

- \$0 Operating Surplus from 2022-2023 (estimate)
- \$0 Local Capital Reserve
- \$1.2M Unrestricted Operating Surplus – Contingency (RISK)

Table Talk

- Copies of a package called Public Meeting at each table
- Contains 8 Table Talk questions to be discussed at your table
- Will also display on screen
- 10 minutes allocated to each set of questions
- Notetaker at each table to capture conversation and consensus on chosen option, if reached
- Opportunity for individual feedback at end of meeting

Public Meeting

MARCH 7, 2023

UPLANDS SCHOOL GYM



Table Talk Question #1

Student Learning: Goals 1, 2 and 3

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

Table Talk Question #2

Unrestricted Operating Surplus - Contingency

The current unrestricted operating surplus - contingency is \$1.2M, which is .5% of the prior year operating revenue. District Policy states that the unrestricted operating surplus – contingency should be at 2-4%. Would you increase the contingency for 2023-2024? Or would you plan to use some, or all, of this contingency to offset the \$4M 2023-2024 budget deficit? Provide rationale.

Table Talk Question #3

Elementary Strings

Elementary Strings is not currently included in the 2023-2024 budget. Given the \$4M projected deficit, do you want to include Elementary Strings as an additional budget cost and, if so, which option would you choose? Provide rationale.

Table Talk Question #4

Middle School Music

Middle School Music is currently included in the 2023-2024 budget as Option 1. Given the \$4M projected deficit, which of the music options would you choose? Provide rationale.

Table Talk Question #5

Technology for Learning

Outdated staff and student devices need to be replaced to maintain network security and to support student learning. Replacement costs for staff and student devices are not fully included in the 2023-2024 budget and would require an additional allocation of up to \$1.9M. Given the \$4M projected deficit, what should we add to the operating budget in 2023-2024 to address this issue? Provide rationale.

The District has invested \$900K in the first two years of a five-year network infrastructure plan (Wi-Fi). Year 3 of the plan costs \$618K. If we do not proceed, we will lose Wi-Fi access in areas of schools. Given the \$4M projected deficit, should year 3 of this plan be added to the operating budget? Provide rationale.

Table Talk Question #6

Educational Assistants (EA)

The District currently provides 5 priority schools with 30-hour EA positions. For the 2023-2024 school year, 5 additional priority schools have been identified to increase EA positions to 30 hours at a cost of \$164,330. This will bring the total number of priority schools with 30-hour EA positions to 10. Given the \$4M projected deficit, would you support the 5 additional priority schools having 30-hour EAs? Provide rationale.

Table Talk Question #7

Custodial Services

Custodial services are included in the 2023-2024 budget as "Current" on the attached handouts. Given the \$4M projected deficit, which of the 6 options would you choose? Provide rationale.

- 1) Revert with 6am start (additional cost of \$668,658)
- 2) Revert with 5am start (additional cost of \$668,658)
- 3) +3 FTE afternoon (additional cost of \$208,362)
- 4) +5 FTE afternoon (additional cost of \$347,271)
- 5) +7 FTE afternoon (additional cost of \$486,179)
- 6) "Current" - maintain current 2022/23 custodial levels (already included in operating budget, no additional cost)

Table Talk Question #8

Mental Health and Wellbeing

We currently have a mental health framework that includes supports for social-emotional learning, physical literacy, and mental wellness. The Ministry of Education and Child Care provides a yearly grant in the amount of \$48K to support this framework. Given the \$4M projected deficit, would you consider matching the grant as an addition to the budget to expand this work? Provide rationale.

Table Talk Question – Exit Slip

Top Priorities

As you leave tonight, please write down the 2 or 3 most important areas you believe the Board should prioritize in the District budget?

Feedback

- In the envelopes at each table put:
 - Individual comment cards that include recommendations on budget priorities
- Public feedback can also be provided by email at:
community@sd61.bc.ca
- Deadline for feedback is March 17

Decision Timeline

- Feedback from Public Meeting provided to Budget Advisory Committee on March 9
- Budget Advisory Committee presents recommendations to the Board on March 14
- Public Feedback period March 7 – 17
- Spring Break March 20 - 31
- Budget bylaw readings on April 4 and April 6

Key Dates

April 4	First, or First and Second, Budget Bylaw reading
April 6	Second and Third, or Third, Budget Bylaw reading
April 7-10	Statutory Holidays
April 11	Staffing packages sent to schools
April 21-24	Staffing packages back from schools
May 2	Staffing process commences

Closing Remarks

Trustee Derek Gagnon, Budget Advisory Committee Chair

Public Meeting

MARCH 7, 2023

UPLANDS SCHOOL GYM



Table Talk Question #1

Student Learning: Goals 1, 2 and 3

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

Strategic Plan 2020-2025



Mission

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



Vision

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

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.

Core Values

Engagement

We work to actively engage students in their education and make them feel connected to their learning.

Partnerships

We create open and respectful partnerships with each member of our learning community.

Equity

We give each student the opportunity to fulfill their potential.

Respect

We respect ourselves, others and the environment.

Innovation

We are innovative and consistently seek ways to make positive change.

Social Responsibility

We share responsibility to work with and inspire students to create a better world.

Integrity

We are ethical and fair.

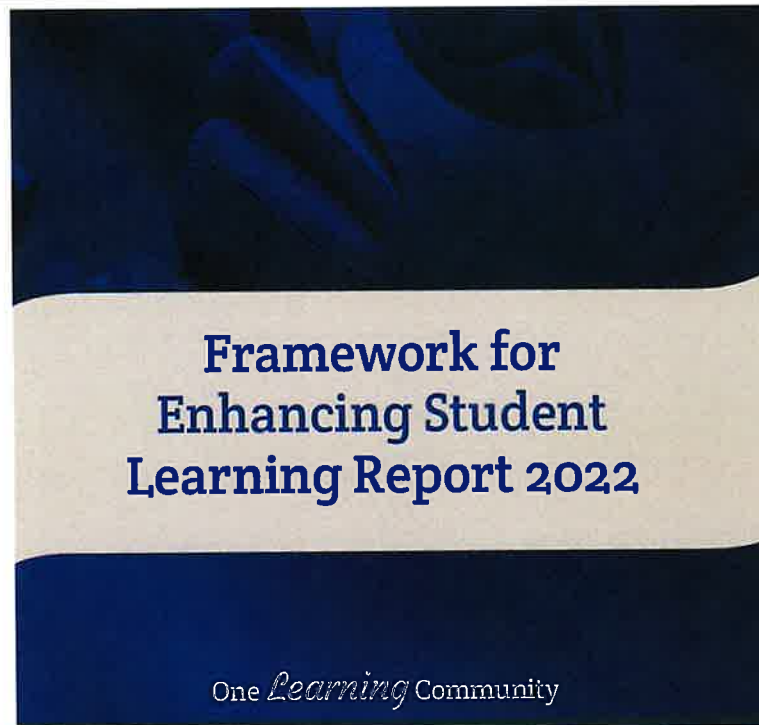
Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet.

Transparency

We are accountable for the decisions we make and how we make them.

Framework for Enhancing Student Learning (FESL)



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 www.sd61.bc.ca    



District Successes

Goal 1	Goal 2	Goal 3
<p>Engagement with our learning community with a focus on assessment and reporting:</p> <ul style="list-style-type: none"> Establishment of a reporting sub-committee Early adoption of proficiency scale in some schools (K-8) On-going, targeted support for proficiency scales K-12 with educators and principals and vice-principals Development of a local electronic portfolio tool to support student/teacher/family communication/connection Finalized assessment principles aligned with the FPPL (document and video) 	<p>Four agreements and communication structures that represent all self-identified Indigenous students within the Greater Victoria School District:</p> <ul style="list-style-type: none"> Songhees LEA Esquimalt LEA (First) Urban Peoples' House Indigenous Advisory Terms of Reference Métis Education Agreement (First) <p>Next steps—Implementation plans for all four agreements (beginning in the 2022 school year).</p>	<p>Opening of a centralized Welcome and Learning Centre to support immigrant and refugee students new to Victoria. The intention is to support successful transition into local schools.</p>
Development of a District Literacy Framework (draft, Spring 2022).	Elders' Advisory Committee that meets monthly to support Indigenous Education.	As part of the Mental Health Framework, the establishment of community partnerships, including PISE, to support student and family physical and mental wellness.
The expansion of childcare studios on school sites—birth to five years and before/after school care.	Indigenous Education Department service delivery shift to provide programs and services across all schools in the Greater Victoria School District. There was an intentional focus on creating a family of schools support and school level support from a holistic lens.	The implementation of the District Children and Youth in Care Standard of Practice.
		The establishment of collaboration sessions with MCFD and Indigenous delegated agencies to build better connections in support of Children and Youth in Care.

Framework for Enhancing Student Learning (FESL)

Intellectual Development Educational Outcome 1: Literacy

Focus:

- Increase Indigenous Student Achievement on FSA 4, 7
- Increase Indigenous Student Achievement on Literacy 10
- Continue to increase student achievement in early literacy

Framework for Enhancing Student Learning (FESL)

Educational Outcome 2: Numeracy

Focus:

- Increase Indigenous Student Achievement on FSA 4, 7
- Increase Indigenous Student Achievement on Numeracy 10
- Increase All Resident Student's Achievement on Numeracy 10

Framework for Enhancing Student Learning (FESL)

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Focus:

- Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement.
- Identify additional strategies and structures to include more voices in the District data set.
- Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs and resources

Framework for Enhancing Student Learning (FESL)

Educational Outcome 4: Students Will Graduate

Focus:

- Implement the attendance strategy
- Design opportunities for students to feel they belong, they have purpose and they matter
- Improve rates of dual credit participation of Indigenous students, children and youth in care and students with disabilities

Framework for Enhancing Student Learning (FESL)

Educational Outcome 5: Life and Career Core Competencies

Focus:

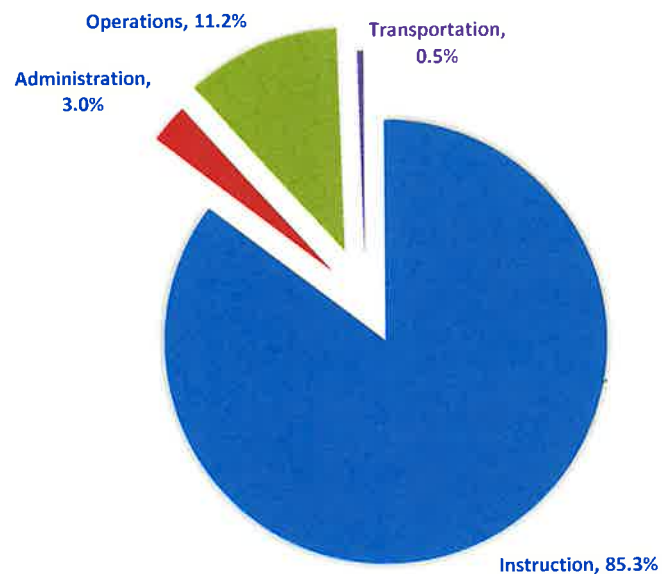
- Improve rates of dual credit participation of Indigenous students, children and youth in care, and students with disabilities
- Improve rates of participation in career education experiential learning activities by Indigenous students, children and youth in care, and students with disabilities
- Increase the number of students with disabilities with person-centered planning including after grade 12

Table Talk Question #2

Unrestricted Operating Surplus - Contingency

The current unrestricted operating surplus - contingency is \$1.2M, which is .5% of the prior year operating revenue. District Policy states that the unrestricted operating surplus – contingency should be at 2-4%. Would you increase the contingency for 2023-2024? Or would you plan to use some, or all, of this contingency to offset the \$4M 2023-2024 budget deficit? Provide rationale.

Operating Expenses



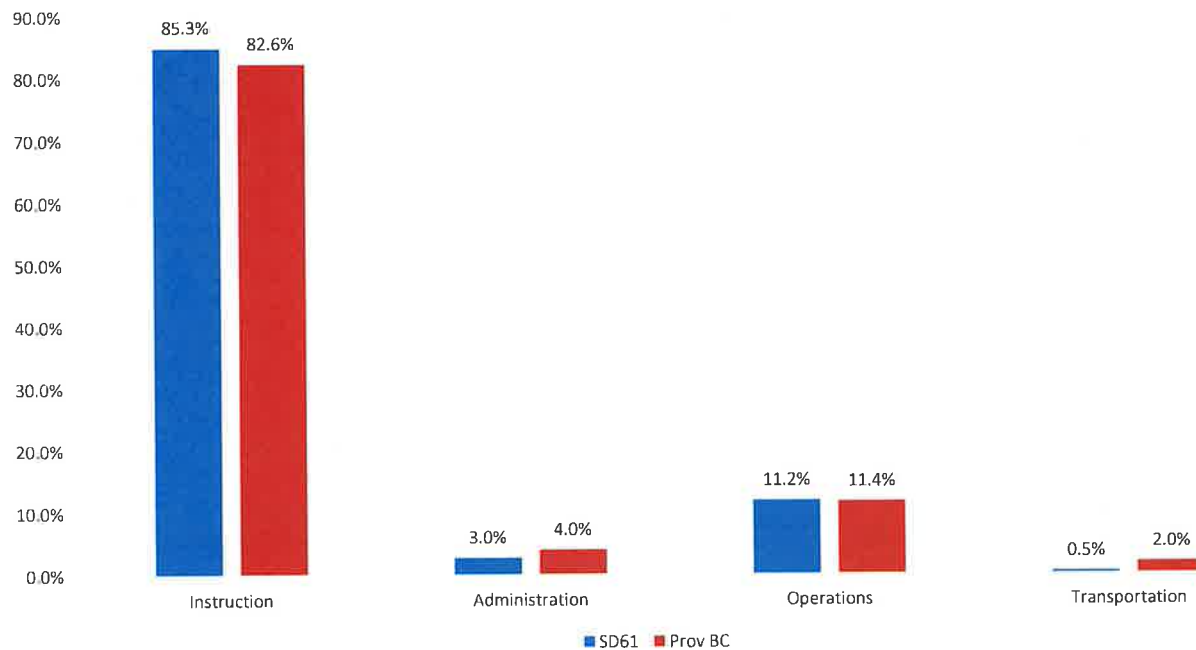
Instruction – relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Educational Assistants, technology for the classroom, textbooks, curricular and extra-curricular travel

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

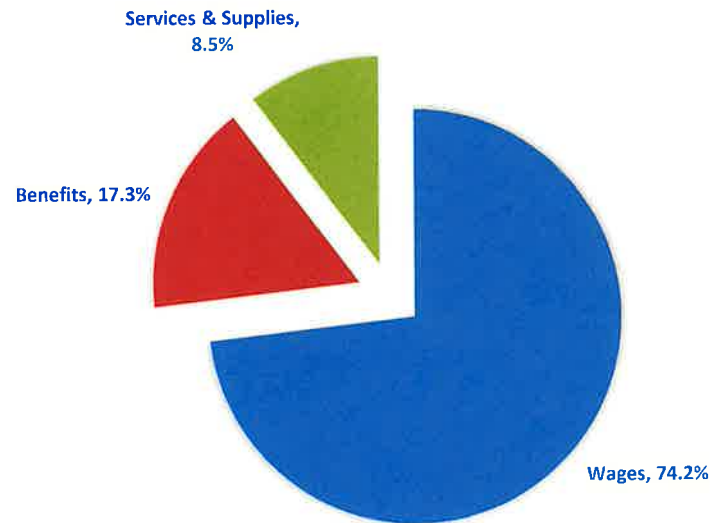
Operations and Maintenance – relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

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

How Do We Stack Up?



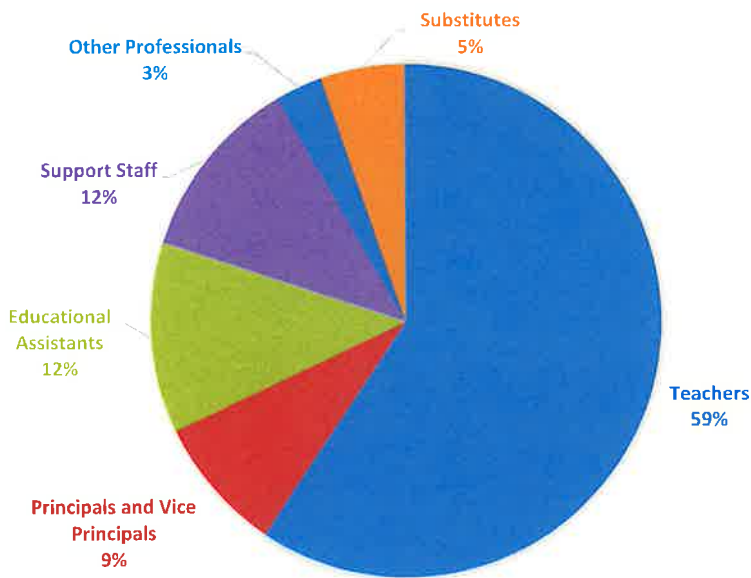
Operating Expenses



Wages and benefits make up approximately 91.5% of the budget

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

Operating Expenses



- Education is a service, therefore most of the wages paid are to employees directly supporting students in schools and classrooms; teachers, counsellors, Principals and Vice-Principals and Education Assistants. These employees account for **80%** of total wages.
- Supporting the work in classrooms are secretaries, trades, custodians, computer technicians, superintendent, accounting staff, etc. These employees account for **15%** of total wages.
- When employees are absent and require a replacement, a substitute is brought in to cover their work. These employees account for **5%** of total wages.

POLICY 3170 OPERATING SURPLUS

Adopted: November 27, 2017
Revised: June 20, 2022
Frequency
of Review: Annual

1.0 RATIONALE

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

2.0 DEFINITIONS

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

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

3.0 POLICY

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

Examples: contractual obligations (e.g., professional development language in a collective agreement or employment contract), funding required to meet the Indigenous education spending target; and school allocations from district (not externally restricted).

3.4.2. Restricted for Anticipated Unusual Expenses Identified by the Board: identified one-time and intermittent projects that will not be funded by revenues in the fiscal year or where if they are funded from annual Provincial Operating grants, may cause fluctuations or reductions in educational service levels.

Examples: staffing needs that are short term and variable in nature, self-insurance for minor equipment loss and breakage, implementation of new initiatives; and the impact of emerging events (i.e., COVID-19 pandemic, refugee students).

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

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

3.5 Where Operating Surplus is restricted for the purchase of tangible capital assets such as technology, equipment and capital projects, transfers may be made to the Local Capital Fund for future use. Operating Surplus transfers to Local Capital, will be made by Board motion and the purpose and use of the funds will be communicated through the Annual Budget process and the year-end financial reporting process. Operating Surplus transfers to Local Capital will only be made for specific initiatives that have a clear linkage to the Board's strategic goals, address capital assets investment or meet specific District need.

3.6 The Board may restrict Operating Surplus for future capital cost share to support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development where no local or restricted capital reserves are available.

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

4.0 RESPONSIBILITIES

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

5.0 REFERENCES

- 5.1 *School Act, s.81, s.156, s. 157, s 157.1*
- 5.2 *Accounting Practices Order, Ministerial Order 033/09 (033/ 09), Amended by M177/10, Amended by M135/12, Amended by M413/14*
- 5.3 *Ministry of Education Policy: Accumulated Operating Surplus, May 28, 2021*

Table Talk Question #3

Elementary Strings

Elementary Strings is not currently included in the 2023-2024 budget. Given the \$4M projected deficit, do you want to include Elementary Strings as an additional budget cost and, if so, which option would you choose? Provide rationale.

Elementary Strings Options:

Option	Opportunity	Challenge	Cost
1. 28 Elementary Schools with Strings	<ul style="list-style-type: none"> Hosted at every Elementary choosing to have Strings Program May occur within the day Likely a specialist teacher Likely two times per week Program of Choice 	<ul style="list-style-type: none"> May or may not have a concert May not occur in the day Duplicate staffing Some students will/may not participate 	\$258,485
2. Hub Model 5 Sites	<ul style="list-style-type: none"> Operates like Ukulele Program but at 5 sites Specialist Teacher Will have a concert Program of Choice 	<ul style="list-style-type: none"> Student travel is regionalized Outside timetable Likely one time per week 	\$91,675
3. Hub model 10 Sites	<ul style="list-style-type: none"> Grade 5 Strings hosted at each Middle School Provides grade 5 students opportunity to be in their middle school Strengthens grade 5 – 6 transition Specialist Teacher Enough Instruments 2 times per week Will have a concert Program of Choice 	<ul style="list-style-type: none"> Students must travel to Middle School Hub Outside of the timetable 	\$183,350
4. Strings Prep	<ul style="list-style-type: none"> All grade 5 students receive strings Likely two times per week Offered in the day Increase prep minutes in the new collective agreement to support music instruction 	<ul style="list-style-type: none"> Not enough specialist teachers Not enough instruments Some students do not wish to take Strings May or may not have a concert Smaller schools may struggle to build back-to-back preps that include Strings (ASD/Strings) Possible impact to current prep teacher assignments 	\$0

Table Talk Question #4

Middle School Music

Middle School Music is currently included in the 2023-2024 budget as Option 1. Given the \$4M projected deficit, which of the following music options would you choose? Provide rationale.

Middle School Music Options:			
Option	Opportunity	Challenge	Cost
1. Maintain Current FTE: 8.822	<ul style="list-style-type: none"> Maintains current 8.822 FTE allocation to 10 middle schools Provides continuation of current program offerings 44.78% District Participation Rate Program of Choice 	<ul style="list-style-type: none"> Deficit budget 	\$1,132,251 \$846,711 Operating Budget Line Item \$285,5400 Classroom Enhancement Fund
2. Reduce FTE by 20%: 7.058	<ul style="list-style-type: none"> Music continues at all grades in all middle schools Program of Choice 	<ul style="list-style-type: none"> Individual schools may have to reduce the number of music blocks/classes offered Individual schools may have to limit the number of music classes a student can participate in Individual schools may have to limit the types of classes being offered – limits choice 	\$905,801 \$677,369 Operating Budget Line Item \$228,432 Classroom Enhancement Fund
3. School Population Base FTE: 7.000	<ul style="list-style-type: none"> Based on school population and base FTE (0.500 FTE Base) <ul style="list-style-type: none"> <300 0.500 FTE 301-400 0.600 FTE 401-500 0.700 FTE 501-600 0.800 FTE >600 0.900 FTE Provides a base amount of FTE to all middle schools Program of Choice 	<ul style="list-style-type: none"> Actual FTE amount may fluctuate from year to year based on enrollment but never less than 0.500 FTE Individual Schools may have to reduce the number of music blocks/classes offered Individual schools may have to limit the number of music classes a student can participate in 	\$898,408 Using the current middle school populations (2022/23), the total FTE would equal 7.000 FTE

		<ul style="list-style-type: none"> Individual schools may have to limit the types of classes being offered – limits choice 	
4. Base FTE + Participation Rate FTE: 10.000	<ul style="list-style-type: none"> Based on school population and base FTE (0.500 FTE Base) <ul style="list-style-type: none"> <300 0.500 FTE 301-400 0.600 FTE 401-500 0.700 FTE 501-600 0.800 FTE >600 0.900 FTE Base FTE: 7.000 for 22/23 school year Participation Rate FTE is calculated using the total number of students participating in each school for a total Participation Rate Allocation FTE of 3.000 Equitable distribution of FTE based on participation Program of Choice 	<ul style="list-style-type: none"> Deficit Budget May fluctuate from year to year based on population and participation 	\$1,283,440
5. Band as an Exploratory/ Elective	<ul style="list-style-type: none"> Move grades 6, 7 and 8 bands into the exploratory rotation as an elective option Students choosing band would combine band with another exploratory and rotate between the two – schools will determine best rotation schedule Choir and Strings Staffing FTE remains unchanged Program of Choice 	<ul style="list-style-type: none"> Less instruction over the course of the year Less exploratory options for students taking band Possible impact to current exploratory teacher assignments 	\$272,312 2022/23 Cost for Choir & Strings

Table Talk Question #5

Technology for Learning

Outdated staff and student devices need to be replaced to maintain network security and to support student learning. Replacement costs for staff and student devices are not fully included in the 2023-2024 budget and would require an additional allocation of up to \$1.9M. Given the \$4M projected deficit, what should we add to the operating budget in 2023-2024 to address this issue? Provide rationale.

The District has invested \$900K in the first two years of a five-year network infrastructure plan (Wi-Fi). Year 3 of the plan costs \$618K. If we do not proceed, we will lose Wi-Fi access in areas of schools. Given the \$4M projected deficit, should year 3 of this plan be added to the operating budget? Provide rationale.

Operating Capital Reserves

Student and Educator Device Requirement 2023/24

Equipment	Year 1 - 2023/24	
<i>Student Devices</i>	<i>Refresh</i>	<i>Budget</i>
Chromebook	2000	\$ 720,000
Mobile Device Repair	500	\$ 30,000
	Refresh Total	\$ 750,000
<i>Teacher Classroom Laptops</i>	<i>Refresh</i>	<i>Budget</i>
HP ProBook 440 G9	868	\$ 807,240
Admin PC	300	\$ 312,000
	Refresh Total	\$ 1,119,240
Totals	\$	1,869,240

Operating Capital Reserves

Network Infrastructure 5-Year Plan

- Funded from:
 - Operating surplus in Year 1
 - Local Capital Reserve in Year 2
- Need \$618,250 to be funded from operating budget in Year 3
- Funds used to purchase switches and access points in schools and upgrade technology equipment in data centre
- Investment required to ensure the District has a reliable and secure network
- If investment does not continue, we will see areas within schools without access to Wi-Fi (students have identified Wi-Fi access as a budget priority)

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

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

\$ - \$ 2,665,450

Table Talk Question #6

Educational Assistants (EA)

The District currently provides 5 priority schools with 30-hour EA positions. For the 2023-2024 school year, 5 additional priority schools have been identified to increase EA positions to 30 hours at a cost of \$164,330. This will bring the total number of priority schools with 30-hour EA positions to 10. Given the \$4M projected deficit, would you support the 5 additional priority schools having 30-hour EAs? Provide rationale.

Further, increase the number of schools with 30-hour EA positions:

As part of the 2023-2024 Budget process, decisions could be made, to increase the number of schools with 30-hour EA positions. For recruitment and more specifically the retention of EA's, during the 2022 spring staffing, the Board allocated \$274,000 dollars to increase continuing EA hours and create 30-hour EA positions for the 2022-2023 school year.

30-hour positions were created in 5 schools commencing with the 2022-2023 school year as follows:

- o Craigflower12 EAs
- o George Jay24 EAs
- o Quadra.....22 EAs
- o Macaulay18 EAs
- o Vic West.....12 EAs

If there was further additional funding available in the 2023-2024 Budget, 5 additional schools could be added to the existing 5 schools to create 30-hour positions in those additional 5 schools. After reviewing staffing levels, staffing turnover, and vulnerability index factors, with the availability of additional funding then 30-hour EAG positions for the 2023-2024 school year could be created in the following priority elementary schools:

- o Tillicum.....12 EAs
- o Cloverdale.....10 EAs
- o South Park 7 EAs
- o James Bay10 EAs
- o Oaklands.....15 EAs

95.43 additional hours totaling \$164,330 would bring 5 more schools to 30-hour EA positions:

School	Additional Hours	Cost
Tillicum	23.49	\$40,449.78
Cloverdale	16.30	\$28,068.60
South Park	15.57	\$26,811.54
James Bay	20.07	\$34,560.54
Oaklands	20.00	\$34,440.00
Total	95.43	\$164,330.46

Table Talk Question #7

Custodial Services

Custodial services are included in the 2023-2024 budget as "Current" on the attached handouts. Given the \$4M projected deficit, which of the 6 options would you choose? Provide rationale.

- 1) Revert with 6am start (additional cost of \$668,658)
- 2) Revert with 5am start (additional cost of \$668,658)
- 3) +3 FTE afternoon (additional cost of \$208,362)
- 4) +5 FTE afternoon (additional cost of \$347,271)
- 5) +7 FTE afternoon (additional cost of \$486,179)
- 6) "Current" - maintain current 2022/23 custodial levels (already included in operating budget, no additional cost)

Custodial Services Options

Impact of +10.0 FTE

	Current	1: Revert w/ 6am start	2: Revert w/ 5am start
Annual Cost Increase	-	\$668,658	\$668,658
Cleaning Area (per employee)	26,257	23,981	23,981
Cleaning hours (Elem/Mid Day Custodian)	3.0	3.5	4.5
Service hours (Elem/Mid Day Custodian)	2.5	4.5	3.5
Health & Safety Impact	K/1 desktops – weekly 2-5 desktops – weekly Hallways/stairways – daily Vomit clean up – 2 hours Workload risk at night	K/1 desktops – daily 2-5 desktops – 2x/wk Hallways/stairways - 2x/day Vomit clean up – immediately Reduced injuries for night staff	K/1 desktops – daily 2-5 desktops – 2x/wk Hallways/stairways – 2x/day Vomit clean up – <1 hour Reduced injuries for night staff
Facilities Impact	\$69,342 burden on grounds/trades	No burden on grounds/trades Safer site (broken glass/ice/needles)	No burden on grounds/trades Safer site (broken glass/ice/needles)

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Custodial Services Options

Alternative Data and Impact < 10.0 FTE

	Current	+3.0 Afternoon	+5.0 Afternoon	+7.0 Afternoon
Annual Cost Increase	-	\$208,362	\$347,271	\$486,179
Cleaning Area (per employee)	26,257	25,530	25,067	24,621
Health & Safety Impact	K/1 desktops – weekly 2-5 desktops – weekly Hallways/stairways – daily Vomit clean up – 2 hours Workload H&S risk at night	K/1 desktops – 2x/wk 2-5 desktops – weekly Hallways/stairways – daily Vomit clean up – 2 hours Workload H&S risk at night	K/1 desktops – daily 2-5 desktops – weekly Hallways/stairways – daily Vomit clean up – 2 hours Workload H&S risk at night	K/1 desktops – daily 2-5 desktops – 2x/wk Hallways/stairways – daily Vomit clean up – 2 hours Workload H&S risk at night
Facilities Impact	\$69,342 burden on grounds/trades	\$69,342 burden on grounds/trades	\$69,342 burden on grounds/trades	\$69,342 burden on grounds/trades

One *Learning* Community



Table Talk Question #8

Mental Health and Wellbeing

We currently have a mental health framework that includes supports for social-emotional learning, physical literacy, and mental wellness. The Ministry of Education and Child Care provides a yearly grant in the amount of \$48K to support this framework. Given the \$4M projected deficit, would you consider matching the grant as an addition to the budget to expand this work? Provide rationale.

Table Talk Question – Exit Slip

Top Priorities

As you leave tonight, please write down the 2 or 3 most important areas you believe the Board should prioritize in the District budget?

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Questions

1. **Student Learning: Goals 1, 2 & 3:** When you review the goals and strategies in the District's Strategic Plan and the Framework for Enhancing Student Learning, how can the Board advance this work through its annual budget process?
2. **Operating Surplus - Contingency:** The current unrestricted operating surplus - contingency is \$1.2M, which is .5% of the prior year operating revenue. District Policy states that the unrestricted operating surplus – contingency should be at 2-4%. Would you increase the contingency for 2023-2024? Or would you plan to use some, or all, of this contingency to offset the \$4M 2023-2024 budget deficit? Provide rationale.
3. **Elementary Strings:** Elementary Strings is not currently included in the 2023-2024 budget. Given the \$4M projected deficit, do you want to include Elementary Strings as an additional budget cost and, if so, which option would you choose? Provide rationale.
4. **Middle School Music:** Middle School Music is currently included in the 2023-2024 budget as Option 1. Given the \$4M projected deficit, which of the music options would you choose? Provide rationale.
5. **Technology for Learning:** Outdated staff and student devices need to be replaced to maintain network security and to support student learning. Replacement costs for staff and student devices are not fully included in the 2023-2024 budget and would require an additional allocation of up to \$1.9M. Given the \$4M projected deficit, what should we add to the operating budget in 2023-2024 to address this issue? Provide rationale.
The District has invested \$900K in the first two years of a five-year network infrastructure plan (Wi-Fi). Year 3 of the plan costs \$618K. If we do not proceed, we will lose Wi-Fi access in areas of schools. Given the \$4M projected deficit, should year 3 of this plan be added to the operating budget? Provide rationale.
6. **Educational Assistants:** The District currently provides 5 priority schools with 30-hour EA positions. For the 2023-2024 school year, 5 additional priority schools have been identified to increase EA positions to 30 hours at a cost of \$164,330. This will bring the total number of priority schools with 30-hour EA positions to 10. Given the \$4M projected deficit, would you support the 5 additional priority schools having 30-hour EAs? Provide rationale.
7. **Custodial Services:** Custodial services are included in the 2023-2024 budget as "Current" on the attached handouts. Given the \$4M projected deficit, which of the 6 options would you choose? Provide rationale.
 - a. Revert with 6am start (additional cost of \$668,658)
 - b. Revert with 5am start (additional cost of \$668,658)
 - c. +3 FTE afternoon (additional cost of \$208,362)
 - d. +5 FTE afternoon (additional cost of \$347,271)
 - e. +7 FTE afternoon (additional cost of \$486,179)
 - f. "Current" - maintain current 2022/23 custodial levels (already included in operating budget, no additional cost)
8. **Mental Health and Wellbeing:** We currently have a mental health framework that includes supports for social-emotional learning, physical literacy, and mental wellness. The Ministry of

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Education and Child Care provides a yearly grant in the amount of \$48K to support this framework. Given the \$4M projected deficit, would you consider matching the grant as an addition to the budget to expand this work? Provide rationale.

Table A

Question 1

- Where did savings go? (from cutbacks of VP time, custodial, etc)
- What is difference between surplus (sitting in school budget) vs contingency (rainy day)
- ELL funding only once per year Sept 30 and yet more students come after that date
 - Only 5 year service
 - Refugees who come after Sept 30 can be counted in February > being proposed
66 students = 1.0 FTE → district ratio

Question 2

Surplus is 1.5M = 0.5%

Recommended to have 2-4%

Suggestion:

- Hit the middle of 2 to 4 % for surplus even with projected enrolment decline
- Can we use Contingency?
 - Some schools hold back for large projects; use funds in the year given
- Where is accumulated surplus?
 - Estimates @ 4 million by June 2023
- 4M
 - 1M Pro D contractual
 - 1M School supplies
 - 0.8M Commitments
 - 1.2M True contingency
- Can school surplus be used for contingency?
- Do elementary need to carry over \$40,000?
- Do secondary need to carry over \$80,000?
- This is the rainy day
- Don't carry forward \$ when jobs are at stake

Question 3

Strings

- Pursue donation, or
- Consider next year, or
- As prep
- Strings is over and above

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Question 4

Middle School Music

- Maintain (was already reduced 2021-2022)

Question 5

Tech for Learning

- Student and teacher devices 1:2
 - Claw back surplus for This !!
 - Need refresh program – 20% every 5 years
- Wi-fi
 - Could corporate partners help?
 - Also encourage students to bring own devices, offer parent education rate for Chromebooks

Question 6

EAG – Support for 5 More Schools

- Out of school care shift
 - 7:00am – 2:00pm
 - 11:00am – 6:00pm
- What do EAs do outside school hours?
- Can you reduce EAs to raise everyone up to 30 hours?

Question 7

- Square footage compared to other school districts/industries
- Efficiencies for custodians to return to 2nd school for clean up
- Lower than other priorities (like network, devices, and EAs)

Question 8

Mental Health and Wellness

Match \$48,000K

- What would we use for? Can we have more details?
- More outdoor education for mental health

General Comments

- Amazed at how transparent this process has been
- Amazed at how lean the school district admin/office is
- Focus on equity is important and noticed
- Support for grant writers and corporate funders only through equity lens

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Table B

Question 1

- Keep students at the centre of all decisions
- Focus on rightsholders – Indigenous students, immigrants, special needs students (priority students)
- Fix environment to have positive impact for many (i.e., inclusive spaces project good example)
 - Many priority students slip under radar and those are kids who need assistance → kids identified, but other are not (every kid can use help)
 - Staff shortages (EA), hurting students
 - Need better funding for students
 - Staff can't continue to multi-task and "help" every student
- EA/mental health initiative → all relate, but need less "buckets" and more wholesome approach

Question 2

- Scared to use full contingency, what will happen next year?
 - Need to assume next year bad and inflation
- Still coming out of COVID and lots of damage to reach 2-4% too fast
- Not use it now, but don't build it this year either → build in better times
- Ministry doesn't look at contingency as school district does
- Prices have ↑ and need, for example, technology has ↑
- Technology important to priority students
 - Younger teachers year
 - Digital literacy yes to technology
- K-5 → learn reading/writing and not technology
- What is technology plan?
 - Some don't have access to technology, but kids know how
 - Tools for learning not social media
- Equity piece in technology
- Less technology per student. Parents who can afford technology purchase

Question 3

- Not equitable across school district
- Program of choice → Parent who can afford should pay
- Music not in curriculum if not chosen
- How can it be equitable? → Can strings be part of learning curriculum → so all students participate
- Subject in grades
- Like combo of Option 1 and 4
 - In timetable and in every school (no option to opt out → schools)

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- Only for Grade 5 (try strings)
- Add to teacher prep time
- Student not interested in music and if prep more active kids (not in good way)
- Music that teaches you to read (help with reading)
- Kids with needs creating more work for EAs as sensory overload
 - Some kids may not want to take part
- Need to not be rigid
- Not a lot for Indigenous kids → why not fiddling

Question 4

- Do we want to cut more after COVID?
- Kids (some) have sense of belonging → every kid
- Have band as elective → in exploratory or have as Program of Choice
 - Do you cap participation → parents fund FTE (?)
- Opportunity to have both → let kids play, but parents pay
 - Other areas that got us to deficit so why always cut music
- Need music in schools
- How many do music in schools and outside schools → assume not many
 - Kids who learn early can do percussion
- Learning to read music helps with writing, reading, etc.
- Early ages more music benefit

Question 5

Technology 23/24 – Operating budget

- Budget not placed out frivolously

3 Projects

- Wi-fi
 - Rolling upgrade process → so no wi-fi huge impact
 - Kids using Chrome so depend on wi-fi
 - Students want wi-fi and need secure wi-fi
- Classroom PCs
 - Very old in classrooms and teachers struggling. Proposing take out PC and just use laptop for teachers
 - Teachers use laptops to connect to large screen
- Student devices
 - iPads, Chromebooks. Amount compounded as not funded past years and more students using devices now
 - No longer 4:1, now 2:1
- Secondary school
 - [REDACTED] braced for huge impact as computer lab dismantled → no impact as devices old and kids using their devices or Chromebooks

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- Network
 - Students on own devices → wi-fi important and security
 - Bandwidth for teachers important
 - Network if kids use own devices, still same cost
 - Could focus on wi-fi
 - Bandwidth Ministry cost
 - Not all school district employees get devices (EA) → not equitable → not correct, can't do their jobs (where is student priority)
 - Need to support technology needs of all employees
 - Not sharing with students
 - EAs should be noticed as well

Question 6

- Not enough → great start
- Just elementary, what about middle and secondary
- 30 hours not living wage
- Elementary kids move to middle and secondary
 - More needs in middle and secondary
 - Incidences in schools (high incidences)
 - Not all written down and ½ hour to fill out paperwork (no computer)
- More need at higher level and educate to be in “real world”
- Don't base on elementary only → base on middle and secondary
 - EA will move to elementary to get hours
- Kicked in elementary vs secondary → different
- Kids in high school getting less support
- 5 identified
 - Supporting socio-economic
- Please support EAs, but look at where to support
- Complexity of kids gets larger as they get older

Question 7

Custodial

- Implement free solutions
 - Teach kids respect of classroom
- Better room readiness
- Promote respect for space
- Secondary and middle school – teach respect for space
- Don't want to take away job
- Environmental issues → Pack in and Pack out
- 3-7 night custodian hires
- Why not talking about “others” options that aren't as high priority

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- **What other options can school district come up with to reduce costs
 - Sure there are lots
 - Students need to remain at centre
 - Ask staff for cuts in departments and schools

Question 8

- Is Ministry providing more funding?
- Is there a grant (in-flux) for mental health?
 - This year school district has subscribed to 2nd step – 25K for year
 - PISE (6-8 classes) – physical literacy program
- Inter-ministerial report to provide support into schools → school district doesn't see how translates into schools
 - Ministry spoken about bringing and drawing greater attention
 - Ministry Health → fund more. What's going into schools → schools hub of community
 - Ministries work together
 - Funding gets lost in governments
- Childcare units – great idea, but will government drop into school district lap → responsible for more with less
- Students – Counsellors (providing with only career support) → need mental health support → not focused on what is needed
- Counsellor pulled everywhere → need more to fulfill needs to students
- Grant to push pro-active items that teachers can take on
- *Take chunk \$\$ and engage with students/teachers to provide need

Table C

Question 1

- Meeting basic needs of students, of all students, in the district before spending on the “nice to haves”
- Safety has become a key concern, need to fund resources for a safe and clean environment in the school
- Recruitment and retention of support staff in all schools (EAs, custodial, counsellors) especially those with a high level of students with designations and Indigenous and new Canadian populations
- Custodial can't be such an after thought
- Plan to address empty positions

Question 2

- Draw down on contingency ONLY if there is an anticipated return to surplus or balance
Two different perspectives

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- Spend the contingency this year to ensure provision basic health and safety: e.g.:
 - Daytime janitors (schools are dirty)
 - EAs to work with designated students to ensure a sense of safety in the classroom

Question 3

Elementary Strings

- Overall, not important
- Concerned about this being an option only available to a small set of privileged students who can actually participate (i.e. classes with no student with designations)
 - Classes who have students with designations often don't get to participate properly
- Could add the basic string prep, but not to use contingency in any way

Question 4

Option 5

- Option during exploratory rotation is more inclusive to all students and reduces deficit

Question 5

Devices

- Prioritize devices enabling access for learners with accessibility challenges
 - Communication (A.L.D. – aided language display)
 - Read and write
- Prioritize upper-level grades (high school)

Network

- Prioritize upper-level grades
- Ensure necessary human resources

Question 6

- Yes, need to ensure added hours support in-class activities (not outside of hours)
- Focus on improved recruitment and retention is necessary
- This provides added safety and supervision in high-need schools (aka priority schools)

Question 7

Option 1 – Revert to 6am start

- Lack of custodial is heavily noticed in schools and isn't meeting the basic needs of students
- Students and staff deserve a clean and tidy place to work and play at minimum
- Lack of custodial support means educational and other support staff need to fill the gaps when their effort and focus is needed on the students

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Question 8

- What actions or deliverables are on the table for \$48K?
- These areas are very important, so we want to support, but the item is very vague
- But, yes, please fund this

Table D

Question 1

- Keep students at centre – they are why we are here! – don't cut from close to class
- Strong intervention literacy and ability to support professional development
- *Engagement = academic success
- Creative collaboration time – return of collaboration funds to support professional development – STUDENT-CENTRIC DECISION MAKING

Question 2

- This answer depends on what the priorities are and outcomes of the budget – but in general keep a rainy-day fund – do not spend all to offset

Question 3

- Challenge with #4 is that it is \$0 in staffing, but can cost with supplies
- *#3 ideally – adds leadership, collaboration, and supports transition
- #4 – not ideal as not realistic to ask all students to play violin
- #2 may be realistic over #3 due to less \$
- *Also an opinion at the table is no strings – elementary or middle → this is a specific program – not inclusive and can be in secondary

Question 4

- This needs to be informed by data → what are the numbers of students who are in music and not – what is the impact for families that don't have means
- A school is a place to explore, explore a passion
- Inequity in schools with ensembles and additional band/choir/etc. as there are schools that do not have the staffing, resources, and at times means to have a large or extensive music program, especially ensembles and addons –
- #5 is a good option and combined with #...

Question 5

- 618K is a must, required – we cannot function, nor can we teach as required
- In BC our primary goal is to develop and graduate an educated citizen – we cannot teach out student for tomorrow without wi-fi and tech
- Go back to cycle (like evergreen) of refreshing

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Question 6

- At this time, we do not support this initiative – we believe that with current budget crisis this is an area we can hold on adding EA time

Question 7

- We pick #6 – stay as it – we need more money to support learning

Question 8

- Yes, this is not enough for current mental health crisis we are experiencing

Exit Slip

- *Literacy – early literacy
 - Equity
- *Tech
 - We need educated citizens
 - We need to teach pro-social skills on tech
- *Mental health
 - Adults learning and development

Table E

Question 1

- When making decisions always keep the Strategic Plan and FESL in mind
- Ask “does this decision help in terms of student graduation rates?” when making each decision
- Work together on the Board with the Strategic Plan and FESL in mind

Question 2

- Do not increase the contingency for 2023-2024
- Based on prior years’ surplus might have looked at using some of this contingency, but based on this year and a zero surplus, do we need to keep at least the current contingency and not decrease it? (in case it is needed next year)

Question 3

- Given the \$4M projected deficit there would be limited monies available to enhance programming
- there are more important areas if we are to add that here at greater impact on learning and the school environment (such as EAs or additional custodians)
- When students do sports and other activities it is done through volunteers and during lunch and after school, why is elementary strings different?

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- Question of competing priorities with limited dollars, especially in a structural deficit situation

Question 4

- Option 4 would have to be on a school-by-school basis and concerns re: not enough specialists or instruments so not a preferred option
- Drama, sports and dance are not funded; all have great impacts on student well-being and are outside the timetable or in exploratory; why is middle school music different?
- Not Option 4 because that increases the cut
- But, given the deficit budget, should the Board not be looking at Option 4 and build music/band in as an exploratory/elective
- The option reduces costs by approx. \$900K to put towards the structural deficit or other enhancements (e.g., EAs or custodians)

Question 5

- Network infrastructure plan is a priority in these expenditures (year 3 of the plan)
- Given the structural deficit, can the replacement costs for student and staff devices not be spread out into a future year as well or 2023-2024

Question 6

- It is a small move (dollar-wise) in the right direction
- Continue with the direction started this year (and the \$164K is less than this year)
- Significant impact on students and those 5 schools and learning
- Strong rationale based on this year's 5 schools
- Even with the \$4M structural deficit this should be a priority
- Need to continue to make the position attractive to recruit and retain EAs

Question 7

- If monies available add the \$668,658 cost, but perhaps with a 5:30am start (vs 5:00am or 6:00am)
- Use the next year to look at how many other boards are operating without daytime custodians (do they have more custodians at night with lesser square footage?)
- If monies not available for option 1 or 2 dollars, look at options 3 to 5 as opposed to going to status quo

Question 8

- Yes, match the grant as an addition to the budget
- It is a minimal increase (\$48K) for a significant benefit in terms of mental health and well-being

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Table F

Question 1

- INED funding inclusive
- Do we want to add more funding into INED to help with graduation rates?
- Design outcomes to bring everyone up

Question 2

- Look at other organizations to see what extreme circumstances can happen
- Contingency important especially with the economy
- Important because we could have an increase in students after Sept 30th
- Would not want to apply to the deficit, but don't know where the money is going to come from to cover the deficit
- Apply any surplus at the end of the year to the reserve

Question 3

- Program should be funded by the province in a equitable way
- Programs of choice
- Barriers to strings: concerned about sustainability; looking at the funding need to see the participation in the program, look at the population of the students that participate
- Can't expect a school that never had strings before to have the same participation

Question 4

- Would like to see other options than cutting music?
- If we are going to be equitable then we need to look at being equitable across other programs
- Add band as an exploratory as an option
- Concern with exploratory reducing exploratory choices for schools

Question 5

- If they have committed to a 5-year plan they should include it
- Wi-fi is extremely important
- Educator laptops important
- Replace student devices, but maybe not at a ratio of 2:1
- Speech to text is really important and to have those devices
- Students are accessing student assisted devices

Question 6

- Yes, would support the 5 schools with 30 hour EA positions
- Important to give the students the support they need

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- If we don't add support in elementary then it makes it more difficult for students to transition to middle and secondary
- If we don't provide adequate supports, we won't be able to retain EAs
- Educational Assistants one of the most important as it relates closely to the goals of the district
- Would pick this option as one of the most important things to add to the budget

Question 7

- Allergy issues because the desks are not getting washed
- General cleanliness of the classroom
- Moral is low because have to do the work
- Ideal is 6:00am start, but 5 and 7 are an option

Question 8

- Mental health funding very small support compared to the size of district

Question 9

1. EA
2. Custodial
3. Mental health

Table G

Question 1

- Evaluated by Ministry
- Alignment to goals FESL – connect funding to goals
- Achievement metrics align with goals
- Quantify the achievements
- “Street data” how to make school kids feel connected
- Outcomes associated with the goals

Question 2

- 3.5M to get back to operating surplus/contingency – 2%
- Should we use the operating surplus – contingency?
- Consequences?

Question 3

- Can a donor be found?
- Added cost

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Question 4

- Strong support for music in schools
- Different education model/rotations
- *Community partnerships v. Union Experts (i.e., Long and McQuade) come in
- Options 1-3; 4-5 no

Question 5

- Creative funding for BYOD (Bring Your Own Device)
- Year 3 = \$618K added to budget

Question 6

- Will it retain EA staff?
- Good long-term investment
- A priority in many schools
- May incentivize further retention (perhaps encourage more parents to become EAs)
- Sooke offers 30-hour EA positions

Question 7

- Keep the same
- Custodial services – current budget maintained or no daytime custodians?

Question 8

- Yes
- Aligns with goal 3 – strategy 3 of the Strategic Plan 2020-2025
- Essential for students and...

Additional Comments

- Have students exposed to sports/arts at an elementary age?
- Why are sports/arts not included in budget process?
- Dual credit programs

Table H

Question 1

- Moving cuts away from student programs
- Including and involving student voices (like the Student Symposium)
- Improvements to wi-fi and technology should have a positive impact on students

Question 2

- We would not increase it or use it
- Having the contingency fund is important in case of an emergency

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- Increasing it would come at a cost to student programming

Question 3

- A “flex” model between Option 1 and 4
- There needs to be discussion with Admin, the Music teacher, Staff committee, PAC if it works for that school for prep, it should be

Question 4

- Option 1 – everything else is terrible

Question 5

- We think if it has to do with internet security, it needs to be funded
- If it's a budget priority for students, it should be a budget priority for us

Question 6

- Yes, if our goal is to support the physical, mental, and educational well-being of our students, yes

Question 7

- We like option 1 and 2 except with a start time of 5:30am
- The 5:30am start has less of a gap between day and night custodian shifts
- The day custodian can still do part of the cleaning run before staff and students arrive
- Schools have been noticeable less clean
- This impacts students and staff health and well-being

Question 8

- We need more information regarding how this money is going to be spent
- How is the money going to be used for student supports?
- Will a specific program or resources be funded?
- Or will it go towards a position that is indirectly affecting students?

Table I

Question 1

- Are there any untapped opportunities for federal funding/grants, etc. which could provide funding to temporarily fill gaps?
- Review spending priorities in light of strategic goals – there should be strong alignment?
- Invest in most vulnerable learners – a rising tide floats all boats!

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Question 2

- No, leave it
- Schools are required to maintain contingency

Question 3

- Why do parents not have to pay more to have their kids in strings, similar to sports?
- Could there be at least some nominal additional fees?
- Don't want to lose the strings programs necessarily, but would like this conversation to expand beyond just strings → a robust music program
- Choral!
- Drumming!
- Focus on inclusive, actually inclusive, music education
- If anything, option #2

Question 4

- Is there no option 6? Something around \$500K?
- Why is this funding focused on music?
 - Can we use this money to have a more balanced exposure to the fine arts?
- What is most developmentally appropriate for kids in middle schools?
 - Mastery of one skill or exposure to many options?

Question 5

- Continue with wi-fi upgrades
- Focus budget on adaptive technology
- Support inclusion
- Defer other upgrades

Question 6

- Could we add fewer schools? (e.g., the ones with most profound need?)
- Providing EA support is consistent with the overarching goals

Question 7

- Can kids not clean their own desks?
- Vote for +5.0 afternoons

Question 8

- Grant matching would align with goals, but how much can you do with an additional \$48K?
- Perhaps invest in professional development?

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Table J

Question 1

- Adequate staffing in schools (EA, support staff)
- Short sighted to reduce staff to balance budget
- Physical, mental health, social and emotional learning

Question 2

- Leaving it as is
- Don't use it, don't add to it

Question 3

- We don't need elementary strings
- Not strings at the expense of basic needs
- Concerned that this has garnered so much advocacy

Question 4

- Option 5
- Can band start in grade 8?

Question 5

- Yes, needs to be spent
- Does not feel as important staff
- Compromise 1:4/1:3

Question 6

- The more we can do to give EAs a living wage, the better
- Where does this come from?

Question 7

- Option 1 or 2

Question 8

- Yes, match the grant
- Real priority

Additional Comments

1. Mental health
2. IT support for devices (can lower student device ratio)
3. Indigenous student support and success

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Table K

Question 3

- Elementary strings isn't the highest priority – would suggest some version of #2 option with some parent paid supplement

Question 4

- #1 would be the choice, of course, to try to build in continuity, but would also consider through exploratory approach
- Possibly supplemented by parent paid (check out North Van district) and get rid of woodwork

Question 5

- Would support updating of teacher tech and for students
- Would agree to add year 3 to the plan

Question 6

- Would support increase in more EA hours, but not restricted to elementary → kids probably need more support as they age and their ability to cause physical harm increases dramatically

Question 8

- Fund mental health, but acknowledge that there are numerous services through the interprovincial support services to schools

Table L

Question 2

- Without a contingency what is the plan to re-establish the potential for a contingency fund? (I think spending it all makes sense, but worry about the next years)
- Use it, BUT we need a plan for the future

Question 6

- EAs → instead of 30-hour positions → consider a higher wage for fewer hours → with more flexibility
- Without increasing hourly wages for EAs we won't be able to fill positions/retain staff
- Opportunities to get EAs together really enhances EA voice → Educational outcome
- We don't see increased training for EAs and the NEED increased training and opportunities
- EA Bridge Program – has been very successful for new EAs coming in (DEAs are the only group that have to take that training)

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- Challenge of Grad requirements → with only a year to implement Inquiry Grant → to support Indigenous education requirement, but no one know what's going on
- Advocacy to the Ministry → how do we mobilize to get more resources/connections to Ministry
- District office budgets → there are no suggestions here that suggest cuts at the district level → Pro D funding for district could be cut
- More sharing between schools rather than district putting on Pro D events
- IDEA: survey feedback at the school level
- Discretionary \$ has to go → with there be a line-by-line budget discussion at some point?
- *We don't have enough EAs → retaining people should be a priority
 - EA professional learning series
- How can we be proactive if we spend all contingency every year?
- Need to advocate to the Ministry
- Changing EA system to be more aligned with TOC → allowing them to book ahead of time → maybe rather than the 30 hour a week EA posting → paying more an hour might be more appealing → need to be able to provide people with options
- How can we change our buildings to be more welcoming/be more inclusive → large scale photo voice project
 - Get students to identify “what is welcoming about your school?”, “what would you like to see changed?”, “where feels uncomfortable?” → ask students to take photographs/draw pictures/write descriptions → and then take action to develop plans based on the feedback

Question 7

- Need more custodial support → especially in elementary schools where kids are puking in corners!!
 - Maybe teach more personal responsibility in schools
 - Don't need it at the secondary level

Table M

Question 6

- Given the relatively small fraction that elevating EA hours is, it should be an absolute priority to elevate ALL EAs to full time hours
- Expenditures on extra tech/assistive comms devices etc. are only as good as the availability of someone to assist a student in learning/using it
- Retention is clearly closely tied to pay and hours
- This is essential in ensuring we meet the goal/mission of a SAFE/RESPONSIVE/INCLUSIVE environment

APPENDIX C

Public Budget Meeting Feedback – March 7, 2023

Table N

Question 1

- Enhance investment in the district by building partnerships with the community to use the school-based resources and assets (such as the woodshop); community members can use google form to apply to use resources
- Let's look at ways to increase revenue, rather than how we can cut and cut and cut; for instance, what if the community were to contribute to buying better exercise equipment in a high school, which the public could then use at certain hours; when the community uses the school spaces, we should be able to generate revenue from that; the question is how can we augment or enhance district rentals?; could our district website have a simple and straightforward pathway to renting spaces?; night classes, adult workshops, jazzercise, and so forth; these programs not only generate revenue but they also attract students that can help to reduce student dropout and re-engage learners who are headed in that direction
- For new builds, how can we ensure that they have the school as a hub for the community, use community partnerships, open beyond the 8AM-3PM school day; there is an example of the Seven Stones Community school in Regina

Question 2

- Let's spend what we have
- If the ministry wants us to have 2-4%, then they need to provide us with enough funding

Question 3

- Option 1 seems like the most viable option
- The other options displace teachers
- The public was outraged with cuts to strings in the last year, and this was related to changes in the school trustee elections as well
- Strings programs have continuously positively impacted our students' lives
- Is there not some better way than our teachers rushing from school to school on such a tight timeline?
- Isn't there another way to offer music universally in our elementary schools?
- Being steered by public sentiment may lead to poor outcomes
- Could we find a way to ensure that all students had an opportunity to engage in music

Question 4

- Option 1
- It's not great to have GVTA staff volunteer their time to deliver programs that used to be paid
- We have a 44.78% participation rate, which means that many students who may never have the opportunity to have quality music teaching

APPENDIX C

Public Budget Meeting Feedback – March 7, 2023

- Previously, there was no prep, teachers were generalists
- Are there alternative ways to deliver music, such as an after-hours band that can even generate money by playing shows or hosting dances? This then leads to the conversation that leads to volunteering

Question 5

- The secondary schools are hit hard as the technology is used as an educational resource
- The expenses of broken Chromebooks each year must be very high
- Do we really want to keep using them as the main technology resource
- At the elementary level, we probably don't need to prioritize this
- If there are cuts to be made, then it should be targeted, and the technology should be the thing to get cut
- Do we really want to be increasing the amount of time that elementary age kids are spending on technology? Many of them are spending too much time already
- Assistive technology is still important
- Please take a closer look at this 1.869 million and be more specific about the way that money is being spent
- We are also spending a lot of money on teacher laptops (800,000 dollars!), which is actually much more than the students costs
- Many students have a teacher laptop, but they hardly ever use it
- If we are talking about the difference between... Do I have an EA in my class? Do I have a custodian in my school?... or do I have a laptop?
- The choice is obvious: cut back on laptops... if we need to make hard decisions about costs
- Administrators make considerably more than other employees, and can afford to purchase their own laptops
- But would this mean doing attendance on paper and so on as before? Why not?

Question 6

- Ed Policy Meeting: In our district, there are 70-100 EA positions unfilled each day; also considering hiring people who are unqualified for the work
- Every EA should have the opportunity to get a 30-hour job, especially nowadays
- We need to expand not only to 5 more priority schools but to all schools in the district
- Many of our EAs have the qualifications to work in the daycare, yet the district is contracting out the daycare positions
- There is a huge potential benefit to having some of our EAs working in the daycares that operate within our district -- continuity of care for Kindergarteners, including those very sensitive and vulnerable young children

Question 7

- The cuts to custodial services have had so many unintended consequences

APPENDIX C

Public Budget Meeting Feedback – March 7, 2023

- The previous board's decision to do this was a mistake right from the get-go
- We cannot compare ourselves to other districts in this matter because we haven't made gradual changes
- Administrators are left having to make very difficult decisions about how they use their time: do I help this student in crisis or do I go and clean up this vomit that happened after my custodian has left the school?
- Student needs have changed in the last 10 years and we are seeing many more students in crisis who need support
- We need to re-think the way that we are looking at so many different positions that have been interconnected due to decisions that have been made around funding - Vice-Principals and Custodians lost time in order to ensure the 30-hour EA positions
- Our custodians need more time to do their job effectively

Question 8

- Reduce the counsellor ratio to 250:1 standard
- YES, Match the \$48k Ministry of Education and Child Care yearly grant
- We need to triage those kids whose mental health needs are so substantial that it impacts their safety and learning
- The best bang for our bucks in student retention, graduation rates, and supporting students and families where they are now (while looking ahead)
- All children benefit from mental health services, not just the vulnerable students
- What are the criteria for the matching though? What is the Ministry requiring of us? Is this money going to contribute to directly supporting students?
- The more direct support services that we can put into schools the more opportunities
- The comes back to the school is the hub of the community model: we need to aim towards having services available to students and families where they are

Other

- Are other areas being looked at as well for savings: amount of administrators at the board office, administrator equipment (phones, computers), travel allowances, administrator PD allowances

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

A.

- Mental health
- IT support for devices (can lower student device ratio)
- Indigenous student support and success

B.

- No need to add back custodial maintain current 2022/23 levels
- Elementary strings should not be a priority given the deficit
- Middle music should be reduced. Band/strings
- I also wonder about increasing indigenous connections to music opportunities (more drumming)
- Increasing 30 hrs to 5 other priority schools is a good retention strategy
- Proactive district wide mental health initiatives need to continue to be prioritized.

C.

- To lift up and support all students we need to ensure we have the systems and people in place to provide, innovate and lead inclusive and culturally responsive practices, for students to truly be at the centre we rely on many hands to hold them up, this is integral at all levels.

D.

- I feel like our biggest concern should be the social and emotional well being of our students
- Its especially important with the pandemic
- We need to invest in people and training
- Priority hiring for priority schools
- Varied options for arts and not just strings
- Keep some contingency \$

E.

- Core needs to enable our staff
- Teacher IT equipment
- EA hours for needed kids
- Look at policy shifts to reduce costs or find other funding sources. E.g. BYOD, utilize accumulated surplus for critical IT infrastructure

F.

- I am here to advocate for a second funding deadline for ELL support. With the national mandate for increasing immigration, we need to start now (proactive) to put pressure on the province to put pressure on the national government to increase funding down

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

to district level. Many students arrive after Sept 30th (this will continue to be the case...even more so) and we do not have the funding to provide support to all students requiring it. Priority students get prioritized without enough FTE. Please start now.

G.

- Music programs
- Tech ed

H.

- Please prioritize equity, safety, and education that will enable students to be functioning members of society.
- Elementary strings and middle above and beyond funded music programs cannot take priority over in-school supports (EA's, counsellors, custodial, administrators)

I.

- Idea to increase revenue
- Stream-line a system for booking facilities and collaborating with community groups to offer multi-purpose spaces.
- Fits with pathways and partnerships
- Fits with the goals of community engagement/dropout rates
- Engage new rental partnerships
- Expand to offer cafeterias, woodshops, art rooms, pottery kilns, theaters etc.
- Medical clinics in new builds
- Pop-up vaccine and other rentals

J.

- My Priorities:
- Student mental health – many of the challenges we face to student learning and wellbeing are unmet needs for mental health. Set student to school counsellor ratio at 250:1
- EA's
- Custodians

K.

- Explore savings and middle by making exploratory more choice – tackle tech ed shortage and music
- We need tech upgrades

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

L.

- My concern is music is driving the conversation there should be a focus on literacy, numeracy, and mental health for all with equity lens – no strings in elem or middle – DATA.
- Needs to be increase mental health support – more YFC and Counsellors
- No increase to EA time – increase to professional development to equip educators

M.

- Please keep the focus on student centric classrooms, literacy and numeracy (early intervention and equity)
- Keep pro-d strong (professional learning funds collaboration)
- School cleanliness is okay as it is.
- We were used to an abundance model, we will be okay.
- Music is a frill, not an necessity. Look at the data. Please. Basic music, yes. So many extras not with this mammoth of a deficit.

N.

- Save money by using a centralized purchasing of supplies and equipment
- Custodians – if you cannot hire full time custodians, why not have students clean their own desks, sweep the floors, etc. Better to have full time custodians.
- Mental health needs more support! And keep the music programs as a priority.
- Mental health priorities should be funded by the provincial government and not the school district. Music programs support mental health.
- Custodians support physical health and should be supported by government.
- Principals should not be cleaning up vomit and feces smeared on walls.

O.

- Revenue raising – why is the department of education not funding all the important aspects of education – why cut one program which is valuable to support another
- Why are there not more grants which could be applied for – community grants/to build a garden at a school
- Empty classrooms could be shared with child care groups
- Long term should not all schools have solar panels
- Schools could rent a room to private teachers to give lessons
- Corporate sponsorship for apple/dell technology – a good business model for them
- Also for WIFI shaw/telus/rogers
- Why not use grandparents /parents/community members to help with numeracy and literacy.
- Why not make schools a community hub – and renting out gyms/classrooms

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

- Central has a commercial kitchen why not let it be used on the weekends
- Place for seniors etc/ church congregations without a building
- Build social responsibility with classrooms by having kids do some small cleaning tasks.
- It is shocking that we have so few custodial hours
- Increasing revenue through increasing rentals
- Exploring corporate sponsorship for tech and WIFI and food programs
- Community grants
- Fundraising
- Lobby ministry of education for increase funding – especially mental health and custodial
- Add child care spaces in schools that can accommodate
- Invest in energy generators at school – solar on roof- wind generation
- Group procurement to achieve economies of scale
- Mental health – should be properly funded by the ministry of environment as a public health priority
- Where are minimum standards of hygiene and cleanliness at school?
- Kids won't use the bathroom at school

P.

- Need to add 7 evening custodians to support the workload of our staff
- Maintain 30 hour only at our 5 priority schools
- Decrease grade 5 strings to 5 hub sites
- Decrease middle school music to more in line with ministry mandated levels
- Increase funds to SEC/Mental health supports
- Keep contingency

Q.

- New revenue opportunities should be explored to leverage the incredible assets. These should focus on sustainability – not one-time and support social priorities like climate adaptation and culture activities (concerts and events)

R.

- Compared to 3 years ago, there is a lot more perceived input from rights holders, stakeholders, students and public which is greatly appreciated.
- We also appreciate in terms of music options, that there are options and this year our programs aren't completely cut and decimated with what has been presented.

S.

- I would like to see the following priorities for the budget

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

EA's all students deserve to be physically and emotionally supported at school

Music: this program has been cut repeatedly over the past several years. If we continue to cut it we will have no program left.

Mental health initiatives: this area seems crucial to fund after a pandemic the provincial funding seems woefully insufficient.

T.

- Lobbying ministry for mental health supports – public priorities
- Custodial services – schools are filthy
- Supports in classrooms – EA's and Literacy Numeracy support
- We need support over music.

U.

- EA – 5 priority school to have 30hr positions
- Custodial services – to return to 6am daytime custodians
- Mental wellness – match funds and \$46 K

V.

- EA's
- Custodial
- Mental Health (think broadly with this, use it for antiracist education for all staff and to fund anti oppressive initiatives in the district)

W.

- Please use middle music to fund EA 30 hour positions and mental health supports

X.

- Middle music and elementary strings need to be used to fund EA's and the deficit

Y.

- Middle school music/strings \$ should be redirected to fund EA's, counselling and or deficit

Z.

- Music seems to be at the forefront of conversations around the budget, however, sports, theatre, dance all have the same impact that music does yet these programs don't receive special funding.
- Students who are likely taking music aren't the ones who need or can't afford it.

A.1.

APPENDIX D – Comment Card
Public Budget Meeting Feedback – March 7, 2023

- Mental Health – important for students to have supports available as they move through school system.
- IT infrastructure
- Offer music as an academy program that parents can pay for much like the sports programs.

B.1.

- Very good conversation that seemed to be well informed. At our table there seemed to be a realization that we cannot champion causes, rather we need to make well thought decisions that keep students at the center of the conversation.
- Very impressive in comparison to last years public consultation

C.1.

- Please consider EA retention issues
- Do we pay EA's more an hour or do we consider having more 30hr positions?
- Is strings an equitable program? When we consider district vision of supporting all learners, what percentage of students access strings?
- How do we meaningfully include voices of all parents and all students
- Consider funding for professional learning being school based and not district based.

D.1.

- Mental health and wellness
- Direct student support (EAs, teachers)
- Clean, safe buildings

E.1.

- An overarching priority is the need for continued and even enhanced mental health and wellness resources. If children are not supported in this area their ability to learn and grown will be affected significantly. Whatever tough budget decisions need to be made it should never be at expense of this priority. Thank you for the opportunity to be here – and feel heard.

F.1.

- On the operating expenses slide I would like to understand the actual quantum's tied to these percentage break outs. It's a but misleading and does not tell the whole story. On the operating, similarly I would rather see a break down of unionized and exempt and again actual dollar allocation.
- It may not be much but exempt comp is being funded for 2022 which has been a primary complaint of boards so what does that look like on the budget.

APPENDIX D – Comment Card
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G.1.

- Would be good to see the intermenstrual protocols for support services in schools
- Would be an exceptional move to outline what those funding lines would look like going into districts and would anchor the more “community” approach to the system. K-12 isn’t just about supporting kids – the reality is you’re supporting the parents too in order to ensure safety and access to services.

H.1.

- WIFI
- EA – but not Elem – Sec and Middle
- Mental Health
- As all dept and schools on what they can save next year without cutting people.
- Ask the question?
- Cut school accounts. What else?
- In deficit cut all extras
- All schools cut 4K = 192 K

I.1.

- Where are the sports programs?
- Where are the other arts?
- What advocacy is being done to acquire more budget?
- What can parents do to support this?
- Can a conversation/negotiation happen with google to create revenue?
- What happens to our society when arts, sport, mental health supports and proper support are removed?

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: March 13, 2023

Please see below the opportunities the Superintendent has been involved with during the month of March aligned to the Strategic Plan:

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

- Administrators' Meeting – March 2, 2023
- Climate Action Committee Meetings – March 2 & 16, 2023
- 2023-2024 Budget Public Meeting – March 7, 2023
- Special Open Board Meeting – Budget Recommendation to Public – March 14, 2023
- Monthly Meeting with VPVPA President and Vice-President – March 16, 2023
- School visits throughout the month

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

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

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

- Climate Action Committee Meetings – March 2 & 16, 2023
- School visits throughout the month

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

Gratitude: The Superintendent would like to thank the following:

- Information Technology for Learning Team for the exceptional teamwork ensuring that our District's information system remain up-to-date and secure.
- Wishing our students, staff, parents/caregivers a safe and relaxing Spring Break!

Recommended Motion: *That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's Report, as presented.*

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



School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4162 Fax (250) 475-4112

Office of the Superintendent

Deb Whitten – Superintendent

TO: Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Student Enrollment Priorities – International Education
DATE: March 13, 2023

Purpose

The purpose of this memo is to provide historical information resulting from the work of the Student Registration and Transfer Ad Hoc Committee that occurred during the 2016-2017 school year; to provide current student transfer and registration data; to provide current international student data; and to provide considerations when exploring the proposed motion.

On March 6, 2023, a **Notice of Motion** was submitted at the combined Education Policy and Directions / Operations Policy and Planning Committees to be voted on by the Board of Education at the March 13, 2023, Regular Board meeting.

The notice of motion reads:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to ensure that all local student registration, transfer requests, elementary to middle and middle to secondary transition needs are met in accordance with the District student enrollment priorities before placing an “out of district student” such as ISP students.

Background

In 2016, it was recognized that the increase to enrolment meant that space was becoming limited at some schools. It was also observed that the student enrolment priorities had not been examined in decades. As such a Student Registration and Transfer Ad Hoc Committee was established with the purpose of establishing student registration and transfer priorities for students attending school in the Greater Victoria School District. The Student Registration and Transfer committee had two deliverables: to recommend to the Board priorities for student registration and transfer requests, including district programs such as French Immersion and International Student Programs (ISP) and to recommend appropriate changes to policy and regulations. The committee was also later directed to continue work after recommendations to enrolment priorities were made, to review catchment boundaries, French Immersion demand and the potential for reopening schools. The committee was composed of Trustees, the Superintendent, District Principal of Modern Languages and Multiculturalism, Director of International Student Program, VCPAC representative, PAC representatives, Principals, and Students.

Through the work of the committee, it was recommended that new student enrollment priorities would be in effect beginning in the 2018-2019 school year.

As noted in the [June 26, 2017 memo](#) (see page 75 of June 26, 2017 Pack up) from Superintendent Langstraat, *“these priorities placed a greater emphasis for catchment students attending their catchment school, while supporting the continuity of family relationships currently within schools. This recommendation is also consistent with what was heard within the recent survey of parents about catchment priority, at the same time prioritizing siblings staying together in a school if space is limited.”*

Prior to the 2018-2019 school year the registration and transfer priorities were:

1. A returning student (catchment or non-catchment)
2. Sibling of a student in attendance at the time of registration and in September of the next school year
3. A catchment area child
4. A non-catchment area child
5. A non-school district child

Beginning in the 2018-2019 school year the Student Enrollment priorities were:

1. Re-enrolling students
2. A catchment area sibling
3. A new catchment area child
- 3.5 A non-catchment sibling that would have been in catchment but for the changes to boundaries instituted in the 2020/2021 school year
4. A non-catchment sibling
5. A non-catchment area child
6. A non-school district child

[Link to Policy 5118.2 Student Enrollment and Transfers](#)

[Link to Regulation 5118.2 Student Enrollment and Transfers](#)

It was also included in the 2017 memo from Superintendent Langstraat that: *“The International Student Program follows a separate placement process from the process noted above for local students.” In addition, “placements are dispersed across Greater Victoria schools based on requests, space, programs and homestay options” and “In recognition of a growing student population and to ensure an equitable placement of international students at schools across the District, the number of international student registrations will be capped at 1,050 FTE for 2017-2018 and will be reviewed annually by the Superintendent and Director of International Student Programs, based on annual enrolment projections.”*

At the June 26, 2017, Board of Education meeting a presentation by Jeff Davis, Director of International Student Program and Piet Langstraat, Superintendent of Schools, was provided to the Board of Education regarding the Proposed Changes to the Student Enrollment Priorities for 2018-2019.

[Link to Student Enrolment Priorities presentation from June 26, 2017 Board of Education Public meeting.](#)

International Student Program

In alignment with the 2017 memo and PowerPoint presentation, the placement of international students is based on requests, space, and homestay options. Space in schools is prioritized for in-catchment students as per [Policy 5118.2](#). Through the Transfer and Registration process District staff prioritize in-catchment students are accommodated in their catchment school and this information is utilized when planning for the International Student Program numbers.

Considerations

There are some immediate and long-term considerations when exploring the proposed motion including, but not limited to:

- a) **Financial impact on the District from the International Program contribution** – a change to the registration process for international students for the 2024-2025 school year would result in a loss of \$2.0 to \$4.0 million in income as there is a potential for 125 to 250 international students not enrolling in the International Program. This is a conservative projected loss.
- b) **Homestay families** - finding eligible homestay families continues to be a significant challenge in the Greater Victoria region. If a student in a homestay is required to be in the catchment area of the school the student is attending, there will be an impact to the number of students able to attend each school. If a specific school was no longer able to host international students, International Education would lose many host families from that specific catchment as students prefer placement in a catchment school. The overall result would be a loss of homestay families which would also limit the capacity to enroll students in the district and result in a loss of revenue.
- c) **Staffing at schools** - international student enrolment is included in the April staffing process, any reduction in international student enrolment will also result in the reduction of teacher FTE. For example, if international student enrolment was reduced by 250 students, 15.683 FTE teaching positions would also be reduced. Currently International Education is projecting to fund 56.461 FTE teacher positions in the 2023-24 school year. A loss in revenue would decrease this teacher FTE.
- d) **2023-2024 Transfer and Registration process** – as per Policy 5118.2 Student Enrollment and Transfers: Students are expected to attend their catchment area schools except in occasions of limited space or if successful application has been made to attend a school from another catchment area. The timeline for the 2023-2024 Registration and Transfer process is as follows:

November 2022 - Important registration dates document is shared with families

January 9, 2023 - Beginning of the K-12 transfer process

February 10, 2023 – Deadline to submit transfer requests is 3:30pm

February 23, 2023 – All families were notified of their transfer request status

- e) **Placement timelines for international students** – if international students become included in **Priority 6 - A non-school district child**, the current process of admissions and acceptance to the International Program will need to be altered. This would result in a decrease in international Student enrolment as students and their families typically apply 8 to 12 months in advance of a September start date in order to complete the application process and to procure a study permit from Immigration Refugees and Citizenship Canada (IRCC). Most applications are processed by International Education between August and March of the year prior to enrolment. The majority of students intending to study in September 2023 have received their Letter of Acceptance and notification of school placement for the 2023-2024 school year. Additionally, students have applied for a study permit to enter Canada, as required by IRCC.
- f) **Equitable distribution of International Students at schools** – as noted in the 2017 memo, the goal was to equitably distribute international students throughout the District. It would be difficult to achieve this goal should priorities be shifted.
- g) **Equitable distribution of populations from grade to grade** - it should be noted that international students at the secondary level typically start their education program in grade 10 or 11. There are very few international students starting in grade 9. Over the past 15 years approximately 75% of international students attended school in the Greater Victoria School District for multiple years on graduation programs.

The following data has been provided to assist the Board of Education in understanding the current context of Student Registration and Transfer requests, space in schools and the placement of international students as per the 2017 directive.

Historical Data: International Student Allocation at Secondary 2019-2020- to 2023-2024
International Student Allocation: projected International fee-paying enrolment in March prior to April staffing process

2019-2020 SCHOOL YEAR	INTERNATIONAL STUDENT ALLOCATION	SCHOOL POPULATION	% OF INTERNATIONAL
Esquimalt	100	769	13%
Lambrick	150	583	26%
Mt. Douglas	165	958	17%
Oak Bay	130	1253	10%
Reynolds	125	1032	12%
Spectrum	125	1118	11%
Vic High	100	845	12%
Overall Total	895	6558	14%
2020-2021 SCHOOL YEAR	INTERNATIONAL STUDENT ALLOCATION	SCHOOL POPULATION	% OF INTERNATIONAL
Esquimalt	35	724	5%
Lambrick	70	504	14%
Mt. Douglas	125	849	15%
Oak Bay	110	1217	9%
Reynolds	80	979	8%
Spectrum	40	1027	4%
Vic High	40	723	6%
Overall Total	500	6023	8%
2021-2022 SCHOOL YEAR	INTERNATIONAL STUDENT ALLOCATION	SCHOOL POPULATION	% OF INTERNATIONAL
Esquimalt	70	790	9%
Lambrick	95	583	16%
Mt. Douglas	175	911	19%
Oak Bay	140	1319	11%
Reynolds	100	1029	10%
Spectrum	95	1165	8%
Vic High	60	778	8%
Overall Total	735	6575	11%
2022-2023 SCHOOL YEAR	INTERNATIONAL STUDENT ALLOCATION	SCHOOL POPULATION	% OF INTERNATIONAL
Esquimalt	85	845	10%
Lambrick	115	567	20%
Mt. Douglas	190	902	21%
Oak Bay	150	1367	11%
Reynolds	115	1050	11%
Spectrum	120	1156	10%
Vic High	85	860	10%
Overall Total	860	6747	13%
2023-2024 SCHOOL YEAR	INTERNATIONAL STUDENT ALLOCATION	SCHOOL POPULATION	% OF INTERNATIONAL
Esquimalt	95	868	11%
Lambrick	125	609	21%
Mt. Douglas	215	918	23%
Oak Bay	130	1400	9%
Reynolds	115	1050	11%
Spectrum	130	1148	11%
Vic High	40	854	5%
Overall Total	850	6847	12%

School	School Capacity	Projected School Enrolment 2023-2024	Pre-transitioned/in-catchment	Accepted transfers and new registrations	Re-enrolling 2023-2024	A catchment area sibling	A catchment area child	A non catchment sibling	Non catchment IN pathway	Non catchment OUT of pathway	out of district	Total transfers waitlisted
Esquimalt	975	868	204	4	660	0	0	0	0	0	0	0
Lambrick	750	609	113	19	477	0	0	0	0	0	0	0
Mt. Douglas	950	918	72	103	743	0	0	0	0	0	0	0
Oak Bay	1300	1400	293	25	1082	0	0	4	17	42	0	68
Reynolds	1100	1050	275	-16	791	0	0	7	11	11	0	29
Spectrum	1200	1148	250	12	886	0	0	0	7	20	1	28
Vic High *	1000	854	249	-77	682	0	0	1	6	10	0	18

School	School Capacity	Projected School Enrolment 2023-2024	Pre-transitioned/in-catchment	Accepted transfers and new registrations	Re-enrolling 2023-2024	A catchment area sibling	A catchment area child	A non catchment sibling	Non catchment IN pathway	Non catchment OUT of pathway	out of district	Total transfers waitlisted
Middle Schools												
Arbutus Global	500	414	121	17	276	0	0	0	0	0	0	0
Cedar Hill	550	556	210	-18	364	0	0	0	8	5	0	13
Central	600	501	184	12	305	0	0	0	3	0	0	3
Colquitz	550	505	155	-11	361	0	0	0	7	4	0	11
Glanford	400	359	111	12	236	0	0	0	1	1	2	4
Gordon Head	375	359	126	1	232	0	0	0	0	0	0	0
Lansdowne	875	710	242	5	463	0	0	0	0	5	0	5
Monterey	425	414	121	8	285	0	0	0	2	8	0	10
Rockheights	400	260	113	-24	171	0	0	0	0	1	0	1
Shoreline	425	382	130	-14	266	0	0	0	0	1	1	2

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Board of Education

FROM: Katrina Stride

DATE: March 13, 2023

RE: Monthly Report

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer since February 28, 2023.

- Budget Advisory Committee meetings 6 and 7
- Public Budget Meeting
- Policy Sub-Committee meeting
- Meetings with legal counsel
- Meetings with Communications and Community Engagement
- Meeting with British Columbia Public Sector Employers' Association (BCPSEA)
- Meetings with Ministry of Education and Child Care
- Weekly Senior Leadership Team meetings
- Weekly Chair Superintendent agenda setting meetings
- Weekly Superintendent meetings
- Weekly Budget meetings
- Weekly Facilities meetings
- Bi-weekly Vic High construction project meeting with Facilities and School Principal
- Bi-weekly Facilities and Superintendent meeting
- Bi-weekly Information Technology for Learning meeting
- Monthly Standing Committee and Board meetings
- Monthly Administrators meeting
- Monthly Child Care meeting with Facilities and District Principal

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

SECTION 72 REPORT

The Board of Education discussed the following matter:

- Legal
- Property

SECTION 72 REPORT

The Board of Education discussed the following matter:

- Appeal

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The Board of Education discussed the following matter:

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The Board of Education discussed the following matter:

- Property