



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

Regular Board Meeting

AGENDA

Broadcasted via YouTube

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

Monday, May 29, 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 May 29, 2023 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the April 24, 2023 Regular Board Minutes

Recommended Motion:

That the April 24, 2023 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

A.5. Student Achievement

A.6. District Presentations

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

B. CORRESPONDENCE

B.1. April 21, 2023, Office of the Auditor General of British Columbia to the Board of Education of School District No. 61 (Greater Victoria)

B.2. April 24, 2023, West Shore RCMP, School Police Liaison Officers

- B.3. April 28, 2023, Support Network for Indigenous Women and Women of Colour to the Board of Education of School District No. 61 (Greater Victoria)**
- B.4. May 2, 2023, Jodi Pavesic, Saanich Police to the Board of Education of School District No. 61 (Greater Victoria)**
- B.5. May 4, 2023, Jennifer Chambers to the Board of Education of School District No. 61 (Greater Victoria)**
- B.6. May 4, 2023, Oak Bay Police Board to the Board of Education of School District No. 61 (Greater Victoria)**
- B.7. May 10, 2023, Board of Education to Bays United Football Club (FC)**

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. Ad-Hoc Committee Annual Review

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) dissolve the Indigenous Education Ad Hoc Committee.

- c. June Board Work Plan

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

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. Draft minutes from the May 1, 2023 meeting – information only
- b. Recommended motions from the May 1, 2023 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) refer Draft Policy 5150 Sanctuary Schools with suggested amendments to the May 29, 2023 Board of Education meeting.

AND FURTHER

Provide a copy of the Draft Policy 5150 Sanctuary Schools to Rightsholders, stakeholders and relevant District staff inviting comment in advance of the May 29, 2023 Board of Education meeting.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) consider the School Police Liaison Officer Program Review Ad Hoc Committee report at a Special Board Meeting to be scheduled in May 2023.

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the May 8, 2023 meeting – information only
- b. Recommended motion from the May 8, 2023 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) refer revised Policy 1161 to the Policy Sub Committee and provide an update at the June 12, 2023 Operations Policy and Planning Committee meeting.

D.3. Audit Committee Report

- a. 2022-2023 Audit Planning Report

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2022-2023 Audit Planning Report as presented to the Audit Committee.

- b. March 2023 Quarterly Financial Report

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2023 Quarterly Financial Report as presented to the Audit Committee.

D.4. Budget Advisory Committee

- a. May 4, 2023 Budget Advisory Committee Meeting Draft Minutes

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. 2023-2024 Board of Education and Standing Committee Meeting Dates

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Board of Education and Standing Committee meeting dates.

- 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.

- b. Elementary Strings (as preparation) – Director of Human Resource Services Vair

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – April 24, 2023

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

H.2. Notice of Motions

I. ADJOURNMENT

Recommended Motion:

That the meeting be adjourned.



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

REGULAR MINUTES

Via Zoom

Monday, April 24, 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, Mavis David
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, Andy Canty, Director of Information Technology
Partners:	Ilda Turcotte, GVTA, Sarah Winkler, VPVPA, Jeanette Alexander, ASA, Lisa Gunderson, VCPAC

A. COMMENCEMENT OF MEETING

This meeting began at 7:35 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 Gagnon

Seconded by Trustee Kwan

That the April 24, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

a. Approval of the March 13, 2023 Regular Board Minutes

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the March 13, 2023 Regular Board minutes be approved.

Motion Carried Unanimously

b. Approval of the March 14, 2023 Special Board Budget Minutes

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the March 14, 2023 Special Board Budget minutes be approved.

Motion Carried Unanimously

c. Approval of the April 4, 2023 Special Board Budget Minutes

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the April 4, 2023 Special Board Budget minutes be approved.

Motion Carried Unanimously

d. Approval of the April 6, 2023 Special Board Budget Minutes

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the April 6, 2023 Special Board Budget minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

Trustee Duncan requested an update on the work plan for the mental health and professional development budget that was allocated through the Budget process. Deputy Superintendent Caldwell replied that staff will be reporting back to the Board at the June 5, 2023 Education Policy and Directions Committee meeting.

A.5. Student Achievement

None

A.6. District Presentations

None

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

- a. Sergeant Jody Pavesic presented on the school police liaison officer program in the Greater Victoria School District.
- b. Mia Golden presented on the school police liaison officer program in the Greater Victoria School District.
- c. Mark Jenkins presented on the school police liaison officer program in the Greater Victoria School District.

B. CORRESPONDENCE

- B.1. March 23, 2023, Chief Del Manak to SD61 Trustees, School Police Liaison Officers**
- B.2. March 17, 2023, Mary Kelly to SD61 Trustees, School Police Liaison Officers**
- B.3. April 3, 2023, Minister of Education and Child Care to Chair Duncan, Response to March 10, 2023 letter**
- B.4. April 20, 2023, Tillicum Elementary School PAC, School Police Liaison Officers**
- B.5. April 20, 2023, Tillicum Elementary School Staff Committee, School Police Liaison Officers**
- B.6. April 17, 2023, Saanich Police, School Police Liaison Officers**
- B.7. April 21, 2023, VPVPA, School Police Liaison Officers**
- B.8. April 21, 2023, Teachers from Tillicum Elementary School, School Police Liaison Officers**

C. TRUSTEE REPORTS

C.1. Chair's Report

d. Chair's Report

Chair Duncan presented the report and provided highlights.

Moved by Trustee Duncan
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) add the following items to the Board Work Plan:

- i. Each December conduct an annual review of Appeal Bylaw 9331.1 which aligns with the Board's obligation to review both the Appeal Bylaw and the associated feedback forms.**
- ii. Each May review Ad Hoc Committees that may need to be concluded via Board motion.**
- iii. Each June Trustees will provide the Board with a report pertaining to their work on Ad Hoc Committees during the year.**

Motion Carried

For (7) : Trustees Kwan, Carmichael, Baillaut, Gagnon, Paynter, Mahbobi, Duncan

Abstain (1) : Trustee David

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- e. May 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 April 3, 2023 meeting – information only

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the April 17, 2023 meeting – information only
- b. Recommended motions from the April 17, 2023 meeting:

Moved by Trustee Kwan

Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to recommend a policy and regulation on international student enrollment with particular reference to the Surrey School District policy and regulation;
AND FURTHER

Present the recommendations to the Education Policy and Directions Standing Committee in June 2023.

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 Board Chair to write to the Minister of Education and Child Care, Minister of Finance and Premier advocating for additional funding.

Motion Carried Unanimously

D.3. Budget Advisory Committee

- a. Budget Advisory Committee March 9, 2023 Minutes were provided for information.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Superintendent Whitten provided the report for information.

Board of Education Meeting April 24, 2023

Moved by Trustee Baillaut
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. 2023-2024 / 2024-2025 School Calendar

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023/2024 and 2024/2025 school calendars.

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

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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	

Motion Carried Unanimously

c. 2023-2024 Special Academy Fees

Associate Superintendent Aerts informed the Board that the motion is in accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fee relating to the direct costs incurred by the Board in providing the specialty academy that is in addition to the costs of providing a standard educational program.

Trustees had questions of clarification.

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public, via the District website, the schedules of fees that have been approved by the Parents' Advisory Council for the school where the Board proposes to offer specialty academies.

Motion Carried Unanimously

d. Trustee Questions

Trustee Duncan requested information from staff about the process for safe handling of any unknown substance found on school grounds by staff or children in the school district. This comment is in relation to the Nanaimo school district where children found fentanyl on school grounds and brought it home. Deputy Superintendent Caldwell provided an update for Trustees.

E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Kwan

Seconded by Trustee Carmichael

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

Motion Carried Unanimously

b. 2023-2024 Capital Plan Bylaw

Secretary-Treasurer Stride provided rationale for the motion.

Questions of clarification were asked.

Moved by Trustee Kwan

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 2023/24-CPSD61-01 Capital Plan 2023/24.

WHEREAS in accordance with Section 142 of the *School Act*, the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with Section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 9, 2023, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2023/24-CPSD61-01.

Read a first time this 24th day of April, 2023;

Motion Carried Unanimously

Moved by Trustee Baillaut

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 2023/24-CPSD61-01 Capital Plan 2023/24.

WHEREAS in accordance with Section 142 of the *School Act*, the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with Section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (e) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (f) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (g) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (h) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 3. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 9, 2023, is hereby adopted.
- 4. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2023/24-CPSD61-01.

Read a second time this 24th day of April, 2023.

Motion Carried Unanimously

Moved by Trustee Gagnon

Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of School District No. 61 (Greater Victoria) Capital Bylaw No. 2023/24-CPSD61-01 at the April 24, 2023 Board meeting.

Motion Carried Unanimously

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 2023/24-CPSD61-01 Capital Plan 2023/24.

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WHEREAS in accordance with Section 142 of the *School Act*, the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with Section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (i) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (j) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (k) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (l) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

5. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 9, 2023, is hereby adopted.

6. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2023/24-CPSD61-01.

Read a third time this 24th day of April, 2023, and finally passed and adopted the 24^h day of April, 2023.

Motion Carried Unanimously

c. 2023-2024 Annual Facility Grant (AFG) Expenditure Plan Submission

Secretary-Treasurer Stride provided a memo on the 2023-2024 Annual Facility Grant (AFG) Expenditure Plan submission to the Ministry of Education and Child Care. The AFG is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

Questions of clarification were asked.

F. QUESTION PERIOD

- Q. The ICA does great work in our community but why was there no public consultation for the ICA facility at Vic High? Further still why was the space allocated without a user agreement in place as stated at this meeting?
- A. Staff will report back to the individual who asked the question.
- Q. Information about NLC's from the BC Parks and Recreation Association says that the tracks qualify for NLC money. Vic High's track and field qualified for the same NLC funding that was used for the ICA building. Some of the funding was used for Vic High's turf field. This leads me to: Why wasn't all of it used for Vic High's track and field plans (the track previously voted for at the Open House held at Vic High) refurbish the track and memorial stadium?
- A. Staff will report back to the individual who asked the question.
- Q. From this side, it looks like the district told Vic High Alumni they had no money for Vic High's track and field when they actually had 4.6 million in NLC funding. The ICA is a very reputable organization and does a lot of good in our community however if I understand it correctly it looks like the ICA has been pulled into the financial mismanagement of Vic High unfortunately.
- A. Staff will report back to the individual who asked the question.
- Q. I understand the Fernwood neighborhood resource group (Fernwood NRG) has been receiving regular reports about the seismic upgrade and only after my pushing for information about these updates. Where was the catchment consultation on Fernwood NRG's involvement? Do I understand correctly that Fernwood NRG will gain access to Vic High school grounds as well?
- A. Staff will report back to the individual who asked the question.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

Moved by Kwan

Seconded by Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) amend the following Section 72 Reports:

G.2. Record of In-Camera Board of Education Meeting – March 13, 2023

Replace the item *Strategic plan* with the item *Budget*

G.7 Record of Special In-Camera Board of Education Meeting – April 4, 2023

Replace the item *Strategic plan* with the item *Budget*

G.8. Record of Special In-Camera Board of Education Meeting – April 5, 2023

Replace the item *Strategic plan* with the item *Budget*

G.9 Record of Special In-Camera Board of Education Meeting – April 17, 2023

Replace the item *Strategic plan* with the item *Property*

Motion Carried Unanimously

G.1. Record of Special In-Camera Board of Education Meeting – March 10, 2023

G.2. Record of In-Camera Board of Education Meeting – March 13, 2023

Board of Education Meeting April 24, 2023

- G.3. Record of Special In-Camera Board of Education Meeting – March 13, 2023**
G.4. Record of Special In-Camera Board of Education Meeting – March 16, 2023
G.5. Record of Special In-Camera Board of Education Meeting – March 16, 2023
G.6. Record of Special In-Camera Board of Education Meeting – March 23, 2023
G.7. Record of Special In-Camera Board of Education Meeting – April 4, 2023
G.8. Record of Special In-Camera Board of Education Meeting – April 5, 2023
G.9. Record of Special In-Camera Board of Education Meeting – April 17, 2023
G.10. The motion “*That the Board of Education of School District No. 61 (Greater Victoria) rescind the April 6, 2023 motion adopted by the Board which terminated the District’s membership in the BCSTA (British Columbia School Trustees Association) at the earliest possible opportunity.*” was passed at the In-Camera Board of Education meeting on April 24, 2023.

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

H.2. Notice of Motions

I. ADJOURNMENT

The meeting adjourned at 9:00 p.m.

Moved by Trustee Kwan

Seconded by Trustee Baillaut

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



April 21, 2023

VIA E-MAIL

Nicole Duncan
Chair, Board of Education
School District No. 61 (Victoria)
556 Boleskine Road
Victoria, B.C. V8Z 1E8

Dear Nicole Duncan:

Re: Reminder of appointment of auditors for government organizations and trust funds

The purpose of this letter is to remind you about the Auditor General's Financial Statement Audit Coverage Plan. This letter is provided for information only and does not require any action by you. The plan and further information regarding the mandate of the Office, including the *Auditor General Act*, can be viewed on our website at www.bcauditor.com.

The Office of the Auditor General will be relying on the work of the auditor of School District No. 61 (Victoria) as in prior years. However, our involvement with the audit of your financial statements will increase to an oversight level of involvement beginning with the district's June 30, 2023 fiscal year end. We anticipate performing oversight procedures for two years.

As auditor of the Government of the Province of British Columbia's summary financial statements, the Auditor General must have sufficient knowledge about the organizations comprising the government reporting entity in order to meet professional standards. The Office of the Auditor General acquires this knowledge by a combination of directly carrying out audit work in some of these organizations and seeking reliance on the work of auditors of other government organizations. The balance between financial statement audit work done directly by the Office of the Auditor General and that done by other auditors is determined by the Financial Statement Audit Coverage Plan.


Beginning with the audit of the district's June 30, 2023 financial statements, our plan is to meet with the district's auditor to review the audit plan, to review the audit progress and to discuss key issues as they arise. We will also meet with the audit firm prior to its finalizing the audit report, to review its working papers, and to discuss its audit findings and the audit report contents. We will ask the district to advise us of the dates, times, and locations of all significant meetings with management, or the Board, so that we have the opportunity to attend those meetings. Since our work with the district is designed to provide us with knowledge of the education sector as a whole, we will not bill the district for our involvement in connection with the audit of its financial statements.

On behalf of the Auditor General, I want to say that we are looking forward to working closely with the Board of Education to support you in discharging your oversight responsibilities with respect to School District No. 61 (Victoria).

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If you have any questions, please do not hesitate to contact me at 250-419-6200 or mpearce@bcauditor.com.

Yours truly,

A handwritten signature in blue ink that reads "Molly Pearce". The signature is written in a cursive, flowing style.

Molly Pearce, BComm, CPA, CA,
Principal, Financial Audit and Related Services

MP/cn

cc: Katrina Stride, Acting Secretary-Treasurer
Deb Whitten, Superintendent
Lenora Lee, KPMG



Royal Canadian
Mounted Police

Gendarmerie royale
du Canada

Security Classification/Designation
Classification/désignation sécuritaire

Supt. Todd Preston
Officer in Charge
West Shore RCMP Detachment
698 Atkins Avenue
Victoria, BC V9B 3A4

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

April 24, 2023

Dear Trustees:

I would like to address the concerns brought forward by the Greater Victoria Teacher's Association (GVTA) regarding the School Police Liaison Officer Program (SPLO). West Shore RCMP provides policing services to View Royal and officers from our Community Policing Unit regularly attend several Schools in View Royal performing SPLO's duties.

In a recent letter by the GVTA, it was stated that, "The presence of (school officers) not only harms many marginalized students, but also does nothing to solve the broader systemic issues caused by underfunding and austerity". I unequivocally disagree with this statement. As a police leader with over 25 years of experience, I can refer to countless times when the relationships built by our SPLO's had positive effects on students which led to preventing and solving crime.

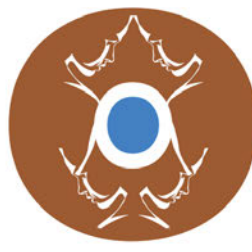
Most recently, grade 5 students from View Royal and Craigflower Elementary completed their 10-week journey through the Drug Abuse Resistance Education program. The program was taught by Cst. Cole Brewer a proud member of the Lower Simlikameen Indian Band who works at West Shore RCMP in the Indigenous Policing Unit. D.A.R.E. has proven to be a successful tool in teaching children the skills they need to avoid involvement in gangs, drugs and violence. Cst. Brewer has been the SPLO for View Royal Schools for a number of years. He reflected that having discussions around drug abuse was hard, but the relationship he built with the students allowed for a safe environment where students were able to ask questions and discuss topics beyond the curriculum.

Many of the students in this class were apart of the BIPOC community, including students from both Songhees and Esquimalt First Nations. Cst. Brewer's connection to the students from these communities is critical in our steps to take meaningful actions toward reconciliation with Indigenous Peoples. In my discussions with the Chiefs and Councillors of both Esquimalt and Songhees Nations they have identified police-youth engagement as a top priority and support the work SPLO's are doing in the schools to connect with Indigenous youth. SPLO's have been well received in our schools and their presence is needed in order to earn the trust of today's youth. Our SPLO's have been unfairly accused of perpetuating systemic racism. In fact, the very goal of the SPLO's is to reconcile these issues and build relationships with our youth in an effort to impact their lives in a positive way. The narrative the GVTA letter will have you believe that we operate a mandate whereby police target marginalized students, could not be further from the truth.

I echo Victoria Police Chief Del Manaks' sentiments on keeping SPLOS's in our schools. SPLO's were originally brought in as a strategy under the Community Policing Model which focuses on reducing crime and enhancing service delivery by developing relationships with community members. Thus, we cannot employ a community-based policing model by refusing to let the police into the fundamental institutions of our society, especially our schools.

Sincerely,

Supt. Todd Preston, Officer in Charge of West Shore RCMP Detachment



Support Network for Indigenous Women & Women of Colour.

Support Network for Indigenous Women and Women of Color

203-2722 Fifth Street

Victoria BC V8T 4B2

joni@sniwwoc.ca

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

The Support Network For Indigenous Women and Women of Colour (SNIWWOC) would like to express our full support for the removal of Student Police Liaison Officers within the Victoria School District SD 61. I believe full heartedly that research shows clearly the negative impact of police presence within schools for Black, Indigenous and Youth of Colour. We believe that it's the job of the board to properly assess the presented information and make informed decisions based on best practices for creating inclusive and safe schools in the Victoria area.

SNIWWOC is no stranger to the accounts of police violence in BIPOC communities and we know all too well the deep need for reform within policing across Canada as a whole. We urge you to be mindful of how the larger statistics reflect on the deep need for you to consider the implications of police presence in schools. While the instances of harm by police on racialized people in our greater community seem far away from the life of students at school, the reality is that they are witnessing the violence in real time. BC government statistics show that Indigenous people make 6% of the total population but represent a staggering 35% of all incarcerations in British Columbia. The 2021 Greater Victoria Local Immigration Partnership Network Survey revealed that 30% of BIPOC residents have experienced racism from local police. 45% of residents disagreed that VicPD acts in a fair manner when dealing with racial, religious, and ethnic communities (2015, SOLID). VicPD's general occurrence reports from 2016 to 2021 do show them disproportionately policing BIPOC youth. 19.38% of people VicPD

labeled as "Youth-Suspects" in their general occurrence reports were Indigenous, even though Indigenous people make up only 5.04% of Victoria and Esquimalt's population. Black youth were 3.75 times as likely as white youth to show up in a VicPD general occurrence report as "Charged." We think it is fair to conclude that VicPD targets BIPOC youth. These harms are replicated when the school district provides police with access to schools.

If you look at instances of police violence on Black, Indigenous and People of Colour in Canada- the consensus in the data shows our communities are vastly more impacted by police violence than that of our white counterparts. The 2021 Vancouver School Board review of the SLO program revealed that 75% of black students said the SLO program does not contribute to a sense of positive community in schools. 60% of black students said the SLO program does not contribute to a sense of safety in schools.

These feelings of unsafety are not surprising. In 2017, 30% of 67 SLO incident reports came from Esquimalt High School, which we all know has a large demographic of BIPOC students. In 2019, VicPD submitted 128 incident reports for arrests at schools or on school property. Only 4% of 2017 SLO incident reports indicate they may have begun with a student reaching out to an SLO. This means that police enforcement is happening on SD61 property while the SLO program is falsely advertised as a community policing tool focused on diversion from the criminal justice system. Armed police are not an appropriate student support or disciplinary response.

In the Report of the Standing Committee on Public Safety and National Security, on Systemic Racism In Policing In Canada it states "Given the pervasive nature of systemic racism in policing in Canada, the House of Commons Standing Committee on Public Safety and National Security (the Committee) has ***concluded that a transformative national effort is required to ensure that all Indigenous, Black and other racialized people in Canada are not subject to the discrimination and injustice that is inherent in the policing system as it exists today.***" If governing bodies are willing to examine that there is demonstrable racism, systemic and otherwise, within the police - why would we continue to uphold the institution as a practice within our schools? This institution has proven to be harmful to already marginalized communities. Why would schools want to be the place that continues the act of

marginalization?

Considering that 69% of respondents in the 2022 SD61 SLO survey report identified as white, we feel this gives a poor representation of the true impact police presence has on racialized students and is an incomplete assessment. 559 respondents were “uncomfortable” or “very uncomfortable” with SLOs in schools, including 101 students. Dozens of respondents also reported “negative” or “very negative” past interactions with SLOs, including:

- 32 BIPOC respondents (10 students);
- 13 Indigenous respondents (two students);
- 60 2SLGBTQIA+ respondents (18 students); and
- 107 white respondents (21 students)

While these numbers may seem small in comparison to the larger student population, we would argue that any discomfort in a child’s place of learning should be addressed by the administration placed in charge. These students, and the many other BIPOC families that didn’t have their voices heard in this survey, and the many countless BIPOC people across the city who have had violence perpetrated against them by police deserve to have their calls of reform heard. If nothing else, we hope you consider if even one student feels unsafe with SLOs in schools, it should prompt a quick response from administrators to end the program. Every child deserves to feel safe and welcomed in school and in their community.

Sincerely,

Joni Oldhoff

On behalf of the Support Network for Indigenous Women & Women of Colour

T: 250-277-2545
E: INFO@SNIWWOC.CA

203-2722 FIFTH STREET, VICTORIA, BC V8T 4B2
WWW.SNIWWOC.CA

From: Jody Pavesic [REDACTED]
Sent: Tuesday, May 2, 2023 11:09 AM
To: [REDACTED]
Cc: Trustees <trustees@sd61.bc.ca>; Deb Whitten <dwhitten@sd61.bc.ca>; Katrina Stride <kstride@sd61.bc.ca>; Tom Aerts <TAerts@sd61.bc.ca>; Jenkins, Mark [REDACTED]; Harold Caldwell <hcaldwell@sd61.bc.ca>
Subject: Re: Diversity and Inclusion Training

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Good morning, can you please ensure this email is included in the Board Correspondence at the next Board Meeting as mentioned in the motion put forward by Chair Duncan at last night's meeting May 1st, 2023.

I am concerned about the disproportionate information that is being brought forth in the School Board meetings with respect to the SLO Committee Review. I am hoping this email will clarify Kelli Kraft's statement last night at the board meeting expressing that police officers do not have equity, diversity, and inclusion training. I have quickly prepared the training that our Saanich Police Officers have completed over the course of the last several years. I am not sure if you are aware but the Saanich Police relaunched our Community Engagement Division with a more progressive focus, keeping with our organizational commitment to equity, diversity, and inclusion, our goal is to be equally responsive to the needs of other segments of our community, such as the LGBTQ2S+ community, our older adult population, youth and our culturally diverse communities, to name a few examples. Our members have participated in training and many workshops collaboratively with our community partners. Here is a list of the few (not exhaustive) since 2021:

2021 Courses

- Anti-Racism from the Center workshop
- Building a Case Against Hate Conference
- Webinar: Equity, Diversity and Inclusion – Police Leadership 101 in 2021
- Closing the Gaps – Working to Improve Transitions to Youth in Youth Justice, Hospitals, Substance Use and Mental Health Systems (2x day session)
- End Gang Life presentation
- Human Trafficking Seminar
- Indigenous Canada Course – Faculty of Native Studies – University of Alberta
- Canadian Police Knowledge Network – 2SLGBTQ+ course
- Royal Roads: Indigenous Ways of Being and Knowing – Integrating Indigenous Values into the Work Environment
- Trauma Informed Practice Foundations
- Trauma Informed Policing – Understanding the Neurobiology of Trauma
- Stepwise 360: Interviewing Trauma Survivors
- Canadian Police Knowledge Network – Cultural Awareness and Humility
- Indigenous Drumming Program
- Webinar: Promoting Mental Health Through Diversity and Inclusion
- Capital Regional District – Spring into Events in Reconciliation

2022 Courses

- Canadian Centre for Diversity and Inclusion Webinar: History of Race and Racism in Canada
- Canadian Centre for Diversity and Inclusion Webinar: Addressing Anti-Black Racism in the Workplace
- Masterclass: Black History, Black Freedom and Black Love
- Canadian Centre for Diversity and Inclusion Unconference

- Building a Case Against Hate Conference
- Canadian Association Chief of Police- Equity, Diversity, and Inclusion Conference
- You in You Consulting: Exploring Biases Workshop
- Trauma Informed Practice for Justice, Public Safety and Anti-Violence Community Sectors in BC
- Interviewing Trauma Survivors
- Human and Sex Trafficking Webinar Series
- Peer to Peer
- Indigenous Drumming Program continued
- Canadian Association Chief of Police – Police Leadership Conference (Equity, Diversity, and Inclusion)
- Cultural Perspectives
- Exploring Biases Workshops
- Drum Making
- Elder Abuse Awareness, Adult Protection law and Policing Powers webinar
- International Center for Digital Threat Assessment – Responding to Racism and Targeted Hate
- Lekwungen Tours (multiple sessions)
- NCA Leadership Conference (Equity, Diversity, and Inclusion)
- Safer Schools – Responding to Racism

2023 Courses

- Fair and Impartial facilitator update
- Spring Increment – Equity, Diversity, and Inclusion training
- Building a Case Against Hate
- Ask me Anything Faith – virtual conversation
- Drumming Lessons
- Gender Based Violence workshop
- Autism training for First Responders
- Drumming Lessons
- Fair and Impartial Policing
- Stepwise – Interviewing Trauma Survivors
- Trauma Informed Practice training
- Indigenous Cultural Awareness and Education
- Intercultural Indigenous Awareness and Gender Diversity Training
- Durham Regional Police Service Speaker Series-Police and 2SLGBTQ+ Communities: Working Together through Education and Community Partnerships.
- Responding to Racism and Targeted Hate
- Anti Racism Workshop-Victoria Multifaith Society
- Indigenous learning series
- Trauma Informed Practice foundations
- Gender Based Violence Workshop
- Lekwungen Territory Tour
- Exploring Biases Workshop
- History of Race and Racism in Canada
- Family Day Native Friendship Centre
- Uvic- 5 Days of Action an event aimed at amplifying the work groups, units and organizations to create a more diverse, inclusion and equitable community.
- ISSAMBA-Black in BC - Saanich members participated on a panel discussion. A key goal of the symposium was to develop a stronger understanding of the strategies behind progress so participants could determine what

approaches to consider for ongoing meaningful change. Saanich participated in this symposium to also share in detail the measures and initiatives that Saanich has implemented to strengthen and continuously improve our equity, diversity, and inclusion.

- Ghanaian Independence Day Celebration
- Symposium: Aboriginal Coalition to end Homelessness-includes several workshop days where first nations work with first responders to teach culture and history. Ongoing work with the ACEH working with youth to refer aboriginal back cultural routes through land base healing and education.

Saanich Police are also a part of the Greater Victoria Diversity Advisory Committee. Saanich Police also have a Diversity and Inclusion Committee as well, we work alongside and consult with the following groups to ensure Diversity and Inclusion within our organization and the community as a whole:

African Heritage Association of Vancouver Island (AHAVI)
India Canada Cultural Association (ICCA)
Ismaili Muslim Faith Community
Jewish Federation of Victoria and Vancouver Island
Victoria Baha'i Community
Victoria Francophone Association
Victoria Native Friendship Centre (VNFC)
Victoria Pride Society
Inter-Cultural Association of Greater Victoria
Victoria Immigrant Refugee Centre Society
Ukrainian Canadian Cultural Society of Vancouver Island
ISSAMBA Centre (African Arts and Cultural Centre)
Philippine Bayanhihan Community Centre
Chinese Community Services Centre of Victoria

We also have a REDI committee, the committee's aim is to identify progressive recruiting initiatives and strategies that will enhance our efforts to build and strengthen relationships and connections with potential recruit candidates with diverse backgrounds.

I hope this helps to better understand how our organization is working with our community partners and our members to ensure equity and inclusion for all. If you have additional information or courses that you think would be helpful we are always looking for growth and development opportunities.

I also welcome an opportunity to sit down with you so we can learn and grow from each other, communities are stronger when we all work together.

Thank you for your time,

Jody

SERGEANT JODY PAVESIC #151 (SHE/HER)
COMMUNITY ENGAGEMENT DIVISION
SAANICH POLICE DEPARTMENT
T. 250.475.4708
SAANICHPOLICE.CA | JOINS.PD.CA



We acknowledge that the District of Saanich lies within the territories of the ləkʷəŋən peoples represented by the Songhees and Esquimalt Nations and the W̱SÁNEĆ peoples represented by the W̱JOLELP (Tsartlip), BOKEĆEN (Pauquachin), STÁUTW (Tsawout), WSIKEM (Tseycum) and MÁLEXEL (Malahat) Nations.

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May 4, 2023

School District 61 Board of Education
556 Boleskine Rd
Victoria BC V8Z 1E8

Dear Board Chair and Trustees,

My name is Jennifer Chambers, and I am currently on a personal leave from my position as Secondary District Counsellor for Greater Victoria School District. I was on the SPLO Ad Hoc committee as one of the two GVTA members, until my leave started in September 2022. I am writing this letter because I believe the GVTA letter submitted to the Board on March 13 2023 does not appropriately address the position of many educators regarding the question of whether we should continue to support SPLOs in our schools.

Although I have not been a member of the AD Hoc committee during this 2022-23 school year, when I was a participant, we had many valuable submissions from educators and community presenting varied perspectives. Although there were teacher presentations strongly supporting police liaison officers in schools, and the survey responses were in favour of their continued presence (60% respondents wished SPLO program to continue and an additional 12% wanted it to continue with changes), those positions were not acknowledged in the GVTA President's March letter to the Board. Moreover, the letter only identifies two possible outcomes for the Board (keep with changes or terminate SPLOs) yet the committee also discussed the option of keeping the program without changes (Jan 13, 2022, SPLO Ad Hoc Committee Agenda).

The GVTA President also suggests that police patrol only attend schools in rare situations. This is misleading, as many of our larger schools are compelled to ask for police support on a regular basis. It would be professionally inappropriate to expect teachers, administrators, and other staff to manage potentially unsafe situations in a school without the support of police. The dismissal of SPLOs would mean that all police entering our schools would have no prior understanding of the culture and climate of schools, no prior relationship with students and staff and absolutely no avenue for building these relationships from a trauma informed lens. SPLOs are not, typically, involved in active investigations, but provide a communication bridge between the system of policing and education that supports all students in our schools. They are a resource for school staff to discuss and debrief interventions to increase learning for all involved in these difficult situations.

I felt a great deal of frustration during the committee meetings on this topic, as many presentations and discussions were focussed on a North American and global analysis of policing and prejudice, provided by one committee member, in particular. Although this is a crucial conversation for all of us, it was beyond the scope of the committee. Furthermore, many committee participants were not clear that SPLOs support a different role than regular officers in our schools. From a trauma informed lens, we know that attachment, connection, and ongoing communication is foundational, yet removing the SPLO role from our school system

means we lose the opportunity to develop this lens as our only interaction would then be in highly charged, emergency situations.

I hope the Board will consider all perspectives in this important conversation. I absolutely support making changes to the current program, particularly through aligning SPLO job descriptions, meeting the needs of marginalized youth who may need additional support with trauma responses, and finding ways to support safe and caring schools in both systems. I feel we are only starting this important work, but cessation of the program means we would no longer have any role in improving police interactions with our vulnerable youth.

Sincerely,
Jennifer Chambers

Oak Bay Police Board
1703 Monterey Avenue
Oak Bay, BC V8R 5V6



May 4, 2023

Board of Education for School District 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC V8Z 1E8

Re: Submission for School Police Liaison Officer (SPLO) Review

Dear Chair Duncan and SD61 Board,

We appreciate Chair Duncan and Ms. Carmichael taking time to meet with our Police Board members on March 24 and the invitation to make a submission to the Board of Education for School District 61 (the “Board”) regarding the current School Police Liaison Officer (SPLO) review process. Please accept this letter as our submission to the Board; we would also welcome the opportunity to make a brief presentation to the Board when the item is on your agenda.

We make three main points in our submission: (1) the Oak Bay Police Board is committed to working with the School Board to ensure the SPLO program is safe and inclusive of all members of our community; (2) the Greater Victoria Teachers’ Association’s (GVTA) March 3, 2023 letter does not reflect the role of SPLOs in Victoria schools and does not consider the fact that students are also members of the broader community in which community policing is grounded; and (3) the research underlying the recommendation of the Human Rights Commissioner highlights the need for further research but does not support immediately ending the SPLO program.

1. The role of police boards & our commitment to collaboration

Police boards are independent of municipal and provincial governments, and distinct from police departments. Police boards are mandated by the *Police Act* to provide civilian oversight of the police department including by establishing policies and setting the strategic direction for the department; providing financial oversight of the

department; dealing with policy and service complaints; and handling labour relations.

As such, we believe police boards can make a significant contribution to ensuring the SPLO program is safe and inclusive of all members of the school community. We take seriously the concerns raised by the Human Rights Commissioner regarding the impact of SPLOs on Indigenous, Black and other marginalized students. We share the goal of creating safe and inclusive schools that uphold human rights and we see a path for collaboration between the Oak Bay Police Board and the School Board to achieve that.

2. The role of SPLOs & the community policing model

The Oak Bay Police Department is a community-based policing organization: it advocates community partnerships with a multi-agency approach and collaboration as a means of achieving public safety and preventing and resolving problems. Members of the Oak Bay Police department primarily provide community policing, with external investigative and speciality services provided through memorandums of understanding with other police departments. As part of its community policing mandate, the Department responds to a wide range of calls of a general assistance nature, youth concerns, public education, substance abuse, and issues regarding mental health. The Department is committed to partnerships with the community, leading to the sharing in the delivery of police services.

The SPLO program plays a vital role in community policing: Oak Bay believes police must be approachable to be trusted. The feedback we have received on our SPLO program from a variety of stakeholders (including students, parents, teachers and school administrators) has been consistently positive and we have seen the benefits for students firsthand: Students who have built a positive relationship with members of our Department through the SPLO program are more likely to seek help if they are victimized or witness criminal activity, and experience less trauma when involved in events necessitating a police response. The role played by Oak Bay's SPLO in the response to a threat of gun violence at Oak Bay High School in November 2022 is a poignant example. Feedback received through Oak Bay's SPLO program also benefits our policing practices, including trauma-informed changes to school lockdown procedures.

We are concerned that several of the GVTA's recommendations would remove SPLOs from roles that cannot effectively be performed by others in the community (e.g., programming to make students less vulnerable to crime), or where SPLOs are essential members of community-based teams. Immediately ending the SPLO

program without alternative providers of these services in place could cause significant harm to students.

Moreover, several of the GVTA's recommendations appear to misconceive the role of SPLOs in Victoria schools. SPLOs work as part of a team with teachers and school administration; they do not independently participate in "student behaviour management", "surveillance of students" or "well-being checks on students attending or not attending school". Further, several of the GVTA's recommendations would work counter to the principles of community policing. Barring police officers from attending school functions or providing mentorship removes crucial opportunities for building positive relationships that support trust and collaboration. Eroding trust and collaboration in policing does not make schools or students safer; students are also members of the broader community. Regardless of whether they encounter police in schools, students are likely to encounter law enforcement at some point—whether as a witness to, or victim of, a crime, or otherwise—and should have the benefit of a police department that they know and that works collaboratively with community partners.

At the same time, we agree with the GVTA's call for school programming to be delivered from a trauma-informed, compassionate perspective that addresses structural inequalities and power dynamics, as well as impacts on BIPOC, 2SLGBTQIA+ students, and students with disabilities. There is no reason SPLO programs cannot be delivered in this manner, and no question that they should be. The Oak Bay Police Board is committed to working with the School Board to ensure this.

3. The need for further research & assessment

We have reviewed the Samuels-Wortley report commissioned by the BC Human Rights Commissioner. The report provides a literature review of studies pertaining to SPLO programs in Canada and the United States. Due to the lack of "peer-reviewed studies that explore the impacts of Canadian SLO programs on marginalized students", the report draws heavily on US-based research. However, US-based research focused on the "school-to-prison pipeline" cannot be generalized to Canada due to drastically differing (or in some instances, absent) school management policies. The Toronto Police internal evaluation reviewed in the Samuels-Wortley report is also not generalizable to Greater Victoria as it assessed a targeted SPLO program introduced after the fatal shooting of a student at a Toronto high school over a decade ago, rather than as a key component of a contemporary community-policing framework. We note that one of the Canadian studies cited by Samuels-Wortley suggested positive outcomes when SPLOs are

introduced as a component of a community policing model (Broll and Howells, 2019).


We agree there is an immediate need for assessment and research conducted in BC that centres the experience of marginalized students and employs high-quality evaluation strategies. The Oak Bay Police Board would be pleased to collaborate with the Board of Education in that work. Greater Victoria Students deserve nothing less.

Thank you for considering our submission. We welcome the opportunity to make a presentation to the Board and discuss the matter further.

Yours sincerely,




Mayor Kevin Murdoch, Board Chair



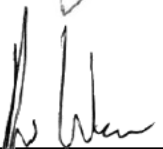
Heather Cochran, Director



Wendy Zink, Director



Lawrence Lewis, Director



Andrew Weaver, Director



Christine Hall, Director

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

May 10, 2023

Dan Clowater, President
Bays United Football Club
PO Box 5358, Unit B
Victoria, BC V8R 6S4

Dear Dan:

RE: **Artificial Turf Field at Victoria High School**

The Board of Education of School District No. 61 (Greater Victoria) acknowledges the receipt of \$50,000 from Bays United Football Club (FC). These monies will be held in trust in a non-interest bearing account in the Capital Fund to be used for the building of an artificial turf soccer/rugby field at Victoria High School.

In the event that the Board and Bays United FC do not proceed with a joint-use agreement for the artificial turf soccer/rugby field at Victoria High School, all monies held in trust shall be returned in full to Bays United FC within 30 days of the School District receiving such a request from Bays United FC.

A copy of this correspondence will be included on the agenda and recorded in the minutes of a regular meeting of the Board of Education of School District No. 61 (Greater Victoria) prior to May 31, 2023.

Your truly,

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)



Katrina Stride
Secretary-Treasurer

cc: Nicole Duncan, Board Chair
Deb Whitten, Superintendent of Schools
Julie Lutner, Associate Secretary-Treasurer
Marni Vistisen-Harwood, Director, Facilities Services

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.

Board of Education

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

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

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: May 29, 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 and media requests.
2. Trustee Assignment Update- The Board Chair will fill in as required to cover Trustee McNally and Trustee Carmichael's assignments while they are on leave. Trustee Kwan will act as the Board representative on the CRD Victoria Youth and Family Justice Committee for the remainder of the year.
3. BCSTA Board Chair Call, Thursday 4 May 2023- Topics of discussion included an update on the Ministry of Education and Child Care guidelines on Trustee Codes of Conduct, planning for a day of advocacy in Victoria this October and local budget processes.
4. BCSTA AGM and Provincial Council, 27-30 April 2023- Trustee Kwan and I represented the Board at the BCSTA AGM. Please have a look through the numerous motions passed at BCSTA AGM this year. The motions passed can be accessed on the BCSTA website: bcsta.org
5. Four Houses Terms of Reference Meeting, 17 May 2023. Thank you to Dr. Shelly Niemi, Director of Indigenous Education, SD61 for organizing and hosting the meeting. I had the pleasure of participating alongside Trustee David and representatives from each of the Four Houses.
6. Meeting with Mayor Murdock, District of Saanich and SD61 Secretary-Treasurer Stride, scheduled for 30 May 2023 to discuss crossing guard funding and municipal planning approvals.

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

7. 5 May 2023- I had the great pleasure of attending an amazing student performance of the Addams Family at Esquimalt High School. The costumes, sets and music were fantastic. To be so open hearted and cohesive as a group of student performers was wonderful to watch.
8. 13 May 2023- I attended the Vic High Alumni Black and Gold Dinner where notable alumni were honoured for their many and diverse contributions and achievements in the arts, politics, community advocacy and professional sports. I thoroughly enjoyed the opportunity to chat, and have dinner with current Vic High students and Superintendent Whitten. Thank you to the Vic High Alumni Association for hosting the event.

Reminders: Annual Trustee Ad Hoc Committee reports covering Trustee Ad Hoc Committee activities during the school year are due at the regular Board meeting in June 2023. A reporting template will be circulated to Trustees.

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



June 2023

June 29: Last day of school for students

Strategic Direction and Context

- Acknowledge National Indigenous Peoples' Day – Traditional Welcome

System Planning and Performance Monitoring

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

External Compliance and Accountability

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

Engagement with Stakeholders and Public Recognition Events

- Attend Commencement Ceremonies
- Host the Annual Retirement Celebration



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, May 1, 2023, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Nicole Duncan, Natalie Baillaut

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

Trustee Regrets: Diane McNally, Angela Carmichael, Mavis David

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

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

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

Trustee Duncan assigned Natalie Baillaut to the Education Policy and Directions Committee.

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the May 1, 2023 agenda be approved with the addition of **B.5. Ryan Broe.**

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Duncan

That the April 3, 2023 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

- B.1.** Boma, Support Network for Indigenous Women and Women of Colour presented on the School Police Liaison Officer Program.

Trustees provided thanks and questions of clarification were asked.

- B.2.** Matt Christie presented on the School Police Liaison Review Committee recommendations.

Trustees provided thanks and questions of clarification were asked.

- B.3.** Kelli Kraft presented on the School Police Liaison Officer Program.

Trustees provided thanks for the presentation.

- B.4.** Cole Brewer presented on the School Police Liaison Officer Program.

Trustees provided thanks for the presentation.

- B.5.** Ryan Broe presented on the School Police Liaison Officer Program.

Trustees provided thanks for the presentation.

C. NEW BUSINESS

- C.1.** Deputy Superintendent Caldwell presented the Framework for Enhancing Student Learning (FESL) Memo. District Principals McCartney and Hovis presented on District Goals / Priority Students.

District Team Goal

To support schools in feeling confident and capable in re-engaging priority students so they can say:

I belong, I have purpose, I matter.

Trustees provided thanks and questions of clarification were asked.

- C.2.** Policy Sub-Committee

Trustee Duncan presented the Draft Policy XXXX Sanctuary Schools to receive feedback from Trustees and partner groups. Trustee Duncan thanked Superintendent Whitten and Trustee Mahbobi for their work on the policy.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer Draft Policy XXXX Sanctuary Schools with suggested amendments to the May 29, 2023 Board of Education meeting.

AND FURTHER

Provide a copy of the Draft Policy XXXX Sanctuary Schools to Rightsholders, stakeholders and relevant District staff inviting comment in advance of the May 29, 2023 Board of Education meeting.

Motion Carried Unanimously

- C.3.** Trustee Duncan presented the School Police Liaison Officer Committee Recommendations.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) consider the School Police Liaison Officer Program Review Ad Hoc Committee report at a Special Board Meeting to be scheduled in May 2023.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Baillaut

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:50 p.m.

Chair

Secretary-Treasurer



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

Operations Policy and Planning Committee

REGULAR MINUTES

Monday, May 8, 2023, 7:00 p.m.

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

Education Policy and Directions members: Nicole Duncan (ex officio)

Trustee Regrets: Diane McNally, Mavis David, Angela Carmichael, Natalie Baillaut, Emily Mahbobi

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

Partners: Cindy Romphf, GVTA, Brenna O'Connor, VPVPA

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Gagnon

That the May 8, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Duncan

Amendment

F.3. after the word 30 seconds add “and whether there is a backlog of water filters that needs to be replaced.”

Add Nicole Duncan to the Education Policy and Directions committee as an “ex officio” member of the committee.

That the April 17, 2023 Operations Policy and Planning Committee meeting minutes be approved, as amended.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. SUPERINTENDENT'S REPORT

None.

D. PERSONNEL ITEMS

None.

E. FINANCE AND LEGAL AFFAIRS

E.1. Middle and Secondary Enrollment Report 2023-2024

Associate Superintendent Aerts presented the middle and secondary enrollment report.

Trustees had questions of clarification.

E.2. Monthly Financial Report: April 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.3. Budget Change Report: April 2023

Secretary-Treasurer Stride provided the April 2023 Budget Change Report.

Trustees had questions of clarification.

E.4. Privacy Management Program

Director Information Technology for Learning Canty provided the Draft Policy and Regulations for the Privacy Management Program.

Trustees had questions of clarification.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer revised Policy 1161 to the Policy Sub Committee and provide an update at the June 12, 2023 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

F. FACILITIES PLANNING

F.1. Operations Update: May 2023

Director of Facilities Services Vistisen-Harwood provided the Operations Update for May 2023.

Trustees had questions of clarification.

F.2. Victoria High School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided the Victoria High School Seismic Project Update for May 2023.

Trustees had questions of clarification.

F.3. Energy Manager Report

Energy Manager Facilities Services Leslie presented the annual energy manager report.

Trustees had questions of clarification.

F.4. 2022 Carbon Neutral Action Report

Energy Manager Facilities Services Leslie presented the 2022 Carbon Neutral Action Report.

Trustees had questions of clarification.

F.5. 2024-2025 Annual Five Year Capital Plan Draft

Director of Facilities Services Vistisen-Harwood provided the draft 2024-2025 Annual Five Year Capital Plan.

Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. NEW BUSINESS

None.

I. NOTICE OF MOTION

None.

J. GENERAL ANNOUNCEMENTS

None.

K. ADJOURNMENT

Moved by Trustee Kwan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:50 p.m.

Chair

Secretary-Treasurer

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: May 29, 2023

RE: **Audit Committee Report – May 19, 2023 Meeting**

Background:

The Audit Committee held a meeting on May 19, 2023. KPMG, the Board's external financial auditors, presented the Audit Planning Report for the 2022-2023 fiscal year, and discussed the Office of the Auditor General of BC letter dated April 21, 2023. New business included discussion of the March 2023 Quarterly Financial Report.

There are two recommendations to the Board from the Audit Committee.

Recommendations:

2022-2023 Audit Planning Report

Lenora Lee, Engagement Partner, from KPMG presented the Audit Planning Report for 2022-2023. Trustees recommended that the Board approve the Audit Planning Report for 2022-2023 through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2022-2023 Audit Planning Report as presented to the Audit Committee.

March 2023 Quarterly Financial Report

Julie Lutner, Associate Secretary-Treasurer, provided highlights of the quarterly financial report for the period ending March 31, 2023. Trustees recommended that the Board accept the March 2023 Quarterly Financial Report through the Audit Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2023 Quarterly Financial Report as presented to the Audit Committee.

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)

**Audit Planning Report
for the year ended June 30, 2023**

KPMG LLP

Prepared for meeting on May 19, 2023

KPMG contacts

Key contacts in connection with this engagement

Lenora Lee

Lead Audit Engagement Partner

250-480-3588

lenoramlee@kpmg.ca



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Digital use information

This Audit Planning Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this page.



Click on any item in the table of contents to navigate to that section.

4	Highlights and updates to our previous audit plan	5	Audit plan	7	Audit risks
13	Key milestones and deliverables	14	Audit quality	15	Appendices

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



Highlights and updates to our previous audit plan

Scope of the audit

Our audit of the financial statements ("financial statements") of School District No. 61 (Greater Victoria) ("the District") as of and for the year ending June 30, 2023 will be performed in accordance with Canadian generally accepted auditing standards (CASs).



Materiality



Set at \$5.0 million (2022 - \$4.6 million), based on amended budgeted revenues for FY22-23.

Significant risks



There are no significant risks identified beyond those required by professional standards related to fraud risk due to management override of controls.

Audit quality and independence



We are independent and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow Committee approved protocols.

Updates to our previous audit plan



New significant risks



None Identified



Newly effective auditing standards



CAS 315 (Revised) *Identifying and Assessing the Risks of Material Misstatement*
See Appendix 2

Newly effective
auditing standards



Other significant changes



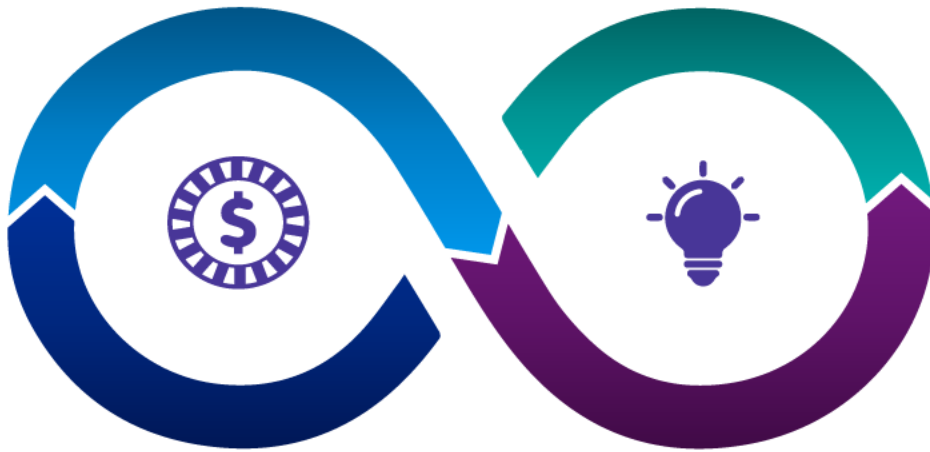
Adoption of new accounting standard PS3280: *Asset Retirement Obligations*
See Page 9

Newly effective
accounting standards





Materiality



We **initially determine materiality** at a level at which we consider that misstatements could reasonably be expected to influence the economic decisions of users. Determining materiality is a matter of **professional judgement**, considering both quantitative and qualitative factors, and is affected by our perception of the common financial information needs of users of the financial statements as a group. We do not consider the possible effect of misstatements on specific individual users, whose needs may vary widely.

We **reassess materiality** throughout the audit and revise materiality if we become aware of information that would have caused us to determine a different materiality level initially.

Plan and perform the audit

We **initially determine materiality** to provide a basis for:

- Determining the nature, timing and extent of risk assessment procedures;
- Identifying and assessing the risks of material misstatement; and
- Determining the nature, timing, and extent of further audit procedures.

We design our procedures to detect misstatements at a level less than materiality in individual accounts and disclosures, to reduce to an appropriately low level the probability that the aggregate of uncorrected and undetected misstatements exceeds materiality for the financial statements as a whole (aggregation risk).

Evaluate the effect of misstatements

We also use materiality to evaluate the effect of:

- Identified misstatements on our audit; and
- Uncorrected misstatements, if any, on the financial statements and in forming our opinion.



Materiality



Materiality

\$5.0 million

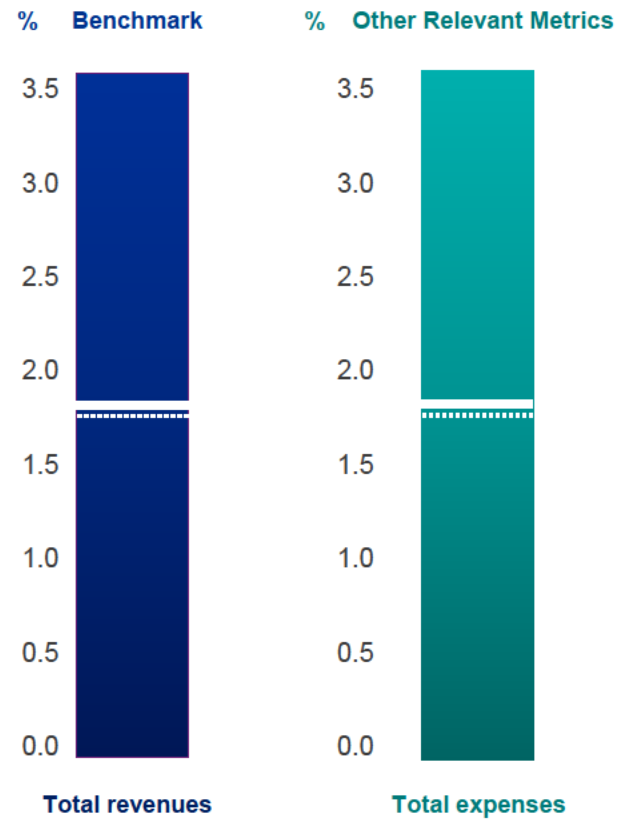
(2022: \$ 4.6 million)



AMPT

\$250,000

(2022: \$ 230,000)



Budgeted revenues

\$282.6 million

(2022: \$ 260.9 million)

Budgeted expenses

\$284.0 million

(2022: \$ 270.6 million)



Risk assessment summary

Our planning begins with an assessment of risks of material misstatement in your financial statements.

We draw upon our understanding of the District and its environment (e.g. the industry, the wider economic environment in which the District operates, etc.), our understanding of the District's components of its system of internal control, including our operations process understanding.

		Risk of fraud	Risk of error	Risk rating
●	Management override of controls	✓		Significant
●	Asset retirement obligations		✓	Elevated
●	Financial reporting framework		✓	Base
●	Revenue and receivables		✓	Base
●	Accounts payable, accrued liabilities and expenses		✓	Base
●	Tangible capital assets		✓	Base
●	Employee future benefits		✓	Base
●	School generated funds		✓	Base

● SIGNIFICANT RISK OF FRAUD REQUIRED BY PROFESSIONAL STANDARDS

● SIGNIFICANT RISK

● NON-SIGNIFICANT RISK



Significant risks



Management Override of Controls

RISK OF



FRAUD

Why is it significant?

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

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

Audit approach

As this presumed risk of material misstatement due to fraud is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- testing of journal entries and other adjustments,
- performing a retrospective review of estimates
- evaluating the rationale of significant unusual transactions.

Inquiries required by professional standards

Fraud inquiries of those charged with governance

Professional standards require that we obtain your view on the risk of fraud. We make similar inquiries to management as part of our planning process:

- How do you oversee fraud risk assessments and the establishment of controls to address fraud risks?
- What are your views about fraud risks, including management override of controls, at the entity and whether you have taken any actions to respond to these risks?
- Are you aware of matters relevant to the audit, including, but not limited to, violations or possible violations of laws or regulations?
- What is the Board's understanding of the entity's relationships and transactions with related parties that are significant to the entity? Does any member of the audit committee have concerns regarding relationships or transactions with related parties and, if so, what are the substance of those concerns?
- Are you aware of or have you received tips or complaints regarding the entity's financial reporting (including those received through the internal whistleblower program, if such program exists) and, if so, what was your response to such tips and complaints?
- Has the entity entered into any significant unusual transactions?



Elevated risks



Asset Retirement Obligations

Why is it elevated?

PS 3280 Asset Retirement Obligations ("PS 3280") is effective for the fiscal years beginning on or after April 1, 2022.

The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of certain controlled tangible capital assets ("TCA"). The standard requires the District to record a liability related to future costs of any legal obligations incurred upon retirement of controlled TCA.

Audit approach

- Enquire with management about process to identify all assets that may be subject to the new standard, including identification of relevant contractual and legislative requirements
- Review underlying agreements
- Select a sample of assets for testing
- Verify mathematical accuracy of obligations
- Assess the data, methods and assumptions used by management to value asset retirement obligations
- Assess the knowledge, skills and expertise of third party experts assisting in the valuation process, if any
- Review financial reporting impacts and relevant note disclosures



Other areas of focus

Areas of focus	Why are we focusing here?	Our audit approach
Auditor's Opinion - Compliance Framework	Financial statements are prepared in accordance with appropriate financial statement framework.	<ul style="list-style-type: none"> - The financial statements are prepared under Canadian Public Sector Accounting standards ("PSAS"), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. - These regulations direct the District to apply PSAS, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS. - As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards. - The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards. We will perform relevant procedures and report to OAG accordingly.
Accounts payable, accrued liabilities and expenses	<p>Completeness, existence and accuracy of procurement transactions and related expenses, payables and prepaid accounts.</p> <p>Appropriate use of special purpose funding for intended programs.</p>	<ul style="list-style-type: none"> - Review and perform walkthroughs of internal control activities over the initiation, authorization, processing and recording of non-salary related expenses, including expense reimbursements policy compliance. - Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold. - Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained. - Test completeness of liabilities and expenses for inclusion in the appropriate fiscal year.



Other areas of focus (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Employee future benefits and salaries	<p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p> <p>Employee future benefits obligation estimates are accurately recorded and presented.</p> <p>Terms of new collective agreements are appropriately valued and recognized.</p>	<ul style="list-style-type: none"> - Control testing and walkthrough of payroll procedures. - Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds. - Review of collective agreements for obligations by the District to provide benefits in the future, on retirement. - Review of assumptions and method used in estimating the liability for future employee benefits including retrospective review of management's previous estimates. - Confirmation of reliance on actuarial valuation with Mercer. - Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.
Revenue and receivables	<p>Accuracy, existence and completeness of funding from Ministry of Education and Child care ("MECC") and other sources including international student and tuition programs fees.</p>	<ul style="list-style-type: none"> - Obtain confirmation from MECC of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding ("CEF") grants. - Perform analytical review over fee revenues from other sources, including international student and summer school programs. - Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund. - Test receipt and use of CEF to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions. - Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding. - Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.

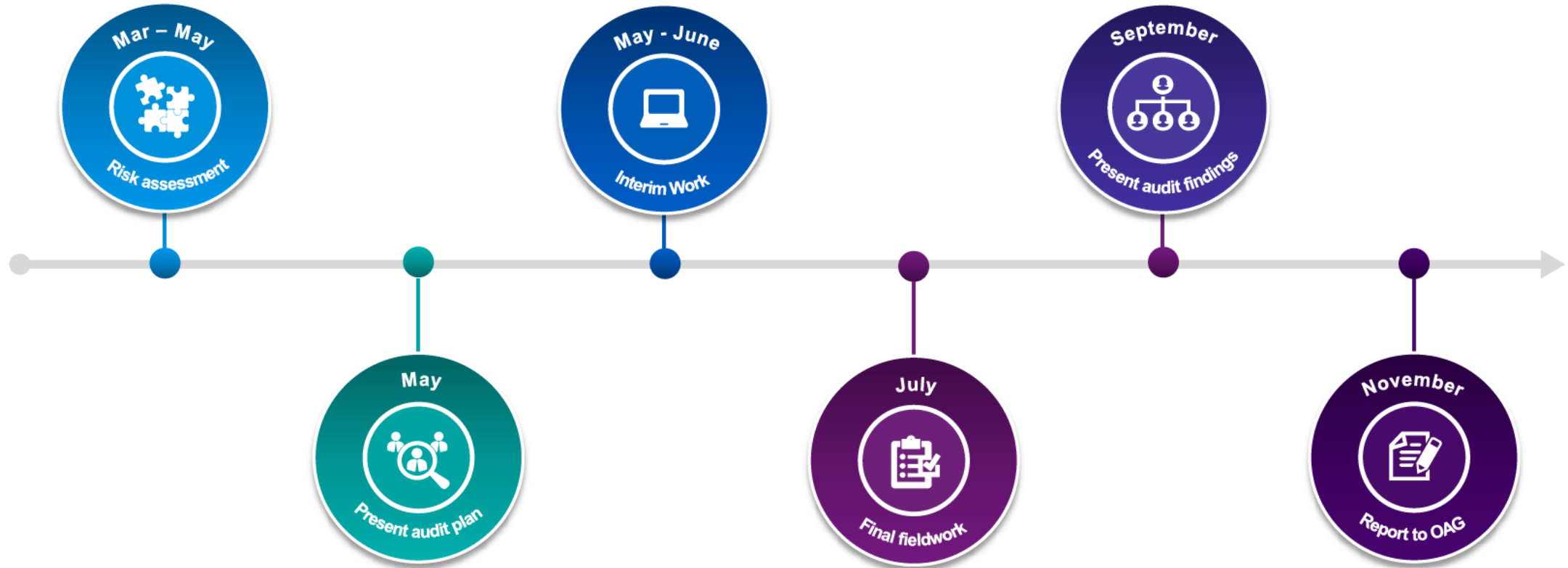


Other areas of focus (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Tangible capital assets and deferred capital revenue	<p>Capital projects in process are accurately recorded and disclosed.</p> <p>Other significant capital projects and expenses are approved and accurately recorded (along with related funding).</p>	<ul style="list-style-type: none"> - Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval. - Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed. - Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds. - Review agreements for contractual commitments and related disclosure requirements.
School generated funds	<p>Completeness and accuracy of school generated funds.</p> <p>Expenditures were incurred for the purposes intended.</p>	<ul style="list-style-type: none"> - Review processes and controls that impact the accounting of school generated funds to understand potential risk areas. - Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error.



Key milestones and deliverables





Audit Quality: How do we deliver audit quality?

Quality essentially means doing the right thing and remains our highest priority. Our **Global Quality Framework** outlines how we deliver quality and how every partner and staff member contribute to its delivery.

'Perform quality engagements' sits at the core along with our commitment to continually monitor and remediate to fulfil on our quality drivers.

Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

We define **'audit quality'** as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality controls**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics and integrity**.



Doing the right thing. Always.



Appendices

1

Other required communications

2

Newly effective auditing standards

3

Newly effective and upcoming changes to accounting standards

4

Audit and assurance insights

5

Thought leadership and insights



Appendix 1: Other required communications



Auditor's report

A copy of our draft auditor's report setting out the conclusion of our audit will be provided at the completion of the audit.

Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter.



Audit findings report

At the completion of the audit, we will provide our findings report to the Audit Committee and Board of Education.

Management representation letter

We will obtain from management certain representations at the completion of the audit. In accordance with professional standards, a copy of the representation letter will be provided to the Audit Committee.



Independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the Committee's approved protocols. At the completion of our audit, we will re-confirm our independence to the Audit Committee.

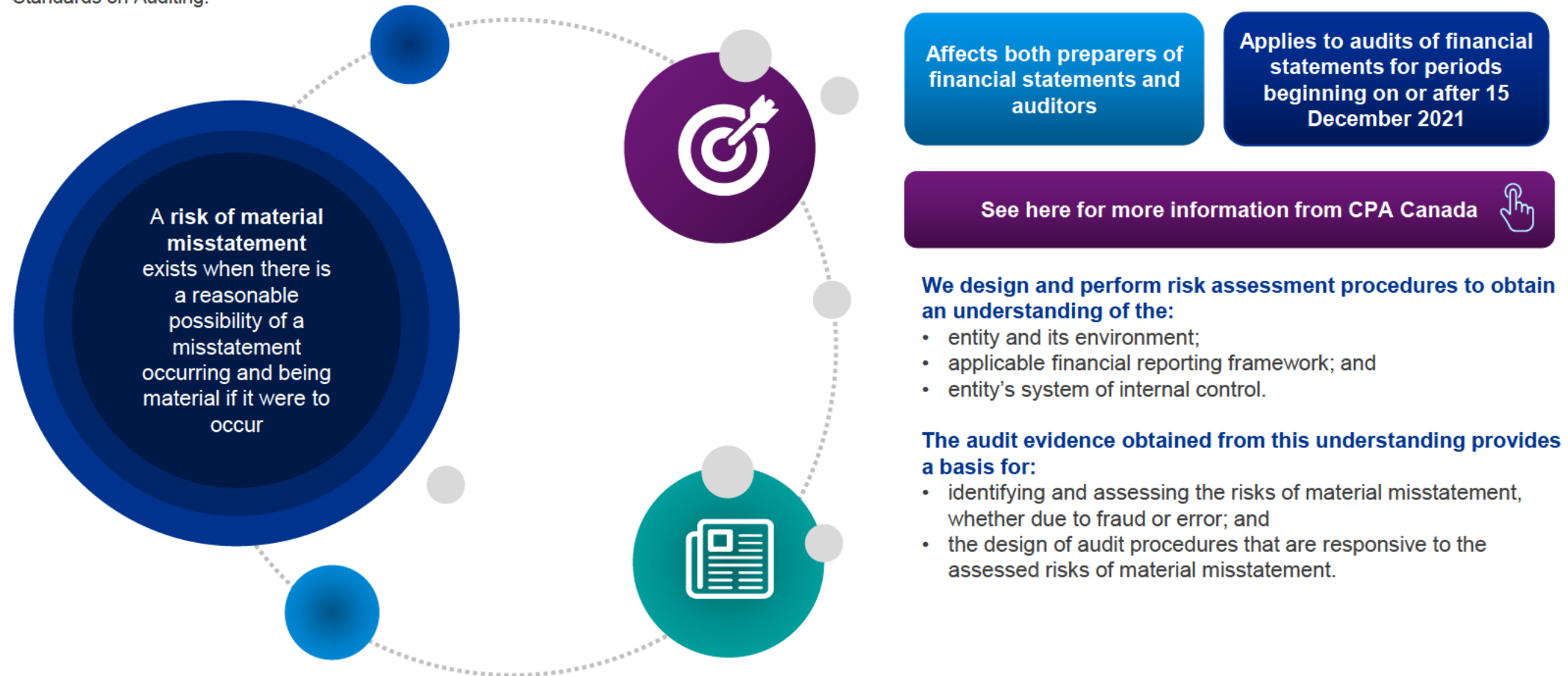
Internal control deficiencies

Control deficiencies identified during the audit will be communicated to management and the Audit Committee.



Appendix 2: Newly effective auditing standards

CAS 315 (Revised) *Identifying and Assessing the Risks of Material Misstatement* has been revised, reorganized and modernized in response to challenges and issues with the previous standard. It aims to promote consistency in application, improve scalability, reduce complexity, support a more robust risk assessment and incorporate enhanced guidance material to respond to the evolving environment, including in relation to information technology. Conforming and consequential amendments have been made to other International Standards on Auditing.





Appendix 2: Newly effective auditing standards (continued)

Key change	Impact on the audit team	Impact on management
<p>Overall, a more robust risk identification and assessment process, including:</p> <ul style="list-style-type: none"> • New requirement to take into account how, and the degree to which, 'inherent risk factors' affect the susceptibility of relevant assertions to misstatement • New concept of significant classes of transactions, account balances and disclosures and relevant assertions to help us to identify and assess the risks of material misstatement • New requirement to separately assess inherent risk and control risk for each risk of material misstatement • Revised definition of significant risk for those risks which are close to the upper end of the spectrum of inherent risk 	<p>When assessing inherent risk for identified risks of material misstatement, we consider the degree to which inherent risk factors (such as complexity, subjectivity, uncertainty, change, susceptibility to management bias) affect the susceptibility of assertions to misstatement.</p> <p>We use the concept of the spectrum of inherent risk to assist us in making a judgement, based on the likelihood and magnitude of a possible misstatement, on a range from higher to lower, when assessing risks of material misstatement</p> <p>The changes may affect our assessments of the risks of material misstatement and the design of our planned audit procedures to respond to identified risks of material misstatement.</p> <p>If we do not plan to test the operating effectiveness of controls, the risk of material misstatement is the same as the assessment of inherent risk.</p>	<p>If the effect of this consideration is that our assessment of the risks of material misstatement is higher, then our audit approach may increase the number of controls tested and/or the extent of that testing, and/or our substantive procedures will be designed to be responsive to the higher risk.</p> <p>We may perform different audit procedures and request different information compared to previous audits, as part of a more focused response to the effects identified inherent risk factors have on the assessed risks of material misstatement.</p>



Appendix 2: Newly effective auditing standards (continued)

Key change	Impact on the audit team	Impact on management
Overall, a more robust risk identification and assessment process, including evaluating whether the audit evidence obtained from risk assessment procedures provides an appropriate basis to identify and assess the risks of material misstatement	When making this evaluation, we consider all audit evidence obtained, whether corroborative or contradictory to management assertions. If we conclude the audit evidence obtained does not provide an appropriate basis, then we perform additional risk assessment procedures until audit evidence has been obtained to provide such a basis.	In certain circumstances, we may perform additional risk assessment procedures, which may include further inquiries of management, analytical procedures, inspection and/or observation.
Overall, a more robust risk identification and assessment process, including performing a 'stand back' at the end of the risk assessment process	We evaluate whether our determination that certain material classes of transactions, account balances or disclosures have no identified risks of material misstatement remains appropriate.	In certain circumstances, this evaluation may result in the identification of additional risks of material misstatement, which will require us to perform additional audit work to respond to these risks.



Appendix 2: Newly effective auditing standards (continued)

Key change	Impact on the audit team	Impact on management
<p>Modernized to recognize the evolving environment, including in relation to IT</p>	<p>New requirement to understand the extent to which the business model integrates the use of IT.</p> <p>When obtaining an understanding of the IT environment, including IT applications and supporting IT infrastructure, it has been clarified that we also understand the IT processes and personnel involved in those processes relevant to the audit.</p> <p>Based on the identified controls we plan to evaluate, we are required to identify the:</p> <ul style="list-style-type: none"> • IT applications and other aspects of the IT environment relevant to those controls • related risks arising from the use of IT and the entity's general IT controls that address them. <p>Examples of risks that may arise from the use of IT include unauthorized access or program changes, inappropriate data changes, risks from the use of external or internal service providers for certain aspects of the entity's IT environment or cybersecurity risks.</p>	<p>We will expand our risk assessment procedures and are likely to engage more extensively with your IT and other relevant personnel when obtaining an understanding of the entity's use of IT, the IT environment and potential risks arising from IT. This might require increased involvement of IT audit professionals.</p> <p>Changes in the entity's use of IT and/or the IT environment may require increased audit effort to understand those changes and affect our assessment of the risks of material misstatement and audit response.</p> <p>Risks arising from the use of IT and our evaluation of general IT controls may affect our control risk assessments, and decisions about whether we test the operating effectiveness of controls for the purpose of placing reliance on them or obtain more audit evidence from substantive procedures. They may also affect our strategy for testing information that is produced by, or involves, the entity's IT applications.</p>
<p>Enhanced requirements relating to exercising professional skepticism</p>	<p>New requirement to design and perform risk assessment procedures in a manner that is not biased toward obtaining audit evidence that may be corroborative or toward excluding audit evidence that may be contradictory. Strengthened documentation requirements to demonstrate the exercise of professional scepticism.</p>	<p>We may make changes to the nature, timing and extent of our risk assessment procedures, such as our inquiries of management, the activities we observe or the accounting records we inspect.</p>



Appendix 2: Newly effective auditing standards (continued)

Key change

Clarification of which controls need to be identified for the purpose of evaluating the design and implementation of a control

Impact on the audit team

We will evaluate the design and implementation of controls that address risks of material misstatement at the assertion level as follows:

- Controls that address a significant risk.
- Controls over journal entries, including non-standard journal entries.
- Other controls we consider appropriate to evaluate to enable us to identify and assess risks of material misstatement and design our audit procedures

Impact on management

We may identify new or different controls that we plan to evaluate the design and implementation of, and possibly test the operating effectiveness to determine if we can place reliance on them.

We may also identify risks arising from IT relating to the controls we plan to evaluate, which may result in the identification of general IT controls that we also need to evaluate and possibly test whether they are operating effectively. This may require increased involvement of IT audit specialists.



Appendix 3: Changes in accounting standards

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

Financial reporting implications

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

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

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

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

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

Asset management implications

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

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

Funding implications

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

Budget implications

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

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

Capital planning implications

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



Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Revenue	<ul style="list-style-type: none"> The new standard PS 3400 <i>Revenue</i> is effective for fiscal years beginning on or after April 1, 2023. The new standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. The standard notes that in the case of revenue arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. The standard notes that unilateral revenue arises when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Purchased Intangibles	<ul style="list-style-type: none"> The new Public Sector Guideline 8 <i>Purchased intangibles</i> is effective for fiscal years beginning on or after April 1, 2023 with earlier adoption permitted. The guideline allows public sector entities to recognize intangibles purchased through an exchange transaction. The definition of an asset, the general recognition criteria and GAAP hierarchy are used to account for purchased intangibles. Narrow scope amendments were made to PS 1000 <i>Financial statement concepts</i> to remove the prohibition to recognize purchased intangibles and to PS 1201 <i>Financial statement presentation</i> to remove the requirement to disclose purchased intangibles not recognized. The guideline can be applied retroactively or prospectively.
Public Private Partnerships	<ul style="list-style-type: none"> The new standard PS 3160 <i>Public private partnerships</i> is effective for fiscal years beginning on or after April 1, 2023. The standard includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the public private partnership ends. The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project. The standard can be applied retroactively or prospectively.



Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> The revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026 with earlier adoption permitted. The framework provides the core concepts and objectives underlying Canadian public sector accounting standards. The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.
Financial Statement Presentation	<ul style="list-style-type: none"> The proposed section PS 1202 <i>Financial statement presentation</i> will replace the current section PS 1201 <i>Financial statement presentation</i>. PS 1202 <i>Financial statement presentation</i> will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption will be permitted. The proposed section includes the following: <ul style="list-style-type: none"> Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. Separating liabilities into financial liabilities and non-financial liabilities. Restructuring the statement of financial position to present total assets followed by total liabilities. Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”. A new provision whereby an entity can use an amended budget in certain circumstances. Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position. The Public Sector Accounting Board is currently deliberating on feedback received on exposure drafts related to the reporting model.



Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Employee benefits	<ul style="list-style-type: none"> • The Public Sector Accounting Board has initiated a review of sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. • The intention is to use principles from International Public Sector Accounting Standard 39 <i>Employee benefits</i> as a starting point to develop the Canadian standard. • Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, the new standards will be implemented in a multi-release strategy. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues. • The proposed section PS 3251 <i>Employee benefits</i> will replace the current sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. It will apply to fiscal years beginning on or after April 1, 2026. Early adoption will be permitted and guidance applied retroactively. • This proposed section would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations. • The Public Sector Accounting Board is in the process of evaluating comments received from stakeholders on the exposure draft.



Appendix 4: Audit and assurance insights

Our latest thinking on the issues that matter most to Audit Committees, board of directors and management.

KPMG Audit & Assurance Insights

Curated research and insights for Audit Committees and boards.

Board Leadership Centre

Leading insights to help board members maximize boardroom opportunities.

Current Developments

Series of quarterly publications for Canadian businesses including Spotlight on IFRS, Canadian Securities & Auditing Matters and US Outlook reports.

Audit Committee Guide – Canadian Edition

A practical guide providing insight into current challenges and leading practices shaping Audit Committee effectiveness in Canada

KPMG Learning Academy

Technical accounting and finance courses designed to arm you with leading-edge skills needed in today's disruptive environment.

Accelerate 2023

The key issues driving the Audit Committee agenda in 2023

KPMG Climate Change Financial Reporting Resource Centre

Our climate change resource centre provides insights to help you identify the potential financial statement impacts to your operations.

Momentum

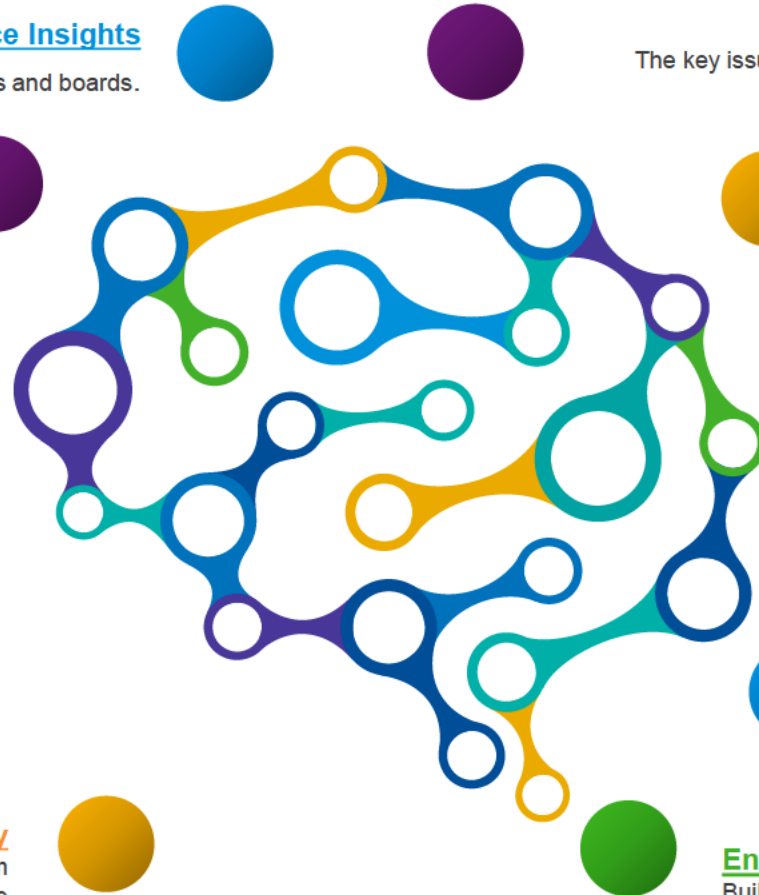
A quarterly newsletter providing curated insights for management, boards and Audit Committees.

Uncertain Times Financial Reporting Resource Centre

Uncertain times resource center provides insights to support clients facing challenges relating to COVID-19, natural disasters and geopolitical events.

Environmental, social and governance (ESG)

Building a sustainable, resilient and purpose-led organization





Appendix 5: Thought leadership and insights (continued)

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

Note: Click on images to visit document link.

Getting started on the inclusion and diversity journey

In the age of transparency, businesses must implement inclusion and diversity practices

In this age of transparency, businesses must act proactively to implement strategic inclusion and diversity (“I&D”) practices.

This link is a guide for organizations on their own transformation journey.

How the 'S' in ESG is changing the way we do business

The social component of ESG calls for more heart, empathy and interconnectedness

The "S" in ESG is becoming critical as people and organizations become more conscious about how the social aspect of business will impact their future.

This article touches on the social movements driving business change.

Climate change, human rights and institutional investors

The adverse impacts to people from a changing climate will create risks for institutional investors throughout the value chain

As the severity of climate impacts increase, so do the socio-economic disruptions due to the risk and fall of climate impacted sectors and projects.

This article breaks down the impact on institutional investors.



This article outlines how ESG is impacting valuation and performance of the underlying companies institutional investors have a stake in.

Market statistics highlight the issues surrounding responsible investment.

KPMG’s Climate Change Financial Reporting Resource Centre

KPMG’s climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your operations.

[Click here](#) to access KPMG’s portal.

A closer look at the Greenhouse Gas (“GHG”) Protocol

Chartered Professional Accountants of Canada (CPA Canada) and the Institute for Sustainable Finance (ISF) produced a 23-page report ([click here](#)) on the GHG Protocol. The report looks to inform potential preparers and users of emissions disclosure; policy makers; standard setters; regulators; and others, and to spur important additional research into key aspects of emissions disclosure and standards that require closer attention.



Appendix 5: Thought leadership and insights (continued)

Where are you in the GHG reporting and assurance journey?





Appendix 5: Thought leadership and insights (continued)

ESG Discovery | Client journey

What is ESG Discovery?

ESG Discovery through KPMG Ignition is a 3-hour session held virtually or in-person, bringing you relevant insights to inspire thinking and inspire change.

What we'll cover

- Overview of ESG and how it applies to your organization and industry
- Results and analysis of self-assessment
- Identification of ESG stakeholders and their interests
- Scenario planning exercises
- Prioritization of key actions

Why book an ESG Discovery session?

The consideration of ESG (Environmental, Social and Governance) factors has become critical to the success of organizations across all sectors including yours.

Exceptional experience

Explore and better understand your organization's ESG challenges and opportunities through a highly interactive ideation session that will help you prioritize next steps on your ESG journey.

What you'll get

- An understanding of current and future state impacts of ESG to your organization
- Clarity of the ESG priority areas for your organization going forward – and how KPMG can help

Time commitment for you and selected individuals

- Sponsor attends 30-min kick-off call
- Provided ESG 101 material and a 15-minute ESG self-assessment questionnaire.
- All participate in a 3-hour ESG Discovery session.
- Sponsor attends a 30-minute debrief following session with KPMG



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KPMG member firms around the world have 265,000 professionals, in 143 countries.

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Audit Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: May 19, 2023

RE: **March 31, 2023 Quarterly Financial Report**

Background

The format of the Quarterly Financial Report is consistent with Schedule 2A “*Schedule of Operating Revenue By Source*” and Schedule 2B “*Schedule of Operating Expense by Object*” of the School District’s financial statements. The budget reflected in the financial statements is the Annual Operating Budget approved by the Board in April 2022. The Annual Operating Budget is based on estimated revenue and expenses for the year. It does not include budget related to approved surplus carry-forwards from prior years.

The March 2023 Quarterly Financial Report has been updated from previous quarterly financial reports to include the Amended Annual Operating Budget which was approved by the Board in February 2023. The Amended Annual Operating Budget is based on revenue and expenses calculated on actual September 30, 2022 enrolment counts, grants confirmed subsequent to the approval of the Annual Operating Budget, and budget related to approved surplus carry-forwards from prior years. It does not include budget adjustments made subsequent to the approval of the Amended Annual Operating Budget that are presented in the monthly Budget Change Reports.

The updated quarterly financial report shows the year-to-date actual revenue and expenditures as a percentage of both the Annual Operating Budget and the Amended Annual Operating Budget. Actual expenditures reflect all costs for the year including those related to approved surplus-carryforwards from prior years and those added subsequent to the approval of the Amended Annual Operating Budget.

The prior year information has been included for comparative purposes.

Revenue

Ministry of Education Operating Grant as a percentage of the related annual operating budget is 71.15%, which is slightly lower than the 72.17% in the prior year. Operating grant revenue is recognized as it is received.

Other Ministry of Education Grants as a percentage of the related annual operating budget is 204.53%. The amount of revenue recognized in each quarter is affected by the receipt of new grants, as well as the timing

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.

of grant payments. In the current year, Other Ministry of Education Grants includes Pay Equity, Funding for Graduated Adults, Support Staff Benefits Grant, FSA Scorer Grant and Transportation Fund. The amended annual budget was increased to include the labour settlement funding of \$7.91M, Early Learning Framework of \$3K and Premier's Award for Excellence of \$2K.

Revenue from Other Provincial Ministries in the current year is related to the After School Sport and Arts Initiative (ASSAI) grants from the Ministry of Tourism, Arts, Culture and Sport (\$111K) and the SkilledTradesBC (formerly Industry Training Authority) grants (\$142K). The SkilledTradesBC grants were previously reported in Miscellaneous Revenue, but are now reported under Revenue from Other Provincial Ministries. This change was made subsequent to the preparation of the Amended Annual Operating Budget. In 2021-2022, the district received the ERASE School District Mentorship Grant from the Ministry of Public Safety and Solicitor General (\$28K) and revenue from the sale of surplus assets through public auction by the Province of BC Asset Investment Recovery Service (\$6K). The district has not received these revenues in the current year.

Offshore Tuition Fees are fees received for the International Education (IE) Program. All Offshore Tuition Fees related to the current school year that were collected and deferred in the previous school year have been brought into revenue as of July 1, 2022. Offshore Tuition Fees as a percentage of the related annual operating budget are 95.00%.

Local Education Agreement (LEA) Tuition is revenue received from the Federal Government to support the LEA with the Songhees Nation. This revenue will be based on actual enrolment and the equivalent amount is deducted from the Ministry of Education Operating Grant.

The Summer School program was not offered in 2021 or 2022. Instead, individual courses were offered by Distributed Learning in The Link Summer Session.

Continuing Education and Distributed Learning (The Link) Fees consist of registration and course fees collected from international students. Continuing Education and distributed Learning Fees as a percentage of the related annual operating budget are 269.31% compared to 31.90% in the prior year. The budget in the current year was reduced by \$22K to more closely reflect anticipated results.

Rentals and Leases revenue as a percentage of the related annual operating budget is 73.57% compared to 107.28% in the prior year. The budget is higher in the current year due to the addition of new out-of-school care locations (offset by building operations and maintenance costs), rental rate increases, and the return to pre-COVID booking levels for external rentals. Actual Rentals and Leases revenue to date in the current year is slightly higher than the prior year.

Investment Income as a percentage of the related annual operating budget is 303.53% as compared to 71.93% in the prior year. Actual investment income is higher in the current year as a result of higher interest rates. Interest rates applied to funds held in the Ministry's Central Deposit Program started at .95% in July 2021 and had increased to 2.20% as of July 2022. Interest rates have continued to increase and were at 5.20% by the end of March 2023.

Miscellaneous Revenue includes other grants, fees, commissions and rebates, and general donations. The amount and timing of this revenue varies each year. Revenue in the current year is higher than the prior year due to donations received in support of the Elementary Strings Program (\$213K), municipal crossing guard funding (\$93K), and unspent remedy funding returned by the GVTA for teacher staffing (\$390K). The annual operating budget included a SkilledTradesBC Grant for \$175K; however, the actual revenue has been included in Revenue from Other Provincial Ministries.

Total Operating Revenue is 74.82% of the related annual operating budget as compared to 73.13% in the prior year.

Expenditure by Object

Teacher, Educational Assistants and Substitute Salaries to date are 72.32% of the combined related annual operating budgets as compared to 72.23% in the prior year. As these positions start in September and are paid over 10 months, it is expected that approximately 7/10th (70%) of the salaries would be incurred to date. Substitute salaries expense as a percentage of the related budget is higher in the current year due to a reduction in the current year Educational Assistant replacement budget to account for a shortage of Educational Assistants to fill vacancies and an increase in teacher leaves of absence.

Principals and Vice Principals, Support Staff and Other Professionals salaries are 76.85% of the combined related annual operating budgets as compared to 72.53% in the prior year. These positions are generally paid over 12 months; therefore, it is expected that salaries to date would approximate 75% of the annual operating budgets.

Employee Benefits are at 72.34% of the related annual operating budget compared to 69.61% in the prior year. Employee benefits are slightly higher in the current year as they are tied to the higher salaries expenditure.

Total Salaries and Benefits are 73.18% of the related annual operating budget as compared to 71.80% in the prior year.

Services are at 92.82% of the related annual operating budget as compared to 114.42% in the prior year. Actual expenditures on services are \$557K lower in the current year due to one-time holdback funding used for service contracts for Songhees and Esquimalt Nations in the prior year, the timing of payments to post-secondary institutions for Pathways and Partnership programs, and the timing of other service contracts.

Student Transportation as a percentage of the related annual operating budget is at 60.91% as compared to 49.32% in the prior year. Student transportation expenses are down compared to prior year as we are using our own fleet to provide regular bussing services. However, this has been offset by an increase in student transportation in International Education's short-term program due to the re-start of the short-term programs at full capacity for the first time since 2020, leading to more student activities and trips as well as a student trip to Japan.

Professional Development and Travel is at 80.37% of the related annual operating budget as compared to 54.97% in the prior year. Professional Development and Travel expenses in the current year are \$308K higher than the prior year as international travel restrictions ease and in-person professional development opportunities become available. Most of the increase can be attributed to increased travel by International Education for the recruitment of international students, travel to New Zealand by the Indigenous Education Department, and a literacy summer institute for teachers organized by the District Team.

Rentals and Leases expenditures are at 61.41% of the related annual operating budget as compared to 75.00% in the prior year. Expenditures have decreased as the district did not enter into some planned operating leases on fleet vehicles for Facilities Services as part of the 2023/24 budget balancing initiatives.

Dues and Fees are at 93.15% of the related annual operating budget as compared to 106.37% in the prior year. Actual expenses in the current year are comparable to the prior year.

Insurance is at 111.83% of the related annual operating budget as compared to 99.48% in the prior year. Insurance expense has increased this year due to an increase in the annual cost of insurance through the School Protection Program.

Supplies are at 75.52% of the related annual operating budget as compared to 53.56% in the prior year. Current year expenditures are up by 14.8% compared to the prior year partially due to an increased spend in technology and network infrastructure expenses compared to the prior year and other insignificant variances.

Utilities are at 68.89% of the related annual operating budget as compared to 73.80% in the prior year. Overall, utilities costs have decreased in the current year given the exceptionally mild weather this past Summer and Fall.

Capital Asset Purchases are expenditures from the operating fund that will be transferred to the capital fund. In the current year, there are no capital asset purchases budgeted in the operating fund. However, there are capital asset purchases in the operating fund that will be funded by prior year appropriated surplus or transferred to Local Capital. Capital asset purchases in the current year include theatre equipment; computer technology and multi-function devices; network infrastructure; furniture; portable; and vehicles and equipment for Facilities Services.

Total Services and Supplies are 87.55% of the related annual operating budget as compared to 83.00% in the prior year.

Total Operating Expenditures are 74.41% of the related annual operating budget as compared to 72.81% in the prior year.

Overall, the year-to-date results are slightly higher when compared to the prior year.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
QUARTERLY FINANCIAL REPORT
MARCH 31, 2023
ACTUAL AS A PERCENTAGE OF THE ANNUAL AND AMENDED ANNUAL OPERATING BUDGETS

	2022-2023 Annual Operating Budget	2022-2023 Amended Annual Operating Budget	Actual March 31, 2023	Percentage of Annual Operating Budget	Percentage of Amended Annual Operating Budget	2021-2022 Annual Operating Budget	2021-2022 Amended Annual Operating Budget	Actual March 31, 2022	Percentage of Annual Operating Budget	Percentage of Amended Annual Operating Budget
REVENUE										
Ministry of Education Operating Grant	193,593,863	196,349,627	137,736,066	71.15%	70.15%	187,786,620	193,644,105	135,521,598	72.17%	69.98%
Other Ministry of Education Grants	3,201,748	11,093,540	6,548,401	204.53%	59.03%	3,194,956	3,205,989	1,166,549	36.51%	36.39%
Other Provincial Ministries	112,750	111,290	253,665	224.98%	227.93%	112,750	171,515	168,515	149.46%	98.25%
Offshore Tuition Fees	15,104,719	14,111,502	14,349,933	95.00%	101.69%	12,217,537	14,973,989	15,089,081	123.50%	100.77%
Local Education Agreement Tuition	989,902	757,317	567,988	57.38%	75.00%	966,444	989,902	742,427	76.82%	75.00%
Summer School Fees	-	-	-	0.00%	0.00%	-	-	-	0.00%	0.00%
Continuing Education and Distributed Learning Fees	2,900	6,400	7,810	269.31%	122.03%	25,000	2,900	7,975	31.90%	275.00%
Rentals and Leases	2,696,572	2,632,521	1,983,919	73.57%	75.36%	1,779,874	2,404,195	1,909,385	107.28%	79.42%
Investment Income	368,760	1,383,620	1,119,283	303.53%	80.90%	352,652	353,029	253,657	71.93%	71.85%
Miscellaneous Revenue	1,249,559	2,326,248	1,751,405	140.16%	75.29%	1,062,708	1,194,432	1,030,587	96.98%	86.28%
Budgeted Prior Year Operating Surplus Appropriation	2,300,000	4,140,208				5,658,406	6,126,523			
Total Operating Revenue	219,620,773	232,912,273	164,318,471	74.82%	70.55%	213,156,947	223,066,579	155,889,774	73.13%	69.88%
EXPENDITURE BY OBJECT										
Teachers Salaries	96,707,978	99,631,525	69,094,190	71.45%	69.35%	92,198,153	94,960,978	66,031,525	71.62%	69.54%
Principals and Vice Principals Salaries	13,921,381	14,665,224	10,735,385	77.11%	73.20%	14,385,816	14,547,515	10,631,597	73.90%	73.08%
Educational Assistants Salaries	19,746,848	21,169,943	13,474,042	68.23%	63.65%	18,641,764	19,539,401	12,708,141	68.17%	65.04%
Support Staff Salaries	18,979,392	20,600,921	14,245,265	75.06%	69.15%	19,273,071	19,344,762	13,533,348	70.22%	69.96%
Other Professionals Salaries	4,830,042	5,334,933	4,014,623	83.12%	75.25%	4,957,013	5,129,702	3,843,353	77.53%	74.92%
Substitutes Salaries	8,675,067	11,126,304	7,930,408	91.42%	71.28%	8,570,336	10,515,777	7,512,521	87.66%	71.44%
Employee Benefits	37,928,774	40,128,829	27,436,642	72.34%	68.37%	36,054,086	37,158,497	25,096,527	69.61%	67.54%
Total Salaries and Benefits	200,789,482	212,657,679	146,930,555	73.18%	69.09%	194,080,239	201,196,632	139,357,012	71.80%	69.26%
Services	7,106,116	7,720,288	6,595,989	92.82%	85.44%	6,314,984	8,617,023	7,225,422	114.42%	83.85%
Student Transportation	901,500	914,929	549,142	60.91%	60.02%	1,076,545	1,086,008	530,940	49.32%	48.89%
Professional Development and Travel	881,322	975,841	708,338	80.37%	72.59%	727,897	688,548	400,124	54.97%	58.11%
Rentals and Leases	109,851	109,851	67,457	61.41%	61.41%	109,851	109,851	82,388	75.00%	75.00%
Dues and Fees	109,831	113,533	102,310	93.15%	90.11%	105,199	114,387	111,902	106.37%	97.83%
Insurance	427,403	478,404	477,985	111.83%	99.91%	420,003	423,447	417,815	99.48%	98.67%
Supplies	5,285,907	5,798,987	3,991,791	75.52%	68.84%	6,493,917	6,874,404	3,477,970	53.56%	50.59%
Utilities	4,009,361	4,142,761	2,762,093	68.89%	66.67%	3,828,312	3,956,279	2,825,129	73.80%	71.41%
Capital Asset Purchases	-	-	1,231,918	0.00%	0.00%	-	-	762,282	0.00%	0.00%
Local Capital Transfer	-	-	-	0.00%	0.00%	-	-	-	0.00%	0.00%
Total Services and Supplies	18,831,291	20,254,594	16,487,023	87.55%	81.40%	19,076,708	21,869,947	15,833,972	83.00%	72.40%
Total Operating Expenditure	219,620,773	232,912,273	163,417,578	74.41%	70.16%	213,156,947	223,066,579	155,190,984	72.81%	69.57%



**Budget Advisory Committee
MINUTES
Thursday, May 4, 2023
Tolmie Boardroom, 556 Boleskine Road**

In Attendance:

Board of Education:

Trustees Derek Gagnon (Committee Chair), Nicole Duncan, Karin Kwan, Emily Mahbobi

Staff:

Deb Whitten, Superintendent

Harold Caldwell, Deputy Superintendent

Tom Aerts, Associate Superintendent

Katrina Stride, Secretary-Treasurer

Marni Vistisen-Harwood, Director of Facilities Services

Hervinder Parmar, Director of Finance, Budgets and Financial Reporting

Jim Vair, Director of Human Resource Services

Andy Canty, Director of Information Technology for Learning

Gautam Khosla, Executive Member, Greater Victoria Principals Vice-Principals Association

Connor McCoy, Past President, Greater Victoria Principals Vice-Principals Association

Stakeholders:

Jane Massy, CUPE 947

Tailly Wills, CUPE 947

Trina Legge, CUPE 382

Darren Reed, CUPE 382

The meeting was called to order at 6:03 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 March 9, 2023 meeting.

Draft Multi-Year Financial Forecast

Secretary-Treasurer Stride explained to the Committee that the unbalanced Multi-Year Financial Forecast presented to the Board on April 4, 2023 has now been updated to include the balancing strategies approved by the Board on April 6, 2023. The Unrestricted Operating Surplus – Contingency balance was confirmed to be \$546,196.

The Committee was informed that the projected budgets for 2024-2025 and 2025-2026 had been adjusted for the receipt of the cost-of-living allowance (COLA) grant from the Ministry (moved from Use of Accumulated Surplus to Revenue), ongoing and one-time reductions made in 2023-2024, and changes to the Technology Spending Plan.

Secretary-Treasurer Stride advised that the projected deficit for 2024-2025, including the Technology Spending Plan, is \$4.6M. The projected deficit for 2025-2026, including the Technology Spending Plan, is \$4.5M.

Questions and comments following the presentation included:

- Can you confirm the ratio of students per device in the spending plan?
 - The ratio is 3:1
- Are we able to confirm the spending freeze impacts?
 - Hard to tell with the reporting that we have, as spending still occurring to the end of the year; schools and departments are definitely limiting discretionary spending; hopeful to meet budgeted amount

2023-2024 Budget Process/Timeline Debrief – Small Group Discussions/Share Out

Secretary-Treasurer Stride welcomed Committee members to provide more feedback following the meeting, and advised that an alternative method of receiving feedback, such as a survey, on the budget process and timeline would be sent to all Committee members in order to capture more voices. It was stated that the feedback would be incorporated anonymously into the meeting minutes, and draft minutes would be shared with the Committee and the Board once completed. The responses related to the questions asked in the May 4, 2023 meeting are included in the relevant sections below. The responses to the Continuous Improvement questions are included in Appendix A. Some responses received have not been included in the minutes as per the submitter's request.

a. Budget and Department Understanding

The Committee broke into small groups to discuss the following questions regarding the Budget and Department Understanding:

- Did you receive enough information on the overall budget process?
- Last year, departments presented at length in-person with no information provided in advance. This year, departments presented briefly in-person with a detailed department profile provided in advance. If you participated in both years, which format was more effective? If you only participated this year, did you receive enough information about each department to understand its function and potential impacts of budget decisions? If you did not receive enough information about each department, what additional information would you have liked to receive?

Groups and surveyed individuals reported back highlighting the following:

Did you receive enough information on the overall budget process?

- Info from Finance was good
- Yes
- Budget is guess work
- Budget info being shared sooner to group
- Felt we needed to hear about proposed cuts earlier; understand impact of cuts so that advocacy could happen

- Would like access to line item budget – department to department
- Smaller working groups with expertise to do detailed reviews and provide recommendations; remove sensitivity by having Trustees take leadership role in working group and report out on behalf of group members
- Look at school-based budgets; impacts of have and have-not schools
- Yes
- Wanted to give more
- Got lots of facts, but not as much context
- Wanted more opportunities and challenges, instead of proposed list of savings and additions; BCSTA fees could have been solved if we were able to bring our own ideas of savings/additions
- Not a good balance of presenting the materials; lots of numbers and spreadsheets, but not a lot of visuals
- Instead of having all or nothing; ask departments to have another look and provide options
- Can we get away with coming with two options ready?
- Yes
- No
- Standard of presentations should be more equal; some were more charismatic; specific questions that need to be hit prior
- April staff budget
 - how does it impact (line items)?
 - proposal a month sooner may be difficult
- Sometimes yes, other times information came rather later in the process

Last year, departments presented at length in-person with no information provided in advance. This year, departments presented briefly in-person with a detailed department profile provided in advance. If you participated in both years, which format was more effective? If you only participated this year, did you receive enough information about each department to understand its function and potential impacts of budget decisions? If you did not receive enough information about each department, what additional information would you have liked to receive?

- Liked the latest format
- Briefly in-person for format
- Would like ability to post questions afterwards in shared file
- Brief in person with written detail for format
- Department info varied
 - informative, but not all useful
- Departments put out to state/defend their existence
- Principals and Vice Principals – represents small group to justify existence
- I only participated this year
- Yes to the function, but not as much on impacts
- No presentation – was easier to receive the information in advance and ask questions at the meeting
- Yes, but some departments presented and others did not. I feel that there should be a consistent approach (all or none, but my preference would be none, and just ask questions during the meeting)
- Agree and disagree; good understanding of program area brought to table; ramifications

- of certain budget decisions not always understood
- The second (for format). However, it still took too much of the time. Can I suggest smaller breakouts with departments to talk about their work?
- Yes I did, and getting the information in advance was helpful towards drafting questions
- It was enough
- Would like to know, if cuts are required, where do they feel they have room to contribute? If the previous cuts were too much and their functioning isn't good, what do they need?
- Preferred to have presentations the way they were presented this year; it allows us to read ahead of time and ask intelligent questions; time is used wisely and we have time for questions
- Yes
- Yes
- Yes
- I received enough Information

b. Engagement and Participation

The Committee broke into small groups to discuss the following questions regarding Engagement and Participation:

- The budget process incorporated events that invited Rightsholders and stakeholders to participate in budget discussions, e.g. Talking Tables, Student Symposium, and Public Meeting. Do you have suggestions on how to improve these events for future years, or can you think of any new ways to engage within our community?
- As a participant, did you feel that your voice was heard? Can you suggest ways to ensure that all voices are heard in the budget process?

Groups and surveyed individuals reported back highlighting the following:

The budget process incorporated events that invited Rightsholders and stakeholders to participate in budget discussions, e.g. Talking Tables, Student Symposium, and Public Meeting. Do you have suggestions on how to improve these events for future years, or can you think of any new ways to engage within our community?

- Want to encourage more public participation
- Use the information in decision making
- Enjoyed; successful events overall
- Liked events
- Bring the Talking Tables sooner and also bring actual budgets, not just the same issues each time out of context of the full budget
- Wider variety of students to participate, not sure how that would be done
- Equity of people being able to input/access the meetings
- I think they were well done and appreciated the opportunity to attend. Would be good to see more parents and Rightsholders at the Public Meeting.
- Are we getting input from other people?
- Communication to the public in general through newspapers and other media
- Student Symposium/Parents/Townhall were all in person – did it allow accessibility to these groups? Do they have opportunity for input?
- How do you assign value from different schools/areas?
- Maybe move the meetings to different high schools thru out the district
- Start earlier in the year, and bring the groups together as well as opportunities separately.

- Look at other ways to encourage public participation; to go beyond the usual people who participate
- We hear from the loud voices but need a way of hearing from the quiet voices. I recommend finding a way to engage with Indigenous students and parents to hear what they need to feel supported and heard. We need Indigenous students' input on how to improve graduation rates.
- I do not, but will continue to think on it as I think the more engagement the better
- Obtain feedback from others in other ways; those unable to attend otherwise
- No

As a participant, did you feel that your voice was heard? Can you suggest ways to ensure that all voices are heard in the budget process?

- Felt heard
- No
- Yes
- No
- Yes
- Yes
- I think everyone was given the opportunity to speak if they chose to
- Mix in-person and online; difficult to discuss online
- In-person; more "awake"
- Empathy turns on when you are in-person
- Balance was good
- Meetings should be in person and not tons of weight from the loudest
- Peoples voices were not heard
- I feel like there was a disconnect between the Budget Advisory meetings and what was actually approved at the budget. It felt like there were pre-determined agendas (e.g. no cuts to music) so decisions were made before any discussions were had. The students who attend the symposium aren't typically the ones who need help graduating. We need to find a way to engage with at risk students to see what they need to become engaged.
- Voices of staff not being heard
 - Priority schools to staff; cannot do correctly
- Trustees should not be in the weeds
 - Schools are begging/borrowing to make staffing decisions
 - Creating inequities in the classroom
- Education staff – trust them
- Decisions being made to make many voices happy, not to run a school district well
- There seems to be a disconnect with what the Committee provided and the decision of the Board ie, music was fully funded, the committee overwhelmingly reduced it
- Allow staff to speak if changes to their budget
- Bring all together rather than separate conversations, allow for more anonymous feedback so staff feel safer
- Admin always being cut
 - VP position is where value is
- Allow times for individual groups to meet with the board

- Set up a way to give feedback
 - Email where they can voice concerns, but email is hard to collate
 - Survey is prescribed answers
 - Maybe there is a more accessible way to collect feedback and we don't have the solution yet

c. Effectiveness of Process/Timeline

The Committee broke into small groups to discuss the following questions regarding the effectiveness of Process/Timeline:

- The budget timeline began in early November and ended in early April with the frequency of meetings starting at once per month and increasing to twice per month. Did you find the number of meetings to be adequate? If not, what would you suggest as a more appropriate timeline or meeting frequency?
- Based on the current terms of reference, was the Committee effective in its duties and responsibilities to oversee the budget process and make recommendations or deliver reports to the Board relative to the budget?
- What recommendations would you make to improve the budget process?

Groups and surveyed individuals reported back highlighting the following:

The budget timeline began in early November and ended in early April with the frequency of meetings starting at once per month and increasing to twice per month. Did you find the number of meetings to be adequate? If not, what would you suggest as a more appropriate timeline or meeting frequency?

- Frequency was fine
- Too many meetings
- Adequate
- Prefer in-person, but recognize value of Zoom
- In-person meetings allow for more truthful, face-to-face interaction; allows for clarification
- Adding privacy and safety of anonymity could be helpful; some individuals speaking in front of their "boss"
- Start process earlier; September
- Front loading meetings
- More meetings with shorter duration, e.g. 1.5 vs. 2.5 hours
- It would be difficult to meet more often, but if the meetings had fewer presentations and more conversations it would get more accomplished. Also bringing the whole budget in early on (you could use the previous year's budget, no need to have a new one ready). This would make things make more sense overall and increase transparency.
- In-person meetings; people behind computer feel safe to be mean and not truthful
- Move to schools for in-person meetings; "tour" the District
- Feel like we have been here every day
- Too many meetings, and it felt like we were spinning our wheels most of the time. I think starting early is good, but smaller working groups would be more effective.
- A cadence the same all the way through instead of the build-up
- Shorter meetings, but more frequent; start to lose focus after an hour
- I think the election compressed the schedule of meetings. Starting as soon as possible in the academic year would be beneficial

- Maybe shorter meetings and having One Drive or Google Docs to ask questions and receive answers, so we are not sitting through all of the questions and can look at them on our own time

Based on the current terms of reference, was the Committee effective in its duties and responsibilities to oversee the budget process and make recommendations or deliver reports to the Board relative to the budget?

- Yes
- The process went so far and then it just ended – no discussion
- As above, a disconnect between the work and the Board's decision.
- The committee did what it was asked, but it felt like it was seen as more of an obligation to tick a box as none of the decisions made by the board reflected the discussions and information presented at the committee meetings.
- Two separate processes: budget advisory process and board budget process
- Hard to see connection between the two processes; lots of input, but no consensus
- If the Committee is not feeding into the Board decision, then maybe not needed; however, feel that it is needed
- I think if we did more digging into what the cuts in different areas actually means on the ground that would help with decisions
- Yes, they did good work within the ToR.
- Too many people and too many passions to find consensus
- Cut ourselves some slack; early in process (second year) and also difficult not to have conversations as a Board outside of the Committee
- Board is consistently changing and growing and learning
- Don't ever say that we are not cutting a certain area, e.g. music (Trustees)
- Challenges will arrive and will need to have difficult conversations; may need to use an outside facilitator to help; obtain input from Committee
- People are going to feel hurt by cuts
- Process won't work if we don't have reserves left
- How does the process need to be modified to help cover future deficits
- Don't know if the process we have can be nullified
- How do you want to do things differently before you get involved in the budget process?
- Board needs to talk about budget strategy
- Need good governance; not just listening to the loudest
- Cut the fat, not what's needed (programs)
- Decisions being made as a Band-Aid to sacrifice the whole body
- What are the best choices for the school district?
- Largely met TOR; will eventually get to more and agree on recommendations
- Timing of options is important to advocate

What recommendations would you make to improve the budget process?

- Not have a long drawn out process.
- Make all meetings in person more affective then zoom

- Reduce the size of the committee. It's impossible to come to consensus and doesn't feel like truly open conversations could be had. Leave agendas at the door. Have the board focus on higher level tasks (policies, governance) and have management make the operating decisions. I feel that the board is too into the weeds when it comes to daily operations. The Board needs to find a way to hear from the quiet voices, not just the loud ones.
- See above - start earlier, share the full budget from the previous year, early on, fewer presentations and more small table and breakout conversations, bring all rights holders and stakeholders and students together, and don't only offer public conversation on selected issues.
- More advocacy to the province for additional funds. So many of the problems go away with additional funding

Other Comments

- I do not feel the committee was heard.
- I noticed one or two individuals steered the group discussions. When people (experts) presented facts, some committee members got argumentative with the presenter(s) so it didn't feel like a safe space to share. Side conversations with committee members showed that the opinions felt by members were not truly reflected during the discussions.
- I think that connecting the budget more clearly to strategic plan goals would help everyone make decisions.
- No
- No
- Kids need to learn to read and write
- Need to fill gaps that exist

Adjournment

The meeting adjourned at 7:21 p.m.

Appendix A
Continuous Improvement – Budget Advisory Committee

1. Did the time of day for the meetings meet your needs?
 - Early in the day for some meetings would be best
 - Would be better held during the work day.
 - Earlier would be better
 - Yes
 - It was fine, I appreciated it being earlier
2. Did the duration of the meetings meet your needs?
 - Yes
 - They worked, I would be willing to do a couple that were longer if it was helpful.
 - Yes
 - Yes 2 hours is a good time frame
 - Yes. Stick to a maximum of 2 hours.
3. Did the format of the meetings facilitate an opportunity to share your thoughts in a safe and culturally responsive environment?
 - Yes
 - No. Too large of a group, and people got defensive when sharing facts.
 - Yes
 - Not really. It was pretty formal and there were worries about relationships. I think it was as good as it could be in a large group like this but different ways to connect would be good to consider.
 - It did for me, but I feel like that didn't go for everybody in the room.
4. Did you receive the meeting notifications and agendas and appropriate meeting materials with enough time to prepare?
 - Yes
 - Yes
 - Yes, much more time than last year. Much appreciated.
 - Yes
 - Yes
5. Was the feedback you provided in the meetings accurately reflected in the meeting minutes?
 - Yes
 - Yes
 - Yes
 - Yes
 - Yes

6. Was the feedback you or others provided in the meetings accurately reflected in the reports to the Board of Education?

- Yes
- Yes
- Yes
- Yes
- Yes

7. Do you have any other information you would like to share in order to help improve a future committee's work?

- Not at this time
- Not at this time
- No
- No
- I have a lot of suggestions for future but want to say these were well run meetings with good information. I appreciated being involved!

DRAFT

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: May 29, 2023

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

- Representative Advisory council of Students – May 1, 2023
- Administrators' Meeting – May 4, 2023
- School Goals Visits – Victor and Margaret Jenkins Elementary (May 8, 2023), Oaklands Elementary and Central Middle (May 29, 2023)
- Climate Action Committee Meetings – May 10, 2023
- Ministry of Education and Child Care – All Superintendents' Meeting – May 17, 2023 and Year 3 Framework Calibration Meeting – May 18, 2023
- Victoria City Hall – Visiting School from Japan – May 23, 2023
- Monthly Meeting with VPVPA President and Vice-President – May 24, 2023
- Student Forum – Diversity and Inclusion – May 25, 2023

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

- Regular individual meetings with Esquimalt Nation; Songhees Nation; Urban Indigenous Peoples' House Advisory (UPHIA); and the Métis Nation of Greater Victoria.
- Regular meetings with the Four Houses.
- Meet bi-weekly with the Director of Indigenous Education
- Indigenous Storytelling Festival (hosted by the District Indigenous Education Department) – May 19, 2023
- Jointly Convened Annual Meeting – May 25, 2023

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.

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

- Climate Action Committee Meeting – May 10, 2023

Gratitude: The Superintendent would like to thank the following:

- Thank you to Dr. Shelly Niemi, Director of Indigenous Education, and the Indigenous Education Department, for organizing the second annual Indigenous Storytelling and Film Festival, which was held on May 19, 2023. "Over 1,250 employees registered for the festival, which speaks to the ongoing commitment in our District to recognize the importance and value of Indigenous knowledge and how it must be woven into the fabric of the public education system."
- Thank you to the Middle and Secondary students who participated in the successful Student Forum focused on diversity and inclusion, which was held on May 25, 2023. Thank you also to Paulina Grainger of the Inter-Cultural Association of Greater Victoria, and Danielle Mercer, Alissa Moore, Jessie Moore, Nadine Naughton, and Student Representative Danya Elkhidir for co-facilitating the Student Forum.
- Thank you to Marni Vistisen-Harwood, Director of Facilities, and the Facilities department for their work in handling recent plumbing maintenance so quickly and efficiently.

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

Deb Whitten – Superintendent

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: 2023-2024 Board of Education & Standing Committee Meeting Dates
DATE: May 29, 2023

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 11, 2023	Monday, Sept. 18, 2023	Monday, Sept. 25, 2023
Monday, Oct. 2, 2023	Monday, Oct. 16, 2023	Monday, Oct. 30, 2023
Monday, Nov. 6, 2023	Monday, Nov. 20, 2023	Monday, Nov. 27, 2023
Monday, Dec. 4, 2023 (combined with OPPS)	Monday, Dec. 4, 2023 (combined with Ed)	Monday, Dec. 11, 2023
Monday, Jan. 15, 2024	Monday, Jan. 22, 2024	Monday, Jan. 29, 2024
Monday, Feb. 5, 2024	Monday, Feb. 12, 2024	Monday, Feb. 26, 2024
Monday, Mar. 4, 2024 (combined with OPPS)	Monday, Mar. 4, 2024 (combined with Ed)	Monday, Mar. 11, 2024
Monday, Apr. 15, 2024	Monday, Apr. 22, 2024	Monday, Apr. 29, 2024
Monday, May 6, 2024	Monday, May 13, 2024	Monday, May 27, 2024
Monday, June 3, 2024	Monday, June 10, 2024	Monday, June 17, 2024

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Board of Education and Standing Committee meeting dates.

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

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: May 29, 2023

RE: **Monthly Report**

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer since April 24, 2023.

- Indigenous Film and Storytelling Festival
- Budget Advisory Committee Meeting 8
- Audit Committee Meeting
- Meeting with Ministry of Education and Child Care – Capital Branch
- Meeting regarding compliance audit
- Meeting with Victoria Principals and Vice Principals Association
- Meeting with school districts on Vancouver Island
- Meetings with legal counsel
- Meetings with Purchasing Services
- Weekly Senior Leadership Team meetings
- Weekly Chair Superintendent agenda setting meetings
- Weekly Superintendent meetings
- Weekly Budget meetings
- Weekly Facilities meetings
- Bi-weekly Vic High construction project meeting with Facilities and School Principal
- Bi-weekly Human Resource Services meeting
- Bi-weekly Facilities and Superintendent meeting
- Bi-weekly Information Technology for Learning meeting
- Bi-weekly Privacy Management meeting
- Monthly Standing Committee and Board meetings
- Monthly Representative Advisory Council of Students meeting
- Monthly District Leadership Team meeting
- 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.

HUMAN RESOURCE SERVICES

556 Boleskine Road, Victoria, BC V8Z 1E8
Phone: 250-475-4191 / Fax: 250-475-4113

TO: Board of Education

FROM: Jim Vair, Director, Human Resource Services and Legal Counsel

DATE: May 29, 2023

RE: Elementary Strings as Preparation

At the April 24, 2023 In-Camera Board meeting, the Board was provided with a verbal update on the matter of “elementary strings as prep”. The focus of that update was in respect of the labour relations considerations arising in the implementation of the following motion approved unanimously by the Board during 2023-24 Budget deliberations on April 6, 2023:

“That the Board of Education of School District No. 61 (Greater Victoria) fund elementary strings with six schools having strings as prep at a cost of \$205,351 by removing the staff recommendation for elementary strings of \$91,675 and taking the shortfall of \$113,676 from the Contingency.”
[emphasis added]

As trustees are aware, the Staff Committees at all elementary schools, provided for under the Collective Agreement with the Greater Victoria Teachers’ Association (GVTA), have rejected implementing a strings as prep pilot at their schools. Although several Principals had indicated a preliminary interest in running such a pilot (subject to input from their school’s Staff Committee, as required under the Collective agreement) based on the Staff Committee’s recommendations not to move forward, all elementary school Principals would be accepting their Staff Committees recommendations and not moving forward with a strings as prep pilot project unless they were directed to do so despite their school’s Staff Committee recommendation and despite their desire to follow the recommendations of their Staff Committee.

Trustees requested that all of the Staff Committee’s’ concerns be identified. The attached document provides a verbatim summary of the comments received from all elementary schools. The document includes either a Staff Committee’s written response to the Principal or the Principal’s summary of their verbal discussion with the Staff Committee.

In addition to these concerns identified by the Staff Committees, on May 19, 2023 the GVTA filed a grievance regarding “Elementary Strings Preparation Coverage”. In that grievance the GVTA is grieving the “arbitrary creation of elementary strings preparation coverage” and argues that, while the Association strongly supports music education in schools, the Board’s decision violates five provisions of the Collective Agreement.

The decision to move forward with six elementary schools having strings as prep came as a result of the motion noted above that was proposed and adopted by the Board on April 6, 2023 during 2023-24 budget deliberations. As a result, it is in the hands of the Board if it wishes to reconsider, and possibly rescind, its April 6th decision/motion given the matters identified in this Report and other related matters. Of course, if the Board was to reconsider its original decision and no longer direct that that six elementary schools have strings as prep, any cost impact on the 2023-2024 budget would have to be funded through a further reduction in the already depleted contingency reserve for the District.

The elementary school staffing process is now underway with the next postings to go out on or around June 8th.

1	<p>After holding a staff committee meeting today and our GVTA rep taking this information forward to our staff, the staff has indicated that they are not in favor of having strings as prep within the timetable. Staff's rationale for their decisions:</p> <p>The staff present at the committee meeting voted unanimously to keep strings outside of the timetable.</p> <p>Rationale is listed below as to why the staff believes this should not be happening:</p> <p>The pilot program suggested would be one 40-minute block of strings a week for every Grade 5 and 4-5 split class.</p> <ul style="list-style-type: none"> •This would exclude the individuals in Grade 4 who happen to be placed in our Grade 3-4 split class. •We currently have one group of students rehearsing twice a week for a combined 90 minutes, and that would mean every student losing more than 50% of their instructional strings time. <p>One class set of instruments provided by the district would be used by all four groups and would not be able to leave the school for at-home practice.</p> <ul style="list-style-type: none"> •The skills developed in strings take both time and dedication to come to fruition. The time needed comes from enough rehearsal as a group with an instructor, usually at least twice a week, and that time only begins to support the foundations that are developed even further with at home individual practice. There students are able to move at their own pace to catch up and dive deeper into concepts covered in class. •Learning any new skill or curriculum concept once a week and then not making any progress with that skill in between rehearsals does not promote the benefits that playing an instrument can have on a student at this age. •Students NEED the opportunity to take an instrument home and could do so under the current model where instruments are rented by families or provided to those in financial need through the district strings library. •One class set of instruments will limit instrument selection amongst each group. If a student who was previously enthusiastic ends up not being able to play their first-choice instrument, their interest in instrumental ensembles may dissipate as early as Grade 4, ruining their chances of enjoying the opportunities at the middle school level. The belief is this would lead to middle school programs losing potential interest down the line and could majorly impact the flourishing music programs available in the district today.
2	<p>Here's what I heard from members of the staff committee</p> <p>-Inclusive Concerns: Some children in our school physically and cognitively won't be able to participate in strings. We also have several students with behavioral concerns and are worried that instruments may be broken.</p> <p>-Instrument concerns: is every child required to have their own instrument. This will be an equity issue. If we have combined grade 4/5 classes, it will be even more students needing to rent instruments. Are they going to be required to take instruments between home and school to practice. This raises issues of missing, lost, stolen instruments as well as storage in classes.</p> <p>-Loss of teacher FTE</p> <p>-Some children may not want to participate in strings</p> <p>Here's What The Strings Teacher has mentioned:</p> <p>Teaching strings outside of the timetable is favorable for all. First and foremost is me being able to retain FTE instead of being reduced. Second is the autonomy of me being able to teach music how I envision the program.</p> <p>Strings currently is a choice program yes and is completely equitable in that sense as well. The district has a few instruments to provide families that cannot afford this, and we have students already using this program. If this were prep, we not only would need a plethora of instruments, but also repairs, music, music stands, books, parts, etc. Students would all need their own instrument to take home if they are getting 40 mins of strings a week to practice at home. We would also need ample storage, especially if we needed to house 20 cellos.</p>

	<p>The time it would take to set up, tune-up, would take an immense amount of time and wouldn't work in a once a week setting. Also, for those students who are now required to take strings and do not want to or is forced to would have a negative effect rather than positive.</p> <p>It would also take away from quality learning from those who wish to play strings and excel. For students who have an IEP or need accommodations and modifications, strings essentially (in this sort of setting) wouldn't work for them, and they would not participate as they would in a traditional music setting.</p> <p>I know there is a lot going on with 'strings as prep' pilot program, and a whole bunch of different ideas and thoughts being thrown around up top, but for strings to continue to thrive at this school, we need to keep it outside of the time table, and offer it twice a week as a choice program, but also continue to promote that it is equitable, and fair for all who want to be there.</p>
3	<p>Why strings are not possible at this school: The rationale from Staff Committee at this school:</p> <ol style="list-style-type: none"> 1. Space – we are growing and have lost our multipurpose room to a classroom <ul style="list-style-type: none"> - PE is our prep for over half the week, so the gym is in use and classrooms sign up for available time slots when prep is not using that space for additional gym classes and daily physical activities. - We also use both sides of the gym for before and after-school care so currently strings in the library before school – this is working well now - No coat rooms in the classroom, so storage for 75 student instruments goes where? Fire Department doesn't like cluttered hallways - Storage for music stands goes where? - Music in the gym is difficult with the loud fan and there is a door to a classroom off the gym, acoustically displeasing to the ear - Could be displaced by events, assemblies, etc. that occur in the gym 2. Choice – what we have works well, new to us this year but provides a choice for students. <ul style="list-style-type: none"> - If it were mandatory for all the students in the class to take strings it may limit their musical experience from a general music class, and some may not want to do strings at all. - Choice for teachers who currently have ADST/coding, Music and PE for prep to change to having to choose only one other prep class. Teachers currently like the music prep they are getting and feel the students will miss out on a global musical experience. - Teachers would have to make room in their teaching time to incorporate what the students wouldn't be getting by inserting strings into the timetable 3. Resources – who pays for music stands/instruments and gets 75 students' instruments? <ul style="list-style-type: none"> - Parents will have to pay out of pocket for rentals etc. as there may not be enough instruments in the district for all students especially if the child or parent or both don't want to be part of the program. <p>Set up and take down takes time, prep is 40-minute blocks too rushed where the before and after school allows for flex time</p>
4	<p>Please find below the recommendation and justifications regarding Strings as a Prep by the Staff Committee.</p> <p><u>Special Additional Staff Committee Meeting - Admin Request for Consult</u></p> <p>The district has requested that admin consult with staff on the idea of Strings being a prep block for the 2023/24 school year. Staff committee needs to indicate whether we are in favour of this idea, as well as a justification for why/why not.</p> <ul style="list-style-type: none"> o Current plan: 4 blocks of 40 minutes; 2 4/5 classes and 2 5 classes (2 in French, 2 in English); 1 class set of instruments to stay at school and be shared among the 4

Email: hrs@sd61.bc.ca

Website: www.sd61.bc.ca

	<div>classes; 1.7 prep coverage in total (1.0 music, .5 library, .2 for either PE or split between PE and Strings</div> <div><div><div><div></div><div>Schools that can do Strings as a prep are being asked to do it</div></div><div><div></div><div>Students would have to rent instruments for practice at home</div></div></div></div> <div><div>Pros</div><div><div><div></div><div>additional music offering for students</div></div></div></div> <div><div>Cons</div><div><div><div></div><div>equity:</div><div><div><div></div><div>grade 4s in 3/4 splits will not get it that year - would create a mix of abilities once they get to grade 5</div></div><div><div></div><div>if there is one class set of instruments at the school, they must remain at the school; therefore, some students would likely be unable to rent instruments to practice at home; it would also be impossible to have all of the strings students perform a concert together</div></div></div></div><div><div></div><div>removes student choice</div><div><div><div></div><div>may result in behavioural challenges, which may result in instruments being wrecked</div></div></div></div><div><div></div><div>we also view music, library, and PE as a specialty teaching area and see value in having specialists in our school to run these programs</div></div></div></div>
5	<div>This is a letter from Staff Committee.</div> <div>To whom it may concern,</div> <div><div>Following consultation with members of the School Staff Committee, as well as a direct conversation with the school Music Specialist, we do not recommend Strings being a prep for Grade 5 or Grade 4/5 groups at our school.</div><div>Firstly, based on previous work with the upcoming grade 4 and 5 students in music, the class composition of our grade 4 and grade 5 cohort would pose a challenge. There are many students identified with IEPs, as well as many others with significant learning and behaviour challenges. We do not feel, all children could be adequately supported to have a successful experience in the Strings program.</div><div>Second, by making Strings a prep, all students would be required to participate. Our experience as grade 4/5 teachers is that we would not anticipate there being a level of consistent home support to encourage regular practicing, or ensuring students are prepared with their instrument and music, especially in the case of students who would not regularly choose to play an instrument.</div><div>Next year, our school anticipates having 3 grade 4/5 classes, as well as 2 grade ¾ classes. The question arises then how Strings prep would be equitably offered to students within the timetable. If the proposal is to only offer it to grade 5's, then logistically how are the grade 4's being occupied. Also, if only some grade 4's at the school are being offered this enrichment, other families may wish for their children to be given the same opportunity from a ¾ split.</div><div>Finally, offering Strings as a program of choice has allowed students and families to make a commitment to this music enrichment. The students who participate usually do so because they want to be there and be successful. This has worked well for our school for many years, and we hope to continue with this program model.</div></div>
6	<div>Recommendation: Strings must take place after school and NOT during the school day as prep.</div> <div><div><div></div><div>Gr. 5 students already receive 70 min. of music prep per week and 50 minutes of technology. Staff feel 70 min. of 'general' music during the school day is sufficient.</div></div><div><div></div><div>The allotted music prep time is appropriate, adding more music by way of strings within the regular school day would be excessive. If there are interested students and parents who wanted strings, then it should be afterschool because it is a CHOICE program.</div></div></div>

	<ul style="list-style-type: none"> • Taking technology time away and replacing it with strings would negatively affect their knowledge and use of skills they need during technology time such as: keyboarding, programming, digital presentation design etc. (all are crucial building blocks for middle school) • Should many of the students not be able to afford instrument rentals, it would require subsidization from the school and that has a negative effect on the whole school budget decisions. • Our prep schedule is already complex with 2 different prep teachers causing restrictions on when and how prep is scheduled. Adding another layer of complexity means an even more restrictive schedule that will be unpopular for staff and students. • Gr. 5 students and parents who choose strings would be segregated from their peers and their peers from them. We feel this is not an inclusive model. • Restricting all Gr. 5s to participate in strings within the school day would be unpopular with students and not support freedom of choice nor the expressive nature of our music program that includes recorder, xylophone, ukulele, singing, Indigenous drumming, acting, performing, and dancing. <p>By way of staff committee, staff is opposed to the decision of the board using public funds to provide a program of choice such as strings while not funding fully funding daytime custodians in all schools.</p>
7	<p>Met with the Staff Committee today.</p> <p>We mulled over all the possible scenarios and are really having a tough time figuring out how to make it work when our 5s are spread over 4 classes, two of which are combined 4/5 classes</p> <p>Currently the 5's involved have Strings instruction 90 min a week...which is kind the bare min for learning an instrument.</p> <p>We would have to reduce instruction to 45 mins a week as we assume the strings Teacher would only be able to have a 29 Max class for prep as opposed to 60+ for extracurricular.</p> <p>Or only be able to offer one group of 5's strings for 90 min/week... two blocks of 45 min prep?</p> <p>Not all our Gr. 5 students are interested in strings... would we make all the 5's take part?</p> <p>Not all are going to be able to afford to rent the instruments... we as a school cannot afford to rent/purchase instruments.</p> <p>We currently have a full-time music teacher position who uses the Music Room. The Strings instruction would have to take place in the gym, which is already a very tight schedule for scheduling 19 divisions throughout the week. We have equally passionate teachers for music appreciation as we have for PHE appreciation here.</p> <p>We currently have Strings in the gym over the lunch hour so it 'frees' up our gym schedule for other Divisions to use.</p> <p>We would prefer to keep to the current Strings arrangement as we have this year and offer to interested 5's outside of instructional time (for the most part).</p>
8	<p>Just met with my staff rep and staff committee chair.</p> <p>We feel strongly that we CANNOT accommodate strings as prep for the 2023-2024 school year. Here are our reasonings:</p> <ul style="list-style-type: none"> • We have 1.228 prep allocation which is currently music. <ul style="list-style-type: none"> ○ Our 1.0 prep teacher is not qualified to teach strings. So no assurances that we will have a strings qualified prep teacher for next academic year. • Our .228 teacher is strings qualified but this does not allow enough time or flexibility to offer strings to all 4 classes (one grade 5 class and 3 grade 4/5 classes). <ul style="list-style-type: none"> ○ if that teacher were to take all four classes, this would reduce our 1.0 prep teacher's FTE ○ currently that teacher works between this school and another school and a requirement to offer strings to grade 5 (and 4/5 classes) would inevitably erode these schedules. • We will have 10 grade 4s out of 57 grade 4s not offered strings – which seems unfair (they are currently in a ¾ split) <p>Email: hr@sd61.bc.ca Website: www.sd61.bc.ca</p>

	<ul style="list-style-type: none"> Storage is already an issue for us, and I do not think we can safely store these instruments. Approximately 100 students would be using one class set of strings instruments – can see it being an ongoing expense for repairs that the school would have to incur.
9	<p>This school has chosen to have Strings outside of prep. Staff Committee chair, Vice Principal and Principal met together to confirm the above. Our rationale for keeping strings outside the timetable:</p> <ul style="list-style-type: none"> - Current strings program has been successful in part <ul style="list-style-type: none"> o due to students having the choice to join in o And their parents have bought in for violin rental and practicing at home o At our school they receive strings and music class o Our music teacher can also teach strings <p>Having mandatory strings for all within the prep time may be a hardship for our families due to the cost of instrument</p>
10	<p>I have met with the Staff Committee Chair as well as strings teacher. We are unable to offer Strings within the timetable as a prep for two main reasons:</p> <ol style="list-style-type: none"> 1. We have added a 14th class for September and therefore will be using our only remaining space to accommodate the new class. There are no spaces of any kind to accommodate an additional prep during the school day. Our music room is already used as a 1.0 music prep. We have 3 grade 5 classes, 2 of which are 4/5 combined classes, therefore the logistics of isolating the grade 5 students for strings is not feasible. We have no staffing to support grade 4 students while grade 5s are in strings.
11	<p>Met with our Staff Rep and they were not in support of Strings as a Prep for two reasons:</p> <ul style="list-style-type: none"> • We offer a music Prep to all students and if the Music Teacher is not able / qualified to teach Strings than they would lose time and we would have to post for a Strings Teacher for a very limited position. (Our Preps are ALL in the afternoon so the schedule would be in bits and pieces) <p>Currently we offer Strings outside the timetable and the current Strings position would no longer be available and that person would be excess to needs.</p>
12	<p>Met with a very large Staff Committee (music teachers, enrolling and non-enrolling teachers, staff reps, etc.) at today to discuss this and it was very clear that Strings is NOT doable in our school, and no one is advocating for strings as prep or in the timetable; however, we can offer strings as an elective program outside the timetable (we have space, support, and a teacher).</p>
13	<p>I have met with the staff committee, who stated we cannot accommodate strings as prep. The building has no space to house this class during instructional time (it is bursting at the seams). Staff committee indicated it is not equitable in our school given the changing demographic, to mandate all grade 5 students to participate, given our financial needs, as well as the many students who do not participate for religious reasons.</p>
14	<p>Discussion:</p> <ul style="list-style-type: none"> - Availability of instruments - Student choice - What happens when instruments are damaged? - Difficult to create an adapted strings program that could meet all students where they are at - Inequity for families who can't afford to rent their own - Colonial / Elitist program that does not fit our current curriculum and Indigenous Ways of Knowing

15	This is a unanimous hard NO. Historically, many of our elementary schools offered strings at elementary in the timetable. This school was one of them and we have teachers who experienced this and have shared today that it did not work and was a disruption to student learning for the entire class.
16	We do not have enough unassigned FTE allocation to offer strings at this school. As we are going down 2 divisions, our allocation for Prep has not increased enough for us to add strings as a prep without reducing the hours of one of our current prep teachers. I have talked to our staff committee chair.
17	The Chair of the Staff Committee (who checked with the grade 5 teachers) does not recommend strings as prep next year. One reason is that we have one grade 5 class and four grade 4/5 classes next year and they do not see a feasible way to make that work.
18	We met as a staff committee today and the unanimous recommendation was that we NOT have strings as a prep at this school. Our latest organization has us moving to 3 4/5 combined classes. This would be very difficult to schedule based on our current prep and music schedules. We do not have a qualified Strings teacher on our staff at this time aside from one teacher who was assigned to the school as a strings teacher.
19	I have met with both our PAC and our Staff Committee (music teacher is part of our Staff Committee). Both groups “do not support the concept of strings” at this school and “do not support the addition of strings at” this school. They both support music but do not believe strings should be offered at this school. In addition, I do not see a way of adding strings as prep given that we already have 1.0 music and a very well-established PE program (our other prep).
20	Unfortunately, after consultation with our staff rep, it would appear that it is not possible to incorporate Strings into our prep. The lack of physical space is an issue.
21	I have just confirmed with my staff rep that we are NOT able to provide strings as a PREP. We would like the strings blocks to remain outside of the timetable.
22	We are currently unable to offer strings inside our timetable due to space as we offer music prep and PHE prep. All space is used. As well it is not something the grade 5 staff want.
23	Without getting too much into the detail of it all, we already have our prep figured out and there is no interest from either staff committee chair or GVTA rep to alter this.
24	We are unable to accommodate Strings as a Prep because we do not have an available space.
25	I have consulted with the GVTA reps and we are not able to fit Strings into the prep schedule.
26	We do NOT feel we can do Strings as PREP.

SECTION 72 REPORT

The Board of Education discussed the following matter:

- Legal
- Property
- Personnel