The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
AGENDA
Via Zoom
Monday, January 29, 2024, 7:30 p.m.
Broadcasted via YouTube
https://bit.ly/3czx8bA

A.   **COMMENCEMENT OF MEETING**

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

A.1.   **Acknowledgement of Traditional Territories**

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

A.2.   **Approval of the Agenda**

Recommended Motion:
That the January 29, 2024 agenda be approved.

A.3.   **Approval of the Minutes**

     a.   Approval of the December 11, 2023 Regular Board Minutes

Recommended Motion:
That the December 11, 2023 Regular Board minutes be approved.

A.4.   **Business Arising from the Minutes**

A.5.   **Student Achievement**

A.6.   **District Presentations**

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

    a. **International Student Enrollment Policy – Jean Morrison**

B. **CORRESPONDENCE**

B.1. **January 17, 2024, Colquitz Middle School Parent Advisory Council to the Board of Education, School Police Liaison Officer Program**

B.2. **January 18, 2024, Oak Bay High School PAC to the Board of Education, Gang Trend Seminar**

C. **TRUSTEE REPORTS**

C.1. **Chair's Report**

    a. Chair's Report

    b. Section 72 Report

    c. District Annual Work Plan January and February 2024

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

D. **BOARD COMMITTEE REPORTS**

D.1. **Education Policy and Directions Committee**

    a. Draft minutes from the January 15, 2024 meeting – information only

    b. Recommended motions from the January 15, 2024 meeting.

> Recommended Motion:
> That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources, as amended.
>
> AND FURTHER
>
> Direct the Superintendent to prepare corresponding Learning Resources Administrative Regulation for review by the Board of Education in April 2024.

> Recommended Motion:
> That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Ministry of Education and Child Care with a request for additional funding for staff to complete DEI training in line with the K-12 Anti Racism action plan.

D.2. **Operations Policy and Planning Committee**

    a. Draft minutes from the January 22, 2024 meeting – information only

D.3. 2024-2025 Budget

    a. Values and Guiding Principles

> Recommended Motion:
> That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles for the 2024-2025 Budget.

    b. 2024-2025 Budget Development Process

> Recommended Motion:
> That the Board of Education of School District No. 61 (Greater Victoria) approve the revised 2024-2025 Budget Development Process.

    c. Student Connections
    d. Partner and VPVPA Connections
    e. Student Symposium – January 11, 2024
    f. Budget Working Groups

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

    a. Monthly Report

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

    b. Trustee Questions

E.2. Secretary-Treasurer's Report

    a. Monthly Report

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

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – December 11, 2023
G.2. Record of Special In-Camera Board of Education Meeting – December 19, 2023
G.3. Record of Special In-Camera Board of Education Meeting – January 22, 2024

H.   NEW BUSINESS/NOTICE OF MOTIONS

H.1.   New Business

H.2.   Notice of Motions

I.   ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.

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![Greater Victoria School District logo]

The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
MINUTES
Monday, December 11, 2023, 7:30 p.m.

Trustees Present:	Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Derek Gagnon, Emily Mahbobi, Natalie Baillaut, Rob Paynter, Mavis David, Diane McNally
Trustee Regrets:	Angela Carmichael
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 for Learning, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA
Partners:	Ilda Turcotte, GVTA, Jane Massy, CUPE 947

A.   COMMENCEMENT OF MEETING

This meeting began at 7:30 p.m.

A.1.   Acknowledgement of Traditional Territories

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

A.2.   Approval of the Agenda

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the December 12, 2023 agenda be approved.

Amendment

Moved by Trustee Duncan

Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) amend the December 12, 2023 agenda under B.1.

December 1, 2023, Inter-Cultural Association of Greater Victoria (CIA) to ~~SD61 Trustees~~ Deb Whitten, Superintendent, Letter Supporting Further Consultations Between SD61 and Victoria Police Department.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the December 12, 2023 agenda be approved, as amended.

Motion Carried Unanimously

A.3. **Approval of the Minutes**

a. Approval of the October 30, 2023 Regular Board Minutes

Moved by Trustee Mahbobi
Seconded by Trustee Kwan

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

Motion Carried Unanimously

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

Moved by Trustee Kwan
Seconded by Trustee Gagnon

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

Amendment

Moved by Trustee Duncan
Seconded by Trustee David

That the Board of Education of School District No. 61 (Greater Victoria) amend the November 14, 2023 Special Public Budget minutes under B.2.

- Other information or recommendations not presented at a working group will be presented for consideration at a regular Board meeting.

Motion Carried

For (5): Trustees Baillaut, Gagnon, Mahbobi, McNally, Duncan, Kwan, David
Abstain (1): Trustee Paynter

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the November 14, 2023 Special Public Budget Board minutes be approved, as amended.

Motion Carried Unanimously

c. Approval of the November 27, 2023 Regular Board Minutes

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the November 27, 2023 Regular Board minutes be approved.

Amendment

Moved by Trustee Duncan
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) amend the November 27, 2023 Regular Board minutes under F. Question Period

A: Chair Duncan stated that the Board of Education holds Board meetings as needed in order to carefully consider the Board's business. The Board does not hesitate to call additional meetings as needed in order to ensure that we have enough time to do our due diligence with respect to our business. Staff provided a Section 72 memo available under E.2. of the November agenda.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the November 27, 2023 Regular Board minutes be approved, as amended.

Motion Carried Unanimously

A.4.   Business Arising from the Minutes

Trustee Kwan asked Director Vistisen-Harwood if they had a follow up to the answer under question period from the November 27, 2023 Board meeting. Director Vistisen-Harwood checked the timeline and sent a response to the community member who asked the question.

A.5.   Student Achievement

None.

A.6.   District Presentations

None.

A.7. Community Presentations

None.

B. CORRESPONDENCE

B.1. December 1, 2023, Inter-Cultural Association of Greater Victoria (CIA) to Deb Whitten, Superintendent, Letter Supporting Further Consultations Between SD61 and Victoria Police Department

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report

Chair Duncan provided the report for information.

b. Standing Committee Assignments

Chair Duncan provided the standing committee assignments in the Chair report.

Education Policy and Directions Committee Members are Trustees Baillaut, David, Mahbobi and McNally. Ex Officio Chair Duncan.

Operations Policy and Planning Committee Members are Trustees Gagnon, Kwan, Paynter. Ex Officio Chair Duncan.

c. Standing Committee Chair Elections

a. Education Policy and Directions Committee

Chair Duncan called for nominations for the position of Chair of the Education Policy and Directions Committee for a one-year term ending November 2024.

Nominations were received for Trustees Baillaut and Mahbobi. Trustee Baillaut declined the nomination and Trustee Mahbobi accepted.

Chair Duncan declared Trustee Mahbobi the Chair of Education Policy and Directions Committee by acclamation.

b. Operations Policy and Planning Committee

Chair Duncan called for nominations for the position of Chair of the Operations Policy and Planning Committee for a one-year term ending November 2024.

Nominations were received for Trustees Gagnon and Paynter. Trustee Paynter declined the nomination and Trustee Gagnon accepted.

December 11, 2023 Board of Education Meeting Minutes   4

Chair Duncan declared Trustee Gagnon the Chair of Operations Policy and Planning Committee by acclamation.

d. Motion to Destroy Election Ballots/Text Messages

Moved by Trustee David
Seconded by Trustee McNally

That the election ballots/text messages be destroyed.

Motion Carried Unanimously

e. Sub-Committee Assignments Chair Duncan provided the Sub-Committee assignments in the Chair report.

C.2. Trustees' Reports

None.

D.   BOARD COMMITTEE REPORTS

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

a. Draft combined minutes from the December 4, 2023 meeting – information only

b. Recommended motions from the December 4, 2023 meeting.

Moved by Trustee Mahbobi
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) refer Draft Policy 6163.1 Learning Resources to the Policy Sub-Committee for further development,

AND FURTHER

Any recommendations will come to the Education Policy and Directions Committee meeting no later than February 2024.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8400 Whistleblower Protection and accept Administrative Regulation 8400 Whistleblower Protection.

Motion Carried Unanimously

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

Superintendent Whitten provided the report for information.

Moved by Trustee Kwan
Seconded by Trustee David

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

Motion Carried Unanimously

b. Draft Regulation 5128 International Student Enrollment – Update

Superintendent Whitten provided an update on Draft Regulation 5128 International Student Enrollment, it will come back to the Board of Education in January 2024.

c. Trustee Questions

Trustees had questions of clarification.

E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

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

Motion Carried Unanimously

F. QUESTION PERIOD

Q: Have you looked to the Principals to research and site SLO involved incidences in their schools to determine if the police officer in their school assisted the staff with resolving the problem or hindered them in solving the problem? I personally can think of many times where a school resource officer was needed. E.g.: drugs located in student locker, evidence of dealing in the school, various types of threats, cyber bullying, harassment and assault complaints. Thefts. Monitoring kids once they leave the school yard at breaks to ensure their safety, mental health issues with students where they have to be brought to

see a doctor due to emergent violent behavior. The list goes on. A principal could call the police in these instances, but they would not necessarily get someone with the relevant training or someone who knows the kids and has built a rapport with them to help resolve matters more easily when these things happen.

A: Chair Duncan stated that there was a three-year review of the SPLO program and on the committee, we had Administrators, Principals and representatives of various partners at the time. The Board considered all the feedback from the committee before they made their decision. We still have existing protocols in place that involve police so whether it would be lockdown, violent threat risk assessment, and others that involve police where it is appropriate. Other services that are not provided will be provided by appropriate staff members or external community partners.

Q: In reference to the letter sent on September 18, 2023 to Families and Caregivers from the Board of Education and Superintendent, what work did the Board of Education, and the Superintendent of Schools do over the summer to ensure that appropriate processes are in place after the removal of the School Liaison Officer's? What are these appropriate processes?

A: Superintendent Whitten spoke to the operational component: Senior Leadership had conversations near the end of the school year with Principals and Vice-Principals around areas that they felt they would need support with. That conversation was continued in August when all administrators met. One additional meeting was held to look and see who they are leaning into from the community to provide supports to students and schools when they need them. At least three meetings have been held to discuss this topic. Chair Duncan stated that the Board has had numerous meetings with the Superintendent regarding this work.

Q: In reference to the Chair's Report on November 27, 2023, (item 3), additionally referring to the Times Colonist article on October 19, 2023, (Police board to meet Greater Victoria school board to discuss liaison officers). When will the Board of Education meet with the Police Board to discuss the shared responsibility for student and staff safety?

A: Chair Duncan stated that those meetings are ongoing and that the Board has already met with a few Police Boards and that they will continue to meet in 2024.

Q: When will the Board of Education return to holding in-person public meetings?

A: Chair Duncan stated that the Board is continuing to review when we might move back to in person, but they need to determine the investments that will be required in order to bring our Board room up to an adequate state to hold out meetings there from an audio video perspective.

Q: Considering the increased gang activity and youth violence in all of our schools in SD61, will this board reconsider their position on School Liaison Officers with the recommended changes to this program presented by the School Police Liaison Officer Program Review Ad Hoc Committee Report from May 1, 2023?

A: Chair Duncan stated that there is no plan currently to revisit the decision. Superintendent Whitten stated that what the District is monitoring and seeing similar activity that is in community. The District does not have evidence that there is direct gang related involvement for most of the situations. We have had incidences of behaviors that are what have been described as potentially gang related, and we don't believe there has been an increase since last year, so far this year.

Q: My question is in follow up to a question asked at the November 14th meeting relating to the educational challenges at vulnerable schools such as Quadra Elementary.

I understand multiple board members visited classrooms and I'm appreciative of the prompt action by the board.

Can one or more members briefly speak to their experience, and can someone provide specific next steps, both as immediate actions AND longer-term plans for the next year, that the board will be taking as a result of this?

A: Superintendent Whitten stated that District staff have regular meetings with Principals and Vice-Principals of priority schools where they continue to look at ways that the District can provide support both in staffing and financial resources. When staff are away, and priority schools reach a certain threshold, they are prioritized to have replacement staff sent. Priority schools will be an ongoing conversation that will continue throughout the school year. Chair Duncan stated that during the budget process for the 2024-2025 school year the Board will be looking at reallocating budgets.

Q: I understand the board will be setting up a budget subcommittee to look into options relating to funding allocation specifically to priority schools. Will there be opportunity for parents to be a part of this committee in some format and how can interested parents put their names forward to be involved?

A: Chair Duncan stated that there are three working groups for this budget cycle. We have Victoria Confederation of Parent Advisory Councils (VCPAC) the parent representative group that sends representatives to each of the three working groups. Secretary-Treasurer Stride provided the contact email for VCPAC, treasurer@vcpac.ca and stated that for the public to participate in the process there will be budget information that will coming to and form the Board at all of the regular Board meetings between now and March. The Board will be approving the budge in early April 2024. There will be an event that will be open to partners such as VCPAC called talking tables held on March 7, 2024. There is a planned Public Open Board meeting on April 4, 2024 that will allow participation from the public.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

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

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

None.

H.2.   Notice of Motions

None.

I.   ADJOURNMENT

The meeting adjourned at 8:23 p.m.

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the meeting be adjourned.

Motion Carried Unanimously

_____   _____

Chair   Secretary-Treasurer

Colquitz Middle School Parent Advisory Council
505 Dumeresq Street
Victoria B.C. V8Z 1X3

Greater Victoria School District No. 61
556 Boleskine Road, Victoria, B.C.
V8Z 1E8 Canada
Sent via: trustees@sd61.bc.ca

Please include this letter in the next Board meeting under correspondence

Attn: SD61 Board Chair, Nicole Duncan

We write to the board on behalf of the Colquitz Middle School parent community to express our deep disappointment with both the process and the decision to eliminate the School Police Liaison (SPLO) Program from our district schools.

As parents and caregivers, we want to do our part in trying to address the wrongs of the past, to be forward-thinking in an era where the issues are complex, and devote the time and energy needed to find the right solutions to make our society better for our kids. We expect the same from the organizations and the school system that serves them. This means that we may have to do things differently or find collaborative ways to support students at a time when there are fewer people available to fulfil key roles.

There's no question we are living in an era where we must be sensitive to the cultural challenges and historical legacies that affect our diverse student population, as well as the staff whose primary job it is to foster inclusive and safe learning environments for children. We depend on the leadership of the people responsible for ensuring our students thrive in a system meant to deliver equitable and supportive educational services. But we also know that this endeavour can be complicated in the K-12 sector where many of the adults are seized by different objectives and whose agendas do not always align.

We understand that the impetus for this cancellation begins with the BC Human Rights Commissioner whose recommendation relied heavily on research and data from the United States. While we agree the concerns expressed by marginalized students that led her to make this statement should be properly acknowledged and prioritized, we do not agree with the SD61 board's decision to wholly terminate the program. This decision seems short-sighted, especially without a ***realistic*** plan to replace the vital services it provided – particularly at this time when it is well known that gang activity around schools has increased exponentially in our region.

We understand that one of the main points being raised by the Commissioner is that SPLOs are providing services that should be done by other key positions, and we do not disagree with that view. Unfortunately, what is evident in K-12 — as it is across the rest of the provincial public sector — is that there are shortages of school psychologists, nurses, social workers and counsellors who are best suited to fulfil many of the services SPLOs have been providing in SD61 school. We also don't disagree that more of these supports would be better for our students, but it is just plain dangerous for an employer responsible for children to remove any reliable supports that are available – not to mention when the local police departments have indicated such a willingness to make significant changes to accommodate the concerns that have been expressed.

When this issue was first raised through the board's survey in October of 2021, parents believed in good faith, that they would have access to those results for themselves as is the expectation of any organization that collects data from the public. We note that this survey was completed well in advance of the Commissioner's recommendation, and it is troubling that the board appears to have ignored results provided by one of its primary stakeholders — the parents and caregivers in our district.   Moreover, the board appears to have favoured the input from external bodies when making its final determination to cancel the program.

Having only recently had the opportunity to review the results in the survey summary report which we gratefully obtained from the individual who had to submit a *Freedom of Information* request to receive it, it is curious that the board obviously set aside the results from parents and caregivers considering that they revealed a solid 66% of respondents reported that they were "comfortable or very comfortable" with the SPLOs in schools. This sentiment was compounded by the 60% who agreed they "would like to see the program continue". For the record, the CMS PAC conducted its own informal poll of parents and the results mirrored that of the survey with 100% of those who responded stating their support for the program to be reinstated.

In discussions with parents and staff at our school, we have heard many stories about the positive effect police liaisons have had with students and their families – which is in stark contrast to what students will now experience as only officers on patrol are now available to address sensitive and complex events without the benefit of SLPO's training.

Without a doubt, this is not a straight-forward problem that is easily resolved, and we fully grasp how difficult it is for any organization to find the balance and appear respectful to each of the positions represented within this issue. The CMS PAC, on behalf of our school community, strongly suggests your board re-engages with the local police departments and other concerned parties as soon as possible to collaboratively determine a path forward — one that will allow for the benefits of the SPLO program to remain available to students and schools while also working to address the concerns that have been outlined. We note that there is precedent for this in how the [Vancouver School District (39) – arguably an equally complex district – has successfully reinstated their program](#).

Thank you for your time and consideration in reading the views expressed by the CMS PAC and our parent/caregiver community. We trust you will give them the attention they deserve.

Sincerely, on behalf of the CMS PAC executive and our parent community,

Kindrée Draper, Chair

cc: community@sd61.bc.ca Del.Manak@vicpd.ca
dwhitten@sd61.bc.ca cvolk@saanichpolice.ca
premier@gov.bc.ca rswanson@saanichpolice.ca
ECC.Minister@gov.bc.ca communityengagement@saanichpolice.ca
DM.Education@gov.bc.ca president@gvta.net
PSSG.Minister@gov.bc.ca info@gvta.net
shoffman@bcsta.org lauraward@bccpac.bc.ca
bleonard@bcpvpa.bc.ca info@bccpac.bc.ca

From:	Lori Poppe
To:	Trustees
Cc:	Kelly Gorman
Subject:	Please add this to correspondence for January 22, 2023 meeting agenda
Date:	Thursday, January 18, 2024 2:58:14 PM

Dear Trustees, Oak Bay High School PAC will be hosting a gang trend seminar for students and parents of surrounding middle and high schools on January 25, 2024 from 7pm-9pm held at Oak Bay High School.   Sign up for this event is through Oak Bay Rec, link attached.
Will any members of this Board sign up and attend so you all can be informed about the current dangers and issues our children are facing in and out of schools?

https://oakbayrec.perfectmind.com/22950/Clients/BookMe4LandingPages/CoursesLandingPage?widgetId=93662e86-de2d-4156-96cf-be71d77cbc89&redirectedFromEmbededMode=True&courseId=ccf783b1-b206-4ade-96c9-ab48344709b8

Thank you for considering,
Lori Poppe

TO:	Board of Education
FROM:	Trustee Duncan
RE:	Chair's Report
DATE:	January 29, 2024

Activities on behalf of the Board:

1. Weekly Chair/Superintendent agenda planning meetings to set the agendas for our meetings. Bi-weekly check in/signing meeting with Superintendent and Secretary Treasurer.
2. Budget planning meetings with Vice Chair, Superintendent and Secretary-Treasurer.
3. 2024-25 Budget Working Group meetings
4. Policy Sub Committee meetings
5. Partner Connections regarding the 2024-25 budget
6. Student Budget Symposium

Trustee Assignments: Please see the 2023-24 Family of Schools Trustee assignments below. Please share the assignments with each Family of Schools so they can invite their Trustee representative to various school events.

Esquimalt High Family of Schools- Trustee Mavis David

Lambrick Park Secondary School Family of Schools- Trustee Derek Gagnon

Mount Douglas Secondary Family of Schools- Trustee Rob Paynter

Oak Bay High Family of Schools- Trustee Emily Mahbobi

Reynolds Secondary Family of Schools- Trustee Nicole Duncan

Spectrum Community School Family of Schools- Trustee Karin Kwan

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   Greater VICTORIA School District

Victoria High Family of Schools- Trustee Natalie Baillaut

Acknowledgement: Thank you to our Facilities team for their efforts during the inclement weather we experienced this month.

Reminders: We want to learn about the barriers people with disabilities face in our district, and what accessibility features are working well. We also want to hear your thoughts on our Accessibility Plan. The Accessibility Survey lets you provide feedback on accessibility in our district. All feedback provided through the survey will be used by the GVSD Accessibility Advisory Group and the District Accessibility Working Group to update our Accessibility Plan and guide ongoing work to make our district more accessible. **The Accessibility Survey closes on Wednesday, January 31, 2024.** The survey can be accessed in multiple ways. Information is available via the following link: https://www.sd61.bc.ca/our-district/sd-61-accessibility-act/

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

Greater **VICTORIA** School District

January 2024

Schools Reopen Tuesday, January 8, 2024
January 25-26: BCPSEA AGM
Board Working Session: LEAs

Strategic Direction and Learning

➢ 2024-2025 Budget Update
➢ Long-Range Facilities Plan Board Working Session

System Planning and Performance Monitoring

➢ ==Enhancing Student Learning Report and Indigenous-Focused Grad Requirements==
➢ Approve BAA Courses for 2024-2025
➢ Monthly Capital Projects Update
➢ Monthly Facilities Report
➢ Monthly Financial Report and Budget Change Report

Advocacy for Public Education and Provincial Liaison

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

Review Policy positions for submission to BCSTA AGM

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	**19**	20
21	22	23	24	25	26	27
28	29	30	31			

- Education Policy and Directions Committee Meeting
- Operations Policy and Planning Committee Meeting
- Board of Education Meeting
- 1 Ed/Opps Combined Meeting = Green Box with Orange Number
- PROD Day
- Stat Holiday
- Winter Break / Spring Break

- Administrators Meeting
- DLT Meeting
- Level Meeting
- District Leadership Development Program P Year 1-3
- District Leadership Development Program VP Year 1-3
- 1 Emergent Meeting = Bright Green Box with Blk Number
- JCCI Meeting (SBO or GVTA)
- Team Meeting SLT/District Team
- Joint Committee Meetings Tom
- Professional Relations Committee (PRC)

![Greater Victoria School District logo]

February 2024

February 16: Non-Instructional Day
February 8-9: Partner Liaison Meeting / Board Chairs' Meeting
February 23-24: BCSTA Provincial Council

Strategic Direction and Learning

➢ Review School Calendars
➢ 2024-2025 Budget Update
➢ Pink Shirt Day – Anti-bullying
➢ International Education Update – Operational Plan

System Planning and Performance Monitoring

➢ Enhancing Student Learning Report and Indigenous Education
➢ Long-Range Facilities Plan Update
➢ Approve international student fees (every two years) for 2025-2026
➢ Monthly Capital Projects Update
➢ Monthly Facilities Report
➢ Monthly Financial Report and Budget Change Report

External Compliance and Accountability

➢ Approve the 2023-2024 Amended Annual Budget Bylaw for February 28 submission to the Ministry of Education and Child Care
➢ Student Enrolment Report
➢ 2023-2024 Amended Budget
➢ Approve December 2023 Quarterly Financial Report

Engagement with Stakeholders and Public Recognition Events

➢ Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

➢ Represent Board at BCSTA Provincial Council Meeting

Trustee Professional Development In-Service

➢ BCSTA Motions to Propose – Provincial Direction

Greater VICTORIA School District

Legend	
Education Policy and Directions Committee Meeting	Administrators Meeting
Operations Policy and Planning Committee Meeting	DLT Meeting
Board of Education Meeting	Level Meeting
Ed/Opps Combined Meeting = Green Box with Orange Number	District Leadership Development Program P Year 1-3
PROD Day	District Leadership Development Program VP Year 1-3
Stat Holiday	Emergent Meeting = Bright Green Box with Blk Number
Winter Break / Spring Break	JCCI Meeting (SBO or GVTA)
	Team Meeting SLT/District Team
	Joint Committee Meetings Tom
	Professional Relations Committee (PRC)

The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, January 15, 2024, 7:00 p.m.

Trustees Present:	**Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Mavis David, Nicole Duncan
Trustee Regrets:	Angela Carmichael, Karin Kwan, Derek Gagnon, Diane McNally, Rob Paynter
Administration:	Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Brenna O'Connor, VPVPA
Partners:	Lena Palermo, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the January 15, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

That the December 4, 2023 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

Motion Carried Unanimously

A.4.   Business Arising from Minutes

None.

B.   PRESENTATIONS TO THE COMMITTEE

C.   NEW BUSINESS

C.1.   Director of Indigenous Education Dr. Shelly Niemi provided a memo and introduced District Vice-Principal Lindsay Johnson and District Indigenous Teacher Consultant Emma Milliken who presented how the District is implementing the Indigenous Focused Grad Requirement by providing teacher supports: Pedagogy, Resources, and collaboration time/process.

School-Based teachers Holly Brooke and Georgina Hope presented on how they are implementing the Indigenous focused grad requirement at Vic High through collaboration.

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

C.2.   District Principal, David Hovis and District Learning Support Teacher, Breanne Glover provided a literacy update.

South Park Elementary Principal Tim McCreesh, Teachers, Christie Kowaleski and Eva Henrich presented on literacy supports at South Park Elementary.

Early Literacy Collaboration Teacher, Rachel Ottenbreit has worked with South Park Elementary for three years and spoke to the positive results of having literacy support at South Park Elementary.

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

By consensus the committee took a recess break at 8:48 p.m.

Chair Mahbobi called the meeting back to order at 8:55 p.m.

C.3.   Policy Sub-Committee Report

a. Policy 6163.1 Learning Resources

Trustees and partners provided amendments to Policy 6163.1 Learning Resources.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources, as amended.

AND FURTHER

Direct the Superintendent to prepare corresponding learning resources, administrative regulation for review by the Board of Education in April 2024.

Motion Carried Unanimously

C.4. **Trustee Kwan**

Trustee Baillaut provided rationale for the motion.

Moved by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Ministry of Education and Child Care with a request for additional funding for staff to complete DEI training in line with the K-12 Anti Racism action plan.

Motion Carried Unanimously

D. **NOTICE OF MOTION**

None.

E. **GENERAL ANNOUNCEMENTS**

None.

F. **ADJOURNMENT**

Moved by Trustee David

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:51 p.m.

The Greater Victoria School District is committed to
each student's success in learning within
a responsive and safe environment.

Greater VICTORIA School District

POLICY 6163.1

~~LEARNING RESOURCES~~

~~The Greater Victoria School Board believes that all resources, human and material, are learning resources and therefore must be equitably available and accessible across the district.~~

~~It further believes that the central purpose of all learning resources, services and supporting facilities, is to enable learners to construct knowledge and create meaning from diverse information sources.~~

~~Resources and resource services will be an integral part of instructional programs, be collaboratively designed and serve to assist students to develop the information acquisition and processing skills, and recreational reading habits which inspire a life-long love of learning.~~

Greater Victoria School District

Approved: March 1982
Suspended: March 1992
Renamed and Revised: February 27, 1995

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a responsive and safe environment.

POLICY 6163.1

LEARNING RESOURCES

1.0　　RATIONALE

The selection and use of Learning Resources must be consistent with the First Peoples Principles of Learning and the BC Ministry of Education and Child Care curriculum. In addition to the wide range of materials available through in the provincial lists of recommended resources Education Resource Acquisition Consortium (ERAC) Focused Education Resourcesand the grade collections, there are other appropriate resources which staff may select to meet the needs and interests of the student population and the professional needs of staff.

The District supports the provision of a wide range of learning resources at varying levels of difficulty with diversity and appeal to meet the needs of students and teachers. Further, access to learning resources needs to be equitably available to all, with no cost as a barrier to knowledge.

2.0　　DEFINITIONS

Learning Resources will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes during instructional time. Learning resources include print, multi-media and online materials.

3.0　　POLICY

3.1 The primary objective of learning resources is to support, enrich, and enhance the implementation of the curriculum.

3.2 The District seeks to provide a wide range of learning resources with broad appeal that reflects with the diversity of our communities and society appeal and the presentation of different points of view-, including those of Indigenous peoples worldviews to meet the needs of District students.

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a responsive and safe environment.*

3.3 It is the responsibility of district and school educational staff to provide students and staff with learning resources that are appropriate to the needs, interests, and abilities of learners.

3.4 The District believes learning resources should be available without charge.

3.5 The District seeks to provide learning resources that promote a greater understanding among staff and students of the local Nations' history, territory, and contemporary matters.

3.6 The District seeks to partner with Elders, Knowledge Keepers, and community members to ensure that Indigenous ways of knowing and being are responsibly and respectfully integrated with learning resources and, where appropriate, reflected in learning resources.

3.7 Rationale for Learning Resources Selection

3.7.1 In selecting resource materials consideration will be made to include a wide variety of educationally appropriate materials that will provide for a range of teaching and learning styles. Priority should be given to local and/or Canadian- and/or local content. Selection is based on sound educational criteria unbiased by personal, political, social, or religious views.

3.7.2 Learning resources will be selected according to the following social consideration principles:
- promoting diversity,
- fostering an inclusive and equitable educational environment by actively addressing and challenging ableism.
- appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability;
- incorporating diverse racial backgrounds and lived experiences demonstrating equity, and reflecting Indigenous, Black and People of Colour (IBPOC) voices;
- promoting respect for and understanding of inclusion and diversity in Canadian society;
- providing appropriate context for complex issues and demonstrating awareness of personal bias;
- emphasizing opportunities for critical thinking; and

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Policy 6163.1

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Board of Education Meeting January 29, 2024

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School District

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- ensuring that resources are current and do not contain offensive or stereotypical content except as needed to support learning about the effects of such damaging content. In situations where offensive or stereotypical content is to be used, consideration should be given to section 4.2.

3.7.2 ~~The resource fulfills the following social consideration principles by promoting diversity, appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability; incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Indigenous, Black and People of Colour (IBPOC) voices; promotes respect for and understanding of inclusion and diversity in Canadian society; provides appropriate context for complex issues and demonstrates awareness of personal bias; emphasizes opportunities for critical thinking.; and ensures that Rresources are will be current and do will not contain offensive or stereotypical content except as needed to support learning about the effects of such damaging content. In situations where offensive or stereotypical content is to be used, consideration should be given to section 4.2.~~

3.7.3 All usages of materials will involve the teacher as the facilitator of learning as necessary; students will have some choice in materials selection for specific purposes, such as independent reading or research.

3.7.4 It is not expected that any single resource will be sufficient to teach a course; rather, a ~~multimedia~~ multifaceted approach is encouraged which integrates materials from different ~~packages~~ sources and media.

3.8 Criteria for the Evaluation of Learning Resources

Learning Resources will:

3.8.1 Be age and developmentally appropriate.
3.8.2 Be evaluated for relevance, accuracy, reliability, and bias.
3.8.3 Reflect cultural responsiveness, safety, and societal diversity.
3.8.4 Be universally available to all and selected with consideration to cost.
3.8.5 Minimize student exposure to advertising and marketing; and
3.8.6 Comply with the current Canadian Copyright Act, and current Greater Victoria School District licensing agreements.

3.9 Procedures for Selection of Learning Resources

3.9.1 Responsibility for selecting and issuing learning resources in accordance with the criteria approved herein rests with the appropriate educational staff employed by the District.

3.9.2 The Superintendent or designate and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.

3.9.3 Each principal is responsible for having a process in place where all educational staff have the opportunity for input into the selection of learning resources in accordance with this Policy and the associated Regulation 6163.1 The Superintendent and principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.

3.9.3 In selecting learning resources, district and school educational staff will evaluate available resources and curriculum needs and will consult reputable digital resources, professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.

3.9.4 Gift materials learning resources shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.

3.9.5 Selection is an ongoing process which includes the removal of materials learning resources which are no longer appropriate according to the approved criteria for the selection of learning resources.

3.9.6 Concerns about the use of learning resources will be addressed based on the principles and evaluation criteria for selecting and using resources as presented in this Policy and using a reconsideration procedure outlined in Regulation 6163.1

4.0 RESPONSIBILITIES

4.1 The Board delegates the responsibility for coordinating the selection of and making recommendations for the purchase of learning resources to the district or school educational staff. The review of a requests for

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reconsidering the use of a learning resource will be undertaken in accordance with the associated Regulation 6163.1.

4.2   In ~~the~~ their professional judgement ~~of the Principal and school educational staff~~, when a teacher considers that a learning resource ~~an approved learning resource~~ is ~~considered~~ "sensitive in nature" or has "the potential to offend", ~~and a~~ the teacher~~(s)~~ who intends to use the resource, ~~the school educational staff,~~ in consultation with the Principal, may choose to provide notification to parents of students who will have access to or be exposed to the learning resource.

~~The notification to parents/guardians will provide information based on the age and maturity of the students in the class and may include:~~

~~(1) Identify the learning resource~~
~~(2) Provide a brief description of the content~~
~~(3) Outline the purpose for the use of the resource~~
~~(4) And the dates that the resource will be in the classroom.~~

4.3   The Superintendent or designate will make staff aware and orient them annually to Policy 6163.1 and Regulation 6163.1

5.0   REFERENCES

Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Educational Program Guide Order MO 333/99
Copyright Act – Fair Dealing Provision
Regulation 6163.1 Learning Resources

Greater Victoria School District
Approved: March 1982
Suspended: March 1992
Renamed and Revised: February 27, 1995
Revised xxxx, 2024

Racial Equity Together

K-12 Anti-Racism Action Plan

BRITISH COLUMBIA | Ministry of Education and Child Care

The Ministry of Education and Child Care acknowledges that its offices are situated on the Lək̓ʷəŋən territory of the Esquimalt and Songhees Nations and on the territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations.

The K-12 Education and Child Care sector carries out its work on the territories of the 204 First Nations communities across B.C., each with unique cultures, languages, legal traditions and relationship to these lands and waters. We also respectfully acknowledge and honour the Métis and Inuit people living in B.C.

The Ministry of Education and Child Care gratefully recognizes the honesty and vulnerability that so many students, staff, families, and community members have offered in sharing their stories, experiences, and ideas. The generous sharing of this lived and living experience has been foundational to the creation of this action plan. The ministry recognizes the personal stories as truths.

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Message from
Honourable Rachna Singh
Minister of Education and Child Care

Much of what we learn during our time in school shapes us as adults. During these years, we begin to understand the fundamentals of learning and build the foundations of literacy and numeracy across all subject areas – Language Arts, Social Studies, Mathematics, Arts Education, and Science – to name a few. As we learn these skills, we also seek to strengthen our personal and social development in understanding our identity and place in society.

It is vital younger generations learn about racism and discrimination and how it has impacted – and continues to impact – people throughout B.C. By understanding the realities of racism and discrimination, we can continue on a positive path forward, with young people as part of the solution towards making a more equitable and welcoming province for everyone.

*"It is vital younger generations learn about discrimination and how it has impacted – **and continues to impact** – people throughout B.C."*

In B.C., we have taken several steps to recognize and address racism and discrimination head-on, both in communities and schools. In the K-12 education system, we have made changes to the provincial curriculum to support more Indigenous languages, cultural learning opportunities, and an increase to the number of social justice courses for students.

We have developed anti-racism training resources for teachers and ensured codes of conduct and policies are in place in all 60 school districts and independent schools. In addition, we have expanded **erase**, our provincial safety action plan, to provide more anti-racism resources for students and families.

I am pleased to release the K-12 Anti-Racism Action Plan as a key initiative to dismantle systemic racism and discrimination. It provides training and resources to help students and educators understand what it means to be anti-racist. By empowering students and educators with tools to safely stand against and respond to discrimination, this action plan will help create a province where all communities are celebrated and respected.

This action plan will help create a province where all communities are celebrated and respected

The action plan has been developed from dialogues, stories, personal reflections, and ideas shared by First Nations, Indigenous Partners, IBIPOC Community organizers, community organizations[1], education partners, and students through the Community Roundtables on Anti-Racism in Education and the Youth Dialogue Series.

I thank everyone who helped to inform this province-wide plan for the education sector so we can support a stronger culture of belonging for all students, staff and families in school communities.

Let us continue to stand up against racism and discrimination every day.

By truly acknowledging our past, and teaching about historic and current injustices and inequities, we can learn from our shared history, and embrace diversity and inclusion while creating ever-lasting change toward a future that is anti-racist.

Sincerely,

Rachna Singh,
Minister of Education and Child Care

*We can support a stronger culture of belonging for **all** students, staff, and families in school communities*

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*[1] Community organizations are referenced throughout this document as a broad term representing a range of diverse and unique **Indigenous, Black, and People of Colour** identities including, but not limited to, multicultural, ethnic, and faith-based organizations.*

Message from
Honourable Mable Elmore
Parliamentary Secretary for Anti-Racism Initiatives

From an early age, our perspectives and values are shaped by our families, communities, and peers. The interactions we have with others, the interactions we see in our communities and in the media, as well as the teachings we receive from caregivers and educators impact our opinions and worldviews. This includes how we see our own place, and that of our peers, in society.

These experiences can empower young people to grow into confident leaders, mentors, and allies. For too long, however, not all British Columbians have been given the skills, knowledge, or opportunities to identify patterns of discrimination and racism in their communities. Educating students about B.C.'s and Canada's full history is a crucial first step in helping more people understand the power dynamics that continue to impact Indigenous, Black, and People of Colour. Only then are they equipped to identify and address overt and subtle racism where and when they see it.

When we share this knowledge with the youngest generations and support them to develop the knowledge, skills, and attitudes necessary for responding to racism and discrimination, we are creating a generation of future leaders with the confidence to build a more equitable province for everyone.

We know that this work is only one part of the puzzle. While we are investing in a bright future for our province through this K-12 Anti-Racism Action Plan, we are also addressing racism and discrimination happening right now.

We are creating a generation of future leaders with the confidence to build a more equitable province for everyone

Through the Resilience BC Anti-Racism Network, we're giving local organizations the tools they need to fight hate and respond to incidents of racism and hate in their communities. Through the Anti-Racism Data Act, we're working to identify and break down the barriers Indigenous and racialized people face when accessing government services. We're also developing a broader Anti-Racism Act that will further address systemic racism within government.

We have made important progress in dismantling systemic racism and there is more work ahead. We are committed to working across government and with all partners to build a better, more inclusive B.C. for everyone. Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come.

Sincerely,

Mable Elmore,
Parliamentary Secretary for Anti-Racism Initiatives

Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come

Vision

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

Introduction

Systemic racism and settler colonialism have shaped our province for generations, and this continues to hurt Indigenous, Black, and People of Colour in B.C. To help address discrimination, dismantle racism and make B.C. a more equitable, inclusive, and welcoming province for everyone, we are investing in anti-racism initiatives, such as the Anti-Racism Data Act, anti-racism legislation, and the Resilience BC Anti-Racism Network. To reaffirm this commitment, equity and anti-racism are foundational principles for all Minister's mandate letters.

The B.C. education system also holds great responsibility in addressing the systemic and interpersonal racism that continues to exist throughout the education system today. B.C.'s **Vision for Student Success** is for learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and sustainable economy. A necessary piece to achieving this vision is ensuring government and education partners listen and learn from Indigenous and racialized partners and communities to work collaboratively towards an education system that is free from racism and systemic barriers and promotes equity for all students. In July 2020, a **statement of support** for anti-racism efforts was released from the Minister of Education and B.C.'s education partners[2].

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[2] *First Nations Education Steering Committee, First Nations Schools Association, BC School Trustees Association, BC Teachers' Federation, CUPE BC, BC Confederation of Parent Advisory Councils, BC Principals' and Vice-Principals' Association, BC School Superintendents Association, BC Association of School Business Officials and the Federation of Independent School Associations*

Racism and Mental Health

We know that racism has adverse impacts on young people and on their ability to thrive in society. As stated in the **Mental Health in Schools Strategy**, giving children the best possible start is key to better long-term mental health outcomes. Wellness promotion and prevention needs to be the focus, starting in the early years and spanning throughout a child's life. The effects of racism on mental health are well documented and have been consistently linked with higher instances of stress, poor health outcomes, and suicidal thoughts and attempts in youth.

Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism and oppression in B.C.'s education system for generations. Studies indicate that exposure to racial discrimination, particularly in youth, is a significant predictor of depressive symptoms.

We know that

> In 2018, 14% of racialized students, who completed the BC Adolescent Health Survey (BC AHS), reported experiencing discrimination because of race, ethnicity, or skin colour. This is an increase from 11% in 2013 (BC AHS 2013, 2018).[3]

> Three-in-five (58%) B.C. students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity (ARI-UBC, 2021)[4].

> B.C. youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future and to feel good about themselves (BC AHS 2018).

> Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).

> A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism including feeling safe at school and feeling good about themselves (BC AHS 2018).

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[3] *The British Columbia Adolescent Health Survey (**BC AHS**) is a province-wide survey conducted by the McCreary Centre Society issued to youth in grades 7 to 12 every five years since 1992. The survey highlights health trends among students to help identify risks and protective factors. Special topic fact sheets are created on certain issues such as **racial discrimination**.*

[4] *The Angus Reid Institute (ARI) partnered with the University of British Columbia (UBC) to conduct **an online survey** from Aug. 24-27, 2021 among a representative randomized sample of 872 Canadians aged 12 to 17, whose parents are members of Angus Reid Forum.*

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What We Have Heard

Over the summer months of 2019, the provincial government hosted community dialogues across B.C. to hear stories of racism and discrimination. Dialogue participants shared that acts of racism were on the rise, were adversely affecting more and more British Columbians, and these experiences were taking place in a variety of public sectors including education. Story by story, it became clear that many individuals and communities were deeply affected by historical and current acts of racism, and that communities were looking for provincial leadership.

A new Community Roundtable on anti-racism in education was created in July 2020 to support the development of an anti-racism action plan. The first Minister's Community Roundtable on Racism in Education hosted key participants in B.C., including Indigenous organizations and partners, community organizations, and education partners. The draft K-12 Anti-Racism Action Plan was developed in part from feedback received and stories shared at this Roundtable.

At the second Community Roundtable in 2021, participants expressed that racism towards their communities was on the rise. Participants noted that some of their communities were struggling to deal with the response to heightened levels of racist incidents with limited community capacity in order to support those affected. They identified that both immediate supports and long-term systemic changes in education were needed to achieve racial safety and equity. The Community Roundtables will continue on an annual basis to ensure the community conversation on racism in education continues.

In 2022, Minister's Youth Dialogue Sessions were hosted for students in grades 7-12 from across the province to share their experiences of racism in B.C. schools. The stories and ideas shared by the students were key in informing how the ministry and school leaders can create anti-racist, equitable, and safe learning environments for all. The youth described how important it is that system leaders ensure caring and responsive opportunities for racialized students to share their stories and be heard by their teachers, principals, and district staff. This powerful dialogue series shaped the design and implementation of the K-12 Anti-Racism Action Plan.

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The K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry.

Foundational Understandings

Although students' individual experiences of racism vary, racism holds all students back from truly thriving as individuals and communities. The following elements establish the foundational understanding of this Action Plan as we work together to move forward and stop further harm to racialized communities.

Indigenous Worldviews and Perspectives – There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada's colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.

Affirmation and Recognition - Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to occur. These experiences are real, they are harmful, they are the truth, and they must be addressed in all contexts of K-12 education.

Equity and Inclusion – Students, staff, and families may have their own experiences of discrimination and oppression; however, the unique experiences of racism must be specifically addressed to create positive and system level change. Anti-racism cannot be addressed in siloes. Although the strategy is focussed on anti-racism, there is recognition that different experiences are shaped by the intersection of unique identities (e.g., intersectionality).

Adult Well-being – Racialized staff report experiences of racism in their school communities and working environments. The **Mental Health in Schools Strategy** emphasizes the importance of addressing the well-being of adults in the education system. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.

Principles

The K-12 Anti-Racism Action Plan is guided by the following principles as we move forward:

> Recognize and respect Indigenous rights and titles in accordance with Section 35 of the *Constitution Act, 1982,* United Nations Declaration on the Rights of Indigenous Peoples, Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action

> Engage First Nations, Indigenous partners, education partners, community organizations representing racialized people, school boards, school communities, and students to work collaboratively, share voice, and integrate work across the sector and within the ministry.

> Amplify and defer to the voices and perspectives of those with lived and living racism experiences.

> Demonstrate humility and respect and a continuous improvement mind-set.

> Apply evidence-based decision-making reflecting current knowledge and data about anti-racism related systems-level change.

Priority Actions

The K-12 Anti-Racism Action Plan includes six priority areas of action: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support.

Community Voice

Community Voice ensures that all actions in this plan are guided and co-led by First Nations, Indigenous partners, education partners, community organizations, and students with lived and living experience of racism. These voices have been missing, historically, from key conversations and decisions in government systems.

Annual Minister's Community Roundtable

An annual event for the Minister to engage directly with the IBPOC community to hear their experiences, perspectives, and recommendations on the Action Plan

Minister's Youth Dialogue Series

The Minister of Education and Child Care will host at least two Youth Dialogue Series: one for intersectional and diverse youth and one for Indigenous youth

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Removing Barriers

Removing Barriers creates a system and communication paths to ensure racism cannot thrive through policy and culture.

Roundtable participants, as well as community and sector representatives, asked for more accountability to be embedded in the plan after the first draft, not just for ministry actions, but also for leaders in the system. They also shared the importance of communicating with parents and guardians on the action plan and progress, as well supporting resources to feel connected to their school community.

Anti-racism in district plans

Embed anti-racism reporting requirements within strategic plans

Parent Engagement Plan

A co-developed plan with BC Confederation of Parent Advisory Councils to inform parents of Action Plan initiatives and provide supporting details and information that will promote parent and guardian understanding and welcome their involvement in planning school anti-racism initiatives

Raising Awareness

Raising Awareness provides resources and engagement opportunities to highlight the unique identities and experiences across the province and how we can better appreciate each other, as well as to increase understanding of racism and its harmful effects.

Roundtable participants asked for a calendar to supplement district and school calendars to include more diversity as a first step to ensuring that schools reflect all identities as valued and important. Student-to-student racism was also identified as needing to be addressed, and that starts with foundational understanding of racism, equity, and inclusion.

Inclusion Calendar

Provide districts with a calendar identifying significant events of advocacy, celebration, or honour

Youth Engagement

Presentations and workshops hosted by B.C. Lions to grades 6-10 to explore and engage with issues of anti-racism, diversity, equity, and inclusion

Collaborative Change

Collaborative Change engages all layers of the education system to create system level change. It is imperative that the ministry, school districts, education partners, school staff, students, and families build on existing partnerships and create networks to champion anti-racism work.

Students have shared that only some school staff provide culturally safe and welcoming learning environments, and that is an everyday experience to be met with racism in their day at school in different forms. System level change requires the commitment of all layers of the sector to not only support this work, but also compel it.

Education Partner Collaborative

A committee of education partners, including Indigenous partners, to work collaboratively to address systemic racism

Educator Network

A committee for educators at both district and school level, built over phases, to provide peer support, build internal capacity, and identify needs to engage in anti-racism work

Capacity Building

Capacity Building creates the foundational understanding of racism for all staff in the sector, to recruit diversity in the workforce so that all students see themselves represented in school leadership, and to create a system that is welcoming to all staff.

Students have told the ministry of their hardship from moving through the K-12 system without seeing school leaders who represent and understand them. As well as watching Indigenous, Black, People of Colour (IBPOC) and allied school staff being treated with discrimination. In addition, educators and other school staff have shared the challenges of working in a system that does not feel welcoming and inclusive.

Recruitment and Retention Strategy

Grow diversity in the education workforce so that students see themselves in their teachers and have access to diverse role models through their educational journey
Create better working environments for IBPOC teachers to improve retention

Anti-Racism Training (for everyone)

Develop a foundational online training course available to a sector-wide audience including all ministry, school, and district staff
Develop additional professional learning opportunities to support specific roles and to build on foundational learning

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School Support

School Support provides resources, support, and guidance for schools to create anti-racism learning environments.

Students have acknowledged the amount of time they spend in school in their young lives and the influence this environment has on their well-being and development. For students to thrive, they need to see themselves represented as valued members of the school community, as well as in their learning materials and content. They also need safe reporting processes for acts of racism. School leaders to receive those reports with understanding and action-oriented responses.

Incident Response Guidelines & Resource Guide

Develop resources to support districts and schools to identify and respond to incidents of racism, as well as define common terms to establish collective understanding
Develop a resource guide for the sector to provide recommended practices for implementing anti-racism work and ensuring learning environments are safe, welcoming, and inclusive

Curriculum Resources

Inventory existing anti-racism curriculum resources, identify gaps in the inventory, and address existing gaps in resources

Conclusion

The K-12 Anti-Racism Action Plan is a multi-year path forward and an opportunity to bring the education sector together to confront racism in all its forms, but it is only the beginning. This plan outlines the first three years of the provincial school community working together to establish a strong foundation and to chart a path forward for many years of continued dedication to come. This work must always include listening to students, staff, and families, and to be quick to adapt to shifting issues and experiences.

Everyone can play a role in identifying and addressing racism in the education system. System level change requires a shared understanding of our collective responsibility in dismantling racism in schools. Moving forward requires tough and uncomfortable conversations and a willingness to adopt new approaches to delivering education programs that ensure everyone in the school community know they are valued and important members.

The Honourable Murray Sinclair said, "Education got us into this mess and education will get us out of it." The K-12 Anti-Racism Action Plan sets out to ensure that all students in the B.C. education system can learn in an environment where they feel welcome and valued so that school experiences can help shape a more inclusive and respectful society for everyone.

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Appendix - Action Plan Timelines

Element	Action	Timeline
Community Voice	Annual Minister's Community Roundtable	Annual
	Minister's Youth Dialogue Series	Annual
Removing Barriers	Anti-racism in district plans	2022/23 and 2023/24
	Parent Engagement Plan	2021/22 and 2022/23
Raising Awareness	Inclusion Calendar	2021/22 and 2022/23
	BC Lions Youth Engagement	2021/22 to 2023/24
Collaborative Change	Education Partner Collaborative	Ongoing
	Educator Network	2021/22 – Phase 1 Ongoing expansion
Capacity Building	Recruitment & Retention Strategy	TBD
	Anti-Racism Training (for everyone)	2022/23
School Support	Incident Response Guidelines & Resource Guide	2022/23
	Curriculum Resources	2022/23

The Board of Education of School District No. 61 (Greater Victoria)
Operations Policy and Planning Committee Meeting
REGULAR MINUTES
Monday, January 22, 2024, 7:00 p.m.

Trustees Present:	**Operations Policy and Planning members:** Derek Gagnon (Chair), Karin Kwan, Rob Paynter, Nicole Duncan (ex officio)
Trustee Regrets:	Natalie Baillaut, Mavis David, Emily Mahbobi, Diane McNally, Angela Carmichael
Administration:	Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Andy Canty, Director of Information Technology for Learning, Julie Lutner, Associate Secretary-Treasurer, Tina Pierik, VPVPA
Partners:	Cindy Romphf, GVTA, 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 Gagnon recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2.   Approval of the Agenda

Moved by Trustee Kwan

That the January 22, 2024 agenda be approved.

Motion Carried Unanimously

A.3.   Approval of the Minutes

Moved by Trustee Duncan

That the December 4, 2023 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Operations Policy and Planning Committee, be approved.

Motion Carried Unanimously

A.4.   Business Arising from Minutes

None.

B.   PRESENTATIONS TO THE COMMITTEE

<u>**Staff**</u>

Director of Information Technology Canty provided an annual update on the Information Technology for Learning Department.

Trustees and partners had questions of clarification.

C.   SUPERINTENDENT'S REPORT

None.

D.   PERSONNEL ITEMS

None.

E.   FINANCE AND LEGAL AFFAIRS

E.1.   Monthly Financial Report: December 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.2.   Budget Change Report: December 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

F.   FACILITIES PLANNING

F.1.   Operations Update: January 2024

Director of Facilities Services Vistisen-Harwood provided the Operations Update for January 2024.

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 November 2023.

Trustees had questions of clarification.

F.3.   Cedar Hill Middle School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided the Cedar Hill Middle School Seismic Project Update for November 2023.

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 8:15 p.m.

Budget 20243-20254

VALUES AND/ GUIDING PRINCIPLES

January 30, 2023 – BOARD APPROVED
January 29, 2024 – REVISED

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

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

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

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

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

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Timelines

The Board will adhere to the Board approved budget process timelines in order for the organization to meet its system, staffing and collective agreement obligations to properly place human and financial resources in schools and provide stability in the organization.   In the process, the learning community will be informed about the time constraints for the final budget approval.   The Board will give third reading to the budget no later than April 11~~6~~, 2023.

Collaboration

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

Sustainability and Ability to Withstand Change

To advance sustainability the Board will:

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

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Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 29, 2024

RE: 2024-2025 Budget Development Process

2024-2025 Budget Development Process

The 2024-2025 Budget Development Process has been updated from the version approved by the Board on November 27, 2023.

The following updates were made:

- Added meeting dates to the Student Connections meetings
- Added meeting dates to the Partner and VPVPA Connections meetings
- Added remaining Representative Advisory Council of Students meetings
- Moved Budget Working Group Meeting #5 from February 15 to February 13
- Moved Public Meeting from April 4 to March 14
- Moved Communication – Board Budget Highlights re: Public Meeting from April 5 to March 15

Recommended Motion

> That the Board of Education of School District No. 61 (Greater Victoria) approve the revised 2024-2025 Budget Development Process.

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.

2024-2025 BUDGET DEVELOPMENT PROCESS - BOARD APPROVED NOVEMBER 27, 2023; REVISED JANUARY 29, 2024

Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
November 14	Tuesday	Evening	Budget Development Process Feedback	Open Invite	Special Open Board	Zoom	November 8
November 20	Monday	Evening	Representative Advisory Council of Students Meeting	Student Reps (Sec), SLT	Regular Monthly	In-person	
November 27	Monday	Evening	Approval of Budget Development Process	Open Invite	Regular Open Board	Zoom	November 22
December 7	Thursday	Daytime	Information Packages to Budget Working Groups				
December 11	Monday	Evening	Information Sharing to/from Board		Regular Open Board	Zoom	December 6
December 12	Tuesday	Daytime	Communication - Board Budget Highlights				
December 12	Tuesday	Daytime	Student Connections - Vic High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 12	Tuesday	Daytime	Partner Connections - CUPE 382	CUPE 382 Reps, Trustees, SLT, F/S	Small Group	In-person	
December 13	Wednesday	Daytime	Student Connections - Spectrum	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 13	Wednesday	Daytime	Student Connections - SJ Burnside	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 13	Wednesday	Evening	Budget Working Group Meeting #1	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Small Group	In-person	December 11
December 14	Thursday	Evening	Partner Connections - CUPE 947	CUPE 947 Reps, Trustees, SLT, F/S	Small Group	In-person	
December 14	Thursday	Daytime	Student Connections - Esquimalt	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 15	Friday	Daytime	Student Connections - Mt. Doug	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 18	Monday	Daytime	Student Connections - Lambrick Park	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 18	Monday	Daytime	Student Connections - Reynolds	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 18	Monday	Evening	Partner Connections - GVTA	GVTA Reps, Trustees, SLT, F/S	Small Group	In-person	
December 19	Tuesday	Daytime	Student Connections - Oak Bay	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 20	Wednesday	Evening	VPVPA Connections	VPVPA Reps, Trustees, SLT, F/S	Small Group	In-person	
December 23 - January 7			Winter Break				
January 11	Thursday	Daytime	Student Symposium	Students (Middle/Sec), Staff, SLT	Large Group/Lunch	In-person	
January 15	Monday	Evening	Representative Advisory Council of Students Meeting	Student Reps (Sec), SLT	Regular Monthly	In-person	
January 18	Thursday	Evening	Budget Working Group Meeting #2	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Small Group	Zoom	January 16
January 25	Thursday	Evening	Partner Connections - VCPAC	VCPAC Reps, Trustees, SLT, F/S	Small Group	In-person	
January 25	Thursday	Evening	Budget Working Group Meeting #3	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Small Group	In-person	January 23
January 29	Monday	Evening	Budget Working Group Update to Board	Open Invite	Regular Open Board	Zoom	January 24
January 30	Tuesday	Daytime	Communication - Board Budget Highlights				
February 8	Thursday	Evening	Budget Working Group Meeting #4	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Small Group	In-person	February 6
February 12	Monday	Evening	Representative Advisory Council of Students Meeting	Student Reps (Sec), SLT	Regular Monthly	In-person	
February 13	Tuesday	Evening	Budget Working Group Meeting #5	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Small Group	In-person	February 9
February 26	Monday	Evening	Information Sharing to/from Board		Regular Open Board	Zoom	February 21
February 27	Tuesday	Daytime	Communication - Board Budget Highlights				
February 29	Thursday	Evening	Budget Working Group Recommendations to Board	Open Invite	Special Open Board	Zoom	February 27
March 4	Monday	Evening	Representative Advisory Council of Students Meeting	Student Reps (Sec), SLT	Regular Monthly	In-person	
March 7	Thursday	Evening	Talking Tables	Rightsholders, Education Partners, VPVPA, Trustees, SLT, F/S	Large Group/Dinner	In-person	
March 11	Monday	Evening	Information Sharing to/from Board		Regular Open Board	Zoom	March 6
March 12	Tuesday	Daytime	Communication - Board Budget Highlights				
March 14	Thursday	Evening	Public Meeting	Open Invite	Special Open Board	In-person	March 12
March 15	Friday	Daytime	Communication - Board Budget Highlights				
March 15	Friday		Ministry Funding Announcement				
March 18 - April 2			Spring Break / Easter				
April 9	Tuesday	Evening	1st or 1st and 2nd Bylaw Reading	Open Invite	Special Open Board	Zoom	April 7
April 11	Thursday	Evening	3rd or 2nd and 3rd Bylaw Reading/BUDGET PASSED	Open Invite	Special Open Board	Zoom	April 9
April 12	Friday	Daytime	Communication - Board Budget Highlights				
April 15	Monday	Daytime	Staffing Packages to Schools				
April 18	Thursday	Daytime	Budget Development Process Feedback Request		Survey		
April 29	Monday	Evening	Summary of Budget Development Process Feedback	Open Invite	Regular Open Board	Zoom	April 24

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 29, 2024

RE: Student Connections

Background

Student Connections meetings were scheduled as part of the 2024-2025 Budget Development Process.

Student Connections Meetings

Trustees and members of the Senior Leadership Team met with school administration/staff and/or students at each of the high schools, including SJ Burnside Education Centre. The purpose of the meetings was to connect with students on site at their school and engage in conversation around priorities for the 2024-2025 Budget.

Notes taken during these meetings were provided to Trustees. A summary of the themes emerging from these meetings are noted below.

Themes from Student Connections Meetings

- Mental Health
    - Counsellors important and very busy
    - School counsellors more focused on course selection than mental health support
    - Not enough counsellors for the number of students
    - YFCs important, but hours reduced and challenging to connect
    - Need more emotional supports
    - Improve understanding of how to access available mental health resources
- Sexual Health
    - More sex education outside of PE 9/10, offer until grade 12
    - Consider alternatives to PE teachers
    - Should be mandatory
    - Island Sexual Health program is excellent
    - Increase diversity
    - Provide gender affirming care
    - More balanced education on menstruation, not split by gender
    - Education on what is available to students, e.g. reproductive health products

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- o Sexual assault not being talked about and impacting student mental health
- Substance Use
    - o Students do not understand impacts of drug use
    - o Every student should receive substance use education
    - o Offer early supports to guide to healthier place
    - o Improved anti-drug and anti-vaping awareness
    - o Lots of vaping in bathrooms
    - o More harm reduction education and resources
    - o Naloxone sessions and kits for those open to learning how to use them
- Indigenous Students
    - o More supports for Indigenous students
    - o Targeted resources and scholarships
    - o Provide trigger warnings and options to opt out
    - o Support teacher education
- Course Selection
    - o Indigenous Grad Course:
        - o Add direct conversations with Indigenous individuals
        - o More pro-d for teachers
    - o Release course schedules earlier
    - o Process not working
    - o Improve access to course changes
    - o Gender selection for PE not being honoured
    - o Would like ability to cross-enroll between regular and online offerings
    - o Not enough Grade 12 classes offered
- Menstrual Products
    - o Products need to be in all washrooms and stocked regularly, basic need
    - o Uncomfortable to go to office and ask for products
    - o Install functioning dispensers and stop using baskets
    - o Products are uncomfortable, need to upgrade to better quality, not meeting needs
    - o Find balance between single-use plastic and cardboard
- Food Program
    - o Schools with cafeterias value them
    - o Products in cafeteria not always good quality or healthy
    - o Cafeteria does not open on Fridays at some schools, some students have no access to food
    - o Meal programs - no stigma, everyone can access food
    - o Option to pay could improve quality and reduce costs and stigma
    - o Students don't always have access to cash to purchase food
    - o Incorporate gardens
    - o Consider timing of breakfast in relation to school start, students unable to access
- School Safety
    - o Theft in schools is an issue
    - o Would like SPLO reinstated, no cost, positive connection, additional resource
    - o Unsafe spaces outside school, e.g. shared community spaces, low lit areas
- Racism
    - o Casual discrimination is prevalent
    - o Need funding for education of teachers and students on how to handle racism
    - o Need cultural competence training
    - o Use inclusive language that respects and promotes all students
    - o No counsellors of colour at school to assist with impacts of racism

- Network and Technology
  - Wi-Fi access is not good or not functional
  - Need district-wide discussion on cell phones
  - Limited cell phone service in some schools
  - Shortage of Chromebooks, some not working or damaged
  - Chromebooks have limited use at secondary level, need PCs
  - Limited access to desktops and printers, sometimes unable to access if library used as classroom
- Student Space
  - More quiet spaces
  - Need space to eat lunch
  - At the teacher's discretion to open classroom and allow students to use space
  - Common spaces are small for the number of students
  - Cafeteria and library being used as a classroom, unable to use during spare
  - All empty spaces being used as classrooms due to being over capacity
  - Hallways are crowded
  - Want space to gather and build community
  - Consider alternative seating options for common spaces, e.g. long tables with stools
- Facilities
  - More gender-neutral washrooms
  - Need washroom upgrades
  - Washrooms often closed due to vandalism or crowded
  - Need more bike racks
  - PA system not working
  - Heating issues
  - Expand composting beyond Foods, can use compost for gardens
  - Workout gym needs improvements and new equipment
  - School does not have daytime custodian and things are getting missed
- Accessibility and Accommodations
  - Accessible parking spots near accessible entrances
  - Improve understanding of the impact of non-visible disabilities
  - Education on process of accommodation for students
- Equity
  - Inequity between girls and boys sports, e.g. funding, promotion, tournaments, etc.
- Budget Reductions
  - Noticing impact of budget reductions on supplies for classroom projects, shops, etc.

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 29, 2024

RE: **Partner and VPVPA Connections**

Background

Partner and VPVPA Connections meetings were scheduled as part of the 2024-2025 Budget Development Process.

Partner and VPVPA Connections Meetings

Trustees and members of Financial Services and the Senior Leadership Team met with representatives from each of the partner groups (CUPE 382, CUPE 947, GVTA, VCPAC) and VPVPA. The purpose of the meetings was to connect in-person with partner groups and VPVPA and engage in conversation around priorities for the 2024-2025 Budget.

Notes taken during these meetings were provided to Trustees. A summary of the themes emerging from these meetings are noted below.

Themes from Partner and VPVPA Connections Meetings

- Student Supports
  - Early intervention
  - Literacy plan, e.g. in-classroom supports for teacher and all students
  - Indigenous supports
  - Mental health supports, e.g. counselling, music
  - Restructure school day to maximize supports
- Employees
  - Doing more with less hours and fewer resources
  - High level of burnout and feeling ineffective
  - Emotional and mental health issues
  - Need to be valued for level of expertise
  - Need more employees to address shortages and workload
  - Maintain hours of existing employees
  - Recruitment and retention strategies
  - Implement orientation programs

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- o Strategies to build team, familiarity, and belonging
  - o Release time for collaboration and professional development/training, e.g. anti-racism, non-crisis intervention, ableism, reconciliation, etc.
  - o Enhance mentor programs
  - o Create communities of practice and support peer leadership
  - o Provide behaviour intervention in classroom
  - o Computer devices available to use
- School Cleanliness
  - o Daytime custodian in every school
  - o Elementary schools higher need for daytime custodian
  - o Ways to help make work more efficient for custodians
- School Buildings
  - o More funding to maintain older buildings
  - o Create more spaces for students
  - o Safe and secure classrooms
  - o Resources for accessibility plan
- Budget Reductions
  - o Limit impact on jobs
  - o Allow time to discuss and fully understand impact
  - o Advocate for more funding

Greater **VICTORIA** School District

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

To: Board of Education

From: Tom Aerts, Associate Superintendent

Date: January 24th, 2024

RE: Student Symposium 2023/24

On January 11th, a student symposium for the 2024-2025 budget was held. The student symposium is an opportunity to hear directly from students about their learning. Topics are broad and are intended to draw out themes for decision-makers to consider when making human and financial resource allocations for the 2024-2025 budget.

77 students from all 18 of our middle and secondary schools were invited and selected by their principals. The 77 students and 23 adults attended as follows:

Middle	#	Secondary	#	Total
Arbutus	3	Esquimalt	6	
Colquitz	3	Lambrick Park	7	
Cedar Hill	3	Mount Doug	6	
Central	4	Oak Bay	5	
Monterey	3	Reynolds	5	
Gordan Head	3	Spectrum	5	
Shoreline	3	SJB	5	
Rockheights	3	Vic High	7	
Glanford	3			
Lansdowne	3			
Middle	31	Secondary	46	77

Adults	#
Trustees	4
Administration	7
School Staff	4
Board Office Staff	8
Total	23

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

1. SOGI (Facilitator: District Vice Principal and SOGI lead, Jessie Moore)
2. Technology (Facilitator: Director of Information Technology, Andy Canty)
3. Cultural Responsiveness (Facilitator: Director of Indigenous Education Shelly Niemi)
4. Mental Health and Well-being (Facilitator: District Counsellor Monique Moore)

Facilitators were provided at each table to draw out quiet voices to ensure everyone was heard, and to provide guiding questions to focus the conversation. Following each session presentation, the students were given an opportunity to provide feedback which was collected and included in this report as raw data Appendix "A".

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

After lunch, students gathered at tables and were given a budget simulation with set revenues and expenses. With $2.6m leftover as discretionary, students were asked to consider $15m in requests from the community (schools, departments, unions, PVP etc). They need to prioritize where they would spend their money, knowing that it was not possible to accommodate all community requests.

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

The end of the day wrapped up at 2 pm with students sharing "One Thing" they wanted to make sure that Trustees and district staff were aware of (if you wanted the Board to hear one thing from you today, what would it be?). This feedback is included in Appendix "A" of this report.

Thank you to the trustees who were able to attend for part or all day. Thank you to all administrators that sent students. The biggest thank you is to the students. Students took time out of high-pressure, busy schedules, were honest and open about their opinions, articulated what they need for their learning, and added student voice to the 2024-2025 budget process.

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Greater **VICTORIA** School District

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

STUDENT SYMPOSIUM

January 11th, 2024

AGENDA

9:00 – 9:10	Territorial Acknowledgement Welcome and Opening Remarks Introductions Intentions of the day
9:10 – 9:50	Session 1: SOGI (Jessie Moore)
9:50 – 10:30	Session 2: Technology (Andy Canty)
10:30 – 10:45	Nutrition Break
10:45 – 11:25	Session 3: Cultural Responsiveness (Shelly Niemi)
11:25 – 12:05	Session 4: Mental Health (Monique Moore)
12:05 – 12:50	Lunch
12:50 – 1:50	Budget Simulation Activity
1:50 – 2:00	Takeaways from the Day The ONE Thing Closing Comments Door prizes Departure

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

One *Learning* Community

Greater **VICTORIA** School District

Appendix "A"

Session 1 - SOGI

SOGI Policy/Procedures
What is working well?

- Schools have been good with accepting and helping gender-neutral students.
- Rainbow club as it brings people together
- Visible support, informed and willing teachers, clubs etc, provincial wide rules, available options and equal treatment.
- Something working well is probably GSA club and shirts that are rainbow.
- Other students often use humor to hurt others in the LGBTQ+ community whether they mean to or not. Teachers are often less likely to react to these comments.
- Vocal groups in the music program are decided by vocal range (tenor, soprano) not gender.
- "the choice" the ability of having a choice in which program you want to participate in.
- Students having the chance to choose what sports teams they want to be on based on their identity.
- More added diversity to courses ex: sexual health for all.
- Working Well – Policy
- Option to opt out of activities that may be sex-segregated, or students feel uncomfortable participating in.
- That the SOGI club isn't forced on people who don't want to be part of it and for people whose religious beliefs don't agree with it.
- Asking for pronouns/what they go by at home.
- Ability to express oneself.
- Good structure in GST's.
- The accessibility for kids with gender and sexual identities to have a safe environment.
- Working, a start.
- SOGI lead Provincial, District and school GSA
- GSA club
- Pride flags.
- GN washrooms.
- Teachers asking about pronouns.
- Schools are doing well with having gender activities at least 3X a week.
- There are posters and stickers.
- Pronouns and name changes are able to be shifted in only the school if student feels unsafe at home.
- I enjoyed my tables conversation about transgender people in sports and locker rooms.
- Supportive staff members.
- GSA's are respected and valued.
- Students' pronouns preferred names are used on class lists and timetables. Introductions in the start of the year. I think it's helpful to get that chance.
- The option to have preferred pronouns or names on report cards.

- Good at communicating with family with the same and pronouns that the students choose.

What could be done differently?

- Student education is just as if not more important than staff education as many instances of school bullying and discrimination due to ones gender identity is from other students.
- Have leaders learn more about SOGI being teachers, coaches, etc. and have them maybe understand it better before teaching it.
- There are only two sports teams options boys and girls, people who don't identify as a male or female don't have a team to be a part of
- SOGI policy and procedures need concrete procedures for gender discrimination.
- Gender neutral washroom should be implemented but with some kind of rule/policy that keeps them from being abused.
- A problem is students being discriminatory, more education for students (SOGI, Sex Ed…) and how teachers could shut down discrimination in their classrooms.
- Gender non-conforming athletics is there parity?
- Gender neutral bathrooms – misused.
- Non-gendered changerooms?
- More gender identity and sexual orientation education.
- Hate speech prevention talks
- When an act of discrimination has occurred, what is being done by teachers? Not much, teach our teachers to know how to handle situations like this.
- Coaches and athletic departments may benefit from more education on how to create a more inclusive environment.
- More gender-neutral sports. A league or team depending on the sport.
- It seems like middle schools are more aware and actively promoting different genders, having display of book about different genders etc., but high schools are a bit less aware.
- There could be more/bigger gender-neutral bathrooms.
- Split up PE classes by competitiveness not gender
- Educate what different pronouns are.
- Communication between students and teachers should be easy at all times.
- In big schools teachers are usually very busy learning, little room for feedback and discussing their SOGI, work schedule etc…
- Helping this may help students feel comfortable and more enthusiastic about school.
- For sex-segregated activities I think our schools should have more inclusive athletic teams/sports.
- Substitute teachers aren't made aware of student pronouns, so kids have to correct them in front of the class or just sit with it.
- Rainbow club may not help for students since some are in the closet.
- More sporting events related to the subjects, as a school tournament.
- More communication and support with students during process of name and/or pronoun changes.
- More talk/curriculum about inappropriate language towards pronouns, genders, cultures etc.

- Gender neutral sports – more queer places.
- Showcase options more clearly.
- Lack of LGBTQ friendly sex education.
- A lot of schools are not asking students which name they prefer to go by and when they can use that name or pronoun.
- I think that students should be asked for their preferred name and pronoun and then if there is going to be a parent/teacher conference report the student should be asked again for name to be used.
- Actual implementation of policies is lacking by teachers.
- Staff members ask all students for their pronouns, not just students they are unsure about.
- I think it should be mandatory to access on the first day of classes pronouns, gender, and name preferences. Such as something to fill out about preferences for name and gender at school. As well as the pronouns they are know for when they are with guardians for safety reasons.
- I would like to see more sex ed for all grades and sexual orientation.
- Sports are uniclusive to trans and gender non-conforming students because it is sex-segregated.
- To create a more inclusive environment coaches and teachers can use inclusive language to address teams and players.
- Names and pronouns from day 1.
- Updating policy to better identify what " Policy and Procedures" are/should be implemented. Re Section 1.3 leadership it is under that there is any accountability presently.
- It should be standardized that teachers give a "get to know you" survey on the first day of class. This means that students would not have to be part in an uncomfortable position by going up to a teacher that they do not know and talk about pronouns.
- I have found that some teachers really struggle to call students by their preferred pronouns.
- Policy – More support for students who aren't out at home. Designated adults to speak to faculty on behalf of students.
- More gender-neutral bathrooms and changerooms
- Done differently – Policy using "get to know you" sheets so students don't feel obligated to continuously remind teachers about pronouns.
- More awareness on GSD or books giving information on it.
- More easily accessed period products.

SOGI Inclusive Environments/Resources
What is working well?
- I really like how GSA is hosting all these events like rainbow week and a whole page in the yearbook.
- Age-appropriate LGBT books. I chose my school for being LGBT friendly.
- Having Groups where students of different genders come together and share their struggles, talk and have fun together is going well.
- I appreciate the book displays that are in the library such as the LOBTQIA+ book displays.
- Nothing much is very successful in terms of resources. However, clubs seem to be doing well.

- When counselors are available, they are a great outlet for students, but there are never enough counsellors. Budget Cuts.
- Showing books written by and/or starring a POC throughout the year. There could be a more diverse resources throughout the year.
- Island Sexual Health Clinics in Schools
- GSA clubs at a lot of schools
- Library has lots of resources for people to look for. The books are on display in places that are easy to see.
- Students have a safe place to play sports.
- Student led initiatives.
- School clubs like GSA exist to support students.
- I think that most or some of the reason that LGBTQ+ people feel unaccepted is because there are some cultures that is against their beliefs to support LGBTQ+ people.
- There is 2 gender neutral washrooms.
- SOGI Inclusive environments and resources
- Great staff support
- Libraries are inclusive environments for all students because of Staffs Support + communication
- Being able to put your preferred name on report cards and attendance sheet is great!
- Welcoming Environments
- Accessibility

What could be done differently?

- Environment: Gender neutral Washrooms/Changerooms that are the same as others
- Menstrual products in ALL washrooms
- Proper maintenance/use of washrooms
- We need more education in the later grades about SOGI and sexual health.
- Done Differently Having a sexual health class introduced into Curriculum, as well as a nurse that is able to give advice/info
- More common (lounge) area for students.
- We need changerooms that are more comfortable for EVERYONE
- More gender-neutral washroom and change rooms
- School clubs where all identifying students feel they belong
- The gender-neutral washrooms are always locked!
- Environments our school is old and it needs more gender inclusive places.
- More gender and sexuality information to teachers.
- Reducing stigma around gender neutral washrooms.
- Something in the Curriculum to help eliminate bullying or stigma
- More Change rooms accessible to SOGI Youth and in general
- SOGI Inclusive environments and resources for all
- Middle school does more clubs and talk about Gender identity than high schools and high schools doesn't have enough facilities.
- Better gender-neutral change rooms

- Grow education surrounding diversity and seriousness of homophobic Comments/ actions in age groups which may have missed it due to Covid.
- At least more than 1 all gender bathroom per school
- Gender neutral bathrooms often used by teachers, disabled students, etc.
- Gender neutral change room not bathroom.
- Number of gender-neural change rooms should be dependent on number of students.
- Signs guiding to washrooms.
- More gender-neural washrooms.
- FACILITIES
- Teacher's needing to be observant towards student behavior
- 2.b Sexual health talks should be inclusive to people of all sexual orientations.
- There are problems of people using non inclusive language and / or making hurtful jokes and comments.
- 2.b Currently, my school has very limited access to one all-inclusive bathroom's throughout the entire school. we should have way more access for students who do not feel comfortable in female/male bathrooms.
- Access to female bathrooms in the "boys" hallway (the drafting, robotics, mechanics Classroom)
- Vaping in the gender-neural bathrooms.
- More gender-neutral washrooms/ changerooms, with hygiene products in all of them so that anyone that needs to use them has the resources so they can.
- High schools and Middle Schools seem to have different amounts of resources. Ex books addressing gender identity seem to be better promoted in schools middle schools
- Most if all schools seem to be lacking gender-neutral changerooms and have a low number if any gender-neutral washrooms.
- More gender-neutral bathrooms and change-rooms
- Procedures and Policies docs reinforced?
- Practically hands at school level?
- I believe that there should be more accessible restrooms in schools and try to reduce misuse of the facility.
- The bathrooms for students are not known for students if there is one.
- All gender changeroom.
- School can be a better place if teachers could listen to students and listen to the pronouns and preferred name and when to use.
- No banning books at all
- If books are "triggering" there can be trigger warnings added to books
- We need to recognize when someone is being bullied or treated differently because of
- their identity and act on it.
- More non-binary, inclusive single stall and multi stall washrooms and changerooms
- I think we should put our resources to use more, change rooms aren't as inclusive as they could be.
- Bathrooms, gender natural stales are misused and aren't enough.

Session 2 Technology

How would having less Chromebooks available in your school affect student learning?

- Would make work harder, however would not be that bad
- I think they work well and are a great device, more repair, more Chromebooks
- Not having Chromebooks would affect learning for classes with online learning
- There are a lot of online assignments it might make it more difficult. I think it would be ok because we have a bunch right now as well as computers
- Chromebooks are really important for projects and reducing the number of Chromebooks would be bad
- Less putting Chromebooks then now is not a good idea. Chromebooks we have now is not enough so reducing the number of Chromebooks is a bad idea
- Students would be unable to complete assigned work. Would cause stress
- Immigration is increasing at a high rate, more iPads needed!!
- I think that would greatly affect our learning if you think about how many won't work and with how many students need Chromebooks
- Please don't cut down on the Chromebooks. Please invest into the Wi-Fi
- Having less Chromebooks is not a good idea. Not many people bring personal devices and need the Chromebooks to complete their tasks
- With the amount of classwork online, reducing Chromebooks/computers would effect a lot of students in a negative way
- YES. We already run out and struggle with the number we have and keeping them maintained
- Makes it harder for students who have trouble writing/doing work on paper
- I think that using less Chromebooks wouldn't work so well, especially for people that need more help/resources or with special needs
- When we use Chromebooks everyone uses them so it makes sense to have lots
- Because some people won't be able to do their work on time
- Less Chromebooks would not affect my school having and keeping computer laps would be more beneficial
- Taking away one of the only ways of getting onto the internet, is not going to help the students learn because now adays most things are being done online
- I think that we have enough Chromebooks but also could always use more
- If there were less Chromebooks, something needs to compensate for them (iPads etc)
- Our school just got new Chromebooks and we have slow Wi-Fi
- This would only affect students who can't afford to buy their own devices
- Expand Wi-Fi and supply some better laptops
- The Chromebooks are a very valuable tool for learning for kids if you reduce them, kids won't be able to work with them at all times if we have less than teachers will have to extend time on projects. Kids wont' be able to have it because everyday and then you won't have time for other projects

- If we did not have as many Chromebooks is would definitely affect our learning because with advancements in technology we would be behind and it would be a lot less efficient and may also be harder for teachers. Chromebooks help me stay organized and do my work efficiently
- Having less Chromebooks will effect because when a class is using Chromebooks there might not be enough for every student and they will have to wait for one person to finish
- If anything we need more Chromebooks as we rely mainly on Chromebooks to get assignments done
- We need better Wi-Fi and at least the same amount of Chromebooks
- Less Chromebooks would heavily impact online learning, but if there was more learning away from technology, it would be beneficial
- Don't Take Them Away
- Less would not work well for students. We already lack them.
- If we reduce Chromebooks students learning would greatly decrease
- I think cutting back on Chromebooks would effect our education as some teachers base their assignments online
- I think you should be able to take Chromebooks home because sometimes you need to do work at home and not everyone has laptops
- Chromebooks provide equitable access to classroom technology
- Most projects are done online so it wouldn't be very beneficial to students and teachers to have a small amount of their most resourceful supply
- More Chromebooks in each case so everyone gets one without booking two cases
- Yes, having less Chromebooks would be detrimental to student learning especially for schools who already don't have enough
- Technology can be really distracting in classrooms. I think it would be a good thing to be spending less time staring at screens. Having less Chromebooks would get us to work on paper more often
- Having less Chromebooks available for learning would negatively affect us. Many jobs today require skills such as typing. People learn his through use of the Chromebooks through school assignments
- Yes, having less Chromebooks would prevent students from getting their work done
- Having less chrome books affects the student learning because a whole class uses Chromebooks at once but if there isn't enough Chromebooks for everyone not everyone is able to do work
- In high school I think its would be very helpful! I think being able to increase Wi-Fi, enough students have their own
- Less Chromebooks would encourage more in-class assignments which I think is beneficial, especially with the less than ideal internet quality
- In a HIGH SCHOOL setting having less Chromebooks will be alright
- If we had less Chromebooks we would use a lot of paper and some people work better on Chromebooks, although people who can't access it at home, it's hard to work with
- No it would make it harder to complete work
- I think we do not have enough Chromebooks. I have classes where there are students without Chromebooks

- It would severely degrade education in schools in our current teaching practices; if Chromebooks are more limited, better education and teaching strategies for non-digital education must be implemented as well
- Reducing Chromebooks would be detrimental to student learning. We need more Chromebooks.

Technology - Devices

Do you think Chromebooks are the right mobile device for your age group?

- Chromebooks can be a useful tool to help us students but it has some problems. The small size and slow connection time is problematic
- I prefer laptops and I do bring my own to school but because of how expensive they are, I do think Chromebooks are the right choice
- Implement a system of device borrowing and subsidization: students may borrow a Chromebook or have many enough for a Chromebook lent to them throughout their high school degree. If they have their own device, SD6 could subsidize in repairs and bettering of outlets to let them better change devices at school
- I feel like Chromebooks are good for now because laptops might be a distraction to many students because it provides access to more apps and its also very expensive
- Chromebooks are very effective. Depending on the subject, chromebooks can be very helpful, or not that useful but better than nothing
- Keep the Chromebooks
- Chromebooks are good for our age group
- Chromebooks are probably the best option. We are used to them. The screens are a little small though
- Wi-Fi works only in the kitchen instead of actual classrooms. PCs are available in the library for when Chromebooks are not enough
- Yes, Chromebooks are a great tool for high school students
- Yes, Chromebooks are the right device for our age group because of our budget. If we were to get laptops, there would not be enough for everyone
- Chromebooks work well for lower grades, but grade 11 and 12 are sort of forced to buy a laptop or an iPad which is unfair
- MORE Chromebooks
- More focus on handwriting for middle and elementary schools
- For the high school age group, Chromebooks are not the right tool. Very limited to abilities highschoolers need especially for seniors
- They aren't great, really slow and don't connect to the internet well. Newer devices would be nicer, as long as they are faster
- I am aware computer laps were reduced/software taken from security concerns, but for highschool computer laps we THE most important
- Yes
- Chromebooks are effective for middle school but maybe not for higher grades
- Don't' need more but they're all good!

- I think Chromebooks are the right devices for our age group
- I think the Chromebooks are appropriate for middle schools but maybe not high schools
- Yes
- I think Chromebooks are nice but we should also have access to personal devices
- I think they work well for schools, but they are slow. I think newer ones would be better. I like them.
- Chromebooks are a good option because they work in our budget and most people know how to use them
- I think laptops would be better than Chromebooks but Chromebooks are the next best thing and much better cost-wise, so I think that Chromebooks are the right choice. Laptops do have different functionalities that are important to learn though
- Chromebooks are good for everyday classroom use BUT laptops and computers should be placed in after spaces
- Chromebooks are great, maybe get a bigger version?
- Yes
- Chromebooks are definitely enough for middle school. High school is a struggle having Chromebooks and better PCs for HS would be smart with better Wi-Fi
- Chromebooks still are the best option for their cheap cost and good accessibility
- I think that Chromebooks effectively supply the basic needs and wants for a higher learning at school
- In educational purpose, Chromebooks are enough. If they need a laptop students can bring their own having a laptop will be great if we can afford it but Chromebooks are find, doing a good job
- I think Chromebooks are right for our friend group and iPads are hard to work on and you can't do as much but in a Chromebook it has the basic needs to finish an assignment like saving files and etc.
- Yes Chromebooks are the right device
- When we use Chromebooks for research it is really challenging to have multiple tabs open at once on a small screen
- Other than the inability to download PDFs, Chromebooks are good
- I think the Chromebooks are good but could be upgraded
- Chromebooks work well but somewhat slow but not too bad

Technology - Devices
How important is it that schools invest in the latest technology and why?

- Schools should be adapting to new technology, but investing in things just because its new isn't helpful if we already have something that works
- I think we don't need the latest in technology, we just need the technology that works with ok Wi-Fi speed because the latest tech is mostly extra perks that can help your life doing work. And we need enough to go around.
- Keeping up with the most recent technology is not that important but it is important to have some newer tech

- Kids wouldn't need AI for gain at least not a public school kids probably wouldn't use it for work and just use it for personal gain
- Some tech that is proven to help in some subjects in computer studies and getting things like drawing tablets
- Please, Chromebooks, iPads, tech for specialty departments for access, inclusive, equity
- Yes because it could help lots of people and be easier
- I think its important for schools to invest in Chromebook so students can study productivity without distractions or keep looking for a Chromebook that works but when you find a Chromebook it is too late
- The newest technology is important to have because many jobs require a basic understanding of technology so I think schools should try to provide learning like that
- We do not need the latest technology
- It is super important that schools invest in technology because it keeps students up to date with our world and gives students the opportunity to explore different types of technology to benefit their future
- The latest technology isn't needed but we do need up to date technology
- Schools should invest in technology but the priority should be #1 priority. Using AI in a healthy way for your learning.
- I think we need more new stuff not completely new like a huge upgrade but something
- If there is technology in schools, it should be decently up-to-date. But do we need that much technology?
- If we have good tech that isn't vastly different from new tech then we don't need to invest in it yet
- Not too important. If there were more work offline, there would be less distractions and it would be more accessible
- Chromebook update by replacing, phase out of rotation old, missing keys Chromebooks
- We don't' need the latest technology, it just needs to be functional and accessible
- As technology advances and gets bigger we need to learn and keep up with it since in almost every workplace and job, technology plays a big part and is very important
- I think not the most brand-new piece of tech but NEWER
- I think it should be updated every few years because as long as it works fine it is fine
- Not that important because the overturn rate or development rate can make new tech obsolete quick, plus its untested
- Keeping latest tech is important but I think follow up of the techs we are having now because they are lost of teachers that are not aware of the techs we have now
- I don't think we need the newest tech but something that can withstand and work fast enough
- Not that important. Its costly and reliability and affordability should be prioritized over having to have the newest
- It's definitely to keep up with latest tech so kids stay interested
- Please update the teacher IT packages! It affects the time to learn in class
- Not! Old things will work, just need easier access to internet

- We need to invest in the latest technology as it would make it easier on students and staff to get assignments done. Some subjects rely on he latest technology like media arts and computer programming
- It's not that important as long as they're kept up to date and still work
- Wi-Fi should be there in all parts of the building
- Bring newer tech to later years of school

Technology – Our Digital World

What steps do you think the school district should take to better protect your digital identities and personal information?

- We should invest more into having people watch levels of attacks on school data, and teaching students
- I would like for the school district to protect my personal information
- Using a VPN could help digital safety
- Better education in schools, more clear policies
- Triple firewall for the coding
- Protect and learn against new threats created by newer technologies (eg. I easily voiced synthesized my friend's voice for FREE with AI and it was pretty good)
- Give more and better interest to student's personal devices. Most students bring personal laptops but they get bad Wi-Fi
- Updated software for further identity protection
- I think our information is protected well. I don't know how it works exactly, but I feel safe. It is important to be protected
- We should build more secure firewalls to help stop cyber-attacks, monitor suspicious activities, and block suspicious apps and sites

Technology – Our Digital World

Do you think artificial intelligence and other emerging technologies should be integrated into how you learn? If so, why and how?

- AI should be integrated as tools to improve learning not to do your work for you
- Okay – grammar prompts when mind is blank
- Ai could be incorporated into the robotics course. Guest lectures
- It depends on the situation. I think it can be used for grammar
- We should have a course dedicated to new technologies and those classes could have better technologies
- Learning about it yes, but not for work just as a tool Grammarly
- AI can be helpful in many ways if the school can find AI designed only for that, students can benefit big time
- AI should not be a part of schools
- I don't' think it would be too beneficial because AI can lead to misinformation, cheating, distractions etc.
- NO I do not think AI needs to be integrated into our curriculum

- I think we should be teaching both the benefits and the dangers of AI
- Don't implement AI
- If AI was integrated in the devices it might help but it could learn a lot about you and if it gets too advanced, it might take the teachers job instead
- I don't think AI should be integrated into our learning because if we use them in a project and it gives wrong information it will affect our knowledge
- Should unban AI from photoshop but not in all things that can be used in a cheating way
- AI isn't prepared to be in schools yet, due to bias and people not fully understanding what it is
- Article intelligence scares me and no I don't think it should be integrated in
- No, it is so easy to just write your homework into the AI app and it will write them a larger essay than what was asked. With the technology that we have now, all it takes is a copy and paste for an A+ project
- I don't think AI should be integrated because school is a place to answer stuff yourself. I think people will use AI to answer questions
- It should be used as a tool to assist learning
- Regulation of students use of AI especially chat GPT
- AI is a tool that will most definitely be used in workplaces but should be introduced in university as later versus in high school where they are learning the basics. This is like giving a kindergartener a calculator to learn math
- Talking about it is good, but I don't think we should bring it into the schools
- AI is realistically the future and we should be taught about it like digital literacy
- We should learn about the pros and cons about AI technology
- No, it wont demonstrate wheat the student can do on their own
- Artificial Intelligence may take responsibilities away from teachers. It may take their jobs?
- AI is too many monkeys

Session 3 – Cultural Responsiveness

Cultural Responsiveness
GOAL #1: Describe your ideal learning environment that will support your personal and academic success

- Talk about all cultures! Not just three. All cultures/worldview/religions matter. Expand learning to them all.
- Make sure all cultures are taught in schools
- For better translator options provided in schools
- Openly talking as a class, a teacher would have our class do seminars with bigger and smaller groups to share our perspectives while she stopped at each table
- If a student wants to learn and expand on their culture to learn, the resources should be there
- Having safe spaces for students and staff to be able t talk about their cultures
- All cultures of authors/scientists are taught
- We need more spaces for people of colour to get together to talk about joy (?) or things other than racism (?)
- An increased awareness and education around ALL languages. A more global outlook in the entire school. And additional space where those things are accepted.
- A space that doesn't feel empty, cold, and uncultural. Having a comfortable space where rather than feeling like you are obligated to be there, you <u>want</u> to be there
- Inclusive language being used. Accurate language. NOT singling students out because of their race, being open to learning
- Teachers encouraging all feedback and being open to saying "I'm also learning" as a teacher
- Having guest speakers from different cultures come in and talk
- Teachers that have your back 100% in your academic goals and encourage you in what you wish to pursue, no matter what it is, who you are, and what you do
- A student should have a safe space an get support if they want
- Encourage more casual discussion around beliefs, religion, race
- Personalized learning. Having teachers recognize that not all students learn the same way, and all students are going to need a different approach in some way
- Engaging classroom that is open and bright, an understanding teacher, presenters, and new textbooks/resources
- To learn more global topics instead of just what's in the curriculum
- No outdated resources with outdated terminology and if there are having a conversation about it teacher that's educated not ignorant
- For students who's first language isn't English, to make t accessible for them to understand what's going on, like having a translator. In stead of expecting them to learn English like how people who speak fluent English
- An environment in the class full of understanding
- A team feel to the classroom
- Supportive/respectful environment learning about cultures respecting languages
- Safe to speak up. But people shouldn't be singled out. Allowing for a difference of opini

Cultural Responsiveness

GOAL #2: What is one or two things that you have learned about Indigenous Knowledge and Perspectives in the last year and what you like to learn more about?

- Indigenous perspectives on science, like geology, geography, and atomic models
- Indigenous knowledge is passed down and preserved through many ways, but one prominent one: storytelling. Emphasizes the interconnectedness of all living things, plants and all aspects living tings are extremely prominent in their lives. Clothing food, tools, etc.
- As an Indigenous student I learned there are different resources
- I have learned a lot about Indigenous knowledge and perspectives such as their history, the work they make (art, poems, shows), and who they are and where they live. I want to learn more about the different lands. I want to connect personally with an Indigenous person and hear what they think I should do to help their life and culture.
- I have learned about stories of Indigenous perspectives on how they found the land before the Europeans and how they traded. I would like to hear more stories by Indigenous people and their perspectives on things. I would also like to learn about what their life was like and how they survived/lived.
- How to address people from Indigenous communities. Location and spelling of all Indigenous reserves/communities
- I have learned about Indigenous perspectives on Canadian Events but I would love to hear about Indigenous culture that is unrelated to colonial history
- We have learned a lot about Residential Schools and inter-generational trauma. I would like to learn more about local First Nations and hear directly from Indigenous People to see what we can do
- I want to celebrate Indigenous culture in class
- Unique perspectives on spirituality, healing, and teachings
- There's a lot of community
- The classes I've taken are excellent and the teachers are doing a great job with the resources we have
- Learn more about modern Indigenous history and practices
- I would like to learn more about Indigenous Culture and hear more stories from Indigenous perspectives
- This year I've learned an almost lost Indigenous game called Lahal
- We have learned about colonization from the Indigenous perspective besides that, not much
- One class about Indigenous people are required in high school. So we learned what territory we are on and how Canadians took over their land and claiming tits their land. I would love to heave an Indigenous guest speaker talking about their experiences.
- I am very glad that my school is celebrating different holidays of other countries. I hope this will continue as learning new things is always helpful.
- We have not learned enough. We know the where, what, when, but not the who, why, or how. We don't learn about what they know, who they are, and what they think. It would be cool to learn what an average day is like.

- We have done projects about Indigenous people and their lands, but non about Indigenous perspectives or about their daily lives or about who lived there. So I would love more learning on those things.

Cultural Responsiveness
GOAL #3: Describe your ideal learning environment that will support your physical and mental health.

- Follow through on rules
- Listen and respond to students
- Ask about mental health and how you're doing
- Little activities that can get people hooked on learning about other cultures
- It is a place where stereotypes aren't assumed
- A place where everyone is treated the same no matter what cultural background they have
- A place where people have a little info about different cultures debunking stereotypes
- When conflicts arise around the school. The student body needs to be informed!! Admin needs to stop hiding issues that affect the student safety
- Staff should be more responsive to any discriminatory actions
- Not being judged!
- Cultural responsiveness is letting students the space to share their cultures if they feel the need to. Teach our teachers to be able to give us this important space
- More learning about personal heritage and culture to foster empathy and understanding of others
- It's more about the teacher than the classroom. If the teacher makes everyone feel welcome and treats everyone equally, it's great
- Including culturally diverse and inclusive décor in the environment. Having an inclusive and supportive authority figure in the environment
- To have a praying space for Muslims
- Calm environment
- Helpful support from teachers/adults
- Kind words from students/staff
- Respectful environment
- Supportive environment
- Understanding
- Doing a breakfast program for kids who can't afford it
- I think we should have an Indigenous person come to our school and give us a speech about how they want to be treated and about their expectations on the education they want and about how they are not accepted
- A great environment would be a lot of people where they are inclusive and want to learn and know about your culture
- Space for difficult conversations
- A down-to-earth teacher who will go out of their wa to make anyone feel welcomed and comfortable
- Comfortable space

- Options for inclusive learning (seats, fidgets, headphones etc.)
- Supportive and understandin staff
- Respected, heard
- Included
- Inclusive learning (cultures, religion, etc)
- Stereotype education
- Including artwork from student and many different cultures. And once it's up learning about the artists and the meaning behind them
- An environment which has students who are culturally aware, but the staff and teachers are culturally responsive
- Doing more creative projects for kids who have a hard time focusing
- Ensure that study spaces are readily available for students that need them to ensure academic success
- I think desk rows take away from social learning abilities. I would want teachers to be more transparent when talking about tough subjects. And more diversity. All cultures, and everyone. I also think teachers teaching stuff like the First nations should have knowledge on that topic, not a white teacher
- District should ensure Indigenous representation in teaching roles within Indigenous courses (English etc.). And fund more Indigenous teachers
- More talk about racial problems
- Implement more EDUCATION around what Canadian cultures and how it coincides with Indigenous culture and how to more forward well

Session 4 – Mental Health and Wellbeing

Mental Health
What supports/resources have you connected with at school?

- When I first arrived to the school, the teachers were very helpful and I made good friends by clubs and being involved in the school activities
- Mental support pets, available throughout the day for students
- I have found WELL-TRAINED counsellors to be super helpful
- Counsellors and reliable teachers
- ▮ Teachers, Vice-Principal
- I really like the breakfast program at my school that is really accessible
- Sexual health and mental health workshops
- There are counsellors at my school. They are really necessary. Also, music. It's a really important thing that people can do to calm down, feel seen, and heard. In the presentation, we talked a lot more about sports than music. As much as sports is a refuge for students, music is too. Not all people want to/can play sports. It's good to have balance.
- I think Naloxone training should definitely stay within the schools as addiction is difficult
- Being able to connect with counsellors, (family, international, Indigenous, etc.). Providing food. EAs are great support. Building connections.
- School counsellors! Indigenous focused counsellors. Career and class counsellors. EAs are AMAZING!
- Great accessible youth and family counsellors
- Need2
- Counsellors do support and there is a lot of awareness of the counsellors. By grade 12, there are very few students who have not seen a counsellor
- Improved anti-drug and support classes and workshops
- School counsellors, youth and family counsellors, sexual health education
- We have three counsellors and I really connect well with one of them. They are super approachable and are always willing to help with any problems or questions I have. I mostly have two teachers that I connect better with than anyone for support
- I want to see more help with relationships of someone you're sexually attracted to
- Counsellor help
- We have counsellors for education and family and communication problems and they help students who transferred or if you have problems with projects
- School nurse for naloxone kits
- Friends, teachers
- Posters, books, guest speakers, counsellors
- Access and connection to school liaison officers as a resource for kids
- Our school has a school counsellor three hours a week
- My friends? There's not many options (if any)
- Integrating time-management and mental health learning in class
- Counsellors – change classes you're not happy with

- I did really enjoy the mental health days that we did once a month at my high school
- Asking for help from teachers, getting help from counsellors, finding a trusted adult
- School counsellors are really helpful
- I talk to counsellors about university and future and he helps me stay on the right path and have confidence in my goals
- Careers counsellors and Indigenous YEC
- Helpful resources: school counselors are genuinely the only thing that I find resourceful for mental health
- I've connected well with school sports as well

What kinds of actions do you think our schools could take to improve the mental health and wellbeing of students? BIG IDEAS

- Bringing back liaison officers
- Pay for more counsellors! Indigenous/YFC/guidance
- Mental health workshops were nice, school-wide ones
- GIVE US MOE COUNCELLORS plz-plz. Three for over 1K people is not enough, they also teach classes and manage courses etc. They're so busy and barely there. More anonymous options. Worry about awkwardness if a counsellor is then your teacher
- Understanding stigma
- More resources for students who are anxious about school work/grad
- I think more mental health/addiction awareness should be talked about more
- We need our counselors. More sexual health education as well as consent education. Destigmatizing sex ed.
- More diversity in topics discussed. More discussion around mental health. More access to counsellors, more counsellors
- Having a cohesive mental health education for all students with strong lesson plans
- More counsellors and them having more time to talk with you
- Whole school assemblies about mental health
- Adapting to students needs and understanding, listening to students concerns. Presentations about mental health, more counsellors
- Actions to help: More education/training to teachers for mental health support, mental health built into the curriculum
- Volunteer opportunities need to be more wide-spread. Put them in the announcements, on social media, etc. I know many students who would volunteer if only they knew about it.
- Have more counsellors that can support students, have a time where students can get support outside of class, Have someone that students can reach outside of school times/anytime
- We need more counsellors who are there to be with students no for timetabling
- Social workers, EAs, teachers
- Counsellors aren't easy to get ahold of
- More transparency about resources that are available to students
- Schools should ask people what they like to do and convince people to do things they like for therapy

- MORE counsellors of all different types, more spaces for people to go where they feel they can get what they need or to have space, more activities and variety of things so students can feel a sense of belonging
- Schools can have teachers, or counsellors to talk to people who have problems in education or other things
- Counsellor schedule and purpose available on Instagram
- School counsellors are helpful, we are allowed to go on walks around the school to wind down, we have a blue room with padded walls but we aren't really allowed to use it
- Harm reduction when talking about substance abuse, drug testing, aftermath talking about substance abuse without stigma or hate, having a scientific lens on it
- Work out rooms for school to work through emotions in a healthy way
- Providing solid sex education continue after middle school. Don't just talk about how to prevent STDs and pregnancy and consent. But what to do if these things happen and steps to follow if these occur.
- Ban cell phone usage and social media usage on school grounds to allow more students to be in the present and focus better in class
- Expanding in school Island Sexual Health clinics to all schools
- More substance abuse talk and training with counsellors. Train them to be able to assess substance and addiction signs
- More counsellors of colour
- Education on mental health
- Providing resources for students after mental health lessons. Foundry, volunteering, free counselling, YMCA therapy
- More number of counsellor is needed and more programs helping students to connect and talk about the problems that they're having will really be nice
- Counsellors with more time for appointments or more time for students
- Talking about healthy coping mechanisms! Keeping a positive outlooks on mental health
- I don't know if schools can do much more at a certain point it is out of their control
- Counsellors in high schools need to be aware of how to support more mature students
- Some people might not want people to know that they're going to the counsellors office, so they could maybe have counselling time at lunch
- Have a school-wide assembly about mental health. Make it part of the curriculum
- Each class goes on "retreat" to improve on your mental health
- Teachers and guest speakers should feel comfortable with sex-ed to end the stigma around sex
- Bring students together. Create more of a community. Food is a huge part of how you feel. More substance abuse educating
- Talking about learning disabilities more, such as ADHA and dyslexia to create more understanding and acceptance
- Hire more counsellors because some schools only have 2 or 1
- More education around time management and mental health through meditation etc.
- Use kinder language /words, less yelling, look/try to see it from the kids' side
- JUST MORE COUNSELLORS!
- I found having gym everyday is good for physical health

- Therapy animals
- More eating disorder awareness and help
- Expanding free hot lunch and breakfast programs
- I think we should discuss mental and physical health more often
- Better educate teachers to teach topics
- More awareness of ways to improve mental health. Teachers should be willing to put student's mental health into consideration
- Mental health in the curriculum, more speakers, motivating messages, breaks in classtime
- Introducing a diverse amount of counselling options such as physical health counsellors, mental health counsellors, and cultural counsellors etc.
- More information to (?) help students with mental health struggles, more relevant resources for students
- We need more counsellors. We could also have spaces for people to get their feelings out. Some schools have a lot but some have none. Maybe a chill space (no adults) maybe a private place to cry and just be
- More discussions about mental health and more variety of topics
- Reaching out to different kids and really caring about what you are saying to them
- More counsellors. More times for more appointments
- It would be cool to have a mindfulness club where you learn to meditate and clear your mind, do yoga, etc etc etc. Because there's a large amount of students with anxiety and it would be nice that they had a way to just take a break
- Have people talk about their struggles through life to support students in the same position
- Teachers depend a lot on tech and not on books. If the curriculum changes to prioritize books, kids will read. Because they have to.
- More opportunities for socialization and group events
- Being more open to students
- More education on mental health. They don't teach it enough. The science behind how drugs effect you and your body. Not just teaching mental health, insert it in courses

The ONE Thing

- More school counsellors
- Hire more BIPOC staff and counsellors
- Club funding for schools is so important and needs more attention
- Support for LGBTQ
- More gender-neutral washrooms
- Mental health, mindfulness, and overthinking club
- Feminine products in bathrooms
- Club funding for more extracurriculars
- Not to pressurize students into doing their work, even if they seem like they can
- Mental health/addiction awareness (more resources)
- Sex ed and substance and mental health education needs to be better. We need to dive deeper into these topics and provide usable solutions to issues around these topics. Resources to further help and educate on these topics is important.
- I want teachers to be taught more on subjects like racism, sex ed, sexual orientation so they can properly teach kids and understand themselves.
- Thank you! [happy face]
- We need to have support for mental health and sexual education. We need this from you.
- Learning (more) about all cultures, world views and religions
- More trees outside!
- The importance of sexual education
- To have more counsellors in schools and have more talks about them
- More counsellors with scholarship help training
- More supplies
- Gifted grope bring it back!
- I just want you to remember that Chromebooks are Wi-Fi are the two most important things we all need right now
- We need support, understanding, and acceptance for students with learning disabilities (eg. Autism, ADHD, dyslexia)
- Students cannot and will not succeed without your support with literacy and mental health
- To take students suggestions to heart and seriously consider them
- One thing I would like is more common areas/lounges around the school
- More music classes
- More sexual health education for older grades
- My ideal learning environment isn't the environment itself but more about the people. Like if you had pride flags everywhere but you don't believe it, I can't trust you. Its like you are wearing a mask.
- Most important thing is to improve Wi-Fi and educate people more about technology
- Schools are way more under funded than I thought

- An effort needs to be made to make schools safe, not just a "rule"
- Music!
- Bring back the dogs! Please!!
- To not take our voices lightly. This shouldn't be just checking a box! We are the ones in school after all.
- Diversity, equity, inclusion top down to schools:
  - Staff
  - Resources share
  - Clubs
  - Greater school
  - Anti racism workshops
- Cultural safety is incredibly important and should be a priority
- More open discussion in classes and less stigma
- Students need to be more educated on mental health
- More gender neutral bathrooms
- Bringing back liaison officers as a positive community outlet and building connections!
- Don't' invest in new tech yet, but invest in cybersecurity in new threats
- Club funding
- More counsellors and more teamwork!!
- Please remember the music program! Please don't cut anymore
- More funding for counsellors! Also please make implementation of LGBTQ inclusion more effective
- We need better Wi-Fi
- Table 13 was the best table (we had the most fun)
- Better support without asking or begging

FACTS

	ORIGINAL
REVENUES	
Ministry Grant - Current Year	$100 million
Minisrty Grant - Unspent from Prior Year	$2 million
EXPENSES	
Teachers and Administrators	$47 million
Education Assistants and Secretaries	$25 million
Custodians	$11 million
Classroom Resources (books, computers, supplies)	$15 million
Utilities (hydro, telephone)	$1.5 million
How much is left? (includes mental health grant)	**$2,600,000**

Community Requests (in no particular order)

Item	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
Solar panels at 2 schools (unable to afford using fundraising)	$1 million		$500,000			$700,000										
Recycling and composting at schools	$1 million		$1,000,000												$500,000	
Professional deviopment for teachers on Diversity, Equity, and Inclusion	$500,000	$200,000		$500,000				$500,000	$250,000	$500,000					$150,000	
Cybersecurity prevention (ransomware, data breach)	$150,000	$150,000	$150,000		$50,000	$150,000	$150,000	$150,000				$150,000	$50,000		$150,000	
Improve Wi-fi access across all schools (annual cost for 5-year plan)	$600,000	$600,000					$600,000		$480,000			$600,000	$600,000	$600,000		$500,000
New Chromebooks to increase ratio to one Chromebook for every 2 students	$1.5 million		$250,000						$800,000	$800,000				$150,000		$500,000
Consent and sexual health education at all Middle and Secondary Schools	$100,000			$100,000	$50,000	$100,000	$90,000	$100,000		$100,000		$100,000			$100,000	
One new counsellor added to 5 schools to help support mental health	$500,000	$500,000		$300,000	$500,000		$600,000	$500,000		$200,000	$400,000	$400,000			$500,000	
One new counsellor added to 3 schools to help support course selection	$300,000			$300,000					$100,000						$300,000	$100,000
SOGI workshops for staff	$650,000															
Additional Education Assistants to support struggling students	$1 million		$1,000,000	$50,000		$100,000	$450,000	$50,000					$400,000			
Upgrade theatre in 2 schools	$1 million															
Upgrade gymnasium in 2 schools	$1 million															$200,000
Culturally Responsive Learning Environments training for all school staff	$300,000				$300,000	$300,000						$300,000	$100,000	$100,000		
Extra-curricular trips for Fine Arts and Atheltics	$400,000	$200,000			$400,000										$400,000	
10 extra teachers to focus on literacy in elementary schools	$1 million							$100,000				$250,000				
10 extra teachers to support Inclusive Education in schools	$1 million							$100,000					$200,000			
Youth and Family Counsellor to each family of schools	$400,000			$200,000	$400,000	$400,000						$400,000	$300,000	$400,000		$150,000
Outdoor education program in 2 schools	$200,000		$200,000													
Convert to gender neutral washrooms in 4 schools	$400,000		$400,000	$200,000			$200,000	$100,000								
Purchase fleet of electric buses	$2 million															
TOTAL REQUESTS	**$15 million**															

Other

Item	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
Extra custodians											$50,000				$100,000	

Unexpected Costs

Item	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
Snow removal	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000
Repairs needed for two schools damaged by flooding	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000
Relocation of displaced students	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000

Unexpected Revenue

Item	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
Mental Health Grant	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
Mental Health Grant Allocation Notes		Consent and sexual health education	Consent and sexual health education	Additional Mental Health Counsellor	Youth and Family Counsellor	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	Spending on counsellor	Youth and Family Counsellor	Not specified	Not specified	Not specified

Totals

	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
TOTAL REQUESTS		$2,600,000.00	$4,450,000.00	$2,600,000.00	$2,650,000.00	$2,700,000.00	$3,040,000.00	$2,550,000.00	$2,580,000.00	$2,550,000.00	$2,450,000.00	$2,600,000.00	$2,600,000.00	$2,500,000.00	$2,600,000.00	$2,500,000.00
BALANCE NOTES		BALANCED	DEFICIT - Error calculating initial revenues and expenses	BALANCED	DEFICIT - Error calculating initial revenues and expenses	DEFICIT - Spent too much	DEFICIT - Spent too much	BALANCED - $50,000 surplus	BALANCED - $20,000 surplus	BALANCED - $50,000 surplus	BALANCED - $150,000 surplus	BALANCED	BALANCED	BALANCED - $100,000 surplus	BALANCED	BALANCED - $100,000 surplus

ACTION

Using the money you have left from step 2, decide what to spend it on from the list above or include some other priority of which you are aware.

HINTS

You don't have to spend all the money
You can change any of the amounts in the Step 3 requests above
You can hire any positon in the district for any purpose, if you have the money.

UNIT COSTS FOR POSITIONS

Position	Cost
Teacher	$100,000
Counsellor	$100,000
Custodian	$50,000
Educational Assistant	$50,000
Secretary	$50,000

Territorial Acknowledgement

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

Opening Remarks

Welcome

Introductions

Intentions for the day

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On this sheep-scale, how do you feel today?

Session 1: SOGI

Greater
VICTORIA
School District

Greater Victoria School District's Strategic Plan

Mission

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

Greater VICTORIA School District

CONTEXT:

- July 2016 Human Rights Code: Gender Identity and Expression and Sexual Orientation are Protected Grounds

- September 2016 SD 61 Policy and Regulation 4305 passed

- 2017 ARC Foundation of BC partners with Ministry of Education and BCTF to create SOGI 123

- 2018 all districts in the province are part of SOGI 123

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SD 61 Policy and Regulation 4305:
Gender Identity and Gender Expression

- Policies/Procedures

- Environments/Resources

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SD 61 Policy and Regulation 4305:
Gender Identity and Gender Expression

Inclusive Environments/Resources:

-Learning Resources

-Student Support

-Accessibility

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Sticky Note Share Out

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Session 2: Technology

One Learning Community

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Greater VICTORIA School District

Who is the IT4L Department?
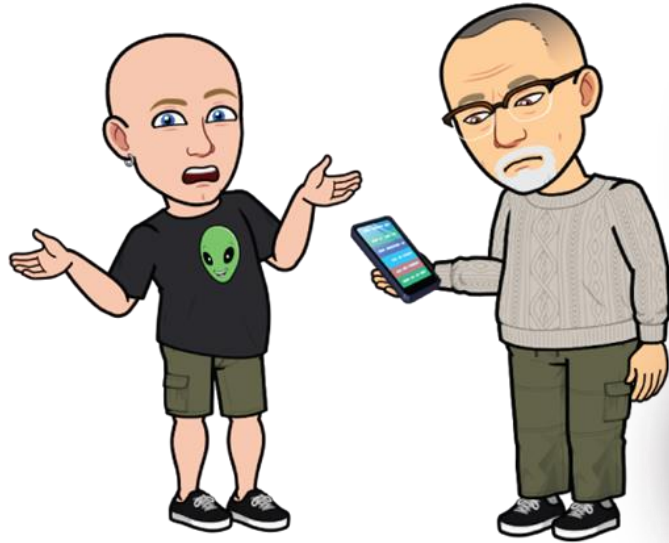
Values
Where is 'technology' in the Strategic Plan?

- Develop and support
- Engage and collaborate
- Critically examine
- Learning opportunities
- Address the Inequity

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

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

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Greater VICTORIA School District

Did you know?

20,000 computer devices (plus over 10,000 personal devices) connect to nearly 2000 network appliances to provide students and staff with internet and data

Did you know?

We support and host our school and district websites in-house
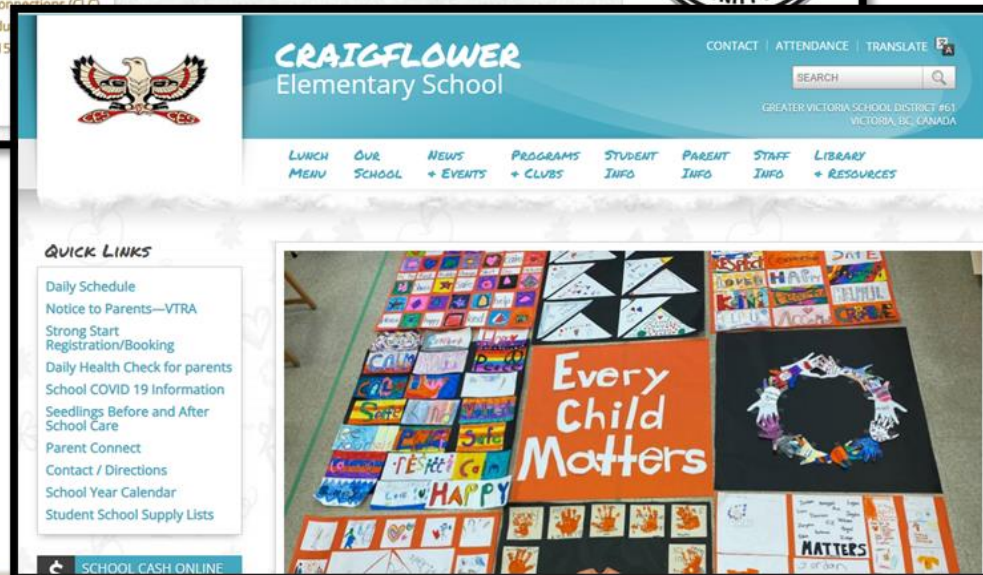
Did you know?

We developed in-house the Digital Portfolio solution for students and parents that replaced FreshGrade

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www.sd61.bc.ca
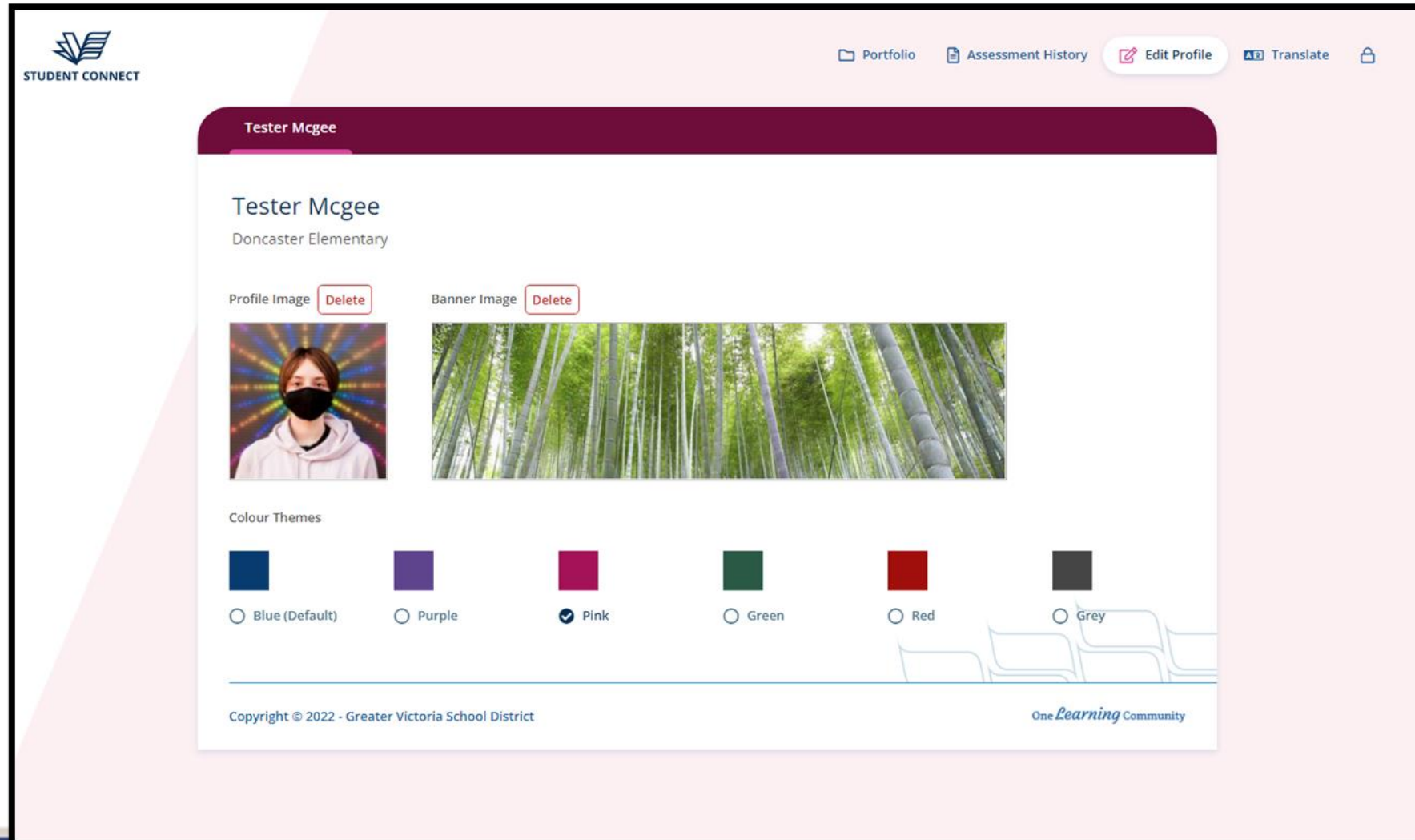
We send an IT4L monthly newsletter to all staff that highlights need to know items, security and privacy tips, and general tech updates for all staff

Information Technology for Learning Newsletter
June 2022

Greater **VICTORIA** School District

FreshGrade is in its Final Days, But A New Student Portfolio Tool is on the Horizon

FreshGrade will be permanently decommissioned by the vendor on August 31, 2022. As they wind down operations some service requests are no longer being answered by their support team. We will attempt to solve any issues that arise in the next month; however, we are aware that not all problems will be resolved.

We have developed a new digital portfolio tool that will replace FreshGrade. Our Student Portfolio project is integrated with the existing CSL and Parent/Student Connect tools. Student Portfolio will showcase student-created media (photos, videos, pdfs, etc.) to communicate learning in real-time, and during formal reporting periods. It is currently being tested by a teacher working group and will be available in September.

Digital Defense: Update Your Apps & Devices Regularly

Most affected industries

Reported enterprise malware encounters in the last 30 days

We defend schools against cyber security attacks

Select an industry ⌄

Education

Retail and consumer goods

Healthcare and pharmaceuticals

Telecommunications

Financial services and insurance

Power and utilities

Total devices with encounters: 9,162,689
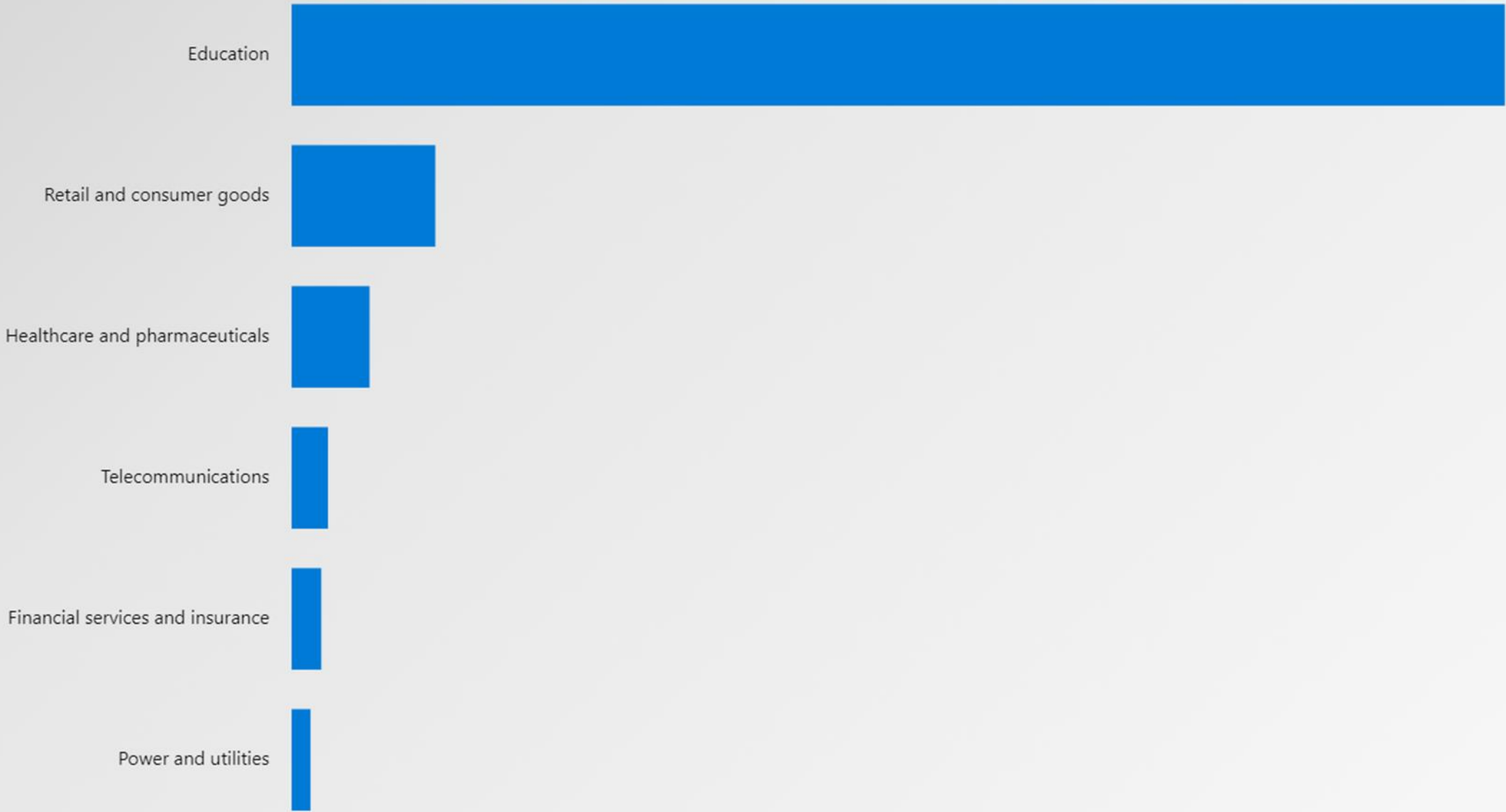
How Ransomware Works

1. Bad guys create ransomware themselves or buy/lease it from other cybercriminals.

2. Cybercriminals use social engineering to gain access to your network or systems.

3. They use the malware to digitally encrypt all your IT systems and data possible.

4. Attackers use your encrypted sensitive data as leverage to force you to pay a ransom.

In some cases, attackers will exfiltrate your data

What's so bad about getting hacked?
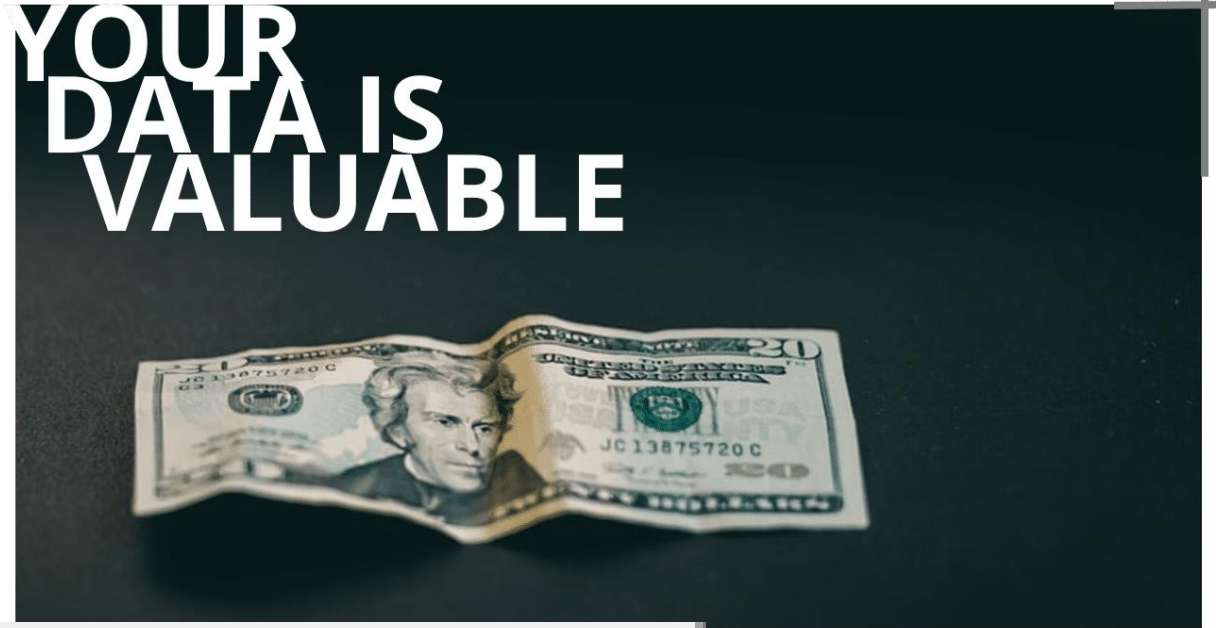
Welcome to the
GVSD Student Connect

Sign in with your Student ID

If you are a student in Elementary or Middle School, you are only able to log in to Student Connect with your Google login (click the "Sign in with Google" button below). If you do not have a Google login please notify your teacher

Username

Password

☐ Remember me?

Sign in

Or sign in with your SD61 Learn Account

Sign in with Google

About GVSD Student Connect

GVSD Student Connect allows students in Grade K – 8 to create digital portfolios that

What are the current issues students are reporting?

- **Chromebooks take a long time to load**
- **Wi-Fi does not work in some parts of the school**
- **Apps are blocked because of privacy**
- **'Sign in with Google' no longer works on a lot of websites**
- **Social media websites like TikTok are REALLY SLOW**

What is exciting in technology?

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What is exciting in technology?

What is exciting in technology?

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What is exciting in technology?

What is exciting in technology?

Bias?

False information?

Buzzword?

Cost?

Budget questions we need to ask

- How much will it cost in year one, year two, year three?
- How long will it last?
- How much will it cost to repair?
- When will it need to be replaced?
- How do we make it equitable, so everyone has access?
- Who knows how to use it? Do we all need training?
- How much support does it require?
- Does it do what it says it does? Is it worth it?

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Now, how do we spend our technology budget?

Wi-Fi

Copilot
Your everyday AI companion

CYBERSECURITY

Application Information Network Operational Encryption Access control End-user education Disaster recovery

Media Arts, Data & Design Center
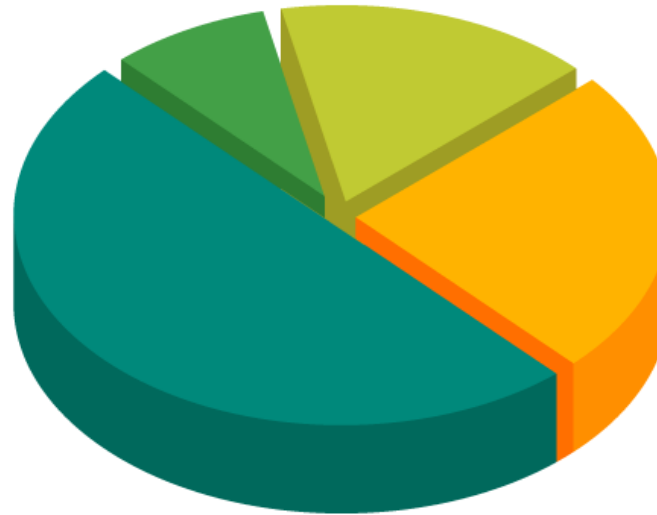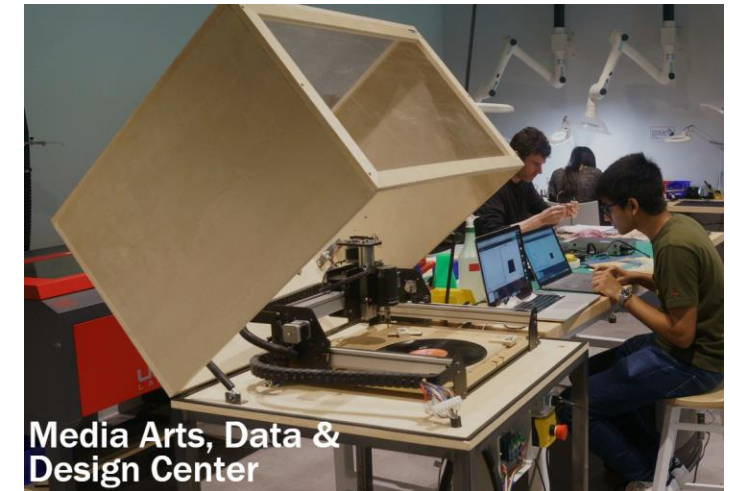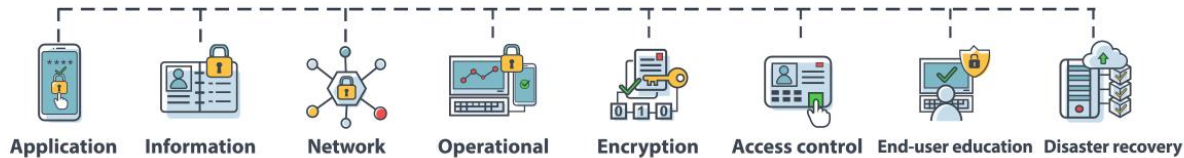
Devices: Question 1

Do you think that Chromebooks are the right mobile device for your age group?

Devices: Question 2

How would having less Chromebooks available in your school affect student learning?

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Devices: Question 3

How important is it that schools invest in the latest technology and why?

Our Digital World: Question 1

What steps do you think the school district should take to better protect your digital identities and personal information?

Our Digital World: Question 2

Do you think Artificial Intelligence (AI) and other emerging technologies should be integrated into how you learn?

Thank you for listening

Nutrition Break

Session 3

Examining Cultural Safety
and
Culturally Responsive
Learning Environments

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

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

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

What is Cultural Safety ?

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Understanding Cultural Safety

Key Concepts and Considerations

Cultural Safety is an Outcome

Recipients of the Service

Dr. Ramsden
1946 – 2003

Cultural Safety

Cultural Unsafety	Cultural Awareness	Cultural Understanding	Cultural Competence	Cultural Responsiveness

The Intersection of Personal and Collective Leadership and Governance

Self – location and Racial Identity (Worldviews, privilege, Bias, What brought you into this work)

The Responsibility that you have

Decision Making, Worldview and Relational Accountability

What are some characteristics of Culturally Responsive Learning Environments?

What does research tell us about Culturally Responsive Learning Environments?

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Culturally Responsive Learning Environments

What are some KEY Characteristics?

What Might We Need to Consider *Personally and Professionally as a School District* ?

The Danger of a Single Story.

The Voice Reflects the Recipient of the Service.

Sticky Note Share Out Goal of the Activity within this Session

Timed Activity
16 Minutes
Circle Discussion

4 Minutes Self-Reflection and Writing

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Review
Question for Goal 1

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Review
Question for Goal 2

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Review
Question for Goal 3

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Greater VICTORIA School District

Education is not a neutral enterprise, students at times, must engage knowledge as a border crosser, as a person moving in and out of borders constructed around coordinates of difference and power.
These are not physical borders, they are cultural borders historically constructed and socially organized within maps of rules and regulations that limit and enable particular identities, individual capacities, and social forms.

In this case, students cross over into borders of meaning, maps of knowledge, social relations, and values that are increasingly being negotiated and rewritten as the codes and regulations which organize them and their student learning experience.

Strategic Plan
Vision
Decision Making
Alignment
Policy | Procedures

Həyšx̌ʷqʼə

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Thank you

Board of Education Meeting January 29, 2024

Session 4: Mental Health and Wellbeing

- **Prioritizing Mental Health**
- **Research and data informs our work (including student voice today)**
- **GVSD61 Strategic Plan**
- **GVSD61 Supports and Resources**

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Prioritizing Mental Health and Wellbeing

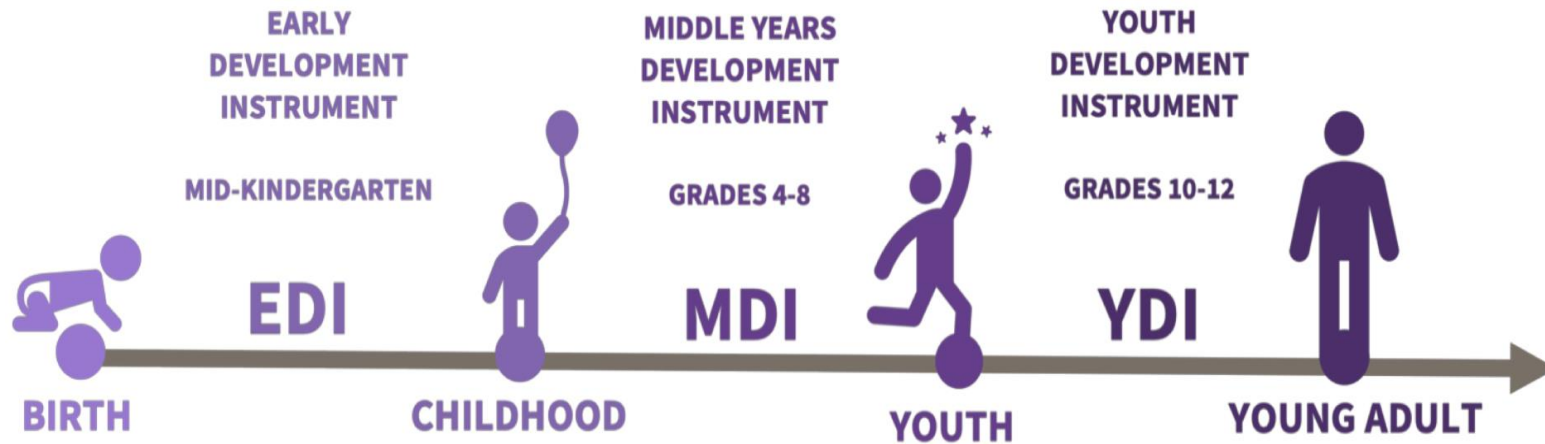An estimated **1.2 million** children and youth in Canada are affected by mental illness

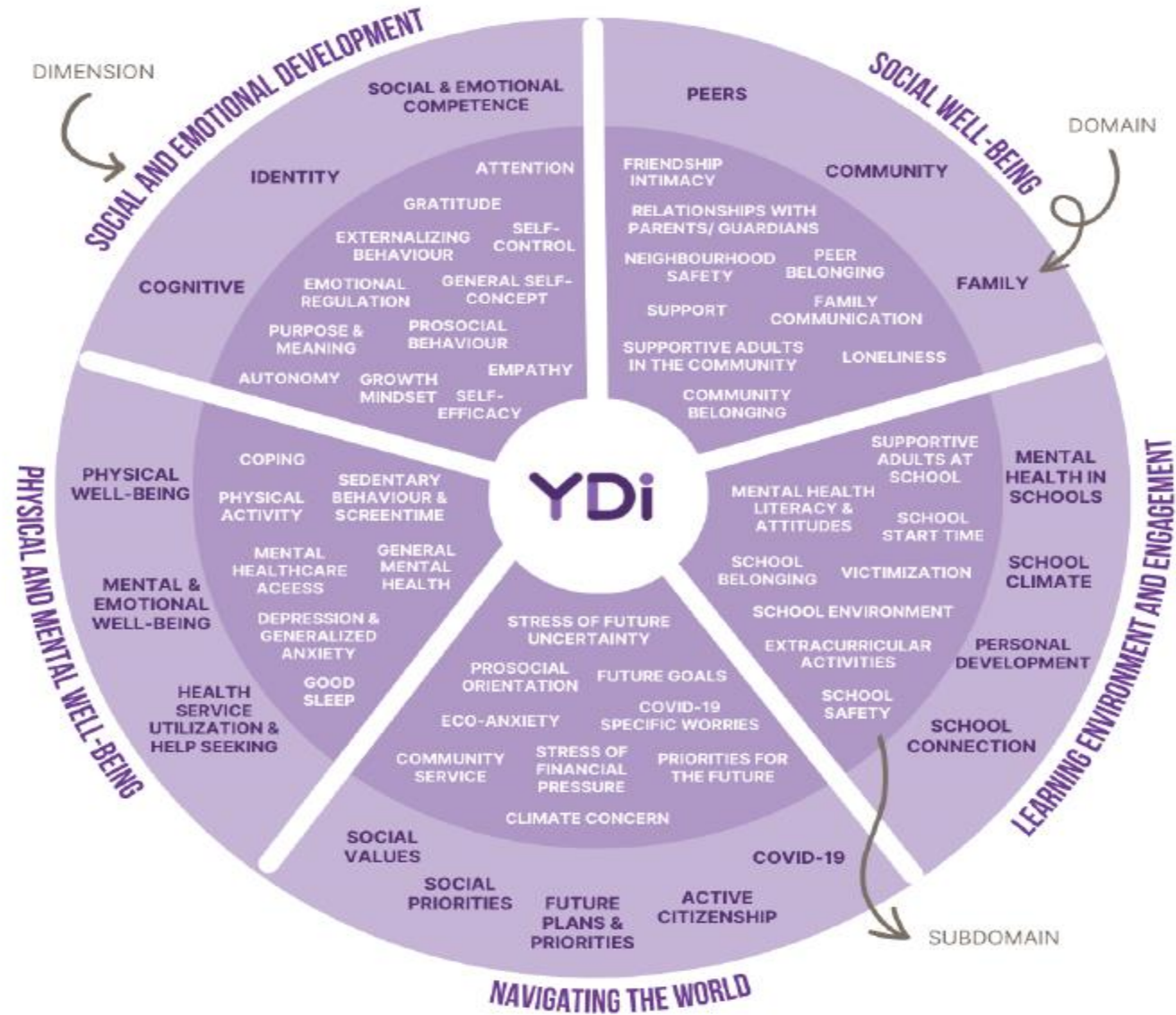Less than **20%** will receive appropriate treatment

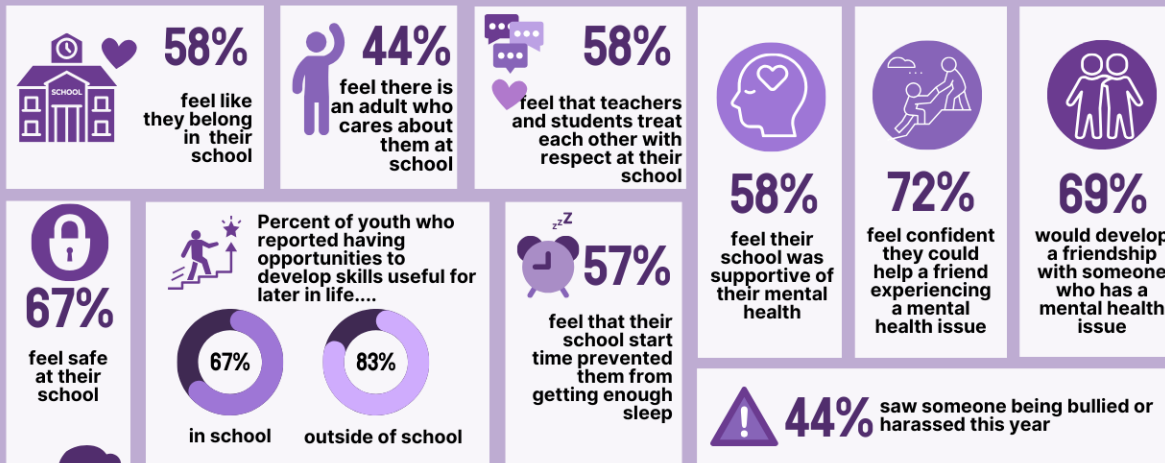**70%** of mental health problems have their onset during childhood or adolescence

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Data collection

2022/2023
MENTAL WELL-BEING

The YDI asked over 14,000 youth about their mental well-being. These questions describe how youth are doing and identify areas for support.

38% screened positive for depression

38% screened positive for generalized anxiety

54% felt good most of the time

85% agreed that mental health matters

62% spend time outdoors to cope with stress

63% are happy with their life

78% listen to or play music to cope with stress

36% reported an unmet mental healthcare need

23% were at risk for developing an eating disorder

HOW WOULD YOU RATE YOUR MENTAL HEALTH?

POOR OR FAIR	51%
GOOD	24%
VERY GOOD OR EXCELLENT	25%

If you or someone you know is experiencing a mental health issue, do not be afraid to reach out to a trusted person or resource.

Check out the infographic 'Resources and Organizations Supporting Youth Mental Health' for some helpful resources.

YDi Youth Development Instrument

For more information about the YDI, visit: chartlab.ca

2022/2023
PHYSICAL WELL-BEING

The YDI asked over 14,000 youth about different habits and health behaviours that impact their physical well-being.

46% got 4 - 7 nights of good sleep per week

49% ate breakfast 6 - 7 times per week

83% of youth who participated in team sports reported that it contributed to their well-being

57% engaged in 30+ minutes of physical activity 4 - 7 days per week

91% never or rarely worried about having enough food

62% did physical activity to cope with stress

63% spent 3 or more hours on phones, tablets or smartphones per day

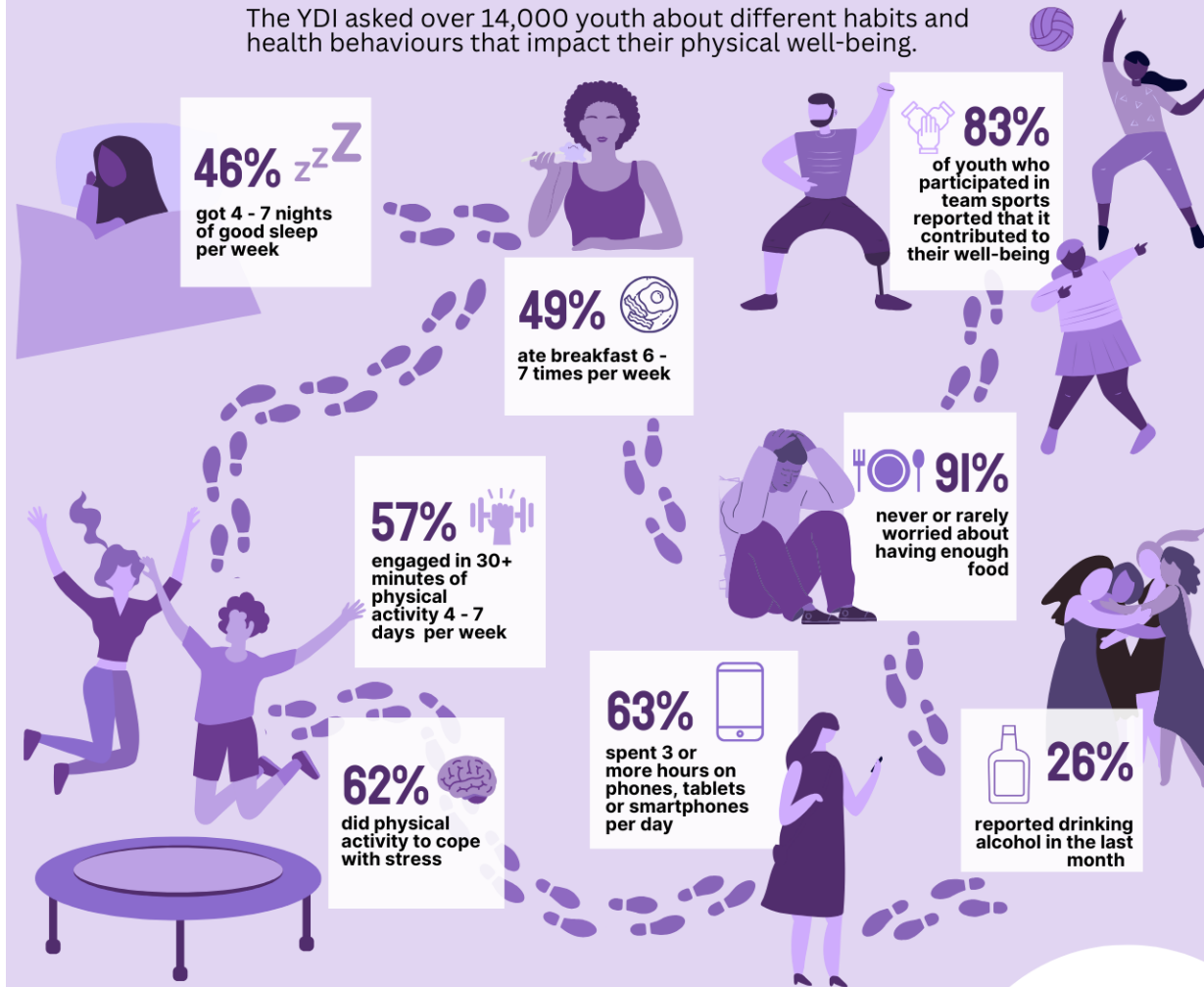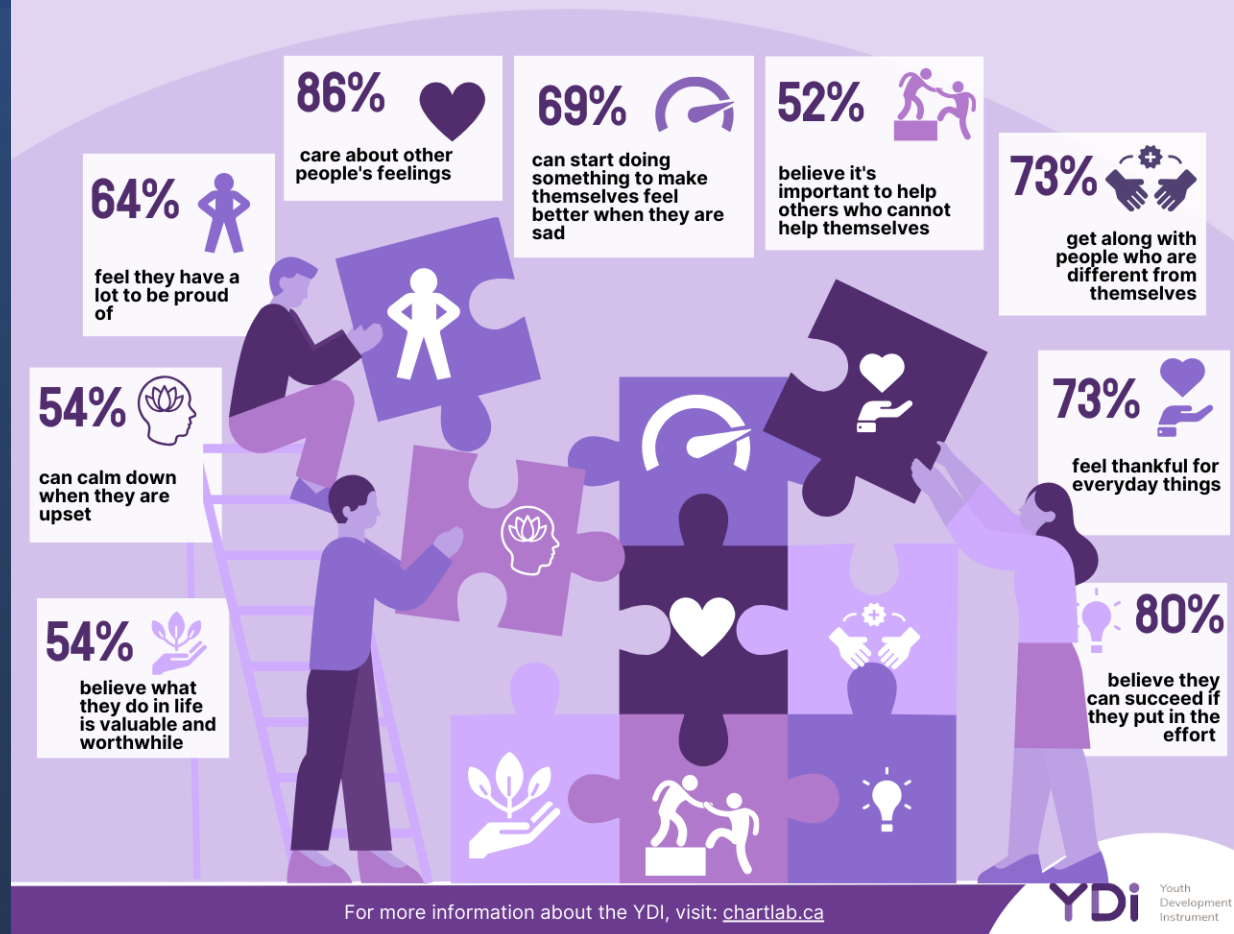**26%** reported drinking alcohol in the last month

For more information about the YDI, visit: chartlab.ca

YDi Youth Development Instrument

2022/2023
SOCIAL WELL-BEING

The YDI asked over 14,000 youth about their relationships with their family, their peers, and members of their community.

45% feel a sense of belonging in their community

78% feel safe in their neighbourhood

Percentage of youth who agree that there is an adult who cares about them....

90% at home
37% in the community

58% feel like they fit in with the peers around them

71% have friends who stand by them during difficult times

44% feel lonely

83% have at least one very good friend they can talk to when something is bothering them

72% ate meals with their family at least four days a week

68% connect with friends or romantic partners to cope with stress

81% have family who stand by them during difficult times

For more information about the YDI, visit: chartlab.ca

YDi Youth Development Instrument

GVSD 61 Youth Development Index 2022/2023

STRENGTHS

- Students were more likely to rate their climate concern as 'high' compared with students in other districts (79% vs. 69%)

- Students were less likely to 'Agree a lot' that school start time prevented them from getting enough sleep in your district compared with students in other districts (25% vs. 35%)

- Students were more likely to rate mental health literacy & attitudes in their school as 'high' compared with students in other districts (67% vs 59%)

AREAS OF FOCUS

- Students were less likely to report participating in volunteering at school compared with students in other districts (13% vs 24%)

- Students were less likely to report reading for fun at school compared with students in other districts (23% vs 32%)

- Students were less likely to report volunteering outside of school compared with students in other districts (36% vs. 48%)

**Greater Victoria School District Strategic Plan**

Goal 3:

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

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www.sd61.bc.ca

Greater VICTORIA School District

- **Strategy 1** – continue to provide professional opportunities to K-12 staff to support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms

- **Strategy 2** – work in collaboration with MCFD to provide joint educational planning for children and youth in care to the fullest for current and future success.

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

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

Resources and Supports in SD61

- School counsellors (K-12)
- Youth and Family Counsellors
- Social Emotional Learning (Second Step K-8)
- EASE (Everyday Anxiety Strategies for Educators K-12)
- Mental Health Literacy (4-12)
- Sexual Health Education (Island Sexual Health, Healthy Relationships, sexuality, consent)
- Need2 Workshops (Suicide Education and Awareness)
- Stigma free society
- Substance Use and Harm Reduction Education (Naloxone training)
- Physical Literacy (partnership with Pacific Institute Sport Education)
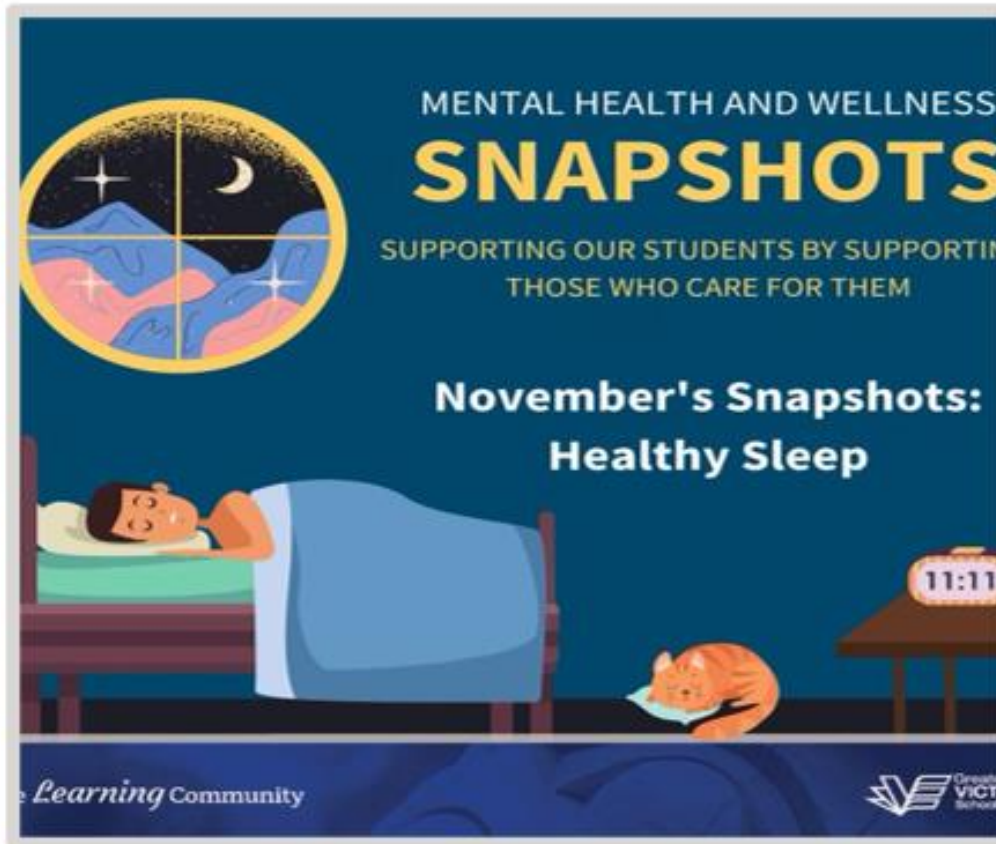
- Monthly snapshot newsletters for parents and community on key topics such as health habits, mental health, digital literacy, healthy relationships and consent, substance use

- Monthly posters that highlight snapshot topics and provide information on how to access community resources

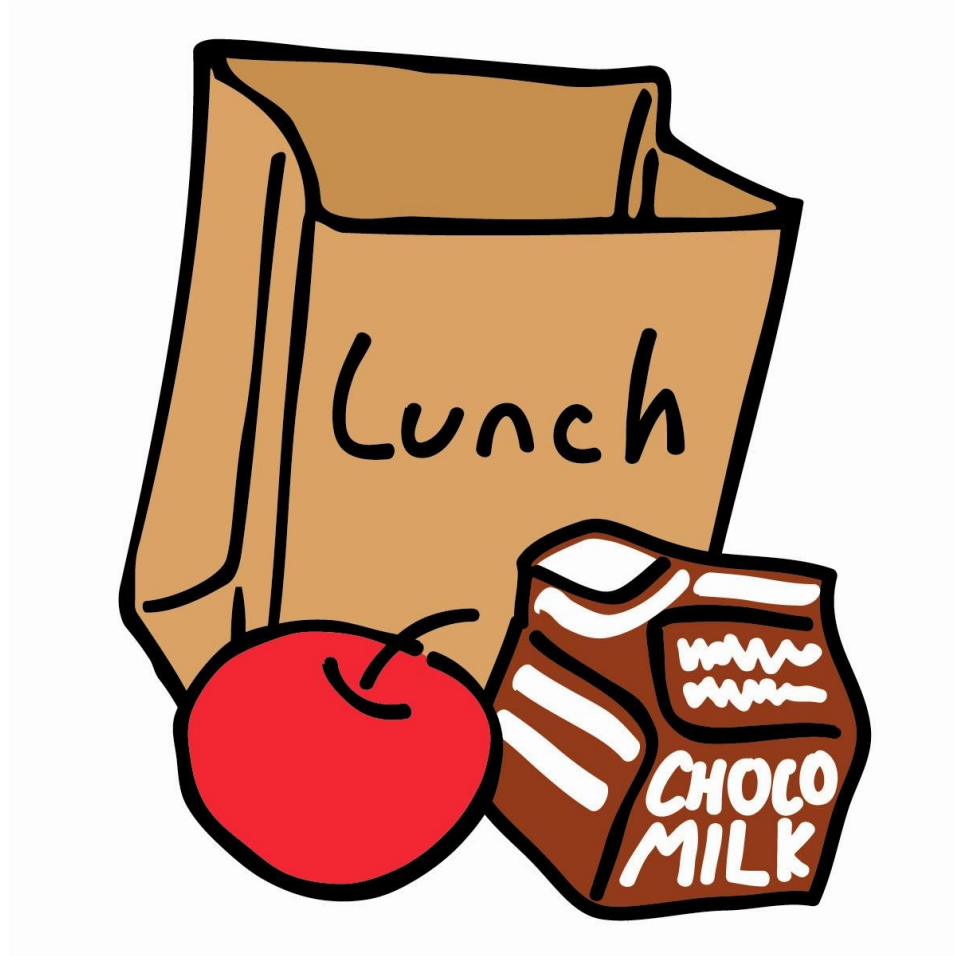**Self-reflection** and group think

What did you learn?

- What YDI data was most meaningful to you? Why?
- What YDI data was most surprising to you? Why?
- **What helpful supports/resources have you connected with at school?**
- **What kinds of actions do you think our schools could take to improve the mental health and wellbeing of students? (BIG IDEAS)**
- **Questions?**

Lunch

Budget Simulation

Budget Simulation

- **Work together to develop the District's operating budget**
- **Facilitator at each table will read out the instructions**
- **Use the instructions and paper on each table to balance the budget**
- **Create multiple versions, if you have time**
- **You have 20 minutes to complete this work**
- **Messy is okay!**

Budget Simulation – Share Out

- **Did you balance the budget, or did you end up with a surplus or deficit?**

- **Was the process of balancing the budget easy?**

- **How did you decide what to spend money on?**

- **What did you decide to spend money on?**

Budget Simulation – Surprise!

- There was a huge snowfall last week that resulted in $150,000 in snow removal costs that were not budgeted.
- Due to the heavy snowfall, there are 2 schools that have been damaged by flooding. The cost to repair the damage is $500,000 and some of the classrooms need to be relocated to other school sites at a cost of $200,000.
- The Ministry has given you an additional grant of $100,000 that you can only spend on mental health initiatives in schools.

Budget Simulation – Surprise!

- **What will you remove from the budget to ensure that you are not in an $850,000 deficit due to the cost of snow removal and flooding?**

- **How would you spend the new $100,000 mental health grant?**

- **You have 15 minutes to do this work**

Budget Simulation – Share out

- How did you adjust when there was an emergency?
- How did you decide what to remove from the budget?
- What did you remove from the budget?

- How did you adjust when there was new money to spend?
- How did you decide what to add to the budget?
- What did you add to the budget?

The One Thing
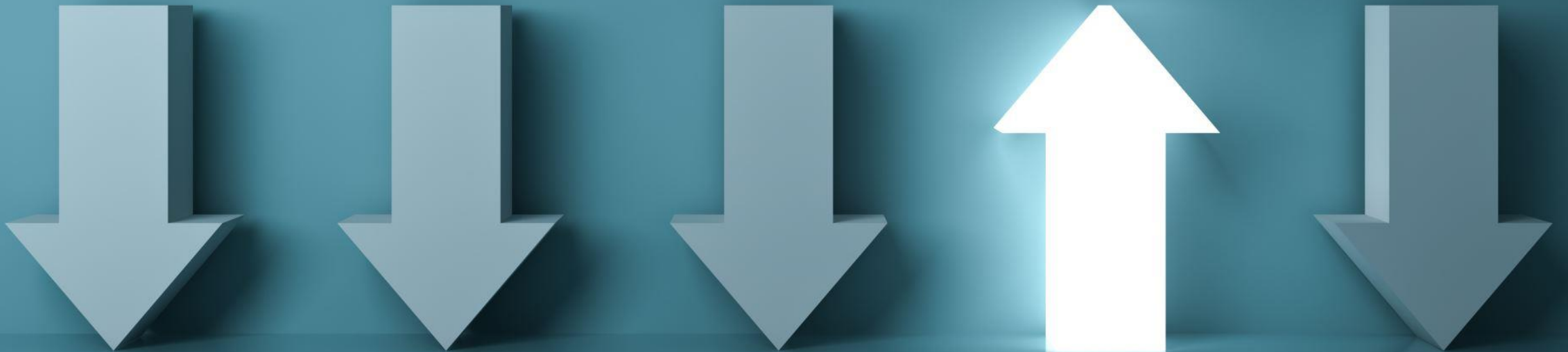
Gratitude

- **Thank You's**
- **Door Prizes**
- **Farewell**

Greater **VICTORIA** School District

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

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 29, 2024

RE: **Budget Working Groups**

Budget Working Group Meetings

There have been three Budget Working Group meetings held:

Budget Working Group Meeting #1 – December 13, 2023
- Held in-person at Tolmie
- Information packages provided on December 7, 2023
- Large group presentation included the following topics:
  - Budget Scope
  - Budget Responsibility
  - Operating Surplus
  - Structural Deficit
- Small group discussion specific to working groups

Budget Working Group Meeting #2 – January 18, 2024
- Held via Zoom
- Additional information packages provided on January 16, 2024
- Large group presentation included the following topic:
  - Historical Spending Outside Funding and Contracts/Ratios
- Small group discussion specific to working groups
  - Department: International Education with Dr. Jeff Davis

Budget Working Group Meeting #3 – January 25, 2024
- Held in-person at Tolmie
- Additional information package provided on January 23, 2024
- Small group discussion specific to working groups
  - Department: Indigenous Education with Dr. Shelly Niemi

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.

Progress Updates

Some of the Budget Working Groups have provided a brief written progress update on the work that has been completed to date. Budget Working Groups are also welcome to provide a brief verbal update during the meeting.

<u>School-Based Budget Working Group</u>

Our working group has had great conversations about the budget at a school-based level. Topics of discussion have included equity, allocation, carry forwards, staffing, and facilities/maintenance.

Meeting #1: We reviewed the budget package and requested further information where necessary.
Meeting #2: Discussed work of DAWG (District Administration Working Group) with a focus on equity.
Meeting #3: Had special guests Ken Andrews, Gord Mitchell, along with James Hansen. We discussed logistics of administering a budget at each school level.

<u>Special Purpose Fund Budget Working Group</u>

Our working group has focused on the Special Purpose Funds, many of which are very restricted or do not have allocations to schools. Topics of discussion have included priority school funding, how funds are allocated to schools, equity between schools as it relates to school generated funds, understanding the context of decisions tied to surplus funds, and if it is even possible to understand the historical impacts of the allocation of Special Purpose Funds. Group members have expressed an appreciation for the deeper understanding of the various Special Purpose Funds that has been gained through the sharing of information and thoughts within the group.

Meeting #1: Reviewed the full information package provided but focused on the list of Special Purpose Funds to determine which funds may have some flexibility. Further information was requested on the Learning Improvement Fund (LIF), Classroom Enhancement Fund (CEF), and Community Link (CL).
Meeting #2: Reviewed the additional information provided with a focus on Community Link (CL).
Meeting #3: Reviewed the terms of reference for the group and the allocation of Special Purpose Funds to schools in staffing and supplies. Discussed some potential options to realign funding within Community Link. Further information was requested on Community Schools.

Next Meetings

The next Budget Working Group meetings will be held on February 8, 2024 and February 13, 2024.

Recommendations from each of the Budget Working Groups will be presented to the Board at a Special Public Budget Meeting on February 29, 2024.

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: Superintendent's Report

DATE: January 29, 2024

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

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
- Student Symposium – January 11, 2024
- Monthly Meeting of the Representative Advisory Council of Students – January 15, 2024
- CHEK Chamber Chats Podcast – Preparing Young People for Career Choices – January 17, 2024
- Administrators' Meeting – January 18, 2024
- School Visit – Central Middle School – January 19, 2024
- District Leadership Team Meeting – January 23, 2024
- Accessibility Advisory Group Meeting – January 29, 2024
- All Superintendents' Zoom Meeting – January 29, 2024

Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
- Regular individual meetings with Esquimalt Nation; Métis Nation of Greater Victoria; and Urban Peoples' House Indigenous Advisory
- Meet bi-weekly with the Director of Indigenous Education

Goal 3: Create an inclusive and culturally responsive learning environment that will support learners' physical and mental well-being.
- Monthly Meeting with the Board Chair and Vice-Chair – January 10, 2024

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

Board of Education Meeting January 29, 2024

Greater VICTORIA School District

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<u>Gratitude:</u> The Superintendent would like to thank the following:

➢ Many thanks to the Facilities Department staff for all their efforts during the recent snowfall in clearing snow, salting parking lots, and paths.

➢ I would like to also thank all staff and our school community for their assistance and support during the recent snowfall.

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.

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Board of Education Meeting January 29, 2024

Greater VICTORIA School District

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Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 29, 2024

RE: Monthly Report

Purpose

The purpose of this report is to update the Board on some of the activities of the Secretary-Treasurer since December 11, 2023.

Activities

- ➤ 2024-2025 Annual Budget meetings and events
    - o Four Houses meetings (4)
    - o Student Connections meetings (8)
    - o Partner and VPVPA Connections meetings (5)
    - o Budget Working Group meetings (3)
    - o Student Symposium
- ➤ Policy Sub-Committee meetings
- ➤ Meetings with Ministry of Education and Child Care – Capital Management
- ➤ Meetings with Ministry of Education and Child Care – Funding and Financial Accountability
- ➤ Meetings with community partners
- ➤ Meetings with municipalities
- ➤ Meetings with legal counsel
- ➤ Daily and weekly Senior Leadership Team meetings
- ➤ Weekly Chair Superintendent agenda setting meetings
- ➤ Weekly Superintendent meetings
- ➤ Weekly Budget meetings
- ➤ Bi-weekly meetings with Board Chair
- ➤ Bi-weekly Vic High construction project meetings with Facilities and School Principal
- ➤ Bi-weekly Facilities and Superintendent meetings
- ➤ Bi-weekly Privacy Management meetings
- ➤ Monthly Standing Committee and Board meetings
- ➤ Monthly meeting with Board Chair, Vice Chair and Superintendent
- ➤ Monthly Representative Advisory Council of Students meeting
- ➤ Monthly Administrators' meeting
- ➤ Monthly District Leadership Team meeting
- ➤ Quarterly meeting with Vancouver Island school districts
- ➤ Professional Development: BCSTA Trustee Orientation #7 (Financial & Resource Management)

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

SECTION 72 REPORT

The Board of Education discussed the following matters:

- Facilities
- Administration
- Personnel

SECTION 72 REPORT

The Board of Education discussed the following matter:

- Facilities

SECTION 72 REPORT

The Board of Education discussed the following matter:

- Personnel